

Practical Classroom Ideas for Developing Young Global Citizens


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Global Citizenship



It is a way of living that recognizes our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally.

A Global Citizen

A woman wearing a dark blue hijab and a white sweater with a fur-trimmed collar is sitting at a wooden desk. She is looking down at a piece of paper on the desk with her hand resting on her chin in a thoughtful pose. Next to her, a young girl with dark hair and a red headband is also looking at the paper. The background shows a classroom setting with colorful posters on the wall.

Is aware of the wider world and has a sense of their own role as a world citizen

Respects and values diversity

Has an understanding of how the world works

Participates in the community at a range of levels, from the local to the global

Is willing to act to make the world a more equitable and sustainable place

21ST CENTURY SKILLS



To be effective Global Citizens, young people need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups.

Why is global citizenship education needed?



"Education must be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of skills to explore them"

Jerome S Bruner

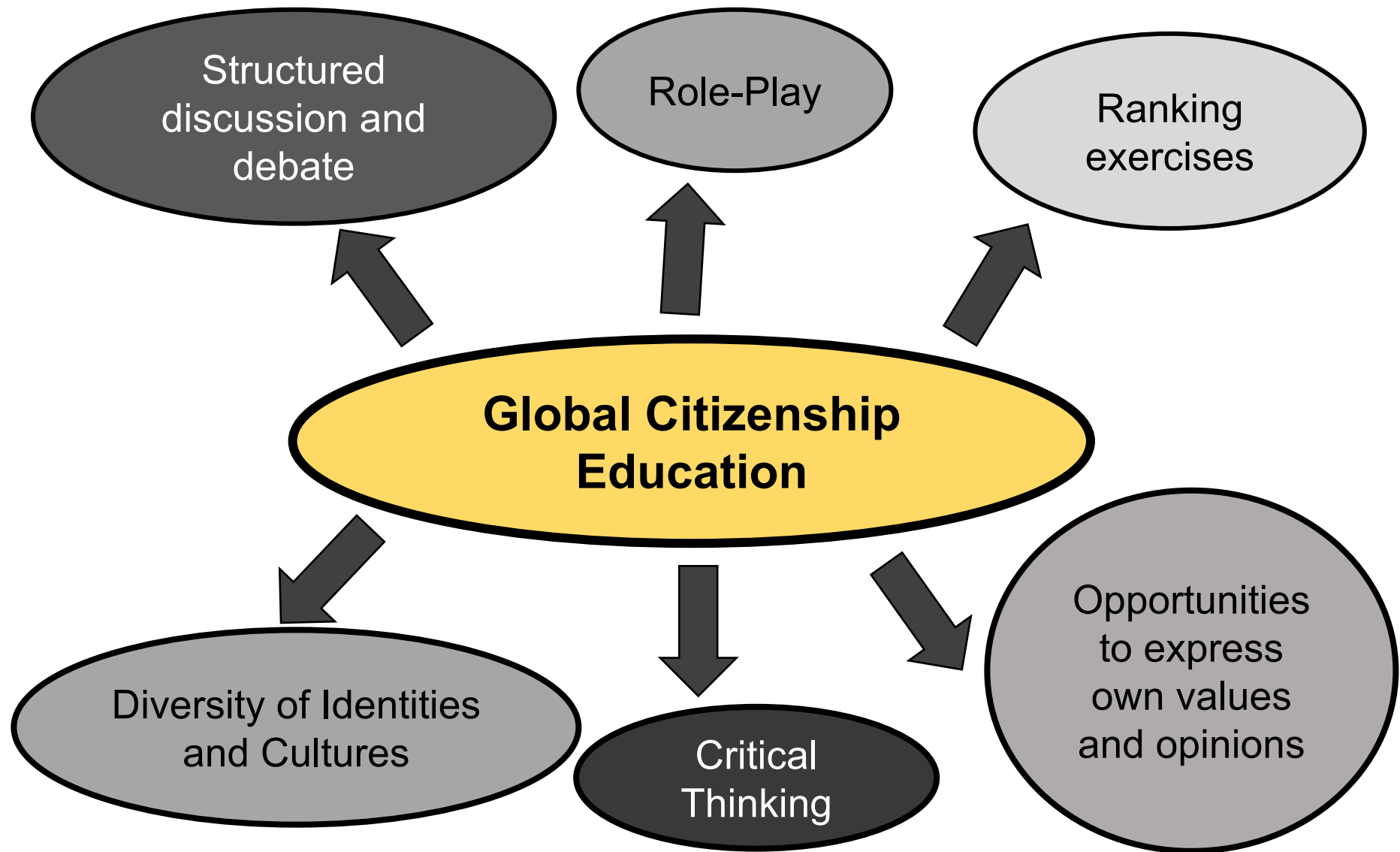
Why does it matter?

*“Young people are entitled to an education that equips them with the **knowledge, skills and values** they need in order to embrace the opportunities and challenges they encounter, and **to create the kind of world that they want to live in.** An education that supports their development as Global Citizens.”*

<http://www.ideas-forum.org.uk/about-us/global-citizenship>

What does global citizenship look like in the classroom?





What does GCE look like in the classroom?

- GLOCAL topics
- Relating personally to topics
- Essential Questions
- Bringing the world to the classroom



GLOBAL + LOCAL = GLOCAL

Luke Prodromou (1988:79)

- What **cultural content** does the book contain (target/local/global)? How is this presented?
- Does the book have **an international ‘feel’ and ‘look’** or does it focus on a particular context?
- Does it address **real world issues** or is it **contrived trivial and/or stereotyped?**



Luke Prodromou (1988:79)

When students enter the classroom:

'... they leave their three-dimensional humanity outside and enter the plastic world of EFL textbooks where life is safe and innocent and does not say or do anything. Most textbooks present an anglo-centric, male dominated, middle class utopia (Luke Prodromou, ELT Journal 1988:79).'



Chris Lima

*The closer to it [real life] students would get in the classroom would be a role play of a tourist in a restaurant or going shopping in an English-speaking country. **How real it is for the majority of language learners in our times around the world is something highly debatable, to say the least** (Chris Lima *ibid:11*)'.*



Rather than teaching 'stand alone' lessons, we can explicitly link the equal opportunity and diversity content to our language aims: developing learners' English while simultaneously raising their awareness of global issues.

