

**highschoolNGOconnect.org™**

***Academic Enrichment Without Borders***

***...where high school students meet global change makers  
in nongovernmental humanitarian relief organizations (NGOs)***

## **Level II Curriculum & Class Plan**

*Compassion to Action*

Prepared for:  
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January 14, 2020

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## General Notes

### Mission

Enable New Jersey students to enrich the global community by learning about humanitarian challenges and the means to resolve them. Channel youthful desire to hone pivotal skills, marshal vital resources and have a say in fixing the world.

### Strategy

Transport students via Skype to the front lines of global humanitarian challenges, where leaders of outstanding nongovernmental relief organizations (NGOs) mobilize education, cooperation and advocacy.

### Vision

Highlight dire threats to people of every race, religion, cultural affiliations, nationality and gender orientation so that educated high school students can propose fresh solutions.

## Class Plan Overview

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review Level I	Choose action to take to promote change. Decide whether to work in groups or individually.	Continue with SWOT analysis. Revise SMART goal if needed.	Project focused session: Work on action project.	Prepare interview questions.	In-class presentation of projects.
Consider issues to focus on for action project.	Prepare interview questions.	Prepare interview questions.	Decide how everyone will present their projects in the final session.	Conduct interview.	Debrief
Create SMART Goal.	Conduct interview.	Conduct interview.		Final class time to work on projects.	Celebration
	Begin SWOT analysis.	Consider the key components needed to promote change.			

Week 1 Lesson Plan	
<b>Objective:</b>	1) Review 101. 2) Consider issues to focus on for action project. 3) Create SMART Goal.
<b>Materials:</b>	Internet, chart paper, markers
<b>Preparation:</b>	Review 101 curriculum. Read over Ideal Community activity and SMART goals.
Time Allotted	Activity
5 minutes	Introduce outline and structure of 201.
10 minutes	Review of 101: <ul style="list-style-type: none"> <li>- Reflecting on what you learned in 101 and revisiting questions:                             <ul style="list-style-type: none"> <li>a. What do you think NGOs do?</li> <li>b. What NGOs do you know?</li> <li>c. Do you think you could create change in your community? Why or why not?</li> <li>d. Do you think you can create change globally? Why or why not?</li> </ul> </li> </ul>
15-20 minutes	Activity: Ideal Community  Description: Activity for students to choose an issue they would like to work on. This could be a local, national, or global issue.  <b>Goal:</b> For participants to identify humanitarian and/or social justice issue(s) that they would like to work on in a specific community.  <b>Set up:</b> Students should work in small groups. Each group should have a piece of chart paper and a few markers.  <b>Instructions to students:</b> <ol style="list-style-type: none"> <li>1. Choose a community that you would like to be the focus of your efforts to create change. For example, this could be your own neighborhood, city, or state, or a community in another country you learned about in 101. <i>Note: Students can change their mind after this exercise if they decide they would like to focus on a different community or issue for their 201 Action Project. This exercise is meant to help students to think about how to choose a topic they care about.</i></li> <li>2. Write the name of your community in the middle of your paper and draw a circle around it.</li> <li>3. Around the circle, write words and/or draw symbols or pictures that represent the aspects of the community that you feel are positive and those that are negative.</li> </ol>

