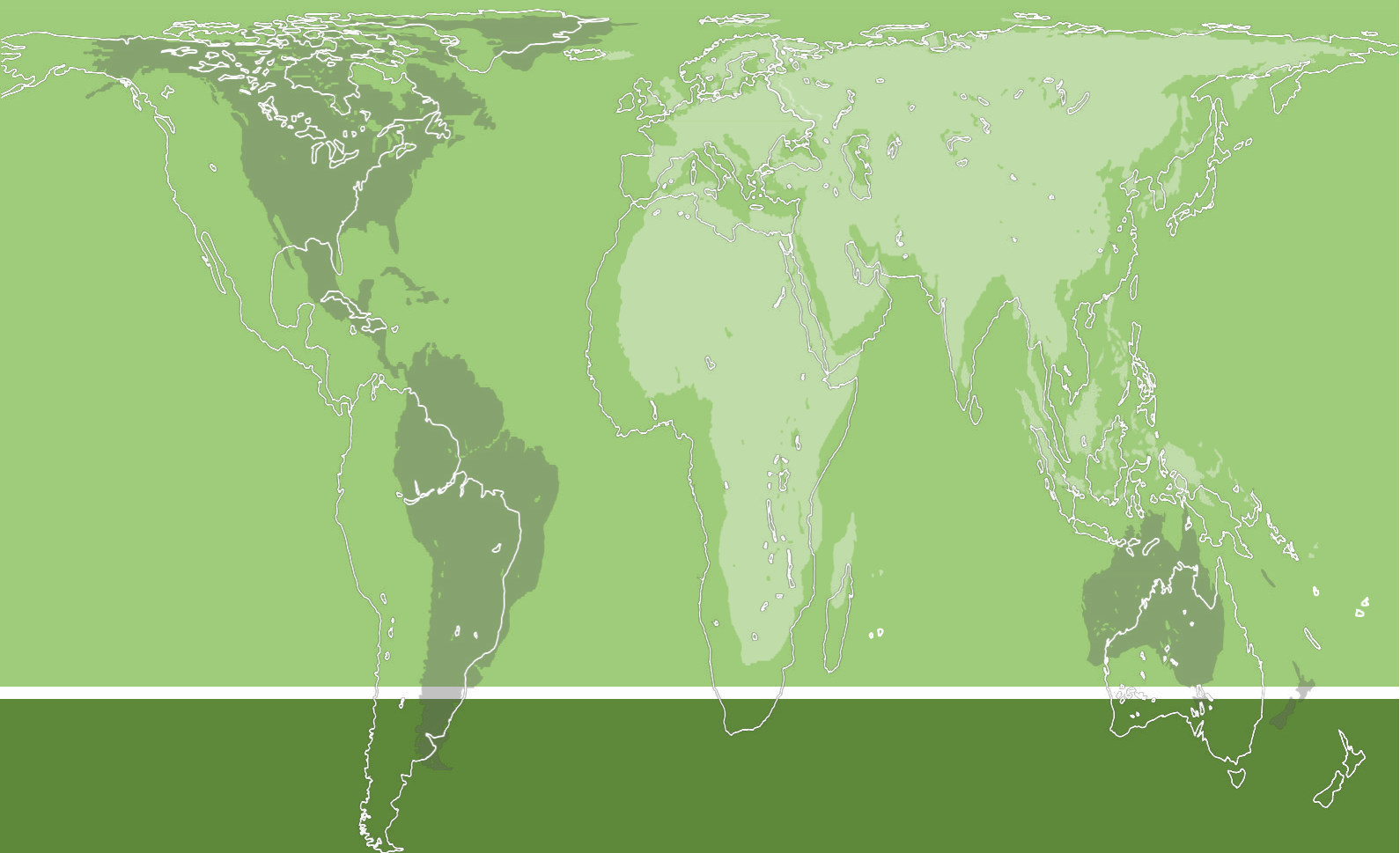


Our colourful world trip

The somewhat different station parcours

Global Education – Global Citizenship Education for the kindergarten



CONTENT

<i>Procedure</i>	5
<i>Description of the station: Food around the world</i>	9
<i>Material of the station</i>	11
<i>Description of the station: My language – Your language</i>	23
<i>Material of the station</i>	25
<i>Description of the station: Dance around the world as you like it</i>	27
<i>Printable materials</i>	
<i>Station pictograms</i>	29
<i>World maps as Peters' Projection</i>	30
<i>Continents maps</i>	32
<i>Island picture</i>	38
<i>Mission cards</i>	39
<i>Certificate template</i>	41
<i>Credits</i>	42

Our colorful world trip

The somewhat different station parcours

Global Learning - Global Citizenship Education for the Kindergarten

Idea by:

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Brief description:

In a playful way, the children learn about the world with its regions and continents. Together they have to get to islands to open the treasure chests kept there. These contain riddles and missions that have to be solved together. In the various stations, the players immerse themselves in the three thematic areas of writing & language, nutrition, and music & dance. Once all the puzzles have been solved, the children receive certificates with stamps and become heroes of the motley world.

Recommended age:

4 to 7 years

Group size:

5 - 7 children

Duration:

min. 30-50 minutes

Topics adressed:

- Developing a sense and awareness of living in and being part of a global community
- Respect and appreciation of diversity
- Discovering the world with its continents
- Learning about different writing styles around the world
- Comparing eating habits here and elsewhere
- Sensing identity and culture through music

Learning objectives:

The children learn...

...to know the appearance of the world.

...to name and locate continents and world regions.

...to know different writing patterns.

...to compare different foods and eating habits.

...to be considerate of each other.

...to orientate themselves on the weakest member of the group in order to reach the goal together.

...feel identity and culture through music.

Relations to the Sustainable Development Goals (SDGs):

SDG 2 - End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

SDG 3 - Ensure healthy lives for all at all ages and promote their well-being.

SDG 4 - Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all

SDG 16 - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Materials needed:

- A LARGE ROOM IS NEEDED!
- 1 Peter's projection of the earth (recommended minimum size A0)
- 1 inflatable globe (optional)
- name cards with the world regions (laminated and cut)
- 1 certificate per player to stamp (cut, with 2 holes and with a string to hang around the neck)
- Wool/thread or similar (to hang around the certificates)
- 3 islands (island mats)
- 1 stamp and 1 stamp pad
- 3 treasure chests
- 3 mission cards (laminated and cut and placed in the treasure chests)
- 3 Station Pictograms (print and prepare so that they can be visibly placed - e.g., glue to cardboard and set up like a standing calendar)
- Tires or newspaper (for locomotion - number depends on the number of people playing)
- Material for the three stations/islands (see station descriptions)

PROCEDURE

1. Preparation:

The room for the game should be prepared accordingly beforehand. Peter's projection of the earth is placed in the room in such a way that there is still enough space underneath for the island mats (see graphic representation). The globe or globes are inflated and placed around it. The cards with the names of the six world regions should be placed in addition. The material for the three stations and the certificates, the ink pad and the stamp are also laid out ready to hand.

The three island mats are placed along an imaginary line - the distance can be chosen individually and depends on the skill of the children playing. The treasure chests are placed on the respective island mat. The station pictograms are also placed on the islands.

Tires or newspaper (depending on what is to be used for locomotion) is placed at the first station. Now the room is prepared for the game.

2. Durchführung:

A small group (5-7) of children goes together with the educator into a large room (e.g. gym, movement room). In the middle of the room, the children can already familiarize themselves with the globe and the world map. First questions about the world (see introductory questions) are asked to create the introduction for the game.

Mission and game rules (see mission and game rules) are explained and each child receives the small certificate. They should immediately hang this around their necks.

Now the game can begin. The children are allowed to go to the first island and open the treasure chest there. The mission card inside (see mission cards) is brought to the game leader. The teacher now reads out the task for mission #1. The children now have time to solve the task.

Once they have completed it, they receive the first stamp for the successful mission on their certificates. Afterwards they go (normally) to the island and then "drive" from there with the boat (tire, or similar) to the next island. Once there, the treasure chest is opened and the mission card is taken out. Now the game leader reads out Mission#2.

This procedure - open the treasure chest, take out the mission card, have the mission read out, solve the task, collect the stamp for the certificate, return to the starting island, continue by boat to the next island - is repeated until the children have successfully solved the task at the last station.

Now they celebrate - they have managed to solve all the puzzles together and have become heroes and heroines of our colorful world.

Introductory questions about the world and the map material:

- What do you see here and what is it called? World map, globe
- Have you ever seen something like this and if so, where? (Didactic hint: reflect own experiences and memories + link with new input = better recognize and understand connections) Small globe in the group room, world maps possibly at home with older siblings
- Have you ever heard the word continent? Yes/ No Explanation follows
- How many continents could there be? Count them together

- Does anyone know a continent? Which continents are there? Africa, Asia, Australia, America, Europe

(Didactic hint: Together with the children, assign the name cards of the world regions; then repeat together and pronounce the names of the continents aloud; practice this pronunciation, since it will be foreign terms for most children; possibly make a short guessing game: "Who has remembered which continent this is? And this?" To reinforce terms and geographic location).

- Which continent do you think we live on?

(Didactic hint: probably the kids will say Vienna & Austria, because Europe is still way too big or abstract → therefore you can let the kids guess but then maybe look for Austria or Vienna on the map of Europe or on the globe as well so the kids can make a connection)

Mission:

Solve all the puzzles together and become heroes of the colorful world!

Game rules:

In the treasure chests on the islands are various tasks that you solve together as a group. When you have solved a puzzle, you get a stamp on your certificate. The goal is to solve all the tasks.

