

highschoolNGOconnect.org™

Academic Enrichment Without Borders

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

Level I Curriculum & Class Plan

Introduction to the NGO Sector

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January 14, 2020

Table of Contents

General Notes	2
Curriculum Overview	3
Week 1	4
Week 2	5
Week 3	8
Week 4	9
Week 5	11
Week 6	13
Suggested Service Components	14
Appendix I: NGO Fact Sheet	14
Appendix II: NGO Research Summary	16
Appendix III: Interviewing Guide	17
Appendix IV: Sample Project Brainstorming Sheet	17
Appendix V: Elevator Pitch Guide	18
Appendix VI: New Jersey Social Studies Standards	19

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.

Curriculum Overview					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Big Picture- Problem Solving	NGO Interview No. 1	NGO Interview No. 2	Oppression and Culture	NGO Interview No. 3	NGO Presentations and Collaborative Project Initiation
<p>Discussion: What is an NGO?</p> <p>Visit websites via highschoolNGOconnect portal</p> <p>Discuss NGO slated for first interview</p> <p>Activity: Prepare questions</p>	<p>Review questions for NGO. Choose facilitator.</p> <p>Skype Interview</p> <p>Discuss NGO Interview</p> <p>Review NGO Slated for third interview.</p> <p>Prepare questions.</p>	<p>Review questions for NGO. Choose facilitator.</p> <p>Skype Interview</p> <p>Discuss NGO Interview</p> <p>Introduce elevator pitch.</p>	<p>Introducing Culture and Oppression and Living Inside and Outside Activity</p> <p>Cultural Representations of Oppression. Students share examples.</p> <p>Review NGO Slated for third interview.</p>	<p>Review questions for NGO. Choose facilitator.</p> <p>Skype Interview</p> <p>Discuss NGO Interview</p> <p>Questions about elevator pitches.</p> <p>Debrief</p>	<p>Elevator pitch warm up</p> <p>Elevator Speeches and Q&A</p> <p>What has been learned?</p> <p>Creating an NGO Project</p> <p>Distribute Certificates of Global Citizenship</p>

Week 1: Big Picture-Solving

Week 1 Lesson Plan	Big Picture- Solving
Objective:	<ol style="list-style-type: none"> 1) To build a community of trust, respect, and support 2) To ensure students are familiar with the NGO community 3) To build students' interviewing skills
Materials:	Stickers, Map of the World, Markers, Internet, 4 Pieces of Chart Paper, Pen, Paper, Handout on NGOs, Handout on Week 2 NGO
Preparation:	<p>Put stickers on the floor in a circle wide enough for one person to stand on each sticker, with one sticker in the middle of the circle. There should be enough stickers for each student.</p> <p>Write 1 question each as described in the NGO activity below at the top of each of the 4 pieces of chart paper.</p> <ol style="list-style-type: none"> 1) What do you think NGOs do? 2) What NGOs do you know? 3) Do you think you could create change in your community? Why or why not? 4) Do you think you can create change globally? Why or why not? <p>Pull up the websites of a few different types of NGOs by subject– such as humanitarian relief, human rights, education, and development; vary by location – local, national, regional, global – and by size.</p>
Time Allotted	Activity
15 minutes	<p><u>Introduction to NGOs</u></p> <p>There are 4 “stations” around the room. Each has a piece of chart paper and markers, with one of these questions written on each paper:</p> <ol style="list-style-type: none"> 5) What do you think NGOs do? 6) What NGOs do you know? 7) Do you think you could create change in your community? Why or why not? 8) Do you think you can create change globally? Why or why not? <p>Two students start at each station. Without talking, they have two minutes to write their responses on the chart paper. They then move to the next piece of paper. As students see other answers, they can put a check mark or a happy or sad face next to things they agree and disagree with in addition to answering the question with new information.</p> <p>Once the students return to their seats, point out interesting comments and facts written on the paper and ask the author if they would like to share a bit about what they wrote. For example, how did they learn about that NGO? Why do they think they can or can't create change? Then provide a definition of an NGO. This should lead into the presentation.</p>
15 minutes	<p><u>Presentation: NGO Examples</u></p> <p>Share handout on the definition and global landscape of NGOs. See Appendix I.</p> <p>Show students websites of different NGOs. Share the mission of each NGO and the programs they run. Students should be encouraged to ask questions and comment throughout the presentation.</p>