	<p>Examples:</p> <p>a) Students decide to focus on their own community. They may like that there are a lot of parks in their community but they do not like that there is litter everywhere. They may like that people speak different languages but they do not like the discrimination people face.</p> <p>b) Students decide to focus on a community in Malawi that they learned about from an NGO interview. They may like that the community has a new school built but they do not like that there are not enough books, desks, and chairs for the students.</p> <p>4. Choose a couple of the negative aspects that you would like to change. How could this change take place? What could your role be in creating this change? Some questions to think about:</p> <ul style="list-style-type: none"> <li>- What is your <i>specific</i> goal?</li> <li>- What action could you take to reach that goal?</li> <li>- Who, if anyone, do you need to convince to support your goal?</li> <li>- Who could work with you to achieve your goal?</li> <li>- What resources do you need to achieve your goal?</li> </ul> <p>5. Present your community to the group. Share a few positive and a few negative aspects. Then, share what you would like to change and how you could help to change it.</p> <p>Debrief: Think about the exercise you just did. Did you identify a goal you would like to work on?</p> <p>⇒ If yes, what is the goal? Now, it is time to get specific... Go to SMART GOALS</p> <p>⇒ If no, the group can take this time to discuss the different issues they learned about and decide what they would like to work on. Students can choose an NGO they learned about in 101, a local NGO, or choose to write a proposal for a new NGO or independent project- 15 mins</p> <p><i>Note: They could also choose to focus on an NGO from 201. They would need to be given a brief introduction to the three NGOs that will be interviewed on Day 1 so that they have time to consider whether they would like to focus on one of them.</i></p>
15-20 minutes	<p><i>SMART Goal</i></p> <p><i>Objective:</i> Define goal for the project.</p> <p>Each student or group of students defines their SMART goal for their project.</p> <p>Share the handout with the students. Explain SMART goals to them using the handout as a guide. Have them create a SMART goal individually or in groups.</p>
5 minutes	Debrief – Students share their final SMART Goal.
<i>Assignment</i>	<i>Watch videos related to the upcoming NGO interview. Prepare two questions about the NGO for the expert to be interviewed.</i>

## SMART Goal Worksheet

Define your SMART goal for your project.

What is a SMART goal?

**S** = Specific (clear, detailed, well-defined)

**M** = Measurable (numbers, quantity, comparison)

**A** = Achievable (possible, can be accomplished)

**R** = Realistic (Is it achievable by you considering the time, resources, knowledge, and skills, that you have access to?)

**T** = Time-bound (defined time-line)

### Step 1 - Be Specific

Specific means that the goal is clear, detailed, focused and well-defined. It includes action and a result. Goals need to communicate what you would like to see happen. To set specific goals it helps to ask following questions:

- WHAT am I going to do?
- WHY is this important for me to do?
- WHO is going to do what? Who else need to be involved?
- WHEN do I want to do this?
- HOW am I going to do this?

Example of a specific goal:

- I am going to clean up the local park by recruiting volunteers from the community to pick up trash each Saturday and getting 25 trash cans donated to the park by the spring of 2019.

Example of a goal that is not specific:

- I am going to clean up a park somewhere with volunteers and by getting donations.

What is your specific goal?

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### Step 2 - Measure It

If the goal is measurable, it means we are able to know if we achieved it. If you use numbers and/or comparison in your goal, this will help you to know if you achieved it.

Examples of measurable goals:

- Raise \$100 to purchase 25 books for the school library.
- Get 20 trash cans donated to a park.

- Get 200 signatures on a petition that calls for passing a law to protect Dreamers by October 30, 2018.

Examples of goals that are not measurable:

- Cleaning up a park.
- Raising enough money to purchase some books.
- Asking people to sign a petition.

Is your specific goal measurable? If not, make it measurable. Write your Specific, Measurable goal here:

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### **Step 3 - Make it Achievable**

Goals need to be achievable. If the goal is too far in the future, you might find it difficult to keep motivated to reach it. If you have to gain a lot of skills in order to achieve the goal, you may get frustrated. Goals still need to challenge you, but not so much that you become too frustrated and lose motivation.

Think about what is achievable for you and/or your group.

Examples of goals that are achievable in the timeframe you have:

- Raise \$100 for a school to purchase 20 books.
- Serve 50 meals at a homeless shelter.
- Get 200 signatures on a petition that calls for passing a law to protect Dreamers by October 1, 2018.

Examples of goals that are not achievable in the timeframe you have:

- Build a new school in a community and include books, desks, and chairs for each student.
- Serve 50 meals per day at 10 different homeless shelters.
- Make sure a law is passed to protect Dreamers.

