



A WORLD of Diversity

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**Teacher's
book**



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PLANNING TEMPLATE for CLIL and CONTENT-RICH ENVIRONMENTS

UNIT TITLE: A World of Diversity

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CLASS/AGE: ESO 4

SUBJECTS, LANGUAGES and/or TEACHERS INVOLVED: Cultural diversity; English; M^a Rosa Batlle, Maria Carrasco and Margarita Adrover

NUMBER OF LESSONS: 10

COE LEVEL: B2

INTRODUCTION TO THE TASK (the lesson or the unit)

In this teaching unit, students are going to reflect on and discuss about world's diversity. They will set out on a discovery trip through the 5 continents in order to discover how young people live; the issues that affect their way of life and how much the place you are born affects your outcome in life.

OBJECTIVE/S / GOALS

By the end of this unit, students will be able to...

- Select meaningful internet information and analyse it from a critical perspective.
- Investigate the main problems of a country and propose suitable solutions.
- Successfully organise a group project, using interaction, negotiation and cooperation.
- Reflect on the information they gather, using it to produce a content-rich oral speech in which they express their own opinions and ideas.
- Broaden their world perspective by contrasting social and cultural realities, thus eradicating any kind of discrimination or linguistic stereotypes.
- Familiarise with the latest Web 2.0 Tools.

DOMAIN or TOPIC RELATED CONTENTS

MAIN TARGET KNOWLEDGE

- Types of diversity: ethnic, religious, social, economic and sexual diversity.
- Social, political and economical problems of developing countries.
- Geography.

DOMAIN or TOPIC-RELATED CONTENTS MAIN TARGET SKILLS

- Locate specific countries in a map.
- Propose solutions to the problems of specific countries.
- Contrast different social and cultural realities of the world.
- Use the ICT's.
- Select meaningful information from the internet and summarise it in an oral production.
- Present a project in public.
- Formulate hypothesis.



CONTENT OBLIGATORY / CONTENT COMPATIBLE LANGUAGE

TERMINOLOGY (words and phrases)

- DOMAIN or TOPIC SPECIFIC

Literacy/illiteracy rate, civil rights, life expectancy, infant mortality, HIV positive, ethnicity, wildlife, inclusion, race, sex, gender, discrimination, sexual orientation, minorities, racism

- GENERAL ACADEMIC

2nd and 3rd conditionals; tips to propose solutions: could, should, would recommend, one possible solution, it would be a good idea to...

DISCOURSE GENRE or

TEXT TYPE

- TO UNDERSTAND

Expository, descriptive and narrative texts, in different formats

- TO GENERATE

- Oral exposition on a specific topic.

SOCIAL & CULTURAL VALUES; PERSONAL & EMOTIONAL DEVELOPMENT

Students will learn about the different kinds of diversity in the world, understanding that people are not only discriminated by their ethnicity, but also by their religious beliefs or sexual orientation. They will have to give their opinion on this matter and others such as the treatment of ethnic minorities and minority languages, showing empathy towards other cultures.

Students will also learn the values of working as a group: negotiation, personal responsibility towards the group, establishment of roles, mutual support, distribution of time, etc.

SUMMATIVE ASSESSMENT (with formative value)

TASK:

- Oral participation in class – 10%
- Writing activities formulating hypothesis – 10%
- Selection of a song and written explanation of the reasons to choose it – 2.5%
- Writing activities stating an opinion – 2.5%
- Final project: webquest crosswords puzzle, oral introduction, Voicethread presentation – 30%
- Final exam – 40%

SUMMATIVE ASSESSMENT (with formative value)

ASSESSMENT CRITERIA and/or ASSESSMENT INSTRUMENTS:

- Rubrics
- Co-evaluation grids.



CLIL-SI 2011. Based on the template developed by the collaborative team CLIL-SI within the 2006ARIE10011 & 2007ARIE00011 research projects. More information at: <http://grupsderecerca.uab.cat/clilsi/>



MATERIALS and RESOURCES

- Computers with internet connexion.
- Projectors.
- Headphones and loudspeakers.
- Online dictionaries.

COMMENTS

This unit has been created to be implemented in a computer lab with internet connection. Most of the sessions require the students to use a computer both in class and at home.



KEY COMPETENCES

1. Communication in the mother tongue

- Group work.

