UČÍME (SA) V GLOBÁLNYCH SÚVISLOSTIACH

GLOBÁLNE VZDELÁVANIE VO VYUČOVANÍ PREDMETU ANGLICKÝ JAZYK NA STREDNÝCH ŠKOLÁCH



KONCEPT GLOBÁLNEHO **VZDELÁVANIA**

• TÉMY•



ZRUČNOSTI A KOMPETENCIE

PREDMETOVÉ ZRUČNOSTI

PREDMETOVO-ORIENTOVANÉ ZRUČNOSTI
 vzťahujúce sa k štátnemu vzdelávaciemu programu

ZRUČNOSTI, KTORÉ SA ROZVÍJAJÚ NAJMÁ V GLOBÁLNOM VZDELÁVANÍ

- získavanie a spracovávanie informácií o globálnych problémoch
- analýza globálnych procesov a vytváranie vzájomných závislostí
- vytváranie informovaných rozhodnutí vytváranie informovaných rozhodnutí týkajúcich sa globálnych problémov

KĽÚČOVÉ KOMPETENCIE

- KRITICKÉ MYSLENIE
 napr. narábanie so spornými a komplexnými otázkami

 Audiczenie so spornými a komplexnými otázkami
- KOMUNIKAČNÉ ZRUČNOSTI
 KOMUNIKAČNÉ ZRUČNOSTI
 napr. uznávanie protichodných názorov
 RIEŠENIE KONFLIKTOV

 Danr. vodváranie prázorov o glabály
- napr. vytváranie názorov o globálnych otázkach a schopnosť vyjadrovať ich s rešpektom KREATÍVNE MYSLENIE napr. hľadanie alternatívnych riešení pre globálne myslenie

ЬЧ Ш O Z O

HODNOTY

- UDRŽATEĽNOSŤ
- DÔSTOJNOSŤ
- SPRAVODLIVOSŤ
- ROVNOSŤ
- SLOBODA
- RÔZNORODOSŤ
- MIER

POSTOJE

- REŠPEKT
- OTVORENOSŤ
- EMPATIA
- INTEGRITA
- ZODPOVEDNOSŤ
- SOLIDARITA

ORIENTÁCIA NA AKCIU:

- SCHOPNOSŤ
- KAPACITA MOTIVÁCIA

KONCEPT GLOBÁLNEHO VZDELÁVANIA

Publikácia "Koncept globálneho vzdelávania" bola vytvorená v rámci projektu Učíme (sa) v globálnych súvislostiach. Je to referenčný dokument pre ostatné príručky, materiály a prácu so žiakmi i učiteľmi, ktoré v OZ Človek v ohrození realizujeme.

Infografika, ktorú nájdete i v záložke obálky tejto publikácie, obsahuje základné informácie týkajúce sa globálneho vzdelávania: vedomosti, hodnoty, postoje, kompetencie, ktoré chceme u mladých ľudí rozvíjať a odkazy, ako pracovať na globálnej zmene.

V publikácii nájdete aj ukážky, ako uskutočňovať globálne vzdelávanie v konkrétnych predmetoch. Publikácia je dostupná aj online na adrese: www.globalnevzdelavanie.sk

Čo je to globálne vzdelávanie?

Globálne vzdelávanie je vzdelávanie, ktoré otvára myseľ a oči ľudí voči komplexnejšej realite sveta a prebúdza potrebu prispieť k väčšej spravodlivosti, rovnosti a ľudským právam pre všetkych.

Globálne vzdelávanie sa v pedagogickom zmysle snaží reagovať na výzvy globalizácie a vzrastajúcu komplexnosť dnešného sveta.

Globálne vzdelanie:

- umožňuje, aby ľudia pochopili väzby medzi vlastnými životmi a životmi ľudí v ihých častiach sveta;
- zvyšuje pochopenie ekonomických, kultúrnych, politických a environmentálnych vplyvov, ktoré ovplyvňajú naše životy;
- rózvíja zručnosti, postoje a hodnoty, ktoré umožňujú ľuďom spolupracovať na zmene a prevziať kontrolu nad vlastným životom;
- vedie k dosiahnutiu spravodlivého a udržateľného sveta, v ktorom sú moc a zdroje rovnomernejšie rozdelené.

KVALITA V GLOBÁLNOM VZDELÁVANÍ

Globálne vzdelávanie je viac, než len vedomosti o svete. V nasledujúcich zásadách nájdete odporúčania, akým spôsobom možno v globálnom vzdelávaní efektívne pracovať so žiakmi.

Globálne vzdelávanie:

- 1. Kladie dôraz na vzájomnú previazanosť a závislosť medzi globálnym Severom a globálnym Juhom, neobmedzuje sa len na predstavovanie globálnych problémov.
- 2. Predstavuje globálne procesy v lokálnom priestore, prezentuje ich dôsledky pre obyčajných ľudí a nesnaží sa zbytočne zjednodušovať.
- Používa aktuálny a objektívny popis ľudí a udalostí, neposilňuje existujúce stereotypy.
- 4. Poukazuje na príčiny a dôsledky globálnych javov, neobmedzuje sa na faktografiu a štatistiku.
- 5. Zdôrazňuje potrebu zodpovedného a dlhodobého angažovania sa v riešení globálnych výziev. Angažovanie nespočíva v získavaní finančných prostriedkov na dobročinné účely.
- 6. Rešpektuje dôstojnosť ľudí, neprezentuje necitlivé obrazové materiály, ale hľadá rovnováhu v zobrazení reality, ktorú popisuje.
- 7. Podporuje kritické myslenie a vytváranie si vlastného názoru na globálne témy, nepodporuje názory len jednej ideológie a neposkytuje rýchle a hotové odpovede.
- Podporuje porozumenie, solidaritu a empatiu, nezameriava sa len na súcit.
- Dáva hlas ľuďom, o ktorých hovorí, neprezentuje domnienky a neoverené teórie.
- 10. Používa participatívne a interaktívne metódy, nie je limitované na pasívne, frontálne učenie (sa).
- **11.** Globálne vzdelávanie sa zameriava na budovanie vedomostí, rozvíjanie zručností a zmenu postojov, neobmedzuje sa na transfer poznatkov.
- 12. Poukazuje na význam vlastného zapojenie sa žiakov do reakcií na globálne výzvy, neprezentuje pocit bezmocnosti a beznádeje.

1. Ak hovoríte o globálnych výzvach, pred ktorými stojí dnešný svet – napr. o nerovnom prístupe k zdrojom či klimatických zmenách, poukazujte na to, akým spôsobom na ne vplýva vzájomná, globálna prepojenosť medzi krajinami sveta – politická, spoločenská a ekonomická – rovnako ako aj naše každodenné rozhodnutia.

- 2. Keď budete žiakom hovoriť o globalizácii a globálnych javoch, ilustrujte ich príkladmi zo života ich rovesníkov poukazujte na analogické procesy v krajinách globálneho Juhu a Severu. Používajte metódy, ktoré im pomôžu lepšie pochopiť tieto vzťahy a posilniť schopnosť kriticky myslieť.
- 3. Keď hovoríte o krajinách globálneho Juhu, vždy používajte hodnoverné zdroje a citujte súčasné a dôveryhodné dáta. Predtým, ako použijete aktivity založené na príbehoch, obrazoch, fotografiách alebo videách, vždy uvažujte, či pomôžu nabúrať stereotypy, alebo ich môžu naopak u niektorých žiakov posilniť.
- 4. Priblížte žiakom globálne témy a ich fenomény; spoločne hľadajte možné príčiny a analyzujte dôsledky týchto javov pre nás i ľudí, ktorí sú problémom priamo ovplyvnení. Diskutujte o možných riešeniach a o tom, ako môže každý z nás byť súčasťou zmeny.

- 5. Povzbuďte žiakov v aktívnom angažovaní sa v živote lokálnej komunity. Pomáhajte vytvárať ich postoje vlastnú zodpovednosť, solidaritu, empatiu a schopnosť pochopiť súvislosti a to, ako sme vzájomne prepojení s celým svetom prostredníctvom toho, čo kupujeme, koho volíme, alebo ako sa prepravujeme či komunikujeme.
- 6. Ak žiakom ukazujete obrazy alebo fotografie ľudí, vždy uvažujte, či by ste vy sami alebo vaši žiaci chceli byť prezentovaní v podobnej situácii alebo podobným spôsobom. Zoznámte sa s "Kódexom používania obrazových materiálov a podávania správ." Spoločne so žiakmi analyzujte príklady, v ktorých rôzne typy médií ovplyvňujú naše vnímanie realitv.
- 7. Dajte žiakom priestor na diskusiu, na vyjadrenie vlastného názoru. Neutekajte od zložitých a kontroverzných tém. Ukážte im, ako kriticky analyzovať informácie, ktoré sa k nim dostanú zistiť, kto je ich autor, či nebol predpojatý, alebo za akých okolností a s akým cieľom vznikli.

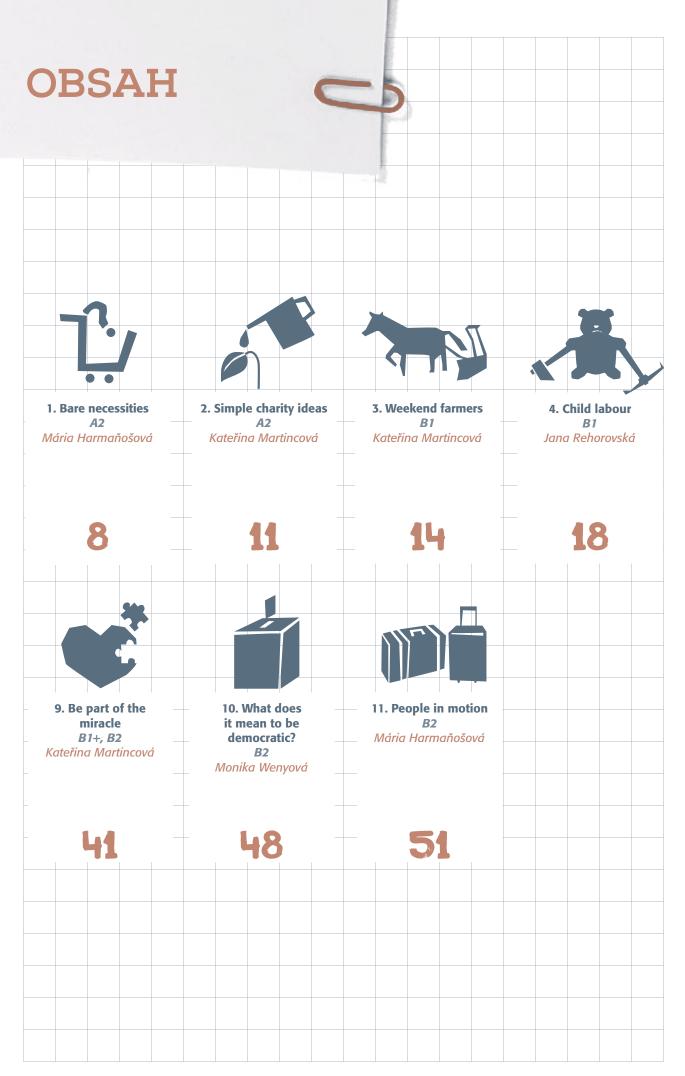
- 8. Povzbudzujte mladých ľudí, aby sa pýtali otázky a vyjadrovali svoje pocity a emócie. Veďte ich k tomu, aby sa vžili do pozície iných a snažili sa pochopiť ich pocity a emócie či už spolužiakov v triede alebo ľudí vo vzdialených miestach sveta. Používajte metódy, ktoré rozvíjajú empatiu rovnako ako svaly, aj schopnosť empatie sa cvikom posilňuje.
- 9. Hľadajte príbehy ľudí z prvej ruky – priamo od hrdinov alebo svedkov udalostí. Osobné príbehy pomáhajú najlepšie popísať príbeh a vysvetliť jeho okolnosti. Žiaci si ich takto lepšie zapamätajú a pochopia.
- 10. Interaktívne techniky pomáhajú všetkým žiakom aktívne sa zapojiť a rozvíjajú ich kritické myslenie; to je zásadné pre rozvoj analytického myslenia. Najlepšie si zapamätáme to, čo sami hovoríme a robíme.

- 11. Podporujte komplexný a holistický rozvoj žiakov. V globálnom vzdelávaní je, hoci len malá a ťažko merateľná, zmena postojov a hodnôt dôležitejšia ako nadobudnutie vedomostí.
- 2. Stimulujte žiakov k aktívnemu zapojeniu sa tým, že im priblížite pozitívne kampane a aktivity. Ukážte im možnosti, ako aj oni môžu byť súčasťou zmeny. Buďte im sami príkladom.



