

ETLV en 1ère STMG

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Séquence 1

TF : You are invited to a charity event.

Your mission is to convince investors/donors and to raise money for

Dalit Solidarity

Don't forget to :

- present the organization (use the characterization grid to help you)
- describe its purpose/goal
- insist on actions it takes
- be convincing !

Programmes

• **Anglais** : Thème Diversité/ Inclusion ou Identité et échange

• Les élèves réfléchissent en particulier aux frontières qui existent au sein d'une société entre des groupes différents (entre générations, groupes sociaux, quartiers, clans...).

• **Science de gestion et du numérique**

• thème 1 : De l'individu à l'acteur. Pourquoi est-il nécessaire d'organiser l'action collective? (SDGN)

• A la rencontre du management des organisations. Comment appréhender la diversité des organisations ?(Management)

Quelles compétences / objectifs pédagogiques ?

En enseignement technologique :

- Articuler action individuelle et action collective
- Identifier les critères et les spécificités permettant de distinguer les grandes catégories d'organisations
- Caractériser une organisation donnée

En Anglais :

- Construire un discours
- Argumenter/ convaincre
- Compétences orales (objectif transversal : le grand oral du BAC)
- Compétences culturelles : ONG/ Dalits/ Inde...

Quels supports ?

- .Docts créés à partir de documents authentiques
- .Grille de caractérisation
- . Vidéos : - Reportage de Christiane Amanpour sur les Intouchables en Inde
- .- Campagne *Now* présentée par Greta Thunberg

Grille de caractérisation

ETLV: 1STMG1

CHARACTERIZATION GRID

TYPE	PUBLIC ORGANIZATION	COMPANY (for profit organization)	Association (non for profit organization)
GENERAL CRITERIA			
<u>Status</u>		Private limited company, or public limited company (Ltd =plc)	NGO (non governmental organization) Charities, Trade unions
<u>Size</u>		Small size companies: staff number<20 Medium size companies: 20< staff number<499 Large size companies: 499<staff number	
<u>Business sectors</u>	Primary, secondary or tertiary sector/CRAFT Company, INDUSTRIAL company or SERVICE provider		
<u>Purpose (main, goal)</u>	Ensure the well-being of the production Provide non market services Manage the public domain	Secure the long-term growth of the company Make profit	Provide non market services to their members and to the community Provide general services
<u>Corporate social responsibility (CSR)</u>	CSR: a company's sense of responsibility towards the community and environment (both ecological and social) in which it operates		
<u>Core business</u>	Know-how, acquired competencies (skills). Companies can have several core businesses		
<u>Objectives</u>	Long-term objectives= strategic objectives / Middle-term objectives=tactical objectives/ Short term objectives= operational objectives		
ENVIRONMENT			
<u>Micro-environment</u>	The organisation's partners: customers, suppliers, banks, competitors, state unions and its representations (STAKEHOLDERS)		
<u>Macro-environment</u>	Components (PESTEL Method): Political, Economic, Social, Technical, Ecological, legal environment		
RESOURCES			
<u>Material</u>	Building, means of transport, equipment..		
<u>Human</u>	Civil servants Elected representatives Employees	Employees Blue collar/white collar Workers	Volunteers Members Employees
<u>Financial</u>	Taxes and charges Social contributions Non market services	Shareholders contributions Turnover	Subsidies (grants) Membership dues, members contribution Incomes from sales and donations
<u>Immaterial</u>	Know-how, softwares, trainings, patents, employees competencies (skills)		

Document 1: Our website



Document 2 : Who we are



We are Dalit Solidarity - a nonprofit and charitable organization that consists of humanitarians, educators, volunteers and human right advocates who would like to involve and participate in the lives of the Dalits who themselves cannot help toward their own freedom. We are Dalits and non-Dalits, Indian and non-Indian, students and adults, working together to provide a better life for dalits and the poor people with the tools needed to make a better life-education, healthcare, and jobs. For the last one decade, we have been working toward the emancipation and empowerment of the Dalits through social awareness, educational program, economical opportunities and developmental projects. Our leadership : Dalit Solidarity was formed in 2000 by Ben Chinnappan, a Dalit from south India. Having gone through the pain of untouchability and segregation even as a child, the founder dedicated his life to improve the lives of his fellow dalits through empowerment (....)

Document 3 : Mission and work

Our Mission: Advocate for the Marginalised and the Outcaste Dalit Solidarity is committed to the principles of justice and equality for all Indians, regardless of caste, race, gender or religion. This commitment is expressed by providing access to quality health care and education, by making economic opportunities available for India's poorest citizens, and by working to protect human rights.

