



GLOBAL ISSUES
GLOBAL SUBJECTS

Global Learning in Subject Teaching

FRAMEWORK AND TOOLKIT



THEMES



SKILLS

SKILLS PRIORITISED BY GLOBAL LEARNING

- searching and processing information on local and global issues
- analysis of global processes and interdependencies
- making informed decisions regarding global issues

SUBJECT SPECIFIC SKILLS

Global Learning skills mirrored in country-specific subject curricula

KEY COMPETENCES

CRITICAL THINKING

e.g. handling contentious and complex issues

ANALYTICAL SKILLS

e.g. effective selection of information on local and global issues

COMMUNICATION SKILLS

e.g. acknowledging conflicting points of view, understanding different perspectives

CONFLICT RESOLUTION

e.g. formation of opinions on global issues and expressing them respectfully

CREATIVE THINKING

e.g. considering alternative solutions for global problems

GLOBAL LEARNING FRAMEWORK

VALUES

- Dignity
- Justice
- Equality
- Freedom
- Diversity
- Peace
- Environmental sustainability

ATTITUDES

- Respect
- Openness
- Empathy
- Integrity
- Responsibility
- Solidarity

CALL TO ACTION

EMPOWERMENT...

CAPACITY...

MOTIVATION...

to act for global change:
collective well-being
and sustainable development

What is Global Learning?

Global Learning, as part of Global Citizenship Education, aspires to raise awareness on global phenomena and interdependencies. It aims to prepare the audience to face challenges that concern all of humanity. It describes interdependencies as cross-links among the cultural, environmental, economic, social, political and technological systems all around the globe.

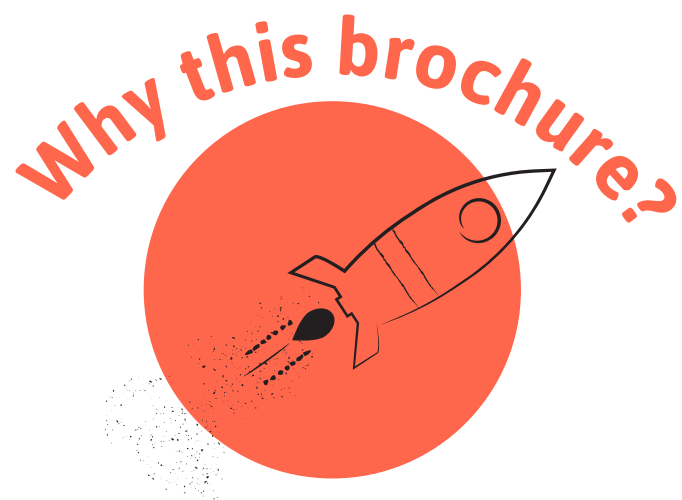
Global Learning is about:

- **Explaining causes and consequences of phenomena,**
- **Presenting the Global South perspective,**
- **Perceiving the world as a complex and dynamic system in constant change,**
- **Developing creative thinking and encouraging a change of attitudes,**
- **Discovering the impact of an individual on global processes and of global processes on an individual.**

Want to go deeper?

Here, you can find various documents on Global Learning:






- United Nations, [Transforming our world: the 2030 Agenda for Sustainable Development](#), 2015
- [PISA 2018 Global Competence Framework](#)
- UNESCO, [Education for Sustainable Development Goals: learning objectives](#), 2018
- UNESCO, [Learning to become with the world: Education for future survival](#), 2020
- Gottlieb Duttweiler Institute, [Future Skills. Four scenarios for the world of tomorrow](#), 2020
- [Global Education Guidelines. A Handbook for Educators to Understand and Implement Global Education](#), 2012



The brochure *Global Learning in Subject Teaching: Framework and Toolkit* has been developed as a proposal for teachers, educators and educational institutions on how to reach pupils with Global Learning. It explains what topics, skills, values and attitudes are covered by Global Learning. It clarifies why and how to address the United Nations Sustainable Development Goals and controversial topics in the classroom. Finally, it formulates a quality benchmark for Global Learning.

In its practical part, the brochure provides the reader with a toolkit of 20 ready-to-use lesson plans for math, science, geography, ethics/religious education, civics, national language and the English language where the subject curriculum topics are linked with global issues such as migration, climate change and gender equality.

The brochure gathers the following content in the compact form of infographics and comments:

-  GLOBAL LEARNING SCOPE
-  SENSITIVE GLOBAL ISSUES IN SCHOOL
-  SUSTAINABLE DEVELOPMENT GOALS
-  QUALITY STANDARDS IN GLOBAL LEARNING
-  SUBJECT PERSPECTIVE FOR GLOBAL LEARNING: LESSON PLANS

The brochure *Global Learning in Subject Teaching: Framework and Toolkit* has been developed under the *Global Issues – Global Subjects* project. This 3-year long initiative has been implemented in 9 European countries by organisations engaged in global citizenship and development education with the aim to reach and support teachers interested in embedding global education in school curricula. The brochure and all the project materials are a result of our cooperation, strong teachers' involvement and the kind support of the European Commission. See more educational materials in 9 languages at www.bit.ly/GIGSpro.

Why introduce Global Learning in schools?

Global Learning enriches the concept of learning by highlighting global interdependencies that connect people, places and events all around the world. There are plenty of reasons for the education system to embrace it:

1

Our world is getting smaller. All of us – young people and adults alike – influence the lives of people from all around the globe and they influence ours. In order to function effectively in this interconnected world and shape this influence positively, young people need to **understand** the processes behind what we now call the global village.

2

Global Learning is not only about knowledge of global issues; it gives a good opportunity to develop key **competences, skills and attitudes** which are considered crucial in quality education. These, among others, include: critical thinking, expressing someone's point of view and teamwork. Global Learning prepares learners to face contemporary challenges that emerge from the global context of our local lives and develops the ability to take informed action.

3

Pupils often learn about global issues outside school, e.g. from the media or at home. Global Learning enables streamlining young people's curiosity and putting current controversial topics in the school context. Introducing **new themes** gives all pupils an opportunity to become active, including those who have not worked actively before.

4

Global Learning does not need to constitute extra work for teachers or pupils. School provides many opportunities to **systematically include global education** into lessons and extracurricular classes.

5

Policymakers (the European Union, national education authorities) and educational organisations such as PISA or UNESCO are beginning to emphasise the cruciality of **global competence** and recommend it to be embedded and prioritised in teaching.

”

Schools play a crucial role in helping young people to develop global competence through Global Learning which teaches students how they can develop a fact-based and critical worldview of today, equips them with the means to analyse a broad range of cultural practices and meanings and engages them in experiences that facilitate intercultural relations.

Reference: PISA 2018 Global Competence Framework,
<https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>

GLOBAL LEARNING TOPICS

Migration

Migrations and migrants influence national economies, societies and cultures. One must take into account migrations and their global patterns to fully understand the situation in the country.

Why do people migrate? Where do the economic and political migrants come from and where are they going? What are the consequences of migrations for a home country and for a receiving country? What is brain drain? What is climate migration? What forces refugees out of their countries? What motivates the economic migrants to leave their home countries? Where and why did people migrate in the past and where are they migrating today?

Climate change

Climate change is one of the major challenges facing humanity today as it affects the functioning of societies and economies around the world, from causing dangerous weather anomalies to reducing yields and exacerbating international conflicts.

What are the causes and consequences of climate change and how can we prevent it? How can we adapt to and mitigate the changes that already exist? What is and what can the role of politics, business, science, activists movement and individuals be in that process? Why is climate change so controversial? How is climate change related to other global phenomena like migration, peace and conflicts, biodiversity and education?

Gender equality

According to the United Nations, gender equality is not only a universal human right, but also the foundation of a sustainable world in which people live in peace and prosperity. Ensuring equal access for women and girls to education, health care, decent work and to participation in political and economic decision-making will strengthen sustainable economies and benefit societies and humanity as a whole.

What kind of inequalities do women experience in today's world? How do they differ from country to country? What can we as consumers, colleagues, friends, family co-members, boys and girls do to empower women? How can women empowerment support building peace and fairness in the world? What are the good practices of empowering women and providing equality between the genders?

Peace and conflict resolution

Conflicts on the regional, national or international levels still hinder human development and threaten peace in numerous countries of the world. Therefore, conflict resolution remains a priority for the international community.

What causes conflicts? How can conflicts be prevented or solved when they occur? How does the arms trade influence conflicts? What consequences do conflicts have on societies, economies and individuals? Who should take up the responsibility for solving international conflicts? Can military interventions bring back peace or prevent a war? What is the link between democracy and peace? Is peace on the rise globally?

Political power, democracy and human rights

Human rights and the struggle for democracy remain an important challenge. Since political regimes and economies throughout the globe are closely linked and interdependent, citizens of different countries can influence the situation in distant regions.

Is democracy on the rise globally? In what ways can nations promote democracy overseas? Is sovereignty superior to human rights? How can respect for human rights be assured or enforced? How can sovereign states with conflicting interests cooperate for the common good? Is democracy a necessary concept for development?

Sustainable development

Human well-being can only be built upon three pillars of development: society, environment and economy. We cannot neglect any of them if we want to function sustainably. It remains a challenge for humanity at large as well as for every individual.

What kind of development is needed? What is sustainable development? How can economies become more sustainable? How can we make our lifestyles more sustainable? How can our pressure on the environment be reduced in times of a growing global population? How can a balance between economic development and environmental justice be assured?

Consumption and production

Most production chains are now globalized and we often use products manufactured thousands of kilometres away. We are global consumers. With our choices as consumers, we can now influence the situation in different parts of the world and influence is linked to responsibility.

Why is production in certain parts of the world cheaper? Why are production and services being relocated from one place to another? Who is responsible for the working conditions in remote factories? Who is benefiting and who is losing from globalised trade and relocated production? Do we need to consume as much as we do? What is responsible consumption?

Food and agriculture

We now eat food which comes from all around the globe. Food production exceeds our needs and yet it is not distributed fairly.

Where does the food we eat come from? What is GMO and how does it have an impact on food production? How has the production and trade of agricultural products changed on the global and local level? How can hunger crises be prevented? How does the EU agricultural policy influence food production in other parts of the world and in our countries? Who exports agricultural products and who imports them?

Natural resources

Our societies cannot survive without access to natural resources. Some of them renew themselves if used wisely, but others are depletable. Ensuring sound management of natural resources in a sustainable way is a key global challenge.

How can depletable resources be replaced with renewables? How can we reduce our dependence on oil? How can we solve 'the tragedy of the commons' for different resources? Who can enforce the sustainable management of resources? What does it mean to use resources fairly?

Education

Education is one of the Human Development Index components. Quality education should be inclusive and equitable, ensuring access especially within marginalised groups. Education is a fundamental trigger to promote sustainable development, challenge stereotypes and equip learners with skills, values and attitudes to take action in the world they live in.

What does 'quality education' mean? How does universal primary education influence societies? How to fight gender and wealth disparities with primary education? What can we do to increase primary school enrolment? How to build a sustainable world with the tools offered by our educational system?

Biodiversity

Humans, like other living organisms, are a part of the ecosystem and we depend on nature. Biodiversity is of great importance in human life and provides many resources crucial to us. Today, biodiversity loss is a pressing problem around the world. More and more species are reaching the verge of extinction as a result of human activities.

How does biodiversity loss affect humans' lives? Which ecosystems are the richest in their diversity? Which are most at risk of losing the variety of species? Which human activities pose the greatest threat to nature? How does the local change in the ecosystem influence the global processes? Why is building a connection to nature so important for us? How to do so in a sustainable and fair way?

Diversity and intercultural relations

Societies are becoming increasingly diverse. This means that citizens need to understand each other in order to be able to live well together. Intercultural relations are no longer limited to international travel but became part of our everyday experience.

How does cultural diversity affect our lives? What kind of contribution does it make to society and how does it challenge us? How are group dynamics affected by intercultural diversity? How are group dynamics affected by intercultural diversity? How can intercultural differences lead to a more vibrant society?

Global economy and international trade

International trade fuels global economy which is a complex net of interdependencies between countries, international corporations and individuals. It influences production, consumption, employment and oftentimes the environment and even our everyday life (e.g. through budgetary cuts due to financial crises).

How does trade liberalisation influence different economies, societies and environments? How do multinational companies affect domestic and international markets? How can international trade boost local economies? Where does a financial crisis come from and how can similar crises be prevented? Who are the winners and losers of the globalised economy?

Poverty

Poverty is one of the biggest challenges of all time, it deprives billions of people from the Global South and Global North of a decent life. Global interdependencies can cause or sustain poverty and they can also lift communities and individuals out of poverty.

What does it mean to be poor? How does poverty vary in different countries of the world? How is poverty a trap which can be inherited? How can people lift themselves out of poverty? What needs to be done to eradicate poverty locally and globally?

Health and well-being

Production of medicine is highly internationalised. Medicines are manufactured and distributed globally. Certain illnesses spread rapidly over borders; epidemics usually cannot be stopped locally. The well-being of a person is influenced by environmental factors as well as the resources that they consume.

How do generic drugs affect the situation of global health? What needs to be done to stop civilisation diseases? Why do large numbers of people still suffer from preventable diseases? Who should pay for developing a malaria vaccine? How can we positively affect the well-being of people living far away from us? Is humanitarian aid answering the challenges of peoples' well-being?

ATTITUDES AND VALUES

When faced with a global, interconnected issue, pupils should be able to refer to a firm and internalised system of values and attitudes. Global Learning goes beyond the transfer of knowledge and requires deeper responses and actions. Its values are built on the articles of the Universal Declaration of Human Rights.



RESPECT

Learners recognise that every person is entitled to fulfil their human rights without intentionally disrupting or harming other people.

Example: Pupils develop an understanding of everyone's right to education and debate on how to improve access to education around the globe, while not disturbing school peers in their learning.



OPENNESS

Learners recognise that people have different beliefs, values and attitudes which lead to different actions and behaviours; they are ready to think critically and accept them as co-existing with their own.

Example: Pupils participate in an event celebrating a culture different from their own. They learn about the significance of that celebration and try to embrace it themselves.



EMPATHY

Learners are aware of different needs and feelings of people from various backgrounds and make conscious efforts to recognise ways of meeting these needs and respecting the feelings of others.

Example: Pupils learn about the impact of climate change on people around the globe and come up with ways of contributing to solving the climate crisis.



INTEGRITY

Learners recognise their own identities, attitudes and values and act according to them in different, even challenging situations.

Example: When organising a school debate and faced with controversial statements, pupils form their reactions and responses with reference to human rights.



RESPONSIBILITY

Learners understand the influence their choices have on local and global issues. They believe they can make a difference and are empowered to contribute towards a more just, peaceful and sustainable world.

Example: Pupils learn about sustainable development as an expression of our responsibility towards future generations. They try to understand what areas they influence and they take ownership of their choices.



SOLIDARITY

Learners see themselves as part of the global community.

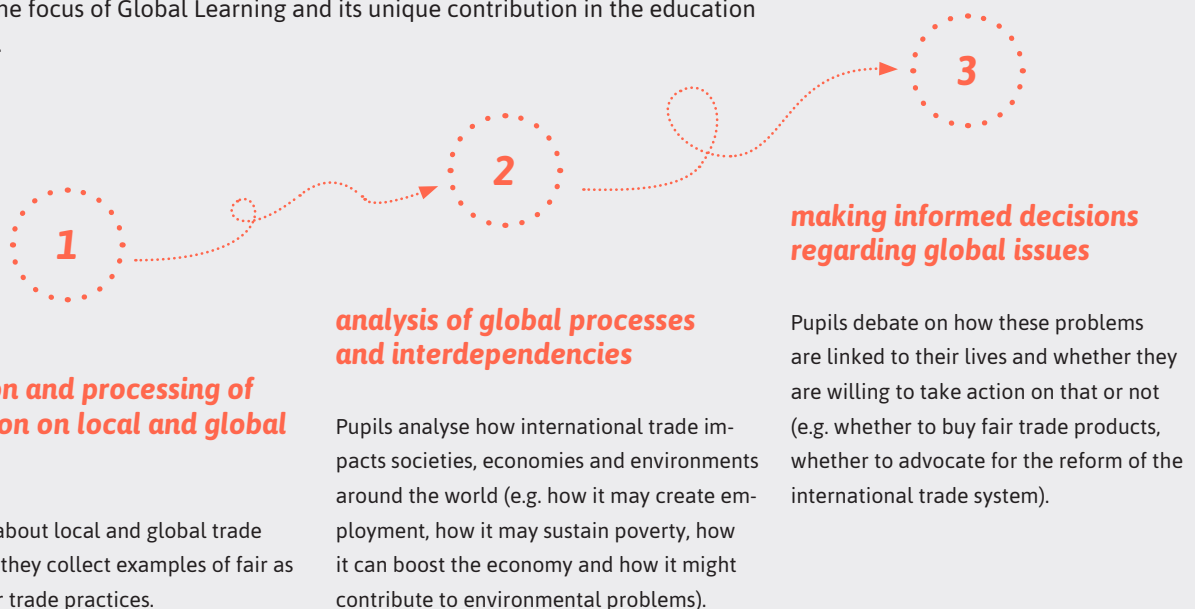
Example: When learning about an injustice happening in the local or global community, pupils support people whose human rights are being violated.

SKILLS

Global Learning is an approach to learning and teaching. It introduces global interdependencies perspective, but also proposes a more learner-centred, participatory and inclusive methodology. This combination is a perfect setting for developing skills, which are much needed in today's globalised world. Global Learning allows learners to gain three types of skills.

Skills emphasised through Global Learning

Global Learning helps learners to understand a complex and interdependent world where different regions and communities are linked. It helps pupils learn about global issues, analyse global processes and make decisions on this basis. This is the focus of Global Learning and its unique contribution in the education process.

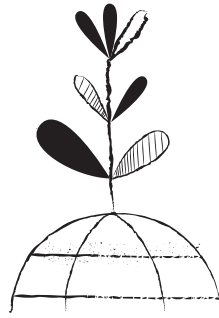


Assessing attitude change in pupils

To investigate the teaching process's efficiency in producing attitude change in pupils, teachers can apply an impact assessment approach. Usually, it uses short exercises. When done at the beginning and at the end of the teaching process, not only do they provide the teacher with an insight into the class, but also encourage critical individual and/or group self-reflection of the pupils.

See example exercises on controversial global issues at: www.bit.ly/ImpactAssessmentTools.

Sensitive Global Issues



Today's young people will grow up to be the citizens of the future, but what that future holds for them is uncertain. We can be quite confident, however, that they will be faced with decisions about a wide range of issues on which people have differing, contradictory views. If they are to become effective local and global citizens, all young people should have the opportunity to engage with these sensitive global issues. Teachers have a key role in enabling young people to develop the skills they need to do this. As educators, we are not expected to know all the answers. In fact, there are no 'right' or 'wrong' answers and discussing controversial issues enables teachers to challenge their own views and explore ideas in greater depth with young people.

What are Sensitive Global Issues (SGIs)?

It is impossible to define what a controversial or sensitive global issue is as it varies from school to school and community to community. However, they tend to be issues which are emotive, where different perspectives are passionately adhe-

red to and require careful handling in the classroom. It is also important to consider what the views of the local community or parents might be on an issue and how they might react to this being discussed in school.

In general, sensitive global issues can be described as issues which:

→ 1 **Deeply divide society – such as immigration, austerity, Brexit**

→ 3 **Challenge personally held values and beliefs – racism, political stance, sexuality, religion**

→ 2 **Generate conflicting explanations – historical events, conflicts such as Palestine and Israel**

→ 4 **Evoke emotional responses – crime and punishments, animal testing, abortion**

The authors of this brochure have been exploring the following issues: climate change, migration and gender equality. However, we recognise that what is considered a sensitive global issue in one country might not be in another country. That is why a recommended step one is to identify what the sensitive or controversial issues are for you and your schools and pupils.



What are sensitive or controversial global issues in your school?

What makes them sensitive or controversial?

Why teach SGIs?

Sensitive global issues are a reality of our everyday lives. Young people need to develop the skills necessary to deal with challenging and shifting perspectives in their communities and the wider world. Teaching SGIs enables

young people to gain knowledge and understanding of global issues and opportunities to critically examine their own values and viewpoints and those of others.

Skills and values

Tackling sensitive global issues in the classroom can stimulate deep thinking and understanding. In particular, it supports the development of critical and creative thinking, reasoning, processing and synthesising of information and evaluating different opinions.

While young people can find the world complex and difficult to understand, it is important for them to clarify their emotions and values as well as learn to think for themselves. Many initial responses to SGIs are strong and emotional and it is valuable to provide space for exploring, clarifying and understanding the values which underpin these responses.

By actively participating in difficult arguments and debates, young people learn to make **reasoned judgements, respect the opinions of others, consider different viewpoints and resolve conflicts**. These skills enable them to build resilience and confidence to manage conflicts that arise in response to global issues and in their own lives, whether in the playground, at home or in their local community.

Reference: Association of Citizenship Teaching, 2015
<https://www.teachingcitizenship.org.uk/>

Modern life

Young people in our classrooms may feel marginalised for any number of reasons, such as: poverty, ethnicity, gender, sexual orientation, religion, disability and social group. At any age, many young people are likely to experience the effects of controversial issues in their own lives and communities, and be exposed to national and global issues through the

media. Schools can – or should – provide a space where young people can safely explore and process these issues.

A Global Learning approach, with its core skills and values developed through participatory methodologies, supports the process of teaching SGIs.



What are the opportunities and challenges of teaching SGIs in your school?

