



GLOBAL ISSUES  
GLOBAL SUBJECTS

Education à la Citoyenneté et à la Solidarité  
Internationale en  
**Anglais**





GLOBAL ISSUES  
GLOBAL SUBJECTS

# Contexte

La publication de cette brochure pédagogique intervient dans le cadre du projet européen *Global Issues Global Subjects* (GIGS). Financé par l'Union Européenne et l'Agence Française de Développement, il réunit un consortium de dix partenaires européens, ONG ou centres d'éducation à la citoyenneté, afin de promouvoir la démarche d'Education à la Citoyenneté et à la Solidarité Internationale et les Objectifs de Développement Durable dans l'enseignement secondaire. En France, le Centre Gaïa de Lille coordonne les activités du projet.



De 2018 à 2019, des groupes de travail d'enseignants se sont réunis régulièrement pour concevoir des ressources pédagogiques à destination de leurs collègues de mathématiques, d'histoire-géographie et d'anglais. Ils ont également eu l'opportunité de participer à des séminaires internationaux à Varsovie, Bratislava et Ljubljana afin d'échanger avec leurs collègues européens. Le groupe d'anglais était composé de :

- Morgane Boscher, enseignante au lycée Pasteur à Lille
- Michael Lionne, enseignant au lycée Pierre Forest de Maubeuge, DNL histoire-géographie/anglais

Bénédicte Feys, enseignante au collège de l'Europe à Ardres, chargée de mission à la Délégation Académique aux Relations Internationales et à la Coopération, assurait la coordination pédagogique en partenariat avec Justine Lepers, chargée du projet GIGS.

Nous souhaitons remercier chaleureusement les enseignants pour le temps consacré à la conception des ressources pédagogiques ainsi que pour leur engagement dans le projet et au quotidien dans leurs classes auprès des élèves.

Nous tenons à remercier tout particulièrement Bénédicte Feys, qui a apporté son expertise pédagogique et son expérience dans les projets éducatifs européens, tout en conseillant avec bienveillance et efficacité les enseignants dans leur travail.

Si vous souhaitez obtenir des renseignements complémentaires sur le projet, vous pouvez contacter Justine Lepers :  [jlepers@lepartenariat.org](mailto:jlepers@lepartenariat.org)  03.20.53.76.76



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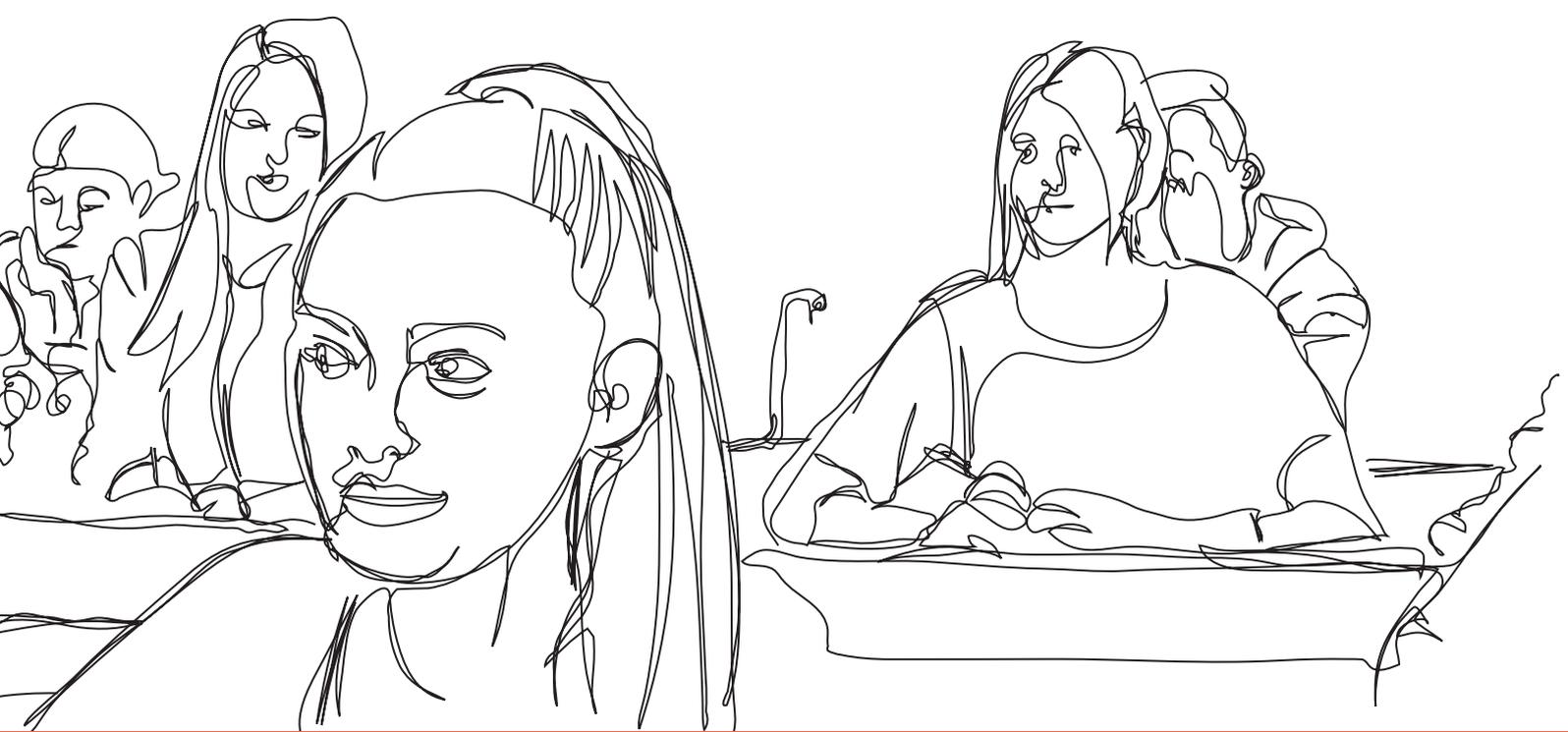
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# COLLÈGE





# DAILY ROUTINE

Par Bénédicte Feys

Niveau : 6<sup>ème</sup>

50 mn

**Thèmes ECSI :** Diversité et relations interculturelles

**Compétences ECSI :** Rechercher, sélectionner l'information

**Attitudes ECSI :** Décentrement du regard, déconstruction des stéréotypes, éducation aux valeurs comme le respect, l'ouverture d'esprit, la solidarité

## Objectifs pédagogiques disciplinaires :

### **Programme du cycle 3 (A1+) :**

**Entrée culturelle :** La personne et la vie quotidienne : les modes de vie (découpage de la journée, les habitudes ...)

**Lexique :** Les verbes d'activités quotidiennes / l'heure

**Connaissances grammaticales :** Le présent simple d'habitude (formes affirmative et négative), la 3<sup>ème</sup> personne du singulier

**Lire et comprendre :** Utiliser le contexte, les illustrations et les connaissances pour comprendre un texte

Comprendre des textes courts et simples en relisant si nécessaire

**Écrire :** Peut renseigner un questionnaire simple et des phrases simples

### **Programme du cycle 4 :**

**Entrée culturelle n°2 :** Apprendre les langues, découvrir l'autre et l'ailleurs. Il s'agit de mettre en relation la classe et le monde situé hors de la classe, de se décentrer pour apprendre sur soi et les autres. On demande à l'élève de prendre de la distance par rapport à ses propres références ou stéréotypes, de percevoir la diversité interne à toute culture

**Lexique :** Les verbes d'activités quotidiennes / l'heure

**Connaissances grammaticales :** Le présent simple d'habitude (formes affirmative et négative), la 3<sup>ème</sup> personne du singulier

**Lire et comprendre :** Utiliser des repérages de nature différente (indices extra-linguistiques, linguistiques, mise en relation d'éléments ...) pour comprendre un document

Saisir la trame narrative d'un récit clairement structuré

**Écrire :** Produire des énoncés simples et brefs sur un sujet familier

Sait enrichir et complexifier des énoncés simples

# Lesson plan / Teaching strategy

After having studied 2 texts (source 1) in class, ask the students to create or complete a poster (annex 1) to compare their daily life to that of Christina and Suresh.

## Further on

You can ask the students to speak about the differences between their own life and that of Christina and Suresh.

- Ex:**
- Christina rides her horse after school. **But** I don't. I play video games.
  - Suresh walks to school. **For my part**, I take the bus.
  - **Contrary to** Suresh, I get up at seven o'clock.

## Annexes

**Source 1 :**

“A day in the life of Christina and Suresh”, text from the student’s book More ! 1 by Herbert Puchta and Jeff Stranks, Cambridge University Press, p.75.

**Annex 1 : Poster framework**

DAILY ROUTINE	Christina	Me	Suresh
 Morning	<i>She gets up at half past seven</i> 		
 School			
 Home			
 Evening			
 Night			

**Annex 2 : Document of evaluation**

**Your mission :**

**Expression Écrite :** Remember Christina and Suresh. Now fill in the table with information concerning their daily routine as well as yours.

Don't forget to :

- Speak in the 3rd person when speaking of Christina and Suresh -S at the end of the verb
- Speak in the 1st person when speaking of you
- Give the time of the activities

Maybe :

- You may leave 2 or 3 boxes empty.
- You may speak in the negative form to say that you don't do something.  
Use DON'T / DOESN'T

<b>Critères d'évaluation</b>	S'impliquer dans le travail personnel.
<b>Compétences Transversales</b>	Gérer son temps.
<b>ExE</b>	Repérer les informations concernant les personnages.
<b>ExE</b>	Renseigner un questionnaire.
<b>ExE</b>	Écrire un message simple.
<b>ExE</b>	Utiliser la personne adéquate.
<b>ExE</b>	Rédiger des phrases grammaticalement correctes.





# HOW HAPPY ARE YOU?

Par Bénédicte Feys

**Niveau :** Secondary A2 (3ème)

 2 x 50 mns

**Thèmes ECSI :** Santé et bien-être

**Compétences ECSI :** Communiquer

**Attitudes ECSI :** S'engager dans une action collective pour agir en faveur du changement à l'échelle locale et mondiale

## Objectifs pédagogiques disciplinaires :

### Programme du cycle 4 :

Entrée culturelle : Langages : Langage artistique (Erik Krikortz) et lecture de graphique

### Croisement entre enseignements :

- En lien avec les Arts Plastiques : étude d'une œuvre contemporaine
- En lien avec les Mathématiques : observer et comparer le bien-être des classes au collège

### Lexique : Verbes d'actions quotidiennes

Connaissances grammaticales : Le présent simple d'habitude et la comparaison

### Expression écrite :

- Peut écrire des questions simples sur la vie quotidienne
- Sait résumer, reformuler et synthétiser des informations données
- Sait rédiger de manière autonome quelques phrases sur le quotidien de camarades



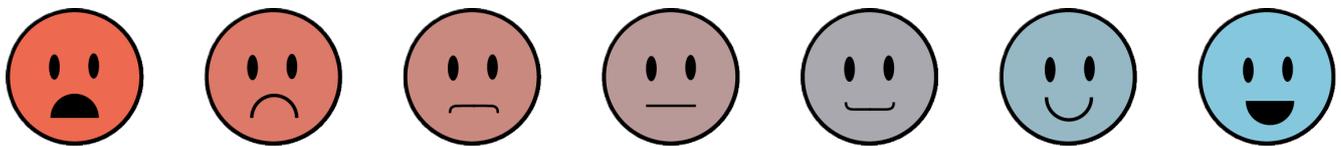
# Lesson plan / Teaching strategy

**Create a questionnaire to know how happy you are and analyze the results.**

Some information about Erik Krikortz :

*Erik Krikortz is a Swedish artist who lives in Stockholm and works with installations, interventions and performances - significantly with projects in the public space, often including web platforms and involving the participation of the public.*

*Emotional Cities is a participative light installation and web concept. The project can be seen as a collective discussion about happiness and how we should live our lives. People all over the world register emotions on the website according to a color coded “emotional index”.*



*Answers continuously get calculated statistically. The ever-changing median value for a certain city gets projected on a major building which becomes a thermometer showing the feelings of the city.*

After explaining this concept to the students, ask them to **prepare a questionnaire for other students from other classes** about :

- How well they sleep ;
- Their family and friends ;
- Stress ;
- Their physical activity ;
- School ;
- Social networks.

The students answer with colours. Then, with the help of the Mathematics teacher in the computer room, the students enter all the answers and get graphs that they can interpret to tell which class is the happiest in school.