GLOBÁLNE VZDELÁVANIE V PREDMETE ANGLICKÝ JAZYK

VZDELÁVACIE MATERIÁLY PRE UČITEĽKY A UČITEĽOV STREDNÝCH ŠKÔL



Prečo a ako príručka vznikla?	Ako rozdeliť žiakov do skupín	E-U-R metóda	Úvod editora
4	5	6	7
		* * 4	
5. Water Is life B1+ Jana Rehorovská	6. What do we eat? B1+ Jana Rehorovská	7. Summit on Sustainable Development B1+ Jana Rehorovská	8. How to tackle malaria? B1, B2 Monika Wenyova
23	28	32	37

PREČO A AKO PRÍRUČKA VZNIKLA? Milé učiteľky, milí učitelia, pozývame vás k čítaniu tejto príručky, ktorá obsahuje vzdelávacie materiály k predmetu anglický jazyk pre stredné školy. Príručka vznikla v rámci medzinárodného projektu Worldsa nezameriavajú len na učenie vedomostí, ale aj na class Teaching, ktorého názov sme si pre slovenské porozvíjaní zručností, zmenu hodnôt a postojov a k tomu vymery preložili ako Učíme (sa) v globálnych súvislostiach. užívajú interaktívne metódy a participatívne formy učenia. Jeho cieľom je systematicky začleňovať globálne vzdeláva-Sú pripravené tak, aby sa dali stihnúť za jednu vyučovaciu nie do jednotlivých predmetov. Jedným z nich je i anglický hodinu. jazyk na stredných školách. Okrem toho vznikli i príručky k predmetom umenie a kultúra, občianska náuka, geogra-Okrem obsahu predmetu sa vo väčšej alebo menšej miere aktivity zameriavajú na to, ako sme vo svete vzájomne fia a dejepis. globálne prepojení a venujú sa aktuálnym výzvam, ktorými V minulosti sme, v OZ Človek v ohrození, často od učiteliek sme konfrontovaní my, v ekonomicky vyspelých krajinách a učiteľov počuli, že im síce ponúkame zaujímavý a potrebglobálneho Severu (tzv. rozvinuté krajiny), ale i ľudia žijúci ný obsah, ale v praxi nie je vždy jednoduché nájsť priestor v krajinách globálneho Juhu (tzv. rozvojové krajiny). na jeho použitie v škole. Aj preto, a po skúsenostiach s projektom Globálne vzdelávanie na ZŠ, sme si boli vedomí Globálne vzdelávanie ponúka veľa možností, ako môže toho, že školám chceme ponúknuť atraktívny obsah, avšak byť začlenené do vyučovania predmetu, a to v súlade so tak, aby sa dal jednoducho použiť na hodinách a zároveň Štátnym vzdelávacím programom. V každej aktivite nájdebol plne v súlade so Štátnym vzdelávacím programom. te konkrétny tematický celok, obsahový a výkonový štandard Štátneho vzdelávacieho programu pre gymnáziá. Výsledkom je séria 11 aktivít, ktoré tvoria túto príručku. Texty pripravovali autorky, ktoré učia alebo učili na stred-Procesom tvorby autorov sprevádzali, aktivity pripomienných školách. Texty upravovali a dotvárali naši editori a do kovali, dopĺňali, modifikovali a editovali Jaroslav Marcin procesu zasiahol i koordinátor projektu. a Lukáš Zajac, na záver procesu sa do tímu pridala i Zuzana Hardoš Hurnasová, ktorá pomáhala texty ďalej editovať. Aktivitami sú učebné scenáre pripravené E-U-R metodikou (evokácia-uvedomenie-reflexia), ktoré ponúkajú zaujímavý obsah i formu, mali by byť ľahko pochopiteľné, Lukáš Zajac, aplikovateľné na vyučovacích hodinách a zároveň, v prípa-OZ Človek v ohrození, de potreby, ľahko modifikovateľné. V neposlednom rade koordinátor projektu na Slovensku

AKO ROZDELIŤ ŽIAKOV DO SKUPÍN?

V aktivitách tejto príručky sú často používané metódy, ktoré predpokladajú, že žiaci budú pracovať v malých skupinách. Ak budete chcieť rozdeliť žiakov zaujímavejším spôsobom, ako len jednoduchým rozpočítaním, ponúkame vám niekoľko tipov. Je na vás, či použijete niektoré z nich, upravíte si ich podľa vlastných predstáv, siahnete po vami osvedčenej metóde, prípadne si vymyslíte svoju vlastnú.

Vytvorte rad



Úlohou žiakov je postaviť sa do radu podľa zadaného kritéria. Napríklad podľa toho, kedy boli narodení, alebo podľa toho, ako v abecede za sebou nasledujú ich mená – ale bez toho, aby sa medzi sebou rozprávali alebo čokoľvek napísali. Následne výsledok vyhodnoťte a žiakov rozpočítajte do skupín.

Karty



Budete potrebovať hracie karty – žolíkové alebo sedmové. Môžete využiť obrovský počet možností – napríklad si každý žiak môže karty losovať a skupinu vytvoria tí, ktorí si vyberú kráľov, esá a pod.

Puzzle



Prineste rozstrihané obrázky (plagáty, komiksové kresby...) alebo kúsky skutočných puzzle – toľko, koľko skupín chcete vytvoriť. Každý si vyberie jeden kus a ich úlohou je v priestore triedy vytvoriť skupiny podľa toho, ktoré kúsky do seba zapadajú alebo vytvárajú jeden obrázok.

Dátum narodenia



Žiakov rozdelíte do štyroch alebo šiestich skupín podľa toho, v ktorom mesiaci boli narodení – napríklad skupiny jar, leto, jeseň, zima, prípadne január – február, marec – apríl a pod. Ak nebudú skupiny rovnako veľké, nemal by byť problém urobiť zmeny – napríklad do skupiny január – február sa presunie ten/tá zo skupiny marec – apríl, ktorý/á sa v nej narodil/a najskôr.

Vyžrebovanie farebného papierika



Do nádoby dáte farebné papieriky. Pripravíte si ich na základe plánovaného počtu skupín a počtu žiakov. Žiaci sa zaradia do "farebných" skupín podľa toho, aký papierik si vyžrebujú.

Názorová škála



Pripravte si dva papiere s nápismi "áno" a "nie" a každý z nich prilepte na opačný koniec miestnosti. Vyzvite žiakov, aby sa postavili na pomyselnej čiare medzi "áno" a "nie" na také miesto, ktoré najlepšie vyjadruje ich postoj k položenej, ideálne kontroverznej, otázke. Podľa potreby zostavte skupiny buď názorovo rovnaké (susediace žiačky a žiaci) alebo názorovo pomiešané (priraďte im postupne čísla 1, 2, 3, 4... a nechajte ich vytvoriť skupinu 1, skupinu 2 atď.).

Molekuly



Časovo náročnejšia technika vhodná pre fyzické stimulovanie žiakov pred aktivitami, kde sa vyžaduje mentálne sústredenie.

Žiakov vyzvite, aby sa rozmiestnili vo voľnom priestore (v triede alebo na chodbe), kde majú možnosť pobehovať bez rizika zranenia. Vysvetlite im, že si vyskúšate simuláciu Brownovho pohybu, pri ktorom sa atómy v priestore pohybujú chaoticky a rýchlosťou závisiacou od teploty prostredia. Keď žiaci počas pohybu začujú jednociferné číslo, ich úlohou je rýchlo sa zhromaždiť do skupín v ohlásenom počte a vytvoriť tak molekulu. Opakujte tento proces 3 – 4 razy za sebou, až kým neohlásite taký počet atómov v molekulách, ktorý vyhovuje želanej veľkosti skupiny.

Rockeri



Vhodná technika pre tiché, dynamické a zábavné rozdelenie žiakov. Pripravte si papieriky s heslami, ktoré charakterizujú funkcie členiek a členov rockovej skupiny (alebo iného zoskupenia), ako napríklad: bicie, gitara, basová gitara, klávesy, spev. Každá rocková skupina musí mať obsadené všetky hudobné pozície, a preto si pripravte počet kartičiek s jednotlivými heslami podľa toho, koľko skupín potrebujete (ak napríklad 5, z každého druhu si pripravte 5 kópií). Rozdajte papieriky a inštruujte žiačky a žiakov, nech sa po prečítaní svojho lístočka odmlčia a predstavujú svoju funkciu v rámci hudobnej skupiny už len pantomimicky. Ich úlohou bude čo najrýchlejšie sformovať úplné rockové skupiny.

E-U-R METÓDA

Pri tvorbe textov do tejto príručky vychádzali autori z tzv. metódy E-U-R.

E-U-R je jednou z metód plánovania výučby, niekedy nazývaný aj trojfázový model učenia. Skladá sa z evokácie, uvedomenia (si významu informácií) a reflexie. V každej z týchto fáz dochádza k inej forme učenia sa.

Evokácia

V prvej časti aktivity si žiaci samostatne vybavujú, čo už o téme vedia, jej cieľom je žiakov motivovať a zaktivizovať. Vybavujú si vlastné vedomosti, známe informácie, čo si myslia, že vedia a aké otázky a myšlienky im k nim napadajú. Žiaci tak neskôr môžu spojiť nové so známym a tým lepšie porozumejú novým informáciám.

Uvedomenie

V druhej fáze aktivity žiaci získavajú a spracovávajú nové informácie. Tie si následne zaraďujú do vlastného systému poznania (čiže medzi pôvodné informácie, ktoré si vybavili a utriedili v priebehu evokácie).

Reflexia

Je záverečná, ale najdôležitejšia časť aktivity a procesu učenia sa. Paradoxne, predovšetkým z dôvodu nedostatku času na konci vyučovacej hodiny, je aj najčastejšie vynechávaná. Bez samotnej reflexie sa však žiaci nemusia počas hodiny nič naučiť, hoci by aj bola aktivita zaujimavá alebo zábavná.

V reflexii si žiaci uvedomia, čo a ako sa naučili, zatrieďujú, systematizujú a upevňujú si nové vedomosti. Cieľom je reflektovať nadobudnuté informácie, skúsenosti a proces, ktorým sa k zážitkom a poznaniu počas aktivity dopracovali a zužitkovať ich skúsenosti v procese učenia sa v budúcnosti.

Reflektovať je teda možné rovnako obsah (čo už žiaci o téme vedia, čo si potvrdili, čo vyvrátili, čo spresnili, na aké otázky stále nepoznajú odpoveď, čo by ešte chceli o téme vedieť a pod.), ale tiež procesy (ako k týmto znalostiam dospeli, čo sa dialo počas učenia, ako sa im práca darila a vďaka čomu...).

Proces reflexie uskutočňujú žiaci spoločne s učiteľom – prebieha interaktívne a spoločne. Nie je to teda hodnotenie práce žiakov učiteľom z pozície "autority".

Väčšina modelov vedenia reflexie sleduje rovnaký postup kladenia otázok žiakom:

► **Reakcia:** Získajte reakcie žiakov na zážitok. Ako sa cítia? Ako to na nich celé pôsobilo? Čo si všimli, zažili, počuli, videli?

Tieto otázky ich majú primäť k tomu, aby sa opätovne zamysleli nad zážitkom a pripravili na ďalší krok. Cieľom je získať opisné odpovede o zažitých pocitoch a faktoch, ktoré sa udiali.

► Vysvetlenie: Prečo sa aktivita odohrala tak, ako sa odohrala? Prečo žiaci reagovali tak, ako reagovali? Aké boli dôvody?

Tieto otázky by mali slúžiť na postupné odvodenie zmyslu zdieľanej skúsenosti. Sústreďujú sa na interpretáciu zážitkov skupiny, na vysvetľovanie a odvodzovanie. Cieľom je vyvolať zamyslenie a dedukciu, hlbšie premýšľanie o zážitku, pocitoch a faktoch.

► Zasadenie do kontextu: Ako možno tieto naše poznatky z konkrétnej aktivity zaradiť do širšieho kontextu, do témy, o ktorej sa rozprávame? Ako to, čo som sa naučil, prispieva k tomu, čo som už vedel predtým?

Toto je priestor na otázky, ktoré aktivitu a jej význam vsadia do širšieho kontextu témy/tém, kvôli ktorým sme aktivitu použili. Cieľom je vyvolať u skupiny syntetické a kritické myslenie, ktoré im pomôže vnímať súvislosti a zaujať k nim postoj.

► **Aplikácia:** A čo teraz? Ako môžeme využiť to, čo sme sa naučili? Aké zmeny môžeme iniciovať?

Toto je priestor na zdôraznenie relevantnosti témy a vytvorenie záväzku/akčného plánu. Cieľom je primäť skupinu k domýšľaniu dôsledkov a dať jej možnosť prejsť od uvedomenia k praktickému uplatneniu svojich nadobudnutých vedomostí a zručností.

Edukačný proces však nie je možné vždy striktne rozčleniť do troch fáz. Jednotlivé fázy procesu sa môžu vzájomne prelínať a dopĺňať.

ÚVOD EDITOROV

Učiť sa cudzí jazyk znamená učiť sa pozerať na veci z iného uhla pohľadu—vidieť svet, v ktorom žijeme, v novom svetle. Je to akoby nám niekto otvoril oči a my zrazu začíname spoznávať nový rozmer vecí okolo nás. Vnímame nové súvislosti, a tak ako sa nám pred očami mení svet, meníme sa aj my.

Práve táto myšlienka stojí za touto skromnou zbierkou učebných textov, ktorá sa nesnaží nahradiť existujúce učebnice anglického jazyka. Chce byť skôr dobrým spoločníkom, ktorý berie ohľad na náš vlastný kultúrno-historický kontext a zároveň prihliada na aktuálne fenomény súčasnej spoločnosti.

Aj preto si táto zbierka kladie hneď tri ciele: Zveľaďovať jazykové zručnosti študentov, oboznámiť ich s problematikou globálnych výziev, ktorým ako spoločnosť čelíme, a v neposlednom rade budovať v študentoch vzťah k týmto témam. Práve táto posledná otázka je nanajvýš pálčivá, keďže výskumy ukazujú, že hoci mladí ľudia dnes disponujú oveľa lepším prístupom k informáciám o aktuálnych výzvach globalizovaného sveta, len málokedy sa ich informovanosť pretaví do konkrétnych skutkov, ktorými by pomohli tieto výzvy riešiť.

