



The Global Citizenship and Multilingual Competences Toolkit



Teaching module

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Unit 1: Connecting local and global issues



Teaching module



Table of contents

Activity 1: Warm up	p. 5
Activity 2: Interconnectedness	p. 9
Activity 3: Diversity in the world	p. 13
Activity 4: Economic (in)equalities, wealth, and resources	p. 16
Activity 5: Diversity in school books	p. 19
Activity 6: Multilingualism	p. 23



Unit 1: Focus on teaching

Connecting local and global issues

Introduction

The aim of this unit is to give you ideas on how to familiarise your learners with the concepts of global citizenship and multilingualism. The focus is on the interconnectedness of local and global issues. This unit provides a variety of materials both for in-class use and to inspire your own design of tasks. The aim of the activities in this unit is to broaden students' understandings of how local issues are connected to global issues and what it means to be a global citizen. Students will engage with and reflect on diversity, interconnectedness, and the global connections to their countries, schools, and classrooms. Lastly, the students will explore linguistic diversity and will reflect on the variety of languages spoken worldwide. For further resources, the activities in the teacher unit can of course also be adapted for in-class use with your learners.

Learning objectives and outcomes

Learning objectives  This unit aims to:	Learning outcomes  At the end of the unit, your students can:
<ol style="list-style-type: none"> 1. [Values, n. 2] Raise students' awareness of linguistic and cultural diversity. 2. [Knowledge, n. 6] Help students reflect critically on their consumption habits and their consequences. 3. [Knowledge, n. 2] Encourage students to reflect on the consequences of issues related to social equality and access to resources. 4. [Attitudes, n. 2] Promote tolerance, open-mindedness, and curiosity in learners. 	<ol style="list-style-type: none"> 1. [Attitudes, n. 7] List the languages spoken within their class and know at least three words in each language. 2. [Knowledge, n. 6] Learn about the countries in which their food and clothing are produced, and about their consumption habits and their consequences. 3. [Knowledge, n. 2] Discuss inequality and critically reflect on the topic as a part of the community members. 4. [Attitudes, n. 2] Recall interesting facts about other languages and countries and are curious about them.

Activities

Activity 1: Warm up

Estimated time: 40min.

Learning objectives:

- Help students gain an understanding of global citizenship and multilingualism.
- Raise students' awareness of linguistic and cultural diversity.
- Help students reflect on their own identities in the local and global community.

Resources needed:

- Internet access.
- Papers and pencils/pens.

Exercise 1: Global citizenship and multilingualism

What does global citizenship mean?

Rationale: Teaching global citizenship can help learners to become aware of and sensitive to different traditions and their own global perspectives, open their minds to new ways of being in the world, and help them to appreciate the value of diversity.

A. Ask students what it means for them to be a global citizen and collect ideas on the board.

B. Elicit and, if necessary, pre-teach the vocabulary below. This can be done by getting students to match up the terms and their definitions, which were adapted from the videos in the following step.

- Citizens: Inhabitants, members of a community
- Community: A group of people who may share interests and characteristics in common
- Cultures: A group of people that share values, beliefs, and customs
- Values: People's judgement of what they believe is important, worthy, and useful
- Diversity: Differences among people or being different in one way or another
- Traditions: Beliefs and customs transmitted from one generation to the next
- Spread the word: Share a piece of information with as many people possible

C. Watch this video - "What does it mean to be global?"

https://www.youtube.com/watch?v=sR6sHKVZ5g8&ab_channel=ReadingWithKiKi for younger, 10-12-year-old students; and this video

https://www.youtube.com/watch?v=wgWnFKLmH2I&ab_channel=WebsterUniversity "what is global citizenship?" for 13-18-year-old students. While watching, learners should make notes



about what it means to be global based on the ideas in the video. They should compare this to their own initial definition and find ways in which it is similar or different.