## Sources / Materials

Go and see : <https://cutt.ly/emotional-cities>



# INTRODUCTION TO THE GLOBAL GOALS

Par Bénédicte Feys

**Niveau :** Secondary A2 (3ème)

 30 mns

**Thèmes ECSI :** Tous

**Compétences ECSI :** Communiquer

**Attitudes ECSI :** S'engager dans une action collective pour agir en faveur  
du changement à l'échelle locale et mondiale

## Objectifs pédagogiques disciplinaires :

### Programme du cycle 4 :

Entrée culturelle : Rencontres avec d'autres cultures : Repères géographiques. Inclusion et exclusion

Croisement entre enseignements : Communication et citoyenneté.

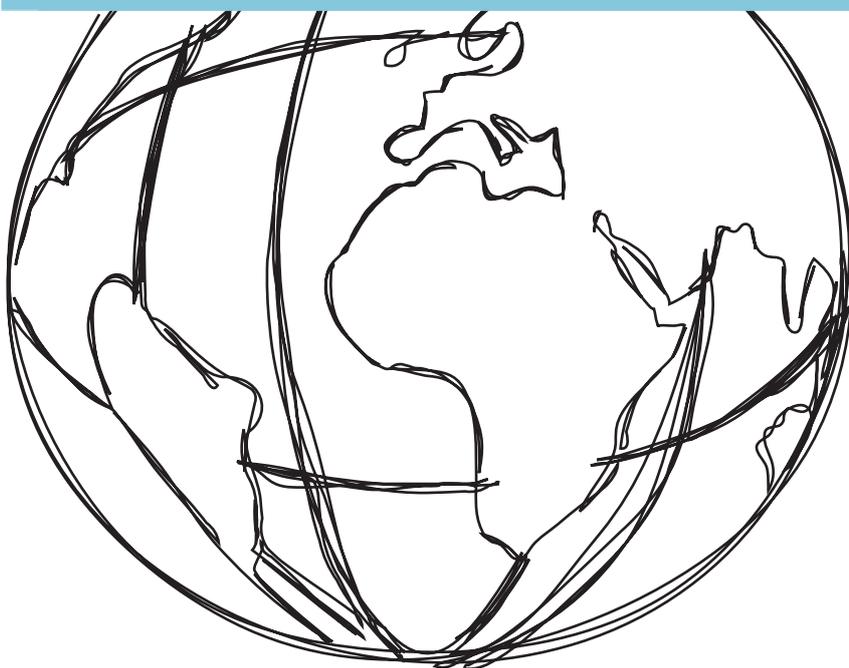
Lexique : Vocabulaire lié aux 17 Objectifs

Connaissances grammaticales : Expression du but et de la nécessité

Comprendre l'écrit : Gérer une variété de supports en vue de construire du sens, interpréter, problématiser

Parler en continu : Expliquer un fait culturel et proposer une solution

Compréhension orale : Comprendre des messages oraux de nature et complexité variables



Get familiar with Global Goals, understand that they are intertwined and that everybody can act to improve the situation

## Lesson plan / Teaching strategy

- ①. Watch the video and try to name the different problems listed in it.
- ②. Come to the conclusion that “everyone has a voice and can be heard.”
- ③. In this case, give and find examples of what any citizen **HAS TO** do to improve any goal of sustainability.

## Sources / Materials

The Global Goals video « Leave no one behind » :  
<https://cutt.ly/no-one-behind>



# BECOME A SPOKESPERSON

**Niveau :** Secondary B1 (3e)

 50 mns

**Thèmes ECSI :** Egalité des genres

**Compétences ECSI :** Communiquer

Par **Bénédicte Feys**

**Attitudes ECSI :** S'engager dans une action collective pour agir en faveur du changement à l'échelle locale et mondiale

## Objectifs pédagogiques disciplinaires :

### Programme du cycle 4 :

Entrée culturelle : Rencontres avec d'autres cultures. Inclusion et exclusion

Croisement entre enseignements : Communication et citoyenneté : argumenter

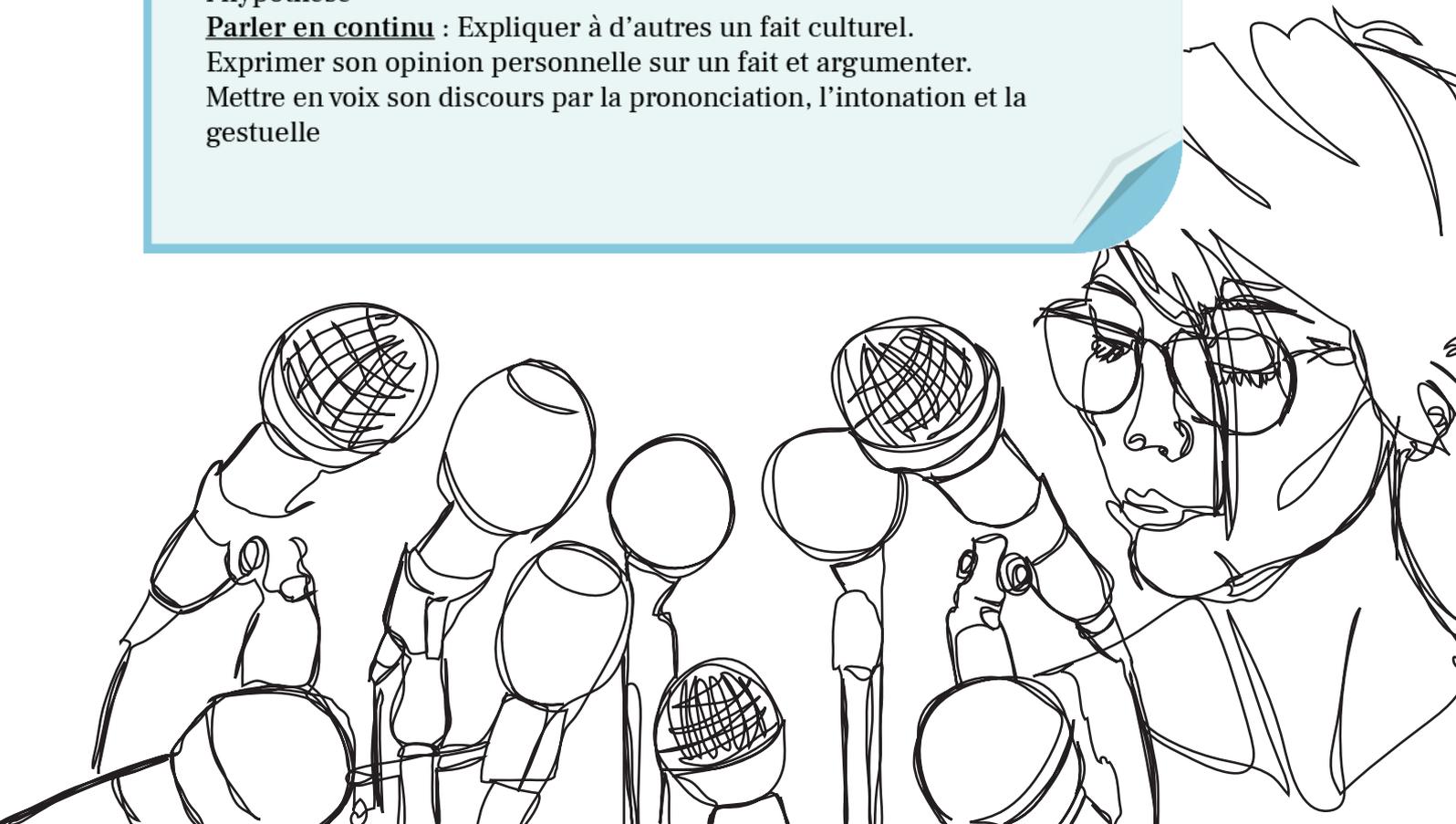
Lexique : Verbes d'expression de jugement, sentiments, opinion, les adjectifs mélioratifs ou péjoratifs

Connaissances grammaticales : Exprimer la cause, la conséquence, l'hypothèse

Parler en continu : Expliquer à d'autres un fait culturel.

Exprimer son opinion personnelle sur un fait et argumenter.

Mettre en voix son discours par la prononciation, l'intonation et la gestuelle



# Lesson plan / Teaching strategy

You are the spokesperson of a woman who is not well-considered for what she is doing in her own country. You will have to find at least 3 arguments why it is important to listen to her to improve women's rights in the world to prepare your speech in front of an international conference.

## Annexes

### Annex 1 : 5 great women and what they did (to give ideas to the students)



© World Bank Photo Collection on [Visual hunt](#) / CC BY-NC-ND

#### **MALALA**

- Born on July 12, 1997 in Pakistan.
- Nobel Peace Prize after surviving an assassination attempt by the Taliban.
- She became an advocate for girls' education when she was still a child, which resulted in the Taliban issuing a death threat against her.
- On October 9, 2012: a gunman shot Malala when she was traveling home from school. She survived.

#### **Context**

Terrorist group based in North-western Pakistan along the Afghan border. They regularly commit terrorist actions (bombs) to be heard and to put the population under threat.

#### **One of the Talibans' aims :**

To leave girls at home, out of the education system, to hide them under burqas. Women can't go outside if they aren't looked after by a male member of their family ...



### HUMAYRA ABEDIN

- Born on 2 March 1976.
- She is a Bangladeshi doctor of medicine who worked for the National Health Service in the United Kingdom and became famous after her parents tried to force her into marriage and held her captive until she was freed by court order.

#### Context

Bangladesh is a developing, densely populated country, situated on the East of India.

It remains in the top 5 countries with the highest number of child marriages in the world where 66% of girls are married by the time they turn 18 with 32% marrying before the age of 15.4.



### SAMPAT PAL DEVI

- Born in 1960 in Uttar Pradesh (North India).
- She is an Indian social activist. Works for women welfare and empowerment.
- Her group is called “the pink gang” because all female members wear pink saris. They are armed with bamboos sticks in case they need to fight violence.

#### Context

Uttar Pradesh is part of India, in the North and has a poor economic development. It is still affected by crimes, caste problems, violence against women.



A huge THANKS to Sarah Tenoi, Alice Crookenden and S.A.F.E team for letting us use the picture.



### SARAH TENOI

Sarah was born in Loita, Kenya and she co-leads the group SAFE Maa who are campaigning for the abandonment of female genital cutting (FGC) within their community.

Sarah and the team use traditional Maasai song and follow up community activities to educate their community about the effects of FGC. They also work with the community’s cultural leaders to promote the Loita Rite of Passage, an alternative graduation ceremony, allowing girls to pass to adulthood without being cut.

**Definition of FGM : (Female Genital Mutilation)** Partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

### Context

The Loita Hills are home to the Loita Maasai, a sub-clan of the larger Maasai Tribe who live across Kenya and Tanzania. Traditionally, girls in the community have undergone FGC as part of the graduation ceremony to adulthood.



### JINETH BEDOYA LIMA

- Born in 1974 in Columbia. As a journalist working on terrorism, she was abducted twice, drugged, tortured and raped by paramilitaries.
- Now working to raise awareness of sexual violence in warfare.

### Context

From 2001 to 2009, on average 54,410 women per year experienced sexual violence in Colombia. This breaks down to 149 per day, or six women per hour.

This sexual violence is closely connected to the economic and political exclusion of women in Columbia.

## Annex 2 : Methodology (how to express your opinion)

### HOW TO EXPRESS YOUR OPINION

If you have to answer the question : “What do you think of ...?” or “Give us your mind about ...” :

- ①. **First give your opinion :**  

  - I think ...
  - I believe ...
  - To my mind, ...
  - As for me ...
  - In my opinion ...
  - According to me ...
  
- ②. **Then approve or criticize :**  

  - I agree with ... / I don't agree with ...
  - I totally agree with ... / I completely disagree with ...
  - I disapprove of ...
  - I condemn ...
  - X is absolutely right about ...
  
- ③. **Express your certitude :**  

  - It is certain that ...
  - I am (not) sure that ...
  - Of course ...
  - Maybe / perhaps ...