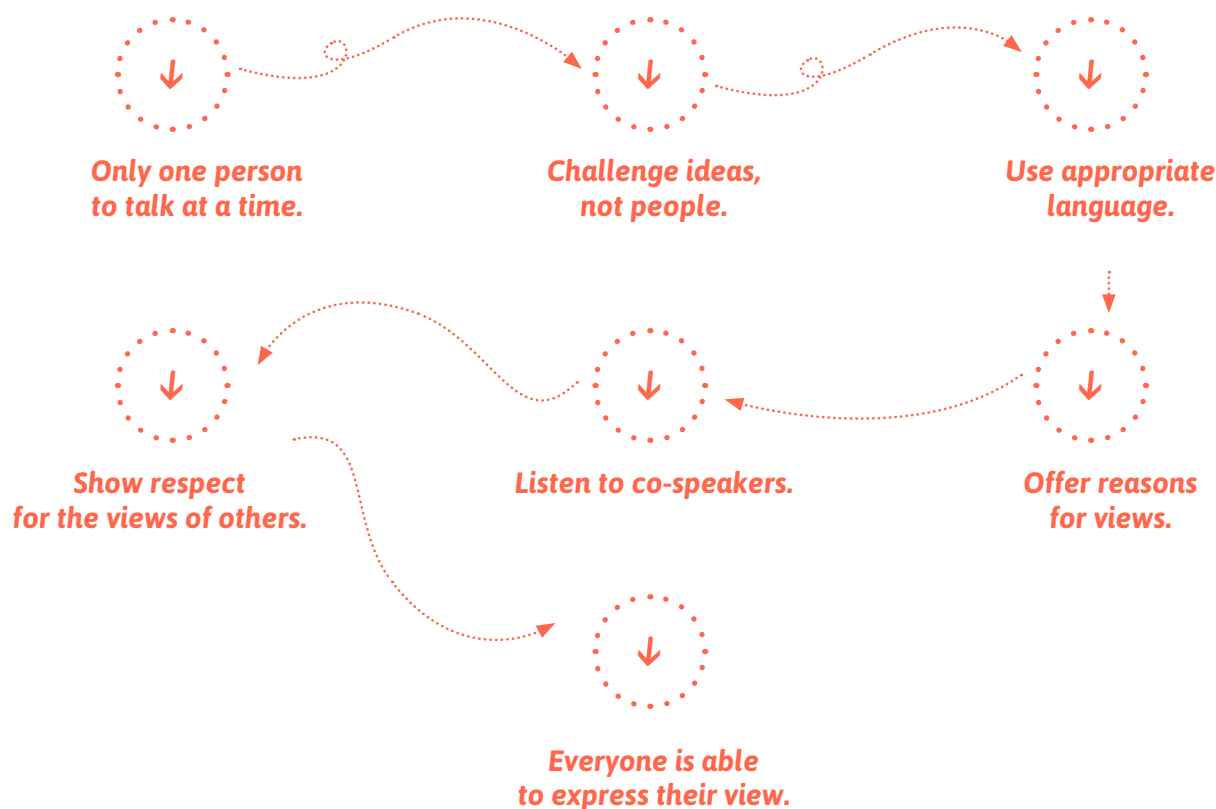
Creating a safe space for pupils to explore the issues

When introducing SGIs into the classroom, it is vital to have a safe and fair environment where issues can be freely discussed, but where it is also recognised that freedom of expression must be tempered by human rights values.

Ideally, teachers carefully plan teaching a difficult topic and spend time building relationships and the ground rules with the pupils you work with. However, controversy can also arise unexpectedly in the playground or outside of class and it is important to deal with such issues when they occur.

Setting the boundaries for an inclusive discussion where all young people are able to participate is important. This can be achieved by establishing ground rules in collaboration with the young people. Here are some suggestions.

Rules for cooperation within the group



Values such as respect and tolerance are often advocated and it might be useful to unpack these and reflect on what they really mean. For example, how do we respect others when we fundamentally disagree with them? Do we really believe all people are equal?

F – **Freedom** of expression
R – within a **respectful** environment
E – where everyone is **equal**
D – and **diversity** is celebrated



What are my key questions when setting the ground rules with pupils?

Can I frame them around rights and responsibilities?

Role of the teacher

The teacher plays a pivotal role when discussing controversial issues and it is important to judge when, how and if to express personal views and opinions. To what degree is it possible or even desirable to remain neutral about a subject?

While it might appear common sense that teachers should be neutral, the reality is this is almost impossible to achieve. We will always reveal our perspective through the tone, language and body language we use especially if we have strong views on a topic.

It can also be valuable to acknowledge that sometimes issues are complex and it can take time to think and respond thereby illustrating to the class that it is all right to be unsure or to change your viewpoint.

The educator can play five possible roles when dealing with difficult conversations in the classroom. It is important to be flexible in the choice of approach as well as to be clear about why a particular method is being used on a given occasion. Any of these roles may be appropriate depending on factors such as the topic, age of the young people and any prior learning.

The roles

Neutral or impartial facilitator

You never express a personal view, but provide a fair and balanced representation of a wide range of perspectives.

Declared interest

You state your position on an issue so your pupils know where you stand.

Devil's advocate

You deliberately express a view contrary to the view of the class in a situation where there is a consensus among the pupils.

Official view

You take the official view, representing the views of the school or community.

Ally

You support the views of the pupils who hold a minority view in the class.



**When would it be appropriate or inappropriate to use these roles?
Are there some roles you would be more comfortable using than others?**

Things to remember

Tackling SGIs in the classroom can be potentially challenging and difficult for the teachers. Here is a summary of things to remember:

- 1 Agree on the ground rules within the class.
- 2 Encourage young people to reflect.
- 3 Build a relationship with young people before you discuss SGIs.
- 4 Prepare yourself on a given topic.
- 5 Distance yourself from emotional responses when they occur.
- 6 Respond to hate speech and discuss why it is not appropriate.
- 7 Be ready to follow-up when needed.
- 8 Refer to the values, do not discuss facts and do not criticise opinions.

How to introduce Sensitive Global Issues in the classroom?

Controversial issues touch on deeply held views and embedded attitudes and, therefore, didactic approaches are not best suited for dealing with them. Using participatory and interactive methodologies when approaching these issues

encourages young people to take an active role in their own learning. Approaches which encourage critical thinking and building empathy are also useful.

Methodologies can be grouped under the following headings:

1

Discussion methods

2

Drama techniques

3

Visible thinking

4

Working with other people's stories

5

Project-based approach

6

Subject-specific perspective

Occasions to talk about SGIs in the classroom

Global Education Week is a Europe-wide awareness raising campaign of the North-South Centre of the Council of Europe. It happens each year during the third week of November and encourages us to rethink our habits and ways of living, but also to find new ways of education and promote Global Learning as an important tool for achieving sustainable development. Everyone is invited, but especially school communities where pupils and teachers can engage in activities planned externally or held by themselves. It can be debates and talks, online festivals, poster competitions, workshops, social media campaigns and much more.

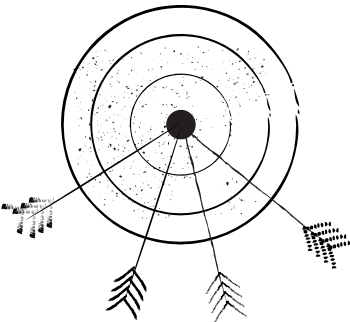
Reference: North-South Centre, <https://www.coe.int/en/web/north-south-centre/more-information>

International days are another opportunity to embed global and controversial topics into teaching. Throughout the year, these celebrations mark particular events or topics in order to promote, through awareness and action, crucial challenges of the global community. Teachers are encouraged to refer to these challenges as well as the SGIs which go in line with them. Example international days:

International Day of Women and Girls in Science (11 February)
Zero Discrimination Day (1 March)
International Day of Peace (21 September)
International Day for Eradication of Poverty (17 October)

Reference: United Nations' International Days, <https://www.un.org/en/sections/observances/international-days/>

Sustainable Developments Goals



What are Sustainable Development Goals (SDGs)?

A just, sustainable and peaceful world for everyone is not only a dream vision, but a commitment made by the United Nations in 2015 and described as 17 goals called the Sustainable Development Goals (SDGs) under the official document Transforming our world: the 2030 Agenda for Sustainable Development. It serves as a call to action to all of us – citizens, but also governments, private sector and international institutions. In order to achieve all the Goals and its 169 targets which are specified in the Agenda 2030, all sectors need to cooperate closely and look for common solutions to global challenges. Social, economic and cultural issues related to global development are often interconnected and so are the SDGs which require huge and coherent global effort. Everyone can support this wide range of causes and everyone can contribute to make sure the Goals are met – even as a pupil or school community.



What is the biggest global challenge the world is facing right now?

Which SDGs would you like to contribute to the most?

What kind of activities could you introduce in your school?

Our main goal as teachers and educators

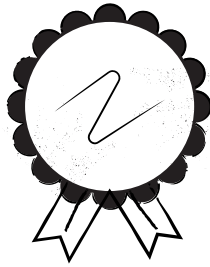
Quality education, SDG 4.7.:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles,

human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Reference: Transforming our world: the 2030 Agenda for Sustainable Development, 2015

Quality standards in Global Learning



Global Learning covers more than mere knowledge about the world. These quality standards highlight this fact and give hints on methods of work with pupils to provide high-level GL.

Global Learning:

- 1 **Puts an emphasis on interdependencies between the Global South and Global North: it is not limited to presenting global problems.**
- 2 **Shows global processes in the local perspective and presents their consequences for everyone: it is not limited to abstract definitions.**
- 3 **Uses up-to-date and factual descriptions of people and places: it does not sustain existing stereotypes.**
- 4 **Global Learning shows causes and consequences of global processes: it is not limited to facts and statistics.**
- 5 **Stresses the importance of long-term individual involvement in reaction to global challenges: it does not sustain a sense of helplessness nor is it about fundraising for charities.**
- 6 **Respects the dignity of the people it refers to: it avoids drastic, shocking or violent images, but rather seeks to present a balanced picture of the reality.**
- 7 **Facilitates critical thinking and supports individuals to develop opinions around global issues: it does not promote one ideology and does not offer quick answers.**
- 8 **Promotes understanding and empathy: it does not aim to stimulate pity.**
- 9 **Allows people to speak for themselves: it does not rely on guesswork and imagination.**
- 10 **Uses many diverse teaching and learning methods: it is not limited to didactic teaching.**
- 11 **Aims at building knowledge, developing skills and changing attitudes: it is not limited to transferring knowledge.**
- 12 **Is learner-centred and the learning process starts with the experiences of the learners: it is not exclusively teacher-led.**

Why subject-specific approach in Global Learning?

Subject teachers can refer to global issues in the classroom following their curricula. Such classes not only do bring in a global perspective into lesson topics, but also help pupils develop skills directly described in a given subject curriculum.

General and subject national curricula constitute a reference for the teachers to follow. A subject-specific approach is where curriculum meets Global Learning. This approach links global issues with topics, skills, outcomes and competences assigned to a subject. Practice shows that it makes it more likely to lead to teachers embedding Global Learning into their practice and for this change in teacher's practice to have longevity.

Subject-specific approach:

- **Can be adapted by the teachers of most subjects,**
- **Is appropriate for the pupils on any education level,**
- **Enables to simultaneously follow the curriculum and cover global topics,**
- **Enables interdisciplinary teaching,**
- **Makes taught topics closer to current events,**
- **Makes classes more involving and attractive.**

On the next pages, 20 subject lesson plans for math, science, geography, ethics/religious education, civics, national language and English language are presented. Each of the lesson plans was written by subject teachers from around Europe and covers both a global issue and a concrete topic from the curriculum. The target pupils' age is 10 and older, although the lesson plans can be freely adjusted for higher or lower grades.

Lesson plans

MATH:

- 1.** *The Food Co-op: an Alternative to the Retail Industry. Practising Basic Arithmetic Operations*, by Mihaela Oprea (Austria) **18**
- 2.** *Construction in the Climate Crisis. Geometric Constructions and Climate Resilience Focused Construction*, by Leeds DEC (England) **22**
- 3.** *I Am Leaving. Distance, Speed and Percentage Calculations in Migration Stories*, by Kristína Michalicová (Slovakia) **24**
- 4.** *Vaccination, a Civic Duty? Computer Programming of a Viral Infection*, by Pierre Lasalle (France) **32**
- 5.** *Roll the Dice! Gender Pay Gap and Probability*, by Slovene Math teachers and Global Learning experts **34**

SCIENCE:

- 6.** *Carbon Footprint*, by Leeds DEC (England) **41**
- 7.** *Types of Plastic Waste*, by Krissie Davis (Scotland) **44**

GEOGRAPHY:

- 8.** *Help, We Are Sinking! Climate Change on the Islands of Oceania*, by Zuzana Dolhyová (Slovakia) **48**
- 9.** *Is This Gender Equality? Data Analysis*, by Nikoletta Gulya (Hungary) **54**
- 10.** *When Cows Belch: a Mystery. Climate Change and Eating Habits*, by Marietta Steindl (Austria) **56**
- 11.** *Borders Are Not Limits. Definitions, Geography Instruments and Inclusiveness*, by Fabiana Nardin (Italy) **64**

ETHICS/RELIGIOUS EDUCATION:

- 12.** *Was Jesus a Refugee?*, by Iwona Pieronek-Tokarz (Poland) **66**
- 13.** *Who Will Be the Chosen One? Mechanisms of Privileges (a Game)*, by Slovene Ethics teachers and Global Learning experts **69**

CIVICS:

- 14.** *What Is Gender?*, by Markéta Ryšavá (Czechia) **73**

NATIONAL LANGUAGE:

- 15.** *Plastics Around Us. Exercises in Style*, by Hana Vacková and Marcela Heřmanová (Czechia) **77**
- 16.** *Are You a Superhero/Superheroine Too? Social Responsibility in a New Guise*, by Attila Galambos (Hungary) **79**
- 17.** *Gender Equality. 'This Is Good For Everyone' (Michael Kimmer). Speech: Practical Classes*, by Sylwia Międzybrodzka (Poland) **81**
- 18.** *Once Upon a Stereotype... Recognising Gender Stereotypes in the Traditional Narrative*, by Chiara Tedeschi (Italy) **84**

ENGLISH AS A NATIONAL/FOREIGN LANGUAGE:

- 19.** *Looking for 'The Right Word'. Exploring Language and Identity*, by Lesley Bloomer (Scotland) **86**
- 20.** *Take Action for the Amazonian Rainforest. Writing an Official Letter*, by Bénédicte Feys (France) **89**

01

The Food Co-op: an Alternative to the Retail Industry

Practising Basic Arithmetic Operations



MIHAELA OPREA
(AUSTRIA)



PUPILS' AGE:
10-11



2-3 LESSONS

A food co-op, or a food cooperative, is an association of individuals who buy organic food directly from farmers on a self-organised basis. The central aim of a food co-op is to support small-scale, regional and organic farming.

Climate change

Food and budgeting

Learning intentions

- To apply arithmetic rules to natural numbers.
- To carry out arithmetic operations using quantities.
- To become acquainted with a way of producing and consuming food that is seasonal, regional, ecologically sustainable and socially just.

Curriculum outcomes

Mathematics: Working with numbers and quantities

- Deepening knowledge and skills in dealing with natural numbers, including use of large natural numbers and performing multi-digit multiplication.
- Carrying out predictable calculations using positive rational numbers and using them in a range of ways to solve problems in factual situations.
- Building basic confidence in mental arithmetic.
- Using electronic calculation aids.

Teaching aids

- Material 1: *Food co-op calculations*
- A video about food cooperatives, for example one of the cooperative stories of Aroundtheworld.coop.
- Laptop/PC, projector, speakers
- Calculator (optional)

See the original lesson plan at:
Südwind's website

Activity outline

1. The teacher introduces the lesson's topic: food co-ops. They pose a question: 'Where do I buy my food?'
2. A video about food co-ops is shown (for example one of the cooperative stories of [Aroundtheworld.coop](https://www.aroundtheworld.coop/)). While watching it, pupils make notes, answering the following questions:
 - 1) What is a food co-op?
 - 2) How does a food co-op work?
 - 3) Who works in the warehouse?
 - 4) What are the advantages and disadvantages of a food co-op?
 - 5) Why might food co-ops provide a good alternative to the current prevailing food system?
3. **Material 1** is distributed and pupils solve the Task point a). The answers given are jointly discussed. The teacher addresses the pupils' individual questions.
4. Now, pupils calculate shopping costs from Task point b) individually or in pairs.
5. The final task – determination of the new account balance on the family's food co-op account sheet – is completed in a group.

Reflection

Possible questions could be:

- What might be the reasons for people to shop in a food co-op and not in a supermarket?
- What are the advantages for farmers?
- What are the benefits for the environment?
- Would you be interested in joining a food co-op? Why/why not?
- Would you be interested in starting a food co-op?



a teacher from Austria

In the middle and high school, it is important that pupils remember and practice basic arithmetics from the primary school. This practical example is very well suited for this purpose. Pupils also exercise calculations on units of measurement.

Material 1: Food co-op calculations

Task:

a) Fresh goods have arrived at the food co-op. Sophie goes shopping at the food co-op. How much does the shopping cost?

Sophie purchases the following items:

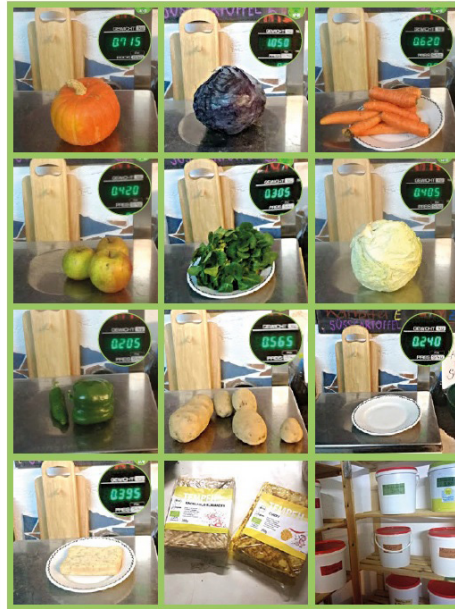
Fruit and vegetables (see the Price Table below. For quantities, see the weighing scale in the photo. Remember the plate!)

- Pumpkin
- 2 x leeks
- Red cabbage
- Carrots
- Apples
- Corn salad
- White cabbage
- Bell peppers
- Potatoes

Other:

- Organic cheese (€13.70/kg); for quantity, see weighing scale
- 0.5 kg curds (€4.60/kg)
- Tempeh: 1 x garlic & coriander flavour; 1 x curry flavour (€3.50 per piece)
- 250 g egg-free spiral noodles (€5.20/kg)
- 6 eggs (€0.36 each)
- Mascao milk chocolate with coconut (€2.70 per piece)

Price Table for Fruits and Vegetables		Week: 12-18/04/2019	
Garlic	€15.8/kg	Oranges	€2.5/kg
Salad	€1.7 per piece	Clementines	€3/kg
Endive	€1.7 per piece	Leeks	€1.59 per piece
Bell peppers	€6.4/kg	Kale	€6.9/kg
Sweet pointed peppers	€4.7/kg	Beets	€2.5/kg
Pumpkin	€2.2/kg	Parsnips	€5/kg
Lettuce	€2.5/kg	Mushrooms	€11.8/kg
White cabbage	€2.3/kg	Sprouts	€ 8.5/kg
Red cabbage	€3/kg	Chard	€6.7/kg
Potatoes	€1.6/kg	Pears	€3.8/kg
Apples	€3/kg	King oyster mushrooms	€22.90/kg
Savoy cabbage	€2.5/kg	Onions	€2.5/kg
Corn salad	€17/kg	Carrots	€2.2/kg
Kiwis	€0.6 per piece	Fennel	€3.8/kg
Celery	€3/kg	Sweet potatoes	€5.5/kg



Credits: Südwind; Foodcoop Morzggut, Salzburg

b) Unlike in a supermarket, there are no cashiers in a food co-op.

Members regularly transfer credit (usually between €50 and €200) into the food co-op's shared bank account which is then used to pay for the farmers' deliveries. Each member of the food co-op maintains an account sheet for themselves and their family members. When members purchase things from the food co-op, they enter the total for their purchases in the 'Outgoing' column on their account sheet. This provides an overview of the income and expenditure for each member.

Enter Sophie's purchases in her mother's account sheet. What is the new account balance after the purchase?

Account sheet			
Date	Amount deposited	Outgoing	Balance
1/03/2019	€150		€150
08/03/2019		€34.44	€115.56
15/03/2019		€41.17	€74.39
22/03/2019		€27.32	€47.07
25/03/2019	€150		€197.07
29/03/2019		€9.30	€187.77
5/04/2019		€44.10	€143.67
12/04/2019	?	?	?

02

Construction in the Climate Crisis

Geometric Construction and Climate Resilience Focused Construction



LEEDS DEC
(ENGLAND)



PUPILS' AGE:
11-14

Pupils are going to use their construction skills to help solve fictional problems based on real life problems that charities, governments and ordinary citizens face. Many of these have to do with responding to new threats due to climate change.



Curriculum outcomes

- Using mathematical constructions including angle bisectors and perpendicular bisectors.
- Applying these skills to practical problems regarding the construction of infrastructure in a variety of contexts.
- Pupils can name some different consequences of climate change and how these affect people, animals and plants.

Teaching aids

- [Construction Booklet 1](#) and [Construction Booklet 2](#)
- Background notes on the [PowerPoint slides](#).



the authors

Pupils are going to use their construction skills to help solve fictional problems based on real life problems that charities, governments and ordinary citizens face, many to do with responding to new threats due to climate change.

See the original lesson plan at:
[Leeds DEC's website](#)

Activity outline

Pupils are introduced to 5 key construction and loci skills using the slides and they practise these using [Construction Booklet 1](#).

Following this, pupils practise applying these skills to climate resilience focused construction questions involving the awareness of common threats and dangers faced in lower income countries as a consequence of climate change. The scenarios are on slides and also in [Construction Booklet 2](#). Do not miss the background notes on the [PowerPoint slides](#) giving further information about each of the scenarios.

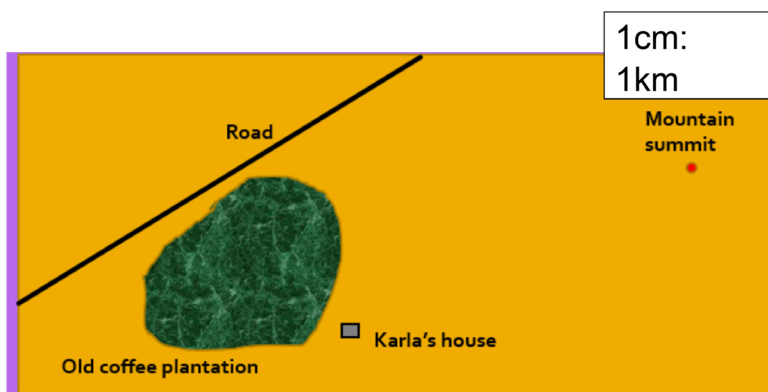
Coffee plantation

Plotting the area that a new coffee plantation can be planted in when rising temperatures mean that coffee can only be produced at higher altitudes.

Karla's family has been growing coffee in the mountains of northern Nicaragua for generations. Because the climate is getting hotter, coffee can now only be grown higher up (where it is cooler).

Experts advise her to plant her new bushes within 3 km of the mountain summit. Karla also wants to plant them to be close to the road, so that she doesn't have to carry the coffee too far.

Mark the area where she could put her new coffee plantation.



