

Educational Resources – Gymnasiale Oberstufe					
1. Kurshalbjahr Individuum und Gesellschaft Inhalt: Changing roles of men and women – Geschlechterrollen im Wandel					
	Topic	Title	URL	Content	Alleinstellungsmerkmal/ Kommentar
GO 1	Gender equity	Gender Equity Grade 11 Lesson 2 Global Schools Program, FR (2017)	https://www.global-schools-program.org/files/ugd/3e188d_2b179e23626240b1a031c9a99831b0a5.pdf	Five lessons to explore stereotypes, the impact of gender on everyday life and larger global dynamics, the concept of positive deviance, and how to promote change.	Bezieht sich u.a. auf Emma Watsons Rede für die HeForShe Campaign der UN und Chimamanda Adiches „I Am a Feminist“. <i>Also available in Spanish, Portuguese, Chinese, Arabic, French, Bengali, Greek, Georgian, Turkish, Italian, Russian, and Kiswahili</i>
2. Kurshalbjahr: Nationale und kulturelle Identität Inhalte: Ethnic and cultural diversity – Leben in der multikulturellen Gesellschaft Nations between tradition and change – Tradition und Wandel anglofonen Gesellschaften					
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GO 2	African literature	African Literature Michigan State University, US (2014)	http://exploringafrica.matrix.msu.edu/curriculum/unit-three/module-eleven/	Six activities to explore the beauty and diversity of African literature and expose students to the different genres.	Die ausgewählte Literatur gibt teilweise Einblicke in die Kolonialgeschichte einzelner Länder.

GO 3	Colonialism	<p>What Did British Colonialism Look Like in the Nineteenth Century?</p> <p>Oak National Academy, UK (approx. 2021)</p>	https://www.thenational.academy/teachers/programmes/history-secondary-ks3-l/units/what-did-british-colonialism-look-like-in-the-nineteenth-century-adf7/lessons	<p>Four one-hour lessons on the development of the British Empire and key features of British colonialism in India, Australia, and Northern Ireland and the ways in which Indians, the Aboriginal people and the Irish experienced, resisted and responded to British colonialism and settlement.</p>	<p>Gibt einen Überblick über die Hintergründe des Kolonialismus. Zielgruppe sind eigentlich jüngere Schüler/-innen, weil das Curriculum in der UK das so vorsieht. Enthält Lehrvideos.</p> <p>Copyright: https://www.thenational.academy/legal/terms-and-conditions (Collection 1) (M.E. ist es juristisch ok, das Material zur Verfügung zu stellen.)</p>
GO 4	Cultural identity	<p>The Danger of a Single Story.</p> <p>English: Teaching Toolkit for a Fairer World</p> <p>Scotdec (2020)</p>	<p>https://scotdec.org.uk/download/issue-to-action-english-resource-booklet-pdf-5mb/</p> <p>TED Talk and transcript: https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story</p>	<p>Introduction: Exercise to discuss Chimamanda Adiche's TED Talk "The Danger of a Single Story". This activity challenges us to question our assumptions about 'other' people and to listen to multiple voices in order to understand the world about us better .</p>	<p>Eindrucksvolle Rede, die Stereotypen in Frage stellt, ein differenziertes Bild von Kultur und Literatur in Nigeria vermittelt, und die Magie des differenzierten Storytellings beschreibt.</p>
GO 5	History from below	<p>History from Below: Creating a Virtual Museum</p> <p>Brown University, US 2022</p>	<p>https://www.choices.edu/history-from-below-creating-a-virtual-museum/</p>	<p>Two-hour lesson to understand the value of objects as sources for studying history and use material culture to gain an understanding of native Namibian peoples. Students create an audio guide to their own mini-museum.</p>	<p>Schüler/-innen lernen, sich mit der musealen Präsentation von historischen Gegenständen auseinanderzusetzen. Das Material beschäftigt sich u.a. mit dem Völkermord an den Herero und Nama.</p>

