



Global Institutions

Age: Secondary

Level: A2-B1

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student learns about global institutions.

Learning Outcome: S.D1.S5.LO2 Evaluate critical perspectives of global institutions

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

Global Skill: S.D3.S4.LO5 Identify premises and evaluate conclusions

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

Part 1 (15 mins)

- A. Ask students to look at the images and identify what global problems they represent.

Answer Key: 1. Environmental destruction, e.g. melting glaciers 2. Mistreatment of animals 3. Mistreatment of children

Ask students if they know of any international organizations/global institutions that help with these problems. Make sure students understand the difference between a global institution and a global business such as Microsoft. (A global institution works to improve or help something around the world. A global business works to sell a product or ideas to make money.)

Answer Key: Possible answers

1. United Nations Environment Programme, Intergovernmental Panel on Climate Change, Greenpeace 2. International Organization for Animal Protection, Wildlife Conservation Society, World Wildlife Fund 3. Save the Children, Child Rights International Network, UNICEF

- B. Have students match the global institutions to the work they do. Encourage them to complete the task individually. Then check answers as a class. Make sure students are pronouncing the initialisms (WHO, WWF) and acronyms (UNICEF, UNESCO) correctly if they use them.

Answer Key: 1. d 2. c 3. b 4. f 5. a 6. e

Part 2 (20 mins)

- A. Have students read the instructions. Check their understanding of what an animal conservation park is. Explain that it is a place where people look after endangered, or very rare, animals. Some of the animals were rescued from the wild and some were saved from dangerous situations. The goal might be to set them free in the wild again one day. Ask them to read the two ads and decide which place focuses on animal conservation. Encourage them to find or underline reasons.

Answer Key: Great Ape Wildlife Park because they help rescued gorillas, chimpanzees, and orangutans.

Ask students which place they would prefer to visit and why. Elicit their ideas, accepting them all at this point. Tell students that they will look at the differences and similarities between zoos and conservation parks in activity C.

- B. Before students start this task, ask if they know what an endangered animal is (a very rare animal species that could disappear because there are very few alive). Elicit examples of endangered animals (e.g. black rhino, mountain gorilla, leopard, orangutan, hawksbill turtle). Ask students to read the comments that people made after visiting a city zoo. Have them decide individually if the people have a positive or negative reaction to the place they visited or if they had both positive and negative reactions. Check answers as a class.

Answer Key: 1. negative 2. both 3. positive 4. both 5. positive

- C. Divide the class into pairs. Have students make notes on the similarities and differences between a zoo and a conservation park. Point out that they can use ideas from activity B, but encourage them to use their own words. Elicit their ideas.

Answer Key: Possible answers

Differences: The animals are endangered. They are usually rescued from the wild. **Similarities:** The animals are not free. People pay to see them.



Part 3 (15 mins)

A. Explain that some global institutions protect the environment. Tell students they will listen to two teenagers talking about an environmental organization. Play the audio. Ask students if Alex (the male speaker) says positive or negative things about *Protect the Trees*. Encourage students to paraphrase the things Alex says that helped them find the answer.

Answer Key: 1. T 2. T 3. T 4. F 5. F

Audiocscript

Nadia: I really like our climate change project for our science class. I decided to join an organization that is doing something about it. So, I'm going to join *Protect the Trees*. They try to help the planet. You joined too, didn't you?

Alex: Yes, I did, Nadia. One of the things they do is show how eating meat is making climate change worse for the planet. I decided to become a vegetarian.

Nadia: And are you still a member?

Alex: No. I didn't agree with everything they did.

Nadia: Like what?

Alex: Well, some *Protect the Trees* members protested in an area where people can't go. They climbed the trees and sat there for days. I don't think that worked. In the end, the company cut down the trees and nothing changed.

Nadia: Hmm—true, that's not great. But I think their work is really important. For example, they try to stop the destruction of the Amazon rainforest.

Alex: Yes, that's true. But I read about how the organization spends its money, and it isn't good news. They get millions of dollars from people like me who join, but they spend only 15% of the money on their projects. What are they doing with the other 85% of the money?

Nadia: I see. Well, I'm glad you told me these things. It's always good to get ideas from different people. I think I might join another environmental organization instead. But thanks for the information.

Alex: No problem. So, let's think about this climate change project!

B. Before students start this task, ask them to read the sentences and decide what part of speech (noun, verb, or adjective) could fit in each line. Play the audio again and have them complete the sentences with the word or phrase they hear. If needed, pause the audio to give students time to write their answers down. Check answers with the class.

Answer Key: 1. climate change 2. climbed 3. destruction 4. join 5. spends

Extension

A. Explain that another global institution that does important work around the world is called UNESCO. The organization protects places that they call World Heritage Sites, and there are now over 1,100 of these sites around the world. Ask students if they know about any of the places in the photos. Have them choose the places they think are World Heritage Sites, allowing them to work in pairs or small groups if preferred. Elicit answers, accepting all answers at this point. When students have answered, explain that all of the places are World Heritage Sites.

Answer Key: All of the places are World Heritage Sites.

B. Ask students if they know of any other World Heritage Sites. Allow them to look at the World Heritage Site online if they have trouble thinking of ideas.

C. Ask students if there are any World Heritage Sites in their country. Then ask them if they know of any places that should be a World Heritage Site. Encourage them to give reasons for their choices.

If you prefer, ask students to do activity C as a homework activity. Have them use the internet to research a place that is on (or should be added to) the list of World Heritage Sites. As an extension, ask students to write a short paragraph describing this place and why it is (or should be) a World Heritage Site. Encourage students to check their spelling, punctuation, and grammar when they have finished writing.