

Fostering Global Citizenship

in the Young
Learner Classroom



What is a global citizen?

A **global citizen** is someone who identifies with being part of an **emerging world community**...

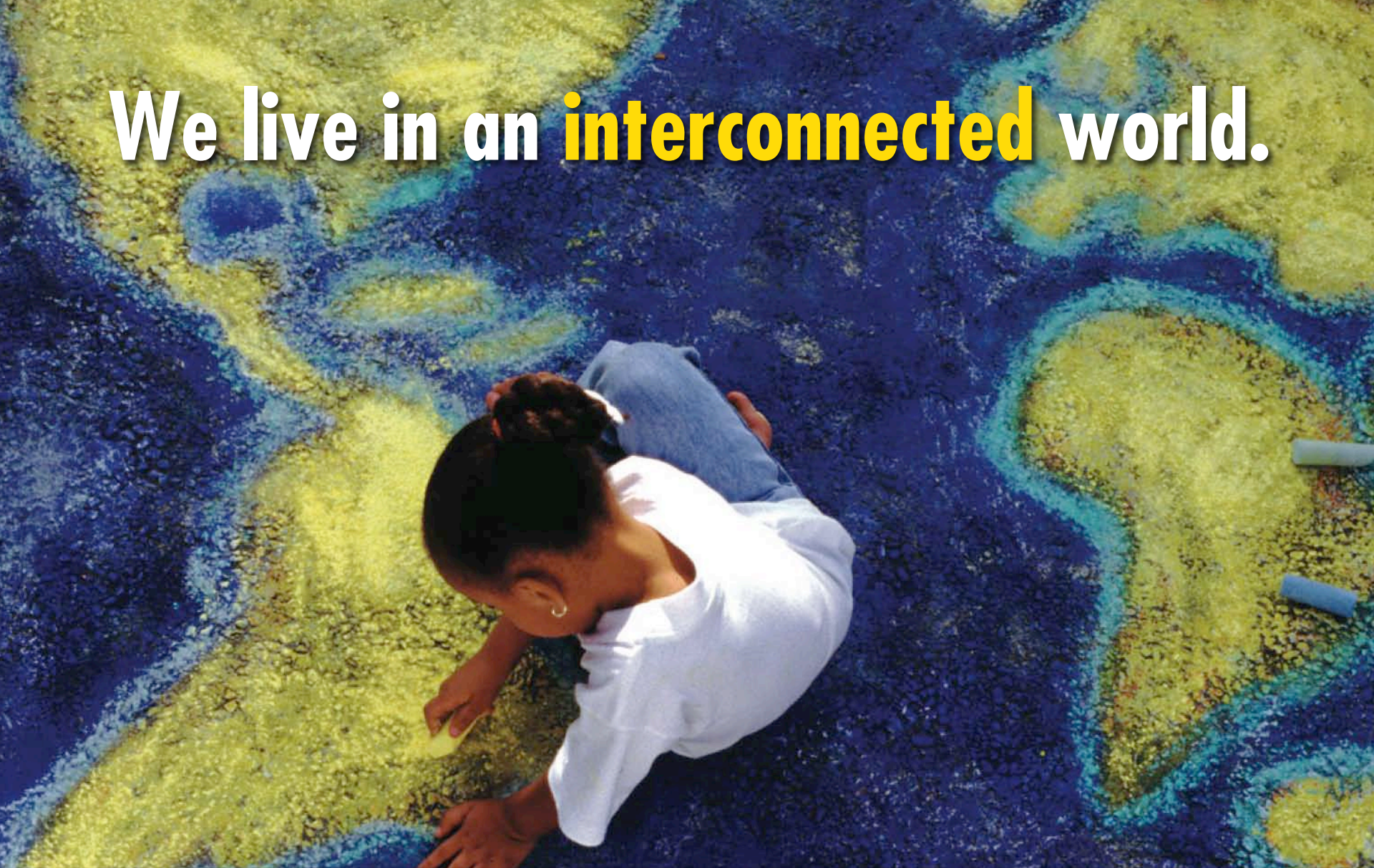


A **global citizen** is someone who identifies with being part of an **emerging world community**...



...and whose actions contribute to building this community's values and practices. ~ *Ron Israel, The Global Citizens' Initiative*

We live in an **interconnected** world.



We **rely** on
each other
in so many
ways.





We **rely** on each other for...

Trade **Political Stability** **Resources** **Sustainability**
Protection **Innovation** **Peace**
Communication **Health** **Energy** **Aid**

This means our children need more skills to prosper in the globalized world.

 NATIONAL GEOGRAPHIC

Mission

Use technology wisely.

- Work in a small group. What technology do you use every day?
- How does technology help us? What are some disadvantages of technology? Make two lists. Write your best ideas in the box.

- Work with another group. Share your lists. Are they the same or different? Which ideas does everyone like best?



“From earliest times, humans had tools like hammers that extended our physical self. Today’s technology extends our mental self. It’s changing the way we experience the world.”

Amber Case
Cyborg Anthropologist
Emerging Explorer



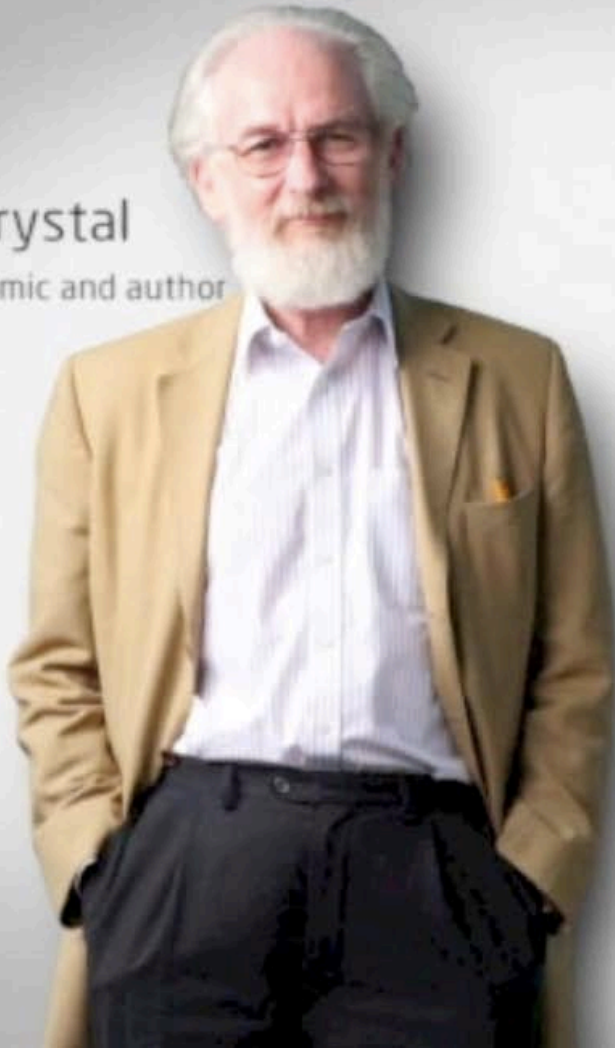
#1 Skill:

