Comprehension: What is happening in the photo?

Application: What one sentence caption would you write?

Analysis: Where do you think they are?

Synthesis: What might they be thinking?

Evaluation: Are the people behaving as you would expect?
Why? / Why not?

Photographer Jimmy Chin took this photo of a risk-taking climber in Yosemite National Park, California, USA.

Don't Panic!

'Fear is always there. You just need to know how to manage it.'
Jimmy Chin

NATIONAL GEOGRAPHIC
L E A R N I N G

'Fear is always there. You just need to know how to manage it.'

Jimmy Chin

Don't Panic!

126

NATIONAL GEOGRAPHIC
L E A R N I N G

Don't Panic!

'Fear is always there. You just need to know how to manage it.'
Jimmy Chin

Photographer Jimmy Chin took this photo of a risk-taking climber in Yosemite National Park, California, USA.

TO START

1. Look at the photo. How does it make you feel? How do you think the person in the photo feels?

NATIONAL
GEOGRAPHIC
L E A R N I N G

Photographer Jimmy Chin took this photo of a risk-taking climber in Yosemite National Park, California, USA.

Don't Panic!

'Fear is always there. You just need to know how to manage it.'
Jimmy Chin

126

TO START

1. Look at the photo. How does it make you feel? How do you think the person in the photo feels?

2. Can you control your fear? What do you do when you feel afraid? Explain, with examples.

Photographer Jimmy Chin took this photo of a risk-taking climber in Yosemite National Park, California, USA.

Don't Panic!

'Fear is always there. You just need to know how to manage it.'
Jimmy Chin

126

TO START

1. Look at the photo. How does it make you feel? How do you think the person in the photo feels?

2. Can you control your fear? What do you do when you feel afraid? Explain, with examples.

3. When can it be good to feel fear? When can it be bad? Give examples.

Using visuals summary

- Elicit an emotional response

- Engage and interest

- Extend knowledge of the world

- Stimulate discussion

- Personalize the picture

Visual Literacy

"**Visual literacy** is the ability to interpret, negotiate, and make meaning from information presented in the form of an image, extending the meaning of literacy, which commonly signifies interpretation of a written or printed text. Visual literacy is based on the idea that pictures can be "read" and that meaning can be gained through a process of reading."
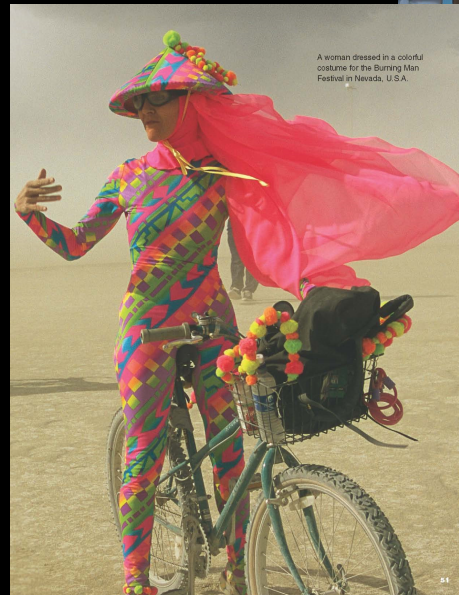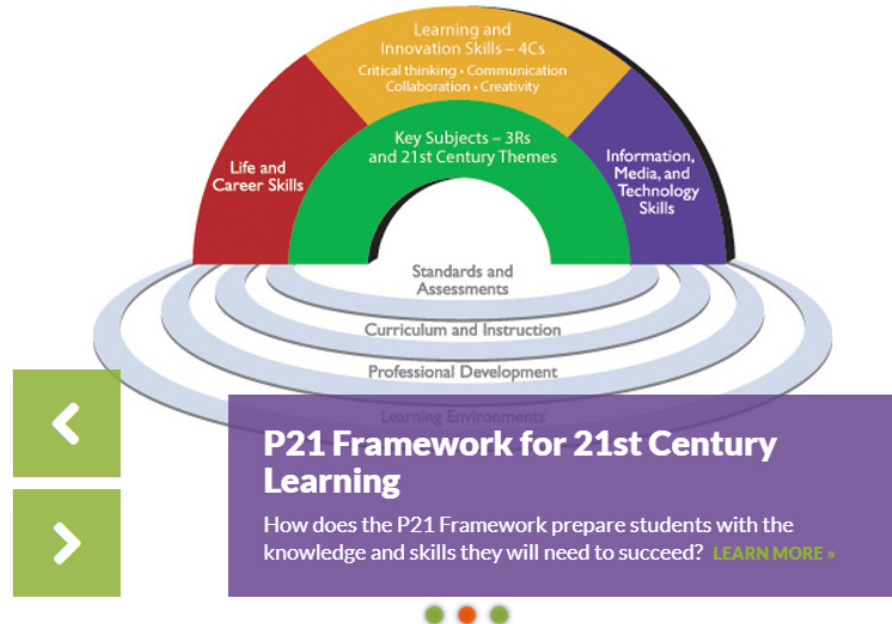
NATIONAL GEOGRAPHIC LEARNING

