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# CHILDREN AROUND THE WORLD

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## Love, care and responsibility

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Type of module	Internet
Level	B1
Target group	16–19-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a suliNova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Creative communication
<b>DESCRIPTION OF MODULE</b>	In this module learners listen to and read about the situation of children around the world, participate in a Webquest and debate the topic of child labour.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<p>Language proficiency: This module aims to enable Ls to do these things more effectively:</p> <ul style="list-style-type: none"> <li>■ to argue about a criminal case and moral dilemmas</li> <li>■ to listen to / watch short excerpts on a range of issues related to children</li> <li>■ to scan texts for information</li> <li>■ to work cooperatively</li> <li>■ to debate the issue of child labour</li> <li>■ to collect arguments and listen to others' opinions</li> </ul>
<b>TIMEFRAME</b>	3 lessons
<b>TARGET GROUP</b>	16-19-year-old learners
<b>LANGUAGE LEVEL</b>	B2
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>To complete the module, Ls need to be able to do the following:</p> <ul style="list-style-type: none"> <li>■ understand and express abstract ideas and notions</li> <li>■ have some practice in using the Internet</li> <li>■ use a variety of grammatical structures and linking devices</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	-
<b>Links with other modules</b>	-
<b>Links with the school leaving exam</b>	Debating skills

## FOCI OF SKILLS DEVELOPMENT

### Communicative language skills

- Accomplishing a Webquest
- Discussing controversial issues (such as the rights of children and child labour)

### General educational skills

- Note-taking
- Scanning information
- Debating controversial issues

### EVALUATION

- Self-assessment through criterion-based self-assessment forms.
- T will be able to assess Ls' work using the same criteria as the Ls. Thus, rather than giving marks (which the T might still do), T and Ls will be able to evaluate the project together within a framework that encourages cooperation and appreciation of the others' work.

### SUGGESTIONS

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### BACK UP SYSTEMS

Internet:

[www.unicef.org](http://www.unicef.org)

<http://www.netangol.hu/B2/stage1/player.html>

[http://www.idebate.org/debatabase/topic\\_details.php?topicID=184](http://www.idebate.org/debatabase/topic_details.php?topicID=184)

# MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Introducing the topic of social and personal responsibility; Finding the right order of events in a listening text	Listening to a court case Discussing moral dilemmas	Expressing opinions	1.1 Pictures with stories; 1.2 Dilemmas worksheet; 1.3 Listening text of Claysburgh case; 1.3 Claysburgh case – worksheet; CD player; projector (optional)
2	Scanning listening and reading texts for information; Working in small groups	Participating in a Webquest	Reading and researching websites	2.1 Webquest website ( <a href="http://www.netangol.hu/B2/stage1/player.html">http://www.netangol.hu/B2/stage1/player.html</a> ); 2.1 Grid for the Webquest
3	Giving practice in speaking, note-taking and debating; Considering an issue from different angles	Debate on child labour Evaluation of the project	Arguments for and against child labour	Arguments for and against child labour collected by Ls; 3.3 Self-assessment form

# PROCEDURE

## LESSON 1: A QUESTION OF RESPONSIBILITY

### Aims of the lesson:

- to introduce the topic of social and personal responsibility
- to give practice in speaking and expressing opinions
- to guide Ls towards a complex debate task using a short listening text

**Materials and resources:** 1.1 Pictures with stories; 1.2 Dilemmas worksheet; 1.3 Listening text of Claysburgh case; 1.3 Claysburgh case – worksheet; CD player; projector (optional)

<b>STAGE 1</b>	<b>Warmer</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Introducing the topic of ‘Children around the world’
<b>ORGANISATION</b>	Groups of 4 Frontal (whole group)
<b>AIDS AND MATERIALS</b>	1.1 Pictures with stories

### TEACHER’S ACTIVITIES

Give each group a handout with the four pictures and assign one picture to each group. Ask Ls where they think the picture was taken and how they imagine these children might live. After Ls have guessed, ask each group to share what they think and invite the rest of the group to comment. Next you can share some background information about the pictures with them. Also, ask Ls to collect issues and problems they see in connection with how children are treated all over the world (e.g. child labour, slavery, abuse etc.).

(Note: The pictures used in this task come from [www.unicef.org](http://www.unicef.org). – If you wish, you might use other pictures with different stories, but it is important that you know the background of the picture.)

### LEARNERS’ ACTIVITIES

Ls guess how the children might live and collect possible issues.

