

WORLD CITIZEN – MY CONNECTIONS TO THE WORLD – MY PERCEPTION OF A „WORLD CITIZEN“

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OVERVIEW

Based on association, mapping, role play, drawing, discussion and group work, this exercise is a tool to encourage critical thinking and reflection on cultural diversity within the students' classroom, their city, their country, and the world.

Theme: Diversity and Intercultural Relation

Further Subjects: Geography - History

Connection to the Austrian National Curriculum of English:

Bildungs- und Lehraufgabe: „Bei der Vermittlung der Fremdsprache ist wertorientiertes Denken und Handeln im politischen, sozialen, wirtschaftlichen, kulturellen und weltanschaulichen Umfeld zu fördern.“

Lehrstoff: „An Gesprächen teilnehmen, Zusammenhängendes Sprechen: A1. Hören, Lesen, Schreiben: A2

Reference: BGBl. II Nr. 133/2000 Lehrplan Lebendige erste Fremdsprache

Goals:

- Students understand how they are interconnected with the world and what that means for them
- Students learn how to appreciate and value a multicultural classroom
- Students develop a perception of what a “World Citizen” is and develop an awareness of inequalities in the world when it comes to nationalities, religious, social and political rights
- Students understand that everybody could be a migrant – “World Citizen”, it just depends on the perception and the perspective.
- Students understand that we have different origins and we can't really tell whether we are “Turkish, Austrian, etc...” and that we have connections and relations all over the world. We are “World Citizens”.
- Students practice the usage of „there was/there were“ the past simple, expand listening and writing skills (description of places) and expressing their opinions. Furthermore they practice reflection.

Time Requirement: 5 lessons

Material Needed:

- 4 posters
- Worksheets A-J
- At least 6 dictionaries
- Projector/Laptop/Speakers
- YouTube

PROCEDURE

Step 1: Worksheet A:

Prepare the video, projector and speakers. Make the students WATCH the Video “KONSHENS – World Citizen” on YOUTUBE two times. Then let them work on worksheet 1 where they can write down or draw what they have seen on the video. Let them discuss their results with their neighbour. You need approximately 30 min for this step.

Step 2: Worksheet B:

Show the video once more and tell your students to focus on the places and buildings they see. The places should be described in “Past Simple”. Some descriptions could be read out for the class. Take a look at the Info box below!

Step 3: Worksheet C:

With the Worksheet C have some students explain why they see themselves as either only a national citizen or a world citizen. This could be done as homework after the first lesson.

Step 4: Worksheet D:

Hand out the lyrics of the song. There are gaps in the text.

Let your students watch the video or play the song as an audio file twice to fill in the gaps. Clarify the vocabulary in the box before starting the activity. Compare the result in class. Correct it if necessary. Ask your students to read the complete sentences and make sure that everybody understands.

Step 5: Worksheet E+F:

Worksheet E is needed in order to fill out Worksheet F. With the help of the vocabulary given on worksheet E, make the students translate the chorus with their neighbour. Time requirement: approximately 10min.

Step 6: Worksheet G:

Copy Worksheet G1. Cut the pictures out into pieces – write “translator, organiser, writer, presenter” on the backside of the pictures. This is needed to form the 6 small groups. Each student is given one cut picture with a role on the backside. Now ask them to find their group members (the ones with the same picture). With one copy you can cut up to 24 pictures. Hand out Worksheet G2 for each group. From the Worksheet they can read the description of their role in the small group. With worksheet G3 make the groups translate parts of the song under clear roles' description. It should be

completed in the group. Each verse is translated by 2 different groups. After they have finished, make the 2 groups that had the same verse compare their result with each other. They decide for the better solution. The chosen translations should be read out while the other groups write them down. In the end every group has the complete translation of the lyrics. Time requirement: 50 min. As homework: assign the students to memorise the lyrics.

Step 7: Worksheet H:

Have the students get together in the same groups from the previous activity and fill in Worksheet H. It is about their understanding and analysis of the subject matter of the song and its author. Discuss their outcome in plenum.

Step 8: Worksheet I:

This step is on their connection to the World with the help of a questionnaire. The assignment can be started in the same lesson as Worksheet H and be finished as homework.

Reflection questions: Afterwards make the students share their answers with the class. In order to make this interactive you can ask the other students to stand up if they have the same or a similar answer.

To complete this step interviews among students are also suitable.

Step 9: Worksheet J:

In small groups of 4 to 5, make the students design their flag of the World. The flags could be hung in the classroom.