S týmto zámerom sme vyberali a pripravovali aktivity obsiahnuté v tejto príručke. Autorky pritom vychádzali z vlastných skúseností a tém, ktoré najviac rezonovali v ich vlastnom povedomí. A to je neustálou pripomienkou, ako ku globálnemu vzdelávaniu pristupovať s autentickým nadšením pre vec. Aj to je jedným posolstvom tejto príručky.

Ostáva preto už len jedna vec tá najpodstatnejšia: Učitelia, ktorí chcú inšpirovať a motivovať svojich žiakov, aby sa naučili nový jazyk a aby spoznali nový rozmer vecí okolo seba. Bez vás ostane táto príručka len knihou. S vašou pomocou sa ale môže stať nástrojom, ako vytvárať lepší svet pre budúce generácie.

V príručke nájdete jedenásť interaktívnych aktivít, ktoré sú zoradené podľa jazykových zručností od A2 po B2, samozrejme aktivity môžete upraviť pre svojich žiakov a podľa ich schopností. Súčasťou aktivít sú pracovné listy, ktoré si môžete jednoducho vytlačiť a rozdať svojim žiakom. Aktivity v príručke nasledujú základnú štruktúru:

- Flash Start je rýchle "vhupnutie" do témy, dáva priestor žiakom porozmýšľať, čo už o danej téme vedia alebo by vedieť chceli. Cieľom je primäť ich k hlbšiemu skúmaniu témy a pripraviť ich na aktívnu participáciu na hodine.
- **2. Dive in** je druhá fáza hodiny, ktorá ponúka žiakom hlbšie uvedomenie si témy a obsahuje pre viacerých z nich nové informácie, ktoré im pomôžu vytvoriť si ucelenejší obraz o danej globálnej téme.
- 3. Talk it over alebo reflexia je najdôležitejšou súčasťou všetkých (interaktívnych) hodín, pretože pomocou diskusie alebo iných aktivít zameraných na reflexiu umocňuje zážitok z hodiny a preberaného učiva. Žiaci získajú možnosť zhodnotiť samotnú aktivitu, ktorú práve zažili, zreflektovať pomocou vhodne kladených otázok samotnú tému a jej komplexnosť. Súbor navrhovaných otázok je súčasťou každej aktivity.
- **4. Crank it up a notch** je nápad na posunutie témy ešte o stupeň vyššie. Nájdete tu aktivity, ktoré pomáhajú vidieť danú tému v širšom kontexte, prípadne dávajú priestor žiakom na ďalšie rozmýšľanie o téme.
- **5. Takeaway** sú aktivity na osvojenie si danej témy, zamyslenie sa nad tým, čo môžu žiaci, ako jednotlivci v danej problematike, urobiť.
- **6. Follow-up** sa nachádza v niektorých aktivitách. Autorky aktivít ponúkajú nápady, ako nadviazať na preberanú tému.

Prvé tri body štruktúry sú prítomné vo všetkých úlohách, ďalšie podľa typu aktivity a samotnej predlohy.

Vyučovanie anglického jazyka ponúka veľa možností preberať témy, ktoré sa nachádzajú v tejto príručke, či už chcete ozvláštniť "Coursebook", hodinu Konverzácií alebo prípravu na maturitu. Pomôckou môže byť v popise každej aktivity uvedený obsahový štandard Štátneho vzdelávacieho programu pre ISCED 3 a maturitná téma.

Dúfame, že aktivity z našej príručky využijete na svojich hodinách a možno vás budú inšpirovať k tvorbe vlastných.

Jaroslav Marcin a Zuzana Hardoš Kurnasová, editori



A2

Content standards:

Man and nature.

Maturita:

Človek a príroda, ochrana životného prostredia.

Students will be able to:

► understand how consumption and waste production varies throughout the world;

- ► analyze their own habits regarding consumption and waste production;
- explain the relationship between consumerism and waste production;
- suggest ways of crafting a more environment-friendly consumer society.

Outline:

- 1. Flash start: 5 things you can't live without.
- 2. Dive in: How much waste do we produce?

- 3. Talk it over: Regional differences.
- 4. Crank it up a notch: An environment-friendly consumer society?
- 5. Takeaway: Follow-up.

What you will need:

(Four) pictures of families with their weekly shopping (go to bit.ly/FoodWeEat or search for Peter Menzel Hungry Planet Food Family Portraits).

10 MIN.	Flash start:
	Write down on the board: "5 things I can't live without".
	Ask students to brainstorm and decide for themselves what their five things are. This shou take no more than one minute.
	Afterwards, students (or you) will write their items on the board. If their item is already the re, they will just add a vertical line next to the item, so it can be obvious how many time an item has been selected.
	When everyone's had their turn, then circle the five items that got picked most often. If t results are not very clear, the class will vote on the top five.
	You will then facilitate a discussion about the five items asking questions such:
	▶ Why is this item so important for you?
	► How often do you need to replace it?
	► What sort of waste does this item produce?
10 MIN.	Dive in:
	Drive the discussion towards the real necessities: What are our basic needs? Students sh uld be able to narrow down our basic needs to things like "oxygen", "water", and "food"
	Which of these do we spend most money on? Arguably, the answer will be "food", so y will introduce the next task:
	Individually, students will write down what their family buys on an average week and to calculate the total amount they are spending on it. They will also be asked to considerelated expenses, such as money spent on school lunches, eating out, etc.
	Afterwards, students will work in pairs to compare the results of their analysis. Do they fi the results surprising? Does anything strike them as unusual?
10 MIN.	Talk it over:
	The whole class will work together during this activity. They will share their observation from the previous activity:
	► Did they find the results surprising?
	► Did anything strike them as unusual?





A2+

Content standards:

Young people and their world.

Maturita:

Mladí ľudia a ich svet.

Performance standard:

- ► reading comprehension;
- ► taking part in a discussion, confrontation and argumentation;
- expressing and presenting opinions.

Students will be able to:

- define / analyse the reasons of world poverty;propose an idea to help
- propose an idea to help prevent poverty in their local community

Duration:

45 minutes.

What you will need:

- copies of worksheets(1 per student or a pair);
- A3 blank sheets of papers (1 per a pair of students).

A/V (optional):

- computer with Internet access;
- ▶ projector/beamer.

- 1. Flash start: brainstorming on poverty.
- 2. Dive in: reading charity stories and creating own ideas.
- 3. Talk it over.
- 4. Crank it up a notch: design your own local project.

5 MIN.	Flash start:
	Brainstorm with students:
	► What does it mean to be poor?
	► How can a person become poor?
	► How can somebody fight poverty?
	► Is the definition of poverty the same / similar all around the world?
	Write the students' ideas on the board.
20 MIN.	Dive in:
	Write the words "little free library" and "charity fridge" on the board. Ask the studen they think these are. Then hand out worksheets and ask students to work with the them work in pairs.
	- Optional:
	You can use the beamer to project them on the wall. If you have Internet accesshow students the "little free library" pictures (do a Google search, if neede "charity fridge" pictures (you can download the picture from http://bitly.com/1jz
	Ask the students: Do you know of any people in your community who have had simila ideas to help the others, on local or global level? Have you noticed any free libraries in S.
	Afterwards, divide the students into pairs. Give each pair a large sheet of paper (A let them write their ideas for tackling poverty (or doing any community service) on or global level. Ask them to write what they are able to do personally to tackle pov doing any community service work). Let them brainstorm for up to 5 minutes. Ask teers to present their ideas.
10 MIN.	Talk it over:
	Discuss with your students:
	► How did you find the task? Was it easy or difficult – why?
	► Why do people give money to charity?
	► Why do you think people volunteer to work in a charity?
	► What benefits other than personal satisfaction could you personally get by volunt
	▶ What types of charities do you think are doing the best and most effective work in the
10 MIN.	Crank it up a notch:
	Afterwards, have the students choose one project they could do on the local level. the remainder of your class time working out the details necessary to make it work.

WORKSHEETS

Anonymous Saudi Man Has A Simple Idea To Feed The Poor With 'Charity Fridge'

Sometimes, making a difference can be simple.

A man living in the city of Hail, Saudi Arabia, came up with an idea to feed needy people in his neighbourhood while sparing them the "shame" of begging, according to Gulf News.

The man, who wishes to remain anonymous, installed a refrigerator on the street in front of his house and invited neighbours to donate their extra food, so that hungry people could come and eat.

The idea gained international attention after local religious scholar praised the act of charity on his Twitter account with a picture of the fridge. "I've always said the people of Hail are generous. A man puts a fridge outside his house for leftover food; an indirect act of charity for the needy."

Adapted from: http://www.huffingtonpost.com/2014/05/08/saudi-man-poor-charity-fridge_n_5290533.html

What is a Little Free Library?

It's a "take a book, return a book" gathering place where neighbours share their favourite literature and stories. In its most basic form, a Little Free Library is a box full of books where anyone may stop by and pick up a book (or two) and bring back another book to share.

Little Free Library is a creative idea, that aims to promote literacy and bring communities together by putting up mini libraries in neighbourhoods around the world. Started in 2009, it's a non-profit that seeks to place these small, accessible book exchange boxes right in front of a house or on a street corner. (Take a book, return a book.) You can download plans on how to build one, or completely make one yourself.

What makes the idea so special? They have a unique, personal touch and there is an understanding that real people are sharing their favourite books with their community.

Adapted from: http://littlefreelibrary.org/

Reference (optional):

http://www.wikihow.com/Help-Decrease-Poverty

http://www.mymodernmet.com/profiles/blogs/little-free-library

http://www.earth.columbia.edu/pages/endofpoverty/howtohelp

http://bit.ly/fridge-berlin

Vocabulary:

Needy – adjective – poor and not having enough food, clothes

Spare – verb – to protect s.o. from experiencing sth unpleasant or harmful (sparing – a form of this verb)

Shame – noun – If something is described as a shame, it is disappointing or not satisfactory

Beg – verb – to ask for food or money because you are poor

According to – preposition – as stated by

Remain - verb - to stay in the same place or in the same condition

Gain – verb – to get something that is useful, that gives you an advantage, or that is in some way positive, especially over a period of time

Generous – adjective – willing to give money, help, kindness, etc., especially more than is usual or expected

Leftover – adjective – A leftover part of something is the part that has not been used or eaten when the other parts have been

Praise – verb – to express admiration or approval about the achievements or characteristics of a person or thing

Provide – verb – to give someone something that they need

Gathering – noun – a party or a meeting when many people come together as a group

Aim – noun – a result that your plans or actions are intended to achieve

Non-profit – noun – not existing or done to make profit

Seek – verb – to try to/to make an attempt

Accessible – adjective – able to be reached or used



B1, B2

Content standards:

Education and work, Man and Nature, Eating.

Maturita:

Stravovanie; človek a príroda.

Performance standard:

- practising grammar structures: future tense focusing on planning and first conditional;
- ► reading and listening comprehension;
- ▶ discussion.

Students will be able to:

- ► take part in a discussion, and express their opinions;
- explain the idea of sustainable development and its practical applications.

Duration:

45 minutes.

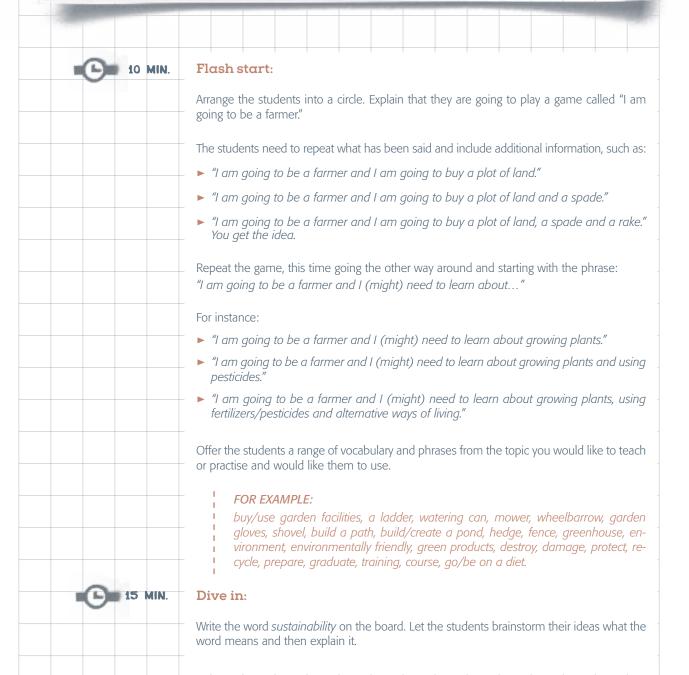
What you will need:

worksheets (1 per pair)

A/V (optional):

- ► computer with Internet access
- ▶ beamer/projector

- 1. Flash start: I am going to be a farmer (a game).
- 2. Dive in: WWOOF worksheet.
- 3. Talk it over.
- 4. Crank it up a notch: listening WWOOF-ing experience.
- 5. Takeaway: find an organic farm.



