



## Critical Issues

**Age:** Adult

**Level:** B1+- B2

**Global Knowledge or Global Attitudes and Action:**

Global Attitudes and Action

**Standard for Learning Outcome:** Student is encouraged to actively question societal or governmental priorities, whether national or global, in the context of global issues and challenges and the need to address these.

**Learning Outcome:** A.D2.S6.LO1 Question social or governmental priorities and advocate personal viewpoint

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

**Global Skill:** A.D3.S4.LO3 Design well-reasoned arguments supported by evidence

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

### Part 1 (15 min)

Explain that different people have different priorities, or things they think are important. If helpful, elicit examples of students' priorities, such as getting good grades or getting a good job, and then explore the differences. Point out that this is often true in city or town elections, where candidates for leadership roles such as mayor have different ideas about what to focus on. The person who wins the election will spend money on the things they think are important.

- A.** Have students read the instructions. Explain that each candidate has different priorities. Give students a few minutes to read what the candidates have to say and match the candidates with their priorities. Then elicit their answers.

**Answer Key:** 1. c 2. d 3. a 4. b

- B.** Draw attention to the questions and check comprehension. Point out that each candidate's plan for the city has pros, such as the plan will improve people's lives, and cons, such as it will cost a lot of money. Put students into pairs and have them discuss the questions. Elicit the reasons they chose the candidate they did for question 3. Point out that people usually vote for the candidate whose priorities are the same as theirs.

### Part 2 (20 min)

- A.** Draw attention to the photos and ask students to guess what they show and what the texts are about. Point out that each text is about a problem and a young person who tried to solve it. Give students a few minutes to read the texts and complete the statements. Review answers as a class.

**Answer Key:** 1. plastic 2. technologies 3. hungry  
4. fruits and vegetables

Ask students if they know of any other young people in their community, country, or internationally, who are making a difference by solving a problem in the world. Elicit the name of the person, the problem, and how the person is making a difference.

- B.** Divide students into small groups and preview the questions. If students have trouble getting started, brainstorm local problems as a class and write them up. Possible ideas include: hunger, homelessness, crime, food shortages, garbage dumping, air pollution, water pollution, and teens dropping out of school. Give groups a few minutes to discuss the questions, helping with vocabulary as needed. Then elicit their answers.



**Adult | Teacher's Notes**

**Part 3 (15 min)**

- A.** Put students into pairs. Explain that they are going to prepare a presentation about one of the problems they discussed in part 2, Activity B. Have them choose a problem and complete the chart. Encourage them to be creative and think of new solutions.
- B.** Have pairs join another pair and present their ideas from the chart in Activity A. Encourage them to use the sentence frames for structure.

**Extension**

- A.** Ask students to identify a person or organization that can help with the problem they discussed in Part 3. Ask them to write an email to that person or organization asking to help. Have them work individually. Point out that their email should include the following information:

- what the problem is
- who is helping with the problem now
- why more help is needed
- your proposed solution
- how the person or organization can help

As a follow-up activity, students can read their completed emails aloud in small groups.