

Globales Lernen

im Englischunterricht



Unterrichtsbeispiele für die Sekundarstufe 1

Eine Publikation von

SÜDWIND

THEMEN UND INHALTE

- MIGRATION
- FRIEDE UND KONFLIKTE
- POLITISCHE MACHT, DEMOKRATIE UND MENSCHENRECHTE
- NACHHALTIGE ENTWICKLUNG
- KONSUM UND PRODUKTION
- ERNÄHRUNG UND LANDWIRTSCHAFT
- WELTWIRTSCHAFT UND INTERNATIONALER HANDEL
- RESSOURCEN
- DIVERSITÄT UND INTERKULTURELLE BEZIEHUNGEN
- ARMUT
- GESUNDHEIT UND WOHLBEFINDEN

FÄHIGKEITEN

FÄHIGKEITEN, DIE DURCH GLOBALES LERNEN GEFÖRDERT WERDEN SPIEGELN SICH IN DEN FACHCURRICULA WIDER

- FÄHIGKEITEN, mit Bezug zu den Fachcurricula

FÄHIGKEITEN, DIE DURCH GLOBALES LERNEN IM BESONDEREN ANGESPROCHEN WERDEN

- Umgang mit Informationen zu globalen Themen und Inhalten
- analyse von globalen Prozessen und Interdependenzen
- entscheidungen treffen, die auf Basis von differenzierten Informationen zu globalen Themen und Inhalten beruhen

ASPEKTE VON SCHLÜSSELFÄHIGKEITEN, DIE DURCH GLOBALES LERNEN GEFÖRDERT WERDEN

- KRITISCHES DENKEN
z.B. Umgang mit widersprüchlichen und komplexen Themen und Inhalten
- KOMMUNIKATIVE FÄHIGKEITEN
z.B. Meinungen formulieren und diskutieren, Anerkennen von widersprüchlichen Ansichten
- KONFLIKTLÖSUNG
z.B. Meinungsbildung und Diskussion von verschiedenen Meinungen und Positionen zu globalen Themen und Inhalten
- KREATIVES DENKEN
z.B. alternative Lösungen zu globalen Themen und Inhalten diskutieren

RAHMENKONZEPT GLOBALES LERNEN

WERTE

- NACHHALTIGKEIT
- WÜRDE
- GERECHTIGKEIT UND GLEICHBERECHTIGUNG
- FREIHEIT
- VIELFALT
- FRIEDE

HALTUNGEN UND EINSTELLUNGEN

- RESPEKT
- OFFENHEIT
- EMPATHIE
- INTEGRITÄT
- VERANTWORTUNG
- SOLIDARITÄT

AKTIV WERDEN:

- Ermächtigung
- Kapazität ... um im Sinne sozialer Gerechtigung
- Motivation ... und Nachhaltigkeit zu handeln

Was ist Globales Lernen?

Globales Lernen ist ein Bildungskonzept, das für sich in Anspruch nimmt, auf die zunehmende Komplexitätssteigerung und auf die Entwicklung hin zu einer „Weltgesellschaft“ pädagogisch angemessen zu reagieren.

Globales Lernen wird im englischen Sprachraum seit den 1970er Jahren als konzeptioneller Begriff verwendet. In Mitteleuropa wurde seit den 1990er Jahren erstmals von Globalem Lernen gesprochen. In der schulischen und außerschulischen Bildungsarbeit wurde Globales Lernen seither verstärkt als Konzept thematisiert und diskutiert.

Sehr häufig werden zwei Definitionen des Globalen Lernens verwendet, die 2002 im Rahmen der Maastricht Global Education Declaration verabschiedet wurden:

- *Globales Lernen ist Lernen, dass die Augen und Gedanken von Menschen hinsichtlich der Realitäten der Welt öffnet. Globales Lernen soll Menschen bewusst machen, an einer Welt mit mehr Gerechtigkeit und gleichen Chancen für alle zu arbeiten.*
- *Globales Lernen wird als eine Zusammenführung von Entwicklungspolitischer Bildung, Menschenrechtserziehung, Bildung für nachhaltige Entwicklung, Friedenserziehung und Interkulturellem Lernen verstanden.*

Österreichische Strategie zu Globalem Lernen

Das Österreichische Bildungsministerium erachtet Globales Lernen als wichtiges Bildungskonzept für Schule und Unterricht. Im Auftrag des Unterrichtsministeriums wurde 2009 von der Strategiegruppe Globales Lernen eine Österreichische Strategie zur Stärkung des Globalen Lernens im formalen Bildungswesen entwickelt:

<http://doku.cac.at/strategieglobaleslernen.pdf>.

Schwerpunkte dieser Strategie umfassen unter anderem: Globales Lernen in der Aus- und Weiterbildung von Lehrerinnen und Lehrern verankern, qualitätsvolle Materialien zu Globalem Lernen für den Unterricht zur Verfügung stellen, Globales Lernen als relevantes Konzept in der Schulverwaltung bekannter machen, Globales Lernen in der Lehrplanentwicklung berücksichtigen u.a.m.

Qualitätsprinzipien in Globalem Lernen

INHALT

1. Globales Lernen fokussiert auf die Interdependenzen zwischen dem globalen Süden und dem globalen Norden – es beschränkt sich nicht auf eine Präsentation globaler Probleme.
2. Globales Lernen zeigt globale Prozesse in einer lokalen Perspektive. Es präsentiert die Konsequenzen globaler Entwicklungen für alle anschaulich. Es geht nicht um die Darstellungen dieser Fragestellungen auf einer abstrakten Ebene.
3. Globales Lernen verwendet aktuelle und Fakten bezogene Beschreibungen von Menschen, Plätzen und Entwicklungen. Stereotype in diesem Zusammenhang werden bewusst vermieden.
4. Globales Lernen zeigt Ursachen und Konsequenzen von globalen Prozessen und Entwicklungen. Es beschränkt sich nicht auf eine Darstellung von Fakten und Statistiken.
5. Global Lernen unterstreicht die Wichtigkeit von persönlichem Engagement und Handlungen in Bezug auf globale Fragestellungen (Probleme). Fundraising ist nicht Teil des Globalen Lernens.
6. Globales Lernen respektiert die Würde von Menschen, die im Rahmen von Globalem Lernen dargestellt werden. Eine negative Darstellung soll generell vermieden werden, eine ausgewogene Darstellung der Realität ist das Ziel.
7. Globales Lernen möchte kritisches Denken fördern und Lernende darin unterstützen, ihre eigene Sichtweise globaler Fragestellungen zu entwickeln. Globales Lernen unterstützt keine Ideologie und bietet keinesfalls rasche Antworten auf komplexe Fragestellungen.
8. Globales Lernen fördert Verstehen und Empathie. Globales Lernen möchte Menschen dazu ermächtigen, ihre eigenen Sichtweisen und Meinungen zu reflektieren und auszusprechen.
9. Globales Lernen verwendet verschiedene Lehr- und Lernarrangements. Globales Lernen ist nicht “nur” ein didaktisches Konzept.
10. Globales Lernen zielt darauf ab Wissen aufzubauen, Fähigkeiten zu entwickeln und Einstellungen zu reflektieren. Es beschränkt sich keinesfalls nur auf Wissenserwerb.
11. Ausgangspunkt des Globalen Lernens ist die Lebens- und Erfahrungswelt der Lernenden.

METHODOLOGIE

EXPERIENCING OUR GREAT DIVERSITY IN LANGUAGES

Author: Hannah Schrems

OVERVIEW

With the classrooms becoming more and more diverse, this exercise is a tool to train students to value the knowledge of every single language of the world, especially, those spoken by other students in their classroom.

Themes: Diversity and Intercultural Relations – Migration

Further Subject: Geography

Connection to the Austrian National Curriculum of English:

Bildungs- und Lehraufgabe: „Möglichkeiten der Auseinandersetzung mit interkulturellen Themen“
Lehrstoff: „Hören, Lesen, an Gesprächen teilnehmen, zusammenhängendes Sprechen, Schreiben: A1“
 References: BGBl. II Nr. 133/2000 Lehrplan
 Lebendige erste Fremdsprache

Goals:

- Students realise that many languages are favoured in the classroom appreciate and value that fact.
- Students get to understand the meaning of “diversity” and the positive potential of such diversity when it comes to languages.
- Students are trained to use question words “Which”, “Why”, “How many”.
- Students discover the language competences gathered in their class through writing, drawing, group discussion, group work exercises.

Time Requirement: 2 lessons

Material Needed:

- Worksheets A, B, C
- Dictionary
- World map
- Pens
- Glue sticks
- Crayons
- 4 posters

PROCEDURE

Preparation

Worksheet A: Work instruction is on the work sheet.

Time requirement: approximately 30min

Worksheet B: You need 4 posters for this part of the lesson. Work instructions are on the worksheet. Time

requirement: approximately 50min

Worksheet C: Work instruction is on the worksheet.

Time requirement: approximately 20min.

Step 1: Tell the students that they are going to conduct an investigation about language diversity in their classroom. Ask them to guess how many languages are spoken in the world (about 7000). How many are spoken in Austria (about 250; source: www.wirlesen.org), in Vienna (about 250; source: wifwien.at), in their school, in their classroom? The last one is what they have to find out.

Step 2: Let the students have the Worksheet A, “Languages inquiry for you and one of your classmates”. Ask them to conduct the inquiry.

Step 3: After the students have completed step 2, let them sit in a circle. Spare enough time for discussion on question 8 of the worksheet A. Now let them put the outcomes together (Which are the favourite languages of their class?). In the circle they search and mark the countries where their favourite languages are officially spoken. That is the question on worksheet B.

Step 4: Students complete individually the writing exercise on worksheet C.

Step 5: Put them in group of 4 students. In the small groups, they tell their stories to each other and come out with the funniest situation of the group. After each funny story, let the other comment the situation. Is this realistic? Could it be otherwise? How would they react if they found themselves in a similar situation?

Step 6: Let the students go to new groups of 4. Tell them that they have to design posters to visualise the information they have collected throughout the exercise. The 1st group should design a poster on which the favourite languages of the classroom are indicated. The second group should work on the countries where these languages are spoken (for example with the flags of the countries or the distance to Austria). The 3rd group should design a poster on how to say “Hello” and “How are you?” in the favourite languages of the class. The 4th group should design a poster illustrating jobs that require knowledge of many languages.

Step 7: Let the students put up the posters in the classroom, after you have run a reflection on the exercise.

Reflection and Debriefing:

- What do you think is positive about the fact that we like so many languages in our classroom?

- How could this be useful for your future?
- Does it matter in your daily life?
- Does everybody in Vienna speak German? Why not?
Could it be useful to speak many languages? Why?
- What other areas of your life do you see diversity in?

Annexes:

- 1 Worksheet A: Languages inquiry for you and one of your classmates
- 2 Worksheet B: What are the favourite LANGUAGES in OUR CLASSROOM?
- 3 Worksheet C: Writing exercise

INFO BOX:

According to Ethnologue.com, there are nearly 7,000 languages spoken across the world today. 94% of the world's population speaks 6% of its languages, while 6% of the world's population speaks 94% of its languages.

The Linguistic Diversity Index measures the diversity of languages spoken in a country.
http://education.nationalgeographic.com/education/maps/language-diversity-index/?ar_a=1

Source and literature:

Landscape is a project to increase understanding of language diversity through visualization and aggregation of knowledge. Here you can find lot of data and interactive games on language diversity.
<http://landscape.umd.edu/>

Harmon DAVID and Loh JONATHAN, The Index of Linguistic Diversity: A New Quantitative Measure of Trends in the Status of the World's Languages. 2009.
<http://hdl.handle.net/10125/4474>

Language diversity: This European campaign was dedicated to raise awareness to multilingualism and cultural and linguistic diversity in Europe
<http://language-diversity.eu/>

The celebration of linguistic diversity: Here you will find ready-to-use materials that teachers around the world used in school for the European Day of Languages.
<http://edl.ecml.at>

Annex 1

Worksheet A: Languages inquiry for you and one of your classmates

Answer the questions for yourself in whole sentences (10min)! Then take a pen of different colour and interview your partner and take notes (10min)!

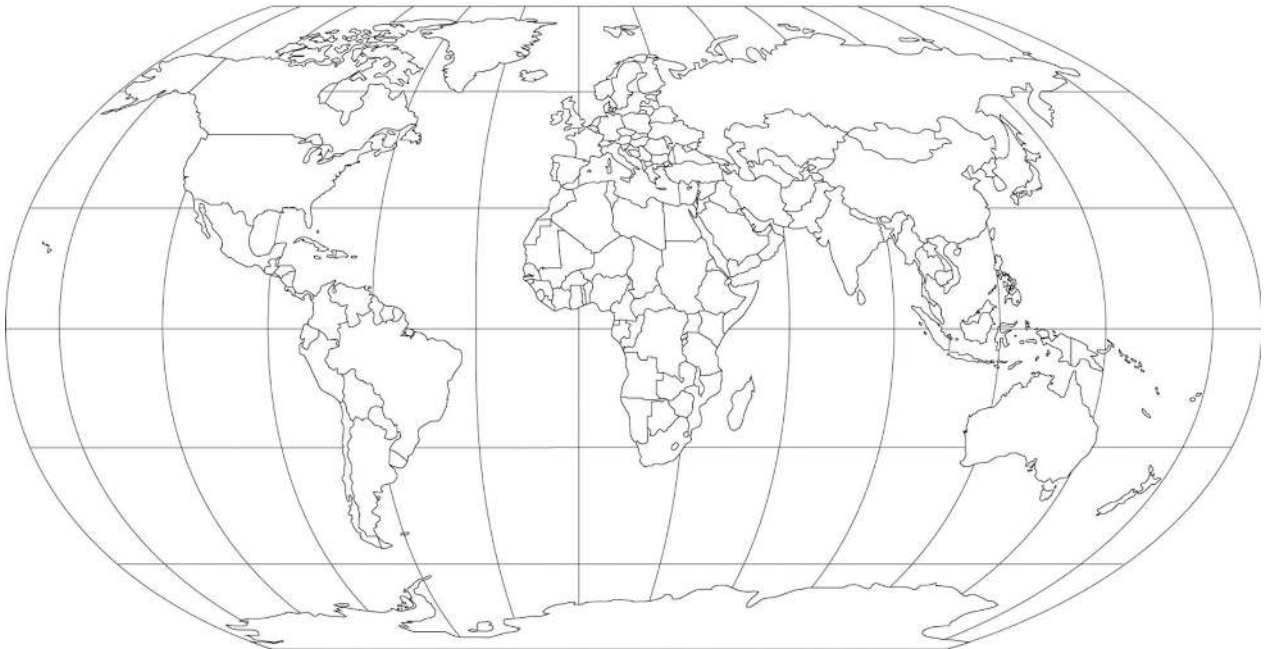
Yourself	Your partner
1. How many languages can you speak?	
2. Which languages can you speak?	
3. Which language(s) do you speak at home?	
4. What are your favourite languages; including those you can not speak (max. 3)?	
5. What countries are your favourite languages officially spoken in? Write down all the countries you think are right:	
6. How do you say “Hallo” in your 3 favourite languages?	
7. How do you say “How are you?” in your 3 favourite languages?	
8. Think of three jobs for which one needs many languages; explain why they are needed in those jobs.	

Annex 2

Worksheet B: What are the favourite LANGUAGES in OUR CLASSROOM?

Write down all of them! Answer this question together with you teacher.

MARK where your favourite languages are spoken.
 Mark also the results of your classmates in a different colour



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Annex 3

Worksheet C: Writing exercise

Imagine your family has moved to another country and you don't speak the language. Describe your first day at school and think of a funny situation.

WHERE DO OUR FOODSTUFFS COME FROM?

Author: Lisa Györkös

OVERVIEW

In three lessons, students find out where the food they daily consume come from. Through games, feeling, group work, role play, they practice vocabulary, and team work.

Lesson 1/3 - Where Do Our Foodstuffs Come From?
- Vocafood

Lesson 2/3 - Where Do Our Foodstuffs Come From?
- The world in our home!

Lesson 3/3 - Where Do Our Foodstuffs Come From?
- Let's go shopping

Themes: Global Economy and International Trade

Further Subjects: Biology – Geography

Connection to the Austrian Curriculum of English

Bildungs- und Lehraufgabe: „Bei der Vermittlung der Fremdsprache ist wertorientiertes Denken und Handeln im politischen, sozialen, wirtschaftlichen, kulturellen und weltanschaulichen Umfeld zu fördern.“

Lehrstoff: „Hören, Lesen, an Gesprächen teilnehmen, zusammenhängendes Sprechen, Schreiben: A1“

References: BGBl. II Nr. 133/2000 Lehrplan

Lebendige erste Fremdsprache

Goals:

- Students can name in English the important staple foods (the ones from their daily use).
- Students can split their own consumption in well-travelled and not well-travelled food.

Time Requirement: 3 lessons

Material Needed:

- 2-3 bags with various food items: i.e. apples, oranges, tea bags, etc.
- Small world maps (number varies with number of groups) - annex
- Flash cards – annex
- Coloured stickers (number varies with number of groups)
- Slide with solution
- Worksheets, scissors, glue stick coloured pencil
- Dialog texts

Then go around and let as many students as possible feel (possibly blindfolded) what's in the bag. Make sure the students do not reveal their guesses before all of them have felt the items. Afterwards let them say their guesses. The right suggestion will be: "We are going to learn about food" and "Food and the places they come from." Now pin pictures of the items you have chosen on the blackboard.

Step 2: Beat the teacher (game):

In this game students quickly learn new vocabulary in a fun way with flashcards. Point at a picture and name the item. The students should repeat the word if it matches the picture, but remain quiet (say nothing) in case of wrong designations. (For example if students repeat banana whilst the teacher points to an orange, the teacher scores, otherwise the students score if they remain quiet).

The students are one team competing with the teacher; the party who has got five points first, wins.

Step 3: Where does/do... come from?

The students split into groups of 4 and get one world map and coloured stickers.

In teams, they think of where the food items (flash cards) come from nowadays. After about 10 minutes, the students come to the board and say "We think oranges come from (name of continent or country)" and stick the coloured sticker to a slightly bigger world map. When all the food items and groups are done, the teacher reveals the correct answers on an overhead slide (annex).

Reflection and Debriefing:

Depending on the level of English, the teacher can discuss the mode of transport used to bring the food to Europe and the consequences of that for the environment.

Tip for the Teacher:

You can bring some wrapped items from the supermarket and hand it out to the children to let them find out where the products come from. (The teacher should discuss the differences between country of origin and country of production.)

PROCEDURE

Where do our foodstuffs come from?

Lesson 1/3 – „vocafood“

Step 1 Feely bag

Tell the students that they will have to guess the topic of the coming lesson.

