

GLOBAL CITIZENSHIP EDUCATION TEACHER GUIDE

(DEDICATED FOR GENERAL EDUCATION TEACHER)

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GLOBAL CITIZENSHIP EDUCATION

TEACHER GUIDE

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INTRODUCTION

Based on Article 24.2 of the Law on Government of Mongolia and Article 9 of the Incheon Declaration on Sustainable Development, and in the framework of Mongolia-Korean education co-operation, Minister of Ministry of Education, Culture, Science and Sports (MECSS) issued an order with number A/24 for the purpose of enabling children and youths to participate in international research to develop the content of Global Citizenship Education (GCED).

The purpose of this teacher guide is to provide a framework of global citizenship concept that is adapted in Mongolian context and to introduce the skills relevant to global citizenship education to today's learners by methodical learning solutions based on specific subjects and certain grades of primary, basic and secondary education.

For this purpose:

- Understand the concept of global citizenship education and deepen the understanding
- Teachers emphasize on encouraging the ability of learners to become global citizens through the subjects that she/he teaches and develop learners through methodology
- Teachers constitute the environment to develop global citizenship skills of learners by coordinating method of the subject she/he teaches with other subjects
- The activities of teachers should be guided to use objectives of learning and content, which are recommended by UNESCO, to disseminate GCED to certain ages of children, and to develop methodical and creative version.

How to use the teacher guide?

School administration

School administration build teachers' co-operation in GCED to develop global citizenship skills of elementary, middle and high school students at school level and provide management support. For this reason, school administration should develop and implement a policy by consulting at teacher level that how certain cognitive, socio-emotional and behavioral skills could be improved for the activities that develop children and subjects.

Teacher

Teachers study teacher guide, direct the methods into developing the global citizenship skills of learners based on the concept of global citizenship education and determine methodical approach to improve. For this reason, teachers should focus on distinct and common aspects of methodical approaches recommended by guide-book developer on the other subjects different from the subject she/he teaches.

While a teacher works independently, the teacher should also consult and coordinate with other professional teachers, collaborate to develop a lesson plan, observe, note and co-evaluate changes in attitudes of learners thus on the basis of information, teachers create teacher-student-parents activities.

For the framework of themes of teacher guide **the People, the Earth and the Peace**, the subjects of general education - Mongolian, English, mathematics, biology, social science, design and technology - were chosen as the cases of the study and besides lesson plan, solutions to develop global citizenship skills and the creative methodical version are included for the general framework of the study.

For the versions, a teacher should determine following matters and then the teacher would be able to develop his/her own version. The teacher identifies:

- Develop learner's global citizenship skills
- A method that is used
- A version of lesson structure and co-ordination that is proposed
- How the vertical and horizontal lines of the content are developed.
- What type of assessment is used
- What additional information sources are available

How do we consider Global citizenship Education in Mongolia?

Education is linked to Development

After the World War I and World War II, countries have agreed to unite for the benefit of peace, development and human well-being. Even though United Nations (UN) was established and it was aimed to measure development with economic indicators, we have been unable to distinguish growth, progress and development. In this regard, in the second half of the twentieth century, an initiative started to introduce human rights and freedom that act as the human person is the central subject of development.

In a short time, UN adopted a Declaration on the Right to Development in 1986 "development is defined as the right to human rights; the human person is beneficiary of the right to development; if there is no opportunity, there is no development; Everyone is entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized.



"Our Common Future" report was published in 1987 by the World Commission on Environment and Development (WCED) and the United Nations Environment Programme (UNEP) and the report defines sustainable development as "the development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (Photo: UNESCO, Mahatma Gandhi Institute Of Education For Peace And

Sustainable Development (MGIEP). The countries united to achieve Millennium Development Goals (MDG) of United Nations from 2000 to 2015 in order to recognize the importance of economic indicators to improve the lives of migrants, refugees, unemployed, homeless people, children and women and to acknowledge the well-being of human beings can not be created without the right and freedom at the end of 20th century. In this regard, the government has refused donation in order to solve the problems of society and the trend was disseminated to **determine country-wide development**

policies based on human rights rather than human needs. The Agenda for Sustainable Development 2030 was adopted to seek to build on the Millennium Development Goals (MDG) “nobody will be left behind”, “People; Planet and Prosperity” and complete what they did not achieve.

In order to implement the SDGs globally, Sustainable Development Goal 4: Quality Education has to be emphasized including target 4.7 which will be fundamentals of the human development and other sustainable development goals. Specifically, the content of this manual focuses on the ability of a citizen of the World and its development.

SDG target 4.7

By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.

Coherence of Global Citizenship Education and Civic education

Correlation to defining the development, importance and content of Global Citizenship Education should be determined accurately. Civics¹ focuses on how civil society works as the foundation of a civil life, and the rights and responsibilities of citizens living in urban and rural areas² while Civic education - broader concept - is aimed at conveying knowledge of a country’s political system and context. Civic education might include information on the system of government; the nature and powers of the offices to be filled in an election; the principal economic, social and political issues facing the nation; the value of 57 democracy; the equal rights of women and men; and the importance of peace and national reconciliation³.

Furthermore, it provides opportunity to learn to participate effectively in the democracy and development process at the local and national level, and transparency, participation, response capacity, accountability, empowerment based on the principles of values and equal opportunity⁴.

Citizenship recognizes citizens as a basis of democracy in the form of legal, political and socio-political aspects, membership, identity, the right to demand government, and obligations. Citizens, foreigners, stateless persons, and immigrants are represented in legal and political terms. A scope of people who became⁵ citizens⁶ of democratic country:

- The status of the person in a political context;
- The role of the citizen in a democracy;

¹ Informatics, Ethics and Aesthetics etc

² The Encyclopedia Americana, Harvard University, New York. 1920. Page 726

³ “Women and Elections” Guide to promoting the participation of women in elections, the United Nations. 2005. Page 56-57

⁴ UNDP, Bureau for Development Policy - Democratic Governance Group, Civic Education: Practical Guidance Note, 2016. Page 5

⁵ Besides the principle of jus soli and jus sanguinis

⁶ The notion of citizenship, which is the legal concept formed depending on country, birth place and parents, is broadened to the concept of “global citizenship”. For further information, please access to:
www.ids.ac.uk/ids/bookshop/db/db19.pdf

- The rights and responsibilities of citizens in a democracy;
- Opportunities for citizen participation in civic life, politics and government⁷.

In their review and discourse analysis of English-language texts relating to citizenship and citizenship education from 1990 to 2003, liberal citizenship highlights individual rights and liberties⁸. As the civilization, political and social rights have been developing in the last , the concept of a citizenship has been broadened and the term "citizenship" as a human-being is a citizen of world have been used worldwide. Being a global citizenship is defined as being part of the nation and being part of humanity. This is due to the relationship between politics, economy, society and culture at the local, national and global levels⁹

Global citizenship education contributes to build peaceful, tolerant, inclusive, safe society that could face global issues and solve the problems; and it is dedicated to age groups from eight to eighty years old.

The person who is equipped with Global Citizenship Education (GCED) is defined as someone who has deep knowledge of common values of humanity such as understanding of global challenges, integrity, equality, nobility and respect, as well as critical and creative thinking skills, ability to look into an issue from different perspectives in different environments, non-cognitive socio-emotional skills such as empathy and, problem solving skills, and ability to communicate with people from different ethnic and cultural background, and to collaborate with others for the well-being of the society.

The definition of values was based on the United Nations' Declaration, international treaties on human rights, and the Constitution of Mongolia. Mr. Ban Ki-moon, the UN Secretary-General, stated in his opening remark for the Global Education First Initiative launched in 2012 that "We must foster global citizenship. Education is about more than literacy and numeracy – it is also about citizenry. Education must fully assume its central role in helping people to forge more just, peaceful and tolerant societies." The civic education is aimed at empowering citizens to participate in building a world of peace, tolerance and equality. It not only gives a sense of belonging to global community but also creates a sense of being part of humanity. It also promotes respect for the common values of humanity shown in the figure below. Moreover, those mentioned under the knowledge such as peace, human right, intercultural understanding, civic education, respect for diversity, tolerance and equity are intergral part of it.

A special emphasis should be given to the students' competency in order for them to become an active member of global community but who possess core values of own country. Historical evidences as well as definitions by historians highlighted some positive characteristics that may belong to core values of Mongolia. These include:

Encouragement: Self-confidence, patience, independency;

Honesty: be an individual who reaches his/her promise, be an individual who does not forswear, being committed and being truthful

⁷ "Civic Education for Media Professionals: A Training Manual", Fackson Banda. UNESCO Series on Journalism Education. 2009. Page 32

⁸ "The Elusive and Exclusive Global Citizen", Jill Koyama. University of Arizona. Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP). UNESCO. New Delhi. 2015. Page 6

⁹ "The Elusive and Exclusive Global Citizen", Jill Koyama. University of Arizona. Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP). UNESCO. New Delhi. 2015. Page 14

Knowledge: Analyze, summarize, make decisions, and plan ahead;

Living with nature: be an individual who is not greedy for resources, not a collector, uses appropriately, uses respectfully, loves, respects, and works hard;

Adaptation: be a quick-learner and an observer, being curious and being innovative.

Therefore the content of global citizenship education is determined as the (following) skills needed for human development based on some good qualities of national values:

- Modern Nomads – live in nature harmoniously, using scientific achievements in life, lifestyles and being a heritor of nomads.
- Resilient Community Member – be a representative of social community who is capable of overcoming social, economic, political, natural, and unpredictable factors.
- Accountable and active citizen – be a citizen who voluntary involves in government activities without being pressured with violence according to the law and have a direct involvement in decision-making in their own lives.
- Tolerant Person – be a person who can tolerate, respect disparity without any discrimination and live together with others peacefully.

We focused on the following skills from these core conceptual dimensions of GCED. In the modern world, socio-emotional domain is fundamental element to the implementation of the Sustainable Development Goal 4.7, essential to embrace common values of humanity and the need for further communication with other people.

Table 1. Core conceptual dimensions of global citizenship education that are highlighted in the teacher guide

| Cognitive: | Socio-emotional: | Behavioral: |
|--|--|--|
| To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations. | To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity. | To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. |

Global Citizenship Education – criteria of teacher guide

General criteria

It is aimed to gain knowledge and understanding on interaction between local, national, regional and global people which are essential to learners.

It is aimed to acknowledge the importance of learner's responsibility that contributes mankind's sustainable and peaceful life at local, national, regional and global level.

| Domains | Special criteria |
|-----------------|--|
| Cognitive | It is aimed to teach the concept of "GCED" for learners |
| Socio-emotional | It is aimed to develop the skill that enables to respect student diversity and differences |
| | It is aimed to develop the skill that enables to respect environment |
| | It is aimed to develop the skill of tolerance |
| | It is aimed to develop the understanding of diverse culture. |
| Behavioural | It is aimed to develop the skill of a student to be compatible with common ethical standards |
| | It is aimed to develop the skill of being open-minded |
| | It is aimed to develop learner's participation skill |
| | It is aimed to develop the skill of being responsible |

METHODICAL VERSIONS THAT DEVELOP GLOBAL
CITIZENSHIP SKILLS THROUGH SUBJECTS

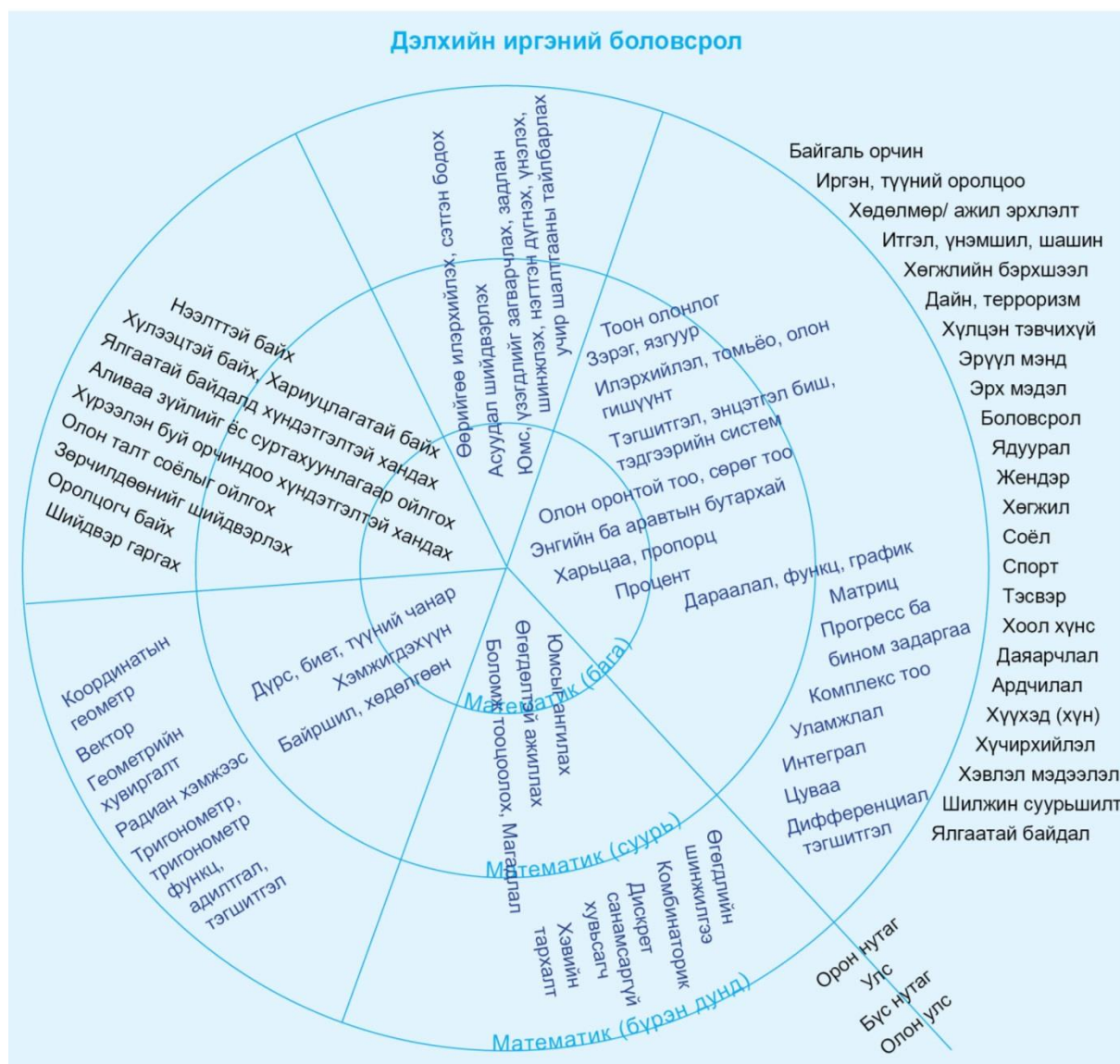
PEOPLE

MATHEMATIC

Objective: To provide teachers with some methodical ideas of developing global citizenship skills while teaching mathematic in primary, basic and secondary education to learners.

Content: The core curriculum content of the global citizenship education (GCED) and mathematic in primary, basic and secondary education is shown below.

Figure 1. GCED and possibility to integrate mathematical knowledge and skills



Based on the content of Global Citizenship Education, core curriculum content of mathematic is interacted with issues in life and livelihood that leads to understand the importance of building interaction between local, national, regional and global people and sustainable and peaceful life. The

content is accomplished to develop knowledge and skills of GCED and mathematic while understanding, discussing and solving the issues.

Table 1. Some ideas of themes that could correlate mathematic and GCED content

| Mathematics | | Global Citizenship Education |
|------------------------|---|---|
| Numeration, algebra | Multiple digits | Compare, sort, round, add and subtract number of population and groups of population, number of animals, price of goods, gross domestic product etc. |
| | Normal and decimal fractions, proportions | Estimate amount and number of individuals, households, local, national income and expenditure; equal and unequal distribution of economics and resources, use map (map scale), prepare food for certain people following ingredients and recipes. |
| | Percentage | Identify the number and amount by wage, percentages of increase and decrease in price of goods, the interest rate, the tax rate, the proportion of people who have access to certain resources in certain country, the percentage of school enrollment, and the number of shares per unit of a certain amount. |
| | Function, correlation | Health; population growth and weather forecasts; resource use and protection; climate change; environmental pollution etc. |
| Geometry, measurement | Shape, object | Multicultural: buildings, streets, architecture of road and squares (display with shapes, symmetry, etc.), chair-bound for people with special needs, designs for entrance exits etc. |
| | Measurement | The amount of calorie and nutrition intake by a human, appropriate portion of food consumption, body weight, size of the country, amount of resources, resource consumption, time spent on specific activities by age, gender, country, food production, process and cost etc. |
| | Location and movement | Path from home to school, safe local environment, road map, route, usage of map, pattern, visibility of building, design etc. |
| Probability, statistic | Data processing and data analysis | Food and agriculture; poverty; hunger; health; resource (water, electricity, etc.), its use, conservation, and ecological footprint; trade and production; pollution, holiday and trip impact in economy and environment; employment; education; individual, state, national and cultural differences; development of local, national, regional, international society, economy and environment; inequality, social care, and services etc. |
| | Probability | Presume the result of next competition based on the previous competition, predict the factors that contribute to win, consult whether it is fair or unfair, calculate probability to win lottery and to calculate the probability of detect and predict weather of the season and natural phenomena. |

Depending on the selected issues, training content is expanded or deepened based on the vertical and horizontal continuity of the content between mathematics and other subjects (subject) and determine continuity after calculation.

Methodology

When a teacher is planning and implementing classroom activities that accounts for age, developmental characteristics and learning styles of the learners, please take following matters into consideration:

- Determine the purpose of the learning with the developmental skills for learners
- Select local, national, regional, and global issues that are coordinated with the relevant content of mathematics based on the content of GCED
- Amplify the content through the method of enlarging didactic unit and systematic analysis
- To create favorable physical, emotional and psychological environment for learning where students can gain knowledge to solve issues, engage in interesting activities and learn to transform while they are participating in activities actively.
- Use a general special method and special methods of confirming and calculating, mathematical expressions, symbols, and cognitive methods such as generalizing, specifying, comparing, modeling, analyzing and collating
- Use information and communications technology
- Assess cognitive actions – knowledge and skills - performed by students and apply methods and forms of assessment that develop students

The questions that are concerned by teachers:

Should the training be directed to information transmission?

Or should student be leaded to gain the knowledge and the skills and to change an attitude and behavior based on the knowledge based on what she/he learnt?

| <i>Trends in the development of methods</i> | |
|--|---|
| Teaching | Learning (teacher and learner) → насан туршдаа |
| Deliver information | Create knowledge |
| Category learning | Integrative learning to investigate |
| Learning by memorising | Think and use creatively, learn to transform |
| Focus on the unit | Develop systematic thinking |
| Work independently and being competitive | Collaborate, respect one another |
| Evaluation is a training tool for monitoring | Evaluation is a tool for promoting and encouraging learning |

When training and activities are organized, the questions should be raised “What is the main idea that should be taught?” and “what should be changed? (knowledge, a skill and an approach)” by integrating

with purpose of learning, three frameworks for content of learning (knowledge, a skill, an approach and value). Therefore, the training should be directed to involve local, national, regional and global issues which are acknowledged and solved by students with mathematical modeling and calculation methods; and includes active training methods, exercises and games that provide opportunities to learn to be open-minded, engage in activity effectively and in interesting way, work in pairs and work individually

Some activity ideas that could be organized

Activity: Our needs and wants

Objective: To establish the difference between a 'want' and a 'need'

Applicable content:

| | Knowledge | Skills | Approach |
|------------------------------|---|--|----------------------|
| Mathematic | Working with data | <ul style="list-style-type: none"> • Sorting and labeling • Contemplate, summarize | Participate actively |
| Global Citizenship Education | <ul style="list-style-type: none"> • Food • Human right | Be tolerant: <ul style="list-style-type: none"> • Respect other's opinion • Express opinions | |

Materials: a blackboard, a chalk, a board-marker, a pen, a pencil and a notebook

Step 1: Write up and divide the words into the boxes below:

| | | | | | | |
|-----------|----------|---------|-----------|------------|------------|-------------|
| Education | Internet | Chess | Fresh air | Television | Food | Smart phone |
| Music | School | Bicycle | Tree | Book | Soda water | Game |
| Our needs | | | | Our wants | | |

Step 2: Initiate some discussion on the difference between needs and wants of learners

It is recommended for learners to write the words on notebook and discuss in pairs, with team members and classmates.

Questions:

- Sort out the priorities
- What are the most basic human needs and rights? Which one is the most important?
- Is everyone able to fulfill these needs and enjoy their rights? Why?
- Have your thoughts changed about your needs? Describe and explain.

Teacher info

This activity can be organized at any level of primary, basic and secondary education, and can be adapted by modifying the given words, aligning them with other subjects, enriching them with other questions and activities. The teacher directs the discussion with question and summarizes the activities based on the ideas of learners.

For instance, the theme of human rights mentioned in article 16.1 “a human has a right to live”, chapter 2 of Constitution of Mongolia (1992) and “Universal Declaration of Human Rights” (1948) can be taught through the topic of “Food” at basic and secondary education level.

Food consumption

Objective: To reflect on your healthy food lifestyles and speculate upon recommendations on eating lifestyles, and be determined to make choices that are healthy for you.

Applicable content:

| | Knowledge | Skills | Approaches |
|------------|--|---|---|
| Mathematic | <ul style="list-style-type: none">Working with dataPercentageMeasurement | <ul style="list-style-type: none">Sort, analyze and summarizeCalculate percentagesExpress views | <ul style="list-style-type: none">Participate activelyTransform positively |
| GCED | <ul style="list-style-type: none">FoodHealthDiversity | <ul style="list-style-type: none">Be tolerantBe responsibleRespect diversity | |

Materials: Pictures of food products, eating tips, textbooks

Activity 1. Start by asking students, in groups, to name their favorite meal. (primary, basic and secondary education level)

Questions: “What types of food do we like to eat?”

- Each student writes their favorite meal and food products.
- The teacher may look at the list of food products and reduce the number of products if necessary.
- Students work as a team then collect the data of classmates, create a diagram and draw a conclusion to discuss.

Questions that could be used in an interview:

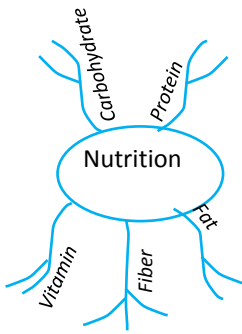
- Is it necessary for our health if we eat them daily? Why?
- What kind of food is good for our health? Why?

Activity 2. Nutrition (basic and secondary education level)

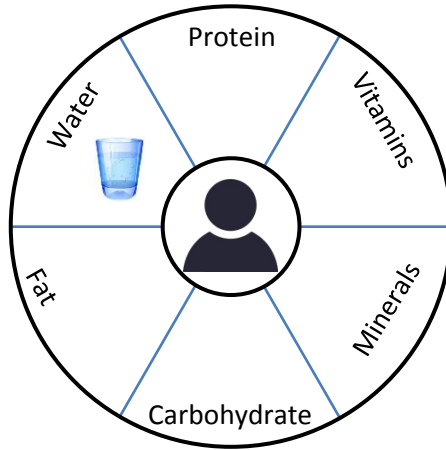
Following questions may be asked and request students to mind-map (example 1), or allow students to work on a diagram and a table shown in the examples of 2 and 3.

- What kinds of nutrients are needed for human body?
- What kind of nutrition do these food products contain?

Example 1



Example 2



Example 3

| Nutrition | Food products |
|--------------|---------------|
| Fat | |
| Vitamin | |
| Carbohydrate | |
| Protein | |
| Fiber | |

Students can read the information of nutrition from biological textbooks. This activity will help you to do the next activity.

Activity 3. Yurt for my food consumption

Step 1. Each student writes the foods that have eaten yesterday whether they like them or not! (In the past two or three days)

Table2. My food consumption

| Name of food | Amount /pieces | Time | | | Mineral | | | | |
|--------------|----------------|----------------|------------------|----------------|---------|---------|---------------|---------|-------|
| | | In the morning | In the afternoon | In the evening | Fat | Vitamin | Carbohyd rate | Protein | Fiber |
| Fritter | 2 pcs | 1 | | | 1 | | 1 | | |
| | | | | | | | | | |
| | | | | | | | | | |

PS: "Food, amount, time" table is used at primary education level

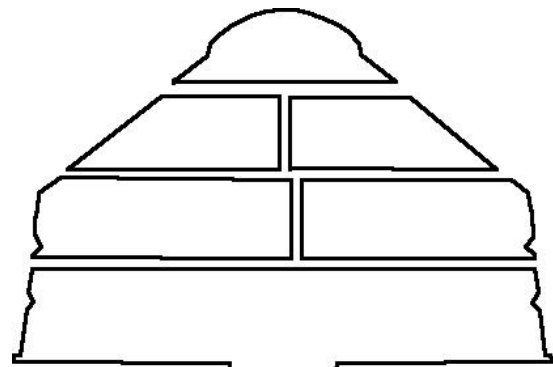
Step 2. Categorize the food that you eat.

| Fruits | Vegetables | Dairy products | Grain, rice | Nut, legume | Meat |
|--------|------------|----------------|-------------|-------------|------|
| | | | | | |

Find total percentage of the foods you eat.

Step 3. Start building your "yurt for food consumption" by placing from the higher percentage food on bottom part of your to the lower percentage on the other part of the yurt.

How is your "yurt for food consumption" being built if you record what you have eaten last week?



Step 4. (Basic and secondary education level)

Assign students to find out amount of fat and vitamins, carbohydrates, proteins, and fiber in their food that is consumed per 1 day or 7 days.

Step 5. Discuss on whether students are eating well-nourished food based on selection of their performance and prevention from being discriminated against by their living conditions.

Activity 4. Nutrition recommendations and their differences

Step 1. The assignment is pre-given to read the story "Orphan baby camel".

There might be students who have not read it. If so, the teacher or a student can read the story to remind.

Questions:

- Why is the baby camel orphaned?
- How was it treated and who treated it?
- What did wolf and vulture do to this baby camel? Why?
- Did the baby camel return home with its mother? Why?
- Does any similar thing happen in life? Explain your answer.

Step 2. Observe the pictures and answer the questions.

Picture 2. Animals













- What types of animals are displayed in the pictures?
- Is there any animal that you like? Why? Gather suggestions and collect data from students and make a diagram.
- Is there any other animal that you like? Why?
- Which animals in pictures are used for food? Why?
- Choose an animal that you like and imagine how it wants to be treated.

Step 3. Collect information about protein sources, analyze and make a sketch.

Protein is one of the basic component of human body. The protein is classified as complete and incomplete protein.

Table 3. Percentage of protein per gram

| Incomplete protein | | | | Complete protein | |
|---|---|---|--|---|---|
| Legume 10%-35% | Almond, nut 14%-30% | Tofu 13%-16% | Rice 8.6% | Meat 15-20% | Egg 15% |
|  |  |  |  |  |  |
| Flour 13%, Grains 7.8% | | Vegetable: Corn 13%, potato 1.7% | | Milk 3%, Dairy product 3%-23% | |
|  |  |  | |  | |

Step 4. Discuss eating tips that are published by organizations in other countries, their differences and causes.

Picture 3. People's choice of food product



<http://www.naturallifeenergy.com/vegan-food-pyramid-free-infographic/>

HEALTHY EATING PLATE

HEALTHY OILS
Use healthy oils (like olive and canola oil) for cooking, on salad, and at the table. Limit butter. Avoid trans fat.

WATER
Drink water, tea, or coffee (with little or no sugar). Limit milk/dairy (1-2 servings/day) and juice (1 small glass/day). Avoid sugary drinks.

VEGETABLES
The more veggies – and the greater the variety – the better. Potatoes and French fries don't count.

WHOLE GRAINS
Eat a variety of whole grains (like whole-wheat bread, whole-grain pasta, and brown rice). Limit refined grains (like white rice and white bread).

FRUITS
Eat plenty of fruits of all colors.

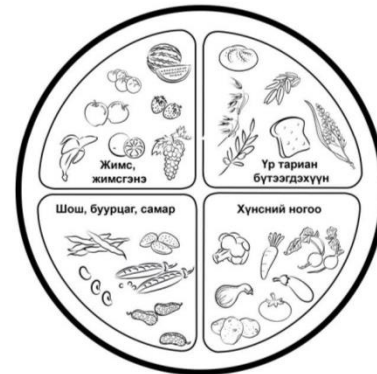
HEALTHY PROTEIN
Choose fish, poultry, beans, and nuts; limit red meat and cheese; avoid bacon, cold cuts, and other processed meats.

STAY ACTIVE!

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The Nutrition Source
www.hsph.harvard.edu/nutritionsource

Harvard Medical School
Harvard Health Publications
www.health.harvard.edu

<https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/translations/mongolian/>



Physicians Committee for Responsible Medicine, PCRM.org
<http://www.healthyschoollunches.org>



Questions:

- What are the differences between these tips?
- Which tip is suitable for your “yurt for food consumption”? Why?
- Which tips do Mongolians follow for eating? Why?
- Is there any person in Mongolia who follows other tips? How do you know it?
- What do you think about features of each tip and its cause? Please collect information regarding this matter.
- What types of food are eco-friendly and healthy? Why?

Teacher info

Activities and their steps should be adapted to levels of primary, basic and secondary education.

There are people with different eating habits for the activity 4 thus please respect other people's choice.

There are people with different eating habits thus activity 2 is initiated to illustrate the basic nutrition of human body.

Based on yurt tip, the assignment of collecting and summarizing information on food sources, resources, food industry of certain countries and products that are imported and assignment of using the information to solve issues can be given in accordance with basic and secondary education level.

Objective: Read, understand and summarize nutrition facts label in order to choose healthy food

Applicable content:

| | Knowledge | Skills | Approaches |
|------------|---|---|---|
| Mathematic | <ul style="list-style-type: none">• Decimal fractions• Percentage• Quantity | <ul style="list-style-type: none">• Read, write, and compare the size of positive integers and decimal numbers• Calculate the percentage | <ul style="list-style-type: none">• Participate actively• Transform positively |
| GCED | <ul style="list-style-type: none">• Food• Health | <ul style="list-style-type: none">• Be tolerant• Be responsible | |




Materials: Different types of nutrition facts label (cookies, cake, candy, processed meat, pizza, sweets, rice etc)

Questions: What do you need to consider when you buy a food product?

The teacher may mention about the Article 12.4 of the Mongolian Law on Food Safety that provides information on the contents of nutrition facts label.

The teacher may remind students to read ingredients and nutrition on nutrition facts label when a students choose a healthy food.

The teacher explain about labeling the amount of sugar, salt and fat with traffic light system.

-  (Red) - "HIGH". It's fine to eat this food occasionally or as a treat, but think about how often you choose it and how much of it you eat.
-  (Orange) - "MEDIUM" - making it an OK choice, although going for green is even better.
-  (Green) - "LOW" which makes it a healthier choice.

Group work. Divide the group into pairs and assign them two (preferably varied) nutrition facts labels, instructing them to decode the nutritional information and fill in the worksheet **The Food Detectives**.

“Food detectives” worksheet

Detective name: Class:

Table 4. criteria for color-coding nutrition in food per 100g

| Amount of nutrition (colour) | LOW (green) | MEDIUM (orange) | HIGH (red) |
|------------------------------|-------------|-----------------|------------|
| Total fat, g | ≤ 3.0 | 3.1-17.5 | > 17.5 |
| Saturated fat, g | ≤ 1.5 | 1.51-5.0 | > 5.0 |
| Sugars, g | ≤ 5.0 | 5.0-10.0 | > 10.0 |
| Salt, g | ≤ 0.3 | 0.31-1.5 | > 1.5 |

Name of Food 1:

Look at the amount of sugar, salt and fat.

