Fostering Global Citizenship in the Young Learner Classroom
What is a global citizen?
A global citizen is someone who identifies with being part of an emerging world community...
A global citizen is someone who identifies with being part of an emerging world community...

...and whose actions contribute to building this community’s values and practices. ~ Ron Israel, The Global Citizens’ Initiative
We live in an interconnected world.
We rely on each other in so many ways.
We rely on each other for...

Trade    Political Stability    Resources    Sustainability
Protection   Innovation   Peace
Communication   Health   Energy   Aid
This means our children need more skills to prosper in the globalized world.
#1 Skill:
Proficiency in a Global Language
#1 Skill:
Proficiency in a Global Language

ENGLISH
As English teachers we can offer children a passport into this globalized world, using a language that, presently, can open doors to different cultures, not only to English speaking countries, but a whole society that speaks English around the globe.

~ Carina De Oliveira
English Teacher, Brazil

Quoted in Shin & Crandall’s (2014) Teaching Young Learners English
How can we teach global citizenship?
To become active global citizens students need:

Knowledge
Skills
Values

(Oxfam, 2015)
The 5 Essential KNOWLEDGE Areas

- Economy
- Technology
- Environment
- Politics/civics
- People

NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning
• Connect language learning to content areas
• Use topics and themes at grade level
• Relate content to learners’ lives locally & globally

EYL Classroom Application:
Use Thematic Units
In this unit, I will...
- name rooms in a house.
- name furniture.
- talk about actions.

Look and check.
The house is

- big.
- small.
Unit 5

Arts Lost and Found

In this unit, I will...
- talk about why it's good to save traditions.
- explain how the past makes me who I am.
- write a blog.

Look and answer.
1. What is this person wearing?
   a. a hat  b. a mask
2. What is this person doing?
   a. dancing  b. singing
3. Use one word to describe the emotion on the face.
   ____________________________
Unit 5

Animal Habitats

In this unit, I will:
- name animal habitats.
- say what animals look like.
- talk about animal homes.

Look and circle.
1. There are ____ lions.
   a. five  b. six  c. seven
2. They are ____
   a. hunting  b. resting  c. eating

Lions resting, Tanzania
Unit 6

Smart Choices

In this unit, I will...
- talk about products and their characteristics.
- talk about preferences.
- report commands and questions.
- write a product review.

Answer the question.
1. What is the most important thing to consider when you buy a product?
   Rank them 1-4. (1 = most important)
   - a good price
   - useful
   - good quality
   - a cool design
Unit 4
Water, Water Everywhere

In this unit, I will:
- identify types of water and their characteristics.
- describe recent activities.
- talk about saving and wasting water.
- understand and explain statistics.

Look. Answer.
1. This is ______
   a. a waterfall     b. a wave
2. Write your own caption for the photo.

Na Pali Coast, Kauai, Hawaii
The 5 Essential SKILLS of Global Citizenship

- Curiosity
- Critical Thinking
- Participation
- Communication
- Conflict Resolution
EYL Classroom Application: Use Projects & Group Work

- Arouse curiosity
- Promote active learning
- Encourage communication & collaboration
- Encourage critical thinking
- Encourage teamwork
Unit 8
Reduce, Reuse, Recycle

In this unit, I will...
• discuss the importance of reducing, reusing, and recycling.
• discuss art from recycled materials.
• talk about what I can do to help the environment.
• write a biographical paragraph.

Check T for True and F for False.
1. There are about one hundred sculptures.
2. Each sculpture is a little different.
3. The sculptures are made from trash.
4. This is a landfill.
13 Listen and read. TR: 9:20

Found Art

We often think of reusing and recycling as something we just have to do. But some people see it as a chance to create. Any object can be reused to make something amazing. Reusing is more than a way to save—it can help us think about things in new and different ways.

Using found stuff to make art is not new. Found art became popular in the 1900s. Found art made people think about the things around them in a different way. Many things could be made into art! Today, many artists still make art from things they find. Sometimes they use things as they find them, and other times they make changes to the things they find. Sometimes they use junk. The artists put it all together to express their thoughts. We can enjoy their creativity and be amazed at the artists’ skill. We can also be surprised by our feelings. Often we can just appreciate the beauty or the humor. All these things make found art valuable in our lives.

14 Check T for True and F for False.

1. Using junk to make art is a way to reuse trash.  
   T  F

2. Found art always uses trash.  
   T  F

3. Art made from junk is valuable because it makes us think in new ways.  
   T  F

4. Found art started in the 1850s.  
   T  F

5. Brian Marshall makes sculptures from rubber tires.  
   T  F

15 Label. Use these words.

- fork
- key
- pencil sharpener
- spoon

16 Vote on the most creative work of art. Work in a group. Look at these photos and the photo on pages 124 and 125. Discuss the art. Which do you like best? Explain why. Does your group agree?

