

PROJECTS: Guidelines for use and Worksheets

Prepared by Ines Begić

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UNIT 1 – PROJECT 1 – All About Me

Before

- 1 Ask your students if they have a social network profile and what it looks like.
- 2 Short discussion about the reasons why they have or don't have a profile, what do they use it for, what are its advantages and disadvantages, what would they like to change about it or what kind of additional options or settings they would like to suggest.
- 3 Tell your students they are going to make their own social network profile in English.
- 4 In case you have computers in your classroom, they can do it at school. If not, regard it as a homework assignment.
 - If there are students who do not like the idea of making a profile, suggest they make a fictional profile and make up a person if that would make them feel more comfortable.

While

- 1 It is likely that most of your students are familiar with social networks and their options. However, there are always those who will need help so encourage them to work in groups in order to help the students who don't know how to create a profile.
- 2 Present your expectations and encourage them to create as detailed a profile as possible and ensure plenty of time for the fulfilment of this task.
- 3 Tell your students to write about:
 - Education: school, favourite subjects, special school interests and extracurricular activities;
 - The place where you live: short description of the place you live or your neighbourhood, neighbours, friends and favourite hang-outs;
 - Basic information: birthday, name day, interests, hobbies, taste in clothes, sports you like and anything else you find interesting;
 - Family: who you live with, do you have any siblings and what are they like, how do you spend time with your family, and similar;
 - Relationships: photos and/or descriptions of your friends, girl/boyfriend, what they like and dislike, what do you like about them, what do you do together in your free time;
 - Life events: interesting stories or short descriptions of important events that have happened in your life; here you could also add a few photos;

- Sports: teams and athletes you support and look up to;
 - Music: singers, bands and music you like;
 - Movies and TV shows: that you've watched, want to watch and those you like;
 - Books: that you like, you've read and want to read;
 - Photos: you might want to create a few albums to show your childhood, your life now and your dreams for the future; or you could perhaps create albums about your school life, family, trips, holidays, hobbies, sports, concerts, etc.
- 4 Encourage your students to be creative and imaginative even if not everything they present is true. They might want to show a person they would like to become or a life they would like to lead. In either case, tell them they can delete their profile after the presentation at school.
 - 5 Profile presentation during the lesson.

UNIT 1 – PROJECT 2 – Great Musicals

Before

Visit [YouTube](https://www.youtube.com) to find trailers, scenes, and soundtracks from *Les Miserables*, *West Side Story*, *Mamma Mia* and *Phantom of the Opera* that will be shown to your students (these are merely suggestions; if you have other preferences, you might want to choose four other musicals to present).

During

- 1 Introduce the topic with a short conversation about movie genres, what kinds of movies they like, what are their favourite movies, how often do they watch movies, do they like experimenting with genres, who are their favourite actors, etc.
- 2 Then play all four trailers/scenes/soundtracks and tell them to choose which one they like best.
- 3 Divide them into 4 groups, depending on their choice from 2.
- 4 Each group has a homework assignment to do research on their musical, about the plot, characters, setting, era, and interesting facts about the musical. Here they can use a Worksheet: *Musicals*.
- 5 Mix the students so that in every group there is a representative of each of the four musicals.
- 6 Every representative needs to retell the plot and the most important and interesting things about their musical while the rest of the group is listening, taking notes and trying to remember something about the three other musicals. For this purpose you might also want to give the students the Worksheet: *Musicals* so that they know what they need to note and remember.
- 7 Upon the completion of this task, ask every student to tell you at least one thing they have remembered about the musical of their choice, other than the one from their assignment.
- 8 Finally, groups briefly present their musicals.

After

- 1 In groups or as a whole-class activity, students write similarities and differences between all four musicals.
- 2 One person in each group reads their comparison to the rest of the class.

Great Musicals

Title	
Author	
Time of action	
Place of action	
Plot (briefly describe)	
Characters	
Briefly describe the main characters	
Awards and nominations	
Sequel(s)	
Television production(s)	
Television cast	
Interesting facts	

UNIT 2 – PROJECT 1 – Stop Bullying!

Introduction:

This project plan for teachers of teenage students at pre-intermediate level is about bullying. Students will actively take part in designing and conducting the project in which they will learn about bullying, give their advice to bullied students, create an action plan and record a video.

Topic: Stop bullying

Time: 2-3 lessons

Aims:

- To develop reading, listening and speaking skills.
- To talk about real and serious teenage problems.
- To share real-life experiences.
- To give advice and suggest possible ways of solving bullying problems.
- To think creatively about how to approach this issue in their environment.

Materials:

- Ready-made printable worksheets.
- Link for teachers and students to be used for lesson preparation: [Teens against bullying](#).
- Mobile phone or other recording device.

