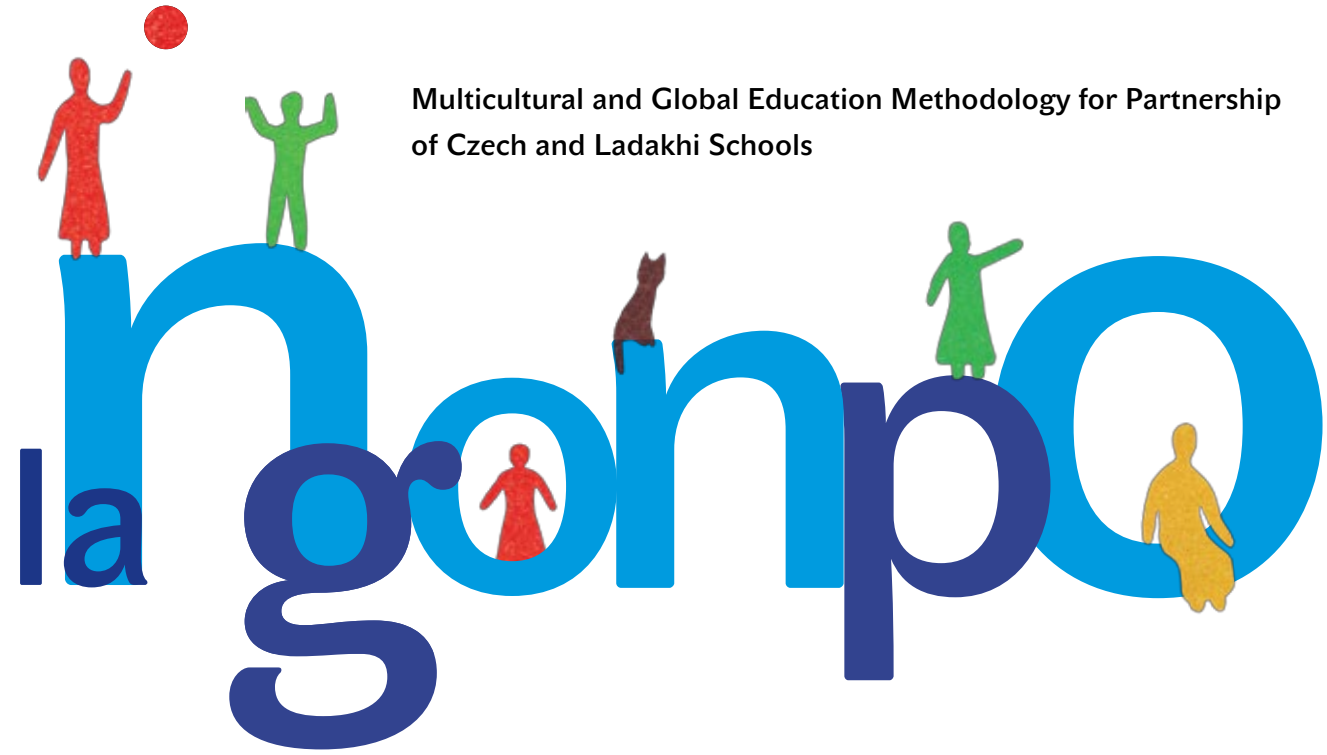








Multicultural and Global Education Methodology for Partnership  
of Czech and Ladakhi Schools



## **La Ngonpo**

Multicultural and Global Education Methodology for Partnership of  
Czech and Ladakhi Schools

Issued by Multicultural Centre Prague

In cooperation with OnEarth – Society for Fair Trade

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## About the La Ngonpo project

The methodological manual that you are reading is the culmination of a three-year global education project called La Ngonpo. The project offers the possibility of partnership for Ladakhi students of primary and lower classes of secondary schools with the students of the same age in a central European country - the Czech Republic.

The methodological manual enables teachers to work with six various modules over the course of six months. Students make several creative outputs in each of the modules that are then uploaded to the La Ngonpo webpage (<http://www.la-ngonpo.org>). On this website, they can compare their outputs with the outputs of their Czech partners, they can comment on them and together discuss the particular topics.

La Ngonpo means Blue Pass in Ladakhi. It is a metaphor relating to a place where people from different parts of the world can meet and learn about each other and themselves at the same time.

The project follows the previous several years-long cooperation between Czech volunteers from Základní člunek Hnutí Brontosaurus Modrý kámen and Ladakhi schools. The volunteers from the Czech Republic teach in Ladakhi schools during summer months and help with the constructions and reconstructions

of monasteries. Ladakh is a very remote area in the Indian state of Jammu and Kashmir. It lies at an altitude of 3000 meters above sea level and behind high mountains in the Himalayas and Karakoram. People have lived here for hundreds years. Thanks to the extreme conditions, a unique culture has evolved. The inhabitants of this region lived practically the entirety of the 20th century isolated from the outside world. The current globalization of the region is irrepressible and brings with it both advantages and disadvantages. The unique culture of Ladakh inspired the volunteers to develop the idea of intercultural exchange between Ladakh and the Czech Republic and to develop the idea of the La Ngonpo project.

When we open the partner dialog, we have the opportunity to enrich our knowledge and attitudes, to extend our view of the world around us and also to understand more of our own culture and learn about ourselves. Therefore, we offer students from the Czech Republic and Ladakh the possibility of interaction in our project. They are at the age when they form their own attitudes and relationships with others, as well as with other nations and cultures. Mutual understanding can help them to become confident and tolerant people who respect others. In the age of IT technologies, it is progressively easier to connect with people on the other side of the world. The La Ngonpo project helps Czech and Ladakhi students and their

teachers to develop their skills of intercultural dialog and to use the Internet as a tool of meaningful and ethical communication.

The project is run under the auspices of the Multicultural Centre Prague in cooperation with five other organizations: Fundacja Nowa Ameryka, Moravian Mission Welfare Society in Leh, NaZemi – Centre of Global Education, Secmol, and Základní člunek Hnutí Brontosaurus Modrý kámen.

***We wish the La Ngonpo project to be enriching and beneficial for you.***

*Andrea Černá, coordinator of the project, MKC Prague*



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*Secmol*

*Střední zdravotnická škola Ruská, Praha*

*Škola s úsměvem – škola pro všechny, ZŠ Řehořova, Brno*

*Tyršova základní škola, Brno*

*ZŠ a MŠ Brno, Horníkova 1*

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## About our methodology

There is not a day that goes by where we do not encounter people and their stories – stories that make us smile, stories that we hardly believe, or stories that make us wonder. Each of us is a unique composition of experiences, dreams, places and people who have formed our personalities. Meeting people therefore represents a unique opportunity to learn something new about the world, about people around us and about ourselves. But how can we open up to other stories? How can we learn from others? In the La Ngonpo methodology, we start with our own stories: who we are, what principles we follow in our lives who has influenced us, what our relationship is to the place we live, what connects us with people, and what is unique about us. These and other questions give students space to discover themselves and their worldviews, shaped by when and where they live. Once we admit that each person around us has his or her own perspective and way of thinking, which is equally as valid as our own, we acquire the first key to openness. Openness is initially manifested by students' curiosity and attentive listening, and then it is slowly transformed into respect for other people's stories and to otherness and difference as such.

The aim of the methodology is not to teach about the Czech Republic, but to create a space where you can learn from others and learn together. By "others," we don't just mean students from a partner school, but whoever is in our surroundings – neighbours, classmates, or family. Therefore, all six topics (modules) of the La Ngonpo methodology are based on methods of active learning, and offer discussions and activities resulting in better listening skills and different perspectives. The partnership of Czech and Ladakhi schools enriches students with "other" perspectives and strives for openness towards everything new and different. In

multicultural and global development education, these goals are considered crucial for life in the 21st century. Today's world is rapidly changing and is full of complexities and uncertainties. It is precisely this ability to openly approach others - and not fear situations where points of view collide - that can significantly help students in the future. There are a number of questions beginning with "Why?" leading to a critical approach to what is happening around us.

### Modules And Structure

In the first module, CIRCLE, students ask themselves questions about who they are and what connects them with others, as well as what makes them different. One of the main topics is the origin of stereotypes and prejudices. The second module, HEROES, offers the possibility to reflect on one's own present and past heroes. It deals with different points of view on selected locally and globally famous "heroes." In the end, students reflect on what they follow in their own lives. The third module, MIGRATION, touches on our relationship to our surroundings and to the people who have moved here, and it analyzes causes and effects of migration. In BEAUTY, the fourth module, the starting point is fine art and reasons why some works of art differ despite having the same motives. Then we continue with the introduction of different ways of decorating oneself throughout the world and we finish with inner beauty – our inner strength and our dreams. Problems connected with water – virtual, polluted, or the lack thereof – appear in the fifth module, WATER, where students discuss their own role in today's world and their power to influence and change things. The last module, TOGETHER, works with a story about an elephant and six blind people as a metaphor of reality and our limited view of it. The main topic of this module is preparation for the final exhibition, which gives students an opportunity to present themselves, their stories and the journey that they went on, together with Czech students.

We recommend spending a month on each module; a total of six months altogether. Because the school year and holidays are organized differently in Czech and in Ladakhi schools, it is important to communicate with the coordinator or other teachers from the partner school and agree beforehand on the course of the whole project. If you are under time pressure, it is possible to complete only five of the modules. If this is the case, you should agree on whether the BEAUTY or WATER module better meets your needs and the needs of your students. One of these two can be omitted without the integrity and goals of the whole methodology being compromised. For communication with the coordinator of the partner school, use the La Ngonpo website.

### Interaction and [www.la-ngonpo.org](http://www.la-ngonpo.org)

Interaction and relationship-building between schools is supported by the website [www.la-ngonpo.org](http://www.la-ngonpo.org). During the whole project, students present their results from individual lessons to each other on this website (e.g. collages, photographs, questions, their own work, maps, surveys, etc.) and they discuss them in lessons. At the beginning, students will only be able to look through work from their partner class; later, students are gradually given space to react to their partner's work in the form of public comments and discussions. The teacher can monitor the communication between students and even step in whenever needed. Instructions for how to use the website can be found on the La Ngonpo website <http://www.la-ngonpo.org>.

The lessons are planned so that teachers or students always have at least a week to upload their work onto the web. There is an appointed coordinator in each school whose responsibility is, among other things, to cooperate with the partner and together plan how to carry out the lessons in the same weeks and supply the results on the web in time. After six modules, the web will fill up with a lot of information and sections, which

## Introduction

will remind students of the ways they have learned throughout the project. This will surely be good inspiration for the preparation of the final exhibition.

### Lesson Structure

Each module is composed of four lessons; three are planned for 40 minutes and one for 80 minutes. The lessons logically follow each other, but each of them represents a separate unit which can therefore be taught by a different teacher. It is appropriate to integrate one La Ngonpo lesson every week and thus spread each module over one month. This rate of work provides enough time for the exchange of outputs between the partner schools and, at the same time, strengthens involvement in the project and with the partners through regular interaction. There is a calendar on the La Ngonpo web which can make planning and harmonizing of the lessons easier.

The methodology follows multicultural and global education principles, and the lesson plans are developed in compliance with them. We believe that the proposed methods will provide students with a safe space and motivate them for mutual learning. As a result of piloting at Czech and Ladakhi schools in the school year 2010/2011, the lesson plans were simplified so that they are comprehensible and applicable within the time period given. Each lesson plan contains three basic stages that can be defined as follows:

**1/ Lead in** – helps to activate students and raise their interest level. Activities in the Lead in are usually focused on students, their experience, opinions and assumptions.

**2/ Main activity** – students gain new information in this part – e.g. about a particular topic, about themselves or about people around them. They actively work with this information.

**3/ Follow-up** – this part is the most important part of the lesson and therefore should not be omitted. Follow-up contains a discussion about the acquired information

and an overall reflection. Students can thus incorporate new information into their “old” knowledge.

In the section Homework, there are various activities for students (e.g. taking pictures, surveys, topics for essays) and there are also tasks for the web listed. Some of the tasks are marked as Optional.

In the lesson plans, you can also find:

**Final worksheet** – this worksheet is at the end of the last lesson in each of the modules and helps the students to look back and reflect on the whole module. This worksheet therefore does not serve as an assessment of your students and their work but rather for their own revision and recollection of what they remember from a particular topic. Teachers can get an idea of whether the goals of a given module were met. Students can paste this worksheet into their personal journals or portfolios.

**Personal journal** – students will obtain from you, or bring themselves, personal journals that will accompany them during each lesson. They can take a form of e.g. notebooks. They will write into them both during the lessons and at home.

**Infobox** – there are Infoboxes in some of the lesson plans; they supply teachers with more information about the lesson topic.

Examples of answers and outputs from the pilot program – in the school year of 2010/2011, the methodology was tested at five Czech and two Ladakhi schools. In each module, we share the experience and present some of students’ answers and outputs that we collected during that time.

Should you need more information about the Czech Republic, there is an informative text at the end of this

manual in the section For teachers. You can find more useful materials on the La Ngonpo website – e.g. an audio track of the story about the Oak hero, or photographs for color printing or for projecting in class.

### Recommendations

- Start a La Ngonpo corner in your class! (e.g. in a form of a notice board)
- At the beginning of the project suggest to your students that you can send a postcard or a letter to your partner class (e.g. with a class picture). Your partnership will thus become more real.
- Collect the students’ work for the final exhibition.
- Work with students in a circle as much as you can. This class arrangement will support their activity and help the mutual learning.
- Do not reveal the lesson goals at its beginning, or you will deprive them of a surprise moment.

### Last But Not Least...

This methodology has been written by five authors whose worldviews come from Czech and the European contexts, and even though each module has been reviewed by Ladakhi teachers and other experts, the final form of the manual represents their Czech/European views on education and the world in the first place. Therefore, we recommend that before the realization of the project you share your feelings, expectations and concerns with the coordinator of the partner Czech school. We believe that establishing a more personal relationship between the coordinators, and their regular communication, can support the partnership and mutual enjoyment of the project.

#### **Martina Pavlíčková**

*head of the methodology team*

*Global development education center*

*OnEarth - Society for fair trade*

## Before you start with the first module

- Log on to your user account on the website <http://www.la-ngonpo.org> and read the instructions on how to work with the web.
- Create usernames and passwords for all your students in your class on the website.
- Inform students about what they should be aware of during communication and what the rules are.
- Familiarize your students with the La Ngonpo website. Show them how they can work with it and motivate them to fulfill their web assignments.
- Assign your students to familiarize themselves with the website by completing the first web activity (the introductory course), where they can edit their profiles (supplying some information about themselves, adding a photo, etc.). Thus, they get to know the environment of the La Ngonpo website. Set an example for them by editing your own profile.
- If you have any questions, contact the Multicultural Centre Prague.

## Recommended rules for ethical communication on the La Ngonpo website:

We recommend that teachers who take part in the project, prior to beginning, set rules for ethical online communication with their students. Unethical communication could lead to a disruption of friendly relationships between partner classes and students could acquire negative emotions that would prevent them from opening up to partner class and different worldviews. The rules of communication can be set according to your needs, either by the teacher before class, or in class together with students.

For your inspiration, we offer some rules that might be useful for your students:

- Communicate in English, even though your English is still on a pre-intermediate level. It is ok to make mistakes, you learn by using the language.
- Upload only your own pictures and photographs to the web, not photographs downloaded from the Internet. You could be violating copyright laws.
- Take others into consideration. Not everyone has as good an Internet connection as you. Therefore, do not upload unnecessarily large pictures - downsize them.
- The issue of sex and nudity is socially unacceptable in some countries or cultures. Upload only pictures that do not show nudity or too scantily-dressed bodies.
- Do not forget that there are people, not a computer, on the other side. You might never say some of things that you write on the computer when facing the other in person in reality. Carefully consider what you write, and be sure it is really what you want to say in person.
- Respect beliefs and religion of other people. Be tolerant and tactful.
- Give out only true information.
- Help each other in discussions. If someone asks a question in a discussion, answer it if you know the answer.





# module 1 **Circle**

Lesson	Aim	Recommended subjects	Outputs La Ngopo website	Notes
<b>1. Our Partners</b>	Students acquire new info about the Czech Republic. They name their assumptions and possible stereotypes about the country.	Social Sciences, English		
<b>2. Circles</b>	Students name their identity and uniqueness of every human. They specify new things that they have in common with their classmates and explain how stereotypes are created.	Social Sciences, English, Arts	<b>Identity flower</b> (rewritten by students)	<b>Homework:</b> photos of circles (students upload on website later)
<b>3. Collages</b>	Students name what they have in common with their classmates. They predict what interests students from partner school have and what is important for them in their lives.	Social Sciences, English, Arts	<b>Collages</b> (students upload photos and short info about them)	<b>80 minutes</b>
<b>4. What Do We Have In Common?</b>	Students compare their expectations with collages from partner school. They say what they have in common with students from Ladakh and consider what they have learned during the last month (about themselves, their classmates and classmates from Ladakh).	Geography, Social Sciences, IT	<b>Questions for partner school</b> (teacher sends them to coordinator from partner school)	Working with photos of circles and outputs from partners (collages, photos of circles)

# Lesson 1 Our Partners

## Recommended subjects:

- Geography
- Social Sciences
- English

## Goals:

- students identify what assumptions they have about the Czech Republic and name their own perception of this country and possible stereotypes
- students learn new information about the Czech Republic

## You need:

- a set of 16 cut-out photos – Worksheet No. 1 (one set for each group of students)
- a set of 18 cut-out fact cards on Ladakh and the Czech Republic – Worksheet No. 2 (one set per a small group of students)

- world map
- a big sheet of paper on which to write down questions
- students' personal journals

## Recommendation:

To avoid reinforcing stereotypes in lessons about the Czech Republic and its inhabitants, focus on every generalization and stereotyping that you hear and ask your students further questions, finding out why they think so and what forms their opinion – e.g. *Do you have any personal experience from which you deduce this? Do you know people from this country personally? What do the others in the class think? Where does your thinking come from? How is it formed?*

Do not judge what students say. However, do not replace one stereotype with another. Keep in mind that stereotypes are about us, the people who have them, and have little to do with those who they are about. Therefore, your questions should help

students to explore the nature and origin of their own stereotypes and become aware of how they have been and are being formed.

## Note:

One of the goals of the lesson is to give students the opportunity to explore their own ideas and assumptions about the Czech Republic, as one country in Europe. Most probably, it will be the first time your students hear about the Czech Republic. However, this does not mean that the lesson cannot be successful. All of us have ideas about countries where we have never been (e.g. from parents, TV, books, advertisements, friends or teachers), hence your students will also be able to imagine it. To make the lesson beneficial, it is important to let students know that you do not require exact facts and that they can talk safely about their assumptions and ideas. You can help your students by emphasizing the location of the Czech Republic and showing it on the map.

## Lead-in (10 minutes)

### 1/ Group work with photographs (5 minutes)

Divide students into groups of three to five. Explain the following task:

*I am going to give 16 photographs to each group. Your task is to have a look at them and discuss what you see in the pictures. After that, divide the photos into two groups: those that are, in your opinion, from Ladakh and those from the Czech Republic. It is not a problem if you have never heard about the Czech Republic, because it will be easy for you to recognize the photos from Ladakh. And a last piece of advice is that the Czech Republic is in Europe.*

Show students the Czech Republic on the map. Then distribute the photos to the groups and give them a couple

of minutes to do the task. Go around and support the discussion of the groups by asking questions (e.g. *Why do you think that this photo can't be from the Czech Republic/Ladakh?*) The whole activity should be dynamic and should not last longer than several minutes.

### 2/ Discussion (5 minutes)

Tell students the right answers first:

#### Photos from Ladakh:

- 2 – fruit and vegetable stall in Leh
- 3 – backyard in Leh
- 6 – cars on a road in Ladakh
- 7 – sportsground in Moravian Mission School in Leh
- 8 – Main Bazaar in Leh
- 10 – Shanti Stupa, Leh
- 14 – sleeping dog on a street in Leh

16 – snowcapped mountains of Karákoram range

#### Photos from the Czech Republic:

- 1 – windmill in White Carpathians, now serves as a museum
- 4 – blocks of flats in Brno (each block is comprised of individual flat units, usually inhabited by one family)
- 5 – minaret in Lednice-Valtice Area (minaret is 60 metres tall and was constructed to serve as a viewtower of the castle gardens)
- 9 – a park in Brno
- 11 – St. Vitus church in Český Krumlov
- 12 – a shop in Uherské Hradiště
- 13 – a village in Šumava (mountain range in the south of the Czech Republic)
- 15 – Main Station in Brno (with main train station building and tram stops in the back)

The aim of this activity is to explore our own stereotypes about what Ladakh and the Czech Republic look like. Therefore, the photos were chosen to show diversity and raise interest and surprise. Take this as a starting point for the following discussion:

*Have you guessed correctly from where the photos are? If not, why do you think you did not?*

*Do you find any of the photos interesting? If yes, what is interesting about them?*

*How do we form our ideas of what Ladakh and the Czech Republic should be like? What influences our thoughts?*

### Main activity (25 minutes)

#### 1/ Table A-W-L (I Assume, I Would like to find out, I've Learned)<sup>1</sup> in pairs (10 minutes)

Tell students that now you will work together to find out how much you assume about the Czech Republic already and how you imagine it. Draw the following table on the board (A-W-L) and ask students to open their personal journals and copy the table:

A - I assume	W - I would like to find out	L - I've learned

Emphasize that they will be filling in only the first two columns. The last column will be filled in at the end of the lesson. Each student fills in the first column "I assume" with things they assume about the Czech Republic. Ensure that students know that they should write everything they think they know, even things which they are not entirely sure about. It is important to write complete sentences, not only words (e.g. the Czech Republic is not by the sea).

Then students continue with the second column "I would like to find out," where they write questions about which they would like to know the answers. (e.g. *What language do people speak in the Czech Republic?*). It is pairwork, but everyone writes in their own personal journal.

#### 2/ Class discussion and poster with questions (10 minutes)

Ask students about what they have written in the first column. Your role is to facilitate the discussion, not to correct students' answers. Therefore, do not comment or intervene in students' assumptions. In case of some arguable topics, ask what other students in the class think (e.g. *Do you agree? Why yes/no?*). Make it clear to everyone that later you will come back to this. If students have doubts about some information, help them turn it into a question in the 2<sup>nd</sup> column.

The pairs should then read loud one of their questions from the second column. Ask one of the students to write the questions on a big poster which is to be kept for the future (e.g. finding out answers to the questions can be assigned as homework or you can answer them gradually during the project).

#### 3/ Fact cards about Ladakh and the Czech Republic (5 minutes)

Students make small groups and each group receives a set of 18 mixed cut-out fact cards on Ladakh and the Czech Republic. Have them decide whether they are true for Ladakh or the Czech Republic. After that, check it together as a class. If other questions arise and you know the answers, tell them. Ask further questions: *Why was it difficult to identify some of the facts? Why did you imagine some of things differently?*

#### Follow up (5 minutes)

##### 1/ "L" column (5 minutes)

Students go back to their A-W-L table and fill in the third column with at least three sentences about the new things they have learned. If students have found

out answers to some of their questions, they can note it down as well. If not, they choose what was interesting or important for them personally.

If there is some time left, you can ask a few of your students to share it with everybody (or, each student can say one sentence).

#### 2/ Questions

Return back to the questions you collected on the big poster and agree how you are going to work with them in future, e.g.:

- pairs of students choose one question and find the answer at home
- volunteers choose a question that they find interesting and find the answer
- come back to the questions in the following lessons (not only in La Ngonpo lessons).

**You will find more information about the Czech Republic and Ladakh in the Teacher's section at the end of this handbook.**

#### Note

**1** – We have adopted this method from from the program *Reading and Writing for Critical Thinking (RWCT)* but replaced the original word "know" with "assume" and "find out". The reason is that the word "know" implies something definite and fixed. However, we think that knowledges (we believe there is more than one) are difficult to grasp as they are partial and provisional. For more information about RWCT [http://www.soros.org/initiatives/esp/focus\\_areas/rwct](http://www.soros.org/initiatives/esp/focus_areas/rwct).

#### Sources:

##### Worksheet No. 1

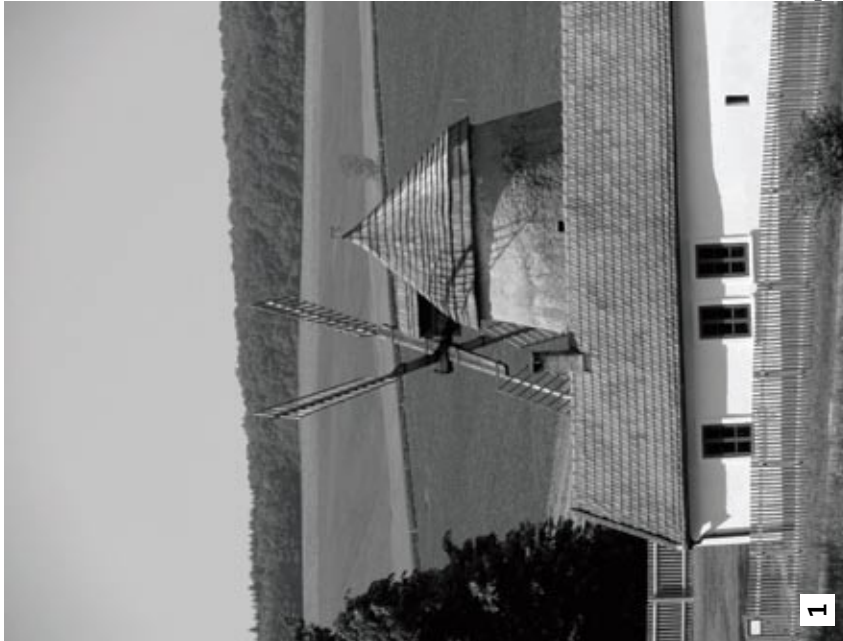
Authors of photographs: Petr Foltýn (13), Kristýna Hrubanová (7,8,10,14,16), Antonín Král (2), Šárka Kropáčková (5,9,11,12,15), Katarína Šramková (4), Martina Pavlíčková (1), Vladimíra Regerová (3,6)

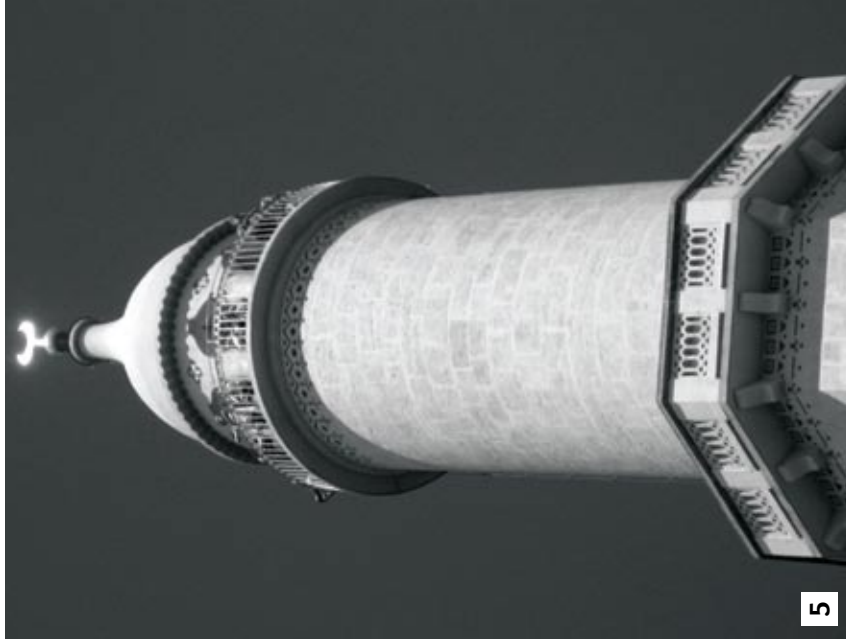
##### Worksheet No. 2

[http://censusindia.gov.in/Dist\\_File/datasheet-0107.pdf](http://censusindia.gov.in/Dist_File/datasheet-0107.pdf)  
<http://www.czso.cz>



Worksheet  
No. 1





Worksheet  
No. 1





<p>Average number of people in one household is 2,5.</p>	<p>The consumption of rice is about 4,5 kg per year per person.</p>	<p>73 % of population lives in cities.</p>
<p>Students do not wear uniforms at schools.</p>	<p>The average temperature in July is 20 degrees Celsius.</p>	<p>There are 133 people living per km<sup>2</sup>.</p>
<p>The highest mountain is 1602 metres high.</p>	<p>The most popular sports are ice hockey and football.</p>	<p>About 30% of people are religious.</p>



Ladakh

<p>Popular drink for celebrations is beer made from barley.</p>	<p>Apricots are one of the favourite fruits grown and consumed here.</p>	<p>Almost everybody is religious.</p>
<p>One of the most popular sports is ice hockey.</p>	<p>The literacy rate is 62%.</p>	<p>The highest mountain is 7672 metres high.</p>
<p>Average number of people in one household is 5.</p>	<p>Winter temperatures ranges between -25 and -35 degrees Celsius.</p>	<p>There are 3 people living per km<sup>2</sup>.</p>



# Lesson 2 Circles

## Recommended subjects:

- Social Sciences
- English

## Goals:

- students identify examples of parts of their identity
- students discover new things that connect them with their classmates
- students name the uniqueness of every human
- students explain the risks of “categorizing” people and how stereotypes are created

## You need:

- sheets of paper for drawing flowers (one for each student)
- students’ personal journals

## Web La Ngonpo:

- students fill in the activity “identity flower” on the web after the lesson
- as homework, students take pictures of various circles and upload them on the web La Ngonpo

## Recommendation:

It can be challenging for some students to share their feelings about who they are with other students (e.g. because of previous experience). In that case, let everybody know that if they don’t want to, they don’t have to talk about it. Give them a choice.

## Note:

One of the main goals of the lesson is to help students realize the uniqueness and complexity of every human. However, it is difficult to grasp the uniqueness of every person and consequently, it seems impossible to “get to know” somebody entirely. The activities presented here aim to make your students understand the concept of one’s identity. We believe that if students become aware that everybody is coming from a different context and has different experience, then we can fight our own categorizing and stereotypes towards other people (see Infobox at the end of this lesson plan). Do not introduce this goal to students, they will reach it gradually during the lesson.

## Lead-in (5 minutes)

### What makes me happy and what doesn’t? (5 minutes)

Ask students to open their personal journals and explain the following task:

*In the first module called Circle, you will have the opportunity to get to know yourselves better and also your classmates here and in Ladakh. First, we will focus on the things that make us happy and then on the things that can make us angry. Draw two circles into your journals – one of them label as ☺ circle and the second one as ☹ circle. Write five things that make you happy in one of the circles and five things that make you angry easily in the second one.*

After students finish the circles they can share them in pairs or together with the whole class. The activity should

be dynamic and it gives the students opportunity for a short self-reflection. Therefore, the time assigned for sharing of the circles can be quite short.

## Main activity (25 minutes)

### 1/ Who are you? (5 minutes)

Students are going to work with their personal journals again. Inform them that you will be asking them 6 questions (the same questions for all of them) and the task is to quickly write their response into the journals. They can prepare by writing the numbers 1-6 under each other. Tell them that each answer should be different and that they should use only nouns. After they are ready, start:

- 1) Who are you?
- 2) Who are you?
- 3) Who are you?
- 4) Who are you?

5) Who are you?

6) Who are you?

Ask the questions with short, ten-second-long intervals. If students stop writing, tell them that it is important to continue and look for new answers. Do not give them too much time to think. Immediate answers are valuable. After they finish, let them share the answers and impressions in pairs or small groups. Do not comment at this point.

### 2/ My identity flower (15 minutes)

Explain to your students that the activity “Who are you?” was challenging and its aim was to prepare them for the next activity, called “Identity Flower.” This activity will continue to make them think about who they are at this very moment of their life, which is of course not easy, even for adults. Students will try to define themselves in relation to others and in words. Read to your students:

Now the task is to take a sheet of paper and draw a flower with 6 petals (big enough so you can write inside the centre of each petal). Write your name in the middle of the flower and think of 6 different "identities", 6 parts of you, which altogether make you one complex person. You can use the answers that you came up with in the previous activity but you don't have to. Now you will have more time to think about what creates you, so you can also write new answers. The petals do not need to be of the same size. Think how important your parts of you are for you and change the petal sizes accordingly – e.g. if it is more important, draw a bigger petal.

To help your students, you can use one or two examples of what you, personally, might write in your flower (e.g. I'm a teacher, I'm a man/woman, I'm a brother/sister). Help them avoid writing personal qualities or describing their character (e.g. young, healthy, hard-working). Emphasize that they should use nouns.

