



## **Youth Ambassador Program**

### **Session 5: Attain Healthy Lives for All (part 1)**

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### SDG 3: Ensure healthy lives and promote well-being for all at all ages

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## Inspirational Quotes for the Month:



*“To keep the body in good health is a duty...  
otherwise we shall not be able to keep our mind strong and clear.” ~Buddha*

*“When our communication supports compassionate giving and receiving, happiness replaces  
violence and grieving!”  
~ Marshall B. Rosenberg, PhD*

*“Out beyond ideas of wrongdoing, and right doing, there is a field. I will meet you there.”  
~Rumi*

## Session Five Overview (Purpose, Payoff, and Process)



**Purpose:** Our fifth session is to gain an overview of SDG 3: Ensure healthy lives and promote well-being for all at all ages with regards to the past (problem) and present (progress). We will cross the threshold of our hero's journey as we learn a powerful non-violent communication tool.

**Payoff:** The payoff is that we are becoming more knowledgeable about issues related to health, nutrition, and well-being. We will engage our will to cross the threshold (and get around Threshold Guardians) and commit to our projects. We will learn how to de-escalate a hostile situation while creating peace with our language.....and become more empowered (and empowering) leaders in our communities.

**Process:** This session will cover the following:

- Introductions
  - The Youth Ambassador of the month, and primary teammates
  - Read inspirational quotes
- Feature SDG 3: Ensure healthy lives and promote well-being for all at all ages
- Inquiry into SDG 3
  - Past (Problems)
  - Present (Progress)
- Explanation and discussion of Hero's Journey Stage 5: Cross the Threshold
- Sharing leadership modality: Non-Violent Communication
- Action Plan/Homework
- Resources

## SDG 3 Overview Statistics:

### Ensure healthy lives and promote well-being for all at all ages



- Every year six million children die from malnutrition before their fifth birthday.
- More than 50 percent of Africans suffer from water-related diseases such as cholera and infant diarrhea.
- Everyday HIV/AIDS kills 6,000 people and another 8,200 people are infected with this deadly virus.
- Every 30 seconds an African child dies of malaria-more than one million child deaths a year.
- Each year, approximately 300 to 500 million people are infected with malaria. Approximately three million people die as a result.
- TB is the leading AIDS-related killer and in some parts of Africa, 75 percent of people with HIV also have TB.
- More than 800 million people go to bed hungry every day...300 million are children.
- Of these 300 million children, only eight percent are victims of famine or other emergency situations. More than 90 percent are suffering long-term malnourishment and micronutrient deficiency.
- Every 3.6 seconds another person dies of starvation and the large majority are children under the age of 5.
- More than 2.6 billion people (over 40 per cent of the world's population) do not have basic sanitation, and more than one billion people still use unsafe sources of drinking water.
- Four out of every ten people in the world don't have access even to a simple latrine.
- Five million people, mostly children, die each year from water-borne diseases.

## SDG 3 Targets:

### Ensure healthy lives and promote well-being for all at all ages



3.1 By 2030 reduce the global maternal mortality ratio to less than 70 per 100,000 live births.

3.2 By 2030 end preventable deaths of newborns and under- five children.

3.3 By 2030 end the epidemics of AIDS, tuberculosis, malaria, and neglected tropical diseases and combat hepatitis, water- borne diseases, and other communicable diseases.

3.4 By 2030 reduce by one-third pre-mature mortality from non-communicable diseases (NCDs) through prevention and treatment, and promote mental health and wellbeing.

3.5 Strengthen prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.

3.6 By 2020 halve global deaths and injuries from road traffic accidents.

3.7 By 2030 ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programs.

3.8 Achieve universal health coverage (UHC), including financial risk protection, access to quality essential health care services, and access to safe, effective, quality, and affordable essential medicines and vaccines for all.

3.9 By 2030 substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination.

3.a Strengthen implementation of the Framework Convention on Tobacco Control in all countries as appropriate.

3.b Support research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration which affirms the right of developing countries to use to the full the provisions in the TRIPS agreement regarding flexibilities to protect public health and, in particular, provide access to medicines for all.

3.c Increase substantially health financing and the recruitment, development and training and retention of the health workforce in developing countries, especially in LDCs and SIDS.

3.d Strengthen the capacity of all countries, particularly developing countries, for early warning, risk reduction, and management of national and global health risks.