Proficiency in a Global Language

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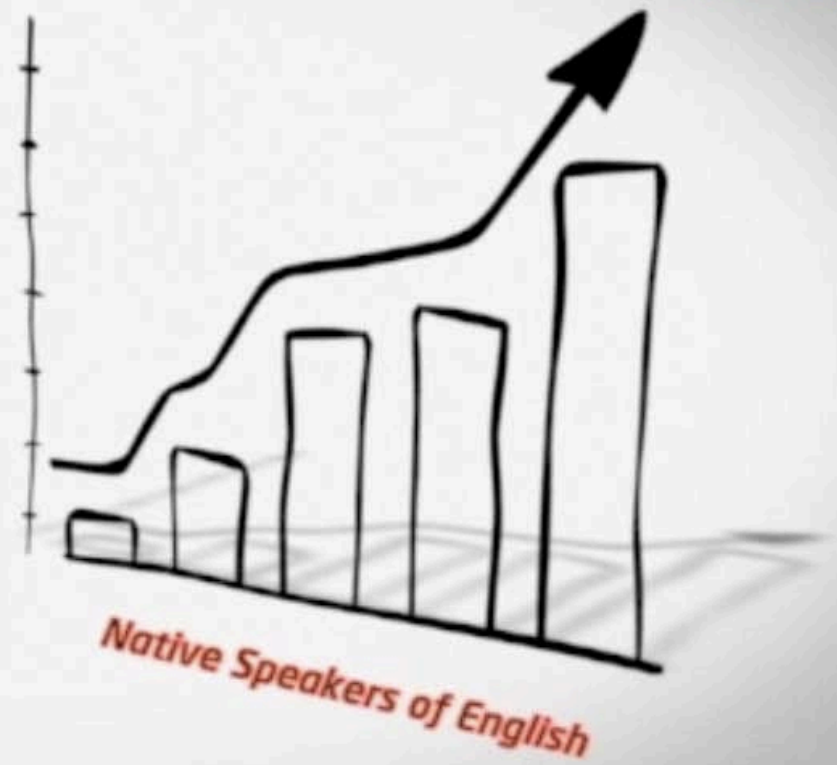
ENGLISH



David Crystal

Linguist, academic and author

400 million



As English teachers we can offer children a passport into this globalized world, using a language that, presently, can open doors to different cultures, not only to English speaking countries, but a whole society that speaks English around the globe.

~ Carina De Oliveira
English Teacher, Brazil

Quoted in Shin & Crandall's (2014) *Teaching Young Learners English*



How can we teach global citizenship?



To become **active**
global citizens
students need:

Knowledge

Skills

Values

(Oxfam, 2015)

The 5 Essential KNOWLEDGE Areas

Environment

People

Technology

Economy

Politics/civics

EYL Classroom Application: Use Thematic Units

- **Connect language learning to content areas**
- **Use topics and themes at grade level**
- **Relate content to learners' lives locally & globally**



My House

In this unit, I will ...

- name rooms in a house.
- name furniture.
- talk about actions.

Look and check.

The house is

- big.
- small.



Drina River, Serbia

Arts Lost and Found

In this unit, I will...

- talk about why it's good to save traditions.
- explain how the past makes me who I am.
- write a blog.

Look and answer.

1. What is this person wearing?
a. a hat b. a mask
2. What is this person doing?
a. dancing b. singing
3. Use one word to describe the emotion on the face.



Traditional mask dancer, Colombo, Sri Lanka

Animal Habitats

In this unit, I will . . .

- name animal habitats.
- say what animals look like.
- talk about animal homes.

Look and circle.

1. There are _____ lions.
a. five b. six c. seven
2. They are _____.
a. hunting b. resting c. eating



Lions resting, Tanzania

Smart Choices

In this unit, I will...

- talk about products and their characteristics.
- talk about preferences.
- report commands and questions.
- write a product review.

Answer the question.

1. What is the most important thing to consider when you buy a product?

Rank them 1-4. (1 = most important)

- a good price useful
 good quality a cool design

Water, Water Everywhere

In this unit, I will . . .

- identify types of water and their characteristics.
- describe recent activities.
- talk about saving and wasting water.
- understand and explain statistics.

Look. Answer.

1. This is _____.

- a. a waterfall b. a wave

2. Write your own caption for the photo.

Na Pali Coast, Kauai, Hawaii



**The 5
Essential
SKILLS of
Global
Citizenship**

Curiosity

Critical Thinking

Participation

Communication

Conflict Resolution

- **Arouse curiosity**
- **Promote active learning**
- **Encourage communication & collaboration**
- **Encourage critical thinking**
- **Encourage teamwork**

EYL Classroom Application: Use Projects & Group Work



Reduce, Reuse, Recycle

In this unit, I will...

- discuss the importance of reducing, reusing, and recycling.
- discuss art from recycled materials.
- talk about what I can do to help the environment.
- write a biographical paragraph.

Check T for True and F for False.

1. There are about one hundred sculptures. T F
2. Each sculpture is a little different. T F
3. The sculptures are made from trash. T F
4. This is a landfill. T F



HA Schuit's Trash People, Barcelona, Spain

13 Listen and read. TR: 929

Found Art

We often think of reusing and recycling as something we just have to do. But some people see it as a chance to create. Any object can be reused to make something amazing. Reusing is more than a way to save—it can help us think about things in new and different ways.

Using found stuff to make art is not new. *Found art* became popular in the 1900s. Found art made people think about the things around them in a different way. Many things could be made into art!

Today, many artists still make art from things they find. Sometimes they use things as they find them, and other times they make changes to the things they find. Sometimes they use junk. The artists put it all together to express their thoughts. We can enjoy their creativity and be amazed at the artists' skill. We can also be surprised by our feelings. Often we can just appreciate the beauty or the humor. All these things make found art valuable in our lives.



Recycling old aluminum cans into new ones uses 95% less energy than making new cans.



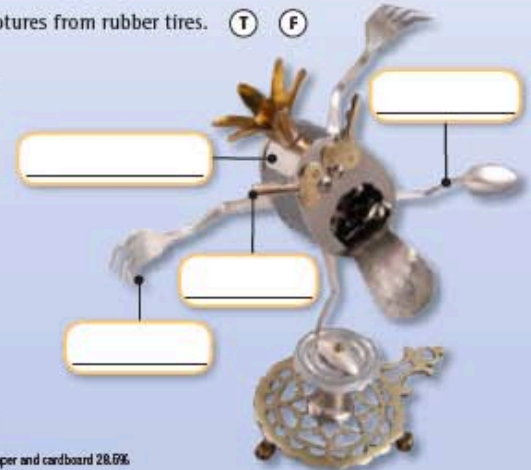
Artist Yong Ho Ji makes sculptures from rubber tires. He chooses real and imagined creatures to create.

14 Check T for True and F for False.

- Using junk to make art is a way to reuse trash. (T) (F)
- Found art always uses trash. (T) (F)
- Art made from junk is valuable because it makes us think in new ways. (T) (F)
- Found art started in the 1850s. (T) (F)
- Brian Marshall makes sculptures from rubber tires. (T) (F)

15 Label. Use these words.

- fork
- key
- pencil sharpener
- spoon



Artist Brian Marshall makes robot sculptures from found objects.



16 Vote on the most creative work of art. Work in a group. Look at these photos and the photo on pages 124 and 125. Discuss the art. Which do you like best? Explain why. Does your group agree?

17 Make more trash art. Work with a partner. Discuss creating trash art. What would you make and what materials would you use?

21 Make art from things you throw away.

1. Work in a small group. Collect different types of junk.
2. Look at your collected junk and decide what to make.
3. Make your work of art.

We made a robot sculpture. Our sculpture is made with recycled cardboard and reused plastic utensils and ornaments. Your junk can be made into art, too!



Now I can . . .