*In such a world, tangible skills such as **language proficiency** are obviously critical to success. But **language skills** are just part of the equation. To be **productive global citizens**, students need other skills that are less tangible, including **greater sensitivity to cultural differences**, **openness to new and different ideas**, and **the ability to adapt to change**.*

Characteristics about oneself that are visible to other members of our society without needing exporation:
physical appearance,
religion, language



Culture, similar to an iceberg, represents external and internal dimensions.



Characteristics about oneself that are not visible:
beliefs,
thoughts,
values, attitudes.

Practical Ideas and Activities to Develop GC





Photographs provide a fantastic and engaging way to inspire your students to consider the experiences of others.

They can be used as a starter activity to encourage deeper thinking on a global topic.

Animal Habitats

Unit 5

In this unit, I will ...

- name animal habitats.
- say what animals look like.
- tell 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



Unit 5 resting, Tanzania

Arts Lost and Found

Unit 5

In this unit, I will ...

- tell 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

My House

Unit 4

In this unit, I will ...

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

Look and check.

The house is

- big.
- small.



Drina River, Serbia

What's on your plate?

UNIT 4



Yangon, Myanmar

Look at the photo. Discuss the questions.

- Where is this?
- Are there markets like this where you live?
- What's your favourite food? Is it healthy or unhealthy?

Cool clothes

UNIT 6



A day out in the Dubai desert

Look at the photo. Answer the questions.

- What is the boy wearing?
- Do you like his clothes? Why? / Why not?
- What do you usually wear at the weekend?
- What's your favourite item of clothing?

Around the world

UNIT 1



Children in Indonesia having fun

Look at the photo. Answer the questions.

- Where are the boys?
- What are they doing?
- Where do children play in water where you live?

My family

UNIT 7



Look. How do they feel?

Images also make an excellent stimulus for a Philosophy for Children (P4C) style enquiry; give students time to look at and discuss a selection of the photographs, and then let them state a 'wonder' (using the talk frame 'I wonder...') they have to do with the image. These 'wonders' can then be turned into brilliant questions for a philosophical enquiry.

SEE



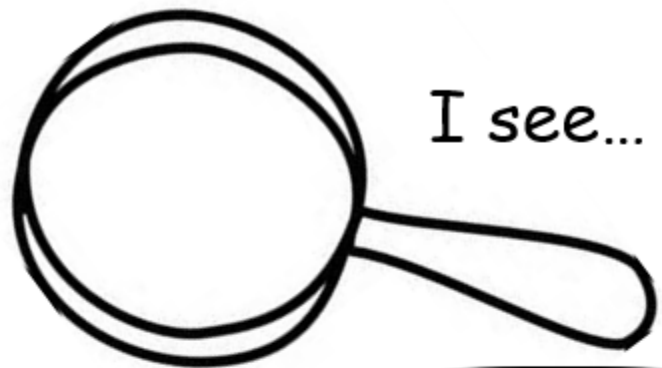
THINK



WONDER







I see...

I think...



I wonder...

I see- I think- I wonder

- *What do you see?*
- *What do you think about what you see?
What are your thoughts?*
- *What does it make you wonder?*

Glocal Topics

1WORLDNEWS

Discover more about the world

**SPECIAL
REPORT**

DON'T FORGET TO SIGN UP ONLINE SO THAT YOU GET ALL OUR NEWS AND REPORTS. VISIT WWW.1WORLD-UNITE.COM

6 CLEAN WATER
AND SANITATION



Water, water everywhere...

When you turn on the tap to wash your hands, clean your teeth or take a shower you can be forgiven for thinking that water is everywhere...

Water for Everyone

BIG
Question

Where does water come from?

1

Unit at a Glance

- Language: Ask for and Give Information, Explain and Explain a
- Literacy: Ask Questions
- Content: Water

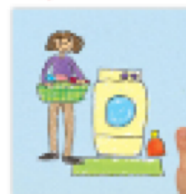
Unit
3

Share What You Know



Do it!

- 1 Think of ways that people use water.
- 2 Act out one idea. Work with a group. Have the class guess what you are doing.
- 3 Make a poster showing your group's idea of how people use water.



Build Background: Ask for and Give Information
MCTeach.com

2

Unit 4

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

K-W-L CHART

Name: _____

TOPIC: _____

K WHAT
I KNOW

W WHAT I
WONDER

L WHAT I
LEARNED

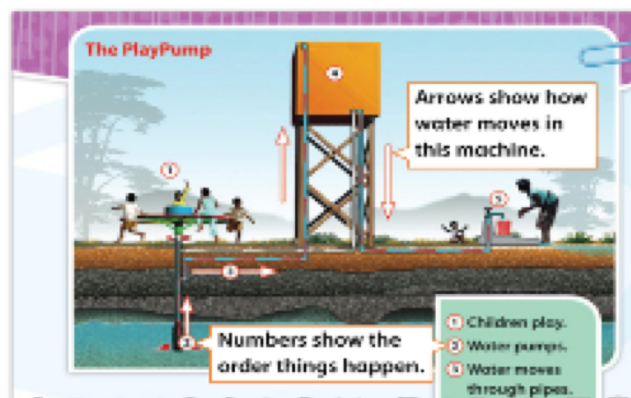
Read a Magazine Article

Genre

A **magazine article** is nonfiction. It can tell about real people, places, and events.