## Inquiry into This Month's SDG: Attain Healthy Lives for All



The following are questions to research and present during our live session. For those following along, these are the questions for the students to answer for their written and oral reports:

### Part 1: The Past (aka the Problem)

Describe the history of health and hygiene in the developing world.

Report on the background of challenges to people's physical well-being that includes:

- What is the **history** (background)?
- What are the **factors** that contribute to this issue?
- What are the **geographic region(s)** most affected?
- What are your **personal thoughts**, feelings, and/or experiences with this issue?

### Part 2: The Present (aka the Progress)

Describe what is currently being done to attain healthy lives for all

Report about who is making the greatest strides toward attaining healthy lives for all that includes:

- Who are the **individuals or organizations** contributing the most to this goal?
- What **work** are they doing that has made the biggest impact?
- What **geographic region(s)** are the most affected by their philanthropy, innovation, or support?
- What are some of the **statistics** that show the difference they are making?
- What about their work **inspires** you?

**What do YOU think it would take to resolve this issue?**



## Must See Videos Related to Healthy Living for All



### Challenges of Global Health

<http://tinyurl.com/qxgwva7>

An introduction to key challenges and concepts important to understanding the current status and determinants of global health Dr. Rosenberg talks about Teilhard de Chardin's theories of human evolution, which sought to return to a more natural way - one where no one advances at the expense of another. He speaks of his own experiences working with Nonviolent Communication (NVC) and how

enriching the lives of others is the most rewarding work mankind can engage in.

### Marshal Rosenberg- Non-Violent

#### Communication

<http://tinyurl.com/mmfv6fb>

Marshall Rosenberg created Nonviolent Communication and is Founder and Director of Educational Services for the Center for Nonviolent Communication, an international non-profit organization based in California.

### GMO OMG

<http://vimeo.com/71035892>

GMO OMG is a “Best Documentary” winner at the Berkshire International Film Festival and the “Audience Choice” film of the Yale Environmental Film Festival. Filmmaker Jeremy Seifert quests to find food that is not genetically modified, talking to farmers, McDonald’s employees and even folks in the lobby at billion-dollar chemical company Monsanto’s headquarters, where he is kicked out.

## Hero's Journey Stage 5: Cross the Threshold & How it relates to the Youth Ambassador Program:



This is the line in the sand that delineates the ordinary from the extraordinary, the mundane from the mysterious, and the awake from the asleep. We can't just skip across the threshold...because we bump right into the "Guardian" that stands between worlds. This guardian usually poses a difficult question or riddle as a test to see if we are worthy of passing through. By the time we solve the riddle and cross this threshold, we must do so with our whole heart, soul, and body. By struggling to pass this threshold, we demonstrate our commitment to becoming an actual hero.

This quote by William Hutchison Murray sums up this stage of the Hero's Journey best:

*"Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative (and creation), there is one elementary truth that ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then Providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents and meetings and material assistance, which no man could have dreamed would have come his way. Whatever you can do, or dream you can do, begin it. Boldness has genius, power, and magic in it. Begin it now."*

Contemplate the following questions:

- What will you do to add momentum to cross the threshold?
- What kind of riddle/test is your Threshold Guardian giving you before you may pass?
- What kind of ceremony can you create for yourself to mark this transition?

## Leadership Modality: Non-Violent Communication



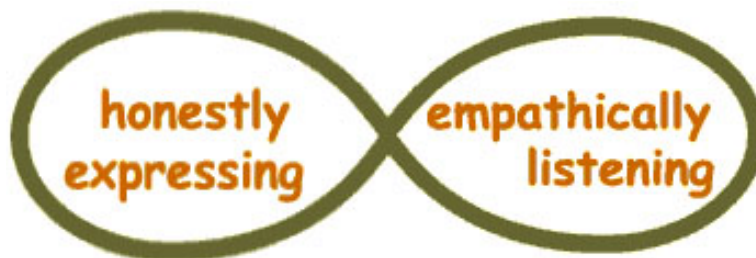
Nonviolent Communication (abbreviated NVC, also called Compassionate Communication or Collaborative Communication). It is a communication process developed by Marshall Rosenberg beginning in the 1960s that focuses on three aspects of communication:

1. Self-empathy (defined as a deep and compassionate awareness of one's own inner experience).
2. Empathy (defined as listening to another with deep compassion).
3. Honest self-expression (defined as expressing oneself authentically in a way that is likely to inspire compassion in others).

