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**UNITED 4
SOCIAL
CHANGE
2020**
ANNUAL REPORT

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Enlight. Ignite. Unite.

UNITED 4 SOCIAL CHANGE: CREATING CIVIC LEADERS

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LETTER FROM THE CEO

Dear supporters,

I write to you at the end of a year which has brought profound suffering and sadness to every corner of the globe to share the glimpses of hope that I have been holding onto. While we all share the collective grief from profound loss and a deep fear of what is to come ahead, I focus here on building shared hope for our communities as we persevere in building a better future for all of our children.

As the leader of an organization committed to empowering members of democratic communities to effectuate change, I hold on to the signs that the arc of justice will bend in favor of what is right for the many and not the few, even if it takes longer than most of us would desire.

In 2020, I saw the energy of community organizing as the Black Lives Matter movement grew stronger and built broader support in the pursuit of equality and justice for Black Americans.

In 2020, I saw the selflessness of our fellow humans as healthcare workers and other essential employees risked their own lives to sustain others.

In 2020, I saw the creativity within our hearts as educators worked together to support students with virtual graduations, Bitmoji classrooms, pedagogical risktaking, and hours and hours of planning and replanning through the impossible.

In 2020, I saw the power of scientific innovation as the world's top researchers worked towards creating vaccines that will save countless lives and bring all of us closer to the normal we took for granted.

In 2020, I saw civic ethos alive within our country as thousands of individuals worked to increase voter turnout, guarantee safe and secure elections, and count millions of ballots that led to the highest participation in a United States election in modern memory.

Here at U4SC, I draw hope from our staff, volunteers, and students who continue to work on the mission of our organization while dealing with their own challenges.

In 2020, I saw the strength of commitment as our staff worked to drastically redo our programs, expand access to a surge of new students, and produce content and curricula at a record pace.

In 2020, I saw the generosity of our peers as our volunteers worked from every corner of the country to support our programs through writing, editing, and sharing their knowledge and experience throughout the year.

In 2020, I saw the resilience of our youth in the hundreds of students who engaged with our camps, courses, workshops, and after-school programs from their bedrooms, living rooms, and dining tables.

In 2020, I saw the depth of responsibility as teachers from around the world accessed our videos, worksheets, lesson plans, and contents amounting to hundreds of thousands of views.

The cumulative hope from all these signs has provided me with the fortitude to face the challenges of 2020; and at the end of this year, I only wish to share that with you all as we begin a new chapter in our collective history.

At United 4 Social Change, we are holding onto this as we plan for an even bigger year of workshops, camps, courses, and curriculum development to ensure that our teachers and students have the support they need to make 2021 a year of realized hopes.

For a better tomorrow,
Priten

OUR TEAM

Priten Shah
CEO

Chandani Shah
COO

Kirk Aleman
CFO

Nina Bamberg
Director of Programs

Alan Plotz
Director of Operations

Aislinn McCormack
Programs Associate

Tara Tian
Courses 4SC Associate

Samantha Nett
Educators 4SC Research Assistant

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Courtney Vaughan
Curriculum Development Fellow

Elizabeth Bigelow
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Animator

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Graphic Designer

Edward Bryan Flores
Graphic Designer



ACADEMY 4 SOCIAL CHANGE

Academy 4 Social Change is a new animated video project dedicated to providing an accessible interdisciplinary civics education for students of all ages. Launched back in March 2020, Academy 4SC already has reading materials, project templates, educational explainer videos, and tests and assessments for 7 subject categories:

- Economics
- History
- Psychology
- Philosophy
- U.S. Government
- Global Issues
- Democracy

Within these categories, we have:

28 
series

16 
launched this summer

200 
total videos

Since launch, Academy has seen 205,000 visits to the site. Our top five most visited pages generated an average of over five thousand clicks each. They were, in order of highest view count:

- Greek Democracy: Humble Beginnings **(5.6K)**
- Thomas Hobbes: Sign Here, Society **(5.5K)**
- Brevitas: Keep It Concise **(5.1K)**
- Anti-Federalist vs. Federalist: The Debate Over the Constitution **(4.6K)**
- Milgram's Obedience Experiments: Don't Be Too Shocked! **(4.3K)**

In addition to videos, the Academy 4SC team carefully crafted blog posts, worksheets, and teaching aids to further facilitate learning in the virtual classroom.



All this wouldn't have been possible without the help of over 50 volunteer interns. Most were located in Massachusetts or New York, but others were from California, Minnesota, North Carolina, Texas, and Washington DC. Together, they put in over 12 thousand hours and crafted more than 180 pieces of written content. In other words, they created almost 80,000 dollars worth of learning materials. With such dedicated and varied helpers, Academy 4SC has been able to continue growing and reaching a larger audience.

