

Confrontation of student attitudes on the topic of globalization or antiglobalization

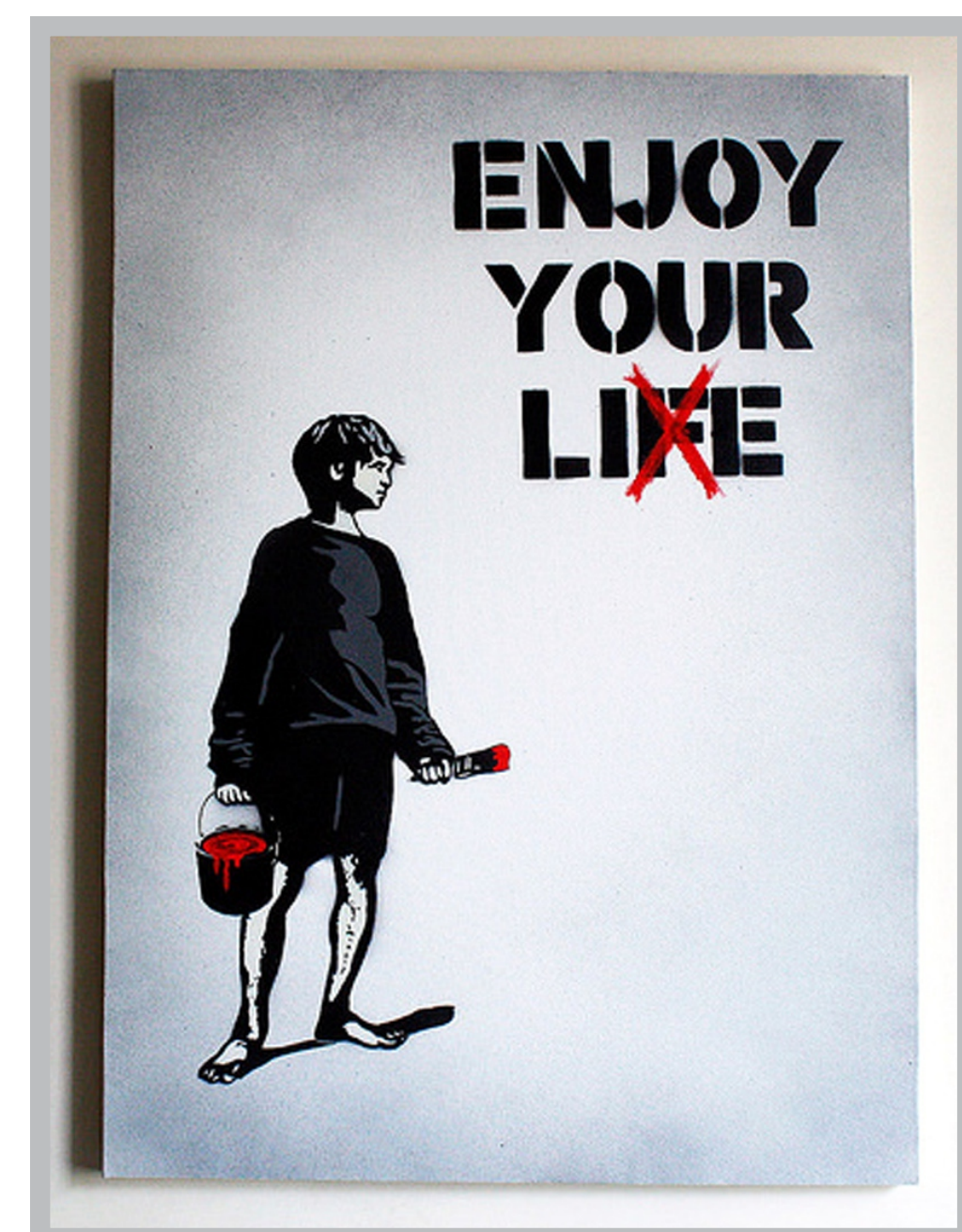


I think the problem is that many children grow up in an environment such as this, in concrete buildings on hot asphalt, without contact with nature. Remember your childhood. What would it be without nature? As far as our cars, modern technologies and devices help and make life easier, should we allow to take away our happiness?

Written by Sara Filipovic

I paid the sneakers with one kid from Bangladesh

Written by Sara Filipovic



You are free!
My dear hard-working bee...
The world is yours
You can chose from the offered goals!
Your voice will be heard.
Wait patiently in the herd.
Do you like what you see?
I made this filter just for Bee.
Where`s that latest ready-made package of delight?
Reach for the highest shelf with all your might.
I'll quide you, I'll tell you how...
In return just bow.

Written by Ana Rosic

Picture of my fur coat runing from its destiny

Written by Inga Milivojevic



The main goal of this class is to consider and inspire different perspectives, develop analytical thinking skills and encourage students to recognize the value of team work, in order to enable students to debate many different issues.

Students are divided into two teams, globalists and antiglobalists. The debate is consists of three parts. In the first part, each student individually sums up his own reasons for the globalization process through various perspectives, information, economic, political, territorial, cultural, ethnic, ecological globalization, or why s/he support theattitudes of antiglobalists using the same topics. In the second part of the debate, the students ask each other questions regarding the previously stated attitudes, testing their readiness and ability to defend their attitudes. The third part is the final part, where each team finally defends its attitudes and points for the benefit of its team. At the end of the class, all the other students, who were not direct participants in the debate, state their attittudes, explaining which team is better and why it had stronger arguments. When a winning team is selected, they get a reward for their effort and a successful defense of their attitudes.

Note: Reward is mark A for all students in winning group



Does this heart really beating? How much love and empathy in this time of electronic technology, false lives and masks that are constantly putting on are really real?

Written by Sara Filipovic

Grab it, take it, make it mine...
See-my hands are clean it is fine!
Fuel the machine.
Follow the regime.
Let me shine, let me live the dream,
Be a part of my light show beam.
Oh, it hurts?
Oh, it burns?
'Nonsese' crowd murmurs...
Here`s the smile, hear them laugh
The mouse and the clown, confirm: it`s a bluff!
I want more!
Never enough.
I live the dream!
I'll make you a part of my scheme.

Written by Ana Rosic



I actually don't. I was born in a grey world and I know no better. Nature is strange to me.

Written by Inga Milivojevic

"It can be said that the argument against globalization is an argument against the low of gravity"
Kofi Annan, former UN Secretary General

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