Choose at least three petals, three parts of your identity, and write a name of a person that you know or remember from your childhood and who was or still is important for you in that field (e.g. if I play football, then my first coach was very important for me, because I stuck with football thanks to him). If you don't want to reveal the name of the person, write only initials or draw him/her. It could be difficult to find people for some of the petal leaves, which is why it is enough if you find three.

Set a time limit of 10 minutes for this task and inform students that after they finish, they will show their flowers to others.

**Variant:** Instead of drawing a flower, students can copy their hand and write five things into it.

### 3/ Sharing (5 minutes)

Students walk freely around the classroom and introduce their flowers to others.

#### Examples of students' flowers (in 2010/2011):

##### Ladakh:

- brother, gadget freak, bookworm, humorous, loyal, adventurous
- girl, pet lover, student, Christian, music lover
- Buddhist, student, brother, oldest son, villager, farmer

##### Czech Republic:

- girl, maybe smart, sister, painter, traveller, blond
- Czech, rabbit owner, friend, Scorpio, sister
- grandson, angler, brother, student, boy, computer player

### Follow up (10 minutes)

#### 1/ Class discussion (10 minutes):

*How was it to create the flower?*

*What things cannot be represented in the flower – in words, in language?*

*Are there any things you have in common with others?*

*Why yes/no?*

*For you, what is the most important part of your flower, of who you are?*

*What "part of you" do you think people see first when they meet you for the first time? Why do you think it is this way?*

After you introduce the issue of categories to you students (see Additional information above), continue with discussion:

*What three words would best describe how you would feel if people treated you according to one of the categories and didn't take into account the other parts of your identity (other petals)?*

*How would you feel if people treated you only as Ladakhis or Czechs and did not see that there are other things important for you?*

*(Here you can ask: How many of you wrote that you are Ladakhis into your flowers? How important is it for you at the moment?)*

#### Additional information for you and students:

Some of our identities (petals) are more visible than others - e.g. gender, skin colour, and age. Therefore, those are the things that we usually see first and according to which, we put people into certain categories (e.g. "He is black" or "She is Muslim"). It is natural that we see things through those categories because it helps us to understand the world around us. However, categories have some disadvantages:

- They are an obstacle when we want to get to know people closer (to find out what made them who they are and who they feel themselves to be) because we make an opinion about them too quickly.
- Supporting categories strongly (e.g. nationality) can lead to creating and reinforcing stereotypes easily.
- Categories mean separations of things that may be interconnected and inseparable.

*How important do you think it is to know other people's flowers? And how easy or difficult is it to get to know other people's flowers?*

*When you meet somebody new, what questions would you ask him or her to find out more about their flowers? How can you even find what is beyond the flower (things which cannot be described by words)?*

Make sure that students leave with the message that every one of us is unique and complex and that we should not judge somebody at first sight or think that we know who they are based only on their nationality or skin colour. Those things are usually the most visible ones, but do not say much about the person. Everybody is unique and it takes time to get closer to someone. Another issue to discuss might be to what extent we are able to get to know ourselves and each other when we take into consideration that all of us change according to context. For instance, it is difficult to predict how people (and I) will react in future situations. Learning with other people and from each other on our life journeys can be an interesting topic for your students.



To enable students to understand the terms „categories“ and „stereotypes“ better, you can ask them:

*What do you think people say about Ladakhis?*

And then continue with other questions:

*Are all the people living in Ladakh like this? And what about you?*

## 2/ Personal journals

Every student answers the following questions at the end of the lesson or as homework:

*What is new that I have learned about myself in the lesson today?*

*What is new that I have learned about my classmates?*

## Homework

**Identity flowers on the web.** Before the next lesson, students put the information from their “flowers” onto the website La Ngonpo.

**Find your circle!** Remind students that at the end of the project, they will be preparing some event or activity for their schoolmates, their parents, or other teachers, etc. to show them the things that they have created during the project. One of the outputs from this module will be photographs on the topic of “circle.”

The task is to take photos of various kinds of circles that we can see around us (e.g. a ring, roundabout sign). Students can work individually or in small groups. Give them some limit for the number of photos (e.g. three to five). Agree with them on the procedure: how, when and where they upload them on the web La Ngonpo. Inform them that the photos should be taken by them and they not downloaded from the internet. Students from the partner school will also work on this task.

### INFOBOX

**Identity** - based on transcultural theory, each person has multiple identities. The individual identities are dynamic – their presence and importance changes with time and place. During our whole lifetime, we identify with different groups of people. Some of these groups are more important for us and some less so. Some groups we identify ourselves with for life and others for only a short time. Examples: family, school, class, group by residence, group by birth (state, nationality, ethnicity), by sex, age, interests, peer and professional groups, religion, social status etc. Problems and misunderstandings can appear when someone denies my participation or association with a group I feel I belong to or someone assigns me to group I don't feel I belong to or it is not very important for me (e.g. my nationality) and do not see other identities which have formed me in the past and I consider them more important.

**Stereotype** – is one-sided, fixed, habitual model of behaviour and thinking that we have. The most frequent outcome of stereotyping is discrimination and prejudice – different behaviour towards others based on their relationship to a particular group – e.g. religious, national, ethnic, social, etc. Stereotypes can be also positive (e.g. „People with glasses are intelligent“). Stereotypes are created based on simplification, exaggeration, generalization and by taking some cultural attributes as “natural” (born with).

**Prejudice** – is giving people certain characteristics (usually negative) without knowing them. Prejudice is sometimes defined as negative stereotype.

**Categorization** – is a general image we have about qualities and characteristics of certain groups, on which we build our behaviour.

Source: [www.czechkid.cz](http://www.czechkid.cz)

# Lesson 3 Collages (80 minutes)

## Recommended subjects:

- Art
- Social Sciences
- English

## Goals:

- students say what interests and priorities they share with their classmates
- students predict what the interests of students in the partner school are and what is important in their lives

## You need:

- magazines or newspapers with pictures, photos, and drawings (you can ask students the lesson before to bring a magazine for this lesson). If not available, students can draw or use symbols.
- big papers, scissors, glue, coloured pens or pencils
- small papers (e.g. two different colours) for the Follow-up activity (two for each student)
- students' personal journals

## Web La Ngonpo:

- after the lesson, students upload the photos of their collages and add comments
- students upload photos of circles (homework from Lesson No. 2)

## Lead-in (15 minutes)

### 1/ Crazy ideas (5 minutes)

In order to prepare your students for the next activity, start light-heartedly. They make groups of three. Ask them to think of one thing which all of them (the whole group) have in common with some of the following things or people below. Choose only a few of them – the most interesting and relevant for your students. Read them one by one – giving them always 30 seconds to come up with at least one thing they have in common with it. Encourage them to be imaginative. Do the first one together. *What do all students in your group have in common with?*

- a tree (possible answers: growing, breathing, green or brown colour of clothes, etc.)
- a fire
- spaghetti
- a teenage idol (choose one – e.g. a popular singer, actor, actress)
- a car...

### 2/ Three common things (10 minutes)

Students, in groups of three, discuss three things which all of them have in common. Ask them not to talk about

obvious things like hair colour, but for example, some experience from their childhood.

After that, each group shares at least one of the things with the rest of the class. Have one student write it down on a piece of paper that can be then put on the wall or on the blackboard. It is sufficient to write just keywords, not whole sentences. The list of common things will be used for the reflection at the end of the lesson.

## Main activity (50 minutes)

### 1/ Collage making (40 minutes)

Start with the following instructions:

*Each group will get a piece of big paper and magazines or newspapers, glue, scissors and coloured pens. Your task is to create a collage in the shape of a big circle (according to the name of the module) filled with photos, drawings or symbols. However, those should not be just random pictures, but those that represent your life, interests and things that are important for you. You can be inspired by the first activity of this lesson when you searched for things that you have in common. Every collage should also*

*contain short info in English explaining what your collage expresses – i.e. the things that you like, your interests and the things that you think are now important in your life. We are going to take photographs of those collages at the end of the lesson and upload them on the website so students from the partner school can learn more about you. We are also going to use the collages for the final exhibition. Even though it is likely that your interests and likes will change when the time for exhibition comes (as people constantly keep changing), it will still represent what you were like at one point of your life.*

To avoid misunderstanding, write on the board the following instructions:

- *What are your interests? What do you like doing? What is important for you in your life?*
- *Circle from photos, drawings*
- *Short description of it (in sentences)*

Set a time limit of 40 minutes. Ten minutes before the ending, go around the groups and remind them to write a short, explanatory description. Leave the last five minutes for cleaning the room.

## 2/ Collage gallery (10 minutes)

Students should hang their posters on the walls or on the desks. Give them a few minutes to circulate and look at each other's work. Then continue with these questions:

*Do you have any questions for your classmates?*

*Is there anything you don't understand in the collages and would like to ask about?*

*In general, what do you think students in the partner school can find out about you from your collages?*

Then agree together on taking photos of the collages, uploading them and rewriting comments on the web La Ngonpo. Students from partner school are going to work with them in the following lesson, so it is necessary to upload them as soon as possible.

## Follow-up (15 minutes)

### 1/ Group or individual prediction (10 minutes)

Each student gets two small blank papers (they can be of a different colour) and thinks about what the collages from the partner school will look like. Their task is to write down 5 things they think they will probably find there and 5 things they will probably not.

Meanwhile, prepare two big papers and glue. On one of them, write this question: *What will be in the collages from*

*the Czech Republic?*, and on the other one: *What will not be in the collages from the Czech Republic?* After students finish writing, they glue their papers on the big paper or ask two students to collect and glue them. Keep the papers for the next lesson.

Finish this activity by predicting and asking:

*Do you think the collages will be similar or different? In what way? Why do you think so?*

### 2/ Personal journals (5 minutes)

Return to the beginning of the lesson and to the list of things that students have in common. Ask students to think about the whole lesson and about their classmates. Then they write in their journals:

- at least one new thing they have discovered in the lesson that they have in common with one specific person in the class.
- at least one new thing they have learned about from one of their classmates in the lesson or would like to find out more about (learning from difference)

## Homework

**Collages on the web.** Students upload their collages on the web before the next lesson and add their comments to them.

### Examples of students' collage (in 2010/2011):



Source:  
ZŠ Horníkova,  
Brno



Source: Secmol

# Lesson 4 What Do We Have In Common?

## Recommended subjects:

- IT
- English
- Social Sciences
- Geography

## Goals:

- students interpret partners' output from previous lessons (collages) and compare them with their expectations
- students define what they have in common with students from the partner school

- students identify what they have learned during the last month about themselves, their classmates or students from the partner school

## You need:

- collages made in the last lesson
- big paper with students' expectations (*What will be in the collages from the partner school and what not?*) from the last lesson
- outputs from the partner school – printed photos of collages; it is also possible to use computers or a data projector to show photos of circles and collages

- students need to bring their photos of circles
- big sheets of paper for Venn diagrams (one for each group)
- final worksheet – Worksheet No.1 (one for each student)
- students' personal journals

## Web La Ngonpo:

- working with outputs from the partner school on the La Ngonpo web (photos of circles and collages)
- teacher uploads chosen students' questions for the coordinator from the partner school after the lesson and arranges that the partner school gets answers to their questions

## Lead-in (10 minutes)

### Photos of circles (10 minutes)

Introduce the program of today's lesson: you are going to have a look at photos of circles and collages, both yours and from the partner school. Students work in groups first and have a look at the photos of their classmates and students from the partner school.

After they have a look through the photos, ask them:

*What are your impressions of the photos?*

*Have you found anything interesting or surprising in the photos?*

*Is there a photo that says something about the place where it was taken? If yes, what?*

*Have you come across a photo that tells us more about its author? For example, somebody from the partner school? If yes, what have you learned about him/her?*

## Main activity (15 minutes)

### 1/ Collages from partner school (5 minutes)

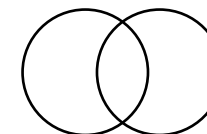
Show the partner's collages with the info to your students (either on computers, on a data projector, or print them) and give them sufficient time to have a look at them and read the info. Remind them what the instructions for collages were – to make a collage that will show their interests and the things that are important for them in their lives. You should not comment on the collages at this point.

### 2/ Comparison of collages (10 minutes)

Students split up into groups. If possible, they should be in the same groups in which they were making their collages. Before you give each group a big sheet of paper, explain the task:

*The task is to compare your collage and a collage from the partner school. However, you should not compare pictures or what it looks like, but what students from the*

*Czech Republic wanted to say by their collage: what their interests are and what they consider important in their lives. Each group will get a big sheet of paper on which you should draw two big circles in a way they overlap partly. In the space in the middle (intersection), write what you think is common for your and their lives. Do you have any interests that are the same? What kind of things do you both consider important? In the left circle, write interests that you can identify only in your collages, and in the right one the interests you can identify only in the collages of your partners. You have 10 minutes to complete this task.*



This method is called Venn diagrams<sup>1</sup>. To illustrate it better for students, draw the diagram on the board. We recommend that students have their collage plus at least one collage from partner school in front of them.

## Follow-up (15 minutes)

### 1/ Class discussion (10 minutes):

*What did you find you have in common with the students from the partner school?*

Go back to the activity from the third lesson of this module (Collages) and the large paper with expectations (the list of five things they would expect in the collage from the partners school and five things they would not expect there):

*How do the collages differ from your ideas? Did anything surprise you? If so, what?*

*What can we learn from that?*

### 2/ Module evaluation (5 minutes)

Tell students that you will now look back at the last four weeks. First, ask them if they remember what they did in the first, second and third lessons (Our partners, Circles, Collages). Then give each student the final worksheet (Worksheet No.1). Students fill them in and can stick them into their personal journal or put them into their portfolios. You can also collect the worksheets and check whether the goals of the whole module were reached.

## Homework

**Questions for partner school.** One of the tasks on the worksheet is to make a question for students from the partner school. Together with the students, choose some of the questions (5-10) and send them to the coordinator from partner school through the La Ngonpo website and ask him or her for answers. As soon as you receive them, share the answers with your students. Similarly, expect questions from your partner school and work with them.

### Note

**1 - Venn diagrams** is a method which was developed in the program *Reading and Writing for Critical Thinking*. For more information [http://www.soros.org/initiatives/esp/focus\\_areas/rwct](http://www.soros.org/initiatives/esp/focus_areas/rwct).

**Examples of students' answers in the final worksheets (2010/2011):**

**Write the 3 most important things for you which you have learned about Ladakh:**

- they live in a very similar way, Buddhism, floods
- sacred animal is elephant, Himalayas, they study outside in summer
- women do not have the same rights as men, water from mountains
- traditions, wearing uniforms to schools, when it is winter here, they have long holiday
- Write the 3 most important things for you which you have learned about the Czech Republic:
- landlocked country, Christian religion, all people depend on jobs
- small country, students are very tall
- they like to eat turkey, they drink alcohol both (both boys and girls), Prague
- Czech language, 4 neighbouring countries, Czech crowns

**Write the 2 most important things you have learned about Ladakhi students from the partner school:**

- they have harder life
- they wear similar clothes as we do
- they are not very different
- they like going to school
- they actually have same interests
- they write differently, they are not yokels at all
- they are not as old-fashioned as we thought
- they spend more time with family (it is important for them)
- they can make good collages, maybe better than ours
- they are witty
- they are religious

**Write the 2 most important things you have learned about Czech students from the partner school:**

- interested in fashion, love movies

- festival like Christmas, food and chocolate
- Czech students are good friends, they are busy
- pet dog
- Czech students wear short clothes
- they are clean, they have no mountains
- they like cycle, photo, computers

**When you meet somebody new (somebody you don't know) what can you NOT see? And why?**

**Ladakhi students:**

- his/her character, inner beauty
- out of dress
- how unique he is
- him through
- inner character
- his core of heart
- ambitions, habits
- thinking

**Czech students:**

- feelings because it's impossible
- if he is good or bad
- his personality, you need more time

**Write the 1 most important thing you have learned about yourself:**

**Czech students:**

- there is no need to think that children in Ladakh are different from us. And they can have similar interests as we, richer.
- some people live worse than we do. Still they are happy and I should be too.
- I have many „I"s, but all belong to me
- we shouldn't judge before learning more about somebody
- I'm starting to think differently about people. I don't judge them according to what they look like but I wait how they will talk to me.
- That everybody is somebody. Even me.

**Ladakhi students:**

- I have learned about myself
- I learn information about Czech
- I know I'm buddhist
- who is me?
- don't get angry at others, all are good
- I learned to think about myself
- how to see people first we meet

**What would you like to ask students from the partner school?**

**Czech students:**

- What did they learn about us? What do they think of us?
- What music do you listen to?
- What do you do in free time?
- What marks do you get?
- What is your biggest dream?
- What do you enjoy? How do you learn at school? Why do you have a mobile if you don't have network? What do you want to be in future? How do you like the Czech Republic?
- What animals do you have?
- Do you have good lunch?

**Ladakhi students:**

- How is the relationship between neighbouring countries?
- What is most interesting in Czech?
- About culture
- How is the Czech lifestyle?
- What are your ambitions?
- What do you think about Ladakh?
- How are you?
- What's your father's job?
- Are you happy about this class?
- Do you come to Ladakh?
- What don't you like?

## Final worksheet - Circle



**1.** Write the 3 most important things for you on the map which you have learned about the Czech Republic:

.....

.....

.....

**2.** Write the 2 most important things you have learned about Czech students from the partner school:

(a) .....

(b) .....

**3.** Write at least one example of a stereotype (or prejudice) about people from Ladakh

.....

.....

And why do you think it is a stereotype or prejudice?

.....

**4.** Write the 1 most important thing you have learned about yourself:

.....

.....

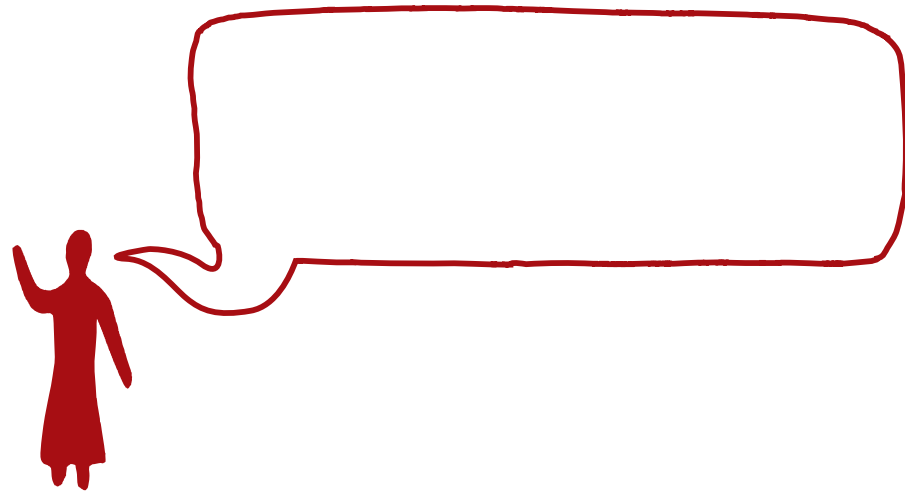
**5.** When you meet somebody new (somebody you don't know)...

...what can you see first?

.....

...what can you NOT see? And why? .....

**6.** What would you like to ask students from the partner school?





# module 2 Heroes

Lesson	Aims	Recommended subjects	Outputs La Ngonpo website	Notes
<b>1. My Heroes</b>	Students describe what "hero" means for them and how it has changed during their life. They explain why people admire different heroes.	Social Sciences, English	<b>Cinquefoil</b> (tewritten by students)  <b>List of class heroes + information about them</b> (written by students)	<b>Homework:</b> Sociological research
<b>2. Hero Story</b>	Students analyze a hero story and deduce its morale. They discuss the topic of heroism and consider what affects their understanding of heroism.	Literature, English, Social Sciences	<b>Photos of photo-like sketches</b> (uploaded by teacher or students)  <b>Students' own questions about the story</b> (uploaded by teacher or students)	<b>80 minutes</b>
<b>3. Good or Bad?</b>	Students deduce that viewpoint and context affects how we look at the people around us. They consider what labeling people "good" or "bad" may lead to. They think critically about a few "heroes."	History, Social Sciences, English	<b>Questions for partner school</b> (teacher sends to coordinator of partner school)  <b>Students' principles</b> (each student uploads one of his/her principles)	
<b>4. My Principles</b>	Students compare what different principles people follow in their lives and actions. They create their own list of principles.	English, Social Sciences, Arts	<b>Optional:</b> Photo of students' principles	Working with sociological research



# Lesson 1 My Heroes

## Recommended subjects:

- Social Sciences
- English

## Goals:

- students express in their own words how they understand “hero” and how their understanding has changed during their lives
- students explain why people admire different heroes

## You need:

- before the lesson, write all the letters of the alphabet on separate sheets of paper. Write on each sheet three or four letters in an alphabetical order (e.g. ABC, DEF). The letters should be as large as possible.
- A4 papers (one for each student)
- students’ personal journals
- 3 questions. Before the lesson, copy the following questions on a big sheet of paper (Main activity):

- 1/ Have your heroes changed during your life? If so, how?
- 2/ Do all your heroes have anything in common? If so, what?
- 3/ What do you admire in your present hero?

- small slips of papers for writing a name of students’ heroes today (one for each student)
- optionally: In order to save time in the lesson, draw the “cinquefoil” (diagram and explanation) on a big sheet of paper before the lesson.

## Web La Ngonpo:

- students rewrite their “cinquefoil” on the website (they create it in the Follow-up)
- students upload the list of today’s heroes of the class (from the Follow-up) and add short info about each of them – e.g. job, origin, why he/she is famous.

## Recommendation:

The topic of heroes can be very personal for some of your students, especially if their heroes differ a lot from those of

their classmates. Therefore, at the very beginning of the lesson (and during it as well), keep reminding your students not to reveal their heroes to one another. At the end of the lesson, there will be space for them to write the name of their hero or heroine anonymously on a slip of paper which you, as a teacher, will read loud then.

## Notes:

Do not forget to assign the “sociological research” as homework at the end of the lesson.

## Lead-in (10 minutes)

### Alphabet (10 minutes)

Put the prepared sheets of paper on the floor all around the classroom so that all the letters can be easily seen. Then ask your students to stand up and tell them that today’s topic is “My Heroes” and that in the first activity, they have to answer your questions by stepping on the first letter of their answers. Show an example: *What’s your favourite colour?* and stand on the sheet with the letter B if it is *blue*. Then ask them the following questions, one by one. After the first question, students should silently find the letter that their answer starts with. After each question, ask students to reveal their answers:

*1/ When I say the word “hero”, what film or book character do you first think of?* (after all students step on the letters, they should say the name. Ask one by one. Do it as fast as possible)

*2/ The heroes you have just mentioned are heroes because they are...* (Students’ task is to finish the sentence. After they find the letters, they will share their answers.)

*3/ In which job can we often find heroes/heroines?* (repeat the same procedure)

The aim of this activity is to put your students in the mood for the topic of heroes. Film or book heroes present a “safe” entrance into the topic, because for many of them, it is a popular everyday topic. The third question will help your students get back to real life.

## Main activity (20 minutes)

### 1/ Lifeline (10 minutes)

Each student gets one A4 sheet of paper and draws a line in the middle of it that will represent his or her life up to now. Folding the paper in the middle (the longer side) might help them. Then give them the following instructions:

*Write the year of your birth at the left end of the line and this year at its right end. Your task is to think of who you have considered heroes over the course of your life (e.g. when you were 5 years old, 8 years old, etc.) and write their names on your lifeline. The hero can be human or non-human, dead or alive, somebody close to you or*

*somebody you don't know personally. The more heroes, the better. You are drawing it only for yourselves – you will not share it with your classmates. You cannot speak during this activity and your heroes are top secret!*

Make sure that students do not reveal their heroes because in one of the following activities each of them will write the name of their current hero (anonymously). If they revealed the names now, it could affect their final choice of the hero.

### 2/ Personal journals (5 minutes)

Ask your students to open their personal journals and write their answers to the following three questions. In order to save time you can write the question on a big sheet of paper before the lesson:

- 1/ *Have your heroes changed during your life? If so, how?*
- 2/ *Do all your heroes have anything in common? If so, what?*
- 3/ *What do you admire in your present hero?*

### 3/ Sharing with classmates (5 minutes)

Read aloud the questions from the previous activity, one by one, and encourage students to share their answers (only those who want to). Inform students again that they still should not reveal the names of their heroes. Then ask them:

*Why do we admire different qualities in heroes? How is it possible?*

Then point out that a “hero” has relative and subjective connotations – they not only change during a person’s life, but also everybody admires different heroes for different reasons.

## Follow-up (10 minutes)

### 1/ Cinquefoil (5 minutes)

Students conclude this lesson individually with a method called “cinquefoil”<sup>1</sup>. It enables them to understand better their own perception of the word “hero.” Have each student draw the following scheme in their personal jour-

nals (first, draw it on a board or prepare it on a big sheet of paper before the lesson). Each line refers to a space for one word:

- topic. Everybody writes *Hero* here.
- 2 adjectives that answer: *What is a hero like?* (e.g. *strong*)
- 3 verbs: *What does a hero do?* (e.g. *rescues*)
- sentence with 4 words about the hero
- last word which summarizes the whole cinquefoil

Make students think hard what they are going to write. Emphasize they should not choose one particular hero, but think generally about the word “hero”. They should not write the first things that come to mind, but try to express best what hero means to them.

Then inform students about filling in their “cinquefoil” on the website La Ngonpo (at home).

### 2/ List of today’s heroes of the class (5 minutes)

Now it is the time to reveal their today’s heroes (anonymously). Distribute one blank slip of paper to each student and ask them to write their current hero on it. After you get all of them back, read them aloud. Then students prepare a list of class heroes (from the collected slips), add some brief information to each of them (e.g. job, origin, what made them famous, etc.) and put it on the website La Ngonpo.

## Homework

**Cinquefoil on the website.** Students rewrite their cinquefoils on the website La Ngonpo.

**The list of today’s heroes of the class on the website.** Students rewrite the heroes from the slips (from the Follow-up) and add short information to each of the hero (e.g. job, origin, what made him or her famous) and put it on the website.

**“Sociological research”.** Students will put themselves in the role of sociologists (as a game) and carry out research. You will work with the outcomes in the last lesson of this

Hero module. Students in small groups prepare questionnaires about “People’s heroes.” Then have them decide whether they will do the actual research individually or in small groups. The questionnaire should include personal information about respondents (age, gender, etc.). The questionnaire should include the following questions:

- 1/ *Who do you consider to be your hero or heroin? Why?*
- 2/ *Who is in your opinion a local/regional/national hero or heroin?*
- 3/ *What’s your life motto or principle? (any proverb/saying/favourite sentence...?)*

To make it more interesting and creative, give students space to create their own extra questions if they like.

### Note

**1** – The method „Cinquefoil” was developed in the program *Reading and Writing for Critical Thinking*. For more information [http://www.soros.org/initiatives/esp/focus\\_areas/rwct](http://www.soros.org/initiatives/esp/focus_areas/rwct).

**Examples of cinquetoils made by Czech and Ladakhi students in 2010/2011:**

**Hero**

*fast – skillful  
runs – saves – helps  
he is the best  
intelligent*

**Hero**

*In love – courages  
Protects – helps – laughs  
Heroes are just us  
Person*

**Hero**

*Clever – calm  
Thinks – does something – no pretending  
Hero is that what is  
Parents*

**Hero**

*Brave – positive  
Clever - unreserved – favourite  
Real hero can be anybody  
Boyfriend*

**Hero**

*Strong – clever  
Fights – eats – travels  
Hero is playing the guitar  
Charitable*

**Hero**

*Helpful – good  
Helps – solves problems – listens  
Hero is my parents  
Heroes*

# Lesson 2 Hero Story (80 minutes)

## Recommended subjects:

- English
- Literature
- Social Sciences

## Goals:

- students discuss the concept of heroism and consider which factors affect our understanding of it
- students deduce a morale of the story
- students analyze a story, identify key moments, present arguments for their statements

## You need:

- 5-min-long audio version on the website La Ngonpo (MP3 format) – download it before the lesson (e.g. into your computer or on a CD-Rom). If you cannot play it in your classroom, read the text aloud (Worksheet No. 1)
- CD player or PC
- the story “Oak Hero” – Worksheet No. 1 (one for each group)

- small sheets of paper (6-8 pieces for each group)
- students’ personal journals

## Web La Ngonpo:

- You or your students upload photos from doing photo-like sketches from the story on the website after the lesson
- Upload a list of students’ own questions about the hero story (Follow-up)

## Notes:

For this lesson, we have decided to work with a story. We believe that working with a story can make students explore their own values and perspectives very effectively. The way students read and interpret a story reflects all they know and what they have experienced in their life. Through a story, they can explore themselves. Moreover, what makes this exploring quite easy and attractive is the safe space that it provides. Students do not talk about themselves, but about characters and situations happening in the story. They can relate to anything they want. Discussing a story can easily

motivate students to want to share their ideas with others. We chose a story in which it is not easy to say who the hero is and it may raise a lot of questions and curiosity. As it is mentioned below, the reading and understanding of the story always depends on the reader. You might be surprised what ideas your students will come up with. Please, appreciate all of them.

Any story can be read and interpreted in many different ways. It always depends on who is reading it. Students should be able to give arguments for their statements. Listening to different perspectives can be a contribution for discussion because there is not just one right opinion. Make sure your students know that there is not one correct answer. Only when knowing this can they relax and enjoy exploring and listening to others.

## Lead-in (15 minutes)

### 1/ Predicting from the key words (5 minutes)

Firstly, tell your students that today you will work with a short story. Write the following words on the board:

*Axe – Kim – oak tree – ceremony – the Council of Elders*

Divide students into pairs and give them a few minutes to think what the story might be about. If they want, they can make notes into their personal journals.

### 2/ Sharing with classmates (10 minutes)

After thinking time is over, encourage a few “volunteers” to share their ideas and stories with everybody.

## Main activity (45 minutes)

### 1/ Listening to the story (5 minutes)

Download the audio from the website La Ngonpo before the lesson. If the audio recording cannot be used, read the story aloud to your students (Worksheet No.1). We recommend following the rules of storytelling: keeping eye contact, dramatizing reading in voice, enjoying the story together with students. Students can close their eyes to enjoy and visualize the story.

### 2/ Important moments of the story (10 minutes)

Students work in small groups. Their task is to talk about the story and create a list of important moments of the story. Explain to them that “important moments” are

those which make the story move ahead or go in a new direction, etc. Each group gets 6-8 small sheets of paper (A5) and together they will write down those moments – one moment for each paper (e.g. *Kim is returning for an axe*). Then they list the moments according to the appearance in the story. This method will help students organize all the important situations in the story. Distribute one text of the story (Worksheet No. 1) to each group so that students can return to it if necessary.

Monitor them during their work and keep asking them (e.g. *Why do you consider this moment as important?*)

### 3/ Photo-like sketches (10 minutes)

As soon as students write down important moments from the story, tell them:

*Every group will choose three of their important moments and prepare a photo-like sketch for each of these three (i.e. 3 non-moving sketches in which all members of the group must take part). Later you will show these three photo-like sketches to your classmates whose task will be to guess which three important moments in the story they represent. It is important that everybody in the group takes part in the sketch (for instance, some people can play non-living objects). You have ten minutes for preparation.*

### 4/ Presenting sketches (10 minutes)

According to the time given and number of your groups, have each group present two or three sketches. During each of them, encourage other groups to guess what moment in the story it illustrates. The sketch should go on until somebody guesses correctly what it is. Appreciate each group's effort (e.g. by applauding them). Take photos of a few of the sketches and then upload them on the website La Ngonpo.

### 5/ Visualizing the story (5 minutes)

To help students visualize the story in every detail - setting, appearance of the heroes, landscape, atmosphere, smells, etc., ask them to close their eyes and answer your questions in their minds silently. Read the questions slowly:

- *You are at the beginning of your story. What does it look like? This place is in which part of the world? Are there some hills, mountains, rocks, lakes, woods, brooks? What landscape does it remind you of?*
- *Is it cold or warm there? Is the sun shining or is it snowing? What season is it?*
- *There is a village. How big is it? What houses are there? What do people living here look like? Is there something special about this village?*
- *We are going further in the story. Who is the first character (person) you meet in your story? And who is the*

*next? Do you like them? What do they look like?*

- *There is a celebration. Can you hear something? Can you smell something? What is the atmosphere here? What is happening here?*
- *We are almost at the end of the story. You are leaving this place, you look back – what can you see? What is the most important picture of the whole story? Try to remember this picture.*
- *You are coming back to our class and open your eyes slowly.*

This visualization will help your students to focus and calm down after the previous activity.