	INFORMATION FOR YOU: In ecology, sustainability is how biological systems endure and remain diverse and productive.
	► What are the greatest challenges of sustainable farming?
	▶ Is our current model for growing crops/staples sustainable?
	► How can you make farming more sustainable?
	Ask if anyone has heard about WWOOF-ing and WWOOF-ers. Does anyone know where the idea comes from?
	Hand out the worksheets (1 per pair) about the History of WWOOF-ing and let the students complete the text with the suggested hints. Afterwards, check the answers.
	ANSWERS: 1 England; 2 secretary; 3 countryside; 4 organic; 5 working; 6 Soil; 7 farmers; 8 exchanging
10 MIN.	Talk it over:
	Discuss with students:
	▶ What do you think about the idea of WWOOF and about organic farming in general?
	▶ Why do people volunteer on the organic farms (and do hard work for no money)?
	Why is WWOOF-organic farming, urban farming (cultivating, processing, and distributing food in or around a village or city) or community gardening becoming so popular?
	▶ What are the main differences between organic community farming and intensive (large-scale) farming? Can you name some advantages and disadvantages of each?
10 MIN.	Crank it up a notch: Practice listening and learn more about how WWOOF-ing works: Play this 3-minute YouTube video: bit.ly/farma-video about a WWOOF-ing experience in Canada. The students listen and answer a couple of questions at the end:
	▶ What is WWOOF-ing?
	► What was Diana's experience like?
	► What benefits do the hosts get from this experience?
	▶ What else did you notice
	Takeaway:
	Ask the students to find any organic farm in their neighbourhood or region where they live. They can find out, what kind of products the farm produces, where they sell them and how it differs from a large-scale farm.

WORKSHEETS

Fill in the blanks using the words from the list:

Working; secretary; countryside; England; organic; exchanging; farmers; Soil

History of WWOOF

Originally called "Working Weekends on Org	anic Farms", WWOOF came into being in
1, in autumn 1971, when Sue Co	ppard, a 2 living and working
in London, recognised the need for people like	ke herself, who did not have the means or
the opportunity, to access the 3	and support the 4 movement.
Her idea started with a trial 5	weekend for four people at a bio dynamic
farm at Emerson College in Sussex, arranged	through a contact in the 6 Asso-
ciation. The weekend was a great success and	d things gathered momentum very quickly.
Soon many more organic 7 and	smallholders were willing to host people
keen to work on their farms in return for food	and accommodation (WWOOF-ers). Hosts
and WWOOF-ers made new friends and en	joyed the experience of 8
assistance and knowledge.	

Vocabulary:

Recognize –verb – to know someone or something because you have seen or heard him or her or experienced it before.

Access –noun – the method or possibility of getting near to a place or person.

Support – verb – to agree with and give encouragement to someone or something because you want them or it to succeed.

Trial – noun – the process of testing a product, plan or person over a period of time.

Gathered – verb – to collect several things, often from different places or people Smallholders.

Willing – adjective – to be happy to do something if it is needed.



В

Content standards:

Education and work.

Maturita:

Rodina a spoločnosť; Vzdelávanie; Voľný čas, záľuby a šport; Mládež a jej svet; Zamestnanie.

Performance standard:

- Students work with short articles.
- ➤ Students analyze aspects of childhood and compare their situation with vulnerable children.

Students discuss various types of child labour and exploitation.

Students will be able to:

- ► discuss the main problems related to child labour, exploitation and trafficking;
- ► contrast accessibility to education and exploitation of children;
- ► indicate the child labour issues worldwide and give examples of child exploitation.

Duration:

45 minutes.

What you will need:

5 large sheets of paper (flipchart paper or A3 format and larger);

number of worksheet copies A, B, C according to the number of students in each group.

- 1. Flash start: associations.
- 2. Dive in: personal stories.
- 3. Talk it over.
- 4. Crank it up a notch: Find out more.
- 5. Follow-up: a documentary.

1	
7 MIN.	Flash start:
- O- 7 MIN.	
	Divide your class into three groups: A, B, and C (3-5 students in each group). Provide each group with a large piece of paper and pens (or markers).
	Give them a task – First, students think individually what ideas they associate with 'childhood' and 'work' (they have 1 min for each concept). Then they compare their ideas in their groups and circle only those they have in common. Finally, they compare with the other groups.
25 MIN.	Dive in:
	Ask students: "What do you get when you combine the words 'childhood' and 'work'? " Afterwards, find out if they're familiar with the term "Child labour" and its meaning.
	Then, ask students to come up with their own definition for the term (in groups) and identify what types of employment would be considered child labour, and which ones not. Elicit a few ideas.
	Text for teachers:
	Child labour refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful.(International Labour Organization)
	NGOs in the field of child labour are working to improve conditions for working children and create possibilities for them to attend school, as well as end the worst forms of child labour, such as forced labour, sex trafficking, child soldiers, and other forms of modern slavery around the world.
	Hand out copies of the stories A, B, and C to the three groups of students respectively. Each student in the group reads the same story. Students take notes trying to answer the following questions:
	► How old is this child? Where is this child from?
	► What daily chores does s/he have to do?
	► Why does the child work?
	► Why doesn't the family, local or national government act in order to help the child?
	► What are the threats to the child's life if s/he continues to do this work?

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=	<u> </u>	10	MIN.	To	ılk it	over												
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						•							hild's i	nresen	t and f	uture	life?	
					 What consequences can child labour have on the child's present and future life? Why hasn't this issue been solved yet? What are the possible obstacles to solving it? 								?					
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				If y	ou ha	ve Inte	rnet co	onnecti	on, as	k the s	student	s to fir	nd out:					
							nationa the C		ognize	d) dod	cument	speci	fies chi	ildren's	rights'	? (Con	vention	ı on
								projects find sc		to off	er alter	native	s to ch	ild labo	our? (P	ossible	e challe	nge
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WORKSHEETS

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Slave Labour

Estimates vary regarding what percentage of modern slavery is represented by forced labour in the product supply chain. What is universally agreed upon, however, is that it involves millions of people worldwide and touches the lives of everyone through the products we consume. The vast majority of the slaves are in Asia and Africa. However, modern slavery has been documented in every country on the planet except Greenland and Iceland.

"I am 9-year-old girl. I have to make bricks from morning to night, seven days a week. I was trafficked with my entire family from Bihar, one of the poorest and most underdeveloped states in India, and sold to the owner of a brick-making factory. I have no means to escape, and I don't speak the local language. My family is isolated and lives in terrible conditions."

- ► How old is this child? Where is this child from?
- ► What daily chores does s/he have to do?
- ► Why does the child work?
- ▶ Why doesn't the family, local or national government act in order to help the child?
- ▶ What are the threats to the child's life if s/he continues to do this work?

Source

http://endslaverynow.com

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Bitter Chocolate

Ivory Coast in western Africa is the world's leading producer and exporter of cocoa, the raw ingredient for chocolate. The cocoa trade of Ivory Coast is connected with exploitation — of children — war, and corrupt profits by Ivorian officials and western big chocolate business.

It is estimated that a quarter of a million children work in hazardous conditions on Ivorian cocoa farms, in spite of a promise made by the world's biggest chocolate companies more than ten years ago to abolish forced child labour from their supply chain.

Jean Baptiste is carrying sacks of cocoa pods (approximately 30 kg) on his father's plantation on the outskirts of the village of Sinikosson, Ivory Coast.

"My name is Jean Baptiste. I am 9 years old. I don't attend school. Work begins at 8 a.m. and involves cutting cocoa fruit off the trees with a machete and removing the beans. My family has no other source of income. I have no idea what happens to the cocoa beans."

- ► How old is this child? Where is this child from?
- ► What daily chores does s/he have to do?
- ► Why does the child work?
- ▶ Why doesn't the family, local or national government act in order to help the child?
- ▶ What are the threats to the child's life if s/he continues to do this work?

Source:

http://endslaverynow.com

Bolivia: child miners at Cerro Rico

In Latin America the number of children involved in child labour has dropped, but there are still many working girls and boys, most of whom work in agriculture. There are also quite a few who work as miners. One of them is Abigaíl Canaviri, who was 16, when this report was made.

Abigail began working in the mines at Cerro Rico at age 12, when her mother became a widow. She really needed money to support her mother and little sister. She was terribly afraid of seeing her sister die of malnourishment (lack of food).

"I work 12–14-hour night shifts at a depth of 1,500 meters, picking rocks and filling wagons. During the day, I attend school. I work every night —going more than a mile inside the mine. It was my decision to work night shifts because this way I am able to go to school in the morning or the afternoon. Working the night shift, when there are fewer male miners, is also safer — one day I found the body of a young girl who had been raped and beaten to death near our house. "Another danger, Abigail and miners like her face, are toxic products in the mine or the toxic water that comes to their houses."

Abigail and other kids, work inside and outside the mines for wages of 2 euros per day for a 12-hour shift. People there are living without running water and electricity on a rocky mountain almost two and a half miles above sea level.

Source:

http://globaljournalist.org/2014/09/mineritos-bolivias-child-miners/

- ► How old is this child? Where is this child from?
- ▶ What daily chores does s/he have to do?
- ► Why does the child work?
- ▶ Why doesn't the family, local or national government act in order to help the child?
- ▶ What are the threats to the child's life if s/he continues to do this work?



B1+

Content standards:

Man and Nature (Natural resources).

Maturita:

Človek a príroda.

Performance standard:

- ➤ Students work with a questionnaire and use deduction to find out correct answers on the basis of general knowledge.
- ➤ Students watch an educational video and analyse the information. They check the answers.
- Students discuss causes and consequences of the lack of water.

Students will be able to:

- use new topic-related vocabulary;
- discuss the main issues related to water;
- ▶ indicate the worldwide problems caused by scarcity of water;
- understand and analyse a short video.

Duration:

45 minutes.

A/V:

- ► Laptop/Computer with Internet access (alternatively, download the video for offline presentation)*
- **▶** Beamer
- ► Speakers (audio)

* Note: You can simply download YouTube or other online videos using one of the many websites and free online services available. For example: www.clipconverter.cc.

What you will need:

Copy of the worksheet (1 per student or 1 per group).

- 1. Flash start: get us thinking about water.
- 2. Dive in: an educational video on water scarcity.
- 3. Talk it over.
- 4. Crank it up a notch: Think locally.

5 MIN.	Flash start:							
	Start the lesson with simple questions:							
	► What are all the things that you do in a day that require water?							
	If you had no running water at home where would you go to get water? Where we you take a shower? What would you drink?							
	► What else do we need water for? (think on a larger scale – companies, countries)?							
	► Whose responsibility is it to provide people with resources like water?							
	► What would you do as a head of state if "your" country had limited access to wate							
20 MIN.	Dive in:							
	Distribute a copy of the worksheet to every student. Students read the questions are and predict the answers before watching the video individually. (Alternatively you can of the students into pairs or groups of 3–4).							
	Explain to the students that their role will be to watch, listen and follow a short video can stop the video after min. 4:55 or continue watching it till the end – about 7 minuand answer the questions from the worksheet.							
	Play a short educational video from YouTube on "Water and Development" (bit.ly/water velopment).							
	▶ Pause the film at 1:35 — ask the students what might be the problems connected the four main areas. Some of them might know already about resource scarcity-ful conflicts. It will give them a chance to start thinking about the content.							
	 At the end of the film, or after 4:55 min., give students some time to finish answ the questions. 							
	► Play the video again so that students can check their answers.							
	-							

10 MIN.	Talk it over:						
	Use the following questions to get a discussion going:						
	Did you understand everything from the video? Which parts were more difficult to follow						
	► Which new words or phrases have you learnt?						
	► Imagine that you would not have access to safe drinking water. How would it affect your life						
	► What are the similarities and differences in the Aral Sea and the Nile River problems?						
	What would be the possible solutions to those problems?						
	Why is it not always easy to implement those solutions? What do you think is needed to make progress in this issue?						
	► What can you do to save and protect water and water sources?						
10 MIN.	Crank it up a notch:						
	Challenge the students to think locally: Are there any problems related to water in your village/town/region/country?						
	They can either write about local issues in their journal or discuss in small groups — then share their ideas with the whole class.						
	References: United Nations — water — http://www.unwater.org Water facts — http://www.youtube.com/watch?v=zNdbj3PbX6o http://www.charitywater.org/whywater/						
	Sanitation – noun – protection of public health by removing						
	and treating waste, dirty water, etc.						
	Irrigation system – noun – a system that supplies land or crops with water						
	Crops – noun – plants grown by farmers such as rice, wheat or fruit						
	Shrink – verb – to become smaller in size or amount						
	Crucial – adjective – extremely important because everything else depends on it						
	Precious – adjective – valuable, also, rare or very necessary and not to be wasted						
	Indispensable – adjective – essential. Sth you cannot live without.						
	Water scarcity – noun – absence of water. When there is						
	not enough water and it is difficult to obtain.						

WORKSHEETS (TEACHER'S COPY)

Do you know ...?

1. In developing countries (Global South countries) water plays an important role in many different areas. Name them:

Answer: Nutrition, health, conflicts, natural disasters.

2. What is the proportion of irrigated agriculture in global water consumption?

Answer: 70%

3. Why has the Aral Sea shrunk?

Answer: Because of unsustainable agriculture – huge amounts of water were taken from the tributary rivers in order to irrigate the cotton fields.

4. What has happened with the remaining water in the Aral Sea?

Answer: It became very salty. It is contaminated with pesticides from the cotton farms.

5. What was one of the Millennium development goals that was reached in the year 2000 in terms of water?

Answer: The number of people without access to safe drinking water was reduced by 50%.