Our Work: Working toward the Empowerment Approximately 25% of India's 1.1 billion people are Dalits. Most Dalits live in severe poverty, earning less than \$0.50 a day. Dalit Solidarity, together with its sister Indian charitable organization, Community Care Trust, provides

Dalits with opportunities for education,



in

healthcare, employment, training, social development and housing. These opportunities have been extended equally to widows, revolutionizing the way many widows in the southern Indian state of Tamil Nadu view themselves and how others view them. Dalit Solidarity has worked steadily to provide India's Dalits with the tools they need to make better lives for themselves and their families. Learn more about our programs.>

Our work is about access, opportunity and empowerment.

For the past seven years, Dalit Solidarity has worked steadily to provide India's Dalits with the tools they need to make better lives for themselves and their families:

- Thousands of Dalits now have access to quality health care
- Hundreds of children are being given the

opportunity to attend good schools, from elementary through graduate school

- Several hundred Dalit widows are learning that they too can be productive members of Indian society, deserving of dignity and respect

We advocate tirelessly on behalf of India's Dalits, addressing the issues of caste and untouchability, and standing strong for one of the world's most oppressed populations.

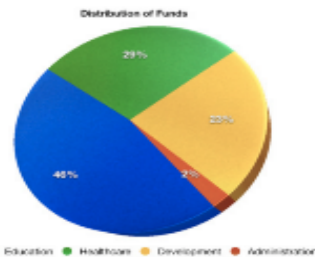
Source: <https://www.dalitsolidarity.org/who-we-are-64.html>

Document 4: Distribution of Fund

For the fiscal year beginning on July 1, 2017 and ending on June 30, 2018, Dalit Solidarity spent \$ 392660.76 to provide quality health care, education and economic development for India's poor.

All donations to Dalit Solidarity are tax-deductible. 96% of Dalit Solidarity's income is spent on programs and services to provide effective advocacy, quality health care, education, housing and economic development for India's poor. We carefully guard your support and the

hopes of friends by strict financial stewardship, transparency and accountability. Please help us to change the present.



Source: <https://www.dalitsolidarity.org/financial-information.html>

Document 5]: Individual action or collective action]?

Individual action refers to the actions taken by one individual person, acting based on his or her personal decisions. Collective action refers to the actions taken by a collection or group of people, acting based on a collective decision. For example, if you choose to walk instead of drive, then you are taking an individual action. Or, if you are part of a neighborhood that chooses to install sidewalks to help people there walk more, then you are involved in a collective action. Collective action often involves larger scales, since there are more people involved. However, it is possible to take individual action on large-scale issues, such as reducing greenhouse gas emissions to reduce global climate change.

Source: <https://www.e-education.psu.edu/eoe30/node/346>

Document 6]: Dalits persecution



Vocabulary:

Social awareness : une conscience sociale

To advocate : défendre

Empowerment : Autonomisation

Questions

1. Describe the document 1.
2. Using the characterization grid, present the organization.
3. Explain why this organization has been founded.
4. Explain the following sentence: «Together We can make the difference» and compare this collective action to an individual action.

Exemple d'une séance : exploiter une vidéo

En classe entière :

Compréhension générale du sens puis travail sur les stratégies à l'œuvre dans la vidéo :

- . la structure: **problèmes/solutions**
- .l'importance de donner des **chiffres/statistiques** pour donner du poids à ses propos
- .les **questions** pour interpeller et créer l'adhésion
- .le **débit / le volume**
- .l'**accentuation** des mots importants/ porteurs de sens
- .la manière dont on implique l'auditoire: **jeu sur les pronoms** *we/ you/ our*
- .l'importance du **changement d'interlocuteurs** pour donner du rythme...