ATTENTION - this is very, very important: To get from one treasure island to the next, you may ONLY use your boats (tires or similar items), because there is a lot of water between the islands! No one is allowed to touch the water (the ground!) under any circumstances. If someone falls into the water or touches the water, then EVERYONE has to start all over again!

Once you have opened the treasure chest, you are protected and can freely go back to the world map without hoops to solve the mission/puzzle. Once you've done it, you're allowed to return to the respective island and from there continue with your boat to the next island. The new puzzle is again in the treasure chest on the island.

3. Post-processing:

It is still a good idea to post-process the game (see post-processing questions). However, due to the age of the children, a detailed reflection cannot take place. Rather, the post-processing should invite them to reflect on what they have experienced and, if necessary, to repeat what they have learned. If the attention span is already exhausted, the reflection can take place later. Nevertheless, it is a good idea to organize the post-processing in the form of a sitting circle and spatially around the world map and the globe.

Post-processing questions:

- What did you enjoy most about solving the tasks?
- What did you find particularly easy and what particularly hard?
- What did you learn from today's mission?
- Would you have been able to complete the mission on your own or was it good that everyone helped together?
- Was there anything that surprised you?
- Is there anything else you would like to say?

The children's answers to the reflection questions can also be recorded in writing; on the one hand, to document their development (portfolio folders), on the other hand, these can also be used to present the educational work to the outside world and, for example, hung up with photos of the stations in the educational room.

Drawing experiences is also a very good way to reflect and manifest what has been learned, so you could have the children draw the different tasks, e.g., the different foods or the different writing pictures, or demonstrate dances to the entire group in the kindergarten.

Since repetition is extremely important, small repetition units from the stations can be carried over into free play.

DIDACTIC HINTS

Representation of the world:

How we perceive the world (unconsciously) is strongly influenced by the images in our head. If the world is not represented on a globe, but in 2D on a map, then certain assumptions are made and reality is distorted, so to speak. The usual projection (Mercator projection) was used for navigation - it is true to the angle - but does without the fidelity to the surface; in other words, the places are actually, where they are shown, but are distorted depending on how far they are from the equator. Countries near the equator are compressed and shown much smaller, while those countries farther away are shown much larger. Peter's projection of the countries of the world, on the other hand, shows an areal representation of the world's regions.

For Global Learning/GCE, the true-area representation is a more appropriate one - it shows us a new view of the world on the one hand, and the true size of countries on the other. This perspective is enriching and shows how small countries of the global North (so-called industrialized countries) actually are, compared to the large countries of the global South (so-called developing countries).

To illustrate: Take the country DR KONGO in Central Africa and GREENLAND and look at them on one hand on a Mercator map and then on a Peter's map you will be amazed! The countries are almost the same size in terms of area! You really would not have believed that based on "our normal" Mercator representation.

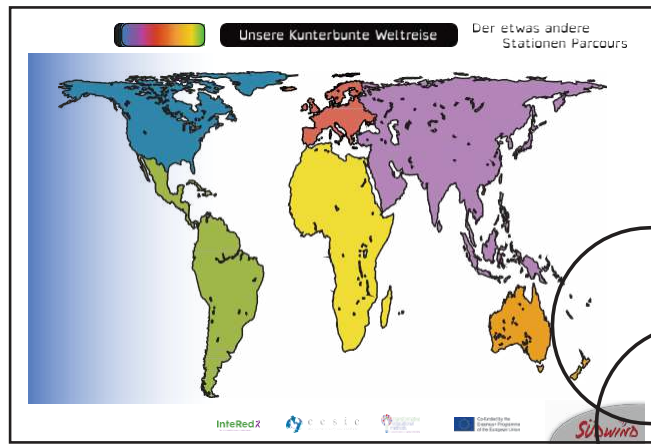
Further thoughts: It is important to work with other maps so that different perspectives can be taken more easily and it is understood that there is not one reality. We humans assign more importance and more power to things when they are large and "centered". Therefore, there are also representations that do not reflect our Eurocentric view of the world, but, for example, put Australia and Oceania in the center of a world map, or generally put everything "upside down"; because the earth is round - what is "above" and what is "below", we have determined and then further reproduced.

It certainly doesn't make sense to ponder world representations with this age group, but by using a different representation, children are already implicitly learning to adopt a new perspective.

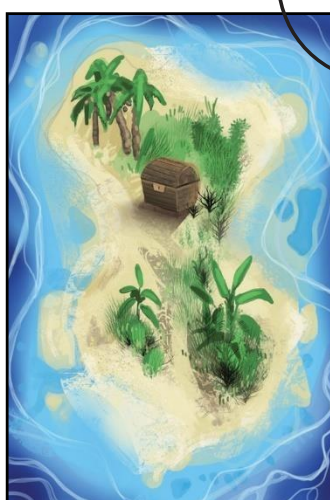
Why are North and South America depicted in separate colors:

Although North and South America are geographically counted as one continent, from a global learning/global citizenship education perspective, it makes sense to separate North and Latin America because they are extremely different geopolitically, culturally, economically, and socially. For the age group, however, it does not seem important to address this separately.

Graphical representation of the recommended game setting



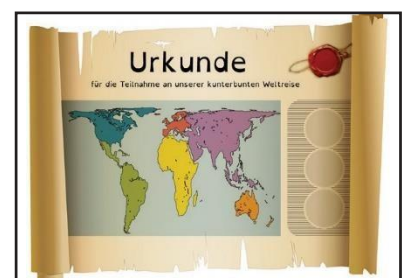
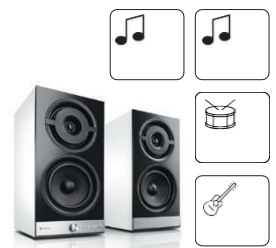
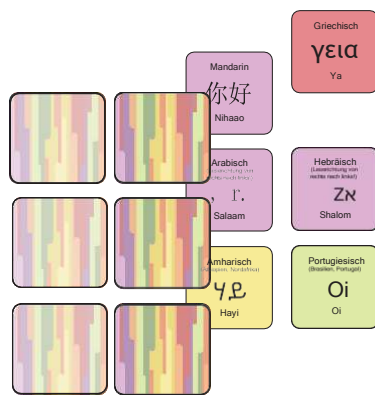
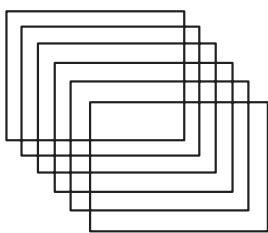
Schematic representation of the 'boats'



Food & Culture

Script & Language

Music & Dance



DESCRIPTION OF THE STATION: FOOD AROUND THE WORLD

Introduction:

Food culture is part of as well as an expression of a society - our own as much as any other. Food is more than ingestion - for example, the choices we make have an impact on our health, on the environment, on the lives of other people on this planet. We are, so to speak, practicing "politics with the shopping list" and can influence global trade with our consumption decisions.

For the very young target group of this game, however, these thoughts lead too far. The station "Food around the world" is primarily intended to whet the appetite for looking into other people's cooking pots and to awaken initial ideas in the children's minds about what other families on earth "serve up".

Mission description:

You see six photos here. The photos show families and everything they eat in a week. Look at the pictures very carefully. Find out where in the world the families live. Then put one picture on each region of the world.

Materials for the station:

- 6 pictures from the method handout "This is how they eat!" or from photographer Peter Menzel.
- 6 background information sheets for more detailed discussion or as background information for the teacher.

Didactic notes for the station:

Depending on the age or attention span, details from the picture are discussed (What exactly do you see in the photos? or can more information about the family be found) and reflection questions or questions to think about are asked.

It is important to mention that there are many, many, many people and families living in the world region and they are all very different. The picture shows only ONE family.

In this context, it also seems important to us to point out that overpopulation is often named as the cause of hunger on this earth. However, this is to be rejected! There is a lot of literature and studies¹ that show that there is enough food in the world to feed everyone. Hunger is the result of unfair distribution, war and displacement, and inadequate structures.

Allocation on the world map:

- 1 - Egypt - Africa (yellow)
- 2 - Australia - Australia (orange)
- 3 - Germany - Europe (red)
- 4 - India - Asia (purple)
- 5 - Cuba - Latin America (green)
- 6 - USA - North America (blue)

¹ e.g. Global Report on Food Crises 2020. From: <https://www.wfp.org/publications/2020-global-report-food-crises>. Accessed on 2.12.2021

Notes and ideas for follow-up:

For post-processing, another picture in the handout - that of a refugee camp from Mali - could be used. All six pictures are shown again and the picture of the refugee family is added. The unequal distribution quickly becomes visible.

In addition, the prices for the weekly shopping could be added (depending on the maturity of the group).

More topics for debriefing could be:

- Similarities and differences
- Same and different (globalization)
- Good and healthy (need or satisfaction of need)
- Too much and too little (scarcity and abundance or over- and under-nutrition²)
- From here and from far away (trade)

Sources:

MENZEL, Peter; d'ALUISIO, Faith: How People Eat. Families around the world show what feeds them. GEO published by Gruner + Jahr. Hamburg. 2005.

Hungry Planet: What the World Eats - Family Food Portraits (created Jan. 15, 2013) Under: <https://menzelphoto.photoshelter.com/gallery/Hungry-Planet-Family-Food-Portraits/G0000zmgWvU6SiKM/C0000k7JgEHhEq0w>. Accessed: 2.12.2021

² Attention: Of course, one has to be very sensitive here. The teacher knows the group best and can decide whether obesity or other food-related behaviour is a topic that can be discussed with the group. The fact that many children in the world go hungry is a very difficult topic and may have no place in this age group.











