



Critical Thinking: A Path to Understanding to Global Issues

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1. Overview and Objectives

Activity Overview

A significant part of intercultural education is to educate learners on some of the pressing global issues that the world faces today. Social differences and economic disparity are two such challenges that numerous countries still face. This activity will help learners critically analyze how, mostly, one problem leads to another, or how these challenges are interconnected.

Learning Objectives

General Objectives	<ul style="list-style-type: none">• To raise social and cultural awareness• To develop critical thinking skills• To allow learners to demonstrate critical thinking abilities through their classroom discussion
Specific Objectives	<ul style="list-style-type: none">• To encourage and promote classroom discussion• To learn vocabulary for explaining social issues

Keywords	critical thinking, social issues, intercultural awareness, vocabulary, discussion-based activity
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2. Activity Context

This activity is ideal for university students (any year) and will expose them to some of the global issues facing the world today. Issues in India are used as reference, however, using the same format teachers can adapt this activity to raise awareness about issues existing in their countries.

Students

Number of students	10 Min.	30 Max.
Do students need to use a second language?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
What is the second language?	English for native Japanese	
Level(s) in target language: * <i>These levels are approximations; use your judgement</i> * For activities related to English, please try to allocate the minimum level within the continuum on the right. * See appendix at the end of this document for reference about these mastery levels.	Elementary school or younger Beginner CEFR A1 IELTS 1.0-2.0 TOEIC 120-220 √ Pre-intermediate CEFR A2 IELTS 2.5-3.0 TOEIC 225-500 Intermediate CEFR B1 IELTS 3.5-4.5 TOEIC 500-700 Advanced-Intermediate CEFR B2/C1 IELTS 5.0-6.5 TOEIC 700-900 Advanced CEFR C1 / C2 IELTS 7.0 + TOEIC 900+	

3. Activity Materials & Prep

Activity Duration

Total duration in minutes:	80-90
How many sessions?	1
Any homework?	No

Materials

Material # 1 Title:	Vocabulary and Discussion Language Handout
Material Type:	Printed handout
Material Access:	https://docs.google.com/document/d/1cnugo4Lje8RirZSV9epfUMmpE1XZdAspG6d8Mc1AA_g/edit

Material #2 Title:	Image slides
Material Type:	Digital slideshow
Material Access:	https://docs.google.com/presentation/d/1yp1P4IFuobOEwyRU1HTwR_tR5rh6L81cSI4yMJTOPnw/edit#slide=id.p

Set-Up Instructions

1. Make copies of the vocabulary and discussion language handout
2. Have the laptop and projector set up
Estimated Set Up Time (min.): 10

4. Activity Description

Suggested Time	Activity Instructions
5m	Greetings and start with some warm-up questions leading to the activity. Some of the warm-up questions could be: a. What are some of the problems that the world faces today? b. Why do we need to know about these issues?
5m	Distribute material 1.
10-15m	Divide students into small groups (5- 6 groups of 4-5 students) and have them read and discuss the vocabulary.

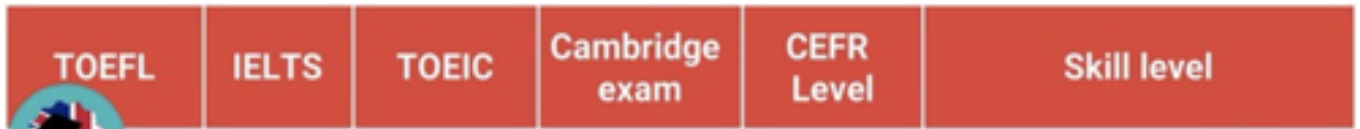

5m	Ask each group: 1. Which words do you already know? 2. Why do you think you need to know these words?
15-20m	Show material 2. Have students analyze each and every image before they are ready for group discussions. Teacher should ask questions on the slides. Students are asked to make notes on material 1, and record their observations
10m	Students now discuss their observations about each slide with their group members
10m	Teacher shows the images again and asks students to draw connections between the images. Students then discuss any possible connections within their groups using the language in material 2.
10m	Students now share their observations with the class.
5m	As part of homework, research these issues in India and share in the next class

5. Additional Information

Tips during the activity:

Teachers should constantly ask thought-provoking questions, and ask students to draw comparisons between the target culture and their native culture.

Appendix

TOEFL	IELTS	TOEIC	Cambridge exam	CEFR Level	Skill level
					HigherEd 
118-120	9		CPE	C2	Mastery or proficiency
115-117	8.5		CPE	C2	
110-114	8	975-990	CAE / CPE	C2/C1	Effective operational proficiency
102-109	7.5	966-974	CAE	C1	
94-101	7	945-965	CAE	C1	Vantage or upper intermediate
79-93	6.5	900-960	FCE	C1/B2	
65-78	5.5-6.0	785-940	FCE	B2	Threshold or intermediate
53-64	4.5-5	785-795	FCE	B2/B1	
41-52	4	670-780	PET	B1	Waystage or elementary
35-40	3.5	550-665	PET	B1	
30-34	3	225-545	KET	A2	Breakthrough or beginner
19-29	2.0-2.5	171-220		A1	
0-18	1.0 - 1.5	120 -170		A1	

Source: <http://www.higheredme.com/2017/04/11/english-test-comparison/>