D. Ask students to compare in groups of 4 what they noted from the video and their own definitions of global citizenship. Get them to work as a group to provide their own definition and/or list of characteristics. Getting feedback from each group, continue and extend the discussion. Below are some questions to spark a possible discussion.

Discussion questions (for both age groups):

- How can you be(come) a global citizen?
- How can being and acting as a global citizen affect the world?
- Is it possible to be a global citizen if you have never travelled outside your home country? Why/why not?

E. Give your learners homework based on this exercise. Ask them to conduct a short interview with three people of their choice (e.g., family members, friends, acquaintances, etc.) asking them if they know what it means to be a global citizen and if they consider themselves a global citizen. Students make notes during the interviews. In the next class, the learners come together again in groups of 3-4 and report on what they found from the short interviews. They should try to identify any possible common themes across all interviews.

Exercise 2: Multilingual peers: Find someone who...

Rationale: Teaching about multilingualism or employing multilingual pedagogies will encourage your learners to understand and accept other languages and cultures. Promoting multiple languages in the classroom and encouraging learners to use their own diverse language(s) in the classroom as appropriate can strengthen their academic performance and emotional wellbeing. It helps learners to feel accepted and valued, but also ensures equitable linguistic access to knowledge and forms of expression.

A. For the following activity, provide your learners with “Handout A: Multilingual peers: Find someone who”.

B. Ask your students to write down the language(s) they speak, understand, or know some words in.

C. Next, your students stand up and mingle around the class to find peers with whom they share language(s), different language(s) others speak, and new words they have learned. The learners should write the words and names of languages next to the circles – advise them to write these in three separate categories and to make sure that they remember which languages and words belong to which category. Instruct them to simply note down the languages and new words, and not their peers’ names (this is to avoid any kind of pinpointing or discrimination during the

exercise and afterwards).

D. Ask your students what they have learned from the exercise and about their peers' linguistic resources. Collect how many languages are spoken fluently and how many languages students know some words in. Write these on the board. In addition, consider asking students if they have noticed some common words across languages. Write these on the board as well.

E. Cut a poster in three equal parts and write the three categories in, like in the example below.

All of us speak these languages
Some of us speak these languages
Here are some of the new words that we have learned

F. Group your students in three groups. Each group gets one piece of poster on which they should write the languages and several example sentences in these languages (see the example below). Encourage students to decorate their poster piece. Make sure that each group has a student that speaks some of the mentioned languages.



All of us speak these languages

Spanish

Japanese

English

Me gusta comer pizza.

私はピザを食べるのが好きです。

I like to eat pizza.

Some of us speak these languages

Croatian

German

Volim jesti pizzu.

Ich esse gerne Pizza.

Here are some of the new words that we
have learned

Volim:

Volim te!

(Te quiero; アイラブユー; I love you)

G. Once all three pieces are done, glue them together to make a poster. Keep the poster in the classroom to remind you and your students of the repertoire of languages spoken among the students.

H. Finish the exercise by discussing the following question:

- How can languages be seen as a valuable resource?

Activity 2: Interconnectedness

Estimated time: 40min.

Learning objectives:

- Get students to better understand the nature of global interconnectedness.
- Help students reflect critically on their consumption habits and their consequences.

Resources needed:

- Access to your kitchen/wardrobe.
- Internet access.
- Paper and pencils/pens.

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.

- 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.
- Provide your learners with "Handout B: Following my food and clothes around the world".
- Arrange learners in groups and give each group one handout.
- 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.
- Each group makes a short presentation about what they have learned.
- 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.

Exercise 2: Finding connections

Rationale: This exercise promotes critical thinking and creativity, and ignites discussion about possible connections in learners' environments.

- Cut a clean piece of paper into cards so that each of your learners gets four blank pieces.
- Instruct learners to write these four categories on the four cards so that each card represents one category: an animal; an object, an emotion, and a hope for the future. For example:

AN ANIMAL	AN OBJECT	AN EMOTION	A HOPE FOR THE FUTURE
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C. On the flip side, students write an example of the category, e.g., a dog; table; love; end hunger. For example:

A DOG	A TABLE	LOVE	END HUNGER
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*Please note that these are four separate cards.