Total fat Saturated fat Sugars Salt

How often should I have this food? Why?

.....

Name of Food 2:

Look at the ingredients on nutrition facts label.

Total Saturated fat Sugar Salt

How often should I have this food? Why?

.....

Prepare three large posters for sorting the results with the titles: *Eat some of the time; Eat often; and Eat every once in a while*. Use group feedback as the basis for class discussion for where the foods should go within these three posters

Teacher info

This activity can be organized at any level of primary, basic and secondary education, and you can change in a creative and use it. Additionally, assignments to food labels ate 1 day or 7 days.

At the basic and complete secondary level, the "Nutritional Information Guidance Instructions for the Front Side of the Container Packing" approved by the Minister of Health in Basic and Secondary Education 2017 Order No. 1001, contain 100 g of oil, sugar, salt Assignment assignment.

Activity. Food and hunger

Objective: Understanding resource distribution, inequal distribution at local and global levels and causes this violation.

Applicable content:

| | Knowledge | Skills | Approaches |
|------------|--|--|---|
| Mathematic | <ul style="list-style-type: none">Working with data | <ul style="list-style-type: none">Understand and use informationUnderstand and use figures and diagrams | <ul style="list-style-type: none">Participate activelyBeing a compassionate person |
| GCED | <ul style="list-style-type: none">FoodPoverty | <ul style="list-style-type: none">Be tolerantRespect disparitiesBeing open-minded | |

Materials: 1-6 numbers, 6 pcs of plates, 30 biscuits image (can be an image of something that student like), paper, pencil, pen, hunger map, and World Map if it is possible.

Step 1. A Teacher gives each of them a number between 1 and 6, and instructs them to sit at a table with that number. Each table should have a plate containing biscuits according to the table below, which reflects the distribution of food resources based on continent.



Table 5. The number of biscuits distributed to teams

| Table | Continent | No. of biscuits | Number of team members /percentages of students/ |
|-------|---------------|-----------------|--|
| 1 | Africa | 1 | 15 |
| 2 | Asia | 4 | 55 |
| 3 | Europe | 9 | 10 |
| 4 | Latin America | 1 | 10 |
| 5 | North America | 10 | 5 |
| 6 | Australia | 5 | 5 |

Tell the class that the biscuits belong to the entire table and they have two minutes. The teacher should watch and not interfere.

Step 2. Discussion time. Ask the students:

- How did you feel when you saw how many biscuits other groups got?
- How did you divide the biscuits within your group?
- Did you do anything to get more biscuits or did you give any away?
- How did the other tables respond to you?
- Бусад багийн зүгээс та нарт хэрхэн хандсан бэ?
- Is this distribution fair? Why/why not? What would make it fair?
- What do you think the six tables represent?

Step 3. Inform the students that the tables represent continents. Ask each group to chat amongst themselves and to guess which continent they are. Each table should pin their table number on a world map to whichever continent they think they are if they have a world map. Reveal the correct continents after students answer.

The teacher discusses with students about the pre-selected pictures and information of unequal distribution. For example,

Figure 4. Impact of unequal food distribution



- 870 million people in the world are undernourished. That means one in every eight people go to sleep hungry every day.
- In 2008, more than 1.4 billion adults, 20 and older, were overweight. Of these, over 500 million men and women were obese (nearly 1 in 3 people)

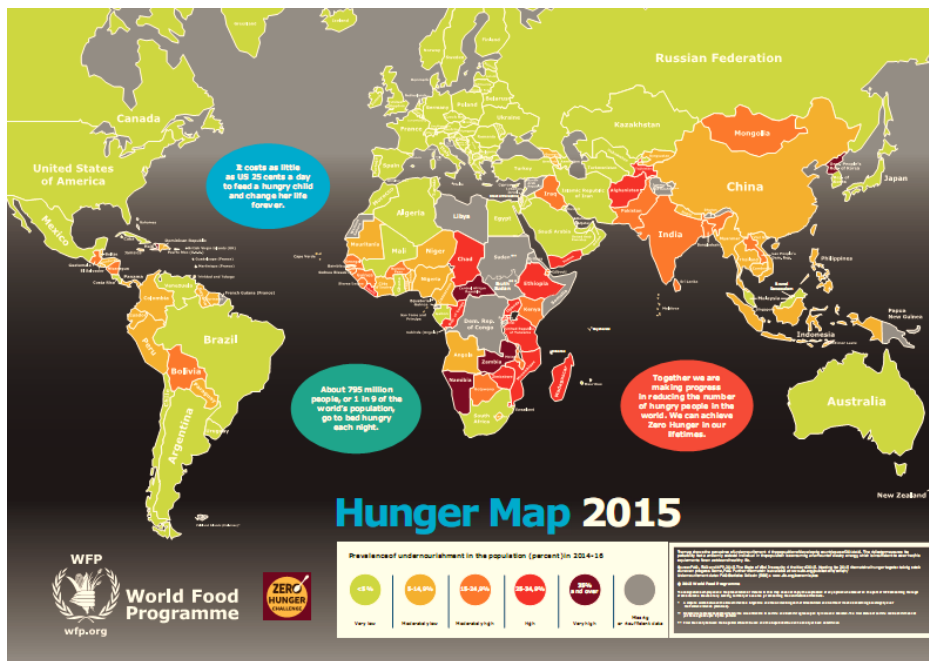
Source: One in Eight – A Senior primary resource about hunger, food and our role in the world, Food and Agriculture Organisation of the United Nations. 2006-2008

Step 4. Discuss the "Hunger map" of the world for students.

Questions that could be raised:

- What is the country's hunger rate? What is the country that has lowest rate in the world? What is the country that has highest rate in the world?
- What is the hunger rate of Mongolia?
- What might be the causes and reasons for this rate?
- Is there any possibility to eliminate hunger in our country? What can you do to contribute?
- Do you think food is the cause of conflict in countries? Why? What are the solutions?

Picture 5. "Hunger map" of the world



<https://www.wfp.org/content/hunger-map-2015>

Teacher info

The teacher may change the questions raised in classroom depending on primary, basic and secondary education level.

Work creatively such as finding information from other sources and do additional activity that evaluate the performance

For example,

The reason for the Mongolia's 20.5 percent –mentioned in “Hunger Map” of World Food Program (WFP) - faces food issues is that poverty covers 29.8 percentages which definitely relates to hunger and malnutrition afflict in poor and poorest area in Mongolia¹⁰.

According to the National Statistical Office of Mongolia, "Household socio-economic survey shows that 27.4% of the total population of Mongolia and 35.5% of the rural population are poor. Thus it shows that 30% of total population can not get enough calories and nutrients and they can not afford to meet their daily basic needs¹⁰.

¹⁰ Damdinsuren.L, (2017). Status of food safety in Mongolia. Presentation. Theoretical conference on “National security 25”

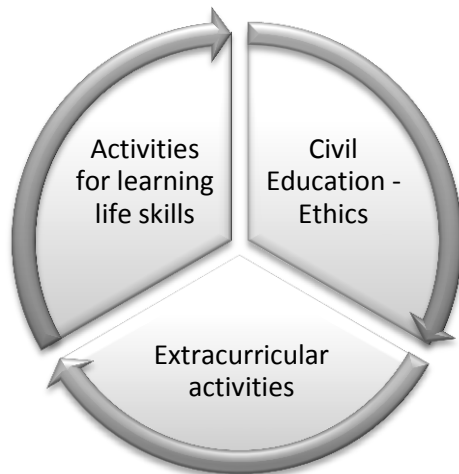
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- <http://bhrpower.mn/>
- <https://www.healthyschoollunches.org>
- <https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/translations/mongolian/>
- <http://www.naturallifeenergy.com/vegan-food-pyramid-free-infographic/>
- <https://www.PCRM.org>
- <https://www.pinterest.pt>
- <https://thehimalayantimes.com/health/kids-and-obesity>
- <https://www.wfp.org/content/hunger-map-2015>

TIME FOR ACTIVITIES THAT SUPPORT TRAINING

Objective: To develop Global Citizenship education through the method and content of activities that support primary education training.

Information: It is defined in the core curriculum that training support activities are to support the attainment of skills through the implementation of goal and objectives of core curriculum as well as subject areas. It is further indicated that the support activities include activities to acquire life-skills, civic education-ethics and extracurricular activities.



“Activities for acquiring life skills” is about students to be able to apply their knowledge and skills obtained through every subject in addressing real life issue, and organize the following activities to obtain the necessary skills, with support of teachers. These include:

1. Student to learn skills to do search, identify the problem, reflect, and find a better solution when engaging in real-life situation
2. Students learn to collaborate creatively, reflect on their life skills, and has motivation to learn and ability to work independent and learn, and adapt to changes in life

It is evident from above that it aims at equipping students with skills to able to identify a problem, reflect, find a solution, collaborate creatively when dealing with real-life situations.

However, it differs from subject areas in terms of its content, content selection, organization and methodology. It was allowed through the core curriculum that content can be selected by students, teachers and schools depending on topic of their interest and needs. This not only promotes autonomy of schools and local authorities but also helps to prepare citizens with an ability to solve problem using critical thinking skill, understanding and respect for diversity, motivation and responsibility.

The following objective was formulated based on the fact that specific competencies that need to be acquired through life skill activities and flexible selection of content according to a child’s interest and need are reflected in primary education core curriculum. This is directly linked to the educational goals and competencies of global citizenship education.

ATIVITIES FOR LEARNING LIFE SKILLS

| Learn the skill of searching | | Competency of global citizenship |
|---|---|---|
| Steps | Method | |
| Select a problem or choose a topic | Select a subject in the context of the child's needs and challenges in accordance with the school's goals, family, friends and feature of local community. | <ul style="list-style-type: none"> - Find the problem - Respect for the views of others - Express views in appropriate way - Estimate positive and negative aspects of solving a problem - Choose the way to solve a problem - Offer a solution to the problem - Put yourself in the position of others - Try to find relationships between things - Prevent any obstacle to any problem - Determine the cause of the conflict - Seek for potential solutions - Find solutions for local, national, regional, and global issues - Feel the environment - Be accountable - Be a participant |
| Collect information | Collect information through real-time learning and experience from sources and topics | |
| Analyze and sorting | Sort the gathered information and prioritize issues | |
| Describe the reasons for your choice | Describe the reasons and significance of the selection | |
| Re-planning and improvement | Re-plan and improve the situation in accordance with information generated during the search | |
| summarize, evaluate, report, and seek for new ideas | We summarize our operational progress and make it clear to others. Provide with an example that how hypotheses have been modified or proven during the search. Steps are repeated in the way that process of solving a problem would be the beginning of next step and topic. | |

This activity aims to engage student in real-life situation, explore and identify problems, collaborate with individuals, friends, organizations and local communities, and be able to learn to make a decision using own life- skills and potential.

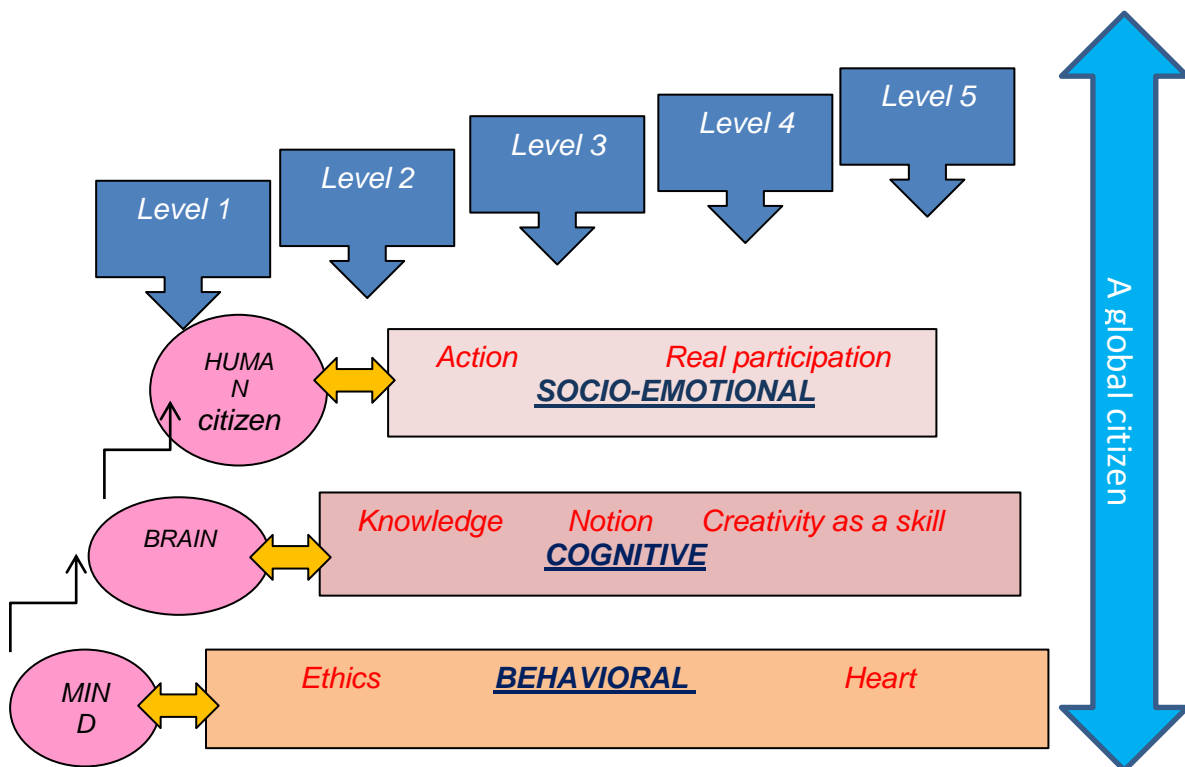
NOTE

1. Nothing should be looked from one angle. It is not enough to collect information from a single source. Collecting information from a variety of sources helps enriching the research result. The proposal developed on this basis are also characterized by many aspects.
2. Compare what kind of sources are used for the topic and how it is different from others. Then, examine which information is the best way to communicate what you wish to say. It can be done through multiple examinations and comparisons.
3. Sources of information include encyclopedia, book, brochure, newspaper and internet. Interview can be carried out for a number of people, not just one person. Using table can help sorting the information from different sources, doing analysis and drawing conclusion. Additionally, when student progress to a higher grade, they will be able to see how information can change or changes depending on source.

Conclusion:

Teacher methodology is crucial in the process of collecting and sorting information during the life skill activity. The teacher should do research in real life situation in advance to collect information and determine what methods to be used for data collection. The activities for learning life skills method is not about teacher telling students how to solve the problem. Rather it is about encouraging and giving confidence to students that they can do it, reflect on how it is different or similar to their initial idea/thinking, and motivating them to try again.

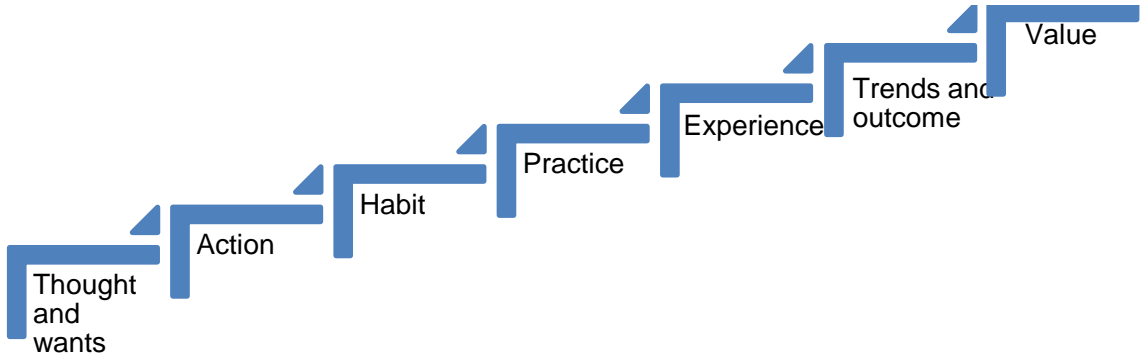
OUTCOME OF COGNITIVE, SOCIO-EMOTIONAL AND BEHAVIORAL DOMAINS
FOR GLOBAL CITIZENSHIP EDUCATION



The main goal of global citizenship education is, firstly, for everyone to learn to understand one another, be responsible for own action, be able to solve the problem upon analyzing its cause, and actively participate in social activities, and; then to expand this view to own family, friends, classmates, colleagues, schools, local communities, ethnic groups, country and the world, and; eventually to recognize that we are all global citizens living on one earth, and many factors are dependent on my participation, action, attitude, and values. Every teacher should aim to develop this thinking first and practice on their own.

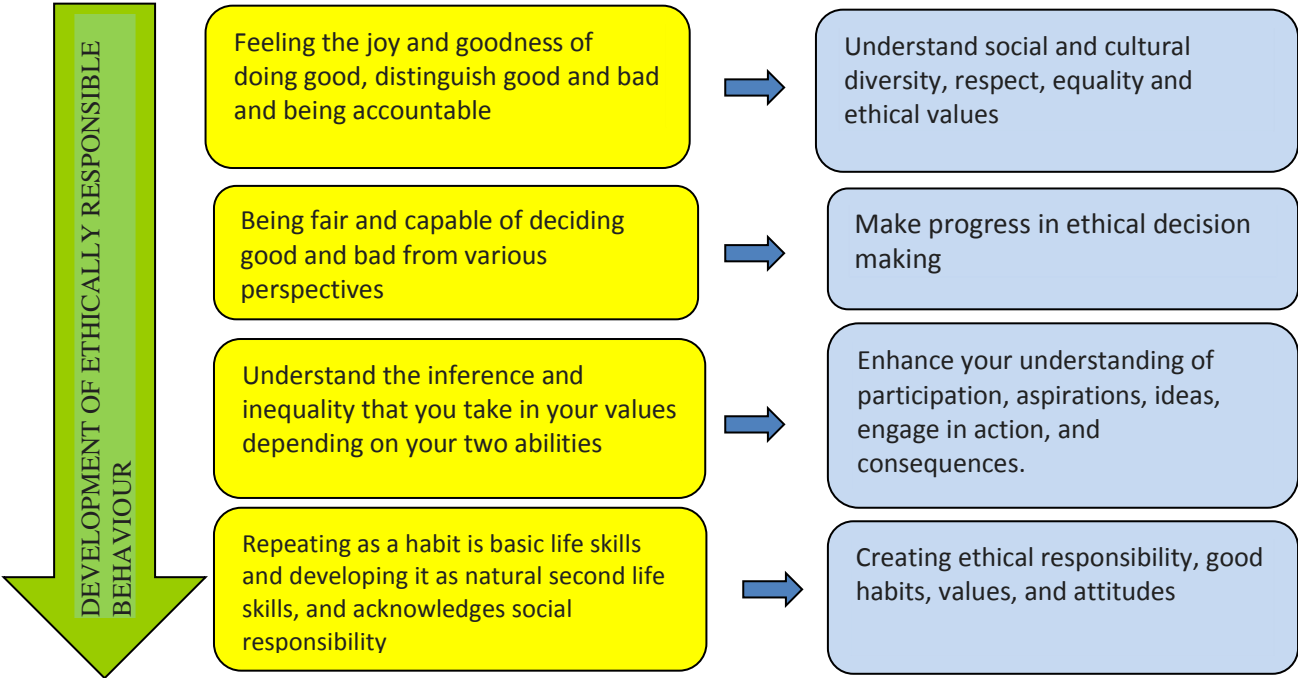
Simple steps to achieve ethical values and trends of global citizenship education

It is important to prepare a citizen who is equipped with common characteristics of human existence such as ability to understand others, respect for diversity, ability to put oneself in other’s shoes, responsible, critical thining skills and ability to share responsibilities and values upon cirtical analysis. This first step begins with setting up right mindset which leads to right action, which then transforms to right habit and eventually, develops right attitudes and values. Human mindset and values are product of belief that was built up through repeated number of experiences over a long period. This is illustared below in a simple figure:



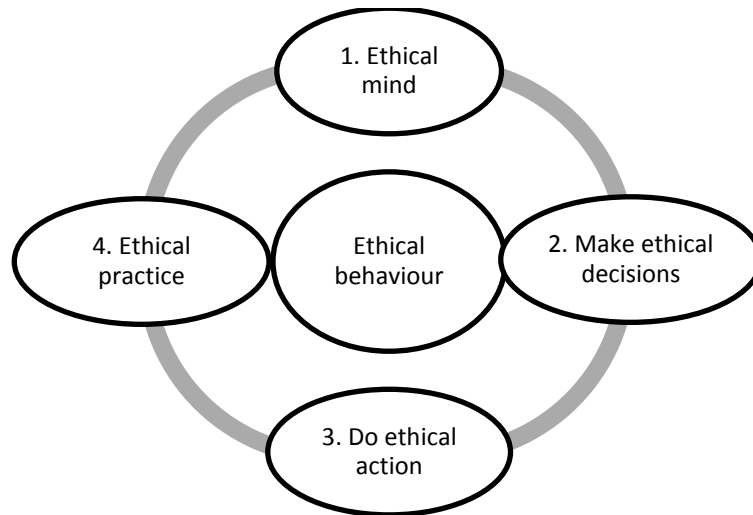
It is evident that the topics related to the global citizenship education such as social groups and individuals who belong to these groups, relations between the groups, respect diversity, ethical values and realization of own responsibilities are highly related to purpose, content and scope of training support activities.

Heed for teacher of composing ethically responsible behavior for global citizenship



CIVIC EDUCATION TIME

Objective: To develop global citizenship skills through content and methodology of civic education time in primary education.



LISTEN TO YOUR HEART

Do not let anyone steal your dreams.
Whenever and wherever you are, you hear the words of your heart.

LISTEN TO YOUR HEART

When a boy was in the middle school, his teacher gives a homework - "Write a story about who you want to be and what you want to do". The boy sat all night and wrote seven pages about having a horse farm. Every detail of the dream was even written. Even the 200 hectares of farms, halls and horseback races were also drawn. The next morning, he submitted 7 pages note to his teacher. Two days later, the teacher handed out the papers, and he was graded with big "ZERO" mark and it said "Meet me after the class."

- The boy asked "Why do I get zero?"

- The teacher replied that "The dream is not suitable for your age and it is not realistic", "You do not have money, you are the son of a farmer. To get a horse farm, you need a lot of money. First you get the land. Then get a good breed of horses. It is impossible to do this. If you write a realistic objective to accomplish it, your grade would be changed."

The boy came to his home and said to his father. Then his father said, "Well, my son, make that decision yourself. This is a very important choice for you. " After several days of thinking, the boy gave a note to his teacher without any change in his writing. "Do not change your results. I will not change my dream too ... " Now he has 200 hectares of land, a horse farm and a luxury mansion. The story written many years ago is hanged on the wall of his home...

Conclusion:

The aim of the civic education is to provide students with a sense of well-being, awareness of things that are possible, and to develop their own character and behavior. If an individual does not understand the main idea or the content of the text, he/she can not deepen the feelings and thoughts to achieve the goal. The next step is the process of a student acknowledging a goal as ethical value. In other words, a teacher may understand it as the stage of discussion and speculation on acknowledging the ethical values, emotions, and perceptions by connecting with life experiences. The teacher's direction or question is important when considering the ethical values that the students are aiming at.

Teacher info: Method of using question card

Write your questions on a piece of paper and put it in the box placed in the class. During every break time, check box and select two questions and answer it. The goal is to encourage students who are not able to ask questions.

In 1974, More than a million people were killed by hunger strike in Bangladesh, Jones, a doctor of economics, decided to go to the poor villages to see how they could help. There was a girl named Begum who was knitting baskets along the road. As he talked to her, he learned that she borrow money for bamboo from businessman who buys her baskets. The businessman gets high interest rate of 10 cents per dollar for lending money. From one basket, she benefits only 2 cents and the businessman would retain all the profits. If she had only 12 bucks and she was able to earn more money to feed her family without borrowing money.

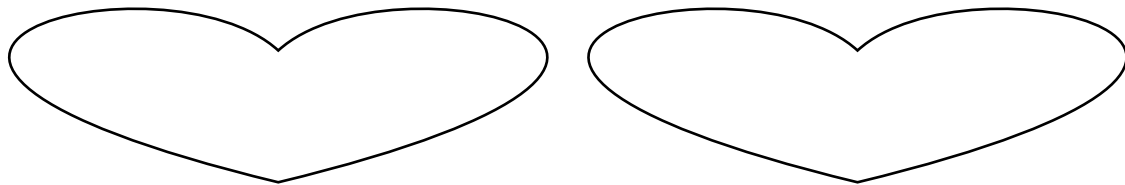
What would you do if you were Jones?

.....
.....
.....

Source: Rights-based approach. Ulaanbaatar., 2016. Page 17

An assignment for developing the skill to understand something ethically

1. Read what you felt about reading the incident.



2. What attitude do you consider to be important for helping those who are hungry?

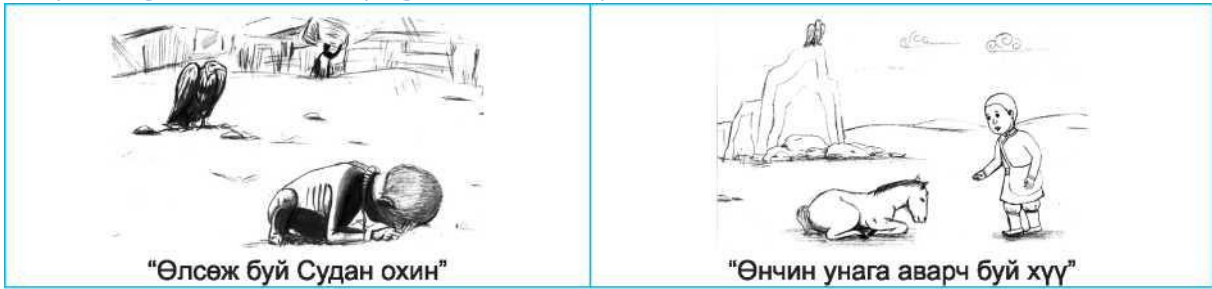
.....
.....

Write an essay on "The Importance of helping others".

.....

He helped those who are dying because of starvation. Gramen bank, which was established by Jones, served 36000 villages in Bangladesh and saved thousands of family from hunger.

Sample assignment for developing the skills to respect the environment



1. Name things/people in the pictures.

| | |
|------------|--|
| Picture 1. | |
| Picture 2. | |

2. Think of a hazard to a girl or a foal in the pictures and tell us what the danger might happen to them.

| | |
|------|------|
| Girl | Foal |
| | |

The assignment for developing the skills of solving conflicts



Note: The vulture and the little girl, also known as "Struggling Girl", is a photograph by Kevin Carter (1994).

What caused situation in the picture??

| | | |
|---|---|---|
| A. The measurement does not apply (What is the reason?) | B. Political instability (What is the reason?) | C. Natural factors (What is the reason?) |
| 1. What are the main reasons for food shortages? (Select one of the factors and describe it relating to food.) Armed Conflict, Disorder, Drought, Earthquake ... | | |
| Presume and describe how the incident in the pictures was continued. | | |

2. What child rights were infringed upon as shown in the picture above?

.....
.....

3. What would we do if we face this situation worldwide? (what do you think)?

| | | | |
|---|---|------------------------------------|------------------------|
| A. Helping people who are hungry ... | B. Termination of armed conflict ... | C. Resettlement of citizens ... | D. Create a job ... |
|---|---|------------------------------------|------------------------|

4. Does the hunger relate to us?

- Desertification ... (How do we affect food supply and distribution?)
- Drought and dzud ... (How do we affect food supply and distribution?)

5. How can we overcome the current situation and risks?

- Respect yourself and others
- Protecting the environment etc

Teacher info: Discuss with students that the essence of Mongolians is to respect people, nature and animals equally.

Cases

In the spring of the year, a boy, Boldoo, was herding sheep. A small animal behind the bush appeared to have a glimpse of the eyes. When he went for it, he learnt that it was a foal who lost its mother. He looked for the mother in the neighborhood but nothing was in sight. He thought if he leaves the foal, it would die. But if he takes it home, what would he give to feed.

1. Why did the foal face the danger of hunger and death?
2. What decision should Boldoo make? Work on following solutions.
 - It's best to feed the foal at home...
 - Boldoo should leave the foal because the owner will find soon...
 - It's right to leave the foal because the mother will come back ...
3. Write the positive and negative aspects of the solutions above

| | Positive aspects | Negative aspects |
|----|------------------|------------------|
| 1. | | |
| 2. | | |
| 3. | | |

4. Select one of the above solutions and explain why you have chosen.

.....

5. Do you have any other solution? Share with others.

.....

PRIMARY EDUCATION

Objective: It aims to equip students with global citizenship education skills through biology subject content about food.

Key words: people, food, ingredients of food, proper use and safety

Classroom organization: Methods for dividing primary school students into groups.

1. Editing
2. Birthday
3. Card
4. Pull out a card
5. Candy color
6. Use handouts

Need for organizing group (team): Team rules/regulation and roles of team members should be clarified; assessment method should be discussed and decided with students; and creative problem solving without competition should be ensured.

Materials: Since assignments are given within the scope of 4 topics in the subject content, images provided for each assignment should be copied and prepared for distribution. In addition, real- life story/cases, facts, videos, interview as well as others supporting materials needed for the experiment such as glass cup, salt and egg should be prepared in advance.

Methodology: Select a method that matches the students’ level of experience and cognitive development. It is possible to combine all forms of teaching corresponding to the need of each specific age group of students. For example, use active learning methods that involves on students’ participation such as dialogue, visualization, study reading materials, experiment, game play, role play, intermediary methods, corner techniques, discussion, and debate.

Assessment: It will assess not only knowledge obtained from the subject content but also whether global citizenship skills are acquired or not. Distribute assessment sheets "to students for them to do self- assessment. This assesment sheet is designed to assess students' global citizenship education skills.

| Level | Subjects | Biology | Geography | Physics | Chemistry |
|---------|---------------------|--|---|--|--|
| Primary | Learning objectives | Daily food/meals, human body structure and system, dietary hygiene, habit, school lunch, table manners, factors that affect growth, dietary needs, influence of seasonal change on diet, living conditions and their relations, animal reproduction, and waste reduction Human evolution, human growth, development, eradication of bad habits, exercise and health | Weather, climate, water circulation in nature, Examples on change in food consumption depending on season | Water change and condensation in nature Examples of salty food and seawater | Water-soluble and insoluble substances |

| | |
|---------------------------|---|
| Core curriculum skills | Interest and study about surrounding environment, follow rules and regulations, communicate, propose a hypothesis, experiment, observation, activity planning, implement according to the plan, process information, draw conclusion, collaborate, solve problem, know and understand social and historical events /process/ and respect values |
| Global citizenship skills | Be a participant Self-expression, openness, accountability, decision-making skill, respect for others, and problem-solving skill |

Assignment 1: The general category of food that is consumed by mankind

It is aimed to find the relationship of things and people and develop the skills of respecting for diversity.

What kind of food do you like?

Observe the pictures and name following products.



Types of grains Types of meat Types of vegetables Types of fruits Types of milk Types of oil

What do people eat worldwide?

Name and discuss following traditional cuisines.



Mapo tofu
Chinese

Kimbap
Korean

Fish soup
Russian

Discuss the factors that affect diverse cuisines.

| Nationalities | Name cuisines | The factors that affect food | | |
|---------------|---------------|------------------------------|---------|-------------|
| | | Geographical location | Climate | Agriculture |
| Mongolian | | | | |
| Russian | | | | |
| Chinese | | | | |
| Korean | | | | |
| English | | | | |

Tips for teacher:

Play the game to name student’s favorite food. The teacher categorizes the food and explains about healthy eating.