Text Features

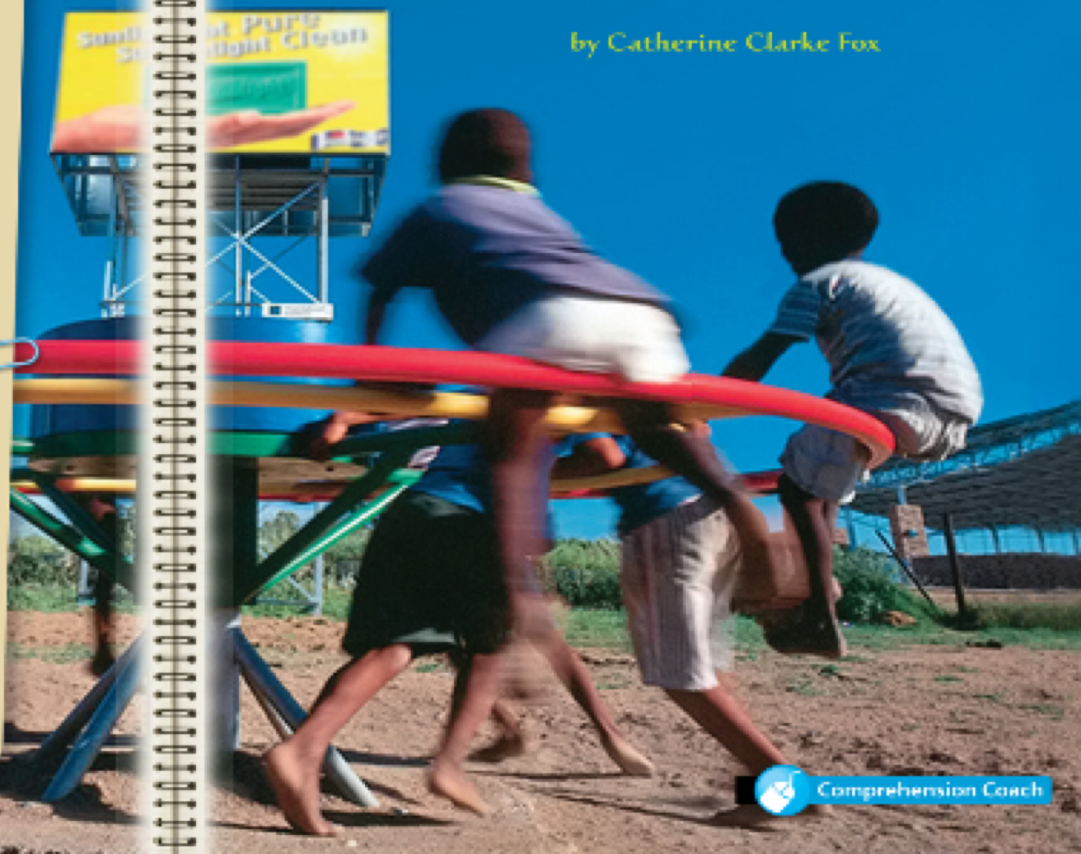
A **diagram** can show how something works.



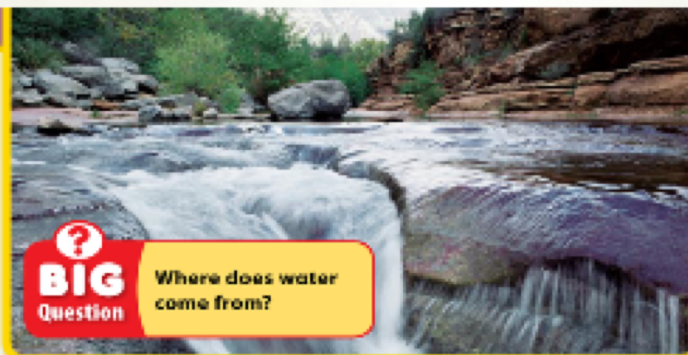
PlayPumps

Turning Work into Play

by Catherine Clarke Fox



Comprehension Coach



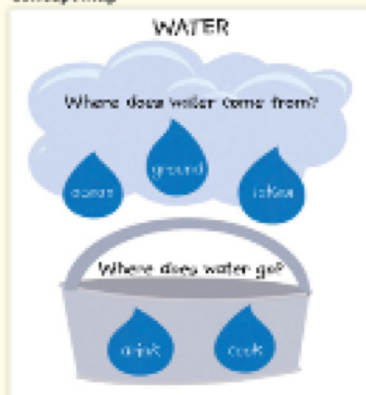
BIG
Question

Where does water come from?

Talk Together

In this unit, you found lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

Concept Map



Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Keep a Water Log

Think about how you used water today. When did you use it? How did you use it? Write about each time.

This morning I used water to brush my teeth.
At lunch I washed my hands.

Talk About It!

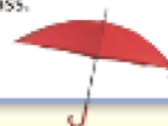
Give an Interview

What ways do people get water? Think of questions to ask. Ask a partner your questions. Be sure to listen carefully to the answers. Then switch roles.

Do It!

Act Out the Water Cycle

Make up movements to show how rain is made in clouds. Use sounds and props. Perform the mime for the class.



Write It!

Write a Letter

Write a short letter to a rain cloud. Tell the cloud why it is important. Tell how it helps you. Be sure to include the date, a greeting, and a closing. Share your letter with a classmate.

Caring for the planet

Meet the Explorers



Unit 1

ANNIE GRIFFITHS Photographer

Annie Griffiths was one of the first women photographers for National Geographic. She uses her camera to connect with people. She took a photography class in college and fell in love. Now she uses light and color to tell stories of people and places.



Unit 2

PARDIS SABETI Computational Geneticist

Pardis Sabeti was born in Tehran, Iran. She is the lead singer and base player in a rock band and is a computational geneticist. Pardis works to understand and control dangerous diseases like ebola. She wants to keep the world healthy, and she knows that, in order to do that, people need to work together. They need to share information, understand other people, and have fun!



Unit 3

AMBER CASE Cyborg Anthropologist

How do humans and technology interact? Amber Case is on a mission to find out. As a cyborg anthropologist, she studies how people interact with technology. Amber looks at how technology use affects our lives in both positive and negative ways. How does technology affect your life?



Unit 4

KATY CROFF BELL Archaeological Oceanographer

Katy Croff Bell is an underwater detective! As an archaeological oceanographer, Katy uses deep-sea technology to explore the ocean. She spends much of her time aboard the E/V Nautilus as it travels the world's seas. She's excited to share her work with the rest of us using telepresence technology. With this technology, when Katy's making discoveries at the bottom of the sea, we can be right there with her, exploring in real time on the computer.



