

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



## Global Citizenship

### In this unit, you will:

- Read and hear about global citizenship
- Get to know what does it means to *rephrase* a sentence
- Write a paragraph on one of the topic subtitles, and describe an event that is related to the topic
- Read a poem on the topic and write one yourself
- Prepare for a project that makes of you a global citizen
- Do some activities on the topic
- Hear a song on the human rights
- Expand your vocabulary

**A. Read the following text and try to figure out what does it mean to be a Global Citizen??!**

## ARE YOU A GLOBAL CITIZEN?

To be a global citizen you must...

1. Understand we were born of this world.
2. Protect our country, the world, when called upon to do so.
3. Stand up and defend against the injustices we see.
4. Understand the interconnectedness.
5. Respect and value diversity.
6. Take action in meaningful ways

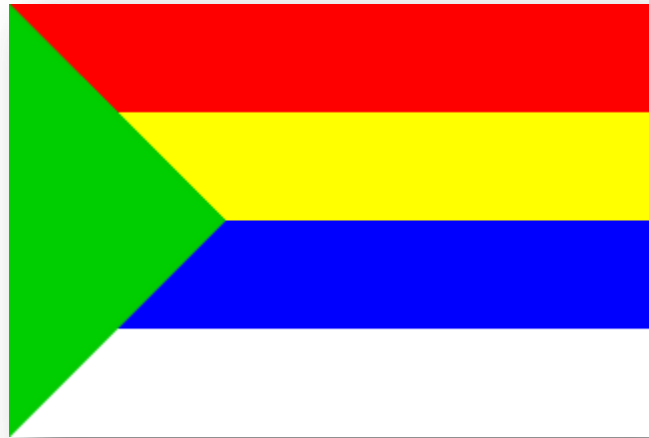


- Adapted TeachUnicef.org

**Global citizenship** is the idea that people have rights and responsibilities that come with being a citizen of the entire world, rather than a particular nation or place.

**B. 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!

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

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## Lexical Items:

Band II				
Profile	Culture	Thousand	follow	borders
Develop	Shaped	Item	step	equal
Local	Respect	organize	must	race
Based on	Serve	aware	act	appearance
Effect	meal	Awful	scene	In common
Issue	Idea	hospital	bridge	In my way
prize	top	surprised	accept	Look for
visit	teen	Seem	religion	Plenty of
Expansion				
Attitude	Skill	Analytically	Empower	Global citizen
Combination	Knowledge	Ultimately	Critically	Different perspectives
demonstrate	Impact	circumstances	adapt	Genuine desire
effectively	diversity	Interconnectedness	injustice	Take action
Globally	defend	Values	Give back	Call upon
homeless	meaningful	Volunteer	Ask for	Engage in
community	minefield	Unroyal	Red zone	Core competences
expansive	multiple	Uni-topian-ism	colonial	Burial grounds

- Which of these lexical items are connected to the topic of global citizenship?

