

# HI-GLOBE

HIGHLIGHTING THE POTENTIAL OF ENGLISH LANGUAGE LEARNING  
FOR GLOBAL EDUCATION PURPOSES

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# Guide for Educators

Practical Handbook for Teaching the English Language  
with the HI-GLOBE Modules



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## Preface

This Guide is intended for all the educators who wish to equip their adult English students with knowledge and skills of a global citizen of the 21st century. Its goal is to introduce the concept of Global Education, as well as the modules created within the ***HI-GLOBE: Highlighting the Potential of English Language Learning for Global Education Purposes*** project, and ways of using them in English lessons.

The educational modules presented here are designed to lead to the development and practice of different language skills, as well as expansion of personal skills, values, and attitudes. They are meant to motivate adult students to develop beyond basic language skills using various innovative methods. These involve CLIL, TBL, game-based learning, role-playing, and working with digital technologies and multimedia.

We wish you and your students success in working with the *HI-GLOBE* modules, much mutually enriching experiences, and fulfillment with the result achieved.

## Acknowledgements

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## Principles of the Global Education

Global Education is an open, ongoing and multidimensional concept that **aims to develop knowledge, skills, values and attitudes guiding a learning process**. It combines knowledge of theory and behaviors from everyday life, identified from a close micro reality (family, school, neighborhood) to an intermediate (a region or a state), or micro reality (the world).

Thinking locally and globally helps an interdependent understanding of an issue, so as to find a solution to the identified issue: the starting point will be the analysis of the events within the micro-reality, then specific themes will be selected and the connections with the macro reality will be recognised.

As the Maastricht Global Education declaration states: *“Global Education is education that opens people’s eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and human rights for all”* (European Strategy, 2002).

It’s a **transformative learning process** that moves from a model of individualism to a culture of partnership based on a dialogue and cooperation between people, cultures at micro and macro levels.

It implies participative decision making processes at different stages, with the aim to **foster mutual knowledge and collective awareness**.

There will be **three main stages**:

- Analysis of the current world situation;
- A vision of what alternative to dominant models might look like;
- Process of change towards responsible global citizenship, competition, inequality.

The **three dimensions of the Global Education** that needs to be checked, in order to understand it is incorporated in a certain activity, are:

- **Knowledge:** globalization process and the development of world society; history and philosophy of universal concept of humanity; communalities and differences.
- **Skills:** critical thinking, changing perspectives, recognize negative stereotypes and prejudices, intercultural competences, empathy, teamwork and cooperation, assertiveness, creativity, dealing with conflict and conflict transformation, decision making, media literacy.
- **Values and attitudes:** self-esteem, self-confidence, self-respect, respect for others, social responsibility, environmental responsibility, open mindedness, visionary attitudes, proactive and participatory community membership, solidarity.

The specific competences on which the Global Education is based are defined by the RFCD, **Reference Framework of Competences for Democratic Culture** (*Reference Framework*), that selects some of the competences for democratic cultures and global citizenship, for example, related to:

- **Communication:** listening and observing, linguistic, communicative and plurilingual skills, knowledge and critical understanding of the self, of language and communication.
- **Human rights and equality:** valuing human dignity and human rights, valuing cultural diversity, valuing democracy, justice, fairness, equality and the rule of law.
- **Openness to cultural otherness and other beliefs:** world views and practices, respect, civic-mindedness, self-efficacy, tolerance of ambiguity.

## The Use of Technology & Blended Learning

Blended learning has been an integral part of adult education for at least two decades, and it has also been heavily researched not only at tertiary level but also at lower levels. Today, blended learning is **considered the most effective and most popular mode of instruction** adopted by educational institutions due to its perceived effectiveness in providing flexible, timely and continuous learning (Rasheed et al., 2020).

Blended learning is defined as “*a thoughtful integration of classroom face-to-face learning experiences with online experiences*” (Rasheed et al, 2020). Rasheed and colleagues also state that since early 2000, educational institutions have adopted different forms of mixing online with traditional face-to-face instructions; commonly referred to as blended, hybrid, and flipped or inverted - which are categorized based on the sequence of integrating face-to-face and online sessions.

The definitions and detailed information regarding all the concepts and approaches listed above are out of the scope of this guide written for those planning to teach English through HI-GLOBE learning modules, but it is also evident that language pedagogy has made use of technology for quite a long time including all the forms listed above. Starting with the 1960s, technology has been used to varying extent in language teaching and learning, and approaches and methods listed above by mixing online with traditional face-to-face instruction has been the focus of research in **computer assisted language learning** (CALL) and, in a broader sense, **technology enhanced language learning** (TELL) today.

As there have been various affordances of teaching English through technology in different forms such as increasing motivation, spontaneous feedback, collaboration, novelty, developing fluency (Bahari, 2020), there has been also quite a lot of challenges to be addressed such as technical issues, technology literacy, competency, procrastination, self-regulation and self-isolation (Bahari, 2020; Rasheed et al. 2020). Therefore, even today when all the subjects are taught through online education or emergency remote teaching due to the pandemic all over the world, we, as educators, need to carefully design our courses and deliver in the most effective way possible. While doing this, **it is critical to involve our learners’ needs, available resources and also mainly our learning outcomes targeted in our courses.**

After a careful evaluation of different stakeholders’ needs in terms of using technology and blended learning in teaching English to adults, *HI-GLOBE* learning modules have been created and designed by well-trained and experienced educators. It is believed that **different options are provided in the learning modules** to help both learners and teachers access digital interactive tasks in line with the given topics. There has been an ultimate aim and thorough planning and design in keeping the balance between synchronous tasks to be completed with the guidance of an instructor and asynchronous tasks to be completed by adult learners after/before they study content together with the whole group. It is also possible to customize the content and activities per context considering learning needs, available resources and learning outcomes. It is hoped that the *HI-GLOBE* learning modules help both learners and educators to improve their 21st century skills with the help of technology use and blended learning while working on the content.

## How to Use this Handbook

The *HI-GLOBE* modules are designed to help educators to maximize the impact of their English classes, while helping their students to develop not only their language skills, but also their personal skills, values, attitudes, and knowledge of various issues of today's globalized world. Our main goal is to go along with the premise that **language learning is not an isolated act, but a complex educational process fulfilling various learning objectives.**

When working on the modules, we focused on **the principles of Global Education**, covering all the topics defined in the [Study on the Approach of English Teachers on Global Education Methodologies and Purposes](#). This required an innovative approach centering on the increase of both personal and language skills, as well as knowledge and attitudes through methodologies emphasizing the content and practical use of the language, such as CLIL (Content and Language Integrated Learning) and TBL (Task-Based Learning).

Each module is divided into **8 thematic units** (*Health, Sanitation, and Wellbeing; Economy, Commerce, and Fair Trade*, etc.), each of them including **content for 5 hours of teaching, covering both synchronous and asynchronous activities**. All activities in the modules form a complete unit, whose individual parts complement each other, hence **it is recommended to use them as a whole** in a blended learning session, in order to achieve all set educational goals. However, if needed, they can also be used separately.

All the modules come with **methodical sheets for the educators** providing following information:

**DURATION:** Estimated time needed for each activity. In some cases it may be necessary to change the time allowance, depending on the students' reactions and/or familiarity with the topic.

**LEVEL:** Recommended English level of the students (either A1-A2, or B1-B2). The modules for these two levels differ both in the grammar and complexity of the vocabulary.

**FORM:** Each activity is suitable for either synchronous or asynchronous learning. The synchronous activities require the guidance of the teacher, and often offer tasks based on interaction with the classmates, such as games, speaking exercises, group projects, etc. Asynchronous activities do not require the teacher's assistance and are recommended as homework between classes.

**LEARNING OUTCOMES:** Description of personal skills, values, language skills, and knowledge developed by the activities.

**RESOURCES AND MATERIALS:** Technical equipment, and other materials and aids needed to conduct the lessons in both online and offline environments.

**PROCEDURE:** Step by step instructions on how to carry out the activity in class.

# A1-A2 Module

## Methodological Sheets





Topic

## Interculturality and Diversity, Religions

Lesson 1

First Session

90  
min

A1  
A2

S

### LEARNING OUTCOMES:

- expansion of intercultural and interreligious vocabulary and knowledge of different symbolisms
- topics of cultural and religious differences & diversity; cultural, ethnic, and religious minorities; inclusion, respect for differences, intercultural communication, cultural awareness, ethnocentrism, religions, religious tolerance

### RESOURCES AND MATERIALS:

- an electronic device having access to the Internet and a shared video conference platform in case of an online setting
- a classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing

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### Meeting game



15 minutes

<b>GE personal skills</b>	Communication Self-reflection
<b>GE values</b>	Self-respect and self-esteem Respect for others
<b>Language skills</b>	Speaking
<b>Knowledge</b>	Introducing yourself using basic language functions; reflecting on your identity and origin.

1. Learners are asked to introduce themselves by saying their name and the place they are from, then stating one personal fact about themselves. The process can be facilitated by providing some basic introductory formulas in advance:



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“Hello! My name is... and I come from... One fact about me is...”

2. Learners are encouraged to listen to each other and to then, in turns, repeat the three information pieces about one other classmate. A possible variation is to divide the group in pairs and encourage each member of the pair to introduce themselves; the other person will then present their counterpart to the rest of the group based on the things they have learned about them.

### Question words and world religions



15 minutes

<b>GE personal skills</b>	Recognising stereotypes and prejudices
<b>GE values</b>	Respect for others Open-mindedness
<b>Language skills</b>	Speaking
<b>Knowledge</b>	Key figures and symbols of different religions

1. The teacher starts an open discussion, encouraging students to share their knowledge and experience of different religions or spiritual practices. Learners should be advised to speak in turns and practice actively listening to each other’s contributions.
2. Thus, students have the chance of practising their conversational abilities, at the same time increasing each other’s familiarity with different cultural and religious traditions.
3. The prompt questions can be adapted based on the cultural composition of the classroom. The teacher is advised to document themselves beforehand on the topics they are less familiar with.

What do you know about Buddhism? Where is Hinduism practised? Who is Siddharta Gautama?  
When is Christmas? How do Christians celebrate easter?



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## Vocabulary and verbs “to be”



15 minutes

<b>GE personal skills</b>	Changing perspective Critical thinking
<b>GE values</b>	Respect for others Open-mindedness
<b>Language skills</b>	Grammar
<b>Knowledge</b>	Definitions, recognition and understanding of different religious identities

1. Students are given a list of words pertaining to the sphere of religion and the corresponding definitions; either individually or in pairs, they are asked to match them correctly and then form sentences using the verb “to be” in different persons.

E.g., “An animist is a person who worships spirits and nature”; “She is an atheist. She is a person who doesn’t believe in any God”.

- |              |   |
|--------------|---|
| 1. animist   | a. follower of Buddhism                   |
| 2. atheist   | b. person with extreme opinions           |
| 3. Buddhist  | c. male prayer leader in a mosque         |
| 4. Christian | d. person who worships spirits and nature |
| 5. Hindu     | e. person who doesn’t believe in any God  |
| 6. Muslim    | f. follower of Hinduism                   |
| 7. fanatic   | g. follower of Christianity               |
| 8. imam      | h. follower of Islam                      |



## Read and comprehend



15 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Respect for others Open-mindedness
<b>Language skills</b>	Reading comprehension Speaking or Writing
<b>Knowledge</b>	Meaning and traditions of Ramadan

1. Learners are provided with the text, then asked to answer the related questions below, either orally or in writing.

When do Muslims fast? What is the Qur'an? How long do the prayers last? What is common during Ramadan? What happens after Ramadan?

## What is it? Where is it from? Cultures and recognition



20 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Respect for others Open-mindedness
<b>Language skills</b>	Reading Vocabulary
<b>Knowledge</b>	Awareness of different religions and spiritual practices and their symbolisms throughout history

1. Students are provided the list of words reported and asked to insert them in the correct section of the table attached.



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## Kahoot game



10 minutes

**GE personal skills** Changing perspectives  
Critical thinking

**GE values** Respect for others  
Open-mindedness

**Language skills** Reading  
Vocabulary

**Knowledge** Awareness of different religions and spiritual practices  
and their symbolisms throughout history

1. The class plays the Kahoot game [linked](#).
2. Then debriefs and discusses the results.

## Your idea of culture



10 minutes

**GE personal skills** Creativity  
Critical thinking  
Self-reflection

**GE values** Self-respect and self-esteem  
Open-mindedness

**Language skills** Writing

**Knowledge** Reflection of the individual understanding of the concept  
of culture

1. Students are asked to write 3 sentences that describe “What is culture for you?”. They can use [Wordreference.com](https://www.wordreference.com) to help them write the sentences, then share them with the class.
2. Then, discuss among the class, or in pairs or trios, to compare and contrast the different understandings and definitions of the concept of culture.



Topic

## Interculturality and Diversity, Religions

Lesson 2

Second Session

60  
min

A1  
A2

A

### LEARNING OUTCOMES:

- expansion of intercultural and interreligious vocabulary and knowledge of different symbolisms
- Topics of cultural and religious differences & diversity; cultural, ethnic and religious minorities; inclusion, respect for differences, intercultural communication, cultural awareness, ethnocentrism, religions, religious tolerance.

### RESOURCES AND MATERIALS:

- An electronic device having access to the Internet and a shared video conference platform in case of an online setting;
- A classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing

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## The religion map



15 minutes

### GE personal skills

Changing perspectives  
Dealing with complexity  
Critical thinking

### GE values

Open-mindedness

### Language skills

Listening  
Writing

### Knowledge

Understanding the historical and geographical patterns of the spreading of religions

1. Learners watch the video "[Animated map shows how religion spread around the world](#)" (2'.35").
2. Then they are asked to describe what they see in simple sentences.



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## Schools around the world



25 minutes

### GE personal skills

Changing perspectives  
Dealing with complexity  
Critical thinking

### GE values

Open-mindedness

### Language skills

Listening  
Writing

### Knowledge

Cultural and international differences in learning environments and interpersonal relationships among peers

1. Learners watch the video "[Scenes from schools around the world](#)" (3'.25"). Then, they are asked to write 10 sentences about the video to be shared with the teacher and class in the following synchronous session.

## Religion and friends



15 minutes

### GE personal skills

Changing perspective

### GE values

Respect for others  
Open-mindedness

### Language skills

Reading comprehension

### Knowledge

Interreligious tolerance and friendships across beliefs

1. Learners are provided with the text, then asked to answer the questions below. The teacher will then read the answers and provide appropriate feedback.
  - Who are Sam's friends?
  - Which religion goes to church / believes in Allah / can pray at home?
  - Why should we be respectful of other religions?
  - Do you have a friend who is from a different religion? Who?



Topic

## Interculturality and Diversity, Religions

Lesson 3

Third Session

60  
min

A1  
A2

A

### LEARNING OUTCOMES:

- expansion of intercultural and interreligious vocabulary and knowledge of different symbolisms
- topics of cultural and religious differences & diversity; cultural, ethnic and religious minorities; respect for differences.

### RESOURCES AND MATERIALS:

- An electronic device having access to the Internet and a shared video conference platform in case of an online setting;
- A classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing

### Reflect



30 minutes

#### GE personal skills

Recognising stereotypes and prejudices  
Intercultural communication  
Dealing with complexity/contradictions  
Critical thinking  
Empathy

#### GE values

Open-mindedness

#### Language skills

Listening

#### Knowledge

Increased awareness of different phenomena, cultural and religious differences around the world



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1. Students watch one of the following videos, they try to describe its content in simple sentences:

[Norway's Muslim immigrants attend classes on western attitudes to women](#)

[What happened to Hare Krishnas](#)

[The Differences Between ISLAM and HINDUISM](#)

## Religion Dos and Don'ts



15 minutes

**GE personal skills**

Intercultural communication

**GE values**

Self-reflection

**Language skills**

Writing  
Grammar

**Knowledge**

Reflecting on respectful behaviours in regard to religions

1. Students are asked to write a brief essay on the topic "Religion's dos and don'ts" (about 75 words).

## Religion in people's lives



15 minutes

**GE personal skills**

Dealing with complexity  
Critical thinking

**GE values**

Self-reflection

**Language skills**

Writing

**Knowledge**

Reflecting on the role and value of religion in people's lives

1. Students are asked to write a brief essay in the topic "How religion makes the life of people better and how it makes the life of people worse" (about 75 words).



Topic

## Interculturality and Diversity, Religions

Lesson 4

Fourth Session

90  
min

A1  
A2

S

### LEARNING OUTCOMES:

- expansion of intercultural and interreligious vocabulary and knowledge of different symbolisms
- Topics of cultural and religious differences & diversity; cultural, ethnic and religious minorities; inclusion, respect for differences, intercultural communication, cultural awareness, ethnocentrism, religions, religious tolerance.

### RESOURCES AND MATERIALS:

- An electronic device having access to the Internet and a shared video conference platform in case of an online setting;
- A classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing

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## Religion Dos and Don'ts (II)



15 minutes

<b>GE personal skills</b>	Intercultural communication
<b>GE values</b>	Self-reflection
<b>Language skills</b>	Speaking Grammar
<b>Knowledge</b>	Sharing the individual reflection on respectful behaviours in regards to religions

1. The teacher guides an open dialogue on the topic of: "Things that are forbidden in religious practices and things that should not be done to not offend religious people".
2. Students should be encouraged to gather and present the learning and reflection carried out in the previous asynchronous session.



## Non-aggressive discourse



30 minutes

<b>GE personal skills</b>	Intercultural communication Self-reflection
<b>GE values</b>	Self-respect and self-esteem Respect for others
<b>Language skills</b>	Speaking Vocabulary
<b>Knowledge</b>	Speaking of self in a non-aggressive way

1. The teacher guides an open dialogue on the topic of: "Speaking of self in a non-aggressive way". Students should be encouraged to gather and present the learning and reflection carried out in the previous asynchronous session.
2. Students could speak about at least one of these points:
  - a. My experience with religion
  - b. Something I have recently learnt about religion
  - c. Something more I'd like to learn about religion
3. The teacher should stress the importance of speaking in a non-aggressive manner, instead celebrating differences and promoting values such as tolerance and acceptance.

## Cultural identity and tolerance



15 minutes

<b>GE personal skills</b>	Intercultural communication Empathy
<b>GE values</b>	Social responsibility and solidarity
<b>Language skills</b>	Speaking Inclusive vocabulary
<b>Knowledge</b>	Acquisition and practice of the use of inclusive language

1. Learners are presented a list of vocabulary on cultural identity and tolerance.
2. First, the teacher presents a word and asks the learners to guess its meaning.
3. Then, the definition of the word is revealed, and students are asked to try using it in a sentence.



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Suggested vocabulary:

- Culture
- Diversity
- Gender
- Tolerance
- Identity
- Inclusion
- Equality
- Accessible
- Privilege

**Your experience of religions**



**30 minutes**

**GE personal skills**

Intercultural communication

**GE values**

Self-reflection

**Language skills**

Speaking

**Knowledge**

Summarisation of the skills and knowledge acquired in the previous sessions on the topics of interculturality and religious diversity

1. The teacher guides an open dialogue on the topic of: “Try to speak about your experience of interaction with different religions and cultures”. Students should be encouraged to gather and present the learning and reflection carried out in the previous sessions.



Topic

## Sustainability, environment, renewable energy

Lesson 1

### Waste management 1

45  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- vocabulary on materials and types of packaging
- adverbs of frequency
- expression of personal habits (I do/don't)

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)

### Materials & packages



20 minutes

**GE personal skills** Changing perspectives

**GE values** Environmental responsibility

**Language skills** Speaking  
Vocabulary

**Knowledge** Types of packaging and materials from which they are made

1. Teacher shows students pictures of different materials (a) (paper, plastic, glass, metal, wood, rubber) and asks them to name them. Students try to find the right words first, then the correct answers are revealed by the teacher.
2. Then the students brainstorm (with the help of the teacher) as many objects as possible made of these materials (b). The teacher makes sure the students use and remember the phrase "to be made of".
3. Students match pictures with the corresponding words (a). Teacher makes sure they fully understand their meaning before moving on.
4. Students continue by naming all the materials that these objects can be made of (e.g. *Bottle can be made of glass and plastic.*) (b).
5. Teacher shows the students a picture of the recycling bins (a) and asks them if they know what they are for. Then proceeds to show the students the pictures of various trash (b) and asks them to identify different objects and packages, and match them with the correct bin, using the vocabulary learnt in previous steps.



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## Do you Sort Waste?



25 minutes

**GE personal skills** Empathy  
Self-reflection

**GE values** Environmental responsibility

**Language skills** Reading  
Speaking  
Vocabulary

1. Students read four different opinions about sorting waste (a), then decide whether the offered statements are true or false (b).

