

<p><b>Topic:</b> 21<sup>st</sup> CENTURY, <i>global challenges</i></p>	<p><b>SUBJECT OWN SKILLS:</b> Pupils will be able to...</p> <ul style="list-style-type: none"> <li>• Use and create maps.</li> <li>• Analyse and explain reasons for and results of different situations in the world.</li> </ul>		
<p><b>Subject:</b> Coneixement del Medi Natural, Social i Cultural</p>	<p><b>TRANSFERABLE SKILLS:</b></p> <p><b>Communicative skills:</b> Pupils will be able to...</p> <ul style="list-style-type: none"> <li>• Use statistics to interpret information.</li> <li>• Identify relevant information using different sources.</li> <li>• Communicate ideas verbally by giving information and discussing.</li> </ul>		
<p><b>Level:</b> 6è CS</p>	<p><b>Methodological skills:</b> Pupils will be able to...</p> <ul style="list-style-type: none"> <li>• Develop strategies to understand the contents.</li> <li>• Use their skills to plan their work.</li> </ul>		
<p><b>Timing:</b> 6 sessions</p>	<p><b>Personal skills:</b> Pupils will be able to...</p> <ul style="list-style-type: none"> <li>• Apply previous knowledge and skills.</li> <li>• Work in group creatively whilst being responsible.</li> </ul>		
<p><b>AIM:</b> Understand some challenges facing the global community: progress, consumerism and its consequences, the inequalities between countries, and the role the UN plays.</p>			
<p><b>TEACHING OBJECTIVES</b></p>	<p><b>LEARNING OUTCOMES</b></p>	<p><b>COMUNICACION</b></p>	<p><b>CULTURE/CITIZENSHIP</b></p>
<p><b>A.CONTENT</b></p> <p>To introduce...                  - progress and consumerism in the 21<sup>st</sup> century and its ecological consequences.                  - the socio-economic inequalities between different countries, and the role that the UN plays in this matter.</p>	<p><b>A.CONTENT</b></p> <p>Pupils will be able to...                  - memorise key vocabulary                  - understand the impact of technological and economic developments on world societies.                  - consider the role of the UN in ensuring that needs and rights are balanced, supported and protected.</p>	<p>■ <b>Language of learning</b>  <b>Key vocabulary:</b>                  - consumer society, pollution, rubbish                  - income, employment, health care, education, nutrition, trade rules                  - life expectancy, birth, death                  - to grow a crop, to make up rules                  - natural disaster, earthquake, hurricane, drought                  - UN (United Nations), goal, challenge, progress, global,                  ■ <b>Language for learning</b>                  - Language to describe situations (<i>superlatives and comparatives</i>)  <i>greatest, least, bigger, cheaper, better...</i>                  (<i>use of present simple</i>)  <i>they lose their homes, weapons are expensive...</i>                  - Language to express intentions :  <i>I am going to...</i>                  - Language to give opinions:  <i>I think that ....</i></p>	<p>Pupils will be able to...                  - weigh up what is basic and what is unnecessary.                  - appreciate the similarities between people's needs.                  - be aware of the necessity of global actions in our global community.                  - enjoy studying History                  - appreciate better English as a learning language                  - realise the need of being observant in class</p>
<p><b>B.COGNITION</b></p> <p>To offer opportunities for pupils to...                  - apply newly understood concepts                  - realize the consequences of consumerism                  - analyse and understand the reasons for poverty in the least developed countries.                  - understand that organizations and governments have responsibility for ensuring the welfare of the people.</p>	<p><b>B.COGNITION</b></p> <p>Pupils will be able to...                  - apply memorised key vocabulary in different contexts.                  - distinguish between basic needs and unnecessary things.                  - create and interpret maps.                  - identify and describe reasons for poverty, and results of war, natural disasters and unfair trade rules                  - identify similarities before differences                  - collect, record and interpret information from statistic tables.</p>	<p>■ <b>Language through learning</b>                  - Sentences and words that come across throughout the lessons</p>	
<p><b>ASSESSMENT CRITERIA:</b> Pupils should be able to ....</p> <ul style="list-style-type: none"> <li>• Identify, describe and analyse the consequences of progress and consumerism.</li> <li>• Recognize some reasons for poverty and inequalities</li> </ul>			

**21<sup>st</sup> CENTURY***global challenges***Session 1: Progress in the 21<sup>st</sup> century and the consumer society**

**Teaching notes:** There has been more material progress in the world in the 20<sup>th</sup> century than there was in all the previous centuries combined. In this lesson the pupils are going to be aware of this fact. Also they are going to learn the meaning of “consumer society” and realize that our lives are ruled by consumerism.