To enrich the expression of your opinion, you may use :

- ①. **Positive adjectives :** *great, famous, perfect, marvelous, beautiful, incredible, extraordinary ...*
- ②. **Negative adjectives :** *intolerable, scandalous, shameful, boring, unbearable ...*
- ③. **Adverbs :** *Fortunately, unfortunately, however, yet, nevertheless, luckily, moreover ...*



# DISCOVER JADE HAMEISTER

**Niveau :** 3e (Secondary A2)

 50 mns

**Thèmes ECSI :** Changement climatique et égalité des genres

**Compétences ECSI :** Communication, recherche et sélection de l'information

Par **Bénédicte Feys**

**Attitudes ECSI :** S'engager dans une action collective pour agir en faveur du changement à l'échelle locale et mondiale

## **Objectifs pédagogiques disciplinaires :**

### **Programme du cycle 4 :**

#### **Entrée culturelle :**

**Voyages et migrations :** Gérer l'expérience de mobilité

**Rencontres avec d'autres cultures :** L'Australie

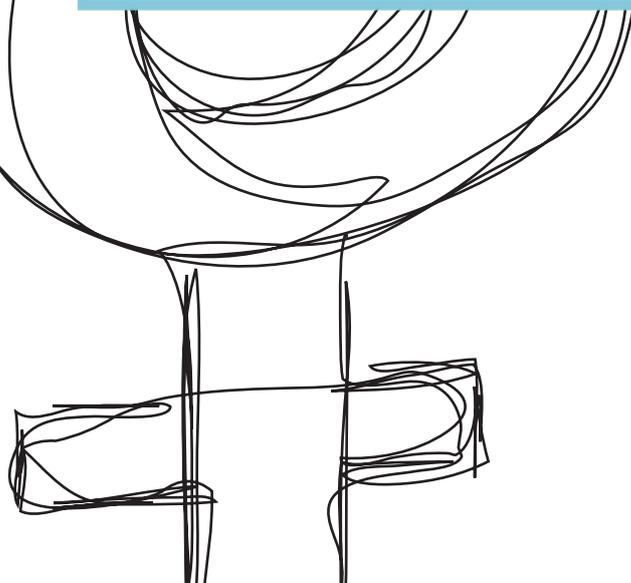
**Lexique :** Vocabulaire lié aux expéditions

**Connaissances grammaticales :** Le récit au prétérit, les superlatifs (pour exprimer un record)

#### **Compréhension écrite :**

- Sait développer des stratégies variées pour accéder au sens
- Sait utiliser des indices extralinguistiques et linguistiques pour construire du sens
- Peut repérer les informations concernant le personnage principal et les circonstances de l'événement

**Expression écrite :** Sait relater une expérience en produisant des phrases de manière autonome



# Lesson plan / Teaching strategy

In the computer room, ask the students to go to this website : <http://www.jadehameister.com/>

**They have to complete annex 1.**

This is a good way to get to know this young Australian girl and try to understand :

- Why this young girl is so special ;
- Why it is important for a “girl” to have accomplished all her records ;
- What she came to understand during her 3 expeditions about the world.

## Annexes

### **Annex 1:**

#### **Extract 1 (first listening):**

1. Who is this young person ?
2. What is she doing ?
3. What is she speaking about ?
4. How old is she ?
5. How old is her audience ?
6. What impression do you get when you listen to her ? How does she feel ?

#### **Extract 1 (second listening):**

7. Jade imagines the future of young women. What does she imagine for them ?
  - What if ...
  - What if ...
8. What kind of messages from our society is Jade permanently confronted to ?  
Choose and number between :
  - to shrink her ambitions to fit in
  - to avoid activities that are for boys
  - to practice soft sports
  - to eat less
  - to wait for her Prince Charming to come and save her
  - to get a good education
  - to be less
  - to be skinnier
  - to be polite
  - to weigh less

**Extract 2 (first listening):**

1. What categories of different people does Jade speak of / to ?

Choose between :

*Young women or girls / her Prince Charming / her teachers / her parents / young children / state presidents / her relatives (family) / journalists / her coach*

**Extract 2 (second listening) :**

2. There are examples of young women who have chosen to “be more”. Name them.
3. What message does Jade deliver to people who care ?



A huge THANKS to Jade and Paul Hameister for sending us a high resolution of the photo !



# WRITE A PERSUASIVE PARAGRAPH

Par Bénédicte Feys

**Niveau :** A2-B1 (3e)

 2 x 50 mns

**Thèmes ECSI :** Changement climatique et égalité des genres

**Compétences ECSI :** Communication, recherche et sélection de l'information

**Attitudes ECSI :** S'engager dans une action collective pour agir en faveur du changement à l'échelle locale et mondiale

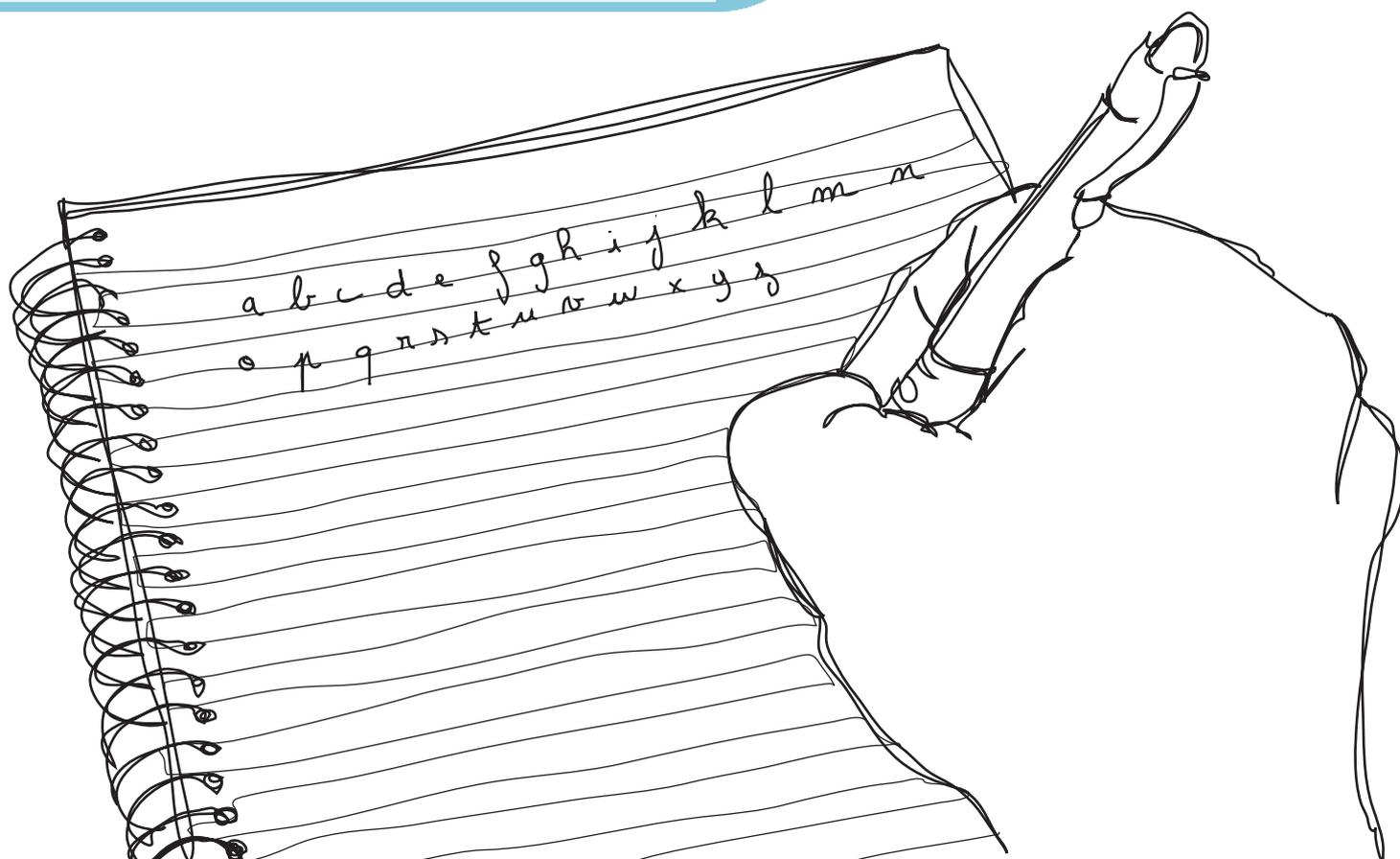
**Objectifs pédagogiques disciplinaires :**

**Programme du cycle 4 :**

**Entrée culturelle :** Rencontres avec d'autres cultures

**Lexique :** Expressions de points de vue

**Expression écrite :** Rédiger un texte articulé et cohérent. Restituer une information avec ses propres mots. Rendre compte de faits



# Lesson plan / Teaching strategy

First complete the chart (**annex 1**).

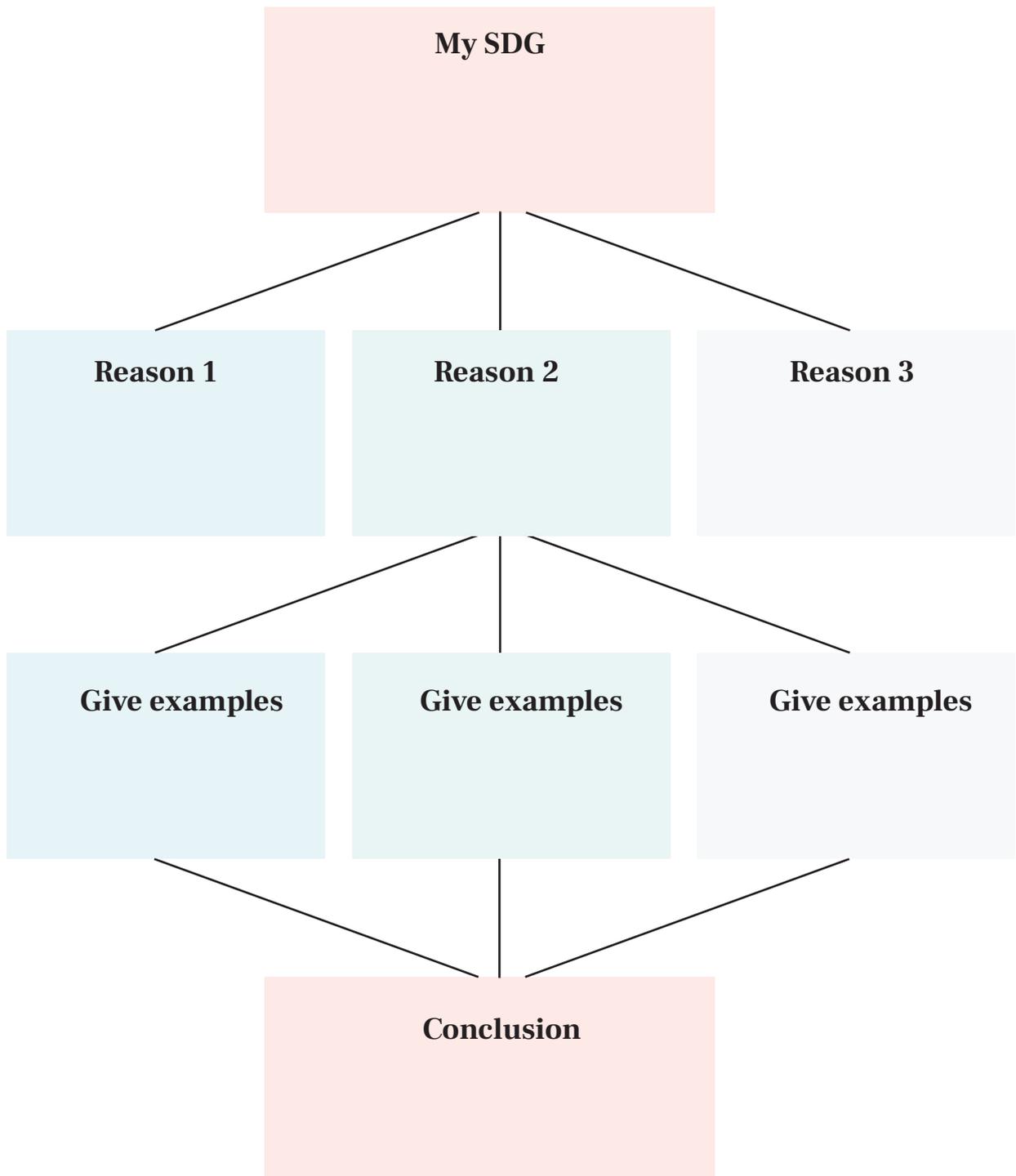
Then, use the information collected in your chart and write a paragraph explaining what the most important Sustainable Development Goal is for you and justify your choice.

