



Course Overview

Grade 12

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Overview	
Learning Goal	
In Grade 12, students will focus on how they can apply all the knowledge they have gained over the past twelve years when they are no longer students. They will explore opportunities for affecting positive change in their careers, service, and everyday lives, and will leave inspired to continue working to better the world.	
Lesson Scaffold	
Lesson 1	The Role of Service
Lesson 2	Careers: What is my Place in the World?
Lesson 3	The Role of Institutions in Modern Society
Lesson 4	Take, Make, Waste: A Sustainable Economic Paradigm
Lesson 5	Doing Good: Catalyzing Local Impact to Make the World a Better Place
Learning Objectives	
<ul style="list-style-type: none">• Students will formulate plans for after they finish high school.• Students will think critically about how they can apply all the lessons they have learned once they have left school• Students will be inspired to continue creating positive change as adults.	



Grade 12 Lesson 1 “The Role of Service”

Time Frame: 60 minutes

Subjects: Social Studies, Language Arts

Standards: No Poverty (SDG 1); Reduced Inequalities (SDG 10); Partnerships for the Goals (SDG 17)

Designed by: Somoh Supharukchinda, Alexandra Ball, Deaweh Benson, Heer Shaikh, Nicolás Riveros

Summary and Rationale: In this lesson, students will consider the role that service plays in improving people’s lives and the planet. They will be introduced to selected examples of service and explore tools used in conducting a needs assessment and developing a response to the need. Students will make a case for a recipient to receive an Exemplary Service Award and present their recommendations. Examples in this lesson are selected nominees from CNN Heroes, but teachers may use a different source that reflects individuals from their own contexts.

Instructional Goals:

- Introduce students to tools for conducting a needs assessment and developing a program or project to respond to these needs.
- Encourage/inspire student advocacy and agency in serving their communities.
- Provide an opportunity to practice presentation and persuasion skills.

Understanding Goals:

- Individuals have personal agency in improving their communities and world through service activities/projects.
- Effective service addresses a community need, using strategic tools to develop an appropriate response and measure impact.

Essential Questions:

- What are examples of ways in which an individual can serve their community?
- What tools are useful in developing a service activity or project?
- How will I know if my service activity or project is improving lives?
- How can I strengthen my community and world through service?

Learning Standards:

- **Ethical and Intercultural Orientation (Feeling):** Learn how to be a good person



- **Knowledge and Skills (Thinking):**
 - Apply knowledge across subjects, thus demonstrating a deeper understanding of content.
 - Acquire skills in economics/financial relations, science, technology, data analysis, and health that will allow students to address real-world issues.
 - Analyze and research solutions to problems such as water, energy, and food from the perspectives of different roles, such as consumers, businesses, scientists, policymakers, researchers, retailers, media, and development cooperation agencies, among others.
- **Agency and Empowerment (Acting):**
 - Students will acquire a pragmatic set of skills that instills them with a sense of agency.
 - Students should orient their future career goals toward placing value on the ethical foundations they have learned.
 - Students will learn self-efficacy and balance skills of independence/autonomy and teamwork.
 - Students will be empowered to create change post-graduation from school.

Student Learning Objectives (Students will be able to):

- Identify examples of service activities and projects.
- Use strategic tools to understand a community's needs and develop a service activity or project.
- Make a persuasive case for why a service activity or project improves their community/world
- Articulate their personal commitment to improving their communities through service.

Assessment: Assign students to write a persuasive essay as homework. The essay should argue in favor of one of the nominees, using the tools of the class to explain why they selected the individual they did for the Exemplary Service Award. The teacher can share the top three nominees and an accompanying synopsis of arguments in a subsequent class.

Sequence of Activities:

- **Introduce the Lesson and Identify Community Problems (5 minutes):**
 - Explain to class that this lesson will focus on identifying problems, potential solutions, and tools to identify both of these components.
 - Share an example problem (e.g. the local playground is littered). Ask students for examples of other issues/problems that they've observed in their communities.