### 6/ The most important moment of the story (5 minutes)

Find out what students consider as the most important moment of the story:

*What did you imagine when I have asked you what was "the most important picture" for you in the story? Which picture (moment) expresses the idea of the story? And why?*

### Follow-up (20 minutes)

#### 1/ Students' own questions (5 minutes)

Ask students: *What would you like to know about the story? What questions do you have?* Have one of the students write down their questions on a big sheet of paper – so that everybody can see them and later they will be rewritten on the website La Ngonpo. After collecting 5-7 questions, choose a few of them and invite students to answer them (together as a class).

#### 2/ Class discussion (10 minutes)

*Who was the hero in the story for you? Why?*

*Why have we chosen different heroes? (if it is true)*

*Why didn't the Council of Elders want to accept Kim as a new hero?*

*What is the difference between the oak hero and the alive hero?*

*If you could choose, what character would you like to be in the story?*

*Does the story remind you of something (in real life)? If yes, what?*

### 3/ Personal journals (5 minutes):

*What do you take home from the story? What is the morale of the story for you?*

After students write it down in their journals, give them space to read their morales loud (only if they want to).

## Homework

**Photo-like sketches on the website.** You or your students upload photos from doing photo-like sketches from the story on the website after the lesson.

**Students' own questions about the story on the website (from the Follow-up).** You or your students upload them after the lesson.

#### Source of the story:

*inspired by the story „Hero“ by Vasil Bykav, in PLAV, JOURNAL FOR WORLD LITERATURE, 4/2007.*

Examples of photo-like sketches (2010/2011):



Author: Jan Tvrđík,  
Tyršova ZŠ, Brno

Worksheet No. 1

**The Oak Hero**

Once upon a time in the land far, far away there was a village. The village was surrounded by nice hills. There was a nice valley and there was a river. And there were dark forests and wild animals lived there. The people living in the village lived a fine life, only one problem troubled them. They said that there was a dragon in the forest which terrorized the villagers. No one knew where he lived. Perhaps somewhere near, perhaps far, nobody knew. Maybe not even on the Earth.

Every year, he was to be blamed for some disaster or other: destroyed fields, destroyed houses and even lost children. There was a fear among the villagers...

On the edge of the village there was a nice wooden house and in this house a carpenter with his wife lived. They had a son – everybody called him Kim. Kim was a fine young man. He managed both to help his parents at home and to wander in the surroundings. He knew every forest around the village very well; he would not get lost even in the dark. He was, though, forbidden to go into one forest, a dark one near rocks. It was said that in these very rocks the dragon lived. In the last few years, however, neither Kim nor anyone else saw the dragon.

For many many years every spring a great festival was organized to please the dragon. One hero was chosen to save the village. It was a great honour and so the face of this hero then was crafted into the oak tree behind the village. All young men were here dancing around the fire, drinking wine and enjoying the food and nervously awaiting decision of the old men leaders.

At about midnight the eldest man stepped forward and as the flames lighted his face, he announced that the village would be saved by Kim. Kim almost stopped breathing. „What? Me?“ He did not expect anything like

that. He was staring at the eldest and the whole village surrounded him and smiled. They put a nice wreath of birch twigs on his head and he was accompanied to the rocks by the singing villagers.

When they left, he was there alone. The wind was cold, it was dark. He was thinking about his love for his family, for woods, for meadows, for the sun. *Would he not miss it all? Did he want to become a silent hero in the oak alley?* Then he secretly returned to the village. He sneaked into his workshop, took a big axe and again disappeared in the forest.

In the morning, Kim’s face appeared on another oak. It was gorgeous. He looked brave like a real hero. His parents were sad but proud of him.

In a few days in the evening a figure of a young man appeared on the village square. He was skin and bone and was holding an axe. After a while somebody recognized it was Kim! Kim shouted: *“I killed the dragon!”*

*“Killed? What? It’s impossible,”* people were scared and confused.

*„What will become of us? The dragon will certainly revenge and dark times will come!”*

The elders had to decide what to do now. They took their time and then announced:

*“To accept Kim as a hero would be dangerous. It would destroy the traditions we have. We do not need heroes like Kim, we have our heroes, our oak heroes.”*

After that, Kim disappeared and never came back. Maybe he drowned in marches, maybe wild animals killed him. Who knows? The dragon did not appear again and, as time went by, he was forgotten as well as oak heroes. One day people stopped visiting wooden idols, they turned black. And that was the story about oak heroes.

Picture dictionary:



Oak



Wreath of birch twigs



Marches

# Lesson 3 Good or Bad?

## Recommended subjects:

- History
- Social Sciences
- English

## Goals:

- students deduce that viewpoint and context affect how we look at the people around
- students consider what labeling people “good” or “bad” may lead to
- students think critically about a few heroes

## You need:

- before the lesson, choose ten heroes (ten texts from the Worksheet No. 1) who you want your students to work with, and rewrite the heroes’ names on a big sheet of paper.
- texts about different heroes - Worksheet No. 1 (one text for each student)
- students’ personal journals

## Recommendations:

For this lesson we have chosen the name “Good or bad?” because we would like to point out the complex issue of labeling people as good or bad. The aim of this lesson is to make students aware how the viewpoint and context affect the way

we see people. Another topic to discuss can be up to what point we can label people. If possible, instead, lead students to commenting on people’s specific actions (in a neutral and descriptive way) and avoid labeling them.

## Notes:

For this lesson we have chosen 12 people of different ages, genders and jobs. Some people might consider them heroes, some might not. You are welcome to add your own people-heroes to this list and two admiring comments and two criticizing comments for each of them. This will enable students to understand diversity in perspectives.

## Lead-in (10 minutes)

### 1/ Characters – personal journals (5 minutes)

At the beginning of the lesson, inform students that you are going to talk about who is good and who is bad. Divide students into pairs and everybody opens their personal journal:

*When you watch some films or read some books, how do you recognize who is good or bad? What do such good or bad characters look like? What are they like? Make two columns in your personal journals and write headings to each – one of them is “positive characters” and second “negative characters”. In pairs, think about typical qualities or features of these characters (e.g. appearance, personality) and put them down into your journals.*

Then encourage some pairs to share the characteristics of “positive characters” with everybody. Then proceed to those of “negative characters.”

### 2/ Class discussion (5 minutes):

*How easy or difficult was it for you to find the characteristics?*

*Do you think it is the same in real life?*

*How do you recognize a good or bad person?*

*If the person isn’t alive (meaning you cannot ask them any questions), how can you say if he/she was good or bad?*

## Main activity (20 minutes)

### 1/ Heroes (5 minutes)

Before the lesson, choose ten heroes (ten texts from the Worksheet No. 1) who you want your students to work with. Write their names on the board (or write them on a big sheet of paper before the lesson). Inform students that you have prepared texts about several heroes for them, both those from the present and from the past. First, students in pairs discuss what they think they know about these people, what they assume might be admired

or disregarded. Your students might not have heard about some of them before, therefore, it is important to see their names in front of them (on the board or paper). Invite your students to make guesses and speculations about the people they have never heard about.

Give pairs some time to do the task and then conclude together with the following questions:

*Did you have any doubts about any of the people? If yes, what were they?*

*Did you have any questions? If yes, what questions?*

**Note:** You might write their questions on a special sheet of paper and, later, ask your students to look up the answers (e.g. as homework).

### 2/ Texts about heroes (5 minutes)

Each student gets one text about one of the people/ heroes (Worksheet No. 1). Explain to them that each text



contains basic information about the person and four quotes on him or her. They present four different perspectives. Their task is to read it and then finish the following four sentences about the hero into their personal journals:

- *I knew that he/she...*
- *I didn't know that...*
- *I don't believe that...*
- *I'm surprised that...*

### 3/ Sharing (10 minutes)

Mix your students so that you have groups of people who read different texts (or you can have them stand up and mingle in the classroom and talk to different people). Their task is to read out their finished sentences (from personal journals) and to find out about other heroes as much as possible. Motivate them to ask each other more questions if something is unclear or they would like to find out more info.

## Follow-up (10 minutes)

### 1/ Discuss together (5 minutes):

*What was new for you?*

*What did you find interesting? And why?*

*Let's go back to the first activity of this lesson and to your answer how easy or difficult is it to recognize if a person is good or bad? Would you answer differently now? If yes, how?*

*How do you feel about labeling people as good or bad? What can it lead to?*

If it suits the situation, you can bring up the topic of labeling people and of giving them feedback:

*What is the difference if somebody tells you that you are bad and if somebody tells you for instance "your homework does not fulfill the criteria given" or "you haven't bought what you promised to" or "you arrived later than agreed"? What difference can you feel between them?*

### 2/ Personal journals (5 minutes)

Students write three things (in sentences), they have learned or realized in this lesson. If there is enough time at the end of the lesson, each student can read loud one of the things.

## Homework

**Sociological research.** Remind your students to bring the results of their sociological research for the next lesson (Homework from the last lesson).

Worksheet No. 1

**Helena Houdová**

Helena Houdova graduated with a degree in social and cultural anthropology from the University of West Bohemia in Plzeň, Czech Republic. In 1999, she won a Czech beauty contest and became the most beautiful woman of that year. Since then, she has been working as a model, most of the time in New York.

As a teenager, she was already presenting herself as an activist for animal rights and environmental issues (e.g. she protested against the nuclear plant and against wearing fur). In 2000, she founded the Sunflower Children's Foundation to help disadvantaged people all around the world. In the Czech Republic for example, her foundation supported summer camps for children without parents and disabled and refugee children. Nowadays, she has about ten projects in other countries, like the "Future Hope School Project" – helping 60 children in Nepal to go to school.

*I don't understand how she could enter a beauty contest! Such contests promote only beauty and appearance without recognizing what's inside of the person. And what's more, they affect young girls who don't see themselves beautiful if they look different!*

*Why doesn't she live and help children in the Czech Republic? We have a lot of problems here as well – kids without parents, Roma children, disabled people! She is Miss Czech Republic, so she should work here!*

*It's great that the beauty contest did not change her! Even before, she was organizing camps for children and protecting nature. On the contrary, the contest helped her become a top model and get money to support more projects worldwide.*

*I really admire her! She is beautiful and a top model and all the money she earns she spends on projects to help children who need it. Would you do that?*

**Milada Horáková**

She was born in Prague in 1901 and then studied law at Charles University in Prague. After the occupation of Czechoslovakia by the Nazis in 1939, she joined the underground resistance movement, but was arrested by the Gestapo in 1940. She was initially sentenced to death, but later her punishment was reduced to life imprisonment and Horáková was sent to the concentration camp in Terezín.

After May 1945 (the end of the World War II), she returned to Prague with her daughter. She became a Member of Parliament, where she remained until the Communist coup in February 1948. Her friends advised her to leave Czechoslovakia, but she stayed in the country and remained politically active. In September 1949, she was arrested and accused of wanting to overthrow the Communist regime. It was not true, but the StB, the Czechoslovak secret police, used brutal interrogation methods to force her to confess. In 1950, she was sentenced to death and hung by the Communists.

*She was very brave because she maintained her ideals even though she knew it could be very dangerous for her.*

*I admire her because she showed courage telling the truth and was not afraid of death! Many people learned a lot from her.*

*Why did she risk her life when she had a daughter? I find it very irresponsible to do that. Family is more than the state and some big ideals!*

*She did not understand that the Communists really wanted only the best for all Czech people. She didn't see that! She fought against communism, so that is why she ended up in the prison*

**Jaromír Jágr**

Jaromir Jágr is a famous Czech ice hockey player. Now (in 2010) he plays for a Russian team in Omsk in the Continental Hockey League. Before that, he played in the National Hockey League with the Pittsburgh Penguins, Washington Capitals, and New York Rangers.

Jágr is currently in the top fifteen players in the NHL. He was chosen as the Czech Republic's flag bearer for the Vancouver 2010 Winter Olympics.

*He is such a great player, born in the Czech Republic but playing in other countries and teams as well! I am so proud to be Czech! He also has a good heart, doing things for others. For example, he supports the charity organization Dobry Skutek.*

*From his childhood, he has been working very hard to be a good player. He has talent, very strong legs and he knows how to follow the hockey puck very well. He could be an idol for many young people today who only watch TV and play computer games.*

*I don't see any point in chasing that black thing and competing in that! Who would like to spend his life in this way? What a waste of time!*

*Why did he go abroad? If he had stayed in the Czech Republic, the national ice hockey league would have been much more interesting and more people could have come to matches. I think money was more important for him than being Czech.*

### Jirka Rybník

Jirka Rybník was born in 1973 in a small Czech town. He studied at the University of Agriculture in Brno, Czech Republic, but he did not finish. Then he worked in Norway in the forest, cutting down trees and doing other forest work. At the age of 26, he started a music group – playing the bass together with 5 other people. Then he found a job in a Czech advertising agency.

He decided to get married when he was 29. And together with his wife, they borrowed money from a bank to buy a flat for themselves and their coming child. When the child was born, Jirka lost his job. He tried to find a new one, but it was difficult and they had to pay back the loan to the bank. Luckily, they had some extra money and the support of their familiar. Jirka got a job offer in Norway, but he did not want to leave his little son and his wife. Finally, he decided to start his own advertising company. The first year, it was very difficult, but now it looks like his small business will succeed. He works alone, but he would like to work in a team in the future. His second child – a girl – was born last month.

*I think he is very brave to decide to start a company on his own when he is responsible not only for himself, but also for his wife and his children.*

*It is great that someone is able to work in a forest, with his hands. I think it must be a very tough job. And moreover – Jiří was not afraid to go to a foreign country and to work with people there!*

*I find it very sad when someone starts university and then abandons it just because he is not interested anymore. Once we make a decision, we should follow through.*

*Why did he ask for money from his family? It is not a good idea to ask for money from them when you are an adult and have financial problems. Once you are old enough and independent, you should not do that!*

### Václav Havel

Václav Havel was born in 1936 in Czechoslovakia. He is a Czech playwright, essayist, dissident and politician. He was the tenth and last President of Czechoslovakia (1989–92) and the first President of the Czech Republic (1993–2003). He has written over twenty plays and non-fiction works.

In the early 1960s, his work started to focus on criticizing the politics of Czechoslovakia. In 1977, he was the co-author of the human rights manifesto “Charter 77.” He became famous as the leader of the opposition in Czechoslovakia. The Communists imprisoned him for his seditious activities. During the 1989 „Velvet Revolution” (the end of communism in Czechoslovakia), Havel became president, which made him famous all around the world.

*He is like a hero from a fairy tale! He was a famous writer, he criticized the Czech Communist regime but never emigrated. He helped to overthrow the regime and became president!*

*I have great respect for him. Even though the Communists put him in prison, he had always believed that the truth wins! And when he was president, he did not care that people criticized him for being such an idealist.*

*He is a philosopher and intellectual. He was not the right person to lead the country. He did more damage than help! The president should understand the real world and the economy!*

*I do not understand how he could marry his second wife so soon after his first wife Olga died! I think one should wait at least 1 year to show respect!*

### Wangari Maathai

Wangari was born in Kenya in 1940. She is the leader and founder of the international „Green Belt “ organization. Since 1977, this organization has planted 30 million trees. It helps people to understand the connection between environmental issues and poverty and hunger. The „Green Belt” program is run primarily by women, who are paid for planting the trees, which means they can take better care of their children.

Wangari Maathai was the first female student to get a PhD. doctoral degree from eastern and central Africa. In 2001, Wangari won a seat in Parliament. In 2004, she won the Nobel Peace prize.

*She is amazing! She was the first African woman to win the Nobel Peace prize. She has done so much for Africa.*

*Her organization has given jobs to many women. They planted trees, which then helped give them more food. Wangari is great!*

*I don't know if it is good to give jobs to women in that region. They should be at home and take care of children. They should not leave them.*

*She spent so much time worrying about other people and nature that she has forgotten about her husband. She did not take enough care of him. That's why they got divorced.*

**Ishmael Beah**

Ishmael was born in Sierra Leone in 1980 and is a former child soldier. In 1991, a civil war started in his country. The at the age of 13, Ishmael, became a child soldier. Using children as soldiers is illegal, but it is widespread during conflicts in poor countries. With the help of drugs, he stayed in the army and killed people. Then in 1996, the international organization UNICEF rescued him.

In 1998, he left Sierra Leone and moved to New York. This was very difficult for him. He graduated from university there. In 2007, he wrote a book about his life to inform people about the problem of child soldiers. He has spoken about it also on CNN and the BBC.

*Wow! I really admire his courage to talk about his experience on TV and write a book about it! It must be so difficult for him! But I think that thanks to him, people will learn more about the problem of child soldiers.*

*He went through a period of life full of drugs and blood. They made him kill people. He had no choice. It's incredible that he survived and finished university.*

*He killed people. I know it was during a war conflict, but still... I would not want him to be my friend.*

*Writing books and talking on TV is just a way to make money. There are thousands of child soldiers around the world. Why should we listen to one of them?*

**Lakshmi Niwas Mittal**

Lakshmi Niwas Mittal (born in 1950) is an Indian steel tycoon, philanthropist, and chairman of ArcelorMittal. He was born in a village in the Churu district of Rajasthan. He comes from a wealthy Indian steel family - his father, Mohan Lal Mittal, ran a steel business. Mittal started his career working in the family's business, and in 1976, he established its international division. The company operates in 14 countries. Mittal Steel is the largest steelmaker in the world, with profits of over \$22 billion in 2004.

In 2010, Mittal was the richest man in Europe and the fifth richest in the world with a personal wealth of \$28 billion. The company also operates the ArcelorMittal Foundation, which provides support to many different community projects all around the world.

Lakshmi Niwas Mittal presently lives in London. His residence is currently the world's most expensive house. The house is decorated with marble taken from the same quarry that supplied the Taj Mahal, so it's sometimes called „Taj Mittal“.

*He is a very powerful, intelligent businessman. I like people who are able make themselves wealthy and mighty. The*

*money and houses he owns, that's great! A hero? Not typical, but definitely a modern hero of the globalized world.*

*I like him. He started his own business and he innovated the process of making steel by using reduced iron, which is perfect and very important. He gives jobs to thousands of people all around the world and supports sportsmen, interesting architectural projects, and other community projects. He must be very clever.*

*I don't like people who can't solve problems in their own families. This rich businessman doesn't talk to his brother Pramod. I think having a lot of money isn't heroism. He might give jobs to many people, but on the other hand, people lose their jobs, because of his business. Some people died because of explosions in his mines in Kazakhstan caused by faulty gas detectors.*

*Why doesn't he support his homeland wisely? If he wants people to call him a hero, he should focus more on funding helpful projects, rather than spending money on luxury houses! He has caused many environmental problems in the world, for example in Ireland. He terminated the steel industry there and didn't clean up the environmental damages.*

### Srinivasa Ramanujan

Srinivāsa Aiyangār Rāmānujan, better known as Srinivasa Iyengar Ramanujan (1887 –1920), was an Indian mathematician who, with almost no formal training in mathematics, contributed a lot to mathematical analysis and number theory.

He was born and raised in Erode, Tamil Nadu, India. His father, K. Srinivasa Iyengar worked as a clerk in a sari shop and his mother, Komal Ammal, was a housewife. At the age of 10, he demonstrated unusual mathematical skills in school. By the age of 11, his mathematical knowledge was better than that of two college students living in his house. He received a scholarship to study at Government College in Kumbakonam, but lost it when he failed his non-mathematical coursework.

Later he got a scholarship at the University of Madras and did research that was published in the Journal of the London Mathematical Society. He became the first Indian to be elected a Fellow of Trinity College, Cambridge.

*I don't understand anything of his mathematic work, but I think he really was a genius and he is well-known Indian all around the world. I think it was very nice that he decided not to move to England without the permission of his parents. He obviously respected them.*

*It is amazing that he could discover and calculate so many formulas without formal education. And he was so young when he did it! Most scientists respect him. His work was useful for so many researchers!*

*So he understood math. So what? I don't think that he is very important for people in the 21st century. There are just few people who can understand his work – it seems useless to me.*

*I know he became a member of many scientific societies in Britain, but why didn't he stay in India instead of travelling overseas just because of science? His life was not easy there because he was different and he couldn't follow Hindu traditions. He should have taken better care of his family in India, his faith and his own health.*

### General Zorawar Singh

Zorawar Singh Kahluria (1786-1841) was born in the village of Kahlur State (Himachal Pradesh), India. His family belonged to the Kahluria clan of Rajputs—they migrated to the Jammu region where Zorawar took up service under Raja Jaswant Singh of Marmathi. The state of Kashmir had become part of the Sikh Kingdom after a campaign against its Afghan rulers. Zorawar Singh was employed by the ambitious Maharaja Gulab Singh of Jammu and was later made governor of Kishtwar and was given the title of Wazir (Prime Minister).

He won many battles, but the most important part of his leadership was for the rise of current states of Jammu and Kashmir between 1935 and 1941. The Rajputs of Jammu and Himachal have traditionally excelled at mountain fighting; therefore, Zorawar had no trouble in crossing mountain ranges and entering Ladakh through the source of the Suru River, where his 5,000 men defeated an army of local Botis. In the spring of 1835, he defeated the large Ladakhi army and marched his victorious troops towards Leh. In 1836, he built a fort outside Leh and placed 300 men there.

Unlike so many other conquerors, Zorawar was not hated by the people whose lands he invaded. There were many

monasteries filled with precious articles all through Ladakh and Tibet and yet there was not one instance of robbery or plunder.

*This is a hero: a general who won many battles, led thousand of soldiers and still cared about people's needs and religious practices. His soldiers never robbed or plundered. I think that especially strong people, soldiers, who fight in battles for their nation or state or faith, are real heroes.*

*He did a lot for Ladakhi people. Thanks to him, Ladakh finally became a part of Jammu and Kashmir and still is a part of India and not of China. This general did a good job in the battles he won. Also, his death was heroic; like a real soldier, he died in battle.*

*Why do people always think that they should admire soldiers, commanders and generals? All of them just kill people, it's their job to do so. For this reason we should glorify them? No, I don't think so.*

*Soldiers and generals are murderers with an official state permission. They must do everything they are commanded. It's silly. You cannot do what you want to do, you must do what others tell you to.*

### Rahul Dravid

Rahul Sharad Dravid (born in 1973) is one of the most experienced cricketers on the Indian national team. Dravid holds multiple world cricketing records. He is the fifth international player to have scored more than 11,000 runs in Test cricket. With more than 185 catches, Dravid currently holds the world record for the highest number of catches in Test cricket.

Rahul started playing cricket at the age of 12 and represented the state at the under-15, under-17 and under-19 levels. Dravid was a top run scorer in the 7th World Cup (1999). He was vice captain during 2003 World cup, where India reached the final.

*I like sports, especially cricket. Rahul Dravid is a real master of this game. His personal achievements and records are incredible. He fought for India, almost like a soldier, and he helped his team to win many battles. He runs so fast, he catches the highest number of balls, and has many other interesting results.*

*Rahul Dravid has brought fame to our nation all around the world. He is one of the most well-known cricketers, so he can inspire young people to do sports and not to take drugs. I think that people like Dravid can help young people develop.*

*I don't agree that sportsmen are important and that they can help improve things. They only run on the ground, throw, hit and catch balls. These people usually retire when they are thirty or thirty-five. What will they do afterwards?*

*Sportsmen ruin their health and destroy the natural abilities of their body. What is that for? Just for the entertainment of a few thousand people? Just compare Rahul's job with that of his father, mother and wife. His father worked in kitchen, it's useful, his mother is a teacher of architecture, his wife is a surgeon, she saves lives. But he plays cricket.*

### Mother Teresa

Mother Teresa (1910 – 1997), born Agnes Gonxha Bojaxhiu was a Catholic nun of Albanian origin with Indian citizenship. She founded the Missionaries of Charity in Kolkata in 1950. For over 45 years, she helped the poor, sick, orphaned, and dying, first throughout India and then in other countries. After her death, she was given the title Blessed Teresa of Calcutta by Pope John Paul II. She won the Nobel Peace Prize in 1979.

When she was 18, she joined the Sisters of Loreto as a missionary. She never again saw her mother or sister. In 1929, she arrived in India to start her novitiate and she started teaching at school. In 1946, Teresa experienced what she later described as „the call within the call“ while travelling to the Loreto convent in Darjeeling from Calcutta for her annual retreat. „I was to leave the convent and help the poor while living among them. It was an order.“

In 1952, Mother Teresa opened the first Home for the Dying in a space made available by the city of Calcutta. She soon began to attract charitable donations, and by the 1960s, had opened hospices and orphanages all over India. Mother Teresa then expanded the order throughout the world – in many countries in Asia, Africa, Europe and the United States. The first Missionaries of Charity home in the United States was

established in the South Bronx, New York City.

*I absolutely understand why she was awarded the Nobel Peace prize. She helped so many people and she still had a smile for everyone. She never gave up. I think that she was one of the most important people of the 20th century.*

*How could anybody say anything against her? What could it be? She devoted herself to the service of God. She lived among people with diseases. She was helping ill, hungry and unloved people. She was a very brave and strong woman.*

*Why did she risk her own health and life? She couldn't help most of those ill and old people. She spent a lot of money on building new missionary hospitals and orphanages instead of trying to raise medical standard in existing ones. I've heard she also accepted donations from people who were autocrats and corrupt like the Duvalier family in Haiti.*

*Mother Teresa gave herself to service of the Catholic Church and I think she made this mission mainly because she wanted to increase the number of Catholics. She wanted to bring more sheep to God. She wasn't a social worker. Also, she had doubts about her faith so I don't understand why John Paul II beatified her.*

# Lesson 4 My Principles

## Recommended subjects:

- Art
- Social Sciences
- English lesson

## Goals:

- students compare what different people follow in their lives and actions
- students create their own list of principles

## You need:

- your students' sociological research (homework from the Lesson No. 2)

- quotes and principles – Worksheet No. 1 (one for each group)
- final worksheet – No. 2 (one for each student)
- material for the Follow-up activity (according to the option you choose)

## Web La Ngonpo:

- each student uploads one of his/her principle on the website.
- teacher uploads student's questions for the coordinator from the partner school after the lesson and also arranges that they receive answers to their questions

- optionally: upload a photo of students' principles (Follow-up activity)

## Recommendations:

To help your students to find out what different people follow in their lives and actions, we have chosen various sayings, proverbs, principles and quotes from different parts of the world and from different sources. The choice was random, and therefore, feel free to choose only some, add other ones, etc.

## Lead-in (10 minutes)

### "Sociological research" (10 minutes)

At the beginning of the lesson, get back to the result of your students' sociological research (Homework). Ask students:

*How did you proceed in your research? How easy or difficult was it?*

*What "mottos" and principles did you collect? Which ones did you find most interesting and why?*

*What do you think mottos and principles are good for?*

*Are they true in every situation or can you imagine a situation in which you would decide not to follow it?*

## Main activity (25 minutes)

### 1/ Sayings and principles – groupwork (10 minutes)

Divide your students in groups and tell them that now they will get ten sayings and principles (Worksheet No. 1) which come from different people and different parts of the world. Their task is to read them and match their origin.

Then check the answers together (see correct answers at the end of the lesson plan) and ask them which principle or saying they like best and why.

### 2/ Class discussion (5 minutes)

*We have seen some sayings and mottos not only from people from different parts of the world but also from people who live close to you. How do you know how to behave? How do you distinguish what is good and what is bad in different situations?*

### 3/ Final students' worksheet (10 minutes)

Each student completes the final worksheet (Worksheet No. 1), whose aim is to tie back to the whole topic of Heroes.

## Follow up (5 minutes)

### Three students' principles (5 minutes)

Work with the principles your students defined in the final worksheets. According to the time left, decide on one of these options:

- students share their principles in a class discussion (each student says at least one)
- put a large sheet of paper on a wall and have each student to write there one of their principles (e.g. in colour and like graffiti) – later you can use it as an output for the final exhibition.
- each student gets a paper (e.g. A5 format) where he draws and writes one of his principles. Then you can stick all of them at a large sheet of paper.

- each student prepares a special product (e.g. folding or cutting some shape from coloured paper, or decorating a small box) with their principle written on it. These can be later hung up.
- draw a spiral on a large sheet of paper (on the floor or on the wall) and have students fill it in writing their principles.
- students create a big product/symbol – e.g. a big pyramid made out of small ones (with the principles written inside.)

## Homework

**Students' principles.** Each student uploads one of his/her principles.

**Optionally:** upload a photo of an output of students' principles (Follow-up activity)

**Questions for partner school.** One of the tasks on the worksheet is to make a question for students from the partner school. Together with the students, choose some of the questions (5-10) and send them to the coordinator from partner school through La Ngonpo website and ask him/her for answers. As soon as you receive them, share the answers with your students. Similarly, expect questions from your partner school and work with them.

### Correct answers - Worksheet No. 1:

1. Every soul is trapped by its **sins**. *Koran 74:38*
2. Only he that has travelled the road knows where the **holes** are deep. *China*
3. Life is not a dance, you cannot take a **step** backward. *Zulu tribe (in the south of Africa)*
4. First offer to them something to drink and eat and then ask **why** they have come. *Kalmykia (in the south of Russia)*
5. One kind **word** can warm three winters. *Tibet*
6. Honour your father and your mother so that you may live long and **well**. *Bible*
7. You cannot separate the whole from the **part**. *Tao*
8. It is not difficult to tidy up, but to maintain **order**. *Parents' wisdom*
9. Don't wait for **leaders**, do it alone, person-to-person. *Mother Theresa*
10. Early bird catches the **worm**. *Czech proverb*

### Examples of Czech students' answers in the final worksheets (2010/2011):

#### Why do people have different heroes?

- *Because people like admiring somebody and looking upto somebody. Children to Spiderman, I to my parents. I like them and admire them for what they do for me.*
- *They have different opinions. Different age. They experienced different things.*
- *Because everybody sees things differently. It's different for a 5-year-old child and for his grandma. Opinions are changing during life.*
- *Because people have different opinions on different things. For somebody it is important to save the world and for somebody their look.*
- *Everybody sees it from a different point of view.*

#### Who decides who is good or bad?

- *Everybody decides on their own or it depends on upbringing.*
- *Media, important people.*
- *Me, everybody has their own perspective and thinks differently.*
- *Collective, but it also depends what the collective is like.*
- *Circumstances and people who are judging.*
- *Probably God, if he exists.*
- *In my opinion, nobody has right to do it.*

### What 2 principles do you want to follow in your life and actions at this point in life? And why?

- *Never lie on purpose! No mess in head.*
- *Money doesn't grow on tree. If we don't make any effort, it won't return. Enjoy your life as much as you can (because we live just once and nobody knows what might happen).*
- *Everybody can be a hero. Behave so that you can be a hero for somebody.*
- *Live to the top. Everybody has their faults. (Everybody has their plus and minus. Nobody is perfect)*
- *Don't do to the others what you don't like. It's not important not to fall down but to get up if you trip over.*
- *Follow your nose. Sort out problems as well as you can.*
- **Write the 1 most important thing you have learned about yourself:**
- *If I want, I can cooperate with others. I have to respect opinions of others.*
- *I know who I consider my heroes.*
- *I am able to use my imagination.*
- *It's clear to me now who my heroes are and why.*
- *I shouldn't underestimate myself. I never know who I am hero for.*
- *I must think about how I behave and what I say.*
- *I'm not the best one. Even though I think so, I still have a lot to learn.*
- *I don't know much about myself.*



Worksheet No. 1



1. Every soul is trapped by its ..... *Koran 74:38*
2. Only he that has travelled the road knows where the ..... are deep. *China*
3. Life is not a dance, you cannot take a ..... backward. *Zulu tribe (in the south of Africa)*
4. First offer to them something to drink and eat and then ask ..... they have come. *Kalmykia (in the south of Russia)*
5. One kind ..... can warm three winters. *Tibet*
6. Honour your father and your mother so that you may live long and ..... *Bible*
7. You cannot separate the whole from the ..... *Tao*
8. It is not difficult to tidy up but to maintain ..... *Parents' wisdom*
9. Don't wait for ....., do it alone, person-to-person. *Mother Theresa*
10. Early bird catches the ..... *Czech proverb*

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8. It is not difficult to tidy up but to maintain ..... *Parents' wisdom*
9. Don't wait for ....., do it alone, person-to-person. *Mother Theresa*
10. Early bird catches the ..... *Czech proverb*



## Final worksheet – Heroes

1. What do you admire about your present hero?

.....  
.....

2. Who and what have affected you when choosing your heroes?

.....  
.....

3. What 3 principles do you want to follow in your life and actions at this point in life? And why?

1/ .....

2/ .....

3/ .....

4. Write one principle which is not important for you now and explain why:

.....  
.....

