**Teaching Manual for Enhancing Students’ English Writing Skills**

**through Language across the Curriculum**

**in Life and Society (Secondary 1-3)**

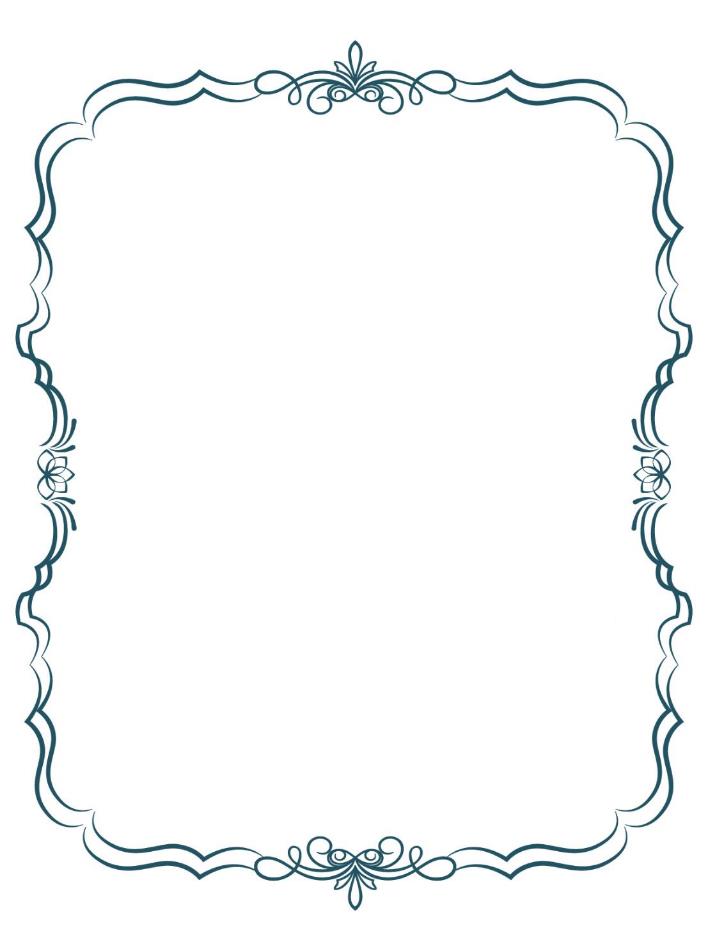
**Module 29**

**Global Citizenship and   
Humanitarian Work**

**Reading & Writing Unit**







Hong Kong secondary school students studying subject contents in English typically find it challenging to express what they want to say in writing. This is especially the case for subjects where language competences are an integral part of learning, such as Life and Society (Secondary 1-3) in the PSHE KLA.

The “Teaching Manual for Enhancing Students’ English Writing Skills through Language across the Curriculum in Life and Society (Secondary 1-3)” (the Manual) aims to demonstrate how the learning of subject contents and development of academic writing skills can be interweaved in carefully designed scaffolding activities and tasks. The Manual contains 10 sample units. Educationally sound practices such as “Catering for Learner Diversity”, ”Peer Evaluation” and “Assessment as Learning” are incorporated in these sample units to facilitate learning and teaching. Upon completion, students are expected to develop an enhanced understanding of the topics taught, sharper writing skills for answering questions and better knowledge of the language functions covered.

For Life and Society teachers, we hope that the Manual will provide them with useful teaching resources for direct, selective or adaptive use. For other PSHE subject teachers, we hope that the Manual will demonstrate one possible way of how Language across the Curriculum practices can bring greater benefits to learning and teaching.

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April Liu

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**Unit Overview**

**Global Citizenship and Humanitarian Work**

|  |  |
| --- | --- |
| **Strand** | 6 |
| **Module** | 29 Global Citizenship and Humanitarian Work |
| **Target Class Level** | S3 |
| **Learning Objectives** | **Content:**  Students can:   1. tell the concept of global citizenship and apply the qualities of a global citizen in real life 2. list examples of NGOs and IGOs and tell how they help make the world a better place 3. persuade people to join humanitarian work with facts/evidence   **Language**:  Students can:   1. form opinions based on facts/evidence using linking words (e.g. therefore) 2. classify different organisations using a variety of phrases (e.g. belong to) 3. write a speech to promote humanitarian work |
| **Target Language Functions** | 1. Forming opinions based on facts/evidence  2. Classifying |

Module 29

Global Citizenship and Humanitarian Work

Content

# Part 1: The meaning and quality of global citizenship Warm-up Activity: Globalization Task 1 Roles of a global citizen Task 2 What does it mean to be a global citizen? *Language Support I: Forming opinions based on facts/evidence* Task 3 Forming opinions about global issues based on facts/evidence Task 4 Reading: A global citizen fighting for justice

# Part 2: Humanitarian work and aid Task 1 Video Watching I: Beyoncé participating in “World Humanitarian Day” Task 2 Video Watching II: School student initiating “We Day 2016” Task 3 Non-governmental organisations (NGOs) and intergovernmental organisations (IGOs) for humanitarian work and aid *Language Support II: Classifying* Task 4 Extended Task: Writing a speech on humanitarian work