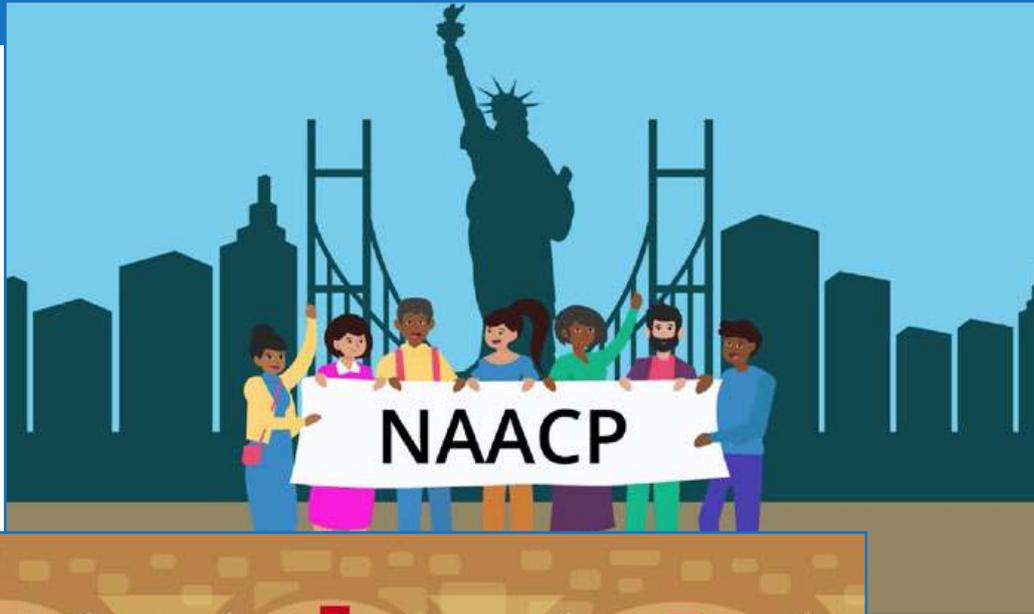
We now hope to propel the momentum into the new year of 2021 by providing more original content to meet the growing demand for virtual education. We have added links to Google Classroom and EdPuzzle to each page and are in the process of creating interactive questions for each video. Also, our new Connections blog draws on current events to help contextualize various topics covered by our videos. Between this and our plans for our [Educators 4SC](#) and [Leaders 4SC](#) programs, Academy 4 Social Change is rising to help ignite, enlight, and unite the civic leaders of tomorrow!

Some Sample Stills Taken from Academy 4SC materials:

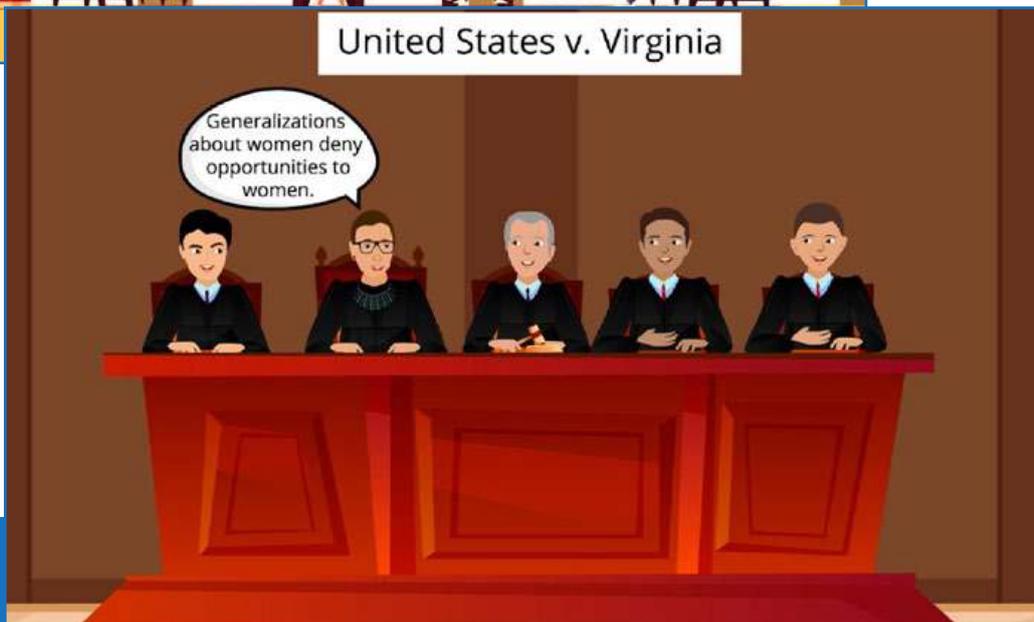
The World Bank is an international financial institution that provides loans and grants for low-income countries pursuing capital projects that they are unable to fund otherwise.



Sample Stills



United States v. Virginia



Sample Lesson Plans



Marbury v. Madison (1803): Supreme Court Cases Series | Academy 4 Social Change

Marbury v. Madison (1803): Overview

Case

During the presidency of John Adams, America's second president, the Federalist party turned to anti-immigrant policies. In order to prevent dissent, Adams enacted the Alien and Sedition Acts, which prosecuted those who criticized his administration. The country's other political party, Jeffersonians, felt the United States was acting like Great Britain. In the Election of 1800, Thomas Jefferson, and his Jeffersonian party, beat incumbent John Adams, becoming America's third president.