Some background information to the pictures given:

1. On 6 February, 2007, Jakarta, the capital of Indonesia, was paralyzed over the weekend as severe flooding left large parts of the city underwater.
2. At the UNICEF-provided semi-permanent primary school in Indonesia, a morning religion class is under way for the 18 students in the fifth grade.
3. On 6 February, 2007, in Gaza City, kindergarteners joined a protest against internal violence in the Occupied Palestinian Territory; two days later Hamas and Fatah leaders signed an agreement to end the fighting.
4. An Angolan local leader and his family receive safe water from a UNICEF-supplied bladder to avoid waterborne cholera infection.

<b>STAGE 2</b>	<b>What would you do?</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking (expressing opinions, debating)
<b>ORGANISATION</b>	Pairs or small groups Whole group
<b>AIDS AND MATERIALS</b>	1.2 Dilemmas worksheet

#### TEACHER'S ACTIVITIES

1. Tell Ls that they are going to discuss some situations, all of which are to do with children. Their task is to imagine that in each case they are the ones to make a decision.  
(Note: The exercise contains some highly controversial issues and moral dilemmas, which might not be suitable for all Ls and all classes. If you feel your class is not ready to discuss some of the issues – for whatever reason – feel free to delete questions and add new ones.)
2. Ask Ls to work in pairs and decide what the best solution is.

#### LEARNERS' ACTIVITIES

1. Ls read the handout and gather their thoughts.
2. Ls discuss the issues in pairs.

3. When they are done (or if app. 8 minutes have passed), ask Ls to share their views on the issues. 3. Ls share their views with other members of their class.
- (Note: At this point, Ls tend to be overwhelmed with emotions and argue for what they believe is right with enthusiasm rarely seen. Make sure you do not let the discussion drag on and Stages 1 and 2 take no longer than 15 minutes altogether).

<b>STAGE 3</b>	<b>A (court) case in point</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Decision making Thematic vocabulary Note-taking
<b>ORGANISATION</b>	Individual Pairs Whole group
<b>AIDS AND MATERIALS</b>	1.3 Listening text of Claysburgh case; 1.3 Claysburgh case – worksheet; CD player; projector (optional)

### TEACHER'S ACTIVITIES

1. Tell Ls that they are going to listen to an extract of an American person's personal news. Then, ask Ls to work in pairs and do Exercise 1 on their worksheet – vocabulary building. Check answers as a class and help them with any words they might not know.

Key:

1. the narrow area near the water was deeper than usual
  2. there was too much rain and flooding
  3. walk along the water
  4. she continued her walk
  5. let them disappear
  6. cry for help
2. Now ask Ls to read the list of events in Exercise 2. When they are ready, play the recording for the first time and ask them to order the events.

#### **1.3 Script for the listening task – for the teacher: Listening text of Claysburgh case**

Here's what happened that day:

This was a time when the creeks in Claysburgh were swollen from excessive rains and flooding, and Ms. Newkirk was visiting the house of a friend of hers to help him with the repairs that he was doing on the house, and she went off to take a walk along this flooded creek. And the man's child followed her. A two-year-old child by the name of Hunter followed her down to the creek and nearly fell in the water so she brought the child back to the father, said "you've got to keep him, he almost fell in the water", and she resumed her walk down by the creek. The father let the child out of his sight again and he again went down to the creek and fell in the water. And the trouble is that Ms. Newkirk didn't know how to swim so she didn't jump in the water – she would probably have drowned herself – instead she howled for help, she ran for the father to get him and the father and some others went into the creek after the child but the child unfortunately drowned in the water.

### LEARNERS' ACTIVITIES

1. Ls guess the meaning of the words/expressions in pairs.
2. Ls listen to the story and work out the correct order of events.

3. Next, play the recording again and stop after each event to check their work and also to ensure that Ls understand the story. This is crucial for the next part of the exercise.
3. Ls work with T, listening to the story again, working their way through the story step by step.

Key:

1. The woman came to visit a friend to help him with the repairs he was doing on the house.
2. She went off to take a walk along this flooded creek.
3. The man's 2-year-old child followed her down to the creek.
4. The child nearly fell in the water.
5. She brought the child back to the father to keep him from falling into the water.
6. She resumed (continued) her walk down by the creek.
7. The father let the child out of his sight again.
8. The child went back to the creek and fell in the water.
9. The woman couldn't swim, so she ran back to the house to get the father.
10. The child drowned in the water.