- discuss the importance of reducing, reusing, and recycling.
- discuss art from recycled materials.
- talk about what I can do to help the environment.
- write a biographical paragraph.

10 Listen and repeat. Then read and write. **TR: 86**



oil spill



garbage



overfishing



plastic bags
not biodegradable



a paper bag
biodegradable

- Banana peels, plastic bottles, soda cans, old newspapers, boxes, and broken toys are examples of _____.
- When companies catch too many fish all the time, there aren't enough fish left to reproduce. The result is _____.
- Paper is _____. With time, it disappears.
- Bottles and bags made out of _____ are not biodegradable.
- Big ships called tankers transport oil across the ocean. When they have an accident and oil escapes, the result is an _____.

11 Work with a partner. Listen, talk, and stick. **TR: 87**

Oil spills happen when tankers have accidents on the ocean.

Right.

1

2

3

4

5

Mission

Protect the oceans.

- Why must we protect the oceans? Discuss.
- Work in a small group. What can you do to help? Talk about your ideas and write the best ones in the box.

- Get together with another group. Share your ideas. Are they the same or different? Which idea does everyone like best?



“With every drop of water you drink, every breath you take, you’re connected to the ocean. No matter where on Earth you live. Taking care of the ocean means taking care of us.”

Sylvia Earle, Oceanographer
Explorer-in-Residence

Sylvia Earle

21 Make posters and cards about ways to help sea animals.

1. Research information.
2. Make posters.
3. Make cards to hand out.
4. Invite people to a community clean-up.
5. At your event, take photos for a school newspaper article.

Now I can . . .

- identify sea life.
- describe characteristics of sea life.
- talk about protecting the oceans.
- write a paragraph of contrast.



Our poster is about why it's important to protect coral reefs.

Reefs and corals are an important resource. Scientists use reef animals to develop medicines.

21 Make a time capsule of things that show your culture.

1. Work in small groups.
2. Talk about things that show your culture.
3. Choose the best things to include.
4. Put objects in your time capsule.

Now I can . . .

- talk about why it's good to save traditions.
- explain how the past makes me who I am.
- write a blog.

Culture Time Capsule

Critical thinking activity

We put in a smartphone as something new. But we also put in my grandmother's embroidered handkerchief because it's old and traditional.

Students communicate and think critically about...

- **What are important aspects of our culture to share with others?**
- **What represents our culture well? honestly?**
- **What values do these objects represent?**
- **What are important aspects of culture that may change in the future?**
- **What is important to me vs. what is important to others about our culture? elders? other social groups? other gender? other regions?**

**The 5
Essential
VALUES of
Global
Citizenship**

Sharing Opinions

Respecting Diversity

**Exercising Rights and
Responsibilities**

Concern for the Environment

Making a Difference

EYL Classroom Application: Promote values and mission

- Expose YLs to other people, places, and cultures
- Motivate YLs care about others and protect planet
- Inspire YLs to contribute to our world



People

14 Listen and read. TR: B14

Clothes Are Fun!

People all over the world wear special clothes on special days. Sometimes they are clothes from the past.



Korea



Turkey



Peru



15 Listen and read. Look. Circle yes or no. TR: B15

1. The children from Turkey are wearing shoes. yes no
2. The girls from Korea are wearing dresses. yes no

People

Places

14 Listen and read. TR: 014

Clothes Are Fun!

People all over the world wear special clothes on special days. Sometimes they are clothes from



15 Listen and read. Look. Circle yes or no.

1. The children from Turkey are wearing shoes.
2. The girls from Korea are wearing dresses.

12 Listen and read. TR: 026

Tree House Vacation

Are you ready for a great eco-adventure? Have your vacation in a tree house! You can find them all over the world. Tree house vacations are in places such as Brazil, Kenya, Belize, and India. There's lots to do in nature!

In India, there are tree house bedrooms from 10 to 25 meters (35–80 feet) up a tree. There's a bamboo elevator to carry you up. It's powered by water! The electricity you use comes from the sun. And there are trails to hike and natural swimming pools to swim in. You can visit your neighbor by walking on a bridge made of rope!

You can stay in comfort at a tree house in Kenya. It has two floors and the rooms have big beds. The windows have colored glass and the bathrooms have showers. There's a small kitchen, too. The hotel serves food in your room! And if you get tired of living in nature, the city of Nairobi is about 30 minutes away.

In Belize you can live with parrots under a Guanacaste tree that is about 30 meters (100 ft.) tall. The parrots make good neighbors because they eat the insects! There are other birds, too—so it's a great place for bird watching. A river runs around the tree house on three sides. The clear water is good for swimming!

The largest tree house vacation place is in the Amazon in Brazil. There are many tree houses, all connected by more than 8 kilometers (5 mi.) of wood bridges. You can walk through the trees at about 25 meters (65 ft.) high and see the wildlife. Your neighbor may be a monkey!



A company is planning future vacations on the moon! Some tourists have already visited the space station. But it's expensive!

People

Places

Cultures

14 Listen and read. TR: B14

Clothes Are Fun!

People all over the world wear special clothes on special days. Sometimes they are clothes from



Korea

15 Listen and read. Look. Circle yes or no.

- The children from Turkey are wearing shoes.
- The girls from Korea are wearing dresses.

12 Listen and read. TR: B26

Tree House Vacation

Are you ready for a great eco-adventure? Have your vacation in a tree house. You can find them all over the world. Tree house vacations are in places such as Kenya, Belize, and India. There's lots to do in nature!

In India, there are tree house bedrooms from 10 to 25 meters (35–80 feet) high. There's a bamboo elevator to carry you up. It's powered by water! The electricity use comes from the sun. And there are trails to hike and natural swimming pools to swim in. You can visit your neighbor by walking on a bridge made of bamboo.

You can stay in comfort at a tree house in Kenya. It has two floors and a view of the savanna. The beds are big. The windows have colored glass and the bathrooms have a small kitchen, too. The hotel serves food in your room! And if you go to a tree house in nature, the city of Nairobi is about 30 minutes away.

In Belize you can live with parrots in a tree house. The tree is a Guanacaste tree that is about 30 meters (100 feet) high. The parrots make good neighbors because they eat insects! There are other birds, too—so you can go there for bird watching. A river runs around the tree house on three sides. The clear water is good for swimming.

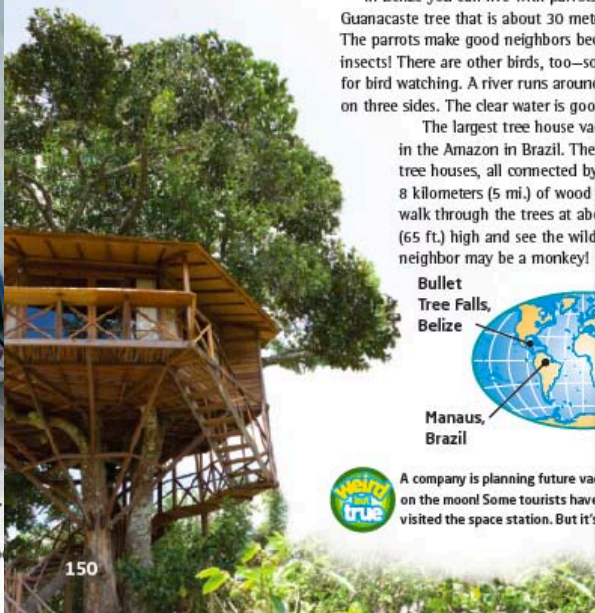
The largest tree house vacation spot is in the Amazon in Brazil. There are many tree houses, all connected by bridges. You can walk through the trees at about 100 meters (330 feet) high and see the wild animals. A neighbor may be a monkey!

