



WORLD
AFFAIRS COUNCIL

2021 WORLD CITIZEN ESSAY CONTEST

RESOURCE GUIDE

FOR
TEACHERS,
STUDENTS,
& PARENTS

Compiled by: Ryan Hauck,
Julianna Patterson, &
Natalie Nabass

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***Find this guide and more at
world-affairs.org/program/global-classroom***

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The 2021 World Citizen Essay Contest

Getting Started Guide for Students

Compiled by: Ryan Hauck, Julianna Patterson, and Natalie Nabass

The 17 Sustainable Development Goals (SDGs) were agreed upon by the United Nations in 2015 to address global issues by 2030. Their primary purpose is to improve the living standards of everyone and every country alike, with a focus on the longevity or sustainability of these improvements. These ambitious goals are all interconnected, but each focuses on a different field of development. The World Citizen Essay Contest provides the opportunity for youth to examine the SDGs in a meaningful and critical way. The SDGs are relevant to everyone around the world and generates a strong foundation for youth to think about and connect to global issues and the global community.

Prompt:

The COVID-19 global pandemic has illustrated that today's world is truly interconnected. With so many changes happening at once—climate change, domestic political unrest, the global economy, education, health care, trade and tourism—we are seeing new ways local and national actions impact international issues. According to the United Nations, "the world is at a defining moment for collective action" to solve challenging global issues. Therefore, in 1000 words or less, discuss an issue of global significance, explain its impact on a specific context (local, national, regional, or global), what steps you would take to address it, and how you would inspire others, especially youth, to take action on this important issue.

Logistics:

- ▽ The competition is open to all Washington state **students in the 3rd-12th grades**
- ▽ Essays must be **1000 words or less**
- ▽ Judging Rubric can be found on the [2021 World Citizen Essay Contest Page](#)
- ▽ Essays are due **midnight on Saturday, March 20th, 2021.**
- ▽ Submit your essay via email to essaycontest@world-affairs.org.



2021 World Citizen Essay Contest Rules

The World Affairs Council is proud to announce the 23rd Annual World Citizen Essay Contest! This year, Washington State students in grades 3-12 are invited to respond to the following prompt:

The COVID-19 global pandemic has illustrated that today's world is truly interconnected. With so many changes happening at once—climate change, domestic political unrest, the global economy, education, health care, trade and tourism—we are seeing new ways local and national actions impact international issues. According to the United Nations, "the world is at a defining moment for collective action" to solve challenging global issues. Therefore, in 1000 words or less, discuss an issue of global significance, explain its impact on a specific context (local, national, regional, or global), what steps you would take to address it, and how you would inspire others, especially youth, to take action on this important issue.

Essay Format and Length

Essays must be **1,000 words or less**, typed and double-spaced in Times New Roman 12 pt. font. Works cited pages and essay title do not count toward this limit. Please refrain from the use of pictures in the essay.

Deadline and Submission

The World Affairs Council seeks to be as environmentally friendly as possible, so electronic submissions are required.

Essays are due **Saturday, March 20th, 2021 by Midnight**

Please send your essay and cover form via email to essaycontest@world-affairs.org in .doc, .docx, or .pdf format saved as <Your Name Grade>. For example, If Jane Doe is in the 5th grade, she would save her essay as JaneDoe5.doc. Make sure you submit a completed cover form along with your essay. The cover form should be saved as <Your Name CoverForm> ie JaneDoeCoverForm.doc

Do not include your name or school on your essay.

Essays are judged anonymously, so we ask that no identifying information appear in the essay. The cover form will be used to identify your essay for WAC staff. When submitting your essay email, please use "Essay Contest 2021 <First and Last Name>" as the subject.

Judging and Criteria

A panel of judges will select the winning entries. They will use the criteria established on the rubric to evaluate entries according to three equally-weighted categories: content, word choice & voice, and organization & conventions. In addition, there will be a pass/fail works cited category.