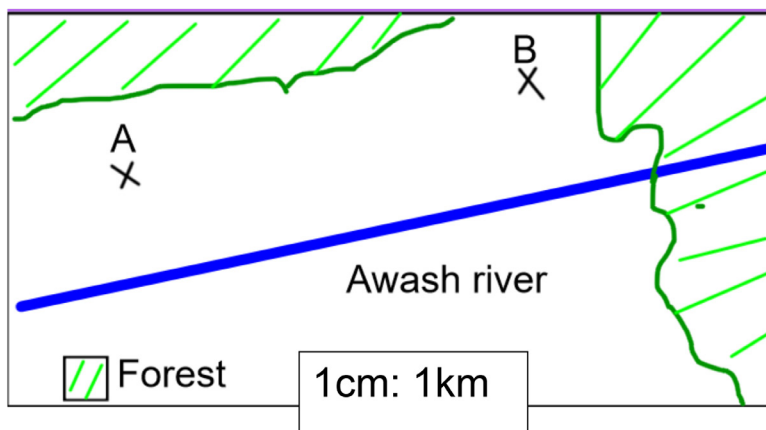
Internet mast

Plotting the optimal location to construct an internet mast to provide early warning of flood risks etc.

Two towns (in Oromia region, Ethiopia) have decided to build a new Internet mast. They can then use an early warning system to save lives during flooding and landslides (which are becoming more frequent and severe due to climate change).

The mast needs to be within 4 km of both towns. In order to avoid flood damage, the mast should not be built within 500 m of the Awash river.

Find the area which the mast can be built in.



03

I Am Leaving

Distance, Speed and Percentage Calculations in Migration Stories



KRISTÍNA MICHALICOVÁ
(SLOVAKIA)



PUPILS' AGE:
11-16



45 MINUTES

Learning intentions

- To calculate the route.
- To convert units of speed.
- To solve word problems and practical problems using a map scale.
- To use cross-multiplication, direct proportionality and ratio to solve simple problems (e.g. working with a map scale) as well as derive simple relations (e.g. a formula to calculate the area of a circular section).
- To calculate the area of a disk.

Global Learning outcomes

- Pupils become acquainted with the causes of migration and its constant presence.
- They perceive the current situation of a migrant through the story of a specific character.
- They consider and form their own opinion on the topic of migration.

Curriculum outcomes

- Numerical operations with natural numbers.
- Variable, expression.
- Ratio, direct and indirect proportionality.
- Area of a disk and circumference of a circle.
- Numbers, variables and numerical operations with numbers: basic calculation procedures (proportionality, cross-multiplication, ratio).
- Cross-cutting theme: personal and social development.

Migration

Affordable
and clean energy
Reduced inequalities

Teaching aids

- Interactive migration map, e.g. <http://metrocosm.com/global-immigration-map/> or [Mapping the World's Immigration Flows, Country-by-Country](#)
- Material 1: *Character stories*
- Material 2: *Worksheet for pupils*
- Material 3: *Results for individual characters. Table for the teacher*
- Atlas, common map or online map
- Pen, blank sheets of paper distributed for groups of four pupils, calculator, ruler

See the original lesson plan at:
[People in Need's website](#)

Activity outline

Warming up (5 minutes)

1. Show the pupils an interactive migration map (e.g. <http://metrocosm.com/global-immigration-map/> or [Mapping the World's Immigration Flows, Country-by-Country](#)). Do not let them see its title/check what the map shows. Let the pupils guess what the map shows. You can ask some pupils to justify their guesses.

If you prefer warming up without a map/video, ask the pupils to form groups of four, e.g. by turning around on their chairs. Distribute blank writing paper to each group. Read aloud the following story and ask the pupils first to empathise and then discuss the story.

Imagine that you are a family of four living in a village in Eastern Slovakia. There has been a major disaster during this year's floods. The river Hornád overflowed and flooded your village. Your house is still partly habitable on the upper floor, but the family restaurant is damaged so much that you would need a large amount of money to repair it. The insurance company will reimburse only a part of it. At the same time, your father and mother have lost their jobs and the revenue from the restaurant, and there is no other restaurant/establishment around your village where they can now gain employment. The son and daughter are not earning any money yet, as they are attending secondary school. The rest of the family also has their worries after the floods, and you cannot expect any help from them. How do you feel in this situation and what steps will you take to resolve it? What are your options?

2. Give the groups 5 minutes to discuss this and ask them to write down the ideas for a solution.
3. When the time is up, ask the groups about the suggested solutions:
 - How would you feel in this situation?
 - What solutions have you considered?
 - How many of you have considered moving elsewhere?

Core activities (20-25 minutes)

4. Ask the pupils to imagine that for the following task, they will become a character in a specific place and in a specific year. Explain that each character has a different life situation that forces them to leave their home.
5. Give each pupil a character card from **Material 1**. There are 13 cards available; if you have a larger number of pupils in the class, print out double/triple sets. One character can appear more than once; some pupils will have the same character.
6. Ask the pupils to read their cards individually. Advise the pupils to solve the specific task of the character only after they have worked with their worksheets (**Material 2**).
7. Distribute the worksheets (**Material 2**). Each pupil works individually. If necessary, distribute an atlas or provide access to an online map.
8. Continuously check the results according to the attached table (**Material 3**).

Types of migration by time factor:

- Permanent: return is not expected
- Temporary: leaving the place within a few years, moving and settling
- Seasonal: migration within several months (1 to 3 months are stated), subsequent return (e.g. study: returning home between semesters, seasonal work, e.g. in agriculture or in winter, periods away from home due to work for several months)

Source: Centre for Research on Ethnicity and Culture, www.cvek.sk

9. After 15 minutes of individual work (or flexibly with decreasing dynamics in the class), you can discuss with the pupils about the assigned tasks and/or offer them 'bonus' tasks:
- If you had the opportunity to travel for 6 days, how many times larger would the area be where it is possible to settle?
 - How did you perceive the speed of travel of your character? Is it different from others? Why do characters with the same mode of transport have different speeds?
 - What did you find out while working on your specific task? (You can select some.)

You can display all the ranges together on one map (projected on the board) or you can print a map (with a scale) of the country and the surroundings from which the character travelled for each pupil. Some towns and villages where the characters come from may not be shown on the map. It is necessary to find an approximate location and, in this way, combine work with 2 maps in the atlas or the online map and the atlas. It is also appropriate to add graphs to express the dependence of speed, distance and time: you can use the other side of the worksheets or squared paper.

Reflection (15 minutes)

10. Lead the reflection based on these questions:
- How did you feel in your role?
 - Did something about your character or another character surprise you?
 - How did you do in working on your tasks in the worksheet? Was it hard for you to find someone with a similar story?
 - Why do you think you received the roles of people from different time periods in this activity? How do you think the view on the topic of migration differs throughout history?
 - How do you perceive the topic of migration nowadays? Is migration discussed enough or is it a rather taboo topic? What news do we usually hear in connection with migration?
 - What emotions and reasons are usually behind people's decision to move elsewhere and start building their lives again in a different place? (*This question can be linked to the warm up if you did not use the map/video for it.*)
 - Do you know anyone who has currently decided to leave Slovakia? What were their reasons? Are they very different from the reasons of the characters you identified in today's activity? What migration type is it?
 - What is the difference between seasonal and temporary migration? In which cases was it difficult to determine in your roles whether it was a temporary or permanent migration?
 - What is the real impact of migration on our lives? Is it threatening us or rather beneficial to us, and what are the areas?
 - Did this topic speak to you in a way that you realised something new? If so, what was it?
 - How can we personally contribute to a fairer or more open perception of the topic of migration in Slovakia/our surroundings?
 - If a new pupil from abroad joined our class, what could we do to make them feel good with us?



a teacher from Slovakia

I was positively surprised with the lesson's outcome. The pupils perceive migrants only in a negative sense. It does not occur to many of them that they themselves can also be migrants: now they have reflected on the reasons that make people leave their homeland.

Material 1: Character stories

Jacque, a farmer living in the immediate vicinity of the city

1347, Calais (France)

Situation: During the Hundred Years' War and after a long siege, the French city of Calais became the territory of England (for about 200 years). The war continues, there are troops constantly posted around the city. Most of the economy as well as seedlings in the field are destroyed by the army. Jacque and his family are forced to leave their home farm.

Speed: ox cart, 15 km/day

Character specific role: Find a character in your class who has also been affected by the effects of the Hundred Years' War. Compare the reasons for your migration.

Jean Luke, local trader

1460, Champagne (France)

Situation: The Hundred Years' War ended in 1453 and the territory of France is destroyed by battles. Traders do not want to risk travelling through this area; rich markets with oriental goods are declining. Jean Luke used to buy imported goods and traded them within the city and the surrounding area. Currently, his business has stopped due to the situation.

Speed: horse-drawn simple carriage, 45 km/day

Character specific role: Find all the characters in the class who had an economic reason to migrate. Compare the period in which you live.

John Amos Comenius (born 28 March 1592, SE Moravia – died 15 November 1670, Amsterdam, Netherlands)

1628, Brandýs nad Orlicí (Moravia)

Situation: John Amos Comenius served as a priest of the Unity of the Brethren (Protestant church). After the defeat of the Estates Armies in the Battle of White Mountain in 1620 and the Old Town Square execution in 1621, the period of re-Catholicisation, i.e. the cessation of the Reformation, begins. Proponents of the Protestant church were persecuted, unable to practice their profession, and even threatened with exile. John Amos Comenius hid mainly at the castle of Karel the Elder of Žerotín in Brandýs. In 1628, he and his family had to leave the country for good.

Speed: horse-drawn simple carriage, 60 km/day

Character specific role: Religious persecution in the country is closely linked to the government regime in the country. Find a character in the class who has experienced political oppression and find out why the person had to leave the country.

Ana, a 7-year-old child with her family of four

1991, the city of Rivne 200 km of Chernobyl (Ukraine)

Situation: After the explosion at the Chernobyl nuclear power plant on 26 April 1986, the public was informed late and the information was incomplete and fragmentary. The first pieces of information are announced a week after the explosion. Five years after the explosion, people learn that the food they have been growing may be contaminated. Ana's family decided to leave the area as soon as possible.

Speed: public transport (train, bus), 900 km/day

Character specific role: Find a character in the class whose home is also Ukraine. Compare the reasons for your migration.

Táňa, 40 years old, single

1986, Bratislava (Czechoslovakia)

Situation: After 1969, Táňa's siblings gradually emigrated from Czechoslovakia. Similar to her siblings, she too is pressured by the State Security to cooperate. In her case, they demand the provision of information about close friends and acquaintances who were dissidents. Due to her reluctance to cooperate with the communist regime, she lost her job. She no longer feels good or safe in her country.

Speed: car, 800 km/day

Character specific role: Find a character who also emigrates from Czechoslovakia. Compare the periods and the reasons for your migration.

Gregor, a successful athlete (football player)

1969, Bratislava (Czechoslovakia)

Situation: Until 1968, athletes would leave the country mostly out of political or religious beliefs. After the occupation of Czechoslovakia in 1968, stricter rules for athletes are established. In his peak sporting age, Gregor cannot leave to play for a foreign club that offered him a contract. He was promised that he might be released for a lower league at an older age. At the same time, the state obliged him to pay considerable percentages of his earnings.

Speed: car, 1,200 km/day

Character specific role: Find all the characters in the class that travel by car (not hitchhikers) and compare your speed. Try to justify the difference between the speeds.

Armella and Artem, a recently married couple

2017, Avdijivka (Ukraine)

Situation: In the Donbas area, fighting between the Ukrainian army and the volunteer armed forces, on the one hand, and the pro-Russian insurgents, on the other hand, has continued since 2014. At the beginning of 2017, there are massive battles in the area where Armella and Artem live.

Speed: walking + public transport (train, bus), 500 km/day

Character specific role: Find a character in the class who emigrates due to a war. Compare the differences of your situations.

Ján, a tinker

1835, Spišské Hanušovce (the Kingdom of Hungary)

Situation: Wire work is gradually becoming an itinerant profession not only within the immediate vicinity of a tinsmiths' family, and tinsmiths start to leave to distant areas for longer periods. They often cross the Austrian-Hungarian border, e.g. to enter today's Germany, France, Poland, Switzerland, etc. This creates a new type of profession, tinkers, which is also Ján's job. He leaves and returns home at several-month intervals, sometimes being gone for a whole year.

Speed: walking, 25 km/day

Character specific role: Find another character named Ján in the class. Compare your life situations and reasons to migrate.

Oskar, a student from a socially disadvantaged background, in his graduation year

2018, Levice (Slovakia)

Situation: Oskar is pondering the decision regarding which university to go to after secondary school. He works after school and saves money for his studies. In his decision, he also takes into account the distance and transport connections to home due to the frequent returns home during university studies.

Speed: public transport (train, bus), 1,100 km/day

Character specific role: Find a character in the class who is characterised by seasonal migration. Compare your life situations and reasons to migrate.

Katka, 19 years of age

2018, Senica (Slovakia)

Situation: After secondary school, Katka decided to go abroad to work in her field as a waitress/chef. She does not have much money, but the family helps her with the initial costs (travel, accommodation, etc.). In addition, she has the opportunity to take one of the two family cars and use it all the time. She is travelling alone, so she needs to take regular breaks during the journey.

Speed: car, 1,300 km/day

Character specific role: Find a character in the class who is about Katka's age and whose turning point in life is taking place in the same year as yours. Compare your situations and reasons to migrate.

Eusebio, a father of a family of three

2017, Maxial (Portugal)

Situation: The area of central Portugal is increasingly plagued by fires. Maxial is located in the area that was most affected in summer 2017. There are several problems in the area of prevention and preparedness: it is not legally obligatory to remove flammable materials around dwellings; frequent fires cause forests to be composed mainly of young and small stands, leading to the faster spread of fires; fire water tanks are in short supply and are inappropriately distributed. As forecasts are unfavourable in this respect, Eusebio and his family decide to leave the Iberian Peninsula. The family house is prefabricated and, therefore, largely portable, so they decided to move with the entire property.

Speed: truck and car, 900 km/day

Character specific role: Find a character in the class who has experienced a natural or industrial disaster. Compare your life situations and the availability of information provided to you by the authorities.

Alva, 32 years of age

2015, Kiruna (Sweden)

Situation: After the death of both parents, Alva lives alone in Kiruna. It is the northernmost Swedish city, where iron ore is mined massively. Extensive mines below the surface cause deformations and a decline in the terrain, which directly threatens about 3,000 houses. Due to the problems caused by the undermining of the city with iron ore mines, the decision was made to move almost 20,000 inhabitants of the city further east and out of danger. Alva is one of them. There is nothing to keep her home, she sees this situation as an opportunity to move to another country and get to know Europe better. After resolving her financial affairs and obtaining compensation for the transfer from the mines, she sets out on a journey.

Speed: hitchhiking, 500 km/day

Character specific role: The expansion of the mines has affected not only an individual, but the whole city. Find in the class a character from the period of 2010 to 2018, who has also experienced a situation that affected thousands of inhabitants.

Anetta, 22 years of age

2003, Berlin (Germany)

Situation: Anetta from Budapest (Hungary) decided to find a part-time job abroad for the summer. She responded to an offer on the Internet and met with the programme coordinator, who interviewed her. A few years later, she travelled to Berlin, Germany. Upon arrival, she handed over her documents to the coordinator to obtain the necessary permits. After two days of waiting, she learned that an error had occurred and she would work in a different city, where she had to be transferred as soon as possible. They would only obtain the permit for her there and the coordinator would keep her documents until then. The situation worsened when her mobile phone was taken away from her on the way to the new location and she was threatened with physical violence. She was placed in a family where she is to take care of the whole household, receiving only food for her work. If she does something wrong or opposes, she is threatened with being moved elsewhere, even outside of Germany, if the family is not satisfied with her.

Speed: car, 1,000 km/day

Character specific role: Find a character in the class who is looking for a job abroad after 2000. Compare your life situations.

Material 2: Worksheet for pupils

You become a character on your card. Read what life situation has caught up with you.
Choose the reason for your migration:

war	economic reasons - earnings	religious persecution
industrial disaster	consequence of industrial activity	political persecution
study	natural disaster	climate change

In terms of time, your migration is:

permanent	temporary	seasonal
-----------	-----------	----------

1. Calculate how far you can travel in 3 days.

The average speed is given per day and it also includes the necessary breaks, waiting at the borders, etc.
Natural obstacles such as water, climbing, etc. are not included and not taken into account.

2. The real range you can travel is shortened by about 20% (if we take only the factor of air and real distance, i.e. the distance between two places by road is 1,000 km, by air 800 km). Determine your real distance.
3. Imagine that you can now settle anywhere you travelled to within 3 days (real distance). Determine the area of the land in km^2 (circle) where you can settle (do not take into account water, mountains, etc.).
4. Determine the speed in km/h at which your character travels on average.
5. Recalculate your real distance on the map using a scale. Identify current European countries where your character can go to.

Material 3: Results for individual characters.

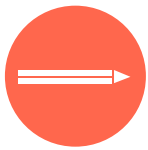
Table for the teacher

Character	1. Reason	2. Time factor	3.	4.	5.	6.	7.
Jacque	war (economic)	permanent	45	36	4071.504079	0.625	France
Jean Luke	economic (war)	permanent (rarely temporary)	135	108	36643.53671	1.875	France
John Amos Comenius	religious persecution	permanent	180	144	65144.06526	2.5	Czechia, Poland
Ana	industrial disaster	permanent	2,700	2,160	14657414.68	37.5	Europe, except for Iceland
Táňa	political persecution	permanent/ temporary (year 1986)	2,400	1,920	11581167.16	33.3	Europe, except for Portugal and Iceland
Gregor	economic (political persecution to a lesser extent)	permanent (a small chance of temporary: year 1969)	3,600	2,880	26057626.11	50	Europe
Armella and Artem	war	permanent	1,500	1,200	4523893.421	20.83	Ukraine, Poland, Slovakia, Moldova, Belarus, Romania, Hungary, Bulgaria, Serbia, Latvia, Lithuania
Ján	economic	seasonal	75	60	11309.73355	1.04	Slovakia, Poland
Oskar	study	seasonal	3,300	26.4	2189.564416	45.83	Europe, except for Iceland
Katka	economic	temporary/ permanent	3,900	3,120	30581519.53	54.16	Europe
Eusebio	natural disaster, climate change	permanent	2,700	2,160	14657414.68	37.5	Europe, except for Iceland
Alva	consequence of industrial activity	permanent	1,500	1,200	4523893.421	20.83	Sweden, Norway, Denmark, Finland, Estonia
Anetta	human trafficking	permanent/ temporary upon discovery	3,000	2,400	18095573.68	41.6	Europe

04

Vaccination, a Civic Duty?

Computer Programming of a Viral Infection



PIERRE LASALLE
(FRANCE)



PUPILS' AGE:
13-14



45 MINUTES

The pedagogical outcome is to have pupils develop a computer programme that simulates a virus infection and the effects of vaccination. The activity aims at showing that vaccination is both a personal health act and a civic duty. The work can be carried out through several stages together with the science teacher.

**Global
interdependencies
in health**

Learning intentions

- To develop literacy skills.
- To develop digital skills (simple programming).
- To practise data processing.
- To practise modelling and communication.

Teaching aids

- Computers
- Basic programming software, e.g. Scratch (<https://scratch.mit.edu/>)

Global Learning outcomes

- Critical thinking: analysis of global processes and interdependencies
- Making informed decisions regarding global issues.

See the original lesson plan at:
[Le Partenariat's website](#)

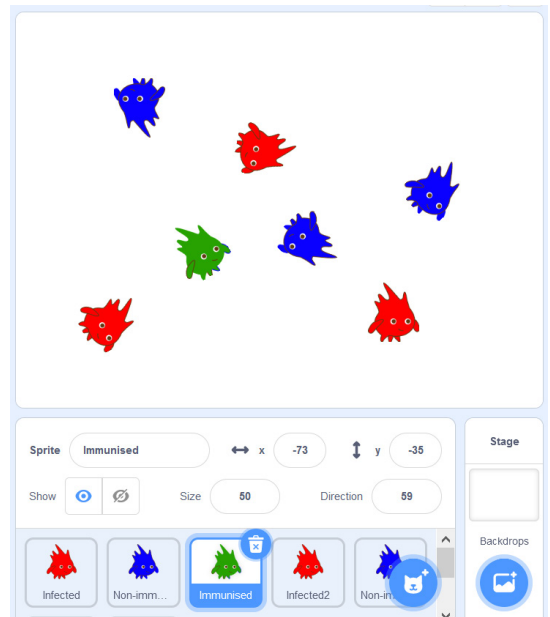
Activity outline

Introduction

1. In the programming software, create two figures, for example sprites (easy to put a colour on it) with two different costumes: infected (red colour) and non-immunised (blue colour).

At the beginning of programming

2. Position the sprites randomly. Reduce their size by 20% to 30%.
3. Have them randomly move x steps per second during a chosen period.
4. If they are in contact, the non-immunised sprite becomes infected and changes the colour into red.
5. Create the third sprite, immunised (green colour).
6. Fill in the previous file and add the immunisation of infected sprites (red sprites then become green) after a given period of time.
7. Use the duplicate option to clone the immunised and non-immunised sprites at the beginning of programming.



When the program works

It is possible to create a meter to count the number of infected sprites (people). You can also add variables to change:

- Total population,
- Distribution among different categories,
- Period of immunisation after being infected,
- Number of simulation days.

The results of several simulations are analysed in order to answer the main question.

Take it further

Pupils can adapt the program to conduct research on the epidemic, duration of contagion along with science and history teachers.



a teacher from France

Vaccination is a topical activity, all the more relevant as the COVID-19 crisis has shown how a pandemic can be a good way to work on global interdependencies with the pupils.

05

Roll the Dice!

Gender Pay Gap and Probability



SLOVENE MATH TEACHERS
AND GLOBAL LEARNING
EXPERTS*



PUPILS' AGE: 14-15
(8-30 PUPILS)



45 MINUTES

Despite the fact that people have equal rights, regardless of their gender, this is still not the case in practice. One of the areas with frequent violations of women's rights is the workplace. Although the principle of equal pay for equal work was introduced as early as in 1957 with the Treaty of Rome, pay gaps between men and women are still large and are only slowly declining. In the activity, pupils learn about and explore gender pay inequality. The activity encourages them to reflect on their own experiences and views of gender equality, and to look for possibilities to promote equal opportunities for all people.

Gender equality

Women's and human rights

Right to equal work
and equal pay

Right to non-discrimination
based on age and gender

Learning intentions

- To use graphs and infographics.
- To practise data processing.
- To calculate the arithmetic mean.
- To calculate the probability of a random event.

Global Learning outcomes

- Pupils learn about gender pay gaps and explore the underlying reasons.
- They become aware of the importance of fighting for women's rights.
- They critically evaluate discrimination based on gender.
- They become aware of the importance of respecting and promoting the human rights of all people.

