

Exploring global citizenship
Humboldt
250



Impressum

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Background

In 2019, people around the globe commemorated Alexander von Humboldt's 250th birthday! Two centuries ago, this historic figure set an example of what it means to be a global citizen, one who traverses cultures and scientific disciplines like few other people of his time – and one who became known for his efforts to promote the transatlantic partnership.

We are happy to announce that our new project module on "Humboldt 250" is ready for classroom use now. Take a look at the tasks and materials tracing the legacy of this curious global citizen. You can easily connect this with your work on Humboldt 250. A final student competition focusing on "Humboldt and YOU" will remain open until the summer holidays (June 30, 2019) with awards recognizing creative student projects.

How to Use this Teacher's Handbook

This teacher's handbook is a condensed version of the teaching materials and task-cycles to be found on the Teach about US platform at www.teachaboutus.org. The following pages contain the core activities for all three phases of Humboldt 250 in the form of print-ready worksheets. You can use these activities in your classrooms entirely or make your selection and cover the Humboldt 250 curriculum in a more cursory fashion. While the activities outlined in the worksheets do not require that your students enroll on the platform individually or that you complete all activities in your school's computer lab, they do focus on using different sorts of digital texts and applications. This means that activities like participating in forum discussions, contributing to an online course glossary, or collaborating in a course wiki have been

intentionally excluded from the worksheets. But your students will have to complete several activities using a computer and going online. These online phases are always linked back to face-to-face classroom activity to allow for effective integration into traditional teaching contexts.

Except for these introductory remarks, the teacher's handbook comes without further instructions for teachers like lesson plans or extensive teaching rationales. The preview Humboldt 250 e-classroom, however, includes detailed 'Teaching Notes' at the beginning of each curriculum section. In addition to information and useful tips for integrating the suggested classroom work in your daily practice, they also offer selected background information complementing the tasks and materials.

Participating in the Student Competition

Teach About US invites all project participants to submit their action plans to the annual Humboldt 250 student competi-

tion with awards for outstanding classroom projects. The next competition deadline is May 31, 2020, at midnight (German time).



We believe that this is an excellent opportunity to boost student motivation and to strengthen the understanding that their approaches for sustainable development are relevant to their communities and beyond. From our teacher and student feedback we have learned that in most cases, student engagement to produce an action plan exceeded their teachers' expectations (and ours included) by far! Many participants saw their action plans and project outcomes featured in local newspaper articles and radio reports, at school festivities and even town hall meetings.

We would like to emphasize that participants are encouraged to submit their contributions, regardless of class grade or school level.

In order to take part in the Humboldt 250 student competition, your students (one

representative) or you will have to submit your course's contribution by the submission deadline. This will be done by uploading the product (or a link to the product) onto the Teach About US platform. To do this, a registered and logged-in user must visit the platform's Sustainability tab, enter the Virtual Town Hall, go to the section 'Your sustainability action plans' and enter your action plan into the DATABASE: Your sustainability action plan.

If—for whatever reason—your upload fails, you may also submit your group's contribution via e-mail to the following email (teachaboutus@leuphana.de). The contributions will be reviewed by an expert jury and members of the Teach About US team. We will announce more information on this procedure in due time.



Section 1: What makes a global citizen?

In this section the concept of global citizenship will be addressed. Firstly, open questions will guide the personal understanding of the concept. Afterwards, students compare their prior knowledge and provide mutual support to build a concept. Finally, official definitions are compared with your own. At this point, one's own concept can be adjusted. Additionally, a first insight into the global impact of Alexander von Humboldt's life and work is given by looking at a photo compilation of animals, plants, landscapes and natural phenomena named after Humboldt.

The section includes three task cycles:

- TASK: What makes a global citizen?
- Questionnaire: how do you define a global citizen?
- TASK: What do these things have in common?

TASK: What makes a global citizen?

In this activity students understand the concept of 'global citizenship' and formulate a common definition for the term 'global citizen'.

First, students will take a self-reflection survey on how they define 'global citizenship'. Second, all answers will be displayed anonymously upon completion of the survey, allowing students to compare them in order to negotiate a common definition. Third, students will study published definitions of the concept and compare them to their own. They can also update their initial definition.

Tips

- *The survey can be given as a preparatory homework.*
- *The external videos are authentic (i.e., not primarily designed for this course) videos, but English closed captions are usually available on YouTube (Click '...', 'open transcript', choose 'English'.)*
- *You can have your students watch the video(s) together in class or individually (remind them to bring headphones if necessary).*
- *Answers can be discussed orally in class or by writing in the forum.*



TASK: What makes a global citizen?

You may have heard the phrase before – maybe in a textbook or in an advertisement – or maybe you haven't used it before, but have some associations with it. This task cycle will focus on global citizenship in more detail. Complete the following three steps:

1. Take the **survey "How do you define a global citizen?"** It consists of three open questions. (see the worksheet "Survey: How do you define global citizenship?")
2. Study the different responses and look for similarities and differences or recurring categories in the answers. Can you come up with a common definition? As you answer these guiding questions define the concept.
 - a. Can you group some definitions (or individual aspects) together?
 - b. Can you rank those aspects according to how important they are to you?
 - c. What are some major similarities and differences between the definitions?
 - d. Finally, can you synthesize the different proposals into one single definition of a global citizen? What would this be?
3. Compare your definition to some of the published definitions in the additional resources [1] [2]. How are they different or similar to your proposal? Would you like to update or extend your initial definition? If so, go back to the forum.
4. Read April Rinne's "What Global Citizenship Is Not" [3]. Work with a partner to write a blogpost discussing whether a well-known celebrity or politician of your choice can be called a global citizen [4]. OR prepare a formal debate [5] with your classmates on whether a well-known celebrity or politician of your choice can be called a global citizen [4]. Therefore, divide into two groups. One group prepares pro-arguments, while the other one prepares contra-arguments. You can take notes to take into the discussion. Finally, appoint a moderator, who leads your discussion.