However, before Jefferson could take office, Adams and the lame-duck Federalist Congress passed the Judiciary Act of 1801. This act, which main purpose was to upset the incoming administration, created sixteen lower circuit court judgeships, forty-two new justices of the peace, and gave the president more control over judge appointments. Adams nominated William Marbury for a justiceship, and the Senate approved him. However, Marbury's commission was never delivered because of the confusion in the last hours of Adams' presidency. Appointees' commissions were not valid until delivered by the Secretary of State. Adams' Secretary of State, James Madison, never delivered Marbury's commission once in power, as the Jefferson administration was outraged by the actions of their predecessor. Marbury, along with three others, petitioned the Supreme Court to compel Madison to deliver his commission. Madison and the Jefferson administration did not recognize the Court's jurisdiction and therefore did not even send an attorney to argue the case. Article III of the Constitution describes the power of the judicial branch but does not mention the power to review the constitutionality of the actions of the other two branches.

Chief Justice John Marshall and the rest of the Supreme Court had three questions to answer. First, if Marbury and the other plaintiffs had a right to their commissions, if there was a legal remedy for failing to deliver commissions. And finally, if the Supreme Court had the authority to demand the delivery of the commissions.

Decision

Marshall's opinion was organized rather differently, answering if the Court had jurisdiction after deciding the appropriate remedy. Justice Marshall first decided that Marbury was right to his commission, but did not order for his commission to be delivered from the Court. Section 13 of the Judiciary Act of 1789 was deemed unconstitutional because it gave the Court the authority to demand the delivery of commissions.



Simpson's Paradox: When Correlation Does Not Equal Correlation - Data - Graphs Series | Academy 4 Social Change

Simpson's Paradox: Worksheet

Create your own Simpson's paradox!

Complete the contingency table with values that show a correlation when the data is partitioned between columns, but reverses when aggregated. Try to use two new variables with two conditions each that would make sense for this type of statistical analysis. Use the data from the British Medical Journal kidney stone study as a guide.

	Treatment A	Treatment B
Small stones	81/87 successfully treated (93%)	234/270 successfully treated (87%)
Large stones	192/293 successfully treated (73%)	55/80 successfully treated (69%)
Both	273/350 successfully treated (78%)	289/350 successfully treated (83%)

	Variable 1 (condition 1)	Variable 1 (condition 2)
Variable 2 (condition 1)		
Variable 2 (condition 2)		
Both		



Trolley Problem: On the Moral Track - Moral and Ethical Philosophy Series | Academy 4 Social Change

Trolley Problem: Lesson Plan

Topic	
The "trolley problem" is a famous thought experiment used to debate the value of a human life and discuss what is the most ethical way to act if one person suddenly has the power to decide the life or death of many others. The classic trolley problem involves deciding between doing nothing and letting a train kill five people or flipping a switch and redirecting the train to a different track and killing one person. However, many variants of this classic problem have since been proposed and debated.	
Possible subjects/classes	Time needed
Philosophy, Psychology, Politics, Government, Civics	30-45 minutes
Video link:	
https://academy4sc.org/topic/trolley-problem-on-the-moral-track/	
Objective: What will students know/be able to do at the end of class?	
Students will be able to...	
<ul style="list-style-type: none"> Summarize the trolley problem in their own words. Identify variants of the trolley problem that appear in real life or in pop culture. Differentiate deontological ethics from utilitarianism. 	
Key Concepts & Vocabulary	
Utilitarian, Deontological ethics	
Materials Needed	
Worksheet, Student Internet Access	
Before you watch	

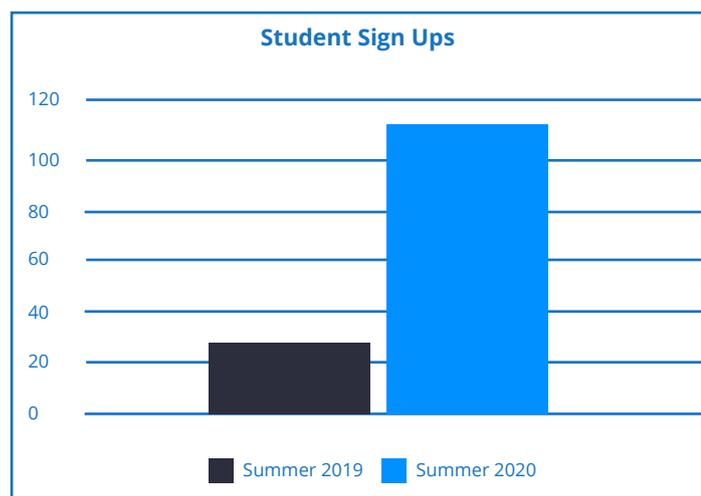


WORKSHOPS 4 SOCIAL CHANGE

The scope of Workshops 4SC greatly expanded in 2020. Our Leaders 4 Social Change program quadrupled enrollment during our first ever virtual summer camp. This propelled the launch of two school year programs: Seminars and Saturday Solutions. We are thrilled to be able to offer digital programming during this time when students, teachers, and parents are seeking out meaningful extra-curricular supports.

Leaders 4 Social Change Camp 2020

Leaders 4SC offers a summer workshop for middle school (rising 5th to 9th grade) students on leadership, communication, decision-making, and advocacy. Our goal is to train the next generation of civic leaders: members of a community who actively participate in society. The program saw immense growth throughout the past two years.



Last year, the Leaders 4SC summer camp was held for two weeks, and this year, we managed to successfully give students the option of joining us for six weeks. Our student sign-ups went from approximately 25 last summer, to an overwhelming 110 this summer.