Ask the
Author
of *When the Day After Tomorrow*

When the Day After Tomorrow

When the Day After Tomorrow

When the Day After Tomorrow

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1. Egypt

Ahmed Family → The Ahmed family from Cairo, Egypt: Three generations united under one roof; Grandpa Salach with his wife Mirijam, the three sisters and husbands and the five grandchildren.

The total expenditure on food and luxury items in one week is approx.: 388 Egyptian pounds or 51 euros.

Cereals and other starchy foods: € 2.00

4 kg of potatoes; 1 kg of pita bread; 3 kg of white rice; 1 kg of basbousa semolina (used to bake Egyptian cakes soaked in syrup); 1 kg of macaroni; 500 g of "gullash" (a type of puff pastry)

Dairy products: € 8.30

3 kg of powdered milk; 2 kg of butter; 1 kg of feta cheese; 1 kg of unsalted cream cheese; 500 g of Italian cheese in slices (not bought regularly); 450 g of French cream cheese; 250 g of yogurt

Meat, fish and eggs: € 24.70

7.5 kg of chicken; 4 kg of lamb (meals and meat are often shared with Nadia's brother, his wife, and their two children. Relatives in Egypt often live together or in close proximity and often eat together, especially on holidays); 25 eggs; 1.4 kg of canned tuna; 500 g of ground steaks; 500 g of frozen beef; 400 g of corned beef (canned); 250 g of cured meat

Fruit, vegetables and nuts: € 7.80

14 kg watermelons; 2.5 kg bananas; 2 kg peaches; 3.5 kg eggplants; 3 kg red onions; 3 kg tomatoes; 2 kg pickled green olives with lemon; 2 kg green peppers; 2 kg pumpkin; 1 kg black olives; 1 kg cucumbers; 1 kg garlic; 1 kg vine leaves; 1 kg long capsule jute (the green leaves of the plant are valued as a vegetable in Egypt and used for soups); 1 kg okra; 500 g beans; 250 g pickled vegetables

Oils, condiments and sauces: € 5.30

4 L sunflower oil; 1 kg sugar; 500 g honey; 225 g black pepper; 225 g chili powder; 225 g coriander seeds; 225 g cumin; 5 225 g Egyptian spice mix; 200 g salt; 3 bunches parsley; 3 bunches green coriander

Snacks and sweets: € 0.97

1 kg halwa (a type of Turkish honey made from sesame seeds)

Ready meals: € 0.07

1 portion of cooked beans

Drinks: € 1.90

1 L cola; 1 L orange soda; 1 L white soda; 500 g black tea; tap water for drinking and cooking

2. AUSTRALIA

Brown Family → The Brown family from Riverview, Australia: Doug Brown, 54, and his wife Marge, 52, with their daughter Vanessa, 32, and their children Rhy, 12, Kayla, 15, John, 13, and Sinead, 5.

The total expenditure on food and beverages in a week is approximately: AUS \$ 481 or 278 euros.

Cereals and other starchy foods: € 21.40

4 kg of potatoes; 4 sliced white breads; 2 sliced whole wheat breads; 370 g of pita bread; 2.4 kg of cornflakes and other breakfast cereals; 1.2 kg of wheat flour; 1 kg of basmati rice; 500 g of spaghetti; 500 g of spiral noodles

Dairy products: € 18.30

9 L whole milk; 1.2 L cream; 1 kg margarine; 4.2 L vanilla ice cream; 550 g drinking yogurt; 500 g portioned cheese; 675 g non-fat yogurt

Meat, fish and eggs: € 87.80

6 kg ham; 4.5 kg corned beef; 3 kg minced meat; 3 kg pork chops; 3 kg sausages; 3 kg steaks; 3 kg meatballs; 2 kg chicken; 3 kg minced steaks; 1 kg fish sticks; 24 eggs

Fruit, vegetables and nuts: € 22.80

1.2 kg bananas; 1.1 kg nectarines; 1.1 kg pumpkin; 1 kg carrots; 1 kg onions; 1 kg tomatoes; 3 avocados; 700 g cucumbers; 500 ml tomato sauce; 500 g zucchini; 500 g frozen mixed vegetables; 320 g red bell pepper; 200 g green bell pepper; 225 g celery; 180 g shallots

Oils, condiments and sauces: € 26.30

1 kg white sugar; 1.5 L vinegar; 750 ml Worcester sauce; 500 g processed cheese; 500 g cucumber relish; 500 ml barbecue sauce; 300 ml chili lime dressing; 300 g plum jam; 100 g spice mix for poultry; 60 g curry powder; 28 g sweetener; 200 g mayonnaise; 185 g peanut cream; 125 g baking powder; 50 g mustard; 63 g salt

Snacks and sweets: € 3.40

400 g mixed potato chips; 200 g English-style tea cookies

Ready meals and instant products: € 3.20

500 g noodles with beef; 120 g gravy

Fast food: € 21.60

6 Happy Meals; 3 hamburgers; 1 large and 6 small colas

Drinks: € 28.20

30 L mineral water; 8 L diet cola; 9 L fruit juices and drinks; 10.5 L cola and lemonades; 175 tea bags; 50 g instant coffee

Other: € 47.70

1 carton of cigarettes; 50 g of tobacco; 4 packets of cigarette paper

3. GERMANY

Melander Family → The Melander family: Jörg, 45, and Susanne, 43, with sons Kjell, 10, and Finn, 14, in the dining room of their home in Bargteheide, Germany.

The total expenditure on food and beverages in one week is approximately: Euro 375.

Cereals and other starchy foods: € 23.80

1.5 kg of musli; 1.25 kg of potatoes; 1.5 kg of whole-grain toast; 1 kg of whole-grain bread; 1 kg of ciabatta bread; 600 g of rolls; 500 g of rye bread; 2 chocolate croissants; 1 kg of pasta

Dairy products: € 47.80

12 L low-fat fresh milk; 4.5 kg low-fat yogurt; 2 L fruit yogurt; 1.65 kg yogurt dessert; 1 kg ice cream; 800 g hard cheese; 500 g Greek yogurt; 400 g whipped cream; 300 g sour cream; 250 g butter

Meat, fish and eggs: € 38.20

1.2 kg beef; 1.1 kg beef goulash; 12 eggs; 640 g cold cuts; 600 g ground beef; 500 g pork, 400 g herring (canned); 600 g fish sticks; 130 g sliced bacon

Fruit, vegetables and nuts: € 58.10

4 kg oranges; 1.75 kg apple (from own tree); 1.2 kg organic bananas; 300 g blue grapes; 5 kg white cabbage; 1.15 kg cherry tomatoes; 1 kg frozen peas; 500 g carrots; 1 kg onions; 1 kg cucumbers; 1 kg kohlrabi; 2 lettuces; 2 pieces iceberg lettuce; 800 g fennel; 720 ml pickled cucumbers; 2 bunches rocket (arugula); 500 g leeks; 300 g mushrooms; 1 bunch greens; 1 bunch radishes; 250 g each yellow and red peppers; 200 g pickled chili peppers; 1 bunch spring onions; 1 bulb garlic

Oils, condiments and sauces: € 23.30

0.5 L olive oil; 300 ml salad dressing; 250 g mustard; 250 g sugar; 250 ml ketchup; 200 g sea salt; 125 g lard; 125 g powdered sugar; 125 g diet margarine; 100 g paprika powder; 50 g black pepper; 50 ml balsamic vinegar; 7 g oregano; 1 vanilla bean

Snacks and sweets: € 10.90

500 g chocolate (various sorts); 500 g christmas stollen; 300 g pistachios; 2 brioches

Ready meals and instant products: € 49.70

1.1 kg frozen pizza; 900 g frozen tortelloni; 900 g frozen buttered vegetables; 800 ml pea stew (canned); 400 g tomato sauce; 300 g stuffed olives; 250 g dried tomatoes in olive oil; 200 g packet soup; 2 tablespoons vegetable broth; 5 canteen meals per week: Finn usually eats pizza or spaghetti; Jörg eats green salad, meat salad, roulades with potatoes and vegetables, spinach with potatoes and sausage, chili con carne; Susanne eats yogurt at work.

Drinks: € 52.20

9 l mineral water, 5 l non-alcoholic beer; 4 l multivitamin juice; 3.3 l strong beer; 3 l red wine; 2.64 l malt beer; 2 l orange juice; 400 g cocoa powder; 250 g espresso coffee; 200 g fruit tea; 25 tea bags black tea; tap water for drinking and cooking

Other: € 67.70

Various vitamin pills and nutritional supplements taken daily by Susanne and the children

4. INDIA

Patkar Family → The Patkar family: Jayant, 48, Sangeeta, 42, daughter Neha, 19, and son Akshay, 15, in the living room of their home in Ujjain, Madhya Pradesh, India, with a week's worth of supplies.

The total expenditure on food and beverages in a week is about 1636 rupees, or 29 euros.

Cereals and other starchy foods: € 4.00

7 kg chapatis (small flatbreads); 4 kg wheat flour; 1.5 kg potatoes; 1 kg poha 8 (rice flakes); 1.5 kg white rice; 500 g toast; 500 g oatmeal; 500 g chickpea flour

Dairy products: € 7.20

7 L milk; 2 kg yogurt; 500 g milk powder; 450 g ice cream; 250 g ghee (clarified butter)

Meat, fish and eggs:

The family belongs to the Brahmin caste and does not eat meat or fish.