	<p><i>Note: Before beginning, if you plan to do the following activity, let students know who will be the interviewer and who will be the interviewee for the activity (see below) so they can think about their role as they learn about these NGOs.</i></p> <p>For links to NGOs introduce students to resources page/NGOs on www.highschoolNGOconnect.org.</p>
<p>10 minutes</p>	<p>Extra activity, if time permits: <u>Activity: Interviewing Practice</u> Students work in pairs. One person chooses one of the NGOs just described that they would like to work for. The other person is the interviewer. Have the students practice a mock interview together for a few minutes.</p>
<p>10 minutes</p>	<p>Discussion: Preparing for First NGO Interview Based on the exercise above, ask students to share some of the questions that were asked. Have students share what they thought were the best questions and what other questions could be asked.</p> <p>Start here if you skipped the Interviewing Practice: ➤ See Appendix III to Curriculum: Interviewing Guide</p> <p>Show video: 7 days in ilaje Bariga, Lagos, Nigeria https://www.youtube.com/channel/UCFSmSTWK54so-AevtWOhd4w</p> <p>Share the NGO info sheet (Appendix II). Have students prepare questions for the interview. What do the students want to know?</p> <p>Students choose five questions to ask the interviewee. They can plan additional questions to ask if they have more time. One student will facilitate the interview and two students will be note takers.</p>

Week 2: First Interview

<p>Week 2 Lesson Plan:</p>	<p>Featured NGO in Health Services</p>
<p>Objective:</p>	<p>1) To hone interview and facilitation skills 2) To understand the work of NGOs in the health sector</p>
<p>Materials:</p>	<p>Internet, Class document, NGO Info Sheet</p>
<p>Preparation:</p>	<p>Pull up website of NGOs for this week and next week. Pull up Do Something website and have campaigns to share chosen. Test Skype connection.</p>
<p>Time Allotted</p>	<p>Activity</p>
<p>10 minutes</p>	<p><u>Interview Prep</u> Teacher asks students to read proposed questions to the class. For example:</p> <ol style="list-style-type: none"> 1. Why did you decide to work for [start] an NGO? 2. What are the biggest obstacles/challenges for your NGO? 3. How great is the need?

	<ol style="list-style-type: none"> 4. Who has encouraged you to do humanitarian work? 5. What is your NGO's most important goal? 6. Is it difficult to operate an NGO? 7. How do you cope with setbacks? 8. How important is education? 9. What does success mean to you? 10. What gives you the most satisfaction? 11. Can students in the US help an NGO? How? 12. Are you hopeful about the future? <p>An order of questions is determined. Each of 5 students will ask one question. Two students will take notes. One student will facilitate the interview. The facilitator will welcome the interviewee, prompt the other students to ask questions, and thank the interviewee at the end. The teacher will assist with this role as needed. The teacher can model this role the first time or to share this role with the student.</p> <p>The teacher describes a <i>semi-structured interview</i>. The purpose of the semi-structured interview is to have questions planned but also have the freedom to follow the conversation if it goes in an unanticipated, interesting direction.</p> <p>The teacher suggests that students plan their questions in a certain order. They should also keep in mind that they may have follow-up questions. These are the unplanned questions in response to the interviewee's answers.</p> <p>Students review the questions they will ask the interviewee. Select facilitator, interviewers and note takers.</p>
<p>20 minutes</p>	<p><u>Skype Interview</u></p> <p>Interview facilitator welcomes interviewee and introduces him/her briefly to the group. After the interviewee has an opportunity to say hello to the group, the interview facilitator prompts the first student to ask a question.</p> <p>Follow-up questions may be asked by any student throughout the interview or at the end. The student interview facilitator should facilitate this with help from the teacher. Interview facilitator thanks the interviewee.</p>
<p>15 minutes</p>	<p><u>Discuss Interview</u></p> <p>Give students a few minutes to write down their thoughts from the interview. Prompt thinking with any of these questions: <i>Note: Choose up to 3 questions for the students to think about and write down.</i></p> <p><i>Suggested questions about the NGO/Interviewee:</i></p> <ul style="list-style-type: none"> ⇒ What did the students learn? ⇒ What did students find most interesting? ⇒ Would the student like this job, or to work for this NGO? Why or why not? ⇒ Would the student like to volunteer for this NGO? Why or why not? ⇒ What is the NGO trying to do? What change are they trying to create or what problem are they trying to solve? ⇒ What skills does the interviewee need to do his/her job well? ⇒ Any suggestions for how the students could contribute to this work or how the work could be done better? <p><i>Questions about the interview process:</i></p> <ul style="list-style-type: none"> ⇒ Do you think the process went smoothly? If yes, what made it go well? If not, what could be changed for next time?