D. Students then get put into groups of six and the cards are mixed together and dealt so that each learner gets one from each category but possibly not their own. It does not matter if they receive one of their own cards back. The point is to think creatively and make links across categories. If learners only discuss their own cards, it is possible the links are already apparent to them. This furthers their creativity to think beyond their own categories. The cards can be reshuffled.

E. Students read their four cards to the others in the group and they have to find a way (or ways) in which these are connected. If they cannot find a possible set of connections within 2 minutes, the student to their left can try. If they cannot manage it, then it moves on again. Alternatively, all students can be asked to provide possible interconnections. A possible answer to how the four categories may be interconnected: My mum always prepares food with lots of *love* for us and our *dog* – who is also an important member of our family. The food is always nicely served on the *table* and we *love* it. Every Sunday we cook together and bring food to those less fortunate. We know that we will not *end hunger* this way, but at least we try with little good deeds.

F. Either the teacher or the students choose two other classmates to do the same (with the same or a different category) and the game continues until all slips have been used creatively.

An alternative can be to mix and match categories and still ask students to find connections or in which ways the content of their slips is connected. Categories can also be altered depending on students' interest and age.

Adapted from "Making global connections: Teaching and learning about interconnectedness through highly participatory activities"

http://www.edu.gov.on.ca/eng/teachers/enviroed/pdfs/c_15_making_global_connections.pdf

Activity 3: Diversity in the world

Estimated time: 40min.

Learning objectives:

- Help students to critically reflect on different aspects of diversity.
- Raise students' awareness of the importance of embracing diversity.

Resources needed:

- Internet access.
- Projector/printout material.
- Board/Flipchart.

Exercise 1: Diversity in the world

Rationale: This exercise introduces students to the notion of diversity and suggests ways of how to embrace it in their daily lives.

A. Ask your students what they think diversity means and encourage them to give their own understanding and provide examples if possible. Note down your students' replies on the board.

B. Offer these definitions by writing them on the board or by printing and distributing them to all students.

- Definition A (for younger students): "It means difference(s) between two or more things. Examples: Diversity in plants include trees, bushes, flowers, grass, etc. Diversity in dogs include big dogs, small dogs, long haired dogs, short-haired dogs, etc. Similarly, in people things such as race and skin colour, religion, age, disabilities, etc. make us different from one another and add to the diversity of the world" (All4kids, 2021, para. 2).
- Definition B: "Diversity means 'variety' – refers to things that are different from each other. People are the same and different. Human diversity includes: country of origin, family and ethnic background, race, sex, age, culture, professional background and training, religious or political beliefs and personality" (UN-DPKO-DFS CPTM, 2017, p. 5).
- Definition C: "Diversity is defined as the presence of differences within a given setting. This may include gender, race, ethnicity, religion, nationality, sexual orientation, place of practice, and practice type. It is the way people are different and yet the same at the individual and



group levels” (Tan, 2019, p. 31).

- Definition D: “The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual” (Queensborough Community College, n.d., para. 1)

C. In groups of 3-5, students compare the definitions and their responses on the board. The following questions might help you to guide the discussion:

- Which definition do you like best? Why?
- Looking at all definitions, is there anything you particularly agree or disagree with or is there anything you think is missing?
- What would be the core elements that any definition of diversity should include?

D. Next, ask the groups to formulate their own definition about diversity in school. As a teacher, you can then ask groups to share their definitions and try to compile a definition everyone agrees on. This can then be made into a poster and decorated by the students for the classroom wall. In addition, ask your students to think about whether their definition of diversity in school could be applied to other schools in their city, country, and across the world and discuss within their groups.

Exercise 2: Embracing Diversity

Rationale: The exercise promotes the importance of embracing diversity within a society or a community.

A. Brainstorm with your students types of diversities in your community, such as your school, neighbourhood, or any other communities your students belong to.

