

GUIDELINES



GEPs

GLOBAL EDUCATION PRIMARY SCHOOL

Learning for the Future

GEPS

Learning for the Future.

GUIDELINES

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Forword

Global Education is a pedagogic response to the challenges of global development and future issues that may arise. Offering pupils opportunities in an age-appropriate form, global education links the global society with the children's own environment.



The "Global Education Primary School" model encourages open-mindedness, which means developing a positive attitude and approach to issues of a globalized world community. In order to participate actively in such a globalized world these competences must be acquired. This open educational concept is content and method-oriented, integral and interdisciplinary. It is characterized by self-learning, project work and cooperative learning initiatives.

Global Education is based on children's everyday life experiences. It uses media, offers realistic opportunities and creates an atmosphere characterized by openness, diversity and the willingness to deal with other cultures and lifestyles. Pupils gain the awareness that their environment is only a small part of the world and are encouraged to actively participate in shaping the world by making new discoveries and gradually expanding their experiences and surroundings.

The pupils need not only conventional skills acquired in school, but also "new skills". The "Global Education Primary School" model gives these new skills a significant role namely, increased, intensified English as the lingua franca starting in grade one. In addition, the pupils are offered the use of modern information and communication technology and the possibility to learn a second foreign language in the 3rd and 4th grades.

These GEPS GUIDELINES are intended to be used as a reference to substantiate these general objectives and also offer suggestions for successful, motivating implementation of this concept.

I wish to express my gratitude to the respective schools for their hard work which made the development of this concept possible. Likewise, my thanks to the representatives of the Global Education Strategy Group, for their significant assistance and support in preparing this publication. In particular, my acknowledgement goes to the author of the GEPS Guidelines, Romy Höltzer. Thanks to her dedication, time consuming commitment and her expertise this pioneer publication was made possible. May these GEPS GUIDELINES help in the development of a positive, goal-oriented school concept "Global Education Primary School".

Mag. Dr. Franz Schimek

A handwritten signature in blue ink, appearing to be 'F. Schimek', written in a cursive style.

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Introduction

„Die Welt und Europa wachsen zusammen, und unser Alltag ist geprägt von einer sich zunehmend vernetzenden Welt. Es geht um nicht mehr oder weniger als um die ganze Welt, um Milliarden von Menschen, um die Beziehungen zwischen Gesellschaften, Kulturen, Religionen, aber auch um die elementarsten Fragen menschlichen Lebens, Überlebens und Zusammenlebens.“¹

The "Global Education Primary School" ("GEPS") model aims to take these changing social developments and its deriving demands into account. The goal is to offer the appropriate knowledge to pupils, to provide the necessary skills and to initiate the appropriate attitudes for successful participation in the world society.

In addition to the three traditional teaching techniques (reading, writing, maths), the focus is also on promoting foreign language competence and the use of information and communication technology (media competence) starting in the first school year. By participating in various projects, including some international projects, these acquired competences can be used to their best advantage. Exchanging views and thoughts with pupils from other cultures can become a significant contribution to the classroom.

The following four components are the main focus of the "Global Education Primary School" model:

1. Global Education
2. Foreign Language Competence
3. Media Competence - Use of Modern Information and Communication Technologies (ICT)
4. Project Based Learning - Project Work

¹ According to Hartmayer: "Globales Lernen": <http://www.buendnisfuereinewelt.at/Artikel/GrundsatzartikelGlobalesLernen-Hartmayer.htm>
Access: 06.06.2012:

The world and Europe are growing together and our lives are characterized by an increasingly interconnected world. It concerns nothing less than the whole world, billions of people, the relationships between societies, cultures, religions, and also the most basic questions of human life, survival and coexistence.

1. Global Education

1.1. Introduction

The development of global society places new demands on education. Global Education as an integrative concept responds to the challenges of globalization by setting a pedagogical framework. The aim is to learn “networked thinking” in an interconnected world, to develop global awareness, and to act accordingly. Different forms of learning are experienced and tested including topics and questions of peace and human rights education, environmental education, intercultural and inter-religious learning.²

The “Global Education Primary School” model prepares pupils from the first grade on, to face challenges in our globalized world. The key element to meet these demands is the commitment of native speaker teachers who team teach with the class teachers.

The Austrian primary school curriculum provides the basis for practical implementation, the overall educational goal,³ the general rules, the didactic principles (social learning) and teaching principles (political education, peace education, intercultural learning) as well as training and teaching tasks of various school subjects which define the main objectives and content of global education.

1.2. Educational tasks

An essential task of education today is to empower (young) people to understand complex developmental processes and to recognize their social responsibilities and opportunities to participate in the global society.⁴

Global Education helps to enable pupils to identify global relationships and develop understanding, openness, interest and appreciation for other cultural areas and language communities. The perspective of fairness is present in all areas.

The learning process is organized in a child-friendly manner so that in addition to the necessary knowledge, sustainable basic competences are acquired and value systems are developed and reflected upon. Gradually the pupils are able to act independently and their critical judgment is developed.⁵

1.3. Themes

Global Education refers to the context of the entire world, with themes being treated initially in local dimensions then further in regional, national and global dimensions. Different educational contents can be applied into a global context, thus forming the focus on Global Education as well as English.

The following section exemplifies various themes of Global Education - based on eight areas of learning and experience.⁶ Naturally these eight areas overlap with the intention to develop the pupils “networked thinking”.

2 According to Scheunpflug, A: Die Globale Perspektive für eine Bildung für nachhaltige Entwicklung/Forghani, N.: Was ist Globales Lernen?/Hartmeyer, H.: Globales Lernen/Tiefenbacher, E.: Globales Lernen: ein zukunftsorientiertes pädagogisches Konzept

3 e.g: Humanity, solidarity, tolerance, peace, justice and environmental awareness are the supporting and leading values in our society. Based on this, world openness should be developed, supported by understanding and accountability for the existential problems of humanity Therefore, education is obligated to actively contribute to a democracy for human rights, as well as encourage judgment and critical awareness, decision-making and the skills to act.