Annexes for Lesson 1/3:

1 Examples of pictures for flash cards (step 2)

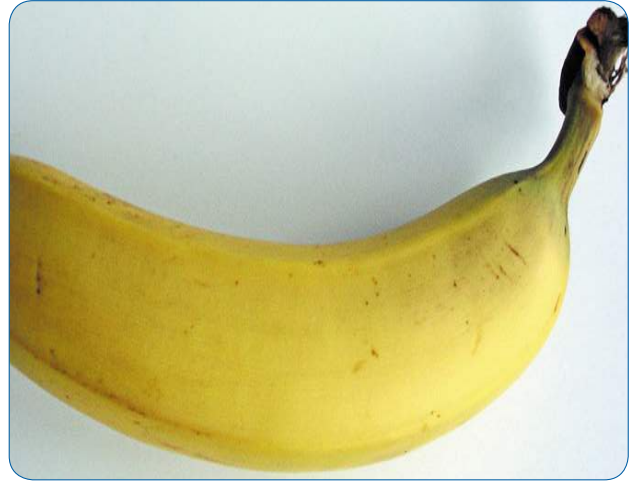
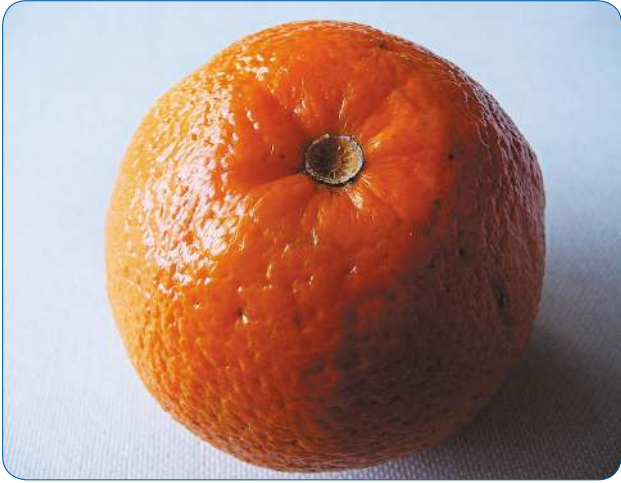
2 Blank world map (step 3)

3 Solution Map (step 3)

Annex 1 for Lesson 1/3:

Examples of pictures for flash cards (step 2)

FORM 1

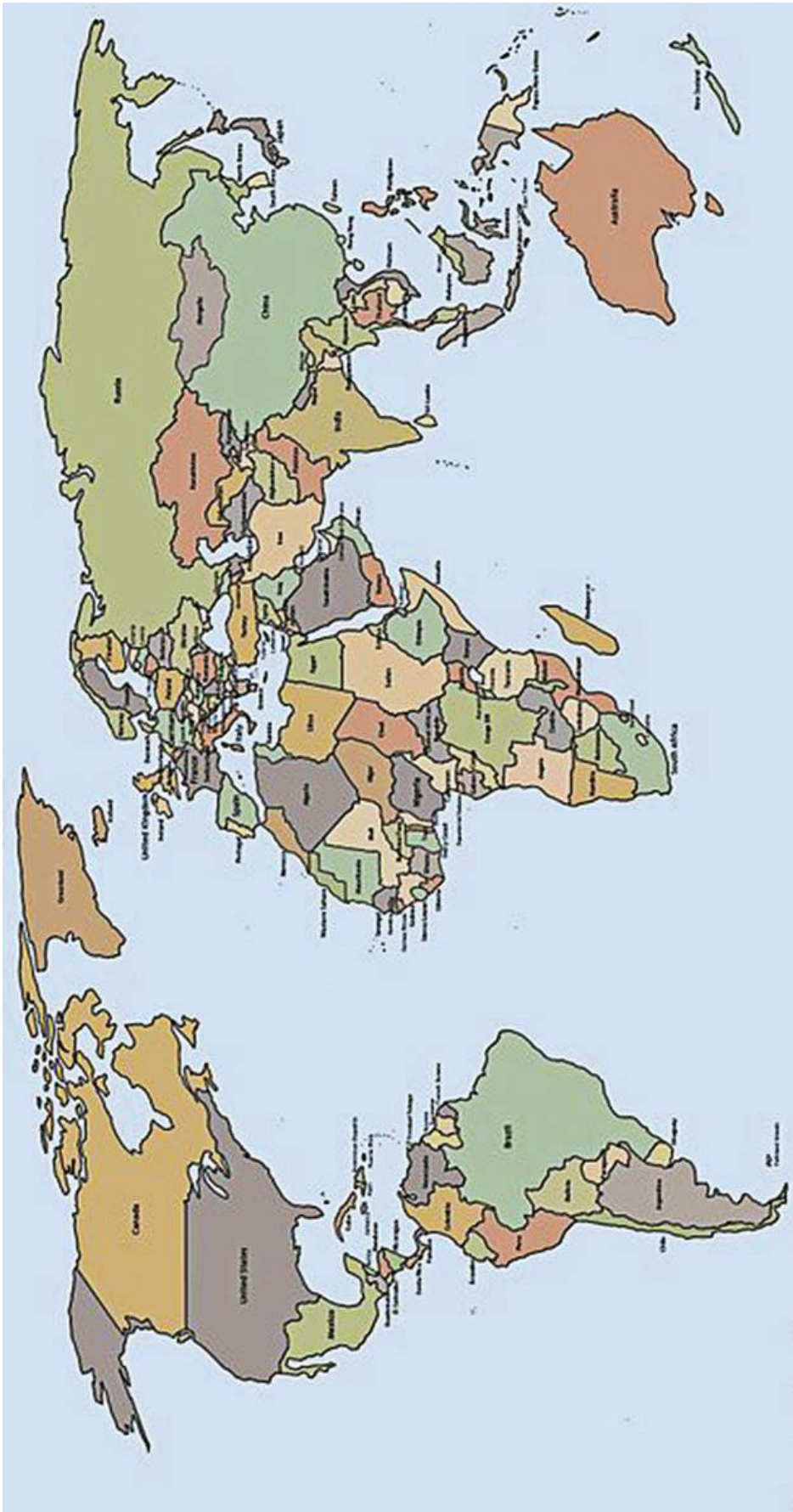




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Annex 1 for Lesson 1/3
Blank world map (step 3)

FORM 1



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Annex 3 for Lesson 1/3
Solution map (step 3)



WHERE DO OUR FOODSTUFFS COME FROM? – LESSON 2/3- THE WORLD IN OUR HOME!

Author: Lisa Györkös

Material Needed:

- Photocopy the worksheets for all students
- Laminate dialogue for each pair and cut the dialogue after each paragraph

PROCEDURE

Step 1: If necessary revise the vocabulary with all students. Each student gets one worksheet and works individually (exercises 1 and 2)

Step 2: Pair them up and give each pair one cut up dialogue (tip: write E C U A D O R on the back side – one letter each paragraph so that students can check up without the teacher’s help)

Let them go through the dialogue and switch roles. Then the students should cut out the tomato and orange and paint it or even draw faces. The cut out should serve as a finger puppet with which they can “act out” their own dialogue.

Step 3: To finish the lesson let some pairs act out in front of the class.

Reflection and Debriefing:

Reflect (depending on the students’ level of English) in English or mother tongue what it means that food travels from different countries and why we don’t only consume food which is grown in our country/on our continent.

Follow-up: Possible link to Biology: Find out what food is grown regionally and seasonally and create a poster/ collage for the classroom.

Tip for the Teacher: For the reading exercise some words might have to be translated or depicted. Work with a big world map or atlas

Annexes Lesson 2/3- The World In Our Home!

- 1 Worksheet Dialog Apple – Banana
- 2 Worksheet Food Pictures
- 3 Worksheet : Read the text carefully and find the answers to fill in the table!

Annex 1 Lesson 2/3:

Worksheet Dialog Apple – Banana

A: Hi Banana, what's your name?

B: Hi Apple, my name is Pielita. What's your name?

A: My name is Putzi. Where are you from?

B: I am from Ecuador. And you?

A: I am from Austria. Where is Ecuador?

B: Ecuador is in South America. It was nice meeting you. Bye!

A: It was nice meeting you too. Bye!

Annex 2 Lesson 2/3

Worksheet Food Pictures

Try to remember the names of the foodstuffs and write them underneath the pictures!



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Annex 3 Lesson 2/3

Worksheet : Read the text carefully and find the answers to fill in the table!

Rice is a very old plant which was first cultivated in China. Today, most of the rice we eat is also from China, India or other countries in Asia.¹

The first oranges came from China too, but today they are from California in North America, Spain in Europe or countries in South America.²

Apple is originally also from Asia and many apples are still cultivated in China. Our apples are usually from Europe. The Austrian apple is very famous and good!³

Bananas were also first planted in Asia but today they come from many countries in South America, like Costa Rica, Ecuador or Honduras. Even in Africa and Europe you can find bananas.⁴

Tea is originally from China and today we also drink tea from China, India, Sri Lanka in Asia or Kenya in Africa.⁵

Christopher Colombus first discovered cocoa in Central America a long time ago. Most cocoa today is from West Africa but also from Venezuela, Columbia or the Dominican Republic in South America.⁶

Like cocoa, tomatoes are from Central and South America, but today tomatoes in european supermarkets are from Spain, Holland or Turkey in Europe.

Foodstuff	Country	Continent

Cut out the orange and the tomato and paint them, draw faces and glue them together around your finger. Then play a similar dialogue as „Pielita and Putzi“ with your partner. Look at the table above.

Ask:

- What’s your name?
- Where are you from?

1 <http://mandalingua.com/de/reis>
 2 <http://www.orange-frucht.de/geschichte-orange.html>
 3 http://www.t-online.de/ratgeber/heim-garten/garten/id_65910240/der-apfel-herkunft-und-geschichte.html
 4 <http://www.helles-koepfchen.de/artikel/3018.html>
 5 <http://www.twinings.at/teegenuss/geschichte-des-tees/>
 6 <http://www.theobroma-cacao.de/shop/kakaopur.html>

WHERE DO OUR FOODSTUFFS COME FROM? – LESSON 3/3 – LET’S GO SHOPPING

Author: Lisa Györkös

PROCEDURE

Step 1: Split the groups into teams of four and hand out the shopping list. Let them reflect as a group on what items they usually buy (their parents buy).

Step 2: Prepare the game area with the three posters (*always, sometimes, never*) stuck to the board/wall.

Step 3: Read out the stories of the food items to the students. By counting down, the students have to decide on whether they would *always, sometimes* or *never* buy the item and they need to place themselves in the respective field. Discuss their decisions and then read out the next story and so on.

Step 4: Let the groups go back into their teams again. Now they should look at their old shopping list and write a new one with reduced ecological footprint.

Reflection and Debriefing: The reflection is an ongoing process during the game since there is no real answer. Let the students discuss in their mother tongue and do only facilitate the discussion.

Follow-up: As homework, the groups can be given assignments to go to the supermarket and check country of origin of the food products. (Hand out table from annex)

Tips for the Teacher: If peer pressure is too high during the game, ask them to close the eyes and move, or raise three fingers for *always*, two for *sometimes* and one for *never* or distribute cards with the signs to each student. If the students find the stories hard to understand help them with gestures or pictures.

Annexes Lesson 3/3 - Let's Go Shopping:

- 1 Worksheet: Shopping game
- 2 Homework: investigation's sheet

INFO BOX

The continents of cultivation are listed as per their share in world's production; names in bold are the main export continent for Austria; this may vary for other European countries and per season

Rice	Asia, also: Europe and North America ¹
Apples	Asia, Europe ²
Tomatoes	Europe ³
Tea	Asia, also: Africa ⁴
Oranges	South America , North America, also: Europe ⁵
Bananas	South America , Africa ⁶
Cocoa	Africa , South America, also: Asia ⁷

References and Literature

<http://www.zentrum-der-gesundheit.de/herkunft-von-lebensmitteln-filme-ia.html>

You can find here 4 movies about the origin of food
umweltbildung@enu.at

Downloadable education material on food's origin

<http://www.foodtimeline.org/>

A tool to trace food's evolution

<http://www.educationworld.com>

A website where you can find lesson plans also on food origin

1 http://de.wikipedia.org/wiki/Reis#Heutige_Anbauggebiete

2 <http://www.gesünderleben.at/gesundheit/frisch-saftig-gesund-apfel>

3 <http://de.wikipedia.org/wiki/Tomate#Kultivierung>

4 <http://www.teekanne.at/anbau.php>

5 http://www.oh-saft.de/orangensaft/orangen_herkunft

6 <http://www.oeko-fair.de/clever-konsumieren/essen-trinken/bananen/anbau-und-verarbeitung/anbau-und-verarbeitung3>

7 <http://www.tis-gdv.de/tis/ware/genuss/kakao/kakao.htm#informationen>

Annex 1 Lesson 3/3 - Let's Go Shopping

Worksheet: Shopping game

Hello, my name is Hampty and I am an egg. I come from Austria, from a beautiful farm in Styria. My mother, a chicken still lives there with her sisters and brothers, my uncles and aunts. The farmer and some helpers collect daily the eggs which are then sold in the supermarket or at the local market.

Hello, my name is Tomatina. You might have already guessed, I am a tomato and I come from Spain. I lived in a big glass house in which it was always really hot and wet. People sometimes came to spray some chemicals on us so that the bugs eating our leaves die. Then one big machine came and cut off all the tomatoes, packed us and sent us to Austrian supermarkets.

Hello, my name is Crispy and I am a chicken. I come from Austria or maybe Germany, I don't know really! I lived in a factory with many other chickens. I couldn't see if it was day or night, because there were no windows but only lamps. The food was very rich but not tasty. I became fat really fast and now I am here, in the supermarket.

Hello, my name is Dairya, and I am milk in a carton. I come from Austria and, the cow I come from stays on a nice farm in Lower Austria with other cows. In summer, the cows eat grass and flowers the whole day. In the evening the farmer and his wife come to milk the cow. It is then packed and sent to supermarkets all over Austria.

Hello, my name is Coco, I am a chocolate and I originally come from Ghana, but then I was made into a bar somewhere in Germany. Ghana is in Africa and it is very hot there. I grew up on a very big farm where children worked hard to make me taste good. They gave me water, checked for diseases and eventually plucked me off the trees and cleaned me. Then the children packed me in big cartons and I was put on a big boat.

Hello, my name is Narancita, I am an orange from Brazil now made into orange juice. It is very beautiful in Brazil and the people are very friendly. The workers who looked after me to become a sweet, tasty orange seemed very happy. They didn't use any chemicals on us and they got more money than other workers.

Always

Sometimes

Never



Annex 2 Lesson 3/3 - Let's Go Shopping

Homework: Investigation's sheet

Product	Country of cultivation	Country of production	Continent	Special sign like Fair traded/ organic/ local ...
orange juice	Brazil	Germany	South America	Fair trade

HEALTHY FOOD CAN BE FUN

Author: Michelle Mirochnitschenko

OVERVIEW

Vocabulary exercise, picture-word matching game, physical exercise and writing exercise. This is a unit of 3 lessons:

Health Food Can Be Fun - Lesson 1/3 – Vocabulary Match Up

Health Food Can Be Fun - Lesson 2/3 – “Bingocise”

Health Food Can Be Fun - Lesson 3/3 – Chef for the Day

Theme: Health and Well being

Further subjects: Biology - Sport

Connection to the Austrian Curriculum of English:

Bildungs- und Lehraufgabe: „Einbindung der sprachlichen Mittel in vielfältige situative Kontexte mit verschiedenen Themenbereichen vertraut zu machen (wie Familie und Freunde, Wohnen und Umgebung, Essen und Trinken, Kleidung, Körper und Gesundheit...“.

Lehrstoff: „Hören, Lesen, an Gesprächen teilnehmen, zusammenhängendes Sprechen, Schreiben: A1“

References: BGBl. II Nr. 133/2000 Lehrplan

Lebendige erste Fremdsprache

Goals:

- Identify vocabulary through pictures and written names.
- Understand that there are healthy and unhealthy foods.
- Understand the difference between local and imported foods.
- Understand that healthy food is beneficial for the body.

Time Requirement: 3 lessons

Material Needed:

- Blackboard/whiteboard/poster paper, chalk or markers, pen or pencil
- Vocabulary sheets for students,
- Matching pictures that have been cut out, words that have been cut out,
- English and bilingual dictionaries
- Cup or container to draw the cut vocabulary words from.
- Bingocise Sheet, illustration writing paper for students,
- Example text and illustration, lined paper for draft text.

Step 2: Make a chart of the board or the poster paper and divide it into two sections: Healthy and Unhealthy. The students will be asked to give an example of a food; the class discusses and decides if it should go into the healthy or unhealthy column. For example: apples would go under healthy but apple pie would go under unhealthy. The list should have three or four foods under each column in order to illustrate what is healthy and what is unhealthy. After the students understand the difference between healthy and unhealthy introduce the topic of local and imported food.

Step 3: Pick a few foods off the vocabulary list (Worksheet 1) that are imported foods and compare their journey to the one of foods that are locally grown. It is important for the students to understand how a trip to a grocery store is also like a trip around the world. An important point to highlight is that countries depend on each other to grow enough food to feed everyone.

Step 4: Then hand out the vocabulary and the pictures' sheets to the students and explain that they will be describing the items. They may describe them with the help of dictionaries. In pairs they work to complete the vocabulary sheet. Make them understand that “definition” is what the item is, while “description” is about its attributes, what it is like, what it looks like.

Step 5: After the whole vocabulary sheet is finished tell the students they are going to play a matching game with the words and pictures that match. Each student will get a picture or a word. (These must have been previously cut out). They must find each other (Picture and Word) within three minutes. When they have found their partners, the pairs must come up with a sentence that uses their vocabulary. The teacher will end the lesson by having each pair recite their sentence.

Tip for the Teacher

The teacher could prepare definitions for the chosen words since it could take too much time do look for the definitions during the lesson.

The teacher can also have the students write the new words in the students' first language next to the English word.

The class can also create a chart that lists imported foods and locally grown foods from the vocabulary list. Locally grown foods that are not on the list can also be added to the chart in order to inform students of local produce.

Annexes Lesson 1/3 – Vocabulary Match Up:

- 1 Vocabulary: Words and their descriptions
- 2 Pictures' list

PROCEDURE

LESSON 1/3 – VOCABULARY MATCH UP

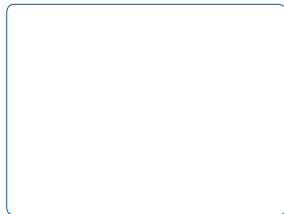
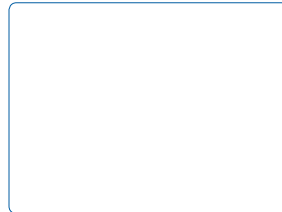
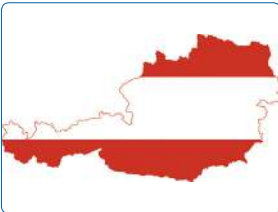
Step 1: Begin by asking the students what they think it means to be healthy. They will respond by giving their definitions. Then bring up the idea of healthy food and unhealthy food and why they are two different things.

Annex 1 Lesson 1/3 – Vocabulary Match Up
 Vocabulary: Words and their descriptions

FORM 1

- 1. healthy _____
- 2. unhealthy _____
- 3. vegetables _____
- 4. meat _____
- 5. grains _____
- 6. sweets _____
- 7. exercise _____
- 8. lettuce _____
- 9. sugar _____
- 10. tomatoes _____
- 11. spices _____
- 12. salt _____
- 13. delicious _____
- 14. candy _____
- 15. chicken _____
- 16. pineapple _____
- 17. banana _____
- 18. rice _____
- 19. potatoes _____
- 20. sweet potatoes _____
- 21. local _____
- 22. imported _____

Annex 2 Lesson 1/3 – Vocabulary Match Up
Pictures' list



© Creative Commons; freepik

HEALTHY FOOD CAN BE FUN – LESSON 2/3 – “BINGOCISE”

PREPARATION

Review vocabulary from the first lesson with the class and create individual bingo cards. Depending on the word that is called for bingo the students will have to do various small exercises or movements before they place their marker on the card.