B. Explain to your students that it is important to respect people regardless of their differences and that it is important to embrace diversity.

C. Next, play the video “If the world was only 100 people”

<https://www.youtube.com/watch?v=A3nllBT9ACg>. The video is about various elements of diversity that exist in the world such as population, gender, age, beliefs, languages, access to



health facilities, shelter, food, education, electricity, and internet. While watching the video, ask students to take notes of what types of diversity are mentioned in the video (e.g., religions and languages).

D. After watching the video, collect together a list of the types of diversity noted by the students. Ask them to reflect on other types of diversity missing and consider whether any of the categories of diversity might be too limited in what they convey (e.g., gender only refers to male/female as binary).

E. Finally, round off with a whole class discussion on why they think it is important to embrace diversity and ask them what benefits it can bring to a society or community. Some potential questions to lead the discussion:

- Why is an understanding and appreciation of diversity important?
- What benefits can such understanding bring to a society or community?
- What ideas do you have for promoting diversity in your class and in school?

Activity 4: Economic (in)equality: Wealth and resources

Estimated time: 40min.

Learning objectives:

- Encourage students to reflect on the consequences of issues related to social equity and access to resources.
- Help students feel a sense of participation in tackling global issues.

Resources needed:

- Internet.
- Projector/printout material.
- Board/Flipchart.

Exercise 1: Privileges among us

Rationale: This exercise aims at raising students' awareness about the different kinds of privileges attributed to individuals within the society. It is expected that through this exercise, the students learn and gain an awareness about privilege, and the power that may come with it.

A. To start with, explain to your students what a privilege is and what types of privilege exist. You can use the following excerpt from hivelearning.com (2022, para. 2):

“Privilege describes benefits that belong to people because they fit into a specific social group or have certain dimensions to their identity. You can have (or lack) privilege because of your race, gender, sexual orientation, ability, religion, wealth, and class, among many other characteristics. Having privilege means having an advantage that is out of your control and that you didn't ask for. You may not even notice it until you educate yourself about its existence. Privilege and the lack of privilege are how power is distributed.”

B. Next, share “Handout C: Privileges among us” with your students to brainstorm (in pairs) what kinds of privileges there are; if they have seen this phenomenon around them; and if they possess this particular privilege.

C. Show them the following video: <https://www.youtube.com/watch?v=hD5f8GuNuGQ> “What is Privilege” and ask them to fill in their table with any additional kinds of privilege if they wish.

D. After watching the video and filling in the table, lead a class discussion. You can also use the following questions:

- Are you aware of any other kinds of privileges that didn't appear in the video? If so, which ones?
- How did you notice some of the privileges you enlisted in the table?
- How did you know that these are privileges.

E. You can enrich your students' knowledge and raise their awareness of diversity and equity by introducing one of the most current issues related to privilege and inequity, the Black Lives Matter (BLM) movement. Ask them to read the following article entitled "Black Lives Matter" <https://kids.britannica.com/kids/article/Black-Lives-Matter/632612>. The article has versions for accommodating the students' reading level. After reading the article, facilitate a positive discussion about the topic. To lead the discussion, you can ask the following questions:

- What are the societal problems which triggered the BLM movement?
- What role can social media play in triggering positive change and awareness?
- In your society, do you have any other social justice movements comparable to BLM?

Exercise 2: Global issues and potential solutions

Rationale: This exercise explores examples of global issues and encourages students to reflect on possible solutions.

A. Explain what Sustainable Development Goals (also called SDGs) are. You can explain that "The Sustainable Development Goals [SDGs] are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice. Learn more and take action" (UN, 2022, para. 1). The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice. (United Nations, 2022). To help you in explaining SDGs, please print the SDGs poster (downloadable from The Global Goals Resources <https://www.globalgoals.org/resources/>).