Instructions for teachers:

Before

- 1 Prepare the introductory presentation on bullying using [the following handout](#) about the basics of bullying.
- 2 Print the Worksheet *Are you being bullied?* for each student in the class.
- 3 Prepare four sheets of paper, each describing one teen's problem with bullies from the Worksheet *Real teens speak out* (preuzeto sa stranice [Teens Against Bullying](#)).
- 4 Print the Worksheet *Take action against bullying* for each of the four examples, one for each group.

While

- 1 Introduce the topic by asking your students the following questions:
 - What is bullying?

- Can you think of some examples of bullying?
 - Who are bullies?
 - Who is being bullied?
 - Have you ever experienced bullying?
 - Have you ever seen bullying in our school?
 - How did you react?
- 2 Play a [5-minute video](#) to demonstrate to your students what bullying entails.
 - 3 If you see fit, you also might want to show them a [video about Amanda Todd](#), a girl who committed suicide because she was constantly being bullied.
Moreover, there are also [her peers' reactions](#) to her experiences.
 - 4 Give your students the Worksheet *Are you being bullied?* and allow them a few minutes to go over the questions and decide whether they have experienced any of the listed situations.
 - 5 Group work: Divide your class into four groups and give each group one situation from the Worksheet *Real teens speak out*. Tell them to read a true story from a real teen and decide as a group what kind of advice they would give to a person in that situation. Tell them to write their advice down. When they have finished, each group should read their teen's situation and the advice they suggested. Then allow other groups to offer their suggestions for solving the same problem.
 - 6 While still in groups, talk to your students about bullying in your school and what kind of bullying examples they have seen or experienced. Then hand out the Worksheet *Take action against bullying* to be filled in as group work. Upon the completion of this assignment, students read their examples and put them somewhere visible in the classroom.
 - 7 As a homework assignment, tell your students to make a video inviting their classmates and schoolmates not to bully others. As an example, you can show them [this video](#).
They can make a video similar to this one, or something completely different, in which they can act, talk, sing, make interviews; in short, do anything interesting and creative that will help them share their message with the rest of the class/school. They can record their video with a mobile phone and send it to you via e-mail or bring it to the next lesson.
*limit the duration of the video

After

- 1 Play the students' videos.
- 2 Visit [Teens Against Bullying](#) to share your class' opinion on questions asked and find out what other students think.

Are You Being Bullied?

Bullying can happen to anyone - and it's not always so simple to recognise. Read each of the following questions and circle the numbers that you think might apply to you.

- 1** Do other students make mean comments about you?
- 2** Have you ever been called hurtful names?
- 3** Do you get made fun of for how you look or act?
- 4** Do you feel alone or isolated at school?
- 5** Has anyone ever spread mean and/or untrue rumours about you?
- 6** Are you ever excluded from a group on purpose?
- 7** Have you ever felt like someone you thought was a friend is trying to control you?
- 8** Has anyone ever imitated the way you talk or your actions?
- 9** Has anyone ever damaged your belongings?
- 10** Do other students ever physically hurt you on purpose?
- 11** Are you ever afraid to go to school?
- 12** Do you get anxious how you are treated by others at school?
- 13** Have photos of you that you didn't want shared ever been posted online without your permission?
- 14** Has anyone ever pretended to be you on a social media site?
- 15** Have people ever posted mean things about you online or commented on things you post?

The more numbers you circled, the more likely it is you are being bullied. The first thing to know is that NO ONE deserves to be bullied and that you have the right to be safe. The next thing is to know that you are not alone.

Real Teens Speak Out

My Story

December 3, 2015

Daven

I was bullied pretty badly in high school. There was one kid in particular who would try to make me feel inferior in every way he knew how. For example, he would throw stuff at me constantly, flick me in the head, punch me, wipe whatever he picked out of his nose on my shirt, call me ugly and stupid, mock me, and of course – tell me he would beat me up if I ever fought back. It was like his daily mission.

And it was my daily mission to just get through the day. What can I say, it made my world very small because that was my sole focus – just surviving. Everything else fell by the wayside. Unfortunately, that included any form of social life. So not only was my world tiny. It was very lonely.