	<ul style="list-style-type: none"> ⇒ Did the interviewee answer the questions you asked? ⇒ Was there anything else you wanted to know? ⇒ Was anything unclear? ⇒ Is there something you would ask if you could speak to him/her again? ⇒ What would you like to see done differently in the next interview? ⇒ What would you like to see repeated in the next interview? <p>Ask each student to share at least one thought they wrote down. Add these to the class document along with the notes taken by the note takers. Ask additional questions from the list above as relevant to the discussion.</p>
<p>15 minutes</p>	<p>Review NGO for Next Week: Performing Life Bolivia Bring up the website for the students. Share the NGO info sheet (See Curriculum Appendix II). Show videos: https://www.youtube.com/watch?v=ErV282la6Xw https://www.youtube.com/watch?v=JsnntiA5hls https://www.youtube.com/watch?v=afKAwf6zK4</p> <p>Students should think about different questions to ask. Assign roles of facilitator, note taker, or interviewer. <i>Note: Students can choose role at the beginning of next week's class if time is short.</i></p>
<p>5 minutes</p>	<p><u>Debrief</u> Visit <i>dosomething.org</i> as springboard for projects focused on similar issues that this week and next week's NGO is working on. Show students the scholarship page – students can be eligible to win scholarships if they join campaigns.</p> <p>Teacher introduces small grants for students. Ask students to consider: If they were to create a project based on any NGO they learned about so far, what kind of project might they create? The teacher shares that the students will have an opportunity to create a project with his/her help at the end of the program.</p>

Week 3: NGO Interview No. 2

Week 3 Lesson Plan:	Featured NGO Engaged in Refugee Assistance
Objective:	<ol style="list-style-type: none"> 1) To continue to hone interview and facilitation skills 2) To understand the work of NGOs engaged in refugee assistance
Materials:	Internet, Class document, NGO Info Sheet
Preparation:	Pull up website of NGO for this week. Test Skype connection.
Time Allotted	Activity
10 minutes	<p><u>Interview Prep</u></p> <p>Teacher asks students to read their questions to the class. Each of five students will ask one question. Two students will take notes. One student facilitates.</p> <p>The teacher suggests that students plan their questions in a certain order. They should also keep in mind that they may have <i>follow-up questions</i>. These are the unplanned questions in response to the interviewee’s answers.</p> <p>Students review the questions they for interviewee. Select facilitator and note takers.</p>
20 minutes	<p><u>Skype Interview</u></p> <p>Interview facilitator welcomes interviewee and introduces her briefly to the group. Students say their names and grade levels. After the interviewee responds, the interview facilitator prompts the first student to ask a question.</p> <p>Follow-up questions may be asked by any student. The student interview facilitator should facilitate follow up with help from the teacher. Facilitator thanks interviewee.</p>
15 minutes	<p><u>Discuss Interview</u></p> <p>Students take a few minutes to write down their thoughts from the interview. Prompt thinking with these questions: <i>Note: Choose up to 3 questions for the students to think about and write down.</i></p> <p>Questions about the NGO/Interviewee:</p> <ul style="list-style-type: none"> ⇒ What did they learn? ⇒ What did students find most interesting? ⇒ Would the student like this job, or to work for this NGO? Why or why not? ⇒ Would the student like to volunteer for this NGO? Why or why not? ⇒ What is the NGO trying to do? What change are they trying to create or what problem are they trying to solve? ⇒ What skills does the interviewee need to do his/her job well? ⇒ Any suggestions for how the students could contribute to this work or how the work could be done better? <p>Questions about the interview process:</p> <ul style="list-style-type: none"> ⇒ Do you think the process went smoothly? If yes, what made it go well? If not, what could be changed for next time? ⇒ Did the interviewee answer the questions you asked? ⇒ Was there anything else you wanted to know? ⇒ Was anything unclear? ⇒ Is there something you would ask if you could speak to him/her again?

	<p>⇒ What would you like to see done differently in the next interview?</p> <p>⇒ What would you like to see repeated in the next interview?</p> <p>Ask each student to share at least one thought they wrote down. Add these to the class document along with the notes taken by the note takers.</p>
15 minutes	<p>Introduce the value of an Elevator Pitch. See guidance and video examples Appendix V. To complete the program and receive certificates of global citizenship must give a 30 second presentation for an NGO they select subject to teacher approval.</p>
5 minutes	<p><u>Debrief</u> Teacher asks the students to share anything they would change for the interview process going forward.</p> <p>Introduce the students to the Start A Snowball website: Startasnowball.org.</p> <p>Ask students to think about ideas about a project they might create. <i>If time allows</i>, introduce the Project Brainstorming Sheet (Appendix IV.). Ask students to think about the NGOs and causes they have learned about. What type of projects might they do in support of the work of these NGOs?</p>