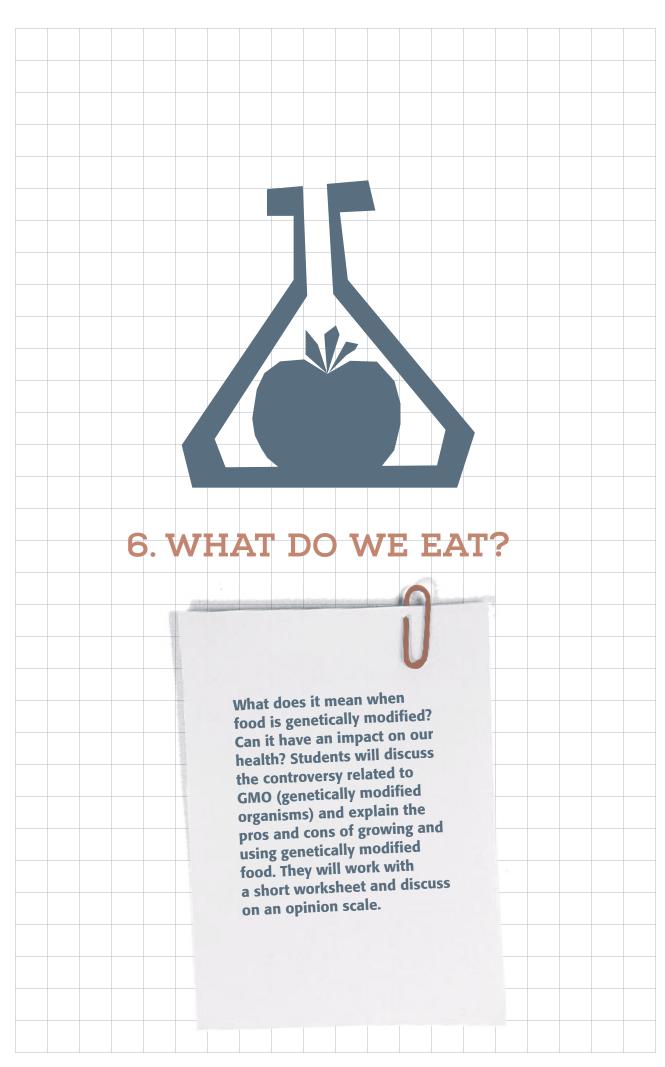
- 6. However, there are still people without access to safe drinking water.
- **►** *300,000,000*
- **►** 500,000,000
- **▶** 900,000,000
- 7. of diseases in developing countries is caused by inadequate water supply and sanitation.
- **►** 40 %
- ▶ 80 %
- **►** 100 %

8. What is the reason of the conflict over the use of the Nile River?

Answer: Ethiopia wants to build an agriculture irrigation system on the Blue river, but Egypt fears a decrease of Nile water and tries to prevent Ethiopia from doing so, even with military threats.

WORKSHEETS (STUDENT'S COPY)

1.	In developing countries (Global South countries) water plays an important role in many different areas. Name them:
2.	What is the proportion of irrigated agriculture in global water consumption?
•••••	
3.	Why has the Aral Sea shrunk?
•••••	
4.	What has happened with the remaining water in the Aral Sea?
•••••	
5.	What was one of the Millennium development goals that was reached in the year 2000 in terms of water?
••••	
6.	However, there are still people without access to safe drinking water.
7.	of diseases in developing countries is caused by inadequate water supply and sanitation.
8.	What is the reason of the conflict over the use of the Nile River?



B1+

Content standards:

Food, Scientific progress.

Maturita:

Stravovanie; Vedecko-technický rozvoj.

Students will be able to:

- ▶ understand the terms GMO (genetically modified organisms) and GM foods as well as their labelling and the controversy behind the GM;
- explain the pros and cons of growing and using genetically modified food;

- analyse and evaluate information;
- discuss a difficult topic and exchange opinions.

Duration:

45 minutes.

What you will need:

- ► 1 copy of Worksheet per student
- ➤ 2 sheets of paper (one that says "I totally agree" and the other "I totally disagree")
- ► a double-sided or paper (masking) tape
- ► fruit, vegetables or agricultural products (apple, banana, maize, tomato...)

- 1. Flash Start: Agree or Disagree.
- 2. Dive in: GMO Worksheet.
- 3. Talk it over.
- 4. Take away: What's on the label.
- 5. Follow-up: Opinion Essay.

20 MIN.	Flash start:
	It is recommended that you adjust the classroom as specified below. Make sure the students have enough space to move around.
	Bring some fruit, vegetable or any agricultural product to the classroom (apple, banana, maize, tomato). Tell the students to imagine that it is genetically modified (GM). Would they eat it? Why yes or why not?
	Have the sheets of paper that say "I totally agree" and "I totally disagree" already prepared on opposite walls in the classroom to save time.
	Tell student you will read 2 statements and depending on their opinions they will stand closer to one wall or another. For example, the closer the student is to the wall that says "I totally agree", the more (s)he shows her/his agreement with that statement. First demonstrate with an example.
	Choose two statements and read them one at a time. Students then arrange themselves on the scale. After each set up, challenge some students (preferably those with different attitudes) to briefly explain their position on the scale.
	List of possible statements (some are somehow provocative):
	► Slovakia should ban genetically modified (GM) food.
	► GM food does not harm people's health.
	With increasing population and consumption of food, modifying food genetically is necessary in order to increase yields.
	Leave one statement for the last part of the activity: Pick two pairs of students who are the most opinionated and make them stand on opposite sides of the scale. They can sit on chairs in the middle of the classroom. Their task will be to debate the statement that is left. The task of the other students will be to stand behind the pair of debaters they feel does a better job (at) convincing them with his/her arguments (they should not choose based on their own initial positions). For every round, each side will have 1 minute to present their opinions. After the first round, ask the students to stand behind that pair, which presented stronger arguments.

➤ You can repeat this 2—3 more times. The students should always pick a side based on which arguments they find more convincing (after each round). After the third round the students standing behind each pair are allowed to advise them on what arguments to use.¹
► Have a quick discussion:
What made the arguments convincing? What persuaded you? Why?
Why did you change your position (if the students changed their positions during the activity).
Dive in:
Ask students what they understand under the term "GMO" (genetically modified organism).
Hand out worksheet (in the Appendices). Challenge students (in pairs or groups) to fill the right phrases and expressions into the dotted sections of the texts.
A genetically modified organism (GMO) is an organism whose genetic material has been altered using genetic engineering techniques. Organisms that have been genetically modified include micro-organisms such as bacteria and yeast, insects, plants, fish, and mammals (Source: Wikipedia).
Talk it over:
Discuss with students:
► What is your opinion on the GMO discussion? How do you feel about it? What did you find interesting about it?
▶ Did reading the article make you change your initial opinion? If not, what did you find the text lacked? (You can even use the scale from the beginning of the class to see how the students' opinions changed). Even if the opinions have not changed, you can still discuss why the article or the activity from flash start did (not) convince them.
▶ Where can we find the roots of selective breeding performed by people?
▶ Why is GM food or GMO today so controversial?
▶ Do you think it is important to label food which is "GMO" or "GMO-free"?
Do you read information on food labels, e.g. country of origin, ingredients, date of expiry, etc.? What interesting or surprising information might they contain?
Point out to students that they can decide themselves about products which they purchase and they can find lots of information about the product on the label.
Communicate to students that it is alright to change their opinion when they face new facts or convincing arguments. However, it is crucial to always check the source and its reliability. Also, point out that in debates like the one they just participated in it is crucial to judge the arguments, not the person speaking and respect your partner in the discussion.
Takeaway: At the end of the lesson – after intense debates and discussions, students write down their opinion on the GMO foods. It can serve as a thesis statement for their opinion essay.
Possible follow-up:
You can adapt/use the skills from this lesson to teach writing. Students could write an opinion essay on the GMO foods.
Alternative lesson plan:
You can also divide the activity into two periods: Have the flash start in the first period with a short reflection and assign the worksheet as homework. In the next class, start with a longer reflection and then continue with students writing opinion essays on the topic.
1 Based on an activity called "Spadnutá fajka" published in Výchova k tolerancii hrou by Dušan Ondrušek, Dana Potočko- vá and Juraj Hipš, in 2007, by PDCS (http://www.pdcs.sk/sk/ publikacie/vychova-k-tolerancii-hrou.html)

WORKSHEETS (TEACHER'S COPY)

In 2013 environmentalists in the Philippines vandalised a field of Golden Rice, an experimental **grain** whose genes had been modified. Environmentalists claim that these sorts of actions are justified because **genetically modified (GM)** crops pose health risks. But there is now no serious **scientific evidence** that GM crops do any harm to the health of human beings. Opponents say that risks have not been adequately identified. Concerns also include possible **negative effects** of GMOs on the environment.

One of the biggest **challenges** facing mankind is to feed the 9–10 billion people who will be alive and (hopefully) richer in 2050. This will require doubling food production on roughly the same area of land, using less water and fewer chemicals. It will also mean making food **crops** more resistant to the droughts and floods that seem likely if **climate change** is a bad as scientists fear. Organic **farming** — cannot meet this challenge — it uses far too much land.

WORKSHEETS (STUDENT'S COPY)

In 2013 environmentalists in t	he Philippines vandalised a	field of Golden Rice, an expe-
rimental	whose genes had beer	n modified. Environmentalists
claim that these sorts of action	s are justified because	crops
pose health risks. But there is n	ow no serious	that GM
crops do any harm to the health of human beings. Opponents say, that risks have not been		
adequately identified. Concerns also include possible		
of GMOs on the environment.		
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people who will be alive and (hopefully) richer in 2050. This will require doubling food		
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will also mean making food	ř	more resistant to the droughts
and floods that seem likely	if	is a bad as scientists
fear. farming	g — cannot meet this challen	ge – it uses far too much land.

Zdroi:

Skrátené a doplnené podľa http://www.economist.com/news/leaders/21591176-greens-say-climate-change-deniers-are-unscientific-and-dangerous-so-are-greens-who-oppose-gm?zid=314&ah=607477d0cfcfc0adb6dd0ff57bb8e5c9



B1+

Content standards:

Human and nature; Countries, cities and places.

Maturita:

Človek a príroda; Krajiny, mestá a miesta.

Performance standards:

- ► Argumentation.
- ► Presentation.

Students will be able to:

- ► contrast negative aspects related to deforestation, desertification and climate change;
- ► present their own solutions to environmental issues.

Duration:

45 minutes.

What you will need:

▶ blank sheets of paper (est. 2 per group);

copies of all annexes (at least 1 per group).

Outline:

- 1. Flash start: Brainstorming.
- 2. Dive in: Summit.
- 3. Talk it over: Discuss with students.
- 4. Takeaway: journal personal
- 5. Crank it up a notch = follow-up: Film it and analyse it

-	
5 MIN.	Flash start:
	Brainstorm with students – what are, in their opinion, the most burning problems in world connected to our planet/nature?
	Ask the students, what they understand under the term <i>Sustainable development?</i> W down their comments on the black/whiteboard.
25 MIN.	Dive in:
	Divide students into three groups of 4–5. Each group will have a different text to read. Hat out at least one copy of the appropriate text from the appendix to each group.
	Their task will be (within 12–15 minutes):
	a. to read the text in their working group;
	b. to answer the questions below the texts; and
	c. to prepare a short speech about the global issue referred to in their text. In their speech they should mention:
	► Why it is happening?
	► Where it is happening?
	▶ Who is the most affected?
	What can global society do in order to change it?
	► What can I do to change it?
	A repesentative from each group gives their speech. A 3-minute slot is devoted to ev group to present their topic and possible solutions to the other topics.
10 MIN.	Talk it over:
	Discuss with students:
	► How did you feel performing the tasks?
	─ ▶ Which of the tasks did you find most difficult? Why?
	► Was it easy or difficult to propose solutions for your issues? Why?
	► Are any of these issues present in our region? What would you like to see done address the issues?
	■ Do you feel that you can do anything for sustainable development in your lives? V

yes or why not?

				_														-
-1	(9)	5	MIN.	– Ta	keαv	vay:												-
				Students take the remaining couple of minutes to write down in their notebooks where and how they could start to do something for sustainable development. Crank it up α notch αnd α possible follow up: You can film the summit using a digital camera (or a mobile phone). During the next lesson you can watch the video with students and ask students to give each other feedback on														
				you the	ı can v ir spee	watch teches (the vid	eo wit ıre, pre	h stud esentat	ents a tion, vo	nd ask pice, in	stude tonatio	nts to on, pro	give e nuncia	ach ot ition),	her fee and lin	edback	on -
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GROUP 1: DEFORESTATION

Deforestation is clearing Earth's forests on a massive scale, often resulting in damage to the quality of the land.

Deforestation causes extinction, changes to climatic conditions, desertification, and displacement of populations. The world's rain forests could completely vanish in a hundred years at the current rate of deforestation. Forests are cut down for many reasons. The biggest driver of deforestation is large-scale and extensive agriculture. Farmers cut forests to provide more room for planting crops or grazing livestock. Loggers, some of them acting illegally, cut countless trees each year and build roads to access more and more remote forests, which leads to further deforestation. Forests are also cut as a result of growing urban areas.

Deforestation has many negative effects on the environment. One of them is a loss of habitat for millions of species. 70% of Earth's land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes.

Deforestation is a contributor to climate change and is often cited as one of the major causes of the greenhouse effect. Trees also play a critical role in absorbing the greenhouse gases that fuel climate change. Though deforestation rates have slowed in recent years, it is unlikely that it will stop. Possible solutions include – monitoring deforestation, forest management, reforestation, or sustainable farming.

Ouestions:

- 1) What is deforestation? Create your own definition.
- 2) What are the causes and consequences of deforestation?
- 3) How can we prevent/reduce deforestation? Think about what YOU can do to bring about a positive change. Suggest 2 or 3 solutions.

Source:

www.nationalgeographic.com, http://en.wikipedia.org/wiki/Deforestation



GROUP 2: DESERTIFICATION

Desertification can be described as a process of fertile land transforming into desert. It is recognized as a major threat to biodiversity. Human activities such as deforestation, drought or inappropriate, unsustainable agriculture can lead to desertification, particularly when combined with drought conditions.