2000
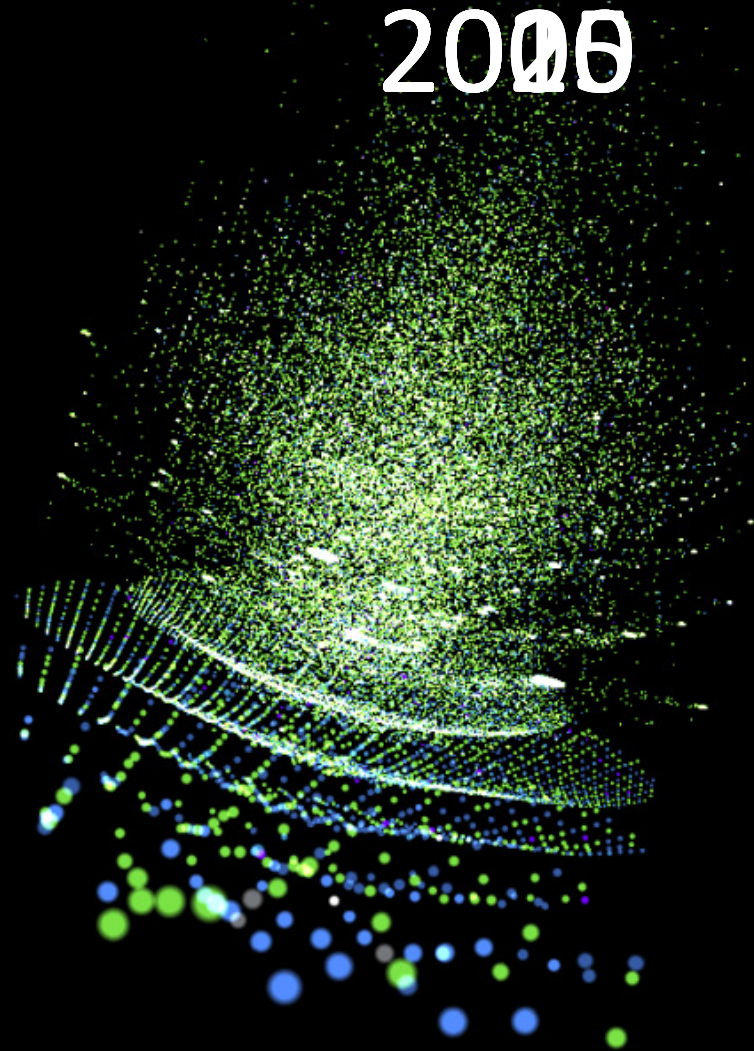
Internet Map
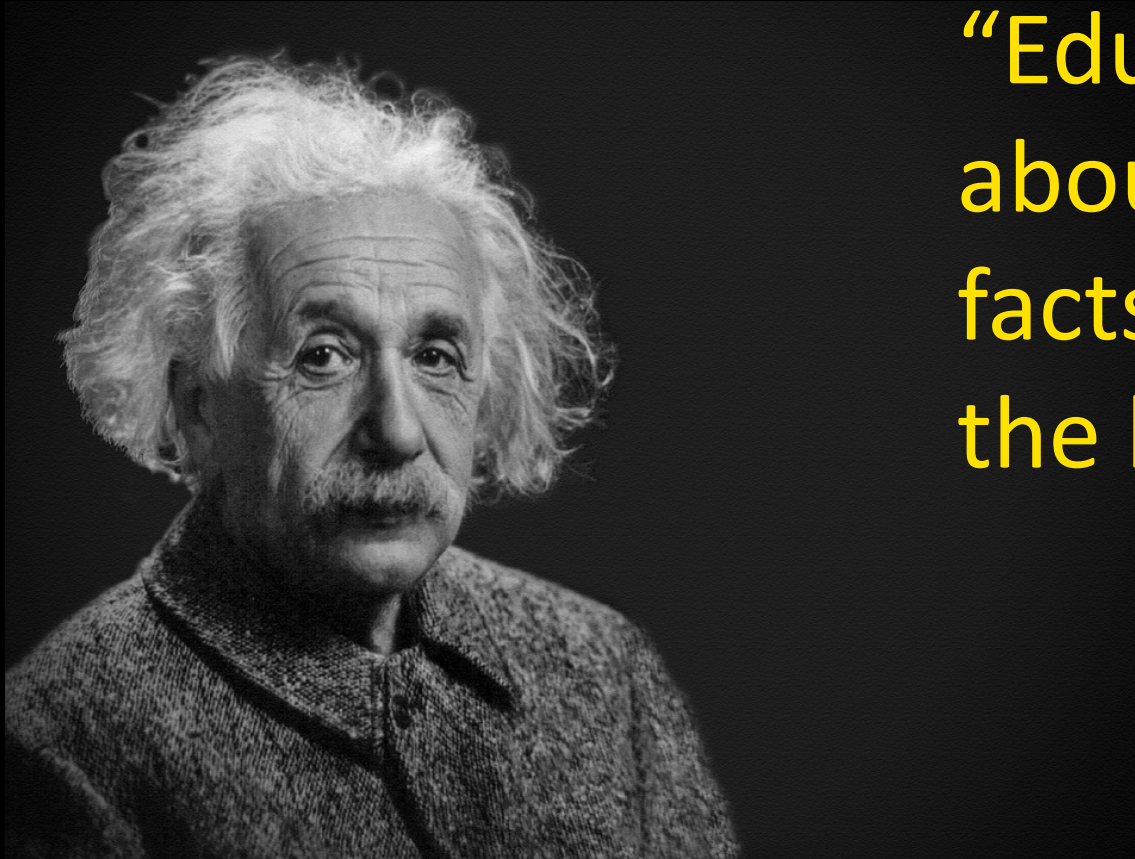
"Education is not about learning the facts, but training the brain to think."

Albert Einstein
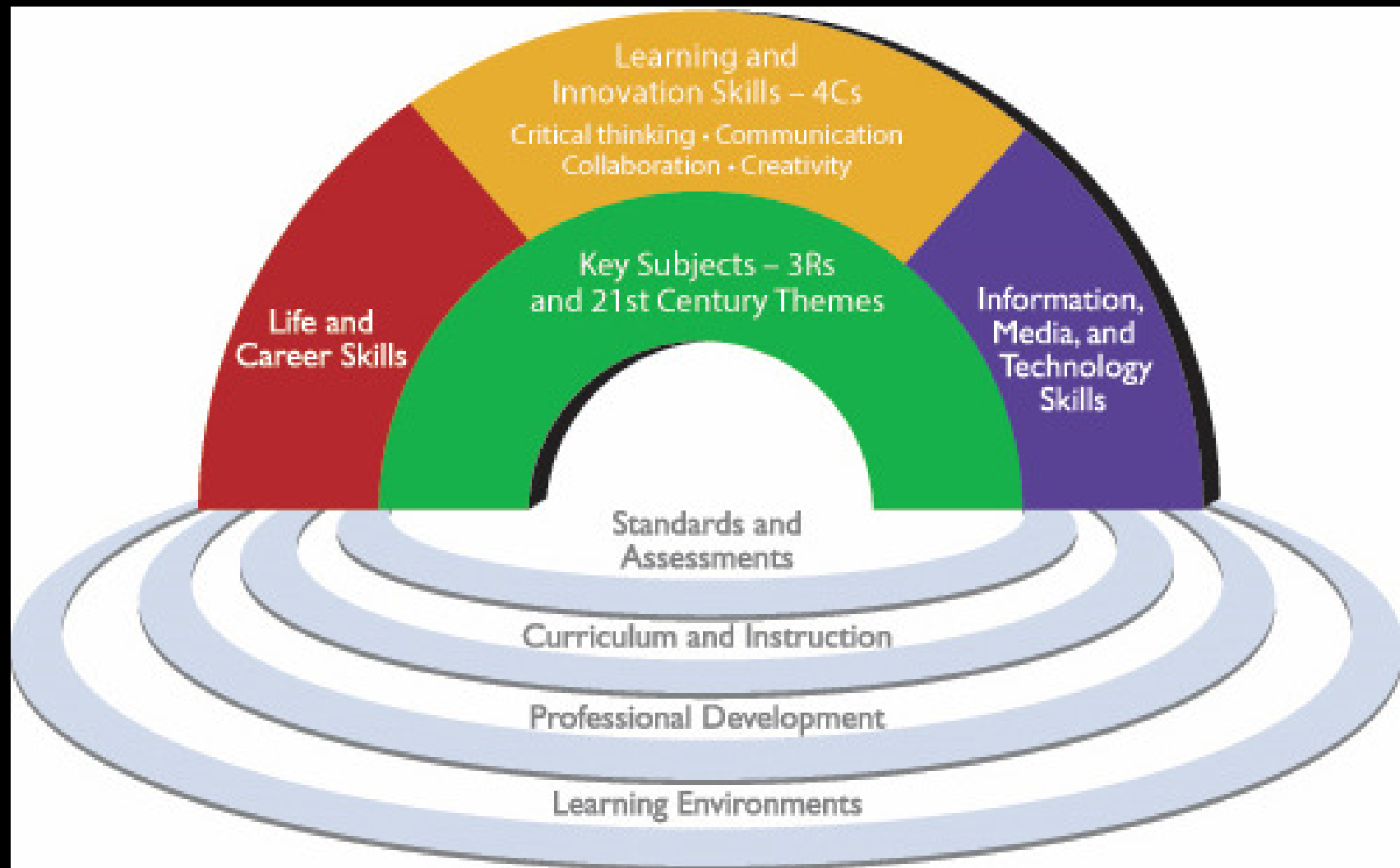
Visual Literacy and Critical Thinking