Unit 5

KEVIN HAND Planetary Scientist/Astrobiologist

Life can thrive even in the most extreme environments. Just ask Kevin Hand! Kevin works at the NASA Jet Propulsion Laboratory as a planetary scientist and astrobiologist. He researches one of Jupiter's moons, Europa. Its deep oceans may be the perfect environment for microscopic extremophiles. Kevin thinks studying Europa may be our best chance at finding life beyond Earth!



Unit 6

TRISTRAM STUART Author and Campaigner

Want to know something shocking? People waste more than one-third of the food that's produced! Tristram Stuart, an author and campaigner, is trying to change that. He helps people learn about food waste by holding public feasts, feeding thousands of people delicious meals made from food that's been thrown away. Tristram believes everyone can be less wasteful by only taking what they need. Can you think of ways to decrease your food waste?



Unit 7

SHANNON GALPIN Adventurer and Humanitarian

Shannon Galpin thinks art isn't just for private galleries, but also for public spaces where everyone can enjoy it. She organized a free public art show in Afghanistan, in which she displayed life-size photos of daily scenes from Afghan culture. This was the first time many Afghan people got to see the beauty and culture of different parts of their country.



Unit 8

JIMMY CHIN Climber/Photographer

Avalanches, steep cliffs, and below-freezing temperatures? It's all in a day's work for Jimmy Chin, climber, filmmaker, and photographer. Jimmy goes on four or five expeditions each year. He thinks his most important job on the expedition is to first be a safe reliable member of the team—taking pictures is second. But he's willing to take risks to get the perfect shot. Jimmy's love of exploring keeps him going. He thinks the human spirit is strong enough to overcome any obstacle.

LESSON 7 Video

- 1 Look at the photos. What do you think girls learn at the SOLA (School of Leadership, Afghanistan)?



National Geographic Explorer Shabana Basij-Rasikh started the SOLA (School of Leadership Afghanistan).

- 2 Watch the video. Then tick (✓) the things you think are important to Shabana. [Video 1](#)

- ☐ going shopping
- ☐ helping girls reach their goals
- ☐ watching TV
- ☐ helping her country
- ☐ staying at home
- ☐ trying new things
- ☐ helping girls have the same chances as boys
- ☐ helping boys but not girls

- 3 Watch the video again. Circle the correct answer (A or B). [Video 1](#)

- 1 Girls didn't use to go to school in Afghanistan because _____.
A they didn't want to B they weren't allowed to
- 2 School of Leadership, Afghanistan is _____.
A for boys and girls B only for girls
- 3 At this school, the girls can _____.
A try new things B go home every day after their lessons
- 4 Shabana hopes her students will _____.
A become future leaders of their country B leave their country

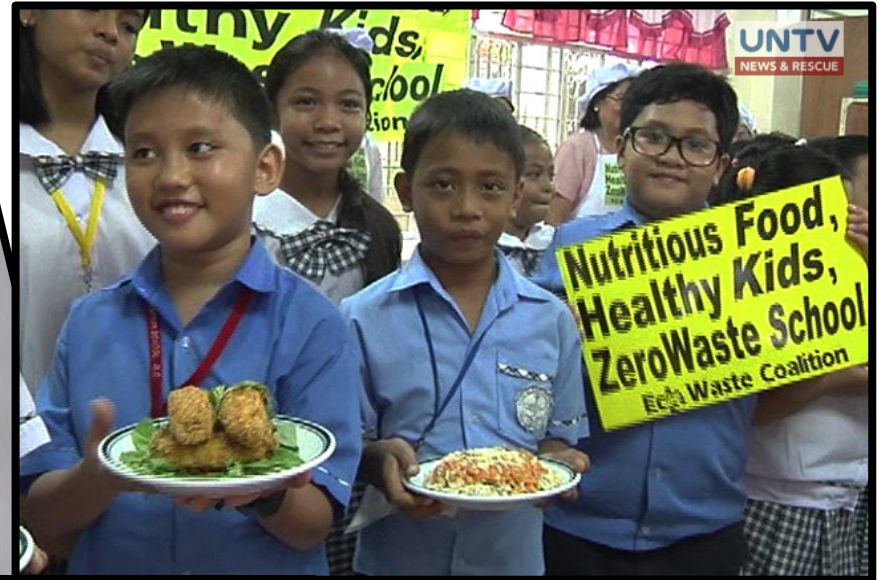
- 4 Work in groups. Discuss the questions.

- 1 Would you like to go to a boarding school? Why? / Why not?
- 2 Shabana believes it's better for the whole world if all girls go to school. Do you agree with her? Why? / Why not?



Inspire

Care for yourself
Care for others
Care for the
World



What can I do for the planet?



Unit 8

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



1 BEFORE YOU WATCH

Where do you go when you go out in nature? Tick.

- ☐ a national park
- ☐ a jungle
- ☐ a farm
- ☐ a volcano
- ☐ a beach

Now talk about what you do in nature.

I go swimming in the sea!

Cool!
I go hiking in a national park.

2 WORDS TO KNOW

Match the words to the pictures.

global warming explorer tools generation



3 WHILE YOU WATCH

What activities can you see the children doing in the video? Circle.

watering plants
playing with cats and dogs
learning about the environment

planting seeds
playing with balls
riding bicycles

4 AFTER YOU WATCH

Tick T for True or F for False.

- 1 Maritza Morales Casanova teaches children about the environment and global warming. T F
- 2 Students also teach each other at the park. T F
- 3 Because students learn at the park, it isn't fun. T F
- 4 Maritza thinks it's important to take care of the environment. T F
- 5 Students only learn about plants. T F

5 WATCH AGAIN

How are you going to teach others to care for the environment?

I am going to teach my brother to turn off the tap when he brushes his teeth.

Cool!
I am going to ask my dad to recycle old newspapers.

LESSON 3

Reading

1 Look at the words. Listen and repeat. TR: 72

cups plates bowls straws bottles glass

2 Where does plastic rubbish in the sea come from? Listen and read. TR: 73

There's lots of rubbish in the sea. It's a big problem for the fish and other animals that live in the sea, and for us! There are plastic bags, **cups, plates, bowls, straws** ... and lots of **bottles**. We use 500,000,000 plastic bottles every year. What can you do to help? Here are some ideas.