**Part 3: My vocabulary bank and learning record  
 Task 1 Finding useful expressions for “Global Citizenship and Humanitarian Work”   
 Task 2 My choice of the most useful words and expressions  
 Task 3** **My learning record of “Global Citizenship and Humanitarian Work”**

**Warm-up Activity: Globalization**

The following shows some of the examples of globalization:

|  |  |  |
| --- | --- | --- |
|  |  | McDonald’s, a restaurant that operates in 120 countries, cater 68 million customers a day.  (Source:  ["McDonald's: 60 years, billions served"](http://www.chicagotribune.com/business/chi-mcdonalds-60-years-20150415-story.html). [Chicago Tribune](https://en.wikipedia.org/wiki/Chicago_Tribune)) |
|  |  |  |
|  |  | Internet, the global system linking computer networks worldwide, provides information, entertainment and communication to virtually anybody around the world since 1990s. |
|  |  |  |
|  |  | Three of the world’s major stock markets, New York, Hong Kong and London, boast daily turnover of over HK$10 billion. Combined together, these markets allow trading stocks 18.5 out of 24 hours a day.  Source: <https://www.scmp.com/business/companies/article/3002153/hkex-drive-inject-more-life-and-trading-turnover-among-shares>;  ["All of the World's Stock Exchanges by Size"](http://money.visualcapitalist.com/all-of-the-worlds-stock-exchanges-by-size/). The Money Project. |

Do you agree that we are living in a “global village”?

[Student answer] Suggested answer: Countries around the world are more connected to each other, forming a global village.

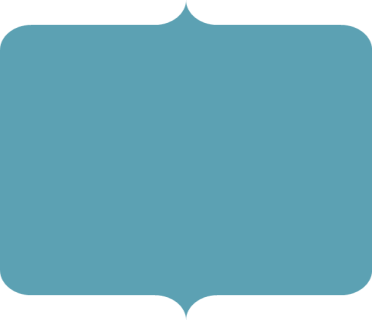
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**Part 1: The meaning and quality of global citizenship**



Notes to teachers:

The use of “therefore” to form an opinion based on facts/

evidence will be covered in a language support activity later.

**Introduction**

|  |
| --- |
| The term “global village” describes the phenomenon of the world becoming more interconnected because of technological development. Different parts of the world that form one community is linked by the internet and they influence each other economically, culturally and politically. *Therefore*, we should consider the world as a village and everyone, no matter which country they are from, is a villager of the world.  Global citizenship is the idea that everyone is not just a resident of a certain country or region, but is also a citizen of the wider world. *Therefore*, we should not just care about our own countries, but also the other parts of the world. We should also try our best to make good use of the resources on earth and preserve them for future generations. Our choices and actions may bring impacts to people and communities locally or globally. |

**Task 1 Roles of a global citizen**

1. *Do you think you are a global citizen? Do the following checklist to find out.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | very true | quite true | not true at all |
| 1. I am aware of the wider world and has a sense of my own role as a world citizen. 2. I respect and value diversity. 3. I understand how the world works economically, politically, socially, culturally, technologically, and environmentally. 4. I participate in and contribute to the community at a range of levels from local to global. 5. I am willing to act to make the world a more sustainable place. 6. I take responsibility for my actions. |  |  | [Student answer] |

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**For students of weaker ability**

The following can be done by students first before attempting Task 1 on the previous page.

|  |  |  |
| --- | --- | --- |
| ***aware*** ∙  ***diversity***∙  ***responsibility***∙ ***contribute***∙  ***sustainable***∙ |  | * the fact that there are many different ideas or opinions about something / a range of different things or people * to know that something exists, or have knowledge or experience of a particular thing * a duty to be in charge of someone or something      * able to continue over a period of time * give something useful out in order to achieve something |

1. *Select* ***three*** *of the qualities of global citizens on the left. Write a concrete example of what you can do to achieve the qualities chosen. This first is done as an example.*

|  |  |
| --- | --- |
| **Qualities of Global Citizens:**  **Global Citizens:**   1. try to understand people and have empathy for them. 2. act fairly in their choices, their decisions, and their words. 3. believe that they are just as important as everyone else. 4. believe that all people are equal. They do not think of some groups or individuals as superior or inferior to others. 5. accept differences and do not react with hostility to people who are different from them. 6. are willing to help and cooperate with others. 7. have their own ideas and express them, but are open to changing them if they are proved wrong. 8. are curious and want to learn more about the world. 9. look after the environment and don’t waste things. 10. believe they can make a positive difference in the world. 11. care about not only their present needs but also the well-being of the future generations. | **Example:**  *Quality \_8\_\_*  I will read more news about what’s happening around the world.  1 |
| *Quality \_\_\_\_*  [Student answer] Suggested answer: I join some visits to the elderly home to show my care.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| *Quality \_\_\_\_*  [Student answer] Suggested answer: I join some visits to the Islamic Mosque and try to understand the way of lives of Muslims.  5  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| *Quality \_\_\_\_*  [Student answer] Suggested answer: I join the events organised by some NGOs like UNICEF to help those who are in need.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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**Task 2 What does it mean to be a global citizen?**

Read the article and answer the questions that follow.