1. Global citizen definitions

Teach about US | <https://bit.ly/34FA05h>

2. What does it mean to be a citizen of the world? - Hugh Evans

TED talks | <https://bit.ly/38ADCGS>

3. What Global Citizenship Is Not

What Global Citizenship Is Not | <https://bit.ly/3hkGv2u>

4. Global Citizen

Global Citizen | <https://bit.ly/2WO6buZ>

5. Conducting a debate

Ministry of Education Manitoba | <https://bit.ly/3o2ApWQ>



Survey: How do you define a global citizen?

1. What is a global citizen? For example, think of what skills, attitudes, behavior, and knowledge are necessary in your opinion.

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2. Can you think of a person or figure that you would describe as a global citizen? Why?

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3. What would you like to learn about global citizenship? Are there any aspects you are especially interested in or that you want to know more about?

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TASK: What do these things have in common?

In this activity students find out that the 12 displayed plants, animals, landscapes, and natural phenomena are named after Alexander von Humboldt.

Students will begin by looking at photos of different animals, plants, and other natural phenomena. They will post questions or guesses on what these photos may have in common as comments.

Tips

- *Alternatively, as a quick lesson starter, you can show the photos in class and have students guess orally what the photos depict and what they have in common.*

What do these things have in common?

Take a look at these photos. They all have one thing in common - can you find out what it is? Discuss your guesses or questions.



Lily



Butterfly



Bay



Dolphin



Cactus



Monkey



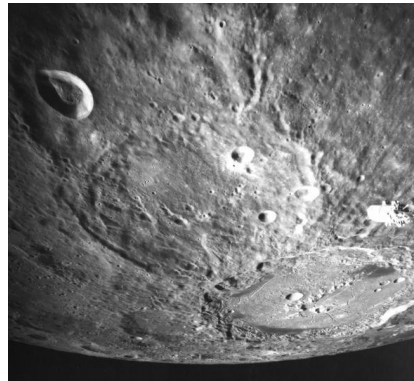
Mountain range



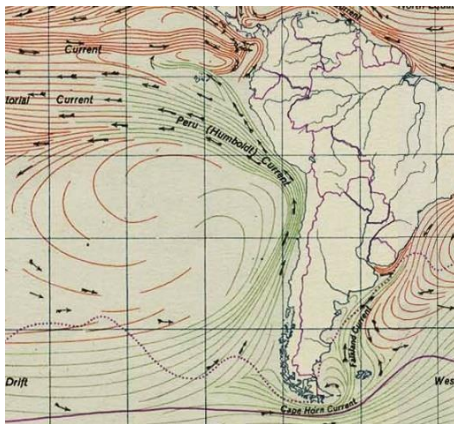
Penguin



Skunk



Moon crater



Ocean current



Orchid



Section 2: Alexander von who...?

Before watching audiovisual material, the students brainstorm what they already know about Alexander von Humboldt. While watching videos, the class works on extracting key points about his persona, his expeditions, and his (scientific) inventions and discoveries. These are then compiled to describe Humboldt as a scientist, explorer, etc.

The section includes one task cycle:

- TASK: Alexander von Who...?

TASK: Alexander von Who...?

Students analyze Humboldt's life and achievements as a scientist and explorer through a short (documentary) video and interpret and present their findings to their peers.

The students will watch one or two videos on Alexander von Humboldt (several materials suggestions are given and can be adjusted to your learner group). As a pre-viewing task, they will brainstorm what they already know about him. In Addition, you can collect your students' questions about him in advance. While watching the videos, students answer viewing comprehension questions, which guide their attention. Afterwards, the findings will be collected online in the forum or in class.

Tips

- *Either let your students choose which video they want to watch or instruct them which one to use.*
- *The videos differ considerably in length (4, 15, and 46 minutes).*
- *You can have your students watch the video together in class.*
- *If they are to watch it individually, ask them to bring headphones.*
- *Answers can be discussed orally in class or by writing in the forum.*



Task: Alexander von who...?

Let's take a closer look at who Alexander von Humboldt was and what he did. In this section, you will find several videos about Humboldt [1] [2] [3], some are shorter, some longer. Pick one or two of them (or ask your teacher which one(s) you are supposed to watch).

Pre-viewing: Brainstorming

Before viewing the videos, brainstorm what you already know about Alexander von Humboldt. What questions do you have about him? Write your ideas on the chalkboard.

While viewing: Expert groups

Split into 4 groups. Each group chooses one of the expert topics. Take detailed notes on what you learn about Humboldt in regard to your topic. If necessary, watch the video, or parts of it, more than once. Remember that you do not have to write complete sentences when taking notes.

Expert groups/topics:

1. Who was Alexander von Humboldt? (When did he live? Where did he come from? ...)
2. What do we learn about his expeditions? (Where? When? How long? How? Why?)
3. What did his work focus on and what are his achievements and discoveries?
4. What other aspects besides science and exploration did he achieve?

Afterwards, share your findings in class. Your teacher will let you know, how to do this.

(For example, you could do a jigsaw puzzle [4]. Form new groups that each contain one person from the expert groups 1, 2, 3, and 4. Explain to the others what you found out in regard to your topic.)

In order to check your understanding, create five quiz questions about your topic in your expert groups.

Post viewing: Discussion and quiz

Forum discussion. Collect your findings." Based on your results, how would you describe Humboldt – as a scientist, an explorer, ...?

