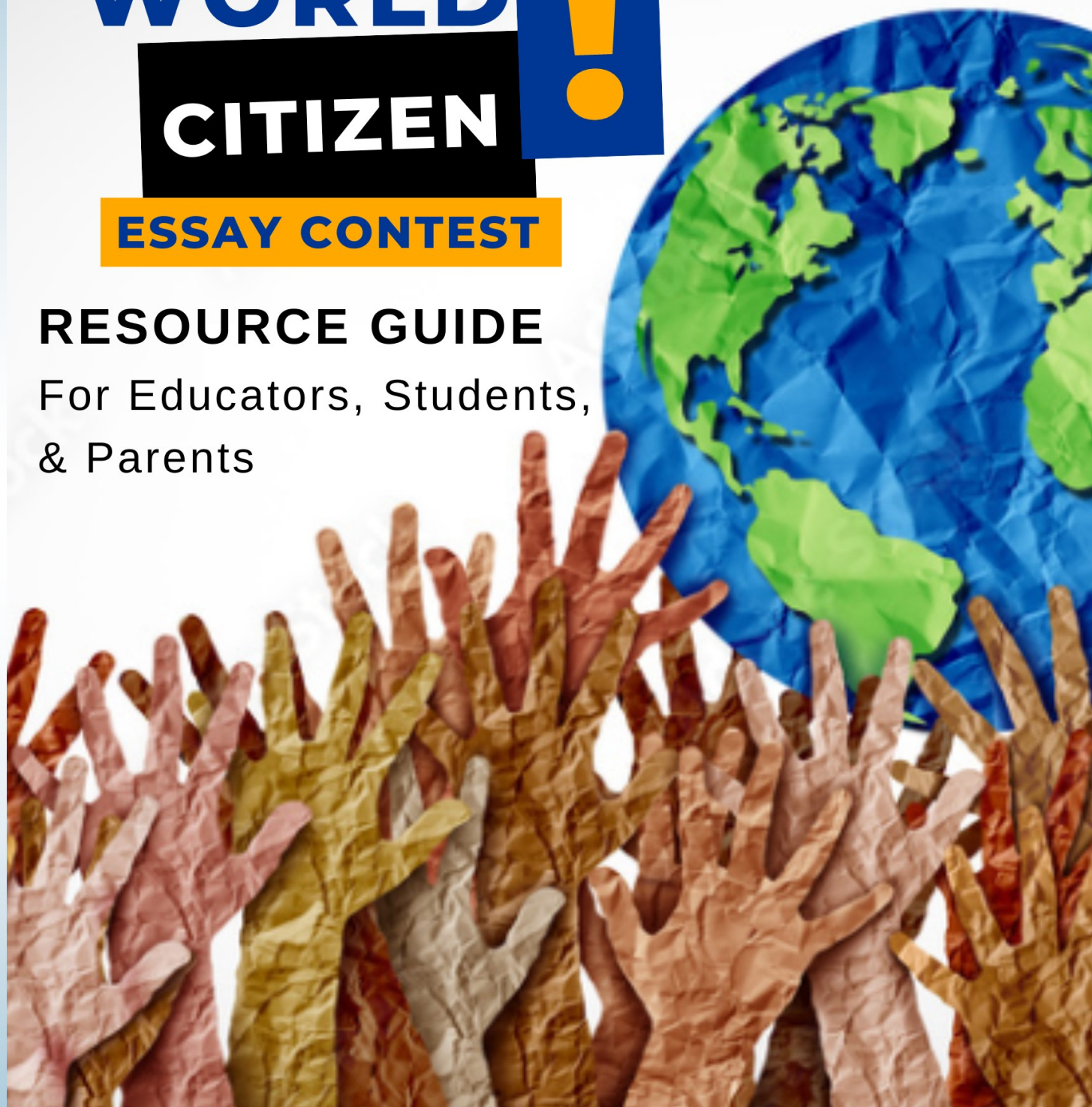


2023
WORLD
CITIZEN
ESSAY CONTEST



RESOURCE GUIDE

For Educators, Students,
& Parents



WWW.WORLD-AFFAIRS.ORG/PROGRAM/GLOBAL-CLASSROOM/

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

***GLOBAL CLASSROOM WANTS TO KNOW HOW YOU HAVE
 USED THIS RESOURCE PACKET IN YOUR CLASSROOM!***

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The 2023 World Citizen Essay Contest