- The history of human food consumption
- Significance of Mongolian and international food
- Discuss the different cuisines, food culture and discuss their factors.
- Discuss food diversity at local, national, regional and international levels.

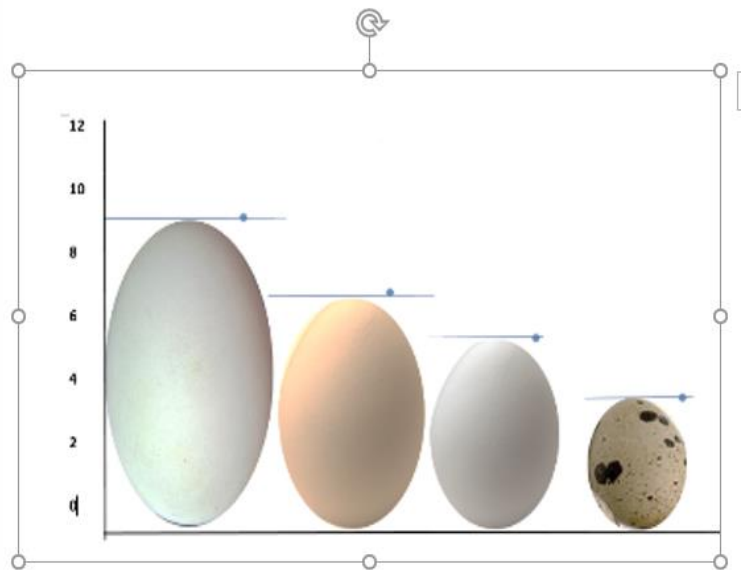
Assignment 2: Food diversity, composition, ingredients, choice and consumption

To develop global citizenship skills; respect for diversity, express potential solutions, identify positive and negative aspects for solution, explain the solution and reasons of the selection, identify issues, accountability, prevention, respect for environment and detect negative impact on environment.

Find the egg for birds. Make a hypothesis and take a note of them.

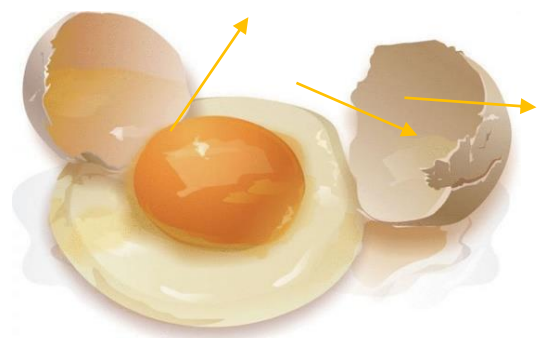
| Bird | Name of birds | Size of egg | Feature of egg |
|------|---------------|-------------|----------------|
|------|---------------|-------------|----------------|

| Шувууд | Шувуудын нэрийг бичээрэй | Өндөгний хэмжээг бичээрэй | Өндөгний онцлогийг ажиглаж тэмдэглээрэй |
|---|--------------------------|---------------------------|---|
|  | | | |
|  | | | |
|  | | | |
|  | | | |



Read the information, describe the composition of egg and its significance.

Egg contains the basic nutrition that is essential for human life and consists of three basic components: yellow proteins, white proteins and shell. The average chemical composition of the eggs is: 73.6% is water, 13% is protein, 12% is fat, 0.6% is carbon, and 1% is calcium and phosphorus.



| Name of birds | Protein (%) | Fat (%) | Carbohydrate (%) | Minerals (%) | Water (%) | Amount of calories per 100g (kcal) |
|---------------|-------------|---------|------------------|--------------|-----------|------------------------------------|
| Chicken | 12.57 | 12.02 | 0.67 | 1.07 | 73.67 | 158.00 |
| Duck | 12.77 | 15.04 | 0.30 | 1.08 | 70.81 | 184.00 |
| Goose | 13.90 | 13.30 | 1.30 | 1.10 | 70.40 | 180.00 |

Which egg carton would you select?



1



2



3



4



5

What factors would you consider in order to choose egg?

| Factors that influence selection of egg | Mark your choice with the (+) sign | Please explain any reasons | How to improve Write your thoughts |
|---|------------------------------------|----------------------------|---------------------------------------|
| Appearance | | | |
| Package | | | |
| Domestic production | | | |
| Exported from abroad | | | |
| Storage time | | | |
| Size | | | |
| Colour | | | |
| Storage environment | | | |
| Importance | | | |
| Information on nutrition facts label | | | |
| Price of 1 egg | | | |

Tips for teacher:

Explain food-related content with egg as an example.

Consider the following factors when you discuss factors that affect food production and selection.

- Diverse climate
- Diversity in geography
- Age differences
- Different needs and interests
- Cultural diversity

Assignment 3: Learn food safety and food storage

To develop the skills that identifies the causes of the violation and understands the prevention from violation and participates to protect the environment.

Add 1 teaspoon salt to room temperature water in a cup and place the egg in the cup after salt is dissolved.

How to know if the egg is new? Examine the results and explain it.



1



2

| The location of the egg in a cup with water | If it went bad or not | Note |
|--|-----------------------|------|
| If the egg in water is directly sunk into the bottom of the cup and placed in a transverse shape, it means that it is a fresh egg. | | |
| If the egg is floating in the bottom of the cup, it means that the egg is deteriorated. | | |

What should be considered for food safety? Have a discussion.

5 principles to keep food safe:

- Prepare and isolate raw foods
- Cook food products
- Keep it at proper temperature
- Use safe drinking water and food items
- Keep food safe and clean

How to prevent food without from going bad?

| <i>Raw materials and food products</i> | <i>Storage conditions</i> |
|--|---|
| Trade and preservation of eggs | If the egg is not stored in a sealed container, you may store it separately from other products and record the date of manufacture on each egg. |

*Source: Conservation of raw materials and food products.
Food and Agriculture Inspection Agency*

When you buy eggs, what would you do if it is not stored in a sealed container? Circle your answer.

- a) I will not purchase it
- b) Think to buy it or not
- c) Make a telephone call with someone and decide.
- d) I will not buy
- e) Warn salesman

In what container do the eggs stored?



PS: Polystyrene plastic is usually used for the production of egg container, coffee cups, box of compact disk, and container for foaming products. It produces harmful toxins that cause cancer, and they have a negative impact on the environment during production and disposal.

Source:<http://ub.inspection.gov.mn>

How do you feel about reading this information? What Rights of Citizens infringed upon? If you feel uncomfortable, what would you do to change it? Write your recommendation.

Tips for teacher: Discuss food safety

- Understand food safety
- Factors that affect the safety of food products
- Discuss human rights issues

Assignment 4: Food supply and food waste

To develop a skill to identify the negative factors affecting environment and a skill to protect environment.

Read the information and calculate the number of eggs consumed by Mongolians and eggs imported from neighboring countries.

As of 2017, 49.7% of total needs of egg, which is the main food product, is supplied by import.

Mongolians use about 100 million eggs a year. However, we produce 800-900 thousands (one day needs) and the rest is imported from Russia.

What is your contribution to reduce waste?

Every year, 1.3 billion people throw away one-third of total food production. 30% of the waste is grain, 20% is the milk and dairy products, 45% is vegetables and fruits, and 20% is meat products.

30 million tons of fish of 100-130 million tons

It is fished around the world

Food products produced in United States equals to 30% (48.3 billion dollar)

The volume of waste in Ulaanbaatar was 800 TONS last year, but this year, it increased to 1.4 MILLION TONS.

| Participation | Team work |
|----------------------------|-----------|
| From yourself | |
| In Family environment | |
| In school environment | |
| In city, soum and province | |

Tips for teacher: The Global food waste and its impact

- Economic, environmental cost
- Reduction of food waste
- Seek potential solutions

Assessment sheet (Student's own assessment)

We combined our goals.



.....

.....

.....

I am an active and creative team member, the work I have done, obligation



.....

I could explain my opinion to others.



.....

.....

.....

Everybody has different views and perspectives



.....
.....
.....

I listened to my team members ' ideas.



Paid more attention

.....

Paid attention

.....

We found a good solution by working as a team.



.....
.....
.....

BASIC AND SECONDARY EDUCATION

Topic: World food supply

Objective: To develop global citizenship skills through the study on issues of world food supply– detect distinction between national and global issues, recognize causes and consequences of issues, search for solutions, make-decision, participation, execution and bring voices together.

Key words: Food supply, availability, poverty, hunger and food waste

Classroom organization: Select the forms of grouping, working in pairs and whole classmates. Pay attention to encourage student's participation. If it is organized as grouping, focus on each member of the team to be involved.

Materials: Copy pictures in each assignment and prepare handsouts for students. Real-life stories, cases, facts, video, interview as well as images where the information of source is noted

Methodology: Select a method based on the experience gained by the learners and the level of cognitive development, and use the methods of dialogue, studying materials of reading and visual aids, analyzing, and creativity.

Assessment: Assess knowledge, trends and skills gained by learners through subject, and global citizenship skills.

Assess the achievement and prepare the content and skills of global citizenship education in assessment rubric.

Make sure that teachers and students mutually evaluate their evaluation.

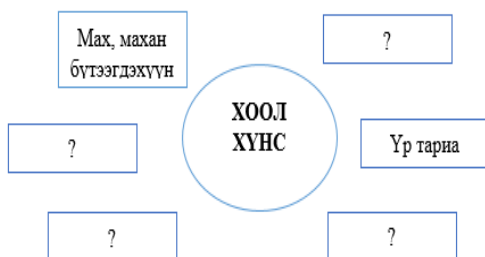
Topics of GCED related to food subjects

| No | Level | Local | National | International |
|----|-----------|---|---|--|
| 1 | Primary | <ul style="list-style-type: none"> - Our one day meal - The role of our body parts - Normal hygiene practices during meals, - School lunch and table manner | <ul style="list-style-type: none"> - Name the factors affecting growth - The needs of living organisms - Whether the seasonal difference affects the eating life-style | <ul style="list-style-type: none"> - Interaction of living cells and environment - Development of animals |
| 2 | Basic | <ul style="list-style-type: none"> - Nutrition - Digestive system | <ul style="list-style-type: none"> - Component of food (GMO) - Role of protein, fats and oils | <ul style="list-style-type: none"> - Food supply of world population - Plant-eating - Animal-eating - Natural selection |
| 3 | Secondary | <ul style="list-style-type: none"> - The process of decomposition of substances in food - The effect of enzymes on decomposition of the substance - Energy dissolution at cell level - biogenesis | <ul style="list-style-type: none"> - biogenesis - Protein Synthesis - Cellular respiration - DNA synthesis - Three phosphate adenine | <ul style="list-style-type: none"> - Biosphere - Dissolution of substances during other living organisms consume - biogeochemical cycle |

Assignment 1: Food supply is the global issue

The assignment aims to develop to identify global issues search for solutions, determine interconnectedness of things, express potential solutions and search for solutions to local, national, global issues.

Create mind-mapping on “Food” and classify food products with nutrition.



| Classification of food products | The name of the product to be represented | Nutrition |
|---------------------------------|---|-----------|
| Grain | | |
| Type of meat | | |
| Types of vegetable | | |
| Types of fruit | | |
| Types of milk | | |
| Types of oil | | |

Discuss the food consumption of Mongolian people by relating to four seasons and calculate the calories

The food needs of the population (thousand tugrugs)



Food Calorie Calculator



| Age | Men | Women |
|----------|------------------------|------------------------|
| 10-18 | (Weight kg x 17.5)+651 | (Weight kg x 12.2)+746 |
| 18-30 | (Weight kg x 15.3)+679 | (Weight kg x 14.7)+479 |
| 31-60 | (Weight kg x 11.6)+879 | (Weight kg x 8.7)+829 |
| Above 60 | (Weight kg x 13.5)+487 | (Weight kg x 10.5)+596 |

Follow these two steps to calculate the calories.

- To calculate the ideal weight, multiply height (metr) by 22 (constant number). For example, 165 cm (height) = $1.652 \times 22 = 59.9$ kg which is considered as 60 kg (the ideal weight)
- Use different fixed numbers depending on age and sex. For example, for a woman (aged 30-61) weighing 60 kg, $(60 \times 8.7) + 829 = 1351$ kcal.

Are we using food products to meet our daily needs?

Calculate your calorie intake.

Standard of food products to meet the daily needs of children between the ages of 15 and 18

| | Name of the products | Amount per day (гр, мл) | Calories (kcal) | Protein (g) | | Fat (g) | | Carbohydrate (g) |
|----------------|----------------------|-------------------------|-----------------|-------------|-------|---------|-------|------------------|
| | | | | Animal | Plant | Animal | Plant | |
| Meat products | | | | | | | | |
| 1 | Meat | 185 | 244.6 | 36.4 | 0 | 9.8 | 0 | 0 |
| 2 | Egg | 20 | 31.4 | 2.5 | 0 | 2.3 | 0 | 0.1 |
| Dairy products | | | | | | | | |
| 1 | Milk | 170 | 108.6 | 5.6 | 0 | 6.0 | 0 | 8.2 |
| 2 | Yogurt | 200 | 187.0 | 5.8 | 0 | 6.2 | 0 | 27.0 |

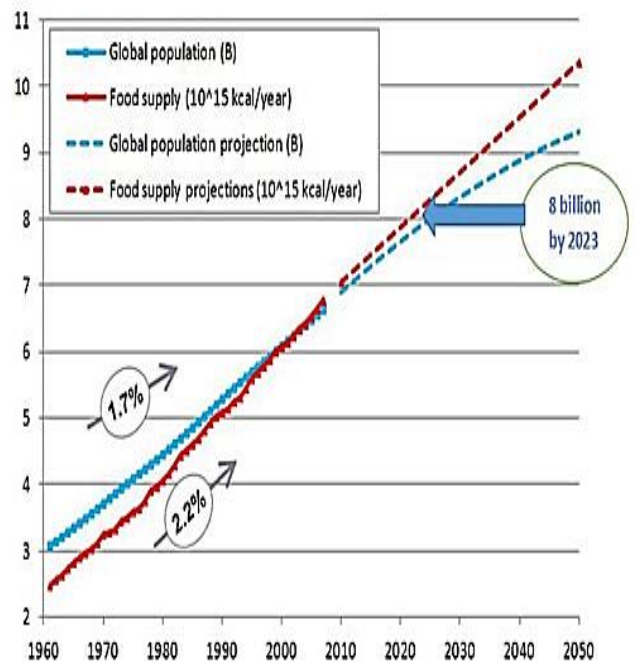
Please select suitable menu for you.

| # | Food product | In the morning | In the afternoon | In the evening | Amount of total calories |
|---|--------------|----------------|------------------|----------------|--------------------------|
| 1 | Meat | | | | |
| 2 | Egg | | | | |
| 3 | Milk | | | | |

Discuss hunger, population growth and food supply in the world.

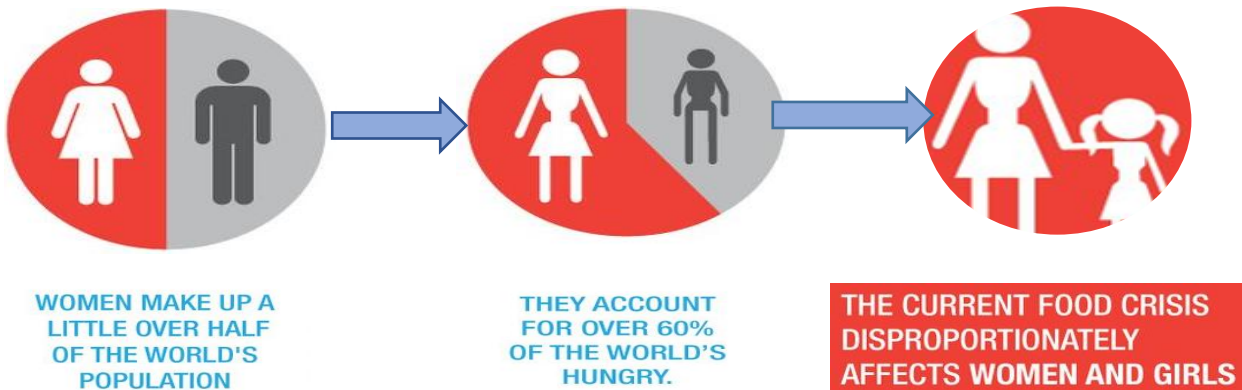


Global population and food supply - 1961 to 2051



http://globalsupplychainconsultancy.com/?page_id=11

Why are girls and women affected by food shortages?



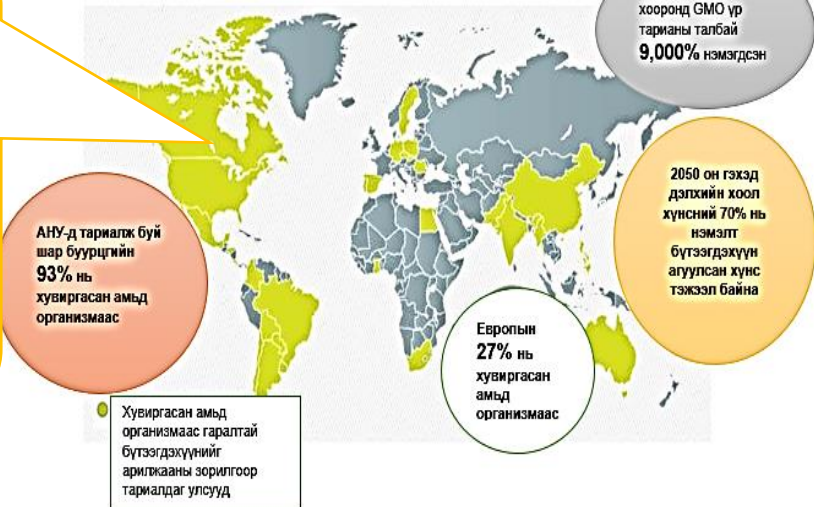
Discuss the cause of the hunger strike. (Mark with +, ++, +++. If the rate is high, mark it with +++).

| Causes of hunger | Mongolia | China | India | Pakistan | Congo |
|-------------------------------|----------|-------|-------|----------|-------|
| Geographical location | | | | | |
| Increase of food price | | | | | |
| Development of infrastructure | | | | | |
| Development of agriculture | | | | | |
| Climate change | | | | | |
| Natural disaster | | | | | |
| War | | | | | |
| Others | | | | | |

Is the production of GMOs in food supply important? Debate.

Food derived from genetically modified organisms

7.1 GMOs are organisms that have had their characteristics changed through the modification of their DNA.



Хувиргасан амьд организмгаас гаралтай бүтээгдэхүүнийг арилжааны зорилгоор тариалдаг улсууд

Source: [http:// discovermagazine.com/2013/april/16-seeds-of-conflict/](http://discovermagazine.com/2013/april/16-seeds-of-conflict/)

What do you usually do after eating? Will your actions affect the food supply and world population?



1

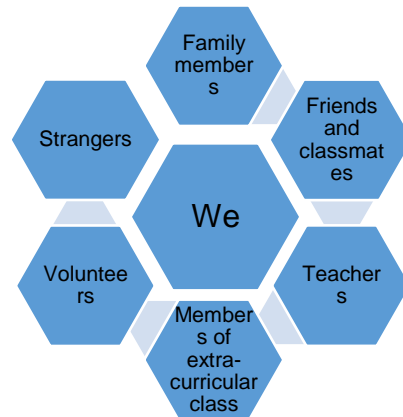


2



3

What will you do to reduce the world hunger? Work as a team.



<https://www.theguardian.com/>

Discuss and label the consequences of hunger (+)



| Consequence of hunger | Mongolia | China | Russia | Worldwide |
|-----------------------|----------|-------|--------|-----------|
| Education | | | | |
| Health | | | | |
| Employment | | | | |
| Economy | | | | |

Tips for teacher

Within the framework of this assignment, teacher should encourage students to express their viewpoints, seek for solutions for the issues of food supply, hunger and food waste such as preparing reports, preparing presentation, writing essays and writing articles.

Assignment 2: Food waste, its negative consequences and ways to reduce waste

This assignment aims to develop the skills of global citizenship education – determine issues, identifying positive and negative aspects, find potential solutions and express ideas to make decisions.

In Ulaanbaatar, food waste accounted for 36% in summer and 23% in winter of total waste. Source: The Mayor's Office of Ulaanbaatar

In China, 70% of total waste is food waste of which 61% is out of household consumption. Food consumption for household is 17.5% in England and San Francisco, 19% in Northern Ireland and 20% in Nagoya. <http://usa.chinadaily.com.cn/>

How much food is wasted without being used?

Share of global food loss and waste by commodity, 2009



Data source: Reducing food loss and waste, [World Resources Institute](#), 2013.

Measure the food waste in your residential area and calculate the economic calculations.



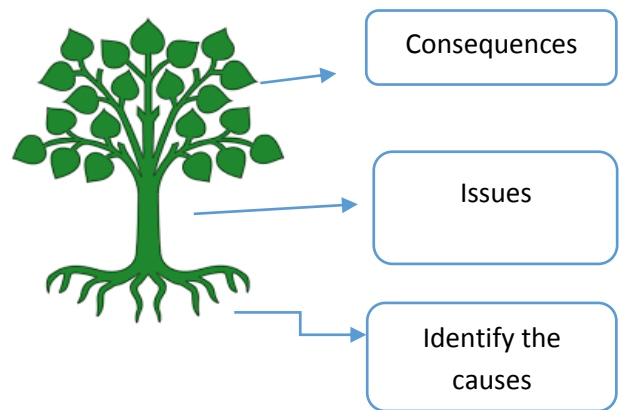
<https://blog.helping.com.au/>

| Solutions to reduce waste | Current experience of Mongolia | Worldwide experience | Your own solution | |
|---------------------------|--------------------------------|----------------------|--------------------|--------------------|
| | | | Family environment | School environment |
| | | | | |

Read the information, discuss the consequences, issues, and causes of global food waste and place them on the tree.

8% of global greenhouse gas emissions is caused by food waste and 30% of agricultural land is used for plantation which results to decrease fresh water availability by 21%.

Source: <http://www.activesustainability.com/>



What are the solution that could help to reduce food waste?

| Name of the places that throw food waste away | Great Britain | Mongolia |
|---|---------------|----------|
| Home | 700.000 tons | |
| Restaurant | 150.000 tons | |
| Canteen | 123.000 tons | |
| Supermarket | 300.000 tons | |

Generate your ideas on how to minimize food waste based on the following graphs. You can use the given options.



Source: www.pinterest.com

Study experiences of other countries and develop a project on mechanism for recycling food waste in Mongolia.

Countries vary for recycling food waste. There is currently no proper recycling technology in Mongolia, which means food waste is limited only throwing to dogs and pigs and to open spaces.

Source: <http://www.activesustainability.com/food-waste-how-to-stop>

Tips for teacher: It is possible that the teacher may direct the lesson to aggregate the amount of food waste by calculating and assessing at family level, and to encourage students, their friends and family members to bring their voice together to contribute to the prevention of negative consequences of food waste.

Assignment 3: Ecological footprint of food

This assignment aims to develop the skills of global citizenship education – to feel the environment, to identify the causes of conflict, listen to others, express viewpoints, make decisions, seek for solutions and identify the positive and negative aspects of solutions.

Determine the economical value of ecological footprint of water for food production.



Calculate the traces on environment of your water and food per day.



Scientists discovered that the temperature rises by two degrees by 2030, and 40 percent of the biodiversity would be destroyed as the population and economic growth, and footprint continue.

What can you do to reduce ecological footprint of food?

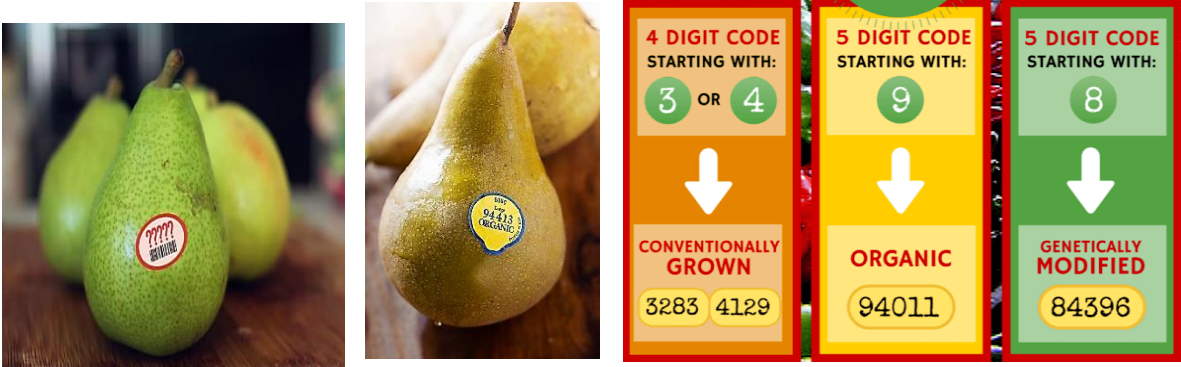
| Ways to reduce ecological footprint | Experience of Mongolia | Experience of other countries | Your own ideas | The ways to disseminate |
|-------------------------------------|------------------------|-------------------------------|----------------|-------------------------|
| Food waste | | | | |
| Water consumption | | | | |

Tips for teacher:
 Encourage students to study impact of human on environment, find ways to decrease expenditure of food production, prevent possible negative situation in the future, and encourage student’s participation, decision and implementation.

Assignment 4: Food safety

This assignment aims to develop the skills of global citizenship education - to respect different viewpoints, identify the problems, determine the positive and negative aspects of the problem, respect people, help people, identify the positive and negative aspects of solutions, search solutions for local, national, regional and global issues.

How do you know that food products are met the requirement of food safety? Discuss.



Discuss the advantages and disadvantages of genetically modified organisms (GMO).

WHO developed a guideline on GMOs. Currently, genetically modified crop production has increased 60 times and reached 110 million hectares over the past 10 years.

Source: <http://www.ncph.gov.mn>



Discuss and take a note on the effects of genetically modified organisms (GMOs) in food products.

| Impact on | Positive (+) | Negative (-) | Note |
|--------------|--------------|--------------|------|
| Human health | | | |
| Environment | | | |
| Economics | | | |
| Society | | | |

| Европын холбоо | Тайланд | АНУ | Монгол |
|--|---|--|--|
| 500 сая хүн амтай 25.000 нас баралт/ жилд 2,5 сая ор хоног Нийгэмд учирч буй нийт зардал нь | 70 сая хүн амтай 38.000 нас баралт/ жилд 3.2 сая ор хоног Нийгэмд учирч буй нийт зардал нь | 300 сая хүн амтай 23.000 нас баралт/ жилд 2.0 сая ор хоног Нийгэмд учирч буй нийт зардал нь | 3.2 сая хүн амтай 16.200 нас баралт/ жилд Нийгэмд учирч буй нийт зардал нь |
| 1.5 тэр бум Евро | 1.3 тэр бум ам. доллар | 35 тэр бум ам. доллар | 645 тэрбум төгрөг |
| ГМО хориглосон | ГМО зөвшөөрсөн | ГМО зөвшөөрсөн | ГМО хориглоогүй |

Source: <https://www.google.com/>

Which country is demanded rights ro nutrition? Do they enjoy nutrition rights? Debate.

The right to adequate food is realized when every man, woman and child, alone or in community with others, has the physical and economic access at all times to adequate food or means for its procurement.. (FAO, Right to Food and Nutrition, 1972) "Everyone in the world has the right to use healthy and nutritious food during their lifetime" (World Food Summit, 1996)

Tips for teacher:
Encourage students to analyze daily food products, advise to friends and family members, know impact of genetically modified organisms, and learn right to food and nutrition, its violation, bring voices to make decision.

Assessment worksheet

1. Make small tips on indicators of selecting food products.

.....

.....

2. What would your family members do in order to eliminate negative consequences of food supply in the future? Plan.

.....

.....

.....

3. What is your advice to your friends and family members on elimination of food waste? Write a your suggestion.

.....

.....

.....

.....

Өргөн хэрэглээний хүнсний бүтээгдэхүүний илчлэг
(100 грам тутмын илчлэгийн хэмжээ)

| | | | |
|---|--|--|---|
| Үхрийн мах 234 ккал, 17.4 грам тослог  | Төмс 77 ккал  | Улаан лооль 18 ккал  | Будаа 360 ккал 79.3 грам нүүрс ус  |
| Хонины мах 277 ккал, 22.7 грам тослог  | Лууван 41 ккал  | Өргөст хэмх 15 ккал  | Гурил 364 ккал 76.3 грам нүүрс ус  |
| Гахайн мах 216 ккал, 15.0 грам тослог  | Байцаа 25 ккал  | Цэцгэн байцаа 25 ккал  | Ургамлын тос (1 том халбага) 117 ккал  |
| Тахианы мах 119 ккал, 4.1 грам тослог (арьсгүй гуя)  | Сонгино 40 ккал  | Брокколи 18 ккал  | Цөцгийн тос (1 том халбага) 102 ккал  |
| Өндөг (1 ширхэг) 72 ккал  | Мөөг 22 ккал  | Эрдэнэ шиш 77 ккал  | Бяслаг 403 ккал  |
| | Хаш 25 ккал  | Цагаан лууван 18 ккал  | Сүү 61 ккал  |
| | Бууцай 23 ккал  | Салатны байцаа 15 ккал  | |

facebook.com/MiniiGalTogoo
АНУ-ын Хөдөө Аж Ахуйн Яамны
мэдээлэлд тулгуурлав

4. Calculate the calories intake per day for your friend.

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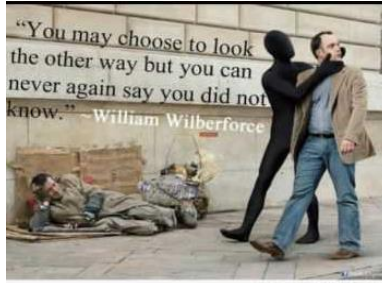
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5. Select the picture that relates to what you commonly do. Explain your choice.



A.



B.



C.

I select picture (). Because.....

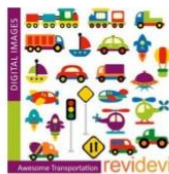
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6. How to reduce the environmental impact? Participate in project competition.

Хүнсний экологийн ул мөр



1 кг шоколад, талх үйлдвэрлэхэд хүний хүч хөдөлмөр, цахилгаан эрчим хүч, хөргүүр, тээврийн ихээхэн зардал гардаг гэвэл аливаа хүнсний болон бусад бүтээгдхүүний экологийн ул мөр байгаль орчинд халтай юм.

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1. Write an essay on "I am a global citizen" – the steps of my life influence others.

.....

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References:


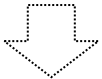

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Identification on interaction of learning objectives, content and methodology of subject and global citizenship education.

