



THE CHALLENGES OF GLOBALIZATION

Lesson Plan

M. Àngels Llavina
Aberdeen University- December 2010



UNIT 1: THE CHALLENGES OF GLOBALIZATION

LESSON PLAN

UNIT 1: THE CHALLENGES OF GLOBALIZATION

OPTIONAL SUBJECT: TEENAGERS IN AN INTERCULTURAL EUROPE.
SECTION B. LEARNING MORE ABOUT YOUNG EUROPEAN CHALLENGES

ETHICS/ CITIZENSHIP
ALTERNATIVA A LA RELIGIÓ

Level: 1st level ESO

Timing : 8 Lessons

(or more depending on the students level of English)

Aims

- Develop critical thinking about complex global issues.
- Increase their interest and concern for others.
- Develop positive attitudes towards difference and diversity.
- Understand the causes and effects of inequality.
- Create awareness about global interdependence.
- Develop a commitment to equity and sustainable development.

Key competences

Key skills: Students will be able to use their analysing and information processing skills and understand the impact of local actions on global events.

Transferable skills: students will develop

C. Communicative competences



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- Interact with other people and approach other cultures and opinions in an accurate way.
- Express and interpret thoughts, feelings and facts in both oral and written forms.
- Know and appreciate the value of cultural differences.
- Search, process and communicate information using different kinds of support.

M. Methodological competences

- Access and communicate information using different ICT tools to learn.
- Apply study skills that include strategic thinking, cooperation and self-evaluation skills.
- Learn autonomously.

P. Personal competences

- Acquire knowledge and attitudes and the capacity to choose using a critical criterion.

H- Specific competences: living together and inhabiting the world.

- Be able to interact with the world we live in.
- Be able to understand the social reality we live in.
- Be able to cooperate and contribute to improving society.

Criteria for assessment

Teacher, peer, and self-assessment portfolios will be used to assess learners':

- Use of vocabulary
- Understanding of globalization and interdependence.
- Understanding of causes and effects of globalization.
- Identification of the differences between developed and developing countries and knowledge of how to deal with being global citizens.
- Awareness of the unequal and unfair trade between developed and developing countries.

Evidence: performance in classroom activities and the processes and materials used in these will provide evidence for formative assessment.



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Teaching objectives	Learning outcomes
<p>Content</p> <ul style="list-style-type: none"> • Present the concepts for students' understanding and application of: <ul style="list-style-type: none"> - Globalization and interdependence - Social equity - Diversity - Sustainable development • Present trade between countries, including fair trade. • Consider strong and weak points of globalization: causes and effects. • Consider the unequal global situation nowadays. • Present the Millennium goals. 	<p>Content</p> <ul style="list-style-type: none"> • Learn about: <ul style="list-style-type: none"> - Globalization & interdependence - Social equity - Diversity - Sustainable development - Trade & fair trade - Millennium goals • Be aware of strong and weak points of globalization: causes and effects. • Use the specific unit vocabulary. • Demonstrate an understanding of the unequal global situation nowadays. • Demonstrate concern for inequality, unfairness and global issues related to the topic.
<p>Cognition</p> <ul style="list-style-type: none"> • Provide learners with information about and practice of issues related to globalization to develop critical thinking. • Promote self-reflection about globalization's issues and interdependence. • Enable learners to distinguish between opportunities available in developed and developing or less developed countries of the world • Promote attitudes related to equal & sustainable development. 	<p>Cognition</p> <ul style="list-style-type: none"> • Interpret visual information. • Follow instructions. • Guess word meanings. • Develop critical thinking: make informed decisions detecting stereotypes and bias. • Present reasoned opinions. • Find arguments and select evidence. • Be aware of inequalities within and between societies. • Be aware of the individual involvement in global issues. • Analysing • Planning • Producing



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- Promote concern about unfairness and inequality

Culture

- Deepen awareness of the issues of globalization and the individual's involvement in them.
- Deepen awareness of inequalities between developed and developing or less developed countries.
- Develop interest and concern for others. Respect other people and things.
- Raise concern about global issues.
- Raise positive attitudes and respect towards difference and diversity.