4 bm:ukk: Strategie Globales Lernen im österreichischen Bildungssystem, December 2009

5 Refer to chapter 1.4.

6 Based on the themes “Compulsory exercise, ‘Modern Foreign Language’(Grades 1-4)” of the primary school curriculum

The World and Us

- How do children greet each other here and elsewhere?
- 'Yes' and 'no' in different countries
- What does your name mean?
- What language do you speak?
- What I like about you
- What do you believe in?
- I have friends in other countries
- Etc.

The World and Our Well-Being

- What do you like to eat?
- Healthy and fit
- Regional and organic – a contribution to healthy nutrition
- Hunger hurts
- 'Fair' clothing
- Respect instead of racism
- Etc.

The World and School

- Our class has many faces
- Languages in our class
- What is helpful in language learning
- The school day in other countries
- Learning has a future
- Conflict in our class
- Our rules
- Etc.

The World and Nature

- The world provides for our table
- Staple foods worldwide
- Water for everyone
- Pollution
- Animals and plants here and elsewhere
- Animal protection is everyone's responsibility
- Where does trash go?
- Etc.

The World and Leisure Time

- What games do we play here and children in other places?
- Game rules
- Fair play
- Etc.

The World Here and Far Away

- How we live and how people in other places live
- The world starts at home
- The world has many languages
- Shopping possibilities here and in other countries
- Recipes from around the world
- Fair trade and fair pay
- We want to live peacefully
- Child labor and children's rights worldwide
- Etc.

The World and Time

- Daily activities of children in other countries
- Holidays and celebrations in other countries
- Strawberries in December? – Everything has a season
- Etc.

The World and Fantasy

- Rhymes, songs, dances and music from around the world
- Fairy tales and stories from around the world
- Etc.

1.4. Key competences

Global Education deals mainly with the question of which competences are needed today, not only to be part of but also to be able to influence the global society. This requires factual, methodological, social and personal competence.

Factual competence refers to the traditional skills of knowledge, understanding and judgment.

Methodological competence enables pupils to plan, explore, organize, research, create, evaluate and to perform tasks independently.

Social competence is concerned with communication skills, cooperation and teamwork, willingness to compromise, conflict resolution skills and respect.

Self-competence means curiosity, openness, confidence, willingness to learn, identification, initiative, self-reflection and willingness to change perspective.

1.5. Didactic-Methodological Principles

Global Education is clearly about integrated learning, but must always take into account the actual environment and the experiences of the learner.

Networked thinking and gradual introduction to complex content is promoted by appealing to as many senses as possible in a playful manner. To help achieve these goals a variety of methods are used - such as intercultural learning, social learning, peace education, exemplary learning, integral learning, active learning, independent learning, etc.

Through project-based and interdisciplinary learning, a vast number of topics are accessible and connected to learning on the cognitive, affective and social level.

2. Foreign Language Competence

2.1. Introduction

Learning foreign languages especially English as a lingua franca is an integral part of today's international, multi-lingual, global society. Offering pupils a broader approach to traditional language lessons is becoming increasingly important as demonstrated in the „Global Education Primary School“ model.

By experiencing English as a working language (CLIL)⁷ in team teaching with the class teacher and the Native Speaker Teacher, pupils not only acquire knowledge about the language, but experience it as a medium. Through this medium, content - especially Global Education - and competences are naturally acquired. In addition to language competence, pupils have the possibility to acquire general knowledge skills, as well as communicative, intercultural, social and language learning competences. The latter refers particularly to the European Language Portfolio.⁸

In this context, it is also important to stress the link between foreign language competence (especially in English), Global Education and Media Competence, which are the fundamental elements of the „Global Education Primary School-GEPS“.

Moreover, providing resources are available, the possibility to learn an additional foreign language is ideally offered in the 3rd grade.

Here it is very important to note that pupils with immigrant backgrounds often need to deal with learning the common language of instruction, German as a second or foreign language. Particularly for these students it is especially important that the English lesson is entirely in English to avoid any interference with German. English becomes a tool for integration in the classroom, allowing these pupils to be at the same educational level with their classmates.

Based on the subjects indicated in chapter 1.3 and the skill areas of the „Common European Framework of Reference for Languages“⁹ a connection between Global Education and English as a working language is created. These skill areas are:

- Listening and understanding
- Speaking (Spoken Interaction - I; Spoken Production - P)
- Reading and understanding
- Writing

7 Internationally, CLIL is the primary term used today - Content and Language Integrated Learning

8 e.g: European Language Portfolio for the Central European Region (for pupils from 6 to 10 years)
<<http://www.europabuero.ssr-wien.at>> access 06.06.2012

9 Common European Framework of Reference for Languages: Learning, Teaching, Assessment. <http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp> access 06.06.2012

2.2. Primary Level I

Theme: The World and Us

Listening and Understanding	e.g.	Speaking	e.g.
<p>Understanding greetings and leave-taking</p>	<p>Good morning, Maria! It's nice to see you. Good bye! Have a nice day.</p>	<p>Greeting each other and saying goodbye (I)</p>	<p>Hello! Hi! How are you today? Good afternoon! It's nice to see you.</p>
<p>Understanding when someone introduces him/herself, where he/she comes from and what language/s he/she speaks</p>	<p>My name is Zahide. I come from Turkey. I speak Turkish.</p>	<p>Saying your name, where you come from, what language you speak and being able to ask the- se questions (P, I)</p>	<p>My name is ... What's your name? Where do you come from? What language/s do you speak?</p>
<p>Understanding when someone speaks in short sentences about what they like about you</p>	<p>I like your eyes, Branko. Your hair looks good.</p>	<p>Saying what you like about ano- ther person in short sentences (P)</p>	<p>I like your smile, Julia. You are nice.</p>

Primary Level I

Theme: The World and School

Listening and Understanding	e.g.	Speaking	e.g.
Understanding simple, short instructions	Stand up, please! Come to the board! Please show me your homework!	To ask for something and to say thank you (I)	May I open the door, please? Thank you!
Understanding simple expressions about the class, school things and the lessons	Sandra has three blue pencils. In Physical Education we play games.	Saying short, simple sentences about the class, school things and the lesson (P)	There is a clock in my classroom. I have three red pencils in my pencil case.
Understanding short, simple statements about other pupils	Goran is reading a book. He is very quiet.	Asking short, simple questions and making short, simple statements about other pupils (I, P)	Bianca likes singing songs. What is your favourite colour?