The content of design and technology, based on topics and learning objectives of GCED, is planned as follows:

Topic of GCED: Difference and respect for diversity

Table 1. Correlation of learning objectives and topics of GCED and content of subject.

| Primary education | Basic education | Secondary education |
|---|--|--|
|  |  |  |
| Learning objectives of Global Citizenship Education | | |
| Cultivate good relationships with diverse individuals and groups | Debate on the benefits and challenges of difference and diversity | Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives. |
| Themes of Global Citizenship Education | | |
| Developing values and skills that enable people to live together peacefully (respect, equality and accept different perspectives) | How diverse identities and other factors influence our ability to live together. | Mutual interdependence and challenges of living in diverse societies and cultures (power inequalities, economic disparities, conflict, discrimination and stereotypes) |
| Learning objectives of subjects | | |
| Understand types of occupations ¹¹ | Identify the needs of handicraft that reflects the national style and generate ideas | Understand the importance of pin mechanisms |

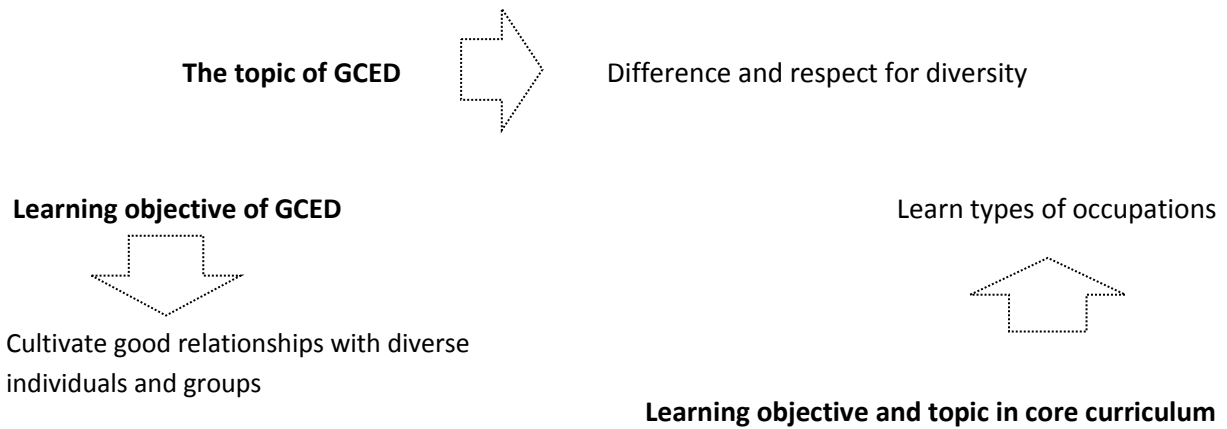
Selection of Methodology:

The role of a teacher is to develop students to understand and learn what they are studying, and to develop the skills needed for learning in lifetime. For selection of methodology, it is advisable to consider the learning objectives, the topic of GCED, and the interests and age of the learners. Content is related to methodology. Technique for content delivery is methodology and method. Each method has its own features and steps to achieve an objective. The methodological selection is very important for the implementation of the GCED and the subject. For the selection of this methodology to implement learning objectives of the subject, it is concerned to implement competencies of GCED on each steps, stages of activities and correlation of methodology and the content.

¹¹ БСШУЯ. (2014). *Бага боловсролын сургалтын цөм хэтэлбэр*. УБ. 82.

PRIMARY EDUCATION

Sample lesson: 5th grade



Interaction of learning objectives of core curriculum and topic, learning objectives of GCED is determined as “learners recognise the difference and respect for diversity, and cultivate good relationships with diverse individuals and groups via understanding types of occupations” – relevant to topic and learning objective of GCED.

In the framework of learning objective in core curriculum, “learn types of occupations”, learners develop the skills of recognising the difference and respecting of diversity, and cultivating good relationships with diverse individuals and groups by analyzing different characteristics and features of occupations.

Teacher info:

Understand others is the skill to understand and imagine feelings, experiences and lives. By acquiring this skill, you tend to have a better relationship with your friends and family and to understand different person from you. It prevents civilization and diverse society from conflicts. In addition, the skill of understanding others is encouraged to care for people who need to be recognized, understood, helped and are likely to be underdeveloped.

Methodology

- ✓ Mapping (generate ideas, dissemination, see things from different perspectives and classify)
- ✓ Venn diagram (comparison and classification)
- ✓ Work with small groups (ideas, see things from different perspectives, critical thinking, collaboration, self confidence)

Topic: Occupation

Planning methodology

Classroom organization: Part (Divide students into groups. Each group shall have 4-6 students)

Reminder for teacher:

Working as a team allows students to share their thoughts and feelings about the content and subjects, share their own and team views and share their thoughts and ideas within the team. As students work together, make sure the teacher checks students that they understand the assignments and if they are doing the assignment correctly. Therefore the teacher guides the students to accomplish the assignment correctly.

Stage of motivation: Assign students to share what their family members are doing and take one student's answer from each team.

Then introduce the subject of the lesson to the students.

Reminder for teacher: The teacher prepared a video or posters for the course. In the selection of video and the posters (related to the person) should be taken into account: Considering the race, the gender, the role in society and hierarchy. Do not forget to support the content and the skills of GCED for each steps and activities of lesson. For example:

A. The poster that shows children:



B. The poster that show occupations:



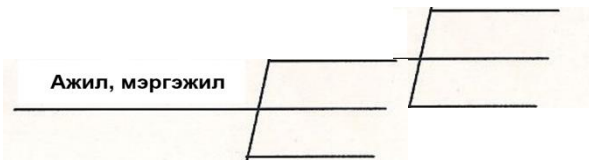
*Assignment version 1.
Using a video*

*Video:
https://www.youtube.com/results?search_query=Jobs+and+Occupations)*

*Assignment version 2. Use poster display
and distribute material*



- See the video that shows features of professions.
- Name the occupations listed on the video, each team will select 4 professions and discuss the professions - where they are; what they do; and what equipment they use – by using the image below.



While discussing:

- Teachers will distribute a poster of four different types of occupation for each team.
- Team members work together to name occupations, to familiarize themselves with the characteristics of those occupations - where they are, what they do and what equipment they use.



- Teams introduce their work. (Note: 1st member of the team)
- The teacher lists the jobs and occupations on the board during the presentation of teams.

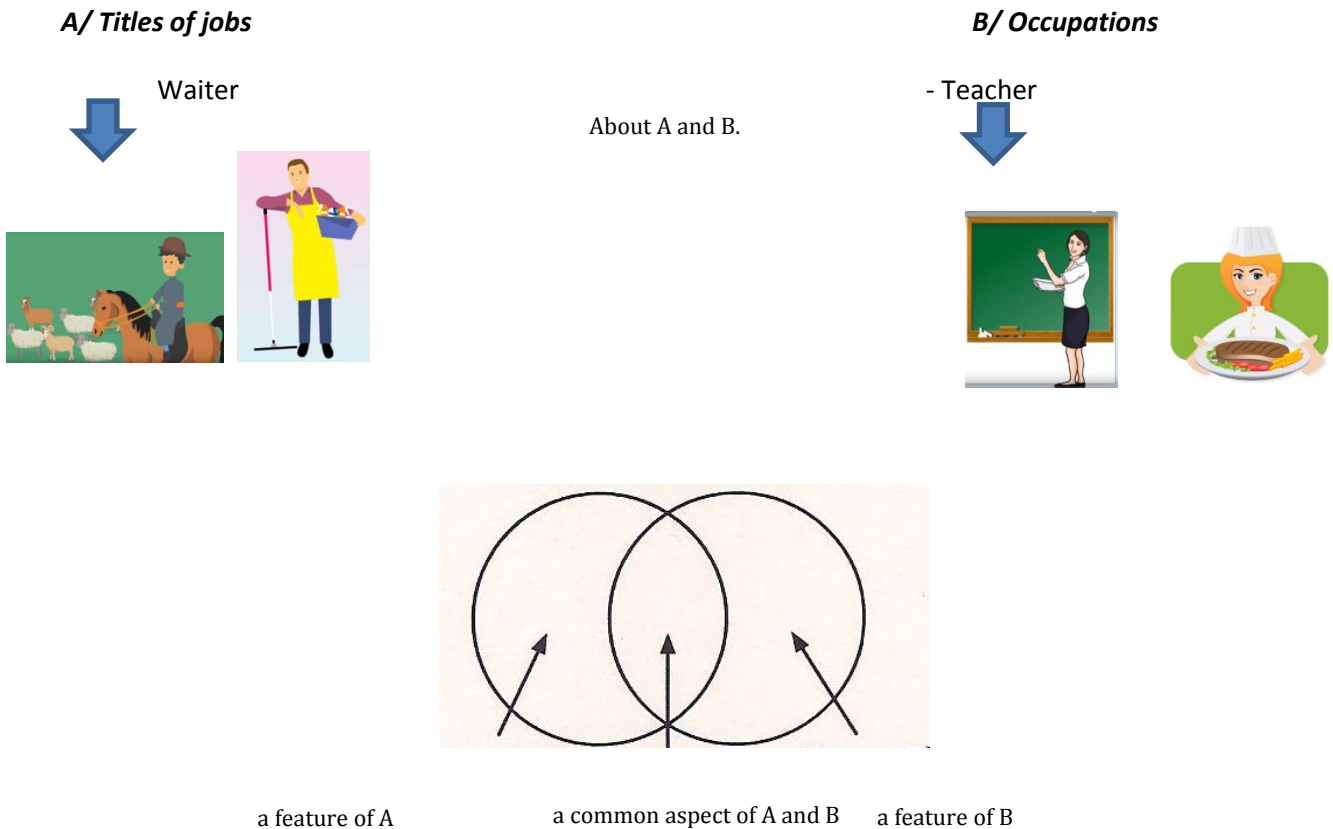
Assignment 2. After the presentation, the teacher will give a assignment to name the jobs and occupations in the school.

- The teams prepare their own answers. *For example: a director, a training manager, a teacher, a doctor, a housekeeper etc* (Note: 2nd member of the team)
- The teacher summarizes the answers. Furthermore, add occupations that are not listed on the board.

Assignment 3. The teacher assigns assignments to the teams to compare the characteristics and features of occupations. (Use Venn diagram.)

- Divide and list the titles of occupations into 2 groups. Group A is titles of jobs, and group B is occupations.
- Write features of occupation and their common aspects by using Venn diagram.

Figure 2. Venn diagram.



Teacher info: Keep in mind to avoid the stereotypes in occupations when you organize activities related to the content and assignments. In other words, to direct the discussion of occupations, it must be free from gender stereotypes – avoid gender concept in occupations. For example, service staff (kindergarten and middle school teachers, nurses, sellers, etc.) should be done by women; administrators and technicians (politicians, engineers, etc.) should be done by men.



- The teams introduce assignments that accomplished. (Note: 3rd member of the team) After the presentation of team member, the teacher allows other members of the team to make additional comment on their performance.

Assignment 4. Discuss the people in school who have different occupations and the ways we should treat them appropriately.

Table 4. Assignment version.

| Assignment Version 1 | Assignment Version 2 |
|--|--|
| <p>Each team select one occupation in school such as a doctor, an administrative officer, a director, a training manager, a social worker, a teacher, a homeroom teacher, an assistant teacher, a doctor, a stockkeeper and a security man and discuss according to following questions.</p> <p>Question:</p> <ul style="list-style-type: none"> - How do you (a student) respect and treat them? - What are your thoughts on more respectful relationships? | <p>The teacher reads the following poem to the students.</p> <p>The sound of broom ... The ten fingers are frozen and the streets are swept away They do not even expect a certification for honor And rush for holiday and salary Instead they worry for their work. Cleaning the street in cold evening They talk as “this is the happiness” The next day people walk to the streets Thinking that it is the compliment to them. They are not disappointed by being called as Street Cleaner Instead of disappointment, they even do not feel shy The people whose brain filled with litter Are not feeling shy Why is the cleaner has to be ashamed?...</p> <p style="text-align: right;"><i>Munkhbat.J poem “The sound of broom”</i></p> <p>Teachers assign students to discuss the questions with team members.</p> <ul style="list-style-type: none"> - What kind of job do you see in the poem? - How do you think people respect their work? - Share your thoughts about respecting their work. |

- Members discuss within a team according to the question and present their own ideas. (Note: 4th member of team) The other team members will comment and provide additional clarification. (Note: Select 5th and 6th team members)
- Identify important ideas from the teacher's assignment and evaluate the purpose of the course.

Materials:

- A video and a poster
- Work sheet handouts

Assessment: Assess with following criteria.

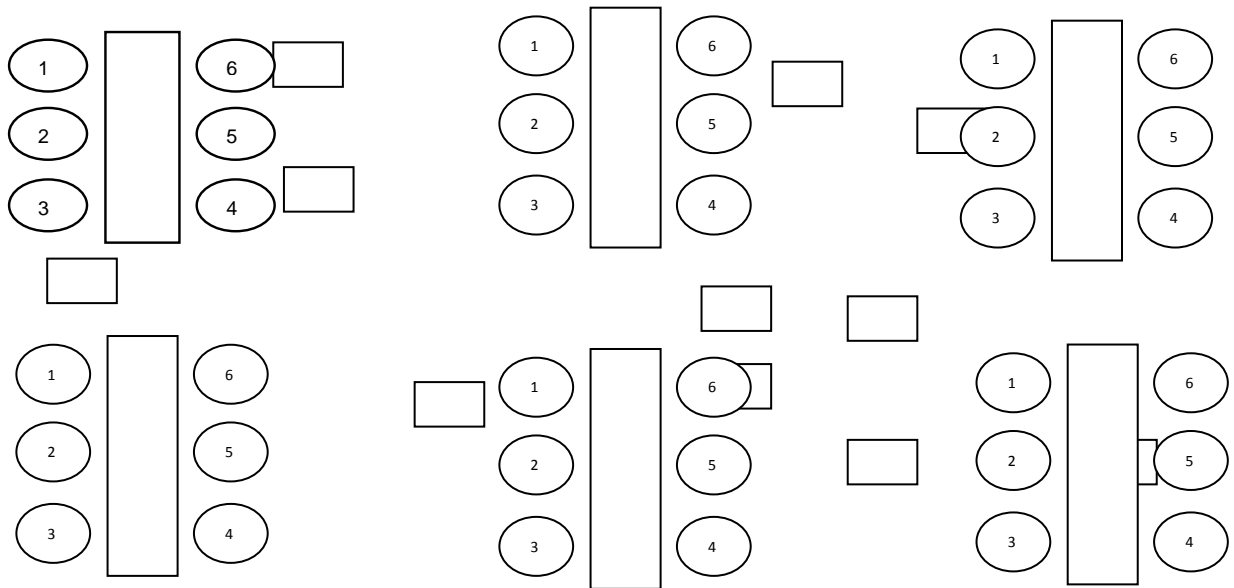
- Assess participation of team members: (As participation is minimal, moderate, active)
- Presentation of team members if they express their ideas clearly
- Presentation of team if it is based on the facts
- Understanding the topics and the content

Additional tips for teachers

Ensure participation of students:

The teacher may assess student’s participation with following sheet. Observation page is important to ensure student participation, "1+" for student who participated by marking next to the student's location, "1v" for the student participated in different way from the previous student, and "2" and "3" for the activities.

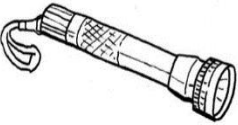
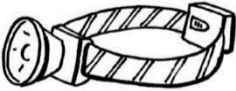
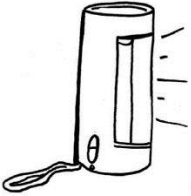





Figure 3. Observation notes



Additional Assignment:

Picture 4. Work sheet

Look at the pictures and find the lights (bulbs) you need for people on the map.

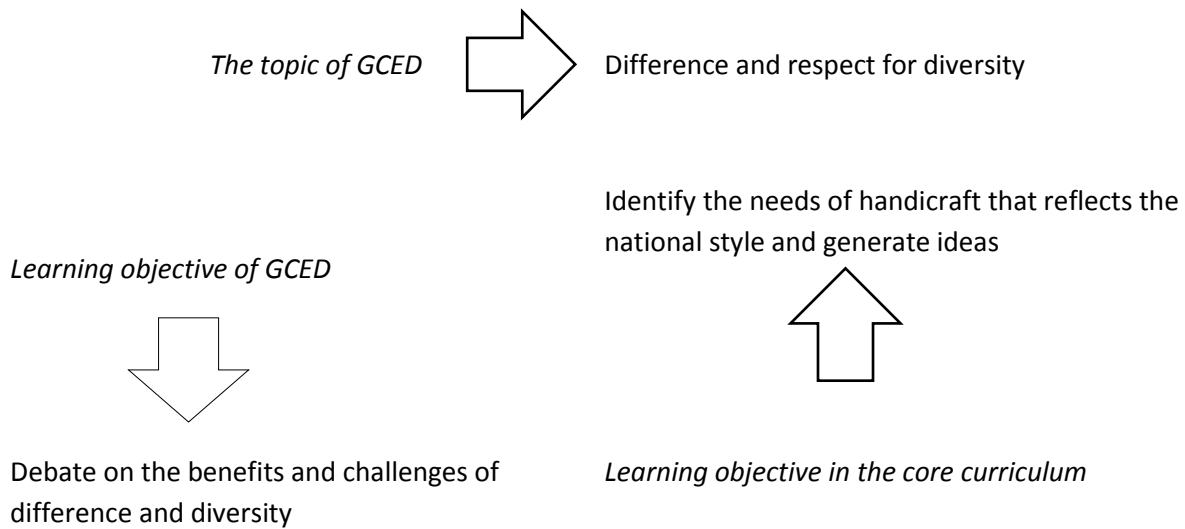
| | | | |
|---|---|--|---|
| <p>Small flashlight</p>  | <p>Head lamps</p>  | <p>Outdoor flashlight</p>  | <p>Keychain light</p>  |
|  |  |  |  |

The purpose is to understand that people's needs are different depending on what they do and what their professions are.

BASIC EDUCATION

Sample lesson: 9th grade

Table 5. Correlation of topics and learning objective of core curriculum and GCED.



In the framework of learning objective in the core curriculum, “Identify the needs of handicraft that reflects the national style and generate ideas”, learners develop the skills of respecting traditional and cultural attributes, recognizing differences, respecting diversity and working with others which are related to GCED.

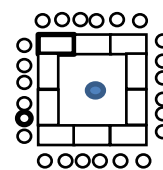
Topic: My idea

Planning methodology:

Classroom organization: It is arranged in CIRCLE.

This classroom organization enables:

- Students can have face-to-face discussion.
- Students can work in pairs at the end of the course.
- Teacher can reach each student.
- When a teacher sits in the center, hierarchy is eliminated, the role of a teacher eliminated and able to encourage student’s participation



1. Stage of determining objective.

Teacher info:

The skills of GCED

Define the purpose of the work that reflects national style

Respect for national and cultural features

With the purpose of selecting their own items from countries' traditional dress and accessories, and teacher guides learners to motivate to learn the unique techniques to make traditional dress. (Additional information and explanations could be added)

Assignment 1.

The teacher explains the assignment and distributes worksheets to each student.

Picture 4. Worksheet

Observe the following pictures and complete the assignment given in the table.



Picture 1



Picture 2



Picture 3



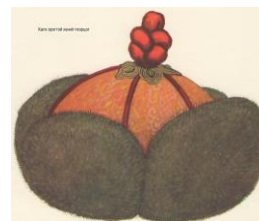
Picture 4



Picture 5



Picture 6



Picture 7

Write the names of the national dresses and items.

Name which nationality clothing are they?

Label them from 1 to 7 –from easy-to-design to difficult-to-design.

Explain why you chose the item in the project.

3ypar 1

2. Stage of determining the needs.

3ypar 2

Reminder for teacher:

The skills of GCED

Identify the needs of your handicraft and find the cause.

Promote diversity

3ypar 6

3ypar 7

In order to find the needs of handicraft chosen based on their interest, The CARD method is used for the purpose of enabling students to listen to, understand, respect different opinions.

Assignment. 2

- All students are given a card /paper/.
- Write on the card the name of the item selected in Assignment 1.

CARD

Write the name of the item selected in Assignment 1.

.....

- Pass the paper clockwise. When it comes to the next student, the students marks with "V" if the idea is favorable and it interests the student.
- When the card is returned to the student, each student will be able to get acquainted with everyone's ideas.
- Identify the cards that are marked a lot and discuss them.
- Ask the students that "What affected you when you chose it?" to think seriously and then teach them how to explain the reasons behind them. Ask the students that Why did you like this idea? What do you see? for the purpose of allowing students to see one thing from different perspectives.

Reminder for teacher:

The primary purpose of the teacher is to find explanations, justify and respect for diversity, and encourage students.

3. The stage of expressing an opinion.

Reminder for teacher:

The skills of GCED

Express an idea to design certain item.
Students work with the students who have different views.

For this stage, each student will express his or her original idea in the form of picture and text thus he/she may have alternative version.

Teachers should manage the time to allow students to draw and write their ideas without any hindrance.

Students are assigned to work in pairs and are provided with instructions of the assignment.

During the assignment, students will be able to express their ideas freely and to learn from others, to listen to different opinions, and to collaborate.

Class:..... Name.....

WORKSHEET

1. Write your idea in the form of a picture and a text.

.....
.....
.....
.....

Evaluation Sheet

1. Assess your idea according to the criteria.
2. Assess the ideas chosen by your friend's project according to the criteria, give feedback and advise.
3. Improve your original ideas according to your friends' suggestions and advice.

The advisor.....

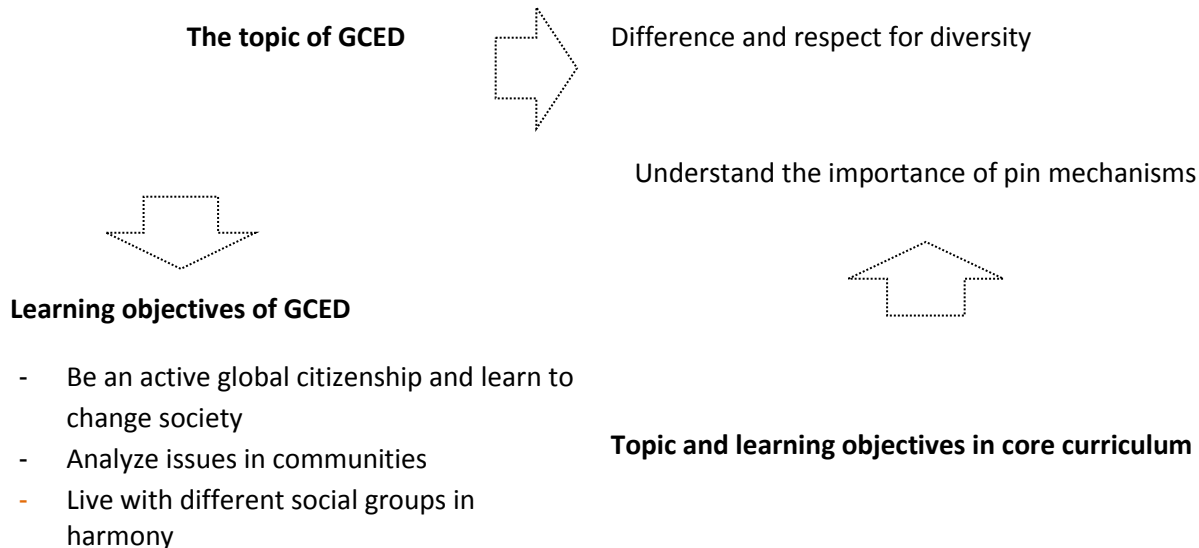
Tips for teacher:

Teacher assesses students by evaluating the performances that compliance with criteria and directs students to advice. Provide instructions.

SECONDARY EDUCATION

Sample lessons: 10th grade

Table 6. Correlation of topics and learning objectives of core curriculum and GCED.



Correlation of topics and learning objectives of core curriculum and GCED is determined by means to gain knowledge and skills in the content, and to be an active global citizenship and learn to change society by analyzing issues in communities which are related to GCED.

In the framework of learning objective, “Understand the importance of pin mechanism”, students analyze issues in communities, raise issues, and understand the importance pin mechanism by initiating equipment for withdrawal from well based on principle of the mechanism.

Topic: The importance of pin mechanism

Planning methodology

Classroom organization: group work (divide students into groups. Each group shall have 5-6 students).

Stage of motivation:

Students will observe the picture and answer the following questions. (Give different pictures to each team member)

- What do you see and observe?
- What's happening in the picture?
- Do you have any questions regarding the picture?
- What are the common answers from your team members?

Picture 6. Distributing materials.

Picture 1



Picture 2



Picture 3



Picture 5

Sudan men who draw water.



The crisis caused by drought in Sahel, Africa. Male villagers in Chila draw water from wells for watering animals. This well was drilled by 20 people in 7 days. **Picture 6**

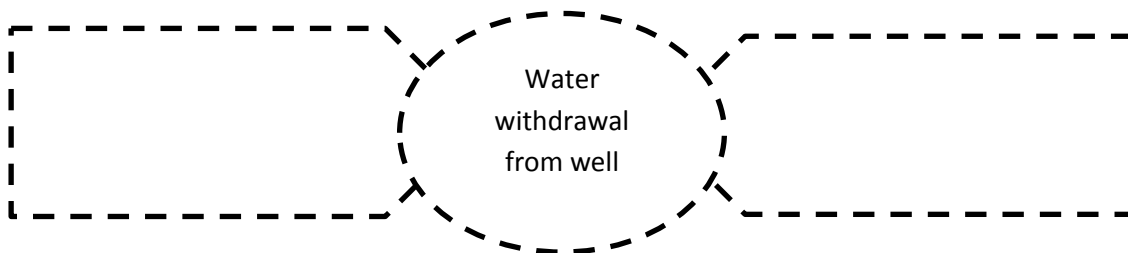


Assignment 1. To write the positive and negative aspects of water withdrawal from wells by summarizing the ideas.

Picture 7. Work sheet

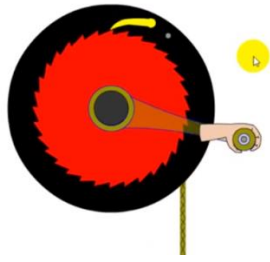
Positive aspects

Negative aspects



Watch a video and discuss. Source: <https://www.youtube.com/watch?v=LdvysdJJXW0>

Picture 8. Transmission mechanism.



Assignment 2

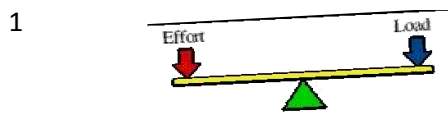
Each group analyses the pictures and discuss water withdrawal from well without electricity.

Each group make an sketch of equipment with transmissission mechanism and pin mechanism for water withdrawal.

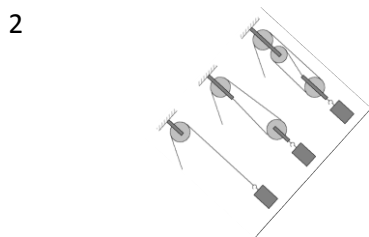
- Assist in theory and methodology
- Teacher instructs the process
- Advise teams to participate in teamwork

Picture 9. Work sheet

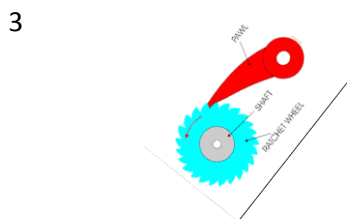
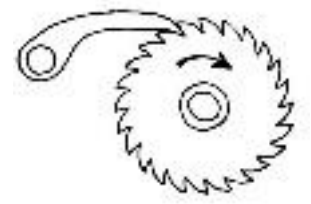
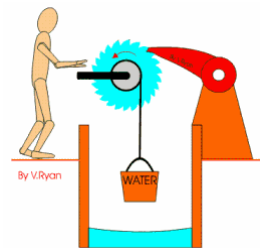
Number Data Overview of picture



Select from the following mechanisms to sketch an equipment for water withdrawal from wells.



For example :



Assignment 3. The team members discuss and present the assignment on the worksheet.

| No. | Questions | Student's opinion |
|-----|--|-------------------|
| 1 | To whom this equipment is needed? Why? | |
| 2 | Explain the significance of pin mechanism. | |
| 3 | What is the advantage of using equipment for water withdrawal? | |

Self-assessment page:

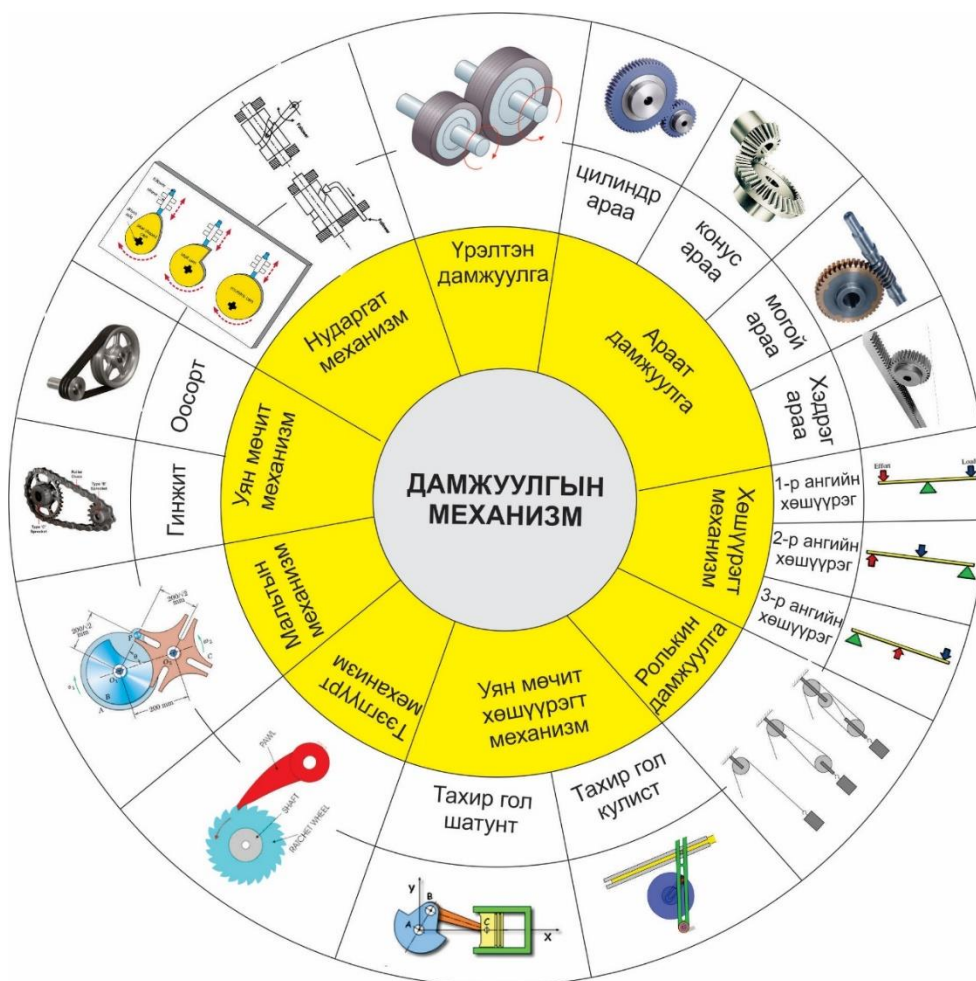
Briefly write what you learned in class.....
.....

Assessment of teacher:

Assess student's active participation, discussion and answer.

Additional information: 60% of herders and livestock are supplied from hand wells. In 2017, there are 4300 rivers and 2920 lakes in Mongolia. More than 30 thousand wells are used for population and pasture. Mongolia employs 60 million head of livestock, of which 60% is supplied with water by well.

Information for teacher for the framework of content. *Picture 9. Classification of the transmission mechanism*



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- <https://www.google.mn/>
- <https://www.youtube.com/watch?v=LdvysdJJXW0>

PLANET

MONGOLIAN



To develop student's global citizenship skills through content and methodology of Mongolian language.

Learning objectives: To acknowledge that I belong to global citizens and to learn to be tolerant and respectful of diverse culture and understand the relationship between local, national and global concerns.