|  |
| --- |
| **What does it mean to be a global citizen?**  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. As global citizens, we need to “think global and act local” to create change.  First, we should embrace diversity. Diversity is about respecting and appreciating differences. We need to understand and appreciate the fact that people of different religions, ethnicities and other cultural backgrounds all deserve to be treated with equality.  Second, we should give whenever possible. All of our lives have become interconnected because of the Internet and the impact of global economy. No matter where we live, we are all global citizens. Therefore, we have a role to play in the world. As global citizens, we can, for example, participate in voluntary work to help the people in need, or donate money to charitable organisations to help disaster victims in countries other than our own. Our giving means a lot to the needy.  As global citizens, we should also build awareness about the different organisations which are making the policies that shape our world community. Try to engage with these organisations and make sure that they are operating in accordance with the values we think are important. We need to work together to safeguard basic values such as human rights and environmental protection.  Finally, our lifestyles and behaviors can have an impact on the environment. For example, the types of transportation we use, the types of clothes we wear and the food we eat. As global citizens, we need to adopt environmentally responsible behaviors in the ways we live and make lifestyle choices that support sustainable development. |

Source: https://www.kosmosjournal.org/article/what-does-it-mean-to-be-a-global-citizen/

1. Give an example of how to embrace diversity.

The example of how to embrace diversity is to respect people of a different religion / ethnicity / cultural background.

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1. Why should we be aware of our role in the world?

It is because all of our lives have become interconnected.

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1. How can we participate actively in issues affecting the world?

We can participate actively by engaging with organisations that make policies that shape our world.

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1. How can we be environmentally responsible?

[Student answer] Suggested answer: I will stick with the three-Rs principles (Reduce, Reuse and Recycle) as far as possible in daily life.

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| --- | --- | --- |
| **Language Support I: Forming an opinion based on facts/evidence**  After giving some facts/evidence, we present our opinion using the following:   |  | | --- | | Therefore, …  We can conclude that … |   Other common ways to present an opinion include:   |  | | --- | | To conclude, …  In conclusion, …  Overall, … |   **Examples:**  *Facts/*  *evidence*  The world has become more interconnected because of technological development. Different parts of the world are linked by the internet and they influence each other. ***Therefore****, we should consider the world as a village.*  *Writer’s opinion*  *.*  *Facts/*  *evidence*  Global citizenship is the idea that everyone is not just a resident of a certain country or region, but is also a citizen of the wider world. ***Therefore***, we should not just care about our own countries, but also the other parts of the world.  *Writer’s opinion* |

**Task 3 Forming an opinion about global issues based on facts/evidence**

Put a tick in the appropriate box and write an appropriate opinion from the facts/evidence given in “Now you write”.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Facts/Evidence** |  | **Opinion** |
| Sweatshop workers have to work extremely long hours with very low pay.  Some are exposed to hazardous substances without being provided any protective gear. | *(tick the appropriate one)*  🗹 We should think twice before purchasing items from brands involved with sweatshops.   * Some often fall sick because of poor working and living environment. |

A close up of a knife

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Hint:  
Recall the words to use for presenting an opinion.

**Now you write:**

Sweatshop workers have to work extremely long hours with very low pay. Some are exposed to hazardous substances without being provided any protective gear. \_\_

Therefore, we should think twice before purchasing items from brands involved with sweatshops.

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| --- | --- | --- | --- |
|  | **Facts/Evidence** |  | **Opinion** |
| The factories where these smartphones are manufactured are overcrowded.  Employees are working in tight quarters without proper facilities such as air ventilation and clean bathroom facilities.  There is also a short supply of food. | *(tick the appropriate one)*  ❑ The factories want to make profit by exploiting the workers.  🗹 The company has not been doing enough to provide decent working conditions for its employees. |

A close up of a knife

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**Now you write:**

Hint:  
Recall the words to use for presenting an opinion.

The factories where these smartphones are manufactured are overcrowded.

Employees are working in tight quarters without proper facilities such as air

ventilation and clean bathroom facilities. There is also a short supply of food.

To conclude, the company has not been doing enough to provide decent working conditions for its employees.

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Hint:  
Recall the words to use for presenting an opinion.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Facts/Evidence** |  | **Opinion** |
| Children account for nearly half of the world’s extreme poor.  In almost every country in the world, children are more likely to live in poverty than adults.  One in four children are living in poverty in the world’s richest countries. | *(Hint: What can you tell about child poverty in the world? )* |

A close up of a knife

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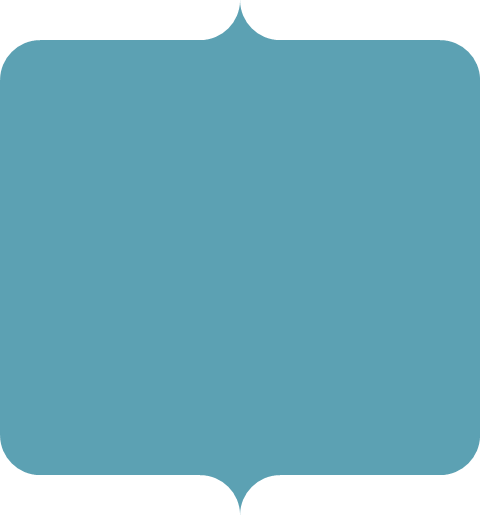
**Now you write:**

Children account for nearly half of the world’s extreme poor. In almost every country

in the world, children are more likely to live in poverty than adults. One in four children

To conclude, child poverty is very serious in the world.

are living in poverty in the world’s richest countries. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Notes to teachers:

For students of weaker ability, teacher may ask students to guess what the main theme of the facts/evidence (i.e. child poverty) is before they work on the task.