Not only did we meet our goal of quadrupling the number of students, we went 10% above our goal. In the midst of a global pandemic, a staggering number of students turned on Zoom every day to discuss some of the world's most pressing issues. We are shocked and amazed by their commitment as well as the growth of this program.

Over the course of 30 days, we covered 30 current event topics:

- Global Education Systems
- Renewable Energy
- The National Debt, Space Exploration
- Pandemics
- Global Child Labor
- Natural Disasters
- Homeslessness + Affordable Housing
- AI + The Workforce
- Social Media
- Rights of Children
- Voting Participation
- Refugee Crisis
- Designer Babies (Gene Editing)
- School Types
- Punishment
- Climate Change
- World Poverty + Hunger
- AI + Robots and the Future
- School Violence
- Schools Under Covid
- Gender Equality
- Freedom of Press
- Green Cities, Elections
- Special Needs Education
- Policing
- Global Health
- Self-Driving Cars
- Bullying

Following camp this year, we officially launched our [Task Force Library](#) where teachers can access lesson plans for all 30 task force activities, which were a student favorite and ideally suited to engage students in the digital learning environment.



We received some incredible testimonials from parents and students, compiled from the post-program survey sent to all participants:



“ This program helped my children come out of their shell and begin to write and speak with such power. Their love for research and current affairs have grown tremendously. At the end of the 4 weeks that I signed them up for, one of my children begged for an additional couple of weeks. That’s amazing!!!! ”



“ You should come to this camp if you want to learn and discuss new things, and then calmly debate them with other students. ”



“ Great format of camp, nice variety of topics covered and instructors were awesome ”



“ This camp is great for kids who want to learn and understand about the issues in our society. ”



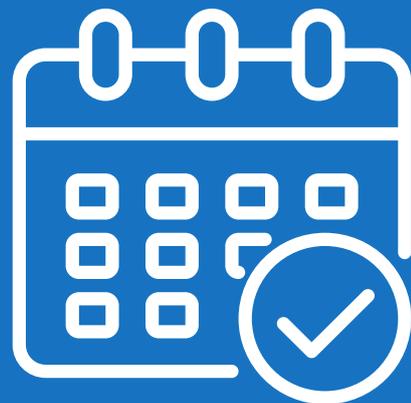
“ It’s a friendly atmosphere that provides structure, peer to peer interactions, and engages the kids on such important topics. ”



“ Students should attend next year because it has very informing topics and feedback is awesome. We also had a lot of fun and got close to our group. We are staying in touch with the whole classroom and can’t wait to do it again! ”

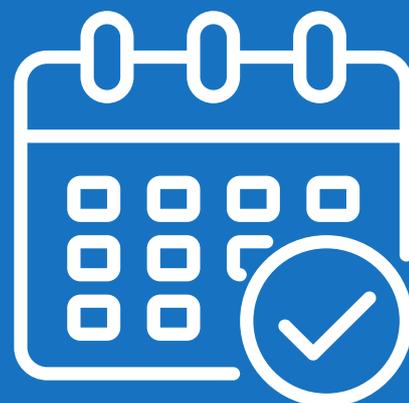
A Sample Schedule Of An Argumentative Writing-Focused Week At Leaders 4SC:

Monday	Tuesday	Wednesday	Thursday	Friday
Global Education Systems	Renewable Energy	The National Debt	Space Exploration	Pandemics
Registration/ Introductions + Icebreakers	Topic Discussion	Topic Discussion	Topic Discussion	Topic Discussion
Topic Discussion	Rhetoric: Choose Your Own	Writing an Outline	Counterarguments	Writing Article
Written Advocacy: Modern Day	Task Force: Choose a Solution For Your Country	Task Force: Fix the Budget	Task Force: Design A Space Colony	Writing Article
Task Force: Design Your Own Standards	International Bodies of Government	Effective Online Research	Outline Prep	Task Force: Flattening the Curve
Lunch	Lunch	Lunch	Lunch	Lunch
Argumentation 101: Claim, Data, Warrant	Thesis Statements	Cognitive Biases: Choose Your Own	Fallacy: Choose Your Own	Presentations
Brainstorming Topics	Research Prep	All About The Federal Reserve	Writing Article	Presentations
Practice Argument Writing	Sustainable Development Goals: Choose Your Own	Outline Prep	Writing Article	Presentations



A Sample Schedule Of A Public Speaking-Focussed Week At Leaders 4SC:

Monday	Tuesday	Wednesday	Thursday	Friday
Punishment	Climate Change	World Poverty + Hunger	AI + Robots and the Future	School Violence
Registration/ Introductions + Icebreakers	Topic Discussion	Topic Discussion	Topic Discussion	Topic Discussion
Topic Discussion	Thinking About Your Audience	Rhetoric: Choose Your Own	Fallacy: Choose Your Own	Writing Speech
Spoken Advocacy: Role & History	Task Force: Tragedy of the Commons	Task Force: Distribution	Task Force: Can The Robot Vote?	Writing Speech
Task Force: Systems of Justice	Sustainable Development Goals: Choose Your Own	Practice Speaking	Speech Prep	Task Force: School Board
Lunch	Lunch	Lunch	Lunch	Lunch
Moral Luck	Stop and Go Speeches	Cognitive Biases: Choose Your Own	Supreme Court + Bill of Rights	Presentations
Brainstorming Topics	Research Prep	Freedom of Speech Around the World	Writing Speech	Presentations
Practice Speaking	Task Force: Population Stalling	Speech Prep	Writing Speech	Presentations



From the Curriculum:



Formal Education Systems Around the World

An Education System is everything that goes into public education at the nation, state, and community levels

Here are Some Examples:

Laws and policies	Teacher Training Req.
Funding Decisions	Curriculum
School Facilities	Resources

Let's take a look at a few systems from around the world!