2. Communication in foreign languages

- Reading texts.
- Gathering and selecting information.
- Understanding and choosing audiovisual materials.
- Producing written texts.
- Oral discourse of the final project.
- Oral discourse of the public introduction of the project.
- Interacting with the teachers and formulating questions.
- Using the ICT's.

3. Digital competence

- Improving the student's use of ICT's.
- Producing audiovisual interactions with Voicethread.

4. Learning to learn

- Gathering meaningful information from a large amount of data.
- Selecting the most accurate online sources.
- Distributing and organizing group work.
- Learning to organize autonomous work.

5. Social and civic competences

- Respecting the work of others and their own.
- Considering their work a vital part of the group's final project.
- Learning to share responsibilities and delegate.
- Developing a critical capacity towards the other groups' projects.

6. Sense of initiative and entrepreneurship

- Being able to negotiate the election of the country of their project.
- Showing creativity and originality in the audiovisual project.
- Proposing solutions to their country's main problems.

7. Cultural awareness and expression

- Presenting a respectful approach to other cultures and civilizations.






LESSON-BY-LESSON OVERVIEW


SESSION	ACTIVITIES	TIMING	INTERACTION	SKILLS	I C T	ASSESSED	COMMENTS
1 “A world of differences”	Contract	15’	S ⇔ S (pair work) T ⇔ Class	Reading and speaking		Observation	
	Icons	-	T ⇔ Class	Reading			
	Relate words and pictures	15’	S ⇔ S (group work) T ⇔ Class	Reading, writing and interaction			
	Quiz	20’	S ⇔ S (group work) T ⇔ Class	Reading, writing and interaction	Yes		Projected Powerpoint presentation (Annex 1.2)
	Other materials: checklist and online tools	-	-	Reading			
2 “Do you know Matt Harding?”	Video	5’	T ⇔ Class	Listening	Yes	Observation	
	Name de countries	15’	S ⇔ S (ind.) S ⇔ S (pair work)	Writing and interaction			
	Mark the countries in the map	10’	S ⇔ S (ind.) S ⇔ S (group work)	Reading			
	Quiz	20’	S ⇔ S (pair work) T ⇔ Class	Writing, reading and interaction	Yes		Projected Powerpoint presentation (Annex 2.1)
	Create your own quiz question	20’	S ⇔ S (group work) S (group work) ⇔ Class	Writing and interaction			
3 & 4 “Webquest”	Information sources	5’	S ⇔ S (group work)	Reading	Yes	Rubric	
	Find a map	5’	S ⇔ S (group	Reading, writing and	Yes		



			work)	interaction			
	Fact File	15'	S ⇌ S (group work)	Reading, writing and interaction	Yes		
	Information table	25'	S ⇌ S (group work)	Reading, writing and interaction	Yes		
	Choose your topics	15'	S ⇌ S (group work)	Reading, writing and interaction	Yes		
	Problems and solutions, upload your work, assessment and Conclusions	15'	S ⇌ S (group work)	Reading, writing and interaction	Yes		
5 "Crossword puzzle"	Create your crosswords puzzle	20'	S ⇌ S (group work)	Reading, writing and interaction	Yes	Rubric	
6 "Jigsaw task"	Find your group and learn the text	15'	S ⇌ S (ind.) S ⇌ S (group work)	Reading and interaction		Observation	
	Share your knowledge	15'	S ⇌ S (ind.)	Interaction			
	Quiz	20'	S ⇌ S (ind.) T ⇌ Class	Interaction and reading	Yes		Projected Powerpoint presentation (Annex 6.2)
7 & 8 "Presentations"	Oral introduction	2'	S (group work) ⇌ Class	Speaking		Rubrics	There should be between 3 and 4 presentations per day.
	Voicethread presentation	10'	S ⇌ S (group work)	Listening and reading	Yes		
	Crosswords puzzle	5'	S ⇌ S (group work)	Interaction, reading and writing			
	Co-evaluation	5'	S ⇌ S (group work)	Interaction, reading and writing		Peer-assessment	
9 "Exam"	Exam	55'	T ⇌ Class S ⇌ S (ind.)	Reading and writing		Rubric	
10 "Feedback"	Feedback	55'	T ⇌ Class S ⇌ S (ind.)	Listening, reading and interaction	Yes	Observation	

**Task 1: A world of differences**

Materials	Student's book, page 9	Skills   
	A computer A projector	
Classroom arrangement	The distribution of the classroom will vary along the task. For the first and second activities students will seat in pairs. Then, they will have to choose the groups for their final project (see Annex 1.1).	
Objective	The session has two objectives: <ol style="list-style-type: none">1. Present the teaching unit through the contract.2. Get familiarised with the countries of the final project and choose the one they prefer.	
Assessment	Participation	



For more information about the Final

For more information about the Final Project and Schedule of sessions, see annexes 1.1 and 1.3.