Is your specific, measurable goal achievable? If not, make it achievable. Write your Specific, Measurable, Achievable goal here:

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### **Step 4 - Be Realistic**

Goals that are achievable, may not be realistic. Realistic means that you have the resources to get it done. The achievement of a goal requires resources, such as skills, money, equipment, and other people to support the tasks required to achieve the goal.

Examples of goals that are achievable and realistic:

- Each student will collect 10 book donations by the time the program ends.



Example of a goal that is achievable but not realistic:

- Each student will collect 50 books per week until the program ends.

If you did not do anything else after school, you could probably achieve this. But realistically, students have other responsibilities such as jobs, taking care of siblings, homework etc.

Is your specific, measurable, achievable goal realistic? If not, make it realistic. Write your Specific, Measurable, Achievable, Realistic goal here:

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### **Step 5 - Time-bound**

Time-bound means setting deadlines for the achievement of the goal. Deadlines create the necessary urgency to take action.

Example of a time-bound goal:

- Each student will collect 10 book donations by the time the program ends.
- Students will create a 1-minute video sharing the importance of healthy eating by the time the program ends.

Example of a goal that is not time-bound:

- Each student will collect 10 book donations.

Does your specific, measurable, achievable, realistic goal have a time limit? Write your Specific, Measurable, Achievable, Realistic, Time-bound goal here:

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**Congratulations! You've created your SMART Goal!**

Week 2 Lesson Plan	
<b>Objective:</b>	Choose action to take to promote change. Decide whether to work in groups or individually. Prepare interview questions. Conduct interview. Begin SWOT analysis and action planning worksheet.
<b>Materials:</b>	Internet; SWOT Analysis worksheet; Amnesty International Action Toolkit (or sections as appropriate)
<b>Preparation:</b>	Review SWOT analysis worksheet and Amnesty Toolkit
<b>Time Allotted</b>	<b>Activity</b>
10 minutes	Choose project to work towards your SMART goal (can be individual, groups, or whole class).  Examples: <ol style="list-style-type: none"> <li>1) Video</li> <li>2) Website/Blog</li> <li>3) Social media campaign</li> <li>4) Lobbying/Advocacy</li> <li>5) Grant writing</li> <li>6) Volunteer project</li> <li>7) Create art to raise awareness</li> <li>8) Presentation in school or community to raise awareness</li> <li>9) Research and secure internship or volunteer position.</li> </ol>
10 minutes	Based on SMART goal and projects, what questions do students have for interviewer? Choose roles for interview (Moderator, questioners, note takers).
20 minutes	NGO interview
10 minutes	Review <ul style="list-style-type: none"> <li>- What did they learn?</li> <li>- What information supports their goal?</li> <li>- What questions do they still have?</li> </ul>
10 minutes [Alternative: Make SWOT analysis the sole topic for Week 3 and extend program by 1 week]	Assessing how to reach goal using SWOT analysis: <ul style="list-style-type: none"> <li>o Strengths</li> <li>o Weaknesses</li> <li>o Opportunities</li> <li>o Threats</li> </ul> <p>Goals: For students to identify the strengths and weaknesses of the project and develop a strategy to build on the strengths and reduce the weaknesses.</p> <p>Students use each word to analyze where they are now and where they want to be. Then, they make an action plan to get there.</p>

	<p>Step- by- Step:                  Step 1- List all strengths that exist now. List all weaknesses that exist now.</p> <p>Example:                  Strengths: Students’ talents, skills, and knowledge                  Weakness: Limited time, space, money.</p> <p>Step 2 –List all opportunities that exist in the future. Opportunities are potential future strengths.                  List all threats that exist in the future. Threats are potential future weaknesses.</p> <p>Examples:                  Opportunities: Interviews with NGOs, internships with NGOs, knowledge gained throughout program.                  Threats: Other obligations that come up in the future such as homework, jobs, family responsibilities.</p> <p>Step 3 – Plan for action</p> <p>Consider the following:                  Strengths - How to Build on them                  Weaknesses - How to Eliminate them                  Opportunities - How to Prioritize them                  Threats - How to Minimize them</p>
<p><i>Assignment</i></p>	<p><i>Watch videos related to the upcoming NGO interview. Prepare two questions about the NGO for the expert to be interviewed.</i></p>

