United Nations Sustainable Development Goals Open Pedagogy Fellowship

The "UNSDG Postcard" invites students to produce a piece of collateral material that focuses on the Goal and Target that most resonate with them

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2022-2023

Introduction:

Welcome to your role in an international mission. This mission is dedicated to expanding educational access and championing student empowerment through "open pedagogy." In this approach, you, as a student, are at the heart of an engaging, collaborative learning environment, with the freedom to access your educational journey. What is this mission's ultimate goal? To heighten social justice in our community, promoting the free exchange of knowledge and work. Under the United Nations Sustainable Development Goals (SDGs) framework, this renewable assignment paves your path to becoming an agent of change within your community. Prepare to embark on this transformative journey.

For this work, we will integrate the disciplines of Public Relations and Communications to achieve the primary goal of responding to SDG #3: Good Health and Wellbeing. Within this SDG, we will focus on the specific target 3.9: "By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination." This assignment also focuses on SDG #1: No Poverty; SDG #2: Zero Hunger; ; SDG #4: Quality Education; SDG #5: Gender Equality; SDG #6: Clean Water and Sanitation; SDG #7: Affordable and Clean Energy; and SDG #8: Decent Work and Economic Growth.

Purpose:

This active learning practice is designed to help students practice implementing the RACE Planning Process, increase community connections, and improve social justice for our community. The artifact created through the assignment is designed to be shared widely to educate and raise awareness.

Learning Objectives:

Students should learn that words and images based on thorough research, well-crafted and strategically targeted to a specific audience can shift public opinion and inspire action.

Instructions:

Part 1: Assess current situation.

Use the RACE Planning Process to evaluate existing examples of collateral materials. Write a short reflection on a problem that needs solving in your community or an interesting initiative or community member.

(Assign before class.) Watch the RACE Planning Process lecture video on Moodle. Review the attached examples, the posters on this site https://ccncsj.ca/infographics/, or a brochure, poster, or infographic of your choice, and then in your small groups, share your experiences regarding the following:

Evaluate one or more of the examples using the RACE Planning Process model. What is the problem or opportunity? Who produced the piece, and what do you think was their objective(s)? Who are the audiences? Identify three key messages. What strategy was this a part of? Why do you think they chose this tactic to relay the key messages? Do you think it achieves its objective? How do you think they could measure whether it was successful?

What do you like/dislike about the chosen format? Does it do a good job of explaining and/or persuading? Why or why not? What other format might work to tell this story?

Assignment: Drawing from your own experience, write a 250-word reflection paper on a problem that needs solving in your community or an interesting initiative you think deserves to be highlighted.

Part 2: Teams review the 17 UNSDGs and decide on a Goal and Target that inspires

Visit the website of the 17 UNSDGs https://sdgs.un.org/goals Take some time to review the specific targets under each.

- Based on your discussion from part 1, what topics attracted you?
- Teams will vote on a topic with which to proceed.

Part 3: Choose your own adventure "Postcard Project" assignment – Explain, Persuade, Feature

Teams of 4-6 students will be formed. A progress report(s) will be submitted, and each team will have a rotating project lead. With your team, brainstorm ideas to advance your passion/cause. Be sure to consult and seek instructor approval before starting your project. For example:

If your team is passionate about UNSDG #3 Good Health & Wellbeing, Target 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination, you might pursue one of the following:

- Produce a poster that explains how a business (car wash, dry cleaner) is working to reduce the amount of chemical waste it releases into the environment.
- Create an infographic for a not-for-profit organization working to get oil & gas companies to clean up orphan wells.
- Create a postcard that explains how a certain chemical can pollute/cause harm.
- Write and illustrate a poem to honor a stream or river where you live
- Write a brochure that persuades people to contact their local MP or MPP about a specific polluter in your community
- Create a poster for a movie such as "Erin Brockovich" or the documentary "The Water Walker." that explains these issues in your community or an Indigenous community
- Create an infographic that explains how Indigenous stewardship of land leads to better biodiversity outcomes

Part 4: Use the RACE Planning Process to decide on an approach for the collateral material

1. In this section, you will take on the role of a PR pro and use the RACE Planning Process to demonstrate why you took the approach you did for your UNSDG Postcard (or other collateral). Give a clear explanation of:
   a. The issue / context you are writing within (e.g. current farming practices in Abbotsford, BC) and the problem (harmful pesticides) or opportunity (new government funding for organic farmers) you are addressing. This 2-paragraph section should reflect thorough research on the issue with appropriate citations.
   b. The company / organization you are producing your postcard on behalf of (e.g. David Suzuki Foundation, Government of BC, Oceanwise).
   c. The audience(s) you are targeting (be as specific as possible). (E.g. farmers, provincial & federal governments, corporations, young people in the Fraser Valley)
   d. The goals / SMART objectives (bullet point list) you want to achieve by persuading or informing your viewer. What do you want them to understand? What change do you hope to see? What action do you want them to take? (e.g. enact legislation to protect ban harmful pesticides, invite farmers to consider new approaches.)
   e. Your plan for getting your postcard in front of your audience. How will it be seen

and distributed?

        f. Your plan for measuring if and how your SMART objectives were met.