Instructions:

1 – CONTRACT – Start by explaining the students that they will need this dossier until the end of the unit, so they realise the importance of bringing it to every single class. Then, ask them to read the contract in pairs and comment its content. Clarify possible doubts and ask them to sign it.

2 – ICONS – In the next page there is an explanation of the meaning of the icons used in the dossier. This section can be covered rather superficially.

3 – RELATE WORDS AND PICTURES – Students are not allowed to use computers or any electronic devices. Ask them to match the countries and the capitals found in the Wordle with the pictures provided below. Once the task is finished, correct it with the support of the power point presentation (see Annex 1.2).

ANSWER KEY:

Square 1: South Africa; Capetown; a ticket to the World Cup 2010; Nelson Mandela.

Square 2: Jamaica; Kingston; Jamaican flag; Bob Marley.

Square 3: New Zealand; Wellington; a map of New Zealand; a kiwi, the national animal.

Square 4: Papua New Guinea; Port Moresby; a fire ritual; a member of a tribe from the Southern Highlands.

Square 5: Nigeria; Abuja; a school in Nigeria; a woman of one of the many Nigerian tribes.

Square 6: India; New Delhi; Slumdog Millionaire; Ganesh (a goddess from Hinduism).

Square 7: Malaysia; Kuala Lumpur; a tsunami signpost; rafflesia, one of the biggest flowers in the world.

4 – QUIZ – Now that students are aware of the possible countries they can choose for the project, tell them that they are going to pick the country in a very special way: different questions will be projected and they have to answer them by approximation. Whoever gets closer to the answer gets to pick the country first. Use the first question as an example.

Other considerations:

- There should be a representative of each group, who will write the answers on the blackboard.

ANSWER KEY:

Q1: What is the world's literacy rate?

A1: 83% (88% men, 79% women).

Q2: How many countries are there in the World?

A2: 192 members of the UNESCO, plus 3 countries more that are not members.

Q3: What is the world population?

A3: 6,896,700,000 according to the United States Census Bureau.

Q4: What document declares that every person are equal and have the same rights?

A4: The Universal Declaration of Human Rights.

Q5: How many languages are there in the world?

A5: 6.909 known living languages.

Q6: What is the biggest country in the world?

A6: Russia, with 17,075, 200 KM².

Q7: What does the acronym UNESCO mean?

A7: United Nations Educational, Scientific and Cultural Organisation.

Q8: How many religions can you name?

A8: Christianity, Catholicism, Anglicanism, Orthodox Church, Protestantism, Islam, Judaism, Rastafari movement, Hinduism, Buddhism, Sikhism, Confucianism, Taoism.





Suggested homework

Students must have a look at pages 11 and 12, 'Online Tools' and 'Checklist', to get familiarised with the programmes they will use and the steps they have to follow for the final project.

Wikispaces tip

The homework and assignments of this unit will be done online, in a space in Wikispaces. After creating the space, each student will have to be invited to join. This first session is a good opportunity to collect the students' e-mails and send them an invitation. They have to accept it and create an account. Otherwise, they are not going to be able to do the homework throughout the unit.

**Task 2: Do you know Matt Harding?**

Materials	Student's book, page 13	Skills    
	A computer with internet connection A projector Post-its	
Classroom arrangement	The distribution of the classroom will vary along the task: at the beginning they have an individual activity, then they have to compare the results in pairs and finally they have to work in groups.	
Objective	The purpose of this task is to continue with the concept of diversity introduced in Task 1. The students have to learn about the different cultures and places in the world by analysing a video projected at the beginning of the session.	
Assessment	Participation	

Instructions:

1 – BEFORE OPENING THE DOSSIER – The students watch a Youtube video (<http://www.youtube.com/watch?v=zlFkdbWwruY>) and try to remember as many countries as they possibly can without writing them down.

2 – OPEN THE DOSSIER IN PAGE 13 – After watching the video, ask the students to write down as many countries as they can remember.

3 – COMPARE THE LIST – Students compare their list of countries with their partner's (pair work). Then, orally, make the list of all the countries they remember.

