



Global Citizens

Age: Secondary

Level: A1+ -A2

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters their responsibility for positive global outcomes, or has an exercise of this responsibility modelled to them.

Learning Outcome: S.D1.S1.LO1 Identify what it is to be a global citizen through specific examples

Standard for Global Skill: Student acquires the skills to be a collaborative citizen.

Global Skill: S.D3.S1.LO1 Demonstrate an awareness of group dynamics

Sustainable Development Goals: 4: Quality Education, 12: Responsible Consumption and Production

Part 1 (20 mins)

- A. Put students into pairs and assign each student to read Text 1 or Text 2. Explain that they should read only the text that corresponds to their number and complete the form about the person in their text.

When students have finished reading their texts and completing their forms, explain that they should now look at the form they did not read. Tell them to ask their partner the questions and fill in the answers in order to learn about the other person. When they have finished and you have gone over the answers, ask them which story they preferred and why.

Answer Key:

Form 1: the USA; 4 years old; It made money to help children with cancer.; \$150 million; Her family started a charity called Alex's Lemonade Stand Foundation. The charity has made more than \$150 million to help children with cancer all around the world. ; Yes. Alex Scott's family has made money to help children with cancer across the world.

Form 2: Sierra Leone; 13 years old; The battery helped people with no electricity.; He's an engineer and he has a radio talk show.; He explains his ideas about how to make things to help people.; Yes. People in countries around the world listen to Kelvin Doe's ideas, and the ideas can help them.

Part 2 (15 mins)

- A. Explain that it is important to be able to distinguish facts from opinions. If necessary give an example of each: *Opinion: I think our school has very good students.* *Fact: According to city statistics, our school is in the top five for average student grades.*

Give students a few minutes to read the article. Then ask them to read the statements from the article and to decide which are facts and which are opinions. When you check the answers, have them point out what words indicate whether they were facts or opinions.

Answer Key:

1. O (The writer thinks it is important work, but this is not an objective fact.)
2. O ("In our opinion, ...")
3. F (This is an official statistic - "According to the National Institutes of Health ...")
4. F (This is a number that people can check by looking at the website.)
5. O ("We believe ..." indicates an opinion, not a fact.)
6. F (These are numbers, and they can be checked.)
7. O ("We think, ...")

Ask the following questions. Have students discuss them as a class.

1. Is the problem in the article also a problem in your community? Give reasons.
2. In your opinion, what other problems in your community can teenagers help with? How?

For question 1, encourage students to give reasons for their answers. They may say that this is not a big problem in their country because seniors usually live with family members. If so, ask whether they think they may get lonely when younger family members are at work or out doing social activities.

For question 2, help students brainstorm other problems in their community and how teens might be able to help. Encourage them to think of different groups of people who might experience problems in society. Examples are senior citizens, people with physical or mental challenges, or racial or cultural minorities within the community. You might want to make a list on the board to help them with Part 3.



Secondary | Teacher's Notes

Part 3 (15 mins)

- A.** Explain to students that they are going to read a blog post about a person whom the writer admires. When they finish reading, discuss the questions as a class. Finally, give students a few minutes to answer the questions with their own words.

Answer Key:

1. Plastic is a big problem because there are about 300 more tons of plastic trash in the world every year.
 2. It's a problem in Paul's town because they don't have a recycling service, so people throw large amounts of plastic in the trash.
 3. Paul's school puts boxes in front of the school for people to throw their plastic into.
 4. Paul's parents pick up the boxes and take the plastic to a recycling center in another town.
 5. Paul is a global citizen because he's starting a website to ask students around the world to help with the problem of plastic trash.
- B.** Explain to students that they are going to write a summary of a person they admire. They should think of a person who does something to help with a global problem. Tell them to answer the questions with as much information as possible. Have them conduct library or internet research on the person.

When they have finished, ask them to use their answers as a guide and to write a short summary of how the person is helping with a problem. Tell them to read their summaries aloud in groups, or post them to a school or class blog.

Extension

- A.** Give students a time limit for completing the task. Explain that one student in each group should be the note-taker, one should be the time-keeper, and one should be the discussion leader. Check that students understand these roles. Ask students to work on this in groups of three, and help with vocabulary and ideas. When they have finished, ask each group to explain the problem they chose and to give ideas for how teens can help.
- B.** In the same groups have students write a short summary using the answers from activity A. If students are struggling have them go back to activity B Part 3 for reference. Make sure they use complete sentences and that everyone participate. Monitor and help students when needed.
- C.** Have students answer the questions individually. Then have them share answers in pairs or small groups. If they disagree, have them discuss why their answers differ.