

## Welcome to Médecins Sans Frontières / Doctors Without Borders (MSF)



**TOPIC AND FOCUS:** The lesson introduces the work of the humanitarian organization *Doctors Without Borders*. It uses an official video by the organization to train the students' audio-visual competence.

**TARGET GROUP:** The lesson is designed for advanced students doing their A-levels. It is applicable to the third term of the German *Abitur*. Differentiated material allows teaching the lesson both in the German *Grund-* and *Leistungskurs*.

**APPLICABILITY:** The material can either be used in class or for homeschooling.

- **IN CLASS:** The **LESSON PLANS** in the appendix suggest how the lesson could be taught in either a class of lower or of higher proficiency. It thereby relies on the *PWP lesson model*<sup>1</sup>. Depending on the individual preferences and the learning group, it may be necessary to adapt the plan.

**NEEDED MEDIA:** A projector is needed to present the provided **POWER POINT SLIDES** and to show the video clip. A working internet connection, individual computers or private smartphones are useful to allow the students to re-watch the video by themselves.

**SUGGESTED TIME FRAME:** The lesson can be taught within 45 or 90 minutes.

- **HOMESCHOOLING:** Students can work on the **WORKSHEET** by themselves when they have access to a working internet connection. The QR-Code on the worksheet enables them to find the video online.

### APPENDIX

- SUGGESTED LESSON PLAN A (Students of Lower Proficiency), p.2
- SUGGESTED LESSON PLAN B (Students of Higher Proficiency), p. 6
- Key to the WORKSHEETS, p. 10
- Works Cited, p. 10



© Yann Libessart/MSF

<sup>1</sup> cf. Thaler, 2012, p. 92.

## Appendix

### APPENDIX A – SUGGESTED LESSON FOR STUDENTS OF LOWER PROFICIENCY

Time	Phase	Intended Teacher Behaviour	Expected Student Reactions	Didactic Purpose	Media & Material	Social Forms
15'	Prior to the lesson	<ul style="list-style-type: none"> <li>• T<sup>2</sup> decides whether <ul style="list-style-type: none"> <li>○ ... the <b>whole class</b> should work with the easier (<i>Level +</i>) or more advanced version (<i>Level ++</i>) of the <b>WORKSHEET</b></li> <li>○ ... <b>individual S</b><sup>3</sup> within the class should work with different versions</li> </ul> </li> <li>• T <b>hands out the WORKSHEET</b> based on T's prior decision <ul style="list-style-type: none"> <li>○ If S decide for themselves with which version they want to work, it is useful to print both worksheets on a double-sided page so that S may revise their choice</li> </ul> </li> <li>• T asks S to work <u>solely</u> on <b>TASK I</b> at home</li> </ul>	<ul style="list-style-type: none"> <li>• S may decide with which version they would like to work with</li> <li>• S do their homework</li> </ul>	<ul style="list-style-type: none"> <li>• T allows for differentiation</li> <li>• S learn to assess themselves and decide whether they need further help</li> <li>• S prepare themselves for the lesson by working on potentially unknown vocabulary</li> </ul>	WORKSHEET, TASK I	Plenum, individual work
	Pre-Viewing Phase <sup>4</sup>	<ul style="list-style-type: none"> <li>• T shows the <b>vocabulary</b> from S's homework and their visualizations (<b>SLIDE 2</b>)</li> </ul>		<ul style="list-style-type: none"> <li>• S recall potentially unknown words and memorize them due to their visualizations</li> <li>• S are prepared to draw connections between pictures</li> </ul>	POWER POINT PRESENTATION, SLIDE 2	Plenum

<sup>2</sup> T = teacher

<sup>3</sup> S = students

<sup>4</sup> cf. Thaler, 2012, pp. 90-96, 173.

Time	Phase	Intended Teacher Behaviour	Expected Student Reactions	Didactic Purpose	Media & Material	Social Forms
		<ul style="list-style-type: none"> <li>• T