We are not talking about the role that the publicity plays in this matter; obviously, it's important and the teacher should tell the pupils about it. But I prefer to devote the maximum amount of sessions in this unit to teach the challenges that the global community is facing today, especially those related to social inequalities. One of the contents for *Cicle Superior (Coneixement del Medi Social i Natural)* in our curriculum is “*Anàlisi crítica de la influència de la publicitat sobre els hàbits de consum*”, but we also find “*Valoració del paper de les exposicions, la publicitat, Internet, el cinema, la televisió per informar, fer pensar, persuadir.*”, as one of the contents of *Educació Artística*. Therefore I consider that the pupils could be taught about this topic in an Art lesson.

**Material**

- a computer and a projector for the power point presentation.
- Worksheet 1

**Grouping:** Whole class (1) , work in pairs (5)

**Activities**

1- The teacher presents the topic (PWP page 2) and asks the pupils the meaning of the subtitle of the topic. Perhaps they know the meaning of “global”, or at least it is not new for them. They should understand its meaning, since finding solutions to the problems in the world is our (all the human beings) responsibility. This “responsibility” is a “challenge”- learning activity (*listening and speaking, by figuring out the meaning of the words*)

2- PWP page 3 introduces all the material progress that has been gained in the 20<sup>th</sup> century. PWP pages 4, 5 and 6 refer to the progress in health care (*notice that in the slide 6 the teacher asks the pupils to remember a concept studied in a previous lesson; “21<sup>st</sup> CENTURY, global challenges” concludes “LIFE THROUGH HISTORY”, so it's essential to provide the pupils with chances to make links between the main situations and changes within and across the different periods and societies studied.*) - learning activity (*listening, by understanding oral explanations with the help of the pictures*)

3- PWP pages 7, 8 and 9 talk about the economical progress and its main consequence: the consumer society. (*Notice that in the slide 9 the teacher asks the pupils to remember a concept studied in a previous lesson*) - learning activity (*listening by understanding oral explanations with the help of the pictures*).

4- PWP page 10 shows the definition of “consumer society”, and asks the pupils if they think they live in “a consumer society”, that is to say, if they buy (or their parents) goods in excess on their basic needs.- learning activity (*listening and speaking, by giving their opinion*).

5- Worksheet 1 - assessment activity (*listening and speaking, by discussing with the partner which goods in a list are considered basic or not, and reporting back to the class*).

**21<sup>st</sup> CENTURY***global challenges***Session 2: The consumer society: its consequences**

- **Teaching notes:** In this lesson the pupils are going to learn about the ecological consequences of the consumer society: pollution, the excessive generation of rubbish and the extreme consumption of energy. Notice that this lesson is not about finding different ways to prevent or minimize the impact of human actions in the environment. This should be taught in another unit, since it is included in the section "*L'entorn i la seva conservació*", whose contents refers to Geography, not History.

**Material**

- a computer and a projector for the power point presentation.
- Worksheet 2

**Grouping:** Whole class (1, 2, 3) , individual work (4)

**Activities**

1- The teacher explains that, in order to supply all our demands, factories have to work. That provokes, in most cases, air pollution and water pollution. Finally the teacher asks the pupils if they think that situation is healthy, and why (PWP page 11) – *learning activity (listening and speaking, by figuring out one of the ecological consequences of the consumer society and expressing the repercussions for life and nature)*

2- PWP page 12 shows the excessive generation of rubbish. The teacher should discuss with the pupils the two pictures and make them realize the excess of rubbish generated by usual activities. Finally the teacher asks the pupils if they think that situation is healthy, and why (PWP page 12) – *learning activity (listening and speaking, by realizing the excessive generation of rubbish, one of the ecological consequences of the consumer society and expressing the repercussions for life and nature)*

3- PWP page 13 shows the extreme consumption of energy. The teacher should discuss with the pupils the three pictures and make them focus in the great amount of cars and the consequent consumption of fuel and air pollution (picture 1), the situation in picture 2 (it's winter, but the man inside the house is wearing summer clothing and he is barefoot) and in picture 3 (the air-conditioned is on, but the woman is wearing jeans and a jumper). Finally the teacher asks the pupils to realize how dependent on electricity we are. *learning activity (listening and speaking, by realizing the extreme consumption of energy, one of the ecological consequences of the consumer society)*

4- Worksheet 2: *assessment activity (reading and writing, by completing a diagram, underlining the consequences for the living being's health of the consumer society, interpreting a visual evidence and drawing a picture about a type of pollution which happens today)*

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#### Session 3: Do all the people in the world live in the same way? (1)

**- Teaching notes:** This is the first part of a set of activities whose main purpose is to help the pupils to realize that not all the people in the world live in the same way. In this lesson we are going to teach about the UN (*ONU*) and its classification of the countries into three groups: developed countries, developing countries and least developed countries.