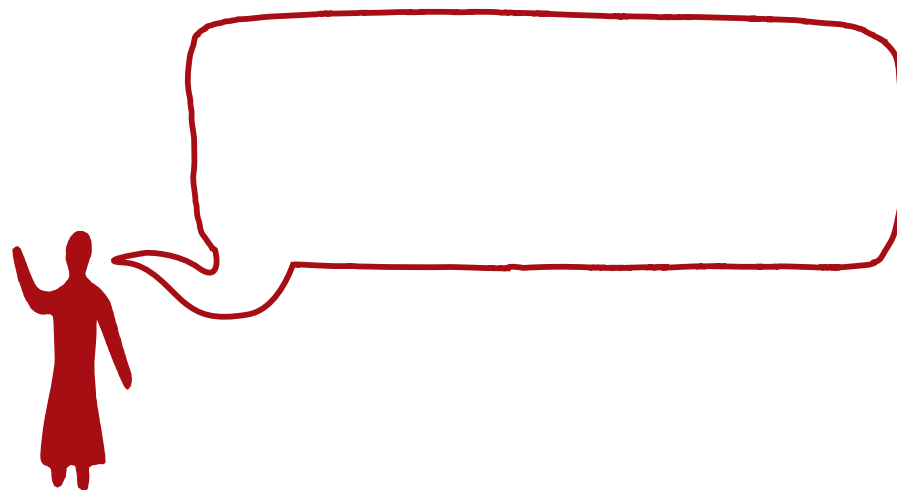
5. Write the 1 most important thing you have learned about yourself:

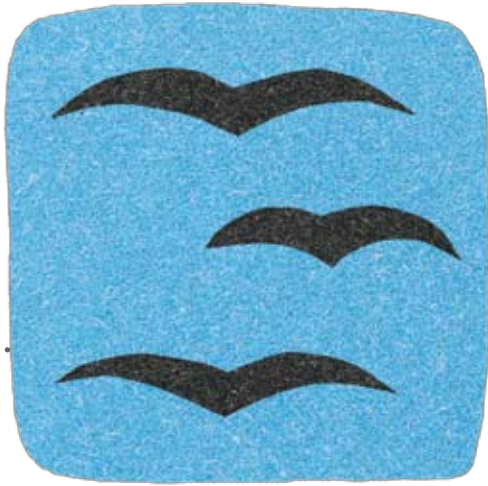
.....  
.....

6. Write the 1 most important thing you have learned about your classmates:

.....  
.....

7. What would you like to ask students from the partner school?





# module 3 Migration

Lesson	Aim	Recommended subjects	Outputs La Ngonpo website	Notes
1. My Region	Students name the most important places for them in their region and mark them on a map. They describe their relationship to the place they live.	Geography, Social Sciences, English	"Virtual map" of the region (created by students on the web)	<b>Homework:</b> prepare "virtual maps" <b>Optional:</b> students photograph important places (send photos to their partners)
2. Abdin	Students experience the situation of Abdin, an Iranian refugee in the Czech Republic. Students express their assumptions about what it can feel like when being an asylum applicant.	Geography, Social Sciences, English		<b>Optional homework:</b> Interview with immigrants
3. My Neighbours	Students give and derive reasons why people nowadays migrate. They explain the link between their lives and the lives of their neighbours (immigrants) and evaluate their own ability to influence the lives of immigrants.	Geography, Social Sciences, English		Working with interviews done by students (optional) <b>Homework:</b> students look at the virtual maps of the Czech Republic
4. Migration Tree	Students deduce and say reasons why people migrate in today's world. They explain the interconnectedness of their lives with those of their neighbours (immigrants) and consider how they can affect their lives.	Geography, Social Sciences, Arts, English	<b>Photo of migration tree</b> (students upload) <b>"Virtual tree"</b> (students create after the lesson) <b>Questions for partners</b> about their maps (teacher sends to the coordinator)	<b>80 minutes</b> Students look at "virtual maps" of Czech students on the website

# Lesson 1 My Region

## Recommended subjects:

- Geography
- Social Sciences
- English

## Goals:

- students select important places in their regions and justify their choice
- students mark and label specific places on the map
- students describe their relationship to the place they live

## You need:

- maps of the region (according to your definition of the term “region” - see Note), e.g. you can print them out from

the internet, copy or draw maps into which the students will write places of interest (one map per group)

- students’ personal journals
- before the lesson, copy the following questions to a big sheet of paper:
  - 1/ to experience a bit of history
  - 2/ to meet an interesting person to talk to
  - 3/ to see a place that has changed a lot recently
  - 4/ any place of your choice (and reason)
  - 5/ what place you definitely would not take them to?

## Web La Ngonpo:

- after the lesson, students (in groups) create “virtual” maps of the region where they live

## Notes:

In this lesson, we work with the term “region” intentionally – everyone can understand it in their own way. For some, it can represent the administrative region for some town or village with the closest surroundings, or for some, the town itself. We leave the decision up to you, considering your own context. According to your choice, then choose the map that your students are going to use in the main activity (e.g. map of Leh or Leh district, or Ladakh).

## Lead-in (15 minutes)

### 1/ Personal journal (5 minutes)

Tell students that in this lesson, you will focus on the region or place where they live and spend their free time (when preparing the class, decide how you are going to work with the term “region” - see Note). Student’s task is to answer following questions – first individually. We recommend copying the following points to a big sheet of paper before the lesson:

*Where in your region (specify) would you personally take the students from our partner school, if they arrive here? What places do you like? Into your journals, write one place and reason why you have chosen the place for each of the points.*

*1/ to experience a bit of history*

*2/ to meet an interesting person to talk to*

*3/ to see a place that has changed a lot recently*

*4/ any place of your choice (and reason)*

*5/ what place you definitely would not take them to?*

### 2/ Sharing (10 minutes)

Use the method “The last word is mine”<sup>1</sup>. Start with question No. 1/ *Where would you take them to have fun?* and ask your students if there is somebody in the class who would like to share their answer with the whole class – just the place, not the reason why yet. After somebody reveals their answer, ask other students to predict why they think the student has chosen that place. Have two or three students guess and have them explain why they think so (e.g. *He/she has chosen it because...*). While the others are guessing, the author does not comment anything. After several guesses the author reads the reason word by word. Then proceed to at least one more student revealing the place (but not the reason again). Then go through all six questions in this way. This method allows students to see the diversity in the region and, at the same time, it aims to practise listening.

## Main activity (15 minutes)

### Map drawing – group work (15 minutes)

Prepare map of your “region” before the lesson (town, surroundings, administrative region – see Note). You can print out the map from the internet or make a simple drawing – e.g. illustrating main check points (you can also draw the map on the board so students can copy it into blank sheets of paper). Put students into groups and explain following instructions:

*Each group will get a map and your task will be to choose together one place for each of the five given points (see Lead in) and draw them into your map. Don’t forget to add a simple label for each of the places. You can also add some symbols or signs.*

Also, offer students the possibility to photograph some of the places they have chosen and glue them to the map or create a special noteboard. Inform them that those maps

will be used for the final exhibition as well. Monitor students as they work. In case some of the groups work faster, ask them to draw more places to the individual points.

### Follow up (10 minutes)

#### Personal journal (10 minutes)

Tell students that now they will have a chance to think individually about the place where they live. You have prepared three questions that you will ask one-by-one and students will answer in their journals. Give them 2-3 minutes for each question. Ask the questions one by one:

*1/ Describe the place* (town, surroundings, region...) *where you live.* (practising description)

*2/ What comes into your mind when I say your region, town.. .What are your first thoughts?* (practising associations)

*3/ How are you happy in this place? How do you like it here? What are your reasons?* (practising evaluation and argumentation)

### Homework

**“Virtual map” on the website.** Students create a virtual map on the La Ngonpo website before lesson No. 2.

**Optional: photos of the places from maps.** Students photograph some of the places mentioned their maps and add them to the maps they created in the lesson (can be done

in groups as well) or display them in the classroom. They can also mail printed photos to the partner school in the Czech Republic.

#### Note

**1 – Method „The last word is mine“** is based on program *Reading and Writing for Critical Thinking (RWCT)*. For more information about RWCT [http://www.soros.org/initiatives/esp/focus\\_areas/rwct](http://www.soros.org/initiatives/esp/focus_areas/rwct).

# Lesson 2 Abdin

## Recommended subjects:

- Geography
- Social Sciences
- English

## Goals:

- students experience the situation of Abdin, an Iranian refugee in the Czech Republic
- students express their assumptions about how asylum seekers might feel

## You need:

- A4 paper – for everybody
- text about Abdin – Worksheet No. 1 (one for a pair of students)

- optional: questionnaire for interview with immigrants – Worksheet No. 2

## Web La Ngonpo:

- Remind your students that before this lesson they were supposed to make their virtual maps on the La Ngonpo website.

## Recommendations:

In this lesson, a story of a specific refugee to the Czech Republic is used. Before teaching the lesson, we recommend considering whether this topic touches some of your students or their family personally. If so, it is important to meet those students before the lesson and discuss the content of lessons No. 2.- 4. of this module. Express your understanding

regarding the delicacy of those issues and ask your students what you can do to make them comfortable in those lessons. Eventually, you can offer the possibility that they do not have to take part in some of the lessons.

## Notes:

The story that we have chosen illustrates a journey and experience of one specific refugee to the Czech Republic. The story of Abdin was chosen intentionally, as his story was quite distressful. The aim of this lesson is not to leave students with the message that all refugees suffer the same problems as Abdin, but to make sure they understand that his story is one of many. By far, not all refugees go through same hardship as Abdin did.

## Lead in (20 minutes)

### 1/ Backpack (5 minutes)

Each student gets an A4 paper and draws a big bag, suitcase or a backpack. Then tell them:

*Imagine that all of a sudden, you and your parents have to leave your country. You can take only 5 things with you. What would you take? Draw it in your suitcase or backpack.*

If students ask you how long they will be away, tell them that you do not know.

### 2/ Feelings (5 minutes)

Continue with instructions:

*You've come to a distant country where people speak a language you don't understand. Your parents tell you that*

*unfortunately, you cannot go back to your country and that you will stay in this new country forever. What do you think will be the most difficult? How would you feel?*

Ask students to turn their papers with the backpacks over, and in three sentences, describe how they would feel in that situation. Stress that they should keep silent and not to share their feelings yet. They will have the opportunity to do so in a moment.

### 3/ Sharing (5 minutes)

All students stand up, split into pairs and in turns, share what they would pack in their suitcases and what it would be like for them to be in such a situation. (Variation: students make groups and do not move around the classroom).

After that, ask students:

*Does anybody have something interesting in their suitcase? Something you would not think of yourself?*

### 4/ Refugee camp (5 minutes)

Tell students that this is not the end of the story yet:

*After your arrival to the new country, you have to stay in a special camp for refugees, before you get an official permit to stay there.*

*What do you think life in such a camp would be like?*

*What would you do in your free time?*

*What would you miss most?*

Students can answer questions in pairs or together straightaway. Make sure they understand the term "refugee" (see Infobox).

## Main activity (10 minutes)

### Abdin (10 minutes)

Write the following figures on the board: 2009, 43 million. Ask students: *What do you think those numbers relate to?*

Then, inform students that in 2009, there were 43 million people all around the world who had to leave their country due to a conflict or some sort of persecution. Many of them were children. Your students will learn more about Abdin, who immigrated to the Czech Republic from Iran and was in a similar situation like your students in the previous activity. Depending on time, you can either read the story aloud or your students can read it on their own (Worksheet No. 1).

**Note:** Information on the story: it is a true story of Abdin, a refugee from Iran, whose family converted to Christianity and therefore had to flee the country. In the Czech Republic, he was separated from his parents, and due to many other hardships, he collapsed after some time and ended up in a hospital.

### INFOBOX - migration

**Migration** – term used to describe geographical movement of individuals or groups. The reasons of migration might be economical, ecological, religious, national, political, war conflicts, natural disasters, etc. International migration defines migration among states, internal migration refers to migration within one state. Migration can be legal or illegal, voluntary or non-voluntary. However, it is often very difficult to draw a strict line between voluntary and non-voluntary migration.

**Immigrant** – usually talks about foreigners with permanent or long-term residence.

**Emigrant** – a person who leaves his/her country to live in another country – emigrates to a different country.

## Follow up (10 minutes)

### Discussion (10 minutes)

Depending on time, students can first discuss it in pairs and only then together as a class.

*What do you find interesting in the story? Why? How do you think Abdin views the Czechs? What would he write to his friends in Iran about his experience in his "new" country?*

*What do you think could have been done differently so that Abdin did not end up in the hospital?*

*Imagine that Abdin came to your class, what would you ask him?*

*Have you ever heard of a similar story? Where were the people from? Where did they move and why?*

**Refugee** – a person who has a legitimate fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of their nationality, and is unable to, or owing to such a fear, is unwilling to avail himself of the protection of that country.

**Asylum seeker** – a person who has fled their own country and applies to the government of another country for protection as a refugee.

Sources:

[www.unhcr.cz](http://www.unhcr.cz)

[www.inkluzivniskola.cz](http://www.inkluzivniskola.cz)

[www.czechkid.cz](http://www.czechkid.cz)

## Homework

**Virtual maps on the website.** Remind students that before this lesson they were supposed to make virtual maps of the place where they live on the La Ngonpo website. After this lesson, the virtual maps of their partner's regions will also be on the website. As homework, they will look at them and then each student should prepare three questions they would like to ask their partners. They will bring them next lesson.

**Optional – interviews with immigrants.** Students (individually or in pairs, but every student should have their own form filled out) should find at least one person who has immigrated to their country or region and ask the questions from the questionnaire (Worksheet No. 2). First, think together who those people could be – i.e. it does not have to be only refugees who had to leave their country, but also people who came voluntarily. Together, come up with ideas about places where we could find them (e.g. foreign language teacher, restaurant owner, etc.). Make sure that students understand that this issue can be very personal for many immigrants and help them brainstorm possibilities how to approach them. The task should be finished before the next lesson.

Worksheet 1



**Abdin**

Abdin arrived in the Czech Republic at the age of fourteen after he fled from Iran together with his parents. His family converted to Christianity and that is why they had to leave the country. Abdin was placed in a refugee camp in Vysni Lhoty, where each refugee is given a medical examination and blood tests.

In the camp, they put Abdin in a room with two Afghan boys, Zjaola and Hadzi. These two boys did not speak any other languages apart from their own, a minor language spoken in Afghanistan, and nobody could understand them. After a month, Abdin was moved to a different camp where he spent five months.

He was surprised by the number of policemen in these camps. He said: "It was a shock for me. We ran away from

Iran and its police, and here in the Czech Republic, they were all around us." But the presence of police in the camp was necessary because of frequent conflicts. Sometimes there were political disagreements and fights between Russians and Afghans. This kind of behaviour can result in tense situations. Refugees have lost their homes and often fear an insecure future.

Abdin missed his home and friends and he did not like that there was almost no privacy in the camp. His life was tied to the fixed routine of the camp, he missed his freedom. After some time, he started to feel distressed more and more often.

Abdin collapsed from the long-term mental trauma and ended up in the hospital. At the same time, he received an

official decision that granted him political asylum. Before he got the asylum, he went through two interviews in English. The first one lasted three hours, the second one only one hour. Abdin didn't want to speak in Persian, his mother tongue, during the interviews because he was afraid that the interpreter could be connected with the secret police in Iran. If he were in Iran, he would be threatened with capital punishment for conversion to Christianity.

**Source**

*The text was adapted from M. Pilařová (2002): Cizinci v české společnosti – sondy do problematiky (Foreigners in Czech society – An investigation). Diploma work. Brno: Masarykova univerzita.*

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Worksheet 2 **Interview with immigrants**

**Name (Do you want to be anonymous? YES – NO)**

.....

**When did you come to Ladakh?**

.....

**Where do you come from?**

.....

**What made you move to this region?**

.....

**What did you find most difficult when you came here?**

.....

**What do you miss most?**

.....

**What do you like most about this place?**

.....

**Notes:**

.....

# Lesson 3 My Neighbours

## Recommended subjects:

- Geography
- Social Sciences
- English

## Goals:

- students name and deduce reasons why people migrate in today's world
- students explain the interconnectedness of their lives with those of their neighbours (immigrants) and consider how they can affect immigrants' lives

## You need:

- Alfabox – Worksheet No.1 (can be photocopied for each group or students draw them themselves)
- a set of ten texts about migrants from all over the world (to be cut out) – Worksheet No. 2 (one set per group)
- students' filled-in forms about immigrants in the region

(optional homework from lesson No. 2)

- students' personal journals

## Web La Ngonpo:

- Remind students to create “virtual maps” of places where they live (homework from the first lesson of this module). Students from the Czech Republic will work with the maps in the following lesson.
- Students have a look at virtual maps from the Czech Republic before next lesson and write what they found interesting and what they would like to know more about in their personal journals.

## Recommendation:

Students will bring the results of their interviews with immigrants to this lesson. Thus, during discussion, the topic of minorities can be opened. In case generalizations or stereotypes appear, work with them and ask further questions (example questions and further information can be found in

the Circle module in the plan for the second lesson). Encourage students to see each immigrant as a unique person with his own history (pointing out activity “Identity Flower” from the first module).

## Notes:

In case students did not manage to find any immigrants that were willing to share their story, take this opportunity to ask why they think it was so.

## Lead in (10 minutes)

### 1/ Alfabox (5 minutes)

To start with, ask students what they remember from the last La Ngonpo lesson. Continue by informing them that today you will work with the topic of migration.

Students will now work in groups using a method called “Alfabox”<sup>1</sup> (Worksheet No. 1):

*Each group will now get one so-called Alfabox, which is a table with all the letters of the alphabet. Your task is to think about the various reasons why people migrate around the world. What reason can you think of?*

After students mention two reasons, tell them that they can write them to the first letters of those words (e.g.

“war” into W, “studies” into S). Then they continue in their groups. The task is to try to fill as many letters as possible in 3 minutes – to find as many reasons of migration in various places of the world as possible.

### 2/ Sharing (5 minutes)

After several minutes, stop the work and let the filled Alfaboxes circulate around groups (every group reads all of the Alfaboxes) or go through all the letters of the alphabet and ask the groups what reasons they have put down for each letter.

## Main activity (20 minutes)

### 1/ Interviews (10 minutes)

If students were successful and managed to interview enough immigrants, put them into groups. Each group

will share the stories they collected together. Encourage students to ask the author of the interview questions about things they find interesting. In case your class does not collect enough stories, ask the authors to share what they have learned from the interviews with the whole class.

Finish the work with questions for the whole class:  
*Was there anything you found interesting about the stories of those people?*  
*Was there anything you did not understand?*  
*Why did those people come to Ladakh?*  
*What made them move here?*

### 2/ Immigrants' stories from all over the world (10 minutes)

Tell students you have some more migrant stories from different parts of the world. Students should split into

groups of four or five and each member of the group will read two stories (cut out stories from Worksheet No. 1 and distribute them). After students read the stories, their task in the groups is to introduce the person briefly (e.g. in three sentences) and say why he or she emigrated from their home. Make sure students do not read the information from the texts, but make their own sentences. Tell them about this task before they start reading.

Conclude this part together:

*Have you found reasons for migration in the texts that have not been mentioned here yet? If so, what were they?*

## Follow-up (10 minutes)

### 1/ What is most difficult? (5 minutes)

Class discussion:

*What do you think is most difficult for people who come here?*

Have one student write all the students' answers on the board (just key words).

### 2/ Personal journal (5 minutes)

Students open their journals and answer this task in writing:

*Which of the things we have just written on the list we can affect? What can we do to make the lives of immigrants less difficult when they move here?*

Explain that "we" can mean: students, school, family, inhabitants of the town/region, etc.

#### Note

**1** – Method „Alfabox“ is based on program *Reading and Writing for Critical Thinking (RWCT)*. For more information about RWCT [http://www.soros.org/initiatives/esp/focus\\_areas/rwct](http://www.soros.org/initiatives/esp/focus_areas/rwct).

#### Sources of the stories (Worksheet 1):

**Zuzana, Pavel** - Adapted from the manual from the Project „Zvyšování povědomí o rozvojové problematice v regionech“ („Raising awareness of development in regions“), by Caritas Czech Republic and Multicultural Center Prague.

**Kim** - [www.klubhanoi.cz](http://www.klubhanoi.cz)

**Sergej** - *Jeden rok v nové zemi. (One year in new country.)*

Andrea Krchová, Evropská kontaktní skupina v ČR. Czech Republic. (2010)

**Khalil** - *Deník migranta, deník migrantky. (Migrant's diary).*

Ed. Hana Viznerová, Evropská kontaktní skupina v ČR. Czech Republic. (2009)

**Peni** - *Climate change migrants: A case study analysis.* Asian Development. Barker, A. (2008)


*Living on Earth: Early Signs: New Zealand's Climate Refugees*, available at: <http://www.loe.org/shows/segments.htm?programID=06-P13-00013&segmentID=6>

**Buddhi** - *Bhutanese refugees: The story of a forgotten people.* <http://www.photovoice.org/bhutan/index1.php?id=6>

**Sattar** - *Building Towers, Cheating Workers: Exploitation of Migrant Construction Workers in the United Arab Emirates.* 2006. HRW - Human rights watch: [www.hrw.org](http://www.hrw.org)

**Manoj and Radha** - <http://indianconnectioninsydney.blogspot.com/>

Worksheet No.1



A	B	C	D	E	F
G	H	CH	I	J	K
L	M	N	O	P/Q	R
S	T	U	V/W	X/Y	Z

A	B	C	D	E	F
G	H	CH	I	J	K
L	M	N	O	P/Q	R
S	T	U	V/W	X/Y	Z



Worksheet No. 2 Migrants' case studies



**Kim**

Kim was born in a small village in central Vietnam. After finishing high school, he had to enter obligatory military service. As Kim is the oldest of three siblings, he felt responsible to help the family financially and decided to go abroad. His parents were quite old and the whole family was living in poverty. First, he tried to go to South Korea, but in the end he got a work permit/visa to the Czech Republic. The agency charged him 6,000 US dollars for it.

Kim's daughter was born in the Czech Republic and attends a Czech school. She says: "I don't understand why my classmates call me Vietnamese! I was born in the Czech Republic and speak Czech very well. I don't know Vietnam at all. I have never been there! I want to live here with my parents and my friends. This is my home."

**Sergej**

Sergej and Anna (a married couple) came to the Czech Republic four years ago. In the Ukraine, Sergej lost his job as a car mechanic and it was not easy to start his own business in transport (it was his dream job) because of corruption and no transparent legislation. Sergej and Anna had financial problems, so they moved to the Czech Republic.

They had to pay a lot of money to a special agency that prepared all the necessary documents for them and offered Sergej very bad jobs in the new country. Although Anna worked as a nurse in the Ukraine, she started work in a factory with electronic components when they moved to the Czech Republic. Now, she works as a cleaning lady. Sergej started to work at a construction site. After one year, their two children (10 and 15 years old) arrived to the Czech Republic. At school, they learned Czech very quickly.

**Zuzana**

Zuzana is from the Czech Republic. After finishing high school, she went to the United States to study at university. As a skilled tennis player, she got a scholarship to one of the universities in Virginia. During her studies, she met Salem, an athlete from Lebanon. He went to the USA for better sport and studying conditions.

Zuzana and Salem got married, and after finishing their studies, they were looking for jobs, but could not find a job adequate for their education. In the end, Salem accepted a job offer in Lebanon, the country of his origin. After six months, Zuzana moved there as well. Now, they have lived in Lebanon for 9 years and have two children.

**Khalil**

Khalil came to the Czech Republic with his family 10 years ago. His family origin is Kurdish (the largest ethnicity in the world which is "stateless") and, therefore, their life in Syria was not easy. They could not benefit from the educational and health care system. They had no official documents. Khalil did not leave Syria because of economic reasons, but because he could not follow his traditions and religion there. He became a refugee.

In the Czech Republic, he spent the first month in a refugee camp where he met people from different parts of world and heard a lot of sad stories. Then he got a job in his field – medicine. Khalil says that in Syria, the relationships between people are friendlier than in the Czech Republic. "You always find someone in the street who is happy to help you. Here, people rely a lot on the help from the state and government. Also, in Syria you do not leave your parents or grandparents in special old people's homes. We always take care of them at home. They are our family."

**Pavel**

Pavel is from the Czech Republic, but his grandfather lives in Sweden. He ran away to Sweden during World War II (1939-45) because of his Jewish origin. He did not want to end up in a Nazi concentration camp. Fortunately, he managed to get away in time.

In Sweden, he found friendly people who helped him to find work and start a new life. He likes returning to the Czech Republic to see his family and schoolmates, but Sweden has become his second home. He does not want to move back to the Czech Republic.

**Peni**

Peni lived in Tuvalu, a small island in the South Pacific Ocean with 11,000 inhabitants. Unfortunately, she had to move away because the island is extremely below sea level (the highest point is only 5 meters above sea level) and, because of climate change, the sea level rises every year. Peni moved to New Zealand. The change was not easy for her because the lifestyle is very different from that of Tuvalu. She says that some Tuvaluans go to New Zealand because of better jobs and education, but some because they fear the future and the rising sea. Peni says: "I didn't want to feel scared. I didn't want to wake up one day and have water in my bed".

Thousands of scientists (Intergovernmental Panel on Climate Change) predict that over the next 50 to 100 years, global warming will make oceans rise more than 1 meter, and possibly even higher. It will depend on how fast ice in Antarctica and Greenland melts.

### Sattar

Sattar is from India and is married with three children. In 2003, he went to Dubai, the United Arab Emirates (UAE) to work as a construction worker. He paid 1,800 US dollars to a recruitment agency in India to get him a visa fee, airline ticket, and pay for medical fees. Sattar took out a loan from a local agency and then, he had to pay 11 percent monthly interest on the loan.

Sattar now works at the Burj Dubai construction site. He earns 10.50 US dollars for eight hours of work daily. His pay is higher than workers who arrived recently because he has been with the company for more than 5 years. New workers are paid only 7.60 US dollars daily. There are over a million Indian migrants living in the UAE and they form over 40% of the total population there. They have migrated to the country because of job opportunities in petroleum, construction and other industries.

### Manoj and Radha

Manoj and Radha are Indians who arrived in Sydney, Australia at the beginning of the 1990s with their son Rohan, who was then just 6 years old. The reason they chose to migrate to Australia was “just a stroke of luck” – in their own words. They could have just as easily landed in Canada.

Rohan, their only son, has decided to become a pilot and, surprisingly, started his career back in Mumbai. Manoj calls that “reverse migration” – their son is returning. Manoj and Radha feel happy in Sydney and have very close relations with about 25 other Indian families who migrated around the same time. They are also still in touch with their friends in India through social networks, such as Facebook.

### Sagura

Sagura, a 46-year-old refugee, ran away from Somalia 10 years ago because of the ongoing conflict. She wanted to go to the United Kingdom (UK) because her children were already there. She missed them. To get to the UK, Sagura paid about 2,000 US dollars. Her journey led her across the Sahara desert to Libya. Then, she took a small boat to Italy together with 15 other people. The journey was dangerous, conditions were inhumane, and not everybody survived.

After travelling across Europe and spending months in refugee camps, the UK officers told her she could not enter the UK. So, she had to spend some time in the Netherlands where she decided to try to return to the UK illegally. Sagura says: “I decided to do whatever it took. I hid in a lorry. Unfortunately, the weather was bad, waves were high and the lorry could not get onto the ferry to cross the channel. We stayed in the port and I had to be in a lorry for 5 days without water and food.” Then she got to see her family again. The journey from Somalia to the UK took 2 years.

### Buddhi

Buddhi used to live in Bhutan. Bhutan is a country between India and China and its population is about 700,000. One of the ethnic groups living in Bhutan is the Lhotshampa, people of Nepali origin, who arrived to the south of the country in the late 19th century. In the 1980s, the Lhotshampas began to be seen as a threat to the political order of Bhutan. They were called “anti-nationals” because they organized some public demonstrations. Thousands of Southern Bhutanese of Nepali origin were then imprisoned, Buddhi’s father as well.

Buddhi says that in 1989, the Hindu temple they attended was burned in front of their eyes. They were told to worship Lord Buddha and wear the national dress. If not, they had to leave the country. Therefore, they decided to run away to Jhapa in Eastern Nepal to be safe. Over 105,000 of those Bhutanese have spent more than 15 years living in refugee camps established in Nepal by the United Nations. Thousands more are living outside the camps in Nepal and India, and some in North America, Europe and Australia.

# Lesson 4 Migration Tree (80 minutes)

## Recommended subjects:

- Geography
- Social Sciences
- English
- Arts

## Goals:

- students name basic facts about migration and specify major migration streams in the world
- students create “migration trees” defining reasons and effects of migration.
- students suggest possible solutions related to non-voluntary migration

## You need:

- virtual maps from Czech students – homework from the first lesson of this module (students have a look at them by themselves before the lesson or you can show them using data projector at the beginning of the lesson or print them out. In case the partner school does not manage to prepare virtual maps in time, use e.g. Google Earth).
- small papers for questions for Lead-in (one for each student)
- Migration quiz – Worksheet No. 1 (one for each student)
- final worksheet for Migration module – Worksheet No. 2 (one for each student)
- before the lesson, draw a tree on a big sheet of paper and write in instructions for students for the method “issue tree” (see Main activity)
- map of the world (to be used when checking the quiz)
- markers, coloured pens, watercolours, etc.

## Web La Ngonpo:

- work with maps from the partner school during the lesson (project or print them)
- students upload photos of “migration trees” after the lesson
- students create “virtual trees” on the website – translating words from their trees into English and putting them on the website
- send questions related to the Czech maps to the partner school coordinator

## Notes:

Keep posters with migration trees for the final exhibition. Make sure students know about it before making them.

## Lead-in (20 minutes)

### 1/ Virtual maps (10 minutes)

At the beginning of the lesson, go back to the very first lesson of this module (My Region). After the first lesson, students from your partner school created “virtual maps” of the place where they live. Ask your students whether they have looked at the maps on the website and what their thoughts were. Eventually, have a look at the maps at the beginning of this lesson (project them or print them out). In case your partners did not manage to upload their virtual maps in time, you can use Google Earth application instead or a printed map of the Czech Republic.

Pairs of students then receive a small piece of paper on which they write what they would like to ask Czech students about the place they live. Then you can have some of the questions

said aloud. Collect the papers with questions and then rewrite them for partners (you can ask some of the students to help you). After that, send the questions to the coordinator from your partner school and expect to receive their questions related to your region. You can answer those questions e.g.:

- in some of the following lessons together with students
- divide the questions among students who answer them in writing as homework
- upload all the questions on e.g. docs.google.com, where all students can write in one shared document

### 2/ Quiz (10 minutes)

Inform your students that this is the last lesson on migration and that they will learn more about the situation in the world. To do this, a quiz will help. Each student will get one copy of the quiz (Worksheet No.1). However, to make

it easier to complete the quiz, they can work in pairs. The quiz will not be assessed. After most of students finish, go through the answers together. Use a map of the world.

Then ask students:

*Have you learned anything new or interesting for you? If yes, what?*

*Do you know personally anybody who emigrated from your region? What reasons might they have had?*

## Main activity (40 minutes)

### 1/ Migration tree (40 minutes)

Students make groups. Give each group a big sheet of paper. They will work on posters of “migration trees”, which will allow them to explore the issue of migration in

a more complex way and conclude the topic. To help your students, draw a tree on a big sheet of paper with simple instructions before the lesson:

**Trunk** – write the topic of the tree into the trunk: “**migration**” (= the issue they will be exploring)

**Roots:** here, students write **the causes of migration: Why do people migrate?** (remind students of the previous lesson in which you talked about the reasons and filled in the Alfabox. Together, mention at least two – e.g. high unemployment, studies).

**Branches:** here students write **the effects of migration: What does migration cause?** (can be both negative and positive). Students can come up with effects e.g. on migrants themselves, inhabitants of countries where people migrate to, on the state, society etc. Together, mention at least two examples (e.g. stress of the migrants, for some migration can mean possibilities to meet people from all over the world etc.).

**Fruit:** students write possible **solutions of the problem** – these should be linked only to **non-voluntary migration**. Ask students: *To which part of the tree should the solutions relate to? Do you think that the effects or the reasons should be solved?* In case they mention the effects (branches), ask them whether this means that the problem will disappear as well (meaning the trunk and roots). Using questions, lead them to the point that it is necessary to solve both the causes and effects, and that it is more effective to focus on the causes of non-voluntary migration. If causes disappear, there will be no problem (trunk) and effects (branches). Therefore, the easiest way is to focus their solutions on the causes of non-voluntary migration. Encourage them to be imaginative and that their solutions cover various levels (e.g. solutions on a global, international, local or personal level, as well). Together, mention at least two possible solutions – e.g. if one of the reasons is conflict or war, the solution could be: peace talks, no arms industry, more women governing countries etc.).

