



The
Global Citizenship
and
Multilingual
Competences
Toolkit



Teaching module

Disclaimer: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Table of contents

Geography: Unit 1: Activity 2, Exercise 1: Do you know where your own food and clothes come from?	p. 4
Mathematics: Unit 1: Activity 6, Exercise 2: Language Fun Facts	p. 9
Biology: Unit 2: Activity 3: Biodiversity loss	p.11
Art: Unit 3: Activity 4, Exercise 2: Female superheroes	p.14
Geography: Unit 4: Activity 1, Exercise 1: Warm up quiz	p.16
History/Geography: Unit 4: Activity 2: Exploring language rights and policies	p.21
Information Technology: Unit 5: Activity 3: Let's create fake news	p.30



Unit 1:

Activity 2, Exercise 1: Do you know where your own food or clothes come from? (digital version)

Rationale: Thinking about and investigating where our food and clothes come from is a worthy goal in itself because it can provide opportunities for gaining a better understanding of our consumption habits and the fact that these can have implications for other people around the world.

Please note that this exercise is provided in both digital and analogue versions. This exercise could be adapted for a geography class by, for instance, focusing on revising the continents with your students as they search for the specific countries.

A. Before the class when you wish to do this exercise, instruct students to go to their kitchen and/or wardrobe and pick out five items. Learners take a picture of each item, zooming in the label where it says where the product is from or made. Ask learners to have these pictures ready for the next class.

B. Create a word cloud. One possible tool to use is Mentimeter (<https://www.mentimeter.com/>) and search for an option 'create a word cloud' and select 5 entries per participant. The website will automatically generate a numeric and a QR code.

C. In class, share the codes with your students and ask them to type in the numeric code or to scan the QR. When they do this, they will be able to enter the names of the countries they found on their products' labels. If digital tools are not available, you may want to highlight places on a world map or just collect answers on the board.

D. Show the results of the word cloud to the students (ideally projecting them on the board/wall).

E. Discuss the outcome with your students.

Discussion questions:

- Which continents are most prominently represented?
- Which country is mentioned most often?
- Are there any missing countries and why? (reflect beyond the list)
- How do you think the items have reached your country?
- Why do you think items such as clothes and food are imported?

Tip: The following article "Why America stopped manufacturing its own clothes"



(<https://www.kqed.org/lowdown/7939/madeinamerica>), which explores the story behind clothes manufacturing in the US from the 1960s till today, might be of use as background. Depending on the level, you might also want to share it with your students.

F. Put your students in groups of four and tell the group to choose one country that appeared in the word cloud and research its working conditions online. Students should look for, e.g., average working conditions, average wages, any issues with child labour, gender gaps in employment, etc. in that country. Advise students to look for the above-mentioned keywords. They are likely to find yearly reports and newspaper articles, such as “Average income around the world” <https://www.worlddata.info/average-income.php>, “The gender gap in employment: What’s holding women back?” <https://www.ilo.org/infostories/en-GB/Stories/Employment/barriers-women#intro>, or “World in data” <https://ourworldindata.org/>. Given that these might be difficult to interpret, encourage them to ask for your help at any time during the class. Give them 15-30 minutes depending on their resources, level of proficiency, and range of factors to search for. Please note that, if need be, this task could be set as homework.

G. Students in each group make a short presentation to the class regarding what they have found out about their respective country (5 mins per presentation).

H. To round off, students can discuss as a whole class what the implications are of what they have discovered about their respective countries and the objects they own produced in their countries. The discussion should focus on the interconnections between local and global actions. Discussion questions:

- Thinking of your and your peers’ presentations, what have you discovered about the products imported and produced in your country?
- Do you know if similar products are being made locally, in your country? If so, which ones and where can these be bought?

Do you know where your own food or clothes come from? (analogue version)

If students do not possess a digital device at home (or if some do and others don’t) try this version.

A. Before the class when you wish to do this exercise, instruct students to go to their kitchen and/or wardrobe and pick out five items. Ask students to write down the countries they see on the products’ labels.

B. Provide your learners with “Handout B: Following my food and clothes around the world”.



- C. Arrange learners in groups and give each group one handout.

- D. Ask learners to jointly try to find the countries from their products' labels. If available, encourage them to use school computers and/or an atlas and find out as much as possible about the countries. Ideally, they should search for the following pieces of information: Average working conditions, average wages, any issues with child labour, gender gaps in employment, etc.

- E. Each group makes a short presentation about what they have learned.