Primary Level I

Theme: The World and Leisure Time

Listening and Understanding	e.g.	Speaking	e.g.
<p>Understanding short, simple sentences about leisure time activities</p>	<p>I like reading. On Saturday I like to go swimming.</p>	<p>Asking and answering questions about leisure activities (I, P)</p>	<p>What do you like to do in the afternoon? I like to go to the cinema. What's your hobby?</p>
<p>Understanding short, simple sentences about holidays</p>	<p>In the holidays I was in Italy. The weather was hot. It was nice.</p>	<p>Describe a holiday in short, simple sentences (P)</p>	<p>In the summer holidays I was in England.</p>
<p>Understanding a simple explanation of a game</p>	<p>You have to stand in a circle. Hold hands! One pupil is in the middle. ...</p>	<p>Asking someone to play a game (I)</p>	<p>Do you want to play ... with me? We could play ...</p>

Primary Level I

Theme: The World and Time

Listening and Understanding	e.g.	Speaking	e.g.
Understanding when someone says the time	It is half past four. It is 04:30.	Asking and answering questions about the time (I)	What's the time, please? It's 10 o'clock.
Understanding short, simple sentences about days of the week, months and seasons	Today is Wednesday. It is January. It is winter.	Saying simple statements and asking simple questions about the day, month and season (P, I)	What day is today, please? Today is Tuesday. It's spring.
Understanding simple sentences about daily routine	At 7 o'clock I eat breakfast. I'm in school at 8 o'clock.	Making an appointment with someone (I)	Shall we meet at the swimming pool at 11 o'clock?

Primary Level I

Theme: The World and Our Well-Being

Listening and Understanding	e.g.	Speaking	e.g.
Understanding simple sentences about how someone feels	<p>Today I'm fine. I have a headache. My knee hurts.</p>	<p>Describing and asking how one feels in simple sentences (P, I)</p>	<p>How are you today? I'm happy. I feel ill. Are you angry today?</p>
Understanding simple sentences about personal hygiene	<p>Wash your hands! I brush my teeth in the morning.</p>	<p>Describing personal hygiene in short, simple sentences (P)</p>	<p>I brush my hair. Wash your face!</p>
Understanding simple sentences about clothes	<p>The jacket is red. Jamey has a pink hat.</p>	<p>Describing clothes in short, simple sentences (P)</p>	<p>Mary's skirt is blue. I'm wearing a green pullover.</p>

Primary Level I

Theme: The World and Nature

Listening and Understanding	e.g.	Speaking	e.g.
<p>Understanding the names of different foods, drinks and meals</p>	<p>One red apple Two hamburgers A glass of milk</p>	<p>To ask for foods, meals and drinks and to say thank you (I)</p>	<p>May I have a candy, please? I would like cake and juice, please! Thank you!</p>
<p>Understanding short sentences about animals and plants from our region</p>	<p>Squirrels live in the wood. Birds like eating worms. There are six cherry trees in the garden.</p>	<p>To speak in short, simple sentences about animals and plants from our region and to ask questions (P, I)</p>	<p>Cows eat grass. Birds can fly. Do you like daffodils?</p>
<p>Understanding short sentences about the weather</p>	<p>Today it's cold and it's snowing. Yesterday it was hot.</p>	<p>To speak and ask about the weather (P, I)</p>	<p>What's the weather like today? Today it's very sunny.</p>

Primary Level I

Theme: The World Here and Far Away

Listening and Understanding	e.g.	Speaking	e.g.
Understanding simple descriptions about an apartment or house	My house is yellow. My flat has four rooms. There are many windows.	To give a simple description of an apartment or house (P)	My room is next to the dining room. It is pink. There is one door.
Understanding how much something costs	The toy costs 12 €. The pencils are 6 €.	To be able to ask how much something costs (I)	How much is ...? The book costs 10 €.
Understanding simple directions	Go straight ... turn right ... The school is on ...	To ask for directions and to give directions (I, P)	How do I get to the train station? The toy shop is next to ...

Primary Level I

Theme: The World and Fantasy

Listening and Understanding	e.g.	Speaking	e.g.
Understanding simple rhymes and role plays	A conversation between teacher and pupil	Saying a simple rhyme or poem (P)	A poem for mother's day
Understanding a short fairy tale with the help of pictures	The Three Little Pigs Little Red Riding Hood	Saying short statements about a fairy tale (P)	The wolf lives in the wood. Snow White meets the seven dwarfs.
Understanding simple questions about a story or book	Where is the house? What is grandmother doing? Do the children know the animal?	Asking and answering simple questions about a story or book (I, P)	When does the boy come home? He comes in the morning. What is Sleeping Beauty doing? She is sleeping.

2.3. Primary Level II

Theme: The World and Us

Listening and Understanding	e.g.	Speaking	e.g.	Reading and Understanding	e.g.	Writing	e.g.
Understanding when someone introduces him/herself	name, language/s, likes and dislikes, ...	Introducing oneself and someone else in simple sentences (P)	a friend's name, age, language/s, family background, ...	Reading and understanding simple text about a description of a person	name, appearance, hobbies, ...	Writing with help – simple information about a person	name, country, experiences, ...
Understanding when someone speaks in simple sentences about friends or family living here or in other countries	a friend's hobby	Asking and talking in simple sentences about family or friends living here or in other countries (I, P)	a family member's health	Reading and understanding a simple description of a person	name, age, language/s, ...	Writing with help – simple information describing a person	appearance, hobbies, family background, ...
Understanding simple telephone conversations	a birthday party	Having a simple telephone conversation (I)	an appointment	Reading and understanding postcards, invitations and emails	an invitation to a party	Writing with help – simple text on a postcard, invitation or email	holiday greetings