Humboldt quiz. Using the quiz questions from the expert groups (above), create a quiz for the whole class.

Jeopardy (optional). Instead of creating a paper-and-pencil quiz, you could also create a jeopardy [5] game and play it with the entire class. While playing, you are not allowed to pick a question of your own expert topic! You can learn how to create and play jeopardy [6].

 **RESOURCES FOR THIS TASK**

1. Who is Alexander von Humboldt? - George Mehler (4 min)

TED Talks | <https://bit.ly/2KTOac2>

2. The Invention of Nature (15 min)

Andrea Wulf | <https://bit.ly/34I4OCw>

3. The Invention of Nature (46 min)

Andrea Wulf | <https://bit.ly/2JjYtp9>

4. Jigsaw puzzle

Jigsaw puzzle | <https://bit.ly/3pnLlif>

5. Jeopardy labs

Jeopardy labs | <https://bit.ly/3rpZ8Xz>

6. How to create a Jeopardy game using Jeopardylabs

Brian Weir | <https://bit.ly/38FJIWk>



Section 3: Humboldt's many hats

Students read excerpts from Humboldt biography and study his various roles as naturalist, activist, advisor to U.S. President Jefferson, author, and scientist.

In small groups, students decide on one of the five roles and gather their prior knowledge in this regard. While reading the biography and other external resources, additional information is gathered, which is then used to develop a short presentation together.

The section includes one task cycle:

- TASK: Humboldt's many hats

Students analyze and synthesize information from the different information sources provided about Alexander von Humboldt's different roles and present one of them to the class.

Five expert groups read five different excerpts of A. Wulf's Humboldt biography. Guided by pre-, while-, and post-viewing questions, the students prepare a short oral presentation. They analyze and synthesize information from the different information sources provided about Humboldt and collaboratively give a presentation about their expert topic.

Tips

- *This task has a primary focus on reading comprehension.*
- *The oral presentation can be changed into a gallery walk for which the students prepare a poster for each expert topic.*
- *The excerpts from A. Wulf provide the main information.*
- *Annotations of basic terms are provided in the vocabulary list.*
- *The excerpts and the additional materials reflect a certain redundancy of information, i.e. learners must systematically filter the key details.*
- *The 'optional resources' section contains further materials for analyzing the role of Humboldt as a global citizen and his historical context. The text "The Humboldt Code" illuminates various aspects of Humboldt's relevance for today's society and current developments. It could be used to shed more light on the concept of global citizenship and tie together the various expert group topics in a critical discussion. The teaching guide "The Enlightenment" provides a concise overview and teaching resources on this movement that influenced Humboldt during his youth. There are plenty more resources on this topic available online. Alternatively, you may check your school's history textbook(s) or confer with your history colleagues concerning this historic contextualization.*



Task Humboldt's many hats

Alexander von Humboldt wore many different hats—a Prussian administrator, a researcher and scientist, an explorer, a writer, a cultural informant, a spirited opponent of slavery, a traveler, and an illustrator, to name a few. Likewise, he effortlessly traversed various scientific disciplines like botany, geography, climatology, and physics.

In this task, you are going to explore the different roles he took on by reading about them in Andrea Wulf's biography of Humboldt, "The Invention of Nature." Split into expert groups and choose one of the following topics. (The book extracts can be found in the folder "Excerpts from A. Wulf, The Invention of Nature.")

Group topics

1. Humboldt's new vision of nature
2. Colonialism, slavery, and the degradation of the environment
3. 'A fountain of knowledge:' Humboldt as an informant to Thomas Jefferson
4. Nature writing: Connecting science, language, and literature
5. Humboldt, the scientist and 'tech geek'

Pre-reading

Based on the previous tasks, what do you already know about your topic? What questions do you have? Brainstorm with your group.

While reading

Take notes of the main points and look up unknown words. If necessary, do further research online. Together with your group, summarize the main points. Include examples, quotes, or scenes from the text to illustrate your points.

Post-reading

Prepare a brief oral presentation about the role that you researched. Use illustrations as needed, for example maps, paintings, graphics, or quotations. Alternatively, make a poster with your findings that can be hung up in your classroom.

1. *Biography of Alexander von Humboldt*

Matt Rosenberg | <https://bit.ly/3mQ3svB>

2. *Alexander von Humboldt and his time*

Andrea Wulf | <https://bit.ly/3rtV4oW>

3. *Map of Humboldt's South America Expedition*

Wikipedia | <https://bit.ly/3nQ18pP>

4. *The Humboldt Code (optional)*

Wiener Digitale Review | <https://bit.ly/3cbWIsA>

5. *Alexander von Humboldt - German Explorer and Naturalist (optional)*

Britannica | <https://bit.ly/3mLU1gx>



Section 4: A true global citizen?

In the fourth module, students create their own projects about why and how Humboldt is still important to them today and whether and how he can serve as a role model for future global citizens.

This section consists of two tasks. First, the students are asked to discuss whether Humboldt can be called a global citizen. Therefore, students consult their original definition of a global citizen and analyze a variety of provided excerpts and quotes by other researchers and journalists. Second, each class is encouraged to create their own project on "Humboldt and YOU" and to participate in the Humboldt 250 school competition.

The section includes one task cycle:

- TASK: Alexander von Humboldt—a true global citizen?
- TASK: Humboldt and YOU (class project)

Task Alexander von Humboldt—a true global citizen?

Students critically reflect on and evaluate the question whether Alexander von Humboldt can be called a 'global citizen'.

Based on their initial definitions of 'global citizenship' and their findings from the preceding modules and tasks as well as additional external resources, students will debate whether he can be called a 'global citizen'. In addition, students will analyze quotes and illustrations about what we can learn from Humboldt and how he is remembered today.