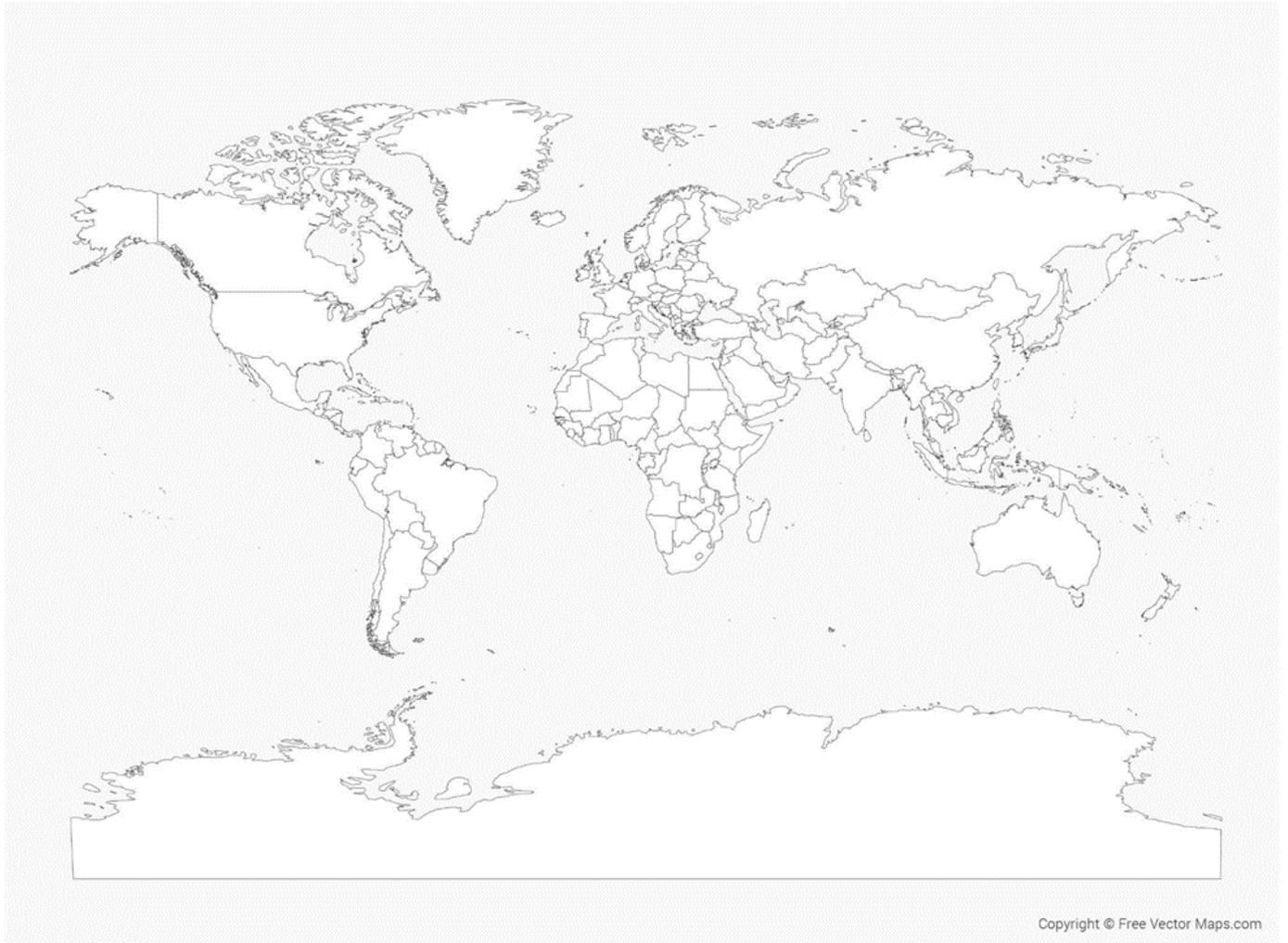
- F. Ask your learners to complete the second page of the handout and to answer the discussion questions. Have a group discussion with your students and write their answers on the board.



Dispensa B: Seguendo il mio cibo e i miei vestiti nel mondo

Sai da dove provengono i tuoi alimenti o i tuoi vestiti?

Indica i paesi che trovi sulle etichette dei tuoi prodotti sulla mappa qui sotto.



