World Language Day Activities: High School (Grades 9-12)

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ACTIVITY 1: Interpreting an Infographic

Goals

- Students will analyze an infographic (a visual representation of data) to understand the linguistic and cultural diversity of New York City students.
- Students will make observations, inferences and develop questions for further exploration as they engage in the World Language Day.

Materials

- “How Global is NYDOE?” Infographic, found in your Google Classroom folder
- Graphic organizer (page 3)

Activity Overview

Explore

Students will analyze the infographic with the following guiding questions in mind:

- What do you notice? What do you think? What do you wonder?

Explain

The “How Global is NYDOE?” infographic shows the linguistic and cultural diversity in New York City classrooms and homes. It is designed to start a conversation about languages and cultures as assets. As you review the infographic, consider:

- What are some of the benefits and opportunities of being in diverse schools, homes, and communities? Consider one social, one economic and one political benefit as you explain your answer.
- What are some of the challenges of being as diverse schools, homes, and communities? Consider one social, one economic and one political challenge as you explain your answer.
- Optional Reading: Top 10 Reasons to Learn Languages and 6 Potential Brain Benefits of Bilingual Education

To learn more about the languages of the world, visit "A World of Languages." How does NYC compare?
Apply

- Consider how you will find the answers to your questions.
- Provide possible solutions to the challenges you identified.

Reflect, Share

- Sum it up! List key words that convey the main idea of the infographic. Then, write a one-sentence summary of this infographic using these words. Share your one-sentence summary with a family member or friend.
- Compare this infographic to your own classroom or neighborhood. Discuss with a family member or friend.

Extend

- Learn more about the languages represented in the infographic. Which countries and regions speak these languages?
- Research the questions that you come up with after reviewing the infographic.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /> What do you notice in the infographic?</td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /> What do you think?</td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /> What would you like to know more about? What questions do you have?</td>
<td></td>
</tr>
</tbody>
</table>

Notes
ACTIVITY 2: Explore the Importance of World Languages and Intercultural Competence in Careers

Goals

- Students will be able to explain the importance of multilingualism across numerous career fields.
- Students will be able to explain how multilingualism advances society.
- Students will be able to identify a language that they would like to further practice and how it can be leveraged in their career plan.

Materials

- TED Talks - 4 Reasons to Learn a New Language
- Making Languages Our Business Survey Findings

Activity Overview

Explore

Learn the importance of world languages and associated assets in career planning by exploring the following resources:

- Listen to TED Talks - 4 Reasons to Learn a New Language.
- Read the article “Making Languages Our Business” and review their survey findings based on the infographic on page 8.
- Learn about the benefits of speaking more than one language
- Learn more about international employees, career opportunities, and global competencies through the United Nations.

Guiding Questions:

- What are some of the career benefits to being multilingual?
- What job industries can you identify that benefit from employees who speak more than one language?
- What skills or global competencies do international agencies, like the United Nations, look for?
- Identify an adult in your life who is multilingual. It can be a family member or someone who works at your school. What is their occupation and how has speaking multiple languages helped in their work?

Explain

- Identify a career interest. It is okay if you are unsure or if your interest changes. Consider using My Next Move to help you find careers that match your interest and personality.
- Once you have a career interest in mind, think through how multilingualism will help you in that career. Share your thoughts with a family member or classmate.
Apply

Use the questions below to draw a Career Exploration Road Map on a separate piece of paper. See the example below. Place the career and language at the finish line, and consider the following questions to move you from start to finish:

- **Start line:**
  - What am I interested in?
  - What am I good at?

- **Continued journey:**
  - What environment might be best for my personality?
  - What benefits are most important to me in the career I choose?
  - What new skill and language do I want to learn to help me on my career journey?
  - What habits do I need to be successful in most career fields?

- **Finish line:**
  - The career or field that I have the most interest in is... because....
  - Three ways multilingualism will support me in this career are...

**Example Career Exploration Road Map**
Reflect, Share

- Review your Career Exploration Road Map and identify three goals you can s this year to improve a new skill and language that will move you closer to your career finish line.
- Share your learning and reflection with your teacher, family members, and friends.

Extend

- Multilingualism and multiculturalism are important to everyone, celebrated in many ways and in so many countries. In some way, the arts and sports economically sustain multilingualism and multiculturalism. Consider exploring and uplifting artists and athletes who demonstrate multilingualism in their careers, and find ways to do the same in your passion areas.
  - Athletes and World Languages
  - CUMBE: Center for African and Diaspora Dance
  - Google Arts and Culture
- Challenge yourself to read about the advantages of multilingualism in Spanish, French, or Japanese: what can you understand?
  - Spanish: “Ventajas aprender idiomas: 7 razones científicas para hacerlo”
  - French: “Top 10 des avantages de l’apprentissage d’une langue étrangère – Apprendre une langue étrangère”
  - Japanese: read this website
ACTIVITY 3: Explore Civic Engagement, Teen Leaders and Change-Makers from Different Countries

Goals

- Students will be able to explain the importance in civic participation of young activists around the world.
- Students will be able to identify an issue important in their lives and community, and decide how to change or improve a situation.