Week 4: Oppression and Culture

Week 4 Lesson Plan:	Oppression and Culture
Objective:	<ol style="list-style-type: none"> 1) To understand how culture and oppression are connected 2) To examine the role of culture in society 3) To understand the role of art and culture in ending oppression
Materials:	Large paper, markers or colored pencils, internet
Preparation:	<p>Have definitions for culture and oppression on the smart board.</p> <p>Pull up songs, poems, movie clips, and/or pictures that represent oppression.</p>
Time Allotted	Activity
20 minutes	<p><u>Culture and Oppression</u></p> <p>Have definitions for culture and oppression on the smart board. Suggested definitions*:</p> <p>Culture</p> <ol style="list-style-type: none"> 1) The beliefs, customs, arts, etc., of a particular society, group, place, or time 2) A particular society that has its own beliefs, ways of life, art, etc. 3) A way of thinking, behaving, or working that exists in a place or organization (such as a business) <p>*(Merriam Webster, Simple Definitions)</p> <p>Oppression</p> <ol style="list-style-type: none"> 1) a : unjust or cruel exercise of authority or power b : something that oppresses especially in being an unjust or excessive exercise of power 2) a sense of being weighed down in body or mind (from Merriam Webster) <p>Ask the students what they think about these definitions. Do they agree with them? How would they define these terms in their own words?</p>

	<p>Extra activity, if time permits: <u>Activity: Living Inside and Outside</u> Have students work in groups of two or three. Provide a large sheet of paper with the outline of a person on the paper. Ask students to write inside the outline everything a person needs inside to have a full life. Outside of the outline, they should write everything a person needs on the outside. Examples – Inside: health, calm mind, love; Outside – A home, food, shelter, friends. Students can be creative, using symbols or pictures instead of words, poetry, etc. Ask students to think about their culture as they do this activity.</p> <p>When students have finished, ask each group to share their work. What did all of the groups have in common? Where do they differ? Do some students think certain things are essential that others feel they don't need? <i>Adapted from the United Nations lesson "What Does A Child Need?" from the Teaching Human Rights book and Dr. Felisa Tibbitts</i></p> <p>Ask students to think about the NGOs they have learned about so far. Which of these needs are the NGOs working on? What has caused these needs to not be met? Where does oppression fit in to the picture and how are the NGOs trying to counteract oppression?</p>
<p>15 minutes</p>	<p><u>Cultural Representations of Oppression</u> Share with the students how oppression is represented through music, art, movies, and writing. First, ask the students what cultural representations they know of.</p> <p><i>Suggestion: Bring in pictures and lyrics, play songs, read poems, and/or show short clips of movies.</i> <i>Examples:</i> <i>Movies:</i> Blood Diamonds; Slum Dog Millionaire; Sin Nombre; Precious <i>Music:</i> Diamonds from Sierra Leone, Kayne West; Changes, 2pac; Redemption Song, Bob Marley; Imagine, John Lennon; War (What is it Good For), Edwin Starr; A Change is Gonna Come, Sam Cooke; Get Up Stand Up, Bob Marley; Where is the Love? Black Eyed Peas <i>Writing:</i> Toni Morrison, Alice Walker, Maya Angelou – I am Hope, I Know Why the Caged Bird Sings and Ain't I A Woman?, Paolo Freire – Pedagogy of the Oppressed, Langston Hughes – poem "Oppression" and others, Martin Niemöller: First they came for the Socialists</p> <p>Public Art: A section of the Berlin Wall has been turned into murals. On one side, artists painted murals about peace and oppression. On the other side are pictures and stories about Syrian refugees' experiences. http://www.eastsidegallery-berlin.de/</p> <p>Discuss the role of these cultural representations in raising awareness and creating change in society. How might art and cultural representations support an NGOs' work? How does oppression influence art and culture?</p> <p>Examples of NGOs using Art: Amnesty International Concerts (past) http://www.humanrightconcerts.com/ Rock the Vote https://www.rockthevote.com/ Red Hand Day to Stop the Use of Child Soldiers http://www.redhandday.org, photo and video contests such as through Speak Truth to Power http://www.speaktruthvideo.com/</p>
<p>15 minutes</p>	<p>Review NGO for next week: Uganda Village Project. Visit the website http://www.ugandavillageproject.org. Visit video links (see interview calendar)</p> <p>Share the NGO info sheet (See Appendix II).</p>