Answers:

1. T
  2. F
  3. F
  4. T
  5. T
2. They can read the opinions more times if necessary. Then the students read the opinions again and try to identify adverbs of frequency (never, rarely, sometimes, usually, always) (c).
  3. Students discuss (either all together or in smaller groups) their own habits related to sorting waste, taking inspiration from the read opinions. Teacher encourages them to use the adverbs of frequency as much as possible.



Topic

## Sustainability, environment, renewable energy

Lesson 2

### Waste management 2

45  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- vocabulary on waste management
- phrases for interpreting data from charts
- learn about possible methods of waste disposal
- get familiar with the patterns of waste production across countries

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)

### Recycling in Sweden



20 minutes

#### GE personal skills

Changing perspectives  
Media literacy

#### GE values

Environmental responsibility

#### Language skills

Listening  
Speaking  
Vocabulary

#### Knowledge

Good practice in waste treatment from Sweden

1. Students prepare to watch a video about waste management in Sweden. First, they match words with their meaning (a).  
After the teacher makes sure everyone knows the meaning of the words, they proceed to the next step - guessing the right answer to the questions (b)  
Answers:
  - c)
  - c)
  - a)
2. Students watch the video together (c). Then they check if they choose the right answers (d).
3. Students watch the video again, and this time they try to put the steps into correct order, according to the information from the video (e).

**Transcript:**

Everyone produces garbage. Sweden is no different. But it's what they do with that waste that is a bit unusual.

"Swedes produce a fair amount of waste, approximately 460 kilos per person a year, which amounts to 4,4 million tons every year. Less than 1 % goes to landfill, and the rest is about 50/50 recycled and energy recovering."

With recycling and sorting of garbage a way of life, Sweden is able to convert much of its waste into energy. In Helsingborg, in the south of Sweden, about 40 % of households get their district heating from garbage incinerated in the brand new ... plant.

"The waste that we use here comes from two main sources: the households, and industry waste. It is sorted, meaning that a scrap metal, food stuffs, glasses, etc, has been sorted prior to incineration here. A good number to remember is that 3 tons of waste contains as much energy as one tone of fuel oil. So there is a lot of energy in waste."

Despite the millions of tons of garbage produced by the Swedes, the plants haven't overcapacity. This has led to an interesting business for Sweden - the importing of waste from other European countries.

"Waste today is a commodity, in a different way that it has been. It's not only waste, it's a business. We import approximately 800 000 tons yearly. We sell service. It's mainly Norway, it's UK, Ireland..."

It seems like a win win - good business for Sweden, and less landfill in Europe. But it's not without controversy. What about the environmental impact of waste energy?

"Is this clean energy? Well, it depends on how you look at it. Compared to the alternative of landfill, this is a much better solution. Having said that, all the incineration of waste must be done in a proper manner. We are at half of the levels that are actually permitted, so we are far below the emission levels that the authorities has demanded from us. I think in the long run the world needs to produce less waste. The world has a garbage problem. In the meantime, waste incineration and extracting energy from the waste is a good solution."

Adapted from: <https://www.youtube.com/watch?v=53kjBP2lqyQ>



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## Household Waste Production



20 minutes

<b>GE personal skills</b>	Changing perspectives Media literacy
<b>GE values</b>	Environmental responsibility
<b>Language skills</b>	Speaking
<b>Knowledge</b>	Patterns of waste production across countries

1. Students examine the charts showing statistics of waste productions in different regions. Then, with the teacher's help, they try to find answers to all the questions.



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Topic

## Sustainability, environment, renewable energy

Lesson 3

### Get to Know your Garbage

60  
min

A1  
A2

A

#### LEARNING OUTCOMES:

- consolidate and practice the vocabulary related to waste management
- realize and evaluate own habits in the field of waste management

#### RESOURCES AND MATERIALS:

- A sheet of paper and pen, alternatively a computer with an office package.

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### Get to Know your Garbage



60 minutes

**GE personal skills**

Changing perspectives  
Self-reflection

**GE values**

Environmental responsibility

**Language skills**

Writing

1. Students are instructed to write down all the waste they produce in a day (using the vocabulary from the previous units). If necessary, they can use the offered template.
2. When they are done, they prepare written answers to all the questions.



Topic

## Sustainability, environment, renewable energy

Lesson 4

### Carbon Footprint 1

60  
min

A1  
A2

A

#### LEARNING OUTCOMES:

- basic environmental vocabulary
- get familiar with the concept of carbon footprint
- measure own carbon footprint

#### RESOURCES AND MATERIALS:

- A computer with internet connection; speakers or headphones. Paper and pencil/pen, or an application for creating mind maps.

### What is a Carbon Footprint?



30 minutes

GE personal skills

Critical thinking

GE values

Environmental responsibility

Language skills

Listening  
Vocabulary

Knowledge

Origin and impact of the carbon footprint

1. Students prepare to watch the video by matching vocabulary with their definitions (a).
2. Students watch the video (b).
3. After watching the video, students try to write down the key terms into a mind map (c). They can watch the video more times, if necessary.

#### Transcript:

A simpleshow explains the carbon footprint.

This is you. You've probably been hearing a lot about climate change and how you should reduce your carbon footprint. But what is that exactly? Just like an actual footprint, it's a mark you leave upon the environment. No, not with your shoes, but with every action that releases carbons. Those are the harmful gases, such as CO<sub>2</sub>, which are pumped out by burning fossil fuels like oil or gas. The more fuel you use the bigger your footprint will be. You may think that by driving your car the only carbons you

release come from the engine, but no. Consider the carbons that are admitted just to get fuel into the tank. From the energy needed to extract the oil from underground, the pollution caused by transportation and refinement, to the final delivery to your local petrol station. Not to imagine the CO2 released by manufacturing your car in the first place. More than you thought, eh? So unless you live in a cave you and everything you own has its own carbon footprint. Read a book, printing and distributing - it uses energy. Brush your teeth, and your utensils will have a history in a factory. Even something as basic as an apple could have travelled hundreds or even thousands of polluting miles to end up in your local supermarket. You see, it's pretty much impossible to leave no carbon footprint behind. But that's no reason to stop trying. Think about your actions and choices and you'll be able to reduce your personal mark after all. That's how you really put a boot to a climate change.

Adapted from: [https://www.youtube.com/watch?v=8q7\\_aV8eLUE](https://www.youtube.com/watch?v=8q7_aV8eLUE)

## My Carbon Footprint



30 minutes

<b>GE personal skills</b>	Changing perspectives Self-reflection
<b>GE values</b>	Environmental responsibility
<b>Language skills</b>	Reading

1. Students use the [Carbon Footprint Calculator](#) to calculate their own carbon footprint. They are instructed to save the results for later use in the classroom.



Topic

## Sustainability, environment, renewable energy

Lesson 5

### Carbon Footprint 2

45  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- consolidate and practice the recommendation phrase (should/shouldn't)
- learn how to reduce own carbon footprint

#### RESOURCES AND MATERIALS:

- Results from the activity My Carbon Footprint (unit 4)
- Papers and pens/pencils, or collaborative software.

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### My Carbon Footprint: Discussion



10 minutes

**GE personal skills**

Empathy  
Self-reflection

**GE values**

Environmental responsibility

**Language skills**

Speaking

1. Students compare their carbon footprint with each other, and together answer the questions.

### How to Reduce Carbon Footprint?



35 minutes

**GE personal skills**

Creativity  
Teamwork and cooperation

**GE values**

Environmental responsibility



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**Language skills**

Speaking  
Writing

**Knowledge**

How to reduce the carbon footprint

1. Students are divided into groups (optimally 2-4 people per group, max. 6 people per group). Each group is assigned one topic (transportation, food and drinks, etc.). Topics can be represented more than once within the classroom.
2. Each group comes up with ways of reducing the carbon footprint within their topic. If they have the option, they are allowed to use the internet.
3. After assigned time (depending on the number of students), each group presents their findings to the rest of the classroom.



Topic

## Sustainability, environment, renewable energy

Lesson 6

### Renewable and Nonrenewable Energy Resources

45  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- vocabulary energy sources
- quantifiers (more, less, enough)
- get to know the main energy resources distinguish renewable and nonrenewable energy resources
- learn pros and cons of the energy resources

#### RESOURCES AND MATERIALS:

- A computer with internet connection and speakers/headphones
- Papers and pens/pencils, or collaborative software

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### What are Energy Sources?



15 minutes

**GE personal skills**

Changing perspectives

**GE values**

Environmental responsibility

**Language skills**

Listening  
Speaking  
Vocabulary

**Knowledge**

Types of nonrenewable energy sources

1. Students listen to the recording and mark all the words they hear. They can listen to the recording more than once. At the end of the activity, all words should be marked. If students are unsure of the meaning of certain words, the teacher will explain them to them.
2. A group discussion follows, during which students answer the prepared questions.

#### Transcript:

Resources, or something that is used for a specific purpose, can be either renewable, or nonrenewable. Renewable resources are those resources that are not in danger of being used up,

while nonrenewable resources are found in fixed amounts and are being used faster than they can be replenished. Non renewable resources are those found inside the Earth, and they took millions of years to form. These include the fossil fuels - oil, natural gas, and coal - and nuclear energy. Today, close to 85 % of the total amount of energy used globally comes from fossil fuels.

There are three types of fossil fuels - oil, natural gas, and coal. Oil is the liquid fossil fuel, and is often referred to as petroleum. Oil is used for everything from heating ... to making plastics, to the gasoline we put in our cars. Natural gas is a gaseous form of fossil fuels. It is often found in oil deposits of the subsurfaces. Natural gas is mainly used for heating our homes. Coal is a solid form of fossil fuels. Unlike oil and natural gas, coal forms from ancient plant filled swamps that have since been covered for millions of years by sediment.

Adapted from <https://www.youtube.com/watch?v=wKdDHOeie5U>.

## Renewable Energy Sources



15 minutes

### GE personal skills

Changing perspectives  
 Dealing with complexity / contradictions

### GE values

Environmental responsibility

### Language skills

Reading  
 Vocabulary

### Knowledge

Types of renewable energy sources, their advantages and disadvantages

1. Students match types of renewable energy sources with their definitions and pictures.
2. Students examine the list of pros and cons of renewable energy sources, and try to detect if a particular statement is positive or negative. Then they divide the statements into two groups, depending on whether there are advantages or disadvantages.



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## Promoting Energy Provider



15 minutes

### GE personal skills

Dealing with complexity / contradictions  
Creativity  
Teamwork and cooperation

### GE values

Environmental responsibility

### Language skills

Speaking  
Writing

### Knowledge

Types of renewable and nonrenewable energy sources, their advantages and disadvantages

1. Students are divided into groups (optimally 2-4 people per group, max. 6 people per group). Each group is assigned one energy source (biomass, coal, etc.). Each topic should be represented only once within the classroom.
2. Each group makes a poster, powerpoint presentation, or any other graphic material promoting the particular energy resource. The material should include the name of the resource, picture of the resource, short description of the resource, and list of advantages of the resource.
3. After assigned time (depending on the classroom size), each group presents their creation to the rest of the classroom.



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Topic

## Health, sanitation, and wellbeing

Lesson 1

First Session

90  
min

A1  
A2

S

### LEARNING OUTCOMES:

- elaborating simple statements and small paragraphs
- use of verbs to be/to have
- health, healthy food and nutrition, healthy habits, wellbeing related vocabulary
- practice of speaking and conversational skills

### RESOURCES AND MATERIALS:

- an electronic device having access to the Internet and a shared video conference platform in case of an online setting
- a classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing

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### Meeting game



15 minutes

**GE personal skills**      Communication

**GE values**              Self-reflection

**Language skills**        Reading  
Vocabulary

**Knowledge**             Facts about health

1. Each learner is asked to state 1 Truth and 2 Lies about Health.
2. Learners are encouraged to listen to each other and to then guess which is the Truth. If relevant, learners are encouraged to fact-check the statements. A possible variation is to divide the group and carry out the exercise in pairs; each member of the pair will then present the three statements of their counterpart to the rest of the group explaining which one is True.

## Health culture



15 minutes

**GE personal skills** Critical thinking

**GE values** Respect for others  
Open-mindedness

**Language skills** Speaking

**Knowledge** Key elements of the concept of health

1. The teacher starts an open discussion, encouraging students to share their knowledge and experiences on the broader topic of health. Learners should be advised to speak in turns and practice actively listening to each other's contributions.
2. Thus, students have the chance of practising their conversational abilities, at the same time increasing each other's familiarity with different aspects of health culture.
3. The prompt questions can be adapted based on the composition of the classroom. The teacher is advised to document themselves beforehand on the topics they are less familiar with.  
What is health? Where is health? Who is healthy? When is it time for health? How do we care for health?

## Vocabulary and verbs "to be/to have"



15 minutes

**GE personal skills** Critical thinking

**GE values** Open-mindedness

**Language skills** Vocabulary  
Grammar

**Knowledge** Defining different elements of health and wellbeing

1. Students are given a list of words pertaining to the sphere of health; either individually or in pairs, they are asked to form sentences using those words using verbs "to be" or "to have".  
E.g.: healthy, in shape, illness, food, obesity, hospital, mental health, sexual health, STD, heart related issues...



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## Read and comprehend



15 minutes

<b>GE personal skills</b>	Dealing with complexity Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness Responsibility
<b>Language skills</b>	Reading Speaking or Writing
<b>Knowledge</b>	Healthy food vs Junk food

1. Learners are provided with the text.
2. Then asked to answer the related questions below, either orally or in writing.

## Health culture chart



20 minutes

<b>GE personal skills</b>	Critical thinking Teamwork and cooperation
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading Vocabulary
<b>Knowledge</b>	Identifying and categorising different elements of health, food and wellbeing

1. Students are provided the Health Culture chart reported below and asked to fill it in individually with as many words or concepts as they can recall.
2. Then the class discusses the chart together; students are encouraged to include additional elements in their chart during the debriefing.



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## Kahoot game



10 minutes

### Language skills

Reading  
Vocabulary

1. The class plays the Kahoot game [linked](#).
2. Then debriefs and discusses the results.

## Your idea of health



10 minutes

### GE personal skills

Creativity  
Critical thinking  
Self-reflection

### GE values

Self-respect and self-esteem  
Open-mindedness

### Language skills

Writing

### Knowledge

Reflection of the individual understanding of the concept of health

1. Students are asked to write 3 sentences that describe “What is health for you?”. They can use [Wordreference.com](https://www.wordreference.com) to help them write the sentences, then share them with the class.
2. Then, discuss among the class, or in pairs or trios, to compare and contrast the different understandings and definitions of the concept of health.



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Topic

## Health, sanitation, and wellbeing

Lesson 2

Second Session

60  
min

A1  
A2

A

### LEARNING OUTCOMES:

- elaborating simple statements and small paragraphs
- use of verbs to be/to have
- health, healthy food and nutrition, healthy habits, wellbeing related vocabulary
- practice of speaking and conversational skills

### RESOURCES AND MATERIALS:

- materials for the projection of videos: shared screen (online), or laptop and projector/smart board and speakers (in person)
- pen and paper or digital document
- a classroom spacious enough for the students to have an individual working space

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## Young people and mental health



15 minutes

<b>GE personal skills</b>	Changing perspectives Dealing with complexity Critical thinking
<b>GE values</b>	Social responsibility
<b>Language skills</b>	Listening Writing
<b>Knowledge</b>	Mental health crisis among youth

1. Learners watch the video "[Why is it so hard for young people to access mental health services?](#) | ITV News" (3'09").
2. Then they are asked to describe what they see in simple sentences.



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## Improving Access for All



15 minutes

**GE personal skills** Changing perspectives  
Dealing with complexity  
Critical thinking

**GE values** Social responsibility

**Language skills** Listening  
Writing

**Knowledge** Inequalities of access to health services

1. Learners watch the video "[Improving Access for All](#)" (3'.25").
2. Then, they are asked to write 10 sentences about the video. Alternatively, they can be asked 10 questions about the video and give answers.

## Health accessibility



25 minutes

**GE personal skills** Dealing with complexity

**GE values** Social responsibility

**Language skills** Reading

**Knowledge** Different healthcare systems, obstacles to access health care

1. Learners are provided the text.
2. Then asked to answer the related questions below.
3. The teacher will then read the answers and provide appropriate feedback at a separate time.



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Topic

## Health, sanitation and wellbeing

Lesson 3

Third Session

60  
min

A1  
A2

A

### LEARNING OUTCOMES:

- elaborating simple statements and small paragraphs
- use of verbs to be/to have
- health, healthy food and nutrition, healthy habits, wellbeing related vocabulary
- practice of speaking and conversational skills

### RESOURCES AND MATERIALS:

- Materials for the projection of videos: shared screen (online) or laptop and projector/smart board and speakers (in person);
- Pen and paper or digital document

### Reflect



30 minutes

#### GE personal skills

Recognising stereotypes and prejudices  
Changing perspectives  
Dealing with complexity/contradictions  
Critical thinking  
Empathy

#### GE values

Open-mindedness

#### Language skills

Listening

#### Knowledge

Different healthcare systems, obstacles to access health care

1. Students watch the videos and are asked to take notes, focusing on the themes of the GE skills and values listed above.

Access to Healthcare and Affordability: Uneven and Unstable - Public Health Series:  
<https://www.youtube.com/watch?v=a2vYem3NCfM> (6'09'')

What Does U.S. Health Care Look Like Abroad? | NYT Opinion:

<https://www.youtube.com/watch?v=EBklyksgbco> (6'13'')

Taking Healthcare to the Streets | Dr. Cheryl Whitaker | TEDxNashvilleSalon:  
<https://www.youtube.com/watch?v=cfNPHQRvBb4> (14'42'')

### Health Dos and Don'ts



15 minutes

<b>GE personal skills</b>	Critical thinking
<b>GE values</b>	Self-reflection
<b>Language skills</b>	Writing Grammar
<b>Knowledge</b>	Reflecting on healthy/unhealthy behaviours

1. Students are asked to reflect on the knowledge gained so far to respond to the prompt:  
 "Write a small paragraph on health's dos and don'ts"  
 (About 75 words, although the indicator is adaptable)
2. The teacher can provide support, guidance and feedback.

### Health care in people's lives



15 minutes

<b>GE personal skills</b>	Dealing with complexity Critical thinking
<b>GE values</b>	Self-reflection
<b>Language skills</b>	Writing
<b>Knowledge</b>	Reflecting on the role and value of health care in people's lives



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1. Students are asked to reflect on the knowledge gained so far to respond to the prompt:  
“Write a small paragraph about how health care makes the life of people better and how it may make the life of people worse.”  
(About 75 words, although the indicator is adaptable)
2. The teacher can provide support, guidance and feedback.



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Topic

## Health, sanitation and wellbeing

Lesson 4

Fourth Session

90  
min

A1  
A2

S

### LEARNING OUTCOMES:

- elaborating simple statements and small paragraphs
- use of verbs to be/to have
- health, healthy food and nutrition, healthy habits, wellbeing related vocabulary
- practice of speaking and conversational skills

### RESOURCES AND MATERIALS:

- An electronic device having access to the Internet and a shared video conference platform in case of an online setting;
- A classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing

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## Health Dos and Don'ts (II)



15 minutes

<b>GE personal skills</b>	Changing perspectives Dealing with complexity Critical thinking
<b>GE values</b>	Self-reflection Respect for others Social responsibility and solidarity
<b>Language skills</b>	Speaking Grammar: Do/Don't, Does/Doesn't
<b>Knowledge</b>	Sharing the individual reflection on healthy behaviours

1. The teacher guides an open dialogue on the topic of: "Things that are counterproductive for your health and things that should be done to offer healthcare to everyone."
2. Students should be encouraged to gather and present the learning and reflection carried out in the previous asynchronous session.



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## Kahoot games



30 minutes

<b>GE personal skills</b>	Dealing with complexity Critical thinking Empathy
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading Vocabulary
<b>Knowledge</b>	The effect of climate change on health The relationship between food and health The link between health and human development

1. The class plays the Kahoot game linked below.
2. Then debriefs and discusses the results.

Kahoot on [Climate change and health](#)

Kahoot on [Food and health](#)

Kahoot on [Health and human development](#)

## Health issues



15 minutes

<b>GE personal skills</b>	Critical thinking Dealing with complexity Empathy
<b>GE values</b>	Social responsibility and solidarity
<b>Language skills</b>	Vocabulary Speaking
<b>Knowledge</b>	Acquisition and practice of the use of language related to health issues

1. Learners are presented a list of vocabulary on health, sanitation, and wellbeing.



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2. First, the teacher presents a word and asks the learners to guess its meaning.
3. Then, the definition of the word is revealed, and students are asked to try using it in a sentence.

