

Unit Plan for High Schools – The Druze and Circassian
Education Department



Global Citizenship

In this unit, you will:

- Read and hear about global citizenship
- Learn about the Druze Star, what each color symbolizes and how it relates to Global Citizenship
- Learn about Malala Yousafzai
- Express and Write an opinion
- Write a song
- Make a poster
- Read inspirational stories
- Listen to speeches and songs
- Practice Vocabulary
- Speak about different issues and suggest solutions

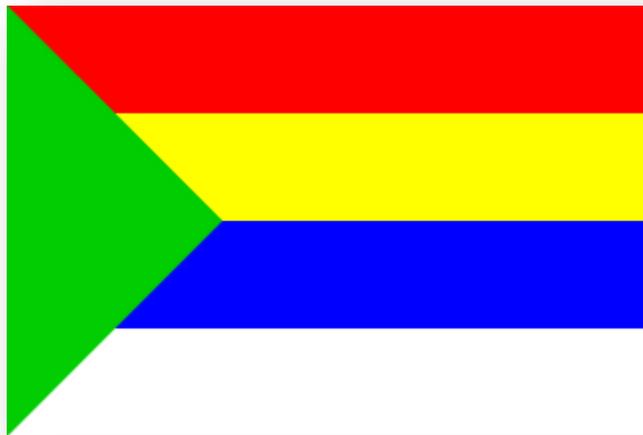
1. Read the following quotations and in groups discuss their significance to you, your family, culture and the world.

Our lives begin to end the day we become silent about things that matter." Martin Luther King

" Be the change that you want to see in the world."
Mahatma Gandhi

2. The colors of the Druze Star symbolize a lot about the Druze beliefs.

[The Druze Star](#)



- Red – symbolizes the heart and love of humanity
- Green – symbolizes the farmer and the life
- White – symbolizes the purity and the air
- Yellow – symbolizes the sun and the wheat
- Blue – symbolizes the sky and the faith

Which of the five colors is your favorite? Explain!

How do the colors of the star relate to Global Citizenship?

3. Watch and Listen to this clip

<https://www.youtube.com/watch?v=4t-el6GrVss&t=28s>

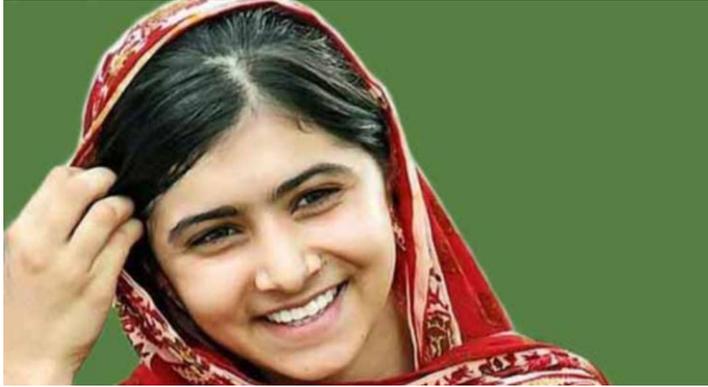
In groups discuss the following questions:

- **What are the reasons for the hate in the world, according to the speech?**
- **What does Charlie Chaplin suggest to do to eliminate hate?**

4. A Reading Activity:

- Pre- Reading Activity:

A. Who do you think is this woman? What is her story?



B. Vocabulary: What do the following words mean:

Human Rights	activist	movement	take risk	religious	take
control	vote	accompany	destruction	speaking in public	
threatening	intensive care	support a cause			

- While Reading:

Let's read Malala's story and answer the questions that follow the text. (<https://en.islcollective.com/english-esl-worksheets/grammar/question-words/reading-comprehension-malala-yousafzi/105323>)

Malala Yousafzai

Who is Malala?

Malala is a young Pakistani Human Rights Activist who fights for the rights of girls and women to receive an education. She risked her life for the cause and has changed history.

Malala's Home and Family

Malala was born on July 12, 1997 in Mingora, Khyber Pakhtunkhwa, Pakistan. She grew up with her two younger brothers, mother and father and practises the religion of Islam.