You will follow these different steps :



# Sources / Materials

## Annex 1:





# TAKE ACTION FOR THE AMAZONIAN RAINFOREST

Par Bénédicte Feys

**Niveau :** Secondary A2 / B 1 (3e)

 50 mns

**Thèmes ECSI :** Changement climatique, Diversité et relations inter-culturelles, Ressources naturelles, Biodiversité, Développement durable

**Compétences ECSI :** Communication, Lecture et écriture, Recherche et sélection de l'information, Esprit imaginaire

**Attitudes ECSI :** S'engager dans une action collective pour agir en faveur du changement à l'échelle locale et mondiale. **Valeurs :** empathie, solidarité, responsabilité

## Objectifs pédagogiques disciplinaires :

### Programme du cycle 4 :

**Entrée culturelle :** Rencontres avec d'autres cultures : Tribus amérindiennes

**Langages :** Modes de communication: La lettre

**Croisement entre enseignements :** Transition écologique et développement durable, Communication et citoyenneté

**Lexique:** Les actions du quotidien, vocabulaire lié à la déforestation, verbes d'argumentation ...

**Connaissances grammaticales :** Le présent simple, le prétérit simple, les « if » clauses (1st and 2nd conditionals), exprimer une opinion

**Réagir à l'écrit :** Rédiger une lettre en réaction à une situation donnée. Exprimer ses sentiments. Mobiliser ses connaissances lexicales, culturelles, grammaticales pour produire un écrit sur un sujet connu



# Lesson plan / Teaching strategy

## **LESSON PLAN/ TEACHING STRATEGY :**

You are Akra and you write a persuasive letter to the United Nations Secretary, Antonio Guterres to alert him on the living conditions of your people and ask him for some help. Use the information on the next document.

Your letter will start with : “*Sir, ...*” and will finish with : “*Yours sincerely*”.

**1st §** Introduce yourself (**name, age, tribe, where from ...**)

**2nd §** Speak about your daily life (**use the present simple**)

**3rd §** Tell about the tribal life in the past (**use the past simple tense**)

**4th §** What about your future ?

Tell about the different threats on your tribe (**make sentences with IF**).

**5th §** Ask for some international help to be able to keep your habitat (**give arguments**)

## **Pour aller plus loin :**

Un article de la BBC « Giving the Amazon rainforest back to the Awa tribe » :

<https://cutt.ly/BBC-news>

Un article de National Geographic: « Isolated Nomads Are Under Siege in the Amazon Jungle » :

<https://cutt.ly/nationalgeo>

# Annexes

# Your Mission

**The Awà :** An indigenous people of Brazil living in the eastern Amazon rainforest. Approximately 350 members (100 of them have no contact with the outside world).

**Problem :** Deforestation and logging. 30% of the territory destroyed.

**Name :** Akra  
**Age :** 12

**Daily life :**

- Fishing turtles and fish for food.
- Cooking on a fire
- No electricity
- No school



**In the past :**

- More land and forest
- No worry to find food
- Happier

**My future ?**

# INTRODUCTION TO GENDER EQUALITY

Par Bénédicte Feys

Niveau : A2+ / B1



**Thèmes ECSI :** Diversité et relations interculturelles

**Compétences ECSI :** Communication, Lecture et écriture, Recherche et sélection de l'information, Esprit critique (déconstruction des stéréotypes)

**Attitudes ECSI :** S'engager dans une action collective pour agir en faveur du changement à l'échelle locale et mondiale  
Valeurs : égalité, liberté, ouverture d'esprit

## Objectifs pédagogiques disciplinaires :

### Programme du cycle 4 :

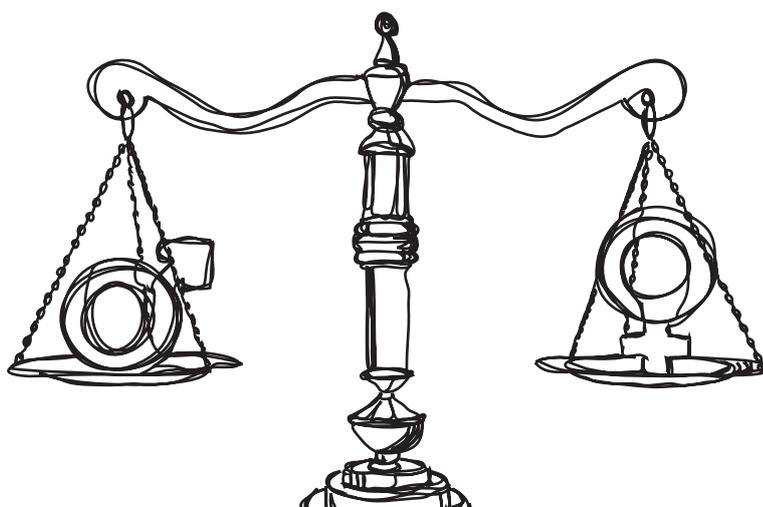
**Entrée culturelle :** Rencontres avec d'autres cultures : inclusion et exclusion. **Langages :** codes socio-culturels, médias, publicité

**Lexique :** Verbes d'actions, verbes d'opinions, adjectifs mélioratifs et péjoratifs, concepts

**Connaissances grammaticales :** Expression de la capacité avec **be able to**, expression de la permission avec **be allowed to**, expression du conseil avec **should**, le pluriel de noms génériques sans déterminant, la comparaison, expression de la cause, de la conséquence

### Parler en Continu :

- Exprimer son opinion personnelle sur un fait de société et argumenter
- Mobiliser ses connaissances lexicales, culturelles, grammaticales pour produire un oral sur un sujet maîtrisé.
- Mettre en voix son discours par la prononciation, l'intonation



# Lesson plan / Teaching strategy

The learning outcome is getting to know women through the ages, the countries, the different cultures.

The lesson is based on photolanguage.

Each student chooses a photo representing a woman (woman in an activity, perfume ad, caricature, famous women and anonymous ones, old situations and contemporary ones ...)

—→ see **annex 1** for some examples.

Be careful not to fall into stereotypes.

When they have chosen their photo, the students have to :

- Describe it, using some specific vocabulary :  
*in the foreground, in the background, at the top ...*
- Explain why they have chosen that particular photo to represent the place of women in our modern society. For that, they can find some help in **annex 2** (mind map on vocabulary).
- The students then speak and show the others what they have worked on.

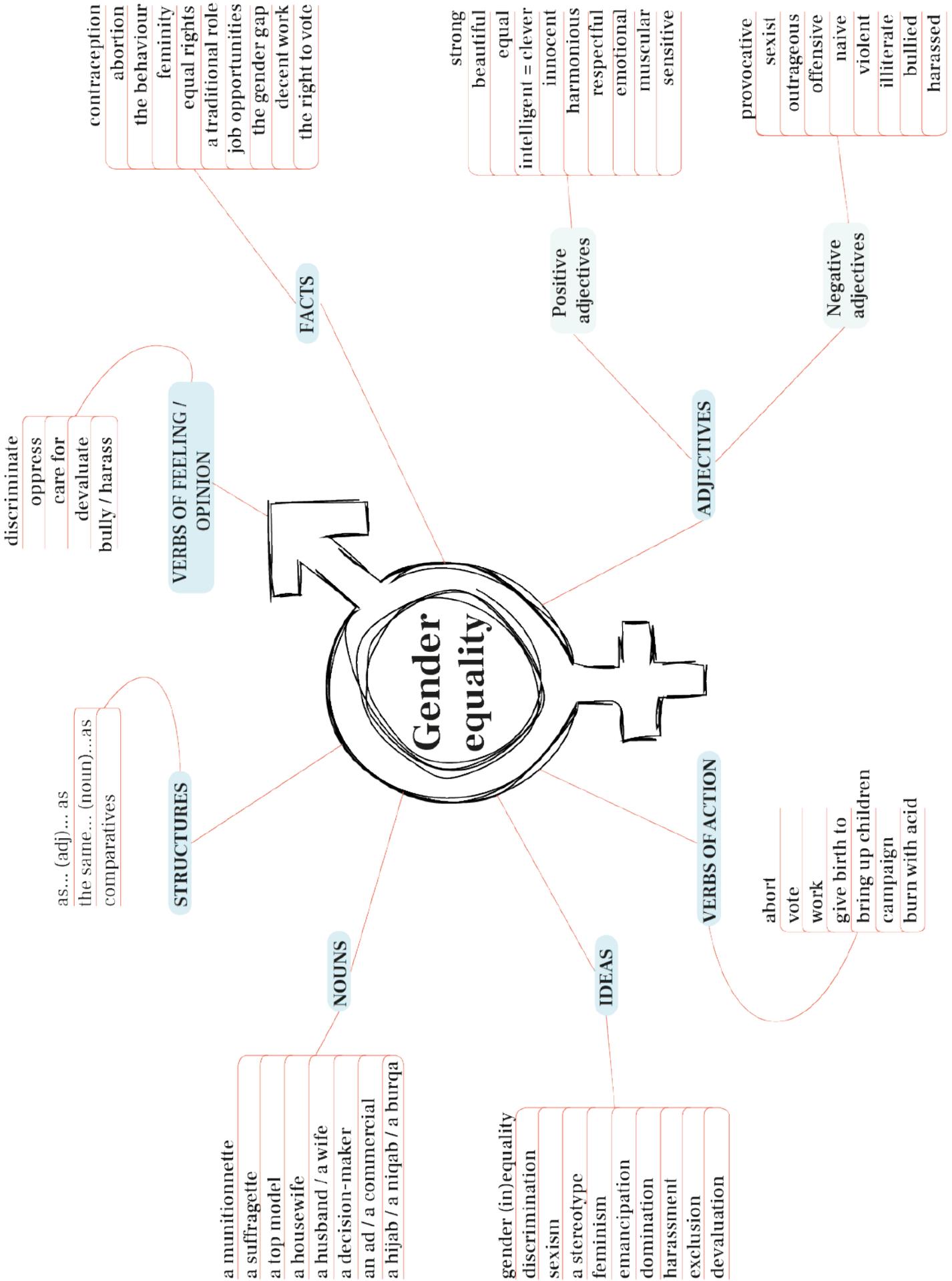
At the same time, write on the board the positive and negative sides pointed out to finally get a clear and as complete as possible analysis of the place of women in our modern society.

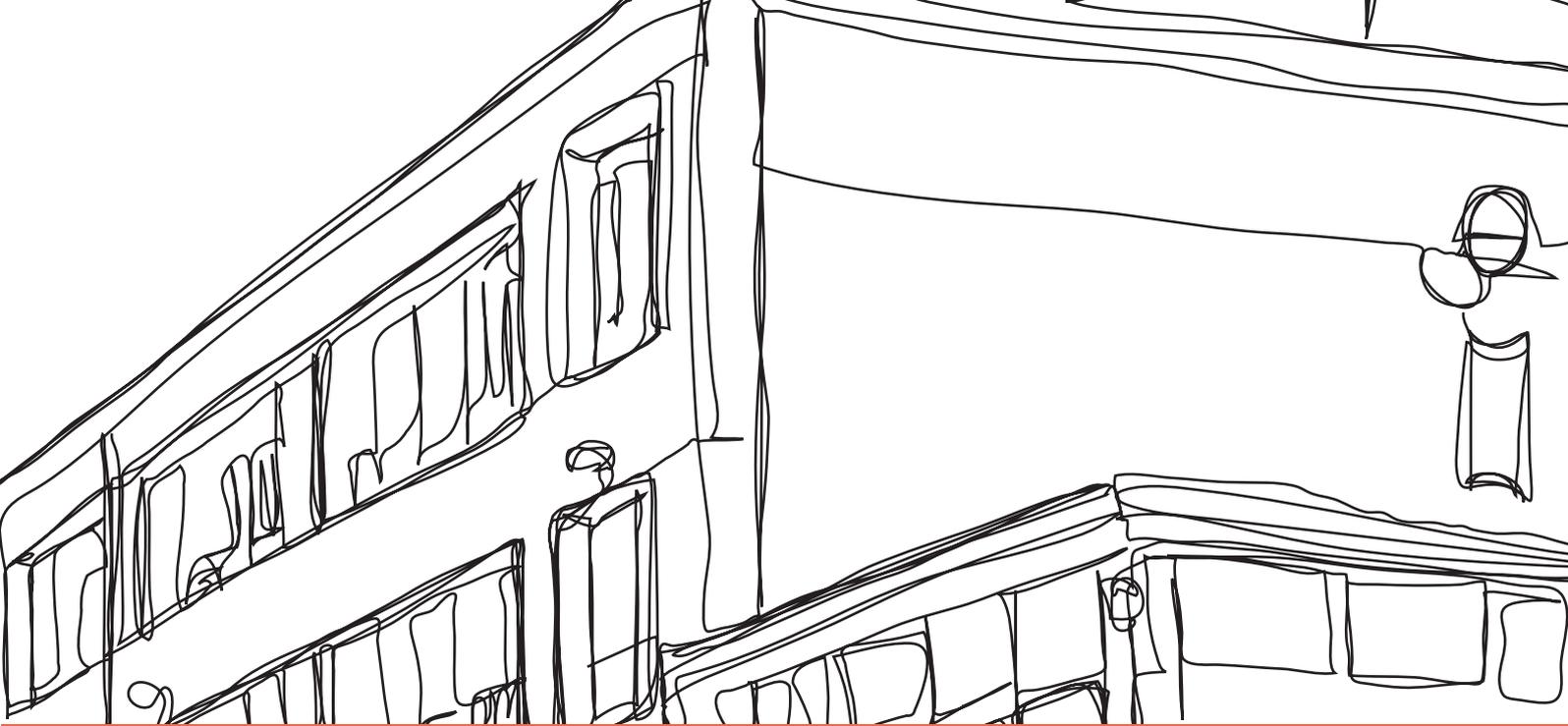
# Annexes

## Annex 1:



**Annex 2:**





# LYCÉE



# THÈME ECSI : Les Migrations

## MIGRATIONS, D'HIER À AUJOURD'HUI

Par Morgane Boscher

**Niveau :** Seconde, Première, Terminale

 50 mns

**Thèmes ECSI :** Migrations

**Compétences ECSI :** Lecture et écriture, Recherche et sélection de l'information, esprit critique (déconstruction des stéréotypes)