B. Show a video of Malala explaining how we could take part in tackling global issues through the SDGs <https://vimeo.com/138852758> "Malala introducing the The World's Largest Lesson". The video showcases various local issues according to the UN's SDGs and possible ways young people can contribute to tackling them. Provide your learners with "Handout D: Tackling global issues". While watching the video, ask your students to fill in the form of what problems and possible solutions to these problems are mentioned in the video or something that they come up with. You may want to play it twice.

C. After watching the video, lead your students to discuss the topic based on the table. Ask

students if they have any other ideas to help solving global issues, other than the ones mentioned in the video - something they come up with in their table. You can ask them to read them out loud or write them on the board.

D. To help students gain a deeper understanding of global issues and potential solutions, do the SDGs Quiz exercise. Print questions cards of the SDGs Quiz (downloadable from <https://goals.org/downloadable-material/>) and organise students in pairs.

E. Each student in a pair will be given a different set of cards. Student A will ask a question to student B based on the card (the answer to each question is provided in the cards). Then student B will take turns asking the next question. The exercise is finished when all the cards are used and answered.

F. To end the class, ask students what problems they think need to be solved first, second, and third. Then ask them to offer solutions.

- What problems do you think need to be solved first, second, and third? Please explain.
- What are the possible solutions to the above problems?
- How can you, as a student and as a responsible citizen, potentially contribute to solving the problem?

Activity 5: Diversity in school books

Estimated time: 40min.

Learning objectives:

- Help students understand that language is important to one's identity.
- Promote tolerance, open-mindedness, and curiosity in learners.

Resources needed:

- Sheets of paper.
- Printed handouts.
- Computer with projector.
- Blackboard/poster.

Exercise 1: Exploring stereotypes

Rationale: In this exercise, students will explore the different forms of stereotypes and will reflect on the effects of discrimination and how to prevent it.

A. Ask the learners if they have heard the word 'stereotype' before and if they know what it means. Collect their suggestions either orally or note down some definitions on the blackboard.

B. Then, provide them with this definition: "A fixed idea that many people have about a thing or a group that may often be untrue or only partly true" (Merriam-Webster, n.d.). Consider rephrasing the definition, depending on your learners' language level and age.

C. Continue the brainstorming exercise by asking learners to give examples of stereotypes. Note down their suggestions on the blackboard. Once the learners have offered all of their suggestions, introduce them to the 9 categories of stereotypes (racism, sexism, languageism, ableism, ageism, discrimination because of religion, socioeconomic status, sexual orientation or family structure) and explain how their suggested stereotypes relate to these eight categories and provide the definitions of these stereotypes.

For guidance, please have a look at the definitions, which were taken from the Oxford Learner's Dictionary:

Racism: the unfair treatment of people who belong to a different race. The reasons for racism may vary and often depend on the country's history.

Sexism: the unfair treatment of people, especially women, because of their sex and the attitude that causes this

Linguagism: discrimination based on features of language such as accent, syntax, or vocabulary.

Ableism: unfair treatment of disabled people by giving jobs or other advantages to able-bodied people

Ageism: unfair treatment of people because they are considered too old

There may also be discrimination because of someone's **religion, socioeconomic status, sexual orientation, or family structures**.

D. Split the students into 9 groups and provide a sheet of paper for each group. Each group is assigned one of the stereotypes and asked to write the stereotype in the middle of their piece of paper. If the learners are unsure of or unfamiliar with the terms, you may want to project the definitions provided above throughout the exercise. Within their groups, they discuss the following questions and take notes on their sheets of paper.