The result is crop failure, soil erosion, famine and hunger: people are then less able to work when their need is greatest. It becomes a vicious circle and can result in many deaths, especially among infants and the elderly.

At least 90% of the inhabitants of drylands live in economically developing nations, where they also suffer from poor economic and social conditions. A typical region suffering from desertification is the Sahel region in Africa.

Desertification often causes rural lands to become unable to support the same sized populations that previously lived there. In these extreme and rare cases, people rely on food aid from the international community. But food aid is unsustainable in the long term. The consequence might be mass migrations out of rural areas and into urban areas, particularly in Africa.

Questions:

- 1) What are the causes and consequences of desertification?
- 2) What is a "vicious circle"? Find and describe some other examples of this phenomenon.
- 3) How can we prevent or reduce desertification? Suggest specific solutions.

Sources:

http://www.bbc.co.uk/schools/gcsebitesize/geography/water_rivers/drought_rev1.shtml https://en.wikipedia.org/wiki/Desertification

GROUP 3: CLIMATE CHANGE

Multiple lines of scientific evidence show that the climate system is getting warmer. Scientists are more than 95% certain that the largest contributor to global warming is the increasing concentration of greenhouse gases and other anthropogenic (human) activities.

Effects of global warming include a rising global temperature, rising sea level, and expansion of deserts.

Global temperature and sea level are expected to rise for centuries as a result of human activity, even if green-house gas concentrations were stabilized. The Earth's climate is influenced by many factors: mainly by the amount of energy coming from the sun, but also by factors such as the amount of greenhouse gases and aerosols in the atmosphere.

Atmospheric concentrations of greenhouse gases have significantly increased since the beginning of the industrial revolution. This is mainly due to human activities, such as burning of fossil fuels, land use change and agriculture.

The global average temperature is expected to increase and global average sea level is expected to rise by 18 to 59 cm by the end of the 21st century. Other projected changes caused by global warming are more frequent extreme weather events including heat waves, droughts, heavy rainfall, and heavy snowfall.

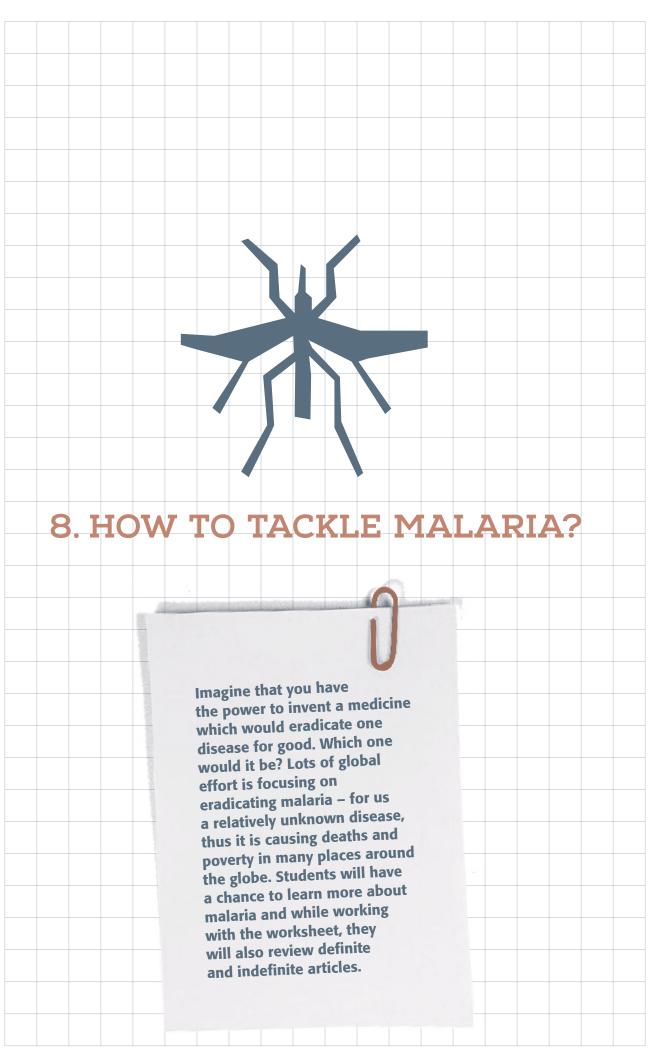
Those most at risk are typically the poor inhabitants of less economically developed countries, since they have less capacity to adapt and their livelihoods often depend on agriculture.

Questions:

- 1) What is climate change? Create your own definition.
- 2) What are the consequences of climate change?
- 3) How can we prevent/reduce climate change? Think about what you yourself can do to bring about a positive change. Suggest 2 or 3.

Sources:

www.greenfacts.org (shortened) and https://en.wikipedia.org/wiki/Global_warming



B1, B2

Content standards:

Human body and health care.

Maturita:

Ľudské telo, starostlivosť o zdravie.

Performance standard:

- ➤ sharing background information about malaria in the
- reviewing definite and indefinite articles;

working with a text and drawing implications from information provided.

Students will be able to:

- ▶ understand the basic facts about malaria, one of fatal diseases of Global South and explain its impact on the affected Sub-Saharan African countries;
- ► use definite and indefinite articles correctly.

Duration:

45 minutes.

What you will need:

1 copy of the Worksheet per pair; dictionaries for students.

A/V:

computer with Internet access; beamer/projector.

- 1. Flash start: widely spread diseases and review of articles
- 2. Dive in: learning articles and facts about malaria.
- 3. Talk it over: the effects of malaria.
- 4. Crank it up a notch: journaling.
- 5. Takeaway: wealth and health.

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What are		▶ Imagine that you have the power to invent a medicine which would eradicate one disease once and for good. Which disease would you decide to eradicate? Why?												
cit answe	▶ What are some widely spread dangerous diseases (HIV/AIDS, malaria, TBC)?													
Elicit answers from students and write them on the board.														
tre in:														
ide the s	stude	ents int	to pairs	and §	give ea	ch pair	the W	/orkshe	eet.				-	
Then let students read Text 1 and fill in articles a, an, the, or leave the space empty. Afterwards, check the answers with the students in the class (page 39). Let students answer the questions below Text 1. Then check the answers with the class.														
ially, let st	tude	nts rea	nd Text	2 and	answe	er the o	questic	ns und	der Tex	ct 2 in	pairs.			
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Why do s	so m	nany p	eople d	die of	t every	year?	Write	the ma	ain poi	nts on	the bo	ard.		
Then, analyse this map with your students: http://bit.ly/malaria-map. The map shows malaria deaths by region. It is clear that Sub-Saharan Africa is affected the most, but you can look at differences in countries — what patterns can you see? (for example, tropical regions suffer the most due to geographical conditions). Discuss with your students											can			
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It is clear that Sub-Saharan Africa is affected the most, but your standard to most due to geographical conditions). Discuss with your students how this influences the communities and countries affected – society, economy, ecation, job market, etc. You can draw a mind map on the board to help students their ideas; What they believe the countries need to improve their situation/how the vicious cy	

	BACKGROUND TEXT FOR THE TEACHER:
	In some countries with a heavy malaria burden, the disease may account for as much as 40 percent of health expenditure in the public sector. (Source: World Health Organization)
	Many of malaria's economic effects are harmful in away that they have agradual and cumulative effect. The simple presence of malaria in a community or country also limits individual and national prosperity because of its influence on the social and economic decisions made by people and organizations, such as the following:
	► Discourages internal and foreign investment and tourism
	Affects land use patterns andcrop choice, resulting in suboptimal agricultural production and contributing to the cycle of poverty and malnutrition. For example, in tropical Sub-Saharan Africa, wherearound 46% of land is infested with malaria, it has adirect affect on sustainability of this land for livestock, astrong assett for poor families. Usually cattle farmers would avoid infested areas and this is aconstraint to livestock and economic development.
	► Reduces labor productivity through lost work days and diminished on-the-job performance
	Negatively affects learning and scholastic achievement through frequent absenteeism and, in children who suffer from severe or frequent infections and associated anemia and iron depletion, causes cognitive impairment and in some cases permanent neurological damage
	Source: World Bank and Land-Use and Land-Cover Change: Local Processes and Global Impacts by Lambin and Geist
5 MIN.	Crank it up a notch: The students spend the remaining time journaling: they create a simple cause-and-effect scheme imagining that Slovakia were suffering from malaria and how it would affect us, from an individual point of view, scaling up to state level. They can finish at home. Takeaway:
	The students should understand that health does not necessarily come only when a country is rich, but that healthy citizens are able to create more wealth. And so, quality health care and elimination of preventable diseases is one of the keys to development.
	CORRECT ANSWERS TO TEXT 1: 1 a; 2 a/ (-); 3 -; 4 a; 5 an; 6 -; 7 a; 8 a; 9 the; 11 a; 12 the; 13 -; 14 a; 15 the; 16 the; 17 the; 18 an;

TEXT 1

Malaria is 1 serious disease that causes 2 high fever and 3 chills. You can get it from 4 bite by 5 infected mosquito. Malaria is rare in 6 Europe. It is most often found in some regions of Africa, Southern Asia, Central America, and South America. Malaria is caused by 7 bite from 8 mosquito infected with parasites. In very rare cases, people can get malaria if they come into contact with infected blood. A developing foetus may get 9 disease from its mother.

Most malaria infections cause flu like symptoms such as **11** high fever, chills, and muscle pain. Symptoms tend to come and go in cycles. Some types of malaria may cause more serious problems, such as damage to **12** heart, lungs, kidneys, or **13** brain. These types can be deadly.

Your doctor will order **14** blood test to check for **15** malaria parasite in your blood. Medicines usually can treat **16** illness. But some malaria parasites may survive because they are in your liver or they are resistant to **17** medicine.

Get medical help right away if you have been in **18** area with specific risk for malaria, if you have been exposed to mosquitoes, and have flu like symptoms .

Adapted from: www.webmd.com/a-to-z-guides/malaria-topic-overview

Follow-up questions

- ► How can you get malaria?
- ► What causes it?
- ► How is it treated?
- ► How can you prevent malaria?
- ► What are the effects of malaria?



TEXT 2

Malaria kills about 660,000 people each year, most of them children, and weakens hundreds of millions more. This means a huge toll on African economies and households. Malaria is not only a health problem but also a development problem. Treatment can cost up to one-quarter of a household's monthly income. The most effective treatment needs to be a combination of preventive measures, such as installing long lasting insecticidal nets, which reduce mosquito populations and, thus, malaria transmission, or indoor residual spraying where appropriate. And medical treatment – taking anti-malarial drugs and preventive treatment for pregnant women. This is not easy to afford, since research shows that most of the money for the costly treatment (inc. hospital stay when necessary) come out of pockets of individuals and households. Economists believe that malaria is responsible for severely limiting economic growth in the region. Operating in a vicious cycle, it is both a cause and consequence of poverty.

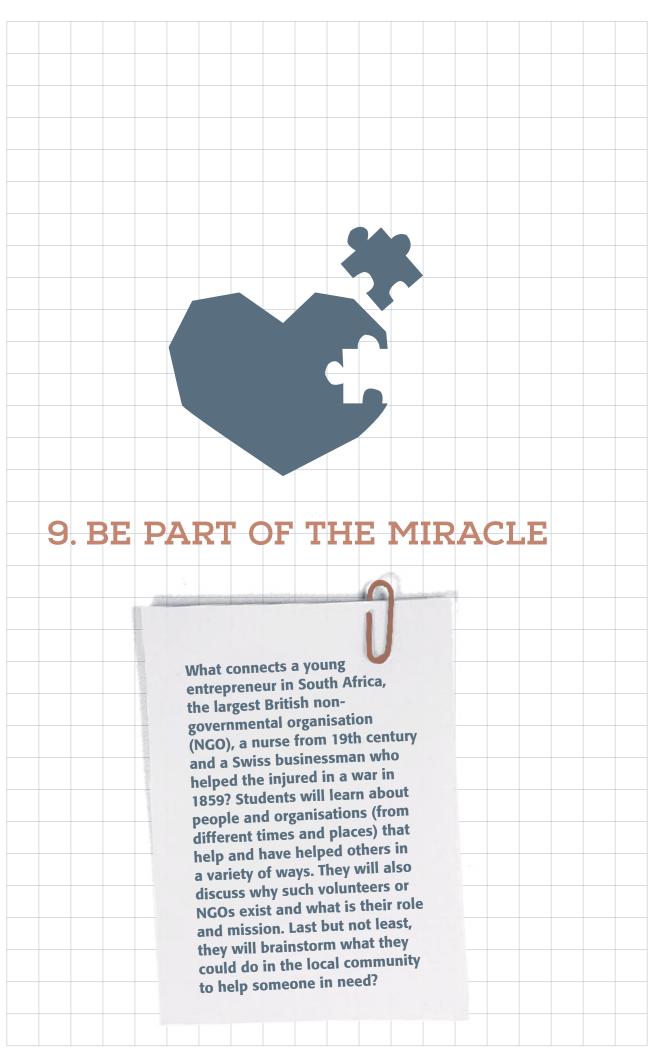
Malaria is both preventable and treatable. Major reductions in the deaths and illness it causes are possible within the next several years. Attacking the disease will have tremendous impact on health and economic outcomes, especially in Sub-Saharan Africa.

Follow-up questions

- ► Is there any vaccine against malaria?
- ► How many people die of malaria every year?
- ▶ What are the economic and social effects of malaria?
- ▶ What percentage of their income does an average household spend on malaria treatment in regions where malaria is widespread?