Table 1: Mongolian, 5th grade

| | |
|--|---|
| Applicable content in Mongolian language core curriculum | <ul style="list-style-type: none"> - Read text, compare different perspectives on the text and summarize |
| Applicable skills in Mongolian language curriculum | <ul style="list-style-type: none"> - Contemplate on issues by connecting with your perspective - Listening accurately and analyze what you have listened to and explain |
| Skills for global citizenship | <ul style="list-style-type: none"> - Distinguish between noble character and behaviour, reflect on your own behavior and be critical - Understand others and learn to tolerant by putting yourself in someone's shoes |
| Activity (versions) | <ul style="list-style-type: none"> - Contemplate on yourself while playing game for motivation - Understand that I am a global citizen, a member of humanity - To acquire knowledge, the interconnectedness and interdependency of different countries and populations |
| Methodology | <ul style="list-style-type: none"> - Working with information sources - Comparison and analysis - Working in pairs and as a team |
| Materials and tools | <ul style="list-style-type: none"> - News, fibre-tip pen, flipchart paper, paper with glue and eggs |
| Types of assessment and criteria to assess | <p>Types of assessment: Share your own thoughts, feelings, perceptions and experiences Teacher evaluation - observation and note</p> <ul style="list-style-type: none"> - Respect for different viewpoints - Recognise and respect differences - The attitude towards others |
| Heed for teachers | <ul style="list-style-type: none"> - Teacher pre-prepares materials for each activity. - Teachers encourage students and compose environment to learn to express themselves, respect and accept for different viewpoints, involve in teamwork with accountability and creativity. - Teacher encourage students to learn to be tolerant; contemplate on issues that reflects his/her views, listen attentively, distinguish noble character and behavior by analyzing what he/she heard and saw, reflect on his/her own behavior, be critical and put himself/herself in someone's shoes. |

Table 2. Curriculum that develops student's tolerance through Mongolian subject

| | | | |
|---|---|---|--|
| Subject | Mongolian | | |
| Topic | Advantage of us | | |
| Objective of the lesson | <ul style="list-style-type: none"> - Understand and acknowledge the importance of human tolerance - Understand distinctive attribute, interests, skills, advantages, disadvantages and perspectives, and learn from others - Understand the concept of GCED through game | | |
| Stage | Understanding and methodology | Materials | |
| <p style="text-align: center;">I Connect yourself to the world</p> | <p>Game 1: "Breaking the egg shell"</p> <ol style="list-style-type: none"> 1. Draw a picture on a boiled egg. 2. Collect the eggs in one basket. 3. All students will find his / her egg from the basket after 1 min. The teacher shall note the time after last student finds it. 4. Remove the egg shell and the teacher requests them to put in the basket again. 5. Students will find their own eggs within the specified time given. <p><i>Would they be able to find it?</i> <i>The teacher shall note the time after last student finds it.</i> Step 5 explains why it was difficult to find.</p> | <p>"After playing the game "Breaking the egg shell":</p> <ul style="list-style-type: none"> • Discuss what the student felt and thought. <p>Their perception: All people in the world differ from each other, language and appearance but we are all humans with heart.</p> <p><i>Hence we belong to a common humanity and are global citizens.</i></p> |   <p>Prepare boiled eggs for each child or request students to bring boiled eggs. Furthermore, teacher shall bring 2-4 eggs for the prevention of lack of eggs.</p> <ul style="list-style-type: none"> • Draw something on the egg • Calculate the time for finding eggs. Record it. • Compare the time of finding painted egg and peeled eggs |
| | <p style="text-align: center;">II Understand and agree with</p> | <p>Feel the interaction of universe, and share your thoughts about becoming a person who would be able to adapt to live anywhere.</p> <p>Assignment 1:</p> <ul style="list-style-type: none"> • Show TV news on a citizen who is a tolerant and active | <p>Guidance:</p> <ul style="list-style-type: none"> - Discuss three notions and speak about your perceptions regarding the news. - Speak about your perception based on other's |

| | | | |
|---|---|--|--|
| | <p>participant in Buryatia, Khalkh and English languages. (listening to video and cases)</p> <p>Observation survey 1: The teacher shall record student's participation while students listening to video and cases. The template is attached.</p> <p>Notions: Buryatia and Kazakh = ethnic minority languages Khalkh dialect = Mongolian national language English = universal language</p> | <p>opinions.</p> <ul style="list-style-type: none"> -How does this news affect you? -What was the feeling of hearing the information in Buryatia? -How do you feel when you hear the news on the Khalkha dialect? -What's the reason for hearing this news in English? | <p>Show the news by comparing on Venn diagrams.</p> |
| <p style="text-align: center;">III Seek for solutions</p> | <ul style="list-style-type: none"> • Discuss positive and negative aspects of the feeling of watching the news on three languages. • Think about what it takes to have a positive impact on others • How can we solve it? <p>Practice 1: Let's play the game of "Trade of advantages". The objective of the game: Identify the strengths and weaknesses and enhance self-confidence while students hear the news.</p> <ol style="list-style-type: none"> 1. Write four strengths on four same colored papers (write your name at the top of the paper) 2. Go to friends and write your 4 strengths remarked by the friend on 4 different colored papers and share your ideas with | <p>Questions:</p> <ul style="list-style-type: none"> • On which parts of the news, has your interest ceased? • What made you to do another thing? • At that time, were you able to control yourself? <p><i>Notion on "Trade of strengths" and the questions: Understand the strengths and weaknesses through this game which becomes the solution to our problem. In other words: Classmates → School →</i></p> | <ul style="list-style-type: none"> • Each person has paper and 8 pieces of paper with glue for the note • Two different colored papers • Prepare sounds suitable for students |

| | | | |
|--|--|---|--|
| | <p>them.</p> <p>3. After writing your 8 strengths, share your ideas with friends on music. (Encourage your friend based on their strengths. One strength is shared with one friend)</p> <p>4. All 8 strengths are shared and the student goes back to his/her first place.</p> <p>5. Discuss on the biggest strength that you would like to develop, the strengths mentioned by whom, why you would like to develop this strength.</p> | <p><i>Local area →</i></p> <p><i>Country</i></p> <p><i>Understand that it is important to accept disparities, tolerate and contribute to building safe world.</i></p> | |
| <p>IV</p> <p>Self-esteem</p> | <p>At the end of the lesson, share your thoughts with others.</p> | <p>Be proud of students who are respectful and tolerant enough to finish the news</p> | |
| | <p>Make a list of the changes and feeling by writing with correct symbol.</p> | <p>Interconnectedness of different countries and population</p> | |
| | | <p>To have a sense of belonging to a common humanity</p> | |
| | | <p>Be active and responsible person for the sustainable world</p> | |

Practice 1: Trade of strengths

Name.....

1. Write your 4 strengths.

2. What are the advantages of making the most of your friends' advantage when you were sharing your strengths with friends?

3. Write a comment about the game.

MONGOLIAN

To develop learner's global citizenship skills through the content and the methodology of Mongolian.

Learning objective: To recognize tolerance if an individual develops kindness, generosity and manage oneself, and understand the importance of practice.

Applicable program: Mongolian language

Table 1. Mongolian

| | |
|--|---|
| Applicable content in Mongolian language curriculum | <ul style="list-style-type: none"> - Learn how to express our thoughts - Collect the information you need - Presume and explain the hidden meaning |
| Applicable skills in the Mongolian language curriculum | <ul style="list-style-type: none"> - Compare different views on one topic - Plan justification in order to get your opinions to be approved - Gather and present information that you need. - Compare and summarize a number of things you have seen or heard in one topic - Presume and explain the hidden meaning |
| Skills for global citizenship education | <ul style="list-style-type: none"> - Develop skills for working with multiple sources of information, share, summarize and publicize - Develop skills for global citizenship education to respect for diversity, race, religion, and viewpoints - Discuss the analysis of non-secure information on social media, media, portal sites, and facebook and discuss one source of information in different ways |
| Activity (version) | <ul style="list-style-type: none"> - Learn key words derived from the content through method of intellectual attack - In primary, basic and secondary education, the theme of food broadens with the concept of gender, human rights, and religion - Concept that manifested by key words is discussed in pairs, in small groups and in classroom - Make a work plan and collect data, process, and evaluate information sources. - Develop specific methods and criteria. |
| Methodology | <ul style="list-style-type: none"> - Intelligent attack method - Method of compilations - Matrix method - Method of working with sources - Method of preparing a Poster |
| Materials and tools | <ul style="list-style-type: none"> - Certain sources related to slang and food |
| Criteria to assessment | <p>Type of assessment: According to your assessment-work plan Teacher evaluation - process observation</p> <ul style="list-style-type: none"> - Working with information sources - The elimination of information processing criteria - Analyzing and reporting information <p>Final Evaluation: Reporting, self-reflection, respect others, respect for diversity</p> |
| Heed for teachers | <p>Teacher aims to encourage students to express their views, respect and accept different, learn to engage in teamwork with accountability and creativity.</p> <ul style="list-style-type: none"> - Select the concept derived from key words relevant to "Food" and develop criterias on collection of data, processing and reporting. |

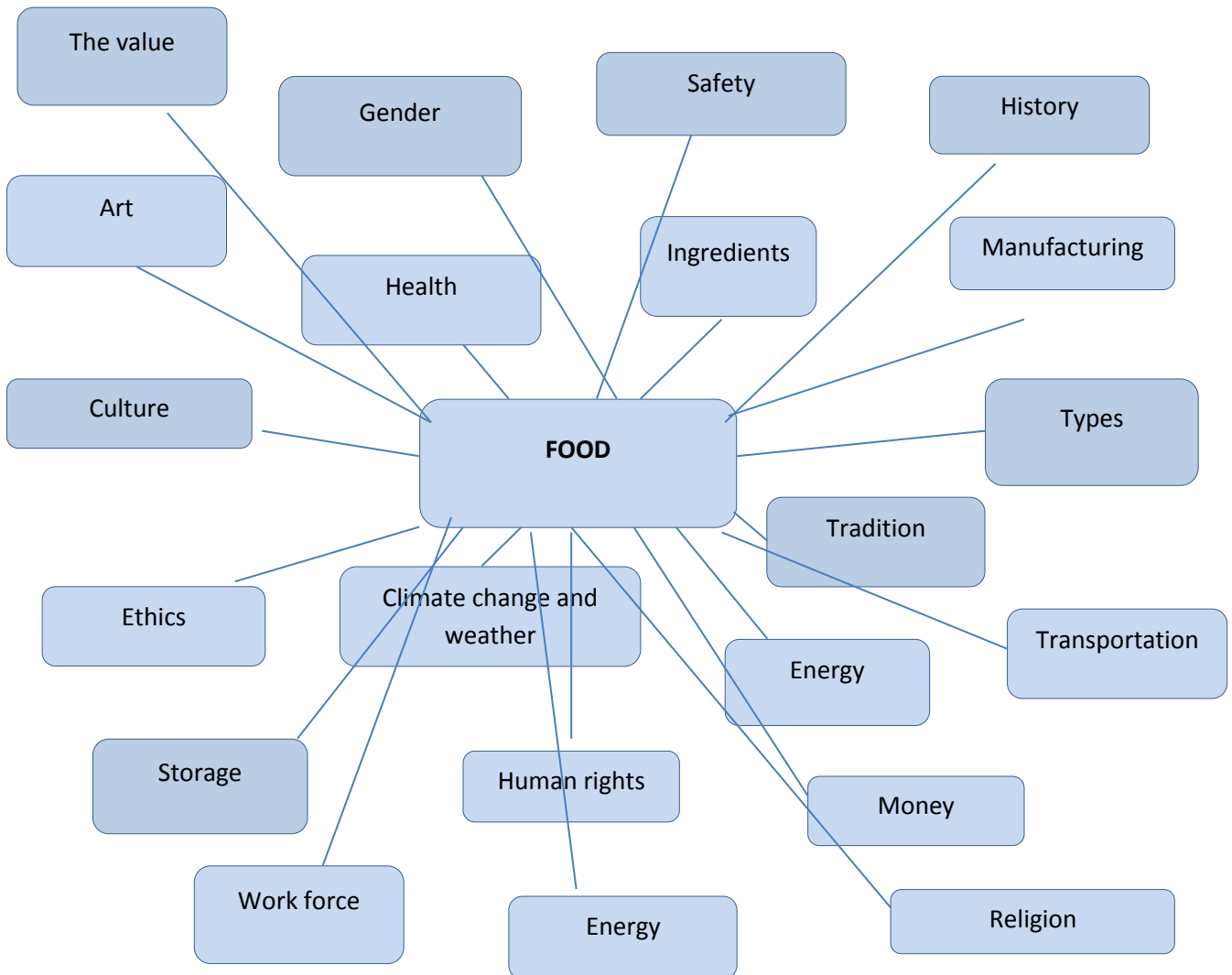
Designing the model: It is possible to develop a lesson plan with Mongolian subject by getting acquainted with general plan.

Table.2

| Level | Primary | Basic | Secondary |
|-------------------|---|---|--|
| Value | A cup returns in a day A horse returns in a year | Even if you are in hurry, do not eat while walking Even if you are happy, do not eat while lying down | If a person eats too quickly, stomach will have sickness If a person gets rich too quickly, life will have sickness |
| Topic | <ul style="list-style-type: none"> • Ingredients • Healthy • Ethics | <ul style="list-style-type: none"> • workforce • Culture • Money and finance | <ul style="list-style-type: none"> • Energy • Transportation • Human rights |
| Content | Collect information from multiple sources on food ingredients (choose one food), food safety and customs and process it according to certain criteria. | Collect information from multiple sources on food-related culture, workforce, and finance and processed according to certain criteria. | Collect information from multiple sources on food-related human rights, energy and transportation and process it according to certain criteria. |
| Applicable rights | The right to personal safety | Right to social protection | Respect for human rights |
| Objective | Learn the skill of accepting disparities by acquiring knowledge on food ingredient, food safety and different countries and communities. | Learn to put yourself in someone's shoes, respect for diversity during the research on food industry, food manufacturing and workforce. | Develop skills for respect for diversity and different lifestyles through gaining knowledge on food production, human rights and religions by studying on food production, transportation and energy |
| Training tool | Information sources: Books, magazines, the internet, real environment, elder people, movies, recordings, interviews, manuals, research of professional organizations | | |
| Training methods | <ul style="list-style-type: none"> • Data collection - Method of compilations • Data processing - Matrix method | <ul style="list-style-type: none"> • Data collection - Method of working with sources • Data processing - Method of preparing posters | <ul style="list-style-type: none"> • Data collection - Method of working with sources • Data processing - Method of preparing posters |
| Instructions: | <ul style="list-style-type: none"> - Select one real-life issue /for instance, food/, work collaboratively and plan an action plan. - Work according to action plan - Introduce the results of the work and evaluate it at three levels. Focus on local, nation and global issues. | | |

Activity 1:

Learners speak about the concept that is relevant to “FOOD” through intellectual attack. Make connections and mapping. Create mind-mapping. Depending on the circumstances, the teacher can make it in any form. (A sample reference model is attached Table 1)



Activity 2:

Table 4. General Directions for Food-related Data Collection

| No | Level | Food-related content | Local | National | Global |
|----|-----------|--|---|--|--|
| 1 | Primary | Ingredients Food safety Ethics | <ul style="list-style-type: none"> - Tradition and customs in soums and provinces of Mongolia - Food ingredients depending on seasons - Healthy eating habits during the meal, school lunch and table manner | <ul style="list-style-type: none"> - Mongolian food relates to customs and tradition - Food ingredients depending on seasons - The tradition of hygiene practices | <ul style="list-style-type: none"> - Traditional Japanese, Chinese, Russian, and Korean celebrations - How ceremonies and festivals connect with , ingredients, recipes and weather - Hygiene practices worldwide |
| 2 | Basic | Work force Manufacturing Finance | <ul style="list-style-type: none"> - Local and regional areas where food production and services are located - Their labor force and gender ratio - Worker's wages and meals | <ul style="list-style-type: none"> - Restaurants in Mongolia which is well-known food chain - Their labor force and gender ratio - Worker's wages and meals | <ul style="list-style-type: none"> - International food chain in Mongolia - Their labor force and gender ratio - Worker's wages and meals |
| 3 | Secondary | Energy Transportation Human rights | <ul style="list-style-type: none"> - Expenditures of enterprise of the local food industry - Transportation, storage and quality of food - Religious food practices /vegan, vegetarian/ | <ul style="list-style-type: none"> - Energy consumption and consumption of large entities producing food in Mongolia - Transportation, storage and quality of food - Religious food practices | <ul style="list-style-type: none"> - Energy consumption, its expenditure, , solar and wind energy - Food transportation, preservation, quality, service and technology development - Religious food practices |

Proverbs related to food and value

- Stir salt until it is dissolved
Do work until it is finished
- A cup returns in a day
A horse returns in a year
- Gulping causes harm
Chewing makes food
- Even if you are in hurry, do not eat while walking
Even if you are happy, do not eat while lying down
- If you work, you will have oil on your mouth
If you do nothing, your life will get worse

- While you have eyes, see it
While you have teeth, eat it
- Stomach did not sin
Food (treasure) was not suddenly found
- If a person eats too quickly, stomach will have sickness
If a person gets rich too quickly, life will have sickness
- Spend days by eating
Spend time by drinking
- While you have plentiful food, preserve it
While the foal is fat, preserve it

DO YOU KNOW IT?

It's becoming consumer culture that every ordinary person needs to know about, what kind of nutritious food is for me and my family, as well as how to buy food, how to process it, and how to store it. Food products are usually sold openly or boxed and packaged way. When you choose to buy bulk products, you may want to know it with the senses /taste, smell, colors, appearance/ or characteristics of the product, but for the packaged products, detailed description is available on nutrition facts label. Since the description on the food packet allows you to know information of company, we should buy the products by checking if it is opened, looking at the labels and the dates. In other cases, it is advisable to refuse to buy.

- Healthy food is defined as all types of food products which meet the basic requirements of production, storage and transportation, are designed for the normal growth of our body, and that have no adverse effects on human health.
- Mongolia territory is 1.5 million sq km. Livestock pasture land is about 120 million hectares and 2.0 million hectares is suitable for plantation. Livestock has been steadily growing since 1990 which reached 56.0 million in 2015. 86.6% of all livestock are sheep and goats. Production of wheat, potatoes and vegetables is being stabilized. Based on the overview of the size of the land, the number of livestock and the natural resources, it is feasible not only to supply main food products in Mongolia but also to compete in world food market with meat, milk, grains, potatoes and vegetables, and animal and plant-based bioactive preparations. In Mongolia where meat, milk, and egg production are steadily increasing, have resources of protein of animal origin. The per capita production of meat is almost twice as high as the norm for consumption. However, this does not mean that the demand is met. Although crop production is extremely dependent on weather and climate, import dependence is declining. Meat, meat products and potatoes, 92.2% of milk, 89.9% of flour, 72.7% of vegetables and 61.7% of the eggs, various types of beverages, sugar and fruits are imported in Mongolia. The food policy of Mongolia is based on the views of the Constitution, which guarantees the protection of human security and human rights, healthy, happy and creative living conditions, and the legal environment of food is in line with international principles. It is achievable that our country is able to supply main food products in Mongolia but it is completely exercised furthermore, there are a large amount of food waste and violations of food safety in food chains. The rights to food are being violated specifically for poor families with low income housing that lacks of education on food.

Guideline on participatory methodology:

- Participatory method requires students to have a certain level of learning ability. Participatory training is a 3-step process based on active relationships between learners, teachers and instructional materials.
- The diagram shows:



It shows that the training affects both learners and teacher. As a teacher, an active training strategy needs to be trained to respond to the ever-increasing knowledge, skills, and attitudes of learners, while the learners develop their learning abilities depending on the teacher

The main characteristic of student-centred learning manifests with following encouragement and support :

- Student's active participation
- The role of a teacher as an assistant and advisor
- Group work
- Opportunity to explore
- Life-oriented approach
- Curriculum based student's needs
- Ignorance on the importance of inspection
- Encouraging self-study and exploration.

The story of the boy who overcame the difficulties

The boy had a shortness of breath and was about to die. Even though the boy had survived, he got brain and spinal paralysis due to the birth complications. When the baby was born, the doctors suggested the mother to renunciate. He said that the boy has a hopeless life. But the boy is very keen for his mother's faith. His mother worked very hard even though she was tired. The boy used to play with the game, which develops intelligence, even though he was tired. The mother encourages her boy and the boy was trying every moment.

His mother does not want him to be ashamed of others because of his disability therefore, she always encourages her son to be tolerant to overcome these obstacles. Withing mother's encouragement, the boy overcame all these challenges. He graduated as engineering in University of Science and Technology and enrolled in master's degree. He worked for one year during his study and helped his mother. His mother persuaded his son to be admitted in Harvard Law school which was achieved by mother's encouragement. The boy said that "My mother always encourages me and she taught me how to be tolerant in any situation.

Source: Based on the story of "The mother who leded his son to Harvard"

Sample assignment to develop skill of being tolerant

1. How has the boy overcome the physical problems?
.....
2. What would you advise to other children who are in the same situation?
.....
3. Express your thoughts about what can be accomplished through the endeavor.

| |
|--|
| Other people's encouragement and support |
|--|

| |
|--|
| Tolerance to overcome your own problems |
|--|

| |
|--|
| What's your success? |
|--|

1. Draw a human figure on a large piece of paper and draw following things.
 - Mind - human brain
 - Society - mouth
 - Emotions - Heart
 - Body - Muscle
 - Ethics - Abdomen
2. Describe the words - as shown in above – with following matters .
 - They think and dream in the same way as we do
 - They worry, work and live in the same way as we do
 - They love, rejoice, dislike and disappoint in the same way as we do
 - They feel sick and suffer in the same way as we do
 - They know good and bad, and follow normality in the same way as we

3. Express your thoughts on the potential barriers and challenges they would face.

Instructions:

Each student would make 1-2 obstacles. Suggest to choose the three barriers you have. It should be noted that this barrier lead to be impossible to solve. Discuss ways to solve. Write your solution in the solution section.

| | | Barrier 1 | Barrier 2 | Solutions |
|---|----------------|-----------|-----------|----------------|
| 1 | Local level | | | |
| 2 | National level | | | |
| 3 | Regional level | | | |
| 4 | Global level | | | |

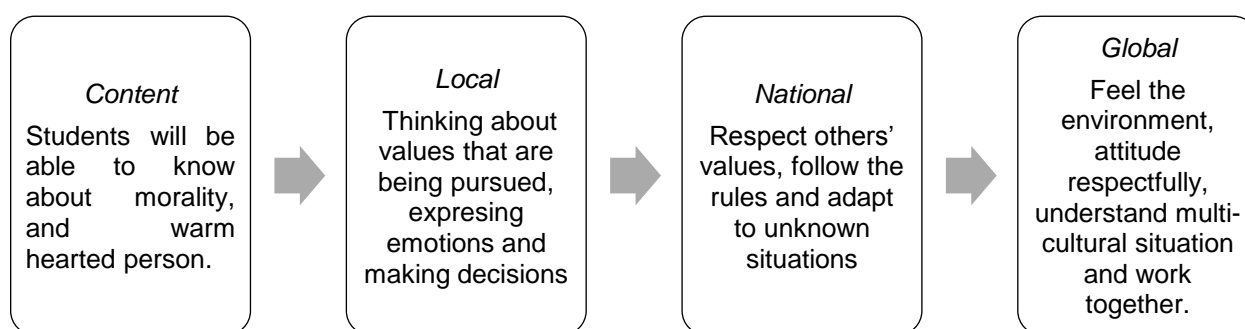
Learning objective:

Resilient person - to know and observe about resilience, describe simply, learn, follow and accomplish

Table 2: relevance of GCED and core curriculum objectives

| GCED objective | Core curriculum objective | Relevance |
|--|--|--|
| Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills | Children are motivated to become mature, motivated, ethical and decision-making individuals. | Become a good citizen by developing intrapersonal and interpersonal skills |

Graph 1: content: local, national and global levels



Grade 5

Subtopic: I am.....- at school (my personality).

Learning objective:

- To know about some adjectives of personalities and feelings, ask and answer the questions, conclude own personality and make a simple decision.
- To distinguish between good and bad and be encouraged to make simple decisions in daily life in English language learning process.

Expected result: Communicate with others, describe how to adapt and recognize how to come over unknown situation.

Methods:

- Communication
- Compare and conclude
- Talk, work together, share
- Create

Resources:

worksheets, pictures, a short video, colored papers, markers, handouts (bucket, paper flowers), assessment and feedback sheets.

Assessment methods:

- Traffic lights/ Smile – self-assessment, peer assessment
- Teacher’s feedback –observations
- Listen to other’s ideas and thoughts
- Respect and communicate with others.
- Make simple conclusions and decisions

Warm up

Teacher: Shows pictures and ask the questions and talk about what difference at home and at school.

- Where is she/he? –
- Are you happy at home?–
- Are you friendly with your brother or sister?
- Are you happy at school?
- Are you friendly with your classmates/friends at school?



Students: Look at the photos, answer the questions and can describe (possible answers: She/He is at home. Yes, I am/ No, I am not. etc.)

Note for teachers

- Give instructions to the students to understand what personalities are showed, let them to know positive and negative sides.
- The following link can be used: Describing personality-Learning English for kids /www.youtube.com/
- Try to guide the students to get an idea about person's personality.

Presentation

Teacher: Give the students the words using pictures (brave/shy; friendly/unfriendly; talkative/quiet; patient/impatient; hardworking/lazy).

Sample pictures:



Students: repeat after teacher and learn new words.

Teacher: shows the students a short video that presents 2 different school girls' daily life, which guide them to understand and recognize differences between 2 girls' attitude and feeling at school and after school (www.youtube.com/daily "Life of an American vs Japanese students").

Students: watch the video in order to find out the differences between American and Japanese students' daily life.

Teacher: asks the following questions:

What is an American student like?

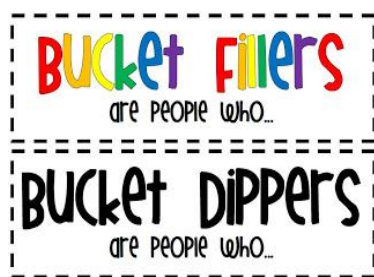
What is Japanese student like?

Do they like doing homework?

Students: answer the questions, using the words, compare and describe. (Possible answers: American students is impatient. Japanese student is hardworking. American student is lazy. Japanese student does her homework.)

Activity 1: Practice

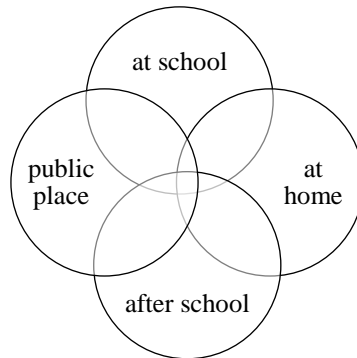
Teacher: Divide the students into groups of 4 or 5 and tell the groups, who is American and Japanese. Tell each group member's role (a time keeper, a creator and a presenter). Each group has 2 buckets: Filler and Dipper. Explain the task- the bright colored stars should be put in Filler bucket, dark colored ones in Dipper bucket (*Teacher brings handmade buckets or plastic buckets of jam or butter*).



Students: a presenter student reports to class.

Activity 2: Exploring Feelings through Colors

Teacher: Let the students try to describe own personality in different situation like at school, after school, at home and in public place among the others. Give the students a sheet of papers and ask to draw own personality using bright and dark colors. For example, if they are comfortable and happy in that area, they might choose brighter color. If things are a struggle, they might choose a darker color. Allow them to interpret the colors in their own way.



Students: Having colored, they describe own personality using the new words.

Note for teachers

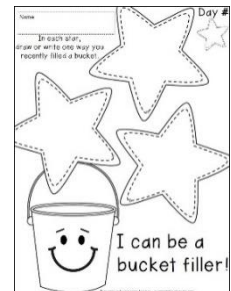
Guide the weaker students, using some questions.

Conclusion

Students: use the expression “I can be a bucket filler” and try to make a simple decision to describe own personality.



Teacher: Let the students try to recognize good personality in different places. It is important for students try to know about simple ideas on resilience. The students think about their personality, they can change mind if they are dipper personality in a place or with others. At the end of the class the students need to make a simple decision and report to class about himself/herself using expression “I can be a bucket filler”.



Suggestions for teachers/additional ideas

- Let the students to understand to be resilient person in different area and community. Teacher use colored papers and cut them with different shapes such as smile characters. They represent Filler and Dipper personalities.
- Also teacher can use some ice cream shapes, balloons that the students can draw and describe people and own personalities.
- Be hardworking at school. [www.youtube](http://www.youtube.com/watch?v=...) Japanese Students Clean Classrooms To Learn Life Skills

Grade 9

Sub topic: Food

Objectives:

- Learning about Japanese special cuisine and eating rule,
- Listening for specific information and perceptions of Japanese’s characteristics based on food,

- Recognise the differences between fact and opinion in short, simple texts on a wide range of general and curricular topics.

Global citizenship education learning objectives: Analyze the individual's differences and appropriate relationships with others.

Table 1: relevance of GCED and core curriculum objectives

| <i>GCED objective</i> | <i>Core curriculum objectives</i> | <i>Relevance</i> |
|---|--|--|
| Analyze the individual's differences and appropriate relationships with others. | Respect the languages and cultures of the world nationalities and understand everyday life, culture relationship in English. | Understanding and respecting others, humankind, relationship and to adapt diversity. |

Methodology

A student-centred curriculum should support students in learning how to learn and becoming independent, self-motivated, engaged, confident, responsible and reflective learners. Using classroom talk to create interest in a task, to break complex tasks into smaller steps, to focus learners on the aim of a task and to show learners who are unable to do a task alternative ways of approaching it. Continuing through ICT to expose opportunities for finding, creating and manipulating information, collaborating in communicating this information to others.

Warm –up

Teacher: asks students in how many foreign languages they can say “Hello”.

Students: try to say "hello" in as many different languages as possible.

Possible answers:

- Sain baina uu?(Mongolian)
- Zdravstvuite?(Russian)
- Hello (English)
- Hallo (Spanish)
- Nihao(Chinese)
- Annyeonghaseyo(Korean)
- Kon Nichiva(Japanese)
- Bonjour (French)

Presentation

Teacher: presents short information about Japan and asks students some questions about Japanese sushi.



Japan is on the Asian continent. Japan is a chain of islands along the eastern coast of Asia, reaching from the northern coast of Russia to the South East China Sea. The Japanese islands consist of 4 main islands and dozens of smaller isles. The largest of the four major islands is Honshu, which is also the seventh largest island in the world. The biggest cities are Tokyo (where almost $\frac{1}{3}$ of all Japanese people live), Yokohama, Osaka and Nagoya.

Food: The Japanese diet consists mainly of rice, fish, soy products and vegetables. Many dishes contain these ingredients and soups as well as sushi (which contains raw fish such as salmon or tuna) are very popular.

Students: read the information and answer the teacher's questions.

Presentation

Teacher: shows a short video (<https://www.youtube.com/watch?v=J6DQDB4epjE>)

Note for a teacher

Before viewing: Give a purpose for watching. (What is the first sushi eaters problem? Why did they have faced it? What positive and negative action did they do?)

During viewing: (*Watch- Think- Share*) Watch – Students watch the segment. No writing allowed. Think- The

After viewing:

Teacher divides the students into 5 groups and explains activity.

Students:

Group 1: "Turn and talk" - Students can discuss key points in partnerships, to explain content to each others

Turn and talk

1. What about this video? Where were they?
2. What is main problem? What were you surprised by? Why?
3. What would you do if you were instead of them?