Teaching aids

- Material 1: *Dice template* (two large dice with different sums of dots)
- Material 2: *Gender pay gap in European countries* (for 2018)
- Material 3: *Global gender pay gap* (for 2017)
- Items to make the dice: cardboard, colour markers, paper glue or adhesive tape
- Computer with an Internet connection, projector

See the original lesson plan at:
[Humanitas' website](#)

* Teachers: Aleš Šporn, Jasna Škulj, Luka Jurković, Mojca Šporn, Rajko Tekalec. GL experts: Manca Šetinc Vernik, Alma Rogina (SLOVENIA)

Activity outline

1. Use the dice template from **Material 1** to make two dice with different sums of dots.
2. At the beginning of the lesson, tell pupils that they will be playing a dice game. Divide them into two groups according to their gender (Group A – girls, Group B – boys). Each group should form a line. Give Dice A (the dice with grey dots: 6, 4, 3, 2, 2, 1) to girls (Group A), and Dice B (the dice with red dots: 6, 5, 5, 4, 3, 2) to boys (Group B).

In case pupils find out during the game that the dice do not have the same number of dots, explain that they should not worry about it for now and that they should finish the game.

Explain to the pupils how to play the game. Representatives of Groups A and B roll their dice simultaneously, and you write the number of dots for each group on the blackboard (enter the results in separate columns for Group A and Group B). Pupils should play as many rounds as there are members of each group. Make sure that every pupil gets to roll the dice (if there are more pupils in one group, a member or members of the groups with fewer members can roll the dice more than once).

When all the representatives of each group get their turn, ask the pupils to add up the number of points won for each group and compare the results.

3. Ask the pupils if they are happy with their result. In case they did not notice a different number of dots on the dice during the game, ask them if they noticed any difference between the dice.

Next, ask a representative of the group of boys and a representative of the group of girls to come up to the board and calculate the arithmetic mean of the number of dots for Group A ($\frac{6+5+5+4+3+2}{6}$) and the arithmetic mean of the number of dots for Group B ($\frac{6+4+3+2+2+1}{6}$). Then, a representative of each group should also calculate the arithmetic mean of the number of dice rolls in the boys' group and the arithmetic mean of the number of dice rolls in the girls' group.

4. Now, the pupils should calculate probability. Let them calculate the probability for both groups (A and B) that a six ($\frac{1}{6}$), a five ($\frac{1}{6}$ for boys and 0 for girls), a four ($\frac{1}{6}$), a three ($\frac{1}{6}$), a two ($\frac{1}{6}$ for boys and $\frac{1}{3}$ for girls) and a one (0 for boys and $\frac{1}{6}$ for girls) will be rolled.

When the pupils find that they had a different starting position, ask them how they feel about this and whether they find it fair.

5. Have the pupils sit in a circle and continue the activity by discussing unequal opportunities and the rights of women, using the following questions as a guide:

- What did you think of the activity?
- How did the female members of Group A feel during the activity? And how did the male members of Group B feel?
- Why do you think we played this game today? What did it show?

Explain to them that you wanted to encourage them to reflect on unequal opportunities that are often present in society, in your country and elsewhere in the world.

- In which areas are there unequal opportunities between women and men?

If the pupils fail to mention unequal pay for men and women for equal work, remind them of it. Point out that women are just as educated as men or more, but their knowledge is often less valued and they face slower career progression compared to men.

Project on the blackboard, the graph showing gender pay gap in Europe (**Material 2**) and the infographic on the global gender pay gap (**Material 3**). Then, ask the pupils:

- Which country surprised you the most? Why?
- Why do you think there are such differences in the pay of men and women?
- How could we calculate the average gender pay gap in Europe? (Answer: On average, women in EU countries earn 16% less than men.)

- In your opinion, is the different pay of men and women for equal work justified? Why, or why not?
- Do you think there are certain jobs that can be done only by men or only by women? Which ones? Why?
- Can you think of another example of frequent violations of women's rights?
- What is the importance of 8 March, when we celebrate International Women's Day? Why is this important?
- What can each of us do to ensure that the rights of all, both women and men, are respected (in the classroom, at school, in the family, locally and elsewhere)?

Take it further

Introduce the pupils to some key documents dealing with human and women's rights that are related to equal opportunities, or tell them where they can find them:

- Universal Declaration of Human Rights;
 - International Covenant on Civil and Political Rights;
 - International Covenant on Economic, Social and Cultural Rights;
 - Convention on the Elimination of All Forms of Discrimination against Women;
 - Charter of Fundamental Rights of the European Union.
- For homework, pupils should look for data on the differences in the pay of men and women in recent years, and compare them (in which countries and fields of work have the gaps narrowed or widened, and by how much).
 - Watch the film [Suffragette](#) (106 min), which presents the first female human rights activists and sheds light on the background of the history of the struggle for women's rights.

Gender pay gap is the difference in the average gross hourly rate of men and women. The calculation takes into account the gross salary paid to an employee before taxes and contributions. Only companies with at least ten employees are included in the calculations. This calculation does not take into account all potentially important factors such as education, hours worked, type of work, career breaks or part-time work, but still shows that in general, women earn less than men across the EU (European Parliament, 2020).

Pay gaps vary widely by individual EU member states. According to data for 2017, the largest differences are in Estonia (25.6%), Czech Republic (21.1%), Germany (21%), the United Kingdom (20.8%), Austria (19%) and Slovakia (19.8%) while the lowest are in Slovenia (8%), Poland (7.2%), Belgium (6%), Italy and Luxembourg (5% each) and Romania (3.5%) (European Parliament, 2020).

In the labour market and in top positions, women are underrepresented and earn less than men: women earn 23% less per hour than their male counterparts; only 6.9% of the executive director positions in leading companies are held by women. In addition, women often face discrimination in the workplace, as they are often transferred to a lower position upon returning from maternity leave (European Parliament, 2020).

Over the last few decades, a number of measures to promote gender equality have reduced the gender pay gap in most member states of the **Organisation for Economic Co-operation and Development (OECD)**. In some cases, progress in this area is remarkable: for example, in the United Kingdom the gender pay gap has narrowed from almost 50% in 1970 to around 17% in 2016 (OECD, 2017).

According to the World Economic Forum (WEF), the global picture of the gender pay gap is even worse than in Europe: in 2018, women were paid on average as much as 63% less than men. In no country in the world is the pay of women and men equal. According to WEF calculations from 2018, it will take 202 years to achieve equality in this area in all countries of the world (Neate, 2018).

8 March is the International Women's Day, an international holiday that has been celebrated around the world since 1911. On this day, we celebrate economic, political and social equality and women's achievements. The initiative for the holiday was taken by a German feminist and socialist Clara Zetkin, born Eissner (1857-1933). The Austrian Code granted married women the right to work in 1811, which was a progressive decision in the broader context: this was not allowed by French or German law at the time. Women thus gained a certain economic independence. More and more women were employed, which led to demands for workers' rights. Austrian legislation sought to regulate night work, the rights of pregnant women

and women giving birth and equal pay – namely, women often performed equally demanding tasks, even though they were considered as less demanding work and were paid accordingly. The Social Democrats thus began to present their own vision of the position of women workers: 8-hour working day, 16 weeks of maternity leave, free Saturdays, women holding positions of judges, inspectors, etc. One of the key demands was also women’s suffrage, and all these demands were meant to be further emphasised with the celebration of the International Women’s Day.

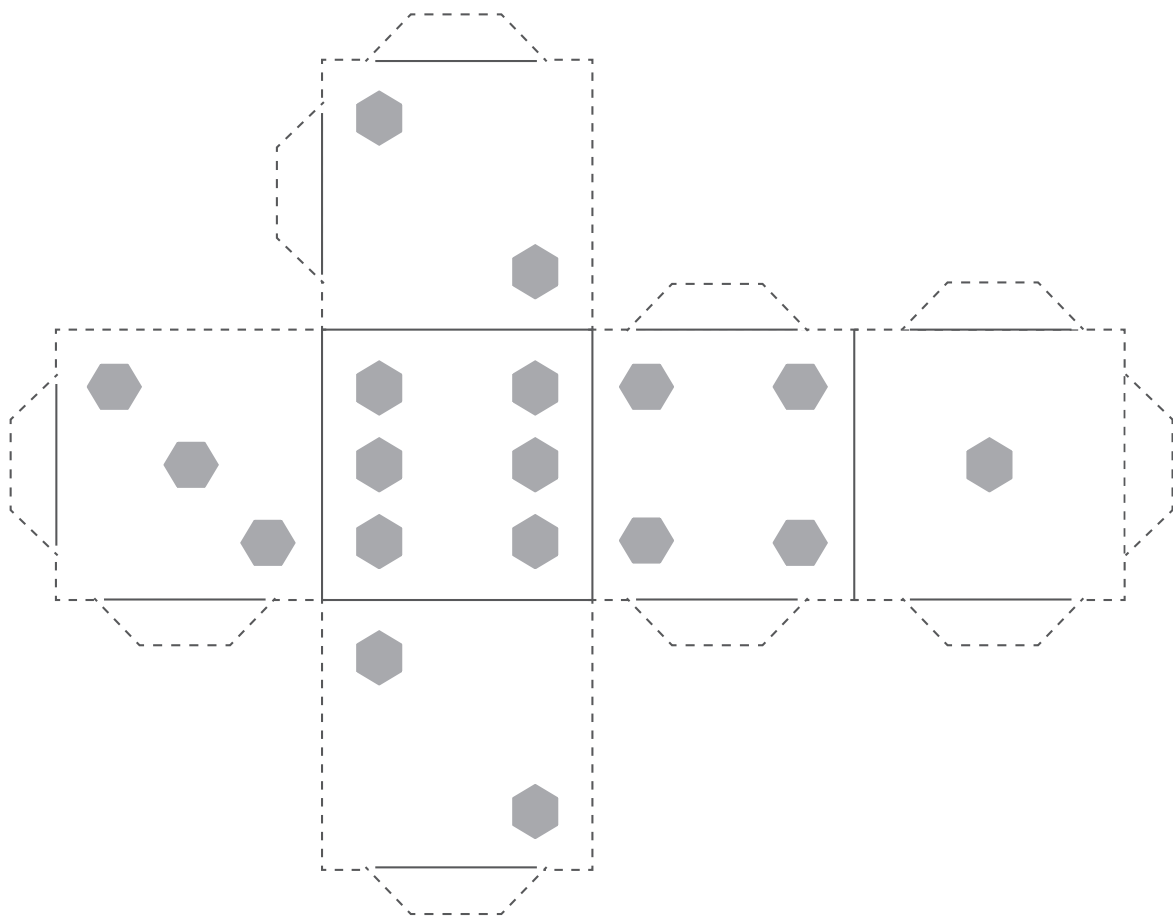
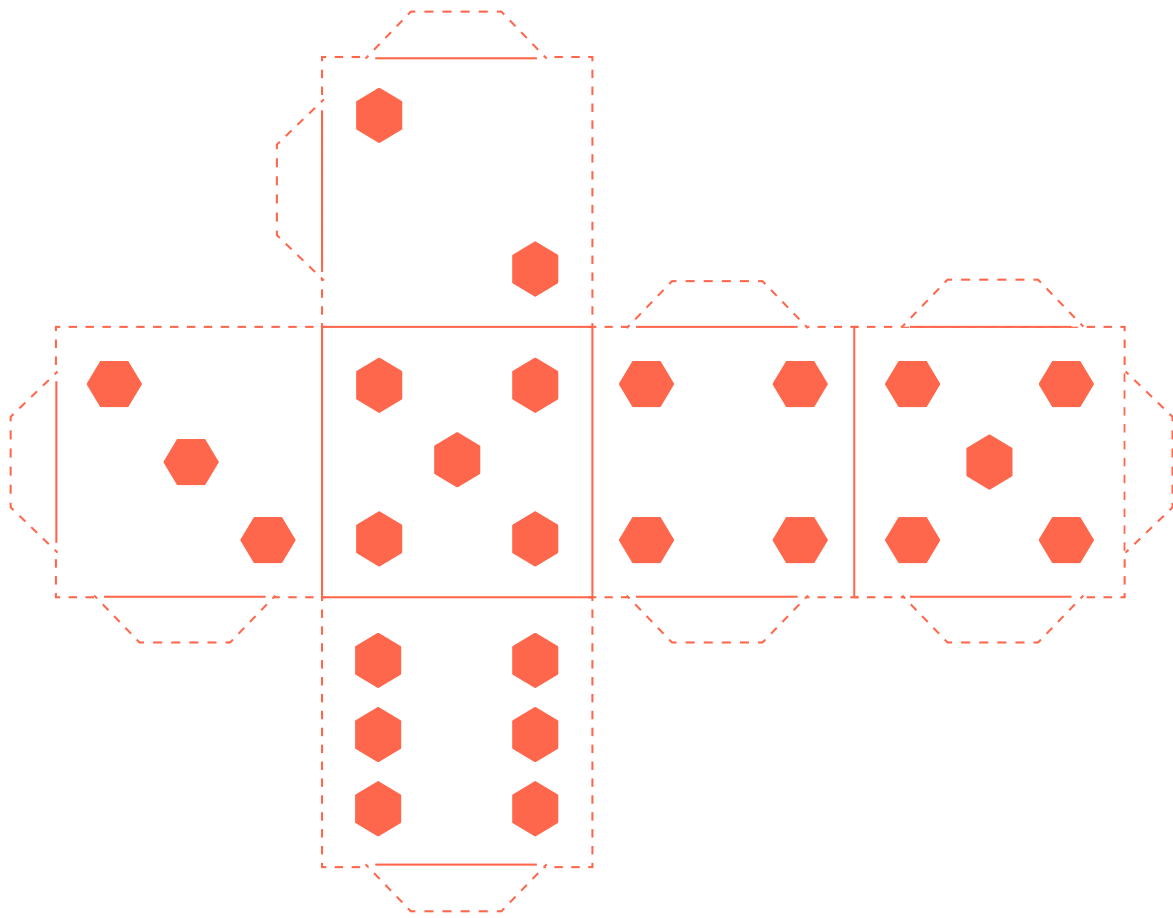
References:

- Eurostat, *Gender pay gap statistics, 2018.*
- Eurostat, *The unadjusted gender pay gap, 2018.*
- King, M., *Tackling The Number One Cause Of Gender Inequality At Work: Unequal Pay, 2018.*
- Neate, R., *Global pay gap will take 202 years to close, says World Economic Forum, 2018.*
- Ortiz-Ospina, E., *Key facts about the gender pay gap, 2018.*
- Ortiz-Ospina, E., *Why is there a gender pay gap?, 2018.*
- World Economic Forum, *The Global Gender Gap Report 2018.*

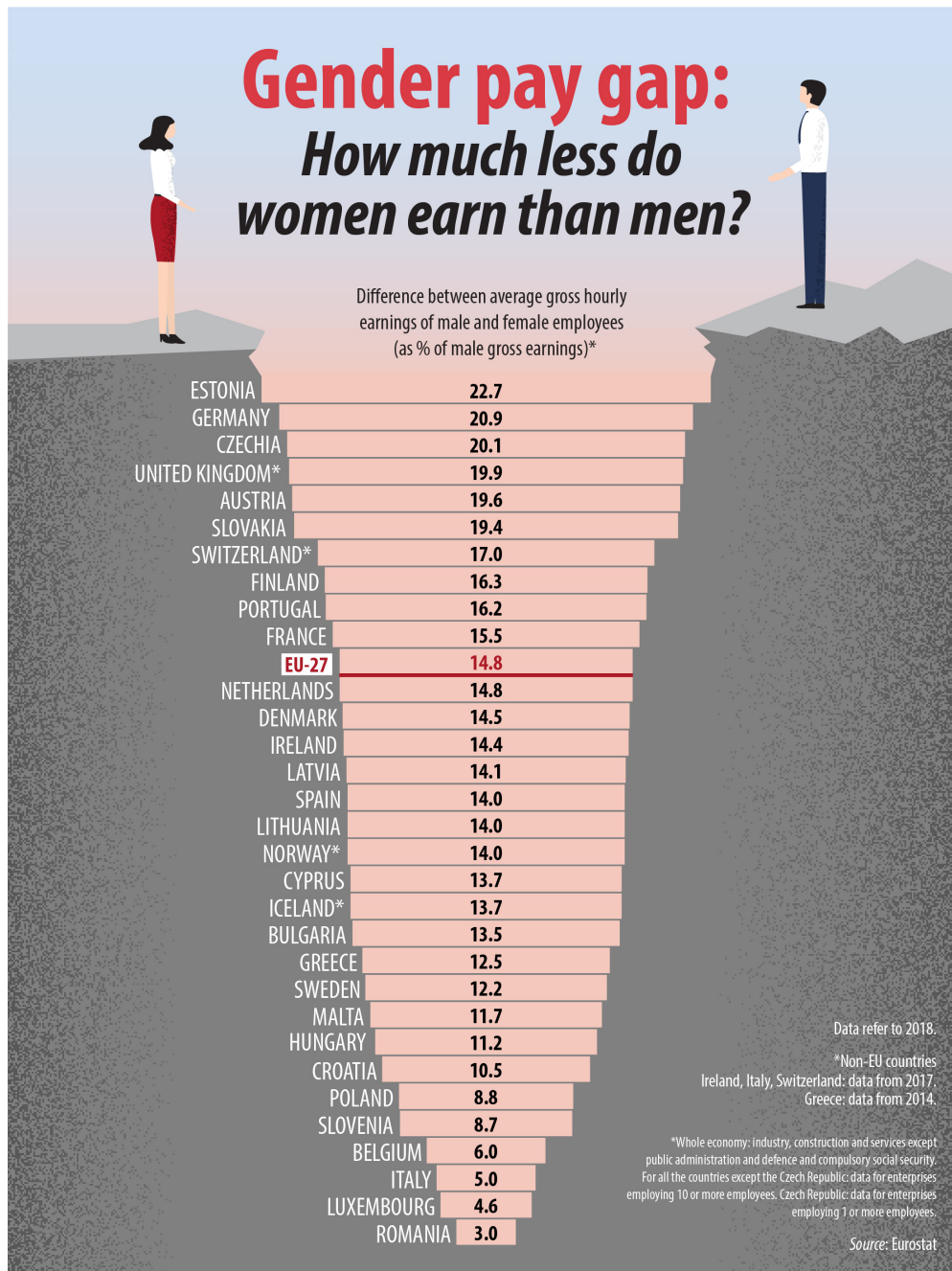


Useful, pupils liked it, very motivating.

Material 1: Dice template



Material 2: Gender pay gap in European countries (for 2018)



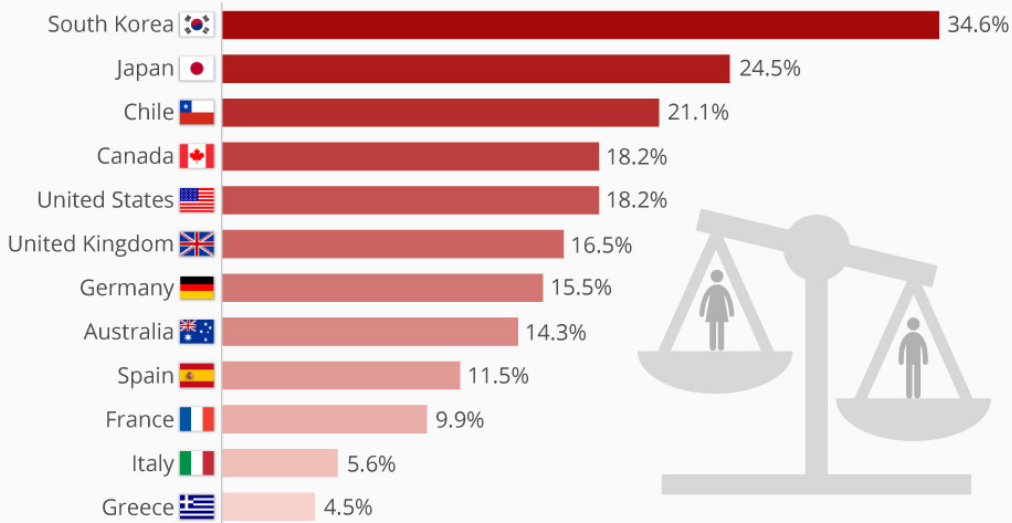
ec.europa.eu/eurostat 

Source: Eurostat. Gender pay gap statistics

Material 3: Global gender pay gap (for 2017)

Where The Gender Pay Gap Is Widest

% difference in full-time earnings between men/women in selected OECD nations*



* As a % of the earnings of men. 2017 or latest available year.
Source: OECD

statista

Source: McCarthy, N., *Where The Gender Pay Gap Is Widest*, 2019

06

Carbon Footprint



LEEDS DEC
(ENGLAND)



PUPILS' AGE:
11-14

The lesson plan explains to the pupils what a carbon footprint is and how it can be reduced so that they make the link between patterns of human consumption and climate change.

Climate change

Global Learning outcomes

- Pupils are able to make the link between patterns of human consumption and climate change.
- They can explain the processes that cause climate change, name some of the activities that are responsible and make the connection between these and the things that they consume.
- Pupils can explain what a carbon footprint is and describe practical things people can do to reduce their carbon emissions.
- Pupils are aware that people in wealthy Minority World countries have much bigger footprints – and that individual people reducing their footprint is an important part of the collective effort to slow climate change.

Curriculum outcomes

- Pupils will be able to explain that the carbon footprint is the total amount of carbon dioxide and other greenhouse gases emitted over the full life cycle of a product, service or event.
- They understand that the carbon footprint can be reduced by reducing carbon dioxide and methane emissions.
- Pupils should be able to describe actions to reduce emissions of carbon dioxide and methane as well as give reasons why actions may be limited.

Teaching aids

- Animation [Carbon Footprint simple explanation](#) (2:00 min)
- Material 1: [Emissions Chart](#)
- Material 2: [Agree or disagree? Explain your reasons.](#)
- Background notes on the [PowerPoint slides](#)

See the original lesson plan at:
[Leeds DEC's website](#)

Activity outline

1. Pupils watch the animation [Carbon Footprint simple explanation](#) to gain an understanding of carbon footprint as a measure of lifetime CO₂e.

Then, they complete the per capita country emissions ranking exercise (**Material 1**) and discuss any surprises.

2. In groups, pupils discuss the agree and disagree cards (**Material 2**) before sharing their reasoning.
3. Pupils identify what contributes to their footprint and draw out the impact of consumption. They consider the impact of phone upgrades.

Answers might be gathered electronically if facilities are available in school. Finally, a discussion on the possibilities of personal action is held, e.g. local repair cafes.

The teacher can use background notes on the [PowerPoint slides](#).

Reflection


4. The pupils use the reflection tool to consolidate their learning.
 - Name 5 things that have a carbon footprint.
 - Name 4 stages in a product's lifecycle that contribute to its carbon footprint.
 - Name 3 things that make it hard to reduce the global carbon footprint.
 - Name 2 greenhouse gases.
 - Name 1 thing you do to reduce your carbon footprint.
5. The pupils decide on what solution out of the below list is the best one to reduce their footprint and state examples:

The best way to reduce my footprint is...	eating less
	using less
	buying smart
	mending my stuff

Material 1: Emissions Chart

Which country has the highest emissions per person?