Fruits, vegetables and nuts: € 5.70

3 kg watermelon; 2 kg oranges; 1 kg white grapes; 360 g limes; 340 g coconut; 2.5 kg onions; 1.5 kg pumpkin; 1 kg bitter melon; 1 kg white cabbage; 1 kg cauliflower; 1 kg tomatoes; 1 kg yellow lentils; 750 g eggplant; 500 g chickpeas; 500 g cucumber; 500 g green lentils; 500 g okra; 500 g red beans; 250 g black beans; 250 g cilantro; 250 g green peppers; 100 g green chilies; 500 g ground nuts.

Oils, seasonings and sauces: € 3.30

1 L soybean oil; 500 g salt; 250 g pickled cucumber; 250 g white sugar; 200 g tomato ketchup; 100 g cumin; 100 g fenugreek seeds; 100 g mint; 100 g mustard seeds; 50 g black pepper; 50 g garlic chutney; 50 g dried, ground mango; 50 g parsley; 50 g red chili powder; 25 g anise seeds; 25 g turmeric; 10 g devil's food (asafoetida); 10 g cloves

Snacks and sweets: € 1.70

500 g gulab jamun (oat cookies baked in oil) - is drizzled with cardamom-spiced syrup; 500 g upma rawa (spicy semolina dish); 250 g papadam (thin, crispy, sun-dried wafers made from lentil flour, to nibble on or crumble and sprinkle on soup); 100 g cornmeal crackers; 100 g cookies; 100 g undressed noodles; 50 g rice flour cookies; 50 g wheat crackers

Ready meals and instant products: € 1.40

500 g khaman (sweet, steam-cooked chickpea cakes); 200 g instant noodle terrine; 100 g chole masala (chickpea masala); 3 pieces puri (deep-fried wheat flatbread)

Street food: € 2.30

Chole Bhature (chickpea curry with flatbread); Idli (steamed rice cakes); Pav Bhaji (rolled bread with spicy vegetable puree); 1 small pizza; Uttapam (thick crispy flatbread baked with coconut milk), served with spicy vegetables; 5 dosa (crispy, spicy pancakes) - served with chutney or other spicy sauces; bhel puri (spicy puffed rice with chutney); 1 small sandwich with tomato, cucumber and onion

Restaurants: € 2.20

Dinner at Shree Ganga Restaurant for 4 people with Malai Kofta (potato dumplings in vegetable sauce); Navratan Korma (fruits and vegetables in creamy sauce with herbs, spices and cashew nuts); Jeera rice (rice fried with cumin and chashews); Tandoori Roti (flatbread from clay oven); fried Dhal Papadam (lentil flour wafers); green salad; pickled cucumbers and dessert

Total expenditure for drinks: € 1.30

2 L cola; 150 g black tea; 15 g instant coffee; well water for drinking and cooking

5. CUBA

Costa Family → Ramon Costa Allouis, 39, Sandra Raymond Mundi, 38, and their children Lisandra, 16, and Fabio, 6, in the courtyard of their extended family's home in Havana, Cuba.

The total expenditure on food and beverages in a week is approximately: 1476 Cuban pesos, or 42 Euros.

Cereals and other starchy foods: € 0.80

4.5 kg of malanga root; 4 kg of bread; 3 kg of white rice; 1 kg of pasta; 500 g of cornmeal

Dairy products: € 4.50

7 L drinking yogurt; 1 kg cheese

Meat, fish and eggs: € 11.70

1.5 kg chicken; 1 kg pork chop; 12 eggs; 500 g fish (caught by Ramon himself), 500 g pork knuckle, frozen

Fruit Vegetables and nuts: € 3.10

12 kg watermelon; 3.1 kg bananas; 2 kg oranges; 1.2 kg pineapple; 1 kg papaya; 1 kg limes; 500 g guavas; 1.9 kg white onions; 750 g white cabbage; 750 g red beans; 750 g black beans; 650 g lettuce; 500 g cucumber; 500 g garlic; 500 g tomatoes; 230 g red peppers; 230 g green peppers; 250 g tomato sauce

Oils, condiments and sauces: € 3.00

1 l vegetable oil; 1 kg sugar; 250 g red and green chillies; 250 g salt; 75 ml mayonnaise; 25 ml soy sauce; 10 g annatto paste; 1 handful black pepper; Maggi seasoning; vinegar; oregano

Snacks and desserts: € 3.70

10 small cakes

Ready meals and instant products: € 2.20

1 l spaghetti sauce

Restaurants: € 7.40

The parents buy lunch at work. Sandra loves to go out for Chinese food once a week; her favorite dish: fried rice.

Drinks: € 5.70

3 L cola; 2.5 l beer; 5.3 l mineral water; 500 g coffee; 250 ml liqueur.

Other:

Instant cereal porridge was fed to the dog.

6. USA

Caven Family → The Caven family in the kitchen of their home in American Canyon, California, with a week's worth of groceries. Craig Caven, 38, and Regan Ronayne, 42 (with Ryan, 3), stand behind the kitchen island; in the foreground is Andrea, 5.

Total spending on food and groceries in a week is approximately: \$ 159 and 118 Euros.

Cereals and other starchy foods: € 22.40

1.4 kg of sliced sourdough bread; 1.1 kg of raisin cinnamon bagel; 1.1 kg of onion bagel; 900 g of potatoes; 450 g of cereal; 450 g of instant oatmeal, 340 g of sliced seven-grain bread; 240 g of egg yolk-free pasta; 280 g of wheat tortillas; 225 g of cheese tortellini; 225 g of flour; 110 g of breadcrumbs (breadcrumbs)

Dairy products: € 4.60

3.8 L milk; 225 g grated cheese; 85 g grated Parmesan cheese

Meat, fish and eggs: € 17.00

1.8 kg chicken breast fillet; 12 eggs; 670 g ground beef; 450 g tuna (can)

Fruit, vegetables and nuts: € 15.90

2.25 kg bananas; 2.2 kg apples; 900 g tangerines; 670 g blue grapes; 900 g baby carrots; 450 g broccoli; 225 g mixed frozen vegetables; 225 g frozen peas

Oils, condiments and sauces: € 7.00

500 g peanut cream; 225 g white cane sugar; 113 g apricot jam; 60 g mayonnaise; 60 g mustard; 60 g ketchup; 45 g salt

Snacks and sweets: € 8.60

450 g sourdough pretzels; 340 g raisins; 340 g vanilla wafers; 600 g fruit muesli bars

Ready meals and instant products: € 14.40

1.8 kg pepperoni pizza; 700 g ham sandwiches (Craig buys a sandwich twice a week at school); 600 g corn dogs; 340 g marinara sauce with pasta; 200 g instant rice dish

Fast food: € 5.60

McDonald's: 2 Happy Meals (each with 6 Chicken McNuggets, small portion of French fries, small drink); 1 package of cookies with chocolate chips

Restaurants: € 3.30

Fresh Choice Restaurant, the family eats here once a month. The listed price corresponds to a quarter of the monthly expenses

Drinks: € 17.00

19 l water; 2.5 l cola; 2.1 l cola light; 2 l orange juice drink; 1.9 l apple juice; 1.9 l orange juice; 340 g instant coffee; tap water to drink

Other: € 2.60

1.5 kg dry cat food

DESCRIPTION OF THE STATION: MY LANGUAGE – YOUR LANGUAGE

Introduction:

Language helps people express their thoughts and feelings, communicate with each other and build bridges to each other. In our globalized world, spoken & written language, along with our facial expressions, gestures, and other forms of body language, is an important tool for connecting with one another.

Mission description:

You see a lot of covered cards here. Which game does this remind you of? → Memory

That's right. In this mission, you have to find six pairs. By the way, the cards say "Hello" in different languages, so they have different characters on them.

Material for the station:

- 6 pairs of cards, each with two identical characters on the front.
(If you are making the game yourself, laminate the memory cards or print them out on photo paper; we recommend about A6 size for one card).

Didactic notes for the station:

Children ages 4-6 develop an ever-increasing interest in language and writing. The intrinsic motivation to be able to write one's own name or to learn to count in different languages, for example, is very high at this age. On the one hand, memory challenges and promotes the children's cognitive skills and memory, and on the other hand, the children see and hear the enormous diversity of our language vocabulary spread all over the world through the different characters and languages.

Due to globalization, there are now many different languages and cultures lived in each country. This linguistic and cultural diversity is a valuable asset for all of us - from which we can benefit together and through which we can learn from and with each other.

If it is important to you that the children also practice pronunciation and know on which continent this language is spoken, then all the cards would have to be gone through and assigned together before the game. Of course, it is also possible to work on this step only in the post-processing or in the free play in a repetition unit.

Phonetic pronunciation of the scripts can be found here:

- Nihaao → Mandarin (China)
- Ya → Greek (Greece)
- Salaam → Arabic (Middle East)
- Shalom → Hebrew (Israel)
- Hayi → Ethiopian (North Africa)
- Oi → Portuguese (Brazil)

Hints and ideas for post-processing:

For post-processing in this case, it is a good idea to write the children's names in different characters. Likewise, you can find out together with the children how many different languages are spoken in the kindergarten group or in the entire kindergarten.

In order to incorporate the different languages into everyday life, one can count on different languages, offer songs or lunch sayings in different languages.

Another possible aspect of deepening or debriefing would be the fact that not all children in this world are lucky enough to learn to read and write (depending on the age and development level of the group).

More topics for debriefing:

- Same and different (globalization)
- Alphabet and writing
- Foreign language

Source:

WEBER, Ursula: Language and Society. o.V. Hannover. 2001

Mandarin

你好

Nihaao

Greek

γεια

Ya

Arabic

(To read from
right to left!)