Source: <https://freevectormaps.com/world-maps/WRLD-EPS-01-0017?ref=atr>

Domande per la discussione:

- Quali sono i continenti più rappresentati?
- Quale viene citato più spesso?
- Ci sono Paesi mancanti e perché? (rifletti su quelli non presenti nell'elenco)
- Come pensi che questi prodotti abbiano raggiunto il tuo Paese?
- Perché pensi che articoli come i vestiti e il cibo siano importati da altri Paesi?
- Pensando alla tua presentazione e a quelle dei tuoi compagni, che cosa avete scoperto sui prodotti importati e prodotti nel vostro Paese?
- Sai se prodotti simili vengono realizzati localmente, nel tuo Paese? Se sì, quali e dove si possono acquistare?



Scrivi le tue risposte qui sotto:



Unit 1:

Activity 6, Exercise 2: Language fun facts

A. The students' curiosity about different languages was hopefully piqued by the previous task and they are eager to learn more. The next task may also be completed within their groups or as pair work. Provide each group of learners with "Handout G: Language fun facts". Give your learners a few minutes to think about the questions and decide whether they think the facts are true or false. If your learners are not proficient enough in English, you may either want to read and translate the questions with them or translate the sentences (possibly also with the help of translation tools such as DeepL <https://www.deepl.com/translator>) to make this task doable for your learners. We also offer the handout in several languages.

B. Once the students have responded to all of the items, compare the students' answers together. You might also like to let your students vote on each of the statements, if your students enjoy it. Then let them know whether the statements were true or false. The solutions are provided below and the false statements were corrected with the correct answer highlighted in red.

Language fun-facts	True	False
There are languages spoken by less than ten speakers.	X	
Over 800 languages are spoken in Papua New Guinea, an island north of Australia.	X	
Over 300 languages are spoken in the USA.		X
The Cambodian language has the longest alphabet with more than 70 characters.	X	
23 of the world's languages are spoken by half of the population of the world.		X
In Nigeria, more people are able to speak English than in the UK.	X	
There are over 200 fake languages that were made up for movies or books, such as for Star Trek, Game of Thrones or Avatar.	X	
Around 60% of the world is multilingual and therefore speaks more than one language.		X
English dominates the Internet and 80% of the information stored on computers is in English.		X
Hawaiians have over 200 different words related to 'rain'.	X	
30% of the English words are derived from French words.		X
Spanish is the official language in 20 countries.	X	



C. Ask each group to decide on one fun-fact that they were most surprised by. Afterwards, let them share their favourite fun-facts with the whole class and encourage them to explain why they decided on this specific one.

D. Ask your learners to answer the following questions:

- How many letters does the alphabet of the language used in your classroom have? Do any of your learners speak a language with more letters?
- Is the language spoken in your classroom one of the 23 most widely spoken languages?
- How many learners in your classroom are multilingual?
- Which languages is the language spoken in your classroom related to?

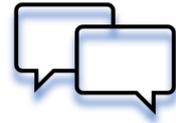
The facts were taken from two websites: <https://speakt.com/language-facts/> and <https://takelessons.com/blog/language-facts-z14>.

E. This activity may also be used during maths class to revise percentages. The following discussion questions may be used to explore multilingualism in numbers:

- In the first exercise, your students engaged with the number of speakers of the world languages. Given that there are 8 billion people in the world, which percentage of people speak each world language? Ask your learners to calculate the percentages: Mandarin Chinese (918 million), Spanish (480 million), English (379 million as L1), Hindi (341 million), Bengali (300 million), Portuguese (221 million), Russian (154 million) and Japanese (128 million). Create a pie chart to represent this information.
- According to the language fun facts, 60% of the world's population are multilingual. How many people are that in concrete numbers?



Dispensa G: Fatti divertenti sulle lingue



Leggi i seguenti fatti divertenti sulle lingue e indica se sono veri o falsi.

Fatti divertenti sulle lingue	Vero	Falso
Ci sono lingue parlate da meno di dieci persone.		
In Papua Nuova Guinea, un'isola a nord dell'Australia, si parlano oltre 800 lingue.		
Negli Stati Uniti si parlano oltre 400 lingue.		
La lingua cambogiana ha l'alfabeto più lungo, con oltre 70 caratteri.		
30 delle lingue del mondo sono parlate da metà della popolazione mondiale.		
In Nigeria, più persone sono in grado di parlare inglese che nel Regno Unito.		
Esistono oltre 200 lingue false inventate per film o libri, come Star Trek, Game of Thrones o Avatar.		
Circa un terzo della popolazione mondiale è multilingue e parla quindi più di una lingua.		
L'inglese domina Internet e il 70% delle informazioni memorizzate sui computer è inglese.		
Gli hawaiani hanno oltre 200 parole diverse legate alla "pioggia".		
Il 20% delle parole inglesi deriva da parole francesi.		
Lo spagnolo è la lingua ufficiale in 20 Paesi.		