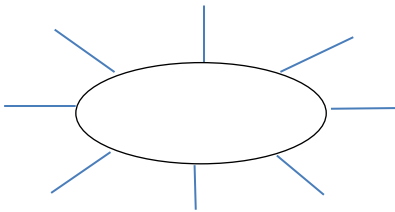
Group 2: "Learning event" - Using a "Did you know...? Question worksheet. Students should ask at least 3 other students.

Students' names

Did you know Japanese sushi and any meal eating rule?

- 1.
- 2.
- 3.

Group 3: "Concept maps" – Students can create concept maps based on their prior knowledge and new ideas gleaned from the video segments.

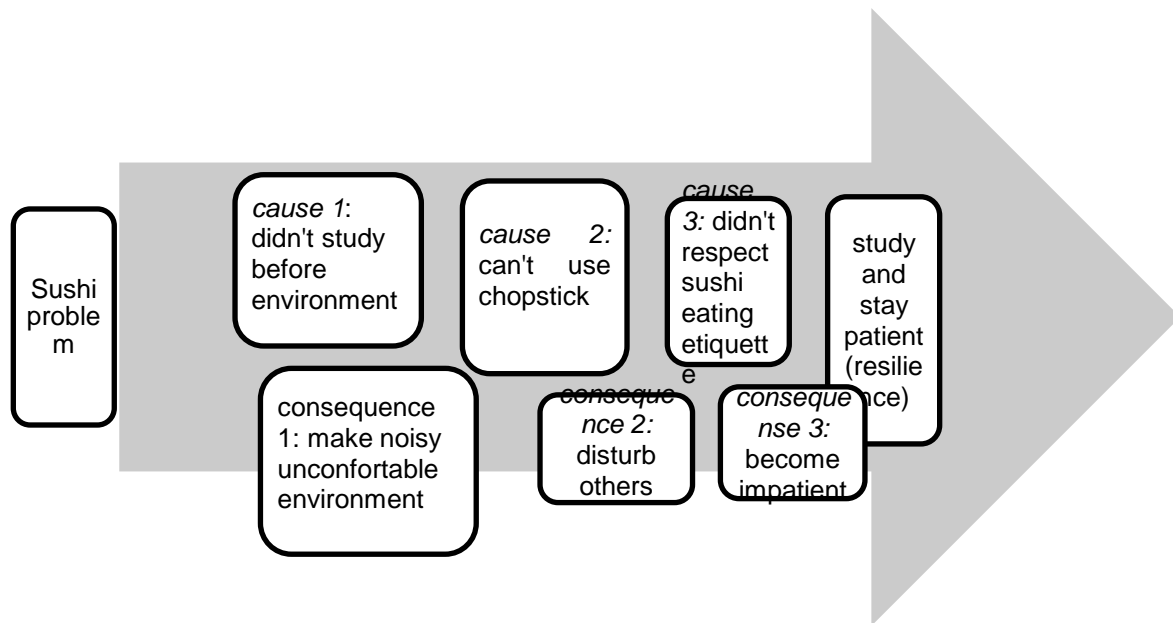


Group 4: "Problem solver" - Students use information from the video to answer the following questions.

1. What they look like.
2. What feelings do they have and what are their strengths or weaknesses?
3. Listeners often identify with characters.
4. What is the sushi eating main problem?
5. Why are they behaving the way they are? Why are they doing things a certain way rather than another?
6. What sorts of challenges are facing the characters?
A challenge creates excitement and suspense and keeps the listener engaged.
7. What kind of cause, consequence would be happened? How to solve it?

Group 5: "Good listener" – students listen to other groups and try to describe sushi problems, causes and consequences

Graph 1: suggested answers



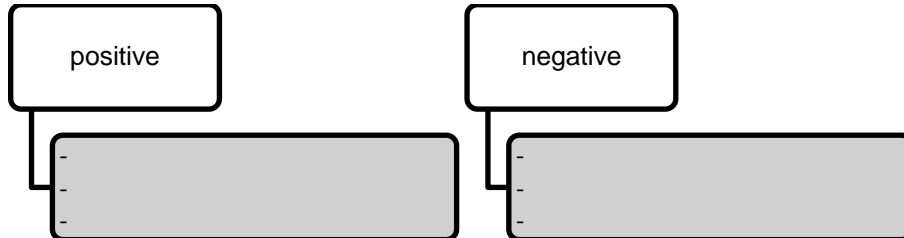
Activity 1: practice

Teacher: Let the groups read comments to discuss which are positive and negative ideas and make a list on the board using T chart. Resource: "Real life situation – First Sushi Eaters Internet Comment".

1. **Ian says** February 1, 2017 at 11:59 AM
Sticking your chopsticks in vertically your rice bowl is considered bad luck (or at least rude) since It is close to one of the Japanese funeral practices. Passing food from chopstick to chopstick is also a funeral related taboo.
2. **Will says** March 2, 2017 at 7:24 PM
In Japan sushi should be eaten with the fingers. So the Chef put a layer of rice on the outside to hide the seaweed. Now it was too sticky to eat with the hands. Eventually everything was eaten with chopsticks or had mayonnaise-based sauces put on it with green colored horseradish said to be wasabi. And cream cheese?. Used be they said grain based beverages don't go with rice based sushi. Better to drink cola they used to say.
3. **Patrick says** March 20, 2017 at 7:24 PM
Another etiquette rule that surprised me is that you're not supposed to leave your plates covered with a pile of crumpled up napkins and garbage. Our guide told us that shows a lack of respect for the restaurant staff and the meal they served. She suggested we fold (or even tie a bow!) in our used napkins
4. **Sasha says** April 1, 2017 at 11:59 AM
More likely you're being fed **farmed fish**, which are dangerous to your health and full of antibiotics, pesticides and dangerous chemicals. These fish farms produce an enormous amount of excrement, which in turn harms other sea life and provides a breeding ground for bacteria.
5. **Ian says** February 1, 2017 at 11:59 AM

Sticking your chopsticks vertically in your rice bowl is considered bad luck (or at least rude) since it is close to one of the Japanese funeral practices. Passing food from chopstick to chopstick is also a funeral related taboo.

Students: work in groups and elicit positive and/or negative ideas; talking and sharing their ideas.



Activity 2: communication

Teacher: divides the students into groups and distribute the reading material.



Before eating, Japanese people say "*itadakimasu*," a polite phrase meaning "I receive this food." This expresses thanks to whoever worked to prepare the food in the meal. Many people eat by taking a bite of the main or side dish, then eating a little rice, and then having a sip of soup straight from the bowl (soup isn't usually eaten with a spoon). A little rice is saved until the end of the meal, when it is eaten with the pickled vegetables.



After eating, people once again express their thanks for the meal by saying "*gochiso sama deshita*," which literally means "it was quite a feast." Now that you know how to eat a Japanese meal, let's take a look at how to hold the chopsticks and dishes.

How to hold the dishes when eating



1. Rice bowl Hold the rice bowl in your hand to eat from it.



2. Soup bowl Hold the soup bowl just like the rice bowl, and sip the soup directly from it.



3. Other dishes Flat plates used to hold meat or fish are not usually lifted from the table. Grab a good-sized bite of food from the plate with the chopsticks and then eat it.

Students: in groups, they read the material, then imagine that they are the restaurant customers and show real life eating rules of Japanese people.

Group 1: Before eating a meal etiquette.

Group 2: After eating a meal etiquette

Group 3: How to hold the dishes when eating

Conclusion

Teacher: let the students to read the following sentence and rank from 1 to 5. The easiest one is 1, the hardest one is 5. Then ask them to explain for ranking the hardest situation.

_____ Sticking your chopsticks in vertically your rice bowl

_____ Passing food from chopstick to chopstick is also a funeral related taboo

_____ In Japan sushi should be eaten with the fingers

_____ Eat raw fish which are dangerous to your health and full of antibiotics, pesticides and dangerous chemicals.

_____ you're not supposed to leave your plates covered with a pile of crumpled up napkins and garbage.

Grade 12

Table 1: relevance of GCED and core curriculum objectives

| <i>GCED objective</i> | <i>Core curriculum objective</i> | <i>Relevance</i> |
|---|---|---|
| Learning to be active global citizens and how to transform one's self and society | Be responsible for own learning and respect culture and traditions of own and different countries | Learning to be active global citizens, who respects culture and traditions of different countries |

Subtopic: Be a good citizen (to influence in society and yourself)

Learning objective:

- To have a purpose and an ambition to study abroad, predict a risk and find a way.
- To be able to face the obstacles, find a way and make a decision.

Skills: To recognise about resilience, involved in problem challenge, co-operate with others, be active in society.

Expected result: To be able to feel the environment, attitude respectfully, express own thoughts and be responsible for making a decision.

Resources: numbers for each student, handouts, reading text (cases), LCD TV, photos, worksheets, markers, assessment sheets.

Methods:

- Individual and pair works
- Group work
- Search for exploration
- Be creative, counter circles, information gap

Assessment:

- Self assessment
- Peer assessment
- Formative assessment.

Activity 1: Warm up

Teacher: Let the students to watch the short video about famous people who failed at their first attempt. Ask students to watch it in order to think about people's problem and guide the students to find out what these people had done when they faced the problem, how they have organized the situation, how they have solved the problem. These people are still popular men today in the world (www.youtube.com. Famous People Who Failed at Their First Attempt (2:38).

| <i>Teacher's question</i> | <i>Student's possible answers</i> |
|---|---|
| How are these people famous in the world? | They work/study hard. |
| Have they faced any problem? | Yes, they have. |
| What had they done when they faced the problem? | They were getting nervous. |
| Did they stop or keep going? | They never stopped. They never give up. |
| How do you make you dream come true? | I have to study hard. |
| What do you need to do to reach you purpose? | I need to have a plan in the future. |
| Is there any problem that you have faced? | Could be/ Maybe/ I think so. |

Students: Watch the video according to the teacher's guide then answer the questions (possible answers)

Presentation

Teacher: Show the students the pictures of famous people in the presented video and guide them to think of themselves and their dream or purpose in the future. Then ask them about their dreams and purpose.

Students: will answer the teacher's questions, express their thoughts and opinions about their near future.

Activity 1: Individual and group works

Teacher: Divide the students into 5 groups of 5. Each student has own number from 1-5. Then tell a student with number 1 to visit the table#1, a student with number 2 – visit the table #2 etc. Hand out cases on each table. Teacher explains the task and give them instruction.

Cases

Case 1. Feeling like an outsider

You suddenly look around and feel very alone. You are surrounded by "others," and your looks, your fashion, your inability to communicate in the local tongue, or your general presence is very obviously... different. Never before have you felt so out of place or disconnected.

Case 2. Getting lost

No matter how many maps you have or street names you memorize, you need to find yourself in a difficult situation in an unfamiliar place – also known as LOST.

Case 3. Homesickness

You never thought you would say it, but you ACTUALLY miss your kid sister, you ACTUALLY miss Mom's tasty cooking, and you ACTUALLY regret not packing your favorite stuffed animal for the long journey abroad. It is perfectly healthy and normal to feel homesick, just do not let it become a hard part of your experience abroad. Your support networks are still there!

Case 4. Staying motivated to attend classes

You have had but a taste of this great, big, beautiful world and are, in a word, ADDICTED. How can your teachers possibly expect you to sit in a lecture hall, reviewing new vocabulary words, when you could just as well be out exploring, checking out new museums, actually USING your language skills, etc?

Case 5. Time zone annoyances

DISCLAIMER: Ripping hair out and/or punching a hole in the wall is NOT the best way to respond when your Skype dates fall through, you have to wake up at 2 am to call your bank during normal business hours back home, or your jet lag is positively insufferable

After reading the case ask the student, what would he/she do in this situation. Teacher gives a feedback to a student and can assess him/her with a red star and the student stick it on the uniform.

Teacher: distributes the following table and the solutions and ask the students to read and fill in the table.

Example: Table #1

| Problem | What does he/she do? | How does he/she organize? | How does he/she solve it? |
|---------|----------------------|---------------------------|---------------------------|
|---------|----------------------|---------------------------|---------------------------|

Feeling like an outsider

Solution 1

How to conquer it! Find peace in knowing it's unlikely that the locals are trying to make you feel unwanted in their culture. While you are a stranger to this new land, you will start to feel comfortable in no time – it might just takes you a few weeks to adjust. **Try to make friends with at least 1 local.** I know it sounds like an easy task, but it does take effort to establish and **cultivate meaningful relationships, especially across cultural boundaries.** Your efforts will be well-rewarded, though; **you can make a friend or meet a person who can help you. This relationship might start feeling safe and relaxed in your new country,** instead of separated and awkward.

Solution 2

How to conquer it! First of all, **do not panic and think positively**. **Come prepared for any adventure around the city with handy maps**. **Write down helpful phrases in the local language pertaining to your situation, such as “Help me, I am lost” or “Can you please direct me to the nearest hotel/gas station/bus stop?”** Travel guidebooks are especially helpful and usually contain a section dedicated to this very problem. If you are extra travel-savvy, you will also keep a stash of emergency cash, perhaps at the bottom of your purse, for these very situations.

Solution 3

How to conquer it! There are a number of ways to quiet down the loud voices in your head reminding you just how far away from home you actually are. **You can get involved in new interests or clubs or adventures in your study abroad destination, you can call up friends/family/advisors for a bit of advice and an ear to listen**, you can find a taste of home by hitting up the local Starbucks and treating yourself, **you can start practicing yoga, meditation, journaling or other self-awareness activities**. Most importantly, be sure to avoid spending hours on surfing the internet or your other favorite social media websites – this is counterproductive and actually feeds your feelings of homesickness, rather than eradicating them.

Solution 4

How to conquer it! **Do not kid yourself**. You would not be actively studying during your wanderings around the city. It is called “study” abroad for a reason, and by its very name requires an academic effort on the part of the student. Since you are taking classes, it is important that **you stay committed to your coursework** (otherwise you might lose your scholarship, crash your grade point average, or get kicked out of your program altogether!). **Remember that your classes complement your exploring**. While there is value in the act of living abroad in it of itself, if you are truly maximize the learning potential of the experience, you need to get your butt into your classroom!

Solution 5

How to conquer it! Trying to navigate two time zones on opposite ends of the planet can be frustrating at best. **You constantly have to double check** which times are appropriate to which time zone, and get in the habit of making phone calls suuuuper early in the morning or late in the evenings. If you carry a smart phone, it is advised **to add any relevant time zones to your time keeping apps**. **Commit the time difference to memory** (6 hours behind, 12 hours ahead of time + 1 day). The sooner you can do this, the easier things will be on your end – though you might still **need to constantly remind your friends and family back home what time your Face Time chats will be!**

Students: Read the solutions, share ideas, express thoughts, work together and fill in the tables.

Activity 2: Practice

Teacher: Call the students back to home station. Ask students to share different information to the group members, give them a chart and to fill in it with short expressions. The problem has been written on the chart. Each student must fill in a colored column.

Students: Go back to home group to share different information and fill in the sheet one by one and present to class.

| Problem | What does he do? | How does he organize it? | How does he solve it? |
|---------|------------------|--------------------------|-----------------------|
| S1 | | | |
| S2 | | | |
| S3 | | | |
| S4 | | | |
| S5 | | | |

Teacher: After presenting, teacher give a feedback and red stars to presenter-students.

Activity 3: Communication

Teacher: Divide the students into double circles with 5 inside, 5 outside (Counter circle). Give the prepared questions for outside circle students.

- Would you like to study in your country or abroad? Why?
- What is your purpose to study at a university?
- If you have a problem how do you organize it?
- If you face a problem how do you solve it?
- What will you do after graduation?

Students: outside students will ask the questions inside circle students. Having finished the activity a student share an idea or information which he/she liked and give him/her a yellow star. The student have a yellow star and stick it on the uniform.

Conclusion

Teacher: Ask students whether the students observed the colors on the sheet and want them to say the color. Ask again where they could see those colors and guide them to find out it is the traffic lights. Elicit what the meaning of the traffic lights. Then ask them the meaning of a traffic lights- three colors- red, yellow, and green.

What does red mean?

What does yellow mean?

What does green mean?

Students: (possible answers: Red means Stop. Yellow means Wait. Green means Go across.)

Teacher: Suggest the students a message:



Think positively

Find a way

Make a decision.

Make a decision.

Then ask students to make own motto or a message.

Students: create own motto or a message using three different lights and present to the class.

Teacher: Give feedback and green stars to the presenter-students.

Suggestions for teachers/additional ideas

- Guide the students to define a purpose that each one has an ambition to find a way to study hard.
- Observe the students if they have more inspiration.
- Help the students to make a right decision how to come over the obstacles and explain the way to study.

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BIOLOGY

Objective: To develop skills for global citizenship education through biology subject on tolerance topic

Classroom organization: class discussions, teamwork, individual work, pair work

Materials: Hand-outs related to the content of the subject, pictures that depicts person who is tolerating, cases (real-life stories, facts, video, interview and experience related to subject matter)

Methods of training: Select a method to match the experience gained by the learners and the level of cognitive development. It is possible to combine all forms of teaching in conjunction with the age of learners. For example, include active learning methods such as student participation, dialogue, visualization, reading, testing, game play, role play, intermediary methods, corner methods and debates.

Methodology: During learning activities, students learn the skills for searching fo causes, following normatives, respecting values, presuming, planning, executing, analyzing, reaching conclusion, raising issues, proving and evaluating. It is advisable to develop these skills by correlating with global issues. Explain how biological factors affect the plants and animals that reflect local, national, regional and global level by using following examples.

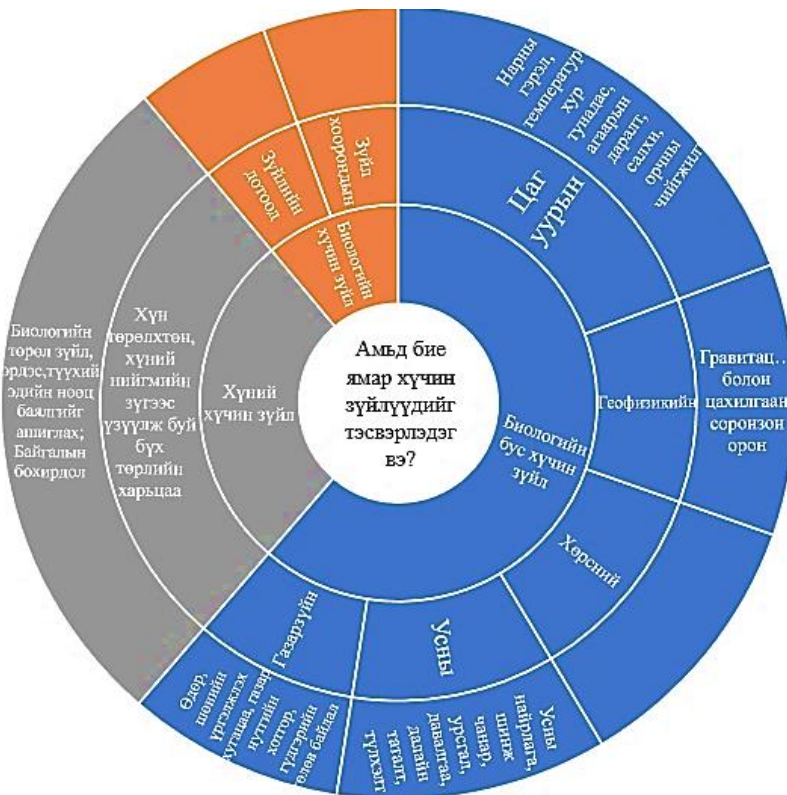
1. Discuss what natural factors influence the lives of students and their manifestation
2. Introduce how to overcome obstacles and challenges (in our communities, in countries in Asia, in China and discuss experiences of other countries)
3. Exchange information about how Mongolian people prognosticate the effects of natural factors (sky condition, cloud shape, sunset ..)
4. Understand the causes of contamination of water, soil and air, and its contents, and discuss how the body reacts to pollution.
5. Concerns on environmental contamination include regional and global issues such as greenhouse gas emissions, acid rain pesticides, nuclear waste pollution, natural resources, inappropriate use and negative effects of ecosystem balancing.
6. Discuss the impact of natural force majeure on tolerance of human-beings
7. Write down a recommendation on how to prevent the impact of natural factors in the future (to develop their ideas, work with cases and pictures, new equipment)
8. Conduct activities which does not involve only students but also parents for the purpose of dissemination.

Assessment: Assess not only the knowledge and skills gained through thee subject but also skills for global citizenship education. Design assessment sheet based on student's level

Tips for teachers

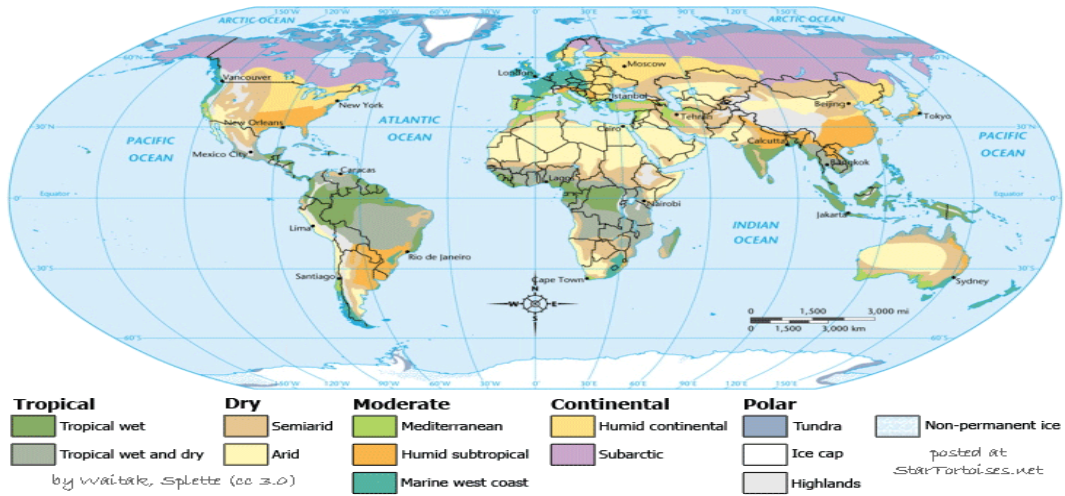
1. Include contextual issues related to the theme subject
2. Develop skills of global citizenship within the context of the subject
3. Content, methodology and classroom organization vary depending on the level of education
4. Coordinate the content of the subject with the content of global citizenship education
5. During learning activity, learners develop the skills – knowledge of biology subject, search for causes and reasons, follow the normatives, respect values, presume, plan, execute, make conclusion, raise issues, prove and assess. Develop these skills by connecting with global citizenship issues
6. Methodology and content:
 - Teach the differences between local, national, regional and global issues
 - Respect multilateral cultures in co-operation with local, national, regional and global issues
 - Search for ways and solutions to local, national, regional and global issues
 - Address local, national, regional and global issues with your voice
 - Aim to be participant in activities that disseminate at local, national, regional and global level
7. Use the advantages of information and communication technology in the development of GCED skills

Figure 1. Content of Biology subject related to the topic of "Tolerance"



Activities 1

Observe the map “Map of World Climate Zones”. Discuss impact of geographical factors on human and write down the features of the continent.



Source. StarTortoises.net

| The name of the continent | Geographical location | The difference between day and night | Solar lights | Temperature | Precipitation |
|---------------------------|-----------------------|--------------------------------------|--------------|-------------|---------------|
| Asia | | | | | |
| Europe | | | | | |
| America | | | | | |
| Africa | | | | | |
| Australia | | | | | |

How to overcome impact on human and environment caused by unsustainable climate change? Write your own ways of solutions



“Farmers in India have struggled since the fall of the agricultural sector due to the drought that had not happened in the past 140 years.

Source: <http://ekhsurvalj.mn>



The zoo was flooded in Uursuriysk, Russia on 31 December. Animals of zoo such as bears, wolves, moose and foxes are in danger.

However, when the center of the zoo was flooded, a wolf survived by climbing a moose.

| Issues | Impact | Mitigation | | |
|--------|--------|------------------------|-------------------------|--|
| | | Your ideas / solutions | Experience of countries | The ways of implementation in Mongolia |
| | | | | |

Activity 2

How are world's animals able to withstand adverse conditions? Collect facts about human tolerance and its characteristics and make a conclusion.

Examples 1. Meteorological factors: sunlight, temperature, precipitation, air pressure, wind and humidity



a. A wild camel is able to withstand the conditions of -40°C to $+40^{\circ}\text{C}$.



c. Cactus can heated up to $50-60^{\circ}\text{C}$ and can withstand the heat of the environment, while the plants vary to withstand at minus temperature.

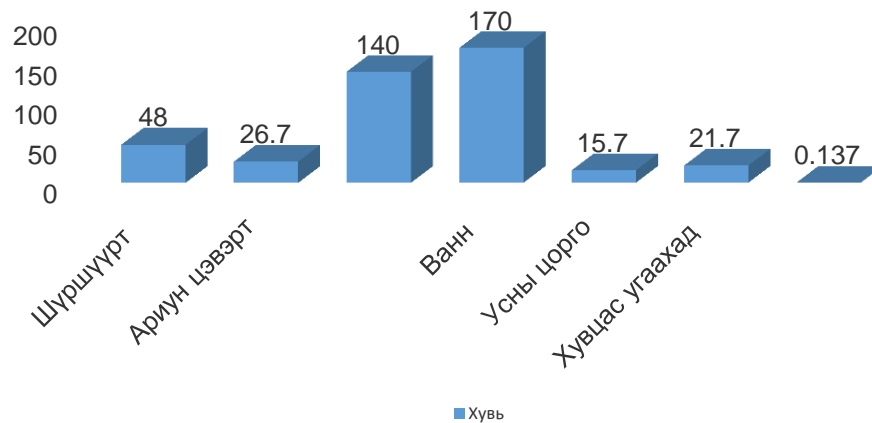
What are your contributions to reduce freshwater disbursement? Generate ideas and implement.

The total water resources of the world are 1386.0 million cubic km; 97.5% is oceanic glaciers, and 2.5% is pure fresh water. *Source: Water-Cente*

Water consumption of world population / by percentage /

| Бүс нутаг | Голын нийт урсац (км ³) | Дэлхийн урсацын ногдож буй хэмжээ (%) | Хүн амд ногдож буй хэмжээ (%) |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------|
| Европ | 3240 | 8 | 13 |
| Ази | 14550 | 35 | 60.5 |
| Африк | 4320 | 10.6 | 12.5 |
| Хойд болон Төв Америк | 6200 | 15.2 | 8 |
| Өмнөд Америк | 10420 | 25.6 | 5.5 |
| Австрали болон Номхон Далайн орнууд | 1970 | 4.8 | 0.5 |
| НИЙТ | 40700 | 100 | 100 |

Water consumption of world population / by percentage /



What is your contribution to protect water resources? Develop a version to reduce water disbursement.

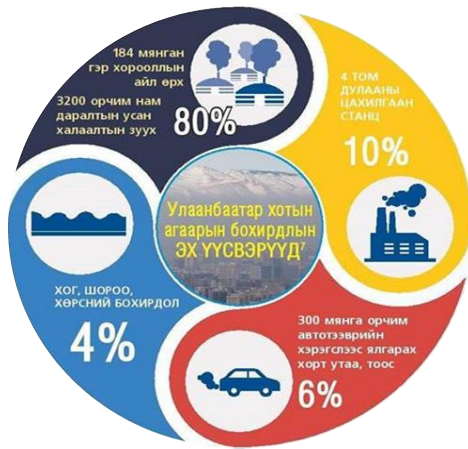


almowaten.net



Fact.mn

Discuss impact of air pollution at global level and write down protection against the influence of air pollution.



Source: Health website

| Direction for reducing air pollution / countries in the world / | National level | Regional level | Global level | Your own initiative/solution |
|---|----------------|----------------|--------------|------------------------------|
| Reform within the legal framework | | | | |
| Use economic leverage | | | | |
| Technological innovation | | | | |
| Expand awareness campaign | | | | |
| Conducting educational cognitive activities | | | | |

Discuss reaction of body of climate change and Search for solutions to protect family members and friends from air pollution.

| Air Quality Index Levels of Health Concern | Numerical Value | Meaning |
|--|-----------------|--|
| Good | 0-50 | Air quality is considered satisfactory, and air pollution poses little or no risk. |
| Moderate | 51-100 | Air quality is acceptable; however, for some pollutants there may be a moderate health concern for a very small number of people who are unusually sensitive to air pollution. |
| Unhealthy for Sensitive Groups | 101-150 | Members of sensitive groups may experience health effects. The general public is not likely to be affected. |
| Unhealthy | 151-200 | Everyone may begin to experience health effects; members of sensitive groups may experience more serious health effects. |
| Very Unhealthy | 201-300 | Health alert: everyone may experience more serious health effects. |
| Hazardous | > 300 | Health warnings of emergency conditions. The entire population is more likely to be affected. |

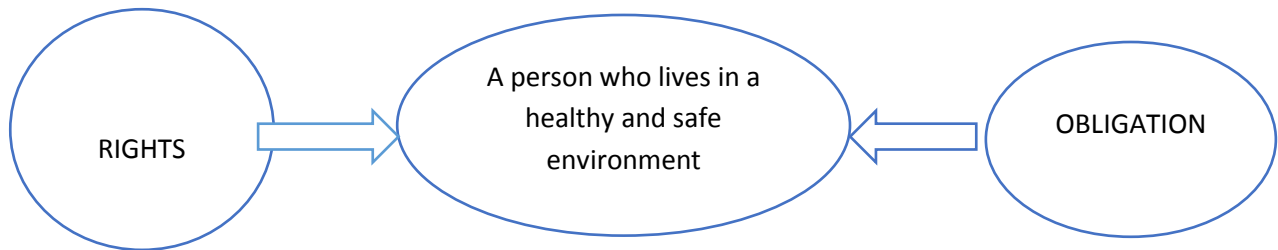
<http://www.air.ub.gov.mn/>

Is your participation important to reduce air pollution? Express your ideas.

| Ways and solutions to reduce air pollution | Your ideas | National experience | Regional experience | Global experience |
|--|------------|---------------------|---------------------|-------------------|
| Biology | | | | |
| Chemistry | | | | |
| Physics | | | | |
| Geography | | | | |
| Other | | | | |

Discuss on following questions.

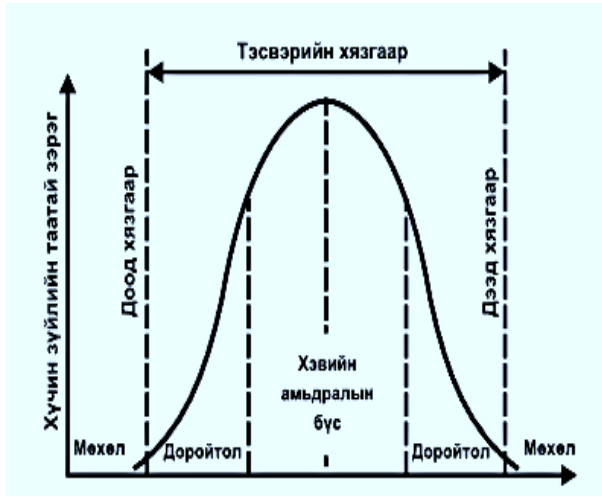
Who will protect human rights? How to protect? What is our contribution?



Activity 3

After you have taken a picture of the picture, talk about graphic illustration of the human body's heat and cold.

| | |
|--|---|
| Ecological factors in living organisms | Optimal Law |
| | There are different factors in different organisms |
| | Interaction of factors |
| | Species have different responses to environmental factors |
| | Limited factor |



Optimal Law

a) Fox in Mongolia lives in the temperature from $+40^{\circ}\text{C}$ to -40°C and its temperature variation is 80°C . However, the crab lives in the temperature of from 23° to 29° degrees and it is able to bear only 6° degrees.

b) The elephant is located in the hot zone, while the polar bear lies in the shores of the north-west coast. Bush grows in humid areas by the shores of the river while saxaul grows in the harsh desert.