**Material**

- a computer and a projector for the power point presentation
- a blank world map with boundaries, and a coloured world map with the names of the countries (*or access to computers connected to Internet*)
- photocopies of page 152 of "The state of the world's children, maternal and newborn health", published by UNICEF in December 2008. You can get it in <http://www.unicef.org/sowc09/docs/SOWC09-FullReport-EN.pdf>

**Grouping:** Whole class (1, 2), groups of four (3)

#### Activities

1- The teacher asks the pupils if they think that all the people around the world live in the same way. PWP page 14 shows the pictures of two different cities; one of them is in a developed country and the other one is in one of the least developed countries in the world. The teacher asks the pupils to talk about the differences between the two pictures. *Learning activity (listening and speaking, by saying the differences between the pictures)*

2- PWP page 15 explains the meaning of "developed country". The teacher asks the pupils if they think that we are living in a developed country and why. *Learning activity (listening and speaking, by understanding the concept explained and considering if we are living in a developed country.)*

3- PWP page 16 introduces the UN, its role in the world and a brief summary of its origins. *Learning activity (listening, by understanding oral explanations with the help of the pictures)*

4- PWP page 16 shows the classification of the countries into developed countries, developing countries and least developed countries and introduces the following activity.

5- The pupils are going to find out which countries in the world are developed, which countries are developing and which are the least developed, according to the classification by UNICEF. They are going to work in groups of four; each group should have the use of a blank world map with boundaries, and a coloured world map with the names of the countries. The activity consists of colouring in the countries (yellow for developed, orange for developing and red for the least developed) according to the data provided by the UNICEF document. Since there are four pupils in each group they should be able to divide the tasks (reading the document and saying the countries, look for the countries in the world map, colouring in the countries in the blank map...). And if possible to use the computers connected to the Internet, the teacher should take into consideration the execution of this activity using P&P World Map. ([http://edit.freemap.jp/en/trial\\_version/edit/world](http://edit.freemap.jp/en/trial_version/edit/world)). *learning activity (speaking, listening and reading, by using data from an official document and creating a map)*

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**Session 4: Do all the people in the world live in the same way? (2)**

- **Teaching notes:** In this session the pupils are going to work with some data from the Statistical Tables in "The state of the world's children, maternal and newborn health", published by UNICEF in December 2008. It will be useful for them in order to check up why a country is considered to be developed, developing or least developed.

**Material**

- a computer and a projector for the power point presentation
- the world map coloured in Session 3.
- photocopies of pages 118,119,120,126,127,128,134,135 and 136 of "The state of the world's children, maternal and newborn health", published by UNICEF in December 2008. You can get it in <http://www.unicef.org/sowc09/docs/SOWC09-FullReport-EN.pdf>
- Worksheet 3

**Grouping:** Whole class (1,3) , groups of four (2)

**Activities**

1- PWP 18 introduces the activities and shows the pupils how to read a statistical table. The pupils have to practise with the table in the slide in order to get ready to carry on the rest of the activities in this lesson. *Learning activity (listening and speaking, by reading data in a table)*

2- Worksheet 3: There are different activities in this worksheet. All of them have to be done in groups of four. In exercise 1, pupils are asked to look at their map and check up in which continents the least developed countries are concentrated, and where the developed countries are. *Assessment activity (reading and writing, by interpreting a map).*

In exercise 2, pupils have to work with the Statistical Tables by UNICEF. They have to look for the required data, record them and finally, interpret them by means of answering some questions. The teacher has the solutions for the record in the Supplementary Material. *Assessment activity (reading and writing, by looking for and interpreting statistical data, listening and speaking, since this task has to be done in group)*

3: Finally the teacher discusses with the pupils the results of the exercises in Worksheet 3.. *Assessment activity (listening and speaking, by discussing the results of the exercises)*