Materials

- “What Does It Mean to Be a Citizen of the World?” video
- Quechua Teen Out to Revive Language, One Pop Song at a Time video
- “Renata Flores Brought Quechua to YouTube, and Then Everything Changed”
- CNN article: “Greta Thunberg isn’t alone. Meet some other young activists who are leading the environmentalist fight”

Activity Overview

Explore

Learn how youth around the world participate in civic engagement by exploring the following resources (feel free to take notes and watch the videos multiple times, with closed captioning):

- Watch the video “What Does It Mean to Be a Citizen of the World?” (transcripts in 28 languages)
- CNN article “Greta Thunberg isn’t alone. Meet some other young activists who are leading the environmentalist fight”
- Watch the video Quechua Teen Out to Revive Language, One Pop Song at a Time
- Read the Vice article “Renata Flores Brought Quechua to YouTube, and Then Everything Changed”

Guiding Questions

- Who are these young activists? Provide background information.
- What forms of civic engagement are they participating in? Describe their specific focus area.
- When did they begin their activism?
- Where are they from or where does their activism take place?

Explain

- Choose one of the young activists in the CNN article and explain why their civic engagement matters and why it is important.
- Explain why Renata Flores brought attention to Quechua culture and language.

Apply
Learn more about civic engagement close to you by interviewing someone you know (for example, a peer, family member, teacher or coach). Interview questions could include:

- What is one issue, local or national, that you care about? Why?
- Have you ever gotten involved in an issue that means something to you? (for example, attended an inauguration, protest, town hall meeting, or other political event, contacted a politician, or signed a petition)
- How did you get involved?

You could write down the person’s responses or record them. Before you record them, ask if you could record them.

**Reflect, Share**

- Try reporting your story by learning how to report your story by watching WNYC’s Radio Rookies DIY Toolkit: How to Report Your Own Story and reading information on the web page DIY Toolkit: Report Your Own Story
  - Who did you interview and why?
  - What did you learn about the person you interviewed that you did not know?
  - What surprised you?
  - Why is it important to talk with others about issues that matter?
  - Why is it important to talk with others on issues that you may not agree on?
- You could write a short one-paragraph response about what you learned from the interview.
- Identify an issue important in your life, family or community. What can be a first step to take action?

**Extend**

How can you have your voice heard and play an active role in your community? Review the following additional resources on civic engagement and citizenship to learn how you can begin to make a difference in your school and your community:

- Students can learn more about the public speaking competition #SoapboxNYC
- Student Activism in Your School: Getting Your Voice Heard
- Amnesty International Activist Toolkit
ACTIVITY 4: Understanding How Language, Geography, and Economic Practices of Various Countries are Critical and Interconnected

Goals

- Students will be able to describe the importance of cultural exchange along the Silk Road.
- Students will be able to explain how global exchange continues to occur in our communities.
- Students will be able to explain how pre-modern global exchanges (for example, the Silk Road) affect which languages are spoken in certain countries.

Materials

- [TEDEd The Silk Road](available in 26 different languages)
- [Penn Museum Secrets of the Silk Road](
- [BBC Travel Why No-One Speaks Indonesia's Language](
- [PBS The Swahili Coast](
- [UNESCO Evolution of Arabic Language in the Silk Roads](

Activity Overview

Explore

Learn about the pre-modern global exchange by exploring the following resources:

- TEDEd video [The Silk Road](and complete the “Think” multiple choice questions.)
- [Penn Museum Secrets of the Silk Road](

Additional Guiding Questions

- What was the Silk Road?
- What role did the physical geography of Eurasia play in the establishment of Silk Trade routes?
- What was shared or spread between the early agricultural civilizations and the nomads?

Explain

- How can you explain the difference between “commercial exchange” and “cultural exchange” using the examples from the resources and our own experiences?
- How does language play a part in these exchanges?

Apply

You have learned that we are all interconnected through global world trade or, in modern terms, globalization. Learn more about how the Silk Road influenced the current languages spoken today.

- [BBC Travel Why No-One Speaks Indonesia's Language](
- [PBS The Swahili Coast](
- [UNESCO Evolution of Arabic Language in the Silk Roads](

April 2020
Reflect, Share

- Through the Silk Road exchanges, the creation of new cultures and traditions emerged. Modern global exchanges (meaning, globalization) has led to similar effects. What are some examples? Ask your peers and family members for their ideas.

Extend

- Learn more about Arabic and Swahili by exploring the BBC web pages A Guide to Arabic and A Guide to Swahili.
- Explore the Endangered Languages website: why might some languages become endangered? How might political and economic practices affect languages?