Sources:

http://bit.ly/malaria-africa (World Bank)
http://bit.ly/malaria-eradication (The Economist)
http://www.worldbank.org/mdgs/diseases.html
http://bit.ly/who-malaria (World Health Organization)



B1+, B2

Content standards (ISCED 3/3A):

Human body and health care.

Maturita:

Health care.

Students will be able to:

➤ summarise, evaluate and interpret information provided in the worksheets about different forms of aid;

➤ present a topic on different access and approach to health / health care.

Duration:

45 minutes.

What you will need:

- ► Copies of worksheets (from Worksheet/Appendix), 1 per group.
- ➤ Copies of texts (Worksheets 1–5), each group of 4–5 students gets a different text.
- ► English-to-English dictonaries for students, 1 per group.

- Flash start: Hippocrates jumbled words.
- 2. Dive in: Stories of health care aid.
- 3. Talk it over.
- 4. Crank it up a notch: Global health in context.
- 5. Takeaway: Health care in your hometown..

5 MIN.	Flash start:													
	At the beginning of the lesson, write or post on the board the jumbled words of the fol lowing Hippocrates quote:													
	"Healing is a matter of time but it is sometimes a matter of opportunity."													
	Students work in pairs and they try to identify the original quote. Give them 2 minutes to put the words of the quote in the correct order.													
	Afterwards, ask a volunteer to read their quote out loud. Correct them if they have not go the quote right.													
	Afterwards, discuss the following questions and collect the students' ideas on the board:													
	► What does the author mean by "a matter of opportunity"?													
	► In today's world, who might be suffering from a lack of opportunity?													
	► How have people and organisations around the world tried, or are still trying to heal, cure, treat, help and comfort others?													
20 MIN.	Dive in:													
	Divide the students into 4–5 groups/teams. Give each group one worksheet and one tex – every group gets a different text to read. Let them read the texts, fill in the worksheets and prepare a short presentation.													
	Remind the students that their presentation should include:													
	► information on the name of the activity;													
	▶ location where it is taking place;													
	a short description of the activity;													
	▶ and the reason behind it.													
	The students will present the information they have found out to the entire class. Each group will have 3 minutes to present													

10 MIN.	Talk it over:													
	Bring the class back together to discuss the following questions:													
	► Why do volunteers and non-governmental organisations exist? What is their role and mission?													
	▶ Do you know any people or organisations helping people in need in Slovakia? Name some as well as the area they work in.													
	▶ What could you do in your local community to help someone in need?													
	► How could you make your idea happen?													
	Collect the students' ideas on the board.													
10 MIN.	Crank it up a notch:													
	To put the state of the global health into perspective, you can use one of the graphs by Hans Rosling. Start by asking students:													
	▶ What do they believe is the ratio of poor and "unhealthy" countries, rich and wealthy ones and those in the middle?													
	nat do they think is the life expectancy in the "most unhealthy" countries of the world?													
	Then, if you have access to the Internet, you can show this video and interactive graph of how health and wealth have changed over the past 200 years: http://bit.ly/rosling-video. You can add English subtitles.													
	If you do not have access to the Internet, you can either show the graph from year 2013 via a projector (http://bit.ly/1STTiWA) or make some copies for groups of students (depending on the equipment available in the classroom). In case, you do not have audio equipment, you can show the graph online from: http://bit.ly/Uxpiqe.													
	Takeaway:													
	Challenge the students to find out the state of health care in their town/city:													
	► What kinds of doctors are there?													
	▶ What is elderly care like? Are there any nurses, nursing homes available?													
	► Are there any volunteers or organisations involved in health care (in their town or abroad)?													
	Ask them to write a short report (150 – 200 words) about their findings.													
	Additional resources: http://www.oxfam.org/en/about/what http://www.gapminder.org http://www.bepartofthemiracle.com													
	Optional: If you have Internet access: Each worksheet contains a link to a webpage where students can find more information as well as pictures documenting the topic.													
	on the equipment available in the classroom). In case, you do not have audio equipment you can show the graph online from: http://bit.ly/Uxpiqe. Takeaway: Challenge the students to find out the state of health care in their town/city: What kinds of doctors are there? What is elderly care like? Are there any nurses, nursing homes available? Are there any volunteers or organisations involved in health care (in their town or abroad Ask them to write a short report (150 – 200 words) about their findings. Additional resources: http://www.oxfam.org/en/about/what http://www.gapminder.org http://www.bepartofthemiracle.com Optional: If you have Internet access: Each worksheet contains a link to a webpage who													

WORKSHEET 1: MEDS ON WHEELS FOR POSITIVE CHANGE*

Sizwe Nzima, a young entrepreneur from Khayelitsha, South Africa, has started an innovative business that is helping to solve overcrowding at public health facilities, while also improving the lives of people who rely on chronic medication. He collects chronic medication from local clinics and delivers them by bicycles to Khayelitsha residents at their homes. The service operates within Khayelitsha, using bicycles to transport medicines. "This is the most cost-effective way and keeps the service affordable. And it is environment-friendly," Nzima says.

His idea to create the business came about after reading a newspaper article. The majority of people who queue for their medicine are able-bodied and waste time that could have been spent at work. "These were people who would happily pay for affordable delivery of their medicine, allowing them to save their sick leave — if they get any — for days when they are really ill," he says.

"Young people should be innovators. Making money is good, but you have to give something back. Business isn't just about making money, but also about bringing about positive change," he says.

Source:

Wilma den Hartigh (21 November 2012); text is shortened; you can find the original text at: http://bit.ly/medsonwheels

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WORKSHEET 2: OXFAM

The name "Oxfam" comes from the Oxford Committee for Famine Relief, founded in Britain in 1942. The group campaigned for food supplies to be sent through an allied naval blockade to starving women and children in enemy-occupied Greece during the Second World War.

Today, there are 17 member organizations of the Oxfam International confederation. They are based in different countries and continents and working in approximately 94 countries worldwide to find solutions to poverty and what it considers as injustice around the world

Oxfam works directly with people around the world, helping them to get better health care. Oxfam provides clean water and sanitation in emergencies, too. More than half a million displaced people in Darfur, Sudan, for instance, have been helped in this way.

Health care for all is a massive challenge, but an achievable one. What's needed is the will, and the funding. Governments of developing countries must invest in their health services. And rich countries, backed by international organizations like the World Bank, must support them. This is the main focus of Oxfam Health and Education campaign.

Around the globe, Oxfam works to find practical, innovative ways for people to lift themselves out of poverty and thrive. They help to save lives and help rebuild livelihoods when crisis strikes. And they campaign so that the voices of the poor influence the local and global decisions that affect them. Oxfam works with partner organizations to end the injustices that cause poverty.

Source:

Adapted from: http://www.oxfam.org/en

WORKSHEET 3: LADY WITH A LAMP

Florence Nightingale (1820 – 1910) was a celebrated English social reformer and statistician, and the founder of modern nursing. She was also called Lady with a Lamp because of her night rounds giving personal care to the wounded soldiers in the wards during the Crimean War.

In 1854 she led an expedition of 38 women to take over the management of the barrack hospital at Ottoman Turkey where she observed the disastrous sanitary conditions. Medicines were in short supply, hygiene was being neglected, and mass infections were common, many of them fatal. There was no equipment to process food for the patients.

Nightingale improved hygiene practices, significantly lowering the death rate at the hospital in the process. Based on her observations in the Crimea, Nightingale wrote an 830-page report analyzing her experience and proposing reforms for other military hospitals operating under poor conditions.

In 1860, Nightingale laid the foundation of professional nursing with the establishment of her nursing school at St Thomas' Hospital in London. It was the first secular nursing school in the world.

Once the nurses here were trained, they were sent to hospitals all over Britain, where they introduced the ideas they had learned, and established nursing training on the Nightingale model. Nightingale's theories were hugely influential and her concerns for sanitation, military health and hospital planning established practices which are still in existence today. To this day, Florence Nightingale is broadly acknowledged and revered as the pioneer of modern nursing.

Optional for classes with Internet access

Watch short videos available at: http://bit.ly/nightingale-video (3:06) http://bit.ly/nightingale2(1:10)

Source:

Adapted from http://www.biography.com/people/florence -nightingale-9423539#later-life&awesm=~oGwTmWtmAC1Lfq and https://en.wikipedia.org/wiki/Florence_Nightingale

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WORKSHEET 4: DOCTORS WITHOUT BORDERS

Doctors Without Borders (MSF) is an international medical humanitarian organization created in France in 1971. MSF's work is based on the humanitarian principles of medical ethics and impartiality. The organization is committed to bringing quality medical care to people in crisis regardless of their race, religion, or political affiliation.

MSF operates independently of any political, military, or religious agendas. Medical teams conduct evaluations on the ground to determine a population's medical needs before launchingprograms, aiming to fill gaps that exist (rather than replicating services that are already being offered) or reach communities that are not being assisted. When large-scale epidemics occur, even when areas in crisis are too dangerous, the medical teams from MSF ensure that the affected population can count on continual care being provided for their most basic health-care needs. They organize basic medical care, treat the injured, carry out vaccination campaigns, train local medical staff and build up the medical infrastructure. In long-term aid projects they fight against diseases like tuberculosis, malaria, sleeping sickness, and HIV/AIDS.

The basic principle is voluntary commitment: MSF volunteers (expats) donate their time and qualifications for people in crisis. The on-location work of the expats is often very exhausting, demanding appropriate professional knowledge, and a large amount of motivation and commitment.

Source:

Adapted from: http://www.lekari-bez-hranic.cz/en/

WORKSHEET 5: RED CROSS

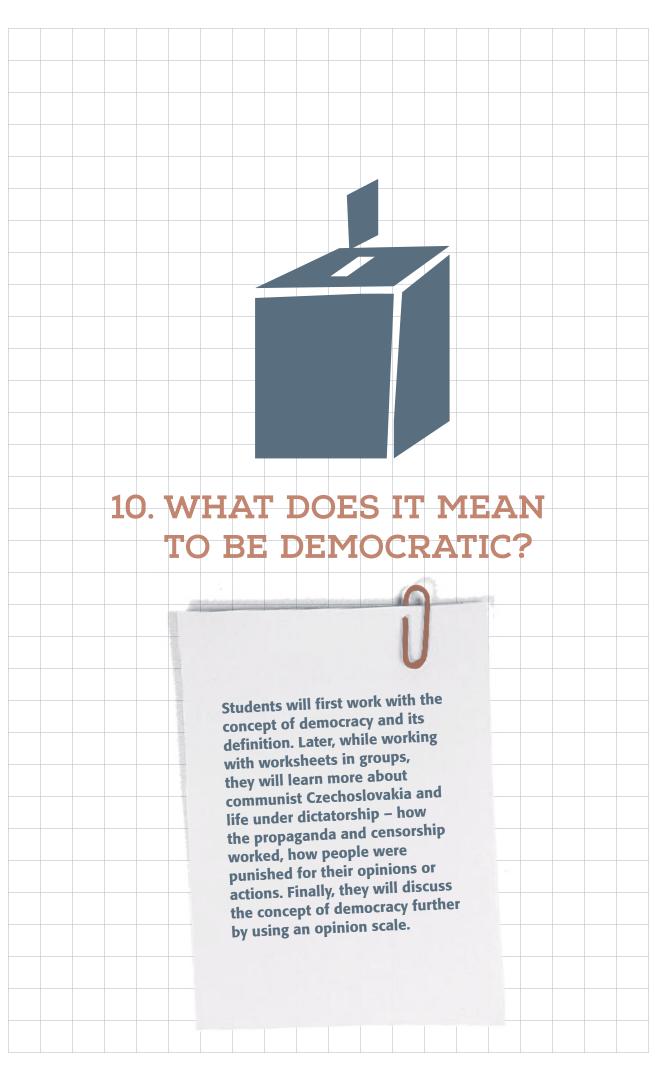
(Jean) Henri Dunant (1828 -1910) was a Swiss businessman and social activist and was founder of the organization Red Cross.

Dunant arrived in Solferino, Italy in 1859, on the same day a battle between the two sides had occurred nearby. Twenty-three thousand wounded, dying and dead remained on the battlefield, and there appeared to be little attempt to provide care. Shocked, Dunant himself took the initiative to organize the civilian population, especially the women and girls, to provide assistance to the injured and sick soldiers. They lacked sufficient materials and supplies, and Dunant himself organized the purchase of needed materials and helped erect makeshift hospitals. He convinced the population to service the wounded without regard to their side in the conflict as per the slogan "Tutti fratelli" (All are brothers) coined by the women of nearby city Castiglione delle Stiviere. He also succeeded in gaining the release of Austrian doctors captured by the French. In his continued pursuit and advocacy of his ideas, he neglected his personal situation and income, falling further in debt. Despite being appointed an honorary member of the national Red Cross societies of Austria, the Netherlands, Sweden, Prussia and Spain, he was nearly forgotten in the official discourse of the Red Cross Movement, even as it was rapidly expanding to new countries.

In 1901, Dunant was awarded the first-ever Nobel Peace Prize for his role in founding the International Red Cross Movement and initiating the Geneva Conventions (The Geneva Conventions are a series of treaties on the treatment of civilians, prisoners of war (POWs) and soldiers who are otherwise rendered incapable of fighting).

Source: http://www.ifrc.org/en/who-we-are/history/

Who?	
What?	
Where?	
When?	
Why?	
Who is affected?	
	<u> </u>
Who?	
What?	
Where?	
When?	
Why?	
Who is affected?	



В2

Content standard:

Interpersonal relations, Man and Society.

Maturita:

Medziľudské vzťahy, Človek a spoločnosť.

Performance standards:

- defining an abstract concept;
- ▶ understanding complex words and expressions;

- ► reading comprehension;
- expressing opinions.