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<b>Session 5: Reasons for the non-development</b>	
<p><b>- Teaching notes:</b> Up to now the pupils have learnt about some features of the least developed countries (deficiencies in sanitation and education, life expectancy at birth, inequality of opportunities for girls and boys). In this session the pupils are going to learn some of the reasons for the non-development. We are going to talk about poverty, caused mainly by wars, natural disasters and global trade rules. Pupils are expected to understand easily the role of the wars and natural disasters in poverty, but the concept of “global trade rules” perhaps is a little hard to conceive. This is why I propose a simulation game. Rules and further explanations are included in the Supplementary Materials. This game should take about 60 minutes, so it would be useful to plan the development of the whole session (previous explanations and game) considering that it could last about 90 minutes.</p>	
<b>Material</b>	<ul style="list-style-type: none"> <li>• a computer and a projector for the power point presentation</li> <li>• sets of resources for the game (<i>see Game rules in the Supplementary Materials</i>)</li> </ul>
<b>Grouping:</b> Whole group (1, 2, 3), group activity (4)	
<b>Activities</b>	
<p>1- PWP page 19 shows the main reason for the non-development: the poverty. The teacher asks the pupils “<i>Why some countries are not developed?</i>”, they are supposed to be able to say “<i>because they have no money</i>” or “<i>because they are poor</i>”. Finally a question is asked: “<i>Why are they poor?</i>”. The pupils don’t need to answer it immediately, that is the work in the next slide. <i>learning activity (listening and speaking, by understanding oral explanations with the help of the pictures and figuring out the answers to a formulated question)</i></p>	
<p>2- PWP page 20 shows an local worker saying that “<i>some people are poor because they don’t work</i>” . The teacher then asks the pupils who agree and why. This is a very simple (and untrue!) reason, but it’s possible that some pupils have heard it and it would be essential to discuss it. The other pictures in the slide show some people who can’t work because there are no jobs or, even though working hard, don’t earn enough money. So the teacher goes on asking why people can be poor. If pupils don’t know it’s time to show the next slide. If the pupils are able to say some reasons we can discuss them with the whole group. In any case, slides 21, 22, 23 and 24 show some reasons: war, natural disasters and some aspects related to money (trade rules and unfair share of the winnings). <i>learning activity (listening and speaking, by understanding oral explanations with the help of the pictures, and saying reasons for poverty)</i></p>	
<p>3- PWP 25 introduces the concept “<i>trade rules</i>”. It would be useful to discuss the situation (<i>a junior football team playing a great team, like Barcelona FC, with rules made up by Barcelona FC</i>), since it could be similar to what happens today in the global economic system. This slide will be the introduction for the game as well. <i>learning activity (listening and speaking, by understanding oral explanations with the help of the pictures and judging if a situation is or not fair)</i></p>	
<p>4- Simulation game: PWP 26, 27 and 29 explain the objective and the rules of the game to the pupils. The teaching notes are in the Supplementary Material. – <i>learning activity (listening and speaking, by playing a simulation game)</i></p>	

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#### Session 6: Conclusions

- **Teaching notes:** This session concludes the unit. In theory the pupils have just finished achieving the aims for this unit, but I think that we can't tell them about problems without telling them also about the wills and effort some people do in order to fight unfairness and inequalities in the world we live in. Specifically, in this lesson the pupils are going to learn about the UN and the Millennium Development Goals, although a deeper study of this matter should be developed in a "*Educació per al desenvolupament personal i la ciutadania*" lesson; you can find further information in [http://www.oxfam.org.uk/education/resources/change\\_the\\_world\\_in\\_eight\\_steps/?9](http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/?9)

**Material**

- a computer and a projector for the power point presentation
- Worksheet 4

**Grouping:** Whole class (1, 2, 3) , individual activity (4)

#### Activities

1- PWP page 30 introduces the Millennium Development Goals (MDG's). The slide shows a "goal", and asks the pupils for the meaning of the word. The teacher has to encourage them to think what it means to score a goal – that it is something the players are trying to achieve. Then the teacher asks the pupils to think of personal goals they may have. They can help them by suggesting they look at different aspects of their lives, e.g. school, family, friends, sport and hobbies. *learning activity (listening and speaking, by understanding oral explanations with the help of the pictures, and talking about their goals)*

2- PWP page 31 explains how the MDG's came about, and slides 32, 33, 34, 35 explain what the MDGs are. The images in these slides illustrate each one of the goals. The teacher asks the pupils what each picture shows. It's very important to look for similarities before differences (specially when the pictures of schools appear). The teacher has to stress our common humanity and promote empathy. The pupils have to find as many links as possible between their lives and the actions people do in the pictures. When the picture is discussed, the teacher shows and reads the goal related to, and helps the pupils to understand it. *learning activity (listening and speaking, by understanding oral explanations with the help of the pictures, and talking about the pictures)*

3- PWP page 36 concludes the unit explaining that governments of the world have pledged to achieve all the goals by 2015 and introduces one of the assessment activities in Worksheet 4. *How old will they be in 2015? Do they think the world will be a better place then? learning activity (listening and speaking, by understanding oral explanations, and asking some questions)*

4- Worksheet 4 *assessment activity (reading and writing, by matching explanations with words, by writing a proper title for some pictures and by writing some goals for the future, completing a time line)*