Step 1: Ask students if they know some ways to live a healthy life. They tell you their ideas. Then do a quick review of the vocabulary from the first lesson and have the students state if the word is in the healthy or unhealthy category and also if it is a local food or an imported food.

Step 2: Then explain that they will be playing bingo with the vocabulary and that the students will get to pick words they want to put on their bingo card. Pass out the blank bingo sheet and the students will write their 11 chosen words leaving a free space in the middle.

Step 3: When the students have finished have them put their pens or pencils away. Then explain that the “unhealthy words” on the bingo cards have a consequence. The students place the marker on called words they have on their bingo sheet. Every time an “unhealthy word” is called and students want to mark it they must do 5 jumping jacks before placing the marker on the bingo card. A student calls “BINGO” when all the words on the bingo sheet are placed marker.

Step 4: Draw or call words from the list until a student calls bingo. This game can be repeated multiple times.

Reflection and Debriefing:

Ask the students why they think they were made to do a small exercise before marking an unhealthy word.

Tip for the Teacher:

Play with only 4 to 5 markers in order to better monitor the game.

If food prizes are allowed, the teacher can provide a healthy snack.

If food prizes are not allowed the teacher can provide stickers or some other small prize.

When each round of bingo is finished the small exercise consequence for the unhealthy words should be changed.

Annexes Lesson 2/3 – “BINGOCISE”:

1 Vocabulary

2 Bingocise Worksheet

Annex 1 Lesson 2/3 – “BINGOCISE”:
Vocabulary

healthy	unhealthy	vegetables	meat
lettuce	grains	sweet potatoes	exercise
local	tomatoes	potatoes	rice
banana	chicken	candy	delicious
pineapple	spicy	sugar	salt
imported			sweets

Annex 2 Lesson 2/3 – “BINGOCISE”:
Bingocise Worksheet

	Free Space	

HEALTH FOOD CAN BE FUN – LESSON 3/3 – CHEF FOR THE DAY

PREPARATION

Students will individually design one meal that is healthy and that they would like to eat. They will draw a picture of this meal and write five to eight sentences about why the meal is healthy, if there are any local or imported foods in their meal, and why they chose that meal.

Step 1: Tell students that they will get to be chefs for the upcoming lesson. Clarify what a chef is for them if they do not know the word. Tell the students that they won't be cooking, but they will be creating a healthy and delicious meal and writing a text about it. Review what kinds of food are healthy foods and have the students take out their vocabulary sheets to help them write the text.

Step 2: Explain that the text should be about a healthy meal that they would want to eat. It should be five to eight sentences long and the students must explain why the meal is healthy and why they chose the meal. Show and read to the students an example text. The example text should be put on the board so the students may look at it while they work.

Step 3: The students will get out a piece of writing paper for their first draft. When the draft is finished they must bring it to the teacher to correct. When the draft has been corrected and rewritten correctly, they can then take the illustration writing paper and write their final draft.

Step 4: The students should draw an illustration of their healthy meal. They should share what they have written with the class and then pin the texts to a classroom board.

Reflection and Debriefing:

Ask the students to justify why their meal is healthy. You can also ask them to explain what they have learned about being healthy and if they will start being healthier in their daily lives.

Tip for the Teacher

The teacher needs to write an example text for the students to look at.

Students could present their meal to the class and then be asked the reflection and debriefing questions. The students could make chef hats for their presentation using construction paper.

Follow-up

The teacher could also give the students a vocabulary quiz to ensure they understand the (vocabulary) words used for the unit.

Annexes lesson 3/3 – Chef for the Day:

- 1 Illustration Writing paper
- 2 Example text

INFO BOX

<http://flipregionalfood.pbworks.com> – A website about school lunches in Austria. There you can read the contribution of others and contribute yourself.

References and literature

Stefan STORCKSDIECK genannt Bonsmann, Therese KARDAKIS, Jan WOLLGAST, Michael NELSON, Sandra CALDEIRA, Jrc Science and

Policy Reports - Report EUR 26651 EN
Mapping of National School Food Policies across the EU28 plus Norway and Switzerland, 2014
<https://ec.europa.eu/jrc/sites/default/files/lbna26651enn.pdf>

THE WORLD OF COCOA

Author: Adèle Jibidar

FORM 2

OVERVIEW

Chocolate and other cocoa based products are appreciated products in daily life. This exercise is an introduction to the topics cocoa producers, child labour and the use of cocoa. The methodologies are connecting ideas, assembling words, making decision in group and presentations.

Theme: Global Economy

Further subject: Geography

Connection to the Austrian National Curriculum of English:

Bildungs- und Lehraufgabe: „Bei der Vermittlung der Fremdsprache ist wertorientiertes Denken und Handeln im politischen, sozialen, wirtschaftlichen, kulturellen und weltanschaulichen Umfeld zu fördern.“

Lehrstoff: „An Gesprächen teilnehmen, Zusammenhängendes Sprechen: A1. Hören, Lesen, Schreiben: A2

Reference: BGBl. II Nr. 133/2000 Lehrplan Lebendige erste Fremdsprache

Goals:

- In this exercise students explore the multiple facets of cocoa. The unit can be used to address topics like child labour, workers behind the chocolate and fairness in trading.
- Students practice vocabulary linked to the topics mentioned.
- Students practice working in groups.

Time Requirement: 2 lessons

Material needed:

- Worksheets
- Dictionary
- Big world map

PROCEDURE

Step 1: Introduce the activities by telling the students that they are going to discover some other aspects of cocoa. Ask them to think about where and when they use cocoa, collect the answers and write the words on the blackboard. Then ask them to tell the class which form of cocoa they know: Pods, beans, chocolate, powder, drink, butter, oil, etc...

Step 2: Worksheet 1 - Distribute worksheet 1 and give them some time to discover individually the pictures, words and expressions on the paper. Tell them to carefully look at the pictures and try to guess what is depicted on it. They should also read on their own and

check what they understand. Ask them to write down the words/expressions they don't know/understand. They can work in groups if they wish so. Make sure students understand every word. Pull their attention to the grammatical aspects of the words/chunks (nouns, adjectives, verbs...)

Step 3: Worksheet 2 - Now let them have worksheet 2 and ask them to write a sentence using each of the words or chunks. Encourage them to use also words from worksheet 1 (verbs, adjectives) to complete sentences. Attract their attention to the fact that verbs should be conjugated. Let them know that after they have tried to build some sentences on their own, they may walk around and ask for help, if they feel so. Make sure every student has completed the activity by building 14 sentences at least. Have them read some to the class.

Step 4: Worksheet 3 - Organise the students in groups of 5. In small groups they discuss and select together 5 sentences they like most. All students of a group write the chosen sentences on their individual worksheet.

Step 5: The groups read in turn one of their chosen sentences aloud to all others. Do as many rounds as needed for all sentences to be read by all the groups.

Step 6: Together look for the countries mentioned on Worksheet 1, and find them on the World map (Ivory Coast, Indonesia, Ghana, Nigeria, Cameroon, Brazil).

Reflection and Debriefing:

- What was new? (Words, facts, information)
- Did they come across sentences that surprised them? (Content and language usage)
- What made them laugh? What made them think?
- How did they come to the selection of the sentences in their small group? Was it difficult to come to consensus?

Follow up:

You can organise a Cacao Workshop created by Südwind. http://doku.cac.at/workshops_pdf_aktuell_okt.pdf

Tip for the Teacher:

There is a rose called "Hot Cacao" like others are called "Julia Child" or "Tiffany". The rose on the Worksheet 1 is called "Hot Cacao". The fact that there is a rose named "Hot Cacao" can be confusing at first for the kids, but at the same time it is an opportunity for them to discover the use of the word "cacao" being applied to something else than what they know as being cacao.

Annexes:

- 1 Worksheet 1: Look and discover the pictures, words and chunks on this page.
- 2 Worksheet 2: Writing exercise

- 3 Worksheet 3: Sentences in group
- 4 Some examples of sentences

INFO BOX

The words COCOA and CACAO are in English used sometimes for the same.

You can find all sorts of information on the ICCO website covering the origin, transformation, current prices of cocoa, and so on..:

Origins of Cocoa And Its Spread Around The World
“The genus Theobroma originated millions of years ago in South America, to the east of the Andes. Theobroma has been divided into twenty-two species of which T. cacao is the most widely known. It was the Maya who provided tangible evidence of cacao as a domesticated crop. Archaeological evidence in Costa Rica indicates that cacao was drunk by Maya traders as early as 400 BC. The Aztec culture, dominant in Mesoamerica from the fourteenth century to the Conquest, placed much emphasis on the sanctity of cacao.

The first outsider to drink chocolate was Christopher Columbus, who reached Nicaragua in 1502 searching for a sea route to the spices of the East. But it was Hernan Cortés, leader of an expedition in 1519 to the Aztec empire, who returned to Spain in 1528 bearing the Aztec recipe for xocoatl (chocolate drink) with him. The drink was initially received unenthusiastically and it was not until sugar was added that it became a popular drink in the Spanish courts.

<http://www.icco.org/about-cocoa/growing-cocoa.html>

Cacao Toothpaste: According to the Tulane University researches (New Orleans), cacao fights cavities, hardens tooth enamel, and helps keep teeth and gums healthy. Its benefits, studies say, are very similar to that of fluoride.

<http://www.sciencedaily.com/releases/2007/05/070518161238.htm>

Cocoa butter has many moisturizing properties. It contains 53% fat and is used in the manufacture of many pharmaceuticals or cosmetics.

Fairtrade and fair trade: “Fairtrade” is an accreditation, labelling system which certifies that products bearing the Fairtrade Mark meet a range of specific criteria. “Fair trade” expresses a wider vision of equity in trading.

References and Literature:

<http://makechocolatefair.org/material>

Make Chocolate Fair (MCF)! MCF is an international campaign that mobilizes Europeans to become active towards more justice in the global cocoa industry. Find factsheet on Cacao and chocolate industry and a section on child labour.

On YouTube: Chocolate, the Bitter Truth – Child Trafficking BBC Panorama (Upload 02.02.2011)

Annex1:

Worksheet 1: Look and discover the pictures, words and chunks on this page.
(You will use them later)

FORM 2

cost Austria to find to manufacture Fairtrade
 cacao producers
 i think
 cacao flower a lot of cocoa butter
 live in countries like To be
 i can chocolatier cacao beans green
 must be to come from
 to offer better conditions unfair
 bitter
 i like perfect ingredients cacao trees some to get money
 hot cacao rose cacao field to pay cocoa powder
 to bear are cultivated to contain cacao pods
 hard work tablets cacao beans cosmetics
 child labour
 to make beautiful
 fair chocolate to grow Europe to be shipped to
 chocolate toothpaste
 Ivory Coast, Indonesia, Ghana, Nigeria, Cameroon, Brazil

Annex 2:

Worksheet 2: Writing exercise

Write down 14 sentences using each of the elements (1 to 14) given on worksheet 2. Make your sentences more interesting by using more of the words from worksheet 1. (In case you need help, walk around and speak with other students or your teacher)

- 1_ (tablets) _____
- 2_ (cost) _____
- 3_ (chocolatier) _____
- 4_ (child labour) _____
- 5_ (toothpaste) _____
- 6_ (cocoa powder) _____
- 7_ (cacao trees) _____
- 8_ (cocoa butter) _____
- 9_ (cacao pods) _____
- 10_ (fairtrade) _____
- 11_ (cacao beans) _____
- 12_ (cosmetics) _____
- 13_ (cacao flower) _____
- 14_ (cacao producers) _____

Annex 3:

Worksheet 3: Sentences in group

Select in your group 5 sentences to share with the rest of the class!

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Annex 4:

Some examples of sentences (for the teacher):

- 1_ (Tablets): Some medications contain as ingredient cocoa butter or cacao.
- 2_ (Cost) The cost of cocoa beans is much lower than the cost of end product such as chocolate.
- 3_ (Chocolatier): A chocolatier is a creator and sometimes even a designer of chocolate.
- 4_ (Child labour): Child labour is often found mainly in cocoa fields.
- 5_ (Toothpaste) Some scientists think that chocolate toothpaste are better than fluoride toothpaste.
- 6_ (Cocoa powder): Many people use cocoa powder for their breakfast, but we never.
- 7_ (Cacao trees): The cocoa tree is very special: Its fruits grow directly from its trunk and not from its branches.
- 8_ (Cocoa butter): My mother uses cocoa butter for her skin in winter.
- 9_ (Cacao pods): The cocoa fruit is called cacao pod. It has an oval shape.
- 10_ (Fairtrade): There is a Fairtrade logo on worksheet 1.
- 11_ (Cacao beans): Cacao beans are in the Cacao pod, they are the seeds.
- 12_ (Cosmetics): Many skin ointments contain cocoa butter. But don't eat them! They are cosmetics.
- 13_ (Cacao flower): The cacao flowers are very beautiful and pleasant to look at.
- 14_ (Cacao producers): Cacao producers live in countries such as Ivory Coast, Indonesia, Ghana, Nigeria, Cameroon or Brazil.

WORLD CITIZEN – MY CONNECTIONS TO THE WORLD – MY PERCEPTION OF A „WORLD CITIZEN“

Author: Hannah Schrems

OVERVIEW

Based on association, mapping, role play, drawing, discussion and group work, this exercise is a tool to encourage critical thinking and reflection on cultural diversity within the students' classroom, their city, their country, and the world.

Theme: Diversity and Intercultural Relation

Further Subjects: Geography - History

Connection to the Austrian National Curriculum of English:

Bildungs- und Lehraufgabe: „Bei der Vermittlung der Fremdsprache ist wertorientiertes Denken und Handeln im politischen, sozialen, wirtschaftlichen, kulturellen und weltanschaulichen Umfeld zu fördern.“

Lehrstoff: „An Gesprächen teilnehmen, Zusammenhängendes Sprechen: A1. Hören, Lesen, Schreiben: A2

Reference: BGBl. II Nr. 133/2000 Lehrplan Lebendige erste Fremdsprache

Goals:

- Students understand how they are interconnected with the world and what that means for them
- Students learn how to appreciate and value a multicultural classroom
- Students develop a perception of what a “World Citizen” is and develop an awareness of inequalities in the world when it comes to nationalities, religious, social and political rights
- Students understand that everybody could be a migrant – “World Citizen”, it just depends on the perception and the perspective.
- Students understand that we have different origins and we can't really tell whether we are “Turkish, Austrian, etc...” and that we have connections and relations all over the world. We are “World Citizens”.
- Students practice the usage of „there was/there were“ the past simple, expand listening and writing skills (description of places) and expressing their opinions. Furthermore they practice reflection.

Time Requirement: 5 lessons

Material Needed:

- 4 posters
- Worksheets A-J
- At least 6 dictionaries
- Projector/Laptop/Speakers
- YouTube

PROCEDURE

Step 1: Worksheet A:

Prepare the video, projector and speakers. Make the students WATCH the Video “KONSHENS – World Citizen” on YOUTUBE two times. Then let them work on worksheet 1 where they can write down or draw what they have seen on the video. Let them discuss their results with their neighbour. You need approximately 30 min for this step.

Step 2: Worksheet B:

Show the video once more and tell your students to focus on the places and buildings they see. The places should be described in “Past Simple”. Some descriptions could be read out for the class. Take a look at the Info box below!

Step 3: Worksheet C:

With the Worksheet C have some students explain why they see themselves as either only a national citizen or a world citizen. This could be done as homework after the first lesson.

Step 4: Worksheet D:

Hand out the lyrics of the song. There are gaps in the text.

Let your students watch the video or play the song as an audio file twice to fill in the gaps. Clarify the vocabulary in the box before starting the activity. Compare the result in class. Correct it if necessary. Ask your students to read the complete sentences and make sure that everybody understands.

Step 5: Worksheet E+F:

Worksheet E is needed in order to fill out Worksheet F. With the help of the vocabulary given on worksheet E, make the students translate the chorus with their neighbour. Time requirement: approximately 10min.

Step 6: Worksheet G:

Copy Worksheet G1. Cut the pictures out into pieces – write “translator, organiser, writer, presenter” on the backside of the pictures. This is needed to form the 6 small groups. Each student is given one cut picture with a role on the backside. Now ask them to find their group members (the ones with the same picture). With one copy you can cut up to 24 pictures. Hand out Worksheet G2 for each group. From the Worksheet they can read the description of their role in the small group. With worksheet G3 make the groups translate parts of the song under clear roles' description. It should be

completed in the group. Each verse is translated by 2 different groups. After they have finished, make the 2 groups that had the same verse compare their result with each other. They decide for the better solution. The chosen translations should be read out while the other groups write them down. In the end every group has the complete translation of the lyrics. Time requirement: 50 min. As homework: assign the students to memorise the lyrics.

Step 7: Worksheet H:

Have the students get together in the same groups from the previous activity and fill in Worksheet H. It is about their understanding and analysis of the subject matter of the song and its author. Discuss their outcome in plenum.

Step 8: Worksheet I:

This step is on their connection to the World with the help of a questionnaire. The assignment can be started in the same lesson as Worksheet H and be finished as homework.

Reflection questions: Afterwards make the students share their answers with the class. In order to make this interactive you can ask the other students to stand up if they have the same or a similar answer.

To complete this step interviews among students are also suitable.

Step 9: Worksheet J:

In small groups of 4 to 5, make the students design their flag of the World. The flags could be hung in the classroom.

Reflection and Debriefing:

- Why don't we use the term "Rasse" in German language?
- What event in history or biology can explain that? Could this be one of the explanations why a song with such lyrics exists, because in the past this word was used to show a difference between people? Or that in most parts of the world a distinction is still made between people from different places?
- What does segregation mean? Why does this term exist?
- Depending on your students' interests and knowledge you could also talk about Apartheid in South Africa, the Civil Rights Movement in the USA, or other examples in history of segregation.

Worksheet F can be started in the same lesson and finished as homework.

Time requirement: Approximately 30min.

Follow-up

An interview with family members, relatives about their migration story and their reasons for migrating. Have the students write another verse for the song "World Citizen" from Konshens

Make a video on the subject matter with the students
World map: everybody marks his/her origin with a pin – marks parents origin with a different-coloured pin – marks where he/she has friends with a different-coloured pin

Students interview each other in groups: Where do you come from? Where were you born? Where does your mum/dad come from? Where in the world do you have friends or relatives?

Tips for the Teachers

Since this is a quite long unit, it is important to conduct a debriefing after each lesson by asking the students how their feeling is about.

To better follow the description of the procedure check the corresponding annex as you read.

Annexes:

Annex	Title	STEP
A	Watch the video by "konshens – world citizen" two times!	Step 1
B	If you didn't recognize any places, describe the places you saw!!	Step 2
C	"World citizen" how do you see yourself? Are you a world citizen?	Step 3
D	Fill in the gaps in the lyrics of the song "world citizen" by konshens!	Step 4
E	Learn the following words and phrases	Step 5
F	So please translate the chorus with your neighbour!	Step 5
G	G1 pictures for groups finding G2 who has the same picture G3 translation's worksheet	Step 6
H	Answer the questions in your group!	step 7
I	Test your connection to the world!	step 8
J	Create your own world citizen poster	step 9

INFO BOX

Die einzelnen Szenen des Videos sind gedreht worden: am Brunnenmarkt, 1160 Wien, in der Arena, Kultur- und Veranstaltungszentrum 1030 Wien, im Supermarkt PROSI – ein Supermarkt für Produkte aus Lateinamerika, Afrika und Asien; bei der Burggasse/Stadthalle, 1070 Wien und auf den Straßen Wiens in der Nähe dieser Plätze.