Tips

- *This task focuses on reading and writing skills, but also speaking skills (oral discussion).*
- *The results can be discussed orally in class and/or in written form.*



TASK: Alexander von Humboldt—a true global citizen?

Let us now return to the question of what makes a global citizen. Maybe we could rephrase the question and ask instead: Was Alexander von Humboldt a global citizen and what does his life and legacy teach us about being a global citizen? Discuss the following tasks.

1. a. Humboldt, a global citizen?

Go back to your initial definition and compare it to your findings on Humboldt's life and legacy. Do they match? Can you think of examples or findings about Humboldt that illustrate the different aspects of global citizenship?

1. b. The Humboldt code

Take a look at the following quote by Rüdiger Schaper (Der Tagesspiegel) on what he calls the "Humboldt Code". What does he mean by that? What aspects could you add to this code based on your work on Humboldt?

Q 1: THE HUMBOLDT CODE [1]

(...) Alexander von Humboldt didn't bequeath any earth-shaking theories like Charles Darwin, who revered him. Rather, he provides intellectual tools, open-minded ways of thinking, holistic points of view, all of which have turned out to be amazingly useful in the early 21st century's surge in globalisation: let's call it the Humboldt Code.

— Rüdiger Schaper, "The Humboldt Code", Kosmos 109/2018, p. 17.

2. Humboldt at 250—projection surface and chameleon

The attention given to Humboldt on the occasion of his 250th birthday says just as much about us as about Humboldt himself. Read the following quote taken from an interview with science historian Nicolaas A. Rupke. What does he mean by the image of "many Humboldts"? Do you agree with him?

Q 2: NICOLAAS A. RUPKE, SCIENCE HISTORIAN, ON HUMBOLDT AS A PROJECTION SURFACE [2]

Kosmos: *Mr Rupke, almost 250 years after his birth, everyone is again talking about Alexander von Humboldt. What makes him so popular?*

Ripke: I think it's because he makes such a great projection surface. We try to see the person we would like to be in Humboldt. The picture we paint says just as much about us as it does about him. That's why there isn't just one Humboldt, but lots of them.

Kosmos: *And who are they?*

Ripke: That depends where in the world you are when you ask the question. In Germany, for instance, I think his major opus "Cosmos" and his holistic view of the world were and are important. The British tended to see him rather as a sort of Empire

boy who set off to stake out territorial claims for Germany. In the UK today, people are more interested in him because of his connection with Darwin. Science historians there are currently arguing about the importance of Humboldt's influence on Darwin and his theory of evolution.

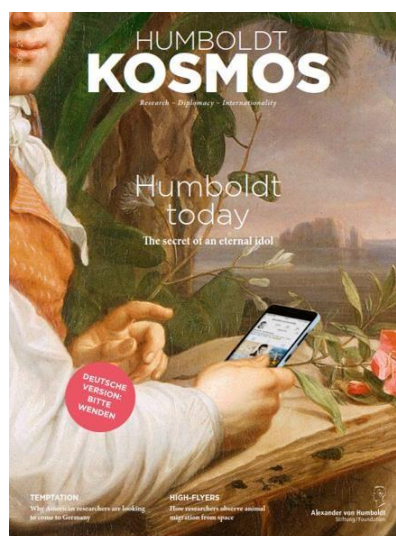
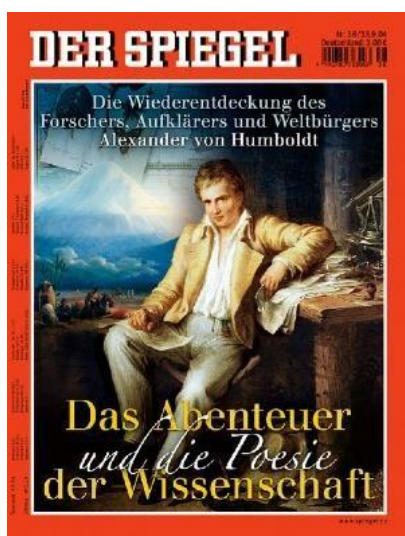
— Nicolaas A. Rupke, science historian, interview in Kosmos 109/2018, p. 20.

3. Remembering Humboldt

Take a look at these two magazine covers. The one by Der Spiegel was published in 2004 on the occasion of the 200th anniversary of Humboldt's return from Latin America. The one by Humboldt Kosmos, the publication of the Alexander von Humboldt Foundation, was released in 2018 in anticipation of Humboldt's 250th birthday. How is Humboldt remembered in both magazines? Consider both the visual depiction as well as the text/titles.

Q 3A (left): MAGAZINE COVER OF DER SPIEGEL, PUBLISHED IN 2004 [3].

Q 3B (right): MAGAZINE COVER OF HUMBOLDT KOSMOS, PUBLISHED IN 2018 [4].



1. The Humboldt Code

Rüdiger Schaper | <https://bit.ly/3Kdf498>

2. "Everybody's star"

Nicolaas A. Rupke (Interview: Georg Scholl) | <https://bit.ly/3woVEIS>

3. Der geniale Abenteurer

Der Spiegel | <https://bit.ly/2KSroBb>

4. Map of Humboldt's South America Expedition

Wikipedia | <https://bit.ly/2WNjNGL>



TIPS: Analyzing Cartoons

Like written texts visual materials, i.e. pictures (photographs, paintings, drawings, cartoons), tables, graphs and charts use certain elements to convey information. In your analysis of visual texts you are expected to identify those visual elements, describe them systematically and explain their use and function. Furthermore, with regard to pictures, you need to evaluate their effect on the reader; with regard to tables, graphs and charts, you need to evaluate the quality of the information provided.

