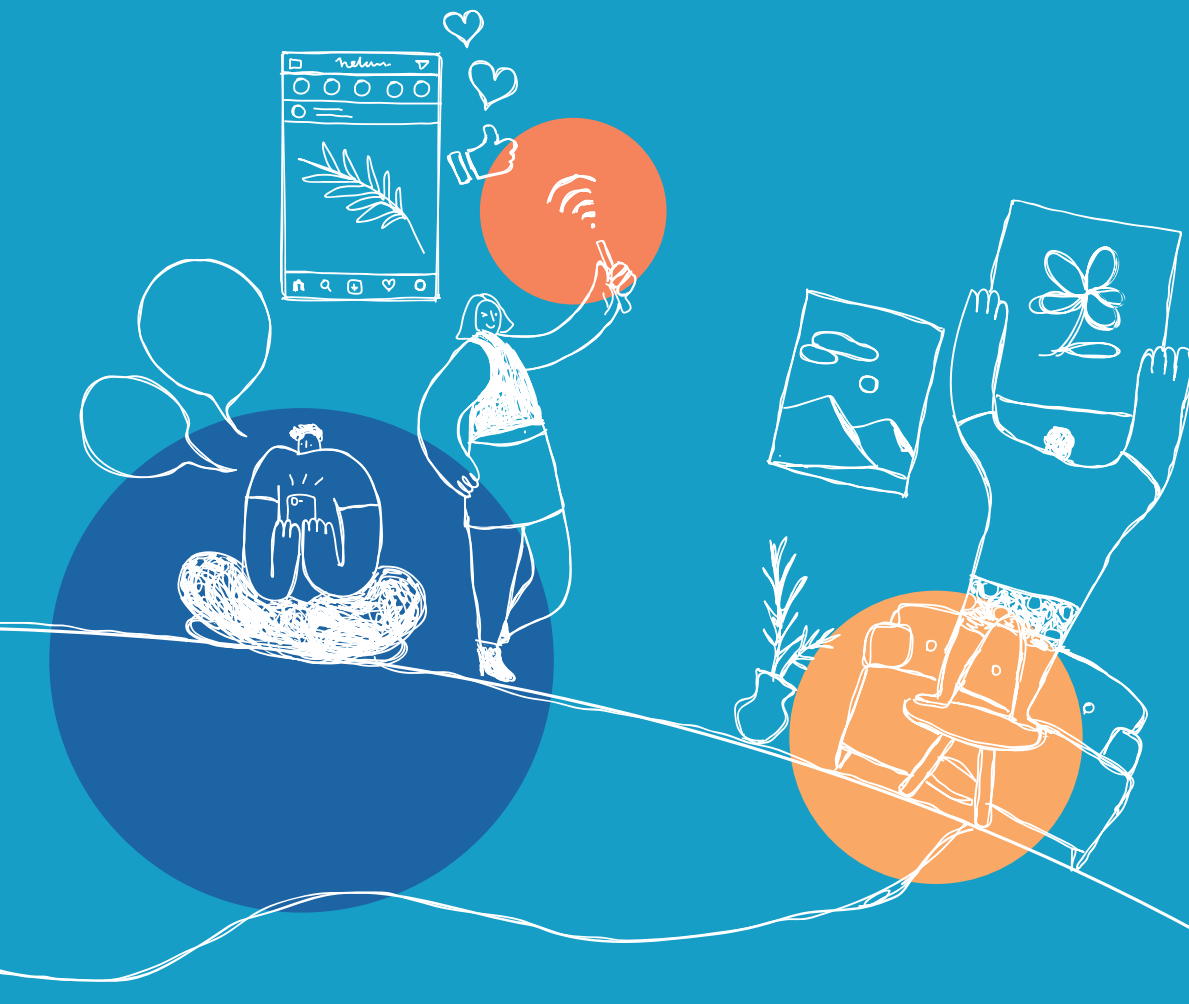


# Regeneration

Young Minds Repairing The World.

# Course Syllabus



POWERED BY



# SUMMARY



## Objective

ReGeneration aims to spark an interest in students ages 14-16 to become future humanitarian leaders. The main objective is to encourage humanitarian action. Our goal is to help students understand the responsibility that human beings have to solve global issues, and how social innovation can accomplish positive change.

## Duration

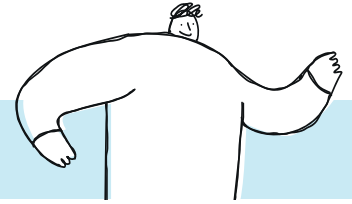
XI chapters, called miles. Each is designed to be accomplished in one week. Six weeks in total.

## Requirements

- Internet Access
- Laptops and Headphones
- Facilitator
- Access to Online Material



# INTRODUCTION



ReGeneration is a 6-week online course that aims to educate students on becoming better human beings. The program focuses on issues that our planet is currently facing. The purpose is to spark an interest and explain the responsibility that we, as individuals, have towards trying to solve these issues in a collaborative environment. During the lessons, the students will receive a set of interactive activities that introduce tools such as: holistic-thinking, problem-solving, and decision-making.

