

September 25th , 2019

The Yearly Theme for 2019-2020 - Mutual Responsibility/Global Citizenship Education

What is mutual responsibility/global citizenship education?

- Mutual responsibility/global citizenship is an act of support or assistance that takes place between two factors when one helps the other.
- Mutual responsibility/global citizenship is reflected in different circles of belonging.
- Mutual responsibility/global citizenship is examined in relation to the weak in society: the sick, the elderly, the poor and the needy of various kinds.
- Mutual responsibility/global citizenship is a guarantee of the strength of society.
- A sense of mutual responsibility/global citizenship increases belongingness and reduces alienation.
- Mutual responsibility/global citizenship and social solidarity contribute to reducing violence

Vision

Strengthening mutual responsibility/global citizenship and a sense of belonging and resilience in all parts of Israeli society.

Objectives

- Establishing Mutual responsibility/global citizenship as a key value in the educational system.
- Increasing containment and empathy towards various groups in society through manifestations of solidarity and social engagement.
- Expanding efforts for Israeli society and the Diaspora Jewish people.

Suggested Materials

This year we will be integrating into our English Program the yearly ministry topic:

ערבות הדדית - [Global Citizenship Education](#)
[Video](#) explaining the term

Please find below a bank of ideas, links, songs, and assorted materials.
 When brainstorming with your students in class you may consider the following associations:

Associations: Brainstorm

Mutual responsibility / Becoming a Global Citizen / How global issues impact us a young people / Feeling respected as human beings / Participation in school life / “**Never to small to make a difference**” / “Climate justice”/ Empathy /Sense of belongingness / Involvement / Kindness /Tolerance /Mutual respect / Sustainability / Intergenerational Connections / Generosity of spirit/ Volunteering/ integration and absorption of new immigrants

Elementary & JH

Target Grades	Topic +Idea/Activity	Counselors
Elem & JH	“Give a little love”- great song by Ziggy Marley (legendary Bob Marley’s son)	Lori Roth

	Links to: lyrics + clip with lyrics	
Elem & JH	Original Unit Plan on Global Citizenship. Click here	Mdalale Azzam Kamal Abu _Salha Sulaf Shaalan
Elem & JH	Story Telling: We're All Wonders by R.J. Palacio Click here This lovely story relates to being different and how a child with a physical deformation struggles with the reaction of his peers. This clip is an excellent "read aloud" of the story and can be used after watching the full length movie that the children are familiar with.	Lori Roth
Elem & JH	Don't laugh at me On original lesson plan designed to promote tolerance and empathy Link to clip with lyrics Lesson Plan: Don't Laugh at me Mitzpe Golan Staff, Bnei Yehuda!	Mitzpe Golan Staff, Bnei Yehuda Sigal/Nataly

1. Concepts: respect the other using appropriate language in class and out of the class, fairness, identity.

2. Text: "Don't Laugh at Me!"- song. <https://www.youtube.com/watch?v=f7Dej4Gfkmc>

3. Purposes:

- Teach the new words and the song;
- Expose kids with different identity and how to relate to them fairly;
- Realize kids' feelings and problems;
- Compare and contrast in order to find something in common;
- Develop writing skills;
- Develop polite spoken language expressing patience to the other

Process:

1. Teach the characters.

Geek, girl with braces, chosen last, the slowest one, beggar, different, fat, thin, short, tall, deaf, blind.

-Who can be your friend? Why?

-Who cannot be your friend at all? Why?

How would you relate to a beggar/geek/ someone with braces/ etc.

While doing this activity the teacher can find out the pupils' relations to different identities and realize why they avoid or accept people's differences **emphasizing** the rules of appropriate spoken language.

2. Listen to the song and find out.

-How do the kids feel about their differences?

3. Talking about the song.

-How do the kids feel? What do they say? What do they hope? What do they want?

-How do you feel about the kids? Who do you want to talk? What do you want to say him/ her?

4. Comparing and contrasting.

Listen to the song again and find out what is in common between you and one of the kids.

5. Talking about the sameness and differences.

Who do you choose? What do you have in common? What do you have different? Can he or she be your friend? Why?

6. Dividing the class into the groups.

The teacher divides the class into the groups according to pupils' choice of the character from the song.

7. Writing a dialogue.

The pupils need to write a dialogue in pairs.

Imagine that there is a new pupil in your class who has a disability; write a dialogue using polite expressions, such as good morning/ how are you/ do you need help/ do you want/ can I/ sorry/ excuse me/ thank you/ don't worry/ etc.

8. Presentation.

The pupils role-play their dialogues in pairs.

9. Summation.

A. Answer the questions:

What did you learn about the kids with different identities?

Did you change your relation to the kids from the song? Why?

How can we help kids with different identities feel better?

How should we talk to different people?

B. Find appropriate way to react in the following situations:

- Someone took your pencil
- A new pupil with glasses/ braces came to your class
- Someone disturbs / annoying you
- Someone fell/ gave a wrong answer/ stuttered

10. Singing the song.

Elem & JH	Units from the textbooks that deal with the yearly topic: 6th grade: Cool \unit 5 The World Around us 5th grade: Our World\ unit 5 Ecology 5th grade: Hey\ unit 5 part 1(p.150) Sally's Blog. Kids Make a Difference. What things can kids do to make a difference in their schools, towns and the world.	Lydia Khoury
Elem & JH	Story of the Boy and the Starfish - How to make a social impact : Creative ideas for making a difference. (<i>adapted from <u>The Star Thrower</u>, by Loren Eiseley (1907 – 1977)</i>) This short story relates to how one small action can have an impact. Great for discussion and motivating students in groups to come up with their ideas Link to video clip Link to story (text must be simplified)	Lori Roth
Elem & JH	We are all different and that's Awesome- Ted Talk The introduction of this Kids Ted Talk is superb relating to respecting differences. (Portions can be used in strong 6th grade as well)	Manal Khalaila
Elem & JH	“Pay it forward” is a great example of how to apply global citizenship among young learners .	