	<p>After being introduced to the NGO, based on this information and this week’s activities on culture and oppression, students should think about different questions to ask. Each student should choose a role of facilitator, note taker, or interviewer, with a question assigned to them.</p> <p><i>Note: Students can choose role at the beginning of next week’s class if time is short.</i></p>
10 minutes	<p><u>Debrief</u></p> <p>Have students changed their ideas about what it means to live a full life? Where does culture fit in? How can art contribute to a meaningful life?</p> <p>OR</p> <p>Would students be interested in a project in which they created a piece of art to support the work of NGOs? What would they do? <i>Note: Add to brainstorming sheet if time allows (Appendix III)</i></p>

Week 5: NGO Interview No. 3

Week 5 Lesson Plan:	Featured NGO
Objective:	<ol style="list-style-type: none"> 1) To continue to hone interview and facilitation skills 2) To understand the work of NGOs
Materials:	Internet, Class document, NGO Info Sheets, Elevator Speech Handout
Preparation:	Pull up website of NGOs for this week and next week. Test Skype connection.
Time Allotted	Activity
10 minutes	<p><u>Interview Prep</u></p> <p><i>Note: Incorporate any format or process changes the students would like to make based on their first two interviews.</i></p> <p>Teacher asks students to read their questions to the class. An order of questions is determined. Select five. Two students will be note takers. One student should facilitate the interview.</p> <p><i>Remind the students that as they listen to the interviewee, they should think about follow up questions.</i></p>
20 minutes	<p><u>Skype Interview</u></p> <p>The facilitator welcomes Ms Titilope. Students give names and grade levels. After the interviewee finishes her introduction, the interview facilitator prompts the first student to ask a question.</p> <p>Follow-up questions may be asked by any student at the end. The student interview facilitator should facilitate this with help from the teacher.</p> <p>Interview facilitator thanks the interviewee.</p>
15 minutes	<p><u>Discuss Interview</u></p> <p>Give students a few minutes to write down their thoughts from the interview. Prompt thinking with any of these questions:</p> <p>Note: Choose up to 3 questions for the students to think about and write down.</p> <p>Questions about the NGO/Interviewee:</p> <ul style="list-style-type: none"> ⇒ What did they learn? ⇒ What did students find most interesting? ⇒ Would the student like this job, or to work for this NGO? Why or why not?

	<p>⇒ Would the student like to volunteer for this NGO? Why or why not?</p> <p>⇒ What is the NGO trying to do? What change are they trying to create or what problem are they trying to solve?</p> <p>⇒ What skills does the interviewee need to do his/her job well?</p> <p>⇒ Any suggestions for how the students could contribute to this work or how the work could be done better?</p> <p>Questions about the interview process:</p> <p>⇒ Do you think the process went smoothly? If yes, what made it go well? If not, what could be changed for next time?</p> <p>⇒ Did the interviewee answer the questions you asked?</p> <p>⇒ Was there anything else you wanted to know?</p> <p>⇒ Was anything unclear?</p> <p>⇒ Is there something you would ask if you could speak to him/her again?</p> <p>⇒ What would you like to see done differently in a future interview?</p> <p>⇒ What would you like to see repeated in a future interview?</p> <p>Ask each student to share at least one thought they wrote down. Add these to the class document along with the notes taken by the note takers.</p> <p>Ask additional questions from the list above as relevant to the discussion.</p>
10 minutes	<p><u>Education and Careers Discussion</u></p> <p>What NGO would students like to work for if they could choose one?</p> <p>What type of education do they think they would need to obtain this job?</p> <p>What would they enjoy about the job?</p> <p>What would be challenging for them?</p> <p>What are the challenges that all (or most) NGOs face?</p> <p>Students will prepare elevator speeches on their chosen NGO for next week. They should prepare a 30 second presentation on why their NGO is doing important and essential work that should be supported.</p> <p>The teacher may want to give a sample elevator speech, or share one. Example: http://voiceofwitness.org/about/ <i>Note: The video on this page shares an impactful elevator speech, even without the extras of the video and other voices.</i></p> <p>The teacher could ask the students to write down what the main speaker shares about the organization in order to serve as a reference for their own speeches. Teacher shares handout on elevator speeches.</p> <p>Ideas and common pitfalls to avoid:</p> <ul style="list-style-type: none"> • Students should think about how to present the NGO in a way that shows they are working with the community, rather than “saving” them. • Show their audience what their money will do. Tangible results. • Present the NGO and community positively. • Rather than explaining that the NGO <i>needs</i> money, highlight the successes that have been accomplished so far, and share what can be done with new funding. <p>Preparation:</p> <p>Practice speech in front of family and friends. Do they understand what the NGO does? Would they want to support it?</p>
5 minutes	<p><u>Debrief</u></p> <p>Ask students to share:</p> <p>What do students think is essential to include in their elevator speech?</p> <p>How can the students support NGOs in improving people’s lives?</p>