Unit 2:

Activity 3, Exercise 1: Biodiversity loss

A. Introduce the concept of “biodiversity” to your students by showing them the following video https://www.youtube.com/watch?v=b6Ua_zWDH6U released by WWF, which explains what “biodiversity” is and its importance for the survival of our planet and for all creatures living on it, including human beings.

B. Ask students to think about a couple of keywords related to the topic and then create a concept map on the blackboard as brainstorming activity. Your students might think of keywords such as “flora”, “fauna”, “different species”, “pollution”, “human activity”, “ecosystems”, “preservation”, etc.

Exercise 2: Species extinction

A. Divide the class into groups. Give each group Handout B and ask them to search the Internet for the following information regarding plant or animal species. Groups can choose whether to work on fauna or flora, but make sure that both are covered within the class.

- Which plant/animal species have become extinct? When?
- Which plant/animal species are in danger of extinction?
- Are there any endangered animals/plants close to where you live?
- What are the causes of these extinctions?
- What are the consequences of these extinctions for the life of the planet and human beings?
- What can be done to prevent the phenomenon of extinction?

B. Each group creates a power point to present their work to the other groups. The research and the power point creation (or at least part of it) could be set as group homework activities. Remind students to include graphs and images in the presentation to make it more impactful, interesting, and effective.



Dispensa B:

Flora e fauna in pericolo



A gruppi, cercate in internet le seguenti informazioni. Tenete presente che vi verrà chiesto di creare una presentazione per condividere la vostra ricerca con la classe.

Decidete se preferite concentrarvi sugli animali o sulle piante!



1. Quali specie animali e vegetali si sono estinte?

2. Quali specie animali e vegetali sono a rischio di estinzione?

3. Ci sono animali/piante in via di estinzione vicino a dove vivete?

4. Quali sono le cause di queste estinzioni?

5. Quali sono le conseguenze di queste estinzioni per la vita del pianeta e degli esseri umani?

6. Cosa si può fare per prevenire il fenomeno dell'estinzione?





Unit 3:

Activity 4, Exercise 2: Female superheroes

For this exercise, you need to put your students in small groups (3-4 students). Explain that they have been hired by a comic publishing company (e.g. Marvel Comics, DC Comics) to create a series of new superhero characters which must be female. Before drawing these superheroes, they need to consider what they fight for (i.e. their main cause and values), what their superpowers are going to be (this may include being able to speak multiple languages), and how they are going to look (e.g. physical appearance, clothes, special tools). Please use pupils' handout A for this part of the exercise.

A. Each group can create one character or more depending on the time available. They will draw their superhero on a piece of flip chart paper and give her a name. You should try to encourage the creation of superheroes that defy conventional and/or stereotypical representations of women as well as common physical characteristics attributed to superheroes (e.g. athletic, able-bodied, light-skinned).

B. Invite each group to share their female superhero with the whole class and to explain her superpowers and what she stands for. You can either end the activity at this point or promote a further discussion around other groups in society that are underrepresented in comic books.



Dispensa A

Quali superpoteri avrà la tua supereroina?
Assicurati che sappia parlare più lingue!

Per quale causa si batte? Pensa a quelle cose che potrebbero rendere la tua comunità e/o il mondo un posto migliore per tutti.

Quali sono gli attributi fisici e l'abbigliamento/gli strumenti che avrà? Scrivi un elenco da utilizzare per visualizzare il suo aspetto.



Unit 4:

Activity 1, Exercise 1: Warm up quiz

Rationale: Taking a quiz is an accessible way for students to get introduced to the topic of multilingualism and linguistic diversity in the world. Discussing the answers afterwards provides them with basic knowledge that enables them to execute the following exercises of the unit.

A: Introduce students to the world of multilingualism by doing the following quiz. Most discussion is provoked by doing the quiz not individually but with all students in class, while the questions are presented on a screen in front of the class. *You can also use the handout attached to this unit.*

How many of the world's 7.000 languages are in danger of becoming extinct by 2100?