Thesis Statements should include...



 The general argument you are responding to



 Your stance on the topic



 Your general argument in support of that stance

From the Curriculum:

Think about it:
What do you know about poverty and hunger in your country, state, or community? What do you wish you knew?



**Spoken
Advocacy**

speaker attempts to move an audience by advocating for a purposeful message—through informing, persuading, or entertaining—in a particular context

Homelessness & Affordable Housing Task Force

Affordable Housing Propositions

Congratulations! The US Department of Housing and Urban Development has put you in charge of creating affordable housing propositions. You have also been given the responsibility of creating a plan to decrease the number of homeless persons in the United States.

Why are we doing this?: During our topic discussion lecture, we discussed the number of persons suffering from homelessness in the United States and what the HUD does to address cost burdens. We discussed how families paying more than 30% of household incomes for housing are considered as having a cost burden. You now need to take these factors into consideration and develop a recovery plan for the nation's affordable housing programs! The goal is for you to think about various steps that need to be taken in order to allow the nation to implement an affordable housing plan.

Steps:

1

Using the link provided above, check out the HOME Investment Partnerships Program (HOME) and the Housing Trust Fund. What do these programs do correctly? What does your group think needs to be reformed? Does your group want to reform the current programs, or create a new one altogether? Is 30% of household incomes for housing a good cutoff for what should be considered a cost burden? Why or Why Not?

2

Brainstorm specific guidelines for your plan. What kinds of buildings will be used for homeless people? Which states will be prioritized to find housing for the homeless? How do you plan to make housing accessible for the homeless?

3

Think through the possible objections that someone could have and how you would answer them.

4

Think about how your plan can be compared to plans that have been implemented in the past.

5

Share with the group and see if you can convince them that your plan is the best and will allow the United States to decrease rates of homelessness and implement better affordable housing programs.

Things to Keep in Mind:

- You do not have to come up with an exhaustive list of procedures for your plan. It's better to come up with a few requirements that you feel confident with and spend time thinking through possible objections to it.
- You don't have to worry about answering all possible objections, but you should have some defense of why you think your reasons are more important.
- Your requirements should be things that governments could realistically implement.

2020-2021 School Year:

Seminars

Seminars are semester-long after-school programs for students to deliberate with their peers while they read advanced works and engage in independent and group projects with the support of their instructors. During our first semester, we enrolled 15 students across afterschool and Saturday classes. Thus far, students have covered various topics in Democracy, Ethics, US Government, and Epistemology. They have participated in a class constitutional convention, given presentations on ethical dilemmas found in tv shows and movies, and written letters to their representatives about issues that matter to them.

Semester 1

Week	Topic	Reading Material	Monthly Activity
9/7	Democracy	Excerpts from Levitsky and Ziblatt's How Democracies Die	Class Constitution Convention
9/14	Democracy	James Fishkin's Deliberating Across Deep Divides	Class Constitution Convention
9/21	Ethics	John Taurek's Should the Numbers Count?	Ethical Dilemmas in Movies and TV
9/28	Ethics	Mary Astell's A Serious Proposal to the Ladies	Ethical Dilemmas in Movies and TV
10/5	Ethics	Plato's Crito	Ethical Dilemmas in Movies and TV
10/12	Ethics	Wassermam and Strudler's Can a Nonconsequentialist Count Lives?	Ethical Dilemmas in Movies and TV
10/19	U.S. Govt	Bill of Rights	Letter to Politician
10/26	U.S. Govt	Excerpts on the Electoral College	Letter to Politician
10/2	U.S. Govt	Marbury v. Madison	Letter to Politician
11/9	U.S. Govt	Founding Fathers' Federalist Papers	Letter to Politician
11/16	Epistemology	Miranda Fricker's Epistemic Injustice	Presentation
11/30	Epistemology	Thomas Nagel's What does it mean to be a bat?	Presentation
12/07	Epistemology	Frank Jackson's What Mary Didn't Know	Presentation
12/14	Epistemology	Daniel C. Dennett, "Where Am I?"	Presentation

12/1	Political Science	Scanlon's Objections to Inequality	Op-Ed
12/8	Political Science	Rawls's Phil Review article "Justice As Fairness"	Op-Ed
1/4	Political Science	G.A Cohen's Rescuing Justice and Equality	Op-Ed
1/11	Political Science	The Non-Identity Problem	Op-Ed
1/18	Student's Vote	TBD	Leadership Project
1/25	Student's Vote	TBD	Leadership Project

From the Curriculum:

Context

Mary Astell "England's first feminist"



Born in 1666

Like most women at the time, she did not receive a formal education.



Philosopher

In her writings she discusses God and religion, reasoning, morality and ethics, politics.



Feminist

She uses philosophical ideas to argue that women are not inferior to men.