Week 6: Presentations and Nonprofit Projects Initiation

Week 6 Lesson Plan:	NGO Presentations and Projects
Objective:	<ol style="list-style-type: none"> 1) To build presentation skills 2) To plan an NGO project
Materials:	Timer, NGO Project Brainstorming Sheet, 4 Pieces of Chart Paper, Markers
Preparation:	<p>Write 1 question each as described in the NGO activity below at the top of each of the 4 pieces of chart paper.</p> <ol style="list-style-type: none"> 1) What do you think NGOs do? 2) What NGOs do you know? 3) Do you think you could create change in your community? Why or why not? 4) Do you think you can create change globally? Why or why not?
Time Allotted	Activity
5 minutes	<p><u>Elevator Speech Preparation</u></p> <p>Students are given 5 minutes to review their 30-second elevator speeches, make any final changes, and ask the teacher any final questions. At the end, congratulate the students on their presentations, acknowledging their bravery, creativity, professionalism etc. as appropriate.</p>
20 minutes	<p><u>Feedback</u></p> <p>Students repeat the activity from Week 1, now more informed about NGOs: There are 4 “stations” around the room. Each has a piece of chart paper and markers, with one of these questions written on each paper:</p> <ol style="list-style-type: none"> 1) What do you think NGOs do? 2) What NGOs do you know? 3) Do you think you could create change in your community? Why or why not? 4) Do you think you can create change globally? Why or why not? <p>Two students start at each station. Without talking, they have two minutes to write their responses on the chart paper. They then move to the next piece of paper. As students see other answers, they can put a check mark or a happy or sad face next to things they agree and disagree with in addition to answering the question with new information.</p> <p>Once students return to their seats, pull out the chart paper from the beginning of the year. Ask the students what changed. What have they learned? Is their point of view on creating change different from the beginning of the program? Why or why not?</p>
15 minutes	<p><u>Imagining NGO Projects</u></p> <p>Students are given an opportunity to create a project to support an NGO. Remind the students about what all the NGOs they were introduced to are doing and of projects young people have created, such as on the Do Something website.</p> <p><i>Brainstorm:</i> Ask the students to share what type of causes they would like to work on. What kind of projects would they like to create? Use the smart board or the project brainstorming sheet (Appendix III). Fill in the students’ responses.</p> <p>Together, the class can decide the type of project they would like to work on.</p>
5 minutes	Award Certificates of Global Citizenship

Suggested service components:

- Form an NGO club to continue meeting NGO leaders.
- Open active communication with youthful counterparts who rely on NGOs.
- Gather needed resources (clothing, books, linens etc.) for shipment to an acceptable NGO.
- Introduce students and local community to NGOs via presentations and social media.
- Develop plan for a nonprofit program to benefit the local community.
- Develop plan for a nonprofit program anywhere in the world.
- Turn elevator speeches into blogs published on the [highschoolNGOconnect](http://highschoolNGOconnect.com) website

Appendix I: NGO Fact Sheet

From: Concern Worldwide <http://gcc.concernusa.org/water/top-ten-ngo-facts/>

Here are ten basic facts about what an NGO really is:

1. NGO is an acronym that stands for Non-Governmental Organization. They are neither a part of government nor the private sector. There is no focus on power over people or becoming wealthy through working at an NGO. So why do they do it...
2. NGOs are humanitarian groups. People and the community are the priority of the organization. NGOs strive to better the world and help the less fortunate.
3. NGOs range from International to National to Local. There are approximately 40,000 NGOs in the world in addition to the community-based organizations according to the United Nations Development Program. An NGO can be a domestic organization and reach those in their community or they can be international and help those thousands of miles away.
4. NGOs are non-profit. This means all surplus money will be placed back into the organization's work and will not be a profit to owners, staff or donors. There is no interest in money for NGOs. The mission is often to relieve suffering and protect the people.
5. There is a passion and desire to help. NGOs consist of people who volunteer to aid development; there is no mandatory requirement to join an NGO. All NGOs share the common principle of humanity and those committed to NGO activities support this principle in interest of bettering the world.
6. Every little bit counts. NGOs are funded by various ways. There are government grants, grants from foundations and corporate businesses, small donors and even large donors. You don't have to be a billionaire; anyone can donate. Every donor is appreciated and aids the cause, no matter how big or how small.