17 Make more trash art. Work with a partner. Discuss creating trash art. What would you make and what materials would you use?
21 Make art from things you throw away.

1. Work in a small group. Collect different types of junk.
2. Look at your collected junk and decide what to make.
3. Make your work of art.

We made a robot sculpture. Our sculpture is made with recycled cardboard and reused plastic utensils and ornaments. Your junk can be made into art, too!

Now I can...

- discuss the importance of reducing, reusing, and recycling.
- discuss art from recycled materials.
- talk about what I can do to help the environment.
- write a biographical paragraph.
10 Listen and repeat. Then read and write.  

1. Banana peels, plastic bottles, soda cans, old newspapers, boxes, and broken toys are examples of _________________________.

2. When companies catch too many fish all the time, there aren’t enough fish left to reproduce. The result is ________________________.

3. Paper is ________________________. With time, it disappears.

4. Bottles and bags made out of ________________________ are not biodegradable.

5. Big ships called tankers transport oil across the ocean. When they have an accident and oil escapes, the result is an _________________________.

11 Work with a partner. Listen, talk, and stick.  

Oil spills happen when tankers have accidents on the ocean.  

Right

"With every drop of water you drink, every breath you take, you're connected to the ocean. No matter where on Earth you live. Taking care of the ocean means taking care of us."

Sylvia Earle, Oceanographer Explorers-In-Residence

- Get together with another group. Share your ideas. Are they the same or different? Which idea does everyone like best?
Make posters and cards about ways to help sea animals.

1. Research information.
2. Make posters.
3. Make cards to hand out.
4. Invite people to a community clean-up.
5. At your event, take photos for a school newspaper article.

Now I can...

- identify sea life.
- describe characteristics of sea life.
- talk about protecting the oceans.
- write a paragraph of contrast.

---

Our poster is about why it's important to protect coral reefs.

Reefs and corals are an important resource. Scientists use reef animals to develop medicines.
Make a time capsule of things that show your culture.

1. Work in small groups.
2. Talk about things that show your culture.
3. Choose the best things to include.
4. Put objects in your time capsule.

Culture Time Capsule
Critical thinking activity

Now I can . . .

- talk about why it's good to save traditions.
- explain how the past makes me who I am.
- write a blog.

We put in a smartphone as something new. But we also put in my grandmother's embroidered handkerchief because it's old and traditional.
Students communicate and think critically about...

- What are important aspects of our culture to share with others?
- What represents our culture well? Honestly?
- What values do these objects represent?
- What are important aspects of culture that may change in the future?
- What is important to me vs. what is important to others about our culture? Elders? Other social groups? Other gender? Other regions?
The 5 Essential VALUES of Global Citizenship

- Sharing Opinions
- Respecting Diversity
- Exercising Rights and Responsibilities
- Concern for the Environment
- Making a Difference
• Expose YLs to other people, places, and cultures

• Motivate YLs care about others and protect planet

• Inspire YLs to contribute to our world

EYL Classroom Application: Promote values and mission
Clothes Are Fun!

People all over the world wear special clothes on special days. Sometimes they are clothes from the past.

1. The children from Turkey are wearing shoes. yes no
2. The girls from Korea are wearing dresses. yes no
Clothes Are Fun!

People all over the world wear special clothes for special days. Sometimes they are clothes from their home country and sometimes they are traditional clothes worn on special occasions.

14 Listen and read. TR 924

Tree House Vacation

Are you ready for a great eco-adventure? Have your vacation in a tree house! You can find them all over the world. Tree house vacations are in places such as Brazil, Kenya, Belize, and India. There’s lots to do in nature!

In India, there are tree house bedrooms from 10 to 35 meters (35–110 feet) up a tree. There’s a bamboo elevator to carry you up. It’s powered by water! The electricity you use comes from the sun. And there are trails to hike and natural swimming pools to swim in. You can visit your neighbor by walking on a bridge made of rope.

You can stay in comfort at a tree house in Kenya. It has two floors and the rooms have big beds. The windows have colored glass and the bathrooms have showers. There’s a small kitchen, too. The hotel serves food in your room! And if you get tired of living in nature, the city of Nairobi is about 30 minutes away.

In Belize you can live with parrots under a Guanacaste tree that is about 30 meters (100 ft.) tall. The parrots make good neighbors because they eat the insects! There are other birds, too—so it’s a great place for bird watching. A river runs around the tree house on three sides. The clear water is good for swimming!