****Please see the judging rubric for detailed information. It is suggested that you use the rubric to evaluate your essay before submitting.**

Works Cited

As appropriate to grade level, other's ideas and supporting information must be cited and clearly identified.

Awards

Awards will be granted in each of the three categories: grades 3-5, 6-8, and 9-12. Winners will have an opportunity to attend a virtual award ceremony to receive a certificate, be recognized on the World Affairs Council website, and receive additional prizes.

Questions? Email essaycontest@world-affairs.org or call us at 206.441.5910 x317.

The goal of the World Citizen Essay Contest is to promote discussion among students, teachers, families, and community members about the ways that individuals can effect positive change in the global community. This coincides with the World Affairs Council's mission to promote dialogue and debate about international issues of critical importance to our region and world.

A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C₃ Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING ACTION
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> • Civics • Economics • Geography • History 	<ul style="list-style-type: none"> • Gathering and Evaluating Sources • Developing Claims and Using Evidence 	<ul style="list-style-type: none"> • Communicating and Critiquing Conclusions • Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

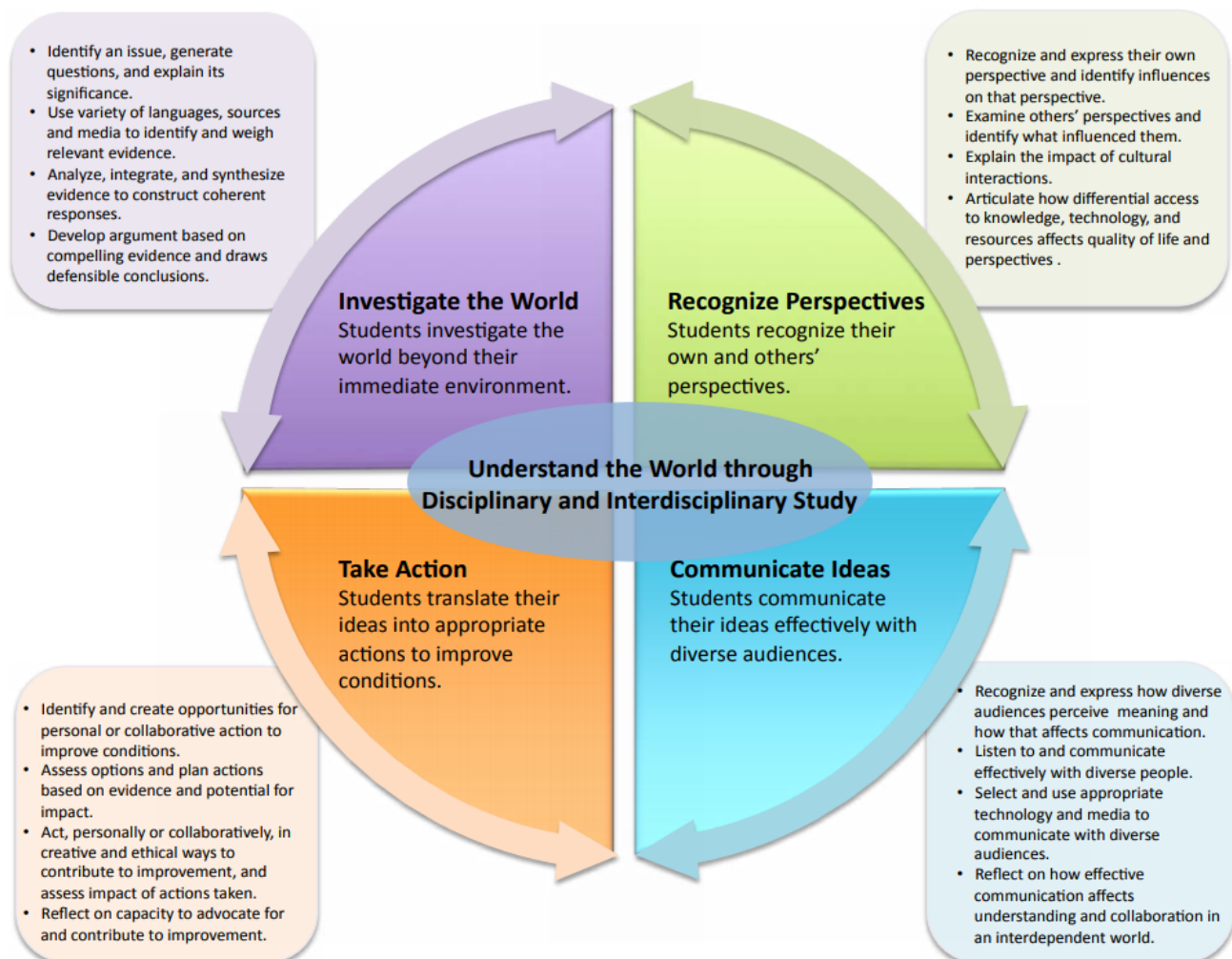
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