Losing the Right to Go to School

Many Pakistani girls did not attend school. However, Malala's father was a teacher who ran a school for girls, which Malala attended. She loved school and had big dreams of becoming a teacher, a doctor or a politician. When the Taliban (a movement of religious students from Pashtun) began to take control of the area where Malala lived, they demanded that all girls' schools be shut down. Women were no longer allowed to vote, or to have jobs. All women and girls were to stay home unless wearing a burqa (a garment that covers the head, face and body) and accompanied by a man.

Diary of a Pakistani Schoolgirl

In 2009, Malala began to write a blog about the destruction and closure of more than 100 girls' schools in Pakistan. She became famous for writing her blog and began speaking out, in public, against the Taliban. Despite the Taliban threatening to kill her, she bravely continued fighting for the rights of girls and women to receive an education in Pakistan.



The Most Courageous Voice

In 2012, Malala was on her school bus when a masked gunman got onto the bus and asked "Who is Malala?" He said he would shoot everyone on the bus if they did not tell. When Malala's scared friends looked her way, the gunman shot Malala.

The bullet passed through her head, missing her left eye and her brain.

While in hospital, in intensive care, the world outside was supporting her cause. Malala survived. She continues to fight for peace and equality. Malala Yousafzai is the youngest ever Nobel Peace Prize winner.

Malala says:

"I tell my story not because it is unique, but because it is not. It is the story of many girls."

- Who was Malala?
- Where was she born?
- Do most Pakistani girls attend school?
- What did the Taliban force girls to do?
- How did she make herself heard?
- What was she fighting for?
- What happened to her on a bus in 2012?
- What has she won and why is it so special?

- **Post Reading:**

Group Work: Read the fact and then discuss how this fact has big influences not only on women themselves, but also on their families, their health and the society.

"In many countries there is still a very traditional view on genders. This means that girls have to quit their education to get married and take care of her husband and their children. They miss a part of their education or some never even go to school at all."

Now together discuss this issue and then write how you can help these women in these countries.

5. A Song : Don't Laugh at Me

Listen to the song [Don't Laugh at Me](#) and answer the questions.

- We are all the same but we are different. How is this reflected in the song?
- Have you ever said "Don't laugh at me" to anyone? When? How did you feel?
- Has anyone ever told you "Don't laugh at me"? When? How did you feel?
- Write your own "Don't Laugh at Me" song. Write one stanza only.

- A Classroom Poster: Let's join our song in one big poster.



6. Speaking Activity: Stranded on “a wounded identity”

In this activity, students practice “inquiry” in pairs and in groups in order to reach a decision, and agree on a list of items that they need to take with them to a “treat” their “wounded identity.” (See lesson plan – Appendix 1)

7. A Song: " I Was Here"

"**I Was Here**" is a song that talks about leaving one's mark in an effort to encourage people around the world to make a difference, Beyonce has performed the song at the United Nations in New York to mark World Humanitarian Day.

- a. Watch and listen to Beyoncé's Song "I was here."
<https://www.youtube.com/watch?v=i41qWJ6QjPI&feature=youtu.be>
- b. Fill in the missing words.
- c. Underline the lines or expressions that relate to **leaving a mark**.
- d. Sing the song.

"I Was Here"

I wanna leave my footprints on the sands of time
Know there was something that, meant something that I left _____
When I leave this world, I'll leave no _____
Leave something to _____, so they won't forget

I was here, I lived, I loved
I was here
I did, I've done _____ that I wanted
And it was more than I thought it would be
I will leave my _____ so everyone will know
I was here

I wanna say I lived each day, until I die
And know that I meant something in somebody's _____
The hearts I have touched will be the proof that I leave
That I made a _____, and this world will see

I was here, I lived, I loved

I was here

I did, I've done _____ that I wanted

And it was more than I thought it would be

I will leave my _____ so everyone will know

I was here

I was here, I lived, I loved

I was here

I did, I've done _____ that I wanted

And it was more than I thought it would be

I will leave my _____ so everyone will know

I was here

I just want them to know

That I gave my _____, did my best

Brought someone some _____

Left this world a little better just because

I was here, I lived, I loved

I was here

I did, I've done _____ that I wanted

And it was more than I thought it would be

I will leave my _____ so everyone will know

I was here

I was here, I lived (I lived), I loved

I was here

I did (I did), I've done

I was here

I lived (I lived), I loved (I loved)

I was here (oh)

I did, I've done

I was here

- e. In groups think of what you can give to your community and leave a mark.
- f. Present your project to the class.