Students work together in a village school in Burma.

Usain Bolt reacts after winning a gold medal at the 2014 Commonwealth Games in Glasgow, Scotland.

South African leader of the African National Congress movement, Nelson Mandela, salutes a crowd in Amsterdam in 1990.

A woman dressed in a colorful costume for the Burning Man Festival in Nevada, U.S.A.

Jamie Oliver on the TED stage

NATIONAL GEOGRAPHIC
L E A R N I N G

p21.org

Learning and
Innovation Skills – 4Cs
Critical thinking · Communication
Collaboration · Creativity

Life and
Career Skills

Key Subjects – 3Rs
and 21st Century Themes

Information,
Media, and
Technology
Skills

Standards and
Assessments

Curriculum and Instruction

Professional Development

Learning Environments

NATIONAL
GEOGRAPHIC
LEARNING
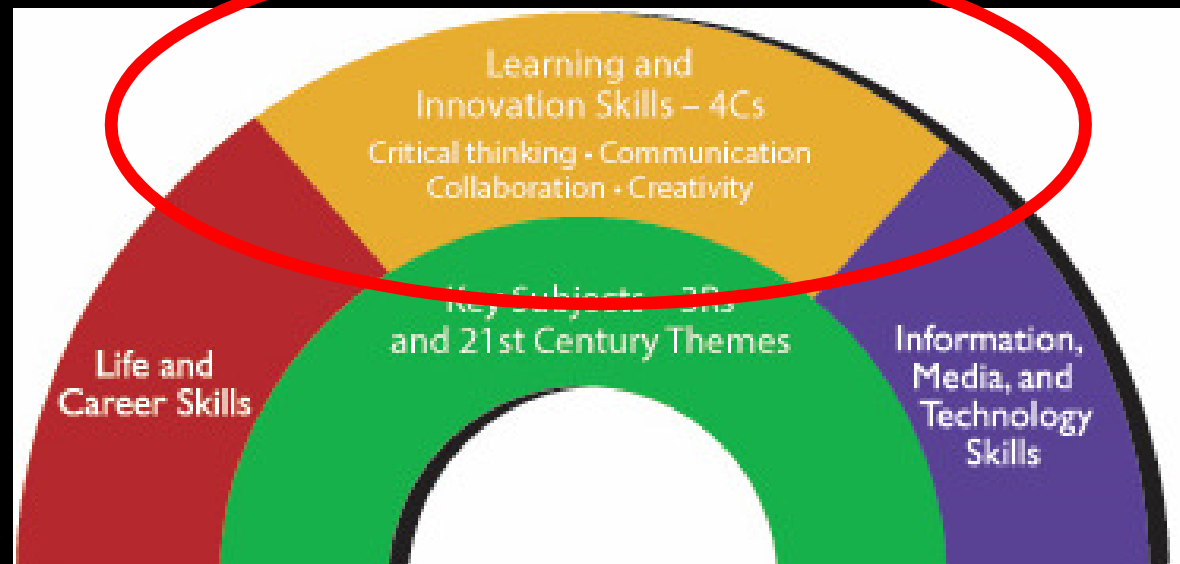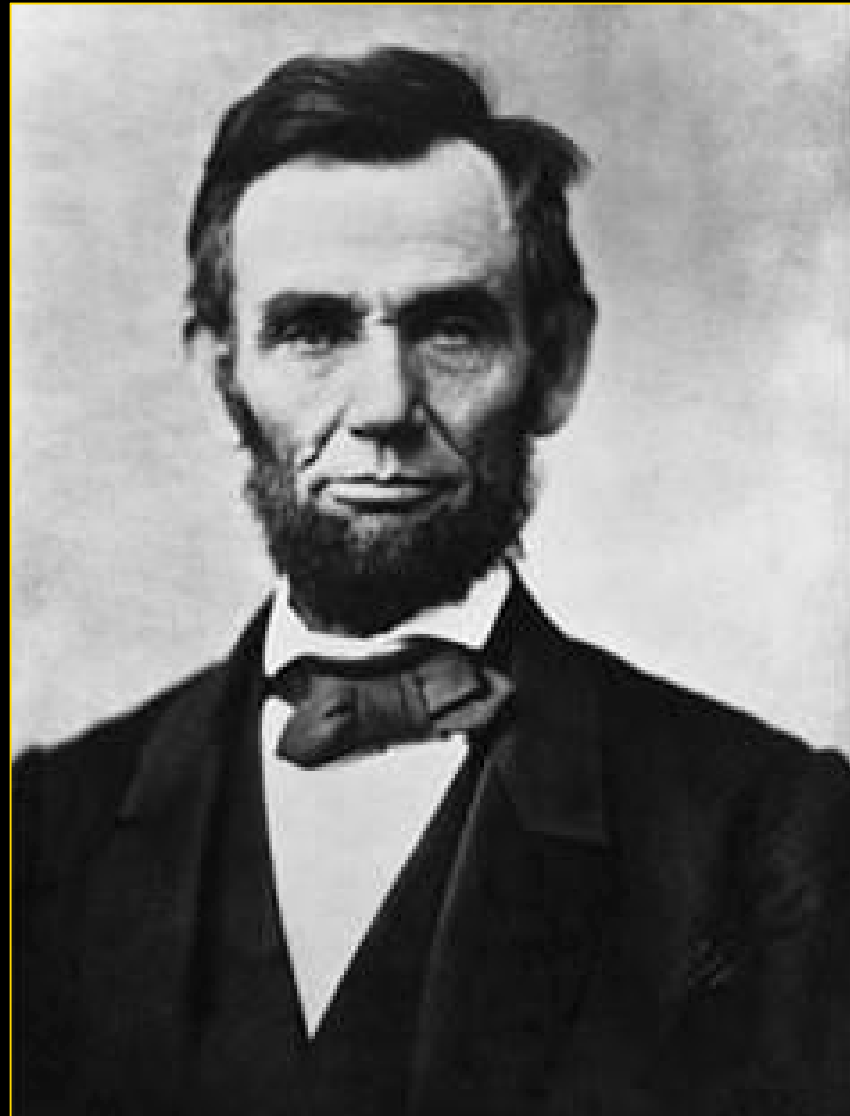
"Don't believe everything you read on the Internet just because there's a picture with a quote next to it."