ANSWER KEY:

Argentina, Australia, Belgium, Bhutan, Brazil, Canada, England, Fiji, France, Germany, Iceland, India, Ireland, Israel, Japan, Jordan, Korea, Kuwait, Kyrgyzstan, Madagascar, Mali, Mexico, Morocco, New Zealand, Northern Ireland, Panama, Papua New Guinea, Poland, Portugal, Singapore, Solomon Islands, South Africa, South Korea, Spain, Sweden, Taiwan, The Netherlands, The Philippines, Tonga, Turkey, US (California, Florida, Georgia, Illinois, Nevada, NY, Texas, Washington D.C., Washington), West Bank, Yemen, Zambia, Zanzibar.

4 – PROJECT THE MAP – Remind students about the country they chose for their final Project on the previous task. Ask them to select one representative of each country to situate it by putting a post-it on the projected map. Then, tell them to mark it down in their dossiers.

5 – QUIZ – Students keep working in pairs and try to answer the quiz about the video. To correct it out loud, use the Powerpoint presentation in Annex 2.1.

ANSWER KEY:

1: Korea

2: India

3: Zanzibar & Quebec

4: Whale

5: Argentina

6: Four

7: Yes

8: The Opera

9: Dog, crabs, camel, lemurs, whale

10: An orchestra

6 – CREATING A QUESTION – Once the quiz is done, students have to form groups and create a question about the video. The rest of the groups will try to answer it.

Suggested homework

‘The concept of diversity’, in Wikispaces. Students will have to choose their favourite places of the video and explain where they would live if they had the chance.

Suggested extension activity

Students have to find Matt Harding’s official webpage and read a bit about his life. Then, they write him an e-mail convincing him to come and dance in their city. They have to post the e-mail and Matt’s response in Wikispaces.




Wikispaces tip

Students will have to create an account in Wikispaces to do this task. It is quite probable that not all of them create their account in time to do this task, due to technical problems, such as:

- Not receiving the e-mail.
- Creating an account without accepting the membership invitation.
- Creating an account from another e-mail and asking to be admitted as members, which will have to be approved by the organiser.

Therefore, it is advisable to mark the deadline for this homework after **TASK 3: Webquest**, in which they will have the opportunity to start working with Wikispaces and get familiarised with it.

**Tasks 3 & 4: Webquest**

Materials	Student's book, page 17	Skills   
	A computer with internet connection for each group of students	
Classroom arrangement	The students sit in the groups formed for the final presentation, working with one computer per group.	
Objective	The purpose of this task is that the students start familiarising with the country of their project. They will have to gather information about different topics and then use it for their final Voicethread presentation.	
Assessment	Rubric (Annex 3.1)	

Instructions:

1 – The Webquest for this session is in Annex 3.1, although it should be uploaded in Wikispaces.

2 – The first thing students ought to do is create an account to enter Wikispaces. They will all have an invitation to join the Wikispaces (sent to the e-mail addresses collected at the end of Task 1). Each student must have an account, instead of creating one per group. This is due to two reasons:

- The homework will be individual.
- An individual account allows the teacher to control the changes each student makes more accurately and to monitor all the students' steps more precisely.

Due to the lack of time in the class, only one of them creates the account to sign in and they start the Webquest. The other members can do it later as homework. In case they get lost, remind them of the easy-guide they have on 12 of their dossier.

3 – Although students will write all the information in the Word file they download in **TASK 1**, the instructions are on the Webquest. Remind them to read ALL the instructions.

4 – TASK 3 – Students have to fill a Fact File with short information about their country. The information should be really short and extracted from the websites provided in 'Task 1'. This information will be later used in the oral introduction of their Voicethread presentation.

5 – TASK 4 – To fill the table of ‘Task 4’, students have to use sentences of two or three words. The objective of this restrictive measure is that they do not copy and paste directly from the internet and then just read the information on the recording of their Voicethread presentation.

6 – TASK 6 – When explaining the problems of their countries and the solutions they propose, students have to use conditionals. This will be a preparation for the two assignments they have to do and for the final exam.

Suggested homework

‘Assignment 1’, in Wikispaces. Students have to write a hundred words paragraph about the topic *‘If I had the opportunity to collaborate with an NGO, I would...’*.


Students must rely on the information they gathered on the Webquest, thus explaining the problems of the country of their project.

You can find the rubric to evaluate the assignment in the Annex *Written assignments*, in the folder ‘Rubrics’.