7. NGOs work to make a difference. The work of an NGO may vary from healthcare, livelihood, poverty, child mortality, education, emergency response, water & sanitation and other needs of the people. If there's an issue or need, there's most likely an NGO working on it.
8. NGOs do not use aid to further religious, political or military standpoints. NGOs are independent and do not work for governments or partner with armed forces. Neutrality is a must to access all areas in need of aid and relief. Working for a government or partnering with an armed force might portray an NGO as a threat rather than a source of safety and help.
9. NGOs do not use armed forces. This means guns are not allowed in offices or project sites. They do not exchange information with the military or use armed or military escorts. NGOs do not support violence and conflict. NGOs value peace, tolerance and the people.
10. NGOs believe in the rights of the people. NGOs are a force in the global civil society and aim to provide access to basic human rights to those in need. Development is not a gift or privilege; it's a process that NGOs push for.

From: On Good <https://www.ongood.ngo/portal/facts-and-stats-about-ngos-worldwide>

[#NGOfacts](#) is an ongoing campaign that highlights statistical data about NGOs, nonprofits and charities worldwide. Committed to building a comprehensive list of facts and stats about the NGO sector, please check back regularly for updates.

1. There are an estimated 10 million (non-governmental organizations) NGOs worldwide.
Source: [The Global Journal](#)
2. The number of people worldwide donating money to NGOs increased from 1.2 billion in 2011 to 1.4 billion in 2014. By 2030, the number is expected to grow to 2.5 billion. *Source: [Charities Aid Foundation](#)*
3. The term "non-governmental organization" was created in Article 71 of the Charter of the newly formed United Nations in 1945. An NGO can be any kind of organization provided that it is independent from government influence and is not-for-profit. *Source: [GrantSpace](#)*
4. Three out of four employees in the NGO sector are female, but the majority of leadership positions at NGOs are still predominately held by men. *Source: [HR Council](#)*
5. There are more than 600,000 non-governmental organizations (NGOs) in Australia whose employees make up 8% of Australian workforce. However, only 60,000 of these NGOs are registered with the ACNC. *Source: [Australian Charities and Not-for-profits Commission](#)*
6. With over 3.3 million non-governmental organisations, India has approximately one NGO for every 400 people. *Source: [Infochange](#)*
7. The NGO sector in Kenya represents more than 290,000 full-time employees and volunteers of which 80% are under the age of 24. *Source: [Devex](#)*

8. There are more than 129,000 public-benefit foundations in Europe. Combined these non-governmental organisations (NGOs) give more than 53 billion euros annually.
Source: [Donors and Foundations Networks in Europe](#)
9. Eighty-four percent of Canadians donate to non-governmental organizations with an average individual donation of \$446 per year. In total, that is \$10.6 billion donated to NGOs by Canadians every year.
Source: [Imagine Canada](#)
10. One out of every ten people in the United States works for a non-governmental organization (NGO). Thus, the NGO workforce is the third largest among U.S. industries, behind only retail trade and manufacturing.
Source: [World Bank](#)
11. The estimated value of volunteer is \$23.07 per hour. Thus, the value of the 7.7 billion hours of volunteer work performed by 62.6 million Americans, or 25.4 percent of the adult population, in 2013 was \$173 billion. *Source: [Independent Sector](#)*
12. Eighty percent of global citizens agree that nongovernmental organizations (NGOs) make it easy to be involved in positive social change. *Source: [Walden University](#)*
13. If NGOs were a country, they would have the 5th largest economy in the world.
Source: [John Hopkins University](#)
14. There are more than 1.5 million NGOs in the United States that combined contribute 5.3% to the Gross Domestic Product (GDP). *Source: [National Center for Charitable Statistics](#)*

Appendix II: NGO Research Summary

NGO Name:	_____
Location(s):	_____
Mission:	_____
Program Areas:	_____
Interviewee Name:	_____
Position:	_____
Area of Expertise:	_____
Bio:	_____
Additional info:	_____

APPENDIX III: Interviewing Guide

NGO leaders have no time to spare. By agreeing to an interview, **they make you their top priority**. Respect their time and the people they assist — **make the interview your top priority. Make them feel welcome. Show you care.**

Successful interviews start with good questions. Getting to know someone before an interview helps you ask questions that invite thoughtful answers. Don't waste time their time or yours on questions you can answer on websites, Facebook or Twitter. Basic research takes minutes. Use Google to find out:

- Where the NGO is located.
- When it was started.
- Populations it assists: Urban? Rural? Children? Women? Families?
- Services it provides: Natural disaster relief? Refugee assistance? Medical supplies?
- The meaning of related abbreviations or acronyms such as OECD (Organization for Economic Cooperation and Development) or WHO (World Health Organization) or OPEC (Organization of Petroleum Exporting Countries).