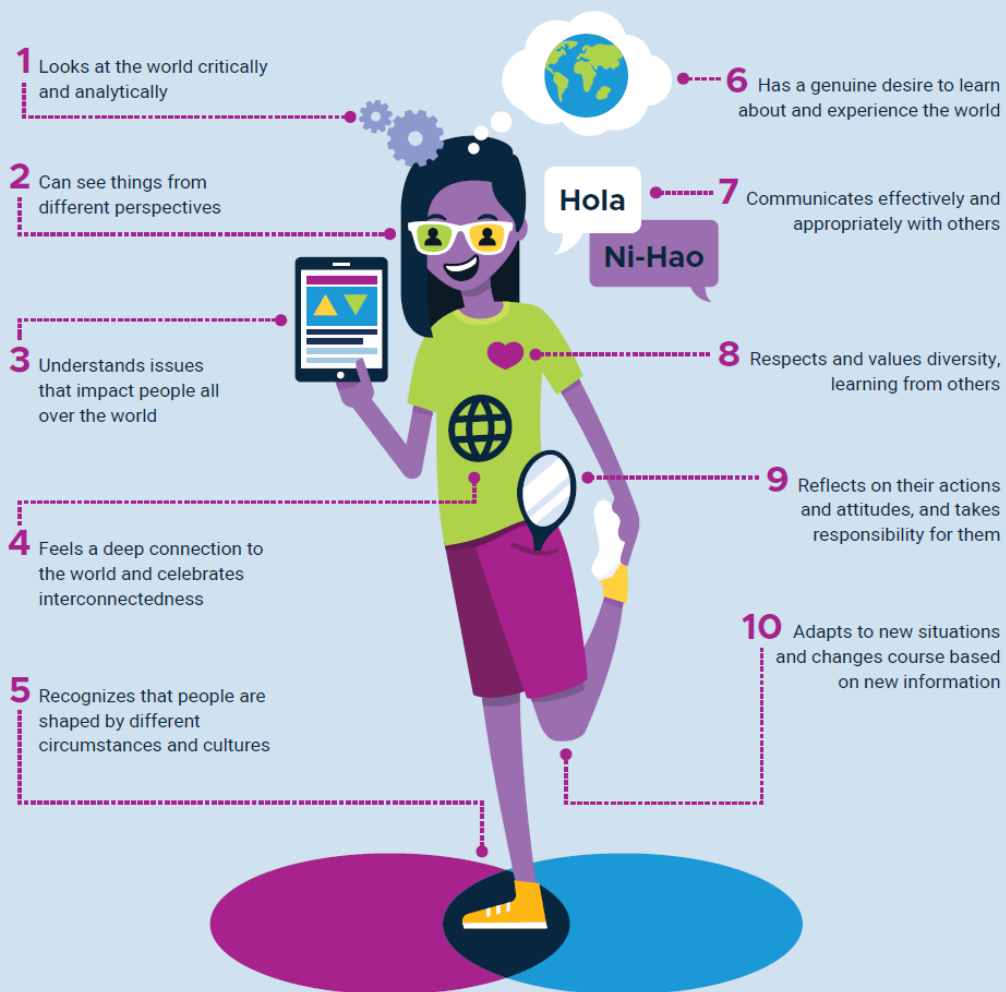

- Look at the picture and try to guess the connection between the topic and the items written on the girl's picture:

[GC Infographic One pager.pdf](#)

## Profile of a global citizen

As students engage in global learning, they develop a combination of attitudes, skills and knowledge that demonstrate **10 core competencies**. These competencies empower learners to think globally, act locally and ultimately change the world.

### A global citizen:



To learn more about how to create a classroom of global citizens contact [partnerships@participate.com](mailto:partnerships@participate.com).

**participate.**

1. What is the type of the text? What made you decide?

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.....  
.....

2. who is a global student?

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.....  
.....  
.....

3. List three things that a global citizen do:

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4. What is the difference between globally and locally?

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5. Would you like to be a global citizen? Why or why not?

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6. If you want to learn more about the topic, what should you do?

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### C. Writing Task:

Rephrasing means to rewrite a sentence differently or to express an idea or question in an alternative way, using other words to give the same meaning.

- Choose one of the ten core competences and rephrase it (explain it) using a simpler language. Add an example or a story for your explanation to demonstrate it.

1. Looks at the world with more awareness:

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.....  
.....

2. Can see things from different perspectives:

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.....

3. Understand issues that impact people all over the world:

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.....

4. Feels a deep connection to the world and celebrates interconnectedness:

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5. Recognize that people are shaped by different circumstances and cultures:

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6. Has a genuine desire to learn about and experience the world:

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7. Communicates effectively and appropriately with others:

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8. Respects and values diversity, learning from others:

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9. Reflects on their actions and attitudes, and takes responsibility for them:

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10. Adapts to new situations and changes course based on new information:

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**D. Look at the picture and write TWO sentences describing what it represents, and other TWO about how you can help as a global citizen!**