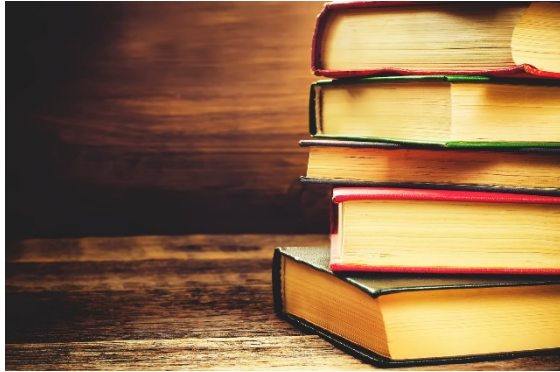
NVC is based on the idea that all human beings have the capacity for compassion and only resort to violence or behavior that harms others when they don't recognize more effective strategies for meeting needs.

Habits of thinking and speaking that lead to the use of violence (psychological and physical) are learned through culture. NVC theory supposes all human behavior stems from attempts to meet universal human needs and that these needs are never in conflict. Rather, conflict arises when strategies for meeting needs clash. NVC proposes that if people can identify their needs, the needs of others, and the feelings that surround these needs, harmony can be achieved.

While NVC is ostensibly taught as a process of communication designed to improve compassionate connection to others, it has also been interpreted as a spiritual practice, a set of values, a parenting technique, an educational method and a worldview.



## Action Plan/Homework



➤ Identify a conflict you've had with someone and use the NVC model. In your journal, write out the following script:

\*When you **did/said** \_\_\_\_\_ I **felt** \_\_\_\_\_  
because my **need** for \_\_\_\_\_ didn't get met.

In an attempt to meet my need for \_\_\_\_\_  
**would you be willing** to \_\_\_\_\_?

For example, *"When you yelled at me for turning on the radio I felt upset, shocked, and hurt because my need for connection, peacefulness, respect, and safety didn't get met. In an attempt to meet my needs for connection, peace, respect, and safety would you be willing to share with me what you were feeling when you yelled (or would you be willing to reflect back to me what you heard me say, or would you be willing to tell me how you wish that interaction would have gone)?"*

**Extra credit:** Share this script with your group or a person who you had an upsetting interaction with (who would be willing to explore this with you).

Take turns sharing what you perceive happened, your feelings, needs, and request, without interrupting each other. Repeat back to each other what you heard them say. Be willing to make a request that can be met in the present moment (i.e. not in the future or back in time).

### In your vlog you might share...

- Your point of view about healthy living
- Someone inspiring from your group (and what they did)
- A noteworthy experience from the community you are serving
- Insights using the non-violent communication model, i.e.

\*Do you think it's possible to contribute to world peace by creating a peaceful inner world within yourself and in your personal relationships? \*How might Non-Violent Communication help you become a more effective leader? Change agent? World-peace contributor?

- **Vlog** (video blog) your experience with the program. Upload a minimum of one post per week to our [Facebook](https://www.facebook.com/Chime-In-The-Change-Is-Me-International-757333957689198/) group (https://www.facebook.com/Chime-In-The-Change-Is-Me-International-757333957689198/ )

- and our **YouTube** channel  
(<https://www.youtube.com/channel/UChCYgjseWkm9nzJ10DceYPw>)

### **Alternative posts:**

- Photos
- Blogs
- Relevant links
- Commenting on other Ambassador's posts
  - *Remember, you are sharing your story with the world. Your engagement encourages other to get involved.*

### **Resources:**

- Watch the videos
- Scan the websites
- Read the books



## Resources:

### Books:

- Global Health 101 <http://tinyurl.com/mxqpl3p>
- Non-Violent Communication by Marshall Rosenberg  
<http://tinyurl.com/l4qkasd>

### Websites:

- Non-Violent Communication <http://www.cnvc.org/>
- Positively Positive  
<http://www.positivelypositive.com/>

### Videos:

- Challenges of Global Health  
<https://www.coursera.org/course/challengesgh>
- Non-Violent Communication <https://www.youtube.com/watch?v=-dpk5Z7GIFs> <https://www.youtube.com/watch?v=XBGIF7-MPFI>
- GMO OMG <http://vimeo.com/71035892>
- Dutch Weed Burger <http://vimeo.com/44618875>
- Supersize Me <http://www.hulu.com/watch/63283>