**SWOT ANALYSIS Worksheet**  
**(Strengths – Weaknesses – Opportunities – Threats)**

ISSUE: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

PROJECT: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

GOAL: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Strengths	How can you build on them?

Weaknesses	How can you eliminate them?

Opportunities	How can you prioritize them?

Threats	How can you minimize them?

Week 3 Lesson Plan	
<b>Objective:</b>	Continue with SWOT analysis. Revise SMART goal if needed. Prepare interview questions. Conduct interview. Consider the key components needed to promote change.
<b>Materials:</b>	SMART Goals and SWOT Planning Sheets; Internet, The 4s
<b>Preparation:</b>	Review 4As. Prepare 4s materials (See activity sheet for preparation instructions.)
Time Allotted	Activity
10 minutes	Return to SMART Goal and SWOT. Does anything need to be modified? Added? Taken out?
10 minutes	Based on SMART Goal, projects, and SWOT analysis, what questions do students have for interviewer? Choose roles for interview.
20 minutes	NGO interview
5 minutes	Review – <ul style="list-style-type: none"> <li>- What did they learn?</li> <li>- What information supports their goal?</li> <li>- What questions do they still have?</li> </ul>
10 minutes	The 4 As – Essential components of a plan to create change.
5 minutes	Debrief: Use 4As Debrief

**Activity:**      *The 4As (Awareness – Action – Advocacy – Allies)*

**Preparation:**

- Cut out one set of 4As and one square per group of 3-5 students. Note that the center of the A does not need to be cut out.
- Write 1, 2, 3, 4, and 5 on the back of the 4As and the issue square (one different number on each piece of paper).

**Goals:**

- Outline essential components needed to create positive social change.
- Build a foundation of trust and cooperation among group members, recognizing everyone contributes based on their own knowledge and skills;
- Build empathy and compassion by providing opportunity to consider and reflect on the reality that each person has access to different opportunities, rights, and needs, depending on such factors as their identity and where they live.
- Recognize that everyone has different skills and abilities to contribute to the project.

**The 4 As (Awareness, Action, Advocacy, and Allies)**

Break into small teams. Briefly discuss definitions of Awareness, Action, Advocacy, and Allies (definitions in last paragraph of this description). Then pass out the 4 As, already cut out, one set to

each team. Give each team one square of paper with need/right on it. On the back of each of the 4As and the square paper with the human right on it, have written the #s 1 - 5. Tell each team member to pick up one of the slips of paper – either an A or the square piece - and look at the back of it. If they have:

- #1, they can't speak
- #2, they can't touch the paper
- #3, they can't use their left hand
- #4, they can't use their right hand
- #5, they have no restrictions.

With these rules in place, each group must then attempt to balance the square on top of all 4 As in 6 minutes. They cannot destroy the 4 As or slip of paper in any way. They cannot fold, tear or crinkle them up. They cannot use glue, a wall, or any materials to help the As stand. The As must stand on their own to support the square human right paper.