My bullying story

November 18, 2015

Carolin

When I was in elementary school, I was a very happy and outgoing kid and had lots of friends. But when I started secondary school, some older kids started to bully and tease me. All my friends from elementary school left me because they didn't want to be seen with me. At my school, everything was all about money and clothes. I had huge glasses and I was really ugly and everyone laughed at me. Then a boy (he was in 8th grade I think) started to follow me around. He called me names, took my stuff and made up rumours about me. One day he and his friends beat me up on the bus. No one wanted to be friends with me anymore. Then I became friends with two girls in my class. They started making up rumours about me. Everyone kept telling me what a bad person I was. In 6th grade, the bullying got even worse. Everyone said I was ugly and I should just kill myself. In 7th grade my mom made me attend afternoon classes (full-time school was voluntary at my school). The kids in afternoon class started bullying me, too. They followed me around and took photos of me in the bathroom to send them to the whole school. When I got home from school, I would go to my room and cry all evening. I never talked to anyone. My grades dropped and my teachers started to talk to my parents. They told them I was lazy and refused to participate. They knew I was bullied but they never did anything to stop it. Everyone hated me and I didn't have a single friend.

It's not my fault

November 4, 2015

Anonymous

It was 2nd grade, my mom was ill and she was in the hospital for 3 months. My dad left me when I was born so I had no one to look after me. My grandma kept me, then my aunt. I missed my mom a lot so when I went to school I said nothing and I was mostly crying. Kids were laughing at me because they thought that I was a cry baby. Eventually my mom got out of the hospital. She had a boy during her visit. Then I had a brother, but that didn't go well. My brother was sick because my mom had been sick and he was in the NICU (baby hospital) for 3 weeks. He couldn't breathe when he got out of my mom's stomach. Then when I got to school people were making me feel bad when they said "your brother's going to die" over and over.

Football Team

November 4, 2015

Anonymous

I am on the football team. If you aren't a starter on the team, you're usually the one getting picked on in the locker room. When I first started I thought I was going to have fun because I've played football all my life and wanted to continue on in my high school career. When I started I was one of the smaller guys on the team and the coaches didn't see me as much, but I got a secondary position. After the first week there I started getting picked on in the locker room because of how small I was and shouldn't be on the football team; that was when I started not going to practice. I was scared that if I went to practice, then I would be picked on again and not be a part of the team. I didn't want to tell my mom because she would be mad if I quit football because it cost her \$150 to put me in that sport. So I just waited after school and didn't go to practice and was on my phone watching YouTube. The only time I actually played was at the games to show my mom that I was still on the team so she wouldn't get mad at me. So I am questioning whether I want to play football next year because my freshmen year of football wasn't the greatest and I just started here and saw the bad side of it. I want to continue football because I've played it my entire life, but that could now be at stake just because I was bullied.

NBB 8 · UNIT 2 · PROJECT 1: Stop Bullying!

Prepared by Ines Begić

Take Action Against Bullying

Step 1. Describe the bullying that's happening. Include dates, location, who is involved, and details of the behaviour.	Step 2. Describe what you would like done about it. Think about how the situation could be stopped or prevented.	Step 3. What steps can you take to make that happen? Include who could help, what they can do, and what you can do.

UNIT 2 – PROJECT 2 – A Review

Before

- 1 Visit the following websites to find and choose from the latest film and book reviews: [Empire Movies Reviews](#), [TimeOut Film Reviews](#), [Telegraph Books Reviews](#), [Bookpage Reviews](#), [Rotten Tomatoes](#).
- 2 Try to find a review of a film or a book that you know or assume your students are interested in, and print enough copies of the reviews for your class. Alternatively, put the review in a PowerPoint presentation in order to read it during the lesson.

While

- 1 Read the reviews that you have previously prepared.
- 2 With your students, single out the basic component parts of a review and write them on the board while they write these in their notebooks, e.g.
 - What is the title of the film/book? Who directed/wrote it?
 - What genre is it?
 - What is it about? What are its themes?
 - Is the film based on a book? Is there a film based on this book?
 - Where is the film/book set?
 - When is the film/book set?
 - Who stars in the film? Who are the main characters in the book?
 - Who plays the main role(s) (if there is a film based on the book)?
 - Who is your favourite character in the film/book? Why?
 - What is your opinion about the film/book?
 - What kind of person would like this film/book?
 - Would you recommend this film/book? Why?
- 3 Ask your students about the latest films they've seen and books they've read.
- 4 Find a few volunteers who would like to give a brief oral review of a book or a film.
- 5 Tell them to think about a book or a film they would like to write a review of.
- 6 Give them enough time to do research on the computers or their mobile phones to find the information they don't know.
- 7 Ask them to write a review of a book or a film following the basic component parts you have previously listed. Use Worksheet *Film / Book review*.

After

- 1 Read a few reviews during the next lesson.
- 2 Ask the class if they have heard an interesting review that would encourage them to read a book or watch a film, and ask them what intrigued them.

Film / Book review

1 What is the title of the film/book? Who directed/wrote it?

2 What genre is it? _____

3 What is it about? What are its themes?

4 Is the film based on a book? Is there a film based on this book?

5 Where is the film/book set?

6 When is the film/book set?

7 Who stars in the film? Who are the main characters in the book and who plays the main role(s) (if there is a film based on the book)?

