

Central Bucks School District

Overview of Global Relations Core 2 Exit Performance

Who we are: This is a pilot program (modeled after the Kennedy School of Government’s “Spring Exercise”) where heterogeneously grouped 12th grade students from three high schools in the Central Bucks School District will take part.

Why we are doing this project: Almost every district has a mission statement that focuses on creating 21st century learners and globally aware citizens as a desired outcome. Toward that end, we have developed an exit performance for our graduating seniors in Global Relations that will require students to demonstrate essential 21st century skills (self-directed learner, collaborative team member, creative and practical problem solver, effective communicator, global citizen, information literacy); skills often stated but rarely assessed as well as raise awareness about meaningful issues facing the global community.

The task: The task itself requires that students initially research the Millennial Development Goals (MDG’s) and then apply their knowledge to a real-life scenario when they are placed in country-teams (3-5 students each) to develop an action plan that identifies their assigned country’s root problems, prioritizes challenges, and offers appropriate criteria-based solutions for helping their nation meet real world development targets.

The Process: All teachers will dedicate the school days of _____ to provide class time (90 minutes per day) along with their expertise and feedback to support the work of each country team. On _____, the country teams will present.

Involving an Authentic Audience: On their assigned presentation day, each country team will present to an authentic audience of community members and/or district administrators who have volunteered to serve as judges for this project. Based on an agreed upon set of standards for communication and problem solving, each presentation will be assessed and a winning country team at each school will be selected.

In addition, the top scoring team from each school will make their presentation to a UN official through Skype. Our goal is to engage students in conducting real-world research and communicating with authentic audiences so the product they produce goes beyond the classroom.

Grade / Credit Requirement:

- Each student will receive an individual grade (equivalent to a test grade) for this project based on how well the student meets the established checkpoints.
- The group presentation will not be graded, but each group will receive a rating of Advanced, Proficient, Basic, or Below Basic from the panel of judges to which it presents. Since this exit performance is a core assessment, it must be completed to proficiency *in order for group members to receive credit for the course*. Groups that do not meet proficiency will be required to redo their presentation until this requirement is met.

Student signature _____ Date _____

Parent signature _____ Date _____

Global Relations Exit Performance – Core 2 Assessment

Student Task Description

You represent the best and the brightest minds from the developing countries involved in this project. As a country team, you will compete for major funding (\$50 million US dollars) from the United Nations Development Program (UNDP), based on your abilities to most effectively communicate and solve your country's specific development needs. The winning team will be the country that can most effectively identify their most pressing development problem and present a plan with a coherent set of evidence-based solutions to spur growth and development.



Project Requirements

1. **Identify** the UN Millennial Goal that your country group will focus on AND the specific problem in your country that relates to this goal.
2. **Explain** the root causes of this problem in your country.
3. **Present evidence and reasons** explaining why your group thinks this problem should be a top priority of your country.
4. **Develop a plan** which offers a coherent set of evidence-based solutions that are:
 - a. **Effective / Feasible:** Overcome the problem, are realistic, cost-effective, timely, a wise use of resources, and based on quality research and/or established practice.
 - b. **Sustainable:** Meet the needs of the present but enhances the ability of future generations continue in these efforts independent of the U.N.
 - c. **Replicable:** Can be used by other countries in their region or by countries in similar geographic or political situations.
 - d. **Impactful:** Will yield a high impact in the areas they targeted for growth. Solution will also have a positive impact on other related MDG's and targets (e.g. increased access to clean water will impact girls' ability to attend school).
5. **Create a "Project Brief"** that previews your presentation for the judges as well as provides a helpful roadmap for how your solutions work together in solving your identified problem.
6. **Deliver a presentation** that informs, engages, and persuades the judges that your development plan will achieve its intended goal. Each presentation should take between 8-10 minutes and must include appropriate statistics as well as some form of multimedia (e.g. PowerPoint slides).

NOTE: Your aim is to convince the judges to fund your project. Other groups are trying to convince them, too. Do not simply follow the above list or think of this like a typical assignment. What is the most persuasive pitch you can make in 10 minutes? How will you convince the judges that you have a sophisticated grasp of the problems and creative but feasible solutions?

