



What Is A Global Citizen?

Age: Adult

Level: A1-A2

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters their responsibility for positive global outcomes, or has an exercise of this responsibility modelled to them.

Learning Outcome: A.D1.S1.LO1 Provide a definition of what it is to be a global citizen

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

Global Skill: A.D3.S3.LO2 Demonstrate independent thinking

Sustainable Development Goals: 4: Quality Education, 17: Partnerships for the Goals

Part 1 (15 mins)

Introduce the term *global citizen*. Ask students what they think it means and give them some examples of global citizens that you think your students will know. Mention and/or share images of famous global citizens and talk about them. Ask students to add to the list names of other global citizens they know of.

Some examples include Hugh Jackman (actor and activist against poverty), Nelson Mandela (former President of South Africa), Greta Thunberg (environmental activist), Oprah Winfrey (TV personality and campaigner for social justice), Bill and Melinda Gates (co-founders of the *Bill and Melinda Gates Foundation*), and Malala Yousafzai (2014 Nobel Peace Prize winner).

Ask students if they can tell you what these people have in common. (They do things to help other people by addressing problems that have global significance.)

A. Ask students to read the explanations and check the four they think are true. Check their understanding of any unknown words.

Answer Key: Students should check sentences 1, 2, 4, and 5.

B. Ask students to read what each person says. Students then match the four explanations they checked from Activity A. Encourage them to underline the words or phrases from the people's quotes and the explanations in A that helped them find the answers. Check answers around the class.

Answer Key: a. 5 b. 4 c. 2 d. 1

C. Students work in pairs and give examples of how the people in Activity B are global citizens. Encourage them to give reasons to support their opinions.

Part 2 (20 mins)

A. Ask students to read the stories. Ask them if they had heard of these people before. Have them underline any unknown words in the texts and encourage them to speculate on their meanings.

Ask students to work in pairs and identify the ways that the three people in the texts have helped different global communities. Ask them to discuss whose work could make the biggest change to the students' community. Encourage them to read from the texts to justify their answers.

B. In the same pairs, ask students to read the sentences and choose YES or NO. Check answers as a class.

Answer Key: 1. NO 2. NO 3. NO 4. YES 5. YES 6. YES 7. YES 8. NO

C. Ask students to reflect on whether they think it's possible for everyone to be global citizens themselves. Elicit if students think they are global citizens and why or why not. To help with this activity, discuss some of the ideas in this section and explore the importance of respecting others, aiming to improve the world around you and thinking both locally and globally.

At the end of the task, explain that we are all global citizens because we all have a responsibility to help others in our local community and also the wider world.



Adult | Teacher's Notes

Part 3 (15 mins)

- A.** Ask students if they know what a *food bank* is, or if they can work out from the photo what it is. Ask them to read the definition and tell you if they know of any food banks in their area. Ask, *Have you ever given money or food items to a food bank?*
- B.** Explain that it's important that food banks get suitable food items from people because otherwise they can't use the items and they have to be thrown away.

Elicit some of the items students think people can donate to a food bank and write up their ideas. Accept all their suggestions. Students then work in pairs to check the food items in the pictures that they think are suitable. Check answers. Depending on your students' ability, encourage them to use quantifiers when talking about each of the items, e.g., *Food banks need boxes of healthy breakfast cereals.*

Answer Key: 1, 2, 4, 6, 7, 8, 10

Notes: Food banks can't use fresh or homemade food or food that has been opened or is past its sell-by date. Some food banks also receive cash donations—they often have access to low-price food so they can buy more food for a \$10 cash donation than \$10 worth of donated food. According to the Food Bank of Eastern and Central North Carolina, a gift of \$1 can provide 10 meals.

- C.** Divide students into groups of four or five and ask them to think of three or more items that could be added to the list. Write up their suggestions.

Answer Key: Suggested answers
canned soup, canned fruit, rice, dried fruit, cookies and crackers, canned meat, cooking oil, powdered milk, and sauces.

- D.** Ask students if they have heard of the website *FreeRice* or if they have used the app. Have them follow the steps to find another fun way to help people.

Explain that this allows people to play games or answer questions on English vocabulary. For every correct answer they get, the organization will donate five grains of rice—or the equivalent in money—to help people who don't have enough to eat. You could encourage students to search online to find out more or to take part as a class to raise money.

Extension

- A.** Ask students to read the leaflet asking for ideas for the *Zero Hunger Food Project*. Ask them if any information from the leaflet surprised them. Give students about five minutes to make notes about their ideas. Encourage them to work on their own at this point.

If students are struggling, write up the following ideas for them to decide which ones they think are good:

- put "food-bank boxes" in local supermarkets so people can give food as they shop
- raise money for charities that help people who need food
- help deliver food to people in need
- reduce food waste at home, e.g., freeze food you don't eat
- ask supermarkets and cafés to donate food they usually throw away
- start a food-waste stall run by volunteers
- set up a community café using food waste from supermarkets

- B.** Divide students into groups of four or five to share their ideas. Ask students to vote and write ideas that they think are good.

- C.** Students then share their ideas with the rest of the class and decide which ideas they think are the best.

As a homework activity ask students to write a short email to the *Zero Hunger Food Project* to share their ideas on how to make *zero hunger* happen. Encourage students to check their spelling, punctuation, and grammar when they have finished writing.