- a. About 10% of the world's 7.000 languages are endangered
- b. About 25% of the world's 7.000 languages are endangered
- c. About half of the world's 7.000 languages are endangered
- d. About 85% of the world's 7.000 languages are endangered

[GCMC answer: Numbers vary in different studies, but probably about half of the world's seven thousand languages are in danger of disappearing. According to a recent study, about 1.500 of them are likely to become extinct by 2100. Source:

[https://www.nature.com/articles/s41559-021-01604-y.epdf?sharing_token=5FwxwZJzesv0IJvjRz4XUNRgN0jAjWel9jnR3ZoTv0OuQZ_IzCr6S9RKO8tUDnMDqRPiPM1uA7p7LbcV4UD7QDNIPX_hMzFSb-JQ449ZakoeSx99UMf4fUctwF0pkvVk-IA9mRH5PTmLsBps8733KB6qop5xesp5PxV3G0hYUfifxoUbVNXbYh1VahoCM6T0eNESKZBV8Qcx7pdia0yiykmNREsKQFcp1SYgXpFE8%3D&tracking_referrer=www.cbsnews.com\]](https://www.nature.com/articles/s41559-021-01604-y.epdf?sharing_token=5FwxwZJzesv0IJvjRz4XUNRgN0jAjWel9jnR3ZoTv0OuQZ_IzCr6S9RKO8tUDnMDqRPiPM1uA7p7LbcV4UD7QDNIPX_hMzFSb-JQ449ZakoeSx99UMf4fUctwF0pkvVk-IA9mRH5PTmLsBps8733KB6qop5xesp5PxV3G0hYUfifxoUbVNXbYh1VahoCM6T0eNESKZBV8Qcx7pdia0yiykmNREsKQFcp1SYgXpFE8%3D&tracking_referrer=www.cbsnews.com)

What percentage of the world population speaks two or more languages?

- a. 20 percent
- b. 40 percent
- c. 60 percent
- d. 80 percent

[GCMC answer: According to estimates, 40 percent of the world population is monolingual. 43 percent is bilingual, 17 percent speak three or more languages. Source:

[http://ilanguages.org/bilingual.php\]](http://ilanguages.org/bilingual.php)



Which is the most widely spoken first language in the world?

- a. English
- b. Mandarin Chinese**
- c. Spanish
- d. Hindi

[GCMC answer: According to Ethnologue, Mandarin Chinese is spoken as a first language by 921 million people globally. Second is Spanish (471 million people), third is English (370 million) and fourth is Hindi (342 million). Source:

https://en.wikipedia.org/wiki/List_of_languages_by_total_number_of_speakers]

Which language has the most speakers in the world, including non-first language speakers?

- a. English**
- b. Mandarin Chinese
- c. Spanish
- d. Hindi

[GCMC answer: According to Ethnologue, English is spoken by 1.35 billion people, Mandarin Chinese by 1.12 billion people. Hindi (600 million) and Spanish (543 million) rank third and fourth. Source: <https://www.ethnologue.com/guides/ethnologue200>]

Which of the following statements about multilingualism is NOT true?

- a. Research indicates that having learned multiple languages may delay memory loss (known as Alzheimer's disease)
- b. Learning multiple languages as a child complicates learning either of them properly**
- c. Being multilingual enhances empathy and understanding of other cultures
- d. Having skills in more than one language increases job opportunities

[GCMC answer: Learning multiple languages as a child is no problem at all. Children are able to learn more than one language perfectly well. The other statements are true indeed.]

What is the main difference between a language and a vernacular dialect?

- a. A dialect is more similar to other language varieties, a language is more different
- b. A dialect is only spoken by few people, a language by relatively many people
- c. A language has gained higher prestige than a dialect, thanks to for example grammars and dictionaries, literature, and an official political status**
- d. A dialect is just the flawed pronunciation of a real language

[GCMC answer: the difference between a language and a dialect is an issue of historically acquired prestige. Written standards and governmental language policies often play a big role. The distance between language varieties (answer A) does not determine whether they are different dialects or different languages. Norwegian and Swedish for example, or spoken



Serbian and Croatian, are mutually intelligible, yet they are labelled as different languages. On the other hand, quite a few English L1 speakers may not be able to understand language varieties spoken in parts of the US, yet they are all considered to be speakers of English. Number of speakers (answer B) do not matter: a dialect may have many more speakers than certain languages. A dialect also is not a flawed pronunciation of what people may call a 'real' language (answer D), it is a language variety equally real and valuable as any other variety.]

Which country has the largest number of native Spanish speakers?

- a. USA
- b. Colombia
- c. Spain
- d. Mexico

[GCMC answer: There are more than 109 million native Spanish speakers in Mexico. Source: <https://www.worlddata.info/languages/spanish.php>]

Which continent has the most indigenous languages?