4. Tell Ls the case got to court in Pittsburgh and a verdict was reached. Before telling Ls what the judge ruled, ask them to establish responsibility in the case. They should do two things:
  - a) Decide who is guilty (if any).
  - b) Decide what sort of punishment they would impose.
 (Note: Ls at this point ask for additional information, if they ask you, tell them that the creek was deep and the woman would probably have drowned – with some groups it works to express it in percentages /e.g. there is a 70% chance that she would have drowned/, the child had lived near the creek all his life, there was no one else in the house, only the father /who was working in the house/, the woman /who was visiting/, and the little boy.)  
 Don't forget to tell Ls that in the end, they are going to learn what the judge ruled!
4. Ls discuss the case in pairs and reach some kind of a decision. Next, they work as a class to pool their opinions and reach some kind of a joint decision.

Key:

The woman was sentenced to 18 months in prison for endangering the welfare of a child.

## LESSON 2: CHILDREN AROUND THE WORLD – WEBQUEST

### Aims of the lesson:

- to actively involve students in the activities
- to listen to / watch short excerpts on a range of issues related to children
- to scan texts for information
- to listen for specific information in a brief news item

**Materials and resources:** 2.1 Webquest website (<http://www.netangol.hu/B2/stage1/player.html>); 2.1 Grid for the Webquest; Internet access, computer room (at least one workstation for every 3 Ls)

<b>STAGE 1</b>	<b>Introducing the Webquest + starting up the computers</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Introducing the Webquest
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	2.1 Webquest website ( <a href="http://www.netangol.hu/B2/stage1/player.html">http://www.netangol.hu/B2/stage1/player.html</a> ); 2.1 Grid for the Webquest; Internet access in the computer room

### TEACHER'S ACTIVITIES

Tell Ls that they are going to participate in a Webquest – a Webquest is an online treasure hunt, where they can only move on to if they complete the task at that stage. Also, tell Ls that they can move on to the next stage always by clicking the Finish button at the end of each task.

It is important to tell Ls to take notes while doing the Webquest – merely completing all the stages is not enough! They should also be able to reconstruct the message of each stage along with the most important pieces of information they learnt. In order to be able to do this, hand out the Webquest grid (2.1) to each L.

(Note: Some of the facts and visual images (e.g. the No food diet video) might be too intensive for oversensitive Ls! It is advisable to go through the stages before taking it to class to see whether the Webquest is appropriate for your Ls.)

### LEARNERS' ACTIVITIES

Ls listen and make sure they have their computers ready for work.

<b>STAGE 2</b>	<b>The interactive Webquest</b>
<b>TIME</b>	35 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening: scanning information and finding the right order of events Note-taking: filling in a grid Reading: scanning information Collaborative work
<b>ORGANISATION</b>	Small groups or pairs (if there are enough computers)
<b>AIDS AND MATERIALS</b>	2.1 Webquest website ( <a href="http://www.netangol.hu/B2/stage1/player.html">http://www.netangol.hu/B2/stage1/player.html</a> )

#### TEACHER'S ACTIVITIES

1. Stage 1: In this stage Ls have to watch a short (1-minute long) video, which is an advertisement of the World Food Programme, and answer one question about it. The aim of this stage is to get Ls started and familiarize them with the genre of the Webquest.

(Answer: 25000)

2. Stage 2: Ls have to read some important pieces of advice on Internet safety and how they can be safe users of the Internet.

(Answers:

1. parent
2. nickname
3. administrator
4. public place)

#### LEARNERS' ACTIVITIES

1. Ls work in groups and work their way through the tasks together.

3. Stage 3: This is a fact sheet about children in Africa.

(Answers:

1. 200000 // 8000
2. 120000
3. 50%
4. six
5. minute of every day
6. 12 // 14
7. 83
8. 57%)

4. Stage 4: This is the longest of all the stages. It includes a short listening task and an interactive quiz. After that, there is even a vocabulary learning game where they have to prove that they were not only quick but also attentive in doing the task at that stage.

When they are done, they get their diploma. They might want to print it and take it home.

(Answers:

Part 1

1. These outskirts of Dhaka are now clean and sanitary.
2. The girl and her friends monitor the neighbours' habits.
3. They observe which families drink clean water and use hygienic latrine.
4. They also monitor whether there has been a case of diarrhea with young children.
5. They also deal with the issues of early marriage and school drop-outs.
6. As a result of the girls' activity, the number of early marriages has dropped.
7. In other places in Bangladesh, nearly 70% of girls are married before they turn 18.