2021 World Citizen Essay Contest

The 17 Sustainable Development Goals (SDGs), the successors to the Millennium Development Goals, were agreed upon by the United Nations in 2015 to address vital global issues by 2030. They are a universal call to action to end poverty, protect the planet, and work toward peace and prosperity for all. This is a great place to begin research for your essay.

Although these ambitious goals are interconnected, each emphasizes a different area of development. To learn more about all 17 goals, please visit, <https://sustainabledevelopment.un.org/sdgs>.

Do You Know All 17 SDGs?

https://www.youtube.com/watch?v=oXTBYMfZyrM&feature=emb_title

This short video, provided by the United Nations, introduces all 17 of the Sustainable Development Goals.

2021 Essay Prompt:

The COVID-19 global pandemic has illustrated that today's world is truly interconnected. With so many changes happening at once—climate change, domestic political unrest, the global economy, education, health care, trade and tourism—we are seeing new ways local and national actions impact international issues. According to the United Nations, "the world is at a defining moment for collective action" to solve challenging global issues. Therefore, in 1000 words or less, discuss an issue of global significance, explain its impact on a specific context (local, national, regional, or global), what steps you would take to address it, and how you would inspire others, especially youth, to take action on this important issue.

Key Terms

Sustainable Development Goals (SDG): The 17 Sustainable Development Goals agreed upon by the United Nations General Assembly in 2015.

Sustainable development: Economic development which is conducted without depletion of natural resources. See this short UN video for more information: <https://www.un.org/sustainabledevelopment/blog/2015/09/what-is-sustainable-development/>

United Nations: An intergovernmental organization responsible for maintaining international peace and security.

Female empowerment: Process by which women gain power and control over their own lives and acquire the ability to make strategic choices.

Infrastructure: Infrastructure is the general term for the basic physical systems of a business, region, or nation. Examples of infrastructure include transportation systems, communication networks, sewage, water, and electric systems.

Hunger: People who suffer chronic hunger don't have the option of eating when they are hungry. They do not get enough calories, essential nutrients, or both.

A Note on Articles and Paywalls

Some of the resources found within this guide require a subscription or other payment in order to be viewed. If you do not have free access to these resources through your home institution, you may be able to access them through the University of Washington's borrowing program for educators. To find out how to utilize this program, please follow the link below:

<http://www.lib.washington.edu/services/borrow/card/eligible>

Introduction to the Sustainable Development Goals

Suitable across grades

Malala Introducing The Worlds Largest Lesson

<https://vimeo.com/138852758>

An introductory video for students to learn more about what the 17 SDGs were created to achieve, and why they are so important (6:20)

The World's Largest Lesson 2016

<https://vimeo.com/178464378>

Sir Ken Robinson, Emma Watson, and Aardman Animations invite children to get involved in the Global Goals for Sustainable Development by inventing, innovating and campaigning. (5:16)

World's Largest Lesson Plan

<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

Produced in partnership with UNICEF, this particular webpage provides three different lesson plans for students ranging from ages 8– 14. It also provides different types of resources (such as videos or comics) that can help pique a young student's interest in the SDGs.