When you know the basics, let your curiosity take over. For instance:

- ***Why did you become involved in an NGO?***
- ***What are the biggest challenges that you see?***
- ***How do you know that you are making a difference?***
- ***What are your long-term goals for the NGO?***
- ***What is your advice for a high school student who wants to work for an NGO?***

Follow four principals when interviewing anyone, according to [Columbia University](#):

1. Prepare carefully, familiarizing yourself with as much background as possible.
2. Establish a relationship with the source conducive to obtaining information.
3. Ask questions that are relevant to the source and that induce the source to talk.
4. Listen and watch attentively.

Also — If you plan to speak with someone whose accent or dialect is unfamiliar, listen to a recording to get used to his or her voice. Then rehearse your question. Use plain words and keep it short.

And now, enjoy the conversations!

Appendix IV: Sample Project Brainstorming Sheet

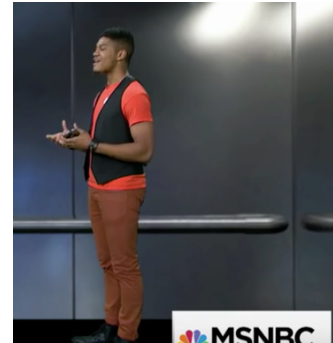
NGO	Causes	Project Ideas
<i>Example: China-Hong Kong: EarthCare.</i>	<i>Environmental conservation, protection of wildlife, green business., sustainable development, green business.</i>	<i>Host a film screening on wildlife and environmental protection and highlight the work of this NGO. Invite a guest speaker via skype or in-person.</i>

APPENDIX V: Elevator Pitch Guide

An elevator pitch is a sales pitch that can start and end in the course of an elevator ride. It gets right to the point with passion. The listener should exit the elevator not knowing everything but wanting to know more.

In the business world, elevator pitches (or speeches) have many uses, from selling new ideas to making favorable and memorable impressions in job interviews.

Watch this winning entrepreneurial [elevator pitch](#)¹, for “the next Carfax” in rental real estate. For another example see this [elevator pitch video](#)²:
CrowdCases Offers a Socially Conscious Way to Protect Your Smartphone.



Can you write an elevator pitch for an NGO you admire? What is its name? Where is it located? What difference does it make in the world? What can someone do? For example:

American medical students launched The Uganda Village Project as a clinic to treat sick people. It soon became focused on stopping the causes of sickness such as contaminated water or infected mosquitoes. Today UVP helps local communities create and implement public health care solutions, including services and education for pregnant women. It invented a tiny hand-washing device called the tippy tap that reduces bacterial infection by 60 percent. Thousands of children, women and men live healthier lives today thanks to the Uganda Village Project. Your support goes a long way.

Here’s a take on job search elevator speeches with three elements:

Elevator pitches will always be a necessary evil of the job hunt. We can change the name, eliminate the elevator, and avoid the awkward intros – but that, “So tell me about yourself/what do you do?/who are you?” question is inevitable, and we know it. Though everyone has different ideas of what makes a great elevator pitch, when we get back to basics we realize that there are only three true rules to consider:

- 1 It should be 30 seconds or less.
- 2 Your skill (or how you benefit a potential employer) should be clear.
- 3 There should be a goal (or ask).

[Source: [IdealistCareers](#)³]

For more guidance, visit this site: [The 30 Second Elevator Speech](#)⁴

An elevator speech delivers a clear, brief message. It communicates who you are, what you’re looking for and how you can benefit a company or organization.

¹ <https://www.youtube.com/watch?v=E9g54otENnc>

² <https://www.youtube.com/watch?v=Q19WW65kLkI&feature=youtu.be>

³ <http://idealisticareers.org/a-quick-guide-to-writing-your-elevator-pitch-with-examples/>

⁴ <http://sfp.ucdavis.edu/files/163926.pdf>

Appendix VI: New Jersey Social Studies Standards

<http://www.state.nj.us/education/cccs/2014/ss/>

The lessons may cover the following state standards, depending on NGO interviews and project(s) the students choose.

- 6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
- 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Students will also hone social studies skills of chronological thinking, spatial thinking, presentation skills, and critical thinking skills.

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08/05/19