Suggested vocabulary:

- Virus
- Facemask
- Cough
- Fever
- Medicine
- Doctor
- Diet
- Accident

### Your experience of health care



**30 minutes**

<b>GE personal skills</b>	Dealing with complexity Critical thinking
<b>GE values</b>	Self-reflection
<b>Language skills</b>	Speaking
<b>Knowledge</b>	Summarisation of the skills and knowledge acquired in the previous sessions on the topics of health and health care

1. The teacher guides an open dialogue on the topic of: “Try to speak about your experience of interaction with the health care system of your country”.
2. Students should be encouraged to gather and present the learning and reflection carried out in the previous sessions.



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Topic

## Society and inequality, Gender roles and stereotypes

Lesson 1

First Session

90  
min

A1  
A2

S

### LEARNING OUTCOMES:

- Topic of social class, social stratification, social mobility, discrimination (sexism, racism, ageism; ableism, homophobia, etc.)
- poverty, digital divide, inequality to access (education, healthcare, resources, etc.), (gender) pay gap

### RESOURCES AND MATERIALS:

- An electronic device having access to the Internet and a shared video conference platform in case of an online setting;
- A classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing
- Pen and paper or digital document.

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### Meeting game



10 minutes

**GE personal skills**      Communication

**GE values**              Self-reflection

**Language skills**        Speaking

1. Each learner is asked to state 1 Truth and 2 Lies about themselves, preferably referencing their experience with social inequalities, if they are comfortable with it.
2. Learners are encouraged to listen to each other and to then guess which is the Truth. A possible variation is to divide the group and carry out the exercise in pairs; each member of the pair will then present the three statements of their counterpart to the rest of the group explaining which one is True.



## Question words and inequality



10 minutes

<b>GE personal skills</b>	Critical thinking Empathy
<b>GE values</b>	Respect for others Open-mindedness Social responsibility and solidarity
<b>Language skills</b>	Writing
<b>Knowledge</b>	Social inclusion issues

1. Learners are asked to match the vocabulary to the pictures.
2. Then they check and compare their answers with peers, in pairs or small groups.
3. Students should be encouraged to try discussing some of these issues, sharing their experience and proposing possible solutions.

## Vocabulary and verbs “to be/to have”



15 minutes

<b>GE personal skills</b>	Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Vocabulary Grammar: the verbs “to be/to have”
<b>Knowledge</b>	Defining different aspects of social inclusion

1. Students are given a list of words pertaining to the sphere of social inclusion; either individually or in pairs, they are asked to form sentences using those words and the verbs “to be” or “to have” in different persons. Students can use a dictionary if needed.

### Suggested vocabulary:

- Racial discrimination
- Disability
- Financial inequality



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- Digital divide
- Community

## Read and comprehend



25 minutes

<b>GE personal skills</b>	Recognising stereotypes and prejudices Dealing with complexity Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading comprehension Speaking or Writing
<b>Knowledge</b>	Gender roles

1. To become more aware of gender-related issues and stereotypes, students are asked to answer some or all of the following questions:
  - a. Do you see yourself as a “typical” man/woman? Why?
  - b. What are the mother’s responsibilities in a family life? And father’s? What are some examples of stereotypical woman’s and man’s work around the house? Are these stereotypes true in your family?
  - c. Are there different expectations for sons as opposed to daughters?
  - d. What activities are deemed appropriate for women, but inappropriate for men?
  - e. Who “has it easier”? Men or women?
2. The answers can be provided either orally or in writing. If needed, students can be allowed a short time for research before beginning the exercise.

## Inequality chart



15 minutes

<b>GE personal skills</b>	Critical thinking Teamwork and cooperation Empathy
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading Vocabulary



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### **Knowledge**

Identifying and categorising different aspects of social inequalities

1. Students are provided the Health Culture chart and asked to fill it in individually with as many words or concepts as they can recall.
2. Then the class discusses the chart together; students are encouraged to include additional elements in their chart during the debriefing.

### **Kahoot game**



**10 minutes**

#### **GE personal skills**

Changing perspectives  
Critical thinking  
Empathy

#### **GE values**

Social responsibility and solidarity  
Environmental responsibility

#### **Language skills**

Reading  
Vocabulary

#### **Knowledge**

Questions to complement study of global Inequality.

1. The class plays the Kahoot game [linked](#).
2. Then debriefs and discusses the results.

### **Your idea of inequality**



**10 minutes**

#### **GE personal skills**

Creativity  
Critical thinking  
Empathy  
Self-reflection

#### **GE values**

Respect for others  
Social responsibility and solidarity

#### **Language skills**

Writing



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### **Knowledge**

Reflection of the individual understanding of the concept and aspects of inequality

1. Students are asked to brainstorm some key terms related to the concept of inequality. If their level is appropriate, they can write 3 sentences that describe “What is inequality for you?”. They can use [Wordreference.com](http://Wordreference.com) to help them write the sentences.
2. Share the terms/sentences with the class.
3. Then, discuss among the class, or in pairs or trios, to compare the different understandings and definitions of the concept and aspects of inequality.



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Topic

## Society and inequality, Gender roles and stereotypes

Lesson 2

Second Session

60  
min

A1  
A2

A

### LEARNING OUTCOMES:

- Topic of social class, social stratification, social mobility, discrimination (sexism, racism, ageism; ableism, homophobia, etc.)
- poverty, digital divide, inequality to access (education, healthcare, resources, etc.), (gender) pay gap

### RESOURCES AND MATERIALS:

- An electronic device having access to the Internet and a shared video conference platform in case of an online setting;
- A classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing
- Pen and paper or digital document.

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## Employing people with disabilities



15 minutes

<b>GE personal skills</b>	Changing perspectives Empathy
<b>GE values</b>	Respect for others Social responsibility and solidarity
<b>Language skills</b>	Reading Writing
<b>Knowledge</b>	Value of employing people with disabilities

1. Learners watch the video "[The Ability Factor: Employing people with disabilities makes good business sense](#)" (2'30").
2. Then they are asked to describe what they see in simple sentences.



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## LGBTQ Awareness



15 minutes

**GE personal skills** Recognising stereotypes and prejudices  
Changing perspectives  
Empathy

**GE values** Respect for others

**Language skills** Listening  
Writing

**Knowledge** LGBTQ awareness

1. Learners watch the video [Wanda Sykes Takes Us Through the History LGBTQ+](#). Then, they answer the questions.

## Coming out



25 minutes

**GE personal skills** Changing perspectives  
Creativity

**GE values** Open-mindedness

**Language skills** Reading

**Knowledge** Coming out, sexual orientation and acceptance

1. Learners are provided with the text.
2. Then asked to answer the related questions below.
3. The teacher will then read the answers and provide appropriate feedback at a separate time, or the correction of answers can be automated on the platform.



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Topic

## Society and inequality, Gender roles and stereotypes

Lesson 3

Third Session

60  
min

A1  
A2

A

### LEARNING OUTCOMES:

- Topic of social class, social stratification, social mobility, discrimination (sexism, racism, ageism; ableism, homophobia, etc.)
- poverty, digital divide, inequality to access (education, healthcare, resources, etc.), (gender) pay gap

### RESOURCES AND MATERIALS:

- An electronic device having access to the Internet and a shared video conference platform in case of an online setting;
- A classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing
- Pen and paper or digital document

### Reflect



30 minutes

<b>GE personal skills</b>	Recognising stereotypes and prejudices Changing perspectives Critical thinking Empathy Self-reflection
<b>GE values</b>	Respect for others
<b>Language skills</b>	Listening
<b>Knowledge</b>	Perception of different groups

1. Students watch the following videos and are asked to take notes, in particular focusing on the themes of the GE skills and values listed.

[LATINO](#) | How you see me

[How to Practice Understanding](#) | How You See Me:

[The Victim Card](#) | How You See Me

2. Then, they may discuss their notes all together or in small groups. The discussion can be guided by using some of following questions: Which video has resonated with them the most? What have they learnt? What is the most important skill in their opinion?

### Inequality Dos and Dont's



15 minutes

<b>GE personal skills</b>	Critical thinking
<b>GE values</b>	Self-reflection
<b>Language skills</b>	Writing Grammar: Do and Don't
<b>Knowledge</b>	Reflecting on behaviours promoting equality and inclusion

1. Students are asked to reflect on the knowledge gained so far to respond to the prompt: "Write a small paragraph on dos and don'ts with inequality issues" (About 75 words, although the indicator is adaptable)
2. The teacher can provide support, guidance, and feedback.

### Early feminism in music



15 minutes

<b>GE personal skills</b>	Recognising inequalities Changing perspectives Empathy
<b>GE values</b>	Self-reflection
<b>Language skills</b>	Listening



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English Language Learning  
Global Education Purposes

**Knowledge**

Reflecting on the inclusion and inequalities in people's lives

1. Students listen to the song "You Don't Own Me" by Lesley Gore and are asked to fill the blanks in the lyrics.
2. After checking the correct answers, the students may be introduced to the context of production and overall meaning of the song in relation to the feminist movement.



Topic

## Society and inequality, Gender roles and stereotypes

Lesson 4

Fourth Session

90  
min

A1  
A2

S

### LEARNING OUTCOMES:

- Topic of social class, social stratification, social mobility, discrimination (sexism, racism, ageism; ableism, homophobia, etc.)
- poverty, digital divide, inequality to access (education, healthcare, resources, etc.), (gender) pay gap

### RESOURCES AND MATERIALS:

- An electronic device having access to the Internet and a shared video conference platform in case of an online setting;
- A classroom spacious enough for the students to dispose themselves in a circle, either sitting or standing
- Pen and paper or digital document.

## Inequality Dos and Don'ts (II)



15 minutes

### GE personal skills

Recognising inequalities  
Dealing with complexity

### GE values

Social responsibility and solidarity  
Proactivity in the community

### Language skills

Speaking  
Grammar: Do/Don't, Does/Doesn't

### Knowledge

Sharing the individual reflection on behaviours promoting equality and inclusion

1. The teacher guides an open dialogue on the topic of: "Things that are counterproductive for equality in your community and things that should be done to offer equality to everyone."
2. Students should be encouraged to gather and present the learning and reflection carried out in the previous asynchronous session.



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## Kahoot games



20 minutes

### GE personal skills

Recognising inequalities  
Empathy  
Critical thinking

### GE values

Social responsibility and solidarity

### Language skills

Reading  
Vocabulary

### Knowledge

Gender inequality, Ethnicity and inequality, Health and human development

1. The class plays the Kahoot games linked.
2. Then debriefs and discusses the results.

Kahoot: [Gender inequality](#)

Kahoot: [Ethnicity and Inequality](#)

Kahoot: [Health and human development](#)

## Education inequality



10 minutes

### GE personal skills

Recognising inequalities  
Empathy  
Dealing with complexity

### GE values

Social responsibility and solidarity

### Language skills

Listening

### Knowledge

Inequality of access to education, especially after the pandemic

1. Learners watch the video on education inequality: "The problem of education inequality | CNBC Reports" <https://www.youtube.com/watch?v=T-JVpKku5SI> (8 minutes)



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## Equality related issues



15 minutes

<b>GE personal skills</b>	Self-reflection Empathy
<b>GE values</b>	Social responsibility and solidarity
<b>Language skills</b>	Vocabulary Speaking
<b>Knowledge</b>	Acquisition and practice of the use of language related to equality issues

1. Learners are presented a vocabulary on cultural identity and tolerance.
2. First, the teacher presents a word and asks the learners to guess its meaning.
3. Then, the definition of the word is revealed, and the learners are asked to try using it in a sentence.

### Suggested vocabulary:

- Minority
- Feminism
- Disability
- Pay gap
- Ethnicity
- Queer
- Antisemitic
- Islamophobia

## Your experience of equality



30 minutes

<b>GE personal skills</b>	Empathy Self-reflection
<b>GE values</b>	Respect for other Social responsibility and solidarity Proactivity in the community
<b>Language skills</b>	Speaking



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### **Knowledge**

Summarisation of the skills and knowledge acquired in the previous sessions on the topics of equality and inclusion

1. The teacher guides an open dialogue on the topic of: “Try to speak about your experience of equality and inclusion in your country”. Students should be encouraged to gather and present the learning and reflection carried out in the previous sessions.
2. The mediating role of the teacher is important, as they facilitate both the reflection and the expression of those students who have achieved a lesser level of fluency.



Topic

## Human rights and social justice, Peace and conflicts

Lesson 1

### What are human rights?

90  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- vocabulary on human rights and human rights' categories
- reading comprehension
- speaking and discussion
- familiarize with the definitions of human rights and human rights' categories
- learn about human rights' activists
- understand human rights' vocabulary

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)
- a sheet of paper and pen, alternatively a computer with an office package

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### What is the meaning of human rights?



10 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness Understanding the concept of human rights
<b>Language skills</b>	Vocabulary Speaking
<b>Knowledge</b>	Definition of human rights

1. Students are asked to read the short text about human rights.
2. Then, discuss with their classmates few relevant questions.



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## Which are the human rights?



10 minutes

### GE personal skills

Self-reflection  
Critical thinking

### GE values

Reading comprehension  
Understanding the concept of human rights

### Language skills

Vocabulary  
Reading  
Grammar

### Knowledge

Definition of human rights

1. Students are asked to read the short text about human rights and complete the missing words in the sentences.

Answers:

1. Right
2. Freedom
3. Raise
4. Freedom
5. Right
6. Declaration

## Which are the different categories of human rights?



20 minutes

### GE personal skills

Self-reflection  
Critical thinking

### GE values

Reading comprehension  
Understanding the concept of human rights

### Language skills

Vocabulary  
Reading  
Grammar



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### Knowledge

Definition of human rights

1. Students are asked to examine the chart and decide if the following statements are TRUE or FALSE.

Answers:

1. True
2. True
3. False
4. False
5. True
6. False
7. True
8. False
9. True
10. False

### Human rights activists



35 minutes

#### GE personal skills

Self-reflection  
Critical thinking

#### GE values

Reading comprehension

#### Language skills

Vocabulary  
Reading  
Grammar  
Speaking

### Knowledge

Definition of human rights

1. Students are asked to read the text about Rosa Parks and complete the following exercises.

Answers:

1. The 'Jim Crow laws' that claimed to give African Americans "separate but equal" status.
  2. Seats at the front of buses were reserved for white passengers.
  3. Rosa refused to give her seat.
  4. The other black passengers obeyed.
  5. She responded that it was the law that was wrong, not her behaviour.
2. Students are asked to discuss with the class the questions about Rosa Parks.



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## Speaking activities



15 minutes

<b>GE personal skills</b>	Discussion Critical thinking
<b>GE values</b>	Speaking
<b>Language skills</b>	Vocabulary Speaking
<b>Knowledge</b>	Definition of human rights

1. Students are asked to examine the images and discuss with the class what they have understood so far about human rights while using the useful relevant vocabulary.

Image 1: protest

Image 2: discrimination



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Topic

## Human rights and social justice, Peace and conflicts

Lesson 1

### What are human rights? - HOMEWORK

60  
min

A1  
A2

A

#### LEARNING OUTCOMES:

- Vocabulary on human rights and human rights' categories
- Reading comprehension

#### RESOURCES AND MATERIALS:

- A sheet of paper and pen, alternatively a computer with an office package.

### Vocabulary check (homework)



15 minutes

#### GE personal skills

Self-reflection  
Critical thinking

#### GE values

Open-mindedness  
Understanding the concept of human rights

#### Language skills

Reading  
Vocabulary  
Comprehension

#### Knowledge

Definition of human rights

1. Students are asked to match the definitions to the explanations.

Answers:

1. D
2. E
3. B
4. C
5. G
6. A
7. F



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## Reading comprehension (homework)



45 minutes

### GE personal skills

Self-reflection  
Critical thinking

### GE values

Open-mindedness  
Understanding the concept of human rights

### Language skills

Reading  
Vocabulary  
Comprehension

### Knowledge

Definition of human rights

1. Students are asked to read the text about Nelson Mandela;
2. and complete the missing word in the sentences.

### Answers:

1. Discrimination
2. Equally
3. Rainbow nation
4. Protests
5. Nobel
6. Equality
  
7. Racism
8. Activist
9. Segregation
10. Equality
11. Language
  
12. Right to vote
13. Equality
14. Right to healthcare
15. Right to education
16. Racism
17. Protest



Topic

## Human rights and social justice, Peace and conflicts

Lesson 2

### What are human rights violations?

90  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- vocabulary on human rights violations and their categories
- reading comprehension
- familiarize with the definitions of human rights violations and its categories
- learn about human rights
- understand human rights violations vocabulary

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)
- a sheet of paper and pen, alternatively a computer with an office package

### What is the meaning of violation?



30 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness Understanding the concept of human rights violations
<b>Language skills</b>	Vocabulary Reading comprehension Speaking
<b>Knowledge</b>	Definition of human rights violations

1. Students are asked to read the short text about human rights violations and complete the missing word in the sentences.

Answers:

1. State
2. Physically violent
3. Protect
4. Prevent



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2. Students are asked to discuss a few questions with their classmates.

## Examples of human rights violations



**30 minutes**

### **GE personal skills**

Self-reflection  
Critical thinking

### **GE values**

Open-mindedness  
Understanding the concept of human rights violations

### **Language skills**

Vocabulary  
Reading  
Grammar  
Comprehension

### **Knowledge**

Definition and example of human rights violations

1. Students are asked to examine the chart and decide if the following statements are TRUE or FALSE.

Answers:

1. True
2. True
3. True
4. False
5. False
6. False
7. True
8. True
9. True



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## Human trafficking



30 minutes

### GE personal skills

Self-reflection  
Critical thinking

### GE values

Reading comprehension  
Understanding the concept of human rights

### Language skills

Vocabulary  
Reading  
Speaking

### Knowledge

Definition and examples of human rights violations

1. Students are asked to look at the image and discuss a few questions.



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Topic

## Human rights and social justice, Peace and conflicts

Lesson 1

### What are human rights? - HOMEWORK

**60**  
min

**A1**  
**A2**

**A**

#### LEARNING OUTCOMES:

- vocabulary on human rights and human rights' categories
- reading comprehension

#### RESOURCES AND MATERIALS:

- a sheet of paper and pen, alternatively a computer with an office package

#### Use of English (homework)



15 minutes

##### GE personal skills

Self-reflection  
Critical thinking

##### Language skills

Vocabulary  
Grammar

##### Knowledge

Definition of human rights violations

1. Students are asked to match the definitions to the explanations.

Answers:

1. They – them
2. Are – is
3. Do – does
4. Are – is
1. Validation – violation

#### Vocabulary check (homework)



15 minutes

##### GE personal skills

Critical thinking

##### GE values

Open-mindedness  
Understanding the concept of human rights



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**Language skills**

Vocabulary  
Reading

**Knowledge**

Definition and examples of human rights violation

1. Students are asked to Match the definitions to the explanations.

Answers:

1. E
2. A
3. C
4. B
5. H
6. I
7. G
8. D
9. F

**Reading comprehension (homework)**



15 minutes

**GE personal skills**

Self-reflection  
Critical thinking

**GE values**

Open-mindedness  
Understanding the concept of human rights

**Language skills**

Vocabulary

**Knowledge**

Definition and examples of human rights violation

1. Students are asked to complete the missing words.

Answers:

1. Prevent
2. Protect
3. Violated
4. Contaminated
5. Violence
6. Sexual
7. Removal
8. Arbitrary
9. Fair



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## Reading comprehension (homework)



15 minutes

### GE personal skills

Self-reflection  
Critical thinking

### GE values

Open-mindedness  
Understanding the concept of human rights

### Language skills

Vocabulary  
Reading  
Matching vocabulary

### Knowledge

Definition and examples of human rights violation

1. Students are asked to match the words in the boxes with the images.

### Answers:

1. Sexual exploitation
2. Forced labour
3. Debt bondage
4. Domestic servitude
5. Organ removal
6. Forced begging
7. Child soldiers
8. Forced marriage



Topic

## Economy, commerce, and fair trade

Lesson 1  
Shopping

45  
min

A1  
A2

S

### LEARNING OUTCOMES:

- expand vocabulary on shops and goods
- learn phrases needed for shopping
- get to know the most common types of shops and goods
- learn how to conduct a dialogue in a shop

### RESOURCES AND MATERIALS:

- computer with internet connection, optimally one device per person/team
- shared screen (online), Laptop and projector/smart board (in person)

---

## In Shopping Mall



30 minutes

### GE personal skills

Media Literacy  
Creativity  
Teamwork and cooperation

### GE values

Open-mindedness

### Language skills

Reading  
Vocabulary

### Knowledge

Shops and goods

1. In the first part of the activity students match store names with corresponding pictures.
2. In the second part students are asked to look at the website <https://vrchennai.com/Home/Shop> and find answers to all the questions (individually or in teams). During the activity, the teacher helps students with the assignment and unknown vocabulary.