Primary Level II

Theme: The World and School

Listening and Understanding	e.g.	Speaking	e.g.	Reading and Understanding	e.g.	Writing	e.g.
Understanding simple sentences when classmates talk about where they come from and the language/s they speak	a Polish pupil in class	Describing in simple sentences where one comes from and the language/s one speaks and asking someone else where they come from and the language they speak (P, I)	a Turkish pupil in class	Reading and understanding simple text about where classmates come from and the language they speak	an Austrian pupil in class	Writing with help – simple information about where one comes from and the language/s one speaks	a Croatian pupil in class
Understanding a description of our school day	what we do in Music, General Studies, ...	Describing our school day in simple sentences (P)	what we do in Physical Education, Mathematics, ...	Reading and understanding simple text about our school day	what we do in Handicraft, Languages, ...	Writing with help – simple information about our school day	what we do in Art, Religious Education, ...
Understanding statements about the school day in other countries	what school is like in England	Asking about the school day in other countries and describing our school day (I, P)	what school is like in an African country	Reading and understanding simple text about the school day in other countries	what school is like in Japan	Writing with help – simple sentences about the school day in other countries	what school is like in a Latin American country

Primary Level II

Theme: The World and Leisure Time

Listening and Understanding	e.g.	Speaking	e.g.	Reading and Understanding	e.g.	Writing	e.g.
Understanding simple descriptions about the weekend or a school holiday	what we can do at the weekend	Conversing about the weekend or a school holiday in simple sentences (I)	what we can do during the summer holidays	Reading and understanding simple text about a school holiday	what a pupil experienced during the school holidays	Writing with help – simple information about the week-end or a school holiday	what we can do during the Christmas holidays
Understanding simple descriptions about games children play in other countries	what games children play around Europe	Describing and asking about games children play in other countries in simple sentences (P, I)	what games pupils from other countries in the class play	Reading and understanding simple text about games children play in other countries	what games children play around the world	Writing with help – simple descriptions about games children play in other countries	what games a child in another country plays
Understanding simple game rules	rules for an action game	Explaining simple rules of a game (P)	rules for a running game	Reading and understanding simple game rules	rules for a guessing game	Writing with help – simple rules of a game	rules for a ball game

Primary Level II

Theme: The World and Time

Listening and Understanding	e.g.	Speaking	e.g.	Reading and Understanding	e.g.	Writing	e.g.
Understanding simple sentences about daily activities of children in another country	children in Asia	Speaking about and asking about the daily activities of children in another country (P, I)	a child in another European country	Reading and understanding simple text about daily activities of children in another country	children in Latin America	Writing with help – simple information about activities of children in another country	a child in Africa
Understanding simple descriptions about holidays in other countries	what people in other European countries celebrate and how	Speaking about and asking about holidays in other countries (I, P)	what pupils from other countries in the class celebrate and how	Reading and understanding simple text about holidays in other countries	what people from other countries around the world celebrate and how	Writing simple information about holidays in other countries with help	what a pupil from another country in the class celebrates and how
Understanding simple explanations about seasonal plants and produce	what plants and fruits grow in summer	Speaking about seasonal plants and produce in our region (P)	what fruits grow in autumn	Reading and understanding simple text about regional plants and produce	what plants and fruits bloom and grow in spring	Writing with help – simple information about regional plants and produce	what fruits grow in Austria and when

Primary Level II

Theme: The World and Our Well-Being

Listening and Understanding	e.g.	Speaking	e.g.	Reading and Understanding	e.g.	Writing	e.g.
Understanding simple explanations about the living conditions and health of children in other countries	what circumstances children in an Asian country live under	Speaking and asking in simple sentences about living conditions and health of children in other countries (P, I)	what circumstances a child in an African country lives under	Reading and understanding simple text about living conditions and health of children in other countries	what the health conditions of children in a third world country are like	Writing with help – simple information about living conditions and health of children in other countries	what circumstances a child in a Latin American country lives under
Understanding simple explanations about nutrition and children that suffer from hunger or starvation	what healthy nutrition is	Speaking in simple sentences about how we can help children that suffer from these conditions (P, I)	how our class can help a child or others in need	Reading and understanding simple text about children suffering from hunger	where children suffer from hunger and how one can help	Writing with help – simple information about good nutrition	what to eat to stay healthy
Understanding simple explanations about the clothing of children from other countries	what children in other European countries wear everyday and on special occasions	Speaking and asking in simple sentences about the clothing of children from other countries (P, I)	what pupils from other countries in the class wear on special occasions	Reading and understanding simple text about the clothing of children from other countries	what children around the world wear everyday and on special occasions	Writing with help – simple information about the clothing of children from other countries	what pupils from other countries in the class wear on special occasions

Primary Level II

Theme: The World and Nature

Listening and Understanding	e.g.	Speaking	e.g.	Reading and Understanding	e.g.	Writing	e.g.
Understanding simple explanations about the origins our of food and the staple foods of the world	where our food comes from	Speaking and asking in simple sentences about the staple foods of the world (P, I)	what basic food is found in other countries of the world	Reading and understanding simple text about the staple foods of the world	what people in other countries of the world live on	Writing with help – simple information about the staple foods of the world	where our food comes from
Understanding simple explanations about the plants and animals in other countries	what fruits grow in other countries of the world	Speaking in simple sentences about the plants and animals in other countries (P)	what fruits we get from other countries of the world	Reading and understanding simple text about the plants and animals in other countries	what animals live in other countries of the world	Writing with help – simple information about the plants and animals in other countries	what animals live in other countries of the world
Understanding simple explanations about nature and environmental conservation	what the water cycle is and how it effects the world	Speaking and asking in simple sentences about nature and environmental conservation (P, I)	what we can do to protect our environment	Reading and understanding simple text about nature and environmental conservation	how fruits from other countries of the world get to us and what that means for the environment	Writing with help – simple information about nature and environmental conservation	what we can contribute to protect our environment