	Inspired by the book “Pay it Forward” by Catherine Rayan Hyde, and later filmed in 2000, the students were asked to devise and put into action a plan that would change the world for the better. One suggestion (by the movie) was that the recipient of a favor does a favor for three others than paying the favor back. That is, an endless chain of favors. To integrate the idea for EL school, pupils can suggest other ways to make the world a better place. <i>Film the children at school doing good deeds and put it up on the school website or on Youtube</i>	Aisha Omary Howie Gordon
Elem & JH	Acts of kindness - Speaking and Writing Activity: After watching the above clip, use the ideas in this link for discussion and writing with your students.	Mdalale Azzam Kamal Abu Salha Sulaf Shaalan
Elem & JH	Be kind Unit Galim: On-line world map of kindness, activities and story. Suitable for 5th- 7th	Lori Roth
Elem & JH	Good Deeds Day: I developed this 3 lesson mini-unit for my 6th graders last year for Good Deeds Day. Click here to download the materials which include group work and music activities, trivia and inspirational clips. Review the materials carefully and adapt to your school’s religious and cultural spirit. Good Deed Day: This site is the International Site for Good Deeds Day, with excellent ideas for all ages .	Lori Roth

Elem & JH	Friendship (6th graders): A song by Bruno Mars “You can count on me” + Lyrics Our World Stories (5th graders) - pp.42-45 “Amina and the Animals” a story about saving the environment.	Diana Taha
Elem & JH	Arrow to the Future: Topics in this program include: volunteering, role of rescue workers, save the planet, ecology Materials Include: detailed lesson plans and visual aids Arrow to the Future The following materials have been developed for the program called "Arrow to the Future" designed for secondary school. The main goal of this program is to strengthen the involvement and connection of Junior-High students to school and to improve scholastic achievements by connecting the material studied to the students' future and to various desirable careers. English teachers integrate content on the future career world into the regular curriculum, in a manner that makes the lesson relevant to the students' lives. Teachers, who join the program, receive training and mentoring during the academic year. The program includes activities with parents and the surrounding community. For example, students meet with employers, key figures in the municipality and go to local colleges. The program is designed for all students in the class and does not distinguish between different levels of study. Accordingly, the program encourages gender-based thinking and investigation, and raises questions among students regarding the normative structures of roles for women and roles for men in the labor market in addition to practicing skills related to learning functions in the 21st century (group work, presentation, independent learning, etc.). Materials for Grade 7 Volunteering Lesson Plan for 7th Grade To the Rescue Lesson Plan for 7th Grade Teen and Jobs Lesson Plan for 7th Grade	Lori Roth and Manal Khalaila

	Materials for Grade 8 <u>Lesson Plan on Animation Industry</u> <u>Lesson Plan on Movies Industry</u> <u>Lesson Plan on Construction Industry</u> <u>Job Definitions for Movies Industry</u> <u>Jobs Pictures for Construction Industry</u> <u>Poster for Animation Industry Lesson</u> <u>Movies Industry Lesson Plan for 8th Grade</u> Materials for Grade 9 <u>Lesson Plan on Ecology</u> <u>Vocabulary about Ecology PowerPoint</u> <u>Save our Planet Graphic Organizer</u>	
elem	We are the World Lesson Plan	Asnat Lumer

A lesson plan by Asnat Notkin Lumer

Background:

In 1985 a group of famous American singers joined together and created a charity single. They sang a song for the people who suffered from drought in Africa.

Michel Jackson and Lionel Richie wrote the song who won three Grammy awards and sold 20.000.000 copies around the world.

) We are the world, Wikipedia

Retrieved from the site: https://en.wikipedia.org/wiki/We_Are_the_World(

A. Enter the link

What is the name of the song?1*

Watch the clip and count 2:

How many singers participate in the song?

Teach Vocabulary3

Teach Vocabulary3

world	עולם
better	יותר טוב
together as one	ביחד כאחד
pretend	להעמיד פנים
chance	הזדמנות
for	בשביל
part of	חלק מ...
help	לעזור

C. Play the song again. [Link with the lyrics](#)

Why do you think the sentence "We are the world." repeats itself?

What is the meaning of the sentence?

What do you think about the song?

General Questions:

What do you think are the problems in the world?

How can we help the world?

	Can music help the world? How? Make A Poster Choose a sentence from the song or write your own sentence. "We are all part of a great big family." "We are the world. We are the children." "It's true, we make a better day just you and me." " We stand together	
--	---	--

High School

Level	Topic +Idea/Activity	Counselors
JH	Original Unit Plan on Global Citizenship. Click here	Mdalale Azzam Kamal Abu _Salha Sulaf Shaalan Nabeel Salman
HS	Students view a photo exhibition on 10 urgent global concerns, with essential questions to consider and problem solve Direct students to this site and tell them to choose a human rights leader whom they wish to study further. Students look into the lives of one leader just enough to find a leadership moment. By leadership moment, for example, we refer not to the leader having won a prize (say, the Nobel Prize), but rather what they did to receive the prize. That said, there is wide latitude for students to determine what is such a moment.	Debbie Gabai

	3. Students take notes on their leader and write a summary of the leadership moment. This will become the basis of their posters and three-minute talk. 4. Students create posters/ powerpoint presentations .	
--	--	--