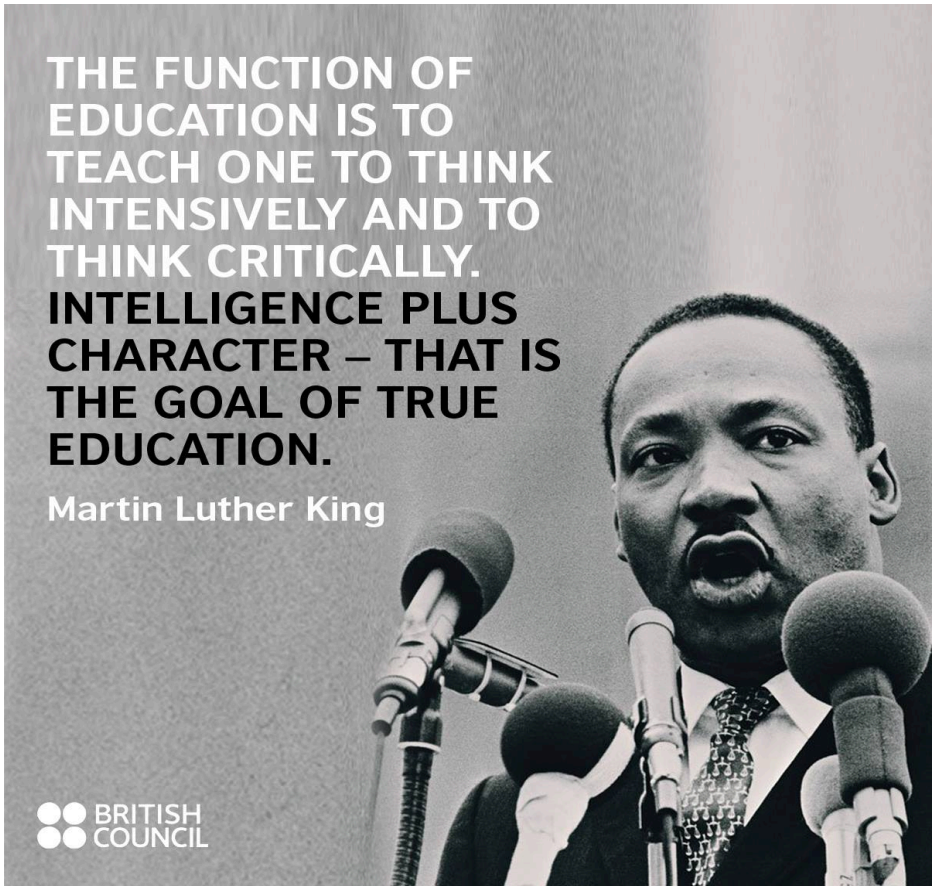


Project Requirements

This section is a layout of your entire project. Read through the project requirements and fill in the due dates. Each group will have to complete the following tasks over the next few Thursdays. Some of the issues will be done by 2 groups.

Procedure:

A. About
Get organized in your group to explore the links provided for your issue and if you think it appropriate, find more information to include in your overview.

B. Fact Sheet
Each of the students will write a brief overview about your project issue. Then you will do an oral presentation to your group and to the teacher based on your writing. Remember to include a list of facts and figures related to your issue. Keep a list of all of your sources.
A + B Deadline: ……February, 9th……..

C. Problems & Solutions

Now that you are familiar with your issue:
The whole group will brainstorm, THINK and write a list of problems and solutions related to your issue, then think of what each of you can do to help solve the issue in our community. (School, neighbourhood, city, country) and write down your ideas.

D. Visual
Prepare a poster, infographic, presentation or video about your issue, answering the Question asked. It should be published online and include the following:
• a brief overview of the issue
• a few key facts and figures
• what your nation's government should do
• how to reverse the damage
• What each of us can do to resolve the issue

E. Tell the class
After you have done your work, the whole group will present it to the class.

C + D + E Deadline: ……February, 23rd…….. **WHY DON'T WE SAVE THE WORLD?**

GLOBAL ISSUES

Goal: To identify some of today's world's problems and find solutions for them

Objectives:
- Students will identify and critically examine different issues affecting the world
- Students will explore somen of the world's most serious problems from different points of view

Essential Question: What can I do to improve the world around me?

Time: 5-6 class periods **Grade Level**: 4º ESO

Materials:

- Computers with an Internet connection
- If a group chooses a poster or an animated video: markers, paper, pencil, etc.

Issues

1) **Consumer Society - The Power of Consumers**

QUESTION: What can I do to save the Planet - as a consumer?

RESEARCH - Divide this task: each student will read (or watch) 1 or 2 links and then, he/ she will write a brief overview about the issue.This will be used in the introductory oral remarks of your presentation. Remember to include a list of facts and figures related to your issue.