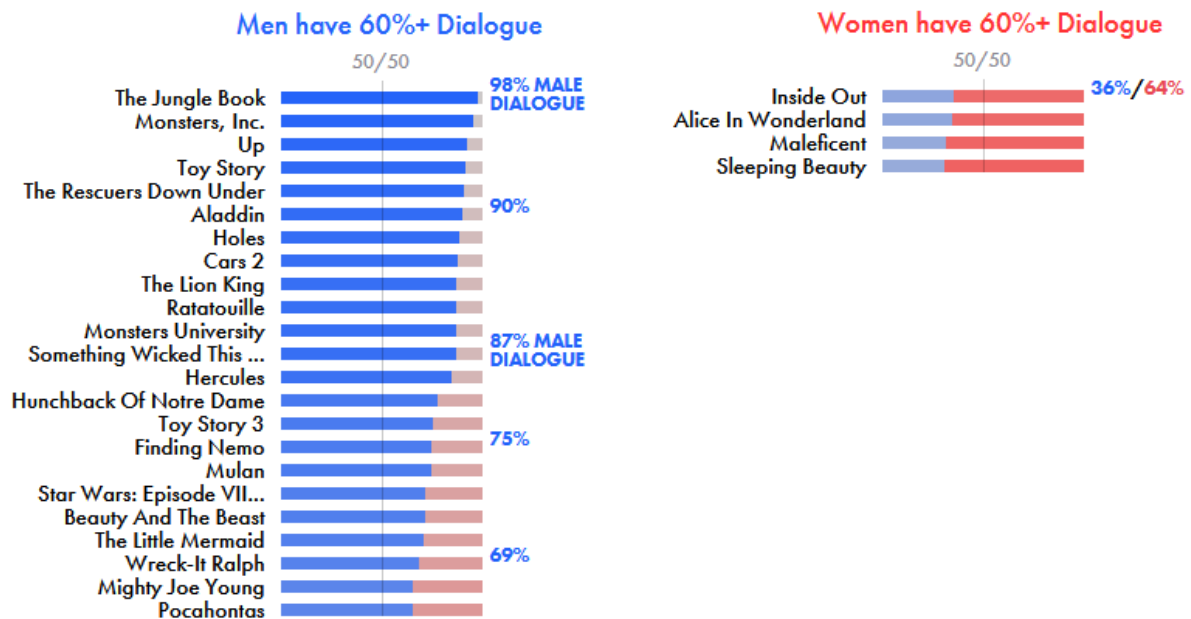
- How might people encounter this stereotype in real life? Give some examples.
- How does discrimination affect people in respect to this stereotype?
- How can you prevent such discrimination from happening?
- How could you behave if you witnessed someone being discriminated against?

E. After brainstorming within their groups, all of the learners will come together to share their ideas on how to prevent discrimination and how to behave if they witness discrimination. Each group presents their thoughts on the specific stereotype that they worked on and the other class members are invited to ask questions and offer their suggestions.

Exercise 2: Stereotypes in movies

Rationale: This exercise will allow learners to explore the unfair distribution of movie dialogues with diagrams. They will show students that sexism and ageism are not isolated problems but are encountered on a daily basis when watching movies.

A. Explain to them how stereotypes and biases can be found everywhere and that it is also about who is given a voice, who is allowed to share their thoughts and their point of view. Use the following two diagrams about film dialogues from the Pudding.cool website (hyperlinked: <https://pudding.cool/2017/03/film-dialogue/>) to show them the biases which exist within the movie industry. The first diagram analyses the dialogues in Disney movies (Anderson & Daniels, 2016) and clearly shows that male characters are given more lines than female ones.



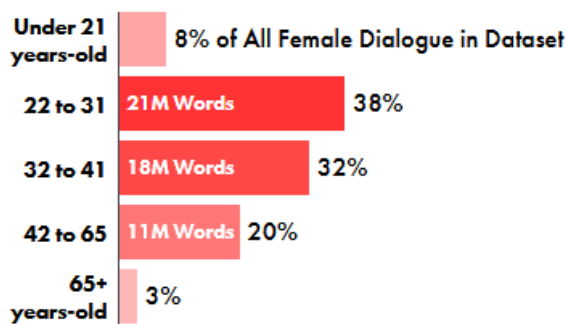
Source: <https://pudding.cool/2017/03/film-dialogue/>

The second diagram (Anderson & Daniels, 2016) focuses on the age of movie characters and demonstrates that female characters are mostly in their twenties while their male counterparts are in their forties and fifties. Movie characters that are older than 65 years are a rarity in both genders.