Primary Level II

Theme: The World Here and Far Away

Listening and Understanding	e.g.	Speaking	e.g.	Reading and Understanding	e.g.	Writing	e.g.
Understanding simple explanations about how children in other countries live	how children live in another European country	Speaking in simple sentences about how children in other countries live (P, I)	how children live in an African country	Reading and understanding simple text about how children in other countries live	how children live in a third world country	Writing with help – simple information about how children in other countries live	how a child lives in a Latin American country
Understanding simple explanations about shopping and employment opportunities here and in other countries	where people in other countries of the world buy things for their daily life	Speaking in simple sentences about shopping opportunities here and in other countries (P, I)	where we buy the things for our daily life	Reading and understanding simple text about shopping and employment opportunities here and in other countries	what child labour means and what children's rights are	Writing with help – simple information about shopping opportunities here and in other countries	where we buy the things for our daily life
Understanding simple explanations about freedom and peace	what freedom and peace means to us	Speaking in simple sentences about freedom and peace (P, I)	what freedom and peace means in our class/school and how we can contribute to resolving conflicts	Reading and understanding simple text about freedom and peace	what the absence of freedom and peace does to the people/s in the world	Writing with help – simple information about what freedom and peace means to us and the world	how we can contribute to freedom and peace in our class/school/ world

Primary Level II

Theme: The World and Fantasy

Listening and Understanding	e.g.	Speaking	e.g.	Reading and Understanding	e.g.	Writing	e.g.
Understanding simple rhymes , songs and role plays from English-speaking countries	rhymes children recite in England	Singing simple songs from English-speaking countries (P, I)	an action song	Reading and understanding simple rhymes and stories from English-speaking countries	an action rhyme	Writing with help – a simple role play	a conversation between friends
Understanding simple stories or fairy tales from English-speaking countries	a story from Australia	Speaking in simple sentences about a story from an English-speaking country (P, I)	what parts of the story we like and why we like them	Reading and understanding simple stories and fairy tales from an English-speaking country	a story from South Africa	Writing with help – a simple story or fairy tale from an English-speaking country	a story from North America
Understanding simple questions about the content of a book from an English-speaking country	questions about the characters of the book	Asking and answering simple questions about a book from an English-speaking country (I, P)	what the book is about	Reading and understanding a book from an English-speaking country	a story about Native Americans	Writing with help – simple sentences about the content of a book from an English-speaking country	what characters I like and why I like them

3. Media Competence - Use of Modern Information and Communication Technology (ICT)

ICT - as an overlap of computer, information and telecommunication technology - has become indispensable and increasingly influences all aspects of every day life. In addition to traditional teaching methods (reading, writing, maths) and foreign language competence, especially in English, the acquisition of media competence is one of the most important tasks of education. This usually begins at home and continues from kindergarten to school and then from vocational training into adult life, thereby promoting lifelong learning. In the primary school curriculum, media education is stated as one of the teaching principles.

Used as a tool to support teaching and learning, media competence supports various aspects of development and learning. Working independently as well as with a partner or in a group, it provides an important context for personal, emotional and social development, thus making a significant contribution to both independent and social learning.

With the acquisition of the necessary skills, rapid access to information, communication possibilities plus local and global cooperation, media competence contributes to developing a better understanding of the world (through the world – for the world). Here, too, the connection to media competence, Global Education and foreign language competence (especially English) refers particularly to the „Global Education Primary School - GEPS“ model.

The following components require attention in the acquisition of media competence in the GEPS lessons.

- Learning, strengthening, expanding contact with the technology
- Playful approach to acquiring, repeating and consolidating content
- Research
- Communication
- Creating, designing, presenting texts and documents
- Initiating the development of (critical) preferences and attitudes toward the application, use and effect of ICT on our personal lives and our world (computer as a tool)

4. Project Based Learning – Project Work

4.1. Introduction

Project work as an integrated form of learning consists of the interaction of different characteristics (e.g. interdisciplinary approach, self-responsibility, use of the senses, etc.) and supports various competences. These include factual, methodological, social and personal competences.¹⁰ In the primary school curriculum there are not only common educational goals but also in the general and specialized pedagogical principles, there are implicit or explicit references to project-oriented teaching.¹¹

The „Global Education Primary School - GEPS“ model with its focus on Global Education, foreign language competence and media competence provides a particularly appropriate setting for project work and the implementation of the primary objectives. In many cases – especially at the Primary level I – this is only an initiation of the process.

These objectives are:¹²

- learn and act independently
- recognize and develop one's own abilities and needs
- develop willingness to act and take responsibility
- develop an open-minded, social and historical problem awareness
- identify challenges and problems, organize, and develop creative strategies
- develop communicative and cooperative skills, and conflict management
- understand and make organizational connections



¹⁰ See Chapter 1.4.

¹¹ for example, the educational principles: The implementation of the teaching principles in daily school life requires an effective coordination of subjects taught by utilizing their cross connections, the use of appropriate teaching materials and possibly the occasional consultation of non-school professionals. For this, primarily project oriented lessons and types of open-learning are useful.

¹² bm:ukk: Grundsatzlerlass zum Projektunterricht

4.2. Examples and Suggestions

As an example for inspiration the following is a clause from the 'Basic Ordinance for Project-teaching' from the Federal Ministry of Education, Art and Culture:

"Global social problems and their solutions, for example fair trade with the third world, provide opportunities for projects. Numerous developmental and educational agencies have information, counseling and teaching materials available.¹³

The following are a collection of some examples intended to serve as inspiration showing the connection of Global Education and English. In addition there are brief summaries of implemented projects, but also of special GEPS-days and from daily work. The explanations originate from the specified sources.

The cat and its relatives

(GEPS 3., Reisnerstraße 43)

Who?
Grade 1

How long?
3 weeks

Where do we find cats on the globe? - tigers in Asia, lions in Africa, jaguars in South America

We had a few lessons sitting in a circle around an inflatable globe searching the continents. A painting lesson in English introducing new vocabulary: tail, whiskers, .. (repeating parts of the body)

An excursion to the zoo

Food/Games/Toys

(GEPS 3., Reisnerstraße 43)

In previous years we had topics like food and games and toys. Working method was similar.