—Abraham Lincoln

NATIONAL GEOGRAPHIC LEARNING

"More than a third of teachers say that they have seen pupils using false information they found online, unaware that it is not true…"

"This demonstrates the great power that companies such as Facebook and Google now have in shaping public opinion, particularly among young people who have never known a world without the internet and who are less equipped to analyse the information that they see presented to them online."
Chris Keates, General Secretary NASUWT

NATIONAL GEOGRAPHIC
L E A R N I N G

Fake news is warping minds, warn schools

Nicola Woolcock
Education Correspondent

Pupils are mistaking fake news for fact and are quoting it in their lessons and in written work, teachers report.

More than a third of teachers say that they have seen pupils using false information they found online, unaware that it is not true, according to a poll by the NASUWT union.

Chris Keates, the general secretary, said that the finding was worrying and showed the power that internet companies had in shaping young minds.

In one case, a union member said that "some students did not attend school and hysteria ensued because they thought there were killer clowns roaming the streets with weapons". Another said that pupils "often mistake spoof news sites for real news".

Ms Keates said: "It is worrying that over a third of teachers had experienced pupils citing fake news or inaccurate information they had found online as fact in their work or during classroom discussions. It is important for children and young people to be made aware that not everything they see and read online is real.

"This demonstrates the great power that companies such as Facebook and Google now have in shaping public opinion, particularly among young people who have never known a world without internet and who are less equipped to analyse the information that they see presented to them

online and assess its plausibility." She said that teachers were making pupils aware of their misapprehension when they cited false information in class but added that, as with other forms of technology misuse, it was important for online providers to "take responsibility for the material hosted on their platforms and to take steps to tackle those who seek to misuse these sites".

Andreas Schleicher, the Organisation for Economic Co-operation and Development's director of education and skills, said last month that in the modern digital age, schools should teach pupils how to think critically and analyse what they read on social media and news sites.

The finding came in a poll of teachers which also found that half of them had been abused on social media by parents, with threats of violence and false allegations published widely.

Sixty-two per cent reported pupils viewing or sharing online sexual content, with 16 per cent of these children of primary school age.

A quarter of comments from parents related to the teacher's appearance or character. No follow-up action was taken by schools in 45 per cent of cases where teachers were abused on Facebook or other social media sites, the survey found.

The union said that most British schools had no guidelines in place to support teachers who were victims of online abuse.

The Times, April 13th 2017

"Andreas Schleicher, the [OECD's] director of education and skills, said … that in the modern digital age, schools should teach pupils how to **think critically** and analyse what they read on social media and news sites."

The Times, April 13th 2017

Critical Thinking Curriculum
(excerpt)

- Identifying key information
- Identifying sources and their validity
- Reading between the lines
- Identifying arguments
- Identifying authors opinion/viewpoint
- Determining fact from opinion and conjecture
- Weighing the evidence

- Identifying aims and purpose Thinking of counter-arguments
- Balancing arguments
- Identifying purpose/aims of texts
- Identifying emotive language
- Summarising a text

A WORLD

▶ 5

We are in the middle of worldwide changes in culture. Popular culture is crossing from one country to another in ways we have never seen before. Let me give you some examples. One day, I'm sitting in a
5 coffee shop in London having a cup of Italian espresso served by an Algerian waiter, listening to American music playing in the background. A few days later, I'm walking down a street in Mexico – I'm eating Japanese food and listening to the music of a Filipino band. In
10 Japan, many people love flamenco. Meanwhile, in Europe, Japanese food is the latest in-thing. European girls decorate their hands with henna tattoos. It's the globalization of culture.

This globalization of culture follows on from the
15 globalization of business. Modern industry now has a worldwide market. Businesses make their products in one country and sell them in another. Companies employ people on one continent to answer telephone enquiries from customers on a different continent.
20 It's true that buying and selling goods in different countries is not new. But nowadays, everything happens faster and travels further. In the past, there were camel trains, ships and railways. Then planes, telephones and television brought us closer together.
25 Television had fifty million users after thirteen years,

my life ▶ GETTING TO KNOW YOU ▶ MY LANGUAGE COUR
▶ A BUSINESS PROFILE

Critical thinking examples

7 The author is trying to describe what globalization is. Which two types of globalization does she mention?

8 Giving examples is one way of helping to make a point. Underline examples of these things in the article.

1 how popular culture moves from one country to another
   (paragraph 1)
2 globalization in business
   (paragraph 2)
3 how 'national cultures are strong'
   (paragraph 3)

9 How did the author's examples help you understand what globalization is?

10 Read the pairs of sentences. Underline the example sentences. Then write sentences of your own giving examples.

1 You can eat great international food in my town. There are lots of Thai restaurants in particular.
2 Internet TV gives you access to programmes from different countries. Brazilian soap operas are popular here now.
3 There's lots to do in the evenings in my area. We've got a couple of great theatres.

Interpreting Information

Think about the last 48 hours.

List all the ways in which you have received information in all its different shapes and forms

Which items on your list required the ability to understand and use…

- Images?
- Text?
- Both?

NATIONAL GEOGRAPHIC
LEARNING

Images & Text

Advertisements

Cartoons

Charts

Collages

Comic books

Dashboards

Diagrams

Dioramas

Drawings/Illustrations

Emojis

Graffiti

Graphic Novels

Graphs

Film

Icons

Infographics

Maps

Memes

Photos

Powerpoint

Signs

Slide shows

Social Media

Storyboards

Symbols

Tables

Tattoos

T-Shirts

Timelines

Videos

Websites

Visual Literacy

"Meaning is communicated through image more readily than print, which makes visual literacy a powerful teaching tool."

Patricia Edwards , *Reading Today*, 2010

NATIONAL GEOGRAPHIC
LEARNING

E **What's the weather like in South Africa today? Student A:** Look at the weather map below. **Student B:** Turn to page 133. Ask and answer questions to complete the temperatures and weather conditions on your map.