- Share an example solution (e.g. a local volunteer clean-up program). Ask students for some ideas of how they might address the problems they identified.
- **Overview of Needs Assessment Tools (10 minutes):**
 - Give brief lecture on examples of tools that social scientists use to understand community needs and develop solutions.
 - Provide examples such as a needs assessment, logic model, or theory of change.
 - Walk students through the application of one of these tools to one of the examples that you or students identified as a problem.
- **Introduce Main Activity (5 minutes):**
 - Share with students that many people have dedicated a portion of their lives to addressing these types of community problems through service activities and projects. Today they will learn about some of these individuals through the stories told on “CNN Heroes,” which recognizes selected individuals through an annual awards ceremony.
 - Break students into small groups and assign them to a “CNN Heroes” nominee.
 - Instruct students to:
 - View a video clip and any accompanying information on their assigned nominee. This may include additional online research.
 - Using the tools from class:
 - Identify the problem that the individual was seeking to address.
 - Identify the solution that the individual pursued.
 - Identify the results of the service initiative/project.
 - Prepare a 3-minute presentation on why their nominee deserves the CNN Heroes Award.
 - Preview the homework assignment to encourage students to take notes during the presentation.
- **Preparation (25 minutes):** Groups view videos of their nominee, conduct research, and prepare for their presentations.
- **Presentation (15 minutes):** Groups present their nominees to the class.

Resources for Students:

- CNN Heroes: <http://tiny.cc/G12L1R1>

Resources for Teachers:

- Planning a Needs Assessment (p. 5 onward): <http://tiny.cc/G12L1R2>



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- Kellogg Foundation Logic Model Guide: <http://tiny.cc/G12L1R3>
- Center for Theory of Change: <http://tiny.cc/G12L1R4>
- A Practical Tool for Action, Theory of Change: <http://tiny.cc/G12L1R5>



Grade 12 Lesson 2

“Careers: What is my Place in the World?”

Time Frame: 60 minutes

Subjects: Social Studies, Communications, Creative Writing

Standards: Decent Work and Economic Growth (SDG 8); Industry, Innovation, and Infrastructure (SDG 9)

Designed by: Abimbola Adetunji

Summary and Rationale:

- Students often times either self-censor their future possibilities or are not actively involved in deciding their career paths. This lesson seeks to help graduating students consider possible future careers and how these careers might impact their immediate and global environment.
- In this lesson, students will consider their likes, dislikes, interests and passions and how these might be infused into different occupations. The aim is that this lesson will help students explore careers and the agency they possess to change the world.
- Students will present career options explaining why they have chosen to explore this career, its impact on their lives and on the world around them, and this career in a global context, as well as what additional skills they will require to be effective in this chosen career path.

Instructional Goals:

- To facilitate self-reflection among students and create a foundation to help students define their life purpose.
- To encourage their agency to shape the world.
- To provide an opportunity to practice research and writing skills.

Understanding Goals:

- There are many careers in the world that require different skills, and there is a career for me.
- It is my duty to shape the world positively, and I can define how I want to do this.
- I don't have to choose between a great career and my passion/interests; I can have both and be happy.
- These are the next steps I need to make to succeed in my chosen career.
- This is how I can impact the world.

Essential Questions:

- What do I like/dislike?



- What bothers me the most about my world? Why?
- What would my ideal world look like?
- Which of the SDGs play a role in this ideal world? How?
- What role would I play in this ideal world?
- What are my favorite school subjects? Why?
- What are my hobbies?
- What careers incorporate my favorite subjects and the things I like?
- If I want to have this career, what skills will I need?
- How can I achieve this goal?
- How will it change my life, my immediate environment, and the world?
- What can I start to do now?

Learning Standards:

- **Ethical and Intercultural Orientation (Feeling):**
 - Recognize and appreciate the interdependence of all people, living things, and the planet.
 - Understand the rights of all humans to lead happy, healthy, and productive lives, regardless of gender, age, disability, etc.
 - Express self through arts (including philosophical expression).
- **Knowledge and Skills (Thinking):**
 - Question the existing power structures and be aware of their place within a specific world context.
 - Understand one's own identity and roots, others' identities and roots, how cultures shape identities, and where one is situated in space and time
 - Demonstrate awareness of actions and responsibilities in an interconnected context.
 - Apply knowledge across subjects, thus demonstrating a deeper understanding of content.
 - Understand the elements of trust and collaboration, decent and gainful employment, and the importance of making and sustaining relationships both locally and globally.
 - Be aware of the well-being of the self and society (physical, mental, spiritual, etc.)
 - Acquire skills in economics/financial relations, science, technology, data analysis, and health that will allow students to address real world issues.
 - Analyze and research solutions to problems from the perspectives of different roles, such as consumers, businesses, scientists, policymakers, researchers, retailers, media, and development cooperation agencies, among others.