Getting Started Guide for Students

Compiled by: Ryan Hauck and Julianna Patterson

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:

*You work for an innovative organization that focuses on solving global issues. As part of your next project, you have been asked to develop a creative strategy and/or solution to address a global issue you are passionate about. In 1000 words or less, describe **WHAT** global issue you would like to address and **WHY**, **WHERE** you would work on it and **WHY** (local or global context), and **HOW** you would take action through an innovative strategy. **HOW do you think this potential solution will positively impact people's lives?***

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 [2023 World Citizen Essay Contest Page](#).
- ▽ Essays are due **midnight** on **Sunday, March 19th, 2023**.
- ▽ Submit your essay via <https://form.jotform.com/221094952960056>



2022 World Citizen Essay Contest Rules

The World Affairs Council is proud to announce the 24th Annual World Citizen Essay Contest! This year, Washington State students in grades 3-12 are invited to respond to the following prompt:

*You work for an innovative organization that focuses on solving global issues. As part of your next project, you have been asked to develop a creative strategy and/or solution to address a global issue you are passionate about. In 1000 words or less, describe **WHAT** global issue you would like to address and **WHY, WHERE** you would work on it and **WHY** (local or global context), and **HOW** you would take action through an innovative strategy. **HOW do you think this potential solution will positively impact people's lives?***

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 **Sunday, March 19th, 2023 by Midnight**

To upload your essay please go to the [2023 World Citizen Essay Contest Page](#) and follow the directions to complete the required submission form. Please make sure that your essay is in .doc, .docx, or .pdf format and saved as <Your Name Grade>. For example, If Jane Doe is in the 5th grade, she would save her essay as JaneDoe5.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 required information on the submission form will be used to identify your essay for WAC staff.

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 award ceremony (hopefully in person this year) on May 24th, 2023 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