Reflection and Debriefing:

- Why don't we use the term "Rasse" in German language?
- What event in history or biology can explain that? Could this be one of the explanations why a song with such lyrics exists, because in the past this word was used to show a difference between people? Or that in most parts of the world a distinction is still made between people from different places?
- What does segregation mean? Why does this term exist?
- Depending on your students' interests and knowledge you could also talk about Apartheid in South Africa, the Civil Rights Movement in the USA, or other examples in history of segregation.

Worksheet F can be started in the same lesson and finished as homework.

Time requirement: Approximately 30min.

Follow-up

An interview with family members, relatives about their migration story and their reasons for migrating. Have the students write another verse for the song "World Citizen" from Konshens

Make a video on the subject matter with the students
World map: everybody marks his/her origin with a pin – marks parents origin with a different-coloured pin – marks where he/she has friends with a different-coloured pin

Students interview each other in groups: Where do you come from? Where were you born? Where does your mum/dad come from? Where in the world do you have friends or relatives?

Tips for the Teachers

Since this is a quite long unit, it is important to conduct a debriefing after each lesson by asking the students how their feeling is about.

To better follow the description of the procedure check the corresponding annex as you read.

Annexes:

Annex	Title	STEP
A	Watch the video by "konshens – world citizen" two times!	Step 1
B	If you didn't recognize any places, describe the places you saw!!	Step 2
C	"World citizen" how do you see yourself? Are you a world citizen?	Step 3
D	Fill in the gaps in the lyrics of the song "world citizen" by konshens!	Step 4
E	Learn the following words and phrases	Step 5
F	So please translate the chorus with your neighbour!	Step 5
G	G1 pictures for groups finding G2 who has the same picture G3 translation's worksheet	Step 6
H	Answer the questions in your group!	step 7
I	Test your connection to the world!	step 8
J	Create your own world citizen poster	step 9

INFO BOX

Die einzelnen Szenen des Videos sind gedreht worden: am Brunnenmarkt, 1160 Wien, in der Arena, Kultur- und Veranstaltungszentrum 1030 Wien, im Supermarkt PROSI – ein Supermarkt für Produkte aus Lateinamerika, Afrika und Asien; bei der Burggasse/Stadthalle, 1070 Wien und auf den Straßen Wiens in der Nähe dieser Plätze.

Der brasilianische Kampftanz Capoeira kommt in dem Video vor. Capoeira hat seine Ursprünge in Kampftechniken aus dem südlichen Westafrika und wurde durch die Sklaverei nach Brasilien überliefert und im Laufe der Zeit als Sportart weiterentwickelt. Im Endeffekt ist es auch ein Sport und ein Kulturerbe, das sich auf der ganzen Welt verbreitet hat, daher sehr passend zu dem Lied.

References and Literature:

Lyrics of Konshens „World Citizen“ <http://www.songtexte.com/songtext/konshens/world-citizen-38a3dfb.html>

(Original Version)

John R. MATHIASON, World Citizen: The Individual and International Governance, 2012
<http://www.un.org/esa/socdev/egms/docs/2012/WorldCitizenship.pdf>

Revised and updated version for the United Nations Expert Group Meeting on empowerment of a paper presented originally at Third Pan-European International Relations Conference, Vienna, Austria, September 16-19, 1998.

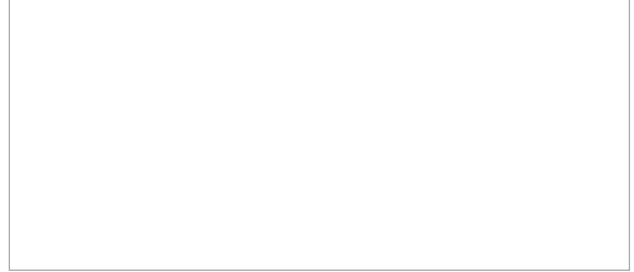
Annex A: WATCH the Video by "KONSHENS – World Citizen" two times!

What did you see in the video? What is the video or the song about? Write down three things or draw three things.

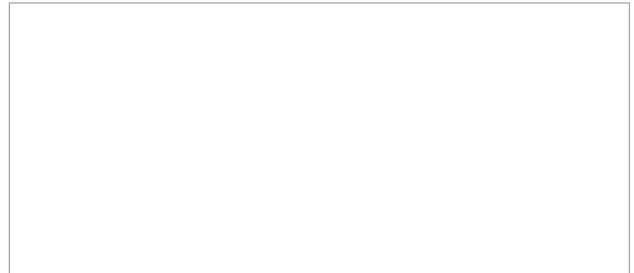
WRITE

DRAW

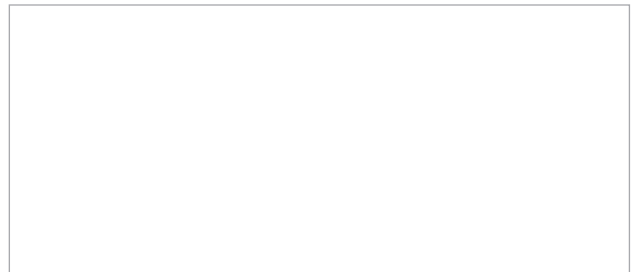
1.)