Der brasilianische Kampftanz Capoeira kommt in dem Video vor. Capoeira hat seine Ursprünge in Kampftechniken aus dem südlichen Westafrika und wurde durch die Sklaverei nach Brasilien überliefert und im Laufe der Zeit als Sportart weiterentwickelt. Im Endeffekt ist es auch ein Sport und ein Kulturerbe, das sich auf der ganzen Welt verbreitet hat, daher sehr passend zu dem Lied.

References and Literature:

Lyrics of Konshens „World Citizen“ <http://www.songtexte.com/songtext/konshens/world-citizen-38a3dfb.html>

(Original Version)

John R. MATHIASON, World Citizen: The Individual and International Governance, 2012
<http://www.un.org/esa/socdev/egms/docs/2012/WorldCitizenship.pdf>

Revised and updated version for the United Nations Expert Group Meeting on empowerment of a paper presented originally at Third Pan-European International Relations Conference, Vienna, Austria, September 16-19, 1998.

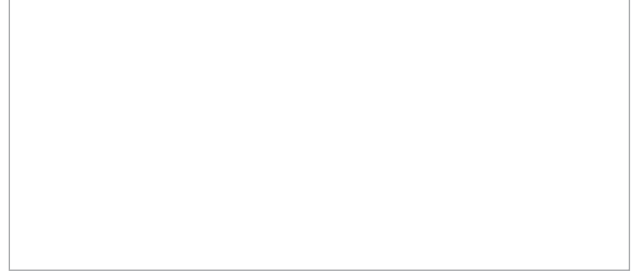
Annex A: WATCH the Video by “KONSHENS – World Citizen” two times!

What did you see in the video? What is the video or the song about? Write down three things or draw three things.

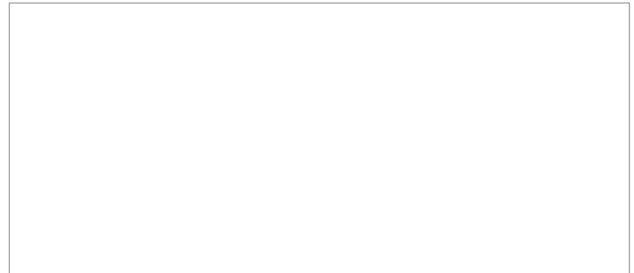
WRITE

DRAW

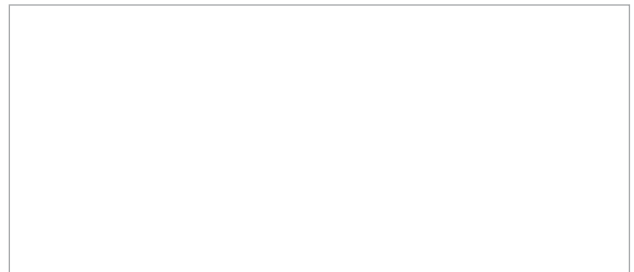
1.)
.....
.....
.....
.....



2.)
.....
.....
.....
.....



3.)
.....
.....
.....
.....



Guess, where was this video shot?

.....

Discuss your results with your neighbour, then share your ideas with your class! Make notes:

.....

.....

Annex B: If you didn't recognize any places, describe the places you saw!!

This video was filmed in Vienna; all the places you saw in the video were in Vienna.

Did you recognize any of the places?

If you didn't recognize any places, describe the places you saw!!

1.) I recognized.....

Describe the place you recognized. Use there was/ there were.

.....

.....

.....

.....

2.) I recognized.....

Describe the place you recognized. Use there was/ there were.

.....

.....

.....

3.) I recognized.....

Describe the place you recognized. Use there was/ there were.

.....

.....

.....

.....

To recognise = wiedererkennen, erkennen

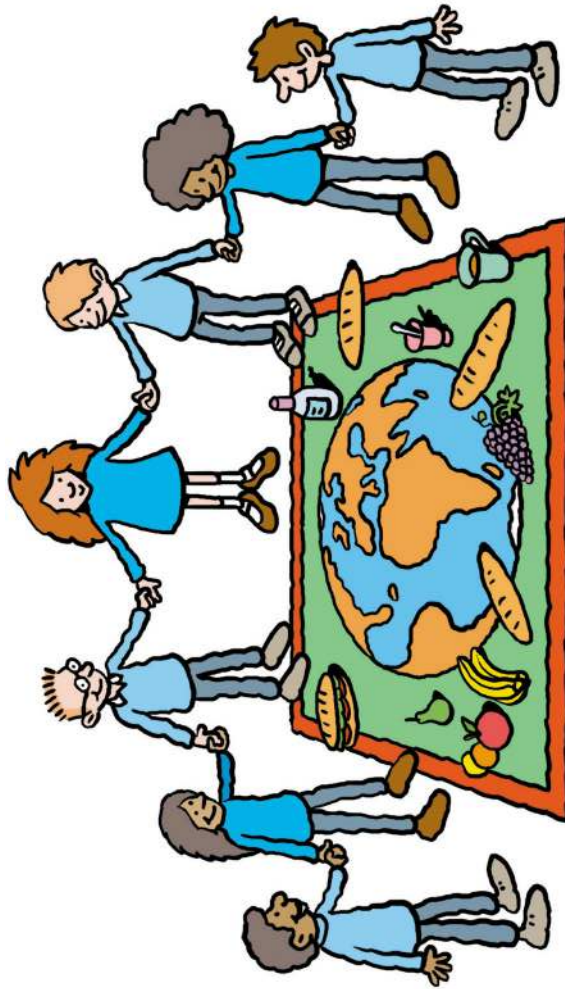
FORM 2

Annex C) "World Citizen" how do you see yourself? Are you a world citizen?

KONSHENS is singing about being a "World Citizen" How do you see yourself? Are you a world citizen? Why? Give three reasons and write or draw them around the picture!

Reasons for YES

Reasons for NO



Annex D)

Fill in the gaps in the lyrics of the song "World Citizen" by KONSHEMS! Use the words from the box!

girl world understand come one
 program world stop

Intro:

Something different
 It doesn't matter where you come from (no matter)
 No matter where you're born and grown (you're grown)
 Man, woman, boy and _____
 We are citizens of the world (yeah)
 It doesn't matter about your culture (no much yuh culture)
 The race of your ethnic group (come on)
 Man woman, boy and girl
 We are citizens of the _____

Chorus:

I say we all are one
 Why don't you _____
 Let's put an end to the segregation
 I say we all are one
 Why don't you understand
 Let's put a stop to the segregation

Verse 1:

You could come from the Alps in Switzerland
 Or the plains of the Motherland
 American, or Caribbean
 It doesn't matter where you _____ from (come from)
 Whether India nor Asia nor man is just a man
 And it doesn't matter about your religion
 Rastaman or Christian
 Whether Buddhist or Islam
 You're just a piece of the puzzle of life in the scheme of
 JahJah [God's] plan

Chorus:

I say we all are one
 Why don't u understand (yeahh)
 Let's put an end to the segregation (yeahhh)
 I say we all are _____
 Why don't u understand (yeahh)
 Let's put a stop to the segregation

Verse 2:

Hey
 Skin colour
 Can't make you better than anyone, equal is everyone
 Remember it's the same red blood running through the veins
 In every man, think alike, check and you will see
 You might be richer than, bigger than, fitter than
 Link a surgeon to alter your genetic coordination
 You can't run from the _____
 You are born as a human
 And a you are yeah

Chorus:

I say we all are one (come we all reunite)
 Why don't you understand
 Let's put an end to the segregation
 I say we all are one (Say we all are one)
 Why don't you understand
 Let's put a _____ to the segregation (to the segregation)
 Hey
 It doesn't matter where you come from (come from)
 No matter where you are born and grown (where you're grown)
 Man woman, boy and girl
 Citizens of the world
 No matter about your culture (culture)
 Your race, ethnic group
 Citizens of the _____
 Let's all join
 Stop the segregation
 Let's all join

Quelle: <http://www.songtexte.com/songtext/konshens/world-citizen-38a3dfb.html>

Annex E) Learn the following words and phrases, then use them in your own phrases!

Write your phrases under the words

alike	ähnlich
EXAMPLE: We think alike. = Wir denken ähnlich.	
citizen	Bürger, Bürgerin
equal	gleich, gleichberechtigt, gleichgestellt,
Ethnic group	Volksgruppe, ethnische Gruppe
everyone	jede, jeder
It doesn't matter	Es spielt keine Rolle/ Es ist egal
Let's put an end to...!	Lass uns beenden!
motherland	Herkunftsland
race	Rasse, Menschenschlag, Art,
segregation	Trennung, Absonderung, Rassentrennung
Skin colour	Hautfarbe
to alter	Etwas verändern, ändern
To join	beitreten, sich verbinden, zusammenfügen, anschließen
To think alike	ähnlich denken
vein	Ader
verse	Vers, Strophe
Where you're grown	Wo du aufgewachsen bist
whether	ob, wenn, falls
world citizen, citizen of the world	Weltbürger, Weltbürgerin
you could	du könntest

Annex G1) Pictures for groups finding

Organiser

presenter

translator

writer



FORM 2

G2) Get together in groups of four!

Search for your group members. Who has got the same picture?

Turn over your picture and check what your group role is: organiser, presenter, translator, and writer



This group translates the part “Intro”.

- Organiser: Get the worksheet for your group from your teacher!
- Translator: Get the dictionary and the vocabulary from Worksheet E!
- Writer: Write down the translations from of your group!
- Presenter: Present your results to the class!



This group translates the part “Verse 1”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E!
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your results to the class!



This group translates the part “Verse 2”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E!
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your results to the class!



This group translates the part “Intro”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E!
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your results to the class!



This group translates the part “Verse 1”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E!
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your result to the class!



This group translates the part “Verse 2”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E!
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your result to the class!

G3) Translation's worksheet

Intro:

Something different
 It doesn't matter where you come from
 No matter where you're born and grown
 Man, woman, boy and girl
 We are citizens of the world
 It doesn't matter about your culture
 The race of your ethnic group
 Man woman, boy and girl
 We are citizens of the world

Dotted lines for writing

Verse 1:

You could come from the Alps in Switzerland
 Or the plains of the Motherland
 American, or Caribbean
 It doesn't matter where you come from (come from)
 Whether India nor Asia nor man is just a man
 And it doesn't matter about your religion
 Rastaman or Christian
 Whether Buddhist or Islam
 You're just a piece of the puzzle of life in the scheme of JahJah [God's] plan

Dotted lines for writing

Verse 2:

Skin colour
 Can't make you better than anyone, equal is everyone
 Remember it's the same red blood running through the veins
 In every man, think alike, check and you will see
 You might be richer than, bigger than, fitter than
 Link a surgeon to alter your genetic coordination
 You can't run from the program
 You are born as a human

Dotted lines for writing

Annex H) Answer the questions in your group!

1) Conscience means “Gewissen” in German and it is actually pronounced the same way like the Artist’s name “Konshens”. Why do you think KONSHENS calls himself “Gewissen”? Any ideas?
Think about it and write down your ideas here:

.....
.....

2) What does Konshens mean with “We all are one”?

.....
.....

3) What does Konshens mean with “We are citizens of the world”?

.....
.....

4) Why does he sing about “World Citizens”? Is everybody equal?

.....
.....

5) What does segregation mean? Do you see segregation in your classroom, school, or neighbourhood? Do you think it is good or bad? Give three reasons!

.....
.....

6) What makes you a world citizen? How are you connected to the world?

.....
.....

7) Share your ideas with the whole class.

.....
.....

Annex 1) Test your connection to the world! ☺

Answer the following questions:

1. Do you wear clothes from countries all over the world? (check the label of your clothes - made in....."?)

The clothes I'm wearing right now are made in _____
But I have other clothes made
in _____

2. Do you like travelling?

Yes, I do. No, I don't.

I travelled to _____
I want to travel
to _____

3. Do you speak different languages?

Yes, I do.

I speak _____
I want to speak

4. Do you have friends from different countries in the world?

Yes, I do.

I have friends from/in _____
I want to have friends from/in

5. Do you have relatives who live in different countries in the world?

Yes, I have relatives in _____

I want to have relatives in _____

6. Do you think everybody is equal?

Yes, I do. No, I don't.

Why?

7. Do you feel connected to the World?

Yes I do _____ No _____ No, but I want to feel it

Annex J) Create your own world citizen poster! ☺

1) You are now divided into 4 groups.
Imagine the world has only one flag. How could YOUR world flag look like? Draw a flag together!
Hang your world flag in your classroom.

2) Write your own verse for this song. What should be the lyrics of a song called “World Citizen”?

.....

.....

.....

.....

.....

.....

.....

MONEY AND JOBS

Author: Christine Antes

OVERVIEW

By looking at different aspects of spending and earning money, young people get an insight into private means and the world of work. Based on their own perspectives, the pupils' viewpoint is enlarged by including data of emerging countries. Type of Activity: Introduction exercise, association exercise, reading comprehension, writing task, role play, pair and group work, game and reflection

Theme: Poverty

Further Subjects: Geography - Economics

Connection to the Austrian National Curriculum of Geography:

Bildungs- und Lehraufgaben: „Einblick in unterschiedliche Wirtschafts- und Gesellschaftssysteme gewinnen, um sich mit aktuellen und zukünftigen politischen Fragen auseinander zu setzen sowie demokratisch und tolerant handeln zu können“.

Lehrstoff: „Die Bedeutung der Berufswahl für die Lebensgestaltung erkennen und erste Wege der Berufsfindung nutzen. Erkennen der Notwendigkeit, im privaten Haushalt Ausgaben den finanziellen Möglichkeiten entsprechend zu planen“.

Quelle: BGBl.II Nr.133/2000, Lehrplan AHS-Unterstufe, Geografie und Wirtschaftskunde

Goals:

- Reflection of one's own consumer behaviour.
- Private spending in different parts of the world.
- Awareness of working hard for a good job.
- Fulfilment of such language objectives as required in a 3rd form (e.g. develop reading comprehension, writing, listening and speaking skills).

Time Requirements: 3 lessons

Room/ Space Requirements: There should be enough space for the participants to gather in groups

Materials Needed:

- Copies of the worksheets for each participant
- The cards for the PROFESSION DOMINO should be enlarged and cut; after folding them in the middle, the German translation is at the back (There should be several decks of cards so that more than 4 players can participate)
- Blank sheets of paper (for the essays) and pens

PROCEDURE

Preparation

Prepare several desks according to your group size (4 children should be the maximum for a single group - with the exception of the groups for reading and writing). Copy the necessary sheets for each pupil and the cards for the Profession Domino.

Step 1: Give an introduction to "Money and jobs" and tell the pupils about the goals. Afterwards they should either decide for a group consisting of 4 people OR do the reading task and Nr.7 (pair work possible).

Step 2: Let the participants sit down at the desks. The groups of 4 should change after 20 - 25 minutes; so it is guaranteed that the pupils do two different tasks per lesson. The pupils who opted for reading should fill in the worksheet afterwards and talk to their neighbours about their ideal job. This will last about 50 minutes.

Step 3: In the next lesson the pupils should continue the activities until everybody has done all the tasks. The game called Profession Domino could serve as an extra activity for the quicker ones.

Step 4: The third lesson should start off with a game – either Profession Domino or acting out the stressful life of a flight attendant (Nr.9) – depending on how much time is left.

Step 5: After playing the game and/or acting out a scene the pupils should proceed to the last part of the programme. This is writing an essay with the title "My ideal job". Of course, the essay could be set as homework too. Now the class could get in a circle and start with the debriefing.

Reflection and Debriefing:

- Although every pupil may want to voice his/her opinion on the questions, it might be easier if there is a speaker for each group. The speaker should be able to sum up what the participants think about the last three lessons.
- Possible questions the pupils could ask themselves:
- What did we like most of all?
- Which exercises were difficult for us? Explain why.
- What did we find out about money, dream jobs and families in different parts of the world?

Follow-Up

After the correction of the essays, pupils could read them out to their classmates and ask them about their future plans.

Tips for the Facilitation

It is recommendable to have some computers or dictionaries at hand so that the participants may look up some words.

MATERIAL

M1	Worksheet: Pocket money (= your budget)
M2	Guess how the average Austrian family uses its money
M3	Guess how the average Chinese, Brazilian and Egyptian families use their money
M4	Bar charts and questions for you and your neighbours
M5	Cards and instructions for a game called PROFESSION DOMINO
M6	Reading comprehension: A dream job
M7	Worksheet: Dream Job and A talk about your dream job
M8	Short text about your ideal job Act out the stressful life of a flight attendant Reflection
M9	Solutions ad2) ad5) ad6)
M10	Proposed Solution for Profession Domino

M1. Pocket money (= your budget)

Try to answer the following questions:

a) How much pocket money do you get? _____

b) How do you spend it?

Look at the list of things:

clothes

food and drinks

games and toys

movie tickets

gym membership

other things (name them, please!) _____

c) Divide your list into things that are important to you and things you do not really need:

d) How much money do you save? What would you like to do with it in future?

e) Talk to the members of your group. How much money do they get and what do they do with it?

M2. Guess how the average Austrian family uses its money



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- Out of 100 Euro
- _____ % is used for housing, energy, equipment
 - _____ % is used for transportation
 - _____ % is used for food, drinks, tobacco
 - _____ % is used for café / restaurant
 - _____ % is used for recreation and culture
 - _____ % is used for clothing and footwear
 - _____ % is used for health
 - _____ % is used for communication and education
 - _____ % is used for other goods and services (e.g. insurances, personal care)

Source: http://www.statistik.at/web_de/statistiken/soziales/verbrauchsausgaben/konsumerhebung_2009_2010/index.html

When you are ready, look at the figures (your teacher has got the answer)!

M3. Guess how the average Chinese family uses its money per month (in %) - then do the same for the average Brazilian and Egyptian family

	in China	in Brazil	in Egypt
Housing
Food
Entertainment
Automobiles
Healthcare
Education
HPC (= household and personal goods)
Savings
Mobile phone
Other

Useful expressions: In my opinion, the average Chinese / Brazilian / Egyptian family spends..... % onI don't think the average family in China / Brazil / Egypt has enough money for / in order to buy ... I guess they use their money to buy
 I am sure the children would like to buy / have .../ spend the money on ... Half of the income goes to ... 10% go to ... People in save % of their money for ...