Wikispaces tip

The best way to make them post their work is by starting a discussion in the **DISCUSSION** board. If they **Edit** the page directly, they may accidentally erase their colleague’s work or make unwanted changes.

**Task 5: Crosswords puzzle**

Materials	Student's book, page 18	Skills 
	A computer with internet connection for each group of students Either a printer OR the possibility of printing in a PDF file	
Classroom arrangement	The students sit in the groups formed for the final presentation working with one computer per group.	
Objective	The purpose of this task is that the students rescue the information they gathered for the Webquest and summarise it in six or ten keywords. The Crosswords will be used after the Voicethread presentations as a listening activity for the other groups.	
Assessment	Rubric (Annex <i>Project</i> , in the folder 'Rubrics').	


Instructions:

- 1 – The previous task, **TASK 3: Webquest**, was too long to finish in one session, so it will be useful to let them finish the Webquest before starting the Crosswords puzzle, which is a very short activity.
- 2 – You can choose the amount of words the students need to use; the recommended amount is between six and ten.
- 3 – The program used to create the Crosswords puzzle does not allow to save the work. Students can either print their work when they finish or print it in a PDF file, save it and send it to the teacher.
- 4 – As stated in the Student's book, the students have to print a blank puzzle and the answer key. Make photocopies (one for each group) of the blank puzzle for the day of the presentation, and keep the answer key for the correction.
- 5 – The students do not have to upload this part of their work on Wikispaces because, then, the other groups will be able to see both the blank puzzle and the answer key. An example of Crosswords puzzle can be found in Annex 5.1.

Suggested homework

'Black or white', in Wikispaces. Students have to watch Michael Jackson's video *Black or white* and read the lyrics. Then, they have to embed a video they think talks about diversity, and explain why they chose it.

**Task 6: Jigsaw task**

Materials	Student's book, page 22	Skills 
	A computer	
	Jigsaw task texts (Annex 6.1)	
	Questions for the quiz (Annex 6.2)	
	A projector	
	Pictures (Stewie, Brian, Meg)	
Candy (as a prize)		
Classroom arrangement	The distribution of the classroom will vary along the task: at the beginning they will have to sit in groups of three, then they will have to read a text in bigger groups and finally they will have to go back to their initial group.	
Objective	The purpose of this task is to learn about the concept of diversity and the different kinds of diversity around the world. Students will work as a team.	
Assessment	Participation	

Instructions:

1 – CREATING GROUPS – The groups of the jigsaw task can be created in different ways, for example, making students line up according to their height; the tallest at the very beginning and the shortest at the back.

2 – OPEN THE DOSSIER ON PAGE 22 – Explain how the task works with the support of the dossier.

3 – FIND YOURSELF! – Tell them to assign the three roles in the group.

4 – BECOME AN EXPERT! – Students get up and find the picture of the character they have been assigned, forming separate groups. Provide them with a text for every two or three students and ask them to read it and learn its content. They can rehearse with one another until they learnt it by heart.

5 – SHARE YOUR KNOWLEDGE! – Students go back to their original team and explain all they have learned to the others.

6 – OPEN THE DOSSIER ON PAGE 23 – Only **one** of the members of the group has to open the dossier on page 19 to complete the grid provided.



7 – QUIZ – Project the power point presentation with the questions and options. Let them see the questions just 10 seconds.

8 – CORRECTION – Once the quiz is done, each group will have to swap the dossier with another group, so they do not correct their own dossier. Ask students to collaborate with the answers.

ANSWER KEY:

1. Diversity is...

- a) The inclusion of different types of people in one circle.
- b) The inclusion of one kind of people in different circles.
- c) The inclusion of different kinds of people in different circles.

2. We can find more types of diversity in...

- a) The Eastern world.
- b) The Western World.
- c) The Third world.

3. Race refers to...

- a) Psychological traits.
- b) Cultural background.
- c) Physical traits.

4. The Amish people...

- a) are technology freaks that live in communities.
- b) live in little villages and don't use technology.
- c) live in communities and don't use technology.

5. Sex...

- a) is a biological characteristic.
- b) can be chosen.
- c) is a state of mind.



6. Gender diversity includes...

- a) homosexual and heterosexual people.
- b) homosexual, bisexual and transsexual people.
- c) Both a) and b) are correct.

7. Religious diversity includes religions such as...

- a) the Church of the Flying Spaguetti Monster.
- b) Islam, Christianity or Hinduism.
- c) Only Christianity and Islam.