Student A

① 14°
② 14°
③ ☀
④ ⛈

⑤ 17°
⑥ ⛈
⑦ ⛈
⑧ 22°

Pretoria
Johannesburg
Upington   Kimberley
Durban
East London
Cape Town   Port Elizabeth
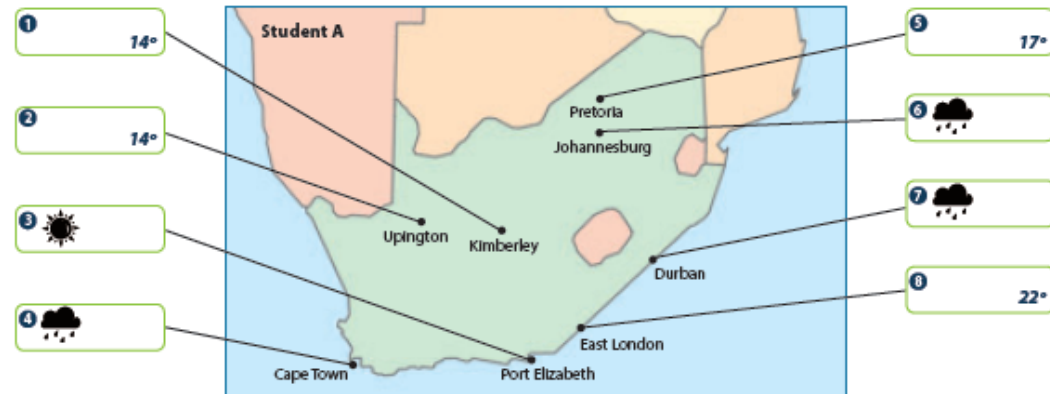
Ask and answer questions to complete the temperatures and weather conditions on the map below.

Student A

① 〰
② 〰
③ 16°
④ 14°

⑤ 🌪
⑥ 22°
⑦ 17°
⑧ ⛈

Pretoria
Johannesburg
Upington   Kimberley
Durban
East London
Cape Town   Port Elizabeth

NATIONAL GEOGRAPHIC LEARNING
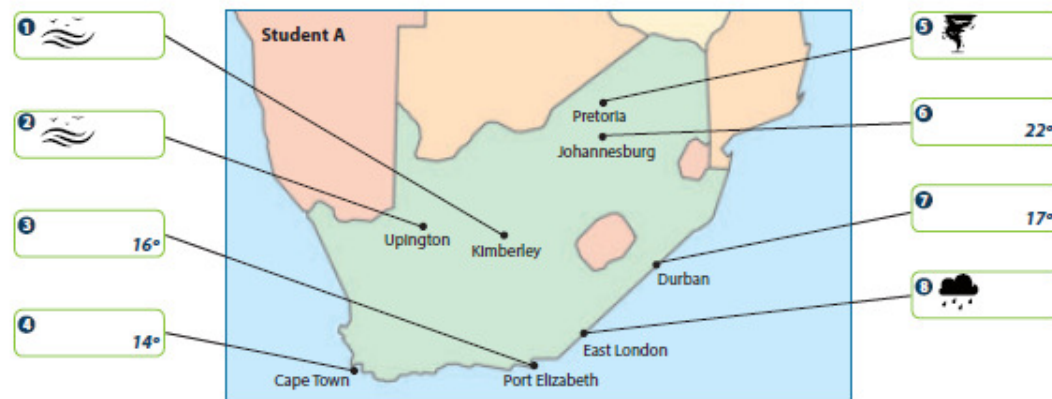
GENERATION TEXT | Teens and Their Texting Habits

OMG LOL TTYL :)

Which do you prefer...

Calling 29% or Texting? 71%

45% of teens send at least 30 texts a day

How long do you talk on your cell phone every day?

Minutes

- < 15
- 15-30
- 30-45
- 45-60
- > 60

13% 14% 16% 23% 34%
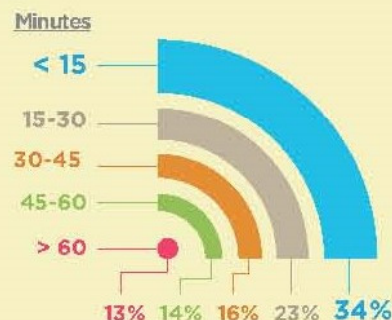
What do you usually text about?

Just chatting	54%
Making plans with friends	20%
Gossip	10%
Flirting	7%
Checking in with parents	3%
Latest news	3%
Sports	2%
Other	1%

How often do you send picture messages?

- More than 3 times a day 6%
- 1-3 a day 19%
- Never 24%
- 51% A FEW EVERY MONTH

When do you text?

At home 28%

While on the computer 18%

During a meal 11%

While riding in a car 17%

During a movie 10%

In class 14%

While driving 2%

IF YOU WALKED AN EXTRA 30 MINUTES A DAY FOR YOUR WHOLE LIFE...

you would
walk around the world one and a half times in your life

you would
have 11% less chance of getting **heart disease**

you could
lose approximately **kilos in two mon...**

you would

you co...

WHO IS SIMON SINEK?

1976–86
Lives and goes to school in

1992–95
Brandeis University: studied

1997

Who are the top 500 CEOs?

AGE
OVER 55 — 5%
25–34 — 27%
35–44 — 42%
45–54 — 26%

MANAGEMENT IS IN THEIR BLOOD.

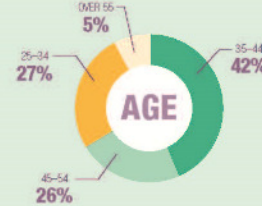**49%** had a parent who was an entrepreneur

Which parent was the entrepreneur:
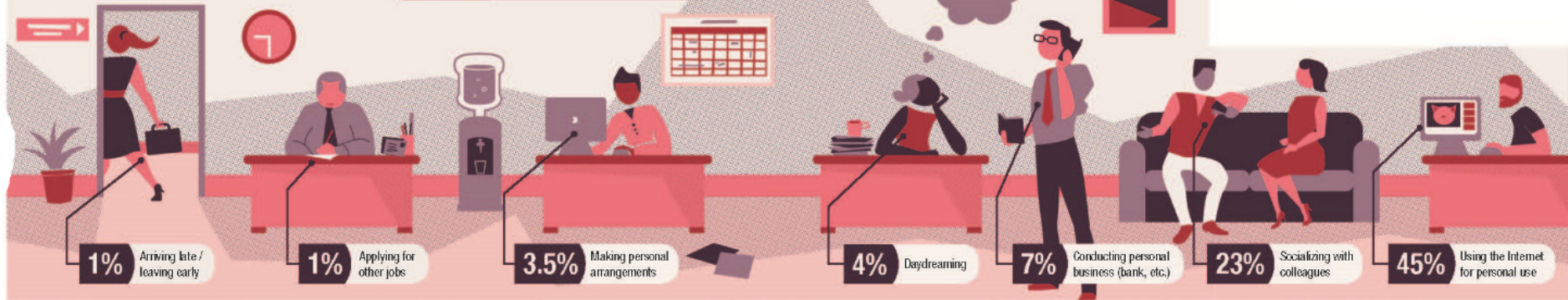Father **59%** Mother **11%** Both **30%**

Average number of days holiday CEOs take each year: **10**

8% NEVER take a day off

Number of nights per month

SOME OF THE TOP TIME WASTING ACTIVITIES AT WORK

1% Arriving late / leaving early

1% Applying for other jobs

3.5% Making personal arrangements

4% Daydreaming

7% Conducting personal business (bank, etc.)