- a. Asia
- b. Europe
- c. Africa
- d. The Americas

[GCMC answer: Asia has the most indigenous languages, closely followed by Africa. Source: <https://www.ethnologue.com/guides/continents-most-indigenous-languages>]

B: Discuss in class:

- Which answers were surprising for the students and why?
- Were any concepts used in the questions unclear? Explain them to the students.



Dispensa A



Quiz introduttivo

Attività 1 Esercizio 1



Scegli la risposta corretta tra le seguenti domande a scelta multipla.

1. Quante delle 7.000 lingue del mondo rischiano di estinguersi entro il 2100?

- Circa il 10% delle 7.000 lingue del mondo è a rischio di estinzione
- Circa il 25% delle 7.000 lingue del mondo è a rischio di estinzione
- Circa la metà delle 7.000 lingue del mondo è a rischio di estinzione
- Circa l'85% delle 7.000 lingue del mondo è a rischio di estinzione

2. Quale percentuale della popolazione mondiale parla due o più lingue?

- 20 per cento
- 40 per cento
- 60 per cento
- 80 per cento

3. Qual è la prima lingua più parlata al mondo?

- Inglese
- Cinese mandarino
- Spagnolo
- Hindi

4. Quale lingua ha il maggior numero di parlanti al mondo, compresi quelli non madrelingua?

- Inglese
- Cinese mandarino
- Spagnolo
- Hindi

5. Quale delle seguenti affermazioni sul multilinguismo NON è vera?

- Le ricerche indicano che l'apprendimento di più lingue può ritardare la perdita di memoria (nota come morbo di Alzheimer)
- L'apprendimento di più lingue da bambini complica l'apprendimento corretto di una delle due
- Essere multilingue aumenta l'empatia e la comprensione delle altre culture
- Avere competenze in più di una lingua aumenta le opportunità lavorative



6. Qual è la principale differenza tra una lingua e un dialetto?

- Un dialetto è più simile ad altre varietà linguistiche, una lingua se ne differenzia di più
- Un dialetto è parlato solo da poche persone, una lingua da un numero relativamente elevato di persone
- Una lingua ha acquisito un prestigio maggiore rispetto a un dialetto, ad esempio grazie a grammatiche e dizionari, alla letteratura e a uno status politico ufficiale
- Un dialetto è solo una pronuncia errata di una lingua vera e propria

7. Qual è il Paese con il maggior numero di madrelingua spagnoli?

- Stati Uniti
- Colombia
- Spagna
- Messico

8. Qual è il continente con il maggior numero di lingue indigene?

- Asia
- Europa
- Africa
- Americhe



Unit 4:

Activity 2: Exploring language rights and policies:

Exercise 2: Minority languages – the case of Irish

[AGE GROUP 10-14]

Rationale: In this exercise, students watch a video in which different people from Ireland explain what the Irish language means to them. Learning about a specific minority language gives learners an idea about the ways in which minority languages in general may function in society and what they mean to its speakers, especially in times of globalisation. Students are prompted to think about the importance of language to people's identity. It will foster positive attitudes towards regional minority languages, which helps students in class who speak such a language feel accepted and valued.

Note. This exercise could also be adapted for a geography class. Such a lesson could simply focus on the country of Ireland, but the exercise could also be part of a lesson on the social, cultural and economic dynamics of centre versus periphery in Europe, or even on the tension between the local and the global in this era of globalisation.

Moreover, this exercise could also be adapted for a history class, focusing either simply on the Modern history of Ireland and Irish-British relations, or the exercise could be included in a class on decolonisation or on processes of nation-building.

A: Provide students with some basic facts about the country of Ireland. Make clear to them that most people in Ireland have English as their mother tongue, but for 40.000 to 80.000 people, Irish is their mother tongue. Originally, Irish was the common language of all people in Ireland, but over the centuries and due to English dominance, the English language has replaced Irish more and more. However, Irish is recognised as an official language in Ireland, next to English. Irish is taught in school in the whole of Ireland, but most students never become fluent in it.

B: Show them the following video in which different people from Ireland explain what the Irish language means to them. Ask students to make notes about people's answers to that question and then ask them to underline the most relevant terms/phrases in the interviewees' responses. *You can use the handout attached to this unit.* (Pause or repeat the video if it goes too fast for students to follow.)

<https://www.youtube.com/watch?v=ownuljxqCHM>



[GCMC answer: I speak it every day and it's very important to maintain it. We should use it more often in everyday life. We have to make bigger noise about Irish and be proud of it.]



[GCMC answer: It's one of the oldest languages in Europe and has a richness that other languages don't have. It relates to the nature of the people here. There is nothing wrong with English, but bilingualism is a rich thing to have. We should be proud of Irish.]