**Attitudes ECSI :** Empathie, ouverture d'esprit, solidarité

### Objectifs pédagogiques :

**Nouveaux thèmes de la réforme** : Sauver la planète, penser des futurs possibles

**Cycle terminal** : Identités et échanges

**Objectif grammatical** : Le futur, la phrase exclamative

**CE** : Comprendre un texte simple et court

**POC** : expliquer et argumenter

**Objectif culturel** : Migrations hier et aujourd'hui



# Sources / Materials



Photographies projetées au tableau



Vidéoprojecteur



Document distribué par l'enseignant



Tableau à compléter

## Instructions

①

### Group work :

Match the sentences to the characters in the documents. Fill in the chart.

What a terrible trip !

It's not done yet !

Wow, it's so far !

I'm safe now.

It looks so big ! How will I get there ?

What a relief ! It's so close !

I feel so lonely !

It's going to be a great life !

It looks so small !

America, here I am !

I hope someone will be waiting for me on the other side.

England, here I come !

Look ! Here it is. I can almost touch it !

I'm hungry and cold.

I miss my friends.

I will have a new life at last.

I hope they will let us in, after a medical visit.

I will be able to go to school.

②

## Oral presentation:

Organise your students into groups and give them a few sentences to put in the chart. Then, one of them comes to the front of the class to explain their choices.

Ex : To us, the boy in 1920 said : “Wow it’s so close !” because he can see the Statue of Liberty.

### Statue of Liberty 1920



© rickyshitpants on Visualhunt

### Calais 2015



© Morgane Boscher

# PICTIONARY

**Niveau :** Seconde, Première, Terminale

 50 mns

Par Morgane Boscher

**Compétences ECSI :** Communication, Recherche et sélection de l'information, Esprit critique (déconstruction des stéréotypes), Esprit imaginaire

**Valeurs ECSI :** Egalité

**Thèmes ECSI :** Egalité des genres

**Attitudes ECSI :** ouverture d'esprit

## Objectifs pédagogiques disciplinaires :

**Nouveaux thèmes de la réforme :** Les univers professionnels et le Monde du travail (2nde)

**Cycle terminal :** Espace privé, espace public

**POC :** - Prendre la parole devant un auditoire  
- Présenter une personne en rendant compte des qualités nécessaires à la profession exercée

**Objectif lexical :** Les noms de métiers

**Objectif grammatical :** Le présent simple (définition de métier) et Have to (nécessité)

**Objectif culturel :** Étude de la société au quotidien (métiers masculins et féminins)



# Sources / Materials

- ☐ Feuilles blanches
- ✍ Pictionary : Dessinez un personnage représentant un métier.

## Instructions

- ① Sélectionner quelques métiers (3 suffiront) :  
*firefighter, surgeon, fighter pilot, plumber, baker, secretary, classical dancer ...*
- ② Demander aux élèves de dessiner ces métiers, de nommer leur personnage et de trouver quelles qualités sont nécessaires pour exercer cette profession.

Si vous souhaitez gagner du temps avec la séance de dessin, vous pouvez tout simplement proposer un tableau à compléter.

	Name	Qualities
A firefighter		

- ③ Les élèves prennent la parole chacun leur tour et présentent leur personnage.

**Bilan :** Compter le nombre de dessins d'hommes et de femmes. Cela permet d'amorcer une discussion sur les métiers genrés.

## To go further

Vidéo : <https://cutt.ly/upworthy>  
A Class That Turned Around Kids' Assumptions of Gender Roles!



 **Egalité entre les sexes**

# FUN HAS NO GENDER

Par Morgane Boscher

**Niveau :** Seconde, Première, Terminale

 50 mns

**Thèmes ECSI :** Egalité des genres

**Compétences ECSI :** Communication, Recherche et sélection de l'information, Esprit critique (déconstruction des stéréotypes), Esprit imaginaire

**Valeurs ECSI :** Egalité

**Attitudes ECSI :** Ouverture d'esprit

## Objectifs pédagogiques :

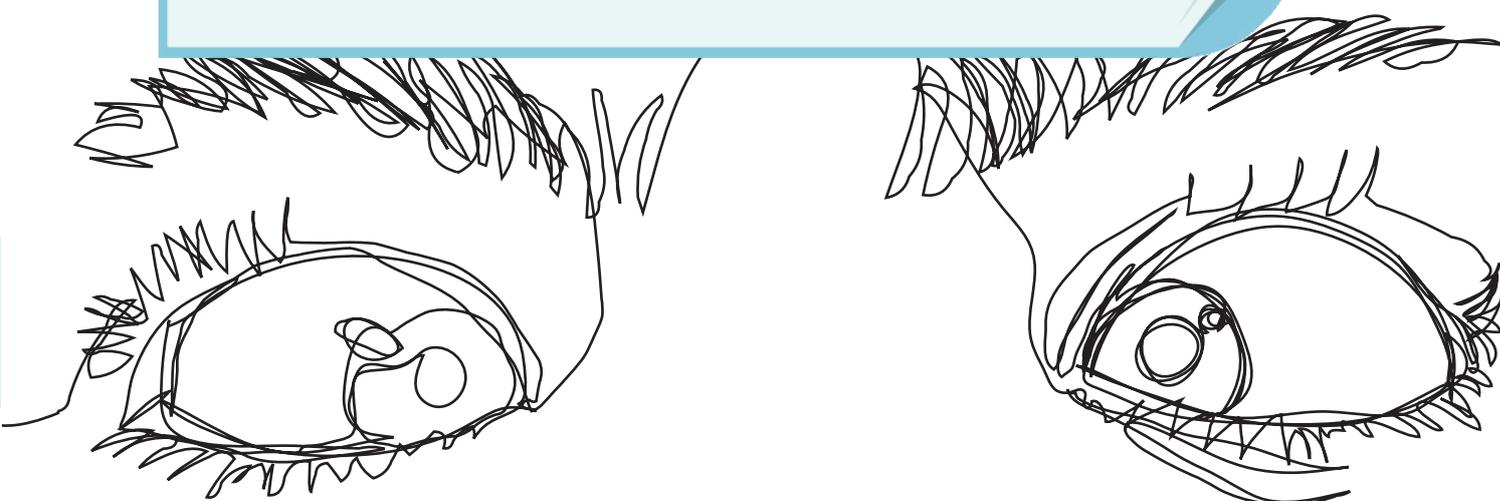
**Thème de la réforme :** Représentation de soi et rapport à autrui

**Cycle terminal :** Diversité et Inclusion

**Expression Ecrite :** Rédiger un dialogue en tenant compte de la situation, des sentiments exprimés et des pensées exprimées

**Objectif grammatical :** Le présent en BE + -ING, l'expression de la suggestion, du conseil, l'éventualité, le regret ... grâce aux modaux

**Objectif culturel :** L'égalité des genres, l'identité sexuelle



# Materials

📺 Un vidéoprojecteur

📷 Une vidéo d'un projet réalisé par Seth Eskelund :  
<https://cutt.ly/equality> qu'on aura pris soin de couper pour ne pas dévoiler la chute.

## Instructions

### ① Visionnage de la vidéo.

L'activité commence après avoir regardé la vidéo coupée (sans la chute) et en avoir discuté avec les élèves.

### ② Travail de groupe.

**Diviser la classe en 3 groupes.**

Le groupe 1 travaillera sur la jeune femme, le groupe 2 sur le jeune homme et le groupe 3 sur le petit garçon.

***Variante collègue / lycée :***

*Pour les élèves de collège, écrire les pensées des uns et des autres, puis venir jouer la scène devant la classe. Il n'est pas nécessaire de faire passer tous les élèves : un par groupe suffira.*

*Pour les élèves de lycée, imaginer le dialogue entre les différentes personnes, puis venir jouer la scène devant la classe. Tous peuvent prendre la parole chacun leur tour.*



# FEEDING A GROWING WORLD POPULATION

Par Michael Lionne

**Niveau :** Seconde, Première, Terminale

3 - 4h

**Topic in French curricula :** **Thème 2 :** Territoires, populations et développement

**Défis :** European section : How to feed a growing world population?

## Goal and skills :

**a. CLIL skills :** In this unit, the students will understand:

- Inequalities in the world regarding access to food (in terms of quantity and quality)
- The meaning of sustainable agriculture and development
- The necessity of reducing hunger and poverty in the world through global and local actions and initiatives

**b. Language and civic skills :** Oral and writing and debating skills (comprehension and expression)

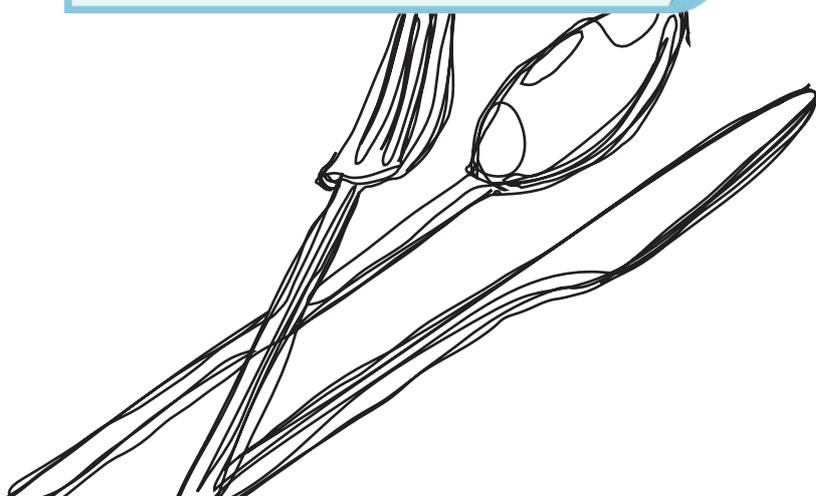
**Global Learning themes :**  
Food and agriculture, poverty, consumption and production

**Global Learning skills :**

- **Literacy skills**  
effective selection of information on local and global issues
- **Critical thinking**  
e.g. handling contentious and complex issues analysis of global processes and interdependencies
- **Communication**  
e.g. understanding the perspectives and world views of others
- **Creative thinking**  
e.g. considering alternative solutions to global problems

**Global Learning attitudes :**  
Solidarity, empathy, responsibility

**Global Learning values :**  
Dignity, justice, sustainability



# Lesson plan / Teaching strategy

## ① Individual work (Source 1)

- 1) How many humans suffer from hunger? Work out how much of the world population it makes. In which parts of the world is the situation worse?
  - label each corner of the classroom after a region of the world/continent ;
  - then, ask your class to split and spread out to the four corners making ;sure the number of students in each corner is in accordance with the percentage of malnourished people in the region it symbolises.

Make it fun and help your students visualize world imbalances !

Same exercise for the distribution of obese people in the world.

- 2) Explain the following expression “This reversal in progress”.
- 3) Why do you think that hunger in on the rise again? Use the text and your own knowledge.
- 4) Why does the food issue in the world sound paradoxical?
- 5) Do you know factors to obesity?
- 6) Where does this information come from? Is it a reliable source of information?