Instruct students that they should include at least five reasons, five effects and five solutions in their trees. The more, the better. Before they start working on the trees, inform

students that their trees will be used for the final exhibition and that you will also take photos of them and upload them on the website. The same will happen with Czech trees. Monitor students as they work and help them by asking questions (focus on solutions especially, e.g. *What can be done about this reason? What could help to eliminate it?*)

**Note:** You can find an example of a migration tree below. It is just for your information – the students are not expected to fill it in this way or be provided with the information. Have them do it in their own way. No comments or information are needed from you.

**Migration tree – example:**

**Roots – examples of causes of migration:** conflicts, wars, persecution (ethnicity, religion, politics), desire to see other part of the world, career, studies, love, family, climate changes, natural disasters, poverty, bad social/economical situation, discrimination, desire to explore new things, etc.

**Branches – examples of effects of migration:** contact with different cultures, diversity within a society, enrichment, brain drain, population increase, growth of cities (urbanization), slums, human traffic, boat people, loss of roots, home, family, negative attitudes to immigrants, growing racism, increased xenophobia, illegal work, etc.

**Fruits – examples of solutions to causes of non-voluntary migration:** democracy, freedom of expression, religion in other countries, higher standard of education in developing countries, stopping climate changes (less flying, saving energy, buying local products), no nuclear weapons, no arms industry, fairer trade, etc.

## Follow-up (20 minutes)

### 1/ “Gallery” (10 minutes)

Students walk around and look at the other groups’ trees. Then, while standing in a circle, have students ask questions about things they do not understand in other posters or if they disagree.

## 2/ Final worksheet for Migration module (10 minutes)

Worksheet No. 2. Distribute to each student one worksheet and ask them to fill it in.

## Homework

**Photos of trees on the website.** Students photograph their trees and upload them on the website.

“**Virtual trees**”. Students rewrite the information from their migration trees on the La Ngonpo website. Agree on a deadline together.

**Questions related to maps of the Czech Republic.** Ask one of the students to rewrite chosen questions from the Lead-in and then send them to the coordinator from the partner school. After you receive partners’ questions on the maps of Ladakh, answer them (see Lead in).

### Answers (Migration Quiz):

1/ There could be many reasons for voluntary and involuntary migration. They often may be the same because it is difficult to indicate where the border between voluntary and involuntary is or which the root cause really is. The students learned more about the reasons during the third lesson while reading the migrants’ case studies.

Possible reasons for migration: not enough jobs, bad access to education, poor health care, political fear, pollution, discrimination, natural disasters, man-made disasters, conflicts, political fear, religious persecution, discrimination, family reunion, love, etc.

2/ An emigrant leaves their land to live in another country. The person is emigrating from their home country and immigrating to another country. An immigrant is a person who once resided somewhere else and now lives in your country. For example, a Swedish woman decides to emigrate from Sweden to America. To her, and to the country of Sweden, the woman is an emigrant to America. To her new American neighbours, the woman is an immigrant from Sweden.



3/ 1C, 2A, 3B

4/ 43,3 million

5/ a/ developing countries (Majority world)

6/ 1/ Pakistan, 2/ Iran , 3/ Syria, 4/ Germany

7/ Afghanistan

8/ Major source countries of refugees (end of 2009):

1	Afghanistan	2,887,100
2	Iraq	1,785,200
3	Somalia	678,300
4	Democratic Republic of Congo	455,900
5	Myanmar	406,700
6	Colombia	389,800
7	Sudan	368,200
8	Viet Nam	339,300

**Source:**

2009 Global Trends. Refugees, Asylum Seekers, Returnees, Internally Displaced and Stateless Persons. United Nations High Commissioner for Refugees. 2010. [www.unhcr.org/statistics](http://www.unhcr.org/statistics)

**Examples of Czech students' answers in the final worksheets (2010/2011):**

**What do you think is the most difficult thing for people who move to the Czech Republic? And why?**

- to learn our language because nobody speaks it
- They have no place to live.
- to leave country where you were born
- to find place to live and work
- to find work and communicate – people don't believe them
- They have uncertain future.
- to get used to new environment
- to become part of the society
- They have to leave friends, home, family.

**Why do people migrate all over the world?**

- bad living conditions, natural disasters, they don't like the country, their own will
- war, work, studies
- religion, work, environment
- civil war, persecution, disasters, regime
- They are not happy about work.

**Write 1 new thing that you have learned about yourself:**

- I can think about things more.
- I appreciate the place where I live.
- I should listen to other's opinions more.
- I should not underestimate myself, everybody is unique, even me.
- I learned that I'm not the best one.
- Sometimes I should think before saying something and I shouldn't judge people before I get to know them.
- We are all equal.
- I know how to express my opinion.
- to believe myself
- I don't mind living with foreigners.

**Write 1 new thing that you have learned about the place where you live:**

- There is always something to explore.
- We have a quite better life here than I originally thought.
- I didn't know that there are so many immigrants.
- Quite a lot of people migrate here.
- It is not the best place for migrants.

**What would you like to ask the students from partner school?**

- What did you learn about yourselves?
- Would you like to leave your country one day?
- Where would you like to live and why?
- Do people from your country move to new countries? Why?
- If you could, would you move somewhere else?
- Do you like the place where you live?
- Would you like to speak Czech?

**Examples of "migration trees" made by Czech students in 2010/2011:**



Author: Zuzana Kruťová, ZŠ Řehořova, Brno

## Worksheet No. 1 Migration Quiz

**1. Migration could be voluntary or involuntary. Give two examples of each:**

a) voluntary: .....

b) involuntary/forced: .....

**2. Explain the difference between “immigrant” and “emigrant”:**

.....  
 .....

**3. Match the words with the correct definitions:**

1. Refugees	A. people who seek international protection and would like to get refugee status
2. Asylum seekers	B. people who had to leave their homes because of armed conflict, violations of human rights, or natural- or human-made disasters, and who have not crossed an international border.
3. Internally displaced people (IDPs)	C. people who left their homes to escape persecution or conflict. They are granted a special form of protection. They can cross the border or not.

**4. Complete with a number:**

In 2009, ..... million people worldwide were **forced to leave their homes** (the highest number since the mid-1990s) – both across the border or somewhere else within their country. About 35% of them were **refugees** (15,2 million).

**And where are the refugees going? What are the host countries?**

**5. 75% of all the world’s refugees are hosted in:**

a/ developing countries (Majority world)

b/ Europe

**6. The following countries host the largest number of refugees in the world (to help you, there is the first letter of the country and number of letters indicated)**

1/ P \_ \_ \_ \_ \_ (1,7 milion)

2/ Í \_ \_ \_ (1,1 milion)

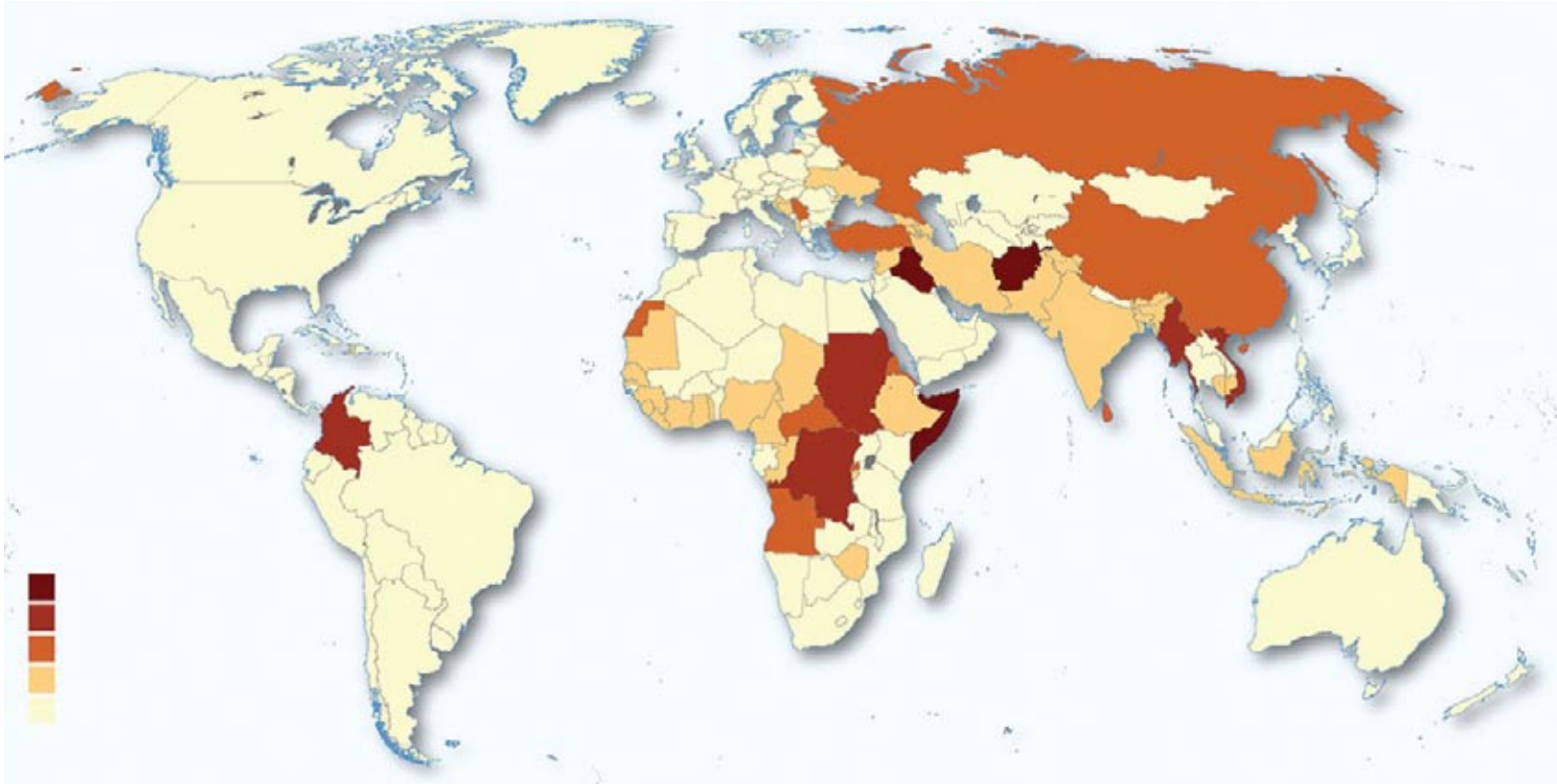
3/ S \_ \_ \_ \_ (1,05 milion)

4/ G \_ \_ \_ \_ \_ (593 800)

## And where are refugees from?

**7.** One out of four refugees is from A ..... (2,9 million). The refugees from this country are host now to 71 different countries.

**8.** Can you read this map? What are the countries where most refugees come from? (The darker the country is, the more refugees come from there).



Source:  
2009 Global Trends. Refugees, Asylum Seekers, Returnees, Internally Displaced and Stateless Persons.  
United Nations High Commissioner for Refugees. 2010. [www.unhcr.org/statistics](http://www.unhcr.org/statistics)

## Final worksheet – Migration

**1.** What is the first word that comes into your mind when you hear “migration“?

.....

**2.** What is the most important thing that you have learned during this module?

.....

.....

**3.** What do you think is the most difficult thing for people who move to Ladakh?  
And why?

.....

.....

.....

**4.** Do you think that Ladakh should be open to foreigners who want to live here?  
Why yes/no?

.....

.....

**5.** Write 1 new thing that you have learned about the place where you live:

.....

.....

**6.** Write 1 most important thing that you have learned about your classmates:

.....

.....



# module 4 **Beauty**

Lesson	Aims	Recommended subjects	Outputs La Ngonpo website	Notes
<b>1. Art</b>	Students explain what “art” means. They state how the paintings differ and give possible reasons for it. Students consider the importance of context for understanding paintings	Social Sciences, English, Arts, History	<b>“Message” of the lesson</b> (written by students)	You can use a dataprojector in the lesson.
<b>2. Our Class</b>	Students make the most of their creativity to produce an object from unusual materials. They name what they like about their class / school and what they would like to improve. They suggest solutions or a plan.	Arts, Social Sciences	<b>Photos of their works with info</b> (teacher or students upload and add short description) What do I like about the class? And what to improve? (written by students or the lists copied)	<b>80 minutes</b>
<b>3. Body Decoration</b>	Students identify reasons why people all around the world decorate their bodies. They analyze what is considered beautiful in today’s society. They consider whether their personal understanding of beauty differs from the mainstream.	Arts, Social Sciences, English, History, Geography		You can use a dataprojector in the lesson. <b>Homework</b> – students look at the partners’ outputs from Lesson No. 1 and 2
<b>4. Firework</b>	Students compare their and partners’ outputs from the module. They analyze lyrics of a song and explain how they understand them. They describe what their dreams and ambitions are and suggest how to make them come true.	English, Social Sciences	<b>Photo of “Class Firework” and poster “Our dreams”</b> (uploaded by teacher or students) <b>Optional: “My dream”</b> (students describe their dream)	You can use a dataprojector in the lesson. Working with partner’s outputs from Lesson No. 1 and 2

# Lesson 1 Art

## Recommended subjects:

- Arts
- Social Sciences
- History
- English

## Goals:

- students explain in their own words what “art” means
- students state how the paintings differ and give possible reasons for it
- students consider the importance of context for understanding paintings

## You need:

- Paintings – “Nature”, Worksheet No. 1. (one for each group of three). Optionally, you can show them using a data projector.

- Paintings – “Beautiful woman”, Worksheet No. 2. (one for each group of three). Optionally, you can show them using a data projector.
- Paintings – “Happiness”, Worksheet No. 3. (one for each group of three). Optionally, you can show them using a data projector.
- information on the paintings – Worksheet No. 4 (to be read aloud or distributed, one per group)
- A5 papers (3 papers per group) – for Lead-in
- small slips of papers or post-it papers (one per student) – for Follow-up
- students’ personal journals

## Web La Ngonpo:

- Every student rewrites their “message” of the lesson on the website.

## Notes:

The aim of this lesson is not to make students become experts on art or to give them the overview of art history. The paintings serve here only as instruments for understanding the diversity of perspectives (world-wise and time-wise) and to think about the importance of information and context. However, it is not necessary to know the context in order to understand and/or enjoy art.

The paintings were chosen by the authors of this book and, therefore, they present their perspectives on this art.

## Lead in (15 minutes)

### 1/ Drawing (10 minutes)

Divide students into groups (ideally of three). Each group decides which member has No. 1, which one No. 2 and which one No. 3. Don’t reveal yet why they are doing it. Distribute to each group 3 sheets of papers (both sides blanks) and make sure each group has got a pencil. The task is:

*Imagine you are artists! Each group draws 3 simple drawings – the first drawing will be made by the students with No. 1, the second one by those with No. 2, etc. Topics will be the same for all groups. As soon as I reveal the first topic to you, you’ll have 1 minute to draw it (one paper = one picture). Then I’ll tell you what the topic No. 2 is.. As this is groupwork, the first thing to do is to discuss very quickly what and how you want to draw it. Then the students with*

*No. 1 will start drawing. Other members of the group can help him or her.*

Make sure that the instructions are clear to everybody. Then say the first topic: “**Nature**”. After 1 minute, say “Stop!” Then, reveal the second topic, “**Beautiful woman**”. The last one will be “**Happiness**”.

Then ask your students to put all the drawings down in one place, mix them up, and then give them a moment to take a look at them.

### 2/ Discussion (5 minutes)

The following questions will help your students understand that we imagine even everyday things in a different way and that context (circumstances, time limit, group-work) plays a major role in the final drawings:

*What are the similarities and differences in your drawings? Why are they different?*

*Can your drawings be considered “art”? Why yes / not? What is art?*

*Now we are going to work with some paintings on the same topics made by various artists. Will they be similar to yours? If not, in what will they differ from yours? And why?*

## Main activity (15 minutes)

### 1/ Paintings – “Nature” (5 minutes)

Students are in the same groups. Distribute to each group the Worksheet No. 1. (or, you can use a data projector to show the paintings in colour or print it out from the

internet). The task is to look at them and, as a group, discuss these questions:

*Which painting do you find most interesting? Why? Which painting would you like to know more about? And what exactly?*

The aim is not to have all students in the group agree on one, but to hear differing opinions.

Then work together as a class and have a few students to share their ideas.

Afterwards, go to the respective information (Worksheet No. 4) and choose one of the following methods:

- ➊ read the info aloud – one painting after another. After each work, ask the whole class what painting (what letter) they think it refers to.
- ➋ read the info aloud – one painting after another. Each student writes into their journals what letters the works refer to. Then check together.
- ➌ distribute Worksheet No. 4 to each group and have them fill it in. Then check together.

## 2/ Paintings – “Beautiful woman” and “Happiness” (10 minutes)

Continue in the same way with the Worksheet No. 2 and No. 3

## Follow-up (10 minutes)

### 1/ Discussion (5 minutes)

*What are some differences between the works on same topics? Why are they different?*

*Going back to the questions you had when you first saw the paintings. Did you get any answers to them? If yes, to which?*

*What helped you to understand some of the paintings better? What kind of information?*

(Possible answers: knowing where and when it was painted, some info about the author’s life or the technique)

*Let’s return to your drawings from the beginning of the lesson. If somebody outside this classroom saw them, what do you think he or she would need in order to better understand them? What might be important for them to know?*

(Possible answers: the task, process, technique, time limit, age of the students, place of school –e.g. because of the nature)

### 2/ “Messages” of the lesson (5 minutes)

Give students space now to reflect on the whole lesson and write down what they are “leaving” with. Distribute small papers to each (e.g. post-it papers) and tell them:

*Like every fairy tale or legend that has some message or moral at the ending, this lesson also has one. Each of you writes down one sentence on the paper about the message this lesson had for you.*

When they have finished, they hand in their papers to you or to some indicated place. If you have enough time, read them loud.

At the end, you can add that certain information can make it easier for us to understand not only paintings but also some situations or somebody’s behaviour and actions.

## Homework

“Messages” of the lesson. Every student rewrites their “message” of the lesson on the website.

**Optional – personal journals.** Students describe a real-life situation in which knowing some information helped them understand better some situation or somebody’s behaviour.

### Correct answers:

#### Nature:

*Southern Gardens* – picture C  
*Corner of the Garden at Montgeron* – picture A  
*Pine trees* – picture D  
*Ranchos* – picture B

### Beautiful woman:

*Mona Lisa* – picture C  
*Roots* – picture B  
*Utamara (woodblock print)* – picture A  
*Tahitian Women on the Beach* – picture D

### Happiness:

*Mother and Child* – picture D  
*Promenade* – picture A  
*Tree of Life* – picture B  
*Tha Dancing Dream* – picture C

### Examples of “messages of the lesson” written by students in 2010/2011:

#### Ladakhi students:

- ➊ *Different thinking, different people, different skills.*
- ➋ *I learned from the pictures that every painter likes to draw their imagination. Some of them like to draw their village. Some a beautiful girl.*
- ➌ *Different skills and different thinking.*
- ➍ *Different people have different minds. My team was not very good to discuss it with each other.*
- ➎ *Every painting had a meaning, but its very difficult to understand the meaning*
- ➏ *We did this project in a group so in a group we had to listen what they are saying so if we work like this, we will improve our team spirit as we can understand feelings and we have to do brainstorming.*
- ➐ *I feel every student has a different capacity to draw a picture.*
- ➑ *Different inspiration in different people.*
- ➒ *Everyone has different skill and also different view.*
- ➓ *I know some of the world artists. We are also artists.*

#### Czech students:

- ➊ *Every painting has its magic.*
- ➋ *Every painting can have a hidden meaning.*
- ➌ *I learned that there are many ways to look at things.*
- ➍ *Everybody has a different style.*
- ➎ *Art has more forms.*

Worksheet  
No. 1.  
Nature








Worksheet No. 2.  
Beautiful woman



Worksheet No. 3.  
Happiness



Worksheet No. 4:

Nature		Picture
	<b>Southern Gardens, Paul Klee</b> (born in Switzerland in 1879) - Klee's style is difficult to classify. He was inventive in his methods and technique. He often used geometric forms as well as letters and numbers. The coloured rectangle became his basic building block. Many of his works and their titles reflect his dry humor.	
	<b>Corner of the Garden at Montgeron, by Claude Monet</b> (born in France in 1840) - Monet is known as the classic impressionist. Impressionism was a 19th-century art movement. It was "radical" at that time as the impressionists broke the rules of academic painting by giving colours and portraying overall visual effects instead of details.	
	<b>Pine Trees, Hasegawa Tohaku</b> (born in Japan in 1539) - The Pine Trees screen was declared a national treasure of Japan and is argued to be the first painting of that scale to depict only pine trees as subject matter. It is a large ink painting.	
	<b>Ranchos, José Cuneo</b> (born in Uruguay in 1887) - Cuneo liked painting landscapes of Uruguay. He usually deformed them.	
Beautiful woman		Picture
	<b>Mona Lisa by Leonardo Da Vinci</b> (born in Italy in 1452)- The Mona Lisa is perhaps the most famous piece of art in history. The painting shows a woman looking out at the viewer with what is often described as a "mysterious smile"	
	<b>Roots by Frida Kahlo</b> (born in Mexico in 1903)- Roots is Frida's self-portrait and expresses her connection with the earth and desire for having children. Frida could not have babies because when she was 19 she was in a bad car accident.	
	<b>Woodblock print, Kitagawa Utamara</b> (born in Japan, 1753) - He is considered one of the greatest woodblock print artists. He produced over two thousand of them. He influenced the European Impressionists, particularly with his use of partial views and his emphasis on light and shade.	
	<b>Tahitian Women on the Beach, Paul Gauguin</b> (born in France, 1848) - He was fascinated by Asian and African art. He spent some time in Polynesia. He sided with the native peoples there, often fighting against the colonial authorities and with the Catholic Church.	
Happiness		Picture
	<b>Mother and child, Norval Morrisseau</b> (born in Canada in 1932) - Aboriginal Canadian artist who created works depicting the legends of his people, the cultural and political tensions between native Canadian and European traditions and his deep spirituality and mysticism. His style is characterized by thick black outlines and bright colours.	
	<b>Promenade, Marc Chagall</b> (born in Belarus in 1887)- He was a pioneer of modernism in the 20th century. Happiness and musicians were often in the center of his work. He also did large-scale paintings, including the ceiling for the Paris Opera and also stained glass windows for famous cathedrals all over the world.	
	<b>Tree of Life, Gustav Klimt</b> (born in Austria in 1862) - Klimt is a famous symbolist painter. Klimt's work is often distinguished by elegant gold or coloured decoration, spirals and swirls. He did "Tree of Life" during his "gold phase."	
	<b>The Dancing Dream, Wu Hao</b> (born in Taiwan in 1931) - The women are dancing in a spirit of joy and pleasure. An exciting circus atmosphere of red and yellow dotted or striped with green and blue makes the viewer wants to turn it around to see it from another angle or move their own body to look at the painting in another way. This makes it an interactive viewing experience.	

# Lesson 2 Our Class (80 minutes)

## Recommended subjects:

- Arts
- Social Sciences

## Goals:

- students make the most of their creativity in order to produce an object (a piece of art) from unusual materials
- students name what they like about their class or school and what they would improve
- students make a plan how something in their class or school can be changed

## You need:

- diverse material for the creative part of the lesson – bring to the lesson e.g. plastic bags, pieces of cardboard, rope,

rubber, boxes (e.g. from processed food), clothes, pieces of wood, papers, coloured papers, glue, scissors, old newspapers, aluminum foil, pencils, markers etc. The more unusual the materials are, the more creative the students might get. Divide this material equally according to the number of groups.

- students' personal journals
- papers (e.g. coloured) for Information cards (Main activity) – one for each group
- two large papers (for two lists of things)

## Web La Ngonpo:

- After the lesson, you or one of your students upload photos of the objects produced. Students then add more information about them (from the Information card – its title, authors, description)

- After the lesson, each student writes one thing that he or she likes about the classroom or the school, and one thing he or she would like to improve. Each student does it on their own. Optionally, the list created in the lesson can be copied there.

## Notes:

Keep the students' works for the final exhibition. Make sure students know that the output of this lesson will be used there.

## Lead-in (10 minutes)

### What I like about the class (classroom, school)? (10 minutes)

At the beginning, inform students that today you will focus on the class and school. Ask them to open their journals and everybody writes a list of things they like about their classroom or school. Don't forget to mention that at the end of the lesson they will get space to express what they do not like.

Then each student says one thing aloud. Everybody should say something that has not been mentioned yet. Have one student write down a list of all of the things on a large paper. It will be useful for the next step.

## Main activity (50 minutes)

### 1/ Creating (45 minutes)

Divide students into groups of 4-6 students. Instruct them:

*You will now get various things and materials. The task will be to use these materials to produce an object, "a piece of art", which will represent something you like about your classroom or school – something from the list we have made. It is up to you whether it will be abstract or concrete. When you finish, we will have time to look at all of them, present them and take photos of them so that the students from the partner school could see them. They will be used for the final exhibition.*

Write the key words from the instructions (in **bold**) on the board and repeat them once more:

- **Material.** Students get a collection of things and materials that you brought to the lesson (see "You need" section). Each group receives their own set of things and materials. They can also use anything they find around them.
- **Original object.** The task is to produce a "a piece of art" representing what they like about the classroom or school.
- **Group work.** Students first agree on what their final object will look like and then do it together.
- **Information card.** When students have finished, they prepare the "Information card" with the title of the work, names of the authors and a short description.
- **Time limit** is about 40 minutes. Inform them during the process how much time is left. Remind them 10 minutes before the end to prepare the Information card and start cleaning up.

Then provide them with the material. Monitor them during the work and offer them help if necessary.

### 2/ Class gallery (5 minutes)

Have students walk around and observe the works and Information cards of other groups. They can do this either individually or as a class, depending on the classroom, time, and the number of students. Encourage further questions.

#### Optionally:

If you have enough time, you can give students some more time to walk around the classroom and look at their classmates' works. Each group prepares a sentence for each object starting with "We appreciate..." It should be as descriptive and concrete as possible. Then students should either read it out loud or put the paper with their statement next to the respective objects (the authors can read it later).

### Follow-up (20 minutes)

#### 1/ What would I like to improve in my classroom or school? (5 minutes)

Like in the very first activity, students open their personal journals and write down what they would like to improve about their classroom or school: *What are you not happy about? Why?*

Then each student chooses one thing from their list and reads it loud. Only new things should be said. As before, ask one student to note them down on a special, large paper.

#### 2/ How? (5 minutes)

Each student chooses two things from the journal or from the list and thinks how these can be improved or changed. They note down their answers in the journals. The more solutions or improvements, the better.

#### 3/ Sharing (10 minutes)

Then choose a few things from the class list and ask who has put down some suggestions about them. If there

are some items on the list that more people would like to change, encourage them to make a real plan and take an action. Offer your support to them.

### Homework

**Photos of objects.** Upload the photos of students' works to the La Ngonpo website. Students will add their titles and short description (from the Information card).

**Website – What do I like about the class / school?** Each student writes one thing he or she likes and one thing they would like to improve. (Or the lists produced in the lesson could be copied there.)

**Optionally – Making a plan.** Invite students to try to improve what they are not happy about in the class or school and take action.

**Examples of students' answers (2010/2011):**

**What I like about my class / school:**

**Czech students:** *Math lessons, wall colour, people, meals, competition "The best classroom", some teachers, participation in various competitions, friends, interactive boards, bathroom, PC classroom, vending machines, decoration of the wall in the hall, the position of school*

**Ladakhi students:** *converstation classes, responsibility, computers, kitchen, library, presentations, students and staff rooms, LN lessons, cows, cats, solar house, Secmol gardens, volunteers, surroundings, bathrooms, fruit trees (apples, grapes, apricots), teaching methods, listening to news, solar cooker, dumping system, dinner activities, art classes, curtains, shade*

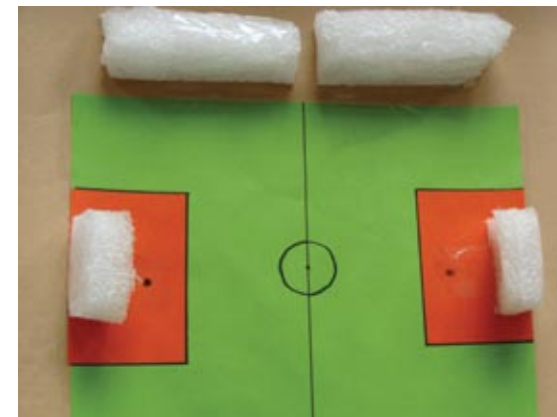
**What I woul like to change about the class / school:**

**Czech students:** *old blackboard, equipment, small gym, a teacher, everything, desks, windows, chairs, meals, team spirit, averageness, the look of the school*

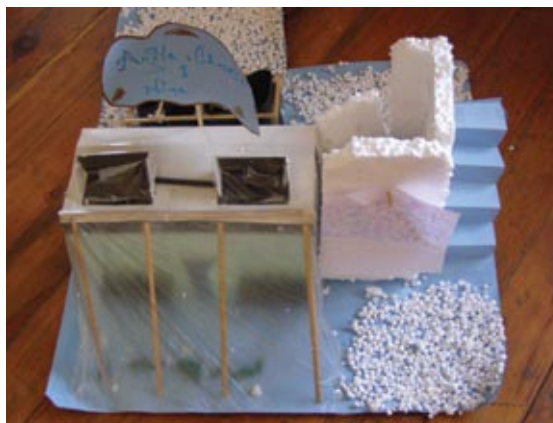
**Examples of objects – What do we like about our class/school? (2010/2011):**



Author: Střední zdravotnická škola Ruská, Praha



Author: Tyršova ZŠ, Brno



Author: SECMOL



Author: Tyršova ZŠ, Brno

# Lesson 3 Body Decoration

## Recommended subjects:

- Arts
- Social Sciences
- Geography
- English
- History

## Goals:

- students identify reasons why people all around the world decorate their bodies
- students analyze what is considered beautiful in today's society

- students consider whether their personal understanding of beauty differs from the mainstream, and present specific examples.

## You need:

- set of photos of examples of body decoration (Worksheet No. 1). Before the lesson, choose 5 photos that enable your students to find out more about decoration that is popular in your region and also those that show something very different and new. Feel free to add your own photos and information on examples of body decoration. You can also find the photos on [www.la-ngonpo.org](http://www.la-ngonpo.org) – if you decide to use a data projector.

- Chart – Worksheet No. 2 (one per group)
- Infobox on body decoration – Worksheet No. 3 (only for teacher)
- world map (Main activity)
- students' personal journals

## Lead in (5 minutes)

### 5 photos (5 minutes)

The aim of this activity is to introduce the topic and give every student space to express their personal opinion on various body decorations (choose 5 of the photos from Worksheet No. 1 before the lesson). The activity is dynamic and should not last more than a few minutes. Do not allow students to comment on the photos (they will do that later). Don't give them any further info either. Start with:

*Today's topic is body decoration. Imagine there is a long line in the class. At one end there is ☺ I LIKE IT A LOT and at the other end ☹ I DON'T LIKE IT AT ALL. It is a scale so you can stand anywhere on the scale to express your opinion on five kinds of body decoration from all over the world. For now we will not talk about them, we will do it later.*

☺ I LIKE IT A LOT \_\_\_\_\_ ☹ I DON'T LIKE IT AT ALL

Then ask all of your students to stand up. Show them the first photo without telling them what it is and ask them:

*How do you like this body decoration?*

Then everybody finds a position on the scale expressing his or her personal opinion. Repeat the same procedure with all 5 photos.

### Note:

If there is not enough space in your class to make an imaginary line, students can be asked to keep sitting (if they don't like it) or to stand up (if they like it).

## Main activity (25 minutes)

### 1/ Photos (15 minutes)

Divide students into 5 groups and have each group appoint a note taker. Then tell them:

*We will work with those 5 photos you have just seen. Each group gets a special worksheet with a chart. The task is to look at all of the photos – one by one, and discuss the*

*questions in the worksheet. The notetaker in each group writes down answers – your assumptions and ideas. Then we will go through it together. You will have 3 minutes for each photo.*

Before distributing the worksheet with charts, read the questions in it aloud and make sure everything is clear. Then choose one of these methods of work:

- **Put photos on the desks or on the walls** all around the classroom. Each group walks around and completes their chart. For better coordination, we recommend that you set a time limit per a photo – e.g. 3 mins and then clap your hands or use a different signal and all of the groups move clockwise, then repeat the same procedure until they have completed their charts.
- Students are in groups and are NOT moving. Photos circulate. For better coordination, set a time limit per photo – e.g. 3 mins and then clap your hands or use a different signal that indicates that the photo should be passed on to a new group (clockwise). Repeat the same procedure until they have completed their charts.

- **Use a data projector.** Project the photos (e.g. from the LN website).