[GCMC answer: Irish is important to me because I'm a proud speaker of Irish. You have to be proud of it, otherwise people don't speak it anymore and the language is at risk of disappearing.]



[GCMC answer: Language is communication, but language is also about culture and attitudes. We realise only since people from Eastern Europe come to Ireland and have different languages and cultures. Irishmen abroad are proud of their Irish heritage. People used to be embarrassed about speaking Irish, but not anymore.



[GCMC answer: The lack of Irish I have myself is quite embarrassing. My girlfriend's Estonian-English bilingualism encouraged me to improve on my Irish. My mother is almost fluent and she teaches me now.



[GCMC answer: We understand the importance of language as part of culture and history. Government isn't doing enough to support Irish. It isn't taught properly in school.]



[GCMC answer: My children speak Irish and go to Gaelic school. I am from Belfast (Northern Ireland, UK) and for me it is extra important to have the Irish language next to English. A country without a language, is a country without a soul.]

C: Ask students to name a term they underlined in their notes. Write the terms down on the board and discuss what these terms tell us about Irish as a minority language. For example: Irish is considered to be part of the Irish identity. It is not just about communication, but also about a sense of belonging, of culture and history. Probably more so than in the case of an 'unthreatened' language like English, Irish is associated with 'heritage' and 'history', as if it is mainly something from the past that people feel needs to be 'maintained' to avoid the risk of 'loss'.

D: Discuss in class:

- Why would it be difficult to maintain a minority language like Irish in the 21st century?



- Do students think the language should be preserved; why (not)?
- Think of ways in which this could be tried. Discuss the possible role of education, (social) media, and what could be done to encourage parents to speak Irish to their children. Write ideas down on blackboard.

Exercise 3: Putting language rights into practice: application of the European Charter for Regional or Minority Languages

[AGE GROUP 14-18]

Rationale: One way of protecting and promoting linguistic diversity is by adopting international treaties and government policies on language rights. In Europe, an important treaty on this issue is the European Charter for Regional or Minority Languages. Teaching about such a treaty makes students reflect on the pros, cons and challenges of (minority) language policy and the role of government in protecting languages. It also raises questions about differing attitudes towards regional minority languages on the one hand and migration languages on the other.

Note. This exercise could be adapted for a geography class, focusing either on European topography (e.g. having students study European linguistic maps online) or on European frameworks of cooperation (teaching students about the European Union and its institutions, the Council of Europe and its treaties, etc.).

Moreover, this exercise could also be adapted for a history class, focusing on the post-War process of European cooperation and integration.

A: Recapitulate in class that minority languages run the risk of losing speakers because of their weaker position in society compared to majority languages. Explain to students that governments can make policies to protect and support minority languages and their language communities, for example because they cherish linguistic diversity and cultural heritage. A group of countries can make international agreements about minority language rights. This can also be a way of accommodating possible cultural and political conflicts between linguistic groups. States then make policies to fulfil these international agreements. Now let students have a look at Article 1 of the Charter (Council of Europe, 1992), in which minority languages are defined: <https://rm.coe.int/1680695175> (This document is also available in other languages).

It says: 'For the purposes of this Charter, **a.** "regional or minority languages" means languages that are: (i) traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State's population; and



(ii) different from the official language(s) of that State; it does not include either dialects of the official language(s) of the State or the languages of migrants;
(...) c. "non-territorial languages" means languages used by nationals of the State which differ from the language or languages used by the rest of the State's population but which, although traditionally used within the territory of the State, cannot be identified with a particular area thereof'

B:

- Let students compare the definition of a minority language they came up with in exercise 1 to the definition in the Charter. What are differences and similarities?
- Ask students to give an example of a language that fits the Charter's definition of a 'non-territorial language'.

[GCMC answer:]

- Compare to exercise 1.
- Examples in Europe are Yiddish and Roma. They are traditionally spoken in scattered spots across the continent.

C: Let students have a look at the objectives of the European Charter:

<https://www.coe.int/en/web/european-charter-regional-or-minority-languages/the-objectives-of-the-charter->

Ask students to write down two arguments in favour of protecting minority languages by government policies and two arguments against it. Discuss in class.

[GCMC answer:]

reasonable arguments in favour could be:

- Due to processes of globalisation and pressure from majority languages, regional minority languages tend to decrease in number of speakers. Language diversity is valuable in itself and therefore minority languages deserve government support.
- Minority languages are part of a country's cultural heritage and therefore deserve protection.
- Policies protecting and promoting minority languages increase the social status of this language, which helps speakers to feel accepted and valued.