م ا ل س

Salaam

Hebrew

(To read from
right to left!)

ש ל ו מ

Shalom

Ethiopian

(Ethiopia, Northafrica)

ሃይ

Hayi

Portuguese

(Brazil, Portugal)

Oi

Oi



DESCRIPTION OF THE STATION: DANCE AROUND THE WORLD AS YOU LIKE IT

Introduction:

At this station, children will learn about different rhythms from all over the world and the similarities in dancing through movement.

Dancing and music have been considered a form of expression since the beginning of mankind and the society that developed with it. With the historical view of different native peoples, dance and music were considered group-binding or served to delimit one's own group against other groups. Even today, dance is an important part of social life all over the world - be it in dance culture, dance art or dance sports.

Mission description:

You will now listen to different songs from all over the world. Try to move together to the rhythm of the music. For each song, one of you will perform a movement/choreography and everyone else will imitate it.

Material for the station:

- Playback device e.g. cell phone with small boxes if necessary WLAN/mobile data.
- Different songs from the world (e.g. the ones below)

Suggestions for song selection:

a) The Itsy bitsy spider (County Hupfer)

https://www.youtube.com/watch?v=w_ICi8U49mY

b) Och flickan hon gar i dansen (Scandinavia)

<https://www.youtube.com/watch?v=B4DelxzReSY>

c) Diu diu deng (China)

<https://www.youtube.com/watch?v=s7ReebLFBYk>

d) La bamba (Mexico)

<https://www.youtube.com/watch?v=rngCBiCTmr0>

e) Simama kaa (African)

<https://www.youtube.com/watch?v=zTeKtWbuq-M>

f) Abeeyo (Aboriginee)

https://www.youtube.com/watch?v=KbpzINXQ1Yk&list=OLAK5uy_moR6za0f4xXYmCAJRZy-dHvVuHvd0QdOJY&index=4

Didactic notes for the station:

Children in this age group are very active and always like to move around a lot. By moving and listening to the different songs, the children playfully learn the different rhythms from around the world. In doing so, they should all do the same sequence of movements. One child thinks up the choreography and the others copy it. They also have to pay special attention to each other so that everyone can make the same movement.

It is important to explain that music and dance are used in all cultures to express "identity". Therefore, dance is something that connects us all as human beings!

The educator can ask after each song if the children have any ideas about where in the world that song came from.

Hints and ideas for post-processing:

Videos from different cultures can be shown for post-processing. Dances from very different cultures can be shown - highlighting the differences, but also the similarities of the rhythms. This conveys that although people come from different regions and cultures, they basically have the same forms of expression.

Depending on the age group and maturity level, the dances and movement sequences seen can of course also be learned and imitated..

More topics for debriefing:

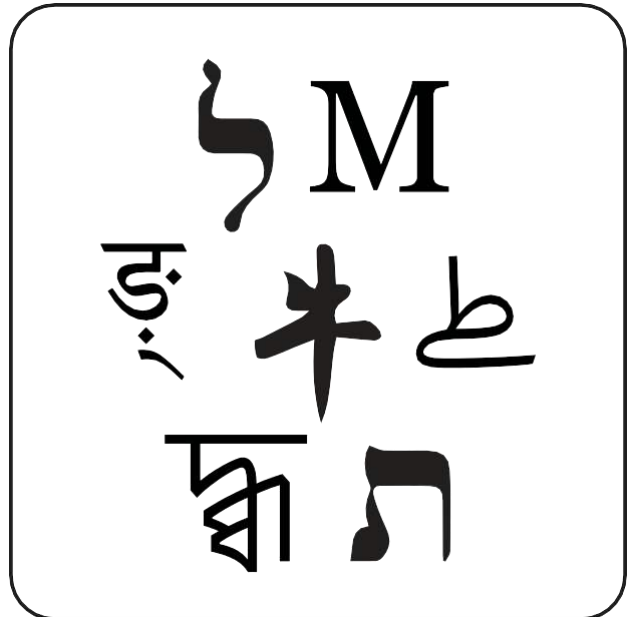
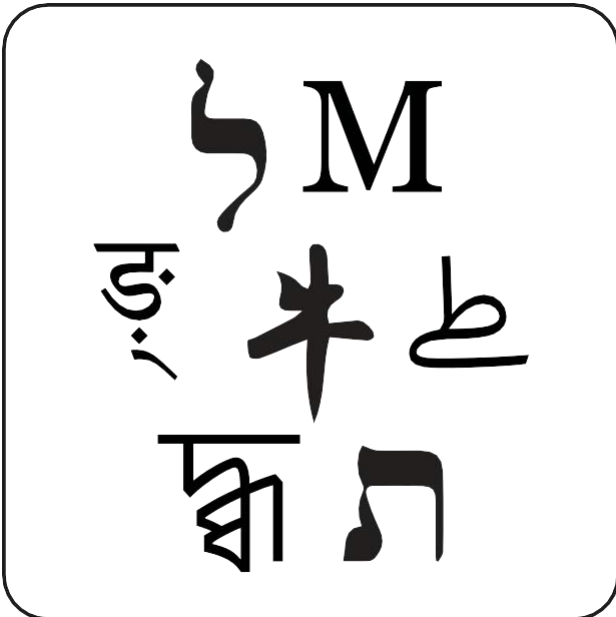
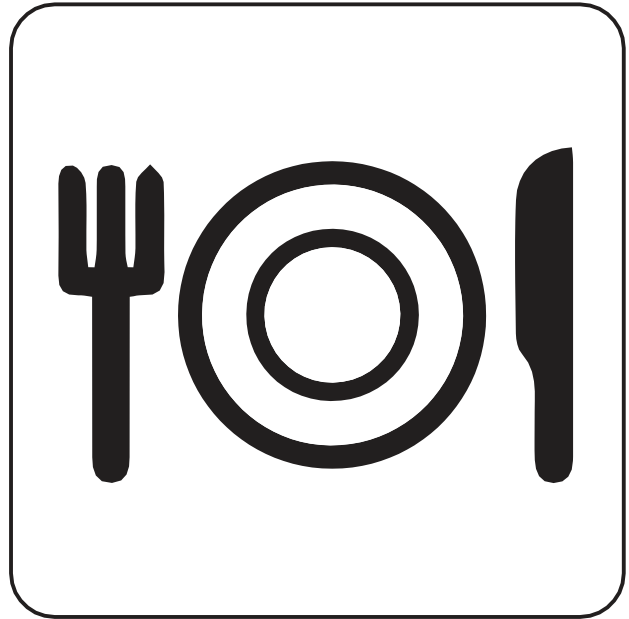
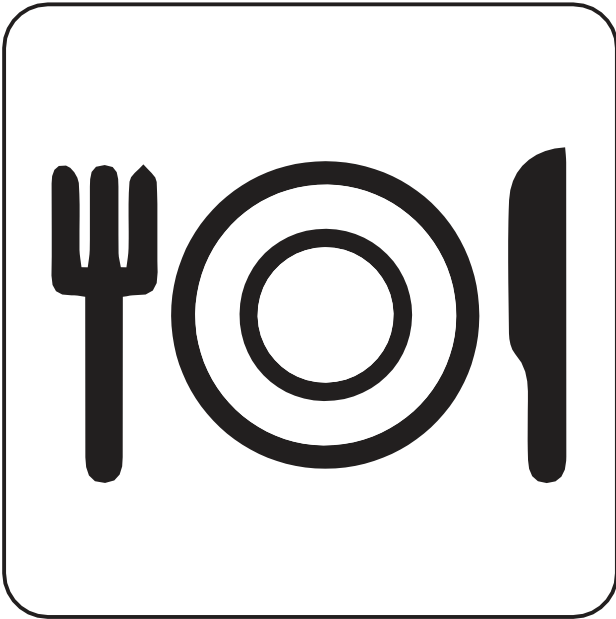
- Same and different
- Rhythms in the world
- Different musical instruments

Sources:

HÖFELE, Hartmut E.; STEFFE, S.: Children's dances from all over the world. Ökotopia Verlag. Münster. 2004
<https://www.kubi-online.de/index.php/artikel/tanz-alltagskultur>
<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/traditional-music-community-life-aspects-performance>

Additional music ideas:

- Guatemala (Mayan music): <https://www.youtube.com/watch?v=OhTbBLcg5RY>
- Dominican Republic (Merengue): <https://www.youtube.com/watch?v=igT8fpDidVM> ;
<https://www.youtube.com/watch?v=j83YMO3oV04>
- Bolivia (music from the Andes): <https://www.youtube.com/watch?v=xUDT0DIGjIQ>
- Philippines (Traditional music especially up to minute 03:15'): <https://www.youtube.com/watch?v=t6wThbbX-m4>
- Congo (urban music): <https://www.youtube.com/watch?v=WmaMYvT5DXE>