Federalist 10

James Madison

The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. A zeal for different opinions concerning religion, concerning government, and many other points, as well of speculation as of practice; an attachment to different leaders ambitiously contending for pre-eminence and power; or to persons of other descriptions whose fortunes have been interesting to the human passions, have, in turn, divided mankind into parties, inflamed them with mutual animosity, and rendered them much more disposed to vex and oppress each other than to co-operate for their common good. So strong is this propensity of mankind to fall into mutual animosities, that where no substantial occasion presents itself, the most frivolous and fanciful distinctions have been sufficient to kindle their unfriendly passions and excite their most

Testimonial Injustice

Either the prejudice results in the speaker's receiving more credibility than she otherwise would have—a *credibility excess*—or it results in her receiving less credibility than she otherwise would have—a *credibility deficit*.

The idea is rather that prejudice will tend surreptitiously to inflate or deflate the credibility afforded the speaker, and sometimes this will be sufficient to cross the threshold for belief or acceptance so that the hearer's prejudice causes him to miss out on a piece of knowledge.

Can you think of any real-life examples of testimonial injustice?

Saturday Solutions

Saturday Solutions are weekly events where students meet together to learn about a current event and then participate in a task force activity that allows them to role-play as key decision-makers and stakeholders as they practice their civic leadership skills in solving key global and local problems. Students are given the option to attend every Saturday or sign up for individual workshops. We have covered topics ranging from teaching religious tolerance in schools to preparing a white house briefing.

2020-2021 Schedule of Topics:

Date	Topic Area	Date	Topic Area
9/12/20	Ethical Standards for Animal Testing	2/13/21	Universal Basic Income or Means Tested
9/12/20	Organ Donation Rules	2/20/21	City Government & Redlining
9/26/20	Evaluating Grant Proposals	2/27/21	Federal Laws Against Gerrymandering
10/3/20	Redo Borders	3/6/21	Design Accessible Spaces
10/10/20	Regulating Healthy Eating	3/13/21	Admissions Committee
10/17/20	Naming Your Child	3/20/21	"Shark Tank"
10/24/20	White House Briefing	3/27/21	Strengthening the UN
10/31/20	International Surrogacy Norms	4/3/21	City Council Voting on Amazon
11/7/20	Religion In School	4/10/21	Corporate Board on Board Diversity
11/14/20	Dealing with PR Crisis	4/17/21	Tax System New
11/21/20	Old age & Loneliness	4/24/21	Sacred Cow in Congress
12/5/20	Freedom of Speech on Campus	5/1/21	Design Your Own Party
12/12/20	Art Museum	5/8/21	Destroy a Stereotype
12/19/20	Medical Board & Euthanasia	5/15/21	To Print or Not To Print

1/2/21	Suing Your Parents	5/22/21	Refugee Crisis
1/9/21	Extra Credit in Schools	5/29/21	Interest Groups
1/16/21	Sports Council on Genetic Enhancement	6/5/21	Public Sanitation
1/23/21	International Wage Policies	6/12/21	Subsidies for Farms
1/30/21	Compulsory Voting	6/19/21	Design a Campaign
2/6/21	Regulating Social Media Companies	6/26/21	Citizenship Process



EDUCATORS 4 SOCIAL CHANGE

Educators 4 Social Change grew in scope and reach throughout 2020. Since January 1st of this year, we have added:

50 

Topic Resources articles

16 

Classroom Practices articles

Some of the additions include:

- Teaching About the Supreme Court
- Teaching About Voter Suppression
- Teaching with COVID-19 Classroom Seating and Materials

From January to November of this year, Educators 4SC has seen 139.4 thousand visits to the site, with traffic seeing a significant spike in May and June. The most visited resources this year were:

- Teaching about Race
- Teaching with Classroom Electronic Devices
- Teaching about Police Brutality
- Teaching about Fake News
- Teaching About Gender Identity

Staff and interns creating Educators 4SC content worked diligently to respond to the critical moments in politics, society, and culture that occurred during 2020.

Lesson Plans



Voting During COVID-19

Task Force: Voting During COVID-19 Congratulations! You have been tasked with making sure that every person who is eligible and wants to vote in the

[READ MORE >](#)



Vaccine Development and Distribution

Task Force: Vaccine Development and Distribution Congratulations! The Center for Disease Control and Prevention has put you in charge of the distribution of a newly

[READ MORE >](#)



Tragedy Of The Commons

Task Force: Tragedy Of The Commons Congratulations! You have been selected to participate in a thought experiment to analyze the effects of an economic concept.

[READ MORE >](#)



Reform The Justice System

Task Force: Reform The Justice System Congratulations! The federal committee of crime has elected you to recreate and reform the justice system in the United

[READ MORE >](#)



Resource Allocation For Special Needs Program

Task Force: Resource Allocation For Special Needs Program Congratulations! The school board has assigned you to be in charge of resource allocation for the special

[READ MORE >](#)



School Board on Violence

Task Force: School Board on Violence Congratulations! You have been assigned by the school board to come up with a plan to help mitigate the

[READ MORE >](#)



Artificial Intelligence Replacing Jobs

Task Force: Artificial Intelligence Replacing Jobs Congratulations! You have discovered a time machine that has allowed you to fast forward to the year 2060... but

[READ MORE >](#)



Design a Green City

Task Force: Design a Green City Congratulations! You have been selected to participate in a program that allows you to redesign your home city. The

[READ MORE >](#)

On March 29, 2020 we hosted a Virtual Conference on Crisis Teaching and Education. A small group of educators from around the world gathered to talk about the transition to online teaching and shared their experiences as well as tools for helping students through this difficult time.