## ② Team work (Source 1)

- 7) **Debate.** Does the Sustainable Development Goal of Zero Hunger by 2030 sound realistic to you? Explain your point of view to the team.
- 8) Come up with two or three solutions to reduce hunger in the world. The team will then present its ideas to the class. Possibility to engage your students into a round table/negotiation; each team can be composed of representatives of countries/international institutions (UNO, FAO, UNICEF...).

## ③ Pair work; only one complex question that can be broken into smaller & easier questions. (Source 2 and source 3)

- 9) In which way can Local Roots' farming make the Sustainable Development Goal of Zero Hunger become a reality by 2030?
- 10) Which other Sustainable Development Goals (SDG) could the Zero Hunger objective be related to? Explain the relationship.
- 11) Why is Hunger a global concern?

④ **Individual work ; final question -> debate** (*Source 4*)

The students listen to the song – depending on their language proficiency lyrics can be provided; when all questions have been answered and reviewed, the teacher can show the video.

- 12) Find a word to summarize the following sentence : “the world must come together as one”.
- 13) What was this song written for? What message does it convey and what does it call on people for?
- 14) What argument is put forward to convince people and make them feel concerned about a crisis that is taking place thousands of miles away?
- 15) Do you know any similar song (in French or in English)?
- 16) To your opinion, how useful is this kind of song? Does this call (Africa for Norway) for help sound relevant to you?  
—> Have the students watch “Radi-Aid” (Africa for Norway) to help them reflect on international solidarity/cooperation and challenge their perceptions and stereotypes about North-South relations and fundraising campaigns.



# EUROPE AND INTERNATIONAL MIGRATION IN THE PAST

Par Michael Lionne

**Niveau :** Seconde, Première, Terminale

 3 - 4h

**Topic in French curriculum :** **Thème 2 :** Territoires, populations et développement

**Défis :** European section : Migrations

## Goal and skills :

**a. CLIL skills :** In this unit and through this case study, the students will reflect on migration and understand

- The Great Hunger that struck Ireland in the mid-19th century, its aspects, causes and consequences, especially in terms of migration and on national memory
- On a broader scale, why and where Europeans emigrated in the 19th & 20th centuries; the difficulties European migrants were often confronted with in their new country and their contribution to their new homeland in the long-run

**b. Language & civic skills :** oral and writing & debating skills (comprehension & expression)

**Global Learning themes :**  
Migration, diversity and intercultural relations, poverty, political power, democracy and human rights

**Global Learning skills :**

- **Literacy skills**  
effective selection of information on local and global issues
- **Critical thinking**  
e.g. handling contentious and complex issues
- **Communication**  
e.g. understanding the perspectives and world views of others

**Global Learning attitudes :**  
Solidarity, openness, empathy

**Global Learning values :**  
Dignity, justice, diversity



# Lesson plan / Teaching strategy

## FIRST STEP : CASE STUDY : THE IRISH POTATO FAMINE

### ① Prep work at home.

Give the students a list of the key words they will need to understand the meaning of for the activity in class, especially those from the audio extract (*source 1*).

### ② In class

The initial text has been adapted to deal with two levels of proficiency (intermediate & advanced); it allows a wide range of approaches depending on the level of the learners and the equipment available for the teacher (collective broadcast or individual access in IT room).

1) Have the learners listen to the first source (the text can be read by the teacher if the audio version is unavailable due to copyrights) and answer basic questions to get an overview of the topic.

Question	Answer in 1-2 words	Short summary - abstract
What ?		<p style="text-align: center;">Summary</p> <p style="text-align: center;">A ..... struck ..... in .....</p> <p style="text-align: center;">It lasted nearly ..... years.</p> <p style="text-align: center;">More than ..... people .....</p>
When ?		
Where ?		
How long ?		
How many ?		

2) Have the students listen again and fill in the gaps with the missing words.

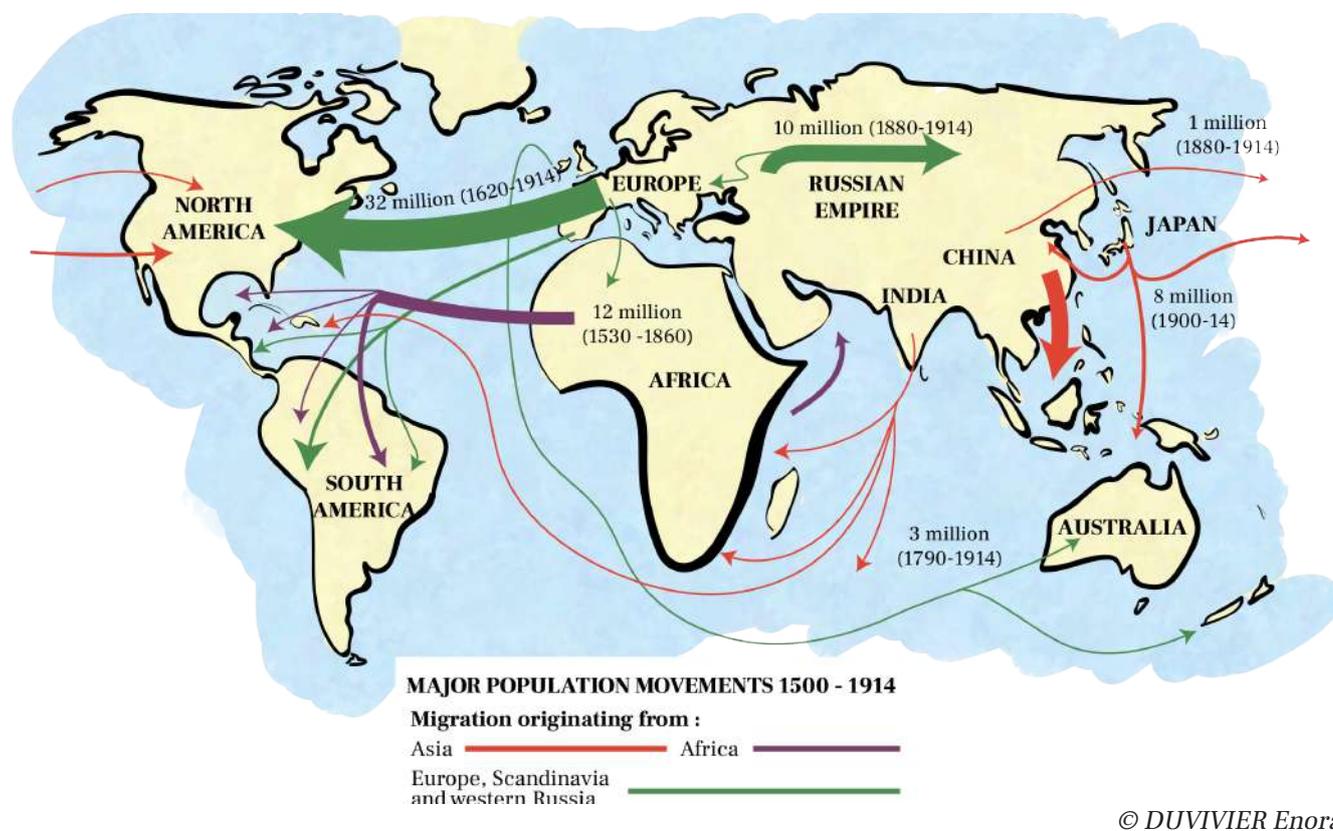
### 3) Sources 1-3-14-4.

Add sources 1, 3, 14 and 4 and have the students answer some questions to test their full understanding. Ask them to use the sources to prove or explain their point.

- Was it the first time that so many people had died from starvation in Ireland?
- According to the text, did the British government do everything they could to help?
- Is the British government the only one responsible for the worsening (aggravation) of the famine?
- What was the landowners' reaction? Why?
- What did people do to express their anger and despair?
- What did the Irish eat to survive? Explain.
- Why do you think the ships were called "coffin ships"?

### 3. Closing.

The teacher provides more information if necessary and recaps the event, causes and consequences. To do so mind mapping the main findings is a good option. The teacher will also explain that Irish emigration was part of a broader wave of European / world migration in the 19th and early 20th century (-> see map) on economic, religious and political grounds.



## SECOND STEP : CASE STUDY : THE MEMORY OF THE IRISH POTATO FAMINE IN IRELAND

### 1. Official memorial

Ask the students to comment on the Famine Memorial sculptures: description and main aims.

### 2. National memory through a song: Skibbereen by the Dubliners.

1) Make the students listen to the song. Ask them to react and write their feelings and opinion about it → do they like it or not and why? They can then share their impressions with the rest of the class.

2) Hand out an incomplete version of the script (remove some key words → words removed

depend the level of the class / students → learners can be given a different version). Have them listen to the song and fill in the gaps (find the missing words).

- 3) **Comprehension** : Have your students answer some questions such as the followings:
- a) What does Erin refer to/designate?
  - b) This song is built as a dialogue. How many people can you make out? Who are they? Prove.
  - c) Imagine what Skibbereen might be.
  - d) When did the story happen? Pick up temporal words that can help you date the events.
  - e) Summarize the reasons why he left.
  - f) What words let us know about his feelings?
  - g) Does this song hold / convey a biased or neutral memory of the Irish Potato Famine?

The teacher summarises and puts the analyses into perspective. It can lead to a wide range of perspectives and issues, from the relationships between Ireland and England with the birth of the Republic of Ireland in 1919-1921 to devolution for Northern Ireland and Brexit.

Alternative source to work on the memory of the event: **Ireland's Great Hunger Museum** : [www.ighm.org](http://www.ighm.org).

### **THIRD STEP : THE IRISH DIASPORA IN THE UNITED STATES**

#### **① Creative writing.**

Have the students team up and write a text (letter / diary) about their experience as an Irish immigrant in the US. The teacher can set the background & conditions/success criteria according to the teaching/learning objectives and the learners' level. For example :

- You are an Irish teenager. You have just crossed the Atlantic and the statue of Liberty is now in sight. Before landing you open your diary and start writing.
- You are a young Irish emigrant who has just arrived in New York. Write a letter to your family/friends who are still in Ireland.
- You are a child or teenager. You and your family have emigrated from Ireland and settled in the USA some years ago. You write a letter to your best friend or a family member who stayed in Ireland.

To help the students get familiar with the period and the key issues, it might be useful to provide a set of historical sources available for them to read and use freely. The teacher may as well decide to study these sources beforehand. If that is the case, the teacher can split the class into groups of 3 or 4, have the groups read the sources and discuss about them while she/he goes from group to group to help the students analyse and understand the sources.

**The ultimate goal for the learners is to draw some information and ideas to set their own story against a realistic historical backdrop.**



# PLASTIC SOUP

Par Michael Lionne

**Niveau :** Seconde, Première, Terminale

 6 - 8h

**Topic in French curriculum :** Sociétés et environnements : des équilibres fragiles. Fragilité des milieux océaniques  
**Societies and environment.** Polluted oceans and endangered sealife. Sustainable development

## Goal and skills :

**a. CLIL skills :** Thanks to this string of activities and tasks learners should understand :

- The impact of human activities on the environment, especially that of plastic on sealife & oceanic areas; environment-unfriendly practices
- The existence of sustainable alternatives and solutions
- The importance of scientific research and citizens' awareness to ecological issues to improve the world we live in

**b. Language skills :** all language skills (oral & written comprehension; speaking & debating)

**Global Learning themes :**  
Sustainable development, climate change, consumption and production, biodiversity

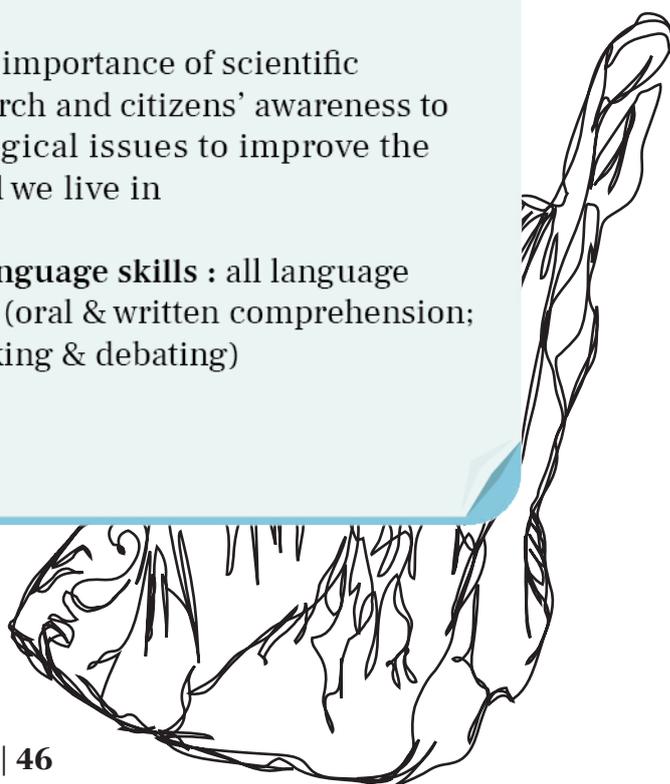
**Global Learning skills :**  
- Critical thinking  
analysis of global processes and interdependencies  
e.g : handling contentious and complex issues

- Citizenship and empowerment  
Making informed decisions regarding global issues

- Creative thinking  
e.g : considering alternative solutions to global problems

**Global Learning attitudes :**  
Responsibility

**Global Learning values :**  
Sustainable development



# Lesson plan / Teaching strategy

## STAGE 1 : THE PROBLEM

### ① Team & collaborative work. (1h)

#### Instructions:

- 1) Read source 1 for yourself.
- 2) Ask your team to tell you the meaning of the key words you do not know and to help you understand the section of the source your team is in charge of (from line ... to line ... → ask your teacher). Use a dictionary only if nobody can help.
- 3) Highlight in blue all the places mentioned in the text.
- 4) List all the words that relate to “garbage”.