**Task 4 Reading: A global citizen fighting for justice**

*Read the following article and then answer some questions giving your opinion*

|  |  |
| --- | --- |
| 11-year-old Levi Draheim is very worried about climate change | |
| https://yp.scmp.com/sites/default/files/styles/615x400/public/images/leviafp.jpg?itok=bNxX_s07 | Levi Draheim is an 11-year-old kid who lives on a barrier island separating the coast of Florida from the Atlantic Ocean. He is also a person suing against the US government over climate change. “I don’t even know if the Earth is going to be around when I’m older at the rate that we’re going,” Levi said. “I really hope when I’m older, if I have kids, that they’ll be able to see where I lived and played.” |
| “But I don’t know if I’m even going to be alive or if we’re going to be maybe living on Mars?” Levi is the youngest who launched the legal action in 2015 with the help of two associations, Our Children’s Trust and Earth Guardians, against the US government – a case now stalled in the courts for years.  They accuse the authorities of not acting in the face of global warming, as well as implementing policies that promote fossil fuels. They say such actions will deprive future generations of their constitutional right to life, liberty and property.  When you live as Levi does on a sand dune, just 13 feet above sea level, nature is an everyday fact of life.  Source:  <https://yp.scmp.com/news/international/article/112310/11-year-old-levi-draheim-very-worried-about-climate-change-and>  Hint: Recall the words to use for giving an opinion. | | |

1. Refer to Para 1, “…I don’t even know if the Earth is going to be around….” Do you share the same worry with Levi? Why/why not?

[Student answer] Suggested answer: I share the same worry because global warming will lead to extreme climate and it will endanger the lives of people and the species living on the earth.

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1. In your opinion, why does young Levi care so much about the environment?

In my opinion, young Levi cares so much about the environment because he lives on a sand dune just 13 feet above sea level and nature is an everyday fact of life.

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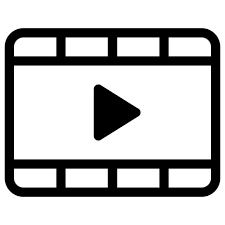
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**Part 2: Humanitarian work and aid**

**Introduction**

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| **Humanitarian work and aid**  Humanitarian aid is material and assistance to people who need help. Among the people in need are the homeless, refugees, and victims of natural disasters, wars and famines. The primary objective of humanitarian aid is to save lives, alleviate suffering, and maintain human dignity. Humanitarian aid aims to bring short term relief to victims until long term relief can be provided by the government. Other institutions which can help are non-governmental organisations (NGOs) and intergovernmental organisations (IGOs).  Sources:  <https://www.newworldencyclopedia.org/entry/Disaster_relief> |

**Task 1 Video Watching I: Beyoncé participating in “World Humanitarian Day”**

****https://www.youtube.com/watch?v=i41qWJ6QjPI

Watch Beyoncé sing “I Was Here” on “World Humanitarian Day” on 19 August 2012.

Log on the following link for lyrics: <https://www.google.com/search?q=i+was+here+lyrics&rlz=1C1GCEU_zh-TWHK868HK868&oq=I+Was+Here&aqs=chrome.2.69i57j0l6j69i60.2707j0j7&sourceid=chrome&ie=UTF-8>

1. What does it mean by “leave my footprints”?

It means making an impact so that you will be remembered

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1. What can you “leave” on earth so that you will be remembered?

[Student answer] Suggested answer: I will set up a charity to promote environmental protection.

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1. List three phrases that carry the meaning “benefit others”

[Student answer] Suggested answer: touched hearts, brought others happiness, made a difference, left this world a little betterlittle better.

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1. As teenagers, what can you do to help the people in need?

[Student answer] Suggested answer: I will make a donation to charities.

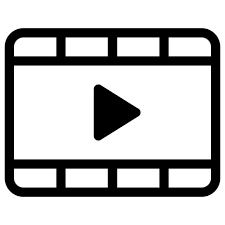
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**For student of stronger ability**

**Task 2 Video Watching II: School student initiating “We Day 2016”**

**** https://www.youtube.com/watch?v=VEyX6LvRPQ4

Watch an interview with Jonah Toth, a Canadian high school student talking about the rationale behind “We Day 2016”.



1. Give two examples of global initiatives mentioned by Jonah.

The two examples include raising money for construction of a school and raising money for construction of clean water systems.

water systems

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1. After visiting the children in India who do not even have shoes to wear, what perspective did Jonah gain?

The perspective Jonah gained is that we should not take things for granted.

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1. What three adjectives would you use to describe Jonah?

[Student answer] Suggested answer: self-motivated, determined, benevolent.

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1. Do you think it is important to give back to the community?

[Student answer] Suggested answer: Yes, because we all have a role to play to make the world a better place.