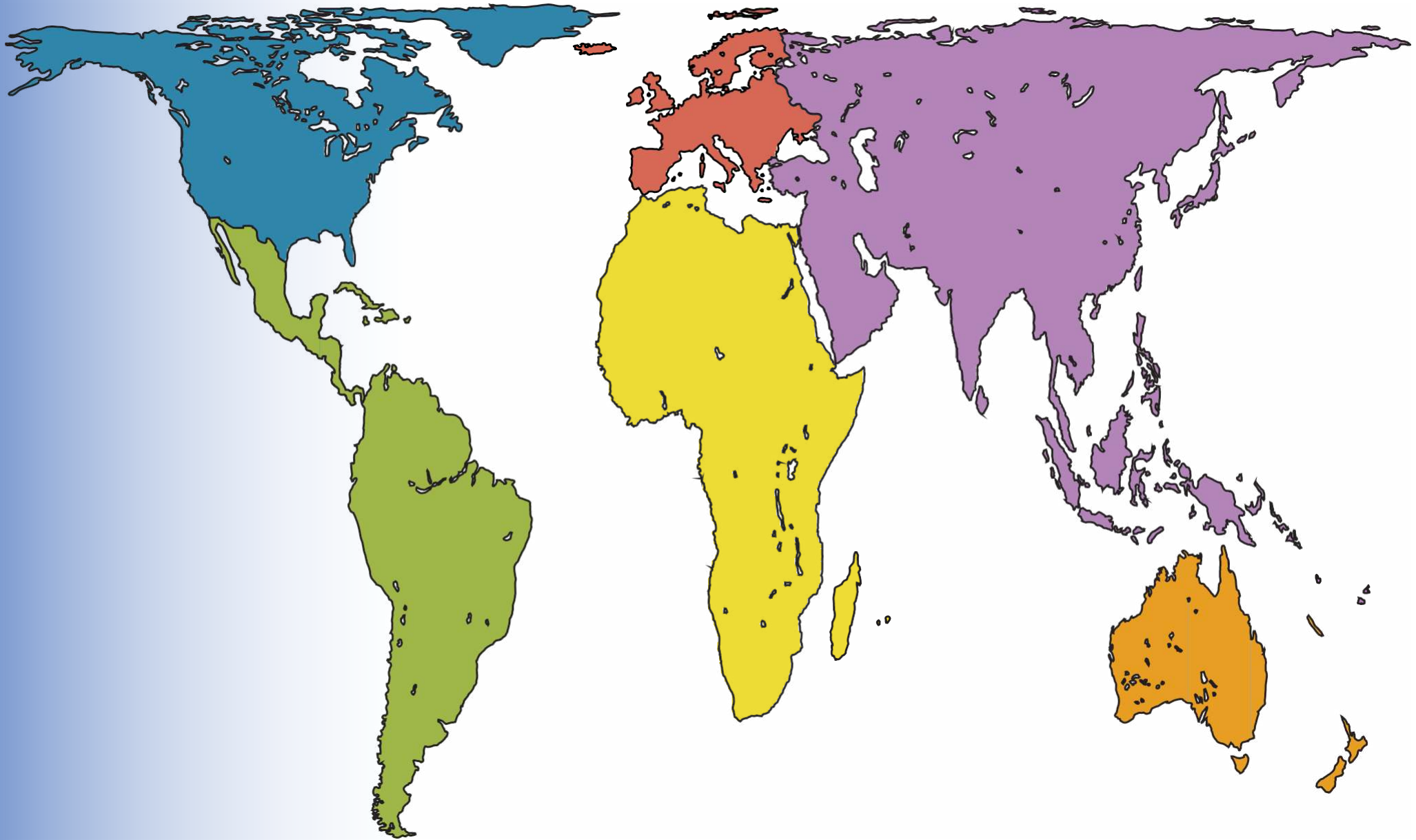
World map in Peters' Projection



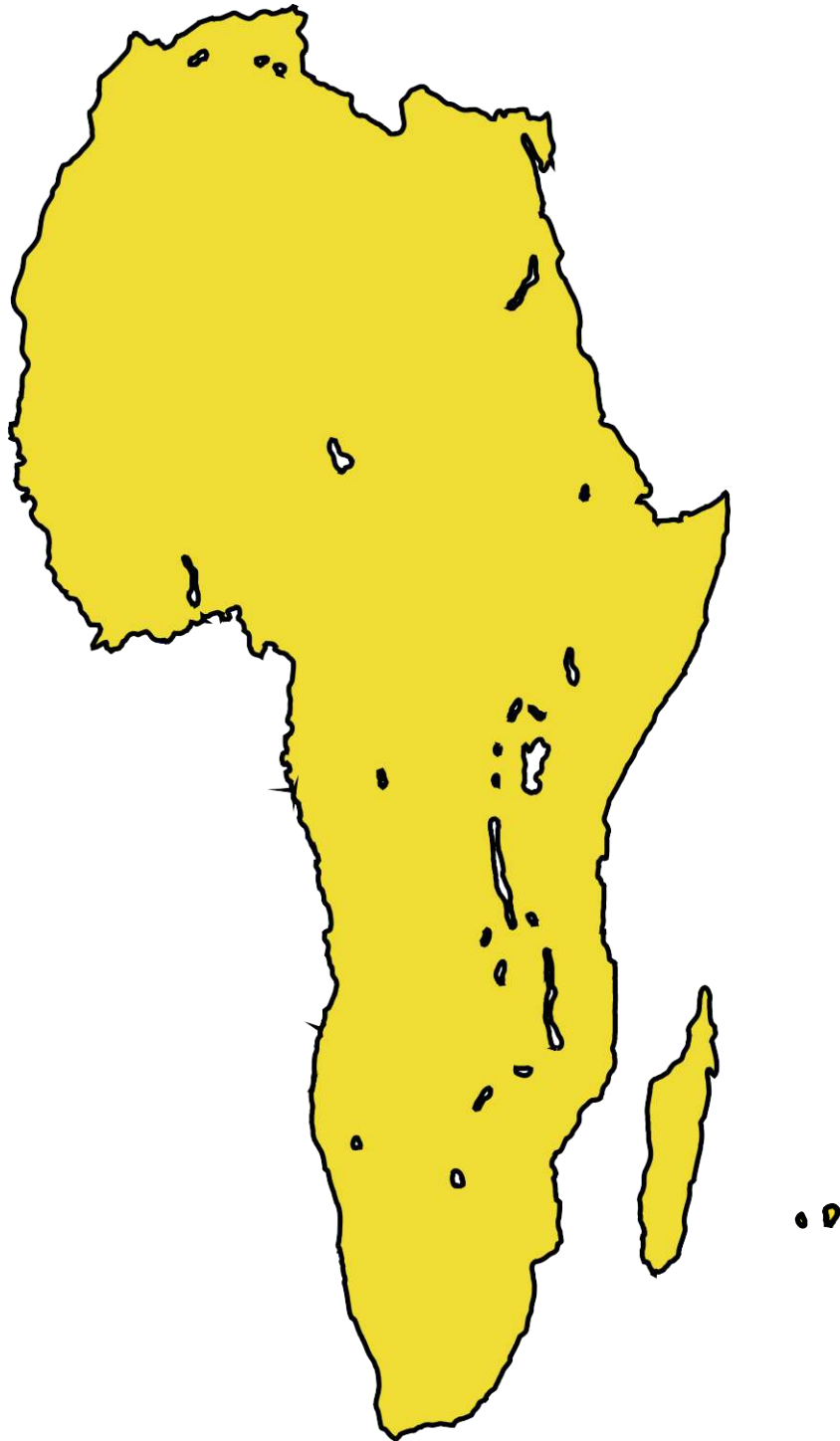


Our colorful world trip

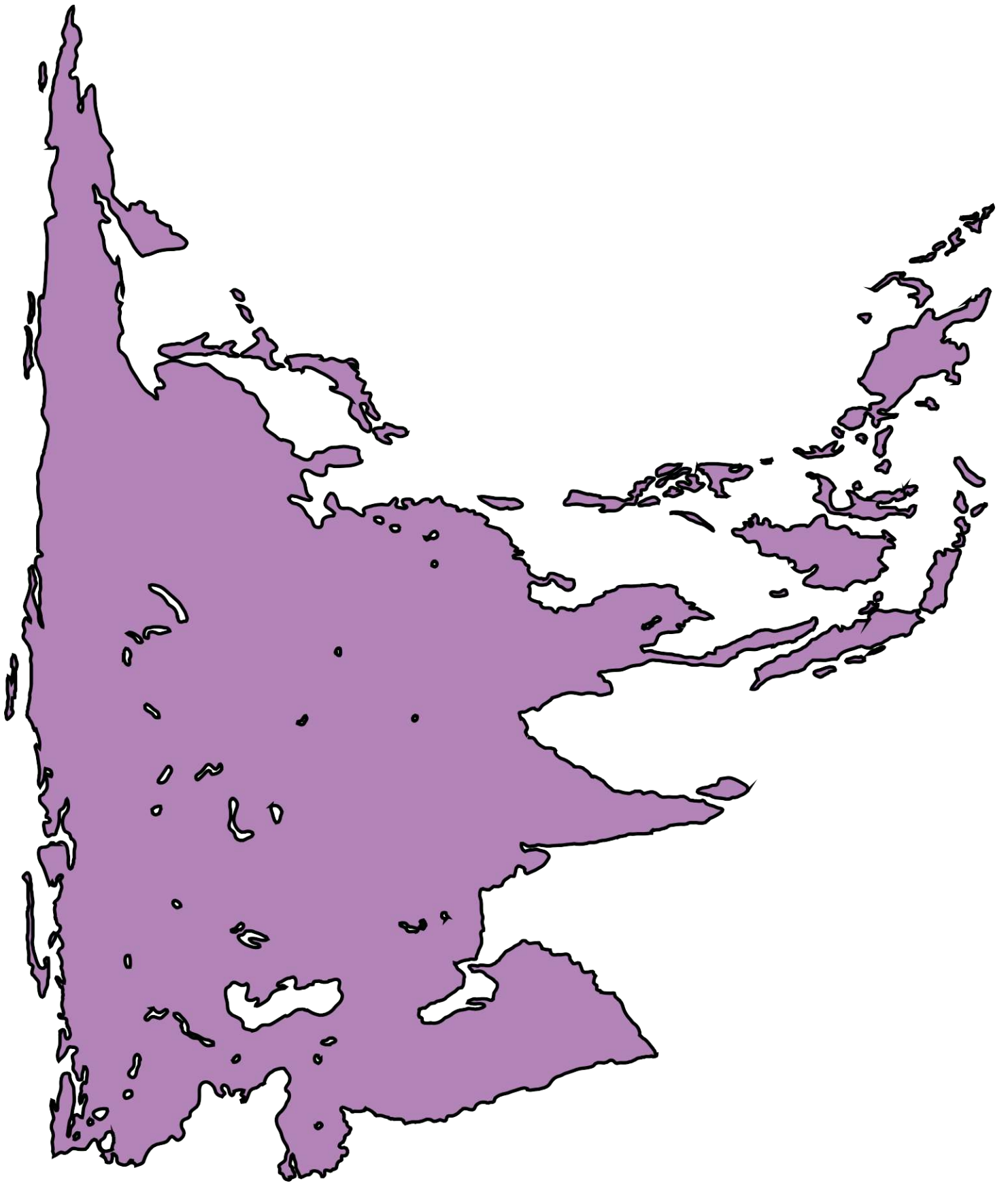
Der etwas



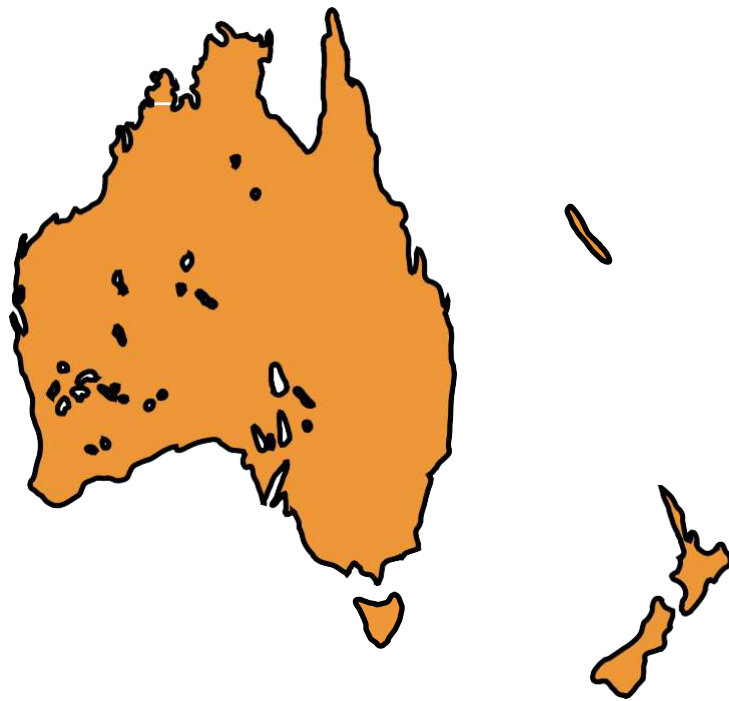
Africa



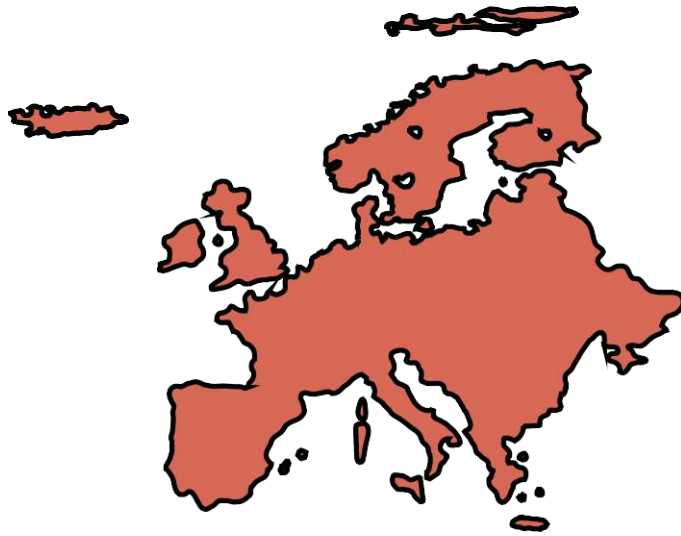
Asia



Oceania



