



Adult | Teacher's Notes

Do Something!

Age: Adult

Level: A1–A2

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is actively encouraged to exercise their responsibility as a global citizen through modeling tasks.

Learning Outcome: A.D2.S5.LO1 Identify and takes positive action in the community

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

Global Skill: A.D3.S1.LO1 Demonstrate an ability to set goals with others

Sustainable Development Goals: 4: Quality Education, 6: Clean Water and Sanitation

Part 1 (15 mins)

A. Before beginning this activity, check that students understand the idea of “community.” Elicit the name of the area where their community is, and things that make it feel like a community (e.g., people look out for their neighbors; there’s a community project that people work on together; there are monthly community events).

Tell students that they are going to talk about problems that can happen in a community. Draw attention to the diagram and preview the problems. Check comprehension of any unfamiliar terms.

Divide the class into pairs. Have them discuss the problems and then check which problems shown in the diagram they can see in their community. Ask them to think of another problem they see in their community to add to the diagram. Ask pairs to share the problems they see in their community with the class and write them up. Encourage students to use the model conversation and give explanations using *because*. Monitor their discussions, helping with vocabulary where necessary.

If students have trouble thinking of problems they see in their community, give them the following suggestions for them to choose one:

- there is no feeling of community; some people can feel lonely
- there isn’t a community center or place for community events
- there aren’t enough stores, sports facilities, schools, parking lots, etc.
- the roads and sidewalks are in bad condition
- there aren’t enough parks or green spaces
- people don’t vote or aren’t interested in choosing their leaders

B. Explain that the items a–d are possible solutions to the problems in Activity A. Preview the solutions and check comprehension of any unfamiliar words. Then have students match the problems 1–4 in Activity A to the possible solutions a–d. Point out that looking at key words and synonyms in the solutions can help them find the correct problems (e.g., *walk*, *bike*, and *car trips* are connected to *Transportation*). Give students a few minutes to complete the task. Then elicit the answers.

Answer Key: a. 2 b. 1 c. 3 d. 4

Part 2 (20 mins)

A. Divide the class into small groups. Ask each group to choose one of the problems in their community from Part 1 that they would like to try to solve.

B. Have the students work in groups to research the problem and answer the questions in the chart. Tell them to make notes about their answers and ideas. Explain that they can go online to find information to answer some of the questions, but they should also use their own ideas and experience. Monitor the activity, helping with vocabulary or ideas where necessary. Check that they are making notes in the chart.

If students need help with their online searches, direct them to local online news websites or other online community group websites.

C. Ask groups to share the information in their chart with the class.



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Part 3 (15 mins)

- A.** Tell students that they will read about a project called the *Zero Mass Water Project*. Explain that the project helps provide people with safe, clean drinking water. Give students a few minutes to read the text. Check comprehension of any unfamiliar terms. Have them answer the questions individually. Then review answers as a class.

Answer Key:

1. They use the sun to change water in the air to clean drinking water.
 2. 22,000
 3. Possible answers: People don't have to travel or carry water. There are fewer diseases like cholera and diarrhea.
- B.** Divide the class into groups of five or six students. Explain that students are going to collaborate on a project to find a way to help another community that needs water. Ask them to read the Collaboration Checklist for ideas on how to work together effectively.
- Explain that once the group have understood the stages of the project, they need to do is to choose a group leader. The group leader will make notes and share information with the class, or ask another group member to do so.
- Then ask them to follow the steps and do the project. Give students time to research information and complete the three steps.
- C.** Have the leader in each group report their findings to the class. Elicit how they felt when they collaborated in groups. Did they find it easier or more difficult than completing a task on their own?

Extension

- A.** Have students read the instructions. Then divide students into small groups. Check that students understand the purpose of the activity and what a volunteer is (a person who does a job, but who doesn't get paid to do it). If helpful, brainstorm as a class the skills and abilities volunteers should have. Then have students make a poster or online advertisement. This can be done in class or for homework.
- B.** Have students to work in the same groups. Tell them they will make a poster or online advertisement to encourage volunteers to work on the new project. Invite students to use the information they wrote in their charts in Activity A.
- C.** Ask students to share their posters or advertisements with the class. Make a class vote for the best poster or advertisement.