## 2/ Class check (10 minutes)

Go through students' answers and share with them the respective information from the Worksheet No. 3. First, ask at least 2 groups what they have put in their charts. Afterwards, read or say some basic information from the above-mentioned worksheet. If necessary, you or the students can indicate on the world map where the body decoration comes from or where it is common.

## Follow-up (10 minutes)

### Discussion (10 minutes)

To conclude the lesson, discuss with your students the following questions:

*Why do people all around the world change or decorate themselves? (Are there also any other reasons, besides beauty? If yes, what are they?)*

*What is considered beautiful in today's society?*

*Does your understanding (perception) of beauty differ from how the society (most people around you) sees it? If yes, in what? (Why do you think it is so?)*

### Note:

Optionally, you can instruct your students to answer the last two questions into their personal journal that gives them space for individual reflection. Then ask some volunteers to share it with the classmates.

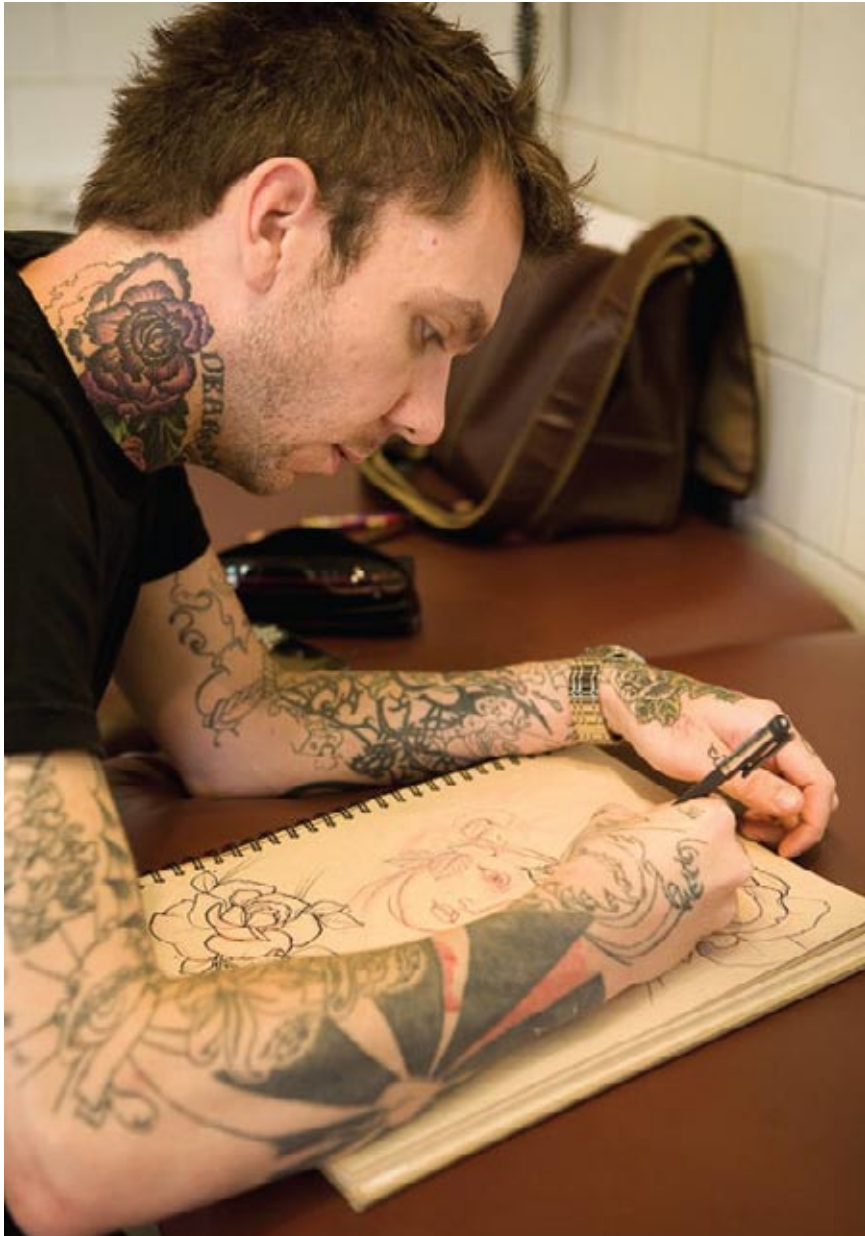
## Homework

**Outputs from partner school.** Students have a look at the outputs from Lesson No. 1 and 2 (messages from Lesson No. 1, photos of objects from Lesson No. 2, list of things students like and would like to improve about their class or school from Lesson No. 2) and write in their journals what they find interesting.

**Optionally – Searching for answers.** Students can look up answers to some of their questions from the charts (the last column).



Worksheet No. 1









Worksheet No. 2

Photo	What is it?	Which part of the world do you think it comes from?	How is it created?	Why is it done? Does it have any special purpose? If yes, what?	1 question you have
1.					
2.					
3.					
4.					
5.					

Worksheet No. 3

Photo	What is it?	Which part of the world do you think it comes from?	How is it done?	Does it have any special purpose? If yes, what?
1.	<p><b>Scarification</b> (cutting designs, pictures, or words into the skin as a permanent body modification)</p>	<p>Scarification has been most used among <b>dark-skinned equatorial peoples</b>. Their skin is dark. It would be difficult to see a tattoo.</p>	<p><b>By cutting (skin removal) or branding the skin</b>, e.g. a piece of metal is heated and pressed onto the skin for the brand, or laser branding, or cold branding (extreme cold (such as liquid nitrogen). Cutting – e.g. a cut is made diagonally and an inert material such as clay or ash is packed into the wound.</p>	<p>In <b>Papua New Guinea's Sepik</b> region, scarification is an <b>initiation rite</b> for young men. In <b>Australia</b>, scarring was practised widely among Aboriginal peoples but is now restricted to parts of Arnhem Land in the Northern Territory. At the age of 16 or 17, cuts are made on the chests, shoulders, and bellies of both men and women. Without these scars, „clean skin“ tribe members were traditionally not permitted to trade, sing ceremonial songs, or participate in other tribal activities.</p>
2.	<p><b>Dreadlocks</b> (matted coils of hair)</p>	<p>They are associated most closely with the <b>Rastafari movement</b> (Jamaica), but people from <b>many groups in history</b> before them have worn dreadlocks, including the <b>Hindu Shiva worshippers of India, the Maasai of East Africa, and the Sufis malangs and fakirs of Pakistan</b>.</p>	<p>Traditionally, it was believed that in order to create dreadlocks, an individual had to <b>stop using conditioners, brushing and/or combing</b>. Salon dreadlocks can be formed by evenly sectioning and <b>styling</b> the loose hair into braids, coils, twists, or using a procedure called <b>dread perming</b> specifically used for straight hair.</p>	<p>Dreadlocks <b>can represent a spiritual journey</b> that is not just related to the Rastafari movement. In the <b>West</b>, dreadlocks have gained particular popularity among certain <b>subcultures</b>, such as <b>New Age travellers and hippies</b>. Many people of these two cultures wear dreadlocks for similar reasons as the Rastafaris, are against government-controlled, mass-merchandising culture.</p>
3.	<p><b>Lip plates</b></p>	<p><b>Ethiopia – Africa</b> Piercing and lip plates are a strong part of the Suri culture (Surma people).</p>	<p>At the point of puberty most women have their <b>bottom teeth removed</b> in order to get their <b>lower lip pierced</b>. Once the lip is pierced, it is then stretched and a lip plate is then placed in the hole of the piercing.</p>	<p>Having a lip plate is a <b>sign of beauty</b> and the bigger the plate, the more cattle the woman is worth. This is important when the women are ready to get married.</p>
4.	<p><b>Tattoos</b></p>	<p>Tattooing has been practiced for centuries <b>worldwide</b>. The indigenous people of Japan traditionally wore facial tattoos. Today one can find Berbers of Tamazgha (North Africa), Māori of New Zealand, Arabic people in East-Turkey and Atayal of Taiwan with facial tattoos.</p>	<p>It is made by <b>inserting indelible ink into the dermis layer of the skin</b> to change the pigment.</p>	<p><b>Decorative and spiritual purpose</b> – e.g. tattoos have served as rites of passage, marks of status and rank, symbols of religious and spiritual devotion, decorations for bravery.</p>

Photo	What is it?	Which part of the world do you think it comes from?	How is it done?	Does it have any special purpose? If yes, what?
5.	<b>Piercing</b>	In various forms by both sexes since ancient times <b>throughout the whole world</b> .	<b>Puncturing or cutting</b> a part of the human body, creating an opening in which jewellery may be worn.	<b>The reasons</b> for piercing or not piercing are varied. Some people pierce for <b>religious or spiritual reasons</b> , while others pierce for <b>self-expression, for aesthetic value</b> , to conform to their culture or to rebel against it.
6.	<b>Skin colour modification</b> (darkening, lightening, whitening)	<b>All over the world</b>	When people want to <b>have darker skin</b> , they can <b>sunbathe</b> in the real sun, use a special darkening <b>cream</b> or lie down in a special <b>artificial sun bed</b> . These popular sun beds, however, are believed to cause skin cancer. When people want to have a <b>lighter skin</b> , they can use special <b>whitening creams</b> . Some of them contain active chemicals (e.g. mercurous chloride), which are dangerous for human health. Those products are prohibited in the UK, USA and EU.	<b>To be more attractive</b> . The topic of skin lightening is controversial as it is often connected to the issues of identity, self-image and racial supremacy.
7.	<b>Foot binding</b>	A custom practised on young girls and women for approximately one thousand years in <b>China</b> , beginning in the 10th century and ending in the first half of 20th century.  (In 1949, when foot binding was <b>prohibited</b> by the Communists.)	Made by <b>breaking the arch of the foot</b> , which ultimately left a crevice approximately 5 cm deep, which was considered most desirable. It took about <b>two years</b> for this process to achieve the desired effect; preferably a foot that measured 7–9 cm from toe to heel. Foot binding could lead to serious infections and was generally painful for life. However, many women with bound feet were able to walk, work in the fields, and climb to mountain homes from valleys below. Usually created between the <b>ages of four and seven</b> .	Made to celebrate the fame of Chinese dancing girls, who were famous for their tiny feet and beautiful bow shoes. Foot binding was <b>first practised among the elite</b> (rich people) and only in the wealthiest parts of China. These girls were “well-born” and did not have to do manual labor. The men were proud to afford wives who did not need to work. Later, foot binding became popular among all women.
8.	<b>Neck rings</b>	e.g. <b>Kayan Lahwi tribe</b> , a Tibeto-Burman ethnic minority of Burma (Myanmar) (and also in <b>some African tribes</b> )	First applied to <b>young girls</b> when they are around <b>five years old</b> . Contrary to popular belief, the neck is not actually lengthened; the illusion of a stretched neck is created by the deformation of the clavicle. The rings, once on, are <b>seldom removed</b> , as the coiling and uncoiling takes long time. The length of the coil is gradually increased to as much as twenty turns.	<b>Many hypotheses</b> – eg. that the rings <b>protected women from becoming slaves</b> by making them less attractive to other tribes. <b>Or</b> , contrastingly, the desire to <b>look more attractive</b> . It has also been suggested that the coils give the women resemblance to a dragon, an important figure in Kayan folklore. The coils might be meant to protect from tiger bites, probably just symbolically.

# Lesson 4 Firework

## Recommended subjects:

- Social Sciences
- English

## Goals:

- students analyze lyrics of a song and explain how they understand them
- students describe what their dreams and ambitions are and suggest how to make them come true
- students compare their and partners' outputs from Lesson No. 1 and 2

## You need:

- lyrics of "Firework" – Worksheet No. 1 (one copy for a pair)
- students' personal journals
- a big sheet of paper (title: Our dreams) – for Follow-up

- A5 papers (can be coloured) – one sheet for each student.
- optionally – data projector and internet, if you decide to project the videoclip "Firework" by Katy Perry
- Final worksheet – Worksheet No. 2 (one for each student)

## Web La Ngonpo:

- After the lesson upload the photo of "Class firework" and the photo of the poster "Our dreams" on the website.
- Before the lesson, students should check the partner's outputs from Lesson No. 1 and 2 on the website.
- Optionally: Those students who want, can describe one of their dreams on the La Ngonpo website

## Notes:

In this lesson students will work with lyrics from a popular song. It will help them think about our inner power, about the beauty we have inside. As well as that, students will get space

to focus on their life journey and the direction they want to take. In the main activity they will first brainstorm about their dreams (into their journals) and then they will develop two of them in writing. The method of writing serves here as an instrument to develop thoughts and, therefore, inform your students beforehand that their writing will not be assessed or read by you. However, it can be a starting point for another written task.

If you do not find the song relevant for your students and your context, choose a different one of a similar message. You can also decide to use a poem instead of a song.

## Lead in (5 minutes)

### Outputs from partner school (5 minutes)

Students' homework was to check the partners' outputs from Lesson No. 1 and 2 and write down what they find interesting in their journals. Encourage them to discuss it.

## Main activity (25 minutes)

### 1/ "Firework" (10 minutes)

Reveal to your students that at the beginning of the lesson they will work with lyrics of an English song called "Firework". Ask them: *What do you think the song will be about?* Have a few students make predictions. The task now is to read the lyrics (Worksheet No. 1) in

pairs and answer the question in it. Set a time limit (about 5 minutes).

Afterwards, discuss their answers together and add more questions:

*What do you think that "You are a firework" means?*

*What did Katy want to say?*

*What do you imagine when reading, "Let your colours burst"? What is meant by "colours"?*

If you have Internet access and a data projector available, play now the video to this song (e.g. write "Katy Perry Firework" on Youtube.com)

### 2/ Personal journal (5 minutes)

Continue:

*"Firework" and "colours" can be also understood as inner power that each of us has. This power helps us overcome various obstacles and barriers on our life journey. Everybody has their own journey with own direction and goals. Now we will have time to think what goals and dreams we have – where we want to go on our journey. Open your journals and draw a simple firework, let's call it a firework of dreams, and write in them things you would like to do or achieve – can be tomorrow, next year or in 10 years. What are your dreams? The firework will be only for you, you are not going to show it to each other. Let's have a few minutes to draw it.*



**Note:** If possible, you can play the song “Firework” again as background music. It can work as a time limit.

### 3/ My dreams – writing (10 minutes)

Ask your students to choose two of their dreams or goals and think about them a bit more: What is my dream? Why do I have it? How can I make it true? Writing about them will enable them to develop their thoughts. Students will write two paragraphs – one paragraph for each dream. To motivate them, you can have them imagine for example that they are writing it for the students in the partner school. For inspiration, you can also write on the board what each paragraph can include:

*The dream description: What is my dream? Why do I have it? How can I make it true?*

Afterwards you can ask if somebody wants to read their writing aloud.

Students’ writing can be used as a starting point for a more specified task (e.g. essay of recommended length, structure, style) – as homework or in another lesson.

## Follow-up (10 minutes)

### 1/ Our dreams (5 minutes)

Every student makes a simple drawing of one of their dreams and sticks them to a large poster with a title “Our dreams”. Store the poster for the final exhibition and take a photo of it and put it on the website La Ngonpo.

### 2/ The photo of “Class firework” (5 minutes)

All students pose and take a photo together symbolizing “Class firework”. Then upload it on the website.

## Homework

**Photo of “Class firework” on the website.** After the lesson upload the photo of the class representing “firework”

**Photo of the poster “Our dreams” on the website.**

**The final worksheet.** Ask your students to fill it in at home.

**Optionally – “My dream” on the website.** The students who would like to share their dreams can write about them on the website.

### Examples of answers of Czech students in the final worksheet(2010/2011):

**In which lesson of the module Beauty have you learnt most? What have you learnt?**

- *Body decorations. About decoration all around the world.*
- *In every lesson. I’ve learnt that it does not depend only on the outside beauty but also on the inner one. And that everybody has a different opinion, culture, style.*
- *Something in every lesson. Many interesting things, e.g. everybody has a different upbringing, behaviour, thinking, style and personality.*
- *Arts. Every painting has its beauty.*
- *Decoration. How people decorate themselves on different continents.*
- *Is there a common idea of what „beauty” is?*
- *I don’t think so. Everybody has a different idea.*
- *I don’t know. Everybody is beautiful – either outside or inside.*
- *No. Beauty is some satisfaction and opens the feeling of passion.*
- *Everybody is beautiful in their way.*
- *Everybody has a different taste.*
- *People have different models/ideals.*
- *Yes. Perfection.*

Worksheet No. 1

**Katy Perry: Firework**

*Songwriters: Dean, Esther; Eriksen, Mikkel; Hermansen, Tor Erik; Perry, Katy; Wilhelm, Sandy Julien*

Do you ever feel like a plastic bag  
 Drifting through the wind, wanting to start again?  
 Do you ever feel, feel so paper thin  
 Like a house of cards, one blow from caving in?

*Baby, you're a firework  
 Come on, let your colors burst  
 Make'em go, oh  
 You're gonna leave'em falling down*

*Cause baby you're a firework  
 Come on, show'em what you're worth  
 Make'em go, oh  
 As you shoot across the sky*

Do you ever feel already buried deep?  
 Six feet under screams but no one seems to hear a thing  
 Do you know that there's still a chance for you,  
 Cause there's a spark in you?

*You don't have to feel like a waste of space  
 You're original, cannot be replaced  
 If you only knew what the future holds  
 After a hurricane comes a rainbow*

*Baby, you're a firework  
 Come on, let your colors burst  
 Make'em go, oh  
 You're gonna leave'em falling down*

*You just gotta ignite the light and let it shine  
 Just own the night like the 4th of July,*

*Maybe you're reason why all the doors are closed  
 So you could open one that leads you to the perfect  
 road  
 Like a lightning bolt, your heart will blow  
 And when it's time, you'll know*

*Boom, boom, boom  
 Even brighter than the moon, moon, moon  
 It's always been inside of you, you, you  
 And now it's time to let it through*

*Cause baby, you're a firework  
 Come on, show'em what you're worth  
 Make'em go, oh  
 As you shoot across the sky*

*You just gotta ignite the light and let it shine  
 Just own the night like the 4th of July,*

**1.** How do you understand the lyrics? What do you think that Katy wants to express when she sings, "you're a firework"?

.....

.....

.....



## Final worksheet – Beauty

**1.** In which lesson from the module Beauty have you learned the most?

.....

What did you learn in that lesson?

.....

.....

**2.** What is considered “beautiful” in today’s society?

.....

.....

**3.** Does your understanding (perception) of beauty differ from how society (most people around you) sees it? If yes, in what?

.....

.....

Why do you think it is so?

.....

.....

**4.** How would you define “art”?

.....

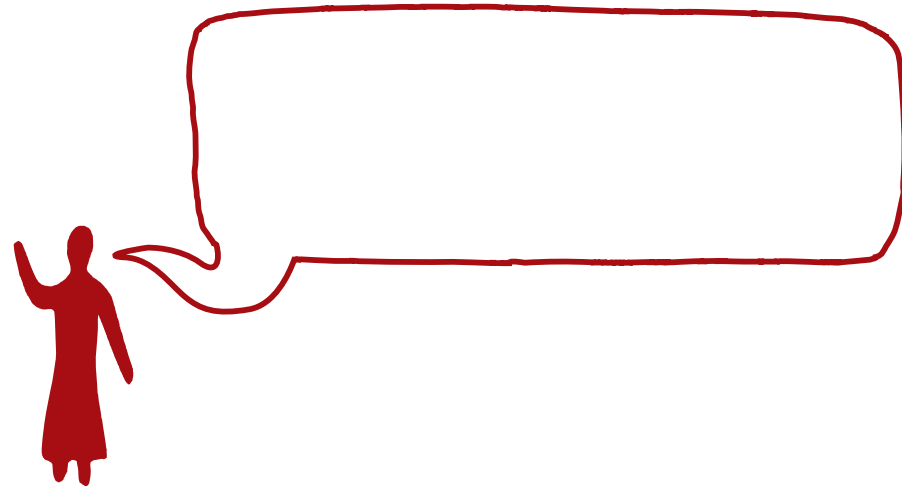
.....

**5.** What is the most important thing you have learnt from the students from partner school?

.....

.....

**6.** What would you like to ask students from partner school?





# module 5 **Water**

Lesson	Aim	Recommended subjects	Outputs LN website	Notes
<b>1. Virtual Water</b>	Students explain the term “virtual water.” They compare how water intensive different products are and the possible effects it can have on people and the planet.	Social Sciences, Geography, Mathematics	<b>Brainstorming on water</b> (students copy the words from the lesson)	
<b>2. Plastic Sea</b>	Students suggest possible solutions to the problem of plastic waste in the sea and what they could do about it themselves. They compare the effectiveness of suggested solutions and create a “Plastic Sea”.	Arts, Geography, Social Sciences, Chemistry, English	<b>Photos: „Plastic sea“ and plastic waste collected during the lesson</b> (teacher uploads it) <b>Personal research “How much plastic do I use in 1 week”?</b> (students write the results)	<b>80 minutes</b>
<b>3. Big Fish</b>	Students explain the similarities between two particular global “water” problems and find parallels to those problems in a Ladakhi context. They analyze text critically.	Social Sciences, English, Biology, Geography		
<b>4. Change</b>	Students compare their outputs and the outputs of their partners. They define their own arguments for and against and take a stand. They also formulate how they can improve their lives, surroundings or the world and reflect the role of an individual in creating the future.	Social Sciences, English	<b>Questions for the partner school</b> (teacher sends them to the coordinator from the partner school)	Working with the outputs on the web from the first and the second lesson.

# Lesson 1 Virtual Water

## Recommended subjects:

- Geography
- Mathematics
- Social Sciences

## Goals:

- students explain the term “virtual water”
- students compare how much water is used to produce different products
- students identify specific impacts of production and consumption of products that are water intensive
- students convert units and use the rule of three to calculate virtual water

## You need:

- one piece of big paper for brainstorming (for Lead-In)
- cut-out cards with different products -- Worksheet No. 1 (one set per group)

- texts with product descriptions and mathematical tasks – Worksheet No. 2 (1-3 per group depending on time and students’ mathematical skills)
- students’ personal journals

## Web La Ngonpo:

- Students copy words from class brainstorming to the website (students from the partner school will see it in the Lesson No. 4)

## Recommendations:

Each text contains a mathematical task of a different level. Before the lesson, choose those that are appropriate for your students and introduce the rest briefly later. In the event that none of the tasks match the skills of your students, or you would need more than 10 minutes to finish them, have the students work with the texts only – they read them without completing the task and share important information. After

that, tell them the amount of water needed to produce each of the products.

## Notes:

We have decided to base this lesson on products that are water intensive and their consumption is high worldwide. We are leaving it up to teachers to consciously choose which products they want their students to work with. Please, select only those that are relevant your context.

## Lead-in (5 minutes)

### Brainstorming (5 minutes)

Tell students that today you start with a new module called Water and that you will talk about water and how we use it. Put a big paper on the wall or on the board. Begin with a class brainstorming about the topic “water”.

*What comes to your mind first if I say “water”?*

Ask one or two students to write down everything they hear from the students on a big paper. Do not comment students’ ideas.

After that, inform students that they will copy the words and put it on the La Ngonpo website. The students from their partner school will do the same. At the end of this module, they will compare their brainstorming with the Czech brainstorming.

## Examples of brainstorming on „water“ (piloting 2010/2011):



Author: SECMOL



Author: Střední zdravotnická škola, Ruská, Praha

## Main activity (25 minutes)

### 1/ Arranging the products in order (5 minutes)

To prepare students for the following activity, ask them: *In your opinion, what is the connection between water and the products that we use?* After a few students share their ideas, divide students into small groups. Tell them:

*Each group will get a set of cut-out cards with different products. To make all these products, water is used in the process. Your task will be to put the cards in the order depending on how much water you think is used to make the products. The most water intensive products will be at one end, the least water intensive products at the other. You should consider all stages of production and all the inputs.*

Then hand out the cut-out cards with the products (Worksheet No. 1).

### 2/ Class discussion (5 minutes)

After a few minutes, ask students the following questions. (Don't reveal the correct answers yet):

*Which of the products on the cards do you think needs most water to be produced? Why? And which one you think is the least water intensive?*

*How much water (how many litres) do you think is used to produce some of the products?*

Don't spend too much time discussing various products, as you will talk about the results later in the lesson.

### 3/ Mathematical tasks (10 minutes)

Tell students that now they will learn more about how much water is needed to produce those products. Each group will get a description of one of the products they have just discussed that includes a mathematical task (Worksheet No. 2). First, they read the information about the product in a group and then calculate how much water is needed to produce it. Distribute the tasks so that each group is working just with one. If you have enough time or if some groups are faster than the others, you can give them more than one task to read and solve.

In case you do not find the mathematical tasks appropriate for your students or you would need more time for them, have the students work with the texts only -- they can read them without completing the task and can just share important information. After that, inform them the amount of water needed for each of the products.

**Note:** While the groups are working on their tasks, draw a long line on the board and indicate the number of litres showing the correct answers from the tasks you gave them (not revealing yet which belongs to which product):

0 litres \_10\_ 30 \_\_\_\_\_1600 \_\_\_\_\_3000\_\_\_\_\_ 15 000 litres

### 4/ Class check (5 minutes)

When all the groups finish, ask them to write the products from their tasks by the respective numbers on the line on the board. This way, they will check whether they have done the calculations correctly and at the same time everybody will see the order of the products according to the water intensity.

#### Key to mathematical tasks:

**Rice:**  $2300 / 0.67 = 3\ 432$  litres = approx. **3 400 litres**

**Sugar:**  $175 / 0.11 = 1\ 590$  litres

**Tea:**  $2400 / 0.26 \times 0.003 = 27.69$  litres = approx. **30 litres**

**Paper:**  $6000 / 10 / 300 \times 0.005 \times 1000 = 10$  litres

**Cotton:**  $(3600 / 0.35 / 0.9 + 30 + 140 + 190) \times 0.25 = 2\ 947$  litres = approx. **2 900 litres**

At this point, add also the products from the cut-out cards (Worksheet No. 1) to compare how water intensive they are:

product	virtual water (in litres)
bottled water (1l)	9
an A4 sheet of paper	10
a potato	25
cup of tea (250 ml)	30
an egg	135
a glass of milk (200 ml)	200
sugar (1kg)	1590
a cotton shirt	2900
rice (1kg)	3400
a pair of leather shoes	8000
a pair of jeans	11 800

Source: Hoekstra, Chapagain 2008: 15, 119; <http://www.water-footprint.org> (retrieved. 9 Jan 2011)

## Follow-up (10 minutes)

### 1/ Class discussion (5 minutes)

Summarize what you have talked about today regarding so-called "virtual water", the water that you can't see at first glance but is needed to produce a particular product. Stress that for some products, it can be quite difficult to calculate the virtual water, but at least it enables us to find out how much water is used to produce the products we buy. After that, choose some of those questions to start a discussion:

*Why do you think that we talked about "virtual water" and compared various products? Why could it be important? What could be the effects of production and consumption of products that are water intensive? What is the impact*

*on the people living in the areas of production, on the planet etc.?*

*Is there anything that we can do to avoid the negative impacts? If yes, what can you think of?*

**Note:** In case students come up with questions that you do not find answers for in the Infobox, inform them of other sources, e.g. [www.waterfootprint.org](http://www.waterfootprint.org) or other English websites.

## 2/ Personal journals (5 minutes)

Ask students to write into their journals:

- their definition of “virtual water”
- three important pieces of information that they are taking away from this lesson.

## Homework

**Brainstorming on the web.** Students upload the words from brainstorming on the web (in English).

**Optional.** If you have done the lesson as a part of your math class, you can give students the tasks they didn't work with during the lesson as homework.

### Infobox – Virtual water (water in products)

Virtual water is the amount of water used to produce a unit of a specific product and is introduced in the units of volume for the unit of a product (e.g. 1000 litres for 1 piece or kg). How water intensive the production of a product is depends on the area where it is produced and its climate conditions. For instance, if we compare the production of cotton, the amount of virtual water in a ton of cotton in China is 2 018 m<sup>3</sup>, whereas in India it is 8 662 m<sup>3</sup>. Virtual-water content of a product is the actual volume of water used to produce it, measured at the place of production.

To calculate the virtual water content of crop products, water needed for irrigation together with water needed


to produce fertilizers, pesticides and other processing are included. Livestock products have a higher virtual-water content than crop products, because it includes virtual water in feed as well.

The highest virtual-water content is in industrial products and to calculate its amount is considered the most difficult. For further information including methods of calculation go to <http://www.waterfootprint.org/>


**Source:**

*Hoekstra, A. Y., Chapagain, A. K.: Globalization of water. Sharing the Planet's Freshwater Resources, 2008.*

Worksheet  
No. 1 - List of  
products



bottled water (1l)	a cotton shirt
an A4 sheet of paper	rice (1kg)
a potato	a pair of leather shoes
a cup of tea (250 ml)	pár kožených bot
an egg	a pair of jeans
a glass of milk (200 ml)	



bottled water (1l)	a cotton shirt
an A4 sheet of paper	rice (1kg)
a potato	a pair of leather shoes
a cup of tea (250 ml)	pár kožených bot
an egg	a pair of jeans
a glass of milk (200 ml)	



Worksheet  
No. 2



### RICE

Rice is the second-largest produced cereal in the world. Today, rice is grown on every continent except Antarctica, but the biggest producer is Asia, where 90% of the world's rice is produced and consumed. The world's top rice-producing countries are India, China, Indonesia, Thailand, Bangladesh and Vietnam.

Most rice is consumed in the same country where it is produced. Rice is also grown in Europe (the most in Spain and Italy) and about two-thirds of the rice consumed in the European Union is grown in Europe. Most EU imports come from Thailand, India and Pakistan.

Almost all of the world's rice is grown on small farms and planted by hand. Small farmers often have to sell their production at very low prices, which causes them problems.

In the shop, we buy so-called 'milled' rice in the form of white rice or broken rice. 'Paddy' rice (the rice as harvested from the field) consumes **2 300 litres of water per kg**. **One kilo of paddy rice produces 0.67 kg** of milled rice on average.

*How much water does 1kg of milled rice need?*



### SUGAR

Sugar can be produced from different plants, such as sugar cane or sugar beet. Nowadays, about 70 % of the world's supply of sugar comes from sugar cane, which is mainly produced in tropical areas. There is no difference between the end products of beet and cane sugar, which are both called white (or refined) sugar; but sugar cane can also be processed into brown sugar (sometimes called raw sugar).

Top producers of sugar cane are Brazil and India. Brazil is also the world's biggest sugar exporter, followed by the European Union (where sugar beet is grown) and Australia.

Work on sugar cane plantations is hard and can also be dangerous. Workers use sharp machetes and sometimes they also work with hazardous chemicals. Often, the salaries for workers in the sugar cane sector are not enough for even basic needs. Over-irrigation and the burning of cane fields are also problems.

It takes about **175 litres** of water to produce **1 kg of sugar cane**. About 11% of the sugar cane is sugar, so that 1 kg of sugar cane gives **0.11 kg of sugar**.

*How many litres of water is needed to produce 1 kg of refined sugar?*





## TEA

Tea is the second-most consumed drink in the world (after water) and is present in almost every culture. There are four main types of tea: white, green, oolong and black. However, these all come from the same plant called *Camellia sinensis*.

Tea bushes grow in a tropical or subtropical climate. Tea is made from leaves of the tea bush. Tea plantations are usually located on a mountain slope and the higher the plantation is, the better the quality of the tea.

People working on tea plantations often have very low wages. Also, picking tealeaves is a very tiring task and usually, the workers do not have any special work clothing and equipment.

The most important countries with tea plantations are China, India, Kenya and Sri Lanka, which are also the largest tea exporters.

To produce **1 kg of fresh tealeaves**, we require **2 400 litres of water**. One kg of fresh tealeaves gives **0.26 kg of made tea** (black tea as we buy it in the shop). For a standard cup of tea (250 ml) we need **3 grams** of black tea.

**How many litres of water are needed for one cup of tea (250 ml)?**



## PAPER

Most people know that trees are the main source for paper production, but other materials and plants are also used. Recycling is very important, too. However, the number of trees cut down and used to make paper is still high. Apart from cutting down trees, the chemicals used in paper production can also be very bad for the environment, especially when they get into water and soil.

We assume here that one A4-sheet of paper is the regular eighty-grams paper ( $80\text{g}/\text{m}^2$ ). One such sheet weighs **0.005 kg**.

This paper is produced from wood. Consider a forest with transpiration (the process of water passing out from the leaves) of **6 000  $\text{m}^3/\text{ha}$  every year**. Suppose that the forest produces **10  $\text{m}^3$  of wood per hectare per year**. Finally, don't forget that **1  $\text{m}^3$  of wood gives 0.3 ton of paper**.