PREPARATION

1. Study the task carefully.
2. Examine the cartoon in detail, keeping the task in mind. Find out where and when
3. the cartoon was published; study the visual elements of the cartoon (people,
4. objects, setting, speech bubbles etc.) and, if provided, the caption; consider
5. symbolism and (metaphorical) meaning with regard to your task and/or a specific
6. (topical) context.
7. Take notes.
8. Structure your notes/key words.

WRITING ABOUT A CARTOON: *Include...*

- *the following elements in the introductory sentence(s):*
 - the central idea/aspect of the cartoon, i.e. say what the cartoon is about
 - the cartoonist 's name, where and when the cartoon was published
- *a detailed description of the cartoon:*
 - Name the different parts the cartoon consists of (visual elements, captions, speech or thought bubbles).
 - Describe the depicted objects or people (striking/physical features, clothing, positioning and size of objects/figures, facial expressions, body language, colour, what people say or think), the action and the setting (i.e. where and when the action takes place).
- *an explanation of what the cartoonist wants to say/show and their techniques:*
 - Analyse the different elements (the visual elements, captions, speech or thought bubbles) of the cartoon.
 - Analyse the techniques used to convey the message (symbols, exaggeration, caricature, irony, all of them often with a critical intention).
 - Say which elements are striking and why (exaggerated, distorted, etc.).
 - Say which of the objects and characters carry a meaning that goes beyond the obvious. Explain what they represent.
 - Say how the different elements interact.
 - Say what effect the elements have on the reader.
 - Explain what message the cartoonist wants to convey.

POINTS TO REMEMBER

- On the basis of your notes/key words structure your text.
- Use appropriate linking words.
- Use present tense/present continuous for actions.

Source: Berlin Senatsverwaltung für Bildung, Wissenschaft und Forschung (2011). Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe Englisch, pp. 18-20.



TIPS: Conducting research

Following these steps will help you plan your research together with your group members.

1. Research topic: What is the topic or issue?

Decide on the general topic of your research first. It may help to do a brainstorming of possible topics, a quick web-research or talk to an expert first. Some possible topics could be "plastic pollution on our school campus", "plastic recycling in our city", "plastic dependence of our household(s)" etc.

2. Research question: What do we want to find out?

Now decide what it is that you want to find out. Formulate a question that addresses your issue. Your question must be specific enough so that you can answer it. A possible research questions could be "How much plastic waste does our household produce over a week?" or "What are people's opinions on raising the price of plastic bags?"

3. Research method: How will we find out?

Decide what you will do to answer your question. This will include collecting evidence like interviews, survey answers, photographs and videos, experiment results, and so on. Also think about who is going to do what and when, and what tools and resources you will need.

4. Research hypothesis: What results do we expect?

Briefly note what results you think you will get. This is called a hypothesis. Your research may confirm your hypothesis or it may produce different results.

5. Research report: How will we document and present our findings?

Note how you will document your findings and present them later on in class and online. For example, if you do an online survey, you could create a PowerPoint presentation with diagrams, or you could write a blog entry about your research, or even produce a video or photo story interesting findings.

Source: Berlin Senatsverwaltung für Bildung. Wissenschaft und Forschung (2011). Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe Englisch, pp. 17-18.



TIPS: Doing project work

The following guidelines are not all equally applicable to all the different kinds of project work that exist but can be adapted to your needs.

- Consult your teacher if you are not definitely sure if the topic is suitable.
- Speak English throughout the whole work process as this will help you express your contributions in English.

Preparing your project work:

- Start with some brainstorming about what you want to deal with, what you want to find out, what results you expect.
- Note down aspects you will have to cover.
- Note down the kinds of material useful for your project.
- Outline the content of your project and structure your ideas.
- Decide who in your group is responsible for what.
- Write "to do lists" for all team members. Keep on doing so during the whole process.
- Devise a schedule which includes the different stages of your work, deadlines met and the names of the students who are responsible for certain tasks.

Carrying out research together:

- When carrying out research draw on different sources and assess their validity (see Tip 2).
- Keep a record of your results by making notes (see Tip 3). Also, if you come across new words and phrases which you need to deal with and which are relevant to the task, note them down and learn them.
- If need be, make use of the "Skills Pages" in your English textbooks, refer to dictionaries, grammar books, encyclopedias, etc. (see Tip 4).
- In the course of your work you might have to redefine some aspects of your work or aims of your project. Do not hesitate to ask your teacher for advice.
- While working you will have to alter/update parts of your schedule, but make sure to meet the final deadline.

Reflecting on your work:

- At the end of your work assess your results/products/what you have learnt and achieved and discuss what you will do differently the next time.

Tip 2: Assessing the reliability and validity of sources

- Determine what kind of publication it is and where and by whom the source was published (e.g. university, serious/popular newspaper, commercial website).
- Look at the date of publication to make sure you are not referring for material that is outdated not useful for your purposes.
- Examine the source closely for information about the author/s and find out what qualifications he/she/they has/have for writing about the topic.



- Establish whether the author/s seems/seem objective or biased by considering his/her/their language and purpose (e.g. to inform, to comment to influence/persuade the reader, to sell a product).
- Compare the information with information you have found about the topic in other sources. Does it confirm/contradict information from these other sources?

Tip 3: Making, compiling and organising note:

When you make notes you collect condensed information from a text.

- Focus on the information relevant to your task. Skimming or scanning can help you find the passages you need. If possible, highlight them in the text.
- When making notes write keywords, not complete sentences.
- Divide up the information by means of headings, subheadings, numbers letters. etc.
- Group together notes with similar information.
- Arrange different notes in a logical order. This might already reflect the structure of your paper or presentation.
- Graphic organisers such as concept maps or diagrams can also help you develop structure and understand interconnections and relationships.