- ✓ Don't ask your parents for a bottle of water. Fill an old bottle with water and take it with you.
- ✓ Stop using plastic straws in restaurants. Ask for a **glass** of water with no straw.
- ✓ Never throw rubbish in the street.
- ✓ Tell your friends about plastic rubbish!
- ✓ Do say: 'Can I have some water in this bottle, please?'
- ✓ Don't say: 'Can I have a straw with that, please?'

3 Read again and complete.

bottle buy friends sea rubbish straw

When we buy food and drink we also buy
(1) _____. Lots of bottles go into the
(2) _____ after we use them. So don't ask
your parents to (3) _____ a bottle of water.
Take an old (4) _____ with you. You don't
need a (5) _____ to drink. And talk to your
(6) _____ about the problem.

4 What can you do to help?

VALUE

Care for the environment.

Workbook, Lesson 6

Plastic bottles in
Cibeles fountain,
Madrid, Spain

Grammar

LESSON 4

1 Listen and read. TR: 74

Can I have **a glass of** water, please?
Can I have **a bottle of** juice, please?
Can I have **a bowl of** rice, please?
Can I have **a plate of** chicken, please?
Can I have **a slice of** bread, please?
Can I have **a bag of** grapes, please?

2 Make sentences.

- 1 I / bottle / cola / please?
Can I have a bottle of cola, please?
- 2 we / two / glasses / milk / please?
- 3 I / slice / bread / please?
- 4 I / bowl / soup / please?
- 5 we / bag / tomatoes / please?
- 6 I / plate / salad / please?

3 Match.

apple cake chips ice cream
mango juice water meat noodles
potatoes pizza sauce sweets

- | | | |
|--------------|--------------|---------------|
| 1 a glass of | 2 a slice of | 3 a bottle of |
| 4 a bowl of | 5 a plate of | 6 a bag of |

4 Write and say.

Can I help you?

Yes. Can I have a bowl of pasta,
please? And a glass of pineapple juice?

Yes, of course. Here you are.

Thank you.

Problem/Solution: Jigsaw

Text: _____

Problem

Solution

Name: _____ Date: _____

Graphic Organizer: Problem Solution

Problem:

Choice #1:

Choice #2:

Choice #3:

Pros: **Cons:**

Pros: **Cons:**

Pros: **Cons:**

Solution:

Cause

Problem

Solution

© Gay Miller

Name _____

Research Project

My Topic _____

--

--	--	--

Three interesting facts I learned:




1. _____
2. _____
3. _____

One thing I'm still wondering:



Independent Research Project

Narrow Topic: _____
Technology/Materials: _____
Presentation Method: _____

Questions I have about my topic: 	What I discovered during my research 	Sources 



End Plastic Pollution Ice Breaker Cards

1. Earth Day is an annual International Day for focusing on environmental issues held on 22nd April.

It began in America in 1970 by Senator Nelson in Wisconsin, USA after seeing a giant oil spill the previous year.

Question: Why do you think people in different countries celebrate Earth Day?



End Plastic Pollution Ice Breaker Cards

8. There are oceans of plastic! Due to the currents in the Earth's oceans, plastic will eventually end up in one of five specific places around the world.

These plastic collections—called 'gyres'—can be miles wide.

Question: How many of the Earth's oceans can you name?



End Plastic Pollution Ice Breaker Cards

2. The Five 'R's are an important part of ending plastic pollution:

Reduce, Refuse, Reuse, Recycle, Remove

Question: Think of one thing for each of the 'R's' that you could do to help end plastic pollution.



End Plastic Pollution Ice Breaker Cards

3. Plastic is the most common type of litter. However, one of the main reasons that we have a problem with plastic pollution is because it is so useful.

Question: How many different uses of plastic can you think of?



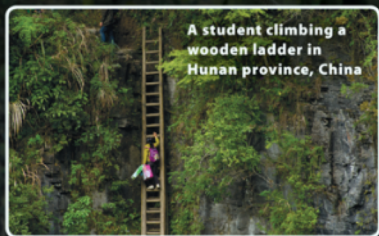
End Plastic Pollution Ice Breaker Cards

10. Microplastics and microbeads are the name for the tiny pieces of plastic that are made by manufacturers or made as plastic breaks down. Due to their size, they can get into the food system when eaten by ocean animals.

Question: How could microbeads affect humans who eat fish? You might also want to see if you can find out if any products (like toothpaste and face wash) you have at home contain microbeads.



ink saving Eco



A student climbing a wooden ladder in Hunan province, China



School children in Indonesia crossing a broken bridge

Reading

- A** Look at the photos. Where do you think these children are going?
- B** Skim the first paragraph. What do you think “commute” means?
- C** Talk with a partner. How do you go to school?

AN UNUSUAL COMMUTE

2-26

How do you travel to school? Do you usually go by bus, by car, or on foot? Around the world, some children have very unusual commutes to school.

- Children from the village of Banten in Indonesia cross a river to get to school every day. In the past, the children crossed a bridge over the river. But it broke after a heavy rain in 2012. For 10 months, the bridge was broken. There is another bridge they could use, but the journey is 30 minutes longer. Students usually chose to cross the broken bridge.
- 10 Zhang Jiawan is a village in the mountains in Hunan province, China. Children climb up and down tall wooden ladders to get to school and to go home. The ladders are not tied to the mountain, so people help to hold the ladder when someone else is climbing.
- In Colombia, 11 families with school-age children live on one side of the Rio Negro valley. The children’s daily commute is breathtaking. 400 meters above the valley, a thick metal cable carries the children to school. A V-shaped branch slows them to about 80 kilometers an hour. It is the quickest way to get to school. But often, when it rains, the cable is too dangerous. The children stay home and can’t go to school.
- 20 According to UNESCO, about 57 million children around the world can’t go to school. It is not easy to solve this problem, but it is something we should continue to work on.

Keep it Clean



Children cleaning up a beach

1 Look at the photo. Tick the words that say what's happening.

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> working | <input type="checkbox"/> planting |
| <input type="checkbox"/> having a picnic | <input type="checkbox"/> helping |

LESSON 1 Words

1 Listen and repeat. TRXX



broccoli



cereal



a chilli



sweetcorn



a courgette



jam



a lettuce



nuts



olives



a strawberry

2 Read and write words from Exercise 1.

- 1 It's small and red. It's not a vegetable. What is it?
- 2 We often make it from fruit and eat it with bread. What is it?
- 3 It has green leaves. We often make salad with it. What is it?
- 4 They're small and usually green or black. What are they?
- 5 It has many small, yellow parts. What is it?
- 6 It's red or green and it's usually spicy. What is it?