Bullet Tree Falls, Belize

Manaus, Brazil



A company is planning future vacations on the moon! Some tourists have already visited the space station. But it's



150

13 Listen and read. TR: B31

November Celebrations

The Day of the Dead is a big festival in Mexico. People celebrate it on the first day of November. They remember and celebrate the dead people in their family. They sometimes decorate the graves in the cemetery with skeletons in special costumes. Families take a big feast to the cemetery, and they light candles and play music. Sometimes there are fireworks, too. People give candy and chocolate in the shape of skulls. For Mexicans, skulls and skeletons are not scary and the festival is not sad. The Day of the Dead is a time for fun and happy celebrations.

In Thailand, the festival of Yi Peng usually happens in November, too. On the first day, there is a parade and people wear beautiful costumes. People make lanterns out of rice paper. They light small candles inside them. The warm air makes the lanterns go up into the sky. On the night of the festival, there are thousands of bright lanterns in the sky. It's very beautiful. People imagine that the lanterns are taking away the bad things in their lives. People also decorate their homes and gardens with paper lanterns. And on the last day, there are fireworks.



Day of the Dead



Festival of Yi Peng



In 2002, a candy company made chocolate fireworks! 60 kg (132 lb.) of chocolate went up into the sky!



134

- 17 **Read.** Read the e-mail. Naomi uses *before*, *after*, and *first* to show the order that her father does things. Underline these words.

« » □ 📧

Dear Carlos,

My father has a new job. He is a zookeeper! He takes care of the elephants. He gets up at 6:30. After breakfast he always goes to see the elephants. They are called Archie and Tina. He usually gives the elephants a bath first! He uses a lot of water. After that he feeds them. They eat lots of potatoes and carrots. Before lunch he cleans the elephant barn. Sometimes, in the afternoon, he walks with the elephants and helps them to exercise.

He loves his new job. I want to visit him at the zoo!

Naomi



- 18 **Write.** Think about someone who takes care of animals or people. Write about their day.
- 19 **Work in groups of three.** Read your writing to your group. Listen. Take turns. Fill in the chart.

Name	Who?	What do they do?

Our World

Take care of others.

- 20 **Look and read.**

Sometimes other people need your help. Be caring.



Emperor penguin with chick

- 21 **Read. Talk and write.**
How can we take care of others?

We can _____

22 Make a collage. Show ways people care.



Cut out a big circle.



Collect and draw pictures that show caring.



Glue the pictures to cover the circle.



Tell the class about your collage.

They care for their family!



Now I can . . .

- talk about caring for others.
- describe daily routines.
- talk about how many times people do things.

Paragraphs of Information

When you write a paragraph of information, you should state facts and statistics and give examples.

- 17 Read.** Read the paragraph of information. Underline the statistics.

Save water outdoors!


About 5 percent of the world's fresh water goes to our homes for drinking, cooking, and cleaning. The average family uses one quarter of their fresh water in the yard! In many countries, people waste 50 to 80 percent of their yard water because they water grass when it's hot outside! People should water early in the morning or late in the afternoon when there is less sun. People also waste 10 to 35 liters of water every time they leave a hose running for one minute. But why do we use our drinking water on grass? We could collect rainwater to water the plants!

People wash their cars with our drinking water, too! When people wash their cars at home, 50 percent of the chemicals from car soap go down the drains and flow to freshwater rivers. Today, about 40 percent of our rivers are polluted. Remind your family and friends where the water goes. You can make a difference!



- 18 Write.** Write a paragraph of information. Describe ways to save water inside your home. Give examples. Remember to include facts and statistics.

- 19 Work in a small group.** Share your ideas.

 NATIONAL GEOGRAPHIC

Mission

Conserve water at school.

- Work in a small group. Discuss how water is used in your school every day, such as in the classrooms, bathrooms, cafeteria, and at sports facilities. Where do you think most water is used?
- How can you help save water in your school? Think of ideas. Discuss and write the best ideas below.

- Work with another group. Share your ideas. Are they the same or different? Which ideas does everyone like best?



"I just want to do my part to be sure we humans conserve water and share it with all of life."

Sandra Postel
Fresh Water Conservationist
National Geographic Fellow

Our World

Work hard in school.

18 Look and read.

I listen. I talk.
I read. I write.

19 Read and copy.

I work hard in school.

PRACTICE #1

Let's apply this framework to the EYL classroom.

1 Listen and read. TR: A17

2 Listen and say. TR: A18

Some people live in big towns. Other people live in small villages. In both, there are interesting places to go. Do you have these places where you live?



a hospital



a supermarket



a drug store



a train station



a movie theater



a post office



a bakery



a toy store



a police station



a museum



a restaurant

3 Work with a partner. Describe and guess. Use these words.

- a doctor
- a swing
- food
- movies
- paintings
- bread
- a police officer

You can get medicine here.

It's a drug store!



a park

Can you help me?

Sure. How can I help?



Where's the hospital?



Sure. How can I help?



It's across from the museum. It's on the corner of Main Street and First Street.

How could you develop a thematic unit that works on global citizenship knowledge, skills, and values?

Vocabulary: *places*

Function: *asking for and giving directions*

My Place in the World

In this unit, I will ...

- ask for help.
- give directions.
- talk about my town.

Look and check.

I can see

- North America.
- South America.
- Asia.
- Australia.

A Great New Town

Can I help you? You look lost.
Can I help you find your way?
Can I help you? You look lost.
Can I help you today?

**I'm new in town. I think I'm lost.
Can you help me find my way?
I'm new in town.
Can you help me with my busy day?**

*Where are the post office, the toy store,
the supermarket, and the park?
Where's the bakery?
Where's the library?
Where are the zoo, the school, and a
swimming pool?*