2.)



3.)



Guess, where was this video shot?

.....

Discuss your results with your neighbour, then share your ideas with your class! Make notes:

.....

Annex B: If you didn't recognize any places, describe the places you saw!!

This video was filmed in Vienna; all the places you saw in the video were in Vienna.

Did you recognize any of the places?

If you didn't recognize any places, describe the places you saw!!

1.) I recognized.....

Describe the place you recognized. Use there was/ there were.

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

2.) I recognized.....

Describe the place you recognized. Use there was/ there were.

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

3.) I recognized.....

Describe the place you recognized. Use there was/ there were.

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

To recognise = wiedererkennen, erkennen

FORM 2

Annex C) "World Citizen" how do you see yourself? Are you a world citizen?

KONSHENS is singing about being a "World Citizen" How do you see yourself? Are you a world citizen? Why? Give three reasons and write or draw them around the picture!

Reasons for YES

Reasons for NO



Annex D)

Fill in the gaps in the lyrics of the song "World Citizen" by KONSHEMS! Use the words from the box!

girl	world	understand	come	one
	program	world	stop	

Intro:

Something different
 It doesn't matter where you come from (no matter)
 No matter where you're born and grown (you're grown)
 Man, woman, boy and _____
 We are citizens of the world (yeah)
 It doesn't matter about your culture (no much yuh culture)
 The race of your ethnic group (come on)
 Man woman, boy and girl
 We are citizens of the _____

Chorus:

I say we all are one
 Why don't you _____
 Let's put an end to the segregation
 I say we all are one
 Why don't you understand
 Let's put a stop to the segregation

Verse 1:

You could come from the Alps in Switzerland
 Or the plains of the Motherland
 American, or Caribbean
 It doesn't matter where you _____ from (come from)
 Whether India nor Asia nor man is just a man
 And it doesn't matter about your religion
 Rastaman or Christian
 Whether Buddhist or Islam
 You're just a piece of the puzzle of life in the scheme of
 JahJah [God's] plan

Chorus:

I say we all are one
 Why don't u understand (yeahh)
 Let's put an end to the segregation (yeahhh)
 I say we all are _____
 Why don't u understand (yeahh)
 Let's put a stop to the segregation

Verse 2:

Hey
 Skin colour
 Can't make you better than anyone, equal is everyone
 Remember it's the same red blood running through the veins
 In every man, think alike, check and you will see
 You might be richer than, bigger than, fitter than
 Link a surgeon to alter your genetic coordination
 You can't run from the _____
 You are born as a human
 And a you are yeah

Chorus:

I say we all are one (come we all reunite)
 Why don't you understand
 Let's put an end to the segregation
 I say we all are one (Say we all are one)
 Why don't you understand
 Let's put a _____ to the segregation (to the segregation)
 Hey
 It doesn't matter where you come from (come from)
 No matter where you are born and grown (where you're grown)
 Man woman, boy and girl
 Citizens of the world
 No matter about your culture (culture)
 Your race, ethnic group
 Citizens of the _____
 Let's all join
 Stop the segregation
 Let's all join

Quelle: <http://www.songtexte.com/songtext/konshens/world-citizen-38a3dfb.html>

Annex E) Learn the following words and phrases, then use them in your own phrases!

Write your phrases under the words

alike	ähnlich
EXAMPLE: We think alike. = Wir denken ähnlich.	
citizen	Bürger, Bürgerin
equal	gleich, gleichberechtigt, gleichgestellt,
Ethnic group	Volksgruppe, ethnische Gruppe
everyone	jede, jeder
It doesn't matter	Es spielt keine Rolle/ Es ist egal
Let's put an end to...!	Lass uns beenden!
motherland	Herkunftsland
race	Rasse, Menschenschlag, Art,
segregation	Trennung, Absonderung, Rassentrennung
Skin colour	Hautfarbe
to alter	Etwas verändern, ändern
To join	beitreten, sich verbinden, zusammenfügen, anschließen
To think alike	ähnlich denken
vein	Ader
verse	Vers, Strophe
Where you're grown	Wo du aufgewachsen bist
whether	ob, wenn, falls
world citizen, citizen of the world	Weltbürger, Weltbürgerin
you could	du könntest

Annex G1) Pictures for groups finding

FORM 2

Organiser

presenter

translator

writer



PARLEZ-VOUS
GLOBAL



PARLEZ-VOUS
GLOBAL



PARLEZ-VOUS
GLOBAL



PARLEZ-VOUS
GLOBAL



global
curriculum
project



global
curriculum
project



global
curriculum
project



global
curriculum
project



global campus



global campus



global campus



global campus



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G2) Get together in groups of four!