Grades 3-5

All Aboard for Global Goals

<https://www.allaboardforglobalgoals.com/en-us>

Thomas and Friends have collaborated with the UN to teach children and parents about several of the Sustainable Development Goals. Each of the goals features a video of Thomas the Tank Engine discussing the goal along with questions and activities for children.

Go Goals! SDG Board Game

<http://go-goals.org/>

This game can be used in introducing and explaining the 17 sustainable development goals. This website provides a printable board game, game kit, and SDG questions.

Grades 6-8

UN Sustainable Development Goals

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

This website provides a basic information about each goals, “Why It matters” pdfs, pictures, and relevant videos.

Measuring progress towards the Sustainable Development Goals

<https://sdg-tracker.org/>

The Sustainable Development Goal tracker provides up to date data on each of the SDGs. Each SDG has its own tracking page, featuring interactive maps and charts displaying change and progress.



Grades 9-12

Chapter 1: Getting to know the Sustainable Development Goals

<https://sdg.guide/chapter-1-getting-to-know-the-sustainable-development-goals-e05b9d17801>

A detailed background and agenda for the SDGs, why they are important and a history of sustainable development.

Sustainable Development Goals

<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

This webpage provides pictures, related articles, how each goal is being addressed in various countries, as well as discussing what other goals are being addressed in that country as well. In addition, additional resources are provided in term of facts, figures, target goals, and what efforts can be made towards the implementation of those goals.

The Global Goals Debate

<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

This webpage includes a lesson plan for a classroom debate for student ranging from ages 8-18. This will help with conceptualizing the importance of taking action.



The following is a brief description of what the Sustainable Development Goals are and can be found at www.un.org/sustainabledevelopment. This site, in addition to providing descriptions of each goal, provides related articles, videos, targets of each goal, and links for further information. This is a wonderful resource to begin your journey!

"The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice. Learn more and take action."

SDG 1 - No poverty

SDG 2 - Zero hunger

SDG 3 - Good health and wellbeing

SDG 4 - Quality education

SDG 5 - Gender equality

SDG 6 - Clean water and sanitation

SDG 7 - Affordable and clean energy

SDG 8 - Decent work and economic growth

SDG 9 - Industry, innovation, and infrastruc-

ture

SDG 10 - Reduced inequalities

SDG 11 - Sustainable cities and communities

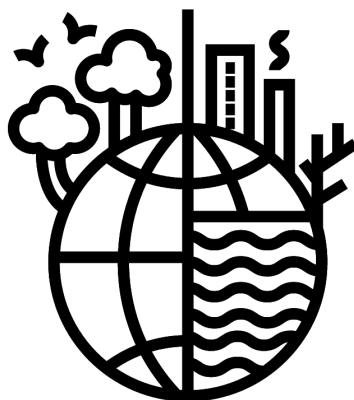
SDG 12 - Responsible consumption and production