The pupils should be given a set of individual country cards and a strip of emissions. The pupils need to decide which order the countries go in and line up the countries against the emissions.

country		metric tonnes of carbon dioxide
Luxembourg		26.28
Australia		20.58
United States		19.78
UK		9.66
China		4.58
Argentina		4.06
India		1.16
Bangladesh		0.29
Zambia		0.23
Nepal		0.11
Ethiopia		0.07

Material 2: Agree or disagree? Explain your reasons



A country like Nepal shows the way for other countries as its low emissions are due to its excellent energy efficiency programmes.



The US could easily reduce its carbon emissions; they are twice as high as the UK which means they must be using more than they need.



The impact of global warming on Bangladesh is expected to be high. Rising sea levels will flood a huge amount of land from the southern coast; as a result, about 20 million people will be forced to migrate from there by the year 2050. This will cause serious humanitarian problems in the country.

The global community should provide the funding to help Bangladesh to adapt to climate change locally (e.g. building disaster resilient homes and floating gardens) and act in agreement with the Paris accord to reduce emissions to mitigate the effects of future warming.



— The carbon footprint of a child born in Malawi is 0.1 tonne/year.

— An Australian child has a carbon footprint of 30 tonnes/year.

Economically developed countries should aim to reduce their populations, but this is not important for less economically developed countries.

07

Types of Plastic Waste



KRISSIE DAVIS

PUPILS' AGE:
12-14

This lesson is related to the problems and solutions that exist from the use of plastic. It connects to responsible consumption and encourages pupils to think about solutions to this 21st century problem.

Climate change

Responsible
consumption

Learning intentions

- To identify plastic waste and compare the properties of different plastics.
- To use numeracy skills to present data related to the decomposition time of different plastics.
- To research the effect plastic waste has on biodiversity in water.

Teaching aids

- [Images of decomposition and decomposers](#) PDF file
- The following items for display: tea bag, banana peel, apple core, woollen sock, plastic bag, magazine, plastic bottle and mobile phone (or images of them)
- A wide selection of clean, plastic containers
- Material 1: [Types of plastic waste](#)
- [Marine plastics](#) or [Plastic pollution](#) PowerPoint files
- Scissors to cut plastic and beakers of water
- Lined and graph paper for recording results
- Material 2: [Waste timeline](#)
- Washing line and pegs (optional)

See the original lesson plan at:
[Scotdec's website](#)

Activity outline

Starter activity 1: Decomposition

1. Divide the class into groups of 3-4 and give them the following 3 questions using the images from the PDF file [Images of decomposition and decomposers](#) as a stimulus:
 - What is happening during decomposition?
 - What are decomposers?
 - What materials can decompose?

Ask pupils to write their ideas on sticky notes or mini white boards. Create a class definition of decomposition.

Starter activity 2: Our waste

2. Display the items or the images of tea bag, banana peel, apple core, woollen sock, plastic bag, magazine, plastic bottle and mobile phone. In pairs, ask the pupils to brainstorm the similarities and differences between what happens to these items when people have finished with them. They can write their ideas on mini white boards or sticky notes.

Main activity: Types of plastic waste

3. Display the following 4 headings with the different types of plastic (you can use **Material 1**):
 - Low density polyethylene LDPE
 - High density polyethylene HDPE
 - Polypropylene PP
 - Un-plasticised polyvinyl chloride UPVC

In small groups, the pupils should sort the plastic containers into the 4 different types.

What proportion of the plastic is in which 'plastic resin code' category?

Present their findings in a table and then a bar chart ('plastic resin code' category vs proportion of waste or number of items). The PowerPoint presentations [Marine plastics](#) or [Plastic pollution](#) have further information and references.

Discuss with the class the following questions:

- How much can 'easily' be recycled?
- How much in reality will end up in a landfill?

Extension 1: Do plastics sink or float?

4. Now, the class is going to work in pairs to test which plastics float or sink and record their results. They must cut the plastic into suitable pieces and use the beakers to test if they float or not.

Discuss with the class the following questions:

- What impact could plastics that float have on marine/coastal biodiversity?
- What impact could plastics that sink have on marine/coastal biodiversity?

Extension 2: Waste timeline

5. The pupils are going to go on to consider how plastic compares with other items and consider how long these things take to decompose.

Display the items or the images of a tea bag, banana peel, apple core, woollen sock, plastic bag, magazine, plastic bottle and mobile phone. Using either the timeline or a washing line set up across the classroom indicating the time specific milestones, ask them to place their cards from fastest to slowest material to decompose.

Discuss the pupils' timelines. Why do some materials decompose before the others? Give pupils the correct order of the cards. Now ask the pupils their ideas of the approximate timings that it takes for the items to decompose and reveal the answers – see **Material 2**.

Were pupils surprised about how long certain items take to decompose? Do they think this is a problem? Plastics and electrical goods take years to compose. What possible solutions might there be to this? Which of these items could be reused? Or recycled? You can also discuss the need to reduce usage, e.g. people replace mobile phones frequently for new models.















Activity adapted from <https://practicalaction.org/plastics-challenge>

Reflection and evaluation

Pupils should record their exit pass using the following questions:

- What problems are created when some items, particularly plastics and electrical items take years to decompose?
- What solutions can they think of?

Material 1: Types of plastic waste

Symbol	Description	
 PETE	Clear tough plastic such as soft drink, juice and water bottles.	
 HDPE	Common white or coloured plastic such as milk containers and shampoo bottles.	
 V	Hard rigid clear plastic such as cordial bottles.	
 LDPE	Soft flexible plastic e.g. squeezable bottles such as sauce bottles.	
 PP	Hard but flexible plastic such as microwaves ware, takeaway containers, some yoghurt/ice cream/jam containers, hinged lunch boxes.	
 PS	Rigid, brittle plastic such as small tubs and margarine/butter containers.	
 OTHER	All other plastics, including acrylic and nylon. Examples include some sports drink bottles, sunglasses, large water cooler bottles.	

Information sources from: <https://oceanoptics.com/plastic-recycling-nir-spectroscopy>

Material 2: Waste timeline



Timeline activity adapted from <https://practicalaction.org//plastics-challenge>

08

Help, We Are Sinking!

Climate Change on the Islands of Oceania



ZUZANA DOLHYOVÁ
(SLOVAKIA)



PUPILS' AGE:
12-18



45 MINUTES

In this activity, pupils learn about the effects of climate change on the island states of Oceania. At the beginning, they locate individual states according to geographical coordinates and think about what they have in common from a global perspective. They use their worksheets to look for solutions to help the sinking island states.

At the end of the activity, they present the solutions to the whole class, discuss and formulate opinions on the issue of climate change.

Climate change

Sustainable cities
and communities

Learning intentions

- To take a stand on the most serious problems of humanity and offer appropriate solutions.
- To describe, through specific examples, global climate change and its possible consequences for life on Earth.
- To name global problems and their manifestations.
- To determine the location of a place on the map using geographic coordinates.

Teaching aids

- Geographical atlas (one for each pupil)
- Stationery, flip chart sheets (one for a group), markers (two different colours for a group)
- Material 1: *Geographic coordinates*
- Material 2: *Descriptions of island states*
- A wall map of the world or a map projected through data projector
- Paper adhesive tape, sticky notes

Curriculum outcomes

- Australia and Oceania: Polynesia, Melanesia, Micronesia.
- Atmosphere: climate change on Earth.
- Regional and human geography: global problems of the Earth, global warming, world ocean.
- Cross-cutting theme: personal and social development.

Global Learning outcomes

- Pupils list the manifestations and effects of climate change on island states.
- They analyse the consequences of climate change and seek appropriate measures to mitigate its effects.
- They formulate their own opinions on the issue of climate change.

See the original lesson plan at:
[People in Need's website](#)

Activity outline

Warming up (10 minutes)

1. Distribute the cards from **Material 1**, one for each pupil. Each card contains the geographical coordinates of one of the Oceania islands. The task is to search for a specific place in the atlas according to the coordinates and to determine which state it is. If there are more pupils in the class than the number of cards, some coordinates may be used more than once.
2. Ask the pupils to name the state they found according to the coordinates and identify it on the wall map. Write its name on a sticky note and stick it on the wall map where the state is located. Then, briefly discuss these questions:
 - Are all these islands and archipelagos separate states? How can you find it out using the atlas?
 - What do these island states have in common?
 - What do they have in common from a global perspective?
 - How does climate change affect the islands and archipelagos of Oceania?

The pupils can talk about the natural and social conditions in Oceania, but the aim of the discussion is to open up the topic of climate change and its consequences. Due to rising sea levels, island states are gradually sinking. The situation in the Solomon Islands is covered by a report which you can watch together on the ITV News YouTube channel, entitled [How islanders are losing their beautiful home through no fault of their own](#).

Core activities (20 minutes)

3. Form groups of five pupils and read out the following text:

Imagine living on an archipelago threatened by rising sea levels. The situation is serious; your home is falling victim to climate change and is gradually disappearing from Earth. The government has, therefore, convened a meeting where the invitees are not only state officials, professional public and international organisations but also the media and the country's population. Your task is to find solutions to prevent the sinking of the island.

Explain that the pupils will look for solutions working in groups. Give each group a flip chart sheet and two markers. Ask them to write down their ideas using the same colour of marker. Give them 5 minutes to work on the ideas.

After five minutes, give them copies of the worksheets (**Material 2**). Give each group a text about one of the four island states. If there are more than four groups, some worksheets will be used more than once.

Invite groups to read the text and think about what other solutions are possible. Ask them to add new measures to their list using a different colour of marker. Allow 10 minutes to process.

When finished, ask each group to present their suggestions to others. If some groups worked with the same country, give space to everyone. For example, you can let them take turns in naming solutions.

If the work in groups is taking longer than planned, instead of group presentations, try the so-called 'popcorn method'. The name recalls the process of roasting popcorn: when heated, the kernels pop at once. The same will apply to pupils' ideas: ask the first group to present their idea; if another group has a similar idea, they shout: 'Pop!' and possibly add more information. Then, ask another group to speak. This way, you save the time that would be otherwise taken by presenting the same ideas. You can also briefly write the ideas on the board so that pupils can see them.

Reflection (10 minutes)

4. Continue the discussion asking these questions:
 - What did you like about this activity?
 - Did you find searching for solutions easy or difficult? What made it so?
 - How do you like the solutions proposed by your group? Are you satisfied with them?
 - Did you learn anything new? Have you heard about climate change before? What interested or surprised you about this topic?

- Who is the most affected by the effects of climate change? Who is responsible for it?
- How does the rest of the world view the problems of the island states?
- How can we help the countries that are suffering the effects of climate change? What can we do ourselves?

Take it further

What can we as individuals do? For example:

- Educate ourselves, monitor credible sources of information and seek solutions.
- Talk about climate change with those around us and emphasise that this is an important topic that concerns us.
- Exert pressure on competent people, e.g. through petitions or emails to members of parliament, by participating in protests and public events promoting the debate on climate change.
- Change our consumer habits regarding diet, transport, clothing or leisure time; in short, prefer what is local, public and collective.
- Use natural resources responsibly, such as switch off the lights, do not overheat houses and do not cool rooms too much.
- Support organisations that focus on mitigating the effects of climate change, whether financially, materially or through volunteering.
- Build a community, involve other people in the joint search for and promotion of solutions.



a teacher from Slovakia

Pupils liked the activity. The stories of the island states surprised them, they had not heard of similar problems before. All in all, they liked the topic and a variety of ways to acquire knowledge.

Material 1: Geographic coordinates

Lat. N 4° 10' Long. E 73° 30'	Lat. N 1° 29' Long. E 172° 58'	Lat. S 4° 37' Long. E 55° 27'	Lat. N 7° Long. E 171° 22'
Lat. N 4° 10' Long. E 73° 30'	Lat. N 1° 29' Long. E 172° 58'	Lat. S 4° 37' Long. E 55° 27'	Lat. N 7° Long. E 171° 22'
Lat. N 4° 10' Long. E 73° 30'	Lat. N 1° 29' Long. E 172° 58'	Lat. S 4° 37' Long. E 55° 27'	Lat. N 7° Long. E 171° 22'
Lat. N 4° 10' Long. E 73° 30'	Lat. N 1° 29' Long. E 172° 58'	Lat. S 4° 37' Long. E 55° 27'	Lat. N 7° Long. E 171° 22'
Lat. N 4° 10' Long. E 73° 30'	Lat. N 1° 29' Long. E 172° 58'	Lat. S 4° 37' Long. E 55° 27'	Lat. N 7° Long. E 171° 22'
Lat. N 4° 10' Long. E 73° 30'	Lat. N 1° 29' Long. E 172° 58'	Lat. S 4° 37' Long. E 55° 27'	Lat. N 7° Long. E 171° 22'
Lat. N 4° 10' Long. E 73° 30'	Lat. N 1° 29' Long. E 172° 58'	Lat. S 4° 37' Long. E 55° 27'	Lat. N 7° Long. E 171° 22'
Lat. N 4° 10' Long. E 73° 30'	Lat. N 1° 29' Long. E 172° 58'	Lat. S 4° 37' Long. E 55° 27'	Lat. N 7° Long. E 171° 22'
Lat. N 4° 10' Long. E 73° 30'	Lat. N 1° 29' Long. E 172° 58'	Lat. S 4° 37' Long. E 55° 27'	Lat. N 7° Long. E 171° 22'

Material 2: Descriptions of island states

KIRIBATI

Kiribati is a Pacific island state of 33 atolls. Scientific estimates suggest that the living conditions on these islands will deteriorate to the point where the majority of the population will leave within thirty years. In addition, periods of drought and massive tides will increase.

Locals are trying to fight these phenomena. They plant mangroves on the coast, whose extensive root system strengthens the soil and forms an impact zone during storms. They also build flood walls or an early warning system against an approaching tidal wave. However, in the long run, it does not seem possible to adapt to the new conditions. Many of the inhabitants will soon become climate refugees.

The Kiribati government has, therefore, bought 220 hectares of land on Vanua Levu, the second largest island of the Fiji archipelago, to provide food supplies for its approximately 110,000 citizens. This territory could become their new home in the future.

At the end of September 2015, New Zealand deported a Kiribati man who wanted to apply for asylum in the country due to climate change in his homeland. If he had succeeded, he would have become the first official climate refugee in the world. However, according to local authorities, the reason to grant asylum was insufficient. The Kiribati government is, therefore, negotiating with New Zealand and Australia to open borders for people who will be forced to leave the islands.

MALDIVES

The Maldives comprises 1,100 islands and the country is considered the jewel of the Indian Ocean. Only about two hundred of the islands are inhabited. With its white sandy beaches, the archipelago attracts tens of thousands of tourists from all over the world every year.

The Maldivian government held an underwater meeting in 2009 to highlight the consequences of climate change. In addition, the Maldives is threatened by rising sea levels and is gradually sinking. In the past, therefore, a special fund was set up in which part of the income from tourism was deposited. It was supposed to be used in the future to buy land where approximately 350,000 people living on the islands could relocate. However, the relocation of the whole state would pose many international law problems concerning the sovereignty or citizenship of the extinct state.

Currently, the plan to save the Maldives has changed. The new government is no longer looking for new land; it wants to preserve the sovereignty of the state on its territory. To achieve that, project engineering is used. The country leases its islands and uses the profits to build new islands with anti-flood measures. One of them is the city of Hope built on the artificial island of Hulhumale, near the capital Male. It is being built using the sand from the surrounding atolls that is deposited on shallow cliffs around the original lagoon. The cliffs are reinforced with a three-meter wall. It is estimated that the island for 130,000 people will be completed by 2023.

Experts on international law point out that the countries most affected by climate change could claim compensation from those who have contributed most to it in the future. These include the states of the European Union, the US as well as China and India.

SEYCHELLES

The island state of Seychelles is located in the Indian Ocean, where it has 115 small islands. The largest island is called Mahé and is home to the capital Victoria. As the Indian Ocean temperature is rising faster than the Atlantic and Pacific Oceans, the islands are gradually sinking.

Together with other small island nations, Seychelles faces serious consequences of climate change that include loss of fresh water, soil erosion, extinction of coral reefs and extreme weather fluctuations.

The former Seychelles President James Michel, therefore, founded the Sea Level Rise Foundation. Its mission is to draw attention to the consequences of climate change and, in cooperation with the governments of other island states, to find solutions that will help locals to adapt to the new conditions.

In April 2019, the President Danny Faure caught the attention of the whole world with a speech that was filmed 120 metres below the surface of the Indian Ocean. In the speech, he called the sea ‘the beating blue heart of our planet’ and pointed out that ‘the sea has a special relationship with all of us’. He also recalled that we need to protect ocean ecosystems on the international level: ‘The sea keeps the planet alive. It keeps us alive. And it is clear to me that it is under threat like never before’, he said, calling on the United Nations to take appropriate action.

MARSHALL ISLANDS

The Marshall Islands consists of 1,250 islands and 29 atolls in the Pacific Ocean. They are also called the pearl of Micronesia. After being contaminated by radiation from US nuclear weapons testing in the 1940s, they once again face the threat of destruction. This time, they are threatened by climate change. As a result of rising sea levels, massive floods are becoming more frequent on the islands. The most dangerous are the peaks of the tides, especially the annual so-called ‘king tide’. It brings high waves and wind that literally pushes water onto the island. At those times, the sea level can rise by 30 centimetres.

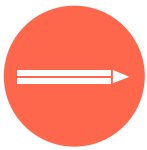
Salt water degrades precious soil, destroys crops and endangers the food security of the population. It also destroys sources and supplies of drinking water. As a result, the risk of malnutrition and the number of diseases caused by non-potable water or poor hygiene is increasing on the islands. The consequences of climate change also manifest as unusually long and intense periods of drought which further reduce availability of drinking water. At the same time, this threatens the local economy which is dependent on coconut oil exports, the country’s only export.

The Marshall Islands State Department has urged locals to gradually leave the country. The island nation has signed an agreement with the United States that allows the islanders to obtain a residence and work permit in the United States. A significant part of the population has already relocated to the Hawaiian Islands or the Pacific island of Guam.

09

Is This Gender Equality?

Data Analysis



NIKOLETTA GULYA
(HUNGARY)



PUPILS' AGE:
13-14



45 MINUTES

Data analysis enables pupils to learn about the opportunities of men and women around the world as well as reflect on gender inequalities and the individual actions that they can undertake to eliminate them.

Gender equality

Curriculum outcomes

- Population of Africa.
- Social geography of the Americas.
- Population of Asia.
- Life in Hungary.

See the original lesson plan at:
[Anthropolis' website](#)

Teaching aids

- A set of thought-provoking pictures (for [download](#))
- Digital board or projector
- Charts presenting data on the situation of men and women in different countries, e.g. from the [UN Statistics Division](#)
- Large sheets of paper, felt pens

Activity outline

Introduction (5 minutes)

1. Ask the pupils if they think women and men have equal opportunities in everyday life.

If the answer is **Yes**, ask the pupils to stand up and give examples of areas where this is true (e.g. in the Finnish parliament the number of women representatives is nearly the same as men).

If the answer is **No**, pupils should remain seated and give examples of areas where this is true (e.g. a lot of women get lower salaries for the same job than men).

Clarification of terms (5 minutes)

2. Explain to the pupils the difference between sex and gender. Give examples.

Sex (biological): Physical (physiological, hormonal, genetic) characteristics based on which we divide people into categories of female and male.

Gender (social): All those characteristics, behaviour patterns and roles which are expected from the individual by society based on their sex, and which are acquired by the individual through their upbringing. These may vary according to time, country and culture.

Data analysis: teamwork (20 minutes)

3. Divide the pupils into 5 learning groups and give them large sheets of paper and felt pens. Each group analyses a specific group of data and presents it in a graphical form (can be done on a computer as well). It is important to actively involve all the group members and to give them an opportunity to present their results.
4. Mix the groups using the mosaic method so that each group has at least one representative from each former group (one pupil from group 1, 2, 3, 4 and 5). The groups then move to one of the charts, and then one of the pupils – who previously worked on a given chart – refer it. Groups then rotate clockwise and go to the next chart, where the ‘host’ of that chart presents the results. That way, all the members of all the groups will have the opportunity to give a small presentation.

Pupils can work on the charts from the [United Nations Statistics Division](#). On the basis of the charts, they compare the situation of women and men in 10 countries which they select as the first task. See to it that the pupils select countries from all parts of the world and that there are countries of various overall situation (economic, social etc.) among them. It is more convenient if all pupils' groups work with the same countries. It is possible to examine the average, on the one hand, and divergences from the average on the other hand, or the two extremes, as they like. Each group should conduct their analysis using only one criterion.

World Café: teamwork (10 minutes)

5. Groups remain as they are. They will need another large sheet. Each group is given an environment where they have to assume a gender role (classroom, school, home, workplace, society). The task is to describe a situation in that environment which facilitates gender equality, and another which hinders it. Then, the groups rotate clockwise and move to the next sheet and add their situations to the given environment, and so on and so forth, until all the groups added their examples to each environment. At the end, the situations are read out loud and discussed.

Conclusion and closure

At the end of the lesson, ask the pupils what they can do to promote gender equality.

10

When Cows Belch: A Mystery

Climate Change and Eating Habits



MARIETTA STEINDL
(AUSTRIA)



PUPILS' AGE:
10-11



1-2 LESSONS

By solving a mystery, pupils learn how typical eating habits can affect the climate and that climate change can already be felt in various regions of the world. The Sahel region is given as an example.

Climate change

Consumption
and production

Food and agriculture

Health and well-being

Learning intentions

- To understand the connection between typical eating habits and climate change.
- To explain the greenhouse effect.
- To recognise that animal products are more harmful to the climate than plant-based ones and that local consumption habits can have global implications.

Related subjects

- Biology and environmental science
- Physics

Teaching aids

- **Material 1:** Mystery cards

Curriculum outcomes

- Language and communication: to enhance language skills through the analysis of texts, pictures and diagrams.
- Nature and technology: to explain the origins of natural processes and their effects on humans and the environment, describe the effects of climate change on the living environment, educate about the responsible use of the environment.
- Geography and economy: to share 'one world' (globalisation), to recognise humans' responsibility for our 'one planet'.

See the original lesson plan at:
[Südwind's website](#)

Activity outline

Preparation

Copy, cut out and, if necessary, laminate the mystery cards (**Material 1**) in the required number (one set per approx. every 5 pupils).