Tip 4: Using Encyclopedias

Encyclopedias are reference books containing general and/or specific information which is usually arranged in alphabetical order. There are basically two types of encyclopedias: general encyclopedias (e.g. the Encyclopedia Britannica). covering all subject areas and branches of knowledge, and subject-related ones (e.g. International Encyclopedia of Women Scientists), providing in-depth knowledge on one area only. Encyclopedias can consist of one or many volumes. Most of them are also available as CD ROMs and some are online.

- Use an encyclopedia if you want to get general background information, narrow down a topic you are dealing with and check on information you are not sure about.
- Refer to the index and table of contents if the alphabetical order of the encyclopedia does not yield satisfactory results for you.
- Skim and scan the entry/article and look at fact boxes or pictures with captions to find relevant information.
- Look at the cross-references/hyperlinks (on the Internet) which lead you to other articles related to the topic.
- Study the bibliography which leads you to articles, books etc. that you might need.

Source: Berlin Senatsverwaltung für Bildung, Wissenschaft und Forschung (2011). Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe Englisch, pp. 14-16.



TIPS: Giving presentations

The following criteria primarily apply to PowerPoint presentations, but with minor alterations they can also be used for talks and formal speeches and be enhanced by overhead transparencies or other visual material. They are applicable to group presentations as well as to talks given by individual students.

Planning and putting together your presentation your talk on your project work:

Make sure you understand the task. Do not hesitate to ask your classmates or your Teacher.

Preparation of the talk:

- Structure your presentation clearly (introduction, main part, conclusion/summary/outlook/open questions). and present this structure at the beginning of your presentation.
- Think of a catchy beginning/teaser to attract your audience's attention, e.g. an anecdote, a thought-provoking question, quote or picture. You might also state why the topic you have chosen is of so much interest to you and/or of relevance to your audience.
- Use striking facts to keep your audience interested and give good examples to illustrate your points.
- Stick to the topic/ key question(s) of your presentation.
- In case of a group presentation, make sure that everybody has contributed equally to it and that this also shows in your presentation. Support each other and act as a team.
- Consider how much time you want to allot to each point and ensure you stay within the time allowed, including questions that might be asked at the end.
- Decide on how to provide yourselves with prompts (keywords, cards).
- Rehearse your presentation/speech before you give it, e.g. in front of friends, family or a mirror. Do not memorize whole sentences.
- Make sure you can pronounce difficult words correctly. If you use online dictionaries such as leo.org or macmillandictionary.com you can listen to the pronunciation.
- Anticipate questions you may be asked at the end of your presentation and prepare a response.

Visual aids

- Decide on the kind of visual aids most suitable for your topic and material.
- In the course of your preparation, keep in mind that you have to collect visual material suitable for illustrating your results in your presentation.
- Consider carefully why you have chosen certain visual aids (photos, film clips, graphs, etc) and what purpose they serve in your presentation; use your visuals sparingly.



PowerPoint Presentation and overhead projector

- Layout your slides/transparencies clearly and carefully: Use a large font (at least 32 point size) leave sufficient margins on all four sides: in particular at the bottom so that everything can also be seen from the back of the room.
- Do not overload your slides/transparencies with too much information. Use headings, keywords or phrases instead of sentences; make sure they are clear and easy to understand and proofread them for spelling errors.
- If you need a slide more than once, avoid having to go back. Reproduce it at the place where you need it.

Technical preparation:

- On the day before the presentation check that all technical equipment is working.
- Prepare a backup (e.g., overhead projector/transparencies, a second notebook) in case the technical equipment is not working on the day of your presentation.
- Bring all the material you need on the day of the presentation; consider using a remote-control device to avoid standing next to the computer.
- Clean chalkboards, whiteboards etc., even if you do not intend to use them.

Giving your presentation / presenting your project work:

- Only start your presentation when everybody is quiet. Pause when listeners are talking.
- Look at the audience and make eye contact.
- Speak clearly, slowly, loudly. Fluently and freely (however, you may use index cards as cues if necessary).
 - Do not read out from the slides/transparencies or your cue cards. Use the information on them as support to keep you focused on the structure of your presentation.
 - Take your time Pause in the right places, give your audience enough time to look at the slides/transparencies/visual aids and to ask questions at the end of the presentation.
- Do not stand in front of the screen. Use a pointer or a pen if you want to show something on the screen.

Reflecting on your work:

After the presentation think about your strengths and weaknesses and what you would do better next time (cf. assessing one's own work and that of others).

Handout

If you do not use PowerPoint or transparencies or do not want your audience to take notes, prepare a handout which you can pass out before or after the presentation. (In the latter case tell your audience beforehand that they will get a handout.)

Consider the following aspects:

- Write your school name, subject/course, your name(s), the date and title at the top. If necessary also include the occasion for the presentation.
- Do not include too much information and make sure your handout relates to what



is said in the presentation.

- As a rule of a thumb: The handout should not exceed two pages in at least font size 10 for a twenty-minute presentation unless you need to present additional information / relevant data.
- Structure it clearly and logically so that it is easy to read. Avoid long texts, using e.g. bullet points and keywords instead. Distinguish between main points and supporting points.
- Consider whether you want to leave room for notes.
- Make sure your handout is legible and visually attractive.
- Cite your sources and include a bibliography of words quoted at the end.
- Proofread your handout.
- Staple and punch holes in your handout and make sure you have enough copies for everybody.

Source: Berlin Senatsverwaltung für Bildung, Wissenschaft und Forschung (2011). *Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe Englisch*, pp. 19- 22.