3 Read these facts about chillies. Do you think they are true or false? Then listen and write T (true) or F (false). TRXX

- 1 Big chillies are usually spicier than small ones. ☐
- 2 Birds eat the seeds of a chilli because they're hot spicy. ☐
- 3 It's good to eat ice cream after you eat a chilli. ☐
- 4 An orange has more vitamin C than a chilli. ☐
- 5 You can make jam from chillies. ☐
- 6 The worker in the photo is going to count the chillies. ☐

We can always bring the world to the classroom.

Chilli farm in
Xuan'en County,
Hubei Province,
China

Grammar LESSON 2

1 Listen and repeat. TRXX

How many / How much ...?

How many chillies are there?

How much cereal do you have for breakfast?

We use *many* with countable nouns and *much* with uncountable nouns.

2 Read the food quiz and circle *many* or *much*. Can you guess the answers?

- 1 How *many* / *much* water is there in a courgette?
A 25% B 60% C 95%
- 2 How *many* / *much* bananas do people around the world eat every year?
A 10 million B 10 billion C 100 billion
- 3 How *many* / *much* seeds does a strawberry have?
A 50 B 200 C 500
- 4 How *many* / *much* did the world's heaviest potato weigh?
A 5kg B 20 kg C 100 kg
- 5 How *many* / *much* different kinds of nuts are there?
A 10 B 30 C 50

3 Write questions

cereal

How much

4 Work in groups and ask questions

about (fill in the box)

How much cereal do you eat in a week?

Fresh food 8



Large pumpkins at the Botanical gardens, New York, the US

Look at the photo. Answer the questions.

- 1 Do you have pumpkins in your country?
- 2 What can you make with pumpkins?
- 3 Is it easy to grow food? What do you need?

LESSON 1 Vocabulary

1 Listen and repeat. TR: 71



bandage



compass



first aid kit



fog, foggy



plaster



whistle

2 Listen and read. TR: 72

Mountain rescue teams help people who are walking or climbing in the mountains. The weather can change very quickly in the mountains: sometimes there are bad **storms** and people get lost or **fall over** and need help. If someone has **broken** an arm or a leg, the mountain rescue team will call a helicopter. If someone isn't badly hurt, for example, they've **cut** their hand, the mountain rescue team will help them to walk safely back down the mountain.

3 Complete the sentences with the words from the box.

bandages	broke	cut	fell over
first aid kit	foggy	plaster	storm

- I always take a _____ when we go camping – it's got medicine for coughs and colds and some _____ in it.
- Have you got a _____? I've _____ my hand.
- The path was very icy and my sister _____ and _____ her right arm.
- There was a big _____ last night and a tree fell onto our roof.
- It's very _____ outside. I can't see a thing.

VALUE Stay safe.
Workbook, Lesson 6

4 Listen to the report about the Lochaber Mountain Rescue team at Ben Nevis. Complete the advice.

 TR: 73

Possible problem	Advice
The weather gets colder or foggy.	Put a ¹ _____ in your backpack. Wear walking ² _____.
Your phone doesn't work.	Take a ³ _____.
You get lost and it's dark.	Use a ⁴ _____ and a ⁵ _____.
You get hurt.	Put a ⁶ _____ in your backpack.

5 Work in pairs. Think of two more pieces of advice for staying safe in the mountains. Then compare your ideas with another pair.

You should bring a water bottle.

That's a good idea!

Ben Nevis mountain, Scotland

Grammar LESSON 2

1 Study the grammar box.

may, might, could for possibilities

We use *may, might* and *could* + verb to show that something is possible now.

Don't touch that! It **may be** dangerous.

We also use *may, might* and *could* to show that something is possible in the future.

It **might get** colder later.

You **could get** lost in the dark.

We use *will* when we're more certain about something in the future.

You'll **see** a great view from the top of the mountain.

2 Complete the sentences with *may, might, could* or *will* and the verbs in brackets.

- The sun goes down at seven o'clock, so it _____ (be) dark at eight.
- It _____ (rain) this afternoon, but there aren't any clouds in the sky now.
- We've had a big breakfast, but we (feel) hungry later. What do you think?
- I've put an umbrella in my backpack, so I _____ (not get) wet.
- We _____ (walk) for a long time or we

3



Helicopter rescue drill at Yokohama port, Japan

Look at the photo. Discuss the questions.

- What's happening in the photo?
- Would you like to do this kind of work? Why? / Why not?
- What kind of person do you need to be to do this kind of work?

The Sami and the reindeer

Today we're going to a place where it is very difficult to live – the cold north! Sápmi is a region in the north of Europe. There is snow for a lot of the year and there are some weeks when you don't see the sun! It isn't easy to travel, play outside or grow vegetables. But Sápmi is where the Sami people live. It is their home. Let's go and find out how they live.

1 Read about Sápmi. Answer the questions.

- 1 Where is Sápmi?
- 2 Why is it difficult to live there?
- 3 Who lives there?

2 Watch the video. Circle. Video 3

- 1 The reindeer are important to the Sami for *travel* / *food*.
- 2 The reindeer find food *in the water* / *under the snow*.
- 3 The reindeer walk far because *the Sami people move them* / *they need to find food*.
- 4 The Sami reindeer herders live in *one place* / *different places*.
- 5 The Sami follow them on motorbikes and by *boat* / *helicopter*.

A Sami man looking
after his reindeer.

3 PROJECT Draw a map of an imaginary place. What animals live there? Choose a place to live.

4 Present your map to the class.

Values

NATIONAL GEOGRAPHIC

Mission

Value your cultural traditions.

- Work with a partner. Share your ideas. Write them down.
- Why should we value our cultural traditions? Write your ideas in the box.

- Work with another group. Share your ideas. Are they the same? Which ideas do you like best?