Answers:

1. F
2. T
3. F
4. T
5. T
6. F



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## Let's go shopping!



15 minutes

<b>GE personal skills</b>	Empathy
<b>GE values</b>	Respect for others Open-mindedness
<b>Language skills</b>	Speaking
<b>Knowledge</b>	Shopping procedure

1. Students check the phrases and make sure they understand their meaning. Then they decide (with the help of the teacher) which of them are said by a shop assistant and which by customer. They divide phrases into two groups accordingly.
2. Teacher asks the students if they can tell in which store the dialogue takes place (clothing store).
3. As the next steps, students play the dialogue in pairs using the offered phrases. They are encouraged to use as many of them as possible.



Topic

## Economy, commerce, and fair trade

Lesson 2

### Personal Finances

45  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- vocabulary related to finances
- creating questions in the present simple tense
- quantifiers (more, less, enough...)
- reflect own financial habits

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board; papers and pens/pencils (in person)
- computer with internet connection, speaker/headphones

### Money



10 minutes

**GE personal skills**

Empathy

**GE values**

Open-mindedness

**Language skills**

Speaking  
Vocabulary

**Knowledge**

Financial habits of the class

1. Teacher goes through the list of the words together with the students, and makes sure everyone understands their meaning. It is possible to let the students explain the meaning in their own words.
2. The vocabulary check is followed by a bingo game - students ask each other questions in order to fill the bingo grid. The activity ends with a brief group reflection.



## My Personal Finances 1



20 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking Empathy
<b>GE values</b>	Respect for others Open-mindedness
<b>Language skills</b>	Listening Speaking
<b>Knowledge</b>	Basic financial literacy

1. Students listen to four recordings of people describing their financial situation. Then they listen to the recordings again and fill the blanks with offered words. They can listen to the recordings once more, if necessary.
2. Before proceeding, the teacher makes sure that students understand all the new vocabulary.
3. Students are offered a set of statements and decide whether they are true or false.
  - F
  - T
  - T
  - T
  - F
  - F
4. Students check the monthly budget of each person from the recordings, and answer the open questions.
  - Viola and Kevin
  - Mario
  - Mario
  - Anna
  - Viola and Kevin
5. As the last step, students come up with advice on how to save more money for each of these people.



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## My Personal Finances 2



15 minutes

<b>GE personal skills</b>	Changing perspectives Self-reflection
<b>GE values</b>	Self-respect and self-esteem
<b>Language skills</b>	Writing
<b>Knowledge</b>	Effectiveness of own financial habits

1. Students follow the example from the previous activity and create their own monthly budget. If the students don't feel comfortable sharing their financial situation, they can create a fictitious budget (even though it is highly recommended to work with actual amounts in order to maximize the educational impact of the activity).



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Topic

## Economy, commerce, and fair trade

Lesson 3  
Spent

60  
min

A1  
A2

A

### LEARNING OUTCOMES:

- expand vocabulary related to finances
- get familiar with realities from the lives of people struggling with poverty

### RESOURCES AND MATERIALS:

- computer with internet connection

Spent



60 minutes

**GE personal skills**

Changing perspectives  
Decision-making  
Empathy

**GE values**

Respect for others  
Open-mindedness  
Social responsibility & Solidarity

**Language skills**

Reading  
Vocabulary

**Knowledge**

Realities from the lives of people struggling with poverty

1. Students get familiar with vocabulary used in the game by matching the terms with their definitions.
2. Then students play the online game *Spent*.



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Topic

## Economy, commerce, and fair trade

Lesson 4

### World Trade

60  
min

A1  
A2

A

#### LEARNING OUTCOMES:

- expand vocabulary on finances and trade
- get to know principles, advantages and disadvantages of world trade

#### RESOURCES AND MATERIALS:

- computer with internet connection

### World Trade



60 minutes

#### GE personal skills

Changing perspectives  
Dealing with complexity / contradictions

#### GE values

Social responsibility & Solidarity  
Environmental responsibility

#### Language skills

Reading

#### Knowledge

Principles, advantages and disadvantages of world trade

1. Students read the article about world trade.
2. After reading the article, students proceed with follow-up activities. First, they add paragraph headings to the article.
3. Second, they answer five multiple choice questions based on the article.
  - d)
  - a)
  - b)
  - c)
  - a)



Topic

## Economy, commerce, and fair trade

Lesson 5

### Import and Export

45  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- expand vocabulary on food and other goods
- get to know the main exporters of food and other goods of shops and goods

#### RESOURCES AND MATERIALS:

- computer with internet connection; papers and pens/pencils, or collaborative software
- shared screen (online); laptop and projector/smart board (in person)

---

### Import and Export



15 minutes

#### GE personal skills

Recognising stereotypes and prejudices  
Changing perspectives

#### GE values

Open-mindedness  
Environmental responsibility

#### Language skills

Speaking  
Vocabulary

#### Knowledge

The most important exporters of common food

1. The activity starts with a group discussion. With the help of the teacher, students answer the questions about import and export.
2. Then students match the goods with their presumably biggest exporters (i.e. a country that exports the highest percentage of these goods in the world).
3. After checking the correct answers, students discuss which goods might be exported by their countries.

## Where Does My Favourite Food Come From?



20 minutes

<b>GE personal skills</b>	Changing perspectives Teamwork and cooperation
<b>GE values</b>	Environmental responsibility
<b>Language skills</b>	Speaking Writing
<b>Knowledge</b>	The most important exporters of common food

1. Students divide into groups (optimally 3-4 people per group, max. 6 people per group). Each member of the group comes up with their favourite dish.
2. Each group makes a list of all the ingredients needed for their dishes. They decide whether each ingredient is produced locally or it is imported, then they find their most important exporters using the [FAO website](#).
3. The output of the activity is a list of exporting countries for each dish.



Topic

## Economy, commerce, and fair trade

Lesson 6

### Entrepreneurship

45  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- expand vocabulary on business and entrepreneurship
- get to know stories of young entrepreneurs
- learn how to create a business plan

#### RESOURCES AND MATERIALS:

- computer with internet connection; papers and pens/pencils, or collaborative software
- shared screen (online); laptop and projector/smart board (in person)

---

### Young Entrepreneurs



10 minutes

**GE personal skills**

Changing perspectives

**GE values**

Respect for others  
Proactivity in the community

**Language skills**

Listening

**Knowledge**

Business projects of young people

1. Students watch the video “5 Young Black Entrepreneurs”.
2. Based on the information from the video, students match names of the entrepreneurs with the brands and the products. Students can watch the video more than once if necessary.

#### Transcript:

Mikaila Ulmer, 13. Me & The Bees Lemonade. The entrepreneur and bee ambassador Mikaila Ulmer created a product that combines her great-grandmother's flax seed recipes and her passion into what she named “bees’ sweet lemonade”. Mikaila’s lemonade is sweet after honey from a local bees with a percentage of a profit donated to organisations fighting to save honeybees. The world first learned of Mikaila at just ten years old, when she fearlessly entered the ABC show SharkTank and secured a sweet deal with investor Damon John. When she was only 11 years old, the ambitious

entrepreneur made an 11 million dollar deal with WholeFoods market, the chain of high end grocery stores to carry her whole made lemonade in more than 55 stores.

Mo'ziah "Mo" Bridges, 16. Mo's Bows. Unsatisfied with the limited bowtie designs Mo'ziah Bridges asked his grandmother to help him create new designs out of material he himself selected. The need of bowties that appeal to the younger generation but eventually resulted Mo'ziah's very own business called Mo's Bows. He would eventually pitch his idea to the SharkTank where Damon John agreed to be a mentor. In 2017 the NBA entered seven figure sponsorship deal with the young Memphis entrepreneur giving his company the right to produce bowties for all 30 NBA teams.

Haile Thomas, 17. HAPPY - Healthy Active Positive Purposeful Youth. When Haile Thomas was 8, her dad was diagnosed with type 2 diabetes, but she and her mom were determined to help him defeat the disease without drugs. The family dove into the latest nutrition research and begun transforming their eating habits. This inspired Haile to educate kids about nutrition, thus she founded her own nonprofit, the HAPPY organisation, standing for healthy, active, positive, purposeful youth. HAPPY aims to improve the health and wellness of children by implementing programs that teach kids how to cook nutritious meals and promote physical activities.

Asia Newson, 14. Super Business Girl. Asia Newson, also known as Super Business Girl, started her candle business when she was just 5 years old, but she is now expanded into a full fledged empire. As one of the younger entrepreneurs in the ... she would eventually gain worldwide recognition when ABC's 2020 cameras caught her selling her candles on the street. Today she has expanded her brand offer more products. But more importantly, she has trained over 40 other young kids ... to be entrepreneurs, thus creating power and possibility across a whole community.

Maya Penn, 18. Maya's Ideas. Maya Penn is a successful 16 years old award winning eco designer, artist, philanthropist, activist, entrepreneur, animated filmmaker, ..., illustrator, writer and author who wants to change the world. Using her art in her business to help the planet and encourage girls to get involved in tech, the young CEO created an eco-friendly clothing and accessories line called Maya's Ideas. Maya has been featured in countless media outlets such as Forbes, Cosmopolitan, Essence magazine, CPS ..., Entrepreneur Magazine, Black Enterprise, and has been chosen by Oprah Winfrey as one of her SuperSoul 100 influencers.

Adapted from: <https://www.youtube.com/watch?v=XDI0nZA68>

## Shark Tank



35 minutes

<b>GE personal skills</b>	Decision-making Creativity Teamwork and cooperation
<b>GE values</b>	Respect for others Proactivity in the community



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**Language skills**

Reading  
Speaking  
Writing

**Knowledge**

Principles of business proposal

1. Students read the article about Shark Tank and fill the gaps with appropriate work from the offer.
2. The second part of the activity consists of a group project. Students are divided into groups (optimally 2-4 people per group, max. 6 people per group). The goal of the activity is to create a business proposal suitable for a Shark Tank.
3. Last, students present their proposals to the rest of the class.



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Topic

## Politics, democracy, and active citizenship

Lesson 1

### Politics and active citizenship

90  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- vocabulary on politics
- reading comprehension
- speaking and discussion
- grammar and use of English
- familiarize with political definitions
- learn about political system in UK and voting
- understand vocabulary

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)
- a sheet of paper and pen, alternatively a computer with an office package

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### Voting in elections?



15 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness Understanding the concept of elections
<b>Language skills</b>	Vocabulary Speaking
<b>Knowledge</b>	Voting and elections

1. Students are asked to read the short text;
2. and discuss with their classmates a few relevant questions.



## Modal verbs of obligation



15 minutes

<b>GE personal skills</b>	Self-reflection Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Use of English Grammar
<b>Knowledge</b>	Modal verbs of obligation

1. Students are asked to complete the sentences.

Answers:

1. have to
2. don't have to
3. must
4. should
5. mustn't
6. shouldn't

## Political vocabulary check



20 minutes

<b>GE personal skills</b>	Self-reflection Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Vocabulary Reading Grammar Comprehension
<b>Knowledge</b>	Definition of politics

1. Students are asked to choose the correct definition.

Answers:

1. a
2. d



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- 3. c
- 4. a
- 5. d

2. Students are asked to look at the pictures and then decide which option (A-D) in each question matches the indicated picture.

Answers:

- 1. c
- 2. a
- 3. d
- 4. b
- 5. a

### Reading comprehension



**20 minutes**

#### GE personal skills

Self-reflection  
Critical thinking

#### GE values

Reading comprehension

#### Language skills

Vocabulary  
Reading  
Grammar  
Comprehension

#### Knowledge

Definition of human rights

- 1. Students are asked to read the text;
- 2. and decide if the statements are TRUE or FALSE.

Answers:

- 22. true
- 23. true
- 24. false
- 25. true
- 26. false
- 27. false
- 28. true
- 29. false
- 30. true



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## Speaking activities



**20 minutes**

**GE personal skills**      Self-reflection  
Critical thinking

**GE values**              Speaking

**Language skills**        Vocabulary  
Speaking

**Knowledge**             Political terms

1. Students are asked to discuss some questions with their classmates, to explain an image;
2. and to play a voting game.



Topic

## Politics, democracy, and active citizenship

Lesson 1

### Politics and active citizenship - HOMEWORK

**60**  
min

**A1**  
**A2**

**A**

#### LEARNING OUTCOMES:

- vocabulary on politics
- reading comprehension
- grammar and use of English

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)
- a sheet of paper and pen, alternatively a computer with an office package

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### Reading comprehension (homework)



20 minutes

<b>GE personal skills</b>	Self-reflection Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading Vocabulary
<b>Knowledge</b>	Definition of politics

1. Students are asked to read a text and;
2. Decide if the statements are TRUE or FALSE.

Answers:

1. False
2. True
3. False
4. True
5. True
6. False
7. True
8. True
9. False
10. True



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## Vocabulary check (homework)



20 minutes

<b>GE personal skills</b>	Self-reflection Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Vocabulary
<b>Knowledge</b>	Definition of political terms

1. Students are asked to match the definitions to the explanations.

Answers:

1. G
2. A
3. E
4. B
5. F
6. C
7. D
8. J
9. H
10. I

2. Students are asked to Choose a word from the box and complete it in the sentences

Answers:

1. Constitutional monarchy
2. Political parties
3. Right-wing
4. Constituencies
5. Election

## Use of English (homework)



20 minutes

<b>GE personal skills</b>	Self-reflection Critical thinking
<b>GE values</b>	Open-mindedness



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**Language skills**

Reading  
Vocabulary

**Knowledge**

Definition of political terms

1. Students are asked to complete the following sentences with have to/must/should or don't have to/mustn't/shouldn't

Answers:

1. Have to
2. Mustn't
3. Shouldn't
4. Must
5. Should

2. Students are asked to match the words in the box with the images.

1. Monarchy
2. Elections
3. Campaign
4. Majority
5. Parliament



Topic

## Politics, democracy, and active citizenship

Lesson 2

### Forms of government

90  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- vocabulary on politics
- speaking and discussion
- grammar and use of English
- familiarize with political definitions
- learn about forms of government
- understand vocabulary

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)
- a sheet of paper and pen, alternatively a computer with an office package

---

### What are the forms of government?



20 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness Understanding the forms of government
<b>Language skills</b>	Vocabulary Speaking
<b>Knowledge</b>	Forms of government

1. Students are asked to view an image, read the useful vocabulary, and decide if the following statements are true or false.

Answers:

1. True
2. False
3. False
4. True
5. True
6. True
7. False
8. True
9. False
10. True



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## Speaking activities



10 minutes

### GE personal skills

Self-reflection  
Critical thinking

### GE values

Open-mindedness  
Understanding the concept of human rights

### Language skills

Use of English  
Vocabulary  
Speaking

### Knowledge

Forms of government

1. Students are asked to discuss some questions with their classmates.

## Reading comprehension



15 minutes

### GE personal skills

Self-reflection  
Critical thinking

### GE values

Open-mindedness

### Language skills

Vocabulary  
Reading  
Grammar  
Comprehension

### Knowledge

Definition of forms of government

1. Students are asked to choose the correct word from the box.

Answers:

1. taxes
2. laws
3. institutions
4. constitution
5. monarchy



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## Vocabulary check



15 minutes

<b>GE personal skills</b>	Self-reflection Critical thinking
<b>GE values</b>	Reading comprehension
<b>Language skills</b>	Vocabulary Reading Grammar Comprehension
<b>Knowledge</b>	Definition of forms of government

1. Students are asked to select the correct answer

Answers:

1. a
2. b
3. a
4. a
5. a
6. a
7. b

## Speaking activities



20 minutes

<b>GE personal skills</b>	Self-reflection Critical thinking
<b>GE values</b>	Speaking
<b>Language skills</b>	Vocabulary Speaking
<b>Knowledge</b>	Definition of forms of government

1. Students are asked to discuss questions with their classmates.



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## Reading comprehension



**20 minutes**

### **GE personal skills**

Self-reflection  
Critical thinking

### **GE values**

Open-mindedness

### **Language skills**

Reading  
Vocabulary  
Use of English

### **Knowledge**

Definition of forms of government

1. Students are asked to read a text and complete the missing word in the sentences.

Answers:

1. elected
2. duties
3. military
4. aliens
5. taxes

2. Students are asked to decide if the following statements are TRUE or FALSE.

Answers:

1. true
2. false
3. false
4. false
5. true
6. true



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Topic

## Politics, democracy, and active citizenship

Lesson 2

### Politics and active citizenship - HOMEWORK

60  
min

A1  
A2

A

#### LEARNING OUTCOMES:

- vocabulary on politics
- reading comprehension
- grammar and use of English
- understand vocabulary

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)
- a sheet of paper and pen, alternatively a computer with an office package

---

### Vocabulary check (homework)



20 minutes

<b>GE personal skills</b>	Self-reflection Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Vocabulary
<b>Knowledge</b>	Definition of forms of government

1. Students are asked to match the definitions to the explanations.

Answers:

1. J
2. D
3. G
4. H
5. A
6. F
7. B
8. C
9. E
10. I



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Students are asked to write the definition of the pictures

1. Democracy
2. Communism
3. Military dictatorship
4. Socialism
5. Theocracy
6. Oligarchy
7. Colonialism
8. Aristocracy
1. Totalitarianism

### Reading comprehension (homework)



**20 minutes**

#### **GE personal skills**

Self-reflection  
Critical thinking

#### **GE values**

Open-mindedness

#### **Language skills**

Vocabulary  
Reading

#### **Knowledge**

Definition of forms of government

1. Students are asked to complete the following sentences

Answers:

1. Colonies
2. Governments
3. Beliefs
4. Law
5. Independence
6. Constitution
7. Democracy
8. Vote
9. Racist
10. King



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## Grammar check (homework)



**20 minutes**

<b>GE personal skills</b>	Self-reflection Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading Vocabulary
<b>Knowledge</b>	Definition of forms of government Should / must / have to

1. Students are asked to choose the correct option

Answers:

1. C
2. B
3. A
4. C
5. B
6. A
7. A
8. A
9. B
10. A



Topic

## Summary - How to become a global citizen

Lesson 1

### Make greener choices

45  
min

A1  
A2

S

#### LEARNING OUTCOMES:

- expand vocabulary on environment
- learn how to describe green actions
- consolidate and practice the vocabulary connected to green actions
- get to know the main ways how to act green

#### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)

### Green actions



30 minutes

#### GE personal skills

Teamwork and cooperation  
Changing perspectives

#### GE values

Social responsibility  
Proactive and participatory community membership  
Environmental responsibility

#### Language skills

Speaking  
Reading  
Vocabulary

1. Teacher shows students pictures of green actions and asks them to describe it to their partner. Questions might be: What are the objects in the pictures? Where are the people? What are they doing?
2. Students describe pictures to each other.
3. Students match activities with the pictures from the previous activity.



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## Your Green Actions



15 minutes

### **GE personal skills**

Teamwork and cooperation  
Changing perspectives

### **GE values**

Social responsibility  
Proactive and participatory community membership  
Environmental responsibility

### **Language skills**

Speaking

1. Students will read questions in the exercise and have 10 minutes to think about them for themselves.
2. Then, they discuss their answers in pairs.



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Topic

## Summary - How to become a global citizen

Lesson 2

Be an active citizen

60  
min

A1  
A2

S

### LEARNING OUTCOMES:

- expand vocabulary on active citizenship
- learn actions of active citizenship
- find out about other's active behaviour and get inspired by others

### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)

## What Does it Mean to be an Active Citizen?



30 minutes

### GE personal skills

Changing perspectives  
Dealing with complexity

### GE values

Social responsibility  
Proactive and participatory community membership

### Language skills

Reading  
Vocabulary

1. Students read a text about the definition of active citizenship, activities and its benefits.
2. Then, they are challenged to ask the teacher for any words they don't understand.
3. Students answer 3 multiple questions based on the article. Once they are done they will check their answers together with the teacher and class.

Answers:

1. c)
2. d)
3. a)



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## Who has ever...



30 minutes

### **GE personal skills**

Teamwork and cooperation  
Changing perspectives

### **GE values**

Social responsibility  
Proactive and participatory community membership

### **Language skills**

Speaking

1. Vocabulary consolidation is made through a bingo game - students ask each other questions in order to fill the bingo grid.
2. The activity is followed by a reflection from every student.