- **Agency and Empowerment (Acting):**

- Students should orient their future career goals toward placing value on the ethical foundations they have learned.
- Students should have the agency to:
 - Act with resilience and a sense of possibility.
 - Recognize and challenge injustice.
 - Commit to overcoming adversity.
 - Plan and carry out an activism project of choice.
- Students should gain innovative thinking skills and the belief that improvements can be made through a growth mindset.
- Students should feel empowered to create change.

Student Learning Objectives (Students will be able to understand):

- The different career options available on a global scale.
- Their own underlying interests and where these intersect with obtainable careers.
- That they possess the agency to impact the world.
- That a future career can be joyful even with the responsibilities.
- How to create an action plan.

Assessment:

- Students will write a 1500-word Statement of Purpose that answers all of the essential questions and explains the resources they will require.
- Essay should be graded on a 5-point scale for specificity based on the following criteria:
 - Clearness of argument and thoughtfulness;
 - Innovation in proposed impact;
 - Use of examples and analogies to support argument;
 - Action plan.

Sequence of Activities:

- **Introduction (5 minutes):**

- Teacher asks a few students for their own definition of a career.
- Following this, teacher explains the difference between a career and a job.
 - Career: an occupation undertaken for a significant period of a person's life and with opportunities for progress; the pursuit of a lifelong ambition or the general course of progression towards lifelong goals.
 - Job: an activity through which an individual can earn money. It is a regular activity in exchange of payment.



- **Class Discussion (5 minutes):** Teacher asks students to discuss work activities they know and classify these into jobs and careers within small groups for 2 minutes and as a class for 3 minutes.
- **Teacher Shares (10 minutes):**
 - Explains their own career journey to becoming a teacher, highlighting the interests, vision, and steps taken to achieve this goal.
 - Explains challenges they encountered and highlights their ability to overcome challenges.
 - Defines how this career has impacted their life, immediate community, and global community, tying these back to any applicable SDGs.
- **Self-Reflection (10 minutes):**
 - Teacher writes the essential questions on the board and asks students to self-reflect and answer these questions.
 - Teacher collects notes.
- **Teacher Leads Discussion on Student Notes (10 minutes):**
 - Facilitate conversation on what questions were easy/difficult to answer and why.
 - Ask students to think of a difficult situation or problem they have experienced and what knowledge or skills helped to solve this.
 - Invite a willing student to share.
- **Teacher Leads Discussion on “My Ideal World” (10 minutes):**
 - Facilitate conversation on characteristics of an ideal world juxtaposing these ideals against the challenges in the real world.
 - How do the SDGs play a role in shaping this ideal world?
 - Invite a willing student to share their vision for an ideal world and their role in creating or shaping it.
- **Conclusion and Assignment (5 minutes):**
 - Teacher recaps, discussing examples that highlight agency to overcome difficult situations.
 - Teacher explains “Statement of Purpose” assignment with grading rubric and expectations.

Resources for Students:

- Conduct informational interviews of 5 diverse members of your community and seek to understand their career choices.



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- If available, visit your school career and guidance counsellor.
- Career Test: <http://tiny.cc/G12L2R1>
- Career Outlook: <http://tiny.cc/G12L2R2>
- My Future: <http://tiny.cc/G12L2R3>

Resources for Teachers:

- Career and College Readiness: <http://tiny.cc/G12L2R4>
- Career Exploration: <http://tiny.cc/G12L2R5>
- Grade 12 Career Guidance Lesson PLans: <http://tiny.cc/G12L2R6>
- 4 Fun Career-Planning Activities for Secondary Students: <http://tiny.cc/G12L2R7>
- Career and Academic Connections: <http://tiny.cc/G12L2R8>



Grade 12 Lesson 3

“The Role of Institutions in Modern Society”

Time Frame: 45 minutes

Subjects: History, Government and Politics

Standards: Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Deaweh Benson, Alexandra Ball, Somoh Supharukchinda, Heer Shaikh, Nicolás Riveros

Summary and Rationale: In this lesson, students will consider the role that institutions play in effecting societal change and affecting individual lives. In this sample, the institution the students will learn about is the national government; however, this lesson can be adjusted to address any other institution (financial institutions, universities, local or state governments, private enterprises, etc.).