**How many litres of water are used to produce one A4-sheet of paper?**



## COTTON

Cotton grows in warm climates and most of the world's cotton comes from China, India, the United States, Pakistan, Brazil and Uzbekistan.

One of the biggest problems related to cotton production is the heavy use of chemicals, mostly those that protect the plants from various insects. These chemicals are very dangerous to both human health and the environment. Moreover, other chemicals are used during the processing. This all leads to soil and water pollution.

A cotton shirt is made from cotton fabric, which is made from cotton lint, which comes from seed cotton, which is harvested from the cotton field. Indeed, before the final cotton textile gets to a consumer it goes through a number of processes and products.

The global average of water used to produce **1 ton of seed cotton** is **3 600m<sup>3</sup>**. The seed cotton is first processed into lint – we get only **350 kg of lint out of 1 000 kg of seed cotton**. Then after carding, spinning and weaving we get grey fabric – **1 000 kg of lint produces only 900 kg of grey fabric**. Then it goes to the wet processing (bleaching and dyeing) and finishes as final printed cotton textile. Additionally, it requires about **30 m<sup>3</sup> per ton** for bleaching, **140 m<sup>3</sup> per ton** for dyeing and **190 m<sup>3</sup> per ton** for printing. One cotton shirt weighs **250 grams**.

*How many litres of water are used to produce one cotton shirt?*



# Lesson 2 Plastic Sea (80 minutes)

## Recommended subjects:

- Arts
- Social Science
- Geography
- Chemistry
- English

## Goals:

- students suggest possible solutions to the problem of plastic waste in the sea and what they could do about it themselves
- students compare the effectiveness of suggested solutions on how to reduce the problem of plastic waste
- students create “Plastic Sea” as a symbol of the problem of plastic waste
- students evaluate their own work when creating the “Plastic Sea”

## You need:

- “Plastic quiz”, cut-out slips – Worksheet No. 1 (one set per class)

- Possible solutions (diamond method), cut out cards – Worksheet No. 2 (one set per group)
- glue, scissors, paper, a long transparent piece of plastic to symbolize the sea (e.g. a plastic material used for covering furniture before painting) or a big piece of paper instead (or a rope, cloth)
- photos of plastic waste (printed or projected on the wall), e.g. use google search: “plastic waste in the Pacific Ocean”
- waste to create the “Plastic Sea” (preferably plastic bags and other plastic waste, if not available, you can also use other types of waste – paper, textile etc.); you could ask students to collect the waste on their way to school or you can bring some yourself
- blank paper for questions (Main activity)
- students’ personal journals

## Web La Ngonpo:

- After the lesson, upload photos of the “Plastic Sea”
- Upload a photo of all the plastic bags, bottles and other

- plastic waste collected in the classroom during the lesson
- Students write their results of “How much plastic do I use in one week?” research

## Notes:

This lesson deals with the global issue of plastic waste in the sea and the increasing consumption of plastic bags and bottles worldwide. Even if this is not a problem in your region (e.g. plastic bags are banned), this lesson will still raise students’ awareness of the world problem of waste (the seas are part of the planet) and can positively affect your students’ future behaviour.

Also, the lesson introduces recycling as one of the possible solutions to the problem of plastic waste. In case recycling is not possible in your region, you can still discuss this as an option.

The lesson is adapted from “IgelitART” handbook (Společnost pro Fair Trade, 2010, in cooperation with RISC and October Gallery, UK)

## Lead in (20 minutes)

### 1/ “Plastic quiz” (10 minutes)

Divide students into seven pairs or groups (this corresponds with the number of questions). If you have fewer than 14 students, make fewer groups and each group will deal with more questions at the same time. Each pair or group needs paper and pen to write down their answers:

*In this lesson we will talk about plastics. We will begin with the “Plastic quiz”, which contains seven questions. In case you are not sure about some of the answers, try to guess. Each pair or group gets one question and the task is to*

*read it together and answer it. Each group should appoint “a secretary” who will write the answers down on a piece of paper. After one minute, I’ll clap my hands and you will pass on your question to the group on your right. This will continue until all the groups have answered all the questions.*

Then distribute the cut-out questions (Worksheet No. 1). Monitor the students while they are working in groups and clap your hands every minute to keep the activity dynamic.

### 2/ Check the answers together (10 minutes)

Before you tell them the correct answers (below), ask “secretaries” from at least three groups how they answered the questions. Do not comment the answers at this point. As for the last question, elicit as many answers as possible from your students.

## Main activity (45 minutes)

### 1/ Plastic waste in our class (10 minutes)

Ask students to put all plastic bags, bottles and other waste that they have (e.g. from their backpacks) or they

can find in the classroom together with the waste that you brought in the middle of the classroom. To make it more symbolic, you can first make one “square metre” from ropes on the floor – students will put the waste inside. Then have them guess:

*How big do you think a pile of plastic bags and bottles from all the students at this school would be? From all the people in this town? From all the people in this country? How many plastic bags do we use in this class during one week?*

Take a photo of the pile and then, after the lesson, upload it on the website (even if you have just little plastic waste collected). It will serve for a comparison for the partner school.

Tell them about their homework: “How much plastic do I use in one week?” research. Students will calculate and record how many plastic bottles and bags, etc., they use in one week. Remind them that they should also count what is used in their family – e.g. after shopping. To motivate students, we recommend that you, the teacher, also take part in this research.

## 2/ Photos of plastic waste in the sea (5 minutes).

Inform your students that they will now look at photos of plastic waste. Print out the photos before the lesson or project them on the wall. You can provide them with more info about the photo (e.g. where it is, how much waste there is). Then ask them:

*What is in your head now? What are your very first impressions?*

*Are there any questions you would like to ask? What would you like to know?* (ask one of the students to write the questions down on a paper so you can work with them later).

**Note:** You can find a lot of photos on [www.google.com](http://www.google.com) (Images): “plastic waste in the sea” (or link from La Ngonpo website)

## 3/ “Plastic Sea” (25 minutes)

Put a long piece of plastic material on the floor (if possible, transparent – e.g. a plastic material used for covering

furniture before painting, alternatively you can use a large piece of cloth or paper), which will symbolize the sea. If you have more than 15 students, we recommend that you make two plastic seas. Start with the following instructions:

*We have just seen photos from the sea, which is quite far from us. Therefore, now we will create a small sea in this classroom. It will be a special sea, the plastic sea – made of plastic bags, bottles or other similar materials. What do you think this sea would look like? What could live in such sea? Use your imagination, draw your ideas on any plastic or other material available and then cut them out and stick them in the sea. You can work individually or in small groups. It is up to you. The creatures living in the “Plastic Sea” can be both invented and real-life.*

## 4/ Class discussion (5 minutes)

The aim of this is to help students reflect on the previous creative activity and, more importantly, to try to imagine the impacts of the water pollution and plastic waste has on the sea and on the living creatures in it:

*What names would you give to the creatures in the sea? What do you think it is like to live in such a sea? What do you think the mood of this sea is? How could it feel?*

## Follow-up (15 minutes)

### 1/ Personal journal (5 minutes)

Students reflect their work first:

*How was it for you to cooperate with others when creating the “Plastic Sea”? What would you do differently next time and why?*

After that, return to the issue of plastic waste in the sea and stress that the amount of plastic waste in the sea is growing continuously and that it has become a global problem. Write the following questions on the board and give students a couple of minutes to answer them into their journals:

*What can be done about the plastic waste in the sea? Is there something that we could do about it?*

Then ask volunteers to share their ideas on how to solve the problem.

## 2/ Diamond activity (10 minutes)

Divide students into groups. The instructions are:

*Now we will talk about what can be done about the plastic waste before it reaches the sea. What can we do with our plastic bags? Each group will get 9 different ideas how to reduce or solve this problem and the task is to think about each of them, discuss them and then rank them according to how efficient you think they are. For this, we will use the shape of diamond.*

Draw the diamond on the board, each line represents one solution (place for one card):

```

..... (the most efficient solution)
.....
.....
.....
..... (the least efficient solution)
    
```

Then hand out a set of cards to each group (Worksheet No. 2). After they have finished ask each group to present their diamond to the class. Ask questions about why they have decided to order the cards in this way. Provide space for additional questions from the class.

**Note:** *optionally, you can copy the solutions from Worksheet No. 2 on the board and students copy them in their group and prepare their diamond on a paper.*

## Homework

**Research “How much plastic do I use in one week?”** Students calculate and record how many plastic bags, bottles, etc. they use in one week. (see Main Activity). Each student writes the results of the research on the website.

**Photos of the collected waste and of the “Plastic Sea” on the website.** After the lesson, upload photographs of the “Plastic Sea” and the waste that you collected so the students from the partner school can have a look at them as soon as possible.

**Collected questions.** If you collected questions during the lesson, agree with students on the procedure that will follow (e.g. are there volunteers that will find the answers?).

**Sources (Plastic quiz):**

*United Nations Environment Programme: <http://www.unep.org/regionalseas/marinelitter>*

*Greenpeace International: <http://www.greenpeace.org/international/campaigns/oceans/>*

**Correct answers – “Plastic quiz”:**

**1/** Plastics are made from oil. The majority of synthetic plastics are made from polythene, which is sourced from oil (petroleum). Shellac and the horns of animals were used as plastic materials before the first synthetic plastics were discovered.

**2/** The world uses over 1,2 trillion plastic bags a year. That average is about 300 bags for each adult on the planet, or one million bags being used per minute.

**3/** On average a person uses a plastic bag for 12 minutes before disposing. It then lasts in the environment for between 500 to 1000 years.

**4/** Recycling is a term that refers to such processing used materials (waste) that leads to its further use. Recycling enables saving of renewable and non-renewable resources and in some cases can reduce the effects on the environment.

**5/** Most of the plastics, after being used, end up in the oceans. The report “Plastic Debris in the World’s Oceans”, by interna-

tional environmental group Greenpeace (2007), said at least 267 marine species are known to suffer from entanglement or ingestion of plastic debris. An estimated 1 million seabirds choke or get tangled in plastic nets or other rubbish every year. After a plastic bag has killed an animal, its body decomposes and the plastic is released back into the environment where it can kill again.

**6/** All of the countries have banned, or are moving towards banning, free plastic bags for customers in shops. Ireland took the lead in Europe by taxing plastic bags, reducing consumption by 90%.

**7/** It is estimated that there are an average of 46,000 pieces of plastic debris floating on or near the surface of every square mile of ocean. The largest floating “zone” in the world is found in the area of northern Pacific. It was created here due to the sea currents. Literally, there is a “plastic island” which is about ten times larger than Ladakh.

Examples of photos (in 2010/2011):



Author: Jan Tvrđík, Tyršova ZŠ, Brno



Author: Jan Tvrđík, Tyršova ZŠ, Brno



Author: SECMOL



Author: Střední zdravotnická škola, Ruská, Praha



Worksheet No. 1 – Plastic Quiz

1. What is plastic made of?

2. How many plastic bags does one person use each year (on average)?

3. How long do we use one plastic bag before we throw it away (on average)?

4. What is recycling? Can we recycle plastic? If yes, how?

5. Where does most of the plastic end up if it is not recycled?

6. In which of these countries are plastic bags prohibited or soon to be prohibited? Bangladesh, Rwanda, Israel, Canada, Maharashtra (in West India), Botswana, Kenya, South Africa, Taiwan, Singapore, Ireland, China



7. How many pieces of plastic waste are floating in one square kilometre of the ocean (on average)?



Worksheet No. 2. – Diamond:

Reuse (e.g. Plastic bags)! Use it again!	Refuse! Say no (in a shop)!	Reduce! Use them less!	Throw it away into a bin!	Use it in a new way!	Recycle it!	Export to a different country!	Put it underground!	 Burn it!
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# Lesson 3 Big Fish

**Recommended subjects:**

- Social Sciences
- English
- Biology
- Geography

**Goals:**

- Students explain the similarities between two particular global “water” problems (case study of Coca-Cola in Plachimada and Nile perch in Lake Victoria)

- Students find parallels to those problems in Ladakhi context.
- Students analyze text critically.

**You need:**

- Story A: Coca-Cola in Plachimada – Worksheet No. 1 (half of the students work with the Story A, one copy per student)
- Story B: Big Fish in Lake Victoria – Worksheet No. 2 (half of the students work with the Story B, one copy per student)

- map of the world
- before the lesson, you can create a poster explaining the I.N.S.E.R.T method (see Main activity)
- Student’s personal journals

**Lead in (10 minutes)**

**1/ Creating stories together – Story A (5 minutes)**

Write the following five words from story A on the board one under another:  
*Coca-cola, harvest, walking, water, villagers*

Inform students that today they will work with two stories – with accounts that have happened in different parts of the world recently. The words on the board are from the first one. Have them guess:

*How do you think that those words are connected? What is the story going to be about?*

Have them share several predictions and ask questions that will provoke further thinking about the story.

**2/ Predicting in pairs – Story B (5 minutes)**

Write the key words from the second story on the board.  
*Big fish, Europe, lake, 250 million, chain*

This time ask students to predict in pairs. Remind them

that the story is real. After several minutes provide space for sharing of at least three different versions of the story.

**Main activity (20 minutes)**

**1/ Reading (10 minutes)**

Tell students that now they will read about what happened. To make the students work with the text actively and focus on it better, explain the following method (called I.N.S.E.R.T.)<sup>1</sup>, which they will be using. First, copy on the board the following table (or prepare it on a big paper before the lesson):

√ (tick)	information I’ve known before
+ (plus)	new information
- (minus)	information which I do not believe or I have doubts about it
? (question mark)	I would like to know more about this

Make it clear to the students that they will underline four different pieces of information (e.g. a sentence or only a

part of a sentence) according to the four symbols in the table. The symbol should be written next to the underlined information, in the space to the left of the text. Point out that the students have to use each symbol at least once.

If everything is clear, distribute the texts. Half of the students will be working with story A (Worksheet No. 1) and the other half with story B (Worksheet No. 2). If possible, distribute the text so students sitting next to each other will be working with different texts. While students are reading, circulate and monitor them.

**2/ Table into personal journals (5 minutes)**

As soon as you see that most of the students have finished, ask each student to copy the following table in their journal:

√	+	-	?

Their task is to write under each symbol the information they have underlined. However, they should not copy the exact words from the text but to write sentences using

their own words. This procedure will help them to remember the information and consider it once more. Give them a time limit of 3 minutes.

### 3/ Class summary (5 minutes)

Return to the key words on the board. Start with the story A and ask students what the connection between the words is. This way you will help students who read story B learn more about it. After that, have at least three students say what they wrote in their tables. Students usually find it difficult to use the symbol of minus, as this is not a usual way of reading – it is a critical approach to reading. Although the text talks about a real event, students have space to doubt the information and consider who wrote the text, why and which viewpoint is taken. Therefore, accept any answer they give you and do not comment it. Then repeat the same procedure with the story B.

Show students Lake Victoria and Plachimada on the map.

## Follow-up (10 minutes)

### 1/ Similarities (5 minutes)

Students discuss and write into their journals in one minute as many similarities they can find between the two events.

*What do the stories have in common?*

Then each pair says one thing that they have noted down. To make sure students will listen to each other, tell them not to repeat things that have been mentioned already.

### 2/Discussion (5 minutes):

*Can you think of a similar situation from Ladakh? If yes, what is it?*

*Does the situation from the story remind you of something you have experienced?*

## Sources:

*Coca-Colonizace. O nadnárodních společnostech (nejen) v rozvojových zemích (Coca-colonization). Z cyklu metodických příruček Svět v nákupním košíku (The world in the shopping cart). Společnost pro Fair Trade. 2008.*

*Fryer, G., Iles, T. D. The Cichlid Fishes of the Great Lakes of Africa. Edinburgh: Oliver & Boyd. 1972.*

*Joost Beuving, J. "Playing pool along the shores of Lake Victoria: Fishermen, careers and capital accumulation in the Ugandan Nile perch business". Africa 80 (2): 224–248. 2010.*

*Kaufman, L. „Catastrophic Change in Species-Rich Freshwater Ecosystems.“, BioScience Vol. 42, No. 11, Stability and Change in the Tropics (Dec., 1992), pp. 846-858.*

*Witte, F. "Species extinction and concomitant ecological changes in Lake Victoria". Netherlands Journal of Zoology 42 (2-3): 214–232. 1992.*

Worksheet No. 1 – story A



**Coca-Cola in Plachimada**

People living in the village of Plachimada (India, Kerala state) started a war against the corporation “Coca-Cola”. They said that the corporation took water from them. They had a right to water (one of the basic human rights).

It is the year of 2003. There are Plachimada villagers sitting in front of the soft drink plant. They have been protesting in this way for a year – days and nights. They are waiting for change. 55-year old Mylama is leading today’s protest. She says that they do not have much

water in their wells because the soft drink plant uses a lot of groundwater for producing soft drinks (Coca-Cola). These soft drinks then travel to big towns where rich people buy them. Water from Mylama’s well ends up on the tables of rich men. You need 10 litres of water to produce one litre of soft drink.

The soft drink plant was built in 2000 and very soon after that people from Plachimada noticed that it was more difficult to grow crops, which were often the only way for them to survive or earn money. It also changed

the life of many women, who now have to walk a longer distance for water. They use this water for cooking, drinking and hygiene. Another problem is the bad quality of water in the local wells. The water does not taste very good and looks white. This is caused by toxic mud produced in the plant.

At the end of 2003, after almost three years of protests, the court in Kerala state finally ordered the plant to stop to use the underground water. In March 2004, the plant closed forever.

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Worksheet No. 1 – story B



**Big Fish in Lake Victoria**

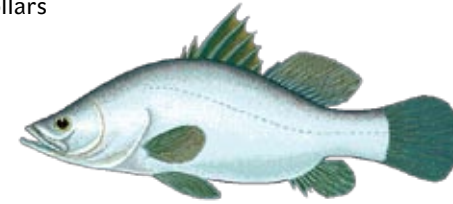
Lake Victoria is one of the African Great Lakes and it is the world's second largest freshwater lake (68,800 square kilometres). It is almost as big as the Czech Republic or Ladakh. Most of the lake is in Uganda and Tanzania, a small part in Kenya. Before 1954, Lake Victoria was characterized by great biodiversity. There were over 500 species of fish.

In 1954, a new fish, the Nile perch, was introduced to the lake for commercial reasons. The Nile perch is one of the largest freshwater fish. It can be two metres long, weighing up to 200 kg. The average size is 121-137 cm.

Since then, this exotic predator has negatively affected the ecosystem because it has caused several hundred species of fish to go extinct. The natural food chain in the lake has been destroyed.

The fish not only changed the ecosystem, but also the economy of the region and the life of more than 30 million people who depend on the lake. The Nile perch is exported from Africa, mainly to Europe, Australia, and the USA. Large Tanzanian fisheries sell the fish to Europeans because the profit is high. At the same time, many Tanzanians go hungry. There are no more small

fish in the lake for individual fisherman and the fishermen do not have good equipment for catching big fish. In Uganda, the Nile perch is the second biggest export after coffee. In 2006, the total value of Nile perch exports from the lake was estimated to be 250 million US dollars



**Big Fish in Lake Victoria**

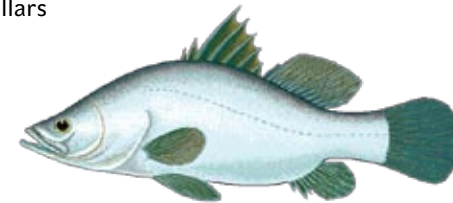
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# Lesson 4 Change

## Recommended subjects:

- Social Sciences
- English

## Goals:

- students compare their outputs with the outputs of their partners and give reasons why they are similar or different
- students define own arguments for or against and take a stand
- students suggest how they can improve their own lives, surroundings or the world and discuss the power of an individual in forming the future

## You need:

- partners' outputs from Lesson No. 1 and 2 (printed out or for projection) – see Lead in.

- final worksheet – Worksheet No. 1 (one for each student).
- students' personal journals.

## Web La Ngonpo:

- In the lesson, work with partner's outputs from lesson No. 1 and 2.
- After the lesson, upload selected questions from the students for the coordinator from the partner school and organize the exchange of answers.

## Notes:

The first three lessons in this unit were about water and various problems related to it. The lessons were based mostly on working with facts and case studies. This fourth lesson has a very different focus and aims. It aims to encourage students' involvement and interest in their everyday life – both locally

and globally. The goal is to show them that everybody has the right and power to look at things "critically" (i.e. consider it from various perspectives and ask questions "why") and feel empowered to do something about things that they are not happy about. It hopes to make students realize that they can be active agents in this world, they can "afford" to be critical and to want changes. We would like to challenge the notion that we have to accept the world as it is (nothing can be done about it). To make the lesson more fun and to motivate students, we are using two "crazy ideas" in the main activity. As they are "crazy," they allow the students to make the best of their creativity and use crazy arguments as well. The ideas come from the BBC program "60-second ideas to improve the world," in which famous people and experts in 60 seconds present their crazy or radical ideas on how to make the world a better place. In case you find those ideas inappropriate, feel free to change them.

## Lead in (10 minutes)

### Work with outputs from the partners' school (10 minutes)

You can print them out or project them.

- **The photo of the brainstorming on „water“** (from Lesson No. 1). *What is the same and what is different from your brainstorming? What could be the reason for that?*
- **The photos of "Plastic Sea"** (from Lesson No. 2). *What do you like about partner's "Plastic Sea"? What do you find interesting about it?*
- **The photo of the collection of the plastic** (from Lesson No. 2) + **the results of research on how much plastic the students (and their family) use in a week** (from Lesson No. 2).

*In what ways are your and your partner's photographs and research different? What could be the reason for that?*

## Main activity (15 minutes)

### 1/ First crazy idea – class discussion (5 minutes)

Tell your students that during this module they have heard about examples of local and global problems related to water and about possible solutions to them. This lesson will be different from the previous ones. You will not talk about water or environment, but generally about problems (personal, local, global). You will analyze them and discuss what we can or can't do about them. Now you have two crazy ideas for them about how the world can be improved. These ideas are not yours, but they are taken from a BBC radio program in which famous people and experts have 60 seconds to present their radical or crazy

ideas how to make the world a better place. Then read it to them:

*The first idea from the radio program is that every city that has more than 50 000 people should build on each pavement a special fast lane for people who want to walk faster. And each pavement will be one-way – e.g. one just for people going north and the other one for people going south. This would improve the world.*

To enable students to understand better, we recommend reading the idea twice. Then work together as a class. Ask them to give you as many advantages and disadvantages of this idea. Point out that they, personally, do not have to agree with them:

*How do you think this would make life easier for people? What are advantages of such fast lanes?*

(Possible answers: no nervous people, tourists do not have to hurry, you will never be late)

*What are disadvantages? What problems could be there?*

(Possible answers: more rules = less careful people, need for special “walking license,” who decides what “fast” means?, no chance to bump into a friend – he will be on the other side of the street)

## 2/ Second crazy idea – personal journal and taking a stand (10 minutes)

Inform students that you have one more crazy idea for them about how to make the world a better place. After you read it to them, they should immediately and individually write down in their journals two advantages and two disadvantages of this idea. They do not have to agree with them – the aim is to imagine how other people can look at it – both positively and negatively. Students should not speak to each other now.

*The world can be improved by “obligatory human hibernation,” which means that each human must sleep half a year non-stop (like some animals, e.g. bears).*

Possible advantages: better environment, less consumption and resource depletion, people will be full of energy, no need to pay for a holiday...

Possible disadvantages: you cannot communicate with everybody, need to take care of the sleeping ones, waste of time.

After students finish writing, ask some of them to share at least one advantage that they have noted down. Set a rule that the others should not comment on the ideas. Also, ask students to add advantages of other students that they find interesting into their journals. Repeat the same procedure with disadvantages.

To finish this, each student chooses from all their arguments just one argument that they like most. They should underline it. It is important that students really select just one and not two – this will make them have to decide

whether they are for or against this idea. Give them a minute to go through all their arguments again and decide on their favourite one. To visualize the standpoints, ask students that underlined the argument that belongs to the “advantages” to stand up or put their hands up or signal in any other way. In this way, finish this part of the lesson.

## Follow-up (15 minutes)

### 1/ Change – personal journals (5 minutes)

Dictate following words to the students. We suggest choosing just those that you find relevant for your context, you can also add your own ideas)

*my schedule, weather, my room, my town, my weekends/ free time, my English, my future, my country, the world, etc.*

Then continue:

*Each of you will choose three words from the list and think how you can change and improve those things. What could be done to make them better for you?*

*Write your answers in your journals, try to be as concrete as possible.*

**Note:** The aim of this activity is to make students aware that they are free and welcome to think about common things as something open to improvement and changes (critical approach) and that things do not have to be always given and determined. (Though, of course, in real, some of the things would be very difficult or even impossible to change.)

### 2/ Sharing (5 minutes)

Go through all the words together – one by one. Have always at least two students-volunteers tell their classmates how they would like to improve the particular thing. This should be a dynamic activity. Don’t allow any comments by other classmates. Set the rule: students can only talk about what they personally have written down and they should always focus on what they can do for improvement.

### 3/ The world – class discussion (5 minutes)

At the very end add at least one of these questions (depending on your students’ ideas and mind-set):

*Going back to the list of words, who was thinking of how to change the “world”? Why did you choose it? or Why didn’t you choose it? Do you know anyone who changed the world? If yes, who and how?*

*Some people say that „Even a small change can bring about a big change”, what do you think about it? What do you think the world would look like if everybody believed that it is true? And what would it look like if nobody believed in it?*

*Another popular sentence today is: “Think globally, act locally”. What do you think it means? How do you understand it?*

## Homework

**Evaluation of the Water module.** Hand out the final worksheet to every student (Worksheet No. 1). Students can glue them into their personal journals or put them into their portfolios. You can also collect the worksheets and check whether the goals of the module were reached.

**Questions for the partner school.** One of the tasks in the worksheet is to create questions for students from the partner school. Work with those questions. Together with students, choose several questions (5-10) and send them to the coordinator from the partner school through La Ngonpo website and ask him/her for answers. When you get them, share them with your students. Similarly, expect questions from your partners.

### Final worksheet - Water

**1.** Why can it be useful for you to know how much water is used to produce things that you use?

.....

.....

.....

**2.** Why do “islands of plastic waste” exist in the sea?

.....

.....

.....

**3.** What were the similarities between the story about big fish in Lake Victoria and story about Coca-Cola in Plachimada?

.....

.....

.....

.....

**4.** How do you understand this sentence – “Think globally, act locally”?

.....

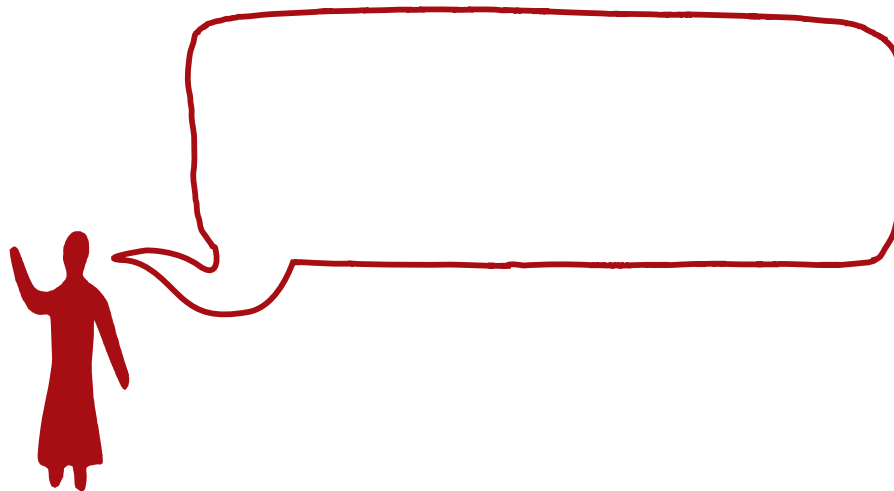
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**5.** Write the 1 most important thing that you learned about the students from partner school:

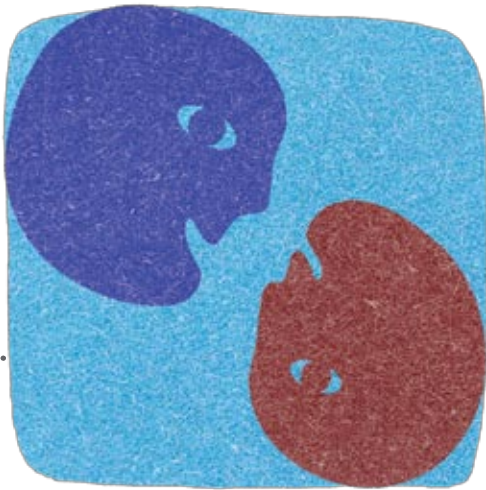
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**6.** What would you like to ask students from the partner school?







# module 6 Together

Lesson	Aim	Recommended subjects	Outputs LN website	Notes
<b>1. Elephant</b>	Students deduce when conflict can be seen as beneficial and why. They state examples of when their perspective of reality was different from their partners and explain why this could be so. They formulate the most important things they learned during the the project.	Social Sciences, English	<b>Photo of the elephant with messages</b> (uploaded by teacher or students) <b>Virtual elephant</b> (written by students)	
<b>2. Exhibition Preparation I</b>	Students agree on the concept of exhibition and create an "action plan". Students prepare the promotion strategy of the exhibition and plan the official opening.	Social Sciences, Arts		<b>80 minutes</b> Homework: students look at their and their partners project outputs on LN website
<b>3. Exhibition Preparation II</b>	Students choose their and their partners' outputs for the exhibition and prepare descriptions of the individual outputs. Students formulate three positive actions or things about one of their classmates.	Social Sciences, Arts		
<b>4. Farewell</b>	According to the chosen version: <b>A.</b> students evaluate the project and formulate their feelings and benefits of the project in writing <b>B.</b> students reflect on the process of preparing and organizing the exhibition and specify what they have done well <b>C.</b> students create a song by which they close the whole project	Social Sciences, Arts	<b>Optional:</b> after the lesson, students upload what they created (e.g. their writing, song lyrics, video of the song, photos from the exhibition etc.)	Bring the filled in certificates to the lesson. Working with the partner's elephants from Lesson No. 1.

# Lesson 1 Elephant

## Recommended subjects:

- Social Sciences
- English

## Goals:

- students deduce when conflict (not aggression) can be seen as beneficial and why
- students state examples of when their perspective of reality was different from their partners and explain why this could be so
- students formulate the most important things they learned during the project

## You need:

- illustration of an elephant – Worksheet No. 1 (one copy for two or three students)
- story “The elephant and six blind men” – Worksheet No. 2 (one copy for teacher)
- students’ personal journals
- a big sheet of paper
- small papers, optionally also coloured papers (for Follow-up)

## Web La Ngonpo:

- Upload (you or students) photo of the elephant created during the lesson.

- Students write in the “virtual elephant” what the most important things they have learned during the project are.

## Note

Output from this lesson will be a common poster of an elephant with written “messages” for students in the Czech Republic. The messages will be about the most important things students learned during the project. Before the lesson, prepare a big sheet of paper on which you draw the elephant (see Follow-up).

## Lead in (5 minutes)

### Group prediction (5 minutes)

To start with, tell the students that today you will work with a story called “The elephant and six blind men”. First, students will have a look at the illustration for this story and their task will be to discuss in pairs what they think the story will be about and add: *What do those people say about the elephant? What does the elephant remind them of?*

Put students into pairs or groups of three and give each one a picture of the elephant (Worksheet No. 1). Give students a couple of minutes, and after, ask some of them to share what they have written. Ask further questions about what they have written.

## Main activity (20 minutes)

### 1/ Story (5 minutes)

Tell (or read aloud) the story “The elephant and six blind men” (Worksheet No. 2). The story is divided into

two parts. At the end of the first part, ask students how they think the story will continue. Then continue with the second part.

### 2/ Class discussion (5 minutes)

Start with questions on the story:

*Why did the blind men argue? What kind of conflict happened among them? And why?*

*What would happen if the men did not say anything aloud and were quiet after exploring the elephant? (you can add: How would the story continue? Would they miss anything?)*

*What would have happened if the old man had not come?*

*What did the old man do exactly? What happened thanks to him? (you can add: What helped to finish their argument? What prevented it from growing into aggression?)*

*What does conflict mean to you? Could conflict be beneficial in any way? In which conditions?*

The aim of this discussion is to understand the story and our own understanding of “conflict” coming from different perceptions of the world (by conflict, we do not mean violence or aggression). On certain conditions, a conflict can be taken as beneficial as it provides the opportunity to learn something from the situation or from the person involved (about ourselves or the world around us). We meet people of different opinions and perspectives on daily basis and we often get into conflict situations. Such encounters and situations can be also considered an opportunity to learn something new.