23% Socializing with colleagues

45% Using the Internet for personal use

2 [ ] % of people working in London have BEEN TO UNIVERSITY

3 [ ] % of the population have NEVER USED THE INTERNET

5 1 IN EVERY [ ] households has BEEN THE VICTIM OF A CRIME

6 [ ] % of people say the ... they have chosen i... COMPLETE OPPOSITE

I get most of my news through social media.

All my social media accounts are linked.

I hate seeing unread emails.

Email takes too long.

It's cheaper to speak to someone directly.

Email is still the easiest way to share photos and news.
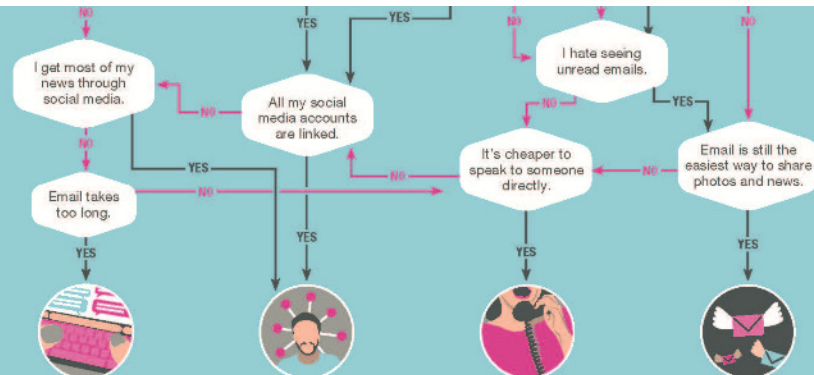
TEXTER
You are always on the move – too busy to speak for long.

NETWORKER
You like being with people and you want people to know what you're doing.

CALLER
You are an old-fashioned communicator who enjoys speaking to people.

EMAILER
You think about work most of the time. Email allows you to keep up-to-date.

Appetites of the Seven Billion

How much impact does each country have on Earth's resources? One way to approximate a nation's consumption is to look at its gross domestic product (GDP)—the total production of goods and services in a year by its residents, firms, and government. In this cartogram, countries are sized according to their GDP for 2009. Black dots show GDP in 1980, or latest year available; light dots show growth since then. Each dot represents $20 billion.* A country's color indicates its GDP per person (detailed in the key below).

Europe's GDP grew 75%.

China had the world's largest GDP increase, 1,506%.

Japan's GDP grew 74%.

The GDP of the U.S., the world's largest economy, grew 119% between 1980 and 2009.

South America's GDP grew 108%.

Africa's GDP grew 151%.

India's GDP grew 455%.

Key

1980 GDP (black dots)
2009 GDP (all dots)

Color indicates gross domestic product per person (2009).

- ⬤ More than $40,000
- ⬤ $25,000 to $40,000
- ⬤ $9,514 to $24,999   World average: **$9,514**
- ⬤ $3,000 to $9,513
- ⬤ Less than $3,000

*TO COMPARE THE GROSS DOMESTIC PRODUCT OF THE COUNTRIES ON THIS MAP, GDP WAS CONVERTED TO CONSTANT INTERNATIONAL DOLLARS USING PURCHASING POWER PARITIES. IN THIS CONVERSION, AN INTERNATIONAL DOLLAR HAS THE SAME PURCHASING POWER THAT A U.S. DOLLAR HAS IN THE UNITED STATES.

JOHN TOMANIO, NGM STAFF. CARTOGRAM: XNR PRODUCTIONS AND JOHN TOMANIO
SOURCES: WORLD BANK, CIA WORLD FACTBOOK, ECONSTATS CARTOGRAM; UN (POPULATION GRAPHIC); OXFORD FORECASTING (GDP GRAPHIC); U.S. ENERGY INFORMATION AGENCY (ENERGY GRAPHIC); OECD IS THE ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT)

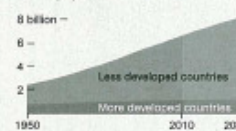**The world's gross domestic product* more than doubled from 1980 to 2009.**

Economic development in China and India accounts for much of the recent rise and will continue to drive it. Global economic growth, and the improved standard of living it offers, means that resources are being consumed at record levels.
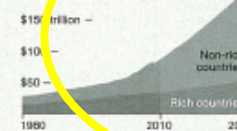
World GDP

| $72.5 trillion | 2009 |
| $29.8 trillion | 1980 |

Demand on natural resources will continue to increase.

Earth's finite resources will be stressed both by rising prosperity and sheer numbers of people (graphs, right). The consumption of resources now enjoyed in the wealthiest nations will be difficult to sustain worldwide.
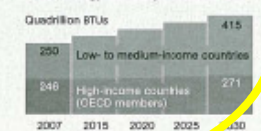
World population, 1950-2030

8 billion
6
4
2

Less developed countries
More developed countries

1950   2010   2030
Projected

World GDP, 1980-2030

$150 trillion
$100
$50

Non-rich countries
Rich countries

1980   2010   2030
Projected

World energy consumption, 2007-2030

Quadrillion BTUs

250   415
246   271

Low- to medium-income countries
High-income countries (OECD members)