Part 5: Develop the Copy. Collaborate with graphic design students to produce the final piece and select the appropriate method of distribution based on the target audience.

Write the copy for your postcard, brochure, poster, or infographic. Peer edit and decide on a final version.

Part 6: Design & Production [to be completed by students from PRLN 1110 Design & Production]

Develop a creative brief based on the RACE plan and copy provided by PLRN 1120 Writing for PR

Create three thumbnail design options for your project. As a group, select one, then choose fonts and create a color palate. Choose open-license, royalty-free images, or use your own illustrations or photographs.

Create your final piece using InDesign, Canva, or another graphic platform (as assigned by your instructor).

Ensure RACE Planning Process is detailed and thorough. Teams will rotate leads and submit progress reports.

Format Requirements:

Images must be original, royalty-free, or creative commons licensed. Final digital pieces will be saved in the appropriate formats depending on the method of distribution e.g., PDF file, vector file, high-resolution file prepped for printer.

Assessment Criteria:

Part 1 is worth 5% of the mark, and Parts 2 - 4 are worth 20%.

The assignment has an assessment rubric that evaluates the following:

Writing shows a strong and well-informed understanding of their respective genres. Writing is accessible, gains attention and interest, and reflects audience expectations in terms of form, tone, information need, level of understanding, and the way they consume and share content. There are no grammatical, spelling, punctuation, or sentence structure errors.

Rationale demonstrates a strong and well-informed understanding of the RACE Planning process.

The contribution to the team was consistent, equal to that of other members, and supportive of other team members.

This assignment effectively addresses all of the learning objectives for PRLN 1120 Writing for Public Relations:

- Apply the RACE formula (Research, Analysis, Communication, and Evaluation) to structure public relations writing.
- Use correct grammar and sentence structure.
- Demonstrate effective writing and storytelling techniques, including attention-getting leads, smooth paragraph transitions, short sentences and paragraphs, active voice, effective endings, and integrating common search terms (SEO) to help boost the search ranking of content in the digital space.
- Recognize and distinguish between different public relations writing styles, including informative and persuasive writing.
- Use principles of rhetoric to frame a persuasive argument, including audience analysis, source credibility, timing, and context.
- Effectively analyze audience in order to create content that resonates, uses appropriate voice, language, and jargon, and utilizes appropriate channels.
- Identify and integrate credible primary and secondary research sources using recognized citation formats and fact-checking.
- Synthesize complex information into clear and concise written content.
- Analyze and summarize data for short-copy applications and content platforms that emphasize brevity.
- Demonstrate the ethical boundaries of persuasion and differentiate between propaganda, misinformation, fake news, and harmful speech.
- Describe and/or apply strategies to establish and maintain positive and professional client relationships that lead to client loyalty.
- Develop content, plans, and strategies that are diverse, equitable, inclusive, and respectful of diverse thoughts, perspectives, experiences, and identities (including Indigenous communities, race, gender, class, sexuality, religion, ability, etc.)

No Equality in Equity

Overview of equity holding and value gender gap in start-ups for 2018*
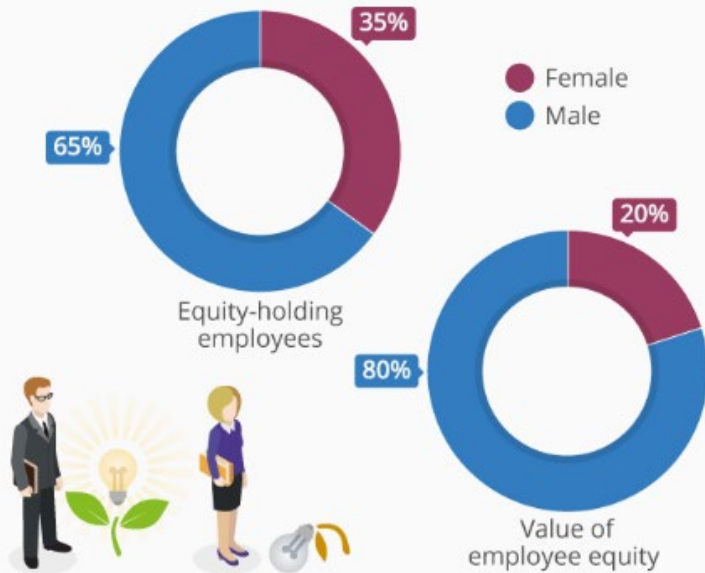
Equity Gap Founders

Female start-up founders own **39 cents** to every dollar male founders own

Equity Gap Holders

Female equity holders own **47 cents** to every dollar male holders own

Pay Gap

Female workers earn **80 cents** to every dollar white male workers earn

35%

65%

Female
Male

Equity-holding
employees

20%

80%

Value of
employee equity

* Based on analysis of a subset of Carta's overall capital table data, which included
nearly 180,000 employees, over 6,000 companies, and over 15,000 founders,
with a combined total of nearly $45 billion in equity value.