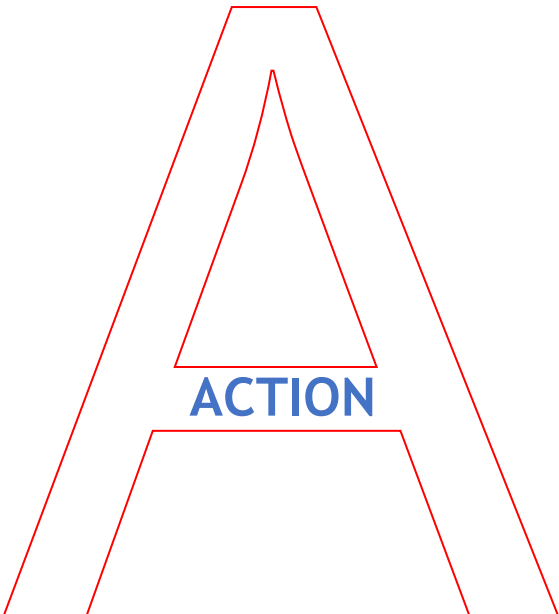
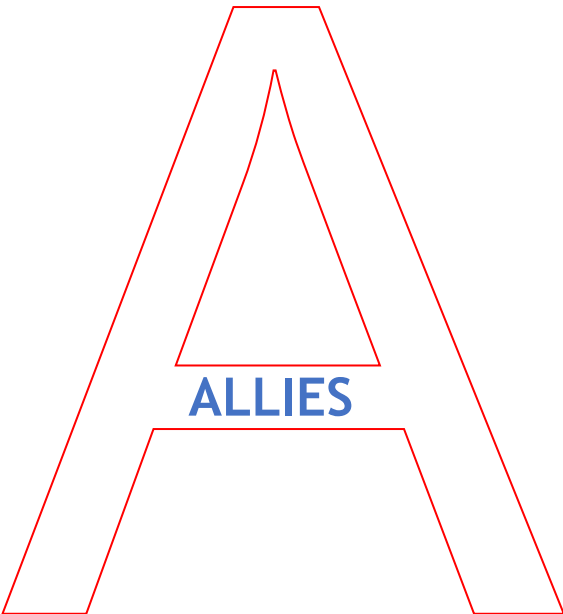
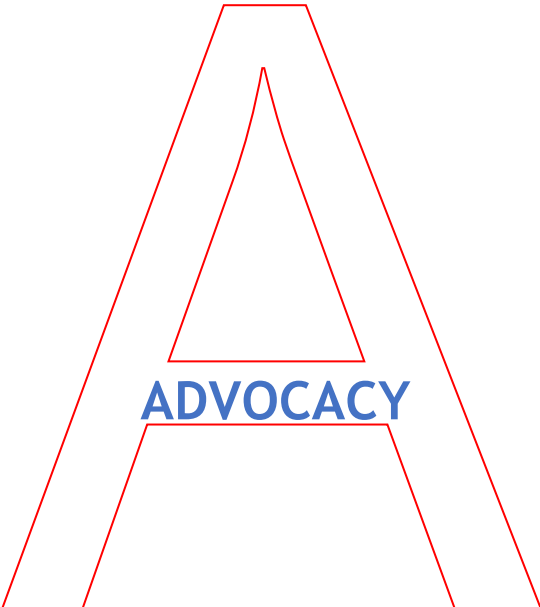
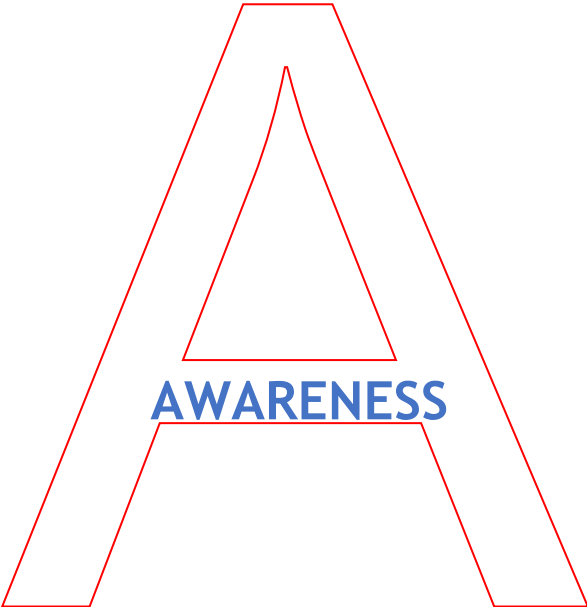
After 6 minutes (End time when you feel it's appropriate. Try to wait until at least one group was able to balance the square paper on the As), bring the whole group back together. Recognize that some or all of the groups were able to balance the slip of paper on the 4As and congratulate all on their efforts.