Students will be able to:

- ► define the concept of
- democracy;

 understand the basics of living in the socialist Czechoslovakia;
- ► find differences between a totalitarian regime and a regime on the road to democracy.

Duration:

45 minutes.

What you will need:

worksheets, 1 per student.

- 1. Flash start: rules of democracy.
- 2. Dive in: definition of democracy and totalitarian life.
- 3. Talk it over: democracy scale.
- 4. Crank it up a notch: active citizen.

5 MIN.	Flash start:
	► Write the word "Democracy" on the board.
	► Students write any rules they believe are essential to democracy on the board.
20 MIN.	Dive in:
	Hand out Worksheets. Students work in pairs. They use the mind map to create their own definition of "democracy". Then each pair reads their definition to the class.
	Students read the definition in Text 1. Students find the meaning of the words in bold in a dictionary. Once the students have defined unfamiliar words, check if students understand what a democratic country is.
	Ask volunteers to read Text 2 aloud to the whole class.
	Students write new words from the text on the board. Afterwards, they help each other to understand the new vocabulary.
	Ask students to find answers to the questions below Text 2. Elicit answers from students.
15 MIN.	Talk it over:
	Write the following statement on the board: "The Czechoslovak Socialist Republic was a democratic country." Draw a line with 0%50%100% on the board. Each student has to decide to what extent they agree with this statement and take a stand along the line. Then the students explain their choice briefly.
	Afterwards, change the statement to read: "Slovakia is a democratic country." Have the students rearrange themselves along the line. Then choose the two students at the opposite ends of the spectrum to start a discussion in front of the entire class: Ideally, what should or shouldn't a government do? What must or mustn't a government do? The rest will be evenly divided into two groups (agree/disagree). At any point in the discussion, a group member can replace the student in the front by tapping them on the shoulder.
5 MIN.	Crank it up a notch:
	Students use the remaining time to do some journaling:
	Apart from voting in elections, how can you as citizens help to achieve/create/generate a political change in Slovakia?
	_ _

TEXT 1:

Democracy is a form of government in which all eligible citizens can participate equally—either directly or indirectly through elected representatives—in the proposal, development, and creation of laws. The representatives are elected regularly in free and fair elections. Social, religious, cultural, ethnic and racial equality is protected by the rule of law. Its citizens have respect for the rights of minorities, state of law, and value of individualism.

Source:

Adapted from Linz and Stepan's definition of democracy (in http://bit.ly/demokracia).

TEXT 2:

In 1946, the Communist Party of Czechoslovakia (KSČ) won the elections nationwide. This Party began to build up its positions in security and army sectors; it violated the law and began to persecute its opponents.

The 1950s and beginning of the 1960s were the most drastic years of the ruling communist regime. They were characterised by persecutions of almost all social classes and fabricated judicial trials. During this era, people were unlawfully sentenced and imprisoned, hundreds were executed for the so-called anti-state activities, died at the borders (fortified with barbed wire) during the runaway attempts, were murdered by the State Security interrogators during the hearings, moreover, prisoners of the regime died in the mines, in prisons and in labour camps.

The regime punished its real as well as potential opponents also through confiscation of their property, including their houses, land or agricultural property. Relatives were often being evicted into other parts of the state. During the forced collectivization, many farmers were forced to enter collective farms (družstvá) under severe pressure of the regime. Churches remained one of the few potential opponents of the regime. Hundreds of priests, monks, nuns, and laics were imprisoned for long-time sentences.

The censorship was everywhere and the Czechoslovak radio and television acted as a propaganda tool for KSČ. It followed the orders of the leadership of the Party and adjusted its program accordingly. The army, the judiciary, schools, print, public radio, any form of culture was gradually coming under the control of a few in the Party leadership.

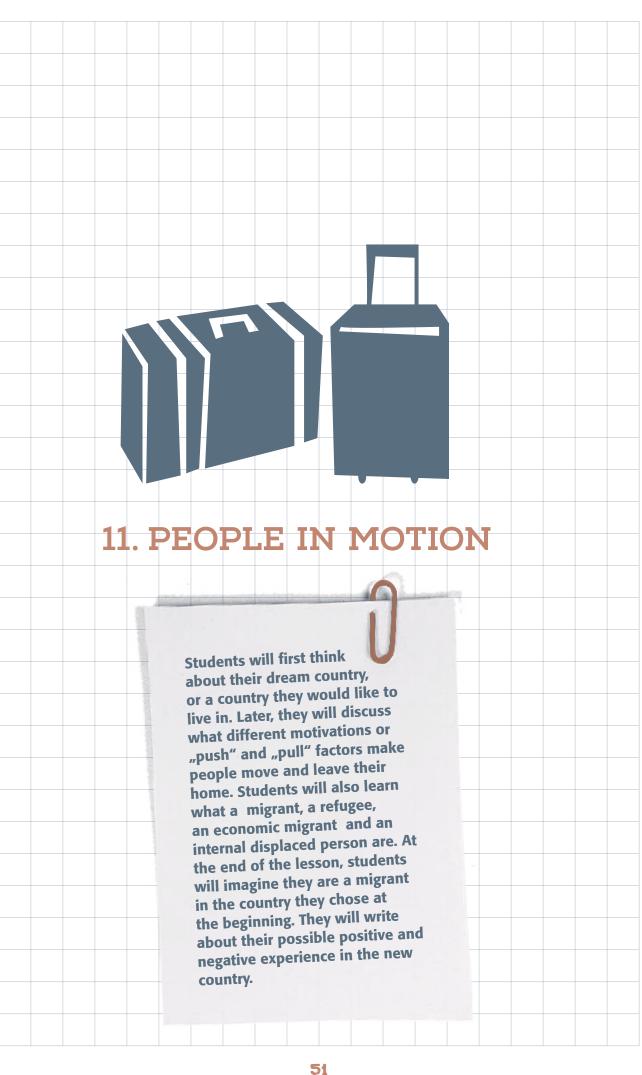
The relatives of those who managed to flee were often persecuted. Dissidents (opponents of the regime) were under the surveillance by the Secret Service, interrogated, imprisoned, or were ordered to work humiliating jobs (esp. members of intelligentsia). The elections became only a formal act. The Party determined the outcome, but the citizens were expected to come and cast their vote. Those who did not show up were often closely watched, as their absence was viewed as a possible disagreement with the regime. Acts of disobedience like this one had its consequences like limiting job promotion or not having one s child accepted to school.

Sources:

http://www.totalita.cz/ and Ústav pamäti národa

Reading comprehension questions:

- ► What happened to people who did not comply with the Communist regime before 1989?
- ▶ What happened to the farmers?
- ► Could you openly criticize the regime?
- ▶ What tools did the regime have to make sure most of the people were obedient citizens and loyal to the regime?
- ▶ What was the position of the Communist Party and its members in the society?



Content standards:

Family and society, Education and work, Multicultural society.

Maturita:

Rodina a spoločnosť, Zamestnanie, Multikultúrna spoločnosť, Mládež a jej svet.

Students will be able to:

- ▶ understand why people migrate and how they choose the target country;
- explain, using specific examples, migration patterns for selected countries;
- ► analyze the positive and negative consequences of human migration.

Duration:

45 minutes.

- What you will need:

 ▶ copy of the Worksheets; 1 per student;
- ▶ post-it notes; one or two per student.

- 1. Flash start: My dream country.
- 2. Dive in: Why people move.
- 3. Talk it over: Where people move.
- 4. Crank it up a notch: The pros and the cons.
- 5. Takeaway: Follow-up.

Sales	
■C 5 MIN.	Flash start:
	Students write on a Post-it note the name of their dream country or a country they would like to live in and the main reason why. Afterwards, they post the notes on the board (or in a designated area in the classroom). Then they walk around and compare what others have written.
20 MIN.	Dive in:
	After the students have done their "gallery walk", they resume their seats. What observations have they made? Are there any similarities, patterns emerging? What reasons did students typically name?
	Write down the main reasons listed, then elicit from the classes further reasons why people move.
	After a few minutes, when the students appear to have run out of ideas, introduce the worksheet. Students will read through the text and find out about different types of migrant groups.
	After the students have read the text, check their understanding: How would they define each individual group? Who are these migrants and why do they migrate?
	Divide up the class into four teams. Each team will focus on one migrant group. Together, they will work out the answers to the five questions on the Worksheet ("In your own words").
	Finally, each group will present its answers to the whole class.
13 MIN.	Talk it over:
	Ask students to bear in mind what they have just presented. Then, pull up this chart http://bit.ly/graf-migracia – to have a global picture of migration. Go over the text in the worksheet – in the In Context section.
	Then pull up http://www.iom.int/world-migration on the screen and show the students migration information about Slovakia. Look at 'Outward migration' first and discuss with the class:
	► what types of migrants they think are concerned, and
	▶ why they have chosen these particular countries.
	Then look at 'Inward migration' and answer the same questions for those coming to Slovakia.

=C	7	MIN.	Cr	ank	it up	a no	tch:										
			Students will work the remaining few minutes with their journals. During this time, they will imagine they are a migrant in the country they chose at the beginning of the class. In the first five minutes, they will write about their possible negative experience in the new country: What they are struggling with, what they miss about their home country, what they are puzzled by, etc. This should be at least one paragraph in length, written in first person. When the five minutes are up, introduce the next task. Now they will write about their possible positive experience in the new country - what they are excited about, what truly makes them happy about their new home, and so on.														
																	they
			– Fc	ollow	-up:												
			At home, each student will continue to study the situation in a country of their own choosing. Using the resources introduced in class, as well as others available on the Web and/or in the library, they will prepare a summary to be presented in class or to be used as part of a class/school project. Read the text below to find out about migration types and patterns. Underline or highlight														and/ part
			Read the text below to find out about migration types and patterns. Underline or highlight any words you do not understand.														light

MIGRATION

mi•grate / mai'greit / verb (used without object), mi•grat•ed, mi•grat•ing. to go from one country, region, or place to another.

Synonyms: move, resettle, relocate.

Antonyms: remain.

Migrant

At the international level, no universally accepted definition for "migrant" exists. According to the United Nations, the term migrant can be understood as "any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country."

Under such a definition, those travelling for shorter periods as tourists and businesspersons would not be considered migrants. The estimated number of international migrants in the world was 232 million (2013).

Economic migrant

Someone who emigrates from one region to another to seek an improvement in living standards because the living conditions or job opportunities in the migrant's own region are not stable. The United Nations uses the term migrant worker. The term economic migrant is often confused with the term refugee, however, economic migrants migrate due to economic turmoil, not due to fear of persecution on the basis of race, religion, or ethnicity.

Refugee

The notion of who does and doesn't qualify for refugee status is one many countries struggle with. Refugee is (said simply) someone who has been forced to leave a country because of war or for religious or political reasons.

According to international conventions, a refugee is "a person who owing to a well-founded fear of being persecuted 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."

Internally Displaced Person (IDP)

IDP are persons or groups of persons who are as if refugees inside their own country. They have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border. In 2014, there were 38.2 million IDPs in the world.

Sources:

ION, United Nations, Wikipedia

In your own words

- ► How would you define this migrant group? What characterizes it?
- ▶ What is the push factor for this group? What is their reason for leaving their home country?
- ► What is the pull factor for this group? What makes them choose a particular country to settle in? What are they looking for?
- ▶ What negative effects does this type of migration bring for the target country?
- ► What positive effects does this type of migration have on the target country? How can/does the target country benefit from this type of migrants?

In context

It's not the poorest countries sending people to the richest countries, it's countries in transition—still poor, but with some education and mobility—that are the highest migratory contributors. As countries develop, they continue to send more migrants, and at some point they become migrant-receiving regions themselves.

The largest regional migration is from Southeast Asia to the Middle East. This is largely driven by the huge, oil-driven, construction booms happening on the Arabian Peninsula.

The biggest flow between individual countries is the steady stream from Mexico to the US. (In fact, the US is the largest single migrant destination)

There's a huge circulation of migrants among sub-Saharan African countries. This migration dwarfs the number leaving Africa, but the media pay more attention the latter because of the austerity-driven immigration debates in Europe.

Source:

http://qz.com/192440/where-everyone-in-the-world-is-migrating-in-one-gorgeous-chart/

Učíme (sa) v globálnych súvislostiach (World-class Teaching) je medzinárodný projekt, ktorý sa zameriava na učiteľky a učiteľov stredných škôl a podporuje ich pri systematickom začleňovaní globálnej dimenzie do vzdelávacích programov jednotlivých predmetov, a to v kontexte oficiálne existujúceho kurikula.

V rámci slovenskej časti projektu vytvárali učitelia vzdelávacie materiály, ktoré pomáhajú rozvíjať kompetencie žiakov v oblasti globálneho vzdelávania, a to v piatich predmetoch: geografia, dejepis, občianska náuka, anglický jazyk a umenie a kultúra.

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Vzdelávacími a osvetovými aktivitami na Slovensku sa snažíme prispieť k budovaniu otvorenej, tolerantnej a solidárnej spoločnosti.

Našim cieľom je pomôcť školám učiť lepšie a efektívnejšie, rozvíjať kritické a kreatívne myslenie žiakov, ich komunikačné zručnosti a podporovať mladých ľudí k tomu, aby sa z nich stali aktívni občania.

Od roku 2004 pripravujeme metodické materiály a semináre pre učiteľov, ktoré bezplatne ponúkame základným a stredným školám na Slovensku.

Všetky nami pripravené metodické príručky nájdete na: www.clovekvohrozeni.sk/sk/metodicke-prirucky a www.globalnevzdelavanie.sk.