8 Who is your favourite character in the film/book? Why?

9 What is your opinion about the film/book?

10 What kind of person would like this film/book?

11 Would you recommend this film/book? Why?

UNIT 3 – PROJECT 1 – Fashion

Before

- 1 Ask your students about their favourite clothes.
- 2 Tell them they are going to work in groups to investigate the tradition and origin of some fashion items such as *jeans*, *tights*, *shorts*, *Converse sneakers*, *a hoodie*, *a T-shirt*, *a bikini*, or any other items of clothing of their choice.
- 3 Divide the class into pairs or groups, depending on who they would like to work with.
- 4 Each pair and group needs to decide on the fashion item they will do research on. They will use the information to create a poster or a PowerPoint or Prezi presentation about the fashion item of their choice.
- 5 During the lesson, the groups are supposed to work on the concept of their presentations.
- 6 Allow them enough time to do research, and prepare information and photographs for their poster or presentation.

While

- 1 Students need to bring all the necessary materials for the creation of a poster or presentation.
- 2 Bring thick paper or card to class if the students are making posters. Alternatively, allow them to use computers to make a PowerPoint or Prezi presentation. If you don't have enough computers in the classroom, they need to make their presentations at home.
- 3 Students present their fashion items.
- 4 They can place the posters somewhere visible to other students and classes.

UNIT 3 – PROJECT 2 – *A Sneaker With a Message*

Before

- 1 Print enough copies of the Worksheet *Converse Shoe Drawings*, one for each student.
- 2 Tell your students to bring colouring pencils, felt pens or anything else they might want to use for drawing.

While

- 1 As an introduction, show the class a presentation: *Converse celebrates a century of shoes* (<http://archive.boston.com/business/gallery/converse100/>) to demonstrate the history of Converse sneakers, their role and significance.
- 2 Explain to the class that as a part of their 100th anniversary celebration, Converse brought together 100 artists to design 100 different sneaker patterns that show different visions of a better world.
- 3 Ask them to create their own sneaker showing their vision of a better world. Also, ask them to write their own message to go with their sneaker pattern design.
- 4 Offer them two types of Converse sneakers that you can find in the Worksheet *Converse Shoe Drawings*.
- 5 Some students might want to draw their sneaker from the beginning so allow them this option and perhaps encourage them to do so.
- 6 Give them sneaker handouts or blank A4 sheets to draw on. Give them enough time and allow freedom in creative pattern designs.
- 7 Make sure each student thinks of their own pattern and message.

After

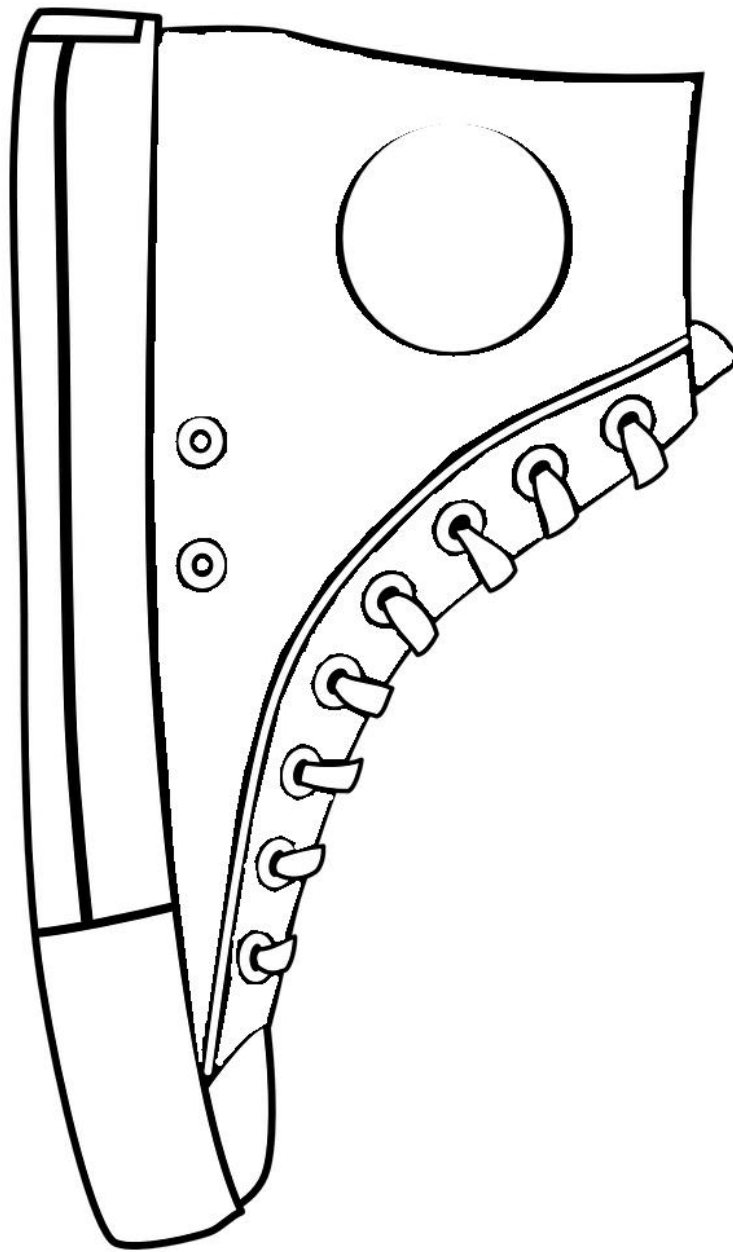
- 1 Each student shows their Converse sneaker to the rest of the class and reads the message.
- 2 Give each of them a small piece of paper they will use to give their vote to the best sneaker. This is supposed to be done anonymously.
- 3 Choose the best sneaker and, if possible, display it on the school website together with the message.