SDG 13 - Climate action

SDG 14 - Life below water

SDG 15 - Life on land

SDG 16 - Peace, justice, and strong institutions

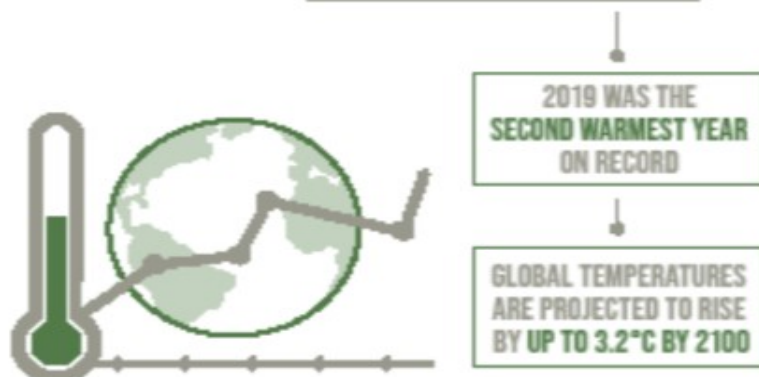




TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

BEFORE COVID-19

GLOBAL COMMUNITY SHIES AWAY FROM COMMITMENTS REQUIRED TO REVERSE **THE CLIMATE CRISIS**



ONLY 85 COUNTRIES HAVE NATIONAL **DISASTER RISK REDUCTION STRATEGIES** ALIGNED TO **THE SENDAI FRAMEWORK**

COVID-19 IMPLICATIONS



COVID-19 MAY RESULT IN A **6% DROP IN GREENHOUSE GAS EMISSIONS** **FOR 2020**

STILL SHORT OF 7.6% ANNUAL REDUCTION REQUIRED TO LIMIT GLOBAL WARMING TO 1.5°C

CLIMATE FINANCE: INVESTMENT IN FOSSIL FUELS

CONTINUES TO BE HIGHER THAN INVESTMENT IN CLIMATE ACTIVITIES



CLIMATE CHANGE CONTINUES TO EXACERBATE THE FREQUENCY AND SEVERITY OF **NATURAL DISASTERS**



MASSIVE WILDFIRES



DROUGHTS



HURRICANES



FLOODS

AFFECTING **MORE THAN 39 MILLION PEOPLE** IN 2018



ACCESS MORE DATA AND INFORMATION ON THE INDICATORS AT [HTTPS://UNSTATS.UN.ORG/SDGS/REPORT/2020/](https://unstats.un.org/sdgs/report/2020/)

Helpful Resources

Flagship Programme: Making Every Woman and Girl Count

<https://www.unwomen.org/en/how-we-work/flagship-programmes/making-every-woman-and-girl-count>

This website provides information into how the UN is attempting to improve statistics on gender disparities in order to more fully understand where progress is needed and what measures are working.

SDG Tracker

<https://sdg-tracker.org/gender-equality#targets>

The Sustainable Development Goal Tracker which includes many useful charts and maps revealing how far the world has progressed towards the fifth Sustainable Development Goal. Information on universal suffrage, domestic violence, and child marriage worldwide included.

Critical Climate Actions

<https://www.rainforest-alliance.org/articles/5-critical-climate-actions-you-can-take-right-now>

If you're feeling a bit anxious these days, you're not alone. Each week seems to bring a new global crisis—and that's on top of the looming catastrophe we've been worrying about for years: climate change.

Action Against Hunger

<https://www.actionagainsthunger.org/world-hunger-facts-statistics>

Hunger is strongly interconnected with poverty, and it involves interactions among an array of social, political, demographic, and societal factors. People living in poverty frequently face household food insecurity, use inappropriate care practices, and live in unsafe environments that have low access to quality water, sanitation, and hygiene, and inadequate access or availability to health services and education—all of which contribute to hunger.

Fast Facts

More than 700 million people, or 10 percent of the world population, still live in extreme poverty today, struggling to fulfil the most basic needs like health, education, and access to water and sanitation, to name a few. The majority of people living on less than \$1.90 a day live in sub-Saharan Africa. Worldwide, the poverty rate in rural areas is 17.2 per cent—more than three times higher than in urban areas. <https://www.un.org/sustainabledevelopment/sdgs-framework-for-covid-19-recovery/>



END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE

BEFORE COVID-19

FOOD INSECURITY WAS ALREADY ON THE RISE



COVID-19 IMPLICATIONS

THE PANDEMIC IS AN ADDITIONAL THREAT TO FOOD SYSTEMS



STUNTING AND WASTING AMONG CHILDREN ARE LIKELY TO WORSEN



SMALL-SCALE FOOD PRODUCERS ARE HIT HARD BY THE CRISIS



COMPRISING 40%-85%
OF ALL FOOD PRODUCERS
IN DEVELOPING REGIONS



ACCESS MORE DATA AND INFORMATION ON THE INDICATORS AT [HTTPS://UNSTATS.UN.ORG/SDGS/REPORT/2020/](https://unstats.un.org/sdgs/report/2020/)