By the end of the course, students will have developed an understanding of global issues and will have created a solution to a problem of their choosing. The learning objectives are the following;

- Identify the global challenges of the 21st century.
- Understand and apply concepts such as poverty, privilege, pro-social behavior, and empathy.
- Compare humanitarian aid concepts.
- Examine real-life ethical dilemmas of humanitarian action.
- Organize a humanitarian aid mission.
- Explain the Sustainable Development Goals.
- Understand the importance of sustainability.
- Apply sustainability principles in their daily life.
- Define social entrepreneurship principles.
- Compare different social enterprises.
- Examine the design-thinking framework.
- Apply the design-thinking framework to develop a sustainable solution.





# OUTLINE

## **Mile 1 | RE-Thinking Global Challenges I**

- Re-Thinking the Way We Live
- Re-Analyzing Poverty
- Maslow's Hierarchy of Needs

## **Mile 2 | Re-Thinking Global Challenges Part II**

- Re-Thinking Inequalities
- Re-Thinking Climate Injustice
- RE-Thinking Humanitarian Crises

## **Mile 3 | Privilege, Empathy, & Prosocial Behavior**

- Re-Analyzing Empathy
- Re-Analyzing Privilege
- Re-Analyzing Prosocial Behavior

## **Mile 4 | RE-Learning Humanitarian Action**

- Re-Analyzing Humanitarian Action
- CADENA

## **Mile 5 | RE-Implementing Sustainable Development**

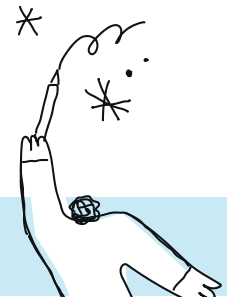
- Re-Visualizing Sustainability
- Re-Learning Sustainable Development Goals (SDGs)

## **Mile 6 | RE-Applying Design Thinking**

- Re-Defining Social Entrepreneurship
- Re-Implementing Design Thinking



# STRUCTURE



UNITS	LEARNING OBJECTIVES
<p><b>Mile 1:</b> <i>RE-Thinking Global Challenges I</i></p>	<p>After this Mile, the students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify some global challenges of the 21st century.</li> <li>▪ Evaluate the complexity of poverty through the lens of the refugee crisis.</li> <li>▪ Distinguish the differences between the four worldwide income levels.</li> <li>▪ Identify which poverty level represents their environment.</li> <li>▪ Understand the different human needs through Maslow's Hierarchy of Needs Theory.</li> </ul>
<p><b>Mile 2:</b> <i>RE-Thinking Global Challenges II</i></p>	<p>After this Mile, the students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify some global challenges of the 21st century.</li> <li>▪ Contrast the definitions of stereotype, gender bias, gender inequality, and gender violence.</li> <li>▪ Understand the causes and consequences of climate injustice.</li> <li>▪ Reflect on how their actions affect (both positive and negative) climate injustice.</li> <li>▪ Compare the global challenges through real-life examples of worldwide humanitarian crises.</li> </ul>
<p><b>Mile 3:</b> <i>RE-Analyzing Empathy, Privilege, and Prosocial Behavior</i></p>	<p>After this Mile, the students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the following concepts: empathy, privilege, and prosocial behavior.</li> <li>▪ Apply different tools to be empathetic.</li> <li>▪ Acknowledge the responsibility you have to help others from a privileged position.</li> <li>▪ Analyze the poverty cycle.</li> <li>▪ Propose different acts of kindness that can be done to improve the lives of others.</li> <li>▪ Reflect on the concept Tikun Olam and how it can be applied to their long-term goals.</li> </ul>



UNITS	LEARNING OBJECTIVES
<p><b>Mile 4:</b> <i>RE-Learning Humanitarian Action</i></p>	<p>After this Mile, the students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Differentiate between the concepts of human-made hazards, natural hazards, crises, and disasters.</li> <li>▪ Compare the concepts of Humanitarian Aid and Developmental Aid.</li> <li>▪ Understand the four humanitarian principles using case studies.</li> <li>▪ Analyze the “Do No Harm” concept finding real examples in the humanitarian world.</li> <li>▪ Develop a humanitarian aid mission using the concepts learned during this mile.</li> </ul>
<p><b>Mile 5:</b> <i>RE-Implementing Sustainable Development</i></p>	<p>After this Mile, the students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the meaning of the Sustainable Development Goals (SDG)</li> <li>▪ Identify the 17 SDG and classify them into 4 categories to create a sustainable world.</li> <li>▪ Understand the meaning of sustainability and how to apply it to your daily life.</li> <li>▪ Commit to certain actions that can help achieve at least one of the Sustainable Development Goals.</li> </ul>
<p><b>Mile 6:</b> <i>RE-Applying the Design-Thinking Framework</i></p>	<p>After this Mile, the students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the meaning of Social Entrepreneurship.</li> <li>▪ Compare and contrast the meaning of Social Entrepreneurship and other types of businesses.</li> <li>▪ Apply the Design Thinking methodology for problem-solving.</li> <li>▪ Research different Social Entrepreneurship companies that exist in the world</li> <li>▪ Design a project that seeks to provide a solution to problems derived from a humanitarian crisis.</li> </ul>



# APA Citations



## Mile 1 References

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