Time Frame:

Your group will be given approximately a week of class time to work on this presentation. Your group will then present to a panel of judges acting as administrators from the UNDP .

Winning Group:

The group that scores the highest based on the criteria established for our judges will win the exercise. While the \$50 million first prize is fictional, your group will make a live presentation through Skype to an actual expert from the UN.

The U.N.'s Millennial Development Goals

MDG 1: The eradication of extreme world poverty and hunger.

MDG 2: Universal access to primary education.

MDG 3: The promotion of gender equality and empowerment of women.

MDG 4: Reduce child mortality rates.

MDG 5: Improve maternal health.

MDG 6: Combat HIV/AIDS, Malaria, TB, and other diseases.

MDG 7: Ensure environmental sustainability.

MDG 8: Develop a global partnership for development.

Research Process

STEP 1: WHY IS THIS IS A GLOBAL PROBLEM?

- Why is this MDG a major problem?
- How does this problem impact a nation's ability to grow and develop?
- What are some causes of this problem?
- How does this problem cause (link to) other problems in related areas? (Example: sick, hungry, or working children will not be able to attend school).

STEP 2: SET THE PROBLEM IN A GLOBAL CONTEXT

- World Map with identified key statistics/information about the issue on the various continents.

STEP 3: WHAT ARE CHALLENGES IN OVERCOMING THIS PROBLEM?

- Why does this problem persist?
- What other factors contribute to this problem (e.g. economic, cultural, historical, and geographical).

STEP 4: OTHER RELEVANT INFORMATION

- Key Terms to understanding this goal AND targets: Key Vocabulary, Definitions, Acronyms, etc.
- Relevant quote or image
- Relevant chart or data (e.g. tied to indicators)
- Did you know? (interesting data/facts)
- Key misunderstanding(s) about issue

STEP 5: GLOBAL SOLUTIONS

- Who are the key stakeholders that are working toward a solution? NGOs? UN agencies? Interest groups? Advocacy groups? Foundations?
- What are some success stories? "Best Practices"?
- What is being done to solve this issue? Is it being done on a global, regional, or localized level? Apply criteria to solution ideas (1=worst; 10=best). Rate current solutions to provide a helpful guide to the most effective current solutions toward addressing your global issue.

Solution Checklist

This table is an **example** of a checklist that your group should be able to complete using your own problem and solution.

	SOLUTIONS	CRITERIA				TOTAL
	Millennial Goal: Combat HIV/AIDS					
	Solution Examples (HIV/AIDS)	Effective/ Feasible	Sustainable	Replicable	Impactful	
1	Prevention campaign					
2	Same day results for HIV testing					
3	Cash transfer program to keep children fed and in school.					
4	Integrate services between UN, NGO's, and country agencies					

STEP 6: MAKE A JUDGMENT

- Is progress being made?
- Will the goal be achieved? (Answer the Essential Question)

STEP 7: MAKE A PRESENTATION

- Slide Show/PREZI that includes the information above
- Briefing Paper to utilize as talking points.

LIST OF LEAST DEVELOPED COUNTRIES

Africa (33)

1	Angola	18	Madagascar
2	Benin	19	Malawi #
3	Burkina Faso #	20	Mali #
4	Burundi #	21	Mauritania
5	Central African Republic #	22	Mozambique
6	Chad #	23	Niger #
7	Comoros *	24	Rwanda #
8	Democratic Republic of the Congo	25	São Tomé and Príncipe *
9	Djibouti	26	Senegal
10	Equatorial Guinea	27	Sierra Leone
11	Eritrea	28	Somalia
12	Ethiopia #	29	Sudan
13	Gambia	30	Togo
14	Guinea	31	Uganda #
15	Guinea-Bissau *	32	United Republic of Tanzania
16	Lesotho #	33	Zambia #
17	Liberia		

Asia (14)

1	Afghanistan #	8	Nepal #
2	Bangladesh	9	Samoa *
3	Bhutan #	10	Solomon Islands *
4	Cambodia	11	Timor-Leste *
5	Kiribati *	12	Tuvalu *
6	Lao People's Democratic Republic #	13	Vanuatu *
7	Myanmar	14	Yemen

Latin America and the Caribbean (1)

1	Haiti *
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