Main activity

1. Pupils are given the task of solving a 'mystery' in the form of a riddle. The central question to be answered is: *Why does Abiola have to give up his cattle farm while Anna's family are ordering meat?* The question is intended to sound peculiar at first glance.

A typical meat diet includes a large quantity of meat and other animal products. Anna is Austrian. Her family, who enjoy their favourite meat dishes at a traditional restaurant every Sunday, are representatives of these average dietary habits. However, the consumption of animal products causes a high level of greenhouse gas emissions – particularly methane, which is produced in cattle stomachs – and other greenhouse gases that are generated in the production process. The food consumed by Austrians is responsible for the production of 2,500 kg of CO₂ equivalents per person per year, 67% of which come from animal products and 43% of which come solely from meat. A diet with fewer animal and more plant-based products would not only be healthier, but could also save as many as 500 kg of CO₂ equivalents per person per year.

Greenhouse gases (including CO₂, methane and others), which are produced in large quantities by humans, are responsible for global warming and climate change. The impacts of climate change can be felt all over the world, in some places more than in others. Two of the most-affected regions are the Alps, where temperatures are rising twice as fast as the global average, and the Sahel region of Africa. This region is particularly affected by prolonged droughts and floods, making it difficult for the region's inhabitants to survive. As a result, many of them migrate. Abiola, who lives in northern Nigeria, is facing a similar decision. His family has been breeding cattle for generations, but due to the increasingly unfavourable climatic conditions, his future as a cattle farmer is very uncertain. He may have to give up cattle breeding and move to the city.

Due to the associated high greenhouse gas emissions, the eating habits of the Global North countries contribute to climate change. This has an impact on people in even very faraway regions of the world, such as the Sahel. Having learned this information, Anna decides to become a vegetarian in order to reduce emissions via her eating habits and make a small contribution to climate protection.

In this case study, cattle function both as a contributory cause of climate change and an economic livelihood for livestock farmers in the Sahel. This puzzle could initially cause the pupils to feel uncertain about the correct conclusion. However, a closer look at the information should reveal that it is not Abiola's cattle breeding that is driving climate change per se, but rather the excessive consumption of meat in industrialised countries.

2. Each group of pupils receives a set of mystery cards. The cards contain a variety of information, some of which is required to answer the central question and some of which is not necessarily relevant.
3. The pupils must look at all the cards, read through them and cluster them in a meaningful fashion. They might, for example, arrange them according to cause and effect, or in the form of a mind map. This flexibility can lead each group to arrive at a very different solution.
4. Once the pupils have agreed on how to arrange the cards, they use them to answer the central question. Each group should formulate its answer jointly in writing. It is important that the answer elucidates the relationships between the various elements and incorporates all important factors. As such, the answer texts should be extensive.
5. The groups' answers are presented, compared and discussed.

Reflection

The process should then be reflected upon. Possible questions for reflection could include:

- Was it easy or difficult to solve the mystery?
- Was there anything that surprised you?
- Were you able to identify with any of the people you read about?
- Was the group always in agreement?
- Who contributed most to solving the mystery, and how?

Take it further

Individual topics can be chosen for further investigation, e.g. the climate in the subtropical zone, agriculture in a particular country, a healthy diet or the effects of climate change.

This lesson plan covers Austria, but can freely be adapted to any country.



a teacher from Austria

The lesson plan shows the consequences of our trade system (and our food habits) on global problems such as climate change or desertification. It helps pupils to develop global and sustainable thinking. It gives a lot of space for critical reflection.

Material 1: Mystery cards

10.3% of Austria's greenhouse gas emissions come from agriculture. The largest share is accounted for by the greenhouse gas methane which is produced during the digestive process in the stomachs of ruminant animals (cattle, goats, sheep) and as a result of storing manure.



© freestocks.org

Greenhouse gases are produced during the production of food, e.g. from the use of fossil fuels (oil, gas, coal), generating electricity, storage and supply, from fertilisers or cattle. However, carbon is also released when land use changes, e.g. when forests or grassland are converted into agricultural land.

Greenhouse gases (GHG) store heat in the atmosphere. Man-made greenhouse gases contribute very strongly to global warming and thus to climate change.

The most important greenhouse gases are:

CO₂ = Carbon dioxide

N₂O = Nitrous oxide (commonly known as 'laughing gas')

NO_x = Nitrogen oxides

CH₄ = Methane



© Marcin Jozwiak

Compared to the average consumption habits in the EU, Austrians eat and drink:

- 43% more alcoholic drinks,
- 29% more meat,
- 27% more sugar, and
- 80% more animal fats.

Austrians eat smaller quantities of healthy foods (such as vegetables, fish, potatoes and grains) than the EU average.

The food consumed by a typical Austrian causes an average of more than 2,500 kg of CO₂ equivalents per year. This is the amount of exhaust fumes produced during a car journey from Vienna to Beijing and back!

43% of these harmful gases are caused by meat consumption alone. If dairy products are added in, the share caused by animal products goes up to 67%.

A switch to a healthier diet with fewer animal products and more plant-based products could save about 500 kilograms of CO₂ equivalents per person per year in Austria.

A healthier diet means:

Lots of: Plant-based foods (vegetables, fruit, grains, potatoes) and low-calorie or zero-calorie drinks (water, tea)

A moderate amount of: Animal foods (milk, milk products; meat, sausages, eggs, fish)

A small amount of: Foods high in fat and sugar (including snacks)



© Lisa Fotios

According to a survey, around 66 per cent of Austrians rate Wiener schnitzel as one of their favourite dishes.



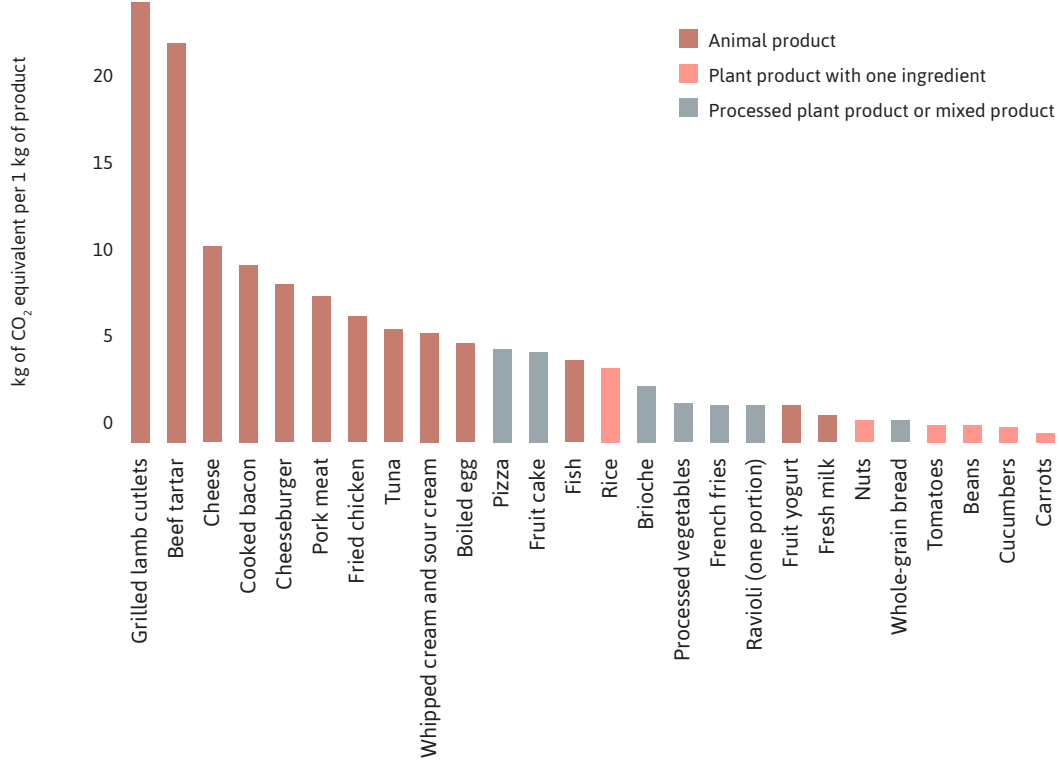
© Kobako

As she does almost every Sunday, Anna goes to the restaurant with her parents and grandparents. They order Wiener schnitzel, cordon bleu, roast pork, breaded fried chicken salad and much more. This time, however, Anna searches long and hard on the menu until she finds a dish without meat. Finally, she orders a delicious vegetable casserole.



© timolina

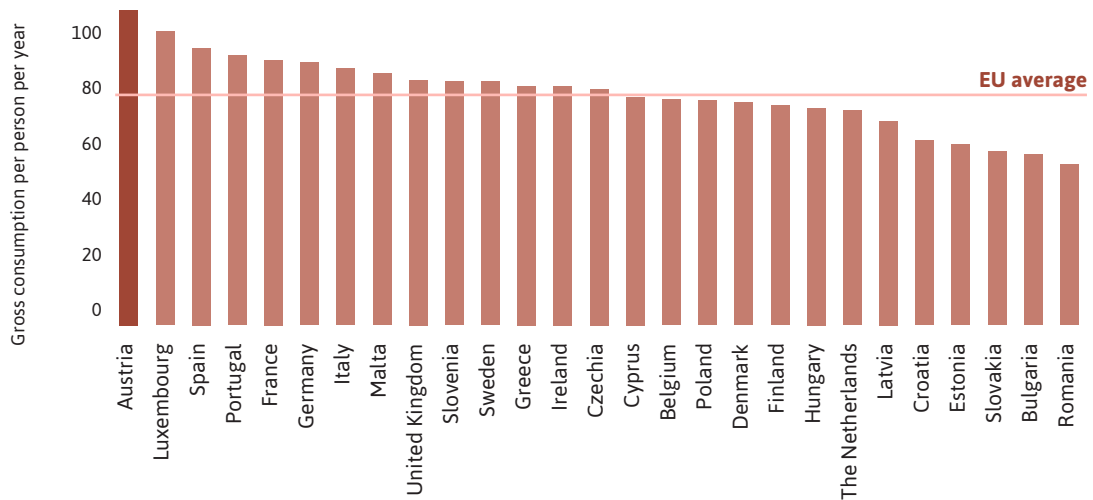
Food from animals produces significantly more CO₂ than food from plants.



Average emission rates for selected food (in kg of CO₂ per 1 kg of end product, based on years 2007-2014)

Source: WWF, *Achtung: Heiß und fettig – Klima & Ernährung in Österreich*, 2015

With an average consumption of over 100 kilograms of meat per person per year, Austria has the highest meat consumption in the EU and is one of the largest meat consumers in the world.



Source: WWF, *Achtung: Heiß und fettig – Klima & Ernährung in Österreich*, 2015

The word *emission* is derived from the Latin *emittere*, which means to let out.

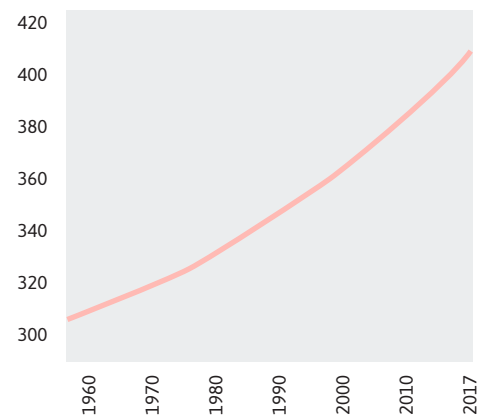
Emissions are pollutants that enter the environment, including carbon dioxide from aeroplanes, wastewater which flows into rivers from factories, exhaust gases and noise from road traffic. It also includes methane, a gas produced in cows' stomachs during digestion and then 'let out'.

The explosion in the emission rates of greenhouse gases since 1950 is the main reason for rising temperatures around the world.

Burning very large quantities of fossil fuels (oil, coal, gas) causes that an increasing amount of CO₂ is present in the atmosphere.

Greenhouse gases, such as carbon dioxide (CO₂) and methane, absorb heat and store it in the atmosphere. This effect – the greenhouse effect – means that the Earth is warm enough for humans to live here.

This natural greenhouse effect is intensified by the fact that humans produce many additional greenhouse gases. This is called the 'man-made greenhouse effect'. As a result, temperatures have been rising much more rapidly in the past several decades than they did before.



© Umweltbundesamt, [Klimaschutzbericht](#) (2018), p. 20

The best known greenhouse gas is CO₂, but there are several others. To make them easier to compare, the other greenhouse gases, including methane and nitrous oxide, are converted into so-called 'CO₂ equivalents'. This makes it possible to compare various greenhouse gases in terms of how harmful they are to the climate.

For example, the effect of methane is 25 times greater than that of CO₂, since it remains in the Earth's atmosphere for much longer. The effect of nitrous oxide is 300 times greater.

This could also be expressed as follows:

1 kg methane = 21 kg CO₂ equivalents, or 1 kg nitrous oxide = 300 kg CO₂ equivalents

Despite this, CO₂ is still the biggest problem for the climate because of the extremely large quantities in which it occurs.

Anna lives in Vienna. She has decided that, from now on, she wants to live without meat – to be a vegetarian – and to eat less of other animal products such as cow's milk, eggs and cheese. She will now eat more vegetables and cereal products because a healthy diet is important to her.

In addition, she says: *I want to do my bit to help protect the climate!*

Abiola is 14 years old and is thinking about what he wants to do with his life. Should he take over his family's cattle farm? He is not sure whether it will provide enough to live on in the future – in recent years, the competition for good pasture land has become increasingly tough. Abiola is considering whether he should instead move south to the major city of Lagos, to look for work and start a new life. Many of his friends have already moved away, but Abiola would actually prefer to become a cattle breeder like his parents and grandparents.

One of the regions most affected by climate change globally is the Western Sahel: the West African states on the southern edge of the Sahara. These include Chad, Nigeria, Niger, Mali, Burkina Faso, Mauritania and Senegal. Here, climate change is already having serious effects, including long droughts, severe floods and scarce water. This is forcing many people to move further south. Fertile land, water and forests are becoming increasingly scarce, which is also leading to tensions and conflicts.



The Sahel. © Perchristener

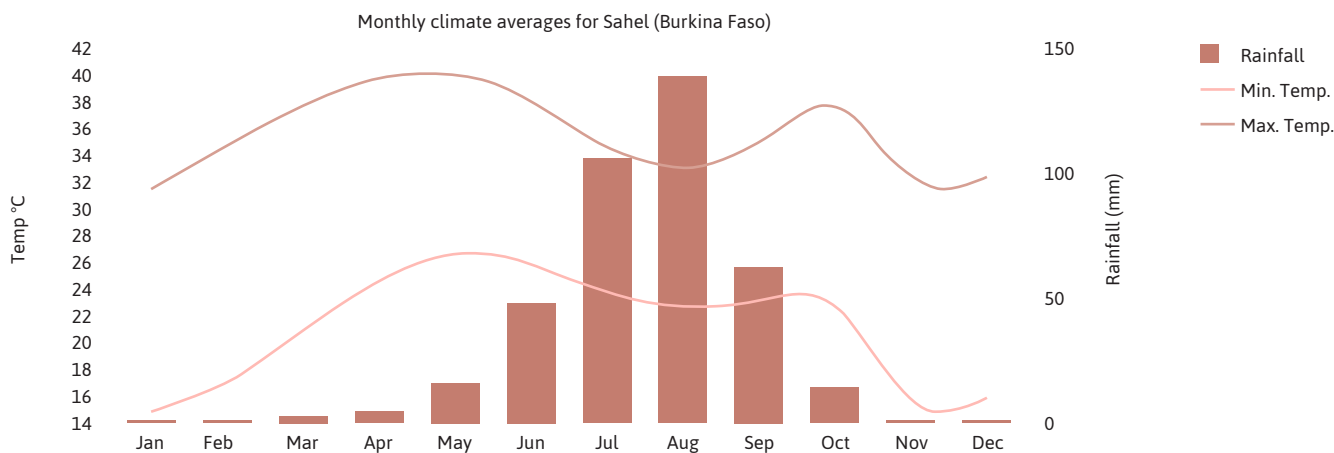
The many impacts of climate change around the world include: glaciers melting in the mountains and at the poles, sea levels rising, many plant and animal species becoming extinct and an increasing occurrences of extreme weather such as storms, droughts and floods.

Abiola lives in the north of Nigeria in West Africa. His family have worked as traditional cattle breeders for generations, moving the cattle from one fertile patch of pasture land to the next. In recent years, however, more and more of these pastures have become infertile. Water sources have long dried up and long droughts have become more and more frequent. Abiola has learned in school that climate change is the main reason.



© Brendertogo

The typical climate of the Sahel zone has a lengthy dry season and often only a short rainy season with large amounts of rainfall.

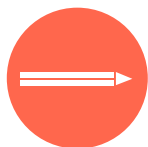


Source: Jules Bayala et al., *A review of pasture and fodder production and productivity for small ruminants in the Sahel*, 2014

11

Borders Are Not Limits

Definitions, Geography Instruments and Inclusiveness



FABIANA NARDIN
(ITALY)



PUPILS' AGE: 14



3 LESSONS
(8 HOURS)

The aim of the work is to identify the difficulties, linked to cultural/social/economic diversity, that arise in an educational environment and to find solutions to overcome them. On the basis of purely practical difficulties, such as language barriers for pupils who do not speak a national language, the purpose is to highlight the existence of less visible barriers and, consequently, more difficult to invalidate, as stereotypes and prejudices. The intention is to bring pupils to grasp diversity as an opportunity for knowledge and not as a limit, by sharing the language or the writing of their foreign classmates, making this knowledge a common heritage.

Migration

Geographical borders
Diversity and intercultural relations

Learning intentions

- To become familiar with the definition of the border.
- To identify different types and recognise and compare different border conditions in several areas of the planet.
- To recognise issues related to the free movement of persons.
- To gain know-how to compare different situations/geographical areas/territories with border management.

Global Learning outcomes

- To be able to successfully select local and global information themes.
- To be able to deal with complex and controversial issues.
- To understand other people's point of view and their world's concept.
- To express oneself as well as to hold arguments, discussions and debates.

Teaching aids

- Films: *The Other Son* by Lorraine Lévy (2012, 105 min) or *The Reports on Sarah and Saleem* by Muayad Alayan (2018, 127 min)
- School map: one in a national language and another blank
- Computer
- Image projector, blackboard or billboard
- Sticky notes

The original lesson plan can be found at:
[Associazione di Cooperazione e Solidarietà's website](#)

Activity outline

Theme presentation.

Borders: definition, types (3 hours)

Borders are one of the initial topics discussed in geography lessons, within the more general but preparatory chapter which ends up under the heading 'geography instruments' intended to be an introduction to the discipline. Starting with a definition of the border, which pupils can look up in a traditional or online dictionary, they can see that in general a border is an intangible line that separates two territories, properties or geographical areas or is a border between two lands or areas. The topic is further explored and a definition of natural, geometric, ethnographic, political borders is given. Examples of historical and current borders, both opened and closed, are analysed. In addition, the pupils can watch a movie on the Israeli-Palestinian conflict, which is really useful for empirical understanding. Two examples are: *The Other Son* by Lorraine Lévy or *The Reports on Sarah and Saleem* by Muayad Alayan.

The lesson is conducted through the constant identification of keywords that can be written on the blackboard in a way that those pupils who do not speak a national language can also understand it.

During the lesson, the class questions its own border definition and representation. The purpose is to make the pupils reflect about the border's concept. Examples of cities such as Berlin or Gorizia let them reflect on the idea of a barrier-free city/space and on the fact that a divided city is not an inclusive one. Through a series of questions and starting from emblematic cities, the teacher encourages young people to analyse the border=limit topic to reach a reality as close as their country, school and classroom.

If a lesson is held at the beginning of a new school year, it is possible that most pupils will not know much about themselves and that there will be pupils who do not speak a national language and who in some cases may have some difficulty interacting with the rest of the class due to language problems or shyness.

The presence of foreign pupils who do not speak a national language or struggle with it immediately puts the problem in the spotlight. Foreign pupils do not usually participate in the lesson and this creates involuntary boundaries in the classroom. Properly guided, pupils identify the class as a non-inclusive space.

Re-elaboration of the content.

Class walls: analysis and proposals for integration (4 hours)

Starting from a collective reflection on involuntary walls in the classroom, young people brainstorm for possible solutions. Each pupil makes their own proposals that are summarised on the blackboard, the billboard or sticky notes. Once the most interesting proposals have been identified, all the pupils, divided into homogeneous groups, search for possible instruments and systems to carry them out in order to reduce barriers that limit pupils who do not speak a national language in the class. Each group works on a proposal to make the classroom more inclusive and then introduces it to the other groups. Groups can create cards/translations, billboards, digital books etc. to present daily-use objects, in a national language, using a projector. They can also use Globish supported with translations or illustrations.

Reality task: creating a school multilingual map (1 hour)

Pupils are provided with a map showing school facilities, such as the Presidency, the library, classrooms, offices, etc., drawn up in a national language. Pupils create a new map by translating the school map into all the languages spoken in the classroom. The map is also useful to learn some words in the languages of their classmates.

The concept of an inclusive reality has been transmitted from a personal experience and then adapted into a multi-scale approach to other situations which are progressively larger and more complex.

12

Was Jesus a Refugee?



IWONA PIERONEK-TOKARZ
(POLAND)



PUPILS' AGE:
11-12



45 MINUTES

During the lesson, pupils learn why a person becomes a refugee. By putting themselves in the Holy Family's situation, they consider the challenges faced by those who need to leave their homes. How the pupils can help to integrate young refugees in the school environment is an important part of the lesson.

Migration

Poverty

Peace and justice

Learning intentions

- To learn and be able to explain who a refugee is.
- To consider whether it is possible to call Jesus a refugee.
- To identify the hardships faced by refugees in their new countries.
- To provide three examples of ways to help a refugee feel welcome in the school.

See the original lesson plan at:
[Center for Citizenship Education's website](#)

Teaching aids

- The Holy Bible (Matthew 2:13-15)
- Colourful sticky notes
- An illustration of the Holy Family

Activity outline

Introduction

1. Pick one person at random and ask them to find Matthew 2:13-15 in the Holy Bible and to read the passage out loud. Ask the pupils to write answers to the following questions in their notebooks:
 - Who escaped to Egypt?
 - Why did Jesus' family escape to Egypt?
 - How long did the family stay there?
2. Ask the pupils: *Do people have to flee their countries still today? In what situations?* Ask the pupils if they know who refugees are. You can cite the discussed extract from the Holy Bible: "Get up," he said, "take the child and his mother and escape to Egypt."

Core activities

3. Read the definition of a refugee according to the 1951 Refugee Convention of the United Nations.

1951 Refugee Convention:

A refugee is a person who for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Explain to the pupils that Jesus fled to Egypt because he was being persecuted by Herod. According to the 1951 Refugee Convention, it would presently be considered a reason to seek asylum as a refugee. However, it needs to be remembered that these legal acts did not apply in Jesus' times and the deliberations can be performed only on a theoretical level.