### ② Individual work. (1h)

- 5) Where do the components of the plastic soup mainly come from?
- 6) Ask the pupils to locate the “plastic soup” on a map (for example, maps by Daniel Dalet)
- 7) What factors explain the location of the “plastic soup”?
- 8) What are the estimated size and weight of the “plastic soup”?
- 9) What damage can the garbage soup cause?
- 10) Here is a table with concentrations of microplastic in the Great Pacific Garbage Patch from 1970 to 2018.

Year	1970	1980	1990	2000	2010	2018
Concentration (no unit)	0	2	3	5	8	10

- a) Use the data from the table and draw a graph line of the concentrations of microplastic in the Great Pacific Garbage Patch.

- b) How has the concentration of plastic been evolving over the last 50 years?
- c) What will the concentrations of plastic in 2030 and in 2050 be? Explain your findings. Find a sentence in the text that supports the same idea. Can you account for this evolution?

### ③ Team and collaborative work.

Break the class into groups of 3-4 students and have them discuss the solutions. 1hr

- 11) In your opinion, what could be done to solve the plastic issue? Share your thoughts/ideas and come up with a plan to improve the situation.
- 12) Each group presents its ideas and conclusions to the class. Class exchange to reflect on the feasibilities of some of the solutions and the hurdles they might be confronted with.
- 13) Design a poster or a leaflet to raise awareness on the “plastic soup” issue.

## **STAGE 2 : SOLUTIONS FOR A BRIGHTER FUTURE**

Watch the videos and answer the following questions.

### **SOLUTION 1. OCEAN CLEAN UP**

**Stage 1. Source 2 Ocean Clean Up. 1 hr**

- 1) Who is the presenter?
- 2) What is the main objective of Ocean Clean up?
- 3) How much is expected to be cleaned up?
- 4) When was the system launched?
- 5) What do you make of the mission?

**Stage 2. Further understanding. 2 hrs**

Choose one of the following paths to further understand how the Ocean Clean Up works.

**Path 1 : source 3 video in IT room**

With or without subtitles  
<https://cutt.ly/GPGP>

**Path 2 : source 3 text → extract from website**

<https://cutt.ly/ocean-cleanup>

Take down a few notes from your reading or watching. Here are the various aspects to look at to reach a better understanding of the Ocean Clean Up.

- The way the system works.
- The obstacles the engineers were confronted with.
- How many systems are to be deployed?
- How long it is expected to take to be effective and to significantly reduce the garbage?
- What security devices is the system equipped with?
- How the project was financed?
- What will become of the collected garbage?

**Tip :** Feel free to draw a sketch of the system; label the different components.

### **SOLUTION 2. EATING PLASTIC**

Choose one of the following paths to further understand how the Ocean Clean Up works.

<b>Path 1 :</b> Source 4 video in IT room	<b>Path 2 :</b> Source 4 text → extract from website → paper
With or without subtitles Dictionary allowed.	<a href="https://cutt.ly/the-guardian">https://cutt.ly/the-guardian</a> Dictionary allowed.
<b>Task :</b> After taking some notes write a summary of about 150 words. Call on your teacher if necessary.	<b>Task :</b> Summary. Reduce the text by a third down to about 300 words ( $\pm 10\%$ ). You may choose to arrange the ideas differently. Call on your teacher if necessary.

# WATER ACTIVITY 1/4

Par Michael Lionne

**Niveau :** Seconde, Première, Terminale

 1 hour

**Topic in French curricula :** Managing limited and highly sought-after natural resources - Ressources majeures sous pression : tensions, gestions

## Goal and skills :

### a. CLIL skills :

- Introducing the water-related vocabulary & key words / concepts : water consumption, freshwater, groundwater, water cycle... drinking water, irrigation, wastewater
- Knowing some key facts about water, water consumption in the world
- Reading graphs and tables

**b. Language skills :** present & past tenses; comparatives & hypotheses; argumentation; numbers & percentages

**Global Learning themes :**  
Climate change, sustainable development, natural resources

**Global Learning skills :**

- Literacy skills  
effective selection of information on local and global issues
- Citizenship and empowerment  
making informed decisions regarding global issues
- Critical thinking  
e.g. handling contentious and complex issues analysis of global processes and interdependencies

**Global Learning attitudes :**  
Empathy, responsibility, solidarity

**Global Learning values :**  
Sustainability, equality



# Lesson plan / Teaching strategy

- in
- ① Introduce the topic and engage the students into talking about what water is and which way it is vital and essential to human beings and societies.
  - ② Analysis of a graph and a table → main use of water in the world. Possible questions.
    - a) How has the quantity of water used been evolving over the last 50 years? Why? How do you think the trend will go in the years to come?
    - b) What is water mainly used for in the world? Give some explanations and examples for each use.
    - c) What do you notice concerning how water is used in the countries listed in the table? Bring some explanations.

## Reliable source of information



Food and Agriculture Organisation : [www.fao.org/home/en/](http://www.fao.org/home/en/)



United Nations : [www.unwater.org](http://www.unwater.org)

# WATER ACTIVITY 2/4

Par Michael Lionne

**Niveau :** Seconde, Première, Terminale

 2 hours

**Topic in French curricula :** Managing limited and highly sought after natural resources - Ressources majeures sous pression : tensions, gestions

## Goal and skills :

### a. CLIL skills :

- Map making & critical analysis

- Understanding the unequal distribution of water resources & unequal access to drinking water

**b. Language skills :** present tense; comparatives & hypotheses; description; argumentation; using numbers & percentages; locating & counting

Key words : abundant & abundance / scarce & scarcity; map-making related vocabulary

• **Global Learning themes :**  
Climate change, sustainable development, natural resources

• **Global Learning skills :**  
- Literacy skills  
effective selection of information on local and global issues  
- Citizenship and empowerment  
making informed decisions regarding global issues  
- Critical thinking  
e.g. handling contentious and complex issues analysis of global processes and interdependencies

• **Global Learning attitudes :**  
Empathy, responsibility, solidarity

• **Global Learning values :**  
Sustainability, equality



# Lesson plan / Teaching strategy

Water is vital to life and to human and social development. Although the earth is known as the Blue Planet for the worldwide presence of water visible from outer space, the amount of water available to people varies from one place to another. The Mediterranean basin is a typical example.

## **TASK 1 : MAPPING THE MEDITERRANEAN BASIN**

**General instruction :** Use the data provided (given) in the table to map the water resources and withdrawals per inhabitant in the Mediterranean countries.

**Tip 1:** You should start by thinking about the key to your map; here, you need to sort out (classify) the statistics into a small number of categories (3 or 4).

**Tip 2:** Think of a convenient way to map each category you have previously made: colouring or hatching? If you go for colours, do not choose and order them at random → here you need to think about the message (if any) you want to convey through your map.

**Tip 3:** Do not forget to entitle your map and write some key landmarks to help readers use your map and locate themselves.

**Note on levels of water scarcity :** Hydrologists typically assess scarcity by looking at the population-water equation. An area is experiencing water stress when annual water supplies drop below 1,700 m<sup>3</sup> per person. When annual water supplies drop below 1,000 m<sup>3</sup> per person, the population faces water scarcity, and below 500 cubic metres "absolute scarcity".

**End of activity :** Comparison of maps and reflection on choices made.

**Alternative :** Same activity with a map-making software.

## **TASK 2 : ANALYSIS/ UNDERSTANDING**

**General instruction :** Comment on the map you have made.

**Tip 1:** What do you notice concerning the distribution of water resources in countries bordering the Mediterranean?

**Tip 2:** How can you explain the unequal situation of the Mediterranean countries in terms of their water resources?

**End of activity :** The teacher summarizes and provides a broader perspective.

- Current situation:

- 🔥 Around 700 million people in 43 countries suffer today from water scarcity.
- 🔥 Sub-Saharan Africa has the largest number of water-stressed countries of any region.
- 🔥 2.1 billion people lack access to safely managed drinking water services. (WHO/UNICEF 2017).
- 🔥 340,000 children under five die every year from diarrhoeal diseases. (WHO/UNICEF 2015)

- Changes:

- 🔥 By 2025, 1.8 billion people will be living in countries or regions with absolute water scarcity, and two-thirds of the world's population could be living under water stressed conditions. Water scarcity already affects four out of every 10 people. (WHO)
- 🔥 With the existing climate change scenario, almost half the world's population will be living in areas of high water stress by 2030, including between 75 million and 250 million people in Africa. In addition, water scarcity in some arid and semi-arid places will displace between 24 million and 700 million people.

Water scarcity emerges from a combination of hydrological variability and high human use, which may in part be mitigated by storage infrastructure.

**Alternative and follow-up :** Depending on the teaching goals a similar activity can be carried out with other data, especially in relation with water withdrawals, water uses and water quality.

## Sources and Materials

- A blank map of Mediterranean countries can easily be found online, for example on a website by Daniel Dalet (<https://cutt.ly/Dalet>), a history and geography teacher.

- Data table : reliable data and statistics can easily be found on the **FAO** website Renewable water resources per country (km<sup>3</sup>/year).

Greece	68.4
Tunisia	4.6
France	211
...	...

<https://cutt.ly/Dalet>

<https://cutt.ly/aquastat-FAO>

**Note to teachers :** The table can easily be adapted to meet your needs and goals.

# WATER ACTIVITY 3/4

Par Michael Lionne

**Niveau :** Seconde, Première, Terminale

 2 hours

**Topic in French curricula :** Managing limited and highly sought-after natural resources - Ressources majeures sous pression: tensions, gestions

**Goal and skills :**

**a. CLIL skills :**

- Understanding the unequal access to drinking water
- Understanding the role of women in collecting waters in some societies

**b. Language skills :** Hypotheses & expressing opinion

**Global Learning themes :**  
Climate change, sustainable development, natural resources

**Global Learning skills :**

- Literacy skills  
effective selection of information on local and global issues
- Citizenship and empowerment  
making informed decisions regarding global issues
- Critical thinking  
e.g. handling contentious and complex issues analysis of global processes and interdependencies

**Global Learning attitudes :**  
Empathy, responsibility, solidarity

**Global Learning values :**  
Sustainability, equality



# Lesson plan / Teaching strategy

## ① FIRST STAGE.

1) Hand out the first two screenshots (opening of the movie, 41'38, 0'57) and have the students think about the setting on their own (landscape, climate, possible location, level of development...). Make the learners share their views & opinions.

2) Split the students into groups of 4; hand out the screenshots numbered 1 to 4 (one picture per group) & tell the groups to prepare a short description of their picture.

### Possible screenshots:

1. "Water is for housework" 2'58

3. "It's the only power we have over them" 79'31

2. "It has been so since the dawn of time" 4'25

4. "What does it say?" 80'05

3) Mix the groups so as to have groups of 4 and in each group, at least one student for each of the screenshots : students talk about their own picture without showing it. Then, all the pictures are laid on the table and the groups put them in the sequence they deem right and write a summary of the story and the plot. They present it to the rest of the class.

4) Class open discussion and debate about the message and women's action to make things change; chances they have to achieve their goals.