Converse Shoe Drawings



NBB 8 · UNIT 3 · PROJECT 2: A Sneaker With a Message

Prepared by Ines Begić



NBB 8 · UNIT 3 · PROJECT 2: A Sneaker With a Message

Prepared by Ines Begić

UNIT 4 – PROJECT 1 – Great Romances

Before

- 1 Divide the class into groups.
- 2 Each group needs to do research on a great romance of their choice.
- 3 Tell them to type some of the following options into a search engine (e.g. Google): *great romances true stories, great romances in history, true romances* OR *great novel/film romances, best romances in novels/films*.
- 4 Each group should choose one great romance.
- 5 Every member of the group needs to read about the chosen romance and write down the notes: all important and interesting facts necessary to tell a complete and compelling story.

While

- 1 Group work: each group decides how they would like to present their romance story. They can make a poster, write a story based on their notes, or write a screenplay for a play they will perform in front of the class. They use the information each of them has gathered in advance to create a whole, coherent story.
- 2 Regardless of their presentation plans, all groups have the same amount of time to get ready for it.
- 3 The groups present their stories in a chosen way.

After

Each student chooses one story (other than their own) and writes it down for homework. They need to retell the romance in written form as they remember it from the presentation.

UNIT 4 – PROJECT 2 – A Couple I Know

Before

- 1 Talk to your students about love and couples; ask them if they know how their parents or grandparents met, do they talk about love with their friends, siblings, grandparents, aunts or uncles and if they know about how they fell in love, what was their relationship like, when and how they got married, etc. Prompt them to share the stories they know about the beginnings of relationships of their friends or relatives, or perhaps their own if they are willing to tell you.
- 2 Introduce their assignment: every student should choose a couple whose love story they are going to talk about. They will then use the information they gathered to write *A True Love Story*. They should write this story as a narrator, from the perspective of both persons. Encourage them to be creative and do their best in presenting a love story.
- 3 Suggest they choose a person they will feel comfortable talking to about this topic; it can be a parent, grandparent, sibling, aunt, uncle, friend, neighbour, or even a teacher.

While

- 1 Together with your students think of some basic questions they might need to cover the story in detail, such as:
 - Who are they?
 - How do you know them?
 - When and where did they meet each other?
 - Describe how it happened (try to get as many details from them as possible).
 - How did they feel when they first saw each other?
 - What was the first thing they liked about each other?
 - What did they think of each other then?
 - How did they start going out?
 - How did they spend their time together? Where did they go? Who did they hang out with?
 - What was their relationship like?
 - Did they fight often?
 - Do they have any interesting, romantic, funny or dramatic stories they would like to share about their relationship?

If they are married:

 - How long had they been together before they got married?
 - What did their wedding look like?

- Is there anything they would like to share about their marriage?
- 2 Use your students' imagination to try to think and write down as many questions as possible. However, encourage them to ask any additional questions they might need during the interview as to ensure a thorough and detailed understanding of the story and situation.
- 3 Tell the students to keep their questions close during their interview just in case they get confused or forget what to ask next.
- 4 Warn the students to take enough time to write down the notes during the interview or, if they feel more comfortable, to use their mobile phones to record the interviews.
- 5 Instruct them how to write *A True Love Story* – tell them what you expect them to write, how to approach the task, how long it is supposed to be and any other information you think they might need to fulfil the task.
- 6 Give them at least a week to conduct the interview and write a story.