4. Divide the pupils into groups of three. Ask them to imagine that they are Jesus' family, currently escaping from persecution. They should try to identify themselves with the situation that the Holy Family had found itself in. Inform the pupils that each group (family) has to write down, on sticky notes, the difficulties faced by refugees in their new countries and list the things that they may lack in their new environment.

Example answers: *not knowing the host country's language, lack of home (permanent shelter), missing favourite toys, missing family and friends, not feeling safe, no water, no work, lack of understanding, not receiving kindness*

5. Place the large card with an illustration of the Holy Family in a visible spot. The pupils surround the illustration with their sticky notes and form a sun shape. The rays consist of the identical, or similar, answers. Read the pupils' answers out loud.
6. Together with the pupils, discuss the reasons for modern migrations and exile.

Most common reasons for migrations in today's world:

- economic (emigrating to raise the standard of living, sometimes to a country with a higher economic status. The decisions for such migrations are often made as a result of opening the labour market to citizens of new countries, or with a need for seasonal employees or workers who take up tasks that are difficult or unpopular among a given country's citizens. This relates also to internal migration, i.e. when rural inhabitants move to cities to find or change a job);
- business (moving to a different country for work which is possible to obtain legally, even though the new country's economic status may not necessarily be higher than in the country of origin. An example can be foreign language teachers or entrepreneurs);
- education and science (going to a country where one can receive an education, or perform scientific research);
- ensuring safety (when people who are persecuted, or fear persecution, go to a country that guarantees safety. Among such people are refugees);
- environmental (leaving areas where natural disasters or water shortages [desertification] are likely to occur);
- armed conflicts (they often lead to thousands of victims and force millions to leave their homes. Mass migration is an awesome challenge on the global and local scale. It is estimated that there are almost 60 million refugees in the world today).

Highlight the Sustainable Development Goals that talk about the causes of migration (poverty, climate change and armed conflicts). Sustainable Development Goals no. 1, 13 and 16 focus on finding solutions to these issues. You can also show the Agenda 2030 Goals poster available at: <https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/08/SDG-I-cons-2019-PRINT.zip>.

According to the United Nations (UN), international migration is one of the biggest challenges faced by the world. In 2015, leaders from 193 UN member states included the question of migration (along with the need to prevent armed conflicts or natural disasters, which are a cause of migration) as one of the biggest assumptions of the Agenda 2030. This means that, by the end of 2030, the governments of countries which signed this document are obliged to ensure world peace and dignity for all human beings.

More information available at: International Organization for Migration, [Migration and Sustainable Development](#).

7. Ask the participants of the lesson to imagine that the members of Jesus' family today are granted the status of refugees and live in their country: *Jesus is going to be your classmate. How can you help him? What can you do to make your refugee classmate feel welcome?*

Example answers: say hello, teach the basics of your language during the break, learn basic words in their native language, sit next to them in class, share your snack, show them around the school, learn to properly pronounce their name, learn from each other

Closure

8. Explain to the pupils that there are many families today in the same situation as Jesus' family. Refugees flee their home countries and seek understanding and help in their host countries. If you find it suitable, invite the pupils to pray for refugees around the world.



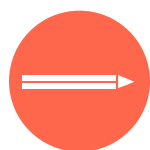
a teacher from Poland

The main challenge with creating this lesson plan was to keep the balance. I was concerned about preparing a lesson plan for religious education classes with Global Learning threads embedded into it, not the other way round. In my opinion, in religious education classes, there is room both for religion and Global Learning.

13

Who Will Be the Chosen One?

Mechanisms of Privileges (a Game)



SLOVENE ETHICS TEACHERS
AND GLOBAL LEARNING
EXPERTS*



PUPILS' AGE:
14-15 (8-30 PUPILS)



45 MINUTES

Despite the fact that human rights are universal, for many people they remain a dead letter. The same applies to the opportunities we have in developing our potential, reaching our dreams and achieving our goals. This interactive activity shows that unjustified privileges are based on stereotypes and prejudices, and that predetermined divisions of people are part of our everyday life. Through their own experience, pupils experience the injustice of these divisions and realise that they have no direct influence on them. They learn about the concept of discrimination and look for opportunities to make their own contribution to ensuring equal opportunities for all pupils at school and in their communities.

Stereotypes

Discrimination

Privileges

Inequality

(Un)equal opportunities

Learning intentions

- To understand how perceptions of other and otherness are formed.
- To develop sensitivity for human rights violations and a sense of justice.
- To raise awareness of the importance of knowing and exercising human rights.

- They learn about the importance of tolerance and mutual respect for cultural coexistence.

Global Learning outcomes

- Pupils understand the process of forming perceptions of others and otherness.
- They understand the importance of tolerance among community members.

Teaching aids

- Material 1: Illustrations *Equality Hurdles* and *Playing Field*
- A video *If The World Were 100 People* by Gabriel Reilich (2:28)
- Computer with an Internet connection
- Image projector

See the original lesson plan at:
[Humanitas' website](#)

Activity outline

Step 1 (10-15 minutes)

1. Ask the pupils to form a circle. Let them know you will choose one of them who will be given special benefits and privileges – the latter will be disclosed after the selection. For the time being, do not provide an explanation regarding the individual selection criteria. Do not pay attention to any complaints and objections of the pupils during the selection process – just tell them the criteria are what they are. Later, they will find out for themselves that it was a matter of classification according to their physical characteristics and various randomly determined criteria.

Classify and exclude pupils according to the criteria below. You can also add other criteria of your choice. The excluded pupils step out of the circle and move to another part of the room.

Criteria:

- Eye colour: pupils are divided into groups according to their eye colour (green, blue, brown). Exclude anyone with brown eyes from the circle;
- Height: pupils are lined up according to their height, from shortest to tallest. Exclude half of the shortest pupils from the circle;
- Hair colour: pupils are lined up according to their hair colour (from darkest to lightest shade). Exclude from the circle half of those with a darker shade of hair.
- Gender: exclude all girls from the circle (or boys instead of girls, if you prefer);
- Colour of pencil case (or other random criterion): pupils who are still in the circle bring their pencil cases. Randomly (at your own discretion) choose one of them and exclude the rest from the circle.

Be careful not to exclude a pupil who you know to be from a socially disadvantaged family, as this could further put emphasis on their vulnerability.

Step 2 (15 minutes)

2. Based on all the criteria, a single pupil remains at the end of the elimination process and then becomes your ‘chosen one’. Explain their privileges to the class. Choose the criteria that would be highly desirable in a given class, and could provoke resentment and complaints among other pupils. You can also add other privileges at your discretion.

Here are some suggestions for the chosen one’s privileges:

- They are always excused for being late to class.
- They are not required to put on slippers at schools, but stay in their shoes.
- Whenever they need some school accessory (textbook, pencil, ruler, etc.), their classmates have to lend it to them immediately.
- If they have a mobile phone, you can use it during class.
- They are excused from being on call.
- They are always the first one to get lunch and have to be served by pupils on call.
- They can decide for themselves on the date and questions of the oral exam.

Step 3 (10 minutes)

3. Ask the pupils to sit in a circle and animate a discussion. The following questions may help:
 - *How did you feel during the game?*
 - *Do you agree with the selection of the ‘chosen one’ in the class? Pupils should justify their opinion.*
 - *What selection criteria were used? What do you think about them?*
 - *How does the ‘selection’ work in real life? Who is the so-called ‘chosen one’ in society?*
 - *What are the criteria by which certain people in society are privileged?*

During the discussion, refer to current events in the world and locally (e.g., relations between the poor and the rich, the privileged position of white people, unfairly expected social roles according to one's gender, etc.). Ask pupils if they know the term 'discrimination' and explain it to them if necessary (see *Additional Suggestions* on the next page).

To further support the discussion, you can play a short video [If The World Were 100 People](#).

Step 4 (5 minutes)

Apologise to the selected pupil and explain that they will not be granted these privileges for real. In doing so, make it clear to everyone that it was all just a game to shed light on certain pointless distinctions among people. Pupils should then walk around the room and give each other 'high fives' (slap each other's palms) when they meet, shouting their names each time.

This part is very important – its purpose is for the chosen pupil to step out of their role. Otherwise, the game can affect the behaviour and relationships between pupils even after the activity is completed.

Step 5 (10 minutes)

Divide the pupils into five small groups. Each group should discuss which criteria they think would be meaningful and fair if they wanted to grant someone's certain privileges. In doing so, they should also consider what criteria should exist in society in order to be fair to all people. Each group should write five new criteria in the notebooks.

When they are finished, have them sit in a circle and ask each group to present and justify their criteria. Continue with the discussion, using the following guiding questions:

- Which criteria are suitable for classifying people, e.g. according to their values and characteristics such as honesty, solidarity, etc.? The pupils should try to evaluate each criterion and justify why it makes sense.
- Who establishes the norms and rules according to which people are separated? Why are there value judgements?
- Are the criteria for differentiating between good and bad people necessary and justified at all? Do we really need the 'chosen ones' in the class (society), who are granted more privileges and rights than the majority?
- Do all people, regardless of our abilities and physical characteristics, have equal rights? Who has more rights and who has fewer? Why?

Project the illustration [Equality Hurdles](#) showing unequal starting opportunities (**Material 1**) on the blackboard and continue with the discussion. Next, invite the pupils to reflect upon what they can do themselves to contribute to the equal opportunities of all pupils at their school (in socialising, common learning, sporting activities, etc.)

Additional suggestions

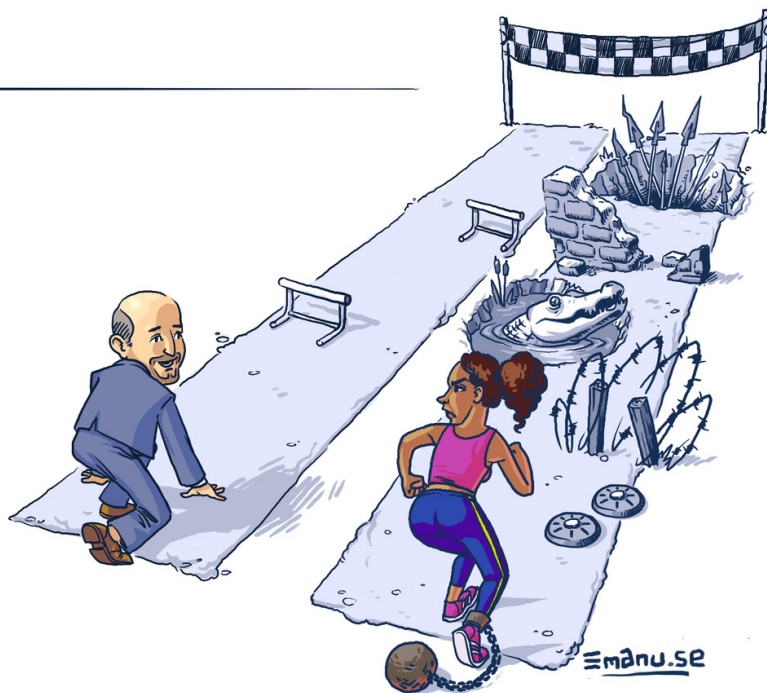
- The selection criteria can be adjusted to the pupils' age and current situation in the class. The latter is only advisable if you know the class well and if the pupils trust you.
- If you notice the pupils comparing themselves based on their clothing or mobile phone brand, you can also make a selection based on this criterion. Be careful with this, as it is of crucial importance that the pupils come to the conclusion themselves that it is an unfounded and unfair division based on wealth.
- **Homework suggestion:** have pupils complete the *Playing Field* illustration from **Material 1**. Before that, discuss their thoughts about each image.

Discrimination means unequal treatment of an individual compared to another because of their nationality, skin colour, ethnic origin, gender, health, disability, language, religion, age, sexual orientation, education, financial status, social status or any other personal circumstances.

Discrimination based on skin colour: Nelson Mandela became an activist for the abolition of apartheid (racial discrimination) at an early age. Mandela became the President of the Republic of South Africa and received the 1993 Nobel Peace Prize. Rosa Parks was arrested on 1 December 1955, for refusing to give her seat on a bus to a white passenger. Her actions led to a bus boycott in Montgomery that lasted 381 days until the unfair bus segregation laws were changed.

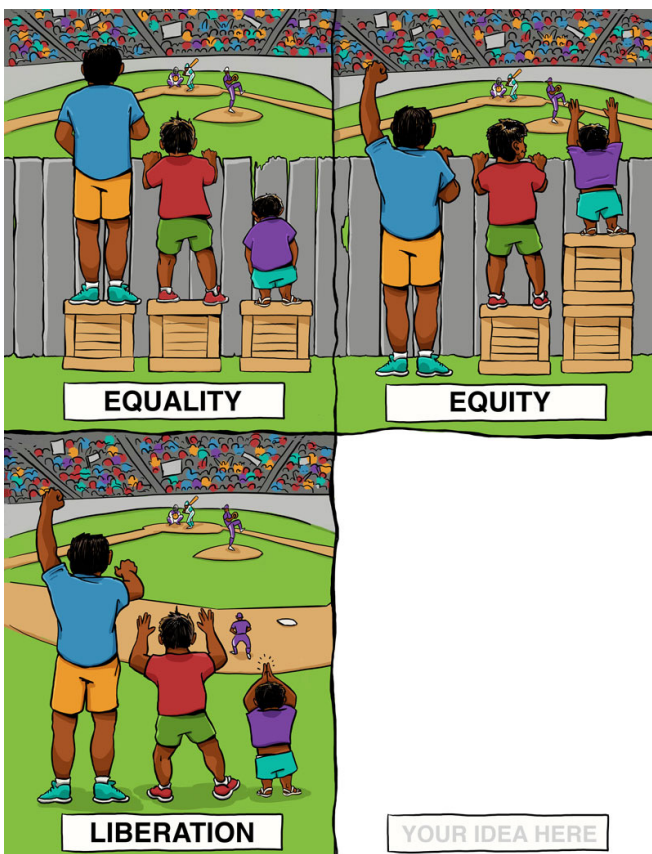
Discrimination based on gender: Globally, women perform 66% of the work, produce 50% of the food, but earn only 10% of the income and own only 1% of the property.

Material 1: Illustrations



"What's the matter?
It's the same distance!"

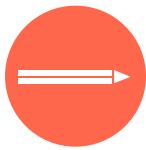
Source: Emanu, [Equality Hurdles](#)



Source: Cultural Organizing, [Playing Field](#). *The problem with that equity vs. equality graphic you're using*

14

What Is Gender?



MARKÉTA RYŠAVÁ
(CZECHIA)



PUPILS' AGE:
12-15



30-120 MINUTES

The activity presents the topic of gender using various methods. First, the picture inspires pupils to brainstorm and guess the topic of the lesson. Playing with the puzzle, they realise it is gender and discuss the meaning of the term. The activity covers personal and social education profile themes.

Gender equality

Diversity
Family relations
Culture

Learning intentions

- To describe the meaning and summarise the term *gender*.

See the original lesson plan at:
[ARPOK's website](#)

Teaching aids

- Material 1: *Picture for brainstorming*
- Material 2: *The GENDER puzzle cards*
- The documentary *I Was Worth 50 Sheep* by Nima Sarvestani (2010, 71 min)
- Envelopes
- Pens/markers
- Sheets of paper

Activity outline

1. Inform the pupils that a new topic will be discussed. Divide them into smaller groups and hand out the picture (**Material 1**), a pen and a sheet of paper to each group. Ask the question: *What topic does the picture relate to?* Pupils write their ideas, thoughts and associations with the picture on the sheets. They are given 5 minutes to do so.

You can perform this activity with the whole class. However, it is possible that pupils will be shy, and so working in smaller groups may be more enjoyable for them.

2. After this time, the group speaker presents their ideas to the whole class. You can either write the ideas down on the board or stick each group's sheet on the board so that the other pupils have them visible in front of their eyes. When the presentations are finished, summarise the most frequently featured ideas.
3. Hand out the envelopes with the puzzle cards to each group (**Material 2**). Explain that the topic the class will deal with later consists of these letters.
4. After deciphering the word GENDER, ask if anyone could explain the term. If no one succeeds, explain the basic concepts to the pupils (you can use the Info Corner below).

Reflection

5. Invite the pupils to discussion. You can ask the following questions:
 - *Have you ever encountered the term gender?*
 - *What is gender inequality?*
 - *What comes to your mind when you hear the term gender stereotypes?*
 - *Has anyone told you that you cannot or should not do something because you are a woman/man? How did you feel about that?*
 - *What have you learned in this lesson?*

Take it further

6. To extend the lesson, you can watch a documentary [*I Was Worth 50 Sheep*](#) by Nima Sarvestani with the class. Reserve time for subsequent discussion. Example questions that might be asked:
 - *Why does no one help these women?*
 - *Why do they accept it?*
 - *Why are things different here?*
7. As homework, you can suggest for the pupils to conduct a short survey of what people understand as *gender*. Ask the pupils to note down the answers and present them in the next lesson.

Basic gender-related terminology

Gender: *sometimes referred to as social sex. Unlike biological sex, the term refers to cultural characteristics and models assigned to male or female figures as well as the social differences between women and men. These roles change over time and differ significantly depending on cultural and historical circumstances. The roles are thus not a natural, given difference between men and women, but a temporary stage of development of social relations.*

Sex: *biologically determined differences between men and women that are universal. These are biological characteristics that distinguish human beings as women and men, especially those relating to genitals and reproductive dispositions.*

Gender stereotypes: *simplistic and biased assumptions about the characteristics, views and roles of women and men in society, at work and in the family. For example, men are stereotypically assumed to never cry, be messy, aggressive and competitive. On the contrary, sensitivity, empathy, orderliness and adaptability are generally attributed to women. The generalisation of male and female characteristics can often lead to discrimination against those whose behaviour goes beyond a given stereotype (e.g. pressure on boys and men who are interested in so-called women's activities such as childcare, and vice versa).*

Equal treatment of men and women: *this principle assumes the non-existence of direct or indirect gender-based discrimination.*

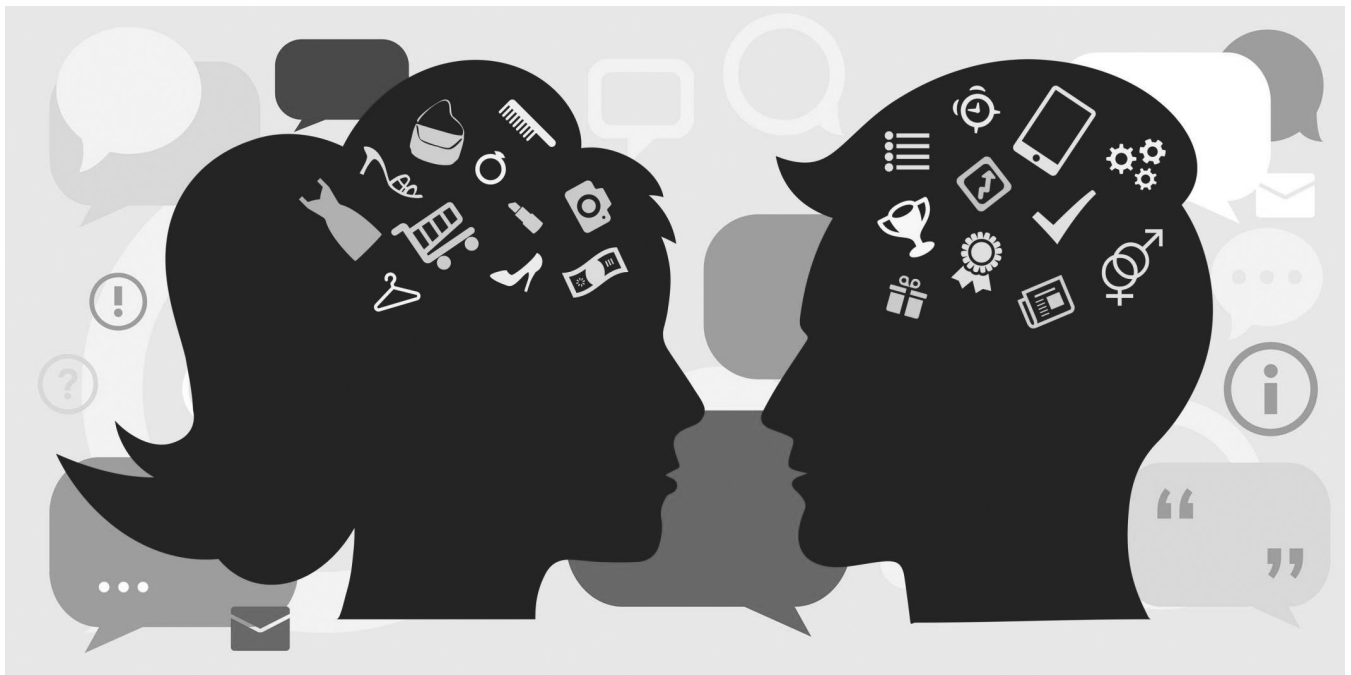
Gender roles: *set of explicit and implicit rules (mostly unwritten and informal, determined by a given society) which defines behaviour, thinking, emotions, clothing or forms of partnership that are appropriate or unsuitable for members of one or the other sex. Childcare, household and care of the dependent family members are generally considered female roles, while the financial and material provision of the family is generally classified as a male role. Gender roles are created and strengthened especially by the family, education system, employment and society-wide standards and values.*



a teacher from Czechia

Through interesting activities, both the pupils and me have new opportunities for critical thinking, comparisons and involvement. The topics covered by the lesson plan are particularly needed for personal development and search for a place in society.

Material 1: Picture for brainstorming



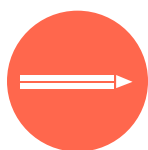
Material 2: The GENDER puzzle cards

G	E	N
D	E	R

15

Plastics Around Us

Exercises in Style



HANA VACKOVÁ,
MARCELA HEŘMANOVÁ



PUPILS' AGE:
11-12



30 MINUTES

Pupils practise writing a text out of keywords which are related to water contamination. A mind map is used to prepare a baseline for telling a story in different styles.

Environment

Water pollution

Learning intentions

- To write a text with certain (key)words.
- To practise stylistics and narration.