@StatistaCharts   Source: Carta

statista

HOW CAN A **FLOOD** AFFECT YOUR COMMUNITY?

Many First Nation communities are near areas that flood - shorelines of rivers, lakes, and oceans.

Causes of flooding in First Nation communities include:

- Storm surges (on the coastlines of oceans or large freshwater lakes)
- Hurricanes
- Heavy rains/flash floods
- Tsunamis (storm surge associated with earthquakes)

- Failure of dams, dykes, and other infrastructure (bridges, culverts, stormwater systems)
- Ice jams
- Snow melt

Our climate is changing, and we are seeing rising sea levels, increases in temperature, and more frequent extreme rainfall events throughout the country.

Rising Sea Levels   **Increased Temperatures**   **Extreme Rainfall**

The impacts of these events on First Nation communities can be severe, because of location and close ties to the land.

Potential impacts of flooding to First Nation communities include:

- Damage or destruction of community infrastructure, such as roads, bridges, community buildings, schools, and water and sewer systems
- Damage or destruction of housing
- Disruptions to education due to evacuation or damage to school buildings
- Stress and anxiety associated with flood events

- Health issues due to mold and water damage in housing following a flood
- Interrupted access to cultural, hunting, fishing and gathering areas
- Impacts and damage to aquatic habitat, harvesting areas and cultural sites

We can't reduce flood hazard, but we can reduce exposure and vulnerability through adaptation planning. Tools and resources to help your community understand hazard and vulnerability, and prepare a climate change adaptation plan, can be found at:
http://floodsmartcanada.ca/climate-change-and-first-nation-communities/

PARTNERS FOR ACTION

Commitment:
END ALL LONG-TERM DRINKING WATER ADVISORIES
on public systems on reserve
Last updated October 26, 2018

1000+ public drinking water systems included in this commitment by Indigenous Services Canada

ALL long-term drinking water advisories to be lifted by **MARCH 2021**

74 long-term drinking water advisories lifted on public systems since November 2015

67 long-term drinking water advisories in effect

36 have been added

Projects underway or completed will benefit **580** First Nation communities and serve more than **458,000** people

Source: *Indigenous Services Canada*

COVID-19 is a Health Equity Issue: Digital Redlining, The Digital Divide & Vaccine Distribution

AGE

Only 50% of people who are 75+ use the Internet. 16.5 % of those 65+ do not have access to the Internet.

The statistics are worse for older people of color, as 25% of Black, 21% of Latino, and 28% of Native American people 65+ do not have internet access. Approximately 7.7 million older people live at or below the poverty line, and may not be able to afford internet access.

RACE

Digital redlining follows the same geographical lines as neighborhood and housing redlining.

82% of white people report owning a desktop or laptop computer, compared with 58% of Black and 57% of Hispanic people. The lack of internet access in minority communities is one of the reasons that the vaccination rate for Black Americans is 50% less than that of white people, and the gap for Hispanic people is even larger.

GEOGRAPHY

Both rural and urban areas are less likely to have access to the internet and technological devices than suburban areas.

27.9 million urban households or 10.8% of the urban population live without a broadband internet subscription. Rural Americans are 12% less likely than Americans overall to have home broadband, with only 63% having home access.

Socioeconomic Status

Even in regions with well connected internet access, differences arise for each household depending socioeconomic status.

Nearly 50% of households earning less than $30,000 per year reported that they do not have a computer or broadband in their home. Those without home computers use a smartphone or public computer lab when they want to utilize online services, with significant connection issues.
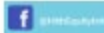
Short Term Recommendations

These recommendations aim to alleviate the immediate roadblocks to COVID-19 vaccine distribution

- Create accessible and multiple ways to register for the vaccine that do not rely solely on technology.
- Support and encourage both private and public sector initiatives to expand access to broadband and devices.
- Start and implement community-based immunization programs.

Long Term Systemic Changes

These recommendations look at the larger issues surrounding the digital divide and digital redlining

- Improve quality and speed of internet access.
- Invest in infrastructure to facilitate the expansion of broadband services.
- Work with communities to increase health, digital, and media literacy and to integrate online based programs with community based programs.