The largest tree house vacation place is in the Amazon in Brazil. There are many tree houses, all connected by more than 8 kilometers (5 mi.) of wood bridges. You can walk through the trees at about 25 meters (80 ft.) high and see the wildlife. Your neighbor may be a monkey!

12 Listen and read. TR 930

Circle yes or no.

1. The children from Turkey are wearing shorts.
2. The girls from Korea are wearing dresses.

15 Listen and read. Look.

Nairobi, Kenya

A company is planning future vacations on the moon. Some tourists have already visited the space station, but it’s expensive.
**People**

**Clothes Are Fun!**

People all over the world wear special clothes on special days. Sometimes they are clothes from Korea.

**Places**

**Tree House Vacation**

Are you ready for a great eco-adventure? Have your vacation in a tree house! There are tree house bedrooms from 10 to 35 meters (33–115 ft.) in height! There’s a bamboo elevator to carry you up. It’s powered by water! The use comes from the sun. And there are trails to hike and natural swimming pools to swim in. You can visit your neighbor by walking on a bridge made of natural materials.

You can stay in comfort at a tree house in Kenya. It has two floors. The hotel has big beds. The windows have colored glass and the bathrooms have small kitchens, too. The hotel serves food in your room! And if you get nature, the city of Nairobi is about 30 minutes away.

In Belize you can live with parrots. A Guanacaste tree that is about 30 met. The parrots make good neighbors. There are other birds, too, for bird watching. A river runs around on three sides. The clean water is good for fishing. The largest tree house is in the Amazon in Brazil. The tree houses, all connected by a kilometer (6 mi.) of wooden walkway through the trees at about 66 ft. high and see the wild neighbor may be a monkey!

**Cultures**

**November Celebrations**

The Day of the Dead is a big festival in Mexico. People celebrate it on the first day of November. They remember and celebrate the dead people in their family. Sometimes they decorate the graves in the cemetery with skeletons in special costumes. Families take a big feast to the cemetery, and they light candles and play music. Sometimes there are fireworks, too. People give candy and chocolate in the shape of skulls. On November, the skulls and skeletons are not scary and the festival is not sad. The Day of the Dead is a time for fun and happy celebrations.

In Thailand, the festival of Yi Peng usually happens in November, too. On the first day, there is a parade and people wear beautiful costumes. People make lanterns out of rice paper. They light small candles inside them. The warm air makes the lanterns go up into the sky. On the night of the festival, there are thousands of bright lanterns in the sky. It’s very beautiful. People imagine that the lanterns are taking away the bad things in their lives. People also decorate their homes and gardens with paper lanterns. And on the last day, there are fireworks.

1. The children from Turkey are wearing shoes.
2. The girls from Korea are wearing dresses.
Dear Carlos,

My father has a new job. He is a zookeeper! He takes care of the elephants. He gets up at 6:30. After breakfast, he always goes to see the elephants. They are called Archie and Tina. He usually gives the elephants a bath first! He uses a lot of water. After that, he feeds them. They eat lots of potatoes and carrots. Before lunch, he cleans the elephant barn. Sometimes, in the afternoon, he walks with the elephants and helps them to exercise.

He loves his new job. I want to visit him at the zoo!

Naomi
Make a collage. Show ways people care.

1. Cut out a big circle.
2. Collect and draw pictures that show caring.
3. Glue the pictures to cover the circle.
4. Tell the class about your collage.

Now I can...
- talk about caring for others.
- describe daily routines.
- talk about how many times people do things.
Paragraphs of Information
When you write a paragraph of information, you should state facts and statistics and give examples.

17 Read. Read the paragraph of information. Underline the statistics.

Save water outdoors!
About 5 percent of the world’s fresh water goes to our homes for drinking, cooking, and cleaning. The average family uses one quarter of their fresh water in the yard! In many countries, people waste 50 to 80 percent of their yard water because they water grass when it’s hot outside! People should water early in the morning or late in the afternoon when there is less sun. People also waste 10 to 35 liters of water every time they leave a hose running for one minute. But why do we waste our drinking water on grass? We could collect rainwater to water the plants!

People wash their cars with our drinking water, too! When people wash their cars at home, 50 percent of the chemicals from car soap go down the drains and flow to freshwater rivers. Today, about 40 percent of our rivers are polluted. Remind your family and friends where the water goes. You can make a difference!

18 Write. Write a paragraph of information. Describe ways to save water inside your home. Give examples. Remember to include facts and statistics.