See the original lesson plan at:
[ARPOK's website](#)

Global Learning outcomes

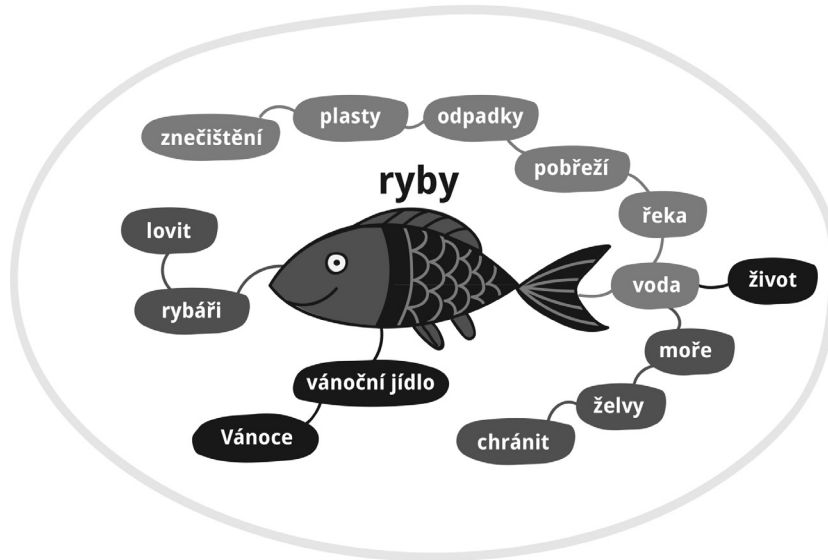
- Developing thinking in the European and global context.
- Reflecting on water pollution.

Teaching aids

- A program for creating mind maps

Activity outline

1. Introduce 6 words: **plastics, river, fish, to catch, to protect, shore**. Animate a brainstorming session to find out the connections between these words.
2. Ask the pupils to draw a mind map (instead of an outline). They can use sheets of paper or a program for creating mind maps.



An example mind map created by pupils from Janovice (Czechia).

3. Based on their mind maps, the pupils write a story of 50-100 words in which all the above words appear. They have around 15 minutes to do it.

Pupils can work with various genres such as a newspaper article, a reflection and a journalistic report. Younger children may write a fairy tale or a fable.

Reflection (15 minutes)

4. The pupils read their stories aloud in the classroom. Use them as a starting point for discussion. The below questions can be posed:

- Are people aware of the effects of water pollution?
- What happens when we find no fish in the rivers?
- Why do people throw waste into nature?
- How can we help minimise pollution ourselves?
- Does it only concern us?
- In what ways do plastics harm nature, i.e. the Earth?



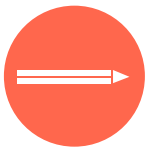
a teacher from Czechia

I like using this activity because it reflects current topics and explains clearly how to work with the critical thinking method.

16

Are You a Superhero/ Superheroine Too?

Social Responsibility in a New Guise



ATTILA GALAMBOS
(HUNGARY)



PUPILS' AGE:
12-15



90 MINUTES

The basic idea behind this lesson plan is to help the pupils understand the main idea of the Sustainable Development Goals and to realise that everyone has a role to fulfil them. The pupils identify and analyse the attributes of the superheroes/superheroines from the comic books (e.g. Batman, Superman, Wonder Women, etc.). After understanding the character of a superhero, the structure of the comic stories and the Sustainable Development Goals, the pupils try to find out what kind of 'super powers' we need in our everyday life to develop global sustainability. Finally, in groups, the pupils create a simple comic story with a superhero/superheroine as the main protagonist.

Sustainable Development Goals

Globalisation
Social responsibility
Campaigning

Learning intentions

- To improve reading literacy and creativity.
- To make pupils think about their options to act upon social issues.

Global Learning outcomes

- Obtaining working knowledge of the Sustainable Development Goals.

Related subjects

- Geography
- Way of living
- History

Teaching aids

- Pictures of superheroes/superheroines (for example Batman, Superman, Wonder Women) printed out on A4 sheets, for download from [Anthropolis'](https://www.anthropolis.org/) website
- List of the Sustainable Development Goals, for download at: <https://www.un.org/sustainabledevelopment/news/communications-material/>
- Comic page templates, for example from <https://www.printablepaper.net/category/comics>

See the original lesson plan at:
[Anthropolis' website](https://www.anthropolis.org/)

Activity outline

Group work

Print out the pictures of superheroes/superheroines (for download from [Anthropolis'](#) website).
Cut each picture into 4 pieces. Pupils with pieces of the same picture will belong to the same group.

Superheroes/superheroines: discussion

Each group gets pictures of superheroes/heroines and short descriptions of their situation, abilities, dress and the people they help (alternatively, you can ask the groups to match the descriptions with the pictures). Allow the pupils to have some time to discuss the pictures. Tell them to make notes of the similarities and differences between superheroes/heroines.

Brainstorming

Ask the pupils to make a list of the superheroes/heroines they know. Ask them to think of other super abilities and create superhero groups. Discuss the abilities and the superheroes/heroines in the large group.

Choosing an issue

Hand out the list of the Sustainable Development Goals (SDGs) together with their logos and short descriptions (download from the [United Nations website](#)). If necessary, quickly discuss what they mean or organise a preliminary activity about the SDGs. Ask the pupils to select a SDG and discuss it in short among themselves, in view of creating a superhero character who fights for this SDG. Ask the pupils to discuss the possible solutions to this issue.

Creating and presenting a superhero/superheroine character

Ask the groups to create a superhero/superheroine character or team to solve the specific issue. It is important that the superhero has abilities to achieve the specific goal. For instance, in order to achieve the *Quality Education* goal, the superhero has to be super emphatic, possibly super open-minded concerning the education of different groups in society. Their accessories should include a pen or a super high-tech laptop, etc. The pupils draw a picture(s) of the superhero/heroine and describe their abilities in the same way as on the card they were given earlier. They can, of course, create a super team as well where each pupil in the group may draw a hero, depending on the group dynamics.

In addition, the groups may draw a superhero comic and/or write a story about how the superhero solves the problem related to the Sustainable Development Goal they chose. They can use the comic page templates, e.g. <https://www.printablepaper.net/category/comics>.

Presentation of the superheroes

Each group presents its superhero/superheroine/super team, describing the Sustainable Development Goal they work with.

Wrapping up

It is important to allow some time for closure. Ask the pupils whether the Sustainable Development Goals they chose can be achieved only with the help of superpowers or if we can do something about them as well.

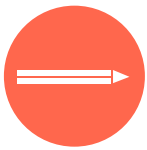
As an additional task, encourage the pupils to think about what kind of superhero/heroine they would choose to be when focusing on a specific SDG. Tell them to make a list of superpowers, choose a name, design a dress, and select the tools necessary for the superhero work.

All the pupils give a presentation of the SDG of their choice and their superhero character.

17

Gender Equality. 'This Is Good for Everyone' (Michael Kimmel)

Speech: Practical Classes



SYLWIA MIĘDZYBRODZKA
(POLAND)



PUPILS' AGE:
13-14



45 MINUTES

The aim of the class is to repeat and memorise information about a speech. The example for analysis will be a talk about gender equality. Pupils investigate this issue and enjoy an opportunity to express their opinions about the equality of women and men.

Gender equality

Key questions

Who can you see when you look at yourself reflected in a mirror?

Learning intentions

- To memorise how to compose a speech.
- To enumerate at least three benefits that arise from women and men equal rights.

Teaching aids

- *Why is gender equality good for everyone, men included?*, a film of TED Talks series, a talk by Michael Kimmel (16:00), <http://bit.ly/PrzemowienieMichaelKimmel>
- 2 large sheets of paper
- Small sheets of paper (approx. 3 per person)
- 6 large envelopes
- Computer, projector, Internet access

See the original lesson plan at:
[Center for Citizenship Education's website](#)

Activity outline

Introduction

1. Together with the pupils, refresh your knowledge about what an official speech is and what its necessary elements are. Write down those details.

The speech, though previously taken down in most cases, is, in principle, an utterance addressed to an audience. It is worth considering, together with the pupils, what elements of the body language and appearance lead to an improved reception of the lecturer's words.

Core activities

2. Ask the pupils who they can see when they look at themselves reflected in a mirror. Let them think for a moment and invite them to express their opinions in public.

Next, together with the pupils, watch the performance of Michael Kimmel in a TED conference titled *Why is gender equality good for everyone, men included?* Ask them, while watching and listening to the speaker, to pay attention to how his performance has been structured. You may briefly comment on what TED conferences are and present Mr Kimmel.

Check with the pupils as to which elements of a good speech were present during the talk of the American scientist.

Ask the pupils how Michael Kimmel answered the question posed to them before, namely: who they can see when they look at themselves reflected in their mirrors (the answer is a human being) and what they think of this answer after watching the entire performance.

3. Together with the pupils, on a large sheet of paper, list the advantages of equal rights for women and men that were elaborated by the American scientist along with others which he did not mention but still you would add them to the list. Then, hang this sheet in a visible place in the classroom.
4. Ask the pupils what their opinion is about gender inequality in various parts of the world. Do, for example, girls everywhere in the world – your pupils' female peers – have the same access to education as boys? Briefly present how equality for men and women looks like globally.

On 18 December 1979, the UN General Assembly adopted the international Convention on the Elimination of All Forms of Discrimination against Women (or CEDAW) which came into effect on 3 September 1981. It is also called the international charter for women's rights. However, still today, not all states have signed it. Since 2006, the World Economic Forum has been developing Global Gender Gap reports. This document contains a message for decision-makers saying that the countries that wish to remain competitive will be obliged to make gender equality a key part of their national human capital development.

The situation of women in different parts of the world depends on factors, such as: the level of economic development of the country where they live, social relationships that exist in a given country, cultural traditions or local habits. The origin of a woman is also of some importance: if she comes from a city or from a village, what her and her family's education is.

A significant problem is the phenomenon called the feminisation of poverty: women constitute 70% of the population of people living below the poverty threshold. Worldwide, there are 73% of working-age men employed vis-a-vis as low as 48% of women. This is the consequence of the fact that women perform more traditional social roles related to household functioning and take care of the dependants (such as children or the elderly) and thus their capacity to take up paid work is limited. A major issue is climate change: in the regions affected by drought, providing food and water is more time-consuming as women need to cover longer distances to obtain them. On the other hand, women who perform paid work receive remuneration that is 17% lower than men's remuneration. Those women frequently work in the informal sector and thus the labour law regulations do not apply to them.

Bring the pupils' attention to the fact that gender equality is not only a common right of a human being; it is also a foundation of a sustainable world where people are going to live in peace and welfare. Achieving equality of genders and enhancing the position of women and girls is one of the Sustainable Development Goals whose implementation will bring benefits to society and all of humanity (Goal 5: Gender equality). Each of us may contribute to the materialisation of this and other development objectives.

Summary

5. Invite the pupils to share their opinions and reflections after the activities. Distribute the small sheets prepared beforehand. Stick large envelopes with pieces of sentences on them to the whiteboard. Ask the class to complete those sentences on small sheets previously distributed and then ask them to put the small sheets into the envelopes. Not all sentences must be completed.

Sample fragments of sentences may be as follows:

- *The atmosphere during the class...*
- *I find the issue raised to be...*
- *I would change the following during the class:...*
- *My suggestion is to...*
- *I appreciate...*
- *I don't like when...*

Take it further

Ask the pupils to imagine that they have been invited to take part in a TED conference. Suggest that they should prepare a speech addressing some vital – in their opinion – global challenge and that they record their lecture or be prepared to deliver it publicly in the class. Mention that the performance may not be longer than 5 minutes and should include all the elements typical of this form of expression.

If the pupils are keen on recording and editing films, you may let them do their homework in pairs. The suggested performance time (5 minutes) may be adapted to the capacities of male and female pupils and school conditions. It is worth specifying what the deadline for the performance is.

You may also think of organising a 'TED conference' at your school. You could show the recorded speeches or perform them live before the school community.

References

- TED, [https://en.wikipedia.org/wiki/TED_\(conference\)](https://en.wikipedia.org/wiki/TED_(conference))
- Michael Kimmel, https://en.wikipedia.org/wiki/Michael_Kimmel
- Michael Kimmel, *Why is gender equality good for everyone, men included?*, a speech on TEDWomen 2015
- The World Economic Forum, *The Global Gender Gap. Report 2017*
- Objectives of Sustainable Development, [Objective no. 5: Achieve gender equality and empower all women and girls](#)



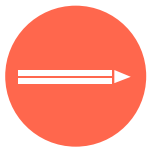
a teacher from Poland

I wanted my lesson plan to make the pupils aware of the challenges people are facing all around the world and at the same time to prevent them from feeling helpless about those issues.

18

Once Upon a Stereotype...

Recognising Gender Stereotypes in the Traditional Narrative



CHIARA TEDESCHI
(ITALY)



PUPILS' AGE:
14-15



3-4 HOURS
+ 1 HOUR
HOMEWORK

The activity is meant to tackle the topic of fairy tales' structure and narrative. Pupils learn the characteristics of the fairy tale and practice inductive reasoning. The lesson plan stimulates motivation and a sense of ownership towards the learning process, as the flipped classroom methodology is applied.

Gender equality

Learning intentions

- To identify the implications of a text and make deductions and generalisations from specific cases.
- To perform the self-analysis of a text's content.
- To read, understand and interpret written texts of various kinds.
- To create various types of texts in relation to different purposes of communication.

Curriculum outcomes

- Learning the fairy tale's features

What you need

- Basic narrative knowledge about the fairy tale, storyline and characters.

Teaching aids

- Projector or blackboard
- Notebook or photocopies

See the original lesson plan at:
[Associazione di Cooperazione e Solidarietà's website](#)

Activity outline

Fairy tale's features (homework, 1 hour)

After reading the fairy tale's general subject in the textbook, pupils are asked to schematise them with story features, characters type, setting type and ending type.

Analysis and revolution of traditional fairy tales (1 hour)

Divided into small groups, the pupils create a new outline on the trail of the previous one. They analyse famous fairy tales like Red Riding Hood, Sleeping Beauty and Snow White.

Then, they rewrite a fairy tale flipping the roles: the activities carried out by male characters, in traditional fairy tales, will be performed by female characters, and vice versa.

Discussion (30 minutes)

Chosen fairy tale compositions prepared by the pupils in groups are read in the classroom. The class develops a scheme that represents the role's division in fairy tales based on gender bias. The scheme highlights the influence of these stereotypes on judgement: for example, why do we think that it is weird that the princess saved the prince with a kiss, and not the other way around?

A fairy tale without stereotypes (1-2 hours)

In groups, pupils compose a fairy tale which respects the narrative genre's standards and where the characters play their traditional functions, but does not contain gender stereotypes.

It may be useful to submit the works to other groups' assessment anonymously (peer review): give and receive feedback on any gender stereotypes underlying the narrative choices. The brainstorming completes the pattern processed in the previous stage.

19

Looking for 'The Right Word'

Exploring Language and Identity



LESLEY BLOOMER
(SCOTLAND)



PUPILS' AGE:
12-14

Through the analysis of a contemporary poem, the pupils reflect how, in a world of so many different opinions and perspectives, we can truly describe anyone or anything.

**Refugees,
migration**

Learning intentions

- To explore language, identity and the way we view others.
- To reflect on the importance of the words we choose to describe people.
- To develop poetry analysis skills.

See the original lesson plan at:
[Scotdec's website](#)

Teaching aids

- The text of the poem *The right word* by Imtiaz Dharker
- You can listen to the poet read her poem here: <https://www.youtube.com/watch?v=ERuGF1Ui5eE>
- Material 1: *Questionnaire and poetry analysis worksheet copied for every pupil.*

Activity outline

Pre-reading tasks

1. Ask pupils to complete the baseline questionnaire of attitudes (**Material 1**) which will gauge their opinions and attitudes towards the idea of 'labelling' people and the way we tend to sort people into groups. It might be helpful to think how we use terms such as 'asylum seeker', 'left wing/right wing', 'LGBTQ+' or 'elderly'. Encourage pupils to be completely honest in their answers and not to influence each other.

The pupils will complete this again at the end of the unit of work and reflect on how their responses have changed.

Graffiti task

2. Working in groups, give each group a word from the following list: son, terrorist, freedom fighter, hostile militant, guerrilla warrior, martyr and child.

Ask them to come up with a definition. They can use a dictionary, but encourage them to explain in their own words. Now, they should write the word in the middle of an A4 piece of paper and take it in turns to write down on the 'graffiti sheet' what this word makes them think of. They should be looking for connotations.

Discuss with the class how similar or different the definitions and the connotations of the words were.

The Right Word is about language and identity, particularly about how we see and label people and how they might see and label themselves. The author Dharker, growing up within the two contrasting cultures of Pakistan and Scotland, is particularly sensitive to these issues, especially in the post 9/11 environment.

Play the recording of Imtiaz Dharker performing her poem *The Right Word*: <https://www.youtube.com/watch?v=ERu-GF1Ui5eE>

In this poem, there are two groups of words that change as we move through the stanzas. In stanza one, we have a **terrorist** who is **lurking** in the shadows. Ask pupils to make two lists to show how Dharker changes her wording as the poem progresses. Ask them to think about **the shadows**. How does their purpose seem to change as the poem develops?

3. Discuss with the group the importance of choosing the right word. What impact can it have and how might it influence people? Can they think of any examples of disagreements over how people should be described?

Reflection and evaluation

4. Repeat the baseline questionnaire of attitudes (**Material 1**) and ask pupils to compare their original answers to their new answers. Debrief with the group any changes they identified in their attitudes and what made them change their viewpoints.

Material 1: Baseline questionnaire of attitudes

Please give your response to the following statements.

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree	Don't care	Don't know enough about it
We should think very carefully about the words we choose to use to describe other people.						
The labels we give people affect our opinion of them.						
The way the media depicts different people/groups of people influences the way we think of them.						
The way the media depicts different people/groups of people has influenced the way I think of them.						
Labels can be used to isolate people.						
Some labels can make people feel afraid of others.						
I think carefully about describing people with general labels.						
Using a label to describe someone can make us forget that they are a person.						

20

Take Action for the Amazonian Rainforest!

Writing an Official Letter



BÉNÉDICTE FEYS*
(FRANCE)



PUPILS' AGE:
13-14



50 MINUTES

This activity focuses on the impact of climate change and biodiversity loss on indigenous people as well as human rights (and rights for nature and biodiversity) which opens the pupils to a wide perspective of global issues and interconnections.

Climate change

Intercultural relations
and diversity

Natural resources

Biodiversity

Sustainable development

Learning intentions

- Cultural entrance: openness to other cultures (indigenous people in Latin America).
- Language communication: writing a letter.
- Cross-curricular teaching: ecological transition and sustainable development, communication and citizenship.
- Effective selection of information and creative thinking.

Global Learning outcomes

- Empowerment to take action for a positive change locally and globally.
- Empathy, solidarity, responsibility.

Curriculum outcomes

- Vocabulary: daily routine, vocabulary related to deforestation, argumentation verbs.
- Grammatical knowledge: Simple Present, Simple Past tenses, if clauses (1st and 2nd Conditional), expressing one's opinion.
- Writing skills: writing a letter to respond to a global issue, expressing one's feelings as well as referring to cultural, lexical and grammatical knowledge in order to write a paragraph on a global issue.

Teaching aids

- Material 1: *Information about Akra and her ethnic group.*

See the original lesson plan at:
[Le Partenariat's website](#)

Activity outline

Lesson plan/teaching strategy

You are Akra, a girl from the Awa ethnic group from Latin America. Write a persuasive letter to the United Nations Secretary, António Guterres, to alert him about the living conditions of your people and ask him for some help. Use the information from **Material 1**.

- Begin your letter with: 'Sir, ...' and finish with : 'Yours sincerely',
- 1st paragraph: Introduce yourself (**name, age, ethnic group, where from...**),
- 2nd paragraph: Speak about your daily life (**use the Present Simple tense**),
- 3rd paragraph: Tell about the Awa people in the past (**use the Past Simple tense**),
- 4th paragraph: What about your future? Write about the threats your people are facing (**make sentences with If clause**),
- 5th paragraph: Ask for some international help to be able to keep your habitat (**give arguments**).

Take it further

To understand the wider context of the Awa situation, the pupils are encouraged to read:

- An article from BBC, *Giving the Amazon rainforest back to the Awa tribe*: <https://cutt.ly/BBC-news>
- An article from National Geographic, *Isolated Nomads Are Under Siege in the Amazon Jungle*: <https://cutt.ly/nationalgeo>

Material 1: Information about Akra and her ethnic group

YOUR MISSION

The Awa:

An indigenous people of Brazil living in the eastern Amazon rainforest. Approximately 350 persons (100 of them have no contact with the outside world).

Problem:

deforestation and logging, 30% of the territory destroyed

Name: Akra
Age: 12



In the past:

- more land and forest,
- easy to find food,
- happier

My future?

Daily life:

- fishing turtles and fish for food,
- cooking on a fire,
- no electricity,
- no school

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



The brochure *Global Learning in Subject Teaching: Framework and Toolkit* has been developed under the *Global Issues – Global Subjects* project. This 3-year long initiative has been implemented in 9 European countries by organisations engaged in the global citizenship and development education with the aim to reach and support teachers interested in embedding global education in school curricula. The brochure and all the project materials are a result of our cooperation, strong involvement of teachers and the kind support of the European Commission. See more educational materials in 9 languages at www.bit.ly/GIGSpro.

Project partners: Anropolis (Hungary), ACS – Associazione di Cooperazione e Solidarietà (Italy), ARPOK (Czechia), People in Need (Slovakia), Humanitas – Centre for Global Learning and Cooperation (Slovenia), Foundation Center for Citizenship Education (Poland), Leeds Development Education Centre (England), Le Partenariat (France), Scottish Development Education Centre (Scotland), Südwind – Verein für Entwicklungspolitik & globale Gerechtigkeit (Austria)



anropolis



Edited by:

Katarzyna Dzięciołowska, Anna Wojtych

Design and DTP:



Publisher:

Foundation Center for Citizenship Education
Noakowskiego 10, 00-666 Warsaw, Poland
www.ceo.org.pl/english
First Edition, Warsaw 2020
ISBN 978-83-66150-68-3



This publication is financed by the European Union.

The views expressed in this publication are those of the authors solely and may not under any circumstances be regarded as an official position of the European Union.

The brochure *Global Learning in Subject Teaching: Framework and Toolkit* is licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0) Licence. You are allowed to use this material freely. You must give appropriate credit, provide a link to the licence and indicate if changes were made.

The websites listed in the publication were accessed in November 2020.

Download publications and other materials on Global Learning from
www.bit.ly/GIGSpro.



The Center for Citizenship Education (CCE) is the largest educational non-governmental organisation in Poland. With CCE's support, teachers introduce methods and topics to schools that help pupils engage in their education and better cope with the challenges of the modern world. We run programmes that develop pupils' self-confidence, openness and critical thinking, teach cooperation and responsibility as well as encourage them to engage in public life and social activities. The solutions proposed by the CCE are based on over 25 years of experience, expert knowledge and cooperation with practitioners. Around 20,000 teachers and several thousand school headmasters and headmistresses from all over Poland benefit from our support.