



Citizen of the World

Age: Adult

Level: B1–B1+

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters concept of both national and global identities, including where they may diverge.

Learning Outcome: A.D1.S6.LO1 Identify personal identity as it relates to global citizenship

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

Global Skill: A.D3.S3.LO2 Demonstrate independent thinking

Sustainable Development Goal: 4: Quality Education

Part 1 (15 mins)

- A.** Before starting, write on the board *Citizen of the World*. Direct students' attention to the title. Ask them to give a brief description of what being a *citizen of the world* might mean. Elicit all ideas at this point.

Preview the definition of *global citizen* with the class. Check comprehension of the terms in the definition, eliciting or providing explanations as needed. Then have students discuss the questions in pairs. Elicit answers from the class.

- B.** Draw students' attention to the social media profiles. Ask what kind of information people usually include on their social media profiles. Give students a few minutes to read the profiles. Check comprehension of terms such as *volunteer*, *contract*, *vegan*, *human rights*, and *marine animal sanctuary*, eliciting or providing their meanings as needed.

Divide the class into pairs. Have students discuss who they think is a citizen of the world and why, using the definition in Activity A. Monitor their discussions, helping with vocabulary where necessary. Elicit their ideas and reasons.

Answer Key: Suggested answers

All of the people are citizens of the world for the following reasons:

Louisa speaks four different languages and is working as a volunteer English teacher in Ghana. She also loves traveling.

Ronnell moved from Trinidad in the Caribbean to Australia. He owns and runs his own business. He runs a vegan café, which means he cares about animals and the environment.

Rihaa is a human rights attorney. This shows she cares about treating people equally.

Danilo is working as a volunteer at a marine animal sanctuary in a different country. He is interested in animal conservation.

Part 2 (20 mins)

- A.** Ask students to read and think about the quotes. Tell them to check the ones that reflect the idea of global citizenship. Have them refer to the definition in Part 1, Activity A if needed. Give students a few minutes to complete the task individually. Then elicit their answers.

Answer Key: 2, 4, and 5

- B.** Tell students they are going to listen to four people giving their opinion on global citizenship. Play the audio and have students circle the correct option for each speaker. If needed, play the audio twice, allowing students to check their answers the second time they listen.

Elicit the answers. Ask students to paraphrase what each person said that helped them decide.

Answer Key:

1. doesn't believe ("I have more in common with my neighbors than people on the other side of the world.")
2. believes ("We can't only look after our country, because we are all connected.")
3. believes ("We may live in different countries, but we have more in common than we know. Being human makes us all citizens of the world.")
4. believes ("I've gotten a better understanding of it from being a responsible citizen in my own community – and then trying to think about how I can make a difference at a national and global level.")



Adult | Teacher's Notes

Audio script

Speaker 1: You know, I have more in common with my neighbors than people on the other side of the world. Although I want the world to be a better place, in my opinion, making that happen should start at home. There's no point worrying about problems that people in other countries have when there are so many problems that are affecting my own country.

Speaker 2: I am proud to be Pakistani, but I know that we all have things in common, no matter which country we were born in. We can't only look after our country, because we are all connected. For example, if we don't try to deal with global problems here, then all countries will suffer.

Speaker 3: When I was younger, there was no concept of what a global citizen was. But as the world has opened up, people have traveled more and learned about one another's lives and cultures. Now the idea has become a lot more important. We may live in different countries, but we have more in common than we know. Being human makes us all citizens of the world.

Speaker 4: People my age have grown up hearing the phrase global citizenship, but it's sometimes hard to know what it means and how to put it into practice. I think I've gotten a better understanding of it from being a responsible citizen in my own community – and then trying to think about how I can make a difference at a national and global level.

- C.** Ask students to reflect on whether they think it's possible for a person to have a global identity and a national identity. Elicit answers from the class.

Part 3 (15 mins)

- A.** Tell students that they are going to think about a person's different identities. Ask them to look at the diagram about a woman named *Benita Fernández García*. Point out that Benita has a number of different identities; she is a nurse, Cuban, Caribbean, and female. She also loves dancing and baseball and cares about the environment. Give students a few minutes to check the parts of her identity she might have in common with other people in the world. Then elicit ideas from the class.
- B.** Give students a few minutes to complete the second diagram with information about themselves. Then have them answer the questions. Elicit answers from the class.

Extension

- A.** Ask students to imagine that they have received an email about a new school or college club. Read out the information and ask students what the purpose of the email is (to encourage students to come to a meeting and join an organization where they learn about and work towards becoming global citizens). Ask them to imagine they are going to the meeting and think of questions to ask and make a list. Give them a few minutes to brainstorm ideas individually or in pairs.
- B.** Elicit students' ideas and write them up. Then have them brainstorm how the club would answer them. Ask students whether they would join the club. Encourage them to give reasons.