### 3/ Different perspectives (10 minutes)

Continue with the following questions and discuss how students understand the main message of the story.

*We have heard a story that has been told for hundreds, maybe thousands, of years in various parts of the world. Why do you think this story is so popular?*

*The elephant can be understood as a metaphor. What do you think it could symbolize in today’s world?*

*If we understand the elephant as a metaphor of the reality (of the world around us), why do you think that everybody sees the reality differently? Why is our perspective only provisional and limited and we can see only a part of the elephant?*

The goal of the following task will be to connect students' experience from the project with the story and to think about the things we are taking from the cooperation with Czech partners. Have students do their individual reflection in their journals first:

*We have worked together with the Czech students on the same topics for several months. Do you remember some example when your perspective of the world was different from theirs? Now everybody has time to write down at least three examples of such situations.*

After a couple of minutes, ask students to share some of their examples and continue:

*What can be the reasons why students in the Czech Republic see some things differently than us?*

(you can add: What in their history, society, religion, upbringing, education, traditions can lead them to a different view of the world?)

*Providing that we accept the fact that everybody sees only a part of the elephant, a part of the reality, what can help us to learn about the things we do not see? What could contribute to this?*

*How can we learn about new things? From whom? Together with whom?*

The last question is based on a belief that learning, in a broader sense (knowledge, skills, self-reflection of our roles, relationships, life etc.), usually happens in situations when we meet people, talk to them and are open to listen to them. The ability to create and develop relations with

people, being open to difference can help students on their life's journey.

## Follow-up (15 minutes)

### 1/ Short hindsight (5 minutes)

To help students be prepared for the last activity, recapitulate together what you have been through during the project and in what various ways you have been learning. Ask them:

*Which activities did we do during the whole project? How did we learn in each module?*

Start with the first module, Circle. In case students do not mention some of the following activities, remind them:

- Module 1 – Circle: taking photos of circles, creating a "flower", collages.
- Module 2 – Heroes: story "Oak Hero", "sociological research about hero", cinquefoil – "Hero", writing personal principles.
- Module 3 – Migration: virtual maps of the region, working with migrant stories from all over the world, interview with immigrants, Migration tree.
- Module 4 – Beauty: working with paintings, creating objects – "what we like about our class", writing "My dream", poster "Our dreams"
- Module 5 – Water: calculating virtual water, creating Plastic sea, research "My consumption of plastic", real story about Nile perch and Coca-Cola in India

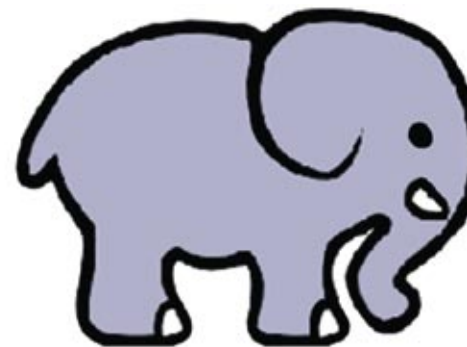
### 2/ Elephant (10 minutes)

Finish the lesson by creating a big elephant with messages for students from partner school:

*In this lesson, we discussed that each of us has a certain view of the world and we thought about how students from the Czech Republic helped us to see a different part of the elephant, different perspective. We have also sum-*

*marized in what various ways we have been learning. Now we are going to create an elephant together, into which each of you will write your message: What is the most important thing I have learned in this project? It can be several sentences, a drawing, a poem, anything that comes to mind. However, the message should be understandable to the students in the Czech Republic. First, prepare the message (e.g. into your journal) and then write it or stick it into the big elephant. We will take a photo of our elephant then and upload it on the website. We can also use it for the final exhibition.*

You can distribute small papers to students, in case they want to create something and stick it into the elephant. Some students can decide to write into the elephant straight away. Give them 5 minutes to prepare and think it through and then 5 minutes to "fill in the elephant". Before the lesson, you can draw an outline of the elephant on a big sheet of paper or ask somebody from the students to do so.

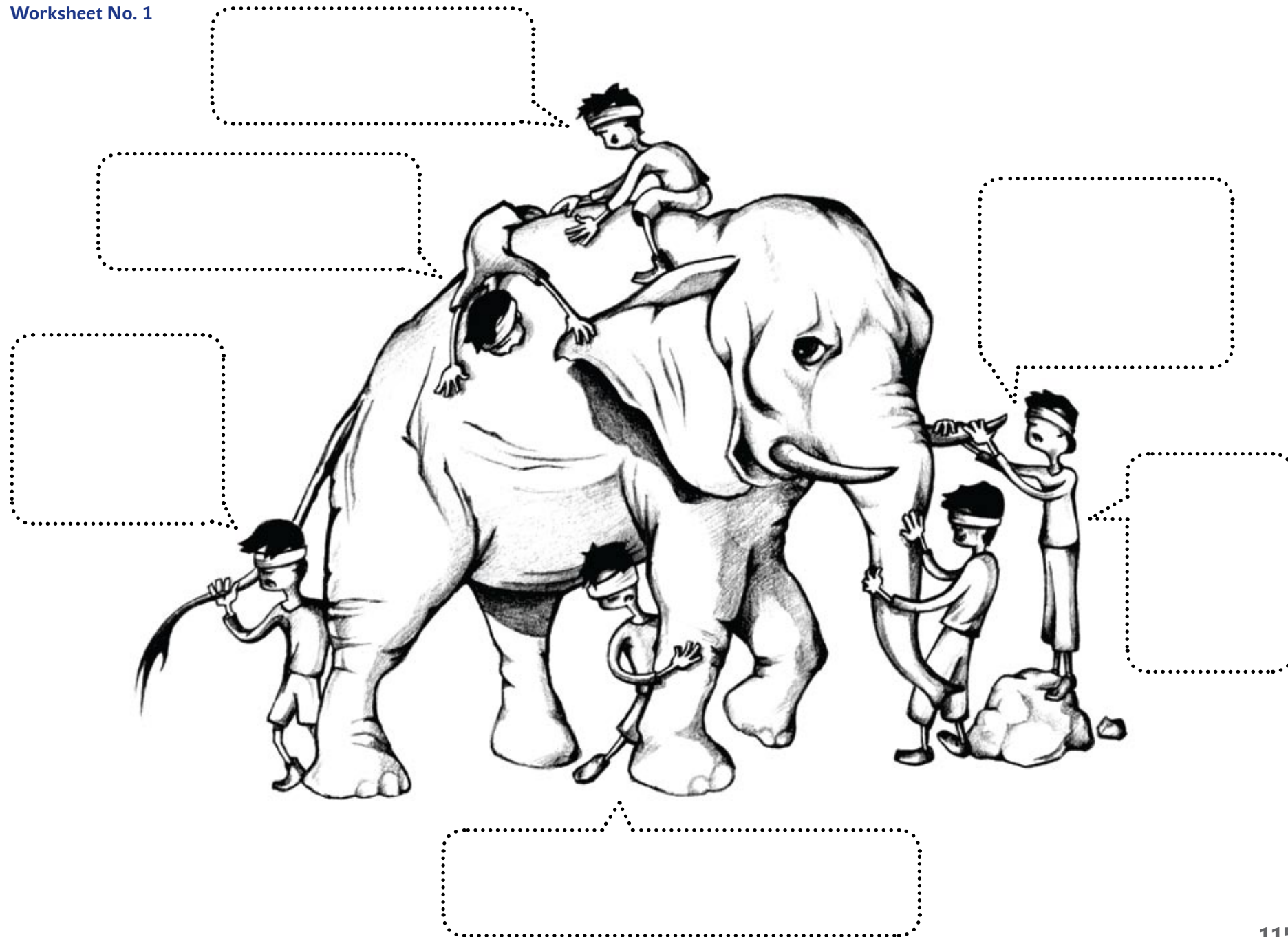


## Homework

**Photo of the elephant.** After the lesson, upload (you or students) photo of the elephant that you created.

**Virtual elephant.** Students write into the "virtual elephant" the most important things they have learned during the project.

Worksheet No. 1



Worksheet No. 2

## The elephant and six blind men

### Part I:

Once upon a time, there lived six blind men in a village. One day the villagers told them: "Hey, an elephant came to our village today."

They had no idea what an elephant was, so they decide: "Even though we are not able to see it, let's go and touch it!" All of them went to the elephant and each man touched it.

"Hey, the elephant looks like a pillar," said the first man who touched its leg.

"Oh, no! It is like a rope," said the second man who touched its tail.

"Oh, no! It is like a thick branch of a tree," said the third man who touched its trunk.

"It is like a big hand fan," said the fourth man who touched its ear.

"It is like a huge wall," said the fifth man who touched its belly.

"It is like a solid pipe," said the sixth man who touched its tusk.

...And what happened next?

### Part II:

They began to argue and each of them insisted that he was right. They were getting angry. Fortunately, a wise old man was passing by and saw what was happening. He stopped and asked them: "What is the matter?" They said: "We cannot agree what the elephant looks like." And each blind man told him what he thought the elephant looked like.

Then the wise old man explained to them calmly and slowly: "All of you are right. The reason why each of you is imagining the elephant differently is that you touched different parts of the elephant. So, actually the elephant has all those features you said."

"Oh!" everyone said. They were happy that they were right. They stopped arguing and listened to others to find out what the whole elephant looked like.

# Lesson 2 Exhibition Preparation I. (80 minutes)

## Recommended subjects:

- Social Science
- Arts

## Goals:

- students agree on the concept of the exhibition and create an “action plan”
- students prepare the promotion strategy
- students plan the official opening of the exhibition

## You need:

- small slips of paper with the names of all the students (one name per slip) for the Lead-in. (Before the lesson, prepare

number of slips that corresponds with the number of students. Write students’ names on the slips – one name per one slip. Then put all of them in a bowl or a hat.)

- at least 8 big sheets of paper - for the brainstorming activity and for the work in “expert” groups. (Before the lesson, write in them chosen questions from activity no. 1)
- students’ personal journals

## Recommendations:

Plans for the following two lessons present a guide for the preparation of the exhibition and should serve as a support and inspiration. In case you do not find them suitable for your context, change the lessons so they support active participation of the students.

## Notes:

The main objective of the second and third lesson is not only that students prepare an interesting exhibition according to their ideas, but also experience the process in which everybody can contribute – by their creativity, their skills and knowledge. Exhibition is a common work so support students in cooperation as much as you can.

## Lead in (10 minutes)

### 1/ Secret task (5 minutes)

Before the lesson prepare small slips of papers with the names of the students (one paper for each name). Then put all of them in a bowl or a hat.

First, tell your students:

*I have got a secret mission for you. You will choose randomly one paper slip with a name of one of your classmates. Do not tell anyone who he or she is. Keep it to yourself. During this lesson and the next one we will be preparing the final exhibition and your secret task will be to observe the person and remember or write down some positive things or actions which later you can share with the rest of the class. These could be, for example, his or her good ideas, helping somebody, doing something nice or useful. Then, in the last lesson of this module you will hand over a special certificate to this person where you will write 3 things that you appreciate. These could be*

*simple things such as I appreciate how you prepared the presentation of..., I appreciate that you helped me with..., I appreciate your good idea/advice about... etc.*

Then ask students to choose one name.

### 2/ Exhibition visualization (5 minutes)

Everybody will be provided with a space to imagine individually what an interesting exhibition should look like. In this way, students will be prepared for further work in the lesson. Ask them to close their eyes and answer your questions in their minds. Encourage them to be creative and think of an exhibition that they would like. Between the questions, leave a space of 10-20 seconds so the students have enough thinking time. You can answer the questions for yourself as well.

*In your opinion, what does an interesting exhibition look like? What makes it interesting? Imagine that you are visiting La Ngonpo exhibition, what can you see around you?*

*What is your impression of the exhibition?*

*What colours and shapes can you see?*

*What materials can you see?*

*In what way is it arranged?*

*Who are the people around you? What could they be thinking about the exhibition?*

*Why did they come?*

*How did they learn about the exhibition?*

*What are they going to be leaving with? What is going to be most interesting for them?*

After that, everybody opens his or her eyes. In groups or individually, those who want can share with others what is their idea of an interesting exhibition.

Finish this activity by stressing that the exhibition is in the hands of all of them now and that it can be done exactly the way they want it to be. Everybody can put in it a bit of themselves and together you can create an exhibition which will introduce not only the project and Czech partners but, above all, them and their work of the last months.

## Main activity (60 minutes)

### 1/ Group brainstorming (15 minutes)

The aim of this activity is to come up with as many ideas for the exhibition as possible. Make sure that students know that at this point the task is not to agree or make decisions about the final exhibition but to write down and collect a lot of different ideas. Therefore, do not spend much time on it. Inform the students that they will get more time later in the lesson to develop their ideas.

Decide which method of work you prefer (with students working in groups):

- Put the papers with questions on the desks or on the wall all around the classroom. Have each group walk around and brainstorm on the answers. The note taker writes down all their ideas (unless it is already written there). For better coordination we recommend that you set a time limit per one paper (e.g. 3 minutes) and then clap your hands or use a different signal and have all of the groups move clockwise. Then repeat the same procedure until they have written their ideas on all the papers.
- Variation on the version A - students are not moving. Papers are circulating.

After you have decided, divide students into groups (there should not be fewer groups than questions) and instruct them:

*As mentioned before, the concept of the exhibition is entirely up to you. As there are many things to be discussed and thought about, I've prepared some questions that will help us to think what is important. The task is to write down as many ideas as possible for each of the questions. The aim is not to find the best solution in your group but to come up with ideas and possibilities. In each group, appoint a note taker who will write down all the ideas you will discuss.*

**Note:** Before the lesson, prepare 5-7 big sheets of paper. On each poster write one of the suggested questions below (choose just the questions which you find relevant for

your class/school). You can leave one of the posters blank and write there: "Other important things".

Where can we place the exhibition?

When can it take place? What can the opening hours be?

What to exhibit? Which of your and your partners' outcomes?

How to promote the exhibition?

What should the vernissage / the official opening of the exhibition be like? Etc.

### 2/ Sharing (5 minutes)

After students have discussed all the questions, make a circle and ask each group to present their ideas about the last question they have worked on. Do not allow any comments during this activity. Tell students there will be time for that afterwards.

### 3/ Class discussion (10 minutes)

Discuss together as a class the most essential things about exhibition – e.g. time, place, target group, what to exhibit. As a starting point, use their ideas from the posters. Everybody's voice should be heard. If necessary, discuss the advantages and disadvantages of selected options to make it easier for the students to decide. Ask one student in the class to take notes.

### 4/ Expert groups (20 minutes)

Students make groups (according to the number of chosen activities and tasks from the action plan, also one group can have more tasks and some people can be in more groups). Suggested expert groups:

- PR (public relations) – thinking of the promotion strategy. Students prepare a poster, leaflet for the exhibition and/or its official opening.
- Preparing detailed plan of the work (requires strong cooperation with other teams)
- Planning the official opening of the exhibition (who will be the presenter, who will take photos etc, special leaflet)
- ...other tasks...

**Make sure that the groups:**

- write down all the agreed upon ideas (they will present

them briefly at the end of the lesson)

- cooperate with other groups. Encourage them to do so. Students can walk freely around the class and discuss various issues
- make a list of questions which they would like to ask their classmates later. Things which they would like to decide together with the rest of the class
- know that they can come to you for some advice
- remind them to secretly observe the person they chose at the beginning of the lesson

Set a time limit of 20 minutes.

### 5/ Experts' presentations (10 minutes)

Give space to each expert group to present their ideas and questions.

### Follow up (10 minutes)

#### Task division (10 minutes)

Together as a class, make a list of tasks ("to do list") to be done by each group before the next lesson during which they will have time to work on it as well. Remind students that in the next lesson they will choose their and their partners' outputs for the exhibition and write introductions and comments to them. Also, they will continue observing their secret classmate. Recommend to them to write down things or actions from this lesson into their journals that they could later mention in the certificate.

### Homework

**Website.** Students check the La Ngonpo website to see what possible outputs can be used for the exhibition. It will be discussed during the next lesson.

# Lesson 3 Exhibition Preparation II.

## Recommended subjects:

- Social Sciences
- Arts

## Goals:

- students choose their and their partners' outputs for the exhibition
- students prepare description of the individual outputs
- students formulate three positive actions or things about one of their classmates

## You need:

- big sheets of paper (four for the Lead-in, one for the Main activity)
- overview of all the outputs from the project (prepare it before the lesson) – for teacher
- "Certificates" – Worksheet No. 1 (one per each student)

## Notes:

At the end of the lesson, distribute blank certificates to the students and ask them to fill them in. After they have finished, take them back. Before the final lesson, add to each certificate a few words or a sentence about what you appreciate and thank the person for. This could be a nice reminder for each student of the project in the future.

## Lead in (10 minutes)

### 1/ Secret task

Remind your students of the "secret task" from the previous lesson - observing a classmate and making notes in their journal about his or her nice, small actions, ideas or things they do or say. At the end of the lesson they will prepare special certificates for each other in which they will write down three positive things about the person.

### 2/ List of exhibition outputs (10 minutes)

Prepare three big papers and ask three students to be note takers. You will make three different lists during this activity, all at the same time. Therefore, first, ask the note takers to write the following topics at the top of their posters as headings:

- *Our outputs – those you have got "physically" at your school* (these can be exhibited, e.g. collages)
- *Our outputs on the website* (later they can be printed out, copied or just reported – e.g. identity flower, photos of circles)

- *Partners' outputs on the website* (later they can be printed out, copied or just reported – e.g. collages, photos of circles)

During this brainstorming activity, only focus on writing the lists, putting different outputs under different headings. Do not decide which of the outputs to exhibit yet. This activity should not take long since students' homework was to check the website and the outputs there. Start with a question: *What outputs do we have from the first module "Circle"?* (if necessary, use the charts written in the methodology at the beginning of each module).

## Main activity (20 minutes)

### 1/ Selection of outputs (10 minutes)

- Put the lists from the previous activity on the wall so that everybody can see it. Together:
- decide and circle those outputs which students would like to exhibit (take into account the size of the place where you are going to prepare the exhibition)

- decide how many of the chosen, circled outputs should be exhibited and how they should be chosen (randomly or according to some criteria)?

### 2/ Preparation and description of the output (10 minutes)

Let students divide the tasks among themselves - e.g. *Who will be in charge of preparing the outputs?* Encourage everybody to get involved (e.g. find two students who will be in charge of preparing partners' collages). Each task should include preparing the output and writing a short comment to it, answering questions such as *What is it? Who did it? Why?* They can also add some interesting information. You don't need comments for every single photo or collage, but rather for the whole task or activity so that the visitors can understand what the task was about. Set a deadline when the exhibition should be ready. Students can also work at home or during some other lesson – e.g. during an English lesson, Arts or working with PCs.



If the discussions revolve around some other topic that you find crucial for the exhibition, write them down (e.g. on a special paper on the wall) and get back to them later.

### Follow up (10 minutes)

#### Certificates (10 minutes)

Explain to each student that now they will have 10 minutes to fill in a certificate for the person they have been secretly observing during the two last lessons. First, explain to them that they will write down the following information:

- the name of the classmate who the certificate is for
- who it is from (their name)
- 3 things or actions which the person has said or done and they like or find inspiring and interesting. To help your students, specify the verbs they might use: a certificate for „being, doing, saying... etc.“ If they are not sure what to write about the person, offer yourself as an adviser.
- date and their signature

Emphasize that they should still keep it secret and give it back to you as soon as they have written it, because you will add something too.

# Certificate for .....

**For:**

**1/** .....

**2/** .....

**3/** .....

**From:** .....

**Date:** .....

**Signature:** .....

**Teachers note:** .....



# Lesson 4 Farewell

## Recommended subjects:

- Social Sciences
- Arts

## Goals:

According to the chosen versions:

- A. students evaluate the La Ngonpo project and formulate their feelings and benefits of the project in writing
- B. students reflect on the process of preparing and organizing the exhibition and specify what they have done well and what they would do differently next time

- C. students create a song by which they close the whole project

## You need:

- certificates from the previous lesson (filled in by the students in the previous lesson and also completed by you before this lesson)
- photo of your partner's elephant – print it out or project it from the website La Ngonpo (you can also print out what Czech students wrote into the virtual elephants)
- students' personal journals

## Web La Ngonpo:

- before the lesson, print out the photo of partners' elephant and the "virtual elephant" from the first lesson
- students can upload what they have created (e.g. their writings, lyric of the song, video with the song, photos of the exhibition etc.)

## Recommendations:

Make sure every student in the class receives a certificate. In case somebody is missing or their pair or is absent, prepare the certificate yourself.

## Lead in (5 minutes)

### Elephants (5 minutes)

Start the lesson by looking at the elephants from your partner school. Work with printed photos and with printed messages from "virtual elephants". Ask students what comes to mind, what they find interesting.

## Main activity (20 minutes)

As the main activity for this lesson choose, you or students, one of the following activities. You can also combine them. The aim of the last lesson is to make students feel good and to close the whole project enjoyably. Choose one of the following options:

**A. Writing: Me and the project.** Students go through their personal journals and describe e.g. their impressions and feelings, things they found most interesting, what they will like to remember, what they would do differently next time, etc. You can structure the writing more (what should each paragraph be about?) or set the type of writing (letter/e-mail, essay, article for a school magazine or website etc.).

**B. Exhibition reflection.** Providing you have already prepared the exhibition, you can devote those 25 minutes to reflection in which you go through the preparation process, provide students space for sharing their impressions, articulate what they liked most, what they achieved and what they would do differently next time. You can also have a look at the photos (or video) from the exhibition. To what extent were their visions from the first lesson of this module achieved?

**C. Music.** Celebrate the end of the project by creating a song(s) (e.g. in groups). Students can come up with a melody, lyrics, dance... Optionally, they can produce only new lyrics to a well-known song. At the end, sing it all together.

## Follow-up (10 minutes)

### Certificates (10 minutes)

Remind your students of the certificates they filled in at the end of the last lesson. Tell them that you also added something:

*During these last lessons, we have all participated in preparing the exhibition and contributed with our ideas and energy. Now it is time to appreciate all the things that we have done in the process and also to reveal who you observed during your secret task.*

*I will call out your names and when I say your name, please stand up so that you can be given your certificate. The person who observed you during the last two lessons will hand over the certificate to you. He or she will read what they wrote in it.*

In case you are afraid that handing out the certificates would take too much time, ask students to read only one of the things written in the certificate.

## Homework

**Optional** – students can upload on the website what they have created in the last lesson (e.g. their writing, song lyrics, video with the song, photos of the exhibition etc.).

Examples of the final exhibitions  
(Piloting 2010/2011):



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# Czech Republic (ČR)

### Area, location and population

The Czech Republic is situated in central Europe. It borders Poland, Slovakia, Austria and Germany. The area of the Czech Republic is 79 thousand km<sup>2</sup>. There are approximately 10.5 million people and the capital is Prague, with 1.5 million inhabitants. The population density is 132 inhabitants per km<sup>2</sup>.

### Geography

Mountain ranges, which surround the Czech Republic, have always formed natural as well as formal borders of the Czech Republic. The highest mountain is Sněžka (1602 m), which is situated on the border with Poland and, due to its accessibility, is a popular tourist destination for many Czechs. Over two-thirds of the Czech Republic has an elevation up to 500 m above sea level.

ČR is situated in a moderate climate zone and there are four seasons. The biggest influences on the climate in the Czech Republic are elevation and topography. The warmest month is July, when the average temperature in the mountains is 7°C and in the lowlands is up to 20°C. The coldest month is January, when the average temperature drops to -7°C in the mountain areas and to 0°C in the lowlands.

The biggest and the most fertile lowlands, where wheat, barley, corn, potatoes, sugar beets, flax and oilseed rape are typically grown, are situated alongside the Labe, Vltava, Morava and Odra rivers. Most drinking water (74 %) comes from underground and surface sources.

Forests constitute 34% of the state territory; fields and meadows are also frequent and, naturally, man-made areas. Arable land constitutes 38% of the state territory (as of 31.12.2010).

Especially in areas where agricultural crops are difficult to grow, cattle, pigs, poultry and freshwater fish (carp) farming and beekeeping predominate. Mainly people in the countryside grow their own vegetables and fruit (apples, pears, apricots, peaches, cherries, etc.); nevertheless, most fruit and vegetables are nowadays imported from all over the world. The Czech Republic has sources of raw materials that are essential especially for heavy industry. Black and brown coal, clay and sand are all mined. Oil is imported.

### History

The Czech lands were part of the Holy Roman Empire from the 10<sup>th</sup> century up to 1806. Between 1526 and 1918, they were integrated into the Austrian Monarchy. The Czech lands, however, always strived for independence. After the collapse of the Austro-Hungarian Empire at the end of World War I in 1918, Czechoslovakia was founded.

An important milestone in Czech history was the year 1948, when the Communist party took over the government and established a totalitarian regime in the country. The so-called Prague Spring in 1968 is a name for the period when the influence of the leading Communist party was growing weaker. The Prague Spring was then suppressed by the intervention of the Soviet Union army and the armies of other Warsaw Pact countries in August 1968.

The Velvet Revolution in November 1989 caused the collapse of the Communist regime and the introduction of democracy. After a mutual agreement in 1993, Czechoslovakia was divided into two independent countries – the Czech Republic and the Slovak Republic. The Czech Republic is a member of NATO and the EU.

### People

About 70 % of the population lives in cities. A trend of the recent years has been to move out from the cities to their surroundings. In cities, people predominantly live in blocks of flats; in the country, brick houses with tilted roofs surrounded by little garden predominate. Low-energy and wooden houses have become popular in recent years. People living in cities often own a smaller cottage in the country where they spend their weekends far from the hustle and bustle of the city. 90% of the population claim allegiance to the Czech nationality; Slovaks (1.9%) and Poles (0.5%) are among the biggest minorities. Approximately 3.5% of ČR are foreigners, most coming from the Ukraine, Slovakia, Vietnam and Russia.

As for the number of people who do not claim allegiance to any religion, the Czech Republic is a rarity in Europe. According to the census from 2001, only 32% of the population claimed allegiance to any religion. The majority of believers (83%), which is 2.7 million of all believers, are members of the Roman Catholic Church. Other world religions are insignificant in ČR (7,000 Buddhists and 3,700 Muslims).

The unemployment rate is 7.3% (as of 1.5.2011). Most people work in industry, commerce and construction industries.

### Culture and tradition

In the Czech Republic there are a number of cultural and sacred buildings (castles, chateaus, cathedrals) that point to the rich history of this country.

### Family

The traditional Czech family, in the narrowest sense, usually has four members: parents and two children. Other close relatives, such as grandparents and aunts and uncles with their families, are also counted as members of the family. In this form (up to 20 people), the family usually meets up during the most important holidays of the year, such as Christmas, Easter or for celebrating birthdays. Adult children mostly live outside their parents' houses and they visit their parents and grandparents. Elderly people often live alone or in houses for retired people.

### Traditional food

Dishes containing meat (especially chicken, pork and beef), potatoes, dumplings, various sauces and soups dominate Czech cuisine. Among traditional dishes is roasted pork with dumplings and sauerkraut or fried pork schnitzel. Also, Czech variations of pasta, vegetable salads, fries, hamburgers and Asian and Indian cuisine are popular in the Czech Republic.

### Education

In the Czech Republic, school is mandatory from ages six to fifteen (9 grades). The school year begins in September and ends in June. The main holidays are in July and August. There is a shorter holiday period in December during Christmas.

## Ladakh

### Area, location and population

Ladakh is an area in the state of Jammu and Kashmir in northern India. It borders Pakistan and China. Ladakh stretches over an area of 87,000 km<sup>2</sup> and it has a population of approximately 250,000 inhabitants. The population density is 3 people per km<sup>2</sup>. 28,000 inhabitants live in the capital city, Leh.

### Geography

Ladakh is situated on a plateau over 3000 m above sea level, which is surrounded in all directions by ridges of the Himalaya and Karakoram mountains. Access to Ladakh is therefore rather limited during winters because the roads over and through the mountain passes are difficult to get through. Ladakh is often called "Little Tibet" for its geographical and cultural resemblance.

Ladakh is situated in a moderate climate zone with four seasons. It is a cold rocky desert where the annual rainfall only amounts to 50mm. There are over three hundred days of sunshine a year in this region. The most populated region is between 3200 and 4000 m above sea level. The average temperature in the capital, Leh, in winter is between -7 and -13 °C and in summer between 10 and 25 °C, which is quite similar to the Czech Republic.

There are three big rivers in Ladakh – the upper reaches of the Indus River, the Zaskar River and the Numbra River. There is some vegetation along the rivers – grasses and some trees (willow, poplar). Ladakh lies in the rain shadow of the Himalayas. The main water source is underground water from snow and icecaps. There are elaborate systems of irrigation canals. Due to climate change, temperatures are gradually rising and icecaps are melting. A number of ecologically-minded Ladakhi people are afraid that this can gradually lead to a water shortage problem in the whole region.

Ladakhi people place a heavy emphasis on traditional agriculture. The main crops in Ladakh are barley, wheat, apples, apricots, sea-buckthorn, nuts and seasonal vegetables.

### History

Ladakh was long a Buddhist kingdom that flourished due to trade. It was situated on the Silk Road between Kashmiri Srinagar and Tibetan Lhasa.

Up to the 17<sup>th</sup> century, Ladakh was an autonomous kingdom. In that time, the king Delan Namgyal asked the Moghul dynasty of Kashmir for help in the fight against Tibeto-mongolian tribes. The Moghul dynasty later subjugated the Kingdom of Ladakh into the Kashmiri Kingdom. Trade with pashmina (soft wool from local goat) flourished in Ladakh, which led to the ruler of Kashmir, Maharaju Gulab Singh, invading and occupying Ladakh in the mid-18<sup>th</sup> century.

After the Chinese invasion of Tibet in 1950, many Tibetans escaped across the Himalayas to Ladakh. Some of them still live with their families in exile villages in Ladakh. In 1979, Ladakh was divided into two regions – the Leh region, where Buddhism is predominant, and the Kargil region, with the majority being Muslim. In 1999, an Indo-Pakistani war broke out in Kargil, which significantly especially weakened the Kargil region. Even now, there has been occasional unrest in the region.

With the formation of modern boundaries between the rival regional superpowers, Ladakh was caught in a sensitive border area between Pakistan and China. The whole region is under constant supervision of the Indian army. The north, and borders with China, are especially under heavy guard; it is a no-go area and virtually nobody lives there. The local people have only recently come across goods from multinational chain stores and modern technology. The borders of Ladakh were opened to tourists for the first time in 1974. Nowadays, tourism and connected services are significant sources of income for Ladakhi people. However, mass tourism also brings about some negative effects, such as environment degradation.

### People

There are several significant cultures and religions: Ladakhi Buddhist culture, Tibetan Buddhist culture, Indian Hindu culture, Islamic (Kashmiri and Pakistani) culture and, due to the activity of Moravian Brethrens, there are also a small number of Christians. There is tension between Buddhist and Islamic cultures especially, but it is not very visible from the outside.

A typical Ladakhi structure is a two-storey house made out of mud bricks with ceilings made out of poplar and willow withes. The first floor is for cattle and the family live on the

second floor. A very popular trend in modern home construction is ecological buildings with solar heated walls.

### Culture and tradition

Ladakh is a traditionally agricultural society sparsely inhabited by villagers who have managed to farm and be self-sufficient in an infertile desert landscape. It is a typical river civilization; villages have always been situated along rivers. Ladakhi villages are formed by a few mud brick houses, fields with irrigation canals around them, stone mills for grains, a school, a crematorium and a monastery.

In Ladakh, and in Leh in particular, one can see an interesting mix of the traditional and modern ways of life. Many families own a TV, mobile phones, and a lot of people also own cars. Young people wear jeans and T-shirts; they refuse wearing traditional clothing worn by older generations. While in the cities there are Internet cafes and the Internet is slowly appearing even in households, electricity or mobile phone reception is not yet common in remote areas high in the mountains.

### Family

Apart from children and parents, the generation of grandparents is also counted as part of the family; they all usually live together. Nowadays, there are also individuals and pairs (not married) among the younger generation who establish their own home outside of their parents' house.

### Traditional food

Food is prepared on a traditional stove where cowpats are used as fuel. Typical food is not very spicy, dishes are made of flour, such as mo-mo (a boiled pasty from barley dough filled with vegetables) or vegetable soup with noodles called thukpa. Traditional drink is salty tea, which is prepared from black tea, milk, yak butter and salt.

### Education

School attendance is obligatory till 8<sup>th</sup> grade in Ladakh. School uniforms are required. The school year begins in March and ends in November. The main holidays are, due to severe winters, from December to the end of February. Shorter holidays are usually in July.

## **La Ngonpo**

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