3 Reading

1 Listen and repeat. TR: 88

hurt find wait love

2 Listen and read. TR: 89

This is a story about the Blooms: Mum, Dad, three boys ... and a bird.

In 2013, Mum gets **hurt**. She can't walk. One day, one of the boys **finds** a baby magpie. It's hurt, too. The boy brings it home. This bird is black and white, so they call her 'Penguin.' The Blooms help Penguin get better. Soon, she can fly!

Penguin helps the Blooms, too. In the morning, she flies into the bedroom and the boys get up. She sits with Mum in the afternoon. At three o'clock, Penguin goes to the garden and **waits**. The boys come home from school. Now they can play. With Penguin, the Blooms are happy again.

One day, Penguin flies away. The Blooms **love** Penguin, but they aren't sad. Now she's with other birds!

Glossary



a penguin



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

VALUE Help others.
Workbook, Lesson 6

VALUE Help others.
Workbook, Lesson 6



3 Write T for True or F for False.

- This story is about a penguin. ☐
- Mum is hurt and Penguin is hurt, too. ☐
- At three o'clock, Penguin goes to school with the boys. ☐
- The boys play with Penguin. ☐
- Penguin lives with the family today. ☐

NATIONAL GEOGRAPHIC

Our World

Work hard in school.

Grammar 4

Listen and read. TR: 90

What time do you get up?
I get up **at eight o'clock**.

What time does Penguin go to the garden?
She goes to the garden **at three o'clock**.

2 Read and write.

- What time _____ have breakfast?
We have breakfast _____ seven o'clock.
- What time do you _____ ?
I have a shower at eight _____
- _____ do they go to bed?
_____ ten o'clock.

3 Listen and draw. TR: 91

6.00

7.00

9.00

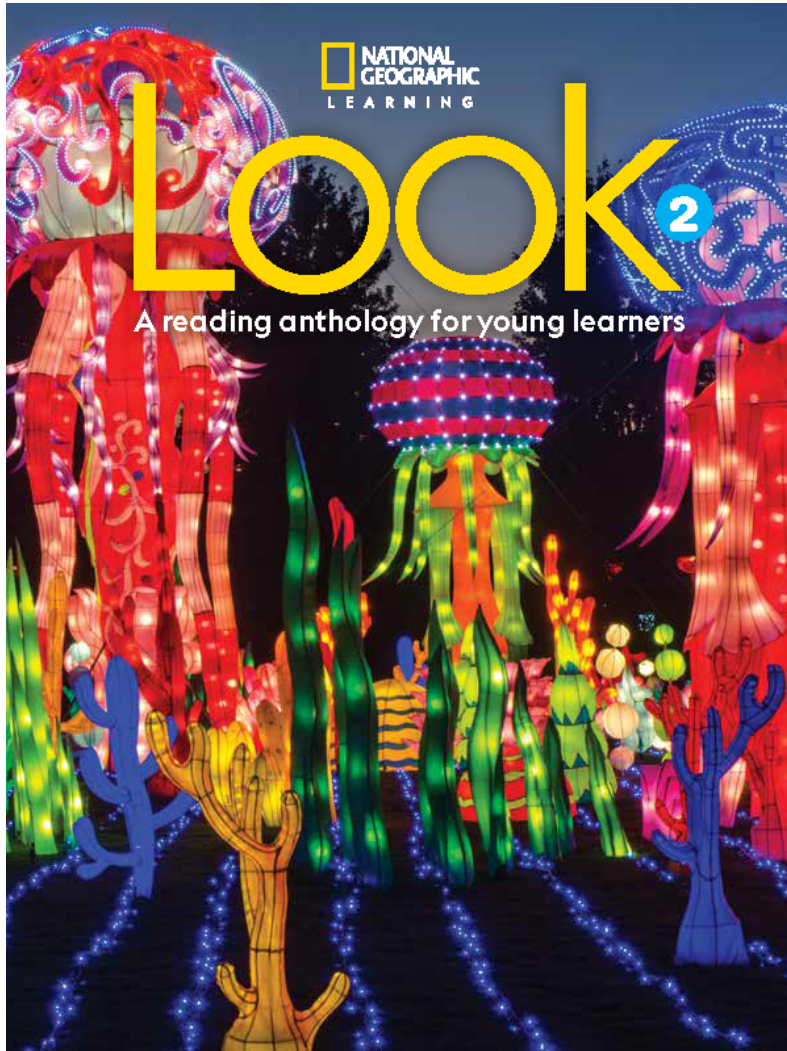
4 With a partner, talk about your day.

What time do you go to bed?
At nine o'clock.

Me, too!

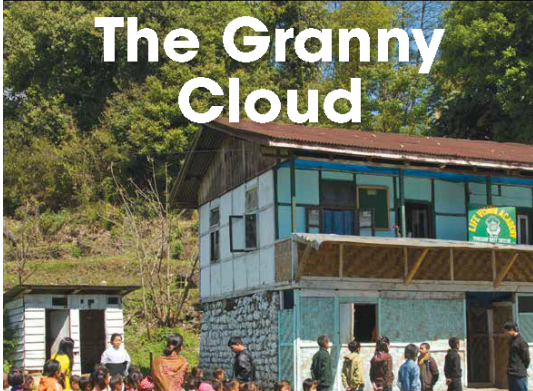


Use books to develop Global Citizenship



STORY 2

The Granny Cloud





'Hello!' says the lady. 'How are you?'

'We're fine, thank you. We want to learn English!'

