



World Organizations

Age: Adult

Level: B1–B1+

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student learns about global institutions.

Learning Outcome: A.D1.S5.LO1 Evaluate critical perspectives of global institutions

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

Global Skill: A.D3.S1.LO2 Identify own responsibility in a task and that of others

Sustainable Development Goals: 4: Quality Education, 16: Peace, Justice, and Strong Institutions

Part 1 (15 mins)

- A.** Before students look at the worksheet, brainstorm any world organizations they know and write them up. Ask if they know what the organizations do.

Direct students' attention to the image of the flag. Ask if they know the complete name of the organization (United Nations International Children's Emergency Fund). Ask if they know what the organization does.

Point out the organizations in the left column and the goals of the organizations on the right. Check comprehension of any unfamiliar terms. Give students a few minutes to match the world organizations to their goals individually. Then review answers with the class.

Answer Key: 1. j 2. d 3. f 4. c 5. e 6. i 7. a 8. h 9. g 10. b

- B.** Have students number the organizations from 1 (most important) to 10 (least important), in their opinion. Then have them compare rankings with a partner. Ask two volunteers to read the conversation model. Encourage them to give reasons for their choices.

Part 2 (20 mins)

- A.** Tell students that they are going to read a list of the characteristics of an ideal global organization. Preview the characteristics as a class and elicit or explain the meaning of any unfamiliar terms. Give students a few minutes to read the list and check the ones they think are most important.
- B.** Divide the class into pairs. Ask them to brainstorm other characteristics that they think are important for a global organization. Have them add the characteristics to the list in Activity A.
- C.** Have pairs join another pair to form groups of four. Ask them to choose the four most important characteristics of a global organization as a group, using the complete list in Activity A. Then have them discuss the questions about how they reached their decision. Invite volunteers to share their answers with the class.



Adult | Teacher's Notes

Part 3 (15 mins)

- A.** Have students work in small groups. Ask them to choose one organization from Part 1, Activity A. Have them discuss what they already know about the organization.

Have students conduct an internet research about the organization and complete the chart. Encourage them to divide up the tasks so that each group member is looking for different information. For example, one student researches the organization's main goals, one researches positive comments about the organization, and one researches negative comments about the organization.

Alternatively, have students choose one organization as a class and ask different groups to research positive and negative comments about it. Then have the groups share the comments they found. Ask students to add them to their charts.

- B.** Have students discuss the questions in their groups from Activity A. Ask one person in each group to take notes on the discussion. Have volunteers from each group share a summary of their discussion with the class.

Extension

- A.** Have students work in the same groups as they did in Part 3. Tell students that they will present their research from Part 3 to the class. Give them time (in class or as a homework assignment) to design a poster about the organization they researched. Tell them to take notes on the special information. Point out that they will present the information as a group, and each group member should participate equally.
- B.** Have groups present their posters to the class. Allow time for them to answer any questions from the class. Have a class vote for the best poster.