7 – PRIZE – Give the prize (candy) to the best team.

Suggested homework

Continue preparing the presentation (Webquest, crosswords, Voicethread presentation and oral introduction).







Voicethread tip

The step of sharing the presentation and publishing it can be a little bit difficult.

Students should either:

- select the “Public” option when sharing the presentation.
- give the teacher specific permission to view it, so it can be projected during the *Presentations* session.

**Tasks 7 & 8: Presentations**

Materials	A computer with internet connection	Skills      
	A projector	
	Loudspeakers	
	Crossword puzzles	
	Co-evaluation grids	
Classroom arrangement	Students will have to sit in groups to assess all the presentations and fill in the crosswords.	
Objective	The purpose of this session is to present the final project to the whole class.	
Assessment	Rubrics (Annex <i>Project</i> , in the folder ‘Rubrics’)	

Suggestion

There should

Suggestion

There should be
three or four
presentations per
Class.

Instructions:

1 – GROUPS – Tell students to sit in their groups so they can assess all the presentations and fill in the crosswords.

2 – CO-EVALUATION GRID – Hand out the co-evaluation grids. It is recommended to hand out all the co-evaluation grids at once (the amount of grids will depend on the number of presentations). You can find the grid in the *Annex Co-evaluation grid*, in the folder 'Rubrics', or in page 27 of the Student's book.

3 – CROSSWORDS – Before the presentation, hand out blank crosswords puzzle of the country presenting to the rest of the class.

4 – PRESENTATION – Ask the group to come to the front of the class and do the oral introduction: they must introduce themselves and explain why they chose that specific country. Then, they can sit down and watch the presentation. You can find the rubric to evaluate the presentation in the *Annex Project*, in the folder 'Rubrics'.

5 – CROSSWORDS CORRECTION – The presenting group corrects the crosswords puzzle.

6 – CO-EVALUATION GRIDS – Collect all the co-evaluation grids at the end of the class.

Suggested homework

‘Assignment 2’, in Wikispaces. Students have to write a hundred words paragraph about the topic *‘In what ways would your life have been different if you had been born in the country of your project?’*



You can find the rubric to evaluate the assignment in the Annex *Written assignments*, in the folder ‘Rubrics’.

Suggested extension activity

‘I have a dream’, in Wikispaces. Students have to listen to the song *I have a dream*, by Common, and start a discussion on one of the following topics:

1. Where does the title of the song come from?
2. Look for the lyrics and comment on one or two sentences that have real meaning to you.
3. Look for another song that talks about diversity: explain why you chose it and what's it about.
4. Comment on some of the sentences that appear on the video.

**Task 9: Exam**

Materials	The exam	Skills	
			
Classroom arrangement	Students sit individually, separated from each other.		
Objective	The students will have to remember everything they learnt about the country of their project, including the main problems of different countries and the solutions that were proposed.		
Assessment	Rubric (Annex <i>Exam</i> , in the folder 'Rubrics').		




Name: _____

Mark: / 40

Date: _____

1. Read the following text and answer the questions below (10):

WHAT'S YOUR BETTERWORLD ISSUE?
CULTURAL DIVERSITY



"I know there is strength in the differences between us. I know there is comfort where we overlap."
-- Ani DiFranco

The tragedy of September 11, 2001 clearly illustrated that serious conflicts can arise over "cultural differences." Shortly after this tragic event, 185 nations unanimously adopted the UNESCO Universal Declaration on Cultural Diversity to proclaim that our cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of us. It rejected the claims that a clash of cultures and civilizations is unavoidable, and stressed that intercultural dialogue is the best guarantee of a more peaceful, just and sustainable world.

What is culture? A culture is a community's language, arts and literature. It is also its values system, traditions, beliefs and way of living. Respecting and protecting culture is a matter of Human Rights. Everyone should be able to participate in the cultural life of their choice. The Convention on the protection and promotion of the diversity of cultural expressions was adopted in October 2005 to outline legal rights and obligations regarding international cooperation to help protect cultural diversity throughout the world.

Diversity Day, officially known as World Day for Cultural Diversity for Dialogue and Development, is an opportunity to help our communities to understand the value of cultural diversity and learn how to live together in harmony.

Source: <http://www.betterworld.net/books/betterworld-diversity.pdf>

- a) What is the objective of UNESCO's Universal Declaration on Cultural Diversity?