19 Work in a small group. Share your ideas.
PRACTICE #1
Let’s apply this framework to the EYL classroom.
Listen and read. TR: A17

Listen and say. TR: A18

Some people live in big towns. Other people live in small villages. In both, there are interesting places to go. Do you have these places where you live?

- a hospital
- a supermarket
- a train station
- a movie theater
- a post office
- a bakery
- a toy store
- a police station
- a museum
- a restaurant
- a park

3 Work with a partner. Describe and guess. Use these words.

- a doctor
- a swing
- food
- movies
- paintings
- bread
- a police officer

You can get medicine here.

It's a drug store!
How could you develop a thematic unit that works on global citizenship knowledge, skills, and values?

Vocabulary: places
Function: asking for and giving directions
My Place in the World

In this unit, I will...
- ask for help.
- give directions.
- talk about my town.

Look and check.
I can see
- North America.
- South America.
- Asia.
- Australia.
**A Great New Town**

I'm new in town. I think I'm lost. Can you help me find my way? I'm new in town. Can you help me with my busy day?

Where are the post office, the toy store, the supermarket, and the park?
Where's the bakery?
Where's the library?
Where are the zoo, the school, and a swimming pool?

**CHORUS**

I can help you. You're not lost. I can help you today.

Here's the post office, the toy store, the supermarket, and the park. Here's the bakery, the library, the zoo, the school, a swimming pool, and a movie theater, too!

I can help you. You're not lost. I can help you today.

Thank you for helping me to find my way. Thank you for helping me with my busy day. In my great new town today!

5 Sing again and hold up pictures.
17 Read. We can use the word and to connect two ideas. Underline the sentences with and as you read.

My special place in the world

My name is Jan, and I live in a town in Poland called Kazimierz Dolny. I have two favorite places! There is a hill by the town. You can walk up the hill, and you can see the whole town. I think it’s beautiful, and it’s very quiet. My second favorite place is the bakery! My town is famous for its special bread. The bakery makes bread in the shape of a chicken. It’s delicious!

18 Write. Write about your special place in the world.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

19 Work in groups of three. Read your writing to your group. Listen. Take turns. Fill in the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Favorite places</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20 Look and read.

It’s fun to find new things to explore in your town.

Shanghai, China

21 Read. Talk and write.

How can we explore our town?

We can ______________________

____________________________________

____________________________________

____________________________________
Make My World circles.

1. Cut out six circles of different sizes.

2. On the smallest circle, draw a picture of your house and write My House.

3. On the other circles, do the same for My Neighborhood, My Town, My Country, My Continent, and My World.

4. Taking care, join the circles together with a brad.

I live in South America.

Now I can...

- ask for help.
- give directions.
- talk about my town.
Relate content to children’s lives locally and globally.
Now I can ask for help, give direction, and talk about my town.

This is my neighborhood.
PRACTICE #2
Let’s apply this framework to another example.
Every week people go to the supermarket to buy vegetables like green beans and cucumbers that come from big farms. Some supermarkets also sell fruit and vegetables from small local farms. But most people think food from the garden is fresher and tastes better than food from a supermarket.

Some lucky people have space to grow food in their own gardens. For example, they grow carrots, onions, and cabbages. Many other people do not have space at home, but sometimes they work together to grow food in a community garden.

It's easier than you think to grow vegetables. First you dig. Then you plant the seeds. But remember to water the plants! And you have to weed the garden sometimes. When the vegetables are ripe, they are ready to pick.
How could you develop a thematic unit that works on global citizenship knowledge, skills, and values?

Vocabulary: vegetables
Function: talk about obligation
In this unit, I will...
- talk about obligation.
- describe frequency.
- discuss and order food.
- express my opinion.

Look and check T for True and F for False.

1. These people are buying vegetables.  
   - [T]  
   - [F]

2. They are on boats.  
   - [T]  
   - [F]

3. The vegetables are fresh.  
   - [T]  
   - [F]
Where’s Your Food From?

Some fruits and vegetables travel a long way to get to your table. Thanks to transportation, you can enjoy watermelon or strawberries any time of the year. But many people prefer to eat local food from community gardens or local farms.

These small local farms produce fruit, vegetables, and grains. Some of them also raise animals for milk and meat. People can have fresher food because these farmers grow it locally.

What about cities? There isn’t much space to have farms. One way to grow food in a city is on a roof! In this roof garden, a class of children grew 453 kg (1,000 pounds) of vegetables in one year. The children grew cabbages, carrots, lettuce, and even strawberries! They had to water the plants and weed them, but they enjoyed the food they grew in their outside classroom.

