

Unit 15:

Lesson Plan: Current Global Issues

Target lesson time 1 hour, 20 minutes

Worrying about global issues can contribute to anxiety and poor mental health. Because they are much bigger than us, they can make us feel out of control.

This session will allow Young People to:

- ➔ Ask what global issues keep us up at night
- ➔ Discuss why they do this
- ➔ Discuss the issues of International Terrorism, and Climate change
- ➔ Talk through some coping mechanisms
- ➔ Come to some conclusions about Global Issues.

Learning outcomes: (using action verbs from Bloom's Taxonomy)

Based on this lesson the participants will be able to:

Knowledge:

Understand the main global issues, which concern young people today

Understand why they concern young people more deeply than other groups in society

Appreciate that as a young person, things change all the time, things do not stay the same.

Appreciate that it is natural for a young person to feel that a current global issue is urgent and immovable. And therefore, it is larger in their own mind, than say an older person.

Understanding that current global concerns / issues have been around for a long time

Consider a number of surveys conducted on Young people's top ten concerns or fears.

Consider a number of coping mechanisms to rationalise fear of global issues

Skills:

To be able to listen to other points of view without judgement or argument.

Discuss topics as a group, and come to general agreement on common concerns

Attitudes:

Gain a more balanced and reflective attitude towards global issues

To engender that more balanced view when discussing with others

Target Age Group 14-21 Yrs.

Activity Title & number	Short description of activity	Resources needed	Time
<p>Activity 1 – Introduction A quick history of some truly global issues</p>	<p>An overview of how WW1 created fear amongst young people. And having survived, were then faced with a bigger killer in Spanish flu. How fears re- emerged at the imminent outbreak of WW2, and how later fear gripped the world in 1962 with the prospect of Armageddon.</p> <p>Conclusion</p> <p>Global issues for Young people is NOT a new phenomenon.</p>	<p>Computer, display screen</p> <p>Powerpoint presentation</p>	<p>10 mins</p>
<p>Activity 2</p> <p>What global issues keep you up at night and why?</p>	<p>Question is posed to the class. Answers they might come up with include:</p> <ul style="list-style-type: none"> • International terrorism¹² (horrifying, rarely (but have) happened in our home countries i.e. not isolated to other parts of the world islamophobia, racism, globalisation + radicalisation) • Climate change³⁴ (global warming, climate refugees, extreme weather, air quality) • Inequality⁵ (income inequality, civil unrest) 	<p>Computer, display screen</p> <p>Powerpoint presentation</p> <p>Bullet points on flipchart</p>	<p>30 mins</p>

¹ [WISERDEducation Survey](#)

² The Varkey Foundation US Based Survey

³ [WISERDEducation Survey](#)

⁴ [World Economic Forum](#)

⁵ [World Economic Forum](#)

	<ul style="list-style-type: none"> • Poverty⁶ (3rd world developing countries, suffering, high death toll) • European economic crisis⁷⁸ (unemployment, economic instability, Europe a declining world power, Brexit, no room for refugees, racism) • Global conflicts⁹¹⁰ (e.g. Syria, conflict refugees, high death toll, sending our army soldiers, western involvement in general, US vs.THEM, racism) <p>Conclusion – most Young people fear the same global issues.</p>		
<p>Activity 3 Coping methods - general:</p>	<p>Talk through the issue Talking about it helps; bust myths, rationalise, gain perspective, learn, releases tension, problem shared is a problem halved¹¹.</p> <p>Question the sources Think about where we get our info on global issues from: News, social media etc.</p>	<p>Computer, display screen</p> <p>Powerpoint presentation</p> <p>Bullet points on flipchart</p>	<p>10 Mins</p>
<p>Activity 4 Coping with Anxiety about Terrorism</p>	<p>Understanding Terrorism</p> <p>Understanding our irrational fears about Terrorism</p> <p>Rationalising the Threat of Terrorism</p>	<p>Computer, display screen</p> <p>Powerpoint presentation</p> <p>Bullet points on flipchart</p>	<p>10 mins</p>

⁶ [WISERDEducation Survey](#)

⁷ [WISERDEducation Survey](#)

⁸ European Barometer

⁹ [World Economic Forum](#)

¹⁰ European Barometer

¹¹ [Benefits of talking to someone](#)

<p>Activity 5 Coping with Anxiety about Climate Change</p>	<p>1. Understanding our fears about climate change</p> <p>2. Coping mechanisms</p>	<p>Computer, display screen</p> <p>Powerpoint presentation</p> <p>Bullet points on flipchart</p>	<p>10 week</p>
<p>Activity 6 Conclusion / evaluation</p>	<p>Discussion on the conclusions of Fear of Global issues</p> <ul style="list-style-type: none"> ➔ What have students learnt about Global Issues: ➔ Their own behaviour compared to older people? ➔ Surveys which show 'global issues' <p>The various fears they have, and how have these been rationalised or reduced by discussion?</p>	<p>Computer, display screen</p> <p>Powerpoint presentation</p> <p>Bullet points on flipchart</p>	<p>10 mins</p>

<p>Supporting documents</p>	<p>These supporting documents accompany this lesson plan</p>
	<p>HMWS Current Global Issues - Lesson Plan – teachers notes</p>
	<p>HMWS Resources - Recent top 10 'Global Issues' Surveys</p>
	<p>HMWS – PPT Presentation – Current Global Issues</p>