- b) Read the definition of 'culture' given in the text. Then, make a list of five items that are relevant to your culture (e.g. I practice Hinduism (beliefs)).



c) What agreement helps protect cultural diversity throughout the world?

d) Is there any international celebration of diversity?

2. Answer the following questions in three or four lines (15):

a) If you had the opportunity to collaborate with an NGO, what kind of project would you develop? Why?




b) If you had been born in a Third World country, what would your life be like?

c) Hunger in Africa is a big problem. What measures could be undertaken to improve the situation?



3. Explain all what you have learnt about the country of your project (15):

**Task 10: Feedback**

Materials	The co-evaluation grids A computer with internet access A projector	Skills
		  
Classroom arrangement	Students will have to sit in groups to give feedback on the presentations they saw.	
Objective	The objective of this session is that the students get some feedback on their work from their colleagues.	
Assessment	Participation	

Instructions:

1 – CO-EVALUATION GRID – The teacher gives each group the co-evaluation grids they filled. Each country has to have the written evaluation they made on the other countries.

2 – EVALUATE A GROUP – One group goes to the front of the classroom and listens to the evaluation the other groups make about their presentation. The objective of the session is that the students feel valued and know that their work is recognised by the others.

3 – FINAL MARKS – This session is also a good opportunity to give the marks on the presentations and on the assignments.

4 – EXTENSION ACTIVITIES – Remind students that they can do some optional extension activities in Wikispaces to improve their grades.

5 – VIDEO – Watch the video ‘Where the hell is Matt?’ (<http://www.youtube.com/watch?v=zlfKdbWwruY>) that was projected in session 2. Then, start a discussion on how the students’ view has changed through the unit and what differences do they notice from the first day to the current session.



ASSESSMENT CHART

Session	Activities	Timing	Tool/Form	Criteria
3 & 4 “Webquest”	Information sources	15’	Rubric	<p>Students have to work collaboratively with their group to gather useful information for their project. To do so, they must understand a variety of texts from the internet. They will have to use negotiation when deciding on the topics they will talk about.</p> <p>(1, 2, 3, 4, 5, 7, 8, 10)</p>
	Find a map	5’		
	Fact File	15’		
	Information table	20’		
	Choose your topics	15’		
	Problems and solutions, upload your work, assessment and Conclusions	15’		
5 “Crossword puzzle”	Create your crosswords puzzle	20’	Rubric	<p>Students have to negotiate with their group to choose the words they will use in this activity. The words must be representative of their country and sum up their Voicethread presentation. The definitions must be accurate and understandable both to the teacher and the other students.</p> <p>(1, 2, 4, 5, 7, 10)</p>
7 & 8 “Presentations”	Oral introduction	2’	Rubric	<p>The oral introduction to the Voicethread presentation must be short, but shared among all the members of the group. (1)</p>
	Voicethread presentation	10’		<p>The presentation must include the information gathered in the Webquest (collaborative work), the information about the free topics (negotiation), attractive visual aids (use of ICTs) and a fluent discourse (cohesion and coherence). (7, 8, 9)</p>
	Crosswords puzzle	5’		<p>(assessed above) (1, 3, 4, 5, 7, 10)</p>



	Co-evaluation	5'	Co-evaluation grid (peer-assessment)	Students must assess their colleagues by writing their impressions on the presentation and giving a general mark. (1, 5, 7).
9 “Exam”	Exam	55'	Rubric	Students have to show what they have learnt during this unit, both on content (information about a specific country) and on formal aspects (making hypothesis, giving a personal opinion). They have to read a text and answer the comprehension questions. They will also have to produce a text related to the country of their project. (2, 4, 5, 8)
Homework	Black or white	-	Yes/No	Students have to listen and understand an audiovisual document. Then, they will post one themselves and argue its appropriateness to the topic on hand.
	The concept of diversity	-	Yes/No	Students have to listen and understand an audiovisual document. Then, they have to give a reasoned opinion and make hypothesis about their lives.
	Assignment 1	-	Rubric	Students have to give their opinion on different world issues showing they understood the information they gathered from the internet, and make hypothesis showing empathy and respect towards other cultures.
	Assignment 2	-		
	Extension activities	-	Yes/No	Students have to produce a written argumentative text. They will also have to find an audiovisual document that is related to the topic.



Participation	Group work and classroom activities	-	Observation	Students have to be active in class and involved in the project, doing collaborative work and using negotiation to solve their disagreements.
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