GO 6	Indigenous Languages	Exploring Indigenous Language Vitality with Google Earth The Global Oneness Project, US (approx. 2022)	https://www.globalonenessproject.org/discussion-guides/exploring-indigenous-language-vitality-google-earth	One to two-hour exploration of the Google Earth tour celebrating Indigenous languages. Question sheets for group reflections on identity, family and community, songs, language, and landscape.	Bestrebungen von indigenen Gruppen, ihre Sprachen zu erhalten oder wiederzubeleben, werden aufgezeigt.
GO 7	Indigenous knowledge, climate change	Indigenous Perspectives on Restoring Our World The Global Oneness Project, US (approx. 2020)	https://www.globalonenessproject.org/lessons/indigenous-perspectives-restoring-our-world	Five short documentary films and a lesson plan demonstrate the relationships between native peoples and their ancestral land, and show the potential of indigenous knowledge for dealing with climate change.	Sehr modernes Bild von First Nation Peoples, die traditionelles Wissen wiederbeleben. Die Filme zeigen die enge Beziehung zwischen indigenen Perspektiven und der Umwelt.
GO 8	Migration, states' obligations toward immigrants, displaced persons and refugees	Migration Young Citizens, UK (2023)	https://www.youngcitizens.org/resource/migration-of-people/ (Registration necessary)	One to two-hour lesson to understand why people leave their places of origin and the legal rights that people have if they choose to migrate, or if they become a displaced person or refugee. Students learn to think critically about countries' obligations. Based on international, European and national (UK) law. (Contains one film which requires a Vimeo account; the lesson can be held without the film.)	Das Material vermittelt ein differenziertes Bild von den Gründen und dem internationalen gesetzlichen Rahmen für Migration.
GO 9	Spoken word Poetry, Madagascar	Spoken Word Poetry Unit (Featuring	https://www.bu.edu/africa/files/2019/03/Spoken-Word-	Six ninety-minute lessons to learn about the genre of spoken word poetry, the Malagasy slam poet Caylah, and the	Spoken word/slam poetry ist ein attraktives Genre für Jugendliche.

		Malagasy Slam Poet Caylah) Boston University, US (2019)	Poetry-Unit-COMplete.pdf	country of Madagascar. Students will write and perform their own original spoken word/slam poems.	Als junge Dichterin ist Caylah ein spannendes Vorbild.
3. Kurshalbjahr: Eine Welt – globale Fragen					
GO 10	Circular economies	Climate Action: Circular Economies Young Citizens, UK (2023)	https://www.youngcitizens.org/resource/climate-action-circular-economies/ (Registration necessary)	One-hour lesson using the fashion industry as a case study to explore how the economy can be used to support climate action and create a more sustainable society.	Schüler/-innen bekommen einen Einblick in den Beitrag der Modeindustrie zum Klimawandel und erfahren die Potenziale von Kreislaufwirtschaft.
GO 11	Climate change, climate action	Climate Action – Using the Law to Drive Change Young Citizens, UK (2022)	https://www.youngcitizens.org/resource/climate-action-using-the-law-to-drive-change/ (Registration necessary)	One to two-hour lesson to explore who should be held accountable for climate change and its effects, and to examine how the law is being used as a vehicle for change.	Verantwortung für den Klimawandel wird auf drei Ebenen betrachtet (Individuum, Wirtschaft, Politik). Schüler/-innen bekommen eine Vorstellung davon, wie Änderungen herbeigeführt werden können.
GO 12	Climate change	Climate Change – Extreme Temperatures The Economist Educational Foundation, UK (2022)	https://talk.economistfoundation.org/resources/climate-change-extreme-temperatures/ (Registration necessary)	One-hour lesson to discuss the impact of extreme temperatures and to debate which solutions should receive the most government funding.	Schüler/-innen setzen sich argumentativ mit der Komplexität des Umgangs mit dem Klimawandel auseinander. Sie verwenden die Technik des Mind-Mapping, um ihre Ideen zu organisieren und visualisieren.