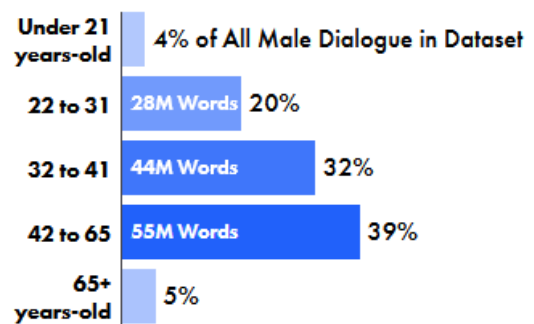
Percent of Dialogue by Actors' Age

AMONG 2,000 SCREENPLAYS, ALL GENRES, ALL YEARS

Actresses: Total Words, by Age



Actors: Total Words, by Age



Source: <https://pudding.cool/2017/03/film-dialogue/>

B. Provide your learners with “Handout E: Stereotypes in movies”. Ask your students to think about their favourite movie and also movies that are particularly famous and to create a mind map. Then, instruct them to complete the table about the main characters of these movies and to consider their age, gender, ethnicity, and language.

C. Encourage your learners to reflect on the diversity of the characters. For guidance, ask them the following questions:

- In which ways are the main characters of your favourite movies diverse?
- Is it possible for every movie to include main characters with diverse backgrounds?

You may also want to encourage them to consider the languages spoken by the heroes and bad guys in movies. The heroes are usually depicted as speaking the standard variety of a language whereas villains often have accents. This reinforces the idea that the standard variety is better than accents and other language varieties.

Exercise 3: Stereotype Scavenger Hunt

Rationale: The stereotype scavenger hunt hopes to draw the students’ attention to the numerous facets of diversity and also stereotypes. Students will see that stereotypes can occur in many different shapes and forms.

A. Ask the students if they think that there are stereotypes in course books or other teaching materials and if so, which ones. You may want to collect their suggestions on the board. They may want to be given time to look through the text and images in their own course books. Further inquire about how one can identify stereotypes. Explain to them that one can analyse text as well as pictures and that sometimes it is also important to notice if certain groups of people are not mentioned or depicted at all.

B. The following scavenger hunt aims to highlight the variety of stereotypes. You might either want to use the course book from your subject for this task or a course book from a different subject to draw attention to the fact that stereotypes may typically be found in course books for every subject. Provide your learners with “Handout F: Stereotype Scavenger Hunt”. Ask students to look through their course books or other teaching materials and to note down the page number on which they found an activity that dispels a common stereotype.

C. Students share with each other the activities that they found - but also which activities they could not find in their learning materials.

Activity 6: Multilingualism

Estimated time: 40min

Learning objectives:

- Help students understand that language is important to one's identity.
- Raise students' interest in different languages and multilingualism.
- Raise students' awareness of how different languages function.

Resources needed:

- Computer and internet access.
- Blackboard or poster.
- Students' notebooks or blank sheets of paper.
- Printed worksheets.

Rationale: This exercise will help you to raise your students' interest in different languages and countries.

Exercise 1: Languages around the world

A. Please ask your learners to work in groups of 3 or 4 students for the whole exercise. Ask them to estimate how many countries there are in the world and how many languages they think are spoken around the world.

B. Every group is allowed to offer a guess. The guesses are collected on the board or on a poster. Then reveal that there are 195 countries and around 7100 languages and dialects are spoken worldwide according to Ethnologue (<https://www.ethnologue.com>).

C. This means that on average more than 30 different languages are spoken in each country, and in this country only! Allow your learners to research the number of languages spoken in the country you live in and any other countries the learners might be interested in.