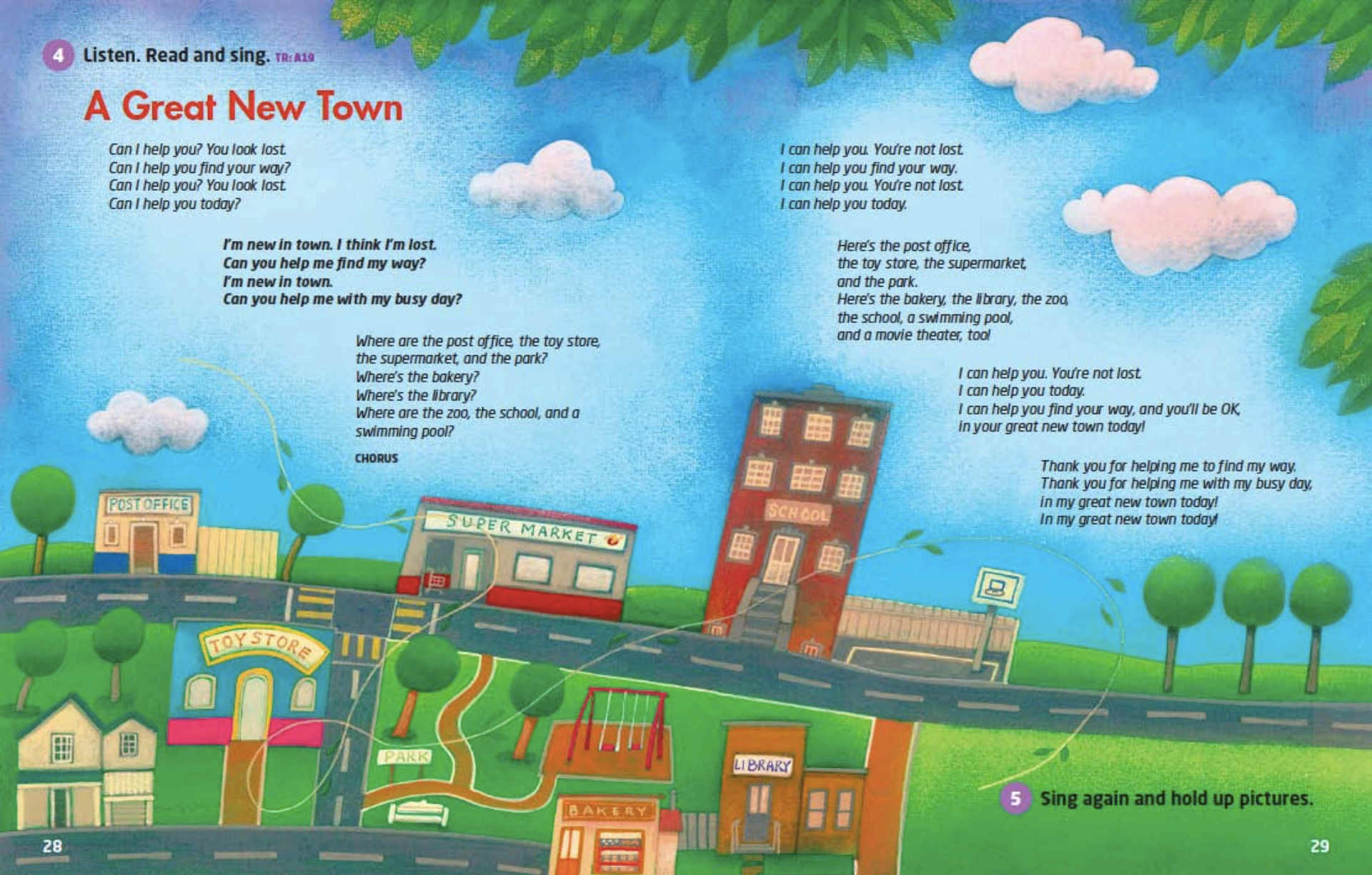
CHORUS

*I can help you. You're not lost.
I can help you find your way.
I can help you. You're not lost.
I can help you today.*

*Here's the post office,
the toy store, the supermarket,
and the park.
Here's the bakery, the library, the zoo,
the school, a swimming pool,
and a movie theater, too!*

*I can help you. You're not lost.
I can help you today.
I can help you find your way, and you'll be OK
in your great new town today!*

*Thank you for helping me to find my way.
Thank you for helping me with my busy day,
in my great new town today!
In my great new town today!*



5 Sing again and hold up pictures.

- 17 **Read.** We can use the word *and* to connect two ideas. Underline the sentences with *and* as you read.

My special place in the world

My name is Jan, and I live in a town in Poland called Kazimierz Dolny. I have two favorite places!

There is a hill by the town. You can walk up the hill, and you can see the whole town. I think it's beautiful, and it's very quiet.

My second favorite place is the bakery! My town is famous for its special bread. The bakery makes bread in the shape of a chicken. It's delicious!



- 18 **Write.** Write about your special place in the world.

- 19 **Work in groups of three.** Read your writing to your group. Listen. Take turns. Fill in the chart.

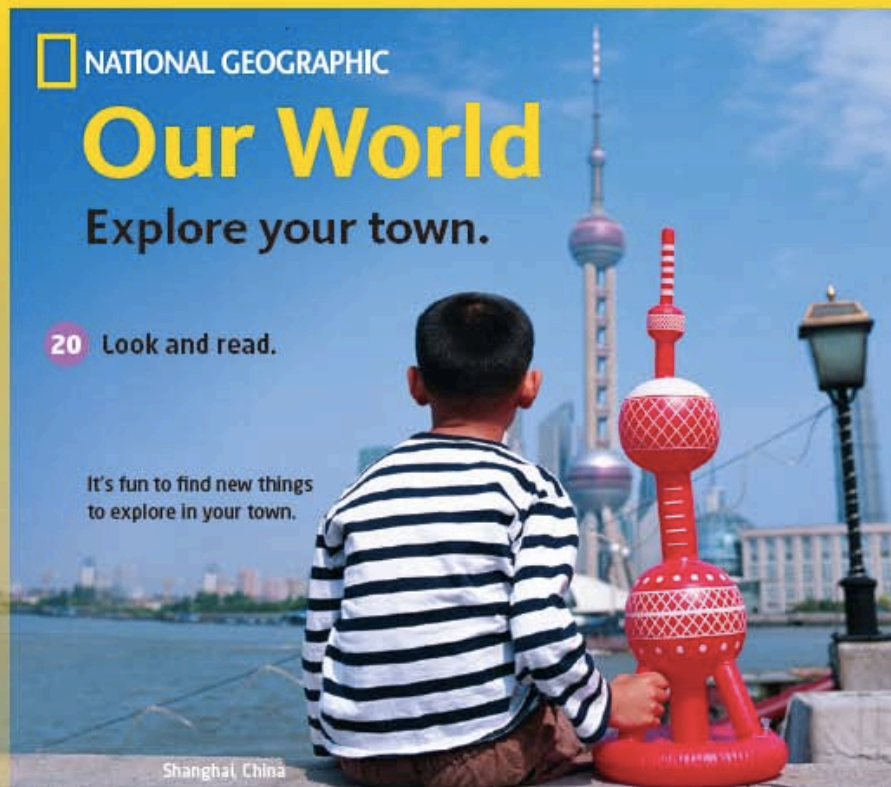
Name	Favorite places

Our World

Explore your town.

- 20 **Look and read.**

It's fun to find new things to explore in your town.



Shanghai, China

- 21 **Read.** Talk and write.
How can we explore our town?

We can _____

22 Make My World circles.



Cut out six circles of different sizes.



On the smallest circle, draw a picture of your house and write *My House*.



On the other circles, do the same for *My Neighborhood*, *My Town*, *My Country*, *My Continent*, and *My World*.



Taking care, join the circles together with a brad.

I live in South America.



Now I can ...

- ask for help.
- give directions.
- talk about my town.