Another exciting addition to Educators 4SC site during summer of this year was the Civic Education Roundups. Throughout the summer, we published weekly reviews of 4 or 5 recent scholarly articles from the field of Civics Education. These summaries helped inform our work across the organization and compliment two ongoing research projects.

We propelled the momentum from this summer into the 2020-2021 school year by providing more original content through our [Academy 4SC](#) and [Leaders 4SC](#) programs. Up next, we hope to engage motivated Educators in our work through the launch of our [Teacher Council](#). This group of teachers will inform the work of United 4 Social Change and serve as ambassadors between the organization and their schools. Educators are critical to the execution of our mission to create the informed civic leaders of the future!



COURSES 4 SOCIAL CHANGE

Argumentative Writing Hybrid Course/Internship (Summer 2020)

This year, we opened our Hybrid Argumentative Writing Internship early in April to provide applicants with an opportunity to do safe, meaningful remote work during the COVID-19 pandemic. Interns were recruited from all over the United States, as well as other countries, including Canada, India, and Japan.

Over the course of the summer, the Hybrid Argumentative Writing Internship experienced a huge boom in applicants. We had:



50

Student interns who completed at least one article



15

students completed all eight lessons and writing assignments



237

student articles published to our websites, [Students4SC](#) and [Indians4SC](#), from April to September

Many of our interns provided positive feedback in their evaluation of the Hybrid Internship. The highlights are listed below:

Would you recommend the Hybrid Internship to other applicants? If yes, why? If no, why not?



The testimonials are presented in a vertical list. Each testimonial consists of a circular profile picture of a student, a five-star rating, and a blue speech bubble containing their feedback. The first student is a woman with red hair, the second is a man with dark hair, and the third is a man with red hair.

★ ★ ★ ★ ★

“ Yes because it encourages students to deeply consider, research, and develop their own opinions on prevalent social issues. It gave me the opportunity to write about social issues in an argumentative style, which was different from my usual school work. ”

★ ★ ★ ★ ★

“ Yes. It was a very fulfilling and enriching experience to know that I'm contributing to a movement of positive change in the world while improving my writing and rhetorical skills. ”

★ ★ ★ ★ ★

“ yes because it provides a chance to improve your writing in an asynchronous, low-stress setting ”

Thus, interns found the Hybrid Internship, and its eight-lesson course and weekly meetings, beneficial to the development of their research and argumentative writing skills. The program was also noted to be very accommodating, designed to work around interns' schedules.

We offered a variety of different meeting types, from topic discussions, Q&As, article help sessions, to argumentative writing workshops. Interns were particularly partial to our five workshops on:

- Thesis Statements
- Structuring an Article, Arguments & Counterarguments
- Fixing Choppy Writing, and Concision

They found the workshops “well taught”, “helpful”, and “interactive in a way [where] multiple interns could work together”.

Once students completed the internship, they received a certificate to commemorate the occasion and the ability to request a letter of recommendation for whatever program they choose to apply to in the future. U4SC is immensely proud of its graduates for committing to furthering their writing skills and engaging with critical issues during this difficult year.

In the coming year, Courses 4SC will be launching an Argumentative Writing Level 2 course for students who have completed the first course and are looking to further develop their skills. We will also be launching a classroom version of both courses, complete with ready-to-use slide decks and teacher guides for each lesson, that teachers can implement during a unit on argumentative writing.

Our student-written articles have been viewed thousands of times! Here are some of the most read articles of the year:

- [The Essential Role of Social Media in the Black Lives Matter Movement Today](#) (1.1K)
- [The Electoral College is and Outdated and Unfair Way to Elect Presidents](#) (6.9K)
- [The Virtual Divide: Online vs. In-person Learning in Fall 2020](#) (11.9K)
- [Kneeling During the National Anthem is Not a Sign of Disrespect](#) (1.1K)

Written by Leaders 4SC middle school students:

- [Why Abortion Should be Free and Legal for Everyone](#) (1.1K)
- [Why Girls Should be Allowed to Play the Same Sports as Boys](#) (1.4K)





Why Abortion Should Be Free and Legal for Everyone

health | healthcare | women | women's rights
 mcar12070101 · August 19, 2020 · 0 Comments · 1.7k

This is a submission from our Leaders 4SC Middle School Camp.

Despite what many people think, abortion is not murder, and it should be legal and free for any women who wishes to get one. It is a medical procedure like any other, and it is a woman's choice.

There is a ton of evidence showing that fetuses cannot feel pain. There are multiple different reasons that women want to get abortions, and those reasons are all the woman's, and sometimes her family's choice. Babies aren't fetuses. It is a woman's body and choice.

The first thing that I want to talk about is how baby's aren't fetuses. Scientific evidence shows that fetuses are just clumps of cells. They cannot feel pain until they are at least 24 weeks old, and cannot survive on their own until they are at least 21 weeks. The movement that you see is merely reflexes. At this point in this fetus' life, the fetus is equivalent to a rock, or a plastic spoon. Many people will also say that fetuses are alive because they have DNA. Dead people have DNA and they are...