Helpful Resources

Clean Water Action

<https://www.cleanwateraction.org/>

Website with multiple resources on and news about clean water in the United States

Global Water Crisis

<https://www.worldvision.org/clean-water-news-stories/global-water-crisis-facts>

There's nothing more essential to life on Earth than water. Yet, from Cape Town to Flint, Michigan, and from rural, sub-Saharan Africa to Asia's teeming megacities, there's a global water crisis. People are struggling to access the quantity and quality of water they need for drinking, cooking, bathing, handwashing, and growing their food.

Goal 12: Responsible Consumption and Production

<https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-12-responsible-consumption-and-production.html>

Achieving economic growth and sustainable development requires that we urgently reduce our ecological footprint by changing the way we produce and consume goods and resources. Agriculture is the biggest user of water worldwide, and irrigation now claims close to 70 percent of all freshwater for human use.

Education

<https://www.unicef.org/education>

On any given school day, over 1 billion children around the world head to class. More children and adolescents today are enrolled in pre-primary, primary and secondary education than ever before. Yet, for many of them, schooling does not lead to learning.

Right to Education: Situation Around the World

<https://www.humanium.org/en/right-to-education/>

More than 72 million children of primary education age are not in school and 759 million adults are illiterate and do not have the awareness necessary to improve both their living conditions and those of their children.



PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

BEFORE COVID-19

EVERY DAY,
100 CIVILIANS ARE KILLED
IN ARMED CONFLICTS



DESPITE PROTECTIONS
UNDER INTERNATIONAL LAW

COVID-19 IMPLICATIONS

COVID-19 IMPLICATIONS FURTHER THREATEN
GLOBAL PEACE AND SECURITY



ALREADY IN 2019, THE NUMBER OF PEOPLE FLEEING WAR, PERSECUTION AND CONFLICT EXCEEDED 79.5 MILLION, THE HIGHEST LEVEL EVER RECORDED


THE GLOBAL HOMICIDE RATE
HAS DECLINED SLOWLY

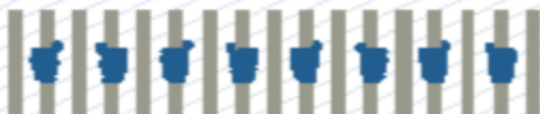
5.9
PER 100,000
POPULATION
(2015)

5.8
PER 100,000
POPULATION
(2018)

TRANSLATING TO
440,000 HOMICIDE VICTIMS
WORLDWIDE



127 COUNTRIES
HAVE ADOPTED
RIGHT-TO-INFORMATION
OR
FREEDOM-OF-INFORMATION
LAWS



60% OF COUNTRIES HAVE PRISON OVERCROWDING,
RISKING THE SPREAD OF COVID-19



ACCESS MORE DATA AND INFORMATION ON THE INDICATORS AT [HTTPS://UNSTATS.UN.ORG/SDGS/REPORT/2020/](https://unstats.un.org/sdgs/report/2020/)

A Reminder of The Prompt:



The COVID-19 global pandemic has illustrated that today's world is truly interconnected. With so many changes happening at once—climate change, domestic political unrest, the global economy, education, health care, trade and tourism—we are seeing new ways local and national actions impact international issues. According to the United Nations, "the world is at a defining moment for collective action" to solve challenging global issues. Therefore, in 1000 words or less, discuss an issue of global significance, explain its impact on a specific context (local, national, regional, or global), what steps you would take to address it, and how you would inspire others, especially youth, to take action on this important issue.

Good Luck 2021 World Citizen Essay Contest Participants!

For examples of successful projects? Check out our past World Citizen Essay Contests and winners, [here](#)! We are excited to have youth across Washington State participate and speak on issues important to them and to the world. Again, the judging rubric for the competition can be found on the [2021 World Citizen Essay Contest Page](#).

Let's keep uplifting our youth!