Why does the child playing on the river have sunstroke? Who is responsible for the sunstroke? Why?

The moth butterfly, which is a flour and rice pest, dies at the temperature of -7°C , while the adult moth dies at -22°C and the egg dies at -27°C . It is possible that -10°C temperature can cause death apart from its egg and adult moth.

When Bat opened a window, did students in the classroom feel cool?



There are different reaction of factors in different organisms

The metabolism of cold-blooded animals can be intensely energized from $+40^{\circ}$ to -45°C , but their activation decreases.

Do your daily activity affect global warming?

It is possible that birds are not able to eat insects spring starts earlier than usual by the impact of global warming. Probability of animals left out without food due to plants and flowers blossom early may increase. In this regard, adaptation to any change lead us for survival.

Is it possible to prevent the spread of disease in the region? Debate in the classroom.

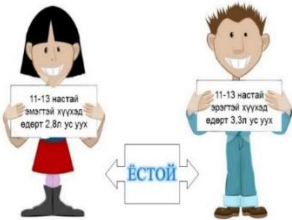
All countries around the world are celebrating the day of protection of the ozone layer under the motto "The Future We Want in the future". Why is this day important?

| Factors that affect the ozone layer | How does our country protect the ozone layer? | How are countries in Asia protect it? | What are global experiences? |
|-------------------------------------|---|---------------------------------------|------------------------------|
| | | | |

Assessment sheet

Tips for teacher: Assessment sheet can be tailored to use by student’s age and psychology. Teacher should provide an opportunity to raise issues, engage in and express their viewpoints.

1. Are you provided with water? If not so, how do you meet your water needs? Write your solution and share your thoughts with your friends



.....

.....

.....

.....

2. If you were a mayor, how would you address the following issues?

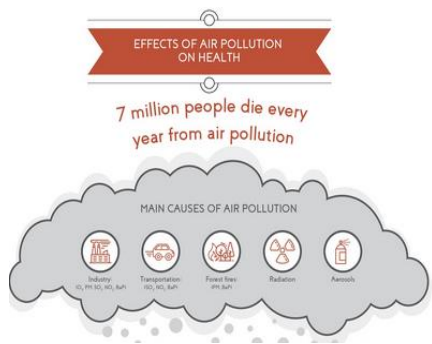
A. Water pollution



.....

.....

.....



.....

B. Develop initiatives for plan of air pollution reduction.

3.8 billion MNT from the capital is budgeted for reduction of air pollution

C. Review the solutions to protect from air pollution and initiate versions.

.....

.....

.....

.....

PEACE

MONGOLIAN

To develop global citizenship skills through the methodology and the content of subject Mongolian.

Learning Objectives: Learn to be tolerant if one his/her goodness, generosity and self-control, understand the importance of practice and making it a habitual.

Table 1. Mongolian, 10-11 grades

| | |
|---|--|
| Applicable content in the curriculum of Mongolian | <ul style="list-style-type: none"> - Describe the time and circumstances of the event and express feelings - Contemplate on the problem in a way that reflects your thoughts and opinions |
| Applicable skills in the curriculum of Mongolian | <ul style="list-style-type: none"> - Speak and write the time and circumstances of the event that reflects your viewpoints and feelings. - Analyze the issue and speak based on facts - Contemplate on issues that reflects your viewpoints, speak, write and listen to others. |
| Global citizenship skills | <ul style="list-style-type: none"> - Distinguish between noble character and behaviour, reflect on your own behavior and be critical - Acknowledge tolerance if individual develops goodness, generosity and self-control - Understand the importance of practice of tolerance |
| Activity (version) | <ul style="list-style-type: none"> - Read myth and discuss in accordance with questions - Make a decision based on feelings. - Discuss the specific cases and write an essay |
| Methodology | <ul style="list-style-type: none"> - Comparison - Group work - Method of discussion |
| Materials and tools | <ul style="list-style-type: none"> - The story and myth - Venn diagram |
| Form and criteria to assess | <p>Type of assessment: Self-assessment-essay Teacher assessment - observation</p> <ul style="list-style-type: none"> - The respect for different viewpoints - Understand and respect for difference and diversity - Attitude towards others |
| Heed for teachers | <p>Teacher pre-prepares materials for each activity. Teachers should focus on students learning; the way the students express their views, respect for classmates' viewpoints, and compose an atmosphere to teach how to participate responsibly and creatively in the team's work.</p> <ul style="list-style-type: none"> - Distinguish between noble character and behaviour, reflect on your own behavior and be critical - Acknowledge tolerance if an individual develops goodness, generosity and self-control - Understand the importance of practice of tolerance |

| # | Chapter | The skills to learn through Mongolian subject |
|---|--|--|
| 1 | Describe the time and circumstances of the event and express your feelings | Talk about and write your feelings about the situation - the time and circumstances of the event |
| 3 | Think about the problem in many ways by linking your thoughts and opinions | Analyze the issues Relate a specific issue to your own thoughts and speculate, write and listen to others |

Topic: Long spoon

Skills of global citizenship education:

- Distinguish between noble character and behaviour, reflect on your own behavior and be critical
- Acknowledge tolerance if one develops goodness, generosity and self-control
- Understand the importance of practice of tolerance

Training Methods: Methods of comparison, grouping and discussion

Activity 1: Read the following text carefully.

Long spoon /basis on a myth/

One monk begged God "Allow me to meet the people who suffers the most". God did what he wanted. The monk saw a fine dining table. However, there were people who were very hungry. The monk wondered and the God said that:

- Everyone, who came here, was given 1.50m long spoon and request them to eat by holding the tip of spoon. If they hold the spoon from the tip, they are not able to eat it. Therefore, they cannot put it their mouths".

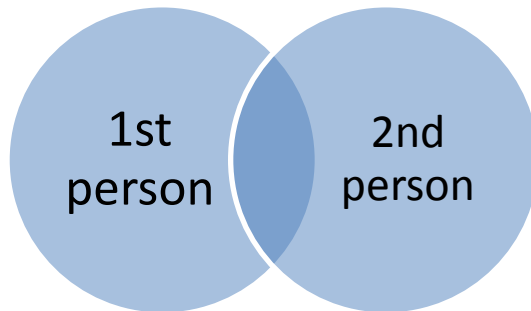
The monk asked the God "If he can see the happiest people" and the God permitted. The monk saw that there was a fine dining table and there were people who were happy. The stranger wondered and asked:

- "Is there no spoon?"
- There are spoons. They were given same length spoons and told to eat from the tips of the spoons. However, those people prefer to eat with other people.

Activity 2: Please discuss briefly in accordance with the questions.

Questions:

1. What happened in the story?
2. How was the place with the most suffered people? Why?
3. What was happening to the happiest people? Why? (Question 2,3 can be discussed in Venn diagram)
4. How you do feel?
5. What are the characteristics of human nature?
6. Discuss in pairs by asking questions such as “What was important to you?”.



- When you discuss in pairs, what is the similar viewpoints? (such as the situation)
- What is your different viewpoints? (perspectives, behaviour, attitude)

Activity 3: Each student fill out the following table based on their impressions and feelings. (What are the consequences, what is the decision you made based on the)

| Conditions and causes | Consequences | Decision |
|-----------------------|--------------|----------|
| | | |

Conclusion:

Read your decision to your friend.

Activity 4:

The teacher provides following information. There are many good things around us. There are also positive and negative phenomena. For example, discuss the following positive and negative phenomena with your team and share your thoughts about how they manifest. (Table 2)

| Positive and negative phenomena | Manifestation | How do you feel? |
|--|---|--|
| Children hurt each other | <ul style="list-style-type: none">- Lies, slander- Give nickname- Break trust | <ul style="list-style-type: none">- I do not want to speak with them again- I am afraid of participate in the classroom activities |
| Some people are dishonest | <ul style="list-style-type: none">- Denies the work done- The grade is not real | <ul style="list-style-type: none">- Low self-confidence |
| Sometimes they discriminate against each other | <ul style="list-style-type: none">- Students, who are transferred from school, sit at the back- Students, who are transferred from school, are not allowed to participate in games or competitions- Students do not care about students who are transferred from school | <ul style="list-style-type: none">- I want to be alone.- I want to cry |
| Help classmates | <ul style="list-style-type: none">- Speak with classmates, do homework together, talk on the phone and express an appreciation.- Understand each other in any cases. | <ul style="list-style-type: none">- Feel calm- Self-confidence enhances- Feel happy |
| Accept human beings as they are | <ul style="list-style-type: none">- Be tolerant and be respectful- Non-discriminate on the level of life and ability to learn- Be open-minded and listen to | <ul style="list-style-type: none">- I'm glad that students respect me- I think that everyone is the same- I do not feel guilty therefore, I build my self-confidence |

Activity 5: Write an essay on ethnic communities in Mongolia.

Introduction:

Main body:

Conclusion:

Methodology tips for teacher:

For discussion:

Discussion is an important tool for the use of Mongolian language and literary education because it is good practice to think logically, to reason and learn speaking skills. Discussion topics should be more flexible with the needs of students, interests, and sourced out rather than textbooks. It is criticized that teacher sometimes ask questions and expect a specific answer during the discussion. However, it is an effective and flexible training method if the teacher is well prepared and all students are involved. The following tips will help you to organize the discussions effectively.

Students should:

- Have basic knowledge, be interested in the topic,
- Acknowledge and feel secure that they would not fail even though they say something wrong
- Be provided with enough time to speak
- Be provided with conditions where they may think in slow and facte paced

Teacher should:

- Communicate freely with students, to have the mindset and ability to enrich students' words,
- Know the topic, have a clear idea of the objective and the content of discussion
- Monitor and maintain discussions without having to dominate
- Provide enough time to speak
- Listen carefully and may ask if necessary, help students, who less talk, to express their views
- Encourage students to participate in discussion and dialogue
- Have time management and manage class discussions
- Organize discussions using panels, information, symbols, examples and information
- Be aware of and reflect on the needs and desires of your students
- Correct false or inaccurate rationale

Prohibitions and recommended methods:

- Avoid closed questions
- Answers from students can be further clarified for the opened question
- Involve not only a few students but also whole classmates in the discussion
- Do not ignore the answers you do not know. It may lead to an interesting discussion.
- Do not make any comments that you are accepting or not accepting.
- Try to have a discussion that is gradually leaded by students
- Encourage students who are trying to speak based on facts

When the teacher is unprepared, they face to organize a discussion on the current situation. Do not feel afraid and avoid it. Even though the teacher is unprepared, they have information, knowledge and views.

SOCIAL SCIENCE

Topic: How to communicate effectively with others

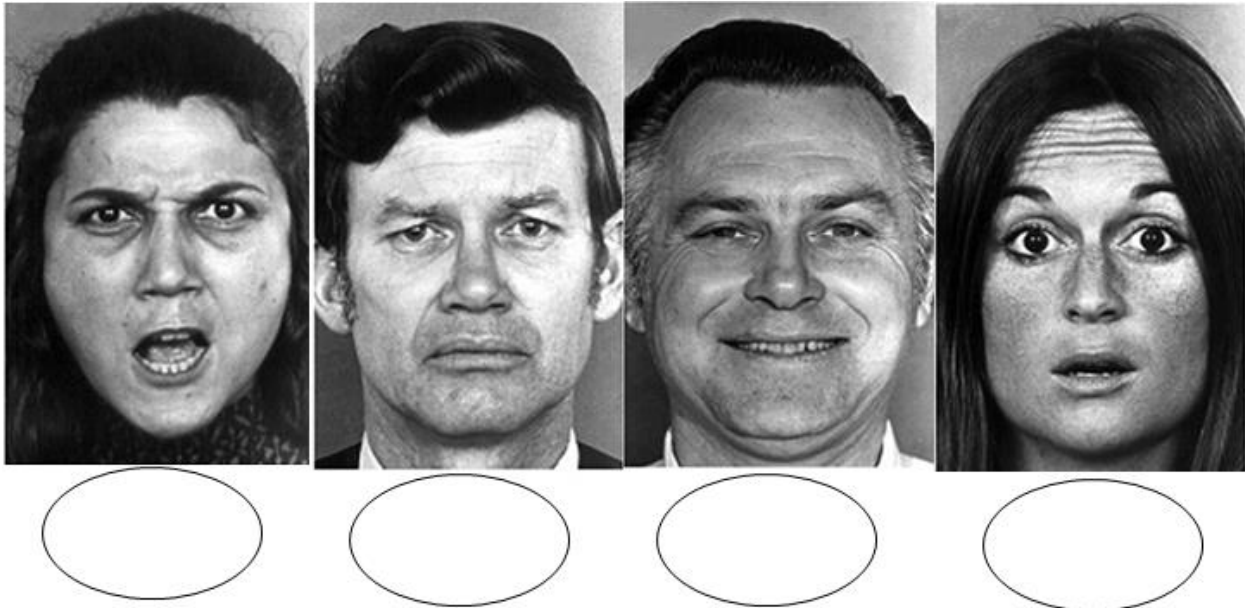
Objective: To observe the verbal and non-verbal communication between students and discuss positive and negative consequences. Develop recommendations for effective communication in the classroom.

Education level: 9th grade of basic education

Activity 1.

| Student | Teacher |
|--|--|
| Create a list of questions that relate to following pictures.... 1. ... 2. ... 3. ... Discuss how facial expression can affect students. | The teacher directs a question that leads to more searching for than answering questions. Which picture gives you positive and negative impression? |

Name the facial expression of following people. Write which picture gives you positive impression



Activity 2.

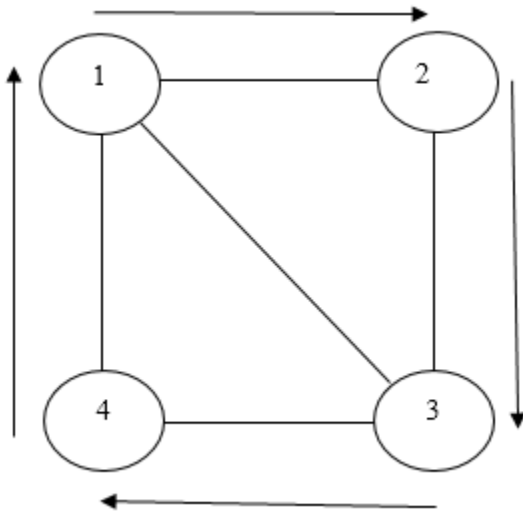
| Student | Teacher |
|---|---|
| A. Divide into groups with 4 members. Presentation 1: Students 1, 2, 3 and 4 introduce themselves for 2 minutes. Other students listen | Teachers organize and manage activities. In this sense, the teacher shows an example to students that they can encourage each other such as |

carefully. Encourage students who are giving an introduction.

nodding a head and using words for encouragement. (Teachers can add more.)

A. Divide into groups. Each team shall have four members.

Presentation 1: Students 1, 2, 3, 4 will introduce themselves.



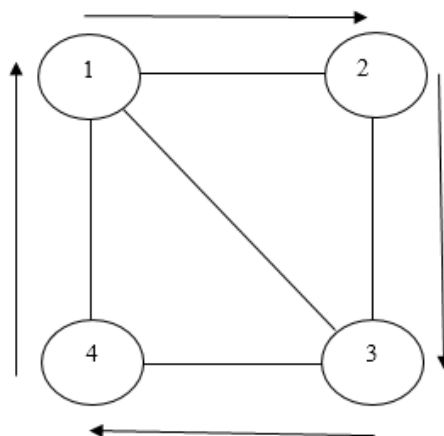
Presentation 2: Students 1, 2, 3 and 4 introduce themselves for 2 minutes again. However, other students pretend that they do not listen to them. The first student shows a facial expression of anger. The second student shows a facial expression of sadness. The third student shows a facial expression of dislike or ignorance. . (Teachers can add more.)

Express yourself with colour. (Fill out on the assessment sheet)

Black color-unfavorable, Red color-favorable, Green color-unclear

/Wet your thumb with water placed in the center of the circle and colour it with watercolor and express yourself/

Students pass the assessment sheets and they would be handed to teacher.



Write down the impressions from your students.

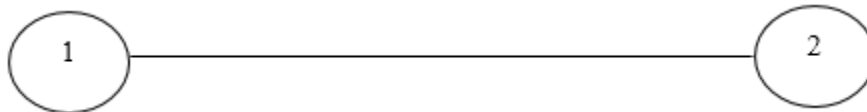
| | |
|--|---|
| When students listen attentively | When students pretend to listen |
| Other students listen attentively when certain student speaks | When other students do not pay attention when certain student speaks |
| Students listen carefully when their friends speak | When students do not care about their friend's talk |

Activity 3.

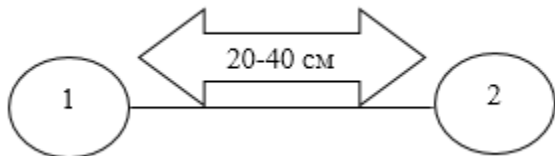
| Student | Teacher |
|---|---|
| 2 students will participate in. Students learn the assignment instructions and accomplish assignment. | The student 2 will present the assignment instructions. |

B. Choose two students from the class. (2 minutes)

Presentation 1: The first student introduces herself/himself one step away from the second student.



Presentation 2: The first student introduces herself/himself 20-40 cm away. The second student will show inappropriate facial expression. (point her/him with the index finger, look aggressive, get angry and laugh).



Write your impression.

| | Impression of students who are giving introduction | Impression of students who are listening |
|-----------------------|--|--|
| During presentation 1 | | |
| During presentation 2 | | |

Activity 4.

| Student | Teacher |
|--|---|
| <p>The team members read the case and analyze roles.</p> <p>Check out other teams' cases and note different and common characteristics of roles.</p> | <p>Assign one case to each team</p> <p>The teacher advice learners to read the case attentively and listen to different and common characteristics of roles carefully presented by other teams.</p> |

Students pass previous assessment sheet on which mark their fingerprints and pass it to teacher.

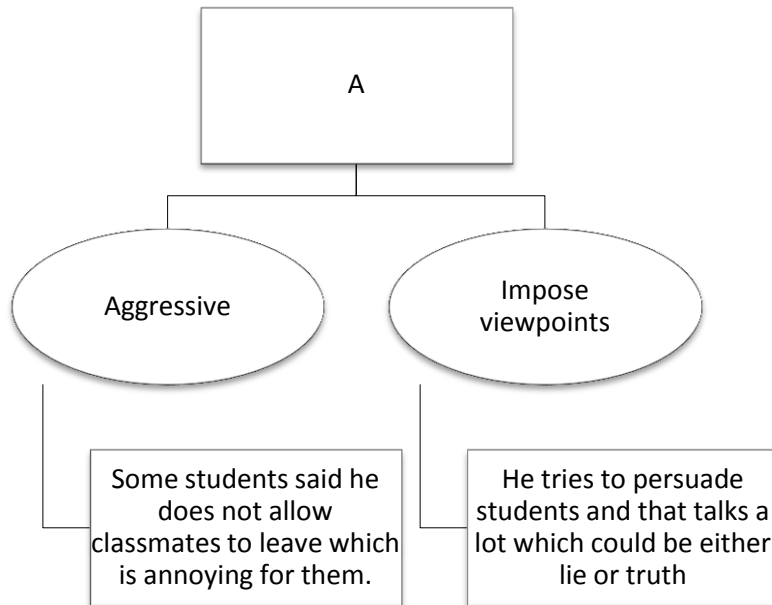
The teacher compares the assessment sheet with previous one and show the difference to students. Discuss on how the color of fingerprints have changed.

B. Review the following cases.

| | |
|--|--|
| <p>A: I think I am good at speaking. Unfortunately, his classmates said that he is a bit "aggressive and impose his viewpoints to them". Some students said that A tries to persuade students, and sometimes he talks a lot which could be either lie or truth, furthermore, he does not allow classmates to leave which is annoying for them. A wants to have a friend, but his communication leads classmates to get away.</p> | <p>C: I am friendly. The classmates respect her that she is helpful and kind. M is willing to express herself and speak in front of classmates unfortunately, she is afraid of it. M attempted to give a presentation in front of classmates but she is not fully satisfied with it. Because the tone of her voice is low, she does not look self-confident.</p> |
| <p>E: She is one of those students who is very good at studying. E does a homework, makes a presentation and prepares his speech. She reads his presentation and shows it to her classmates. However, it seems to E that the presentation is not very interesting to her classmates.</p> | <p>J: J is helpful person who kindly replies when classmates ask question. He is rarely in the center of attention. J wants to have more friends. However, instead of saying what he wants, he hopes others to guess or ask. Sometimes there are incidents happened that J is used by others. Because he always does what others say.</p> |

Source: Textbook of Social Sciences 9, page 13, Ulaanbaatar., 2017

For example: Chart for student's behavior

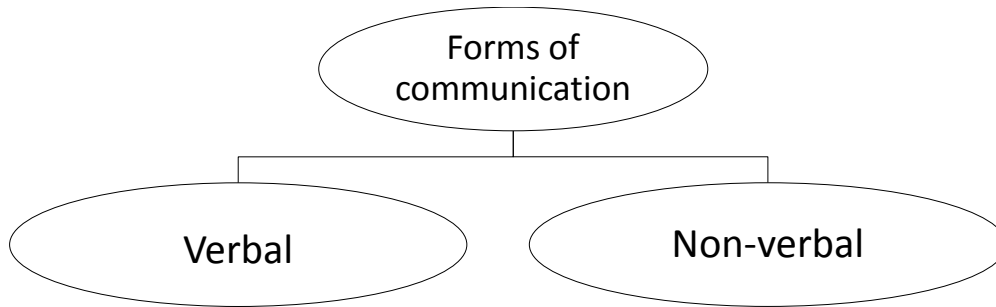


1. Discuss different and common aspects of students.

| | Different aspects | Common aspects |
|---|-------------------|----------------|
| A | | |
| C | | |
| E | | |
| J | | |

Activity 5.

| Student | Teacher |
|---|---|
| Write a recommendation for classmates. Write a recommendation by reading page 13-15 of the "Social Studies 9" textbook. | Pay attention to space, voice, hand position, movement and facial expression. It is advisable to read the information on the chart. |



2. Write a recommendation for class students according to the following table.

| | What advice do you have for students expressing themselves? | | What advice do you have to support your classmates? | |
|---|---|--------------------------|---|--------------------------|
| | Verbal communication | Non-verbal communication | Verbal communication | Non-verbal communication |
| A | | | | |
| C | | | | |
| E | | | | |
| J | | | | |

It is important for students to summarize their responses, and how and why they have changed.

After student's conclusion, the teacher will make his or her conclusions based on the ASSESSMENT SHEET

Assessment Sheet

| | Presentation 1 | | Presentation 2 | |
|---|----------------------------|--------------------------|----------------------------|--------------------------|
| | The student who introduced | The student who listened | The student who introduced | The student who listened |
| A | | | | |
| J | | | | |

Express yourself with colour. (Fill out on the assessment sheet)

Black color-unfavorable, Red color-favorable, Green color-unclear

SOCIAL SCIENCE

PRIMARY EDUCATION (5th grade)

Developing Global Citizenship skills with "Some Methods of Creative Thinking"

Purpose of Learning: Tolerant Person – Learn to understand the diversity without any discrimination and misjudgment; and learn the abilities of respecting and coexisting together.

Table 1. Human and society, primary education (5th grade)

| | |
|---|---|
| Applicable content in the curriculum of human and society | - Be able to understand diversity and communicate |
| Applicable skills in the curriculum of human and society | <ul style="list-style-type: none"> - Be able to listen to, understand, and respect the opinions and views of others - Be able to control and manage emotions when an individual talk to others - Be willing to be tolerant, support, receive support from others when an individual work with others |
| Global citizenship skills | <ul style="list-style-type: none"> - Learn about patience, - Respect and understand diversity, views and values - Be willing to participate in activities, make your own initiative for the well-being of humans all over the world |

Methods: Creative Thinking Methods

- Insert reading method
- Think, cooperate, and share
- Search for exploration
- Intellectual attack

Materials and tools

- Dictionary of Mongolian
- The explanation of nature UNESCO
- The cases of depicting cultural differences
- For books, manuals and additional information on Global Citizenship education, please access to www.apceiu.org. For example:
 - o The ABCs of Global Citizenship Education UNESCO,2016/[gcedclearinghouse.org/resources/abcs-global-citizenship-education /](http://gcedclearinghouse.org/resources/abcs-global-citizenship-education/)
 - o Schools in Action, Global Citizens for Sustainable Development – A Guide for Teachers UNESCO, 2016. <http://unesdoc.unesco.org/images/0024/002468888e.pdf>
 - o Schools in Action, Global Citizens for Sustainable Development – A Guide for Students UNESCO,2016.<http://unesdoc.unesco.org/images/0024/002463/246352e.pdf>

Evaluation methods, criteria:

- "Rubric" - Self assessment
- Teacher's evaluation – observation on process
 - o Respect for views of others
 - o Understand and respect the distinctiveness and differences of others
 - o The attitude towards well-being of others

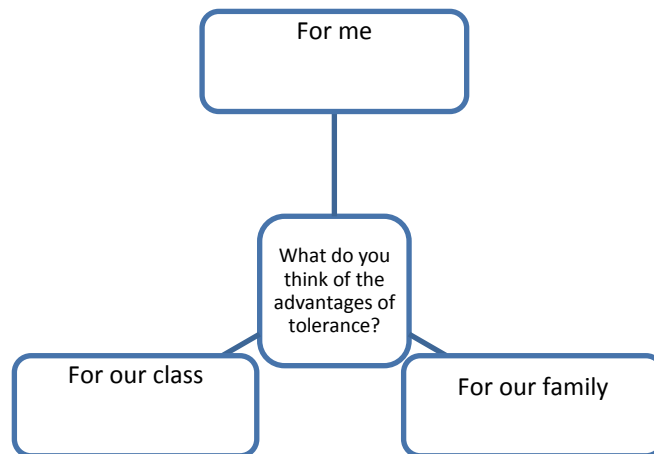
Memo for teachers

- Please note that when teachers guide lessons, they should focus on developing learner's expression of their views, respecting and acknowledging other's views, being responsible to team work and engaging creatively in team work
- Understand the concept of tolerance.
- Integrate the children's perceptions.
- Learn advantages of tolerance from relevant books and manuals.
- Lead learners to an objective of lesson
- Please be noted to guide learners with encouragement during the course of the study.

Options of activities: The task of developing tolerance skills of Global Citizenship.

Activity 1. How do you understand the word "tolerance"? Please write your answer

Activity 2. How is the advantage of tolerance unfolded?



Activity 3. Analyze the cases

Student's exchange program

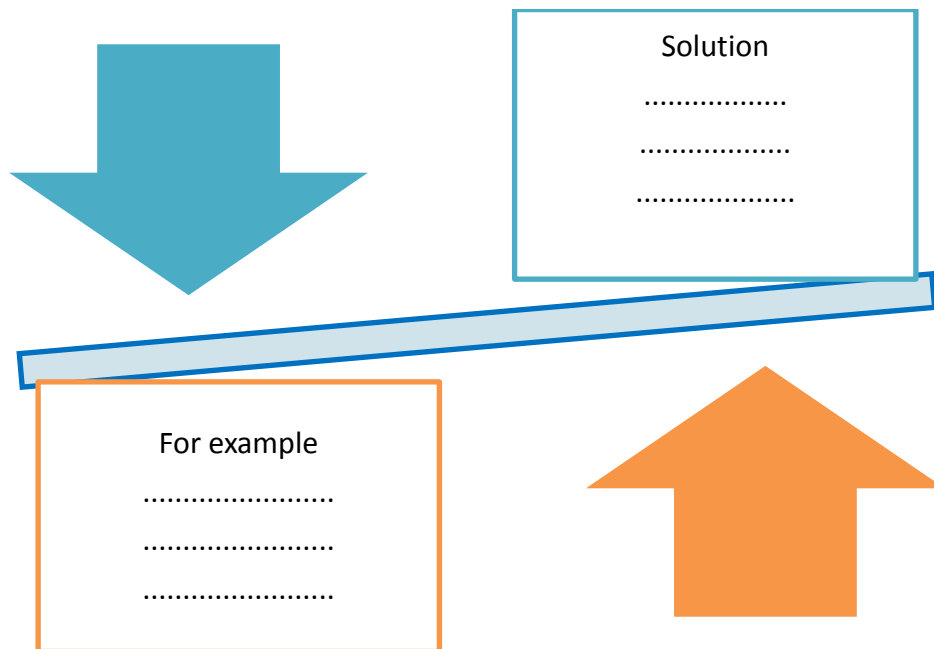
Our school had organized a "Student's Exchange Program" with secondary school #1 in Uvs province. Our classmate, Bayaraa, went to Uvs province and in order to replace him, Tuya came to our class.

She always smiles, and whenever she talks, she make children laugh. Tuya: "Because of the names of the Kazakhs, she is called Naresh Tuya. Because Tuya had spoken in her local dialect. At first it was fun, but eventually Tuya started worrying.

She would soon return home. Even though she has full of writings on her diary, she could not talk and her eyes were tearful.

- Do you agree that every child is raised and brought up in a different family environment?
- What can you do to help Tuya?
- What would you do if you were Tuya?

Activity 4. What is an example of disrespecting disparities of learners and violating their rights in the school environment? Could you please give us a suggestion to solve this issue?



SOCIAL SCIENCE, BASIC EDUCATION (9th grade)

| | |
|---|---|
| <p>Applicable content in the curriculum of social science</p> | <p>Within context of human and society:</p> <ul style="list-style-type: none"> - Examine the cause of misunderstanding through the observation of communication among people and learn the abilities of using effective methods to solve these issues in communication and to avoid being stressed out. <p>Within the context of human and culture:</p> <ul style="list-style-type: none"> - Presume and study the cultural diversity and its interaction, alterations, be able to evaluate and provide conclusion and learn to live and adapt to diverse cultures. |
| <p>Applicable skills in the curriculum of social science</p> | <ul style="list-style-type: none"> - Finding, collecting, analyzing, summarizing, verifying, repressing, and explaining information independently to predict the causes, consequences and relevance, impacts, and causes of social events and phenomena. |
| <p>Global Citizenship skills</p> | <ul style="list-style-type: none"> - To gain a deeper understanding of the diversity of social groups - Recognize and respect the distinctions and diversity of social groups - Incorporate your contribution to addressing issues and challenges facing different groups of society - Participate and engage actively in diverse social groups |

Methods: Creative Thinking Methods

- Method of analysis (questionnaire, data collection, analysis of data, summarizing, proofing, explaining)
- Intellectual journey
- Bingo question and answer
- Venn diagrams

Materials and tools used:

- Examples and cases of different social groups
- Sources of information related topics (websites, books, manuals)

Methods of assessment and criteria:

Methods of assessment: teacher evaluation, essay writing

- The theme that is tailored to the content
- Unique and innovative ideas
- Evidence
- Language composition
- Conclusion

Memo for teachers

- At the level of 9th grade, ensure that students will be able to assess and diversity of the social groups, their peculiarities, values, problems in order to learn the abilities to contribute and solve these issues.
- Read and learn about "Diversity and tolerance" prepare additional information and resources
- Advise learners on how to collect, process, and present information

Activity versions:

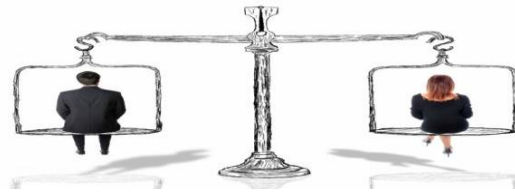
Activity 1. Please write examples of diversity on personal and social characteristics

Personal characteristics

Social attributes

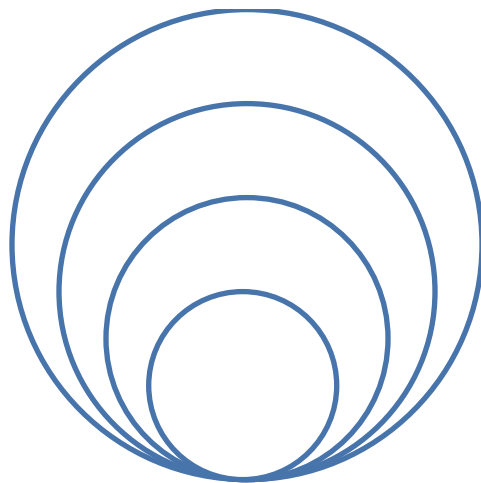
| | | | |
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| <input type="checkbox"/> | | <input type="checkbox"/> | |
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| <input type="checkbox"/> | | <input type="checkbox"/> | |
| <input type="checkbox"/> | | <input type="checkbox"/> | |

Activity 2. Define the characteristics and common values of social groups and discuss what are the elements of integration?