Part 2 – Vocabulary

1. adolescent girl club
2. filthy outskirts
3. clean and sanitary
4. monitor their habits
5. hygienic latrine
6. children under five
7. cases of diarrhea
8. deal with wider social issues
9. early marriages
10. improve the small things
11. quality of their life
12. develop the mentality of adolescents)

<b>STAGE 3</b>	<b>Homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for gist Argumentation Writing
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	-

### TEACHER'S ACTIVITIES

Tell Ls to think about all that they have read and heard. On the basis of all that, together with their previous studies, readings as well as some research they might do at home, ask them to consider the following statement:

‘States should be forced to abolish child labour.’

Tell Ls that their task is to come up with one argument for and against this proposition.

As it might seem difficult to collect arguments against the statement, you might want to recommend some websites where they can learn more about this topic:

[http://www.idebate.org/debatabase/topic\\_details.php?topicID=184](http://www.idebate.org/debatabase/topic_details.php?topicID=184)

<http://www.ilo.ru/ecl/chempl.htm>

<http://www.indianet.nl/sobsec7.html>

### LEARNERS' ACTIVITIES

Ls work at home and collect arguments for and against the statement they are given.

### LESSON 3: THE CHILD LABOUR DEBATE

#### Aims of the lesson:

- to give Ls practice in speaking
- to give Ls practice in debating
- to help Ls prepare better for the oral part of the school leaving exam
- to help Ls consider an issue from different angles

**Materials and resources:** Arguments for and against child labour collected by Ls; 3.3 Self-assessment form

<b>STAGE 1</b>	<b>Argument pool</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANISATION</b>	Mingle
<b>AIDS AND MATERIALS</b>	Arguments collected by Ls

#### TEACHER'S ACTIVITIES

Ask Ls to walk around the classroom sharing their arguments for and against the statement: 'States should be forced to abolish child labour.' Tell them that they are going to have a debate about the topic, therefore they should get all the information they need. Ask them to take notes.

Note: Make sure Ls understand that the topic of the debate is not just whether child labour is acceptable or not, but rather about whether states should be forced to take measures (e.g. one such measure by the international community might be to boycott all companies whose production involves child labour).

(Note: Do not tell them at this point which side they will have to argue for, as arguments and counter-arguments both serve a useful purpose in the context of debate tasks.)

#### LEARNERS' ACTIVITIES

Ls talk to each other and collect as many arguments as they can.

<b>STAGE 2</b>	<b>Pros and cons</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking
<b>ORGANISATION</b>	2 groups
<b>AIDS AND MATERIALS</b>	Arguments for and against child labour collected by Ls and teacher

### TEACHER'S ACTIVITIES

1. Divide the class into two groups (of equal size). Tell them that they are going to work together and collect all the arguments they can as they will have to do a one-on-one debate with someone from the other group.
2. When Ls are ready and have a list of at least 5 arguments, ask them to work with someone from the other group and conduct a preliminary debate. This stage offers a double bonus; on the one hand, it 'forces' everyone to do some work and the situation where two or three Ls talk and the others sit in silence can be avoided. Furthermore, it is also an excellent opportunity for Ls to try out how strong their arguments are and give them some practice and self-confidence before talking in front of the whole class.
3. Next, ask Ls to sit in two groups and ask one of the groups (possibly the 'pro' group) to start by putting forward one of their arguments.  
(Note: It is important that you moderate the discussion and let Ls take it in turns to speak – both for and against.)
4. Leave five minutes for feedback. At this point, tell Ls to leave the viewpoints they have represented so far and share their own views with the group. As there is no formal judge, there is no winner, but make sure that you praise both groups for their performance in the debate.

### LEARNERS' ACTIVITIES

1. Ls work in a group and prepare their list of arguments.
2. Ls work in pairs and conduct a 5-minute one-on-one debate.
3. Ls work in 2 groups and have a whole-class debate.
4. Ls share their views about child labour.

<b>STAGE 3</b>	<b>Evaluating the project</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing
<b>ORGANISATION</b>	Individual Whole group
<b>AIDS AND MATERIALS</b>	3.3 Self-assessment form

#### TEACHER'S ACTIVITIES

1. Hand out self-assessment forms. Ask Ls to fill them in individually, thinking back to the whole project.
2. Ask Ls what three topics they think would be interesting to research in relation with Hungarian children.
3. Collect self-assessment forms and (if there is time) discuss them in the following class.

#### LEARNERS' ACTIVITIES

1. Ls complete self-assessment forms.
2. Ls discuss their answers to Question 3 on the self-assessment form.