Instructional Goal: To use examples from history to facilitate discussions of how individuals relate to institutions and how institutions shape societies.

Understanding Goals:

- Institutions operate with autonomy, with their own values and interest, and have a real impact on the lives of individuals.
- As a citizen, it is my duty to be aware of the factors that might influence institutional responses to changing social circumstances, and to understand my personal capacity to effect change.

Essential Question: How do institutions respond to changing societal circumstances and affect the lives of individuals?

Learning Standards:

- **Ethical and Intercultural Orientation (Feeling):** Cultivate an appreciation, curiosity, and respect for cultural diversity and world culture as the foundation for self-reflection, identity formation, and empathetically approaching human interaction.
- **Knowledge and Skills (Thinking):**
 - Question the existing power structures and be aware of their place within a specific world context.
 - Recognize cultural prejudice and the ability to minimize its effect.



- Analyze and research solutions to problems from the perspectives of different roles, such as consumers, businesses, scientists, policymakers, researchers, retailers, media, and development cooperation agencies, among others.
- **Agency and Empowerment (Acting):** Create empowered students to create change.

Student Learning Objectives (Students will be able to understand):

- Institutions operate with autonomy, with their own values and interest, and have a real impact on the lives of individuals.
- These institutional responses may or may not align with the needs and wishes of the public, and it is up to individuals to be aware/skeptical of all institutional actions.

Assessment: While there is no formal assessment for this lesson, teachers should make sure that all individuals are participating in group discussion and help to produce a final response on how they would have responded differently.

Sequence of Activities:

- **Part 1 (5 minutes):**
 - Teacher writes the definition of an institution on the board, and students each write down as many examples of institutions as they can think of.
 - Institution: A society or organization founded for a political, religious, educational, social, or similar purpose; an established organization having an important role in the life of a country.
- **Part 2 (5 minutes):** Teacher collects responses and writes all relevant answers on the board.
- **Part 3 (10 minutes):**
 - Teacher gives a brief lecture on governmental response to a challenging moment in history. This can be any historical moment relevant to the school's given cultural context.
 - For this example, we have included resources related to the US Government's response to the Civil Rights Movement.
- **Part 4 (5 minutes):** Teacher leads discussion on what went well with the governmental response and what could have been better.



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- **Part 5 (15 minutes):** Teacher facilitates small group sessions of students “rewriting history.” Students work together to decide how they would approach the challenge differently.
- **Part 6 (5 minutes):** Each group shares what they decided.

Resources for Teachers:

- Lesson Plans for Civil Rights, White House: <http://tiny.cc/G12L3R1>
- Civil Rights (Ferguson): <http://tiny.cc/G12L3R2>
- Global Nonviolent Action Database: <http://tiny.cc/G12L3R3>



Grade 12 Lesson 4

“Take, Make, Waste: A Sustainable Economic Paradigm”

Time Frame: 1-2 class periods

Subjects: Economics, Social Studies, Entrepreneurship

Standards: Responsible Consumption and Production (SDG 12)

Designed by: Nicolás Riveros, Alexandra Ball, Deaweh Benson, Heer Shaikh, Somoh Supharukchinda

Summary and Rationale:

- Students graduating from school will continue to make decisions as consumers and producers in an increasingly interconnected global economy throughout their lives.
- When thinking about a sustainable world for future generations and ourselves, considering the impact of the mainstream economic model of production and progress in the world is worthwhile.
- Currently, a considerable number of goods are disposed as waste after consumption. With continuously reduced product life cycles, the rate at which waste is being generated is increasing.
- This situation not only generates an efficiency problem (resources are being depleted faster and disposed without using them completely), but poses a major challenge for sustainability of life in the planet as a whole.
- Teachers are encouraged to redesign the lesson in whatever way better serves the context and particular characteristics of the students in their classes.

Instructional Goals:

- To forge an ethical orientation towards the use of resources in the world.
- To understand our responsibility to preserve/conservate our planet for sustainability.

Understanding Goals:

- The key concept to learn from this lesson is the idea of a circular economy.
- The model of a circular economy is a proposal to help reshape production and consumption patterns in the world, aiming to reduce the amount of waste that is generated globally.
- Students will be invited to challenge some of the ideas that underlie the mainstream economic model of production/progress in the world.