Read. Make complete sentences.
1. Some fruits and vegetables are very expensive to transport.
2. It is very expensive to produce food from local farmers.
3. There are no small farms in cities.
4. In cities, a solution to fresh food is rooftop gardens.
5. Food transportation is fresher and better.

Complete the chart. Read the problem. Write the solution.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no local food in winter.</td>
<td>Transportation of food is expensive.</td>
</tr>
<tr>
<td>Transportation of food is expensive.</td>
<td>There’s no space to grow food in cities.</td>
</tr>
</tbody>
</table>

Work with a partner. Talk about producing food. Use these words.

food fresh grow local meat plants raise
Paragraphs of Opinion
In a paragraph of opinion, you express your opinion about something. You give the reasons why you feel this way. You can also use words and expressions that introduce your opinion, such as I think, in my opinion, and I believe.

18 Read. How does the writer introduce opinions? Underline the words and expressions.

Fresh Food or Canned Food?
When you shop for food, you can buy fresh food or canned food. Which is better? I think fresh food tastes better. Fresh food is good for you. It does not have any extra salt or sugar. You know just what you are eating. But you have to wash it first because sometimes it is a little dirty.

There are some positive and negative things about canned foods, too. In my opinion, canned food is more convenient because it lasts longer than fresh food. Also, with canned food you can always have fruit and vegetables—even in winter. But canned food usually has extra salt or sugar, and I believe this is bad for you. Also, canned foods make more trash because you have to throw the cans away.

I think fresh foods are better than canned foods.

19 Write. Write about food from supermarkets and food from local farms. Describe some positive points and some negative points about each one. Express your opinion.

20 Work in a small group. Share your writing. Listen and take notes. Write down the names and opinions of your classmates.
Make plant cards.

1. Research a plant you want to grow.
2. Create a card that tells about it. Include a picture and text.
3. Present your plant card to a group.
4. Tell why you think your class should grow your plant.
5. Vote for plants to raise in class.

Now I can...
- talk about obligation.
- describe frequency.
- discuss and order food.
- express my opinion.

Did you know that tomatoes are really a fruit?

This is a tomato plant. Tomato plants have to have lots of sun, but they produce lots of tomatoes. And tomatoes are great on pizza!
To become active global citizens students need:

Knowledge
Skills
Values

(Oxfam, 2015)
National Geographic Mission: To inspire people to care about the planet
Travel is fatal to prejudice, bigotry, and narrow-mindedness...

Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime.

~ Mark Twain
Explore other people, places, and cultures.

**NATIONAL GEOGRAPHIC**

**Mission**

Understand the human family.

- Are all the people in the world one big family? Work in a small group. Discuss.
- How can you learn more about the human family? Why is it important to understand how we are the same and how we are different? Discuss and write the best ideas in the box.

- Work with another group. Share your ideas. Are they the same or different? Which ideas does everyone like best?

“Everyone alive today descends from one woman who lived around 180,000 years ago.”

Spencer Wells, Geneticist
Explore-In-Residence
Express their own culture in English.
Care about others and protect our planet.

Mission

Protect the oceans.

- Why must we protect the oceans? Discuss.
- Work in a small group. What can you do to help? Talk about your ideas and write the best ones in the box.

“With every drop of water you drink, every breath you take, you’re connected to the ocean. No matter where on Earth you live. Taking care of the ocean, means taking care of us.”

Sylvia Earle, Oceanographer, Explorer-in-Residence at the National Geographic Society

- Get together with another group. Share your ideas. Are they the same or different? Which idea does everyone like best?
Be inspired to contribute to our world.

NATIONAL GEOGRAPHIC

Mission

Help reduce our human footprint.

- What can your community do to reduce, reuse, and recycle?
- Think of ways your community can reduce waste. Think of ways it can reuse and recycle.
- Work in a group. Discuss ideas for the community. Write your ideas in the box.

“People must create the problem, so it's critical to get the public excited and eager to participate in a solution.”

Alexandra Cousteau
Water Advocate and Environmental Filmmaker
Emerging Explorer

- Share your ideas with another group. Are they the same or different? Decide which ideas everyone likes best.
By developing active global citizens committed to making the world a great place to live.
Children are the world's most valuable resource and its best hope for the future.

~ John F. Kennedy
Join my TEYL Facebook group!

Teachers, this information graphic is for YOU!

- PURPOSE

YOU LOVE IT
YOU ARE GREAT AT IT
THE WORLD NEEDS IT

MISSION
VOCATION

PASSION
PROFESSION

YOU ARE PAID FOR IT