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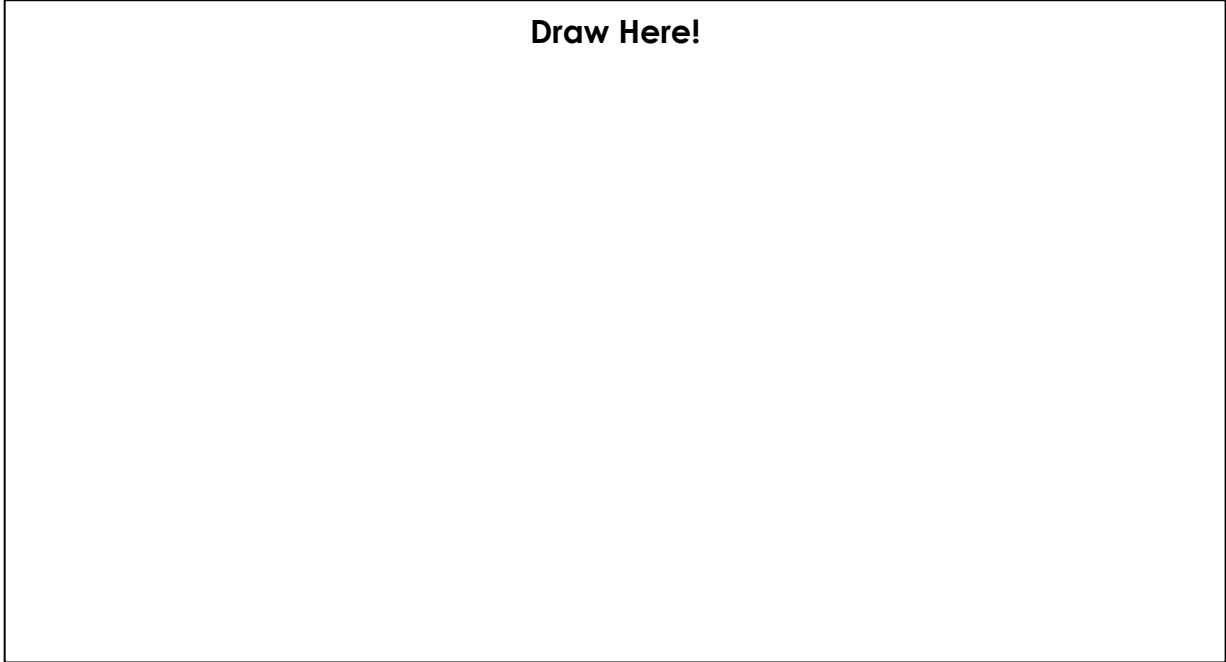
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**With a partner:**

Draw a picture that represents a situation or an attitude that is related to the topic. Ask your partner to guess which global issue the drawing represents. Then write together a short paragraph describing how you can contribute to reduce it as global citizens.

Present your work in front of the class and run a short discussion.

**Draw Here!**



**Write Here!**

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## E. Read the article. (Adopted from Way To Go Eric Cohen Books)

### Kristen Allcorn – A Special Volunteer

#### What did Kristen Allcorn do?

In December 2006, at the age of 17, Kristen Allcorn opened a soup kitchen<sup>1</sup> to feed hungry people in her American hometown – Sedalia, Missouri. She called it the Community Café. In three years, Kristen and her team of volunteers served<sup>2</sup> more than 10,000 hot meals at the Community Café.

#### Where did she get the idea?

Kristen comes from a family of volunteers. When she was a young teen, she helped at a center for homeless people. Kristen loved the idea of helping people by giving them food. "I have a great family and everything I need or want, so I believe it's important to give back to the community," she said.

#### How did she begin?

Kristen decided that her town needed a soup kitchen. The project started with 12 volunteers. "I thought it would be this small project ...," said Kristen. Then it grew and she looked for a building for the café. Kristen also went to the Missouri Food Bank to ask for food. She spoke to students at her school and asked them to work as volunteers.

#### Why did she go to Washington?

In 2008 Kristen went to Washington D.C. to get a prize for her good work. She was one of America's top ten teen volunteers. One of Kristen's teachers said, "She's always been the first person there to help people."