TIPS: Linking ideas and sentences

There are various ways to connect thoughts and arguments. Structures help you to avoid unnecessary words and make a text more coherent and readable.

Examples:

main clauses	<i>subordinate clause</i>
He left the house. Soon afterwards he got into his car.	Soon after he had left the house he got into his car.
	<i>present participle</i>
He left the house. He was waving good-bye to his wife.	He left the house waving good-bye to his wife.
	<i>past participle used as an adjective</i>
She got lost in the crowd. She asked for help.	Lost in the crowd, she asked for help.
	<i>past participle clause</i>
He left the house. Soon afterwards he drove away.	Having left the house he soon drove away.
	<i>infinitive</i>
He went to the supermarket. He did so as he wanted to buy some milk.	He went to the supermarket in order to buy some milk.

Another way of joining clauses, sentences and paragraphs is through linking words and phrases. They will help you link your ideas, point out similarities, highlight differences, justify statements or provide examples and conclusions.

Frequently used linking words are: for example, and, because, moreover, as a result, however. Note that they are used in very different contexts.

Most linking words can either connect clauses or start a sentence to form a link between sentences. Generally you should avoid starting a sentence with or, and or but. If linking words start a sentence, they are followed by a comma.

nevertheless, and the hotels had very high standards. Nevertheless, some tourists complained about ...

in conclusion, In conclusion, if there is a moral obligation to protect life, gene technology should be a questionable choice for scientific researchers.

If you are not sure about the usage, consult a good monolingual learner's dictionary. NOTE: This is not a comprehensive list. You might want to add your own linking words and phrases.



If you want to add to your argument:

additionally, ...	zusätzlich, too.	auch
in addition, ...	noch dazu, außerdem	moreover, ...	außerdem, weiter
apart from ...	abgesehen davon	... and ...	und
besides ...	ferner, überdies	also, ...	außerdem
furthermore, ...	außerdem, ferner	... as well as ...	so wie auch

If you want to emphasise a statement:

apparently	offenbar, scheinbar	evidently	offensichtlich, zweifellos
naturally	natürlich,	obviously selbstverständlich	offensichtlich, klar
hardly likely	kaum wahrscheinlich	undoubtedly, ...	zweifellos
actually	tatsächlich	in fact	genaugenommen

If you want to make comparisons:

similarly, ...	ähnlich	in the same way ...	ähnlich	similarly annoying
ebenso ärgerlich				
... likewise ...	ebenso, gleichfalls	equally, ...	gleichermaßen	compared to/with Im
Vergleich zu	equally slow(ly)	gleich langsam		
...				
not only ... but also	nicht nur, sondern	... just like ...	wie auch	
...	auch ...			

If you want to highlight contrast/show differences:

although ...	obwohl	in contrast (to) ...	im Gegensatz zu
yet, ...	aber dennoch, doch	neither ... nor ...	weder ... noch
despite ...	ungeachtet dessen	nevertheless, ...	nichtsdestotrotz
in spite of	trotz	whereas, ...	während, wohingegen
however, ...	jedoch, dennoch	on the one hand ...	einerseits ...
		on the other	andererseits
		(hand)	

When providing reasons:

because (of) ...	infolge dessen /von	due to	for this reason	aus diesem Grund	on the
wegen			basis of	auf Grund von	so that
in this way ...	auf diese Art	und for this	so	deshalb, daher	
purpose	Weise, deswegen				
...					



When explaining results:

accordingly, ... demgemäß,	in consequence folglich
as a consequence entsprechend	owing to this, ... infolge, wegen
folglich	
as a result, ... folglich therefore, ... deshalb consequently folglich hence, ... folglich,	
daher thus, ... somit, folglich	

When providing examples:

..., for example ...	zum Beispiel, such as ...	wie (z.B.) ...
..., for instance ...	z.B., including ...	einschließlich
..., e.g. ...	z.B., namely ...	nämlich ...
..., i.e. ...	d.h. ...		

When showing a sequence (of events):

first .../firstly ...	erstens	another (point)	ein weiterer
last but not least, (Punkt)		...	nicht zuletzt
second	zweitens	finally /last...	schließlich, zuletzt
.../secondly			
next ...	als nächstes		

When drawing conclusions and summing up:

all in all, ...	alles in allem	in brief, ...	kurz gesagt	as a result, ...	Als Ergebnis
in conclusion, ...	abschließend	on balance, ...	alles in allem	therefore, ...	daher
finally, ...	abschließend	to conclude, ...	abschließend	in other	
words, ...	mit anderen Worten	to sum up, ...	zusammenfassend		

Source: Berlin Senatsverwaltung für Bildung, Wissenschaft und Forschung (2011). *Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe Englisch*, pp. 60-62.



TIPS: Solving a mediation task

The main goal of mediation (Sprachmittlung) is 'getting the message across' in another language. **Do not translate literally!** Merely render the information asked for in factual language and pay attention to the purpose and addressee as stated in the task.

The person you are producing the mediation for might have asked you to outline certain aspects of a text (cf. above: "outlining information"). Thus: Include only what is necessary for giving information about these aspects!

PREPARATION

- 1) Read the task well. Find out which ideas contained in the original you have to mention.
e.g. For a project on native peoples sum up what the German text says about the living conditions of the Lakota.
- 2) Identify and highlight key words and/or key sentences you need to complete the mediation task. Then take notes on all the information you need to complete your task in English.
- 3) Think of ways to paraphrase words which you do not know.
- 4) Consider ideas/names/technical terms which you need to explain to a reader who might not be familiar with them due to e.g. a different cultural background.