D. Together as a class, ask the students to brainstorm the languages that they know of as a group. Collect their suggestions on the board or on a poster. If the following languages are missing, add them to the board and explain to the students that these are the most widely spoken languages in the world. You may also want to elaborate on which countries they are

spoken in and how many people speak these languages: 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) (Wikipedia, 2022).

E. The website Soundimals <https://www.soundimals.com> offers numerous interesting illustrations about different cultures and languages. These illustrations: <https://www.soundimals.com/#/animals/> focus on how animal sounds are pronounced in different languages around the world. And this set of illustrations: <https://www.soundimals.com/#/sneeze/> depicts how everyday sounds like eating and sneezing sound around the world.

F. Look at each illustration with your learners and motivate them to engage with the fact that even the sounds for the most basic activities, like sneezing and eating, are different around the world. If the languages spoken by your learners are not represented, try to write down how these animals and activities would sound in the students' languages.

G. Ask your learners to try to write down how laughing (e.g., haha), getting hurt (e.g., ouch) and making a mistake (e.g., oops) would sound in other languages.

Tip: With older learners who also speak English, you may also want to have a look at the following illustration about proverbs from around the world <https://www.soundimals.com/wisdom/dqf4dtog71i0iahwg3ytjhe3p9n5zi>. You can read the proverbs together, translate them and discuss the meaning of the proverbs with your learners.

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?

Exercise 3: Similarities and differences between languages

Rationale: While some languages share historical heritage and therefore many similarities, others are not related at all and differ in numerous ways. This exercise will teach students about the various aspects that constitute a language and ways in which languages are considered to belong to language 'families'.

A. Ask students to think about the ways in which languages may be similar or different. They may work in groups for this exercise. They might want to take notes in their notebooks or each group could write down their thoughts on a blank sheet of paper. After a few minutes, encourage the students to share their thoughts and collect the ideas on the board. The learners might have some broader and some more detailed suggestions, but it should be possible to classify their thoughts within the following categories: Alphabet/letters, phonology/pronunciation, grammar, vocabulary.



- B. If your students struggle to come up with suggestions, trigger their thinking process by writing down some languages that the students can relate to on the blackboard (e.g., some of the most spoken languages like Mandarin Chinese, Spanish, English, Hindi, Bengali, Portuguese, Russian and Japanese). Explain to them that there are words that sound very similar in numerous languages, such as the words star, night, and not (<https://en.wikipedia.org/wiki/Cognate>). This is due to these languages sharing an ancestor. If you teach a multilingual classroom, encourage them to share the translations of these words into the languages that they speak to show the similarity.
- C. Ask your learners to use their knowledge of their (various) L1s and other languages that they might learn at school or simply have some knowledge about. They have to come up with three words that sound similar in two of the languages.
- D. The learners share their word-pairs with each other and encourage students with additional language knowledge for their (matching) translations for these words.
- E. Ask your learners what they think a 'language family' is. Collect their suggestions orally and then provide the following definition with them: "A language family is a group of different languages that all descend from a particular common language" (National Geographic, n.d.). You may also want to compare a language family to a tree in which the different languages are represented by the branches of the tree.
- F. Ask your learners to look up the language family of the language(s) spoken at your school and to design a language tree that includes the languages of your school. Your learners may want to look up language trees on the internet for this exercise.

Additional external resources



Teaching controversial issues: A guide for teachers

<https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620473/gd-teaching-controversial-issues-290418-en.pdf;jsessionid=318CD830DCF8E07F1734ED47D1F01E5C?sequence=1>

Sustainable Development Goals. United nations. Retrieved January 10, 2022, from

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Dr. Jane Goodall, “interconnected”

https://www.youtube.com/watch?v=VaCLt2UpAgk&ab_channel=JaneGoodallInstituteofCanada

Google’s new “Aloud” tool could be a huge asset to teachers who want to make their content accessible to ELLS <https://larryferlazzo.edublogs.org/2022/03/09/googles-new-aloud-tool-could-be-a-huge-asset-to-teachers-who-want-to-make-their-content-accessible-to-ells/>