(more or less) reasonable arguments against it could be:

- People have individual rights to be treated equally, irrespective of their language. Collective language rights go against the notion of individual equality.
- Minority languages may undermine the unity of the state and may thus be seen as a threat to its stability.
- Granting minority language rights creates too much fuss in society, i.e. the need to



make government communications bilingual, introduce bilingual education, law, media, etc.

D: Have students check out this overview per country of the languages protected under the Charter, as well as the level of protection.

<https://rm.coe.int/languages-covered-en-rev2804/16809e4301>

Ask students to search in the list for the country they currently live in [if they are in a member state of the Council of Europe; otherwise, ask students to pick a random country from the list]. Ask them to write down the languages protected under the Charter in this country.

E: Let's debate together! As we have seen, the Charter cover regional, minority and non-territorial languages that have been historically spoken in Europe, while it explicitly does not cover languages of immigrants. These are languages spoken within immigrant communities of people who moved to Europe over the past decades, for example for job opportunities or because they fled a conflict zone. Examples of these languages are Turkish, Berber, Arabic and Kurdish.

Instruct your pupils to write down (individually) pro and contra arguments for the exclusion of migration languages from the Charter. Afterwards, split the class into two groups, with one group defending the position that this makes sense and the other group defending the position that this is unfair. The two groups debate about their respective positions with a 1 minute pitch on each side and a 5 minute further exchange of arguments.

[GCMC answer:]

Possible arguments for the position that excluding migration languages from protections under the Charter makes sense:

- History: regional and national minority languages deserve protection because they were historically spoken in this particular area. Migration languages have their historical roots elsewhere.
- Uniqueness: regional languages deserve protection because they tend to decrease in number of speakers and these languages are spoken nowhere else. The heartland of migrants' languages is elsewhere. If their language is in need of protection, it should be protected in its linguistic heartland. It is up to migrants themselves to decide whether they want to pass on their language to the next generation; this is not the government's responsibility.
- Integration: protecting and promoting migration languages may inhibit the integration of migrants in their new home country.
- Practical: the number of regional and national minorities in a given country is limited, whereas there will be at least some speakers of many dozens of migration languages. It is



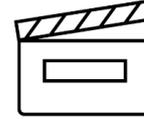
simply not feasible to meet the obligations under the Charter for so many languages.

Possible arguments for the position that excluding migration languages from protections under the Charter are unfair:

- History is a non-argument. There is no reason why a language should be protected on the basis of having been spoken in this particular area for a long time. All languages are equal and history is no basis for unequal levels of protection.
- Protecting and promoting migration languages helps migrants feel welcome and appreciated and creates an environment in which migrants feel safe to participate in society.
- If diversity and multilingualism are truly regarded as an asset, migration languages should be included in protective language policies too.



Dispensa C



Le lingue minoritarie, il caso dell'irlandese

Attività 2 Esercizio 2

Hai visto un video in cui diversi irlandesi spiegano che cosa significa per loro la lingua irlandese. Prendi appunti sulle risposte delle persone a questa domanda e poi sottolinea i termini e le frasi più rilevanti nelle risposte degli intervistati.







Unit 5:

Activity 3: Let's create fake news.

Exercise 1: How to make fake news

A. Open this link <https://gijn.org/six-fake-news-techniques-and-simple-tools-to-vet-them/> on the school computer and project onto the board. If this is not possible, send the link to the students and ask them to individually explore the website (on their personal computer or tablet) or share the printouts of the webpage.

B. Ask the students to read all steps carefully. After reading the webpage, you can ask one or more students to summarise the main information.

Exercise 2: Try your hand at it!

A. Divide the students in pairs or groups and ask them to write their own fake news about a topic of their interest, following the advice and steps listed on the webpage. Remind them to be as credible and convincing as possible! Encourage them to create their "Breaking news" banner using a meme generator, for example the *Breaking News Meme Generator*: <https://breakyourownnews.com/>. If they don't have a personal computer or tablet in class, ask them to do this activity at home. Of course, make sure they don't publish it outside of this context!

B. Instruct each pair/group to send their work to you. During the next lesson, project all the fake news written by the students (alternatively, you could print out the fake news on big sheets of paper and hang them all on the wall) and conduct a poll to find out which article is the most convincing and the most similar to real news. Ask your students to give a score from 1 to 10 for each article and instruct them to justify the given score, based on the typical features of fake news analysed in the previous activities.

C. Award a 'prize' to the group that wrote the best article. Then discuss in plenary what features made the winning article better than the others.