MEDIATING INFORMATION

- See: "Outlining information"

POINTS TO REMEMBER

- Do not translate. Paraphrase the idea/issue/message you would like to explain.
 - Do not interpret or comment; focus on the contents of the text.
- Consider what exactly the information is that is needed from you / what the person you are writing for exactly wants you to do.

Source: Berlin Senatsverwaltung für Bildung, Wissenschaft und Forschung (2011). Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe Englisch, pp. 13 - 14.



TIPS: Writing an article

When writing an article, you want to inform your readers about a certain issue, and express your opinion about it. You might also want to give advice or suggest actions to your readers.

Your language and its degree of formality should be appropriate for your readers. If you use ideas from other materials, restate in your own words the author's views, arguments, or examples or what might be relevant to your point.

PREPARATION

- 1) Study the task carefully. Does the task tell you
 - the target group your article should address?
 - the kind of magazine/brochure you are writing for (e.g. political/educational/business/entertainment)?
 - which aspects you should be dealing with?
 - the purpose your article should fulfil: e.g. to discuss/comment on an opinion / evaluate/offer solutions to a problem?
- 2) If you are asked to base your article on information from a given text/s, study it/these carefully. Find and underline the information that is relevant to the task.
- 3) Highlight key ideas/arguments referring to the topic of your article. Consider which aspects you want to use to support your argument and message.
- 4) Add your own ideas based on your knowledge about the issue, making notes for your introduction, main part and conclusion:
 - Select a beginning suitable for arousing the audience's interest at the beginning of the article.
 - Note down arguments the main part should contain or refute.
 - Note down facts, examples etc. illustrating your arguments and counterarguments.
 - Find facts, experiences, values, issues/problems etc. which show that the message of your article is relevant to the readers' interest.
- 5) Put your notes in a convincing/logical order.
- 6) Make sure the content of your notes is relevant to the task, your target group and the message you want to convey.
- 7) Find an adequate eye-catching heading (and subheadings). Make it as catchy as possible, but bear in mind the type of magazine/brochure and target group you are writing for.



WRITING THE ARTICLE

INTRODUCTION

- Try to arouse the readers' interest with an intriguing opening sentence.
- You can include anecdotes, amusing stories, interesting events, etc. to capture the readers' attention.
- Clearly define your topic focusing on the central idea/aspect of the main message you want to convey.
- Outline the facts explaining What? Who? When? Where?
- Make clear why your issue is important.
- Briefly introduce your main arguments.

MAIN PART

- Focus on the most important points/arguments
- If you base your article on available texts, refer to the general ideas of the material. (When using quotations and direct speech name the source.)
- Underline your main arguments by giving convincing explanations.
- Include examples, evidence, statistical information, personal experiences, etc. to illustrate and strengthen your arguments.

CONCLUSION

- Indicate that you are coming to your conclusion through phrases such as in conclusion, finally, as a result, to sum up, etc.
- Make sure your readers get your message through a convincing final statement / repetition of your main point(s) / an outlook for the future / a call to action etc.

THROUGHOUT YOUR TEXT

- Write clear sentences.
- Be careful with lengthy sentences: Unlike German English tends to use short sentences.
- Write in an appealing way.
- Give examples, avoid clichés.
- Give well-founded arguments/convincing reasons/examples/important facts to back up your points.
- Follow a clear and logical structure by using paragraphs.
- Use active verbs wherever possible.
- Use vocabulary that is appropriate for your target group and purpose.

POINTS TO REMEMBER

- Use your own words when referring to ideas from the given material. (see above)
- Make sure what you write helps to convey your message.
- Prove what you say with facts/text references.

Source: Berlin Senatsverwaltung für Bildung, Wissenschaft und Forschung (2011). Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe Englisch, pp. 33-36.



Web tools, apps, and resources for your competition entry

Word clouds

Wordle: <http://www.wordle.net/> word cloud

WordArt: <https://wordart.com/> word cloud

Voice, sound, podcast

Create a voki: <http://www.voki.com/site/create> animated videos

Podcasts

Podomatic | <http://www.podomatic.com/directory> podcasting

Learn how to podcast | <http://podcastanswerman.com/learn-how-to-podcast/>

Spreaker | <http://www.spreaker.com/> podcasting

Create MP3-Files

Audacity: <http://audacity.sourceforge.net/> audio recording/editing

VoiceThreads

VoiceThread: <http://voicethread.com/> multimedia presentation video

Presentation and visualization

Prezi | <https://prezi.com/> interactive presentations

Slideshare: <https://www.slideshare.net/> online slideshow

Google slides: <https://www.google.com/slides/> online slideshow

Glogster | <https://edu.glogster.com/> multimedia posters

Visual.ly | <https://visual.ly/> infographics visualizations

Smilebox: <https://www.smilebox.com/>

Calaméo: <http://www.calameo.com/> online publishing

Timelines, puzzles, brainstorming

Dipity | <http://www.dipity.com/> timeline

Timetoast | <https://www.timetoast.com/> timeline

Padlet | <https://padlet.com/> online notice board

JigsawPlanet | <http://www.jigsawplanet.com/> online puzzles

Online comics and movies

Bitmoji | <https://www.bitmoji.com/> online comic

Make belief comix | <https://www.makebeliefscomix.com/> online comic

Pixton | <https://www.pixton.com/> online comic

Vyond | <https://www.vyond.com/> online comic

Dvolver Moviemaker | <http://www.dvolver.com/moviemaker/make.html> video editing

Royalty-free resources

Free images and stock photos

Unsplash: <https://unsplash.com/>

Freepik: <https://www.freepik.com/>

Freeimages: <https://www.freeimages.com/>

Free stock videos

Dareful: <https://www.dareful.com/>

Pexels: <https://www.pexels.com/>

Pixabay: <https://pixabay.com/>