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Topic

## Summary - How to become a global citizen

Lesson 3

**Discover values of other cultures and religions**

**60**  
min

**A1**  
**A2**

**A**

### LEARNING OUTCOMES:

- expand vocabulary on Hanukkah
- consolidate and practice the vocabulary
- critically decide which information are true or false
- get to know the main pieces of information about Hanukkah

### RESOURCES AND MATERIALS:

- computer with internet connection

### Hanukkah I.



30 minutes

#### GE personal skills

Changing perspectives  
Critical thinking

#### GE values

Open-mindedness  
Respect for others  
Solidarity

#### Language skills

Listening  
Vocabulary

1. Students watch a short video about Hanukkah as an introduction.
2. The following task is to tick those objects that they have watched in the video. Of course, they can watch it again.

Answers: elephant, chocolate coins, castle, fire, candle



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## Hanukkah II.



30 minutes

### GE personal skills

Changing perspectives  
Critical thinking

### GE values

Open-mindedness  
Respect for others  
Solidarity

### Language skills

Listening  
Vocabulary  
Reading

1. Students read the text about Hanukkah.
2. After reading the text they proceed with follow-up activities. First, they add paragraph headings to the article. Answers: order 2, 3, 1
3. Second they decide which of the statements are true or false.

Answers:

1. F
2. F
3. T
4. F
5. T



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Topic

## Summary - How to become a global citizen

Lesson 4

### Support Fairtrade and local businesses

60  
min

A1  
A2

A

#### LEARNING OUTCOMES:

- expand vocabulary on resources and Fair Trade problematic
- try to decide which information are crucial to describe the problematic
- learn which goods are produced under the FT standards

#### RESOURCES AND MATERIALS:

- computer with internet connection

---

### Fairtrade principles



30 minutes

#### GE personal skills

Changing perspectives  
Critical thinking  
Dealing with complexity

#### GE values

Open-mindedness  
Respect for others  
Proactive and participatory community membership

#### Language skills

Listening  
Reading  
Writing

1. Students watch a video explaining principles of Fair Trade. Students should turn on the subtitles for better understanding.
2. Based on what they have just watched, students are supposed to write the definition of FT in their own words.



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## Fairtrade products



30 minutes

### GE personal skills

Changing perspectives  
Critical thinking  
Dealing with complexity

### GE values

Open-mindedness  
Respect for others  
Proactive and participatory community membership

### Language skills

Reading  
Vocabulary

1. Students match the products with their names. Simultaneously, they learn about products that are produced under the FT standards.
2. On an English website students match the goods with their biggest exporters (a country that exports the highest percentage of these goods in the world).

Answers:

tea - China

cocoa - Côte d'Ivoire

coffee - Brazil

bananas - India

rice - China



Topic

## Summary - How to become a global citizen

Lesson 5

Take care of your health and wellbeing

90  
min

A1  
A2

S

### LEARNING OUTCOMES:

- expand vocabulary on diseases and health in general
- learn the basic phrases used while visiting the doctor
- learn and use phrases at the doctors'
- become familiar with mental health problematic

### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)
- papers and pens/pencils or collaborative software

---

### At the Doctors'



30 minutes

#### GE personal skills

Dealing with complexity  
Decision-making

#### GE values

Social responsibility  
Self-respect  
Solidarity

#### Language skills

Reading  
Listening  
Writing

1. Students complete the dialog between doctor and patient with the phrases in the box.
2. They check their answers based on the dialog they hear after completing the exercise.

Transcription:

Patient: Good morning, Doctor.

Doctor: Good morning. What can I do for you?

Patient: I'm not feeling well. I have chest pain and a bad cough. Last night I had a temperature of 38 degrees celsius.



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Doctor: For how long have you had these symptoms?

Patient: For about 5 days.

Doctor: Ok, now, let me listen to your chest.

Patient: Sure, go ahead, Doctor.

(pause)

Doctor: Well, it seems you have an infection there. I will now prescribe you some antibiotics.

Patient: Is it going to be better soon?

Doctor: Sure, here, look. Take these tablets two times a day after breakfast and dinner. If it is not going to be better in a week from today, come to see me again.

Patient: Thank you, Doctor. Is there anything else I should do?

Doctor: You should keep yourself warm and rest a lot.

Patient: Ok, Doctor. Thank you very much. Goodbye.

## Symptoms and Diseases



15 minutes

### GE personal skills

Dealing with complexity  
Decision-making

### GE values

Social responsibility

### Language skills

Reading  
Vocabulary

1. Students match the illnesses or diagnosis with the symptoms in the box.

Answers:

1. a twisted ankle
2. food poisoning
3. flu
4. sunburn
5. a sore throat
6. headache



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## Mental Health: project



45 minutes

### GE personal skills

Teamwork and cooperation  
Changing perspectives  
Open-mindedness

### GE values

Social responsibility  
Proactive and participatory community membership

### Language skills

Speaking  
Writing  
Listening  
Vocabulary

1. Students watch the video about how to maintain mental health during the pandemic. In case students don't understand anything, the teacher should explain and discuss together with the class.
2. Students are divided into groups and based on the video and discussion they create a poster on the topic of Taking care of your mental health during the pandemic of Covid-19 (or in general). They can use crayons, scissors, glue, old newspapers, magazines etc.



# B1-B2 Module

## Methodological Sheets





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Topic

## **Interculturality and Diversity, Religions**

Lesson 1

### **Human migration**

**90**  
min

**B1**  
**B2**

**S**

#### **LEARNING OUTCOMES:**

- students can recall 20 basic words linked to interculturality
- express opinion in spoken language
- students can write short text, both as controlled practice and free practice.
- students can read real-life articles (predicting, skimming for main ideas, scanning for details, recognizing links and meaning).
- students can name places from human migration started students can explain the reasons for human migration
- students can explain how artists take the stand on political issues

#### **RESOURCES AND MATERIALS:**

- shared screen (online) or laptop and projector/smart board (in person)

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### **Travelling vs migrating**



**15 minutes**

<b>GE personal skills</b>	Recognizing stereotypes and prejudices Intercultural communication Teamwork and cooperation
<b>GE values</b>	Self-respect and self-esteem Respect for others Changing perspectives Critical thinking Open-mindedness
<b>Language skills</b>	Speaking

1. Teacher shows students the 4 pictures and starts the discussion. Students bring their ideas and associations.



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## The history of human migrations



15 minutes

**GE personal skills** Recognizing stereotypes and prejudices  
Intercultural communication  
Teamwork and cooperation

**GE values** Self-respect and self-esteem  
Respect for others  
Changing perspectives  
Critical thinking  
Open-mindedness

**Language skills** Listening

1. Teacher reads the text.
2. Students fill in the table with responses.

## Why do people migrate?



60 minutes

**GE personal skills** Recognizing stereotypes and prejudices  
Intercultural communication  
Teamwork and cooperation

**GE values** Self-respect and self-esteem  
Respect for others  
Changing perspectives  
Critical thinking  
Open-mindedness

**Language skills** Speaking  
Listening

1. Teacher divides students into groups and students discuss the reasons for human migration.
2. Students prepare the presentation of their findings.
3. Students watch [the video](#) and compare their work with actual reasons for human migration.



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Topic

## Interculturality and Diversity, Religions

Lesson 2

### Human migration

60  
min

B1  
B2

A

#### LEARNING OUTCOMES:

- students can recall 20 basic words linked to interculturality
- express opinion in spoken language
- students can write short text, both as controlled practice and free practice.
- students can read real-life articles (predicting, skimming for main ideas, scanning for details, recognizing links and meaning).
- students can name places from human migration started students can explain the reasons for human migration
- students can explain how artists take the stand on political issues

#### RESOURCES AND MATERIALS:

- Computer / Laptop / Mobile
- Access to the platform
- Internet access
- Online exercise link / paper worksheet

---

## Artists on immigrants



50 minutes

**GE personal skills** Recognizing stereotypes and prejudices  
Intercultural communication

**GE values** Respect for others  
Changing perspectives  
Critical thinking  
Open-mindedness

**Language skills** Reading  
Writing

1. Students make the exercise before watching the video.
2. Students fill in an online exercise.



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3. Students match synonyms, match the word with its meaning, read the text and fill in the gaps with provided words.

### Formative assessment



10 minutes

**GE personal skills** Recognizing stereotypes and prejudices  
Intercultural communication

**GE values** Respect for others  
Changing perspectives  
Critical thinking  
Open-mindedness

**Language skills** Reading

1. Students participate in the quiz.



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Topic

## **Interculturality and Diversity, Religions**

Lesson 3

### **Cultural diversity**

**60**  
min

**B1**  
**B2**

**A**

#### **LEARNING OUTCOMES:**

- students can recall 20 basic words linked to interculturality
- express opinion in spoken language
- students can write short text, both as controlled practice and free practice.
- students can read real-life articles (predicting, skimming for main ideas, scanning for details, recognizing links and meaning).
- students can explain the roots of cultural diversity
- students can explain why we should protect cultural diversity
- students can name factors that build your cultural identity

#### **RESOURCES AND MATERIALS:**

- Computer / Laptop / Mobile
- Access to the platform
- Internet access
- Online exercise link / paper worksheet

---

## **Cultural diversity**



**30 minutes**

**GE personal skills**    Recognizing stereotypes and prejudices  
Intercultural communication  
Teamwork and cooperation

**GE values**            Self-respect and self-esteem  
Respect for others  
Changing perspectives  
Critical thinking  
Open-mindedness

**Language skills**      Reading  
Writing



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1. Students get the text about cultural diversity.
2. Students answer the question concerning their knowledge of the subject.
3. Students make their guess about the main idea of the text.
4. Students finish sentences taken from the text.
5. Students fill in an online exercise.
6. Students find opposites in the reading text.

### Can you see diversity?



**30 minutes**

#### **GE personal skills**

Recognizing stereotypes and prejudices  
Intercultural communication  
Teamwork and cooperation

#### **GE values**

Self-respect and self-esteem  
Respect for others  
Changing perspectives  
Critical thinking  
Open-mindedness

#### **Language skills**

Writing

1. Students answer the question set in the activity and justify their answer using given criteria.



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Topic

## Interculturality and Diversity, Religions

Lesson 4

### Human migration

90  
min

B1  
B2

S

#### LEARNING OUTCOMES:

- students can recall 20 basic words linked to interculturality
- express opinion in spoken language
- students can write short text, both as controlled practice and free practice.
- students can read real-life articles (predicting, skimming for main ideas, scanning for details, recognizing links and meaning).
- students can name places from human migration started students can explain the reasons for human migration
- students can explain how artists take the stand on political issues

#### RESOURCES AND MATERIALS:

- Shared screen (online) or Laptop and projector/smart board (in person)

## What makes you, you?



50 minutes

<b>GE personal skills</b>	Recognizing stereotypes and prejudices Intercultural communication Teamwork and cooperation
<b>GE values</b>	Respect for others Changing perspectives Critical thinking Open-mindedness
<b>Language skills</b>	Reading Speaking Writing

1. Teacher divides the class into groups and gives instructions.

2. Students create the group mind map of themselves.
3. Students present group mind-maps.
4. Teacher starts the discussion on individual and group identity.

## Identity crisis



**30 minutes**

**GE personal skills** Recognizing stereotypes and prejudices  
Intercultural communication  
Teamwork and cooperation

**GE values** Respect for others  
Changing perspectives  
Critical thinking  
Open-mindedness

**Language skills** Reading  
Writing

1. Students guess what the term „Third Culture Kid“ means. They write their guesses in the online form.
2. After watching the video students fill in the online exercise.

## Formative assessment



**10 minutes**

**GE personal skills** Recognizing stereotypes and prejudices  
Intercultural communication

**GE values** Respect for others  
Changing perspectives  
Open-mindedness

**Language skills** Reading

1. Students take part in an online quiz by answering short questions connected with the subject of cultural diversity.



Topic

## Sustainability, environment, renewable energy

Lesson 1

90  
min

B1  
B2

S

### LEARNING OUTCOMES:

- vocabulary on environmental issues
- expression of personal habits (I use to/I don't use to) or adverbs
- get to know the renewable and non renewable resources
- learn how to reduce the negative effect on environment through our actions

### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)

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## Ecological footprint of the fashion industry



30 minutes

**GE personal skills**

Changing perspectives

**GE values**

Environmental responsibility

**Language skills**

Speaking  
Vocabulary

**Knowledge**

Environmental impact of fashion industry

1. The activity starts with the teachers asking to the students:
  - about their knowledge on environmental impact of the fashion industry
  - about their thoughts on the possible environmental harmfulness
  - If they answered yes on the previous one, they have to provide an argument in favour of their answer.
2. After giving space to learners to express their views and knowledge, teachers support students to study the [web platform](#)
3. Then they watch a video about the environmental impact of the fashion industry: [this](#) or [this](#)
4. As a follow up, teachers ask students:
  - about the possible learning outcome or information through the activity
  -

- about the most surprising in the videos, their feelings about this and last but not least their personal approach on buying / recycling clothes

## Renewable and non-renewable energy



30 minutes

### GE personal skills

Changing perspective  
Self-reflection

### GE values

Environmental responsibility

### Language skills

Reading  
Speaking  
Vocabulary  
Listening

### Knowledge

Renewable and non renewable energy and policy making  
about the SDGs

1. Teachers invite the learners to watch the Renewable and non-renewable energy [video](#) (6 min)
2. Moreover, they ask if they learned lessons from the video and if they received any new information.
3. Students must answer to the following questions with what they learnt from the video:
  - About the amount of electricity produced by a mobile phone while charging per year.
  - If the electricity they use passes to travel long distances and to comment on it.
  - About the material that produces the most electricity between Gas and Coal, after they are also being questioned which of these two produce more Carbon emissions.
  - Last, they can suggest a situation where humanity produces energy.
4. Check together the Glossary of the topic (below the video) and clarify every definition listed there.
5. Brainstorm on the following:
  - Think of the places/ areas and types of renewable energy production are present in their countries
  - Also, in accordance to the previous question, to add about their region and especially for their homes
  - Comment their countries support the establishment and operation of these companies
  - Express their opinion on the reason, why so much of our energies are still from unsustainable (non-renewable) sources

6. Read the new European and international Guidelines, including Sustainable Development Goals (<https://sdgs.un.org/goals>) on how to tackle climate change, reduce the use of fossil fuels and substitute with renewable energy.
7. Refer to the recommendations and guidelines these policies are giving to us citizens, and how we can do the most ourselves, while the learners have the chance to reflect about their own lifestyles in an environmental aspect.

## Renewable and non-renewable energy



30 minutes

### GE personal skills

Changing perspective  
Dialogue

### GE values

Environmental and social responsibility

### Language skills

Reading  
Speaking

### Knowledge

Environmental initiatives, ocean and its species protection

1. Teachers decide to show to their students one of the initiatives below:
  - the [Save the Ocean](#) social project
  - the [Ocean Foundation](#)
  - The [Ocean Blue Project](#)
2. Furthermore, they will ask students to share other initiatives they are aware of and contribute to one of the following topics covered under the above-mentioned initiative: protecting species, conserving habitats, removing plastics, ocean literacy.
3. Students are asked to suggest daily habits they can change for ocean protection and are invited to read a useful [article](#) on the subject.



Topic

## Sustainability, environment, renewable energy

Lesson 2

60  
min

B1  
B2

A

### LEARNING OUTCOMES:

- vocabulary on environmental issues
- expression of personal habits (I use to/I don't use to) or adverbs
- adjectives
- get to know the resources consumed, safe food and sustainable clothes brands
- learn how to contribute to the environment's protection and sustainable development

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet OR paper

---

## Dressing up sustainable brands



20 minutes

**GE personal skills**

Changing perspectives

**GE values**

Environmental responsibility  
Respect for others

**Language skills**

Reading  
Vocabulary

**Knowledge**

Sustainable brands, fast and slow fashion

1. The activity begins with the thought-provoking question to address the differences between the concepts of slow and fast fashion?
2. Students are asked to fill in the Table: Comparison of Fast Fashion and Slow Fashion ([source](#)) in all its sections, trying to understand the differences between fast and slow fashion.
  - Slow fashion is a counter-movement, in which attention is paid to a sustainable and conscious approach to fashion
  - A business model of the fashion industry in which as many collections as possible are brought to market in the shortest period possible.

- A lot of clothing is bought in a short time. The purchased items are not worn for long, as they quickly go out of fashion.
- Fast fashion is responsible for a lot of water pollution through the use of chemicals and micro plastics.
- Production typically takes place in developing countries where standards are not respected. Furthermore, workers do not receive fair wages.
- Slow fashion clothes are made from natural fibres such as cotton or recycled fabrics.
- Attention is paid to sustainable consumption, where only what is necessary is bought. Value is placed on environmentally friendly materials and good production. Second-hand clothes are also part of Slow Fashion.
- Fast fashion clothes are usually made of synthetic fibres (polyester, elastane, etc.)
- Production takes place either in Western countries or in developing countries where human rights, standards and fair wages are respected.
- A polyester T-shirt causes 9 kg of CO<sub>2</sub> during production.
- Water is often recycled and filtered, so that pollutants get into the wastewater. In addition, hardly any micro plastics get into the oceans and rivers through the natural fibres.
- Clothes can be repaired, sold, exchanged or donated to create a circular economy. In this way, waste is reduced.
- A cotton T-shirt causes 2 kg of CO<sub>2</sub> in production.
- 80 % of all clothing is thrown away, only 1 % of clothing gets recycled.

	<b>FAST FASHION</b>	<b>SLOW FASHION</b>
<b>Definition</b>		
<b>Consumption</b>		
<b>Materials</b>		
<b>Production</b>		
<b>Water</b>		
<b>CO<sub>2</sub></b>		
<b>Waste</b>		



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## Being sustainable at home



20 minutes

<b>GE personal skills</b>	Changing perspective Self-reflection
<b>GE values</b>	Environmental responsibility
<b>Language skills</b>	Writing
<b>Knowledge</b>	Resources consumption

1. For this activity students are needed to reflect on the questions below:
  - How usually students turn off the light in the kitchen, when they move to another room
  - If students switch off the water when they brush their teeth
  - If students recycle everything at their places
  - How often they cook food in the oven
  - If the students manage not to turn on the light at home before it gets dark
2. As a follow up, they are asked to write a text (max 1000 words) thinking about how they would improve some of the above-mentioned habits.

## Sustainable food



20 minutes

<b>GE personal skills</b>	Changing perspective Self-reflection
<b>GE values</b>	Environmental and social responsibility
<b>Language skills</b>	Vocabulary
<b>Knowledge</b>	Environmental initiatives, ocean and its species protection

1. Students are asked to choose 1 icon of food that they consider safe and then they will have to match it with following adjectives: available, adequate, accessible, affordable, fresh, healthy, weather-based, natural.



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Topic

## Sustainability, environment, renewable energy

Lesson 3

60  
min

B1  
B2

A

### LEARNING OUTCOMES:

- Vocabulary on ecological footprints
- Understanding the meaning of a text
- To raise awareness about how to reduce water footprint

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet OR paper

---

## My water footprint



60 minutes

### GE personal skills

Changing perspectives  
Self-reflection

### GE values

Environmental responsibility

### Language skills

Reading

### Knowledge

Ecological footprints

1. Students are recommended to read this [article](#).
2. Students are asked to fill out the following [Water Footprint calculator](#), then the numbers (m<sup>3</sup> / year) are compared.



Topic

## Sustainability, environment, renewable energy

Lesson 4

90  
min

B1  
B2

S

### LEARNING OUTCOMES:

- Vocabulary on ecological footprints and environmental catastrophes
- Understanding the climate change consequences
- To raise awareness about how to reduce climate change's consequences
- To increase the sense of human responsibility towards nature

### RESOURCES AND MATERIALS:

- shared screen (online); laptop and projector/smart board (in person)

## Our water footprint



30 minutes

### GE personal skills

Self-reflection  
Changing perspectives

### GE values

Environmental responsibility

### Language skills

Speaking

### Knowledge

Ecological footprints, environmental awareness

1. This oral activity is an extension to Lesson 3 activity, learners are invited to discuss about the following:
  - Which is their water footprint. Teachers recommend them to compare their results.
  - Moreover, they must describe their learning outcomes from the previous article and the calculator they have filled.
  - Explain the impact of this activity on them.
  - The possible future consciousness that they will maintain on their footprint.
  - If they answered yes, then teachers ask them for proposals on reducing it on a personal level.
  - Lastly, about the possibility to advise their families and friends to do the same and their ways they could try this.