**Relate
content to
children's
lives locally
and globally.**

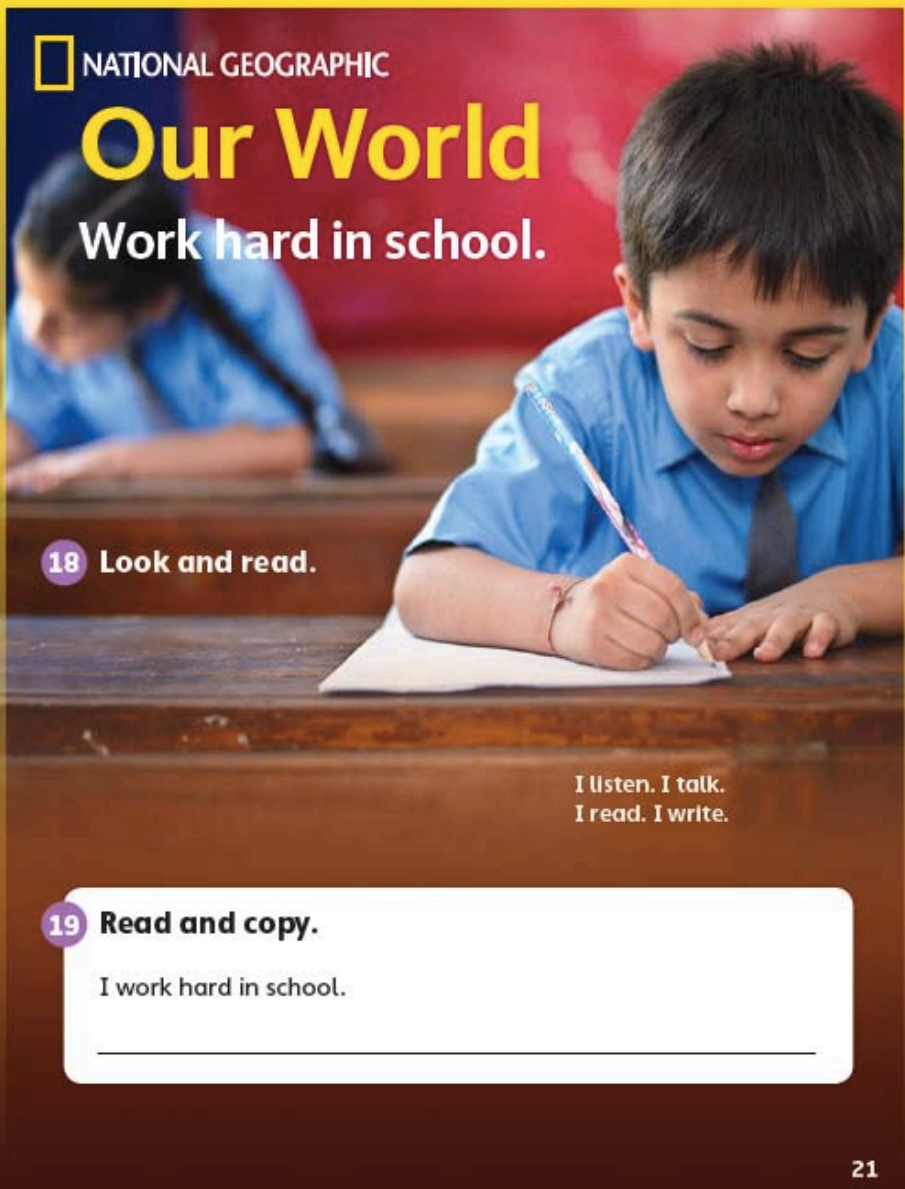
Now I can ask for help, give
direction, and talk about my town



This is my neighborhood.

Our World

Work hard in school.



18 Look and read.

I listen. I talk.
I read. I write.

19 Read and copy.

I work hard in school.

PRACTICE #2

Let's apply this framework to another example.

1 Listen and read. TR: A10

2 Listen and repeat. TR: A11

Every week people go to the supermarket to buy vegetables like **green beans** and **cucumbers** that come from big farms. Some supermarkets also sell fruit and vegetables from small local farms. But most people think food from the garden is fresher and tastes better than food from a supermarket.

Some lucky people have space to **grow** food in their own gardens. For example, they grow carrots, **onions**, and **cabbages**. Many other people do not have space at home, but sometimes they work together to grow food in a community garden.

It's easier than you think to grow vegetables. First you **dig**. Then you **plant** the seeds. But remember to **water** the plants! And you have to **weed** the garden sometimes. When the vegetables are **ripe**, they are **ready** to **pick**.



dig



plant

water



weed



pick



a pumpkin



lettuce



a cucumber



a cabbage



hot peppers



an onion



an eggplant



green beans



a zucchini

3 Work with a partner. What did you learn? Ask and answer.

Why do people grow their own vegetables?

Because they taste fresher!

GRAMMAR TR: A13

I **have to** water the vegetables every day.

I **don't have to** buy any more seeds.

She **has to** plant the tomatoes in a sunny place.

She **doesn't have to** weed today.

6 Read. Complete the sentences.

1. I _____ plant these seeds this week.
2. My brother is stronger than me, so he _____ dig.
3. Luisa _____ weed the garden today.
4. My mom _____ water the plants at home.
5. Farmers often _____ buy new seeds.
6. He _____ pick tomatoes this week.

How could you develop a thematic unit that works on global citizenship knowledge, skills, and values?

Vocabulary: *vegetables*

Function: *talk about obligation*

Fresh Food

In this unit, I will ...

- talk about obligation.
- describe frequency.
- discuss and order food.
- express my opinion.

Look and check **T** for **True** and **F** for **False**.

1. These people are buying vegetables.
2. They are on boats.
3. The vegetables are fresh.

- | | |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |

Floating market, Damnoem Saduak, Thailand

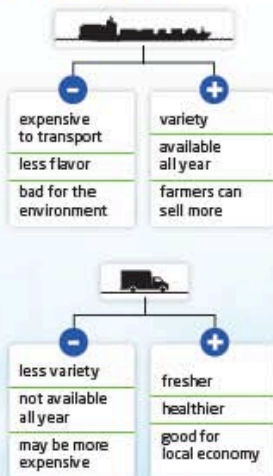
14 Listen and read. TR: A16

Where's Your Food From?

Some fruits and vegetables travel a long way to get to your table. Thanks to transportation, you can enjoy watermelon or strawberries any time of the year. But many people prefer to eat local food from community gardens or local farms.

These small local farms produce fruit, vegetables, and grains. Some of them also raise animals for milk and meat. People can have fresher food because these farmers grow it locally.

What about cities? There isn't much space to have farms. One way to grow food in a city is on a roof! In this roof garden, a class of children grew 453 kg (1,000 pounds) of vegetables in one year. The children grew cabbages, carrots, lettuce, and even strawberries! They had to water the plants and weed them, but they enjoyed the food they grew in their outside classroom.



15 Read. Make complete sentences.

1. Some fruits and vegetables
 2. It is very expensive to
 3. Food from local farmers
 4. There are no small farms
 5. In cities, a solution to fresh food
- a. in cities.
 - b. travel a long way.
 - c. is rooftop gardens.
 - d. transport fresh food.
 - e. is fresher and better.

16 Complete the chart. Read the problem. Write the solution.

Problem	Solution
There is no local food in winter.	
Transportation of food is expensive.	
There's no space to grow food in cities.	

17 Work with a partner. Talk about producing food. Use these words.

food fresh grow local meat plants raise



Paragraphs of Opinion

In a paragraph of opinion, you express your opinion about something. You give the reasons why you feel this way. You can also use words and expressions that introduce your opinion, such as *I think*, *in my opinion*, and *I believe*.

- 18 Read.** How does the writer introduce opinions? Underline the words and expressions.



Fresh Food or Canned Food?

When you shop for food, you can buy fresh food or canned food. Which is better? I think fresh food tastes better. Fresh food is good for you. It does not have any extra salt or sugar. You know just what you are eating. But you have to wash it first because sometimes it is a little dirty.

There are some positive and negative things about canned foods, too. In my opinion, canned food is more convenient because it lasts longer than fresh food. Also, with canned food you can always have fruit and vegetables—even in winter. But canned food usually has extra salt or sugar, and I believe this is bad for you. Also, canned foods make more trash because you have to throw the cans away.

I think fresh foods are better than canned foods.



- 19 Write.** Write about food from supermarkets and food from local farms. Describe some positive points and some negative points about each one. Express your opinion.
- 20 Work in a small group.** Share your writing. Listen and take notes. Write down the names and opinions of your classmates.