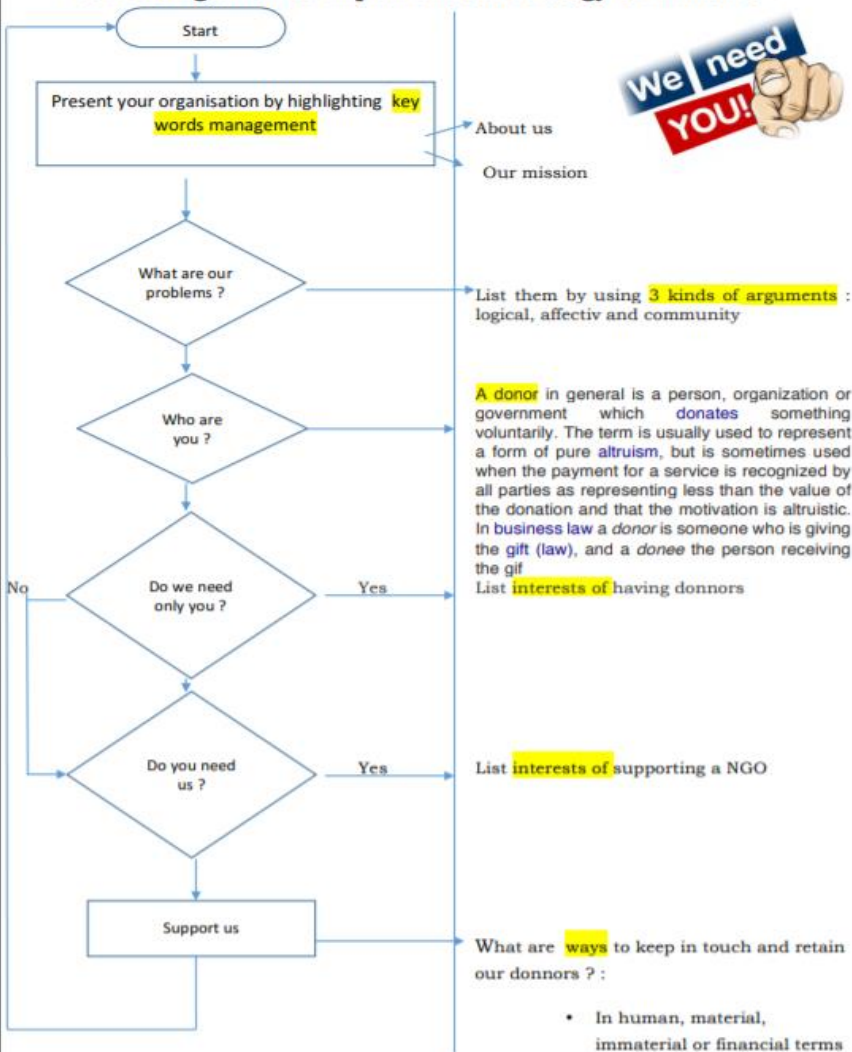
Exemple d'une séance : exploiter une vidéo

En groupe : classe séparée en 2

- Avec l'enseignant d'anglais : travail sur la mise en voix de la campagne (vidéo élèves)
- Avec l'enseignant de spécialité : travail sur la structuration de leur discours

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Convincing : How to implement our strategy of influence ?



Nonverbal communication

Ralph Waldo Emerson¹ once said, "What you are speaks so loudly that I cannot hear what you say."

When you speak, people not only judge your speech – they also judge you. If they are not convinced of your earnestness and sincerity, they are also unlikely to accept your spoken message.



GESTURES : YOUR BODY SPEAKS

In public speaking, your body can be an effective tool for adding emphasis and clarity to your words. It's also your most powerful instrument for convincing an audience of your sincerity, earnestness, and enthusiasm.

Why Gestures ?

Gestures are probably the most evocative form of nonverbal communication a speaker can employ.

- **Clarify and support your words.**
- **Dramatize your ideas.**
- **Emphaze important words.**
- **Function as visual aids.**
- **Stimulate audience participation.**

Modalités d'évaluation

- Poster vidéo sur l'ENT : mise à disposition d'une salle pendant les heures de permanence/ le midi pour que les élèves puissent se filmer et poster leur vidéo.
- Construction du barème : évaluation d'une ou deux vidéos ensemble et ensuite répartition des vidéos.

Modalités d'évaluation

Barème:	/20pts	Très Bonne Maîtrise	Maîtrise Satisfaisants	Maîtrise Fragile	Maîtrise Insuffisante
Contenu : Sciences des techniques de gestion/ management:	/7pts				
- respect de la consigne L'organisation et ses actions sont présentées de façon claire et détaillée (3 notions au moins de la grille de caractérisation), mise en évidence d'une problématique et réponse à cette problématique		4	3	2	1
- analyse et argumentation Vous avez veillé à insister sur l'intérêt pour le donateur de participer au financement de l'association.		3	2	1	0
Recevabilité linguistique	/6pts				
(qualité de la langue)					
- syntaxe et lexique adaptés et qui permettent d'être compris		3	2	1	0
- prononciation qui permet également de comprendre la production.		3	2	1	0
Qualité du support numérique:	/2pts				
- lisibilité du support (titre, couleurs, choix de la police...)		2	1	0,5	0
- pertinence dans le choix des illustrations et des mots clés proposés (pas de phrases!)					
Compétences orales:	/5pts				
- volume et débit					
- posture/gestes					
- accentuation des mots clés		5	4	2	1
- être capable de ne pas lire et de regarder son auditoire					
- répartition de la parole dans le groupe					

Difficultés rencontrées

- .Temps de concertation difficile à trouver
- .Répartition de la parole quand nous animons en classe entière
- .Trouver un équilibre entre l'EG et ET : les élèves ont parfois l'impression d'être plus en classe d'anglais que de management ou de sciences de gestion.
- .Quand on crée un doct avec questions : réponses sans véritable analyse des docts/ justification grâce aux docts.
- .Oser parler anglais devant le collègue de langue