## Global ecological footprint



30 minutes

<b>GE personal skills</b>	Changing perspective Self-reflection
<b>GE values</b>	Environmental responsibility
<b>Language skills</b>	Reading Speaking Vocabulary
<b>Knowledge</b>	Ecological footprints

1. After understanding the classroom's water footprint, teachers propose to look at the global footprint.  
Question to learners:
  - Firstly, teachers question if they know what Earth Overshoot Day is.
  - Secondly, if they know the date of this day.
  - Thirdly, they could ask about the purpose/meaning of this day.
  - Fourthly, about the essential things/ measures that can be made, to drastically slow down the way we consume our resources.
  - On a final stage, if they are aware about the consequences of not doing the above things / measures.
2. Students have to guess which countries have the biggest Ecological Footprint.
3. Then they check if their answers were correct together with the teachers from [here](#).
4. Teachers can ask about the meaning of a country having an ecological deficit or ecological reserves.
5. Afterwards they can study which country has which from [here](#).
6. Furthermore, teachers and students as follow up can deliberate on:
  - Summarising the meaning of the above study
  - The thought 'Is it possible that countries that are called 'poor' are actually 'rich' and vice versa?'
7. The meaning of 'dependency' on other country's resources.



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## Our water footprint



30 minutes

### GE personal skills

Changing perspective  
Self-reflection

### GE values

Environmental responsibility

### Language skills

Reading  
Speaking  
Vocabulary

### Knowledge

Climate change direct and indirect consequences and environmental catastrophes

1. Teachers initiate this activity with the following premise: *'In the numerous interventions of humans on nature, it's important to think not only on immediate consequences, but also the indirect consequences. In fact, nature tends to re-establish a new balance in place of the pre-existing one.'*
2. Teachers ask students which changes were caused by human intervention and students have to complete the sentences with the missing words:

### Statements:

1. Human intervention in the environment has caused the loss of ...
2. River embankments, ... and structures of all kinds alter the surface and underground waters, causing some regions to dry out or excess humidity in others
3. The ... of water and the atmosphere causes the disappearance of various species of animals and plants and undermines human's health
4. The ..., less and less absorbed by the soil degraded by ... or irrational exploitation, flows rapidly into the riverbeds and can give rise to serious ...

### Results:

- a) **biodiversity,**
  - b) **deforestation,**
  - c) **rain,**
  - d) **pollution,**
  - e) **artificial canals,**
  - f) **flooding downstream.**
3. After the exercise, students do research individually about the last 5 years of environmental catastrophes. Then they present their findings.



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Topic

## Health, sanitation, and wellbeing

Lesson 1

### Nutrition and Health

90  
min

B1  
B2

S

#### LEARNING OUTCOMES:

- recall food-related words such as calories and daily diet
- identify factors that affect daily calorie intake by listening to the given video
- note down key facts in the form of statements based on a reading text
- discuss on a possible globally sensitive diet
- compare their diet with those of the given countries
- write an email to propose a plan for a sustainable healthy diet in line with the given article.
- Identify/calculate calories of various food: vegetables, fruit, drinks, protein, beef etc
- Compare nutrition and diets across countries
- Create a weekly healthy diet
- Compare/Analyse actual weekly diets with ideal diet

#### RESOURCES AND MATERIALS:

- Shared screen (online)
- Laptop and projector/smart board (in person)

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### Match Calories & Food



10 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Vocabulary Speaking



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### Knowledge

Calories of foods given

1. Teacher shares the link to the matching activity on the HI-GLOBE website.
2. Students are asked to match different foods with the given number of calories.

## Calculate Your Calorie Intake



10 minutes

### GE personal skills

Changing perspectives  
Critical thinking

### GE values

Open-mindedness

### Language skills

Vocabulary  
Speaking

### Knowledge

Calories of foods given

1. Students search calories per food information through Google.
2. They calculate their daily intake of calories including meals (breakfast, lunch, dinner) and other snacks.
3. They share what they have written with their peers and then the whole group.

## Your Ideal Daily Calorie Need



10 minutes

### GE personal skills

Changing perspectives  
Critical thinking

### GE values

Open-mindedness

### Language skills

Vocabulary  
Speaking

### Knowledge

Calories of foods given

1. Students calculate their daily calories needs through the given websites and calculator sites.
2. They are asked to express their opinion based on their daily calories intake and calorie needs also including BMI, Fat etc.



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## Calorie Counting



10 minutes

**GE personal skills** Changing perspectives  
Critical thinking

**GE values** Open-mindedness

**Language skills** Vocabulary  
Listening

**Knowledge** Calories needed on a daily basis

1. Students watch the video and focus on healthy food rich in protein and carbohydrates by identifying types of food mentioned in the video.
2. Students are also expected to come up with other types of healthy food not directly mentioned in the video .
3. Finally, students are expected to identify factors important in defining daily calorie needs.

Following words can be given before students watch the video if needed be:

Average, Poultry, Basal Metabolic Rate (BMR), Amount, Calculate, Measure, Consume

**Healthy food mentioned in the video:** whole-grain, fish, and poultry

**Factors in defining daily calorie need:** BMR, Physical Activity and Thermic Effect of Food

**Healthy food not mentioned in the video:** Dairy, Eggs, Produce and meat

## What the world eats



20 minutes

**GE personal skills** Changing perspectives  
Critical thinking

**GE values** Open-mindedness

**Language skills** Vocabulary  
Reading  
Speaking

**Knowledge** Types of food and eating habits

1. Students are asked to visit the given website to read about what the World eats
2. Then, they come up with at least 5 key facts having read the given text.

- Then, students share their findings with the rest of the group.

**Following words can be challenging based on the level of the group can be focused on by the teacher:**

Consumption, Breakdown, Proportion, Pattern, Quantity, Intake, Rank, Population

**Example key facts:**

Average calorie intake of the World has risen from 2194 to 2870.  
 Average grams of food consumed has risen from 1357 to 1878.  
 The country with the lowest calorie intake is Somalia.  
 The country with the highest calorie intake is the United States.  
 Somalia is the country where milk is the most consumed type of food.  
 China is the fastest country in terms of the increase in daily caloric intake.  
 The country with the lowest meat consumption is India.  
 Libya is a country where the economy and international ban on oil production affected their food consumption with a drastic decrease in the 1980s.

**Globally-Sensitive Healthy Diet**



**10 minutes**

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness Environmental responsibility
<b>Language skills</b>	Writing Speaking
<b>Knowledge</b>	Types of food and eating habits

- Students are given the definition of Sustainable Healthy Diets considering a globally sensitive perspective.
- Then, they are expected to reflect on a daily diet plan which can be both sustainable and healthy for everyone across the world.
- For key facts on a healthy diet, students can be referred to the website of [WHO](#). For recommendations about sustainable diet, students can also be directed to visit the website of [WWF](#).

**Definition of Sustainable Healthy Diets:** Dietary patterns that promote all dimensions of individuals' health and wellbeing; have low environmental pressure and impact; are accessible, affordable, safe and equitable; and are culturally acceptable.



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## My Diet, Your Diet



20 minutes

**GE personal skills** Changing perspectives  
Critical thinking

**GE values** Open-mindedness

**Language skills** Speaking

**Knowledge** Types of food and eating habits

1. Students are asked to select a country and focus on their usual breakfast.
2. Students can find breakfast images only searching via Google or can refer to a text by [CNN Travel](#).
3. Then, they are expected to debate on those breakfast types in terms of health and sustainability.

Vocabulary items that can be used in the debate:

portion, ingredient, refreshments, recipe, bite, loaf, dairy, spicy, salty, tasty, pancake, pastry, specialty, diversity, selection, appetite

### Guiding questions:

What differences do you observe between/among types of breakfast in different countries?

Discuss breakfast routines in terms of calorie and health.

Considering the ingredients to prepare those types of breakfast, are they sustainable or not in terms of production and preparation?



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Topic

## Health, sanitation, and wellbeing

Lesson 2

### Nutrition and Health

60  
min

B1  
B2

A

#### LEARNING OUTCOMES:

- learn about sustainable and healthy way of diets

#### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet OR paper

### Sustainable Healthy Diets: Guiding Principles



60 minutes

#### GE personal skills

Changing perspectives  
Critical thinking

#### GE values

Open-mindedness

#### Language skills

Reading  
Writing

#### Knowledge

Types of food and eating habits

1. Students are asked to read about "[Guiding Principles of Sustainable Healthy Diets](#)" by referring to the linked document on pages 10 and 11.
2. They are also expected to read "Actions for implementing sustainable healthy diets" on pages 12 and 13.
3. Having read those pages, students are expected to write an email highlighting issues and proposing solutions to be addressed to the [Food and Agriculture Organisation](#) (FAO) representatives in the selected country.

**Writing Prompt:** Research on the national diet and food routines of a specific country by focusing on production, distribution and consumption in terms of health, culture and environment. Identify potential issues and propose solutions based on the given guiding principles and suggested actions (Refer to pages 10-13).



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Topic

## Health, sanitation, and wellbeing

Lesson 3

Access to food and nutrition

60  
min

B1  
B2

A

### LEARNING OUTCOMES:

- recognize the impact of a diet on climate change

### RESOURCES AND MATERIALS:

- Laptop connected to the Internet

## How Diets Affect Climate Change



30 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Listening
<b>Knowledge</b>	Diets and climate change

1. Students are asked to take a [quiz](#), first, on how diets can affect climate change.
2. Then, they watch a [video](#) to help with the questions in the quiz.
3. Finally, they take the [quiz](#) again to answer all the questions correctly.
4. Students are also suggested to explore the website of the [Climate Lab](#) by the University of California.

### Answers:

1. Lamb&Beef
2. Nitrous Oxide (NO<sub>2</sub>)
3. Fertiliser
4. Mediterranean diet
5. Vegan Diet
6. 6
7. 250 billion
8. Growing Food
9. Removing 1 billion cars from the road every year
10. All of the above



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## Quiz Game on Diets and Climate Change



30 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading & Writing
<b>Knowledge</b>	Diets and climate change

1. Students are asked to prepare a quiz now by exploring the website of Climate Lab by the University of California.

The quiz game is expected to be based on how diets and food waste can affect climate change. There are brief articles available on the website of Climate Lab, but students can also explore other sources. One example is given [here](#).

2. Students are also provided with a [tutorial](#) to prepare a quiz game with Kahoot.

Examples:

Sample Kahoot [Quiz Game on Climate Change](#) (Columbia University)

Sample [quiz on sustainability](#) (Arizona State University)



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Topic

## Health, sanitation and wellbeing

Lesson 4

### Access to food and nutrition

90  
min

B1  
B2

S

#### LEARNING OUTCOMES:

- recognize the impact of a diet on climate change by listening to a video
- recall climate-related and nutrition-related words
- identify factors that affect daily calorie intake by listening to the given video
- discuss on a possible globally sensitive diet
- identify the climate-related factors that affect food production and crop yield
- discuss how climate change may impact agriculture

#### RESOURCES AND MATERIALS:

- Shared screen (online)
- Laptop and projector/smart board (in person)

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## Playing Quiz Games on Diets and Climate Change



20 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Speaking
<b>Knowledge</b>	Diets and climate change

1. Students are expected to play quiz games through the quizzes/tests prepared in advance with Kahoot.
2. During the given time, students might play two or three games.



## Earth's Warming Trend through History



5 minutes

**GE personal skills** Changing perspectives  
Critical thinking

**GE values** Open-mindedness

**Language skills** Speaking

**Knowledge** Global Warming

1. Students are shown a very short striking [video](#) titled "Earth's Long-Term Warming Trend, 1880-2015".
2. Students are asked to comment on the facts shared and their personal opinion on the topic. The activity is supposed to help Ss be aware of the warming trend all over the world through history.

## Water and Climate Change-Intro



10 minutes

**GE personal skills** Changing perspectives  
Critical thinking

**GE values** Open-mindedness

**Language skills** Speaking

**Knowledge** Global Warming

1. From this point on, students are expected to focus on only water and its relationship with climate change by detailing how one affects the other and vice versa.
2. Students are shown pictures from the [website of UNICEF](#) and are asked to reflect on those images. The topic to be reflected on water scarcity, access to clean water, hygiene, global warming and increasing sea levels.

## Water and Climate Change Paradigm



10 minutes

**GE personal skills** Changing perspectives  
 Critical thinking

**GE values** Open-mindedness

**Language skills** Listening  
 Speaking

**Knowledge** Global Warming

1. From this point on, students are expected to watch the videos ([Intro Video](#) and [Water and Climate Change video](#)) and take notes on at least two or three key facts on the relationship between water and climate change since water is mostly ignored when people are talking about climate change and carbon is usually central to the discussion.
2. If the level of students is high enough, they can also watch the third [Water Paradigm video](#) to learn more about this topic. Students are expected to share their notes with the rest of the class.

### Sample facts:

- 90% of natural disasters are water related.
- Climate change affects the availability and quality of water.
- Climate change threatens food security, human health and economic growth.

## Water and the Global Climate Crisis



25 minutes

**GE personal skills** Changing perspectives  
 Critical thinking

**GE values** Open-mindedness

**Language skills** Speaking

**Knowledge** Global Warming

1. Students are assigned one fact from the list of 10 things that should be known about the climate crisis. Based on the number of students, one option can be assigned to more than one student.

2. Students are also asked to include two or three key facts including specific countries, events, numbers to support their assigned topic and enrich their posters in the form of an infographic.
3. Students are expected to create a poster by using Canva. The link to the [tutorial](#) (or [this one](#)) is to be provided. After posters have been created, Ss can present their posters to the rest of the class.

A very sophisticated/ideal sample is [given](#), but students can only create a very simpler version in the given time.

### Learn & Act World Water Day



20 minutes

<b>GE personal skills</b>	Changing perspectives Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Writing
<b>Knowledge</b>	Global Warming

1. Students are asked to visit the Learn page of the [WorldWaterDay website](#) linked. They can be advised to check the tool kit which can be downloaded from the same page.
2. Afterwards, they can check several different templates provided on the [website linked](#).
3. Finally, students are asked to come up with different solutions to one of the problems presented in the previous activity and are asked to create a social media post and send using the hashtag #worldwaterday. They can also check existing tweets shared on the [website linked](#).
4. Students can also be asked to respond to each other's post if there is still time remaining.



Topic

## Society and inequality, Gender roles and stereotypes

Lesson 1

90  
min

B1  
B2

S

### LEARNING OUTCOMES:

- Vocabulary about stereotyping based on racism and other forms of discrimination
- To raise awareness about racism and ways to fight it
- To let the students feel which impact stereotypes have on them during the simulation games

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet and paper/pen

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## Raising awareness about racism and stereotypes



40 minutes

**GE personal skills** Recognize negative stereotypes and prejudices

**GE values** Social responsibility/open mindedness

**Language skills** Writing  
Speaking

**Knowledge** Racism and discriminations

1. Teachers introduce the phenomenon of racism in our society and the related discriminations. A series of words will be mentioned, among which there are: discrimination, xenophobia, refugee, hate speech, racism, islamophobia, stereotype, bullying, minority, LGBT
2. Learners are asked to write a definition for 1 of these words. They write it and share it with their peers (describing).
3. Simulation game: Learners are forming pairs, each of them is given 2 words from the list above. They are asked to create a mini-scenario and present each phenomenon/word to the others, who need to guess. The couples have 5 minutes to discuss how to act out the scene.

## Stereotyping: advantages and disadvantages



20 minutes

**GE personal skills** Recognise negative stereotypes and prejudices

**GE values** Social responsibility  
Open mindedness

**Language skills** Reading  
Writing

**Knowledge** Positive and negative aspects of stereotyping

1. The teachers ask the students to make a list about the advantages and disadvantages of Stereotyping.
2. After that, students read the text to reflect on what a stereotype is, how it can be recognised and which are positive or negative aspects to consider.

## Watching racists episodes with your eyes



30 minutes

**GE personal skills** Recognise negative stereotypes and prejudices

**GE values** Changing perspectives/open mindedness

**Language skills** Speaking  
Listening

**Knowledge** What is racism? Which are its forms? How to fight against racism?

1. Teachers show in the classroom 2 of the 3 short movies on Racism:
  - ["Schwarzfahrer"](#)
  - ["JAFAR"](#)
  - ["The Silent Truth"](#)
2. Then they create pairs with the students to discuss and comment about what has been seen.



Topic

## Society and inequality, Gender roles and stereotypes

Lesson 2

60  
min

B1  
B2

A

### LEARNING OUTCOMES:

- Vocabulary about inequalities in access to services, such as healthcare
- To raise awareness about social inequalities, especially in the healthcare system, as the pandemic has challenged the ability of the institutions to ensure equal access to everybody

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet and paper/pens

---

## Inequality from yesterday to today



40 minutes

**GE personal skills** Recognize negative stereotypes and prejudices; dialogue

**GE values** Social responsibility/open mindedness

**Language skills** Reading  
Writing  
Speaking  
Listening

**Knowledge** Inequalities in the years; history and philosophy of universal concept of humanity

1. Teachers divide learners into two groups and will be asked to gather with their respective group.

Group A reads about historical perspective, related to feudalism, kings and queens and the folks, colonialism, slavery etc. => [How Colonialism Shaped Modern Inequality | naked capitalism](#) OR [The historical roots of inequality: Evidence from slavery in the US | VOX, CEPR Policy Portal](#).

Group B reads about the actual context of inequality in the world population, such as: OXFAM report ([85 billionaire's worth = half of the world population's wealth](#)); ghettos and mansions; wages all around the world; lifestyle and opportunities.



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2. The task of the groups is to get familiar with the past and the present context and get prepared for a DEBATE with the other group.
3. The learners of Group A need to argue and agree with the statement that 'Inequality has been even larger earlier in history', while Group B needs to be on the side that 'Inequality in the world has never been this huge.'

### **Stereotyping: advantages and disadvantages**



**10 minutes**

**GE personal skills** Recognize negative stereotypes and prejudices

**GE values** Social responsibility/open mindedness

**Language skills** Vocabulary  
Writing

**Knowledge** Inequality to access healthcare

1. Students have to match the numbers with the letters.
2. Students check the correct answers.
3. Then, they are asked to create a paragraph/story with the above sentences.

### **Covid and inequalities**



**10 minutes**

**GE personal skills** Recognise negative stereotypes and prejudices

**GE values** Critical thinking

**Language skills** Writing

**Knowledge** Social injustices due to the Covid-pandemic in the healthcare system.

1. Students read the text.
2. After reading the text they answer True or False to the sentences given.



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Topic

## Society and inequality, Gender roles and stereotypes

Lesson 3

60  
min

B1  
B2

A

### LEARNING OUTCOMES:

- Vocabulary about gender inequalities
- To raise awareness about social inequalities, such gender inequalities
- To break gender stereotypes

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet

### A tale of two brains



15 minutes

**GE personal skills** Recognize negative stereotypes and prejudices

**GE values** Social responsibility  
Open mindedness

**Language skills** Listening

**Knowledge** Gender inequalities; history and philosophy of universal concept of humanity

1. Students are recommended to watch a video: [A Tale of Two Brains - Men's Brain Women's Brain - Mark Gungor](#) (13.35 minutes)
2. Students are asked to reflect on this concept.

### What makes gender equalities easy or difficult?



30 minutes

**GE personal skills** Recognize negative stereotypes and prejudices

**GE values** Social responsibility  
Open mindedness

**Language skills** Vocabulary  
Reading

### Knowledge

Gender gaps in population, employment, education, politics, entrepreneurship.

1. Teachers recommend to students to check [UN Demographic and social statistics](#) and/or Eurostat, to find and compare data about different topics related to women: population, employment, education, politics, entrepreneurship.
2. Moreover, teachers ask to the learners if they are aware about their countries' inequalities through the data taken from the above link and they also ask them three questions:
  - First of all, they ask if they are aware that these percentages correspond to the reality in their country
  - The second question refers to the least equal topic in their country
  - The third one refers to the existence of a gender pay gap in their country.

### What do students think about gender roles?



15 minutes

#### GE personal skills

Recognise negative stereotypes and prejudices

#### GE values

Critical thinking

#### Language skills

Writing

#### Knowledge

Different perspective when approaching gender stereotypes

1. Teachers invite the learners to read the [research results](#).
2. The learners are asked to answer to the following questions:
  - Firstly, if the above results are reflecting on their own point of view.
  - Secondly, if they would be able to create such a survey within their classroom.
  - Thirdly, their preferred aspects to cover
  - Lastly, what they would not include in the survey and their argument.



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Topic

## Society and inequality, Gender roles and stereotypes

Lesson 4

90  
min

B1  
B2

S

### LEARNING OUTCOMES:

- Vocabulary about gender equality
- To raise awareness about gender gaps
- To reduce gender stereotypes

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet and paper/pen

### Test your gender equality knowledge



30 minutes

**GE personal skills** Recognize negative stereotypes and prejudices

**GE values** Social responsibility/open mindedness

**Language skills** Reading  
Vocabulary

**Knowledge** Gender equality's meaning

1. Teachers propose to the classroom answering to the "[OXFAM Gender inequality test](#)", including 10 questions with 3 possible options of answers.
2. It is useful to point out that the test won't be evaluated, so students can feel free to say the correct and the wrong answer without feeling judged.
3. After completing the exercise, teachers will comment on it with the students.