After

- 1 Students read their written assignments during the lesson.
- 2 If you have time and your students might be interested in this, you can also ask them to make a short film based on the story. They can choose a few stories they like best (or you can choose the ones you think might be the most suitable), divide them into groups and give them enough time to learn their parts and record the film. You can then watch the films during the lesson.

UNIT 5 – PROJECT 1 – A Newspaper Article

Before

- 1 Regardless of the size of the class, divide them into 6 groups.
- 2 Prepare 6 pieces of paper and on each write one of the following titles:
 - *School Bus Drama*
 - *Hero Teacher*
 - *Trapped in School Bathroom*
 - *Cyber Date Turns into Nightmare*
 - *School Kids on Ghost Hunt*
 - *UFO on School Excursion*
- 3 If need be, explain some of the titles just in case somebody does not understand what they are supposed to be about.

While

- 1 Each group picks one of the papers and are given the entire lesson to think of a story of what happened.
- 2 The information about their stories should include: what was going on, where the story was taking place, what the person was doing, saying and what they looked like. The story is also supposed to include a quote by a participant or a witness.
- 3 For homework, every member of the group is to write a newspaper article about what happened based on the notes taken during the lesson.
- 4 You can use the following resources to instruct your students on how to write a newspaper article:
 - [Writing a News Report](#) (pdf file)
 - [Writing Tips For News Stories](#)
 - [How To Write a School News Article](#)

After

- 1 Students read their newspaper articles during the lesson.
- 2 If you have time and your students might be interested in this, you can also ask them to record a television news report. Give them enough time to learn their parts (reporters, participants, and witnesses) and record the report which you can watch during one of the next lessons.

UNIT 5 – PROJECT 2 – The Athletes We Admire

Before

- 1** Ask your students who their favourite athletes are and how much do they know about them.
- 2** Tell them to choose one athlete and give them enough time to do research on them and make a presentation (poster, PowerPoint, or Prezi).
- 3** Their presentations should include the following elements:
 - Early life;
 - Education;
 - Family;
 - Career;
 - Personal life;
 - Controversies;
 - Honours and awards;
 - Records;
 - Statistics;
 - (Retirement);
 - (Post-retirement life);
 - A list of questions for revision they will use to sum up.

While

- 1** Students present their favourite athletes.
- 2** Questions and answers section.

UNIT 6 – PROJECT 1 – Top Ten Inventions in the 20th and 21st Centuries

Before

Prepare yourself for this lesson by browsing the following websites:

- [Top 10 Inventions of the 20th Century](#)
- [Most important inventions of the 21st Century](#)
- [25 Spectacular Inventions Of The 21st Century](#)

While

- 1 Short discussion: talk to your students about the greatest inventions of the 20th and 21st centuries. Ask them what do they consider the most significant inventions for humanity and which ones are important for them personally. Talk about how your lives would look without some of the inventions.
- 2 Divide the class into 10 groups or pairs.
- 3 Each group/pair has to choose one invention they would argue is the most important for society in general.
- 4 They need to think of good arguments for their claim: the idea is to convince the other students that the invention they stand up for actually is the most significant.
- 5 During the lesson, each group/pair works on the arguments and the organisation of a poster or PowerPoint presentation.
- 6 For homework, the students are to make their presentations that should include the presentation of an invention and its benefits, along with arguments for why they claim this invention is the most significant.
- 7 During the next lesson, each group/pair presents their arguments.

After

The students take a vote in order to determine a list of Top 10 Inventions.

UNIT 6 – PROJECT 1 – Global Issues Poster

Introduction:

This project plan for teachers of teenage students at pre-intermediate level is about global issues. Students will actively take part in designing and conducting the project in which they will learn about globalisation and global issues, give their opinion on global issues, create an action plan and record a video.

Topic: Global issues

Time: 3 lessons

Aims:

- To develop reading, listening and speaking skills
- To talk about real and serious global problems
- To share real-life experiences
- To give advice and suggest possible ways of dealing with global issues
- To think creatively about how to approach these issues in their environment

Materials:

- Ready-made printable worksheets
- Mobile phone or other recording device
- Internet

Instructions for teachers:

Introduction

- 1** Ask your students if they have ever heard of the term *globalisation*? Do not prompt an answer; simply establish that the word is familiar to all of them.
- 2** Pair work: assign the students to work in pairs in order to fill in the second column (our initial responses) of the table in the Worksheet *What is Globalisation?*
- 3** Give them no more than 5 minutes to brainstorm in pairs and write their answers in the tables. Each pair is supposed to have their own copy of the table and they need to keep it until the end of the lesson, when they will fill in the third column with their new responses.
- 4** Read their responses.
- 5** Watch a [YouTube video](#) and read the Worksheet *Globalisation is...* to discuss this issue, its pros and cons, and how it affects everyday lives of your students.
- 6** Show your students [the following YouTube video](#) to demonstrate how each of them is a part of globalisation.