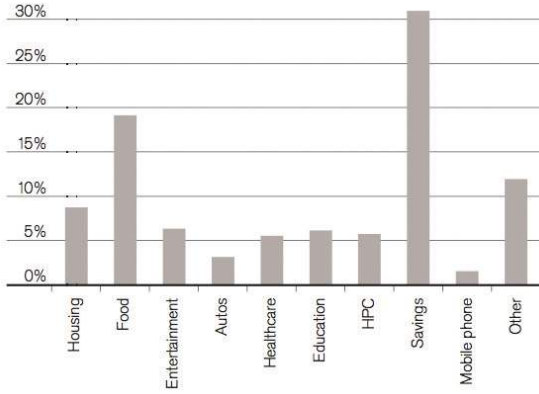
M4. Now look at the following bar charts (Säulendiagramme) and discuss the monthly spending with your neighbours

CHINA 2011

Figure 41

Monthly spending by category (%)

Source: Credit Suisse Emerging Consumer Survey

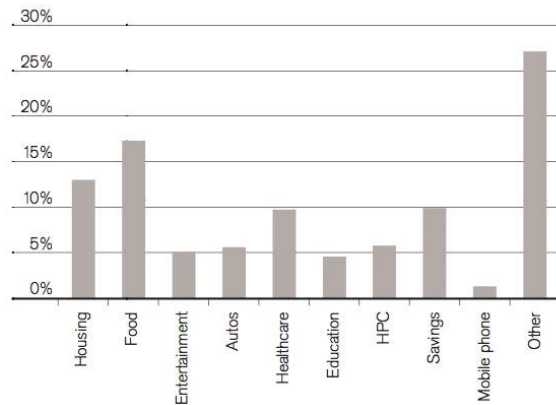


BRAZIL 2011

Figure 34

Monthly spending by category (%)

Source: Credit Suisse Emerging Consumer Survey

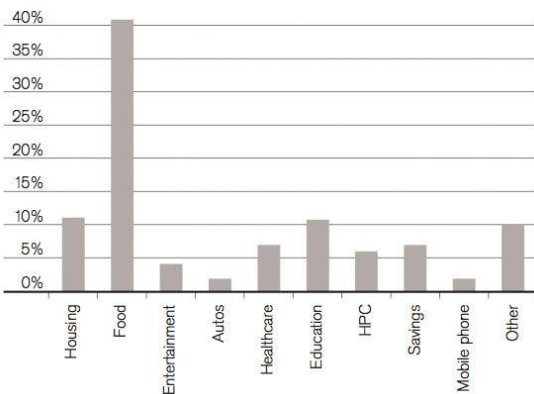


EGYPT 2011

Figure 48

Monthly spending by category (%)

Source: Credit Suisse Emerging Consumer Survey



Source:

<http://www.theatlantic.com/business/archive/2011/03/how-we-spend-money-in-china-india-russia-egypt-brazil-and-the-us/73001/>

Look at the charts again and answer the following questions:

- Do you think that it can be a challenge for a family if a lot of money is spent on food?
- How much is used for housing in the three countries compared to Austria?
- Is there a lot of money left for entertainment?
- If you compare the 3 bars titled 'autos' with the bar 'transportation' in the Austrian chart, what do you learn?

M5. A game called “PROFESSION DOMINO”

How to play the game:

- You need 1 – 3 partners
- Start off with the card **START** / Accountant
- Look for a term that is linked to accountant and continue with the next card until all 25 cards are used
- You find the German terms at the back of the cards
- Finish off with the card Clerk/ **END**
- Talk with your partners about your decision

Useful expressions: I think comes next; there is a connection / link between and ;

What is your opinion on that? Do you agree? Why do you disagree? Please, tell us. What does mean? Do you know what a does? I think he/she works at ...; No, you are not right. I think he/she works at... It may be better if we look it up in a dictionary (nachsehen). You are right/ wrong.

For a solution ask your teacher, but there may be other possibilities too!

START / ACCOUNTANT	BUCHHALTER/IN / START
BILL / WAITER/WAITRESS	KELLNER/IN / RECHNUNG
RESTAURANT / CHEF	CHEFKOCH / RESTAURANT
MEAT / BUTCHER	FLEISCHHAUER / FLEISCH
ANIMAL/VETERINARY	TIERARZT / TIER
PRESCRIPTION/CHEMIST	CHEMIKER / REZEPT
MEDICINE / SCIENTIST	WISSENSCHAFTLER / MEDIZIN
INDUSTRY /ENGINEER	INGENIEUR / INDUSTRIE
MACHINES / MECHANIC	MECHANIKER / MASCHINEN
CIRCUIT/ ELECTRICIAN	ELEKTRIKER / STROMKREISLAUF
TUBE / PLUMBER	INSTALLATEUR / ROHR
PIPE / MUSICIAN	MUSIKER / FLÖTE
ART / POET/ESS	DICHTER/IN / KUNST

PERFORMANCE/ACTOR/ACTRESS	SCHAUSPIELER/IN / AUFFÜHRUNG
COSTUME / TAILOR/SEWER	SCHNEIDER/IN / KOSTÜM
WORKSHOP / CARPENTER	TISCHLER / WERKSTATT
HOUSE / BRICKLAYER	MAURER / HAUS
HOUSING PROJECT /POLITICIAN	POLITIKER/IN / WOHNBAUPROJEKT
POLITICAL GROUP/SCOUT	PFADFINDER/IN/ POL.GRUPPIERUNG
LANDSCAPE/TRAVEL AGENT	REISEBERATER/IN / LANDSCHAFT
HOTEL / RECEPTIONIST	REZEPTIONIST/IN / HOTEL
COMPANY / CASHIER	KASSIER/IN / UNTERNEHMEN
PROFIT / MINER	BERGMANN / GEWINN
GEMS / JEWELER	JUWELIER / EDELSTEINE
CLERK / END	ENDE / ANGESTELLTE(R)

M6. Read the text about a “dream job”

Life of a flight attendant – not what it used to be

Once a dream job for both men and women, being a steward or a stewardess today is far from being wonderful.

Especially if you fly long distances, **flight attendants** have a **tough** job.

“Sometimes it’s like hell”, says an air hostess for British Airlines. “Babies cry out loud because their ears hurt, children kick the back of seats and run up and down the **aisles**. Some passengers **scream** at you if you tell them what they are not allowed to do.

Working in the skies has changed. In the early days of **aviation**, the job of an air steward or an air stewardess was **prestigious** and **pay** was good. Young men and women saw the world, flew to **exotic** places where they could spend a few days at expensive hotels. They showed the passengers to their seats and helped them with their **baggage**.

Everything was **calmer** and there was time for rest or a cup of coffee in the kitchen. Today the job is more **stressful**.

Flight attendants have three or four flights a day, with only little more than half an hour for the **turnaround**.

In the 1990s the first **budget airlines appeared** on the scene and made it possible for everyone to **board** a plane.

Before that, travelling by plane was only for higher **income** classes, but today tickets are so cheap that the airplane has become a **means of mass transport**. Most people who buy cheap tickets think they get the same service as those who pay ten times as much in business class.

People are **behaving** worse and **aggressiveness** is **increasing**. One reason may be that people are not allowed to smoke any more, **thus** becoming more nervous. Alcohol is also a major **factor**. Flight attendants **complain** that more and more holiday travellers start getting drunk before **take-off** and continue drinking on the plane.

Female flight attendants complain that they are sexually **harassed** by passengers more often than before. Experts think that airline **advertisements** are **responsible** for this because they almost always show stewardesses.

All in all the **fascination** of the job has gone. Flight attendants today are nothing more than **waiters and waitresses** pushing a **trolley** through the aisles at an altitude of 10,000 meters.

M6 Words (A dream job)

- **advertisement** = poster or commercial that wants people to buy something
- **to be aggressive** = to be angry and want to attack someone
- **aisle** = passageway, gangway
- **to appear** = to come out, to show
- **aviation** = the world of flying airplanes
- **baggage** = suitcases
- **to behave** = the way you act towards others
- **to board** = to get on
- **budget airline** = an airline that sells cheaper tickets and does not have the service that other companies have
- **calm** = quiet
- **to complain** = to say that you are not satisfied about something or someone
- **distance** = the space between two places
- **exotic** = something unusual or strange, mostly from a foreign country
- **factor** = cause, reason
- **fascination** = attraction, appeal, what makes something interesting
- **female** = about women
- **flight attendant** = person who serves food and drinks to the passengers and looks after their safety
- **to harass** = here: to bother a woman and make her life unpleasant
- **income** = the money you get for the job you have
- **to increase** = to go up
- **mass transport** = many people can be brought from one place to another
- **means** = way
- **pay** = what you earn
- **prestigious** = here: thought to be one of the best; admired
- **responsible** = (here) to blame
- **to scream** = to shout
- **stressful** = with a lot of stress; it makes you worry a lot
- **to take-off** = to start
- **thus** = that is why
- **tough** = hard, difficult
- **trolley** = a small table on wheels
- **turnaround** = time it takes to land, clean up the airplane, get the passengers on board and take off again
- **waiter / waitress** = a man / a woman who serves food and drinks in a restaurant

Source: <http://www.english-online.at/news-articles/travel/life-of-an-air-hostess.htm>, slightly modified

M7-A. Worksheet “dream job”

After reading the text, look at the words and then do the following exercise.

Fill in the correct words:

Being a steward or a stewardess is a (= hard) job today.

In the past it was (= respected) and well-paid.

Children run up and down the (= corridors) of the plane.

Some passengers (= shout at) the flight attendants if they are not allowed to do what they want.

Nowadays everybody can (get on) a plane because there are so-called (= cheap) airlines.

Some people say that an airplane is a (= vehicle) of mass transport.

Many air hostesses (= lament) that people are (= quarrelsome) because they drink before (= start).

Ask your teacher for the solution.

M7-B. Talk to your neighbour about your ideal job (PAIR OR GROUP WORK)

Before you start, answer the following questions about yourself:

- What do you want to become?
- Do you have to go to another school?
- Do you have to study at a university?
- How long will your education / training take?
- Do you need to go abroad?

Now turn to your neighbour and start talking!

Useful expressions: I would like to become What I would like to do is As a I think I will have many chances. I will have to work hard for It will take me years to become a If I go to, I don't think it will be easy but I would like to spend half a year in If it is really necessary, I will

M8. Write a short text about your ideal job

Explain in your text what you want to do and why you want to do this job.

Write an introduction, a main part and a conclusion.

Useful expressions: I would like to become / be a I have always wanted to
 My ideal is to become I am quite good at I am really interested in Although I am not so good at , I think I would like to work hard to achieve my goal. I think it will be difficult, but I prefer working with I won't have a lot of time, but
 I don't know about As a I won't earn a lot of money, but The advantage is
 There are many disadvantages, but I will have a lot of free time in The job is dangerous / interesting I will have to stay in I will have to work overtime, but
 I am punctual / reliable / outgoing / hard-working / stress-resistant

If you still have some time left, you might like to do the following exercises!

M9. Act out the stressful life of a flight attendant

Arrange the chairs in rows of two or three on each side with an aisle in between (so that the seating looks like the one in an airplane).

If possible, have some plastic cups, saucers and plates at hand that may be distributed.

Look for 2-4 flight attendants

Useful expressions: What would you like to drink? We offer I'd like to have....

I prefer ... No, thank you, I like Have you got? I am so sorry, but there is no left. May I offer you?

We serve two hot meals. What would you like? Are you a vegetarian? Just a moment! I'll come back to you soon.

M10. Reflection (maybe there is a flip chart or a board that can be used!)

Ask the pupils about their experiences in regard to every single exercise.

Find out what they liked and what they were glad "to get rid of". Try to work out together why some tasks were easier than others.

Finally, make the pupils feel good or even proud that they have just completed some lessons on an important topic.

M9. Solutions

Ad 2) How the average Austrian family uses its money:

- 30,7 % for housing, energy, equipment
- 15,0 % for transport
- 14,5 % for food, drinks, tobacco
- 5,7 % for a café / restaurant
- 12,8 % for recreation and culture
- 5,7 % for clothing and footwear
- 3,5 % for health
- 2,7 % for communication and education
- 9,3 % for other goods and services (e.g. insurances)

Source: http://www.statistik.at/web_de/statistiken/soziales/verbrauchsausgaben/konsumerhebung_2009_2010/index.html

Ad 5) Profession Domino - Important terms in German

- accountant - Buchhalter/in
- carpenter - Zimmermann, Tischler
- cashier - Kassier/in
- chef - Chefkoch/köchin
- circuit - Stromkreis, Schaltung
- clerk - Angestellte/r
- gems - Edelsteine
- miner - Bergmann
- performance - Aufführung
- Pipe - Leitungsrohr, Flöte
- plumber - Installateur
- poet(ess) - Dichter/in
- prescription - ärztliches Rezept
- receptionist - Receptionist/in
- scout - Pfadfinder
- sewer - Näher/in
- tailor - Schneider
- tube - Rohr
- veterinary - Tierarzt
- workshop - Werkstatt

Ad 6) Dream job

Words used:

- tough – prestigious – aisles – scream at – board – budget – means – complain – aggressive – take-off

M10.

Ad 5) Profession Domino – “Solution”

START / ACCOUNTANT
 BILL / WAITER or WAITRESS
 RESTAURANT / CHEF
 MEAT / BUTCHER
 ANIMAL / VETERINARY
 PRESCRIPTION / CHEMIST
 MEDICINE / SCIENTIST
 INDUSTRY / ENGINEER
 MACHINES / MECHANIC
 CIRCUIT / ELECTRICIAN
 TUBE / PLUMBER
 PIPE / MUSICIAN
 ART / POET or POETESS
 PERFORMANCE / ACTOR or ACTRESS
 COSTUME / TAILOR or SEWER
 WORKSHOP / CARPENTER
 HOUSE / BRICKLAYER
 HOUSING PROJECT / POLITICIAN
 POLITICAL GROUP / SCOUT
 LANDSCAPE / TRAVEL AGENT
 HOTEL / RECEPTIONIST
 COMPANY / CASHIER
 PROFIT / MINER
 GEMS / JEWELER
 CLERK / END

GLOBAL HUMAN RIGHTS

Author: Michelle Miroshnitschenko

OVERVIEW

Students will be introduced to the topic of international human rights. They will read the preamble and first ten articles of the United Nations' *Universal Declaration of Human Rights*. The class will also come up with their own definition of what human rights are. Reading exercise, role play, group discussion and writing are the activities in this tool.

The unit has 4 lessons:

Lesson 1 and 2: GLOBAL HUMAN RIGHTS -

Understanding Human Rights

Lesson 3: GLOBAL HUMAN RIGHTS - Give and

Take

Lesson 4: GLOBAL HUMAN RIGHTS - Recognition

Theme: Peace and Conflict Resolution

Further subject: Civics

Connection to Austrian National Curriculum of English:

Bildungs- und Lehraufgabe: „Bei der Vermittlung der Fremdsprache ist wertorientiertes Denken und Handeln im politischen, sozialen, wirtschaftlichen, kulturellen und weltanschaulichen Umfeld zu fördern.“

Lehrstoff: „An Gesprächen teilnehmen,

Zusammenhängendes Sprechen: A2

Hören: A2 und aus B1 „Die Schülerinnen und Schüler können die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht.“

Lesen: A2 und aus B1 „Die Schülerinnen und Schüler können Texte verstehen, in denen vor allem sehr gebräuchliche Alltags- oder Berufssprache vorkommt.“ Schreiben: A2 und aus B1 „Die Schülerinnen und Schüler können über Themen, die ihnen vertraut sind oder sie persönlich interessieren, einfache zusammenhängende Texte schreiben.“

Reference: BGBl. II Nr. 133/2000 Lehrplan Lebendige erste Fremdsprache

Goals:

At the end of the unit students will be able to:

- Understand the United Nations' definition of universal human rights.
- Understand what it means to have human rights violated.
- Read and respond to a news article about human rights violations.
- Know that human rights are a global issue and that all people deserve the same basic rights.

Time Requirement: Four lessons

Room/Space Requirement: classroom or computer room with access to the internet.

Material Needed:

Copies of the UN *Universal Declaration of Human Rights* (<http://www.un.org/en/documents/udhr/>)

first ten articles for students, Human Rights

Explanation translation worksheet, chalkboard or whiteboard, chalk or whiteboard pen, pen or pencil

- “Busy work” worksheets for the students to work on during the game, student instructions, supplies to complete the “busy work”
- Group A Rules (Lesson 2)
- Group B Rules (Lesson 2)
- Computers with internet access, printers, printer paper, Microsoft Word or other writing program (Lesson 3)

LESSON 1 AND 2/4 – GLOBAL HUMAN RIGHTS - UNDERSTANDING HUMAN RIGHTS (2 LESSONS)

PROCEDURE

Students will be introduced to the topic of international human rights. They will read the first ten articles from the United Nations' *Universal Declaration of Human Rights*. The class will also come up with their own understanding of what human rights are.

Step 1: First ask the class if they know what human rights are and listen to a few students give answers and help them describe what human rights are. **Look at tips for human rights definition.**

Step 2: Share with them that they will be reading the United Nation's definition of human rights for all people and working together to simplify the declaration into terms they will understand. Pass out the copies of the UN *Universal Declaration of Human Rights* first ten articles or put them on the board with a projector or document camera, and pass out the interpretation worksheet.

Step 3: Have students form groups of 3-5 students (depending on class size) and explain the explanation worksheet to the students: the left side of the worksheet tells you the part of the declaration and the right side will be the meaning of the section in the students' own words. Together, the class will read each section out loud. After each section is read the students will work together in their group to define what each section means.

Step 4: After a few minutes of group discussion the groups will share their interpretation of the articles. The teacher will either approve the student's version, or help the group come up with one that is correct. **The groups may have different wording for the article explanations but the overall message must match the article's intent.** When the student's explanation has been approved it will be written down on the right side of the worksheet in the section that corresponds to the correct article.

Step 5: After all the sections have been explained by the students in simpler terms, the class will come up with their own classroom definition of human rights. This definition will then be written at the bottom of the translation worksheet. (The students groups should find their own definition and share these with the class. The class can then chose the best definition of human rights or combine several groups' definition into one.)

Reflection and Debriefing: The teacher can ask students the following questions to make them think about what human rights are:

- What could you not live without?
- What activities are most important to you?
- What would it feel like to be unable to speak your mind?

Tips for the Teacher: Human rights definition: fundamental rights, especially those believed to belong to an individual and in whose exercise a government may not interfere, as in the rights to speak, associate, work, etc.

Annex Lesson 1 and 2 – Understanding Human Rights Worksheet Understanding Human Rights

LESSON 3/4 – GLOBAL HUMAN RIGHTS - GIVE AND TAKE

Students will play a classroom “game” in which a few basic human rights will be denied to half of the class for ten minutes. After the ten minutes are over the students will have a discussion about what they experienced during the game. The goal of the exercise is for students to empathize with others about human rights violations. Before the game is played, there will be a class-wide discussion about what it means to have human rights violated.

Step 1: Lead the class in a quick review of lesson one and the class definition of human rights.

Step 2: Ask the class if they know what it means to have human rights violated. (**Human rights violation means that the given rights of any individual are ignored and that their life becomes dangerous and their safety uncertain.**) They should respond appropriately with either definitions or examples of

violations. (**The teacher should encourage students to think of examples of human rights violations that are currently in the news.**)

Step 3: Tell them that they are going to play a role-playing game as a class that will help them understand what it feels like to have their human rights violated. tell them the rules: A. The class will be divided in two groups B. All classroom and school rules must still be followed during the game to ensure no one is injured.

Step 4: The students will be divided into two groups and they will receive the rules for their group during the game. **It is important that the groups do not tell each other what their rule sheets say.** The ten minute game begins. At the end of the 10 minute role-playing game the students should go back to their seats and the teacher will ask the class how they felt.

This should be the beginning of a class discussion on how it feels to have rights violated. Prompts are listed in debriefing and reflection, however the teacher should also respond to comments made by the students.