### Covid-19 hits the hardest on girls and women



30 minutes

**GE personal skills** Recognize negative stereotypes and prejudices

**GE values** Social responsibility/open mindedness

**Language skills** Vocabulary  
Reading

**Knowledge**

Understand how to reduce negative impact of Covid-19 on women

1. Teachers ask students their point of view about Covid-19 impact on people’s lives, in particular on women’s life.
2. They will go through the [article](#) that shows how women were affected by Covid-19.
3. They will then ask the students to propose some possible solutions to reduce this negative impact (i.e. creating private-public hubs to provide social protection).

**The sexist piggy competition**



30 minutes

**GE personal skills**

Recognise negative stereotypes and prejudices

**GE values**

Critical thinking and analysis

**Language skills**

Reading  
Speaking

**Knowledge**

Raise awareness on how to fight sexism in our society and about gender stereotypes in advertisement

1. Teachers inform the students about “[The Sexist Piggy Competition](#)” “The Sexist Piggy” competition expands the students’ knowledge about gender stereotyping in advertisements, showing some ads (advertising posts) examples.
2. Teachers ask students to make their own nomination for the Sexist Piggy competition. They choose an ad they consider sexist and provide an explanation why they chose this one, what elements make it harmful, and why.
3. Afterwards, students must look for and read some examples of sexist ads examples [here](#).



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Topic

## Human rights and social justice, peace and conflicts

Lesson 1

90  
min

B1  
B2

S

### LEARNING OUTCOMES:

- Vocabulary and understanding of human rights violations in the chain of clothes production
- Writing and speaking abilities
- To raise awareness about human rights violation in the fashion industry

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet and paper

---

## Warm up activities and introduction



15 minutes

**GE personal skills** Changing perspective

**GE values** Social responsibility

**Language skills** Writing

**Knowledge** Background of the garment industry (clothes) and mobile phones

1. Students have to list the 10 most important products, objects, food items that they were using or consuming today. [Such as: T-shirt, pants, shoes, mobile phone, fridge, shower, coffee, water, computer, diapers (for baby)]
2. Teachers listen to all the lists that learners have written, and make a big common list, identifying those items that appeared 2, 3 or more times, therefore represent an important product, object (such as water, mobile, computer, t-shirt etc).
3. Select the 3 most important items – most probably there shall be included: water, mobile phone and clothes, since everybody uses these every day.



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## Human rights



45 minutes

**GE personal skills** Critical approach and analysis

**GE values** Social responsibility

**Language skills** Vocabulary  
Speaking

**Knowledge** Human rights protection against human rights violations

1. Teachers ask the students what are actually human rights and what are human rights violations. We often hear the words in the media and politics but we don't really know how much we are familiar with the topic.
2. The learners are asked to collect some human rights they know in bullet points (done in the full group).
3. Teachers show to the group the [Universal Declaration of Human Rights](#) (UN, 1948) and read a few Articles of them (maximum 10). More info [here](#).
4. Questions to the group:
  - Do you feel personally that all these rights are provided to you? Or maybe some are not?
  - What specific information do you have about other contexts, countries, people? Are you aware of human rights violations?
  - Who is responsible for those?
5. Students will have to answer this question, opening a discussion between them and explaining their opinions and views.
6. Once this introductory discussion is ended, teachers will point out the right to work and the working conditions provided by Articles 23 and 24.
7. The articles mention 'just and favourable conditions of work /remuneration'. What does it mean?
8. Teachers split the class into 3 groups and ask them to work together, and try to give a definition of it, in terms of working hours, rest, minimum salary /hourly wage (in the country) and any other aspect that shall be considered. (there will be 10 minutes to discuss and decide a definition).
9. The 3 groups will discuss what they have identified and they draw conclusions.

**Teachers consideration:** This declaration unfortunately is not powerful enough to guarantee really the just and favourable conditions and in many countries there are no minimum wages identified, or even more, people (including children) are working without contract, just based on informal recruitments, in forced labour among slavery-like conditions.



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## Fast fashion and labour rights



30 minutes

**GE personal skills** Changing perspective

**GE values** Social responsibility

**Language skills** Listening  
Speaking  
Reading  
Vocabulary

**Knowledge** Fast and slow fashion

1. Teachers promote a small introduction about the phenomenon of fast fashion and forced labour: “One contributor to “forced labour” is fast fashion, which is defined as cheap, trendy clothing that transitions directly from the catwalk or celebrity culture to retail stores for consumer purchasing (Good on You)”.
2. They ask students if they are aware about what are the characteristics of fast and slow fashion.
3. Students should describe their knowledge about it.
4. Then read [the table](#).
5. Once clarified the concepts, teachers ask more questions:
  - Have you heard about the case in 2017 when workers who made Zara clothes hid messages in clothes saying ‘I made this item you are going to buy and I didn’t get paid for this’.
6. They show a [video](#) to the students and ask to share their opinion.
  - What have you heard about general working conditions and wages of people working in the garment industry? (Trainer shall give possibility for the exchange of information and a small group discussion among learners)
7. Afterwards teachers will split the class into 2 groups.

**Group 1** will study the [website](#) and get familiar with the dark side of the fashion industry, by focusing on the part ‘Inhumane working conditions’

**Group 2** is asked to study the Clean Clothes Campaign <https://cleanclothes.org/>

8. After 10-15 minutes of group work and studying of the website, each group has to present shortly to each other what they have learnt from these resources.



Topic

## Human rights and social justice, peace and conflicts

Lesson 2

60  
min

B1  
B2

A

### LEARNING OUTCOMES:

- Vocabulary and understanding of human rights violations in the chain of clothes production
- Ability to sum up a text from a video watched
- To raise awareness about human rights violation in the fashion industry

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet and paper (also projector in person)

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## The real cost of fast fashion



60 minutes

**GE personal skills** Changing perspective

**GE values** Social responsibility

**Language skills** Listening  
Writing

**Knowledge** Fast and slow fashion

1. Teachers leave the students free to decide whether they prefer a shorter homework OR a longer but more entertaining one.
2. Based on their decision their homework can be different.
  - People who prefer the shorter: their task is to watch the video: [‘The high cost of cheap clothing’](#) – TEDx
  - People who prefer the longer but more entertaining one, their task is to watch the video [‘The ugly truth of fast fashion’](#)
3. Learners in both groups are asked to list in bullet points the most important findings of the speeches, and then compare their findings with their peers.



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Topic

## Human rights and social justice, peace and conflicts

Lesson 3

60  
min

B1  
B2

A

### LEARNING OUTCOMES:

- Vocabulary and understanding of human rights violations in the chain of clothes production
- Ability to sum up a text from a video watched
- To raise awareness about human rights violation in the fashion industry

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet and paper

### This is what we die for



60 minutes

**GE personal skills**

Critical thinking

**GE values**

Social responsibility

**Language skills**

Reading  
Writing

**Knowledge**

Human rights abuses in artisanal cobalt mining

1. The task is to read and study [the report](#):

(It is recommended to give particular attention to page 4 – Executive summary and pages 19-33).

2. Learners are asked to write a short text (maximum 2000 words), comparing themselves and their own life situation as it was at the age of 14 to any of the child miners who they have read about in the report.

They are asked to write about aspects such as:

- Health status
  - Time spent with a) education and studying b) work c) playing and free time with friends or family
  - Average daily expenditure of the family on food (in euro)
3. They are asked to upload their text onto the common platform (or social media private group) and read their peers' text as well.



Topic

## Human rights and social justice, peace and conflicts

Lesson 4

90  
min

B1  
B2

S

### LEARNING OUTCOMES:

- Vocabulary and understanding of human rights violations and of judicial terms used by international bodies protecting human rights
- To raise awareness about child slavery
- To increase knowledge about which are the main human rights organisations and what's the Court's role in ensuring an effective human rights' protection

### RESOURCES AND MATERIALS:

- Laptop/smartphone/tablet and paper

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## Cobalt mining and child slavery



15 minutes

**GE personal skills**

Critical thinking and analysis

**GE values**

Social responsibility

**Language skills**

Listening  
Speaking

**Knowledge**

Human rights abuses in artisanal cobalt mining

1. Teachers ask learners shortly to express their opinion about what they have read in the report of Amnesty International.
2. They can also listen to a few people's text prepared in the previous session and reflect on the differences among the situations.



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## Human rights organisations



30 minutes

### GE personal skills

Dialogue

### GE values

Social responsibility

### Language skills

Reading  
Speaking

### Knowledge

Human rights organisations: who they are and what they do

1. Teachers discuss with students which human rights organisations they know (worldwide).
2. Once they list a few (minimum 6), they divide the learners into 3 groups.
3. Each group will study the work of 2 international HR organisations, through resources they find on the internet (website, articles, reports etc).
4. They have about 20 min to prepare a short introduction about them, and speak about their history, mission, objectives and main activities.

## Fast fashion and labour rights



45 minutes

### GE personal skills

Decision making

### GE values

Social responsibility

### Language skills

Vocabulary  
Speaking  
Reading

### Knowledge

Human rights courts and case laws

1. Questions to the learners:
  - What international human rights courts do we know? Where are they seated? What cases do they deal with?
2. Students can check at the [link](#) the list of international bodies and focus on some of them.
3. Teachers split the class in 3 groups and give their description about the below case laws; students have to study them.



4. And present to the other 2 groups the most important aspects and outcomes of it.
5. Teachers help students to draw up the conclusions.

The case laws identified for reflection are:

**Case 1:** International Court of Justice, The Hague, The Netherlands, Application of the International Convention on the Elimination of All Forms of Racial Discrimination (Qatar v. United Arab Emirates), 2021, <https://www.icj-cij.org/en/case/172>

**Case 2:** International Criminal Court (ICC), The Hague, The Netherlands, Gaddafi Case, <https://www.icc-cpi.int/libya/gaddafi>

**Case 3:** European Court of Human Rights, Strasbourg, France, Asylum-seekers living rough for several months without resources due to administrative delays preventing them from receiving the support provided for by law: violation, no violation N.H. and Others v. France, nos. 28820/13 and 2 others, 2 July 2020, <http://hudoc.echr.coe.int/eng?i=002-12897>



Topic

## Economy, commerce, and fair trade

Lesson 1

### Global trade

90  
min

B1  
B2

S

#### LEARNING OUTCOMES:

- recall 20 basic words linked to export and import of goods
- express opinion in spoken language
- reading (subskills, identify vocabulary items, listening (identify main idea/key words, find details...))
- explain the phenomenon of global trade on the example of chosen product or service
- name at least one example of free trade deal (agreement)
- express pros and cons of global trade

#### RESOURCES AND MATERIALS:

- Shared screen (online)
- Laptop and projector/smart board (in person)
- Online exercise / paper worksheet

### Global trade - introduction



15 minutes

**GE personal skills** Dealing with complexity/contradiction  
Decision making  
Critical thinking  
Teamwork and cooperation

**GE values** Social responsibility and solidarity  
Open-mindedness  
Proactivity in the community  
Environmental responsibility

**Language skills** Speaking

1. Teacher shows students a picture of a person standing in front of a pile of shipping containers.
2. Teacher asks students questions.
3. Students make their guesses.

## Best supplier



30 minutes

### GE personal skills

Dealing with complexity/contradiction  
 Decision making  
 Critical thinking  
 Teamwork and cooperation

### GE values

Social responsibility and solidarity  
 Open-mindedness  
 Proactivity in the community  
 Environmental responsibility

### Language skills

Speaking  
 Listening

1. Students are divided into groups.
2. Teacher gives the instruction.
3. Groups present their work to the class

## Choose the best supplier



45 minutes

### GE personal skills

Dealing with complexity/contradiction  
 Decision making  
 Critical thinking  
 Teamwork and cooperation

### GE values

Social responsibility and solidarity  
 Open-mindedness  
 Proactivity in the community  
 Environmental responsibility

### Language skills

Speaking  
 Listening  
 Reading

1. Students answer the question and predict the content of the text.
2. Students compare the lists that had been created before to the real-life article with tips on choosing the best supplier.



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3. Students skim the text for main ideas in order to put the activities in correct order.
4. Students make an online exercise (True or False).
5. Students make an online exercise (Matching).



Topic

## Economy, commerce and fair trade

Lesson 2

### Global trade

60  
min

B1  
B2

A

#### LEARNING OUTCOMES:

- reading (subskills, identify vocabulary items, listening (identify main idea/key words, find details...))
- explain the phenomenon of global trade on the example of chosen product or service
- name at least one example of free trade deal (agreement)
- express pros and cons of global trade

#### RESOURCES AND MATERIALS:

- Shared screen (online)
- Laptop and projector/smart board (in person)
- Online exercise / paper worksheet

## NAFTA



30 minutes

#### GE personal skills

Dealing with complexity/contradiction  
Decision making  
Critical thinking

#### GE values

Social responsibility and solidarity  
Open-mindedness  
Proactivity in the community  
Environmental responsibility

#### Language skills

Writing  
Reading

1. Students make an online exercise (True or False).
2. Students make an online exercise (Matching).
3. Students make an online exercise (True or False).
4. Students make an online exercise (Synonym Match).
5. Students make an online exercise (Gap filling).



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## World's biggest free trade deal



30 minutes

### GE personal skills

Dealing with complexity/contradiction  
Decision making  
Critical thinking

### GE values

Social responsibility and solidarity  
Open-mindedness  
Proactivity in the community  
Environmental responsibility

### Language skills

Writing  
Reading

1. Students make an online exercise (Matching).
2. Students make an online exercise (True or False).
3. Students make an online exercise (Synonym Match).
4. Students make an online exercise (Gap filling).
5. Students make an online exercise (Gap filling).



Topic

## Economy, commerce, and fair trade

Lesson 3  
Fair trade

60  
min

B1  
B2

A

### LEARNING OUTCOMES:

- recall 20 basic words linked to fair trade
- express opinion in spoken language
- reading (subskills, identify vocabulary items), listening (identify main idea/key words, find details...)
- explain the phenomenon of fair trade on the example of chosen product or service
- express pros and cons of fair trade

### RESOURCES AND MATERIALS:

- Shared screen (online)
- Laptop and projector/smart board (in person)
- Online exercise / paper worksheet

## Free trade and fair trade



60 minutes

**GE personal skills** Dealing with complexity/contradiction  
Decision making  
Critical thinking  
Teamwork and cooperation

**GE values** Social responsibility and solidarity  
Open-mindedness  
Proactivity in the community  
Environmental responsibility

**Language skills** Reading  
Writing

1. Students make the online exercises.
2. Students get the instruction and prepare the speech on the basis of the information included in the video.



Topic

## Economy, commerce, and fair trade

Lesson 4

Fair trade

90  
min

B1  
B2

S

### LEARNING OUTCOMES:

- recall 20 basic words linked to fair trade
- express opinion in spoken language
- reading (subskills, identify vocabulary items), listening (identify main idea/key words, find details...)
- explain the phenomenon of fair trade on the example of chosen product or service
- express pros and cons of fair trade

### RESOURCES AND MATERIALS:

- Shared screen (online)
- Laptop and projector/smart board (in person)
- Online exercise / paper worksheet

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## Differences among free trade and fair trade



20 minutes

### GE personal skills

Dealing with complexity/contradiction  
Decision making  
Critical thinking

### GE values

Social responsibility and solidarity  
Open-mindedness  
Proactivity in the community  
Environmental responsibility

### Language skills

Speaking

1. Students give their speeches.



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## Pros and cons of Fair Trade



30 minutes

### GE personal skills

Dealing with complexity/contradiction  
Decision making  
Critical thinking  
Teamwork and cooperation

### GE values

Social responsibility and solidarity  
Open-mindedness  
Proactivity in the community  
Environmental responsibility

### Language skills

Speaking

1. Students get into pairs and check their roles.
2. Students discuss using the information from the previous stages of the lesson.

## Formative assessment



10 minutes

### GE personal skills

Dealing with complexity/contradiction  
Decision making  
Critical thinking  
Teamwork and cooperation

### GE values

Social responsibility and solidarity  
Open-mindedness  
Proactivity in the community  
Environmental responsibility

### Language skills

Reading  
Writing

1. Students take part in the quiz.



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## Pros and cons of Fair Trade



20 minutes

### GE personal skills

Dealing with complexity/contradiction  
Decision making  
Critical thinking  
Teamwork and cooperation

### GE values

Social responsibility and solidarity  
Open-mindedness  
Proactivity in the community  
Environmental responsibility

### Language skills

Speaking

1. Students discuss their opinions on the subject in groups.



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Topic

## Politics, democracy, and active citizenship

Lesson 1

### History of Political Systems and Regimes

90  
min

B1  
B2

S

#### LEARNING OUTCOMES:

- compare governance systems based on freedom of speech, voting, property right & laws
- Identify/compare different political systems:
- Create and formulate an ideal political system ensuring equality, human rights etc.
- Learn basic and advanced vocabulary on the topic of politics, democracy and active citizenship
- review the historical progression and evolution of political regimes
- analyse political systems based on a metaphoric context
- Analyse an ideal political system in comparison with others

#### RESOURCES AND MATERIALS:

- Laptop connected to the Internet

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## Systems & Regimes



10 minutes

<b>GE personal skills</b>	Analytical thinking Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading
<b>Knowledge</b>	Political regimes and systems

1. Students are asked to complete one multiple choice and one true/false test based on the book [Critical Concepts: An Introduction to Politics](#).
2. The students will be answering the questions from Chapter 7: Regimes. The quizzes will assess students' current knowledge on politics, democracy and law.



## Forms of Government



15 minutes

**GE personal skills** Analytical thinking  
Critical thinking

**GE values** Open-mindedness

**Language skills** Listening  
Speaking

**Knowledge** Forms of government

1. Students are asked to watch a [video](#) analysing different forms of government.
2. Students are asked to answer multiple choice questions. The questions will assess students' comprehension and understanding of the subject video and its contents.

**Following words can be challenging based on the level of the group can be focused on by the teacher:**

Cast a vote, Legislature, Coalition, Appoint, Judicial, Violence, Influence, Amplify

## Democracy Comparison



15 minutes

**GE personal skills** Analytical thinking  
Critical thinking

**GE values** Open-mindedness

**Language skills** Reading  
Writing

**Knowledge** Governmental systems

1. Students are asked to read a [text](#) discussing the structure of governments.
2. Students are expected to create a chart on different governmental systems (Democracy, Theocracy, Communism, Monarchy) based on freedom of speech, voting, property rights and laws.



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## Evolution of Political Regimes



10 minutes

<b>GE personal skills</b>	Analytical thinking Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Listening Speaking
<b>Knowledge</b>	Political regimes and systems

1. Students are asked to watch, evaluate and discuss a [video](#) analysing the historical evolution of political regimes in the world.
2. Students are expected to take notes on at least two or three key facts on the discussed forms of political regimes and discuss the trajectory of democratisation and authoritarianism throughout the last two centuries.

### Teachers can ask these questions to the students:

- How has democracy evolved in the last 200 years in the world?
- How have autocratic regimes evolved in the last 200 years in the world?
- Is there a specific pattern of democratisation throughout the world?
- What are some regional patterns in terms of democratisation?

## Politicalmobile Comparison



25 minutes

<b>GE personal skills</b>	Analytical thinking Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading Speaking
<b>Knowledge</b>	Political regimes and systems

1. Students are asked to evaluate different aspects of political regimes by the [analogy of a car](#).



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2. While thinking about this metaphor, they are expected to ask questions such as
  - “What makes the community car democratic?”,
  - “Are other political relations possible in the democratic designed space?”,
  - “How inspiring can a political design approach be for designers?”.
3. Students are encouraged to analyse the relations of control, power and access inside the car as political systems, trying to relate the design of the devices inside the car underline the hierarchy and behaviour of people.
4. Students are then expected to draw a chart for the car that represents their idea of an ideal political regime.
5. Students are asked to compare the car charts they have drawn symbolising their ideal political systems with that of the Politicomobil.
6. They are then expected to discuss their charts with those of others and comparatively discuss pros & cons of different political systems.

## Car Metaphors



15 minutes

### GE personal skills

Analytical thinking  
Critical thinking

### GE values

Open-mindedness

### Language skills

Reading  
Speaking

### Knowledge

Political regimes and systems

1. Students are asked to evaluate the sketches of political systems inside a car based on the prepared charts.
2. Students are then asked to draw their [own sketches](#) symbolising their idea of an ideal political regime and present their drawing to the class.