- 7 Ask your students to give you more examples of them being a part of this global process. If they cannot think of any, try prompting them by asking questions about where their parents and relatives work, what kind of films, TV shows and music they watch and listen to, where do they obtain these kinds of entertainment, what kind of social networks do they use, etc.
- 8 Finally, instruct each pair to make a drawing of themselves in a relation to the rest of the world based on the following questions:
 - What's the origin of the most recent song you listened to?
 - What technology do you most commonly use to listen to music?
 - Where is that technology made?
 - How have you obtained the music you listen to?
 - Who else listens to the music you like listening to?
- 9 In conclusion, fill in the third column in the table given at the beginning of the lesson.

Main part

- 1 Based on what you have learned about globalisation, ask your students how it has influenced the world in general and what kind of global issues it has caused.
- 2 If your students cannot think of any, help them by listing or suggesting some of the following:

<ul style="list-style-type: none"> • Human conflicts • Migrations • Ecosystem losses (extinction) • Global infectious diseases • Energy consumption • Deforestation • Ethnic/Religious cleansing • Third World debt • Genetically modified food (GMOs) • Education • Pollution 	<ul style="list-style-type: none"> • Gender discrimination • Poverty • Famine • Human population growth • Drinking water deficit • Child rights • Human rights • Weather issues • Waste • Refugees • Landmines • Health • Natural disasters • Etc.
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- 3 Decide how many groups you will form (4 or 5). Each group should choose five global issues they consider the most serious from their perspective and

justify their choice. Instruct them to write down the arguments that support their choices.

- 4 Read the global issues from all the groups and the arguments they have written.
- 5 Make a list of what all the students consider to be the top 10 global issues. Write these on the board.
- 6 Group work: each group decides on one global issue to present as the most serious threat to the development and safety of the world and together fill in the table (Worksheet *Global issue No.1*).
- 7 Give the groups a limited amount of time to fill in the tables.
- 8 The groups present the global issue they have chosen and all the elements they have agreed upon as a group.
- 9 Group work: instruct your students to record a short film that will serve as a campaign aimed at helping reduce negative effects of global issues. Tell them their task is to introduce the global issue and briefly present those factors they have written in the table in the previous group work activity. Encourage them to use visuals, music, video clips, to act, present diagrams and statistics, or anything else that would demonstrate the seriousness of the global issue they are presenting. Then, ask them to target other teenagers in asking to help to save our planet. Instruct them to think of a slogan and give advice and suggestions on how every person can help reduce or prevent global issues effects in our community.
- 10 Give your students at least a week to come up with a plan, think about the video and record it.
- 11 During the lesson, show all the videos to the rest of the class.
- 12 If students allow you, post the videos on your school's website.
- 13 Make a poster presenting the Top 5 global issues (or fewer/more, depending on how many groups you had for group work activities). For each global issue, write a list of advice suggesting what we should do in order to reduce the negative effects it exerts.
- 14 Put the poster somewhere many people will be able to see it.

Conclusion

- 1 Students write a letter to the president, prime minister or somebody else they think is influential in Croatia, or even in the world (politicians, environmentalists, reporters, company directors or owners, actors, musicians, sportspeople, etc.). They write to them about the seriousness of any of the global issues you talked about during the last few lessons and ask

them for their help. They need to show why this is so important for our community and why and how we would benefit from their help.

- 2 Help your students in the organisation of their letters and encourage them to read some of the letters to other students.
- 3 If your students allow it, post some of the letters on the website of your school.

What Is Globalisation?

	Our initial responses	Our new responses
3 associations for globalisation	1. 2. 3.	1. 2. 3.
Positive aspects		
Negative aspects		
Definition of globalisation		

	Our initial responses	Our new responses
3 associations for globalisation	1. 2. 3.	1. 2. 3.
Positive aspects		
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Definition of globalisation		

Globalisation is...

There are many different definitions of globalisation, but most acknowledge **economic integration – namely, the increase in international trade and investment – which has driven the movement of people, goods, capital and ideas across borders.**

While there has always been a sharing of goods, services, knowledge and cultures between people and countries, **improved technologies** and the **removal of trade restrictions** have meant that the speed of exchange is much cheaper and faster.