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**Transcript of the video**

|  |  |
| --- | --- |
| **Anchor:**  **Jonah:**  **Anchor:**  **Jonah:**  **Anchor:**  **Jonah:**  **Anchor:**  **Jonah:** | We have heard some pretty inspirational stories from students across the province being the change. Joining me right now is Jonah Toth. He's actually just taught me about students ‘being a change’ instead of ‘making a change’. What does that mean to you?  Well I think it's the whole youth empowerment piece. Every student that is in the building today has earned their ticket to We Day to both a local action and a global action they are not only empowering youth around the world to raise themselves out of the cycle of poverty, but they are being empowered themselves to take action in their communities and become leaders  And talking about action, Jonah you've done several different things through the ‘Me-to-We’ programs. Tell me a little bit as to what you've contributed to this community and internationally  Yeah, with the Camel Media we team every year, our local initiative is the adoptive family program and that helps provide students in our own community a better holiday season with Christmas gifts and Christmas meals. And in the past three years, we've raised over $40,000 for that initiative but we're extremely proud of our global initiatives. Two years ago, we launched our first global ownership the rural China education initiative and raised over $12,000 to finance a construction of a new school in Guangming China and as a direct result, over eight hundred youth in that community are receiving an education today that will help to lift them and their community out of poverty, so we are extremely proud of what we were able to accomplish there. And then the following year this past spring, we launched our second global initiative in support of the clean water and sanitation pillar in rural China and were able to raise over $1,400 to help support the construction of clean water systems that will help ensure that clean water is easily accessible and healthy for everyone in that community to drink. We've just launched our third global initiative now in support of the health pillar in India. Eight hundred youth from our school and surrounding elementary schools were engaged in this opportunity to simulate what it is that so many women and girls especially the women and girls have to do every day to access water that really often is not clean and so we had students participate in activities including carrying water on their heads, and really engaging and interacting with what it really means and to gain that perspective and why it's so important to support these initiatives halfway around the world.  Well, Jonah I definitely could sit here for probably a long long time and talk to you about everything you're doing. You're such a passionate individual. Why are you so passionate? Where did this passion come from?  Well, I think I've always enjoyed helping people. Seeing that we often take for granted everything that we have and we're so lucky, I had the opportunity to travel to India this past summer on a ‘Me-to-We’ trip and it was an incredible opportunity to see how happy the youth are. We worked at a primary school in Kalthana India and working with these youth. They had nothing; they weren't wearing shoes on their feet. We visited some of their homes and they were living with nothing and yet they were the happiest children I've ever met and so it's gaining that new perspective that we have so much to be appreciative of. And we have the resources; we have the energy; we have the motivation to make the change and that's exactly what we're trying to do.  Fantastic! Well, Jonah is just one example of the many many students in our province who are making a difference like he mentioned – the 15,000 students have to earn their way through service in their community to get here – ‘We Day’ today, So Jonah, thank you so much for chatting with us and we'll see you after the break.  Awesome! My pleasure! Thank you so much. |



**Task 3 Non-governmental organisations (NGOs) and intergovernmental organisations (IGOs)**

1. Match the logos and missions of the non-governmental organisations (NGOs) and intergovernmental organisations (IGOs) to have a better understanding of them.

|  |  |  |  |
| --- | --- | --- | --- |
| Tung Wah Group of Hospitals (TWGHs) |  |  | To protect human life and health, ensure respect for all human beings, and prevent and alleviate human suffering. Particularly known for its blood donation and blood transfusion service. |
| Organisation for the Prohibition of Chemical Weapons (OPCW)  Organisation for the Prohibition of Chemical Weapons |  |  | To build a better local community by healing the sick, relieving the distressed, caring for the elderly, promoting education and  guiding the youth. |
| Médecins Sans Frontières (MSF)  MÃ©decins Sans FrontiÃ¨res (MSF) picçåçæå°çµæ |  |  | To work in the world’s toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child everywhere. |
| International Committee of the Red Cross (ICRC)  branch of  hk Red Cross (ICRC) picçåçæå°çµæbranch of  Red Cross (ICRC) picçåçæå°çµæ |  |  | To offer emergency aid and long-term assistance to refugees and those displaced by war, persecution, or natural disaster. It is a global humanitarian aid and relief non-governmental organisation founded at the request of Albert Einstein. |
| World Health Organization (WHO) |  |  | To provide tools to enable people to become self-sufficient. It also opens markets of international trade where crafts and produce from poorer regions of the world can be sold at a fair price to benefit the producer. |
| United Nations International Children's Emergency Fund (UNICEF) |  |  | To prohibit the use of chemical weapons and requires their destruction. It is an international organisation that was established in 1997 by the countries that joined the Chemical Weapons Convention (CWC). |
| Oxford Committee for Famine Relief (Oxfam)  *A close up of a sign  Description automatically generated* |  |  | To work with international public health, oversee food security and healthy eating. It played a key role in the eradication of many illnesses such as smallpox and AIDS. |

Source: Information gathered from the official websites of the respective organisations