32

NATIONAL GEOGRAPHIC

Mission

Appreciate local food.

- Which foods can you buy locally? Why is it important to appreciate local food? Work in a small group. Discuss.
- How can you show you appreciate local food? Discuss and write the best ideas in the box.

- Work with another group. Share your ideas. Are they the same or different? Which ideas does everyone like best?



“Learning how to grow jalapeños changed my life.”

Juan Martinez
Environmentalist
Emerging Explorer

Jalapeño

33

21 Make plant cards.

1. Research a plant you want to grow.
2. Create a card that tells about it. Include a picture and text.
3. Present your plant card to a group.
4. Tell why you think your class should grow your plant.
5. Vote for plants to raise in class.

Did you know that tomatoes are really a fruit?

Now I can . . .

- talk about obligation.
- describe frequency.
- discuss and order food.
- express my opinion.





To become **active**
global citizens
students need:

Knowledge

Skills

Values

(Oxfam, 2015)



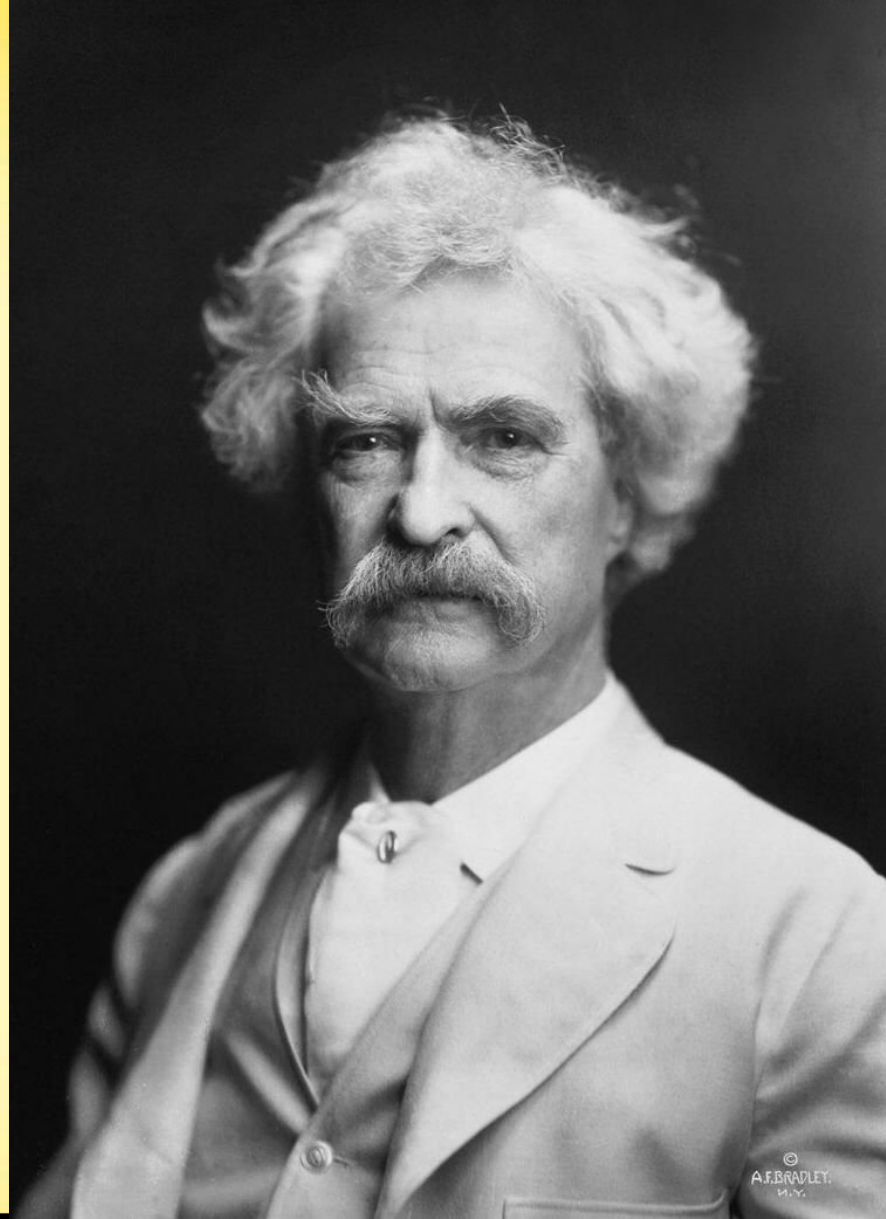
National Geographic Mission:

*To inspire people to
care about the planet*

***Travel is fatal to
prejudice, bigotry,
and narrow-mindedness...***

***Broad, wholesome,
charitable views of men
and things cannot be
acquired by vegetating in
one little corner of the
earth all one's lifetime.***

~ Mark Twain



Explore other
people, places,
and cultures.

NATIONAL GEOGRAPHIC

Mission

Understand the
human family.

- Are all the people in the world one big family? Work in a small group. Discuss.
- How can you learn more about the human family? Why is it important to understand how we are the same and how we are different? Discuss and write the best ideas in the box.

- Work with another group. Share your ideas. Are they the same or different? Which ideas does everyone like best?



“Everyone alive today descends from one woman who lived around 180,000 years ago.”

Spencer Wells, Geneticist
Explorer-In-Residence



NATIONAL GEOGRAPHIC

Mission

Value your cultural traditions.

- Work with a partner. What local culture and traditions are in danger?
- Why should we keep our culture and traditions alive? List some ideas in the box.

- Work with another group. Share your ideas. Are they the same or different? Which ideas does everyone like best?



"I'm committed to protecting the cultures of the world in hopes that the wisdom of their elders is remembered."

Elizabeth Kapu'uwallan Lindsey
Filmmaker/Anthropologist
Fellow

Express their own culture in English.

Care about
others and
protect our
planet.

 NATIONAL GEOGRAPHIC

Mission

Protect the oceans.

- Why must we protect the oceans? Discuss.
- Work in a small group. What can you do to help? Talk about your ideas and write the best ones in the box.

- Get together with another group. Share your ideas. Are they the same or different? Which idea does everyone like best?



“With every drop of water you drink, every breath you take, you’re connected to the ocean. No matter where on Earth you live. Taking care of the ocean, means taking care of us.”

Sylvia Earle, Oceanographer,
Explorer-in-Residence at
the National Geographic Society



Mission

Help reduce our human footprint.

- What can your community do to reduce, reuse, and recycle?
- Think of ways your community can reduce waste. Think of ways it can reuse and recycle.
- Work in a group. Discuss ideas for the community. Write your ideas in the box.

- Share your ideas with another group. Are they the same or different? Decide which ideas everyone likes best.



“People have created the problem, so it’s critical to get the public excited and eager to participate in a solution.”

Alexandra Cousteau
Water Advocate and
Environmental Filmmaker
Emerging Explorer

Earth at night

Be inspired to contribute to our world.

By developing
active global
citizens
committed to
making the
world a great
place to live.

NATIONAL GEOGRAPHIC
Mission

Help in a disaster.