Essential Questions:

- How do our patterns of consumption impact the world?



- What alternatives can we think of, design, and implement to change the current trends of the amount of waste generated in the world?

Student Learning Objectives (Students will be able to understand):

- Current patterns of production and consumption pose a threat to the sustainability of life in the world.
- There are alternatives to reshape the economic model of production/progress, and we will explore just one of them.
- In their personal, professional, and civic lives, graduates will have the opportunity to bring about change to the economic model of production/progress, helping develop a more sustainable approach towards the use of resources in the world.

Assessment: The activity does not require a formal assessment, but teachers can provide feedback and formative evaluation to students considering:

- Engagement during the group activities;
- Participation in group discussions;
- Relevance of the ideas shared.
- The final product of the lesson (mosaic) can be assessed in terms of quality, breadth, and creativity.

Sequence of Activities: For this activity, students will work in small groups (4-6 students).

- **Group Reflection (20 minutes):**
 - Prior to the session, students should complete or build a chart with information related to some goods they or their families might have owned/acquired in the past years (ideally including those bought before high school).
 - Additional useful information includes year of purchase or acquisition of the good. No information about prices or brands is needed.
 - The types of goods to be included in the chart are:
 - Mobile phones
 - Televisions
 - Radios or other music player devices.
 - In class, each student will share with their group the information gathered previous to the session. Together the group must calculate the total and average number of goods for each type of device that they or their families have used in the given time frame.
 - Considering the individual and final report numbers, students will engage in discussing the following questions:



- What are the similarities or differences in the patterns of use/consumption of the reported goods?
 - Are any of these goods being bought more frequently than others by us, our families, or the people we know?
 - Are all these goods still under use by us or our families?
 - What happens to the goods we no longer use?
 - Where are they now?
 - Do we keep them, sell them, dispose them?
 - What happens to the disposed goods?
 - Do we know if they are used again or if they are just regarded as waste?
- **Exploring New Ideas and a Current Debate (15 minutes):**
 - Watch together as whole class one of the following videos:
 - Can a Circular Economy Make Trash Obsolete?: <http://tiny.cc/G12L4R1>
 - The Circular Economy: <http://tiny.cc/g12L4R2>
 - Sustainability Through a Circular Economy: <http://tiny.cc/G12L4R3>
 - Re-thinking Progress (The Circular Economy): <http://tiny.cc/G12L4R4>
 - Share reactions and comments on the video. Questions that might be asked in order to engage students in this section include:
 - What are the main characteristics of a linear/circular economy?
 - How can the ideas of the videos help us understand our answers to the first activity of the lesson?
 - What goods that we currently buy/use can be associated with each of these two types of economic production/progress?
 - **A Mosaic of Ideas for the Future (25 minutes):**
 - Students will work again in the same small groups from the beginning of the session. Together, they must agree on a set of ideas or proposals that will help them contribute to bring about change within the current patterns of consumption and production, and write them down.
 - Questions that might help this activity are:
 - What can we do as consumers to reduce the impact of the products we buy on the sustainability of the planet?
 - What can we do as professionals (in our future jobs or occupations) to help reduce the amount of waste that is generated in the world?
 - What can we do as citizens to make sure that current and future generations are guaranteed life in a world with a clean and healthy environment?



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- Each group will share their proposals with the rest of the class and paste them on a wall or board. The teacher can help facilitate the work by trying to group similar ideas and proposals in the same space.
- To end the activity, the teacher can share some closing remarks and reflections. If possible, photos of the mosaic with ideas and proposals for change can be taken and shared through social media.

Resources for Students:

- Transitioning to a Circular Economy: <http://tiny.cc/G12L4R5>
- 5 Business Models that Utilize the Circular Economy: <http://tiny.cc/G12L4R6>
- 7 Examples of a Circular Economy: <http://tiny.cc/G12L4R7>

Resources for Teachers:

- Global Dimension of Responsible Consumption and Production: <http://tiny.cc/G12L4R8>



Grade 12 Lesson 5

“Doing Good: Catalyzing Local Impact to Make the World a Better Place”

Time Frame: 45 minutes per session; 3-5 sessions

Subjects: Current Affairs, Government & Politics, Technology, Entrepreneurship

Standards: Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Heer Shaikh, Nicolás Riveros, Alexandra Ball, Deaweh Benson, Somoh Supharukchinda