2. Read the information below and answer the questions that follow.

|  |
| --- |
| **Non-governmental organisations and intergovernmental organisations**  Non-governmental organisations (NGOs) are usually non-profit and sometimes international organisations that are set up by a group of people instead of by government. They play an active role in humanitarian, educational, health care, public policy, social, human rights, environmental, and other areas to bring about changes. NGOs are usually funded by donations, and involve the support of volunteers in their operation. As such, they serve as a platform for us to contribute to the world as a global citizen.  Intergovernmental organisations are set up when governments of different countries form an international organisation. These organisations have different goals. Most are set up to promote international cooperation, and preserve world peace through conflict resolution and better international relations. The largest and most familiar intergovernmental organisation is the United Nations (UN), which was set up at the end of World War II in 1945. In 1991, a humanitarian system was set up in the UN; all countries were thus encouraged to take part in humanitarian work. This marked the international community’s collective commitment to helping the world’s most vulnerable people when they need it most. |

1. What is the major difference between a non-governmental organisation and an intergovernmental organisation?

The major difference is that non-governmental organisations are usually set up by a group of people and funded by donations, and involve the support of volunteers in their operation, while international governmental organisations are set up by governments of different countries.

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1. In what way do both non-governmental organisations and intergovernmental organisations contribute to global issues?

They both play an active role in humanitarian work.

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1. Can you name one non-governmental organisation and one intergovernmental organisation which are not mentioned in the passage? (Hint: Local non-governmental organisations)

[Student answer] Suggested answer: Po Leung Kuk is an example of non-governmental organisation and International Monetary Fund (IMF) is an example of international governmental organisation.

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3. Public Organisation Chart

Here are the intergovernmental and non-governmental organisations that you came across in the previous activity. Fill in the chart using the names in the box. To save time, you can fill in the blanks with **acronyms** (e.g. IRC) instead of the full names.

|  |  |
| --- | --- |
| **Names of organisations** | **Acronyms** |
| Tung Wah Group of Hospitals  Organisation for the Prohibition of Chemical Weapons Médecins Sans Frontières  International Committee of the Red Cross  World Health Organization  United Nations International Children's Emergency Fund  Oxford Committee for Famine Relief  United Nations | TWGHs  OPCW  MSF  ICRC  WHO  UNICEF  Oxfam  UN |

TWGHs/MSF/ ICRC

TWGHs/MSF/ ICRC

TWGHs/MSF/ ICRC

OPCW

UNICEF/WHO

UNICEF/WHO

**Language Support II: Classifying**

|  |  |  |
| --- | --- | --- |
| There are two structures which help you to describe the class-subclass relations as follows:   |  | | --- | | **Structure 1**  … belongs to … / … belongs to the category of … |   **Examples:**   * *Both United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations Children's Fund (UNICEF)* ***belong to*** *the United Nations (UN).* * *United Nations (UN)* ***belongs to the category of*** *intergovernmental organisations (IGO).*  |  | | --- | | **Structure 2**  … is a type/a kind / an example of …  … falls into the category of … / the … category |   **Examples:**   * *United Nations (UN)* ***is an example of*** *non-governmental organisation.* * *United Nations (UN)* ***falls into the category of*** *non-governmental organisation.* |

4. Sentence making – Class-subclass relations

With reference to the “Public Organisation Chart” in Question 3 (p. 19), make **three** sentences using the two class-subclass structures in the “Language Support II: Classifying” above.

Suggested answer:  
*-* Tung Wah Group of Hospitals (TWGHs) belongs to the category of non-governmental organisation.  
- Organisation for the Prohibition of Chemical Weapons (OPCW) is an example of an intergovernmental organisation.  
- Both United Nations Children's Fund (UNICEF) and World Health Organization (WHO) belong to the United Nations (UN), which is an intergovernmental organisation.

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**Task 4 Extended task: Writing a speech on humanitarian work**

Recently, you have become the school ambassador of UNICEF. With the help of the Data File on the next page and the knowledge you have learnt in the previous tasks, write a short speech of about 100-150 words (excluding the words given) to be delivered in the morning assembly, including:

* Background and mission of UNICEF in brief
* Facts/evidence about children poverty and your opinion
* What schoolmates can do as global citizens
* UNICEF Charity Run

Some parts of the speech have been given to you. When writing, follow the hints provided in the margin.

Student’s own name

Opening

Good morning fellow students. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I’m the \_\_

UNICEF, United Nations International Children's Emergency Fund. Today I would like to introduce UNICEF to you.

ambassador\_of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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UNICEF belongs to the United Nations, which is an inter-governmental organisation. It works in the world’s toughest places to reach the most disadvantaged children and adolescents, and to protect the rights of every child everywhere.

Background and mission of UNICEF in brief

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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First, children account for nearly half of the world’s extreme poor. Second, in almost every country in the world children are more likely to live in poverty than adults. Third, 1 in 4 children are living in poverty in the world’s richest countries. To conclude, child poverty is very serious in the world.

Facts/

Evidence

There are some facts that we should know.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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we can, for example, participate in voluntary work to help the people in need, or donate money to charitable organisations to help disaster victims in countries other than our own.

What can schoolmates do as global citizens?

\_\_ As global citizens,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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“UNICEF Charity Run”. The 10km long race will be held on 25 November at Hong Kong Disneyland Resort and Sunny Bay. Simply donate HK$300 or more to join the event. The application form is obtainable from me, UNICEF school ambassador.

the ambassador of UNICEF.