2007 2015 2020 2025 2030
Projected

NATIONAL GEOGRAPHIC
LEARNING

Video and Visual Literacy

Before Viewing → While Viewing → After Viewing

National Geographic Learning

Video and Visual Literacy

Before Viewing → **While Viewing** → **After Viewing**

NATIONAL GEOGRAPHIC
LEARNING

Spring Break

April Fool's Day

Summer Vacation

Two weeks before
Christmas holidays

Valentine's Day

Mondays

Christmas Day

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

NATIONAL
GEOGRAPHIC
LEARNING
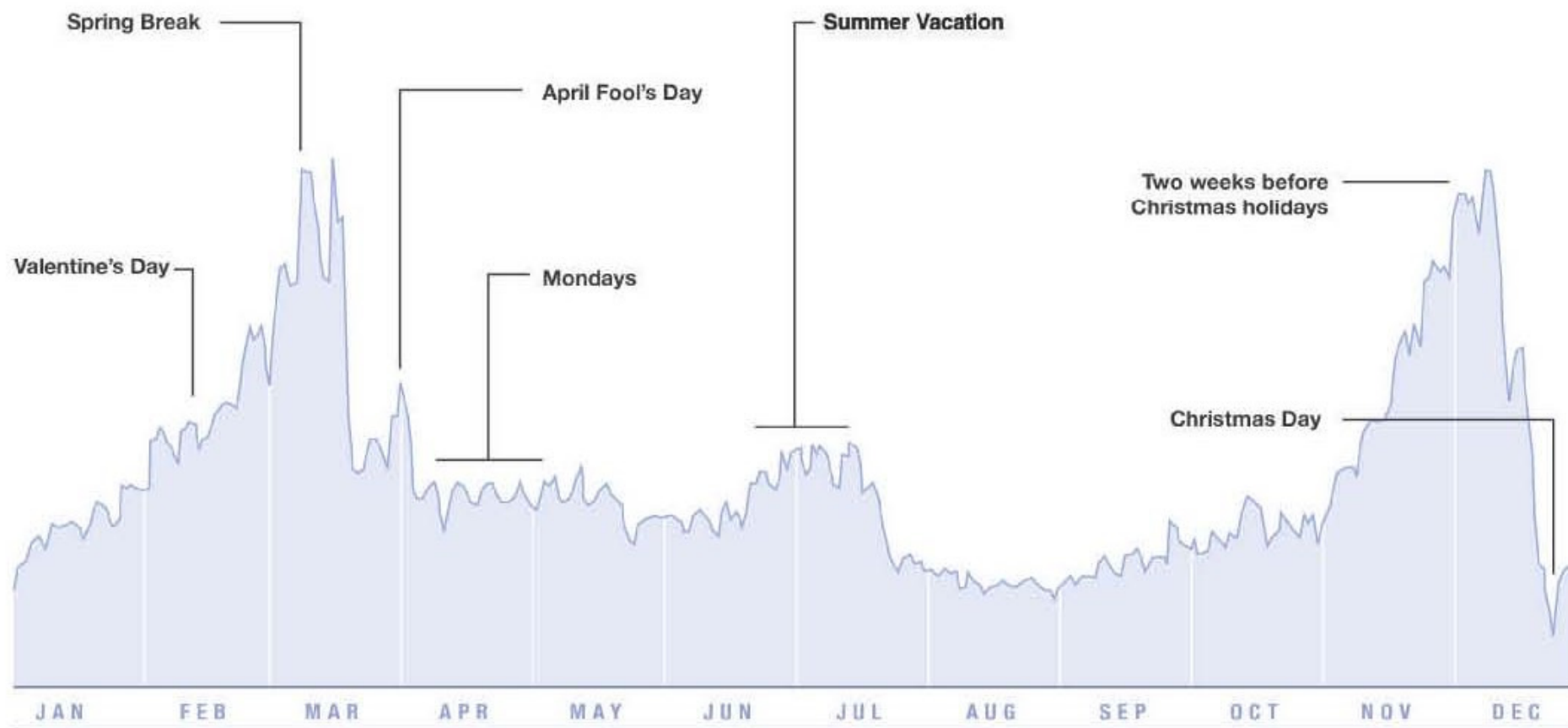
David McCandless