<sup>1</sup> soup kitchen    בית תמחוי / مطعم فقراء

<sup>2</sup> served    הגישו / قَدَّموا

#### Answer the questions.

1. When did Kristen start the Community Café?

.....

2. Why did Kristen open the Community Café?

.....

3. Complete the sentences.

- a. Between 2006 and 2009 the Community Café gave out .....  
.....
- b. Kristen learned about being a volunteer from ..... .

4. What **THREE** things did Kristen need to open the Community Cafe?

- a. ....
- b. ....
- c. ....

5. The article tells us that Kristen won a prize for her good work.  
Name TWO things she did.

- a. ....
- b. ....

6. Circle the correct answer.

The article is about ... .

- a. a soup kitchen in Washington D.C.
- b. how to make a soup kitchen
- c. a girl who is doing something special
- d. Kristen and her volunteers

**F. Writing Task**

Think of a project that can reduce the world suffering and write a short paragraph on it. Answer the following questions to help you write a good one:

- 1. What is your brilliant idea about offering help?
- 2. What do you need for this project?
- 3. How can you get what you need?
- 4. How will your project help people and make a difference?
- 5. What will you get from this on the personal level?

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**G.Read the following poem**

Borders,  
Burial grounds,  
Colonial-ism.  
Got me feelin' like I need to be more  
expansive in my way of being.  
In my way I'm breathing.  
In my way of seeing my sisters and  
brothers.  
Differences and all.  
No religion has to fall.  
Global Citizen...  
Equal-ism...  
Uni-topian-ism...  
Multiple eyes of the All-ISM.  
We are brothers and sisters.  
So why we got borders and races?  
Burial grounds of racist faces...

1. What is the general idea of the poem you read?

.....

2. How does the writer feel about borders, burial grounds and colonialism?

.....

.....

3. In what way does he/she want to be a global citizen?

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4. What does he/she mean by using "All-ISM"?

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5. Write your own poem on the topic of accepting others, use rhyming words:

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## H. Listening comprehension:

Watch the following video and answer the questions:

<https://youtu.be/AcQsQAAIYH0>

Students watch the video about Princess Diana and Prince Harry in Angola removing mines from a red zone, turning it into a busy road. The students can write or discuss this initiation to contribute in others' welfare, not out of typical commitment (political or alike...), but out of human drive to spread peace and make a difference.

Suggested Questions:

1. The video talks about two famous characters, who are they?

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.....  
.....

2. What do you know about Princess Diana?

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.....  
.....

3. Prince Harry is following his mother's steps. How is he doing that?

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.....

4 . How does this affect the zone they have visited?

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.....

5. How can you relate to what Princess Diana and Prince Harry did to the topic of global citizenship? To which competence category does this belong?

.....  
.....  
.....

6. What happened to Manuel and his cousins?

.....  
.....  
.....

7. Write (True/False) and correct the false information.

a. Princess Diana has lived the civil war in Angola. ....

b. The minefield where Princess Diana walked is now a busy street.  
.....

c. Princess Diana visited the hospital and she looked so royal in her conduct and appearance. ....

### I. Activity

- In groups of five, build or form a frozen scene (like a shot) on a global issue or crisis (i.e. racist conduct\*, unfair attitude\*, prejudice situation\*... etc), and present it in front of the class.

Racist conduct: تصرف عنصري

Unfair attitude: موقف جائر

Prejudice situation: حالة تنم عن تحامل

- Other students have to guess what the scene is about, explain what they see, and then they have to make some changes in the scene (move the mute actors in the scene) in order to turn the scene into an accepted and human situation, so that we can get global citizens in the end.
- Have an extended discussion, or a mini debate on the topic.
- Sum up the activity by writing a motto related to the scene on a big poster, and put it up in the class English corner.

## **J. A Song**

<https://www.bing.com/videos/search?q=human+songs+on+kids&&view=detail&mid=3D352F3E6E590EF8D6F03D352F3E6E590EF8D6F0&&FORM=VRDGAR>

What are the main issues that are mentioned in the song that we can connect to the topic?