UNICEF Charity Run

\_\_\_ Here’s the chance to help. UNICEF is hosting an event called

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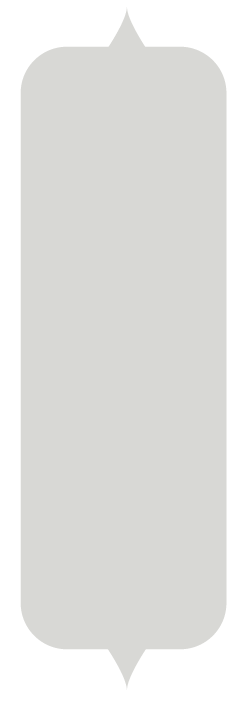
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Closing

\_\_Let’s join together to help the children around the world in need! Thank you!

**A picture containing food, drawing

Description automatically generatedTask 2 Extended task: Writing a speech on humanitarian work**



Notes to teachers:

For students of weaker ability, teacher may:

- go through different parts of the speech with the students. Then ask them to find relevant information for the various parts and complete the blanks provided in the hints.

- divide the class into several groups, assign two groups to complete the same parts, and invite them to give feedback to each other.

**For students of weaker ability**

Recently, you have become the school ambassador of UNICEF. With the help of the Data File on the next page, write a short speech of about 100-150 words (excluding the words given) to be delivered in the morning assembly, including:

* Background and mission of UNICEF in brief

Opening: state your name and the organisation (both the acronym and the full name) you need to introduce

* Facts/evidences about children poverty and your opinion
* What schoolmates can do as global citizens
* UNICEF Charity Run

Some parts of the speech have been given to you. When writing, follow the hints provided in the margin.

Student’s own name

\_ Good morning fellow students. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I’m the \_\_

UNICEF, United Nations International Children's Emergency Fund. Today I would like to introduce UNICEF to you.

ambassador\_of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Background and mission of UNICEF in brief:

Hint: File 1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UNICEF belongs to the United Nations, which is an inter-governmental organisation. It works in the world’s toughest places to reach the most disadvantaged children and adolescents, and to protect the rights of every child everywhere.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Write your opinion based on the facts/ evidence given:

Hint: Part 1, Task 3

There are some facts that we should know. First, children account for nearly half of the world’s extreme poor. Second, In almost every country in the world children are more likely to live in poverty than adults. Third, 1 in 4 children are living in poverty in the world’s richest countries. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

we can, for example, participate in voluntary work to help the people in need, or donate money to charitable organisations to help disaster victims in countries other than our own.

To conclude, child poverty is very serious in the world.

What can schoolmates do as global citizens?

Hint: File 2

Facts/

evidence

\_\_ As global citizens, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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UNICEF Charity Run

Hint: File 3

‘UNICEF Charity Run’. The 10km long race will be held on 25 November at Hong Kong Disneyland Resort and Sunny Bay. Simply donate HKD300 or more to join the event. The application form is obtainable from me, UNICEF school ambassador.

the ambassador of UNICEF.

\_\_\_ Here’s the chance to help. UNICEF is hosting an event called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Closing

\_\_Let’s join together to help the children around the world in need! Thank you!

**Data File**

**File 1: Mission of UNICEF**

|  |
| --- |
| UNICEF WORKS FOR CHILDREN  Hint:  Which lines show the background and mission **in brief**?  UNICEF stands for “The United Nations Children's Fund”. We belong to the United Nations, which is an intergovernmental organisation. We work in the world’s toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. Across 190 countries and territories, we do whatever it takes to help children survive, thrive and fulfil their potential, from early childhood through adolescence. And we never give up. |

(Adapted from: UNICEF)

**File 2: Excerpt of “What does it mean to be a global citizen?”**

|  |
| --- |
| **What does it mean to be a global citizen?**  …  We should give whenever possible. All of our lives have become globalized because of the Internet and the impact of global economy. No matter where we live, we are all global citizens. Therefore, we have a role to play in the world. As global citizens, we can, for example, participate in voluntary work to help the people in need, or donate money to charitable organisations to help disaster victims in countries other than our own. Examine our own life and find ways to celebrate our connection to the world.  … |

**File 3: Background information of “UNICEF Charity Run”**

|  |
| --- |
| Name of event: UNICEF Charity Run  Length: 10km  Date: 25 November  Venue: Hong Kong Disneyland Resort and Sunny Bay  Requirement: Donate HKD300 or more to join the event  Application form: Obtainable from UNICEF school ambassador |

(Adapted from: UNICEF)



Photo and information courtesy of UNICEF

**Peer Evaluation**

Read the speech written by your peer. Give feedback to him/her by blackening the stars in the table below.

|  |  |
| --- | --- |
| **Description** | **Feedback**  ***No star= minimum score; 5 stars = maximum score*** |
| Presented the background and mission of UNICEF in brief. |  |
| Formed logical opinions based on facts/ evidence. |  |
| Told schoolmates what they can do as global citizens. |  |
| Presented the information of UNICEF Charity Run clearly. |  |
| Optional: Do you want to give any written feedback\* to your classmate? |  |
|  | Signature: |

\* You are encouraged to write down a few words to give encouragement and support to your classmate such as “Nice work!”, “Interesting”, “I like the way you write about ….”,“You are making good progress.”, “Your work will be better if you can ….”, “More effort is needed, especially in ….”