First introduce the vocabulary needed, find or create a few worksheets, involve children (placards, theatre plays of 15 to 20 minutes- like in the food project we had a theatre play showing the journey of cocoa beans: farmer – merchants – ship – factory - shop), „Südwind“¹⁴ came to school to work in classes.

¹³ see Chapter 5

¹⁴ Contact see Chapter 5

St. Patrick's Day

(GEPS 17., Wichtelgasse 67)



Who:

1a, 1b, 1c

When?

17.03.2011

Prior to the day we decorated our calendar and classroom with Irish flags and shamrocks etc. The children also worked with worksheets for matching and counting etc in the St. Patrick's theme.

Our celebration took place on the 17th March.

All the children, teachers and I dressed in the colour green for the day and the children wore green leprechaun hats that we had made for the day.

Parents very kindly brought in many different green coloured foods for us to eat during the hour along with apple juice.

During the hour we danced the Irish Jig and played musical statues.

We played an adapted version of pin the tail on the donkey. They should find the shamrock on the leprechaun. The children whilst blindfolded were spun around three times and then they stuck a post stick with their names closest to the shamrock, the winner getting an extra green candy. (All children had candy.)

We all then enjoyed a very green snack and we took many photos of the hour, and even one with our headmaster.

Vocabulary: Leprechaun, Shamrock, Irish flag and its colours, green, white and orange, rainbow and its colours, pot of gold

Life in Europe – Sculptures Inspired by European Life

(GEPS 17., Wichtelgasse 67)

Who?
Grade 2

How long?
2 weeks

Class 2C worked for two weeks during the daily English lessons on an art project making paper-maché sculptures. The project was planned to provide opportunity for the children to use their imaginations in creating artistic objects. The theme selected for the project was “Life in Europe”, which enabled the children to reflect on their experiences in Austria and other European countries.

Speaking entirely in English, we worked on the art project. Beginning the project, we discussed the continent of Europe. Looking at the world map, the children named all the continents of the world. Upon identifying the continent of Europe, the teachers introduced more on the subject. They retold the ancient Greek myth that is credited for naming the European continent after Princess Europa who was kidnapped by Zeus who had transformed into a white horse. After the continent of Europe was identified, the class began to talk about individual countries of Europe. The children named countries that they could identify including Austria, Germany, United Kingdom, Italy, Croatia, Bulgaria, Poland, the Czech Republic and more. Then, with the teachers’ help, all of the countries of Europe were identified on the map and named.



In addition to discussing the lands and cultures of Europe, the teachers explained the concept of figurative and partially abstract sculpture with the class. Examples of works by the Austrian artist Franz West and the French artist Niki de St. Phalle were shown to the children. Artworks by these artists were selected to show sculptures based on abstract figures and color expressions.

In preparation for making the sculptures, the teachers asked the students to collect and bring empty boxes, paper towel rolls, plastic containers and other objects from home. Once enough materials were collected and brought into the classroom it was time to begin working on the sculptures.

To begin, the class worked on sorting all the materials into piles of cardboard, plastic, metal and paper. With groups of materials, the children walked around the room silently thinking about what they would like to take and use to create their sculpture. In small groups, the children selected four to six objects to use in their sculptures. Sitting at their desks each student arranged the objects for their sculptures and began to imagine what they might portray from their selection. The children each made an A4 size drawing of the sculpture that they imagined to build.

The teachers talked with the children and decided that in addition to each unique sculpture the class would make a single large white tree to represent the continent of Europe. The tree stands with supporting all the objects the children made from their imaginations.

The children used packing tape to attach their objects together to create the mold for each sculpture. Once their molds were completed, the child began working with paper glue and newspaper covering their molds. Each sculpture was left to dry overnight and then a second layer of paper-maché was added the following day. Once the glue and paper on the sculptures were fully dry, the students began to paint the surfaces with various colors and identified what their sculpture had become. When all of the individual sculptures were finished the class sat together in front of the white tree sculpture. Each child told the class the name and meaning of their sculpture and then placed it on the white tree stand.

After all of the children’s sculptures were in place, the teachers readdressed the concept of Europe and the individual countries. Each child selected a flag from a country of Europe and on the folded card wrote the English sentence, “This is my ...”, and then, with help from the teachers, the name of each sculpture was written. The European nation flag cards were placed on the tree stand, alongside the accompanying sculpture.

In the end, the class saw the ideas from their imaginations inspired by life, and experiences in Europe transformed into individual sculptures as well as into a large collective sculpture.

Picasso - Peace - Freedom

(GEPS 4., Schäffergasse 3)

Who?

2nd and 3rd grade

Where?

In the classrooms, in the Albertina (Picasso-exhibition), own exhibition in the Bezirksvorstehung

How long?

More than 2 weeks

The project was started in the Albertina, visiting an exhibition with the title ‚Picasso-Frieden-Freiheit‘.

There the children got a lot of info - first of all about the person Pablo Picasso and his engagement in peace (‚Friedensbewegung‘) at a time when Spain was engaged in the Spanish Civil War ‚Bürgerkrieg‘ and Spaniard fought against Spaniard. His symbol for peace was the white dove and he used it in many different artistic styles and situations.



In the classroom the class engaged in ‚freedom‘ and freedom symbols in many ways:

- Searching for freedom symbols and creating their own symbols
- Speaking about freedom and the possibilities of resolving conflicts
- Writing stories concerning peace in the classroom and peace in our surroundings
- Reading relevant stories and books
- Painting freedom pictures
- Creating freedom doves from different materials
- Creating jewellery out of clay and paper maché
- Translating the terms ‚freedom‘ and ‚peace‘ in all the languages the children in class speak and also in many others; noticing thoughts, associations and ideas with these regards
- Composing a small theatre piece
- Singing freedom songs, e.g. ‚All You Need Is Love‘ ‚Give Peace a Chance‘ (Beatles) and a Jewish/Arabic peace-song ‚Hevenu Shalom Aleichem

African Celebration

(GEPS 4., St. Elisabeth-Platz 8)

Who?
Grade 3



- Greeting
- Flag bearer (reciting the countries)
- National song 'The Parrot'

- Spelling performance (data projector) A F R I C A

- Jambo (part Kiswaheli and part English)

- Handa's Surprise (roleplay from the book 'Handa's Surprise')

- Utuki (African game)

- Call for donations: Water for Africa : Childcare Africa (during the year the problems with the water supply in the entire continent was addressed. This resulted in the desire to do something about it.)

