

POLITICAL AND INTERCULTURAL LITERACY

ACTIVITY PLAN

ACTIVITIES ON CRITICAL THINKING AND PROBLEM
SOLVING:

How to take part in a debate on immigration and
refugees

ACTIVITIES ON SPEAKERS CORNER:

How to make a good speech

ACTIVITIES ON COOPERATIVE LEARNING:

Citizenship and democracy

ACTIVITIES ON CRITICAL THINKING AND INNOVATION:

The ideal country of C.L.I.C.K.

Project n°: 2015-1-EE01-KA219-013456

**10iCampus
DENMARK**



1. ACTIVITY

ACTIVITIES ON CRITICAL THINKING AND PROBLEM SOLVING:

How to take part in a debate on immigration and refugees

Objectives

- To define the terms immigration and refugees
- To identify and to describe a European problem (e.g. immigration, integration, democracy, economy, political standards)
- To find a way to make people understand the importance of human rights
- To take part in a debate using a given glossary
- To learn about a non-governmental organization (NGO)

Materials/Equipment

- White board, computer

Duration

- 2 sessions

The first session will be a warm up session for the Non-Governmental Organization DFUNK.

The second session the Non-Governmental Organization DFUNK gives an introductory presentation about asylum policy, EU's handling of the refugees, intercultural awareness.

Skills Required

- Team work
- Creative thinking
- Communication skills
- The second language, English

1.2 The process

Part 1: Warm up activities on critical thinking and problem solving

TASK
The students will work individually and are divided in groups.
Alone and in groups they will warm up doing certain exercises on getting to know new words about the topic by exercising their communication tools.
Alone they must make serious decisions about the topic.
Alone and in groups they must give examples and explain their decisions by sharing their learning with the group and revisit the problem.

Part 2: An introductory presentation by the Non-Governmental Organization DFUNK about problems related to intercultural awareness

TASK
The students are divided into groups.
In groups the students define intercultural awareness by giving examples from the introductory presentation.
The students discuss in groups intercultural awareness by giving examples from the introductory presentation.
The students present the results from the group work and take part in the following debate.

SOME CONCLUSIONS ABOUT THIS ACTIVITY:

This short activity aims to extend and refine students' ability to use their communication tools. They will be provoked to make up their mind about intercultural awareness. Being able to think in a critical and relevant way the students will be able to become good and responsible citizens in Europe and the world.

2. ACTIVITY

ACTIVITIES ON SPEAKERS CORNER:

How to make a good speech

Objectives

- To read and learn from an instruction about making a speech
- To be able to adjust a speech to a specific audience
- To perform a speech
- To learn about Hyde Park Corner
- To be a part of a good audience

Materials/Equipment

- Beer crates
- Artificial trees
- Camera
- A sign which says SPEAKER'S CORNER on the board

Duration

- 1 session

Skills Required

- To perform
- Be play a role in a play called "Speaker's Corner"
- To memorize a text
- To write a speech out of certain instructions
- To be a good and respectful audience
- To understand to be a part of a play

2.2 The process

TASK
The teachers will create the corner of Hyde Park in London. There will be trees, beer crates, a stepladder, boxes and a sign that says SPEAKERS CORNER.
There will be a short rehearsal session both among the speakers and among the audience.
The introduction to this work shop will be split into two parts. One where we hear the speeches without reactions from the audience – and one where there will be/must be reactions from the audience.
In the end there will be a short evaluation, so that both students and teachers will understand, that they were a part of a play.

SOME CONCLUSIONS ABOUT THIS ACTIVITY:

Being a part of this work shop the students will have the feeling of being a part of a play that take part in Hyde Park in London. They will also get a feeling of the importance of the freedom of speech.

The students will experience situations where they will be provoked and maybe sad – it depends on the topics of the speeches.

The evaluation is very important.

3. ACTIVITY

ACTIVITIES ON COOPERATIVE LEARNING:

Citizenship and democracy

Objectives

- To learn about citizenship and democracy
- To identify the importance of different political opinions
- To understand how to be a responsible citizen in a globalized world
- To broaden a specific vocabulary concerning politics
- To improve the academic and social skills

Materials/Equipment

- White board, computer

Duration

- 1 session

Skills Required

- Listening skills
- Intercept and collect information
- To conclude
- To respect opinions
- To take part in a debate
- To feel responsible towards guest teachers
- To detect a specific glossary

3.2 The process

TASK
The students sit in rows and listen.
The students will discuss the political issues from the keynote speaker.
The students will discuss the issues of a citizenship two and two.
The students will contribute to a conclusion.

SOME CONCLUSIONS ABOUT THIS ACTIVITY:

Taking part in this session the students will a clearer clue on what citizenship and politics are – and how difficult it is to talk about. Furthermore, the students will have an experience of what democracy is and how it works. All in all their political knowledge has increased.

4. ACTIVITY

ACTIVITIES ON CRITICAL THINKING AND INNOVATION:

The ideal country of C.L.I.C.K.

Objectives

- To watch and learn from an instruction about designing your own country
- To develop the creativity and use it in a political context
- To improve the academic and social skills
- To use the skills of the new political knowledge and glossary

Materials/Equipment

- Computers
- Paper sheets
- Pens
- Markers

Duration

- 1 session

Skills Required

- Communication skills in English
- Reading and writing skills in English
- Cooperative skills in groups
- Creative thinking
- The glossary of political literacy

4.2 The process

TASK
The students are divided into groups.
The work shop is presented to the students.
Some of the tasks are explained into details. Especially the presentation of the group work which is a joint rally on Friday.
The students start creating their ideal country from the exercise.
Decisions are made among the students in the group, and tasks are given to each member of the students.
The group summons up, what to do in the joint rally.

SOME CONCLUSIONS ABOUT THIS ACTIVITY:

This activity will make the students evaluate and put their new knowledge into perspective by making their own ideal country.

The students' innovative skills will come into a perspective when using their new communicative skills.

This work shop will hopefully summon up what they have learned during the week in Denmark.