**Midpoint debrief:** Discuss the difficulty in protecting rights and ensuring all people's needs are met, and that there are different methods to doing this, just as there were different ways of balancing the slip of paper. Connecting the debrief to the restrictions different members had on their participation, point out that there are different obstacles to overcome and different resources available in each community. Open a discussion about the obstacles the group or individuals feel they will face and the strengths they have. Ask participants to reflect on how they felt about having a restriction or having no restrictions. Did they feel included? Did they try to include others with restrictions? Did they find a way to overcome their restriction? How does this relate to their projects?

**Final step in activity:** Next, tell everyone to take one A away. Some slips of paper may fall and others won't. Then tell everyone to take a 2<sup>nd</sup> A away. Continue to do this until there is only one A left. More and more square slips of paper will fall as the As are removed.

**Debrief:** Ask the participants about the significance of the final step. All four As are needed in order to secure the need or right. They are essential components to creating a successful project: a community of people (**allies**) who are **aware** (informed) about needs and rights, who raise **awareness** among others, and who are willing and able to take strategic **action** such as by creating a petition, meeting with a government representative, or creating a work of art and **advocate** (call for change) to secure those rights or needs. All 4 As contribute to success. Discuss with the group ways these As can be fulfilled in planning their projects.

# 4As



## 4As Issue Pieces

**ACCESS TO HEALTHY  
FOOD**

**FEELING SAFE IN  
SCHOOL**

**RIGHT TO EDUCATION**

**FREEDOM OF RELIGION**

**A SAFE PLACE TO LIVE**

**FAIR WORKING  
CONDITIONS**

**ACCESS TO CLEAN  
WATER**

**ACCESS TO MEDICINE**



Week 4 Lesson Plan	
<b>Objective:</b>	Project focused session. Work on action project. Decide how everyone will present their projects in the final session.
<b>Materials:</b>	Depends on projects students have chosen.
<b>Preparation:</b>	Depends on projects students have chosen.
<b>Time Allotted</b>	<b>Activity</b>
50 minutes	Project focused session: Work on projects based on SMART Goals, SWOT, and 4As.
<i>Assignment</i>	<i>Watch videos related to the upcoming NGO interview. Prepare two questions about the NGO for the expert to be interviewed.</i>

Week 5 Lesson Plan	
<b>Objective:</b>	Prepare interview questions. Conduct interview. Final class time to work on projects.
<b>Materials:</b>	Internet; Any materials for project
<b>Preparation:</b>	Depends on projects students have chosen.
<b>Time Allotted</b>	<b>Activity</b>
10 minutes	Based on SMART Goal, projects, SWOT analysis, 4As, and outstanding questions from previous interviews, what questions do they have for interviewer? Choose roles for interview.
20 minutes	NGO interview
10 minutes	Review <ul style="list-style-type: none"> <li>- What did they learn?</li> <li>- What information supports their goal?</li> <li>- What questions do they still have?</li> </ul>
20 minutes	Final class time to work on projects.

Week 6 Lesson Plan	
<b>Objective:</b>	In-class presentation of projects. Q&A Celebrate!
<b>Materials:</b>	Dependent on format of presentations.
<b>Preparation:</b>	Dependent on format of presentations.
<b>Time Allotted</b>	<b>Activity</b>
50 minutes	In-class presentations of projects in format of students' choice.
10 minutes	Debrief: What will the students take away from 201? What did the find useful? Inspiring? What would they change?

### Post Program Activity

At their option, students can decide to act collectively or individually to advance the humanitarian strategies they have identified.

**To learn more about *highschoolINGOconnect*, please contact:**

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08/05/19