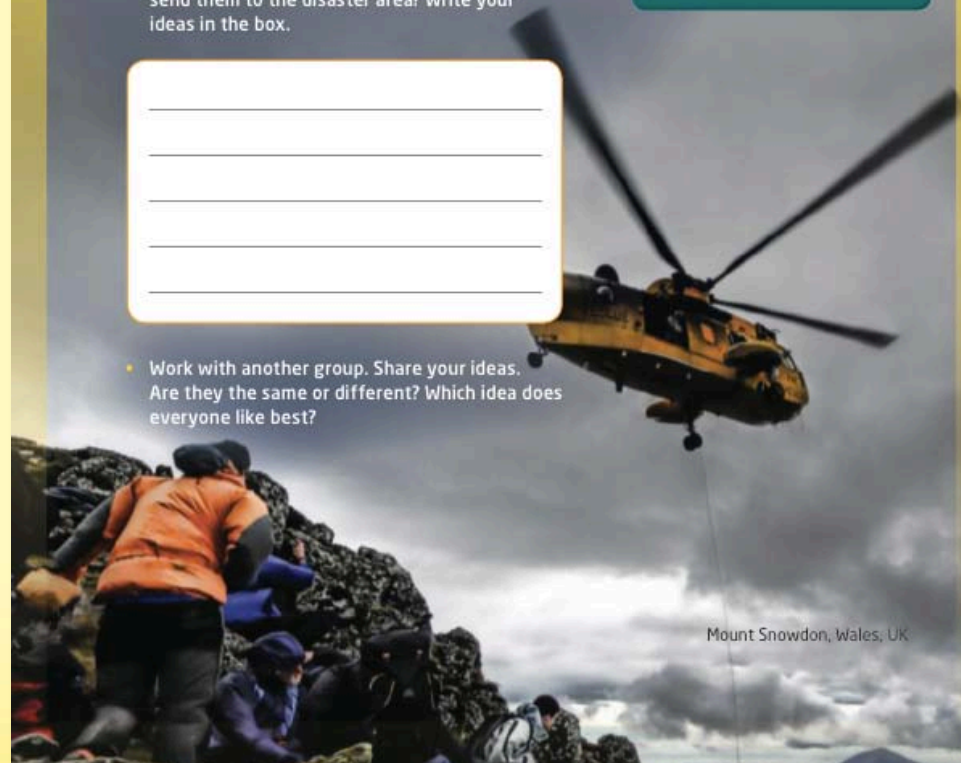
- We hear about disasters all over the world. Work in a group. What can you do to help in a disaster?
- How can you get the community involved? Who can donate money or supplies? How could you send them to the disaster area? Write your ideas in the box.

- Work with another group. Share your ideas. Are they the same or different? Which idea does everyone like best?

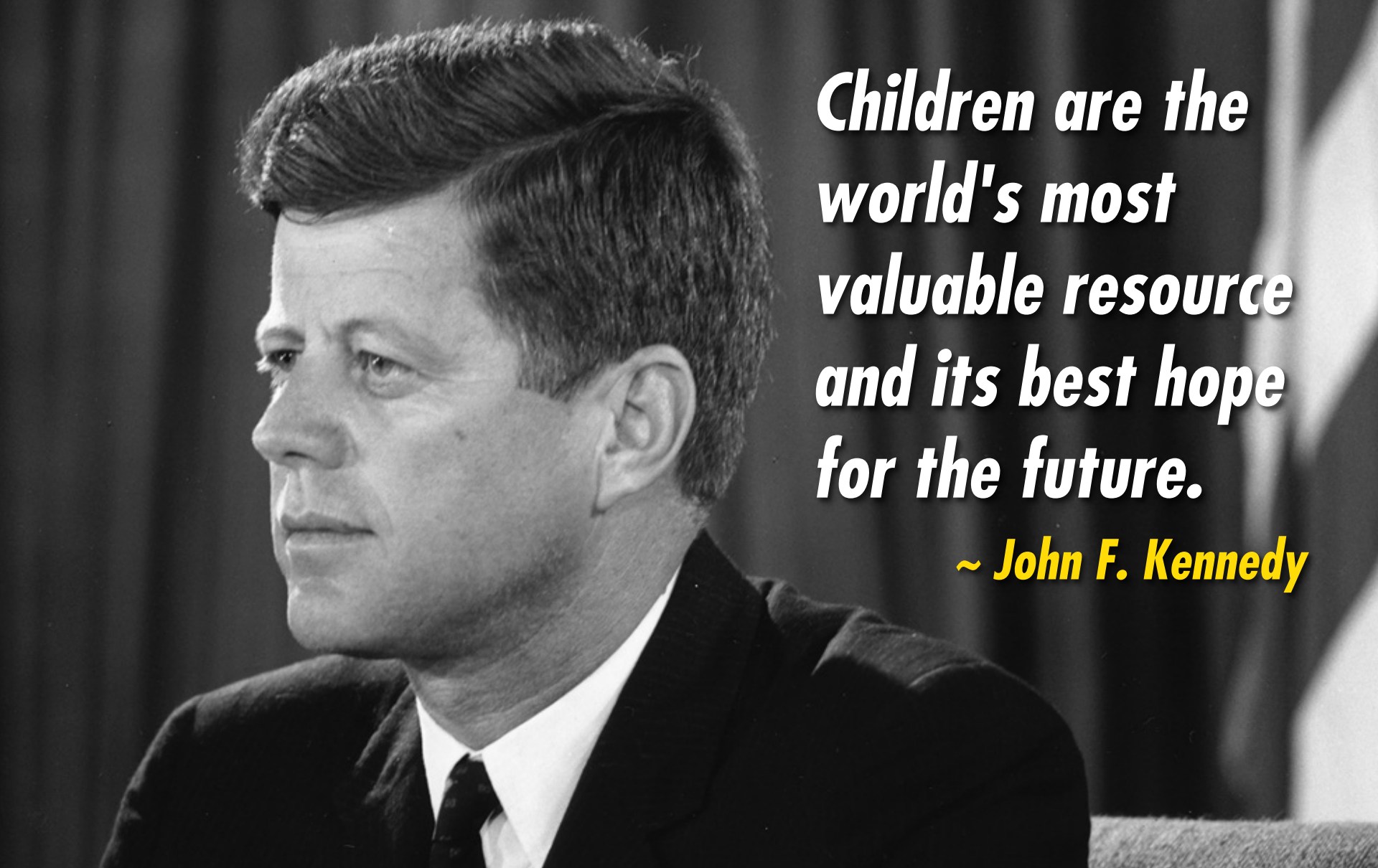


"Crisis mapping can pinpoint urgent needs instantly, saving time and lives."

Patrick Meier, Crisis Mapper
Emerging Explorer



Mount Snowdon, Wales, UK

A black and white profile photograph of John F. Kennedy, looking towards the left. He is wearing a dark suit jacket, a white shirt, and a dark tie. The background is dark and out of focus.

***Children are the
world's most
valuable resource
and its best hope
for the future.***

~ John F. Kennedy

Join my
TEYL
Facebook
group!

TEYL

New Groups 20+

Create Group

FRIENDS

Close Friends

APPS

Games 20+

On This Day

Movie Blitz

Photos

Suggest Edits

Games Feed 20+

INTERESTS

Pages and Public ...

EVENTS

GARDENGHI's HA... 24

Aprendiendo con I... 26

Create Event

PAGES

Like Pages

Pages Feed 20+

Create Page

Joan Kang Shin shared Airtasker's photo.
March 27

Teachers, this information graphic is for YOU!

YOU LOVE IT

PASSION

MISSION

THE WORLD NEEDS IT

YOU ARE GREAT AT IT

PROFESSION

VOCATION

YOU ARE PAID FOR IT

-PURPOSE

Airtasker with Alain Parent Sears

Facebook.com/joankangshin



Joan Kang Shin

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Timeline

About

Photos 509

Friends 1,726

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