 

**Advanced Global Citizenship Challenge**

**SOL Task Lists**

Task 1: What does it mean to be a Global Citizen?

Task 1.1

* Prepare for a group discussion by carrying out some research on what it means to be a global citizen. LO1, LO2, LO4

Task 1.2

* Take part in a group discussion on what it means to be a global citizen. Discuss, debate, explain and articulate. LO3

Task 1.3

* Reflect on the alternative opinions, views and arguments that you have heard and review your own opinions. LO1

Task 1.4

* Write a summary of your personal opinion of what you think it means to be a global citizen. LO3

**Task 2: PESTLE 2 - Politics**

Task 2.1

* Is it ever right politically to hold major sporting events in countries which have on-going human rights issues? **LO1, LO2, LO4**
* Research and consider the political issues surrounding the staging of the F1 Grand Prix in Bahrain in recent years and the plans to stage it in Azerbaijan in 2016. **LO1, LO2, LO4**

**Task 2.2**

* Review the quality and credibility of your resources. **LO1**

**Task 2.3**

* Formal debate or BBC ’Question Time’ style discussion. **LO1, LO2, LO3, LO4**

Task 2.4

* Personal writing, e.g. a practice piece for a short Personal Standpoint or another form of writing, e.g. Blog/Magazine article/Newspaper editorial in order to engage with the concept of conveying personal opinion after applying critical thinking. **LO1, LO2, LO3, LO4**

**Task 3: PESTLE 3 - Economics**

Task 3.1

* Consider how economic decisions taken in one part of the world can and do impact on the economic survival of other countries.
* Examine, in particular, the economic impact of the EU decision to lift the cap on EU sugar beet production by 2017 on small-scale sugar cane farmers in African, Caribbean and Pacific (ACP) and other Least Developed Countries (LDC). **LO1, LO2, LO4**

Task 3.2

* Evaluate the quality and credibility of your resources LO1

Task 3.3

* Following your research, work in small groups and discuss ways in which you could convey your findings via a shot gun oral presentation of 5 minutes supported by an appropriate format, e.g. a film clip, a play, a song, an animation at a conference whose focus is on the economic issues of global food production. LO1, LO2, LO3, LO4

Task 3.4

* Carry out a SWOT analysis. LO1, LO2

Task 3.5

* Draw up an outline plan only of your proposed 5 minute shot gun oral presentation. LO2, LO3, LO4

**Task 4: PESTLE 3 - Social**

Elderly people represent a growing share of the global population. It is estimated that by 2050 the proportion of the world's population over 60 years will double from about 11% to 22%. The number of people aged 60 years and over is expected to reach 2 billion.

Task 4.1

* Is society doing enough to care for the social needs of its ageing population? LO1, LO4

Task 4.2

* What services or provisions are in place worldwide to address the social needs of the elderly? LO1, LO4

Task 4.3

* What examples of good practice can you find? **LO1, LO4**

**Task 4.4**

* In your opinion, what else needs to be done to address the social needs of an ageing population? **LO1, LO2, LO4**

Task 4.5

* As a result of your research what recommendations would you make to world leaders on how best to provide for the social needs of their elderly citizens? LO1, LO2, LO3

Task 4.6

Evaluate the quality and credibility of your resources **LO1**

**Task 4.7**

Take part in group discussions. **LO1, LO2, LO3, LO4**

Task 4.8

Carry out a SWOT analysis of your research. LO1, LO2

Task 4.9

Draft a letter/write a blog/draft a conference paper/write a song/storyboard a film or animation aimed at world leaders putting forward your recommendations on how best to provide for the social needs of the elderly**. LO1, LO2, LO3, LO4**

Task 5: PESTLE 4 – Technology

Citizens of very poor countries are vulnerable in disasters and often do not have the technology or public services required to reduce the risks and to protect themselves.

Task 5.1

* How can technology help reduce the impact of natural disasters worldwide? **LO1, LO2, LO4**

Task 5.2

* As global citizens, what responsibilities do we have in ensuring that poorer countries are supported by the technology that we take for granted in our everyday lives? LO1, LO2, LO4

Task 5.3

* Evaluate the quality and credibility of your resources **LO1**

Task 5.4

* Take part in group discussions. **LO1, LO2, LO3, LO4**

Task 5.5

* As individuals/small groups, carry out a SWOT analysis. **LO1, LO2**

Task 5.6 LO2, LO3, LO4

* Draw up an outline plan for presenting either a Conference Paper or Key Note speech based on your findings and recommendations.

Task 5.7 LO2, LO3, LO4

* Create a ‘pop-up’ campaign display outlining the need to improve technology to ensure that poorer countries are supported by the technology that we take for granted in our everyday lives.

Task 6: PESTLE 5 – Legal

It is said that more countries than ever before uphold gender equality in their constitutions. However, many of these same countries uphold laws that prevent women from being treated as equals.

Task 6.1

* Research and identify these countries and their specific laws that prevent gender equality. **LO1, LO2, LO4**

Task 6.2

* Identify specific gender inequalities that exist globally. **LO1, LO4**

Task 6.3

* Examine the ways in which discriminatory laws are being challenged globally. LO1, LO2, LO4

Task 6.4

* Evaluate the quality and credibility of your resources **LO1**

Task 6.5 LO1, LO2, LO4

* From your research, what are the most effective ways of challenging and bringing about change to the laws that prevent gender inequality?

Task 6.6 LO1, LO2, LO3, LO4

* Design a shot gun presentation to raise awareness of how the law could be used to ensure gender equality.

**Task 7: PESTLE 6 – Environmental**

Task 7.1

* Identify the threats and dangers posed to human life and to the environment through the dumping of e-waste. LO1, LO4

Task 7.2 LO1, LO2, LO4

* Research the effects that poor e-waste management is having on the planet and especially on the poorer nations of the world.

Task 7.3

* Evaluate the quality and credibility of your resources **LO1**

Task 7.4

* How might you address the environmental problem of the dumping of electronic waste? LO1, LO2, LO4

Task 7.5 LO1, LO2, LO4

* Think about how you might address this topic at a Global Choices Conference. Which method of presentation do you think would be most effective in conveying your recommendations for improving the current global situation concerning the dumping of e-waste?

Task 7.6

* Carry out a SWOT analysis. LO1, LO2

Task 7.7

Draw up a plan for your chosen Conference contribution. LO2, LO3, LO4

Task 8: Understanding the Personal Standpoint Challenge

Task 8.1

* Choose the subject for your standpoint **LO1**

Task 8.2

* Group work: **critical thinking**, **discussion** and **debate**. **LO1, LO2, LO3, LO4**

Task 8.3

* Planning the Personal Standpoint

Task 8.4

* Practise writing a Personal Standpoint: LO1, LO2, LO3, LO4

Task 8.5

* Review writing: LO3

Task 9: Global Choices Conference

(Choice of tasks)

Task 9.1

* Key Note Speech LO1, LO2, LO3, LO4

Task 9.2

* Conference Paper LO1, LO2, LO3, LO4

Task 9.3

* Shot gun oral presentation LO1, LO2, LO3, LO4

### Task 10: The Personal Review LO1, LO2, LO3, LO4

Task 10.1

* Review your skills

Task 10.2

* Review contribution to the Global Choices Conference