8. Reading:

- a. New Words: What do the following words mean?**
b. Try to predict what are you going to read about.

Stranded	approach (v)	shabby	pay back	assistance	waitress
Wiping her hair	pregnant	napkin	chain	goods	
a dime	dared to	physically	faith	rare	disease
consultation	determined	recover	struggle	treatment	
significant					

- c. Pair work: Work in pairs and read story I or II.**
d. After reading your story, fill in the missing information about the story you read.

Story I (. [inspirational stories](#))

A man was driving his car, when he saw an old lady, stranded on the side of the road. He saw that she needed help. So he stopped his Pontiac near her Mercedes and got out.

He smiled, while he was approaching her, still she was worried, as nobody had stopped for hours. Moreover, he did not look safe, as his appearance was so poor and shabby. He could see, how frightened she was, so he tried to calm her: „ I'm here to help you, don't worry. My name is Bryan Anderson“.

The tire was flat, so he had to crawl under the car. While changing the tire, he got dirty and his hands were hurt.

When the job was done, she asked how much she owed him for his help. Bryan smiled. He said: „If you really want to pay me back, the next time

you see someone, who needs help, give that person the needed assistance and think of me“.

At the same evening, the lady stopped by a small cafe. That place looked dingy. Then she saw a waitress, nearly eight months pregnant, wiping her wet hair with a towel. The waitress had a sweet friendly smile, although she had spent on her feet the whole day.

The lady wondered how someone, who has so little, can be so kind and giving to a stranger. Then she remembered Bryan.

The lady had finished her meal and paid with a hundred dollar bill. The waitress went to get change and when she came back, the lady was gone. She left a note on the napkin: „You don't own me anything. Somebody once helped me, just like now I'm helping you. If you really want to pay me back, do not let this chain of love end with you“. The waitress found four more one hundred bills under the napkin.

That night the waitress came home earlier. She was thinking about the lady and the money she left. She was wondering, how the lady could know, how much she and her husband needed it, especially now, when the baby will soon arrive. She knew that her husband worried about that, so she was glad to tell him good news. Then she kissed him and whispered, "Now everything will be all right. I love you, Bryan Anderson".

Story II ([inspirational stories](#))

A poor boy was selling goods from one door to another to pay for his studies. One day he found that he had only one dime left, and he was hungry. While approaching the next house, he decided to ask for a meal.

But when a young woman has opened the door, he only dared to ask for a glass of water. She looked at him and understood that probably the boy is hungry. So she brought him a large glass of milk. He drank it and then asked how much he owed her. The woman replied: „You don't own me anything. Mother taught us never to accept pay for a kindness“. „Then I thank you from the bottom of my heart“, – he said and felt that now is stronger not only physically, but his faith in God has grown as well. The boy's name was Howard Kelly.

Many years have passed. One day that woman became seriously ill. Local doctors could not help her. Therefore they sent her to a big city, where her rare disease would be studied by specialists. Dr. Howard Kelly was called in for the consultation. When he entered her room in the hospital, he immediately recognized the woman, that showed kindness to him, when he was poor. The doctor was determined to do his best to help her recover from her disease.

The struggle was long, but together they managed to overcome her illness. After some time the woman received a bill for her treatment. She was worried that the amount to pay would be so significant, that it would take the rest of her life to pay for it. Finally, when the woman looked at the bill, she noticed words that were written on the side of the bill. The words were "Paid in full with a glass of milk".

Fill in the following chart about your story.

	Story I	Story II
Characters		

Setting		
What help each character offered		
How the story ends		
Theme		

- e. Share the information you have written about your story with your partner.
- f. Compare and contrast the two stories.
- g. Do you know a similar story? Tell it to your partner.

- h. Working with words:
Match the word in column A to its definition in column B.

A	B
1. Frightened	a. a meeting to discuss something or get advice
2. appearance	b. make a very great effort in order to do something
3. assistance	c. help
4. probably	d. very likely
5. consultation	e. illness
6. disease	f. important or noticeable
7. struggle	g. look
8. significant	h. feeling fear or worry

G. Fill in the suitable word in each sentence.

1. He left me _____ in town with no car and no money for a bus.
2. She has no _____ in modern medicine.
3. They sell leather _____ such as wallets, purses, and briefcases.
4. I don't expect special _____ - I just want to be treated fairly.
5. The traffic lights turned green as we _____ the junction.