Reflection and Debriefing:

- How did you feel when you had no rights for ten minutes?
- Were these ten minutes hard or easy for you?
- What was it like having rights and violating your classmates' rights during the game?
- What do you think it would be like to live life without any rights?
- What bothered you the most about not having any rights for ten minutes?

Tips for the Teacher: The “busy work” activities should be activities that the students would normally work together on or some sort of activity where the students need to borrow items from each other. Student interaction will make the loss of rights more poignant. When a student from group B tells the teacher that their paper was taken you should reply that there is nothing you can do.

Annex Lesson 3/4 – Global Human Rights - Give and Take

Worksheet for “Give and Take”

LESSON 4/4 – GLOBAL HUMAN RIGHTS - RECOGNITION

Plus extra (this would be an in class and take home exercise)

Students will locate a current news article that discusses human rights violations or issues. The students will use this article to write a one-page reflection on the human rights issues presented in the article and also how the game from lesson two affected their opinion on human rights violations and what they learned from the experience.

Step 1: Ask the students to remember how they felt playing the “game” from the second lesson and have a few students quickly share how they felt.

Step 2: Then tell the class that with their experience from lesson two in mind, they will be finding a news article online that discusses human rights violations in the world.

Step 3: The students will pick the article they want to use, with the teacher’s approval, and write a one-page reflection on the human rights issue in the article and how the “game” from lesson two affected their opinion of human rights violations and what they learned from the experience.

The students should turn in the completed assignment for grading.

Reflection and Debriefing:

Each student should share with the class what their article was about and how the game affected the way they thought about the article and the human rights violation(s) in the article.

Tips for the Teacher: The students can either handwrite or type the one page assignment. Current English grammar lessons should be incorporated into the writing. Example: if the past tense is being taught students should have at least three sentences in the past tense in their paper.

INFO BOX

You can also use the “Convention on the Rights of the Child” Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989. Entry into force 2 September 1990, in accordance with article 49 <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

Annex 1: Lesson 1 and 2 – Understanding Human Rights

UN Universal Declaration of Human Rights Translation Sheet: One bloc for each group

<i>Universal Declaration of Human Rights section</i>	Group explanation / Interpretation in own words
Article 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.	
Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.	

<i>Universal Declaration of Human Rights section</i>	Group explanation/ Interpretation in own words
Article 3 Everyone has the right to life, liberty and security of person.	
Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.	

<i>Universal Declaration of Human Rights section</i>	Group explanation/ Interpretation in own words
Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment	
Article 6 Everyone has the right to recognition everywhere as a person before the law.	

FORM 3

<i>Universal Declaration of Human Rights section</i>	Group explanation/Interpretation in own words
<p>Article 7 All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.</p>	
<p>Article 8 Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.</p>	

<i>Universal Declaration of Human Rights section</i>	Group explanation/Interpretation in own words
<p>Article 9 No one shall be subjected to arbitrary arrest, detention or exile.</p>	
<p>Article 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.</p>	

Class definition of human rights:

Annex 2: Worksheet for “Give and Take”

Group A Rules

1. Take the pen or pencil from the classmate next to you that is in group B.
2. Put your supplies on part of the desk of the classmate next to you that is in group B.
3. Trade your chair with a classmate in group B. **DO NOT ASK THEM TO TRADE, JUST DO IT.**
4. Take the paper from a different classmate that is in group B.
5. Fill in one question or section **incorrectly** on your classmate’s paper.
6. After two minutes give the paper you took from your classmate to a different classmate in group B.
(Example: If you took the paper from John you must give it to Sally, not back to John.)
7. When your classmate from group B asks you to borrow a supply you may either ignore them or say no. **YOU ARE NOT ALLOWED TO SHARE WITH THEM.**
8. **AT THE END OF THE 10 MINUTES YOU MUST RETURN ALL SUPPLIES, PAPERS, AND CHAIRS TO YOUR CLASSMATES.**

Group B Rules

1. Within the first five minutes you must ask the teacher a question about the assignment.
2. You must ask a classmate in group A to borrow a supply.
3. When someone tries to take your paper, chair, or a supply you have to let him or her.
4. When your paper is taken you have two choices: you can sit quietly at your desk or you can tell the teacher that your paper was taken.
5. When you get a paper returned to you continue working on it.

YOUNG PEOPLE AND GLOBALISATION

Author: Christine Antes

OVERVIEW

In the course of the activities pupils should realize that they are participants in global activities. In addition, they should start thinking about their roles in a global economy – whether they want to take part “in the rat race” or whether they are able to think of some alternatives in their future lives.

Theme: Global Economy and International Trade

Further Subjects: Geography - Economics

Connection to the Austrian Curriculum of Geography:

Bildungs- und Lehraufgabe: „Einblick in unterschiedliche Wirtschafts- und Gesellschaftssysteme gewinnen, um sich mit aktuellen und zukünftigen politischen Fragen auseinander zu setzen sowie demokratisch und tolerant handeln zu können.“

Lehrstoff: Zunehmende Verflechtungen und Abhängigkeiten in der Weltwirtschaft und deren Auswirkungen auf die Gesellschaft erkennen. Die Bedeutung der „neuen Mächtigen“ wie multinationaler Unternehmen, internationaler Organisationen und anderer „global players“ erfassen. Die Verantwortung der Menschen für die „eine Erde“ erkennen.

Reference: BGBl.II Nr.133/2000, Lehrplan AHS-Unterstufe, Geografie und Wirtschaftskunde.

Goals:

- Becoming aware of global interdependencies.
- Realising influences and dimensions of globalisation.
- Reflecting on their own behaviour.
- Practising all four skills.

Type of Activities: Games, reading and listening comprehension, writing task, Internet research, group and pair work, interview, role play.

Time Requirements: 5 lessons

Room/Space Requirements

A classroom and a computer room should be spacious enough for all pupils; a hall and an adjacent room would be convenient for the interviews.

Material Needed:

- Copies of the worksheets should be handed out to each participant
- Blank sheets of paper (for the interviews and the essay) and pens
- A video projector + Internet access for the YouTube videos
- A flip chart or a board

PROCEDURE

Preparation

Prepare the desks and chairs needed for your group. Copy the necessary worksheets for each pupil and keep several extra blank papers – especially when participants are supposed to write interviews and essays.

Step 1: Ask the pupils to sit down in pairs or teams of four. Then tell them about the different activities and hand out the first three papers, which contain two games. Whereas the first game (called Association) can be done right away, the second game (called Jobs Quiz) needs a bit of preparation as students need to think of how to describe the persons mentioned. Pupils can look for help, which could be provided easily by some (online) dictionaries.

Step 2: Depending on how quickly participants proceed in the games, the first reading comprehension (+ vocabulary section) may be handed out to the students after about 30 minutes. For diligent readers the short text and the attached task will not last long. On the other hand, slower pupils should probably only do one game – otherwise they cannot catch up with their faster classmates.

Step 3: At the end of the lesson the papers of the second reading comprehension (+ vocabulary section) may be distributed so that pupils continue their work at home **OR** the teacher may keep them for the next lesson.

Step 4: Apart from reading or discussing the topic of e-commerce at the beginning of the second lesson, the two short YouTube videos should be watched in class. Of course, a prerequisite is ample time to discuss the students' impressions afterwards – otherwise one video should be chosen.

Step 5: In the third lesson the group needs access to Internet in order to find out some interesting aspects about so-called Global Players. Hand out the worksheet and tell the pupils to look for 1-2 companies. At the end of the lesson there can be a meeting to discuss different issues.

Step 6: At the beginning of the fourth lesson pupils should sit together in pairs in order to do the interviews and reflect upon their own lives. If there is time left, they may start compiling their own questionnaire (this task may also be given as a homework assignment).

Step 7: For the fifth lesson different activities are possible, ranging from watching a YouTube video dealing with job interviews to conducting interviews (at school) and staging a “Heiteres Beruferaten” According to the mood and stamina of the pupils and the teacher the schedule should be laid out for the final lesson(s).

Debriefing and Reflection

As there are many different activities over a couple of days, it will be best if the pupils voice their opinion after each task.

It is appropriate to help pupils reflect on the topic of globalisation during the first lesson – especially at the end of the lesson when they have read the article about Chinese workers in Italy.

Provocative questions that could be asked:

- Do you buy your clothes at H&M, C&A, Abercrombie & Fitch?
- How much do you spend on clothes?
- How important are brands for you?
- Do you know how long sewers (= Näher) in developing countries have to work per day?
- Do you know about the working conditions of people in the Asian textile industry?

Tips for the teacher

After several other activities (such as the videos or the Internet research) pupils will realize that globalisation has already changed all our lives remarkably, but they shall find out themselves whether global development still holds more advantages than disadvantages for them.

In addition, the teacher may ask some students to voice their opinion on the following statement: While ultra modern communication technologies and global brands seem to hold or bind our world together, the exploitation of workers and resources has reached worrying levels in different parts of the globe so that humankind will be driven apart forever.

In a fourth form it may be necessary to select the material according to the needs of the pupils. There should be ample time so that they are able to talk about their findings.

Computers and dictionaries should be at hand.

Follow-up

As a follow-up pupils should search the Internet for a prominent figure (e.g. an actor/an actress, a manager/ess, a musician) so that they learn more about his/her job/profession).

MATERIAL

M1	Jobs and Professions – two vocabulary games (Association Game M1.A and Jobs Quiz M1.B)
M2	Reading Comprehension: Text 1: Chinese Clothes Made in Italy Text 2: How E-Commerce is Changing People’s Shopping Habits
M3	How young people live and work Questions for two YouTube videos
M4	Worksheet: Global Players
M5	Worksheet: What about your future career?
M6	Worksheet: Interview
M7	Summary of an interview Interview with a teacher of your school Watch some job interviews on the Internet Witty dialogues in the style of “Heiteres Beruferaten”
M8	Solutions

M1. Jobs and Professions – two vocabulary games for pairs or groups

A) Association Game

Match the following 28 terms with their synonyms in the box. You will need a dictionary or a computer to solve this task. Ask your partners first! Write down the correct terms in the list (your teacher has got the solution!)

Useful expressions: In my opinion, a clerk is a; Yes, I think so too; No, you are completely wrong; What do you think about my/our suggestion/idea? I agree with you; No, I don't agree with you, I am of the opinion that is right/better/correct. Do you know what a clerk does? No, sorry, I don't. Let's ask Let's look it up on the Internet. That's a good idea! Maybe you could also look up the term because I don't know it either.

Association Game: Use the terms on the right to fill in.

AIDE	.....	CRAFTSMAN
ATTORNEY	.....	JOINER
BOOKKEEPER	.....	WORKER
CARPENTER	.....	COBBLER
CLERGYMAN	.....	DUSTMAN
CLERK	.....	RANGER
COACH	.....	VAGABOND
DIRECTOR	.....	DETECTIVE
EDUCATOR	.....	PRISON OFFICER/ WARD
EXECUTIVE	.....	PAWNBROKER
FORESTER	.....	PENSIONER
GARBAGE COLLECTOR	.....	SERVANT
HANDYMAN	.....	SOLDIER
HOBO	.....	TEACHER
INVESTIGATOR	.....	HEADMASTER /MISTRESS
JAILER	.....	TRAINER
JANITOR	.....	CIVIL SERVANT
LABOURER	.....	PRIEST
MONEY LENDER	.....	VICAR / CLERGYMAN
PHARMACIST	.....	CARETAKER
PREPARATEUR	.....	UMPIRE
PRIEST	.....	ADVOCATE
PRINCIPAL	.....	CONDUCTOR
REFEREE	.....	ACCOUNTANT
RETIREE	.....	ASSISTANT
SHOEMAKER	.....	MANAGER
VALET	.....	CHEMIST
WARRIOR	.....	TAXIDERMIST

Points: 25-28: Excellent! You should study English.

20-24: Really good! Your marks will improve if you continue.

5-19: Fine, but you should concentrate more.

10-14: OK, but in future you must try harder.

5-9: Keep on trying!

M1

B) Jobs Quiz

Twenty-five jobs and professions are listed below. Look at the list and then choose five terms (maybe it is necessary to look up some terms in an online dictionary). When you are really sure what your professionals do, you may start describing them to your partner(s). If they guess correctly, they get a point. The person with the most points is the winner of the game.

In order to speed up the game, the listeners may ask 3 questions!

Useful expressions: I am going to describe a person/a man/a woman who works in an office/ in a factory/in a room/.... I think she/he works (mostly) indoors/outdoors/ at home. I am not so sure but she/he tries to/ produces..../ works at ... I know it is a very tough job but she/he has got a good education/ needs to study for some years/ has got a good qualification.
 She/he needs some help from ... She/he works long hours/ only works forhours at her/his office. Her/his job is really dangerous/ hard/tough/difficult/boring/interesting/outstanding/ rewarding because I admire her/him for ... her/his patience/routine/skill/energy/good work. She/he has (not) got a lot of free time. She/he has to fly to/go totalk to...

Jobs Quiz

Terms to use:

AMBASSADOR ATTORNEY JUDGE SURGEON MIDWIFE PSYCHOLOGIST	COMPOSER DIRECTOR EXTRA (in a movie)	LIBRARIAN OPTICIAN EDITOR LECTURER NOVELIST PUBLISHER	MONK MAYOR REAL ESTATE AGENT STOCKBROKER TILER UNDERTAKER WARDEN SCUBA DIVER JANITOR NUN
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M2. Reading Comprehension

Read the following two extracts

With the help of the vocabulary sections attached, it will be easy. After you have finished reading, write down your opinion on a flip chart or a board. When all participants have contributed, sit down together and talk about your findings.

Text 1

CHINESE CLOTHES MADE IN ITALY

Decades ago the **label** "Made in China" meant cheap products and bad quality. Today more and more Chinese are moving **businesses** out of their own country and setting them up **abroad**.

Prato is a town just north of Florence. With a population of more than 180,000 Prato is the second largest city in **Tuscany**, after Florence. Prato has a long history of making clothes and textiles. It even has a textile museum that shows the town's past.

Since the 1980s thousands of Chinese have come to Prato, making it the biggest Chinese **community** for such a small town. Today, about a fifth of the town's population is Chinese. There are 5,000 Chinese **businesses** in Prato, most of them in the textile industry. All of them produce clothes that are *Made in Italy*. About 1 million pieces of clothes are made every day, worth almost 2 **billion** Euros a year.

The Chinese factories export the clothes to many countries around the world. But more and more Italians are also **turning their backs on** Armani and Prada and are buying Chinese clothes.

Chinese **garments** are much cheaper than Italian clothes and the quality is good too. Chinese business people have made **local** Italian company owners very angry. Thousands of Italians have lost their jobs and half of the companies have **shut down** since 2001. The Chinese import their own textiles at a much lower price and Chinese workers are cheaper too. There is also **evidence** that there are thousands of **illegal** Chinese who work in **sweatshop conditions**.

The police have successfully **raided secret** apartments and **dilapidated** houses that were home to poor Chinese. Some say, there is more crime, prostitution and **drug trade** in Prato. The new **owners** do not spend their **profits** in the local area but send their earnings back to China. In 2009, Prato **elected** a new conservative **mayor** who wants the European Union to do something against Chinese **immigration**.

M2 Words (Chinese Clothes Made in Italy)

- **abroad** = in another country
- **billion** = a thousand million
- **business** = company
- **community** = group of people
- **dilapidated** = ruinous
- **drug trade** = drugs that are bought and sold
- **to elect** = to vote for someone
- **evidence** = proof, facts that show that something is true
- **garment** = piece of clothing
- **illegal** = against the law
- **immigration** = the movement of non-native people into a country in order to settle there
- **label** = brand, tag
- **local** = out of the area
- **mayor** = a person who is the leader of a town or city
- **owner** = a person whom something belongs to
- **profit** = money that your company earns
- **raid** = to make a surprise visit in order to search for something illegal
- **secret** = not known by many people
- **to shut down** = close
- **sweatshop conditions** = when people work long hours at poor wages
- **to turn your back on** = here: not to buy any more
- **Tuscany** = area in north central Italy, famous for its wine and beautiful old cities like Siena, Pisa and Florence

<http://www.english-online.at/news-articles/business-economy/chinese-clothes-made-in-italy.htm>;

Text and vocabulary section slightly adapted

Questions:

- a) Why has the production of Chinese garments become a problem for Italy and the Italians?
- b) What do we learn about the Chinese workers and their problems?
- c) Who benefits from Chinese clothes made in Italy?

M2 Reading Comprehension

Text 2

HOW E-COMMERCE IS CHANGING PEOPLE'S SHOPPING HABITS

Even though **e-commerce** has been around for a long time only 5% of all **goods** produced are bought online. But e-commerce is still growing. It is **breaking into** traditional markets more than ever before. Not just books, CDs and holiday trips are bought online, but all sort of other products and services that were **unimaginable** in the past. Today, more and more online shops get their **customers** from **social networks** like Facebook and **mobile phones**. In the past going shopping was fun, something that you did with your friends or relatives. It was a **social** event. Today, Facebook and other **social media networks** are the driving **force** behind online shopping. Companies **target potential** customers and **online communities**. If they **advertise** their **brands** and products in the right way people will talk about them, and news **spreads** throughout the online world much quicker than in the real world. Over 75% of all customers buy products after they have read reviews about them on the Internet. They ask their friends about quality and design of certain products. An American-based cosmetics company, for example, has asked female customers to **exchange** beauty tips **via** the Internet.

Companies also **encourage** online shoppers to play games that **focus** around their products. A British **based firm** lets users play a game with play money in which they can go and buy **virtual** versions of products and have their friends comment on them.

The new **smartphone** generation is likely to have an even greater **impact** on online shopping. While in a real store, customers often get **reviews** and price **comparisons** directly on their mobile. In many cases, when they see something they want to buy they leave the shop and buy online or go to a nearby place where they get it for a lower price. There are even **apps** which show you if there is a certain product **on sale** within a short distance of your location.

E-commerce is only at the beginning, with many more new shopping **experiences** to come.

<http://www.english-online.at/news-articles/business-economy/ecommerce-is-changing-peoples-shopping-habits.htm>; Text and vocabulary section slightly adapted

M2 Words E-Commerce

- **advertise** = to tell the public about your products or services
- **app** = computer program that works on your mobile phone
- **based** = here: the country it comes from
- **brand** = type of product made by a company
- **to break into** = here: to become a part of the market
- **comparison** = to find out how cheap products are
- **customer** = person who buys a product
- **e-commerce** = buying and selling products and services over the Internet
- **to encourage** = to talk someone into doing something
- **to exchange** = to swap, to trade
- **experience** = the way you feel something
- **firm** = company
- **focus** = center
- **force** = power
- **goods** = products
- **mobile phone** = small telephone that you always have with you
- **on sale** = cheaper than normal
- **online community** = place on the Internet where people get together and share their experiences
- **potential** = possible; would-be
- **review** = opinion on a product
- **smartphone** = portable phone that has the functions of a computer
- **social** = with friends
- **social media network** = websites that allow people to get into contact with each other and share things
- **to spread** = to move from one place to another
- **to target** = aim at; try to get
- **unimaginable** = hardly possible
- **via** = over
- **virtual** = not real

Questions:

- a) What are the advantages of e-commerce?
- b) Are there any disadvantages as well?
- c) What do you prefer: e-commerce or traditional shopping?