**Part 3:**  **My vocabulary bank and learning record**

In this part, you will revise the topic vocabulary and evaluate your learning.



**My vocabulary bank**

|  |
| --- |
| Do you want to write better answers to questions in *Life and Society (Secondary 1-3)*?  Good writing comes from well-written paragraphs and sentences. And well-written paragraphs and sentences are built with proper English vocabulary. Generally, English vocabulary can be sorted into three groups: **subject-specific**(專科的) **vocabulary**, **general academic vocabulary**, and **logical connectors** (linking words).   * **Subject-specific vocabulary**: key concepts specific to a subject, namely Life and Society or Integrated Humanities. * **General academic vocabulary**: Words that are used more often in written texts rather than informal conversations. They help us express ideas more precisely. * **Logical connectors** (linking words): conjunctions and phrases that connect ideas. |

**Task 1 Finding useful expressions for “Global Citizenship and Humanitarian Work”**

Fill in the blanks of the subject-specific vocabulary, general academic vocabulary and linking words from the two readings in the unit. Some are already done as examples.

**Part 1: The meaning and quality of global citizenship**

|  |  |  |
| --- | --- | --- |
| **Subject-specific vocabulary**  tizenship | **General academic vocabulary** | **Linking words** |
| ci\_\_\_\_\_\_\_\_\_\_\_\_\_(n.)  empathy (n)  izen  global cit\_\_\_\_\_\_\_\_\_\_\_ (n. ph)  tizenship  global ci\_\_\_\_\_\_\_\_\_\_\_ (n. ph)  global village (n. ph)  undaries  national bo\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (n. ph)  spect  re\_\_\_\_\_\_ and value diversity (n. ph)  sponsibilty  re\_\_\_\_\_\_\_\_\_\_\_\_(n.)  stainable  su\_\_\_\_\_\_\_\_\_\_ development (n. ph)  nological  tech\_\_\_\_\_\_\_\_\_ development (n. ph) | communities (n.)  tribute  con\_\_\_\_\_\_ to the community (v. ph)  culturally (adv)  economically (adv)  erations  future gen\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (n. ph)  impacts (n.)  icipate  part\_\_\_\_\_\_\_\_\_\_\_\_\_ in (v. ph)  nomenon  phe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (n.)  litically  po\_\_\_\_\_\_\_\_\_\_ (adv)  resources (n.) | Therefore, …  To conclude, …  In con\_\_\_\_\_\_\_, …  clusion  Overall, … |

Key:

n.= noun n. ph= noun phrase v. ph. =verb phrase adv.=adverb

**Part 2 Humanitarian work and aid**

|  |  |  |
| --- | --- | --- |
| **Subject-specific vocabulary**  leviate | **General academic vocabulary** | **Linking words** |
| al\_\_\_\_\_\_\_\_\_ suffering (v. ph.)  itarian  human\_\_\_\_\_\_\_\_\_ work and aid (n. ph)  governmental  inter\_\_\_\_\_\_\_\_\_\_\_\_\_\_ organisation (n. ph)  long-term relief (n. ph)  intain  ma\_\_\_\_\_\_\_\_\_\_\_ human dignity (v. ph.)  non-governmental organisation (n. ph)  victims (n)    conflict resolution (n. ph)  operation  international co\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (n. ph)  nerable  vul\_\_\_\_\_\_\_\_\_\_\_ people (n. ph)  world peace (n. ph) | assistance (n)  advantaged  dis\_\_\_\_\_\_\_\_\_\_\_\_\_ children (n. ph.)  famine (n)  saster  natural di\_\_\_\_\_\_\_\_ (n. ph)  ople  pe\_\_\_\_\_\_\_\_ in need (n. ph.)  ole  play an active r\_\_\_\_\_\_ (v. ph.)  primary objective (n. ph)  erve  s\_\_\_\_\_\_ as a platform (v. ph.)  take part in (v.)  luntary  vo\_\_\_\_\_\_\_\_\_\_\_\_\_ work (n. ph.) | As su\_\_\_\_\_, …  ch  Thus  As |

Key:

n.= noun n. ph= noun phrase v.= verb v. ph. =verb phrase adj.=adjective adj. ph. =adjective phrase

*A screenshot of a cell phone

Description automatically generated***Task 2 My choice of the most useful words and expressions**

In the space below, write:

1. FIVE top most useful subject-specific words,
2. FIVE general academic words, and
3. THREE linking words you have learnt in this unit.

Compare your choice with your neighbouring classmate; see if there are similarities and differences and discuss.

1. **Subject-specific words**

[Student answer]

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1. **General academic words**

[Student answer]

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1. **Linking words**

[Student answer]

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**Task 3 My learning record of “Global Citizenship and Humanitarian Work”**

Put a tick (√) if you think you can manage the item in this unit.

**Do I know …**

|  |  |  |
| --- | --- | --- |
|  | **Item:** | **Yes (√)/No (🗶)** |
| 1. | the roles of a global citizen? |  |
| 2. | the importance of caring about the environment? |  |
| 3. | how to give opinion based on facts/evidence? |  |
| 4. | how to act as a devoted global citizen? |  |
| 5. | how to distinguish between different organisations? |  |
| 6. | how to classify different NGOs and IGOs? |  |
| 7. | how to write a speech to promote humanitarian work? |  |