Europe



Latin America



North America





You see a lot of covered cards here. Which game does this remind you of? → **Memory**

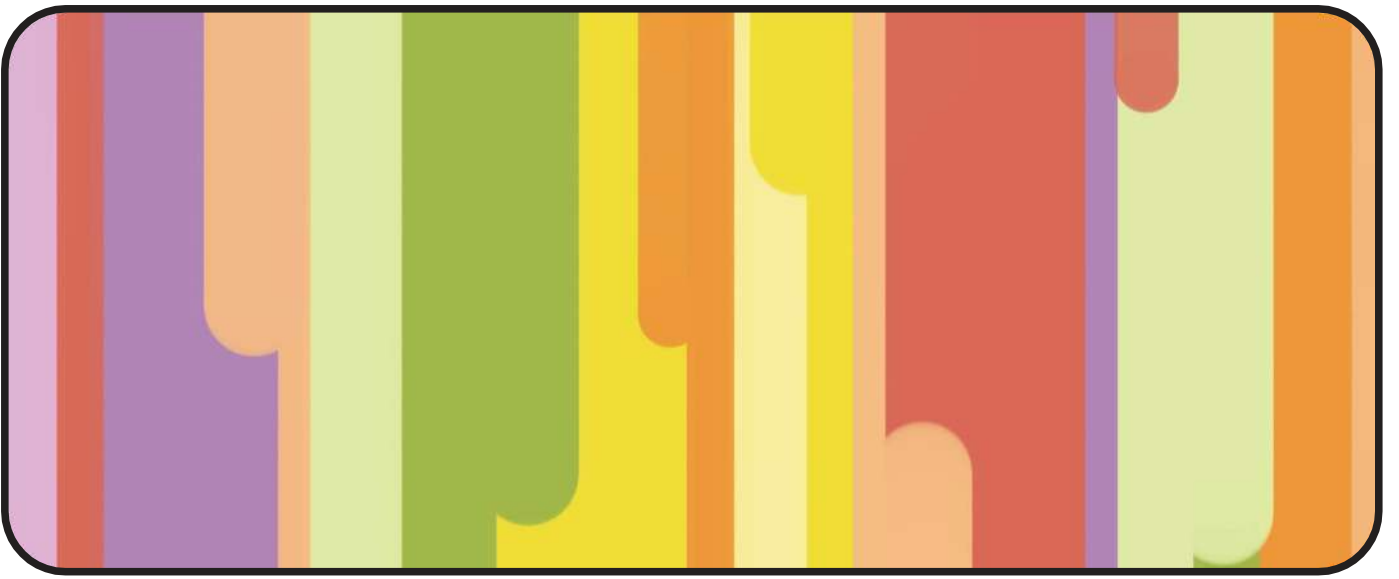
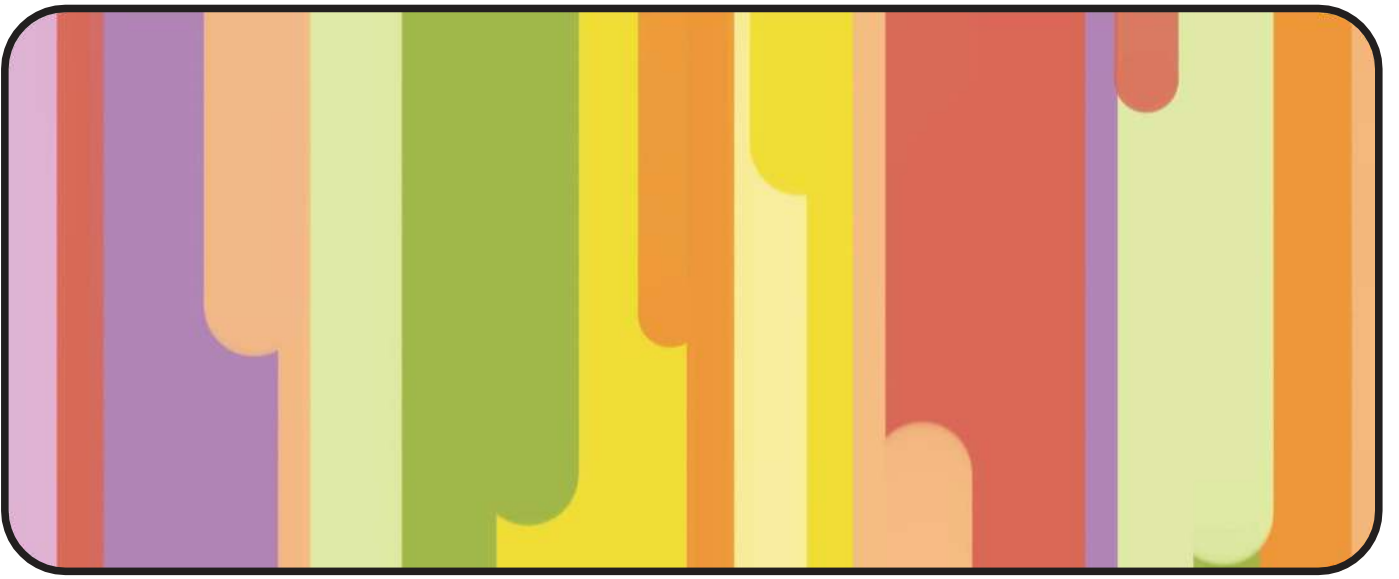
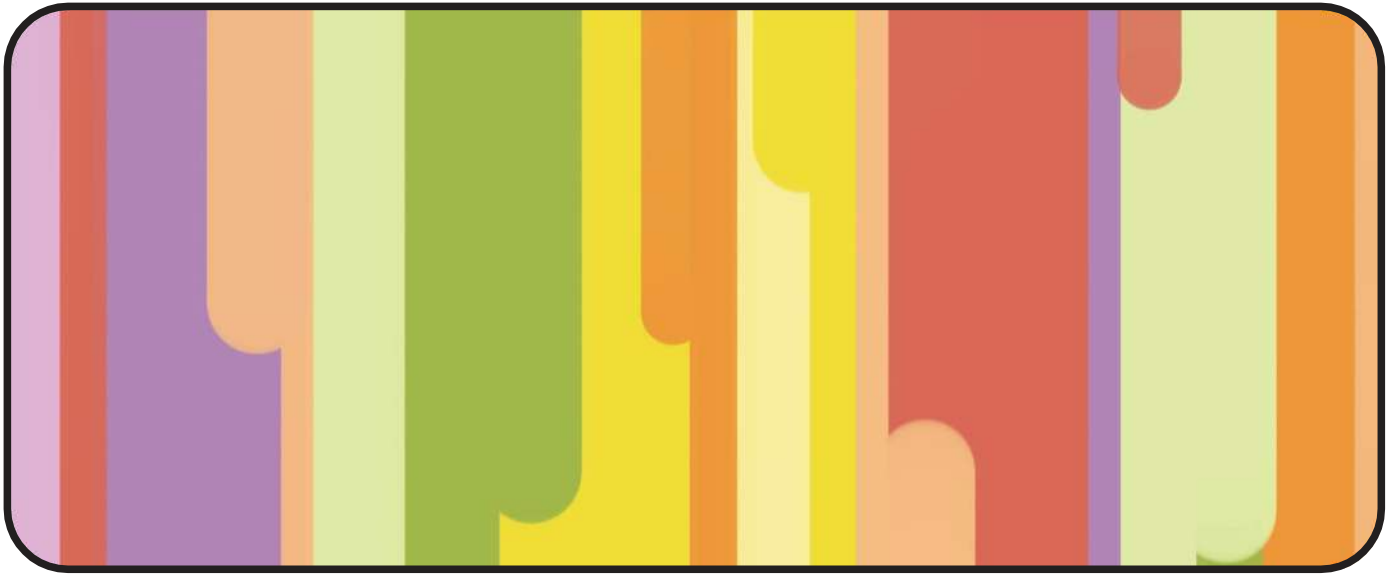
Exactly. In this mission you have to find six pairs.