Communication

Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> Key vocabulary & phrases related to the issues of globalization, trade, countries, and schools. Reading and listening Vocabulary 	<ul style="list-style-type: none"> Understanding instructions Listening and understanding oral information Making questions Pair and group discussions Giving reasons Giving opinions Comparing and contrasting Agreeing and 	<ul style="list-style-type: none"> Asking new questions Searching for information on the Internet Making use of peer explanations Learning language that comes up when studying.



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| <ul style="list-style-type: none">• Grammar structures | <ul style="list-style-type: none">disagreeing<ul style="list-style-type: none">▪ Writing essays, reports & leaflets | |
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THE ENVIRONMENTAL CHALLENGES

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UNIT 2: THE ENVIRONMENTAL CHALLENGES

LESSON PLAN

UNIT 2: ENVIRONMENTAL CHALLENGES

OPTIONAL SUBJECT: TEENAGERS IN A MULTICULTURAL EUROPE.
SECTION B. LEARNING MORE ABOUT YOUNG EUROPEANS' CHALLENGES

ETHICS/ CITIZENSHIP

Level: 1st level ESO

Timing : 6 Lessons

(or more, depending on the students level of English)

Aims

To know the main causes of the problems affecting the environment.

To be aware of the differences in consuming natural resources by people who have different lifestyles and cultures.

To Know what actions we can take in our daily lives to help the environment.

To encourage the use of natural resources which are compatible with sustainable development and solidarity.

Key competences

Key skills: Students will be able to identify major environmental problems and suggest ways of improving them through small actions that they can take.

Transferable skills: students will be able to develop

C. Communicative competences

- Interact with other people and approach other cultures and opinions in an accurate way.
- Search, process and communicate information using different kinds of



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support.

M. Methodological competences

- Access and communicate information using different ICT tools to learn.
- Apply study skills that include strategic thinking, cooperation and self-evaluation.

P. Personal competences

- Enhance the acquisition of knowledge and attitudes and develop the capacity to choose with a critical criterion.

H- Specific competences: living together and inhabiting the world.

- Be able to interact with the world we live in.
- Be able to understand the social reality we live in.
- Be able to cooperate and contribute to improving society.

Criteria for assessment

Teacher, peer, and self-assessment portfolios will be used to assess learners':

- Use of vocabulary.
- Understanding of reusing, reducing and recycling.
- Understanding of the plastic recycling process.
- Ability to identify environmental problems and knowledge of how to collaborate in making individual improvements.
- Awareness of the unequal amount of waste of natural resources between developed and undeveloped countries.

Evidence: performance, process and materials evidence.

Teaching objectives	Learning outcomes
Content	Content
<ul style="list-style-type: none"> • To present the concepts for students' understanding and application of reduce, reuse and recycle; <p>Carbon footprint</p> <ul style="list-style-type: none"> • To revise the plastic recycling process; • To consider the main environmental problems 	<ul style="list-style-type: none"> • Learn: <ul style="list-style-type: none"> - the difference between reduce, reuse and recycle; - carbon footprint • Use the specific unit vocabulary • Demonstrate an understanding of a recycling process



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- To present related local and global projects.

- Demonstrate an understanding of the main environmental problems
- Know about related local and global projects.

Cognition

- Provide learners with information and self practice about environmental issues to develop critical thinking.
- Promote self-reflection about environmental behaviour
- Enable learners to distinguish between opportunities that are available in developed and undeveloped parts of the world.
- Promote sustainable attitudes related to the environment.

Cognition

- Interpret, classify and analyse information.
- Follow instructions.
- Guess word meanings.
- Explain environmental problems.
- Understand causes and effects.
- Be aware of unequal use and distribution of natural resources (evaluating).
- Know the main environmental problems.
- Be aware of the involvement of individuals in environmental issues.
- Plan and produce new steps of action and make recommendations.



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Culture

Deepen awareness of the environmental problems and get involved in an active way.

Deepen awareness about the differences in natural resources that are consumed in developed or underdeveloped countries.

Become more concerned about the effects of our lifestyle on people and the environment.

Communication

Language of learning

- Key vocabulary & phrases related to the environmental issues.
- Reading & listening vocabulary.
- Grammar structures.

Language for learning

- Understanding instructions.
- Classifying.
- Pair and group discussions.
- Giving reasons.
- Giving explanations.
- Giving advice.
- Agreeing and disagreeing.
- Writing an essay or report.

Language through learning

- Asking new questions.
- Searching for information on the Internet.
- Making use of peer explanations.
- Dictionary skills.