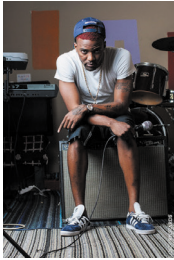
Search for your group members. Who has got the same picture?

Turn over your picture and check what your group role is: organiser, presenter, translator, and writer



This group translates the part “Intro”.

- Organiser: Get the worksheet for your group from your teacher!
- Translator: Get the dictionary and the vocabulary from Worksheet E!
- Writer: Write down the translations from of your group!
- Presenter: Present your results to the class!



This group translates the part “Verse 1”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E!
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your results to the class!



This group translates the part “Verse 2”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your results to the class!



This group translates the part “Intro”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your results to the class!



This group translates the part “Verse 1”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your result to the class



This group translates the part “Verse 2”.

- Organiser: Get the worksheet for your group from your teacher! Get the dictionary and the vocabulary form Worksheet E!
- Translator: Search the words you don't know in the form or in the dictionary!
- Writer: Write down the translations from your group!
- Presenter: Present your result to the class!

G3) Translation's worksheet

Intro:

Something different
 It doesn't matter where you come from
 No matter where you're born and grown
 Man, woman, boy and girl
 We are citizens of the world
 It doesn't matter about your culture
 The race of your ethnic group
 Man woman, boy and girl
 We are citizens of the world

Dotted lines for writing

Verse 1:

You could come from the Alps in Switzerland
 Or the plains of the Motherland
 American, or Caribbean
 It doesn't matter where you come from (come from)
 Whether India nor Asia nor man is just a man
 And it doesn't matter about your religion
 Rastaman or Christian
 Whether Buddhist or Islam
 You're just a piece of the puzzle of life in the scheme of JahJah [God's] plan

Dotted lines for writing

Verse 2:

Skin colour
 Can't make you better than anyone, equal is everyone
 Remember it's the same red blood running through the veins
 In every man, think alike, check and you will see
 You might be richer than, bigger than, fitter than
 Link a surgeon to alter your genetic coordination
 You can't run from the program
 You are born as a human

Dotted lines for writing

Annex H) Answer the questions in your group!

1) Conscience means “Gewissen” in German and it is actually pronounced the same way like the Artist’s name “Konshens”. Why do you think KONSHENS calls himself “Gewissen”? Any ideas?
Think about it and write down your ideas here:

.....
.....

2) What does Konshens mean with “We all are one”?

.....
.....

3) What does Konshens mean with “We are citizens of the world”?

.....
.....

4) Why does he sing about “World Citizens”? Is everybody equal?

.....
.....

5) What does segregation mean? Do you see segregation in your classroom, school, or neighbourhood? Do you think it is good or bad? Give three reasons!

.....
.....

6) What makes you a world citizen? How are you connected to the world?

.....
.....

7) Share your ideas with the whole class.

.....
.....

Annex I) Test your connection to the world! ☺

Answer the following questions:

- 1. Do you wear clothes from countries all over the world? (check the label of your clothes - made in....."?)

The clothes I'm wearing right now are made in _____
 But I have other clothes made
 in _____

- 2. Do you like travelling?

Yes, I do. No, I don't.

I travelled to _____
 I want to travel
 to _____

- 3. Do you speak different languages?

Yes, I do.

I speak _____
 I want to speak

- 4. Do you have friends from different countries in the world?

Yes, I do.

I have friends from/in _____
 I want to have friends from/in

- 5. Do you have relatives who live in different countries in the world?

Yes, I have relatives in _____

I want to have relatives in _____

- 6. Do you think everybody is equal?

Yes, I do. No, I don't.

Why?

- 7. Do you feel connected to the World?

Yes I do _____ No _____ No, but I want to feel it

Annex J) Create your own world citizen poster! ☺

1) You are now divided into 4 groups.
Imagine the world has only one flag. How could YOUR world flag look like? Draw a flag together!
Hang your world flag in your classroom.

2) Write your own verse for this song. What should be the lyrics of a song called “World Citizen”?

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