By the way, the cards say "Hello" in different languages, i.e. with different characters on them.

You see here six photos. On the photo you see families and what they eat in one week.

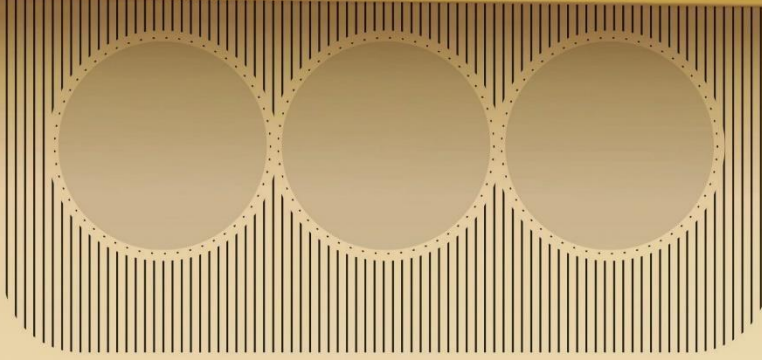
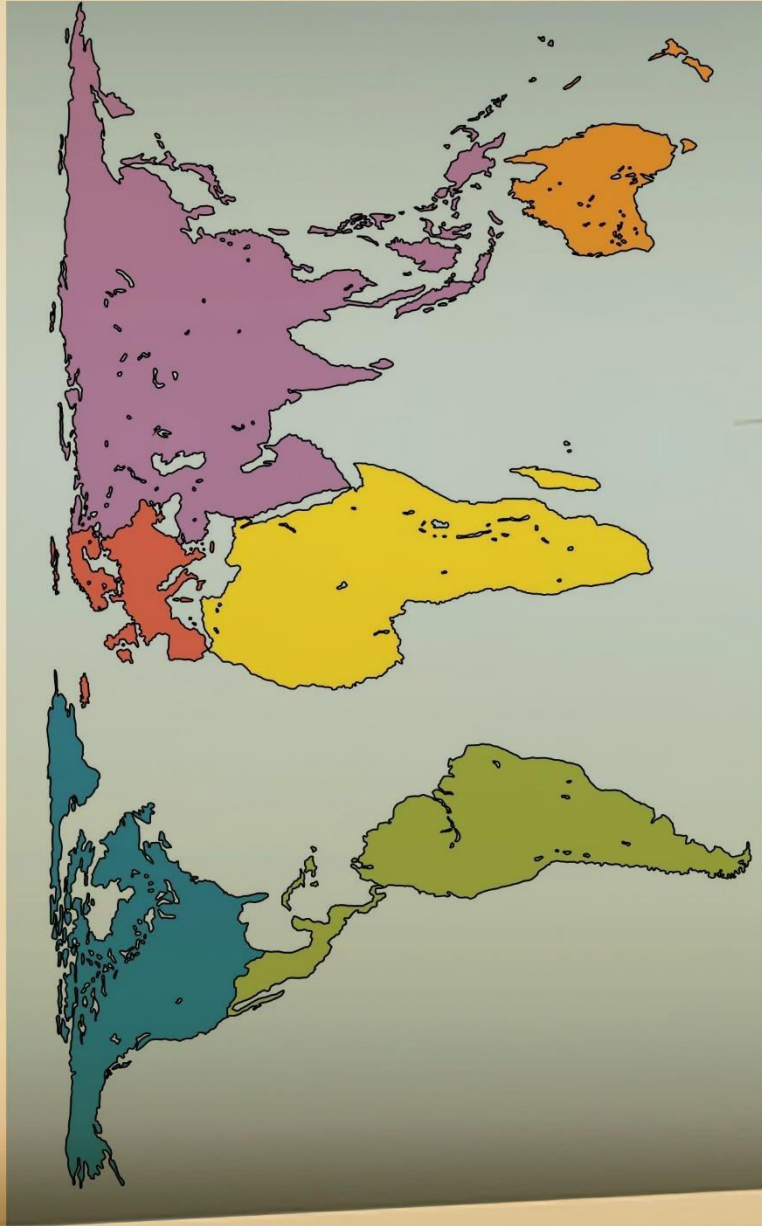
- **Take a close look at the pictures.**
- **Find out, where in the world the families live.**
- **Place the picture on one region of the map.**

You now hear different songs from all over the world. **Try to move together to the rhythm of the music. For each song, one of you performs a movement and all the others repeat it.**



CERTIFICATE

FOR PARTICIPATING IN OUR COLOURFUL WORLD TRIP



Many of today's topics are complex and contradictory due to global interrelationships (e.g. migration, climate change). But how can we prepare the burning questions of our time for children in kindergarten without overtaxing them? How can they be enabled to understand complex development processes and to reflect on them critically? How can they be motivated to work for a sustainable, better world?

With this game, young learners and teachers can deal with our diverse world in a playful way and at the same time practice cooperation and openness. Because: Only together can the treasures be found, the riddles be solved and ultimately the game be won!

- Three more cooperative games around Global Citizenship Education, one each for primary school, secondary level 1 and 2, can be found here:
<https://www.suedwind.at/bilden/schulen/projekte/temsic/materialien>
 - Are you looking for an introduction to the topic? Then we recommend that you first read the guides on how to approach the topic of social inclusion/chance justice in the sense of Global Citizenship Education:
<https://transformative-edu.eu/en/about/methodological-guides-for-teachers>
 - Further materials on Global Learning/Global Citizenship Education can be found here:
www.suedwind.at/digitale-bibliothek/globales-lernen
-

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cesie
the world is only one creature



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of the European Union

With this game, young learners and teachers can playfully deal with our diverse world and at the same time practice cooperation and openness. For only together can the treasures be found, the riddles be solved and the game eventually won!



Heterogeneity and diversity have long been part of everyday life in our society and thus also in educational institutions. The Erasmus+ project "Transformative Educational Methods for Social Inclusion/Chance Equity and Global Citizenship" (TEMSIC) aims to contribute to the promotion of equal opportunities in educational institutions.

In line with SDG 4.7, Südwind and its project partners are striving for transformative education that creates critical approaches to our globalized world society with innovative and participatory methods.

The aim is to empower teachers and learners to see themselves as responsible citizens of the world, to understand global-local interrelationships and to work responsibly and actively for ecological sustainability and social justice.

In the spirit of "Leaving no one behind", it is important to reach ALL students. Transformative educational approaches favor individual learning approaches and promote equal opportunities in education.

The TEMSIC project is an initiative of the non-governmental organizations InteRed (Spain), CESIE (Italy) and Südwind (Austria), which is being implemented with the financial support of the Erasmus+ programme of the European Union.

In the framework of the project, four cooperative games from elementary to secondary level were produced, in addition to five theoretical guides on the topic of social inclusion/chance justice in the sense of global learning