Peak Break-Up Times
According to Facebook status updates

Spring Break

Valentine's Day

April Fool's Day

Summer Vacation

Mondays

Two weeks before Christmas holidays

Christmas Day

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC
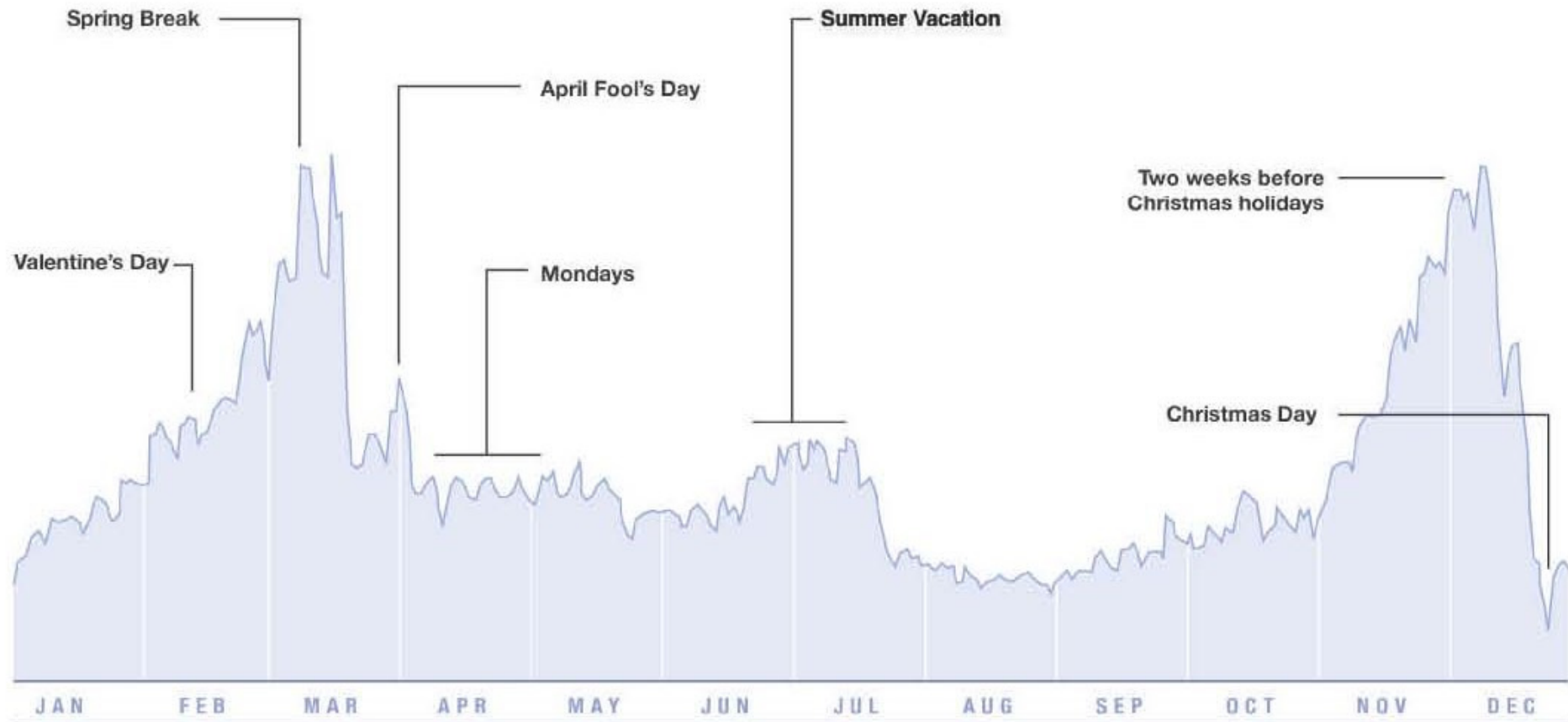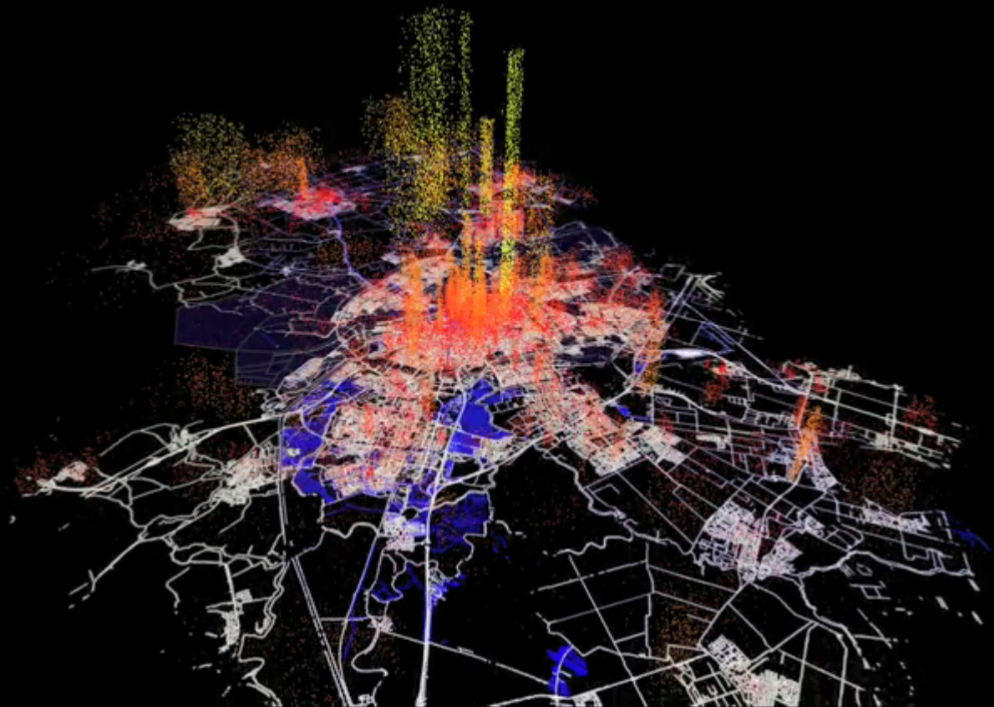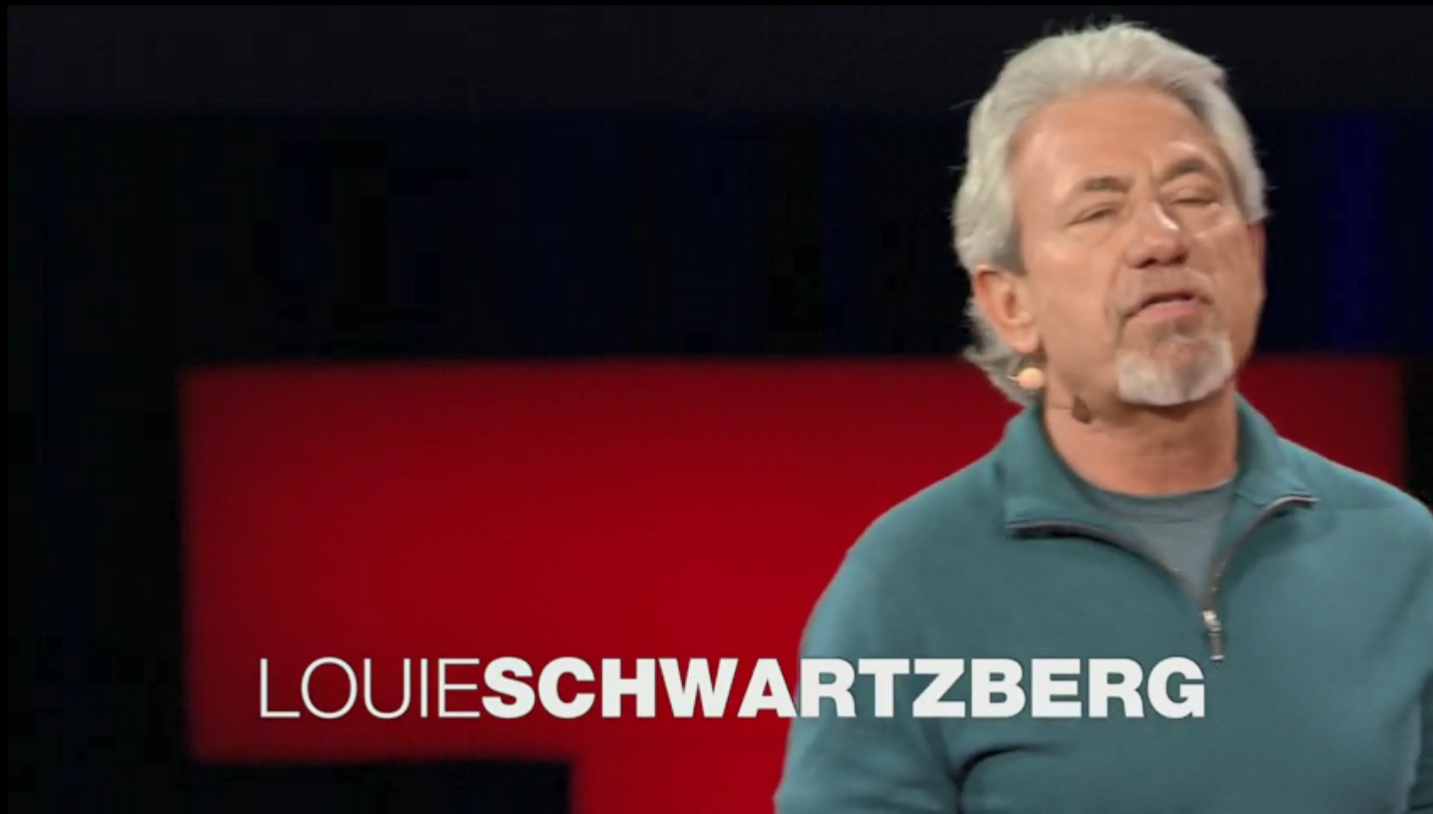
NATIONAL
GEOGRAPHIC
L E A R N I N G

Hidden Miracles of the Natural World

Thank You

timothy.phillips@cengage.com

0176 - 2313 5319