9. After Reading, watching and listening to different stories, articles, speeches and songs about lending a helping hand, leaving a mark, and Global Citizenship, choose one of the following activities:

- a. Write about something that you can give to your community.
- b. Write guidelines for a good relationship.
- c. Send a letter to an organization and suggest a solution for a problem that concerns you.
- d. Choose a person and write him / her a sentence that makes his/her heart open.

10. Listen and watch the song "[How do you get that lonely?](#)"

- a. Discuss together the theme of the song.
- b. Talking Circle: The teacher holds an object and tells the class a short story about a boy who feels lonely at school and is having trouble making friends. The teacher passes the object to a student in the circle. The students talk and say what makes them feel sad. They are allowed to and have their turn at the end of the round if they want. This encourages them to talk about their feelings and empathize with others.

Title

Stranded on “a wounded identity”

Brief Description

In this activity, students practice “inquiry” in pairs and in groups in order to reach a decision, and agree on a list of items that they need to take with them to a “treat” their “wounded identity.”

Learning Objectives

Students will learn to inquire and ask questions about the motives of others for taking a certain side and emphasize a certain identity in their continuum of identities. Students will learn to come up with ideas how to compromise in order to make a decision that will lead to a win/win situation.

Lead-in / Preparation

- A list of dilemmas for discussion.
 - Dilemma 1 - Having a religious school for girls in your city/village.
 - Dilemma 2 - Having a mixed religious school (Arabs (Muslims and Christians and Jew students)
 - Dilemma 3 – Learning about the “other’s” religion.

Estimated Class-Time Required

- 6 minutes for pair discussion.
- 12 minutes for a discussion in a group of three students.
- 20 minutes for class discussion.

90 minutes for the whole activity

Description of Activities

- The instructions: (given to the students by the teacher)

Instructions while working in pairs:

The teacher divides the students into pairs of a male and a female.

The local council is promoting having a religious school for girls only in your city/village. One of you will represent the council, and the other will represent a local journalist who opposes founding that school. Have a debate trying to convince the other side of your opinion.

Write remarks and the main arguments while debating.

Instructions while working in groups of three

The teacher divides the students into mixed groups based on ethnicity, religion or clan.

The government is promoting having a mixed school for in your city/village. One of you will represent the government; another one will represent the opposition; and one student will represent a local journalist who opposes founding that school. Have a debate trying to convince the other side of your opinion.

Write remarks and the main arguments while debating

Instructions for a class discussion:

The government is promoting having a mandatory subject in your school. The students are obliged to have 2 weekly hours learning about another religion (Judaism, Islam, Christianity, Druze). Have a debate trying to convince the other side of your opinion.

Write remarks and the main arguments while debating

Procedure:

- 1- T divides the students into pairs and gives them the instructions for the first dilemma. T allocates **10 minutes** for the pair debate.
- 2- T asks few students to speak about their remarks and insights. **(5 minutes)**
- 3- T divides the students into groups of three and gives them the instructions for the second dilemma. **(15 minutes)**
- 4- T asks students to reflect on the process of reaching a decision and debating. **(10 minutes)**
- 5- T asks the students to give their partners feedback, whether they inquired about the other's motif or not **(10 minutes)**

- 6- T asks the students to sit in a circle and gives them the instructions for working in a group. T also assign 3 students to observe the group discussion and write their remarks. T gives the students the third dilemma **(20 minutes)**.
- 7- T asks the students to reflect on the process and gives the students some feedback. **(10 minutes)**
- 8- T asks the observers to say their remarks and what they have noticed. **(10 minutes)**

Key Vocabulary / Phrases (if applicable)

1. Motif – motives
2. Inquire – inquiry
3. Empathy
4. Sympathy
5. Negotiate
6. Compromise
7. Passionate
8. Sacrifice
9. Racism
10. Stereotype
11. Prejudice
12. Universal dignity
13. Transcend
14. Global ethic
15. Social accountability
16. International solidarity
17. Tolerance
18. Inclusion
19. Recognition of diversity
20. Equity
21. Empowerment
22. Genocide
23. Ethnic cleansing
24. Milestone
25. Inherent
26. Democratize

Assessment

T must observe the students while arguing.

T also assigns observers to check whether the students inquire about the other's motif or not.

Reflection

Students get feedback from each other, and from the observers.