Activity 3. Indicate your views in analyzing, summarizing, and solving problems in these communities

Activity 4. Describe social impacts of social groups according to the following designs (Local, regional, national, international).



SOCIAL SCIENCE AND SECONDARY EDUCATION (12th grade)

| | |
|--|--|
| <p>Applicable content and skills in the curriculum of social science</p> | <p>Within the context of social inequality:</p> <ul style="list-style-type: none"> - Identify the impact of social stratification, ethnicity, gender inequality and causes of inequality and effects of personal life <p>Within the context of legal relationship:</p> <ul style="list-style-type: none"> - Identify the legal relationship between other social relationships and determine the basic criteria for protecting oneself and others <p>Within the scope of legal infringement and liability:</p> <ul style="list-style-type: none"> - Describe the importance of being responsible for determining compliance with lawful and non-violent standards <p>Within the framework of global issues</p> <ul style="list-style-type: none"> - Analyze statistical information on poverty, hunger and ecological crisis and suggest proposals for mitigating them. - Analyze cases and evidences of refugees, human rights, terrorism and nuclear weapons and express your opinion |
| <p>Global Citizenship skills</p> | <ul style="list-style-type: none"> - Deepen knowledge of human rights and equity - Fulfill the laws and regulations that promote human rights and equality - Criticize problem, solve problems - Be a responsible, participatory global citizen in respect of human rights and equity |

Methods: Creative Thinking Methods

- Methods of analysis (collecting data, analyzing information, summarizing, proofing, explaining and expressing one's opinion)
- Insert method of reading

Materials and tools

- The Constitution of Mongolia
- The Convention on the Rights of the Child
- Universal Declaration of Human Rights
- Human Rights Convention

- Child Protection Act
- Law on the Rights of Persons with Disabilities
- Social protection of persons with disabilities / revised version /
- Law on the Rights of the Child

Methods and criteria to assess: Write essay

- Character of themes and content
- Facts and proofs
- Conclusion
- Unique innovative ideas
- Language composition

Memo for teachers

- At the level of 12th grade, teacher focuses on developing learner’s critical skill on temporary protection, violation of people’s rights and the people who cannot receive benefit caused by diverse social groups and discrimination and increasing their ability to express their views and opinions on ways to further solve the issues.
- Prepare photos, videos and cases that demonstrate human rights violations
- Prepare your own assessment sheet
- Please note that teachers should focus on development skills of collecting, processing and presenting the results

Activity versions

Activity 1. Work with sources and fill out the spreadsheet.

| Mentioned in the laws and conventions | What rights are protected? | Notes |
|---|----------------------------|-------|
| It is strictly forbidden to disrupt human life unless it has been imposed a maximum offense by a court order because of the grave crimes specified in the Criminal Code of Mongolia. <i>article 16, the Constitution of Mongolia</i> | | |
| It is prohibited to confiscate or requisition private property. <i>Article 16-3, the Constitution of Mongolia</i> | | |

| | | |
|--|--|--|
| <p>"...to prove that fundamental human rights, noble values, values of men and women, and all minorities are equal to one another...decided to unite our efforts to attain the purpose ... " <i>From the introduction of UN Charter</i></p> | | |
| <p>Participant countries shall ensure the best possible survival and survival of children. <i>article 6-2, the Convention on the Rights of the Child</i></p> | | |

Activity 2. Let's analyze it

According to the survey, men spend 84 percentages and women spend 56 percentages of work time on jobs where wages could be earned. In addition, women spend 2.5 times more than men on housework. Compared to urban girls, rural girls spend 1.6 times on domestic work.

Source: Gender Development Center. Promoting gender equality with non-discrimination and gender equality in Mongolia Issue 2. 2011. (Part 23-24)

Problems to be solved

1. What are the differences between men and women's time management?
2. What are the differences of consequences of men and women's time management?

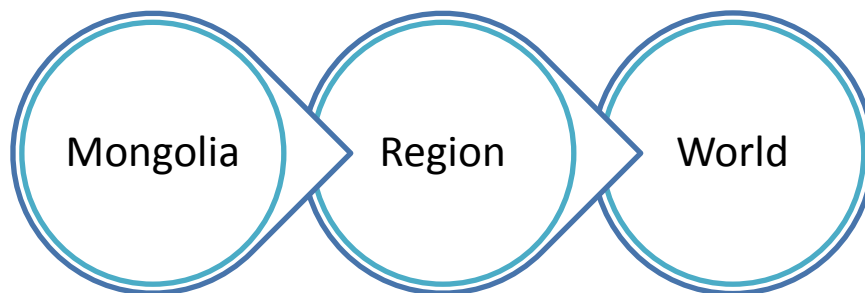
Activity 3. Analyze the human rights violations caused by discrimination in accordance with the questionnaire with pictures?

1. Identify what forms of discrimination are these
2. Identify the violations to rights in accordance with international agreements and conventions
3. Identify how governments and public organizations treat these people
4. Describe your views on how to solve these issues?



| | |
|----|----|
| | |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

Task 4 Make your own ideas and suggestion on promoting human rights and equality?



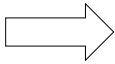




Grade 9

Sub topic: Are we different or same?

Objectives:

- ✓ Students will identify and appreciate differences and similarities between people.
- ✓ Students will understand the meaning of tolerance and how it can be applied to their lives.

Table 1: relevance of GCED topics&learning objectives and Core curriculum learning objectives

| | | | |
|---|--|--|--|
| <i>Global citizenship education topics</i> <i>Global citizenship education objectives</i> | | Difference communities people belong to and how these are connected | |
| Demonstrate appreciation and respect for difference and diversity  | | <i>Core curriculum learning objectives</i> - Support personal development - Respect for diversity - To have the ability to use, communicate, and study creatively with foreign language own interests and needs.  | |
| Pre-primary & Lower primary  | | Lower secondary  | |
| Upper secondary  | | | |
| Global citizenship education learning objectives | | | |
| Recognize how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills | Distinguish between personal and collective identity and various social groups, and cultivate and sense of belonging to a common humanity | - Understand diverse groups, respect value attitude - Learning to change society problems and be a global citizen. - Analyze issues of local and national levels | |
| Global citizenship education topics | | | |
| Despite of Where I live communicate in range in the world | You have a duty to participate in different activities and communicate different people | Values to influenced in a citizen participation (individual, interesting, attitude and skill) | |
| Core Curriculum learning objectives | | | |
| 1. Receive information- Concentration 2. Receive information- Observe, compare, use the gesture 3. Express and guess information – Work in pairs and groups, exchange and communicate information | 1. Receive information- make in notes key words 2. Receive information- Find out causes, consequences and solutions 3. Receive information - Exchanging some information in pairs and groups | 1. Receive information- | |

Assessment methods:

Smile – self-assessment, peer assessment
Teacher's web question –observations
Make simple conclusions and decisions

Warm-up

Teacher: Present game instruction to students and calls out someone, who has the same things and opinions such as: birthday, hobby, sweets, sports, favorite staretc. The teacher's discretion should be used when calling out serious *categories*.

Students: Should be seated in circle and listen to teacher instruction carefully and stand up by the same categories. Emphasis to pupils that it is okay to be the only child standing or sitting.

GAMES GAMES GAMES

Stand up If...

"Stand up if your birthday is in June"

"Stand up if you like sweets", etc.

"Stand up if you think boys are better at sports" or "Stand up if you think school rules are unfair".

Presentation



Teacher: Prepare short movie about someone, who lost wallet and Japan children found it and gave back. Resource from FB:

<https://www.facebook.com/janbolatkx/videos/10208640474306550/>

Before video: teacher asks some question: Have you found anything? What did you do that moment? How about your friend? Do you have friends? Are their good or bad? Now, we start video? Is it good or bad? Why? If you have like these friends? etc.

During the video: The teacher do some segment. Discuss how Japanese friends tolerate bad things? How about you?

After watching: Turn and talk compare bus stop environment. Is it noisy or peaceful? Why? etc.

Students: Watch the movie carefully and they found out what parts of video can express tolerance action, peace, and respect others?

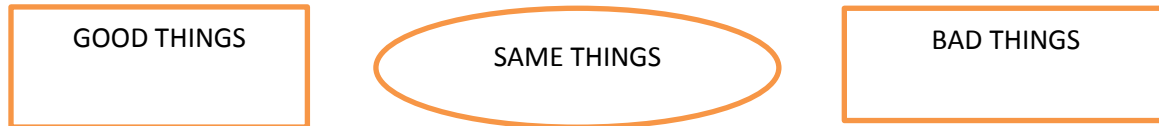
Activity 1:

Teacher: Divide the students into 5 groups and give each group “Differences/Similarities” worksheet and describes describe their differences. Explain activity direction. Students have to classify into categories *How we may be different?/ How we are all the same?*

Students: Describe and express *How we may be different?/ How we are all the same?* What is the bad and good points that we are different/all the same things.

Suggested answers

| How we may be different? | How we are all the same? |
|--|---|
| Physical differences Food eaten Language Music listened to Homes Schools Families Games played Methods of travel | Bodies Feelings Need family Friendship Learning Need to work Sickness/disability Leisure/music – enjoyment |



Activity 2: Party Mingling

Teacher: give instruction for students and ask each questions question.

Students: Choose own partners as if at a party, stopping to talk whenever someone else is available

Suggested questions:

- What might be different about you if you had been born in...(name of country chosen)?
- What things might be the same if you lived in (insert country)?
- How might a child from (insert country) feel at our school?
- How would you feel if you had to go to school in (insert country)?

Activity 3: Role Play

Teacher: Make copies of the Role Play Cards. Divide the class into small groups (maximum of five) and give each group a role play card. Each role play illustrates someone being "left out" or in the minority.

Students: Should be given time to organise and practise their role play. Each group can then perform in front of the whole class. After each performance the teacher should ask questions such as:

Role play cards

| | |
|--|---|
| A new girl in your class is being teased about not having the correct school uniform. | Your dad is overweight and the other children make jokes about him. |
| Everyone has a pair of trendy trainers except you. They tease you about having untrendy trainers | You have had your hair cut in a new style. Everyone makes fun of you. |
| You have been involved in a car accident and have a small scar on your face. The others make fun of you. | Your school jumper has a rip and everyone teases you about it. |
| You have dark skin, the only person in the class. The others call you names | You are teased for being shorter than everyone else in the class. |

Activity 4: *Three- steps interview*

Teacher: Give instruction to the students to stand in three facing lines. Middle line students run over and ask a question of those, who are facing them, then run to those behind who ask and receive answers about the other.

Students: Follow the teacher’s instruction and use question sheet, talk each other.

Sample questions:

- how would you feel if you were the person left out?
- how would you feel if you were part of the other group?
- what could the person feeling left out do to improve his/her position?
- what should the others do? Discuss the consequences of particular actions.

Assessment: Students should not be a graded, only one that allows you is to understand who grasped the concepts and who might need extra help.

Conclusion: *Toast ball activity*

Teacher: Teacher will throw the ball to the nearest student (there will be questions glued to the ball)

- It was cold in the room. But your friend likes cool environment but you like hot inside? In this case what would you do?
- You want to study some task but in the room your friends make noise? In this case what would you do?
- Your friend was his birthday. He likes going to movie theater but you want go PC game. In this case what would you do?.....etc

Students: will answer the question which is nearest to his/her thumbs. After answering the student passes the ball to another one.

Grade 12

Table 1: Learning objectives of GCED and core curriculum

| GCED objective | Core curriculum objective | Relevance |
|--|---|--|
| <ul style="list-style-type: none">• Values and attitudes of empathy and respect beyond groups to which you belong• Personal identities and memberships in local, national, regional and global contexts through multiple lenses | Respect culture and traditions of own and different countries | Empathy and respect in local, national and global contexts |

Expected result

Increasing knowledge and skills in content within the context of the learning objectives and core learning objectives of the PCs and analyzing issues of concern in local, national and country contexts and actively addressing issues in a matter of life and make a decision to change society

Topic: Giving and sharing

Learning objectives:

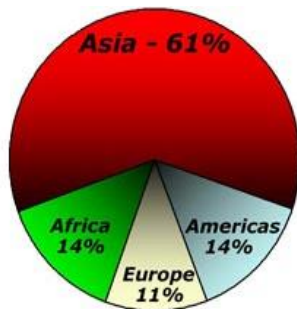
According to the topic “Giving and sharing” students analyze the people’s different daily life in the country, region, and the world. Discuss the real life situations, willing to be a main part of the society and solve the troubles, express and share own thoughts. Make a decision to be a person who is responsible for the social life.

Methods: methods based on real tasks, communicative, individual work, knee to knee, group discussion.

Resources: *needed:* some facts, short video, LCD, sheets of paper, markers, pictures, glue,

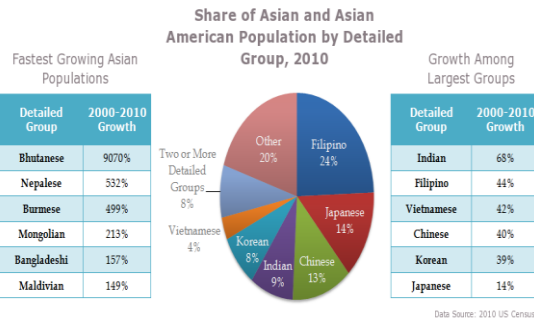
Warm up:

Teacher: Show the students the numbers of population of own country, Asia and the world. Let the students talk about these numbers, asking them what these numbers are representing, how these people live in the world, they are all happy, they have any problems in their life.



Population

- The population of Vatican City is only about 900 people.
- Most of the population is staff to the Pope.
- Hungry Horse, MT is about the same size



Students: Talk about people's life situations, feelings and problems.

Note for teacher

Teacher guide the students to think about troubles which happen around the earth, furthermore encourage the students how they could get new ideas to solve it. The main ideas is the students must understand that they are a part of the country, they have an opportunity to participate in social life and be an initiative person not only country but also in the world.

Presentation

Teacher: Play the video www.youtube.com/watch?v=HeroesTribute: Doc Hendley/Wine to Water, Doc Hendley

www.youtube.com/watch?v=CNNHeroes: Gerard Butler in Liberia. Guide the students to think of problems around the world.

Students: Watch a short video about water scarce. Then talk about what this video about and share ideas there are many problems in the world.

Activity 1: Practice- Pair work

Teacher: Show some pictures, words and expressions in order to get ideas to the students.

Sample pictures



Students: Work in pairs "Knee to Knee". Students make a list of some troubles in own country, Asia and around the world using the pictures.

Students' suggested answers.

| <i>In my country</i> | <i>In the world</i> |
|----------------------|------------------------|
| Unemployment | Endangered species |
| Homeless people | Unhealthy food |
| Air pollution | Water scarce/pollution |
| Disability | Drugs |
| Crime | Starving |
| Garbage | Global warming |

Activity 2: Individual work

Teacher: Suggest the students to watch another short movie. Ask them to catch the information, pay attention to the event and try to get the message/main point of this video. After showing the video teacher asks some questions. (www.youtube.CNN Heroes Tribute Narayanan Krishnan)

Express thoughts about the people's life

Where are these people?
What kind of people are there?

Express feelings about the man

What does he think?
When did he start this activity?
What is he doing for the people?
Why does he help these people?

Students: After watching the video the students answer the questions using own ideas.

Activity 3: Discussion- group work

Teacher: Give the students some questions and guide them can mention different campaign activity on the poster due to the questions. Then suggest each group member's role such as time keeper, writer, creator and presenter.

- Why have you chosen this problem?
- Is there any possible to solve this problem?
- Do you have to participate in this situation?
- If you want to involve in it how can you organize it?

Students: Students are divided into 4 groups talk about each student's idea that he/she has made in the list and choose the most important problem. Groups make a poster using teacher's questions. Having made the posters students show and report to class.

| | |
|---------------------|--|
| Problem in society. | |
| How can you do? | |
| Activity: | |
| Duties: | |
| Solution | |

Activity 4: Individual work

Teacher: Elicit the students they have faced and want to give a hand to the Making a decision to be a good person who wants to give and share.

Students: Think of real problems in the society and choose a problem. Then make a motto that call the classmates to participate in charity and volunteer works for the problem in our country. *For giving and sharing*

Conclusion: Self assessment- Explain what you have learned: "2 stars and One wish"

Define two advantages and one disadvantage of the class.

- 2 stars
- One wish

BIOLOGY

Table 1. topic and skills of global citizenship education related to the topic "Tolerance"

| Level | Primary | Basic | Secondary |
|----------------|--|--|---|
| Topics of GCED | Environment, Health, Culture | Education and Environment Health, Poverty, Employment, Livestock, Culture, Religion | Globalization, Development, Environment and Health Participation of citizens, Culture |
| Skills of GCED | Participation, Self-expression, Open-minded, Accountability, Development of decision-making, Respect for environment | Respect for others, Open-minded, Self-expression, Understand and speak about problems, Understand Diversity, summarize, Tolerance of the Environment, Decision Making, Detect negative impact on Environment, group work, Determine positive and negative aspects of issues, Reason for selection of solution, Compliance with ethic norms, Accountability | Respect for others, Open-minded and self-expression, tolerance, Respect for diversity, Understanding multilateral culture Decision-making, Feeling environment, Detect negative impact on Environment, group work, Summarize , Compliance with ethic norms, Accountability |

Table 2. Topic "Tolerance" is related to content of Biology

| Level | Content related to topic "Tolerance" |
|---------------------|---|
| Primary education | My friend, My body, My family, Growth and movement, Climate |
| Basic education | Impact of substance on health, Breathing, Neurology Liquid Regulation, Natural Selection, Living organisms and Environment |
| Secondary education | Nervous Regulation, Liquid Regulation, Inflammatory, Evolution and Selection Biotechnology and genetic engineering, circulation of substances in nature, Impacts of Human on Ecosystems, Gas Exchange Concept of diseases, Energy and Ecosystems, Biodiversity and Conservation, Genetics, Coordination and Control, Human Reproduction |

Objective:

1. Concept of tolerance
2. Diversity and racial discrimination
3. Discrimination in age
4. Discrimination in health
5. Respectful for diversity
6. Learn skills for global citizenship

Key words: race, discrimination in age, disparity, tolerance

Classroom organization: class discussion, individual work, teamwork

Materials: Picture that depicts discrimination, ICT tools: computers, cameras, xerox machine

Methods: Select a method to match the experience gained by the learners and the level of cognitive development. It is possible to combine all forms of teaching in conjunction with the age of learners. For example, use active learning methods such as dialogue, visual demonstration, reading comprehension, games, role-playing methods, corner techniques, discussion and debates.

Assessment: Assess skills of global citizenship education besides the knowledge gained in the course.

Activity 1.

What do we tolerate?

- Encourage students to learn the concept of tolerance
- Name the things that people tolerate by using active learning method
- Draw a map

Example 1.

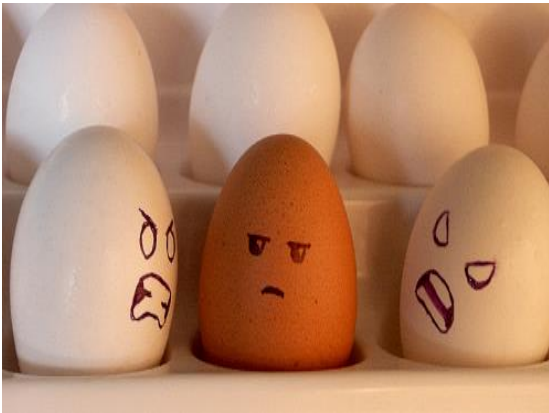


1. How many continents are there? Ask the continent where Mongolia locates
2. Students play a puzzle which has a picture of continents
3. Discuss on race
4. The teacher directs the lesson that there are different types of people and races, and diverse language and culture.
5. The teacher directs the lesson that all individuals are able to live together even though there are different types of races.
6. Therefore, the teacher encourages students to understand others by respecting differences.

Example 2. To tolerate discrimination in terms of race, age and physical health

- Discuss the tolerance on extent of hostility and discrimination in community.
- Discuss the local, regional, national, and international issues

Assignment: Has it ever happened to you? If so, speak about how you have overcome it.

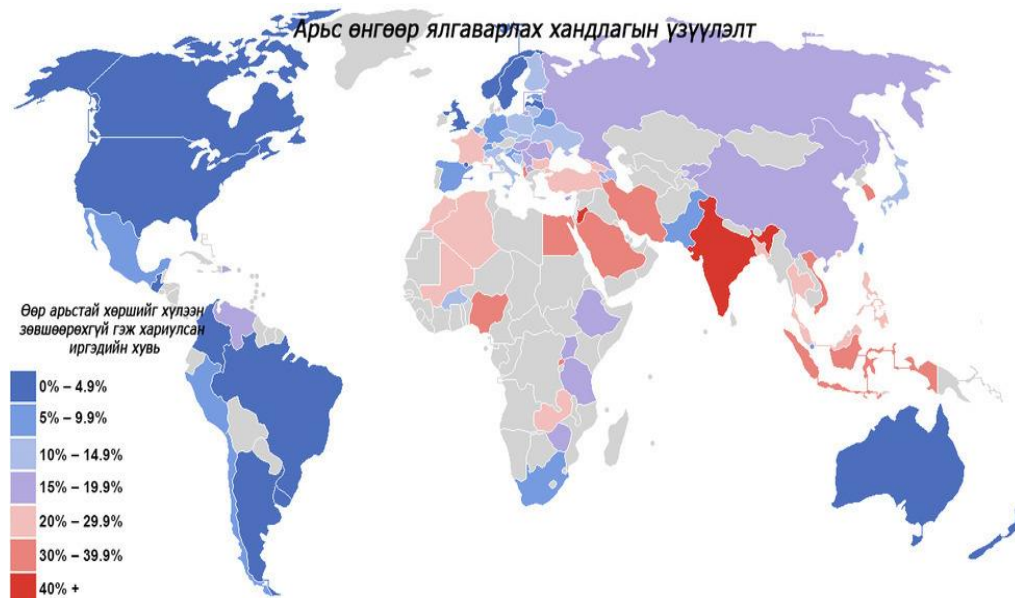


Freedom and Nelson Mandela

On July 18, 1918, a boy, Rolihlahla Dalibhunga was Born in the village of Mvezo, in the tribe of Tambo, South Africa... The years of dry season pass and Rolihlahla Dalibhunga enrolled in school. At that time, the process of socializing in South Africa was strong and the children were started educating. It was the influence of Western culture, and teache named Rolihlahla Dalibhunga as Nelson Mandela.

He came to Johannesburg for his tertiary education, where he was enrolled in a major university where white people were mainly studied. In fact, his actions were inconceivable. Because of the racial discrimination on the African continent, black students were fairly well-trained, and some of them have achieved success far more than white students. Mandela has to endure sometimes and even sometimes he ignores everything. He acknowledged it.

Why is there still trends of racial discrimination in countries? Write an essay on "If I suffer from racial discrimination".



Example 2. Understand discrimination in age

- Discuss the differences between young and old people (understanding differences)
- Discuss the aging is biological processes that happens to everyone (tolerance and non-discrimination)
- Discuss on the mind of old and young people, power of the body and the extent to which their rights are removed, and talk about whether they have been discriminated against the ages. Discuss whether a family member and relatives have faced this situation
- Discuss how the discrimination in age may affect people
- Discuss how this is tolerated by everyone and what kind of people tolerate. (Understanding the difference and understanding the positive aspect of tolerance)
- Everyone has equal rights

The process of becoming older, a process that is genetically determined and environmentally modulated is called aging. According to scientists, since the age of 25, 0.8% aging process runs per year in 70% of human body. This is the occurrence of aging in biological living organisms

Assignment: Imagine the changes you will face over the next 40-50 years. Is the age difference affect discrimination? Assess your attitude.



Example 3.

- Your values and self-esteem are crucial when you face discrimination
- The behavior of the sick person is tolerated
- Discuss on prevention of disease.



People with severe illness tolerate unpleasant communication, anger and convictions.

*Assignment: Do you want to help these people?
Create a plan to help if you want to help.*



Source: <http://uadm.mn>

Example 4. Key words

- Talk about words related to discrimination that raise polarized thoughts
- Demonstrate that giving a nickname is indirect way of discrimination
- Talk about the nicknamed students and speak about their reaction (such as silence, anger, etc.)
- Which of these behaviors are tolerable?

Assignment: Have you ever wondered that giving a nickname is a form of indirect? and if you have come across similar situation then write an apology request.

Activity 2. Discuss on adaptation of emotional and physical changes in transition age and play role-play.

- Describe biological process of body
- Discuss on acceptance of the change is normal phenomena and tolerance. (to understand others, to non-discriminate against others)
- Discuss how people can treat each other and how they can support others



In the stage of adolescence, the body grows rapidly and there are some changes in body; Extreme Sensitivity, Inconsistency, and Alteration. This is characterized as inconsistent and aggressive behavior.

Assignment: How do you deal with such situations?

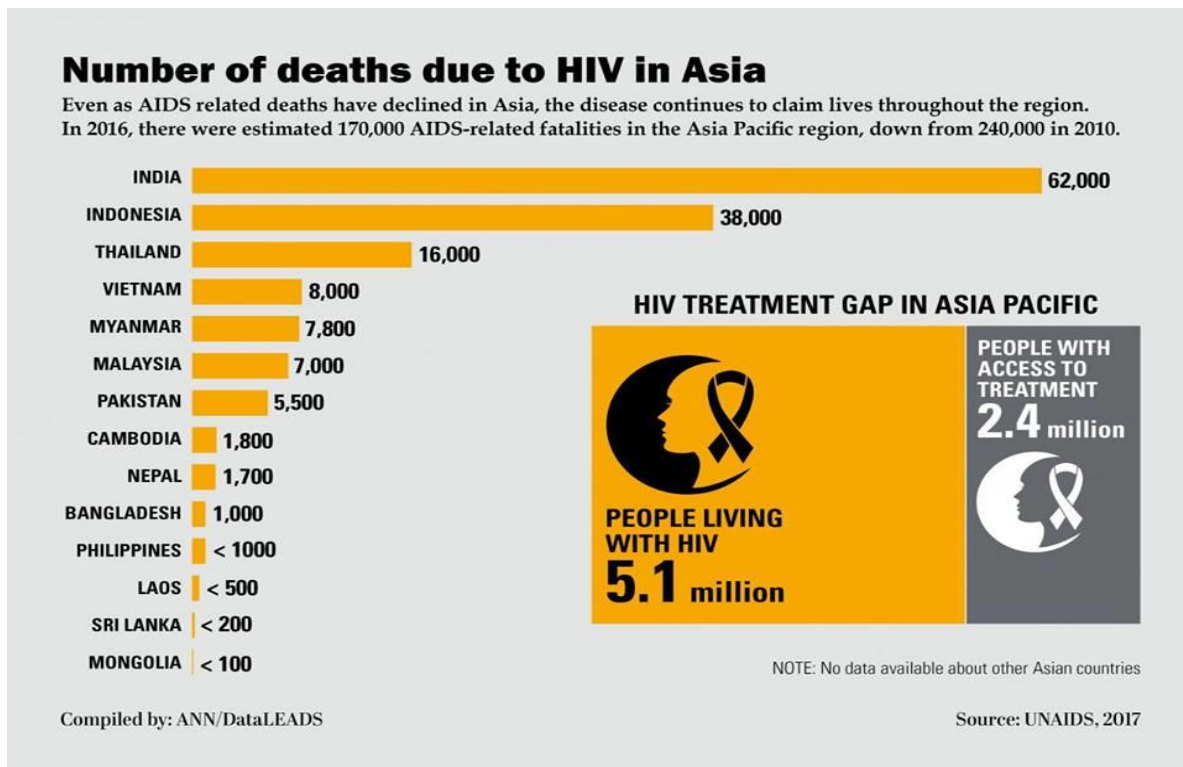


Activity 3.

- Explain the causes and consequences of sexually transmitted infections
- Unwanted pregnancy
- Honesty
- Be tolerant without having casual or temporary emotional stress and speak about opportunities that can protect the loved ones

In Ulaanbaatar, 1964 cases of sexually transmitted infections recorded in the first 3 months of 2016 were 14.9 percent of total infectious diseases.

Assignment: Discuss on sexually transmitted diseases and write an essay on how to protect yourself and your friends.



Activity 4.

- Explain the importance of Mongolians protecting the environment that reflects their lifestyle - to highlight the positive aspect of tolerance (to be sensitive to the environment)

Livestock: Be tolerant to treat animals fiercely otherwise the animals would be resentful

Plants: Be tolerant to gather wild plants, seeds and remove plants from root, cut off young green forests.

Water: Be tolerant to ruin streams and springs, remove stones, and cut and break trees

Activities 5.

Understand the cause and reason of any issue - Discuss what we are supposed to tolerate and what we should not tolerate (understand differences, find out the cause of the conflict)

Drivers take water from well with gasoline buckets which makes the water smelly and unable to drink. However, there is no other well, so I drink it.

(Results of the NHRCM inspection report, Interview with herder Ts., Gurvantes soum, 2011)
http://www.mn-nhrc.org/uploads/info_sheet.pdf

| # | Problems that is tolerated | Reason | Issues that are unable to be tolerated |
|----------|----------------------------|--------|--|
| Local | | | |
| National | | | |
| Global | | | |

Activity 6. Bring your voice

- Discuss the question “What are our rights?”
- Discuss how to deal with non-tolerable issues
- Acting on legal norms
- Discuss what our rights are being violated

International agreement of Mongolia

International Convention on the Elimination of All Forms of Racial Discrimination
Article 5:

1. The right to equal treatment before the tribunals and all other organs administering justice;
2. The right to security of person and protection by the State against violence or bodily harm, whether inflicted by government officials or by any individual group or institution;
3. Political rights, in particular the right to participate in elections-to vote and to stand for election-on the basis of universal and equal suffrage, to take part in the Government as well as in the conduct of public affairs at any level and to have equal access to public service;
4. Other civil rights, in particular:
5. Economic, social and cultural rights, in particular:
6. The right of access to any place or service intended for use by the general public, such as transport hotels, restaurants, cafes, theatres and parks.stadium.



Assignment: What our rights are violated? Discuss how we can solve it and have a discussion on the topic "Violence Circle".



"OPEN YOUR EYES"

Discuss on this challenge and write an essay on this topic.

Tips for teacher: Gather and analyze information about initiatives in order to stop violence against children and making suggestions on their participation.