- Kalimba (CD: 'African Playground')
We're going west,
We're going south... (reinforced the compass points)

Pre-teaching topics:

Shopping at Naschmarkt with a Native Speaker Teacher with a shopping list made after reading 'Handa's Surprise' (3 mangos, 2 pineapples...)

This fruit is bought together at the market using the English language.

Fruit Tasting in the class - repeating vocabulary: plate, knife, taste...

'I like the...'

Rehersing the texts

Reflection:

Impressions are recorded in our 'All About Me' books created in the 3rd class.

Our Africa Project (I liked Handa's Surprise. I liked the songs. I liked the teachers...)

If the World Were a Village

(GEPS 23., Anton Baumgartner-Straße 44)

Who?
4th grade

How long?
4 weeks

Focusing on the popular book “If the World Were a Village”, by David J. Smith and Shelagh Armstrong. The idea of the book is this:

There are over 6.7 billion people living on earth, a number impossible to visualize, especially for children. However, in Smith’s book, he asks the reader to imagine the whole world population as a village of 100, with each person representing 67 million people. So, of the 100 people in the global village

- 61 are from Asia
- 13 are from Africa
- 12 are from Europe
- 8 are from South and Central America
- 5 are from the USA and Canada
- 1 is from Oceania

Phase 1:

Before working through the chapters of the book, the class did a group mural project of the world and painted a small village on the top to represent their village of 100.

Next, everyone brought empty toilet paper rolls to school and using various materials, 100 diverse “villagers” were made from the empty rolls. These were used throughout the course of the project when the class was working with the floor map and wanted to depict visually how the village population was dispersed. (I have a large Peter’s Projection floor map which I made.)

Phase 2:

The book contains the following chapters:

Nationalities, languages, ages, religions, food, air and water, schooling/literacy, money/possessions, electricity, the village in the past, the village in the future.

Several class periods were spent discussing each chapter (except the final two), using supplementary material/handouts from various sources as support, including the books *The Hungry Planet* and *Material World*, both by Peter Menzel.

The accompanying DVD, which is beautifully produced and has English subtitles, was viewed, using a laptop/beamer in the classroom.

The Bear and Other Endangered Species

(GEPS 3., Reisnerstraße 43)



Who?
grade 4

How long?
3 weeks

First we decided collectively in class to pick the bear as our topic. A project title was created: The bear and other endangered species.

- Step 1: Flashcards to repeat and learn words connected with the topic e.g. tail, trunk, tusks, paws, wings, legs, flippers, etc.
- Step 2: „Statistics“ were created out of a choice of animals, how many can fly , how many can climb (movement verbs)
- Step 3: „Mind mapping lesson“ - What makes an animal an animal? Pupils came up with great ideas, everybody worked on their own worksheet, I collected thoughts on the board (can hear, can move, eat, make noise, need space, give birth, die, ...)
- Step 4: Copies from enchanted learning website: loggerhead turtle, African elephant, polar bear... - New vocabularies in our vocabulary books
- Step 5: Excursion to the Schönbrunn Zoo - We enjoyed a guided tour. Topic: Bears
- Step 6: wwf was invited to the class: Topic: Brown bears in Europe
- Step 7: Pupils worked on the computers to get more information on the animal they had chosen
- Step 8: Pupils created beautiful posters
- Step 9: We invited an artist to our handicraft lesson, who explained some tricks when working with clay.
- Step 10: Parents were invited to the school's exhibition.

Material used: Lernen an Stationen im Englischunterricht: Wild animals Website: www.enchantedlearning.com

GEPS - Day

(GEPS 22., Schüttaustraße 42)



Who?

The whole school

This day was titled 'Healthy Children – Healthy Environment' and was all about the environment, health education and exercise. In different workshops the children could separate trash, learn about good nutrition, participate in tastings, check out a nutrition traffic light, international food specialties and play a computer nutrition game. In addition, an environmental robot was fed by the children with information concerning the day's topics.

The children learned the Turkish names of the different foods and created posters. This in turn, helped the children remember the words in the foreign language.

For the exercise part of the project, the children were able to participate in back exercises, an adventure path and songs with movement.

In English, 3 interesting workshops were available with the theme 'Save the Earth', 'Healthy Food' and 'Save the World'. Flowers were planted in the school garden, there were discussions about the delicate balance of nature. 'Rubbish monsters' were built.

After Easter, an exhibit was held at the school to display the products of the project day.

Animals

(GEPS 3., Reiserstraße 43)



Who?

The whole school

How long: the entire year

The following themes were discussed throughout the year in the English lessons and also during regular lessons. The end result was a presentation of the project in different forms. A permanent slideshow was created about the entire project.

- All cats – great and small
- Whales and dolphins
- Australian animals
- Animals in Schönbrunn
- Monkeys
- The penguin
- Travels with a stork – under the African sun
- Old MacDonald Had a Farm
- Animals in the Bible
- Mice and rabbits – animals in art
- Magic animals
- The bare (bear) facts
- The Big Bad Wolf

Royal Wedding Day

(GEPS 17., Wichtelgasse 67)



Who?
Whole school

When?
29.04.2011

Prior to this day the children had made royal bunting and flags.
We talked about the royal family and the wedding of William and Kate.
Using the calendar we had a count down to the big day.

Axel and myself dressed as the royal couple and at 10:00 we walked through the school. The children sang a verse of the national anthem and Axel gave a short speech. We visited each classroom and handed out a favor of candy to the children. Each class ate cake for their break.
A very memorable day for all!

Time Travel

(GEPS 13., Auhofstraße 49)



Who?

Whole school

How long?

Two weeks

Each year our school, the GEPS Auhofstraße in Hietzing, has a year-end project. This year's project officially started on May 30 and ended with a presentation for the parents on June 10, 2011. Most classes started well before the official beginning though.