Summary and Rationale:

- Some of the most pressing socio-economic problems that the world is facing today, such as rising inequality, climate change and terrorism, to name a few, require the next generation to understand and tackle these issues from a multifaceted approach.
- It is therefore imperative that students graduating from school not only develop a deep understanding of the core issues that are fueling these crises, but are also equipped with the correct mindset and skill set to create localized solutions to these challenges.
- The first step is to help the students gain a deeper understanding of their own strengths, passion and skills, which would allow them to craft a concrete path towards solving the issues that they feel the strongest about.
 - It is also pertinent to instill in the students the realization that they cannot fix everything, and that progress in the real world is often defined by small, incremental steps towards a much larger goal that only comes to fruition in the long run.
 - Thus, the students should be encouraged to think about novel solutions for problems that their local communities face, and how to scale the impact of these solutions.
- Teachers are encouraged to redesign the lesson in whatever way better serves the context and particular characteristics of the students in their classes.

Instructional Goals:

- To use examples from current affairs, technology, and politics to gain a deeper understanding of the most pressing issues that the world is facing.
- To develop local solutions for these problems.

Understanding Goals:

- The long-term solutions to the most pressing challenges that the world is currently facing need to be community-led, locally driven initiatives.
- These solutions holistically understand the underlying problems that the end users face, and ensure that the end result is a sustainable intervention.



- Individuals have the ability to create long-lasting and positive change in their local communities.
 - However, cultivating change does not happen overnight, and is rather a long and arduous process.
- It is essential for future generations to have a deep understanding of their own strengths and weaknesses, and the causes that they are passionate about.
- By properly aligning their fortes with their interests, it is possible for youth to collaborate and build up sustainable solutions for the problems that their local communities face.

Essential Question: How can individuals create local solutions to tackle global problems?

Learning Standards:

- **Ethical and Intercultural Orientation (Feeling):**
 - Cultivate a deep sense of compassion and empathy towards global and local crises and communities.
 - Understand the linkages between individuals, local communities, and global issues at large.
- **Knowledge and Skills (Thinking):**
 - Understand the most pressing socio-economic issues that the world is facing, as well as the underlying reasons that cause these problems.
 - Recognize the unique skill set and mindset that needs to be cultivated for creating effective solutions to socio-economic challenges.
 - Analyze and research solutions to socio-economic problems from the perspectives of different stakeholders, such as end users, government, third-party beneficiaries, etc.
- **Agency and Empowerment (Acting):** Create empowered students to create local change which contribute to a larger, global context.

Student Learning Objectives (Students will be able to understand):

- The major headlining socio-economic problems that the world is facing in today's world are multi-faceted issues, whose underlying causes are often social, economic, and political in nature.
- Individuals have the ability to create long-lasting and positive change in their communities that contribute to a bigger picture.

Assessment: Students will be assessed on the following criteria:



- Understanding and identification of a global issue and connecting it with local realities;
- Innovative approaches towards producing solutions to global problems.

Sequence of Activities:

- **Part 1 (10 minutes):** Teacher asks students what the most pressing issues in today's world are.
- **Part 2 (5 minutes):** Teacher draws a web of responses on the board, showing how global and local problems are interconnected.
- **Part 3 (10 minutes):** Teacher gives a brief lecture about the history of global crises and politics, and the current technological advancements used for alleviating global issues.
 - For example, the teacher can give an example about how mobile technology is used to send immunization reminders to mothers in Kenya in order to ensure that mothers and their children are fully immunized.
- **Part 4 (5 minutes):** Teacher leads discussion on how the problem areas that were earlier identified by students can be tackled by technology.
- **Part 5 (15 minutes):** Students are divided into groups based on topics of interest (similar interests are clustered together), and they collectively come up with an innovative solution to tackle the problem.
- **Part 6 (10 minutes):** Each group shares what they decided.
- In the following sessions, teachers can dedicate for more time for discussion and critique, and allow students to prototype their projects.

Resources for Students:

- 80,000 Hours (Using Your Career Capital to Create Impact): <http://tiny.cc/G12L5R1>
- Effective Altruism and How to Effectively Analyse Issues that Need to be Addressed : <http://tiny.cc/G12L5R2>
- Dollar Street: <http://tiny.cc/G12L5R3>