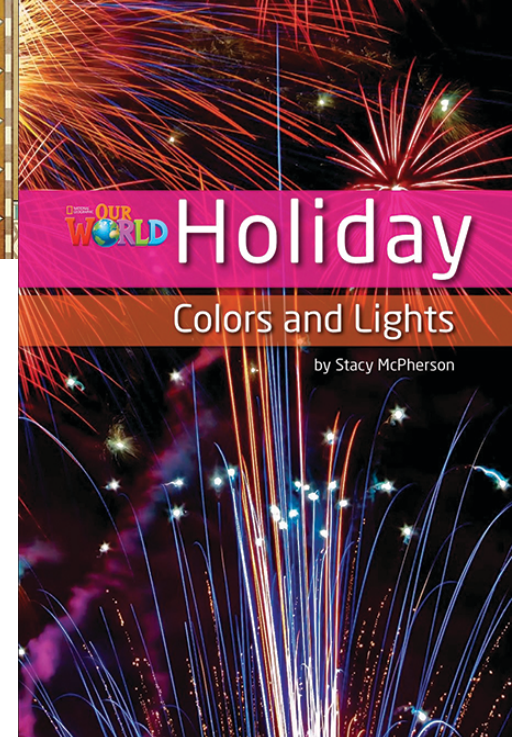
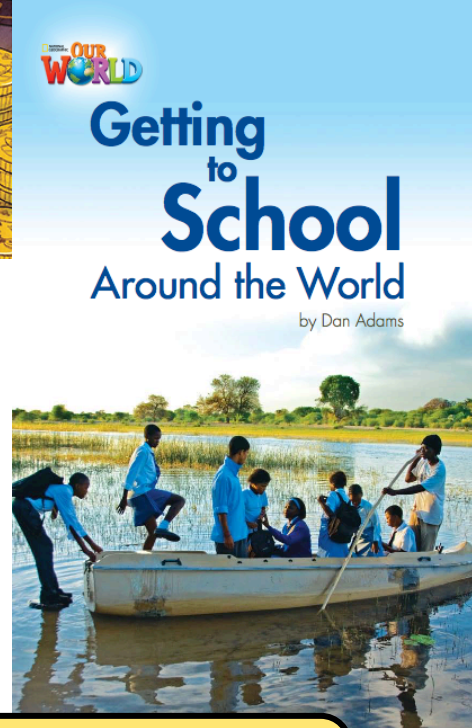
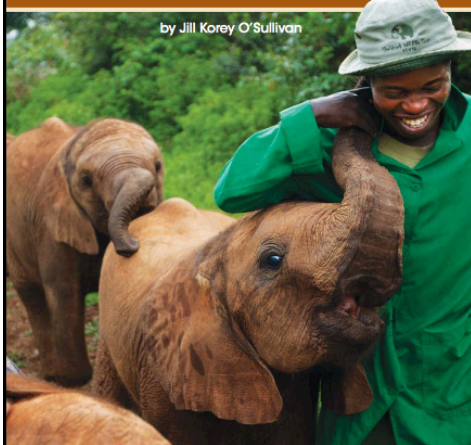
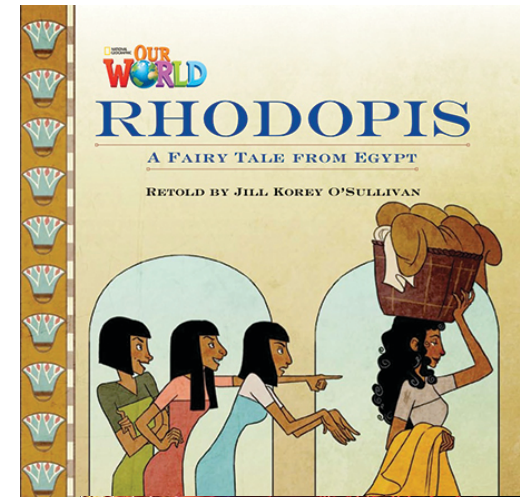
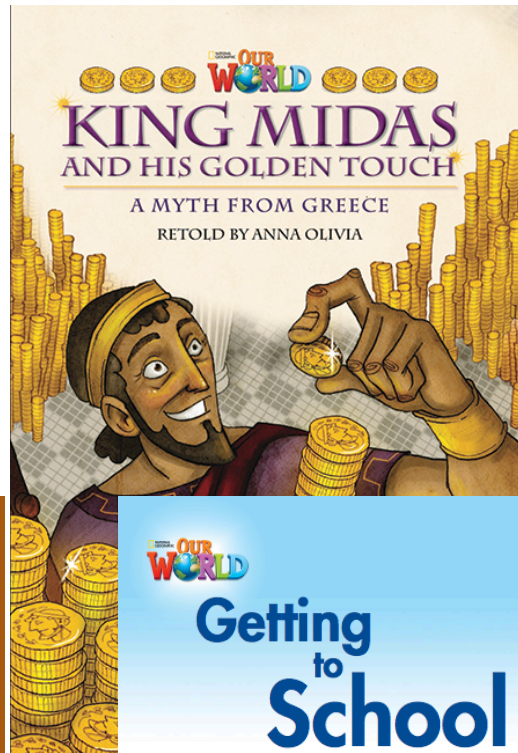
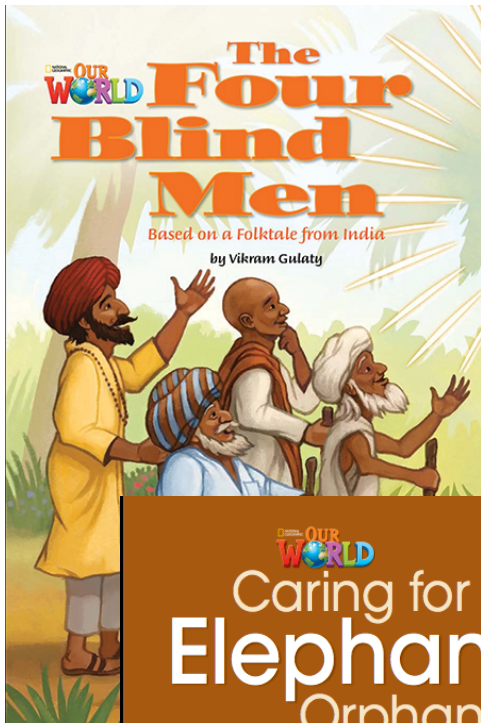
'Wonderful! I can help you.'

This is a...
to learn...



12

13



**Stories from different parts of
the world**

Name: _____ Date: _____

Venn Diagram

Book: _____ Author: _____

RELATE

To the Real World

To Another Story

To Me

Title

Book:	Author:
<p>Text to Self</p>	<p>Text to World</p>
<p>Text to Text</p>	



**EDUCATION
IS THE
MOST
POWERFUL
WEAPON
WHICH YOU
CAN USE
TO CHANGE
THE
WORLD.**



Thank you!
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