M3. How young people live and work (with the help of two YouTube videos)

Use the Internet (YouTube) in order to find out how young people live and work in different parts of the globe: e.g.

in Peru: *GLA Peru: Teen Volunteer Abroad in the Andes (Global Leadership Adventures)*; length: 3.24 min

in Bangladesh: *Where Children Must Work – Tropic of Cancer – Episode 5 Preview – BBC 2*; length: 7.40 min

After you have watched both videos (twice), answer the following questions:

Film on Peru:

- a) What impressed you most?
- b) Would you like to take part in a global leadership adventure?
- c) What do young people experience?
- d) What is the advantage of being a teen volunteer abroad?

Film on Bangladesh:

- a) What impressed you most?
- b) What do you learn about the working conditions in the factory?
- c) Why is it important that children work?
- d) What does UNICEF try to do?

Useful expressions:

In my opinion, it is a good idea to take part in this project because ...I am not so sure if I will learn anything; I dis/agree with you; there are so many people from around the world who so it would be interesting to meet them; besides, I would learn a lot about the country and its people; the Peruvian culture is completely different to our culture; you are right; no, you are completely wrong; I do not see the point in doing voluntary work. I pity the boy/the children a lot; the working conditions are horrible; it is too hot in the factory and there is no protection for the people working there; there should be more and better laws; the government is to blame; there should be fines (Geldstrafen) for the owners of the factory; the Western world does not really care; the children's families are to be blamed too; they should get higher wages (Löhne); the working conditions should be improved; UNICEF does a good job but it is not enough; child labour is common in ... it is a necessary evil; more centres should be opened because ...; the children like playing ...; many families are dependent on the money the children earn;

M4. Global Players



© deviantart.com

http://fc05.deviantart.net/fs19/f/2007/241/4/a/WP_Logos_of_Australia_by_Borrarcher.png

Look at the different logos of global players above and choose 1 or 2. Then try to find out some interesting aspects about these companies with the help of the Internet; e.g. development, the number of employees, complaints of workers.

List your findings below (then compare them with your neighbour):

.....

.....

.....

.....

.....

Finally tell your group, then your class!

M5. Self-reflection: What about your future career?

a) Do you ask yourself the following questions?

- Shall I leave school and start an apprenticeship (Lehre beginnen)?
- Shall I stay at this school or shall I attend another school?
- Do I know enough about my opportunities/ my future job?

b) Look for a partner and ask him/her about his/her opinion. The following **worksheet** will help you.
Write down your partner's short answers.

Question1: What do you like about your school?

.....

Question2: Is there anything you do not like?

.....

Question3: What subjects are you good at?

Question4: What subjects are you not so good at?

Question5: Can you give some reasons why you are not good at

.....

Question6: What do you do in your free time?

.....

Question7: Have you ever thought of leaving school in order to do something different?
Explain:

.....

Question8: Have you ever thought of studying/ working abroad (= im Ausland)?
Explain:

.....

Question9: What do you want to become/ learn/do ... in the near future?
.....

Question10: Do you know someone that does the job you are interested in?
Explain:

.....

M5

Useful expressions: My school is situated near my home; it only takes me minutes to go there on foot/by tram/by underground/by train/by bus. Most of all I like Mr.X/Ms.Y/the Maths/English/German/French /Latin/ Biology/Geography/History/PE teacher because/he/she is so interesting, witty, talkative, well informed ... Our classroom is spacious (geräumig), bright and I sit in the first/second/third/fourth/fifth row. I would prefer to sit in front/at the back ...because then I could understand the teacher better, I would pay more attention (besser aufpassen) to the subject/ to the teacher.

I am good at French/ at languages/ scientific subjects/ at PE (Physical Education = Turnen). I am not so good at ... because in the fourth/fifth/sixth lesson I am always tired/ I have a headache/ the air is really bad/ nobody pays attention/ I already want to go home and think of my free time.

In my free time I play football, talk to my friends on the mobile, meet a lot of people, watch TV/play a lot of video games, walk my dog, go jogging, go hiking with ..., go shopping with ..., spend a lot of money on ..., read a book/ a magazine/a newspaper..., go to the cinema/theatre/restaurant/park ..., stay at home because I have no money, no time, have to take care of my younger brother/sister ...I have a lot of work to do for school, for my parents/my mum/my dad because they/she/he work(s) all day long and so I must do..... I have often thought of leaving school because I am quite lazy/not so good at

Last week/ Yesterday I thought about leaving and going to ... because it would be easier for me at another school; there would be fewer languages/less Math/fewer scientific subjects/ more time for my homework/ less stress/ more computer based subjects/ teachers with technical skills,.... In the next few years I will have to learn a lot/ more aboutI should concentrate more, learn how to organize myself, get up earlier in the mornings, stay at home in the evenings...

Of course, I would like to study in... I want to go to university in A friend of my father/ mother studied in ... I intend (beabsichtige) to go abroad and work there for some time/ ...years. I think this is an excellent chance to learn the language of this country/ English/ French/ Spanish/ Portuguese/ German/ Italian/ Greek/ Chinese;/ besides, I would like to stay with a family so that I get to know the people. I am also interested in the culture and the customs (= Bräuche) of this country.

I would like to become a baker/ a plumber, ... and therefore I must look for a good apprentice's employer (Lehrherr), a good company/ shop/ office ...; I'd like to learn a trade likeI'd try to find a job at I would be (more) independent (of my parents). I'd like to become a doctor/ a lawyer... and therefore I have to go to .../ attend ...; besides, I need good marks, a good knowledge of I should be able to speak .../ to handle a computer/ to talk to people in a polite way...

I do know a baker, a plumber, a doctor....who has his shop/office/ surgery (= Arztpraxis) near our flat/ in the next street/nearby.... He/she seems to be quite nice/friendly and I have already (not yet) talked to him/her. He/she works fromo'clock till ...o'clock and sometimes I see him/her in the morning/at noon/in the afternoon/in the evening. I would like to ask him/her about his/her work and about the working conditions.

M6. Interview

You choose the person because of his/her dream job. First look at the questions that may serve as examples, then think of your own. Ask 9 - 10 good questions in English (if necessary, translate the questions into German or into any other language necessary for your interviewee).

Model questions:

How long have you been working in your job?

What kind of education/training... was necessary for you?

When do you start your work?

Have you got any help?

Are there any disadvantages concerning your job?

When does it become difficult for you?

Where do you work (most of the time)?

Your own questions:

.....

.....

.....

.....

.....

Do not forget to write a proper questionnaire (= Fragenkatalog) before you meet your interviewee (= interview partner)

M7. Summary of an interview

After you have conducted the interview, write a summary of it. A summary contains the most important facts and does not deal with any details. Write a maximum of 10 sentences (about 120 words).

Useful expressions: Yesterday I conducted a job interview with Mr.X/Ms.Y/a good friend of mine/my father/my mother ... He/She told me about her work and it was really very interesting because I learned a lot/I have always wanted to be like him/her; at the beginning I asked him/her aboutand he/she took his/her time to explain his/her ideas/ thoughts/ dreams. It took me rather a long time to ask him/ her all my questions but he/she did not mind (nichts ausmachen); he/she was really friendly and asked me some questions too; for example, he/she wanted to know which school I go to/who my apprentice’s employer is/ what I like to do next,... I loved talking to him/her because I learned a lot about my future job; for example, Mr.X/Ms.Y explained that he/she has a lot do in the mornings/ has hardly any time in the afternoons because ...Besides, he/she must work till late in the evenings, which is very difficult if you have a family/ children. He/she added that it is a stressful job; the working conditions are not really good because ...; When I asked him/her about the advantages (= Vorteile), he/she told me that he/she still likes her job because of the friendly people/ because of the time he/she has got/ because of the interesting work/ because of travelling to many countries/ to Great Britain, the United States, Asia .../ because of staying in China for a month.

If you still have any time left, do the following tasks:

8. Interview with a teacher of your school

It is important that you have a questionnaire with about 10 questions ready before you conduct the interview. The findings should be talked about in class.

9. Watch some job interviews on the Internet (with the help of one YouTube video)

Watch the video: *Training for your job interview – best English, learning program*; length: 6.16 minutes. Then conduct your own job interviews in class (pair work).

10. Witty dialogues in the style of “Heiteres Beruferaten”

Four pupils should think of some jobs/professions beforehand; then they should form a board and the rest of the class may ask them only questions with YES or NO answers about their careers (maximum: 10 questions per pupil). The pupil whose job/profession the others do not find out is the winner.

M8. Solutions

Ad1) Association Game

AIDE	ASSISTANT
ATTORNEY	ADVOCATE
BOOKKEEPER	ACCOUNTANT
CARPENTER	JOINER
CLERGYMAN	PRIEST
CLERK	CIVIL SERVANT
COACH	TRAINER
DIRECTOR	CONDUCTOR
EDUCATOR	TEACHER
EXECUTIVE	MANAGER
FORESTER	RANGER
GARBAGE COLLECTOR	DUSTMAN
HANDYMAN	CRAFTSMAN
HOBO	VAGABOND
INVESTIGATOR	DETECTIVE
JAILER	PRISON OFFICER/ WARD
JANITOR	CARETAKER
LABOURER	WORKER
MONEY LENDER	PAWNBROKER
PHARMACIST	CHEMIST
PREPARATEUR	TAXIDERMIST
PRIEST	VICAR / CLERGYMAN
PRINCIPAL	HEADMASTER / MISTRESS
REFEREE	UMPIRE
RETIREE	PENSIONER
SHOEMAKER	COBBLER
VALET	SERVANT
WARRIOR	SOLDIER

CINDERELLA: TALES AROUND THE WORLD

Author: Michelle Miroschnitschenko

OVERVIEW

Introduction to cultural diversity and English literature. With several interactive methods, mapping ideas, drawing, listening, and speaking this exercise explores cultural similarities with the fairytale scheme that has travelled throughout generations and civilization. The whole unit is planned in five lesson periods.

Lesson 1/5 - Cinderella: Tales Around the World - Read and Compare

Lesson 2/5 - Cinderella: Tales Around the World - Thinking Map

Lesson 3/5 - Cinderella: Tales Around the World - Moral of the Stories

Lesson 4/5 - Cinderella: Tales Around the World - Poverty

Lesson 5/5 - Cinderella: Tales Around the World - Discussion and Reflection

Theme: Diversity

Further Subject: Arts

Connection to the Austrian National Curriculum of English:

Bildungs- und Lehraufgabe: Bei der Vermittlung der Fremdsprache ist wertorientiertes Denken und Handeln im politischen, sozialen, wirtschaftlichen, kulturellen und weltanschaulichen Umfeld zu fördern.

Lehrstoff: An Gesprächen teilnehmen, Zusammenhängendes Sprechen: Hören, Lesen, Schreiben: B1

Reference: BGBl. II Nr. 133/2000 Lehrplan Lebendige erste Fremdsprache

Goals:

At the end of the unit students will be able to:

- Identify the similarities and differences between the two different stories. (Lesson 1 and 2).
- Understand and explain how diverse cultures often have the same moral lessons. (Lesson 3).
- Understand poverty and how it affects people throughout the world. (Lesson 4 and 5).

Time Requirement: 5 Lessons

Material Needed:

- Construction paper for KWL chart,
- 2 different color markers for chart,
- Original Cinderella by Charles Perrault,
- Second Cinderella story from a different culture (teacher's choice)
- Bubble maps for each story,
- Copies of double bubble maps for students.
- Moral map for each story for the students
- Classroom whiteboard, chalkboard, or poster paper

PROCEDURE

LESSON 1/5 - CINDERELLA: TALES AROUND THE WORLD - READ AND COMPARE

Teacher will introduce the Cinderella topic to students using a KWL chart. Teacher will then read two different Cinderella stories aloud to the students. Teacher will read each story twice (the first time for listening, during the second reading the students will fill in a bubble map).

Sept 1: Ask students if they have ever heard a story about a young girl who has glass slippers (or shoes), a mean stepmother, and marries a prince. Students should reply "Cinderella". Then inform the class that they will be starting a unit about Cinderella and reading two Cinderella inspired stories, each from a different culture (Cinderella by Charles Perrault and Yeh-Shen: A Cinderella Story from China).

Step 2: Put construction paper on the board and draw three even sections. The first will be labeled K (for what the students KNOW), the second W (for what the students WANT to know), and the third L (for what the students have LEARNED at the end of the lesson)

Step 3: Explain to the students what each section of the KWL chart means and that they will use it to show their thoughts and what they have learned about Cinderella and Yeh-Shen.

Step 4: Ask students what they know about Cinderella or Yeh-Shen. As the students raise their hand and respond out loud the teacher will write their answers in the K column. (Cinderella in one color and Yeh-Shen in another). After the K column is filled the teacher will ask the students what they want to know about the original Cinderella story and Yeh-Shen. The teacher will write the students' responses in the W column. Then tell the students that they need to think about what they are learning in order to fill in the L column at the end of the lesson.

Step 5: Read Cinderella by Charles Perrault. Students should have nothing on their desks and should simply listen to the teacher read.

Step 6: Pass out the bubble map format to students and explain that a bubble map has a term or idea in the middle that will be defined by the connecting bubbles with adjectives or phrases. Together with students place the words Cinderella by Charles Perrault in the central circle of their bubble map. Tell the students that they need to listen for adjectives or phrases that describe Cinderella as the teacher reads the story for the second time.

Step 7: When you have finished reading ask the students for adjectives and phrases that describe Cinderella and the story. The students will write at least 6 phrases or adjectives about the story in their bubble map (if more meaningful phrases and adjectives are suggested students are encouraged to add more bubbles).

Step 8: Introduce Yeh-Shen: A Cinderella Story from China to the class. Repeat steps 5 through 7 with Yeh-Shen: A Cinderella Story from China.

Reflection and Debriefing lesson 1: At the end of the lesson ask the students what they’ve learned about Cinderella and Yeh-Shen from listening to the two stories. The students’ answers will be used to fill in the L column on the KWL chart.

Follow-up:

Lessons 2 through 5 in the unit.

Tips for the Teacher:

The students can also read the stories individually or in a group instead of listening to the teacher. It is also possible for the teacher to choose several excerpts from each story that can be compared instead of reading both stories.

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LESSON 2/5 - CINDERELLA: TALES AROUND THE WORLD - THINKING MAP

PROCEDURE

Teacher and students will work together to fill in a double-bubble map that compares the Cinderella story to the other cultural story and add illustrations to the thinking map to verify the differences and similarities.

Step 1: Ask students to retell Cinderella by Charles Perrault and Yeh-Shen: A Cinderella Story from China in their own words.

Step 2: Have students take out their bubble maps for both stories and quickly review the adjectives and phrases used to describe each Cinderella story and pass out the double bubble map template to students.

Step 3: Explain that a double bubble map is used to compare and contrast two different things. The shared qualities are placed in the bubbles that are connected

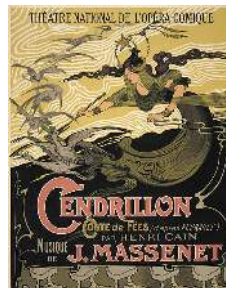
to both center bubbles and the different qualities are placed in the outside bubbles. Any words or phrases can be used and for this double bubble map the students will be illustrating each bubble.

Step 4: Have the students write Cinderella by Charles Perrault in one center bubble (blue) and Yeh-Shen: A Cinderella Story from China in the other center bubble (red). Ask them to use their original bubble maps to find what the stories have in common. The whole class will then write the answers in the purple bubbles. Then ask the students to use their original bubble maps to find the most important differences in the stories. They will tell what they think the most important differences in the two stories are. The whole class will write this information in the blue or red bubbles.

Step 5: After all the sections of the double bubble map are filled out, have them illustrate each bubble. For example: on the bubble that says Cinderella by Charles Perrault is from France the students can draw a French flag, and/or the Eiffel Tower, or anything that reminds them of France. Have them draw individually. While they are illustrating circulate and question them about what they are drawing and why.

Step 6: The last five to ten minutes of the lesson the teacher should have the students share one illustration and give a short explanation about why they drew it. As the lesson ends, the teacher will ask the students to think about how the two stories are similar and how this could happen if the stories are from two very different places. This will help the students anticipate the third lesson.

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LESSON 3/5 CINDERELLA: TALES AROUND THE WORLD – MORAL OF THE STORIES

PROCEDURE

Students will fill out a moral map for both stories. Students will use the moral maps to answer, compare and contrast questions about the morals of each story.

Step 1: Begin by asking the students to share why they think two stories from such different cultures could be so similar and explain that they will be finding the moral of each story and providing clues that support this story moral. Explain what a moral is. **A moral is a lesson or a message that the author wants the reader to learn from reading a story.**

Step 2: Pass out the moral map for Cinderella by Charles Perrault. Tell them that the moral of Cinderella is: **By treating people equally, no matter what their status, working hard, and refusing to quit, anything is possible.**

Step 3: Then break the class into small groups of 3 – 5 students. The groups will look for three clues (using their thinking maps from lessons one and two) that support the moral. They will fill in the moral map. Ask each group to share one clue that supports the moral of the story.

Step 4: Repeat steps 1 through 3 with Yeh-Shen: A Cinderella Story from China. **The moral should be the same on both moral maps. Only the clues should be different, as each story will vary due to cultural differences.**

When the moral maps are finished have the students answer several reflection questions.

Debriefing and Reflection:

What do our moral maps show us about the world and these two different cultures? *Students' responses should include the idea that most cultures have similar ideas of what is good or bad and how to be a good person.*

How do the plot and setting change in the different stories?

Are the difficulties Cinderella and Yeh-Shen must overcome similar or are they completely different? Do Cinderella and Yeh-Shen have the same kind of friends? If yes, how similar are they? If no, how different are they?

LESSON 4/5 - CINDERELLA: TALES AROUND THE WORLD – POVERTY

Teacher and students will fill in a bubble map that explains Cinderella's and Yeh-Shen's poverty and character. Students and teacher will then fill in a second bubble map that explains what poverty looks like in their hometown.

PROCEDURE

Step 1: Ask students if they think Cinderella and Yeh-Shen were rich or poor. **Students should all reply that Cinderella and Yeh-Shen were poor. However, answers that state she was poor at first and then became rich are also acceptable.** Then ask them what it means to be poor. After listening to their answers present the following definition of poverty (see suggestion in Info Box below) and ask the students if the definition fits their ideas of poverty.

Step 2: After the students have replied that the definition is close to their idea of poverty, then hand out a bubble map. The bubble map will be used to

show how the Cinderella and Yeh-Shen are poor AND how they behave while they are in poverty. Fill in the bubble map together with the students. The center bubble should have the following: Cinderella's and Yeh-Shen's reaction to poverty.

Step 3: When the students have completed the bubble map inform them that they will be filling in a second bubble map that will show what poverty looks like in the students' hometown. The center bubble should have the following: What poverty looks like in _____ (name of the city). Fill in this bubble map together with the students.

Step 4: When this bubble map has been completed ask them a few questions that are in the debriefing and reflection section. The goal is to show students that all people are grateful and that people suffering from poverty are not necessarily bad people.

Reflection and Debriefing:

Is poverty in our hometown like the poverty that Cinderella and Yeh-Shen experienced?

Have you or your parents ever done, or has something ever been done for you, to help a person or people in poverty? If yes, what did the person do or say after receiving your help? Or how did you feel after someone helped you?

Tips for the Teacher

In this unit the books Cinderella by Charles Perrault and Yeh-Shen: A Cinderella Story from China, are used. However, these books can be substituted with other stories that are similar to the theme of Cinderella.