SUGGESTIONS:

- What is Consumerism?
- Is there any pressure to make people shop? How? Do we buy too much? - Planned Obsolescence
- Is shopping good for the Planet? - Where do the products that we use come from? How do we obtain them?
- Who suffers and who benefits from so much shopping?
- Do we have any power as consumers?
- ETC.

Consumerism: 1, 2, 3: A TED Video Playlist
Consumer Society BC
Ethical shopping
Story of Stuff
NEW!: **Planned & Perceived Obsolescence**: 1, 2, Videos: 3, 4, 5, 6 (TED Talk)
Learn where your money goes
Coltan: What you should know: 1, 2, Blood Coltan
NEW!: The Responsible Shopper: 1, 2 (Fair Trade), **3**
What is Fair Trade
Responsible shopping: 1, 2, 3, 4, ***NEW!:*** Go green!
Making Fair Trade Choices on a Budget
Buy nothing Day
Slow Food
Upcycling: 1, 2
YOUR OWN RESEARCH

2) **Save the Planet - The Environment**

QUESTION: What can I do to save the Environment?

RESEARCH - Divide this task: each student will explore a few links and then, he/ she will write a brief overview about the issue.This will be used in the introductory oral remarks of your presentation. Remember to include a list of facts and figures related to your issue.

SUGGESTIONS:

- What are the most serious global problems?:
- Climate Change: Deforestation, Pollution, Global Warming, … Causes , solutions

- Fresh Water: Is there much in the world? What happens when there's a drought? Are we running out of fresh water? What problems can we have if there's no drinkable water?,...
- Solutions for these problems?

General Information:
Environmental Problems BC
Climate Change for Kids
Climate Change
Breaking News Environment
Main Environmental Problems:
Deforestation, **2**, 3
Air Pollution, **Marine Pollution**, 3
Global Warming, 2, 3 (The Ozone Layer)
Fresh Water Crisis:1, 2
Water Scarcity
Water Use Quiz
N Kristof
Possible Solutions:
NEW!: Tree Hugger
The 3 R's,
What we can do
NEW!: 10 TIPS for living with less plastic
(A Spanish Film: HOME)
YOUR OWN RESEARCH

3) Are Women equal?

QUESTION: What can I do to get Equality between Women and Men?
RESEARCH - Divide this task: each student will explore a few links and then, he/ she will write a brief overview about the issue.This will be used in the introductory oral remarks of your presentation. Remember to include a list of facts and figures related to your issue.
Suggestions:
Find out:

- What are stereotypes? Examples & What is Feminism? Is it a positive word? Why / why not? How are men and women seen in adverts / TV / films /…? Who are the role models for boys and girls? Are there toys for girls / boys?
- Violence against Women (in the world / in Spain/ psychological & physical/ Is Jealousy good? Is violence less than in the past? Are young boys and girls equal?...
- Women and Work: Salaries, Temporary Work, Presence in Leading Roles in Companies / Governments, etc
- Women in History: How many famous women can you name? What are they famous for? And who are the most important women in history? Have they been recognised and studied as much as men? Why is this so?
- ETC.

What are Stereotypes? 1 (A Lesson Plan), 2, 3, 4 (Video by Spanish Students)
What is **Feminism**?: 1, 2
Violence against Women: 1, 2, 3, 4
Dating Abuse

#Teen Dating Violence
At the workplace:
Global Gender gap report (A LOT OF Information)
Gender Pay Gap - Europe
Spain and Equality , A REPORT
Women in History: 1, 2, 3, 4
Malala
#Women who changed the world
#Women in History
Some campaigns:
#HeforShe
#BeboldforChange
General Info: WikiGender
YOUR OWN RESEARCH

4) Peace on Earth:

QUESTION: What can I do to promote Peace?

RESEARCH - Divide this task: each student will explore a few links and then, he/ she will write a brief overview about the issue.This will be used in the introductory oral remarks of your presentation. Remember to include a list of facts and figures related to your issue.