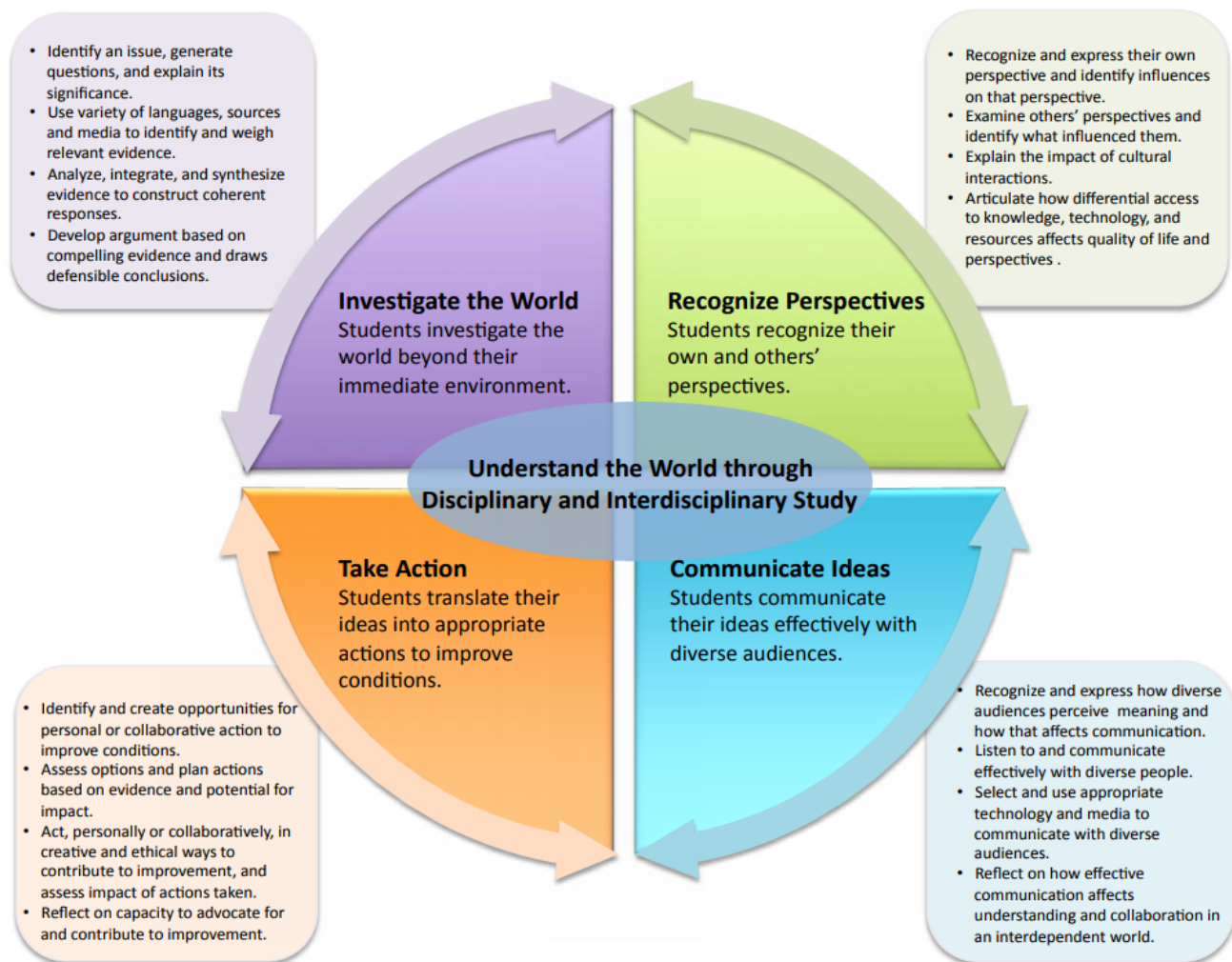
EDUCATING FOR GLOBAL COMPETENCE

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.



2023 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.

2023 Essay Prompt:

*You work for an innovative organization that focuses on solving global issues. As part of your next project, you have been asked to develop a creative strategy and/or solution to address a global issue you are passionate about. In 1000 words or less, describe **WHAT** global issue you would like to address and **WHY, WHERE** you would work on it and **WHY** (local or global context), and **HOW** you would take action through an innovative strategy. **HOW do you think this potential solution will positively impact people's lives?***

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 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



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/>

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.

Helpful Resources

70%

of refugees live in countries with **restricted right to work**



RIGHT TO WORK

66%

of refugees live in countries with **restricted freedom of movement**



FREEDOM OF MOVEMENT

47%

of refugees live in countries with **restricted access to bank accounts**



FINANCIAL SERVICES

[UNHCR: Livelihoods and Economic Inclusion](#)

Rebuilding one's life implies more than having a roof over your head and a safe place to sleep. It means reclaiming control of your future. A powerful way to do so is to work for a living. Through decent work, refugees and displaced people can provide for their families' needs, maintain their dignity, become more resilient and be empowered to shape their future. Being able to work and making use of their skills and talents also allows refugees to contribute to their host communities.

[The economic & political costs of population displacement and their impact on the SDGs & multilateralism](#)

This paper examines the economic costs that developing and developed countries incur when providing care for large number of internally- and externally-displaced people and the likely impact of such outlays on SDG implementation, reviews the underlying reasons for the high political costs of the 2015 European Refugee Crisis and what this could mean for the future of multilateralism, and suggests steps that states could take to build on the current nascent migration governance architecture.

[UNHCR Refugee Livelihoods and Economic Inclusion](#)

The New York Declaration for Refugees and Migrants and its Global Compact on Refugees (GCR) including the Comprehensive Refugee Response Framework (CRRF) call for the enhancement of refugee resilience and self-reliance, as well as the need for and benefit of taking on a whole-of-society approach. This source provides a framework to UNHCR operations on the approach of livelihoods and economic inclusion programs for refugees.

A Reminder of The Prompt:



*You work for an innovative organization that focuses on solving global issues. As part of your next project, you have been asked to develop a creative strategy and/or solution to address a global issue you are passionate about. In 1000 words or less, describe **WHAT** global issue you would like to address and **WHY**, **WHERE** you would work on it and **WHY** (local or global context), and **HOW** you would take action through an innovative strategy. **HOW do you think this potential solution will positively impact people's lives?***

*Good Luck 2023 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 [2023 World Citizen Essay Contest Page](#).

Let's keep uplifting our youth!