Benefits and problems of globalisation:

Globalisation provides both opportunities and challenges. Bigger markets can mean **bigger profits** and **greater wealth**, which can be used for **investing in development and reducing poverty**. Each country tries to make decisions and policies that position them to maximise the benefits of globalisation. However, **trade barriers, weak domestic policies, institutions and infrastructure can restrict a country's ability to do so.**

The perceived effects of globalisation excite strong feelings, tempting people to regard it in black and white terms, when in fact globalisation is an extremely complex web of issues and interactions.

- The proportion of people living on less than \$1.25 per day has fallen from 47% to 22%, but there is great disparity; the wealthiest 20% receive around half of the world's income and the poorest 20% (predominantly women and minority groups) receive less than 10%.
- More than 215 million people live outside their countries of birth. The money they send home (remittances) supports their families and is three times greater than aid.
- More than half the world's people now live in towns or cities, but 820 million live in slums.
- The internet has changed the way the world learns, communicates and does business. In 2012, 78.6% of the population in North America were using the internet compared to only 15.6% in Africa.

[Source.](#)

Global issue No. 1

Global issue	
Level (local/national/regional/world)	
Type (social/political/economic/environmental)	
Source of the problem	
Influenced by	
Affects (Who? What?)	
How is it manifested in our environment?	
How it affects me personally?	
How can it be solved?	
What can I do?	
What can my community do (family, friends, school, town, country)?	

Global issue	
Level (local/national/regional/world)	
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How it affects me personally?	
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What can I do?	
What can my community do (family, friends, school, town, country)?	

NBB 8 · UNIT 6 · PROJECT 2: Global Issues

Prepared by Ines Begić

UNIT 7 – PROJECT 1 – Top 5 Holiday Spots in Croatia

Before

- 1 Ask your students to imagine being foreigners visiting Croatia and writing a blog about the top sights they have visited.
- 2 Talk to your students about the most popular and attractive places in our country they think would be interesting for tourists to visit. Encourage the discussion by listing some examples of your own and enthusiastically describing those places.
- 3 For this purpose brainstorm top sights your students would like to show to their guests; also try to think of places that are not well known, but would be attractive or interesting to teenagers.
- 4 Make a list of places and do not limit your students; encourage their ideas by asking additional questions that might trigger their thinking.

While

- 1 Each student needs to choose at least 5 places or holiday spots in Croatia they are going to investigate for homework and write blogs about.
- 2 You might want to prolong this project and ask them to write one blog every week in order to make sure that they will invest adequate time and resources into their research and writing, and to write more detailed and elaborate blogs.
- 3 Encourage your students to be creative, imaginative and to think of as many fun and interesting places, tours and field trips as they can in order to present their holiday spot as interesting and attractive. Moreover, suggest that they include photographs as well and recommendations they think might be useful for tourists visiting our country.
- 4 All these blogs are supposed to be available online for you and other students to be able to read. Make sure they understand they are pretending to be foreigners writing about a holiday in Croatia.
- 5 Every week you can pick a few blogs that will be read during the lesson.
- 6 While listening, instruct the students to pay attention and decide what holiday spot they find most interesting and that they would like to visit themselves.
- 7 Every week make a list of *Top 5 Holiday Spots in Croatia* and do that for 5 weeks if you have time or as long as you think is appropriate and manageable with your students.

After

- 1 Ask your students to make a list of places in Croatia they have not visited, seen or only recently discovered, and would like to visit.
- 2 Make a list of the best bloggers in the class.

UNIT 7 – PROJECT 1 – What's So Special About Croatia?

Before

- 1 Instruct your students to organise and write a magazine article for *Traveller* – the topic is Croatia and the title *What's So Special About Croatia?* Encourage them to be creative and imaginative and to design an article not only someone their age would be interested in reading, but also adults from anywhere in Europe.
- 2 Make four – five groups (depending on the size of the class) and give your students the topics in advance so that they can think about them and do detailed research of the content.
- 3 In addition, tell them to find some pictures and photographs they would like to put on their poster. The poster is supposed to be organised as to present two/three pages in a magazine.
- 4 Remind them to bring anything they need for the design of the poster such as colouring pencils, felt pens, highlighters, scissors, glue, ruler, etc.

While

- 1 Allow the students the entire lesson to write notes about some of the following topics: *language, landscape, food, customs, traditions, music, literature, famous people, sports, entertainment, education, tourism and a short history of Croatia* (or any other topic of their choice) and to decide how their poster is going to look.
- 2 Make sure each group distributes activities and assignments to all members.
- 3 Tell them to be careful about the organisation of the poster, the amount of information, the position of the pictures or photographs they have found, the overall neatness, the size of the letters, etc.
- 4 During the next lesson, all groups are supposed to finish their posters.

After

- 1 The students present their magazine articles during the next lesson.
- 2 For homework, tell your students to write down any new pieces of information they have learned while preparing their own and listening to other presentations.