GO 13	Climate change, sustainable solutions	Floods in Pakistan: Sustainable Solutions The Economist Educational Foundation, UK (2023)	https://cdn.burnetnewsclub.com/media/documents/Headlines_03_Floods_in_Pakistan_Sustainable_Solutions.pdf (Registration necessary)	One-hour lesson on the floods in Pakistan and to explore sustainable solutions for extreme weather events.	Aktuell - bezieht sich auf Klimaereignisse im Sommer 2023; fördert Medienkompetenz. Schüler/-innen üben, sprachlich zu agieren und zu reagieren.
GO 14	Consumption and the materials economy	Buy, Use, Toss? A Closer Look at the Things We Buy Western Washington University, US (2010)	https://cedar.wvu.edu/ftf_allpublications/12/	Ten lessons to explore the sustainability of the five major steps of the materials economy: extraction, production, distribution, consumption, and disposal.	Sehr vielfältig, lebensweltorientiert für Jugendliche. Beinhaltet u.a. Kapitel zur Filmanalyse und eins zur Analyse von Werbebotschaften.
GO 15	Environmental justice	Elemental Global Oneness Project, US (2013)	https://www.globalonenessproject.org/library?f%5B0%5D=story_type%3A1244	Documentary showing three individuals – in India, Canada, and Australia who are dedicated to stemming the tide of environmental destruction. Film, discussion guide, and conversation cards,	Ermuntert Jugendliche, sich anhand von drei “hero’s journeys” mit der Frage auseinanderzusetzen, ob sie sich vorstellen können, sich in ähnlicher Weise zu engagieren.
GO 16	Environmental justice	Murder in Mato Grosso do Sul EPIZ- Zentrum für Globales Lernen, DE (2023)	https://www.epiz-berlin.de/wp-content/uploads/EPIZ_Soy-simulation-game_Murder-in-Mato-Grosso-do-Sul_final.pdf	Simulation game to understand the social and environmental consequences of planting genetically modified (GM) crops in Brazil and recognize the complexity of global issues. Facilitators are available at EPIZ e.V., Tel. 692 6418	Schüler/-innen versetzen sich in die Rollen der verschiedenen Stakeholder und setzen sich somit aktiv mit verschiedenen Perspektiven auseinander.

GO 17	Human rights, cultural displacement, Myanmar	Investigating the Impacts of Palm Oil Global Oneness Project, US (approx. 2016)	https://www.globalonenessproject.org/lessons/investigating-impacts-palm-oil	One-hour lesson including a photo essay, a film about the impact of displacement on indigenous people in Myanmar, and an interactive article in <i>The Guardian</i> .	Zeigt die Verbindung zwischen Landgrabbing und Menschenrechten. Beeindruckender Film auf YouTube über die Konsequenzen für indigene Gruppen. <i>Lesson plan is also available in Spanish</i>
GO 18	Human rights	An Introduction to Human Rights Young Citizens, UK (2023)	https://www.youngcitizens.org/resource/human-rights/ (Registration necessary)	In this lesson (one or more hours), students will explore what human rights are, how they are protected in law, whether there are ever any circumstances when human rights should be restricted, and to consider what should happen when different human rights come into conflict with each other. The resource is based on the Human Rights Act in the UK, parallels can be drawn to the catalog of human rights in the German Grundgesetz. A translation is available here: https://www.gesetze-im-internet.de/englisch_gg/index.html#glp0016	Das Material verdeutlicht, dass Menschenrechte nicht immer eindeutig sind und zeigt folgende Dimensionen auf: individuelle Rechte, persönliche Verantwortung und öffentliches Interesse.
GO 19 (online re-source)	Sustainable Development Goals	Let's Act! SDG Learning Platform	https://www.letsact.education/#/	Platform for online or blended learning in five topic areas: the road to Agenda 2030; our planet at risk; energy consumption; food consumption and	Sehr vielfältige Informationen werden in einer medial ansprechenden Art und Weise und

		MUNDU – Centre for Global Education, DK, The Fondazione AEM, IT, VIA University College, DK, Erasmus Learning Academy, IT, 138 SUZIE "Prof. Vasil Zlatarski" Secondary School, BG, "Vasile Alecsandri" Theoretical High School, RO (approx. 2022)		greenhouse gas emissions; roles of governments, corporations, technology and innovation, society, and individuals in the transformation process.	in verständlicher Sprache präsentiert. <i>Also available in Italian, Romanian, Bulgarian and Danish</i>
Ethical Global Issues Pedagogy					
Pedagogy	Multiple-perspectivity of global issues	Teaching for Sustainable Development through Ethical Issues Pedagogy University of Manchester, UK (2019)	https://www.mmu.ac.uk/media/mmucuk/content/documents/esri/projects/teacher-resource-project/Ethical-Global-Issues-English.pdf	Four exercises to explore and break down mainstream and marginalized perspectives on local and global issues, plus a responses and actions checklist.	Basiert auf Vanessa Andreottis Heads-Up Checklist, regt ethisches Denken an, hilft Lehrern und Lehrerinnen, ihre Zugänge zu Themen kritisch zu reflektieren.