## ② SECOND STAGE.

1) Viewing of the trailer and written summary of the movie.

2) The teacher provides a broader perspective on the main issues at stake:

- Water resources differs from accessibility accessibility varies a lot: tap water and private access in developed areas as opposed to water collecting and public / common access in developing areas → lack of water supplies and facilities.

- Women's role / mission to water collecting in some societies and tribes : its social significance and effects.

## Sources and Materials

- Screenshots of a movie trailer : The Source by Radu Mihaileanu in 2011 with subtitles : CECRL : B1.

An educational kit with a synopsis and analysis of the movie by Zéro de conduite (in French). <https://cutt.ly/zero-de-conduite>



# WATER ACTIVITY 4/4

Par Michael Lionne

**Niveau :** Seconde, Première, Terminale

 1 to 2 hours

**Topic in French curricula :** Managing limited and highly sought-after natural resources - Ressources majeures sous pression: tensions, gestions

## Goal and skills :

### a. CLIL skills :

- Understanding water-related tensions & finding peaceful solutions; debating

**b. Language skills :** Hypotheses argumentation & expressing opinion. Listening & understanding : B2(CECRL)

● **Global Learning themes :**  
Climate change, sustainable development, natural resources

● **Global Learning skills :**  
- Literacy skills  
effective selection of information on local and global issues  
- Citizenship and empowerment  
making informed decisions regarding global issues  
- Critical thinking  
e.g. handling contentious and complex issues analysis of global processes and interdependencies

● **Global Learning attitudes :**  
Empathy, responsibility, solidarity

● **Global Learning values :**  
Sustainability, equality



# Lesson plan / Teaching strategy

- ① Hand out a blank map of the Middle East – give the students lists of places to locate (countries and rivers) – by doing so they get used to the area and the pronunciation of some of the key places.
- ② News report.
  - The students listen to the news report and then draw a circle around the places they have heard: Turkey, Euphrates, Tigris, Syria and Iraq.
  - The students now watch the news report and answer the following questions : this stage is open to differentiation teaching approach.

A grade student	B grade student	C grade student
a) Why does Turkey have a growing need of water?  b) How does Turkey meet its growing needs of water?  c) Why are there tensions between Turkey and its southern neighbours? <b>Tip</b> : What does Turkey blame its neighbours for and conversely?  d) Why has the management of water in Iraq & Syria worsened over the last ten years?	a) Are Turkey's water resources high or low?  b) Turkey's water needs are growing / going down?  c) Do Iraq and Syria blame Turkey for polluting or overusing the Tigris and Euphrates rivers?  d) Does Turkey blame its neighbours for wasting or misusing the water from the rivers?  e) Has the management of water in Iraq and Syria recently improved or deteriorated?	Fill-in the blanks activity  --> the summary used can also be given to the other students.

③

**Debate.**

Split the class into small groups and have them think over solutions to solve the tensions between the two sides. Ask the learners to do some research at home beforehand if necessary.

④

**Teacher's conclusion.**

The teacher brings a broader perspective about water conflicts and tensions in the world due to transboundary resources (world map can be useful). Around two-thirds of the world's transboundary rivers do not have a cooperative management framework.

## Sources and Materials

- Blank Map of the Middle East.

- News report - Turkey and neighbours locked in water-use row - Al Jazeera English - 2013. CECL : B2.

<https://cutt.ly/middle-east>

# WOMEN'S RIGHTS IN THE UK (LATE 19TH – EARLY 20TH CENTURY)

Par Michael Lionne

**Niveau :** Seconde, Première, Terminale

 5-6 hours

**Topic in French curricula :** Democratisation of the French society in the 19th & 20th centuries through social, economic & political emancipation of women

Same approach in European sections but applied to British history

## Goal and skills :

**a. CLIL skills :** These activities aim at making pupils understand how British women fought for their political rights (right to vote) in the end of the 19th and the early 20th century and how successful the suffrage movements were in the short and in the long-run

**b. Language skills :** Hypotheses argumentation and expressing opinion. Listening & understanding : B2(CECRL)

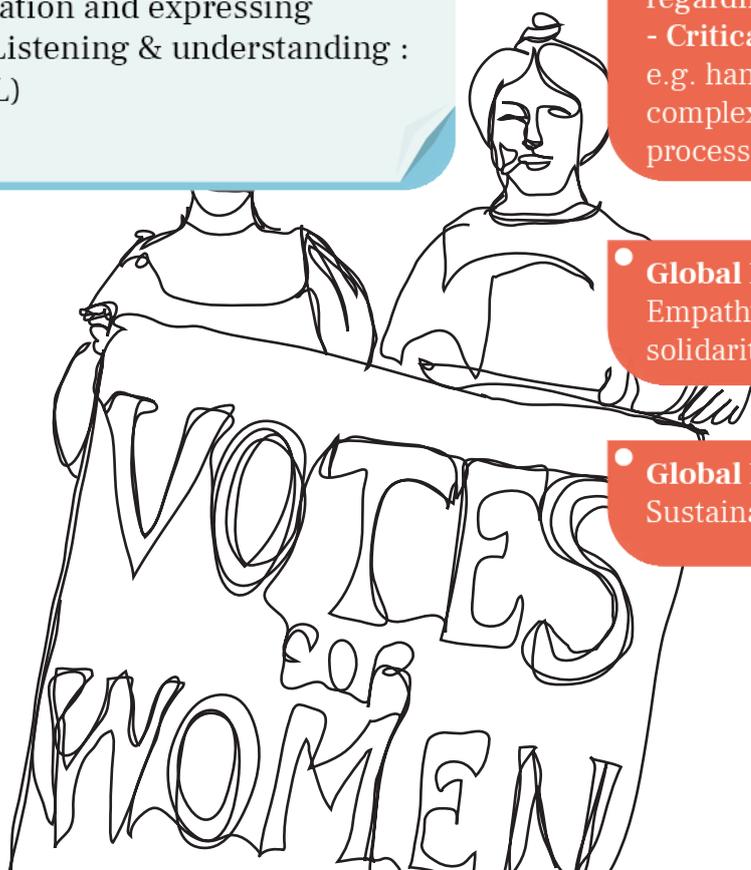
**Global Learning themes :**  
Climate change, sustainable development, natural resources

**Global Learning skills :**

- Literacy skills
- effective selection of information on local and global issues
- Citizenship and empowerment
- making informed decisions regarding global issues
- Critical thinking
- e.g. handling contentious and complex issues
- analysis of global processes and interdependencies

**Global Learning attitudes :**  
Empathy, responsibility, solidarity

**Global Learning values :**  
Sustainability, equality



# Lesson plan / Teaching strategy

## **TASK 1. Listening comprehension. Audio extract. Source 1**

- 1) Listen and draw the item described in the extract.

## **TASK 2. Listening comprehension. Picture and audio extract. Sources 1 and 2**

- 2) Who are the two figures on each side of the coin? What do they stand for?
- 3) What happened to the coin? When and why? In what way is it an act of defiance?
- 4) Can you think of any other ways Victorian women may have used to stand for their rights to vote?

## **TASK 3. Pair work (one girl / one boy). Reading comprehension and writing. Source 3**

- 6) Read source 3. Ask your partner to help you understand the source. Use a dictionary only after trying to understand by yourselves.
- 7) Create a spider diagram showing the various militant methods used by the suffragettes.
- 8) In 1913, you cover the Epsom Race as a reporter. The incident involving Emily Davison hits the headline and your article is published on the front page the day after. Write the article (300 words maximum) and design the front page. Your article should be factual (give facts) as well as biased (express a point of view).

## **TASK 4. Pair work (one girl / one boy). Reading comprehension and writing. Source 4**

- 9) Read the source several times. Ask your partner to help you understand the source. Use a dictionary only after trying to understand by yourselves.
- 10) Do all women support Women Suffrage? Prove and try to explain why it was so.
- 11) What was the official reaction to hunger strikes and why?

## **TASK 5. Individual work. Listening comprehension. Audio extract. Source 5. Possibility to show the pictures to weaker students.**

- 12) How did the Suffragettes respond to the call to arms? Why?

- 13) Give examples of jobs women did during the Great War. In what way did it further their cause for equal voting rights?
- 14) What does the presenter suggest / mean when she says: “In the end, no national acceptance that women should hold on to the new status and skills they’d acquired”?

**TASK 6.      Group work. Source 6.**

- 15) All the class. As the article is read aloud, the teacher checks the learners’ comprehension, highlights the vocabulary and clarifies the meaning if necessary.
- 16) In groups. Imagine what the special day could look like and how it could take place. Think of the guests, the activities, the main stages and key moments... Write a detailed and neat programme on an A4 sheet of paper. Alternative: write the opening speech.

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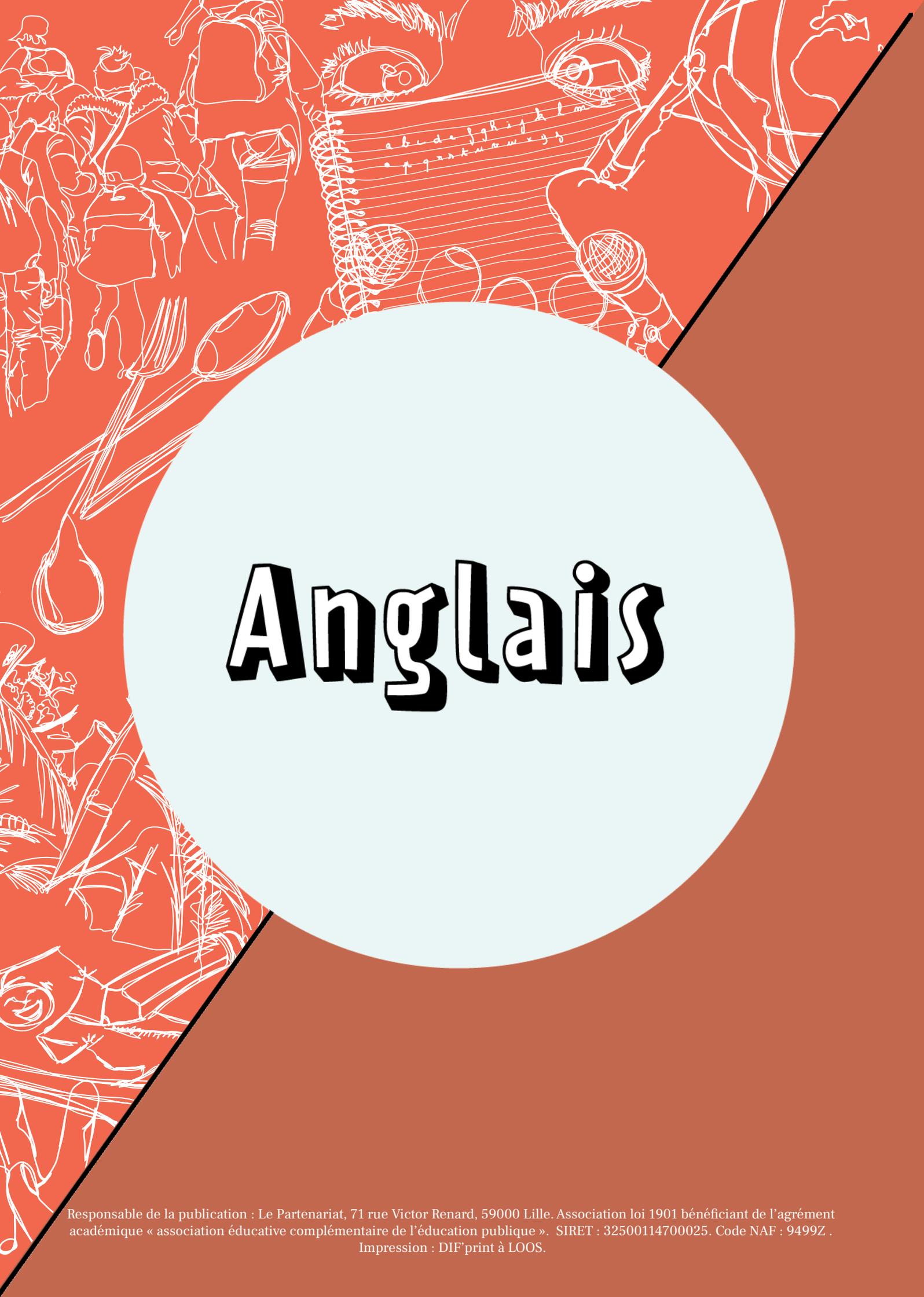
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