INFO BOX

Two definitions of POVERTY:

From <http://www.bbc.co.uk>

“The most commonly used way to measure poverty is based on incomes. A person is considered poor if his or her income level falls below some minimum level necessary to meet basic needs. This minimum level is usually called the “poverty line”. What is necessary to satisfy basic needs varies across time and societies. Therefore, poverty lines vary in time and place, and each country uses lines which are appropriate to its level of development, societal norms and values.”

The World Bank Organisation

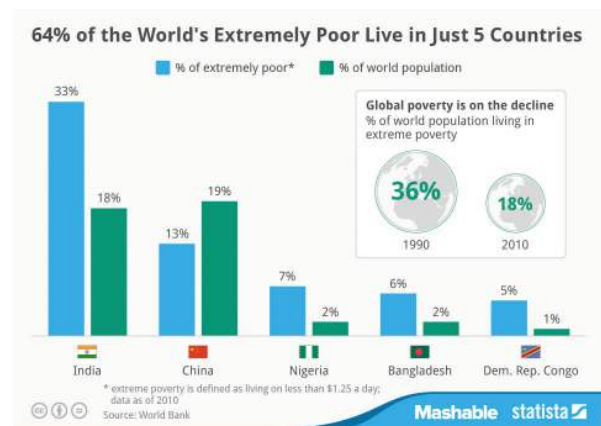
“There are basically three current definitions of poverty in common usage: absolute poverty, relative poverty and social exclusion.

Absolute poverty is defined as the lack of sufficient resources with which to keep body and soul together. Relative poverty defines income or resources in relation to the average. It is concerned with the absence of the material needs to participate fully in accepted daily life.

Social exclusion is a new term used by the Government. The Prime Minister described social exclusion as “...a shorthand label for what can happen when individuals or areas suffer from a combination

of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown”

The House of Commons Scottish Affairs Committee



<http://www.statista.com/chart/2136/countries-with-the-largest-population-of-people-in-poverty/>

LESSON 5/5 – CINDERELLA: TALES AROUND THE WORLD - DISCUSSION AND REFLECTION

Teacher makes a chart with students about their perception of poor people in their city. Teacher-led short discussion about the personality of Cinderella and Yeh-Shen as poor people compared to each of the points on the chart. Students will reply to the following writing prompt: Has learning about Cinderella and Yeh-Shen as poor people shown you that having many things doesn't matter? If you had a lot of money, what other good qualities would still be important in your life?

PROCEDURE

Step 1: Ask the whole class if they have seen people who live in poverty in their hometown. They should answer that they have seen people who live in poverty in their hometown. Then explain to the class that they are going to write statements, adjectives, and nouns (referred to as discussion points from now on) on the board that describe the kind of poverty they have seen in their hometown. **The class should have at least five discussion points on the board.**

Step 2: When the students have put as many relevant discussion points that they think of on the board the teacher will explain that the class will now compare Cinderella and Yeh-Shen and the kinds of poverty in the two stories they read to the discussion points on

the board. For each discussion point ask them if either Cinderella or Yeh-Shen had an experience like it. If yes, then ask them to describe the experience AND how Cinderella or Yeh-Shen personally reacted (was she kind or was she mean?). If no, they should be asked how they think either Cinderella or Yeh-Shen would react to the situation.

Step 3: When all the discussion points have been addressed the teacher will have the students reply to a short essay question.

Reflection and Debriefing

Short essay question: Has learning about Cinderella and Yeh-Shen as poor people shown you that having many things doesn't matter? If you had a lot of money, what other good qualities would still be important in your life?

Students should write at least 8-10 sentences in response.

Annexes

- 1 Moral map for each story for the students
- 2 Bubble maps for each story
- 3 Double bubble maps for students

INFO BOX

Here are some Cinderella Stories from around the world

Title	Origin	Author
Cinderhazel	The Cinderella of Halloween	Deborah Nourse Lattimore
Rhodopis	The Egyptian Cinderella	Shirley Climo
Cendrillon	A Cajun Cinderella	Sheila Hébert-Collins
Cendrillon	A Caribbean Cinderella	Charles Perrault
Yeh-Shen	A Cinderella Story from China	Ed Young
The Rough-Face Girl	Algonquin Indian folklore	Rafe Martin – David Shannon
Mufaro’s Beautiful Daughters	Zimbabwe	John Steptoe
Domitila	Mexican Tradition	Jewell Reinhart Coburn
Angkat	The Cambodian Cinderella	Jewell Reinhart Coburn
Abadeha	The Philippine Cinderella	Myrna J. De La Paz
Jouanah	A Hmong Cinderella	Jewell Reinhart Coburn
Smoky Mountain Rose	An Appalachian Cinderella	Alan Schroeder
Cinderlad	The Irish Cinderella	Shirley Climo
Bubba The Cowboy Prince	Western Version of Cinderella	Helen Ketteman
The Way Meat Loves Salt	Jewish Tradition	Nina Jaffe
Fair, Brown and Trembling	Irish Cinderella Story	Jude Daly
Cindy Ellen	A Wild Western Cinderella	Susan Lowell
Little Gold Star	Spanish American	Robert D. San Souci
The Turkey Girl	A Zuni Cinderella Story	Penny Pollock
Sumorella	A Hawaii Cinderella Story	Sandi Takayama
Anklet for a Princess	India	Meredith Babeaux Brucker
Dinorella	A Prehistoric Fairytale	Pamela Duncan Edwards
Nava	The Inuit Cinderella	Brittany Marceau-Chenkie
Sattareh	The Persian Cinderella	Shirley Climo
Sootface	An Ojibwa Cinderella Story	Robert D. San Souci
The Salmon Princess	Alaska Cinderella Story	Mindy Dwyer
The Gift of the Crocodile	Spice Islands - Indonesia	Judy Sierra
Alla’s Big Chance	Jazz-Age Cinderella	Shirley Hughes

References and Literature:

<http://www.lowvilleacademy.org/webpages/MBlow/cinderella.cfm?subpage=868111>

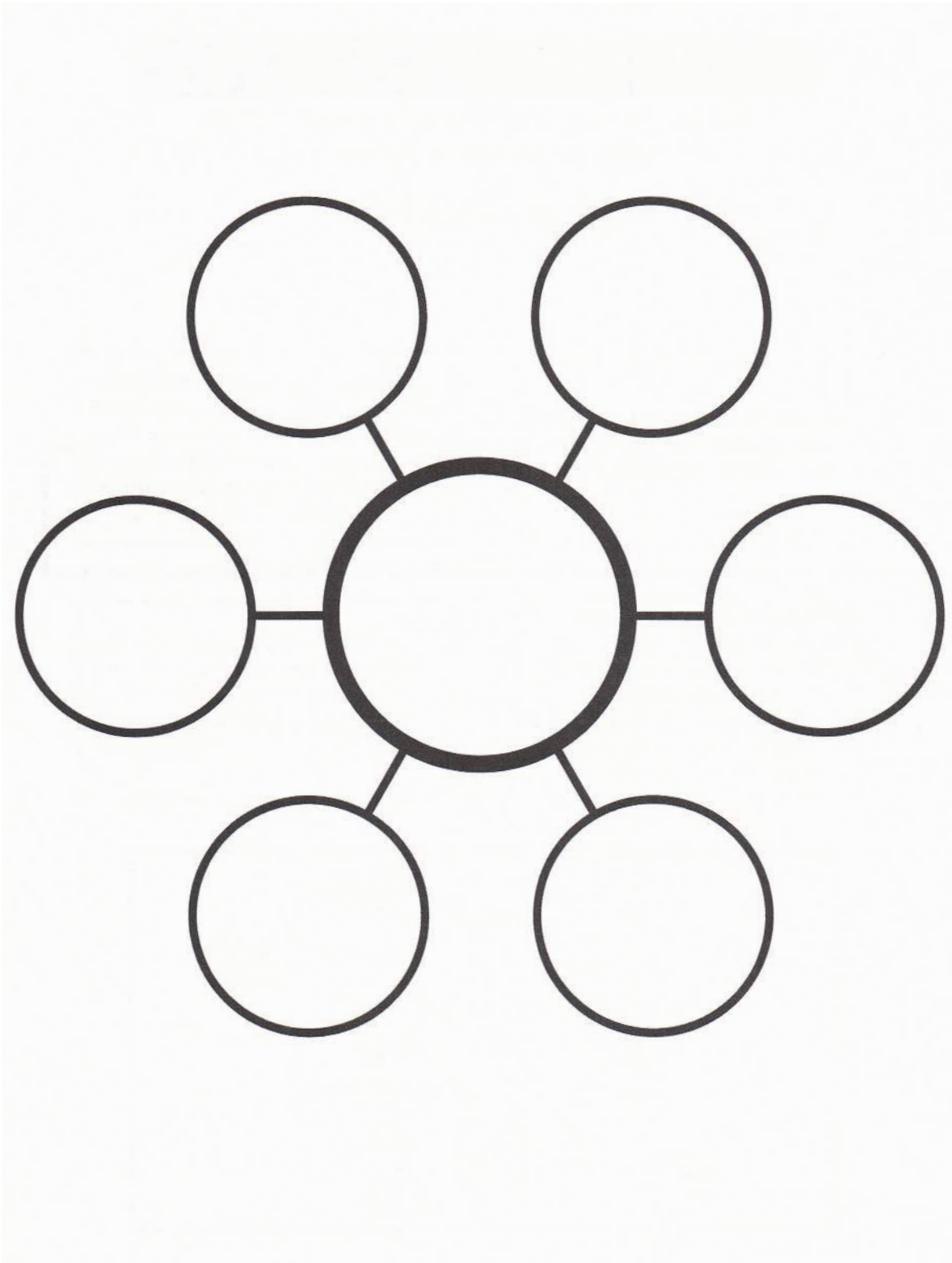
Lesson Plans on Cinderella online

- http://www.csames.illinois.edu/documents/outreach/Cinderella_Lesson_Plan.pdf
- <http://www.scholastic.com/teachers/lesson-plan/mufaros-beautiful-daughters-lesson-plan>
- <http://teacherlink.ed.usu.edu/tlresources/units/byrnes-africa/katshe/>
- <http://ww2.valdosta.edu/~alhughes/global.html>
- http://learningtogive.org/teachers/literature_guides/MufarosDaughters.asp
- <http://rachelhopecrossman.blogspot.co.at/p/cool-cinderella-stories.html>
- <http://rachelhopecrossman.blogspot.co.at/2011/05/cinderella-121-nomi-and-magic-fish-1969.html>
- <http://theenglishbeat.webs.com/Nomi%20and%20the%20Magic%20Fish.pdf>

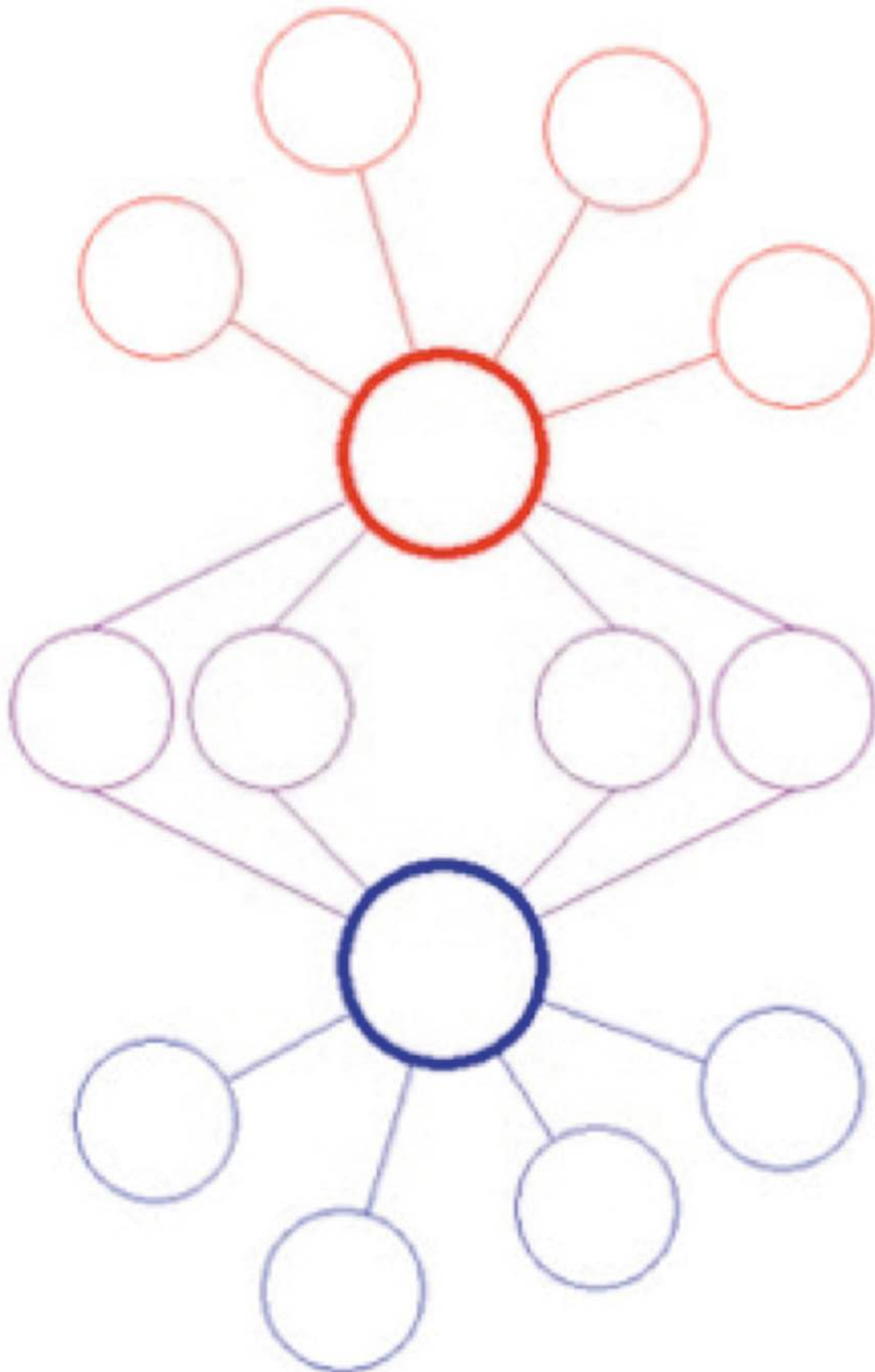
Annex 1: Moral map for each story for the students

What does the author want me to learn from reading this story (the moral)?		
Clue One	Clue Two	Clue Three

Annex 2: Bubble map for each story



Annex 3: Double bubble maps for students



The Authors



Lisa Györkös

I have been teaching in a comprehensive secondary school (Neue Mittelschule) in Vienna for the past two years. My students originate from different cultural backgrounds but often don't see the positive sides of diversity. The World Class Teaching project enabled me to design lessons for them to reflect on the importance of migration in a globalised society.



Michelle Miroshnitschenko

I'm a native speaking English teacher in a Viennese middle school and gymnasium. I have a multiple subject teaching credential from California, where I worked before moving to Vienna, Austria. I became involved with the World Class Teaching Project due to her interests in global education and her belief that in order for students to be successful they must have a global understanding and appreciation.



Christine Antes

I teach English and Geography at a Viennese grammar school. I am married and have two grown-up daughters. My hobbies are: travelling to foreign countries, learning languages, reading books, cooking and talking to people. The work on my materials for "World Class Teaching" has been a valuable experience I do not want to miss.



Adèle Jibidar

Trained as an agronomist, I did some research in genetics before working in and for national and international projects in Asia, Africa und Europe. Today my occupations are mainly teaching, translating/interpreting, and I am author of a book.

Collaborating in the project was a challenge and an act of balance for I joined in the very last phase. It was amazing seeing creativity at work in global teaching concepts though.



Hannah Schrems

I studied International Development and Political Science at the University of Vienna. After my studies I worked for several organizations in the International Development field. Since May 2013 I'm part of the Project "Teach for Austria" and teach English, German, Physics and Sports in a secondary school in Vienna. Working within the project "World Class Teacher" has been very joyful for my students and me. Moreover it was a nice experience because I had the chance to exchange my ideas with other teachers who share similar values.

Feedback zu den Materialien

Sie haben die Materialien in Ihrer Klasse eingesetzt und wollen Ihre Erfahrungen teilen?
 Dann füllen Sie bitte den hier untenstehenden Feedbackbogen aus und senden diesen:
 per Fax: 01 / 405 55 19, per Post: Südwind Bildung, Laudongasse 40, A-1080 Wien;
 per email: suedwind.bildung@suedwind.at

1. ALLGEMEIN

Name der Lehrperson		Vorname Nachname	
Titel des Unterrichtsmaterials			
Schule			
Schulstufe / Alter der SchülerInnen			
Durchführungszeitraum			

2. BETEILIGUNG UND INTERESSE DER SCHÜLERINNEN UND SCHÜLER

Teilnahme am Unterricht (1: keine Beteiligung / 4 hohe Beteiligung)			
1	2	3	4

Thematisches Interesse (1: keine Interesse / 4 hohes Interesse)			
1	2	3	4

3. EINSATZ DER MATERIALIEN

Ihre persönliche Einschätzung

STÄRKEN UND VERBESSERUNGSMÖGLICHKEITEN

Stärken	Verbesserungsmöglichkeiten
1.	1.
2.	2.
3.	3.

Vielen Dank für Ihr Feedback!

Welt-Klasse unterrichten ist eine Initiative mit dem Ziel, Globales Lernen in den Unterricht in systematischer Weise, Fächer bezogen einzubringen. Gruppen von Lehrerinnen und Lehrern, die fünf verschiedene Fächer unterrichten: Englisch, Deutsch, Geschichte & Sozialkunde / Politische Bildung, Biologie und Umweltkunde sowie Kunsterziehung, haben - unterstützt durch Expertinnen und Experten des Globalen Lernens - Materialien für die Sekundarstufe 1 entwickelt und in ihren Klassen getestet. Diese Materialien liegen nun in gedruckter Form vor.

Welt-Klasse unterrichten findet zeitgleich in vier europäischen Ländern statt: Österreich, Polen, Slowakei und Großbritannien. Im Rahmen der Materialentwicklung gab es auch einen intensiven Austausch zwischen den Gruppen an Lehrerinnen und Lehrern dieser beteiligten Länder. Zudem unterstützen Bildungsexpertinnen und -experten aus Benin und Brasilien den Prozess.

Welt-Klasse unterrichten wird auf Initiative von vier Bildungsorganisationen durchgeführt: Südwind (Österreich), Center for Citizenship Education (Polen), People in Pencil (Slowakei), Leeds Development Education Center (UK). Zudem wird das Projekt von NEGO-COM (Benin) und CECIP (Brasilien) beraten. Das Projekt wird durch EU-Fördergelder unterstützt.

Internationale Projektpartner von Welt-Klasse unterrichten:



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Südwind setzt sich als entwicklungspolitische NGO seit über 35 Jahren für eine nachhaltige globale Entwicklung, Menschenrechte und faire Arbeitsbedingungen weltweit ein. Durch schulische und außerschulische Bildungsarbeit, die Herausgabe des Südwind-Magazins und anderer Publikationen thematisiert Südwind in Österreich globale Zusammenhänge und ihre Auswirkungen. Mit öffentlichkeitswirksamen Aktionen, Kampagnen- und Informationsarbeit, engagiert sich Südwind für eine gerechtere Welt.

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