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Topic

## Politics, democracy, and active citizenship

Lesson 2

### History of Political Systems and Regimes

60  
min

B1  
B2

A

#### LEARNING OUTCOMES:

- Analyse a political system in comparison with others

#### RESOURCES AND MATERIALS:

- Laptop connected to the Internet

### Pros & Cons of Selected Regimes



60 minutes

#### GE personal skills

Analytical thinking  
Critical thinking

#### GE values

Open-mindedness

#### Language skills

Speaking

#### Knowledge

Political regimes and systems

1. Students are asked to select two political regimes and record and upload a video of their personal opinions and reflections regarding the positive and negative aspects of those regimes.
2. Students are then asked to formulate and discuss an ideal governmental system that enhances the positive aspects and solves the problems of the two discussed regimes.
3. The video can take up to 5 minutes and the students can share the video through uploading the videos to the cloud (drive) or a dedicated LMS (Google Classroom etc.). Alternatively, the teacher can also share the task links for students to record their videos through Flipgrid or similar apps.



Topic

## Politics, democracy and active citizenship

Lesson 3

### Leadership, Authority and the State of Representative Democracy



#### LEARNING OUTCOMES:

- Reading: Rep. Political Systems
- Identify the roles of rights individuals/voters in representative political systems

#### RESOURCES AND MATERIALS:

- Laptop connected to the Internet

#### Preparation for an in-class debate



<b>GE personal skills</b>	Analytical thinking Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading
<b>Knowledge</b>	Democracy and authoritarianism

1. Students are expected to read one article by the New York Times based on the group that they are in. The articles are about democracy and authoritarian regimes and students will read the articles to get ready for a debate on the topic.
2. Students may also be asked to answer the following questions while reading the assigned article:

Article 1: [How Does Populism Turn Authoritarian? Venezuela Is a Case in Point](#)

- How are populism, democracy and authoritarianism related in the article?
- What is the role of the judiciary in a state of democracy?
- What are some common characteristics of populist leaders?
- What are the other institutions affected by the Venezuelan leader for the so-called purpose of democratising and responding to the will and needs of the people?

Article 2: [Trump's Threat to Democracy](#)

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- What are the four warning signs to determine if a political leader is a dangerous authoritarian?
- What is the role of elections or the ballot box in the death of democracies?
- What institutions are critical to maintain democracy?

### Ranking elements of democracy



20 minutes

<b>GE personal skills</b>	Analytical thinking Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading
<b>Knowledge</b>	Democracy and its elements

1. Students are given [14 elements](#) that should exist in a democracy and are asked to rank given elements from the most essential to least essential. This activity is supposed to help students understand democracies and also get ready for the classroom debate.



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Topic

## Politics, democracy, and active citizenship

Lesson 4

### Leadership, Authority and the State of Representative Democracy

90  
min

B1  
B2

S

#### LEARNING OUTCOMES:

- Speaking: Role-playing based on given challenges and roles
- Listening: Inauguration speeches/Leader speeches
- Writing: Characteristics of an ideal leader and inauguration speech/balcony speech
- Identify the characteristics/principles of a representative regime/political system
- Identify the roles of rights individuals/voters in representative political systems
- Analyse leadership qualities that can have an influence on regimes

#### RESOURCES AND MATERIALS:

- Laptop connected to the Internet

### Summary of articles



10 minutes

<b>GE personal skills</b>	Analytical thinking Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading
<b>Knowledge</b>	Authoritarianism, democracy and its elements

1. Students are expected to summarise their assigned articles.
2. Students can refer to the given questions and focus on those aspects while presenting their summaries of the articles.



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## Debate time



**25 minutes**

<b>GE personal skills</b>	Analytical thinking Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Speaking
<b>Knowledge</b>	Authoritarianism, democracy and its elements

1. Students are expected to have a debate on the given topic of “Is direct democracy preferable to representative democracy?”.
2. The teacher facilitates and controls the discussion by assigning one third of the students to “direct democracy” group and another one third to “representative democracy” group. The remaining one third is assigned as the jury and has a right to vote for the groups.
3. The teacher has also a right to vote for the performance of the debating groups.
4. Students are given 5 minutes to review [the notes](#) shared below and the group plans their debate points.
5. Then, the time given to both groups to support their arguments also referring to the assigned articles is 15 minutes.
6. The time will be used in a structured way based on the number of group members (for instance, each group member can speak and respond to the other group in 2 minutes and a total of 6 minutes).
7. In the last five minutes, the teacher concludes the debate and the winning group is selected by the jury and the teacher.

## Inauguration Speech



**10 minutes**

<b>GE personal skills</b>	Analytical thinking Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Listening

**Knowledge** Authoritarianism, democracy and its elements

1. Students watch a very short [video](#) of inauguration speeches by Trump and Biden as US Presidents.
2. Preferably, it could also be another video comparing Trump with Obama or any other two leaders known to have different ideologies.
3. While watching the video, students can also take notes on the highlights of the speech and to compare given leaders.
4. If there is time left, students can also comment on the significance of the inauguration speech of leaders just before they become official presidents of a country.

**Compare leaders before casting ballots**



15 minutes

**GE personal skills** Analytical thinking  
 Critical thinking

**GE values** Open-mindedness

**Language skills** Reading

**Knowledge** Authoritarianism, democracy and its elements

1. Students read an [article](#) and a comparison chart to help voters make informed decisions. The chart is especially helpful since it compares two candidates in terms of some important issues that should be addressed in democracies such as education, ethics, gender issues, and freedom etc.
2. Students are expected to justify their possible vote based on the promises made by the candidates and come up with three main reasons for their choice.
3. Through this comparison, students are also expected to be aware of how different leaders might have different opinions and decisions in a representative democracy.

**Ideal Type of a Leader**



10 minutes

**GE personal skills** Analytical thinking  
 Critical thinking

<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Reading
<b>Knowledge</b>	Authoritarianism, democracy and its elements

1. Students read the [article](#) based on different types of leaders and their characteristics.
2. After reading the given article, students decide on their favourite type of leaders and favourable characteristics.
3. Preferably, there might also be some comprehension check questions given to students.

The aim of the activity is to help students to be aware of different types of leaders and how they can affect countries or institutions where they serve as presidents, ministers or administrators. The teacher can also refer to the image below before students are asked to start reading the text.

### Your turn: Be a leader



**20 minutes**

<b>GE personal skills</b>	Analytical thinking Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Writing Speaking
<b>Knowledge</b>	Authoritarianism, democracy and its elements

1. Students are asked to write an inauguration speech or 'balcony speech' as it is called in Turkey and maybe some other countries. The speech can be short and even informal to address the people. The speech should address different controversial topics and solutions or proposals to deal with those issues.
2. While preparing their speech, students are expected to consider, first, the comparison chart given to help voters to elect Biden or Trump, and second, the types of leaders explained in the given article.
3. The first 10-minute period can be used for preparation and the remaining time can be used to hear the speech prepared by the Ss.



Topic

## Summary

Lesson 1

### Peacebuilding education

90  
min

B1  
B2

S

#### LEARNING OUTCOMES:

- Listen to a video to identify correct/incorrect statements and facts
- Read texts on the Nobel Prize and laureates
- Write/speak about the kind of peacebuilders.
- Define peacebuilding and a peacebuilder
- Identify the characteristics of peacebuilders
- Compare and contrast peacebuilders and peacebuilding organisations (Nobel Prizes)
- Analyse the ways to become a peacebuilder

#### RESOURCES AND MATERIALS:

- Laptop connected to the Internet

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## Metaphor activity on the word “peace”



10 minutes

<b>GE personal skills</b>	Analysis Critical thinking
<b>GE values</b>	Open-mindedness Creativity
<b>Language skills</b>	Reading & Writing
<b>Knowledge</b>	Peace

1. Students are asked to define the word peace.
2. While thinking about the definition, students should be thinking about a “metaphor” to define it.
3. Students write their ideas on the website called “Padlet” or any other digital whiteboard (brainstorming tool) available and other students can also write comments and like the



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definition & metaphor.

4. After everybody is done, the teacher selects and reads some of the definitions and metaphors and tries to encourage the other participants.

### Pre-listening vocabulary: Matching



**10 minutes**

<b>GE personal skills</b>	Analysis Critical thinking
<b>GE values</b>	Open-mindedness
<b>Language skills</b>	Vocabulary & Listening
<b>Knowledge</b>	Vocabulary related with Peace

1. Students are asked to match the vocabulary items given below with their definitions.

Vocabulary items and answers:

- awareness: knowing about something
- generate: create
- resilience: toughness
- facilitate: help
- discrimination: unfair treatment based on skin color, age, etc.
- diversity: many different kinds of people or things
- inclusion: including in something

### UNESCO Youth Fast Talks: Peace, Peacebuilding and Resilience



**10 minutes**

<b>GE personal skills</b>	Analysis Critical thinking
<b>GE values</b>	Open-mindedness Respect for others
<b>Language skills</b>	Listening



## Knowledge

## Peacebuilding

1. Students are asked to watch a video [UNESCO Youth Fast Talks: Peace, Peacebuilding and Resilience](#) (10')
2. While watching the peacebuilding video, students will see that there are some activities that peacebuilders need to do.
3. Teachers may let students watch the video twice so that students cannot miss the sentences in the checklist.
4. Please check the correct and incorrect sentences provided below by watching the UNESCO Youth Fast Talk:

- Providing people's needs (correct)
- Understanding and exploring their background and history (correct)
- Judging people's background and history (incorrect)
- Raising awareness towards media discrimination (correct)
- Raising awareness towards stereotypes (correct)
- Raising awareness towards intercultural dialogue (correct)
- Raising awareness towards global warming (incorrect)
- Facilitating learning cycles (correct)
- Taking participatory approach (correct)
- Preventing participants from expressing themselves (incorrect)
- Encouraging participants from the community level to build peace (correct)
- Training young people to become more active in peacebuilding (correct)
- Excluding young people from peacebuilding activities (incorrect)

## Listing Characteristics of peacebuilders



**20 minutes**

<b>GE personal skills</b>	Analysis Critical thinking
<b>GE values</b>	Open-mindedness Respect for others
<b>Language skills</b>	Reading Writing
<b>Knowledge</b>	Peacebuilding

1. Students are asked to list the characteristics of a peacebuilder. In order to analyse the characteristics, they are provided with the [list of Nobel Peace Prizes](#). While they are reading the text on the Nobel Peace webpage, they will see some winning

people, groups and projects listed. Based on the winners, students will analyse and understand some of the basic characteristics of Nobel Peace Prize winners. For example, the teacher may explain that the 2019 winner focused on “international cooperation to solve border conflict”. Through this example students may understand that this is one of the characteristics of a peacebuilder.

2. Students are asked to write at least 10 characteristics of a peacebuilder based on the previous Nobel Peace Prize Winners.

Some other characteristics can be like:

- resolution, ending a fight (2016 winner)
- non violent leader (2011 winner)
- preventing arming, weapon-free environment etc.

3. Teacher may explain the word “Laureates”: the winner of the Nobel Prize.

### Discussion on being a peacebuilder



**20 minutes**

#### GE personal skills

Changing perspectives  
Critical thinking

#### GE values

Open-mindedness

#### Language skills

Speaking

#### Knowledge

Peacebuilding

1. In this activity, students discuss some guiding questions based on their previous readings.
  - Why might it be difficult to be a peacebuilder? What keeps people from working for peace more frequently?
  - What are the benefits of being a peacebuilder?
  - What are some of the risks involved in being a peacebuilder in your community or internationally? How can you deal with these risks?

### Mini-presentation: Peacebuilding Art



**20 minutes**

#### GE personal skills

Creativity  
Empathy

#### GE values

Social Responsibility  
Open Mindedness

**Language skills**

Speaking

**Knowledge**

Peacebuilding

1. In this activity, students choose/create your art to address a conflict in your area, country around the world.
2. Teachers first show the existing artworks provided below to get students' ideas. Teachers may present each artwork to the students and hear their responses to those artworks.



The Knotted Gun: The sculpture at the United Nations headquarters in New York City



*Hand of Peace* by Jose Siquiri - Malaga Spain is a photograph by Jon Berghoff which was uploaded on July 28th, 2015.



The hand of peace sculpture with doves on the waterfront in Kusadasi, Turkey



Bronze Great Wall of China Hands Cooperation Peace Sculpture Statue



*World Peace* is a painting by Julie Joy which was uploaded on January 23rd, 2018.



Nicky Walker - "Mandela World Peace"

3. Later, students are asked to think about a conflict and then think and design an artwork for that conflict individually. Students may either design it on paper or may design it in 3D format. They may use various tools for that purpose such as Canva, Google Sketchup, ...etc. Students may also use existing materials to design an artwork for around 10-15 minutes.
4. Later, students are asked to present their artwork, by describing the main features of it.



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Topic

## Summary

Lesson 2

### Peacebuilding education

60  
min

B1  
B2

A

#### LEARNING OUTCOMES:

- Compare and contrast peacebuilders and peacebuilding organisations (Nobel Prizes)
- Analyse the ways to become a peacebuilder

#### RESOURCES AND MATERIALS:

- Laptop connected to the Internet

### Who will win the next Nobel Prize?



30 minutes

#### GE personal skills

Critical thinking and analysis  
Decision making

#### GE values

Open-mindedness  
Respect for others

#### Language skills

Reading

#### Knowledge

Peacebuilding

1. In this activity, students are asked to read the provided text given below.
2. Firstly, teachers may start with the 2020 Nomination and Selection process for the Prize.
3. Students read the procedures for the nomination and selection process and try to understand how the process works.

Nobel Peace Prize

[2021](#)

[2020](#)

[Nomination & Selection](#)

[Q&A about nomination process](#)



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## Current year Nobel Peace Prize



**30 minutes**

<b>GE personal skills</b>	Critical thinking and analysis Decision making Creativity
<b>GE values</b>	Open-mindedness Respect for others
<b>Language skills</b>	Writing Speaking
<b>Knowledge</b>	Peacebuilding

1. In this activity students are expected to prepare a poster or a video or presentation on the organisation/project, students think, will win the last Nobel Peace Prize in the current year?
2. For that purpose students should also consider the potential winner's  
-characteristics,  
-contributions to World Peace,  
-strengths compared to other candidates.
3. Students can also do research from the internet by looking at who is actively working on more in the year before for World Peace.
4. The results might be shared later in the class.

Students may use Canva, Powerpoint, iMovie, Flipgrid, NearPod, YouTube, Final Cut Pro, Google Slides, Prezi or any other related tools to create their presentation, poster or video.

Topic

## Summary

Lesson 3

Global/Active Citizenship

60  
min

B1  
B2

A



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### LEARNING OUTCOMES:

- Listen to a video on sustainable development goals and how to make the world a better place.
- Write/speak about the sustainable development goals and actions that can be taken to address global problems.
- Describe pressing global issues
- Come up with some possible solutions to world problems

### RESOURCES AND MATERIALS:

- Laptop connected to the Internet

## UN Global Issues



20 minutes

<b>GE personal skills</b>	Critical thinking and analysis Decision making
<b>GE values</b>	Open-mindedness Awareness
<b>Language skills</b>	Reading
<b>Knowledge</b>	Global Issues

1. In this activity, students are asked to read the provided [text](#) given.
2. The activity is planned to be asynchronously and individually done to have a general idea of pressing global issues according to the United Nations.
3. Therefore, even if students do not fully comprehend the text, if they have an idea about those pressing issues, the aim is achieved.
4. The comprehension/guiding questions can also be given to the students so that they read with a certain focus.
  - What is the role of the UN in addressing global issues?
  - Which world problems are addressed in a very noticeable way? And Why?
  - Which problems are new as a result of digital advancements?
  - Which problems are directly caused by a lack of money and finance?



- Which problems do exist in your country and any neighbouring country?
- Which issue is specifically related to a certain age group?
- 5. Additionally, a list of some challenging words can also be provided if needed.

global: worldwide

foremost: best

address: face/deal with

transcend: go beyond

boundaries: edges/borders

be resolved: be settled

establishing: beginning and building on

framework: solid basic structure on which bigger things can be built

promoting: helping increase/showing in a good way

economic: money-based

seven decades: seventy years

resolution: agreement that ends an argument

peacekeeping: serving to prevent war and fighting

specialised: made to do one thing very well

agencies: services businesses/government units

engaged in: started/working at

array: organised row

advancement: moving ahead or up

overview: summary

resources: useful things/valuable supplies

additional: added/more

## Solutions to 3 Pressing Global Issues



**40 minutes**

### GE personal skills

Analysis  
Critical thinking

### GE values

Open-mindedness

### Language skills

Writing

### Knowledge

Global issues and the UN

1. Students are to write a problem and solution essay based on 3 most pressing global issues to be addressed in the current year. After reading the [text](#) on the UN and global issues



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2. addressed worldwide, students are expected to write whether any of these problems are local or familiar to them.
3. After deciding on the most pressing issues, they are expected to write an essay on solutions to these problems. It is critical that the solutions can be applied by international organisations, countries or also local people.
4. The students are recommended to watch a [video](#) in which very familiar and pressing issues are detailed with also solution attempts and efforts.

Topic

## Summary

Lesson 4

Global/Active Citizenship

90  
min

B1  
B2

S



### LEARNING OUTCOMES:

- Listen to a video on sustainable development goals and how to make the world a better place
- Read texts on the global issues and actions taken in addition to suggested solutions
- Describe pressing global issues
- Come up with some possible solutions to world problems
- Compare and contrast SDGs with related issues and action to be taken
- Analyse the ways to help with global issues

### RESOURCES AND MATERIALS:

- Laptop connected to the Internet

## Making the World a Better Place by 2030



20 minutes

<b>GE personal skills</b>	Analysis Critical thinking
<b>GE values</b>	Open-mindedness Respect for others
<b>Language skills</b>	Listening
<b>Knowledge</b>	Sustainable development goals

1. To relate the asynchronous activities designed/planned about the most pressing global issues to the current lesson, students are encouraged to watch a TED Talk "[How We Can Make the World a Better Place by 2030](#)".
2. While watching the video, students are expected to list problems and possible solutions to some global issues.
3. Before the video, if the teacher wants to draw students' attention, it may also be suggested to ask a trigger question like: "Can we end hunger and poverty, halt climate change and achieve gender equality in the next 15 years?"



## Exploring SGDs I



15 minutes

<b>GE personal skills</b>	Analysis Critical thinking
<b>GE values</b>	Open-mindedness Respect for others
<b>Language skills</b>	Reading
<b>Knowledge</b>	Sustainable development goals

1. Students are expected to browse [www.globalgoals.org](http://www.globalgoals.org) to further explore SDGs and check them out one by one individually or in pairs.
2. It is suggested that the activity is first done individually and then students are given a chance to discuss in pairs some of the SDG in line with their essays written prior to the online class.
3. When exploring the website and reading text, students are not expected to comprehend everything they read, instead, they can only be expected to get familiar with SDGs and relate them to their essay.

The UN website where each SDG is explained and presented with some actions taken:

<https://sdgs.un.org/goals/goal1>

<https://sdgs.un.org/goals/goal2>

## Exploring SGDs II



20 minutes

<b>GE personal skills</b>	Analysis Critical thinking
<b>GE values</b>	Open-mindedness Respect for others
<b>Language skills</b>	Reading Speaking
<b>Knowledge</b>	Sustainable development goals

1. Students are expected to browse the [GlobalGoals.org](http://GlobalGoals.org) website to further explore SDGs and check them out one by one individually or in pairs. It is suggested that the activity is first done individually, the students are given a chance to discuss in pairs some of the SDG in line with their essays written prior to the online class.



2. When exploring the website and reading text, students are not expected to comprehend everything they read, instead, they can only be expected to get familiar with SDGs and relate them to their essay.

## Create your own SDG Hero



35 minutes

<b>GE personal skills</b>	Analysis Critical thinking
<b>GE values</b>	Open-mindedness Respect for others
<b>Language skills</b>	Writing Speaking
<b>Knowledge</b>	Sustainable development goals

1. In this activity, students are expected to create their own superheroes based on one of the chosen remaining SDGs and related global issues. All the SDGs have been covered in the previous activity with the help of climate superheroes and here is the list of the chosen remaining SDGs.  
SDG 3: Health  
SDG 4: Education  
SDGs 5&10: Gender In/equality & Inequality  
SDGs 1&8: Economics  
SDG 16: Peace & Justice
2. Each pair or individual student according to the number of present students is asked to create a similar poster based on their imaginary superhero to deal with one of the given issues also in line with related SDGs.
3. Students are already familiar with the format of a poster thanks to the one prepared by the UN. Students can either work on an empty poster or can also use the one [provided](#) in the linked superhero posters.

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# HI-GLOBE

## HIGHLIGHTING THE POTENTIAL OF ENGLISH LANGUAGE LEARNING FOR GLOBAL EDUCATION PURPOSES

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