The second thing that I want to talk about is how her family and whoever she lives with and her doctor. For starters, there are many different reasons that because of a medical reason, a lot of babies die.



The Virtual Divide: Online vs. In-Person Learning in Fall 2020

COVID-19 | EDUCATION | EQUALITY
 madeline.gallo · September 23, 2020 · 1 Comment · 11.2k

As schools begin to reopen or begin virtual teaching this fall, institutions face the difficult decision of whether or not they should hold in-person classes. Private schools possess higher funds and more resources to enforce safety precautions that enable students to physically attend school each day, putting students enrolled in private institutions at an advantage. Therefore, public schools require more funding so that they can safely conduct in-person instruction or provide opportunities for in-person connections between students and teachers. Although some may argue that remote learning can offer an equally robust education, students at public schools deserve the chance to benefit from an in-person experience just as much as those enrolled in private schools.



The Essential Role of Social Media in the Black Lives Matter Movement Today

media
 madeline.gallo · July 6, 2020 · 0 Comments · 1.7k

Social Media and Social Change

In the midst of the global COVID19 pandemic, citizens everywhere have turned to social media to connect with people virtually, while in-person contact is not permitted. As the Black Lives Matter movement has taken off after recent events, Black Lives Matters has become a prominent topic on social media platforms. Social media is a powerful tool that facilitates the spread of information and unites people from all around the world. In recent months, the Black Lives Matter movement has gained enormous support, specifically due to its presence on social media platforms. Social media has greatly benefitted the furtherance of the Black Lives Matter movement; however, it's important to remember that social change requires more than hitting a like button.

Power of Social Media

When it comes to social change, social media is an efficient way to spread information and promote one's cause. Social media allows individuals to spread information to greater populations at rapid rates. Social media also gives everyone a voice, and its inclusivity provides everyone with an opportunity to become involved in a movement. Collaboration is a key benefit of society's use of social media, especially in current circumstances where face to face meeting is less likely to occur. Overall though, social media shines a light on injustices and calls attention to societal issues, which helps encourage change.

and guidelines that both private and public schools are supposed to follow. These guidelines can play a major role in schools deciding whether or not they should hold in-person classes. Private schools possess higher funds and more resources to enforce safety precautions that enable students to physically attend school each day, putting students enrolled in private institutions at an advantage. Therefore, public schools require more funding so that they can safely conduct in-person instruction or provide opportunities for in-person connections between students and teachers. Although some may argue that remote learning can offer an equally robust education, students at public schools deserve the chance to benefit from an in-person experience just as much as those enrolled in private schools.



ASSOCIATES 4 SOCIAL CHANGE

Over the summer, the inaugural [Associates 4 Social Change](#) program convened students from all over the country, and in some cases, the world. This course is designed to prepare students for work in the nonprofit sector with lessons covering social change, leadership, community organizing, and research skills, as well as navigating the workplace and applying to positions. With 25 students completing our introduction to workplace skills and nonprofit administration course, we were able to offer a flexible program that worked with students' schedules, allowing them the ability to work and take care of their family, school, and employment commitments concurrently.

We were also able to reach demographics that traditionally have not had as many access to internships and networking opportunities.



25%

first-generation college students



63%

people of color and a third of those students were underrepresented minorities

Participants also spoke in their testimonials of the accessibility, saying the flexibility of the program was "important for those of us that have other responsibilities" and how it "allowed for other summer commitments to be done as well."

Over the course of the summer, participants reported growth in a number of areas and expressed the importance of having a flexible program with personalized feedback. After the program, the average rate of agreement (on a scale of 1-10 with 10 being "I strongly agree") for the statement "I have the skills necessary to succeed in a professional workplace environment" jumped over one full point. Similarly, the average rate of agreement with the statement "I have the ability to be an active civic participant in my community" also went up more than a full point.

Beyond the strict confines of the course, participants were also able to connect for more feedback and offer their own suggestions with frequent office hour opportunities. There was also a small book group that formed for students who completed the core course where we read *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex* by INCITE! Women of Color Against Violence and answered discussion questions. At the end of the summer, 12 participants joined some staff in a small networking reception to put some of their new skills to work. They mingled virtually in rotating breakout rooms with interns and staff, sharing their new LinkedIn accounts and talking about their professional goals.

Once participants completed the main course, many either started our [grant writing track](#) or were [placed at internships](#) with flexibility on the number of hours required. We also offered those students a certificate and letter of recommendation upon request. We welcomed five of those students at [United 4 Social Change](#) as interns. We will be welcoming a spring cohort of students and look forward to being able to serve more students who might not otherwise have access to internships especially as COVID-19 has upended many in-person opportunities.

Students' feedback forms also spoke to the success of the program. Here is what two students said about the program:



The Associates program provided me with an opportunity to continue learning about social change and what methods are best to make it happen. Each lesson is different from the previous allowing new topics to be covered constantly. Finally, the feedback that was given was comprehensive and helpful which made me feel like I bettered myself.



"It provides you with a specialized set of lessons full of information about nonprofits that is hard to compile elsewhere online. I thought the organization was well-handled, no lesson ever seemed too overwhelming or large to complete within an hour. It helped keep me focused and attentive to what I was learning.