This year our topic was "Zeitreise". Each class covered a time period of their choice. Here are the topics of each class in brief with an emphasis on what was done in English. Sometimes English was incorporated into the German presentations, and sometimes the English presentations were separate.

- 1a: For their presentation of the project about the Stone Age, the children learned a sentence or two in English in order to present the posters they had made. They learned the sentences by heart and recited them when the parents came.
- 1b: Their project was about the Wiener Klassik. The children learned a lullaby in English that is sung to a tune by Mozart and they sung this for their presentation. We had also discussed clothing during this period and they coloured pictures of the clothes and used them as decoration.
- 2a: This project was about the Vikings. In English, we learned about Viking longships and the voyages to Iceland, Greenland and North America. We learned various Viking words and the children wrote the English words and drew pictures to match them. We learned about Viking mythology and presented one of the sagas with the play "A Night in the Forest". Six children were actors, the rest were narrators. We also sang the song "Viking Warriors are We".

- 2b: The project was about the Wild West. The children learned roles in a short play about Pecos Bill, a cowboy, which they presented for the presentation. Each child had at least one sentence to say, and the children whose English was better also had roles to play as the mother, the father, Pecos Bill and a cowboy.
- 2c: Knights and Castles was the topic in this class. The children performed a play about King Arthur and Excalibur. Twelve children had roles, the others were narrators. We also learned about the different jobs that existed in a castle, and each child presented a job by dressing up accordingly and saying on average 1-3 sentences about it in English. Each child also coloured a picture of their job and wrote the English which they presented as well. We also sang a song called "Clapping in the Castle".
- 3a: The project in this class was about the 19th century. Different inventors and other famous people from this period were discussed in English. Here we used simple texts, wordsearches, and "Lebenslauf", curriculum vitae. For the presentation, Thomas Edison introduced and talked about himself in English. Also the development of the bicycle was presented in English.
- 3b: The project in this class was about the Baroque Era. The children had texts and wordsearches about composers that we read, and we also wrote a "Lebenslauf", a curriculum vitae, for each composer. For the presentation, two children told about and compared the lives of Bach and Handel in English.
- 4a: This class covered the time period from the big bang up to and including the dinosaurs ("Reise durch die Erdzeitalter"). In English we talked about paleontology and about the characteristics of different dinosaurs. The children made two huge murals, one of a scene from the mesozoic era, and one of a big T. Rex head. On presentation day, the children sang a rap about dinosaurs and also a song about the earth ("Water and Land"). We also did a play of the story "The Dinosaur in Jack's Garage". Twenty-one children had roles, several were narrators. Children provided the props and made signs for the scene changes.
- 4b: In this class we travelled back to Ancient Egypt. The children learned about mummification in detail. Much of the project time they spent rehearsing a play about apprentices taking a practical test about the process of mummification. Fourteen children were actors, the others were narrators and/or made props and signs for the scene changes. The children also sang a song about mummification ("Let's make a Mummy") and another song about Egypt in general, "Gift of the Nile". We also talked about the Gods in Ancient Egypt. In "Song of the Gods", the main characteristics of eight of the Gods were presented along with laminated pictures the children had coloured.

Daily/Regular routines

(GEPS 23., Anton Baumgarnter-Straße 44)

Good morning routine:

Good morning song

Greeting each other (Hi... How are you today?)

Good morning exercise (action rhymes)

Calendar (class calendar: day of the week, date, weather, time, season)

Class attendance (Who is absent today? Where is...?)

Birthdays:

review season, month, day; How old are you? When is your birthday? Whose birthday is in ...?

End of lesson/day:

rhymes, songs, routines

5. Materials, Literature and Links¹⁵

(Global Education)

Every GEPS school should make a collection of the English materials created for Global Education which are continuously adapted and supplemented. It is also recommended that every GEPS class has its own world map and globe.

15 Access: 06.06.2012

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Kolroser, Ch.: Globales Lernen, damit die Zukunft Zukunft hat. In: Erziehung & Unterricht 3-4/2007

Europa Büro, Stadtschulrat für Wien
<http://www.europabuero.ssr-wien.at>

Grundsatzterlass zum Projektunterricht
http://www.bmukk.gv.at/schulen/unterricht/ba/pu_tipps.xml

Baobab - entwicklungspolitische Bildungs- und Schulstelle
www.baobab.at

Südwind - Agentur
www.suedwind-agentur.at

Global Curriculum
<http://www.globalcurriculum.net>

Global Education Weeks
www.oneworld.at/globaleducationweek

eTwinning (Schulpartnerschaften mit Hilfe von IKT)
<http://www.etwinning.at/>

Global Learning Network
http://www.glean.org.uk/pdfs/Global_Focus_Weeks.pdf
(also lots of further resources and links)

„die Umweltberatung“
www.umweltberatung.at

Fairtrade
www.fairtrade.at

unicef
www.unicef.at

WWF – World Wildlife Fund for Nature
www.wwf.at

UNESCO
www.unesco.at

Interkulturelles Zentrum

www.iz.or.at

Mehrsprachige Kinder- und Jugendbücher

www.buch-mehrsprachig.at

Globales Lernen Strategie

<http://www.globaleslernen.at/>

Sprachensteckbriefe

www.sprachensteckbriefe.at

Forum Umweltbildung

www.umweltbildung.at

give – Servicestelle für Gesundheitsbildung

www.give.or.at

Das Österreichische Umweltzeichen

<http://www.umweltzeichen.at/>

Footprint

www.footprint.at

Netzwerk Kinderrechte

www.kinderhabenrechte.at

Zentrum polis

www.politik-lernen.at

Welthaus Österreich

www.welthaus.at

Dreikönigsaktion

<http://www.dka.at>

Kinderrechte auf der Seite des BMGFJ

www.kinderrechte.gv.at

Kinderrechtebus

www.kinderrechtebus.at

Wiener Wasserschule

<http://www.wien.gv.at/wienwasser/aktiv/wasserschule.html>

California State University

<http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst074.html>

Notes

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