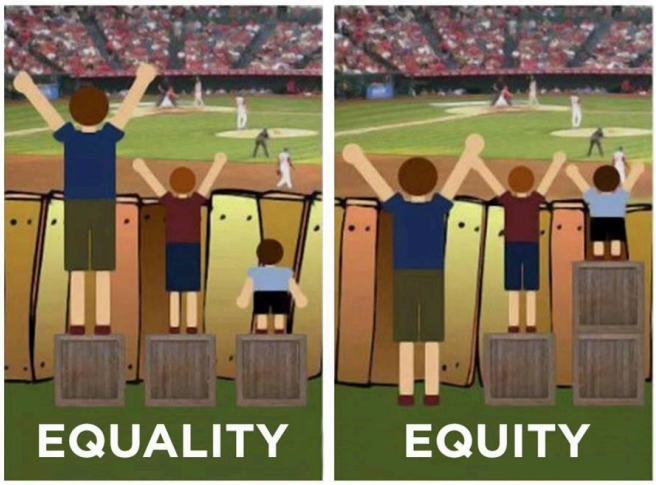
SUGGESTIONS:

- Are there many wars in the world today? In which continents are there wars today? What consequences do wars have?
- Refugees: Who are they? Where do they come from? Why do people leave their homes? What can we do about immigrants and refugees?
- Who suffers wars and who benefits from them?
- Are people educated for Peace? Is it important? Why (not)?
- Who are the most important leaders for Peace? Where and what did/ do they do?
- How can we bring Peace to our school / neighbourhood (barrio)/ country/…?
- ETC.

General Info:
Global Conflict Tracker
Wars Today
Non violence
More Links and Resources:
Learn Peace
Peace
Peace Resources Michelle Henry,
Posters for Peace
#PeaceDay
Refugees:
1, 2, 3
The Canadian who spent…
A TED Video Playlist
How to help
Random Acts of Kindness: 1, 2, 3,
Peace One Day,

Some **Pacifists**:
All Nobel Peace Prizes
John Lennon: Imagine, Give peace a chance,
Gandhi
Martin Luther King Jr.
Nelson Mandela
Malala
YOUR OWN RESEARCH

5) **EQUITY**:



QUESTION: What can I do to create a world with more opportunities for all?
RESEARCH - Divide this task: each student will explore a few links and then, he/ she will write a brief overview about the issue.This will be used in the introductory oral remarks of your presentation. Remember to include a list of facts and figures related to your issue.
SUGGESTIONS:

- What is "Social Justice"/ Equity? Is there Equity in the world?:
  Among Countries? Among Races? Genders? (- Other ideas)
- In Europe and in Spain: Is there Equity? Does everyone have their basic needs covered? What is the minimum wage? Can you live with it?
- Is unemployment a problem for Equity? Does unemployment affect many people in Spain? Does it affect young people? How?
- Immigration: Why do people leave their countries? Should it be legal?
- Do you know any emigrants or immigrants? Why have they left / come to Spain?

Poverty around the world:
World's richest countries
Poverty
No Poverty
Zero Hunger
OXFAM Resources
Unicef
The Milleniumm Development Goals

Living on 1 Dollar
The wealthy Few
Links: ESL Poverty Resources
Privilege, A CARTOON
Two short videos: 1, 2
Europe:
Social Justice in Europe
Minimum Wage in Europe: 1, 2, average salary in EU
Spain Performance Review
Income Inequality in Spain , 2
Young and educated in Europe, but desperate for jobs
How to live with your parents when you're an adult
Social Justice: Compare Spain and Sweden (Pages 137 -139)
OXFAM España (in Spanish, sorry)
IMMIGRATION:
The border wall
America and immigration
Some stories: 1, 2, 3
Coming to Europe:
Some data, 2
Over 5000 drowned this year
The migrant files
From Spain to The UK: 1, 2
YOUR OWN RESEARCH

Assessment Information

A. Overview
For your group project, you will be assessed individually and as a group. Your teacher will review your progress and group participation during every stage of development. Individual assessment includes teacher evaluation, peer evaluation, and self-reflection. Your group will also receive an overall mark for the project.

B. Evaluation Areas (The 4 C's)

Critical Thinking
- considering the project's driving question
- choosing relevant topics
- narrowing down a topic
- figuring out what's important to learn and teach
- prioritizing
- analyzing sources

Communication

- participating in informal group discussions
- listening and reading for information
- following written and spoken instructions
- paraphrasing and summarizing
- presenting information in writing
- delivering a prepared presentation
- persuading others
- writing written reflections
- citing sources

Collaboration

- coordinating and meeting group deadlines
- working with new people
- isolating group members' strengths and weaknesses
- delegating tasks
- sharing research with group members
- making suggestions
- editing and providing peer feedback

Creativity

- finding interesting ways to make group decisions
- finding unique ways to include everyone in the project
- finding a variety of types of research sources
- presenting information in a unique way
- keeping the audience interested
- finding an interesting way to reach a public audience
- making the end product attractive

In Summary, you will be marked on your ability to:

- work together
- solve problems
- make group decisions
- meet deadlines
- create an attractive finished product
- speak in front of others
- persuade others

My group members

List your group members by name. Then find out what their strengths are (speaking, researching, technology, art, writing, interviewing, social media, etc.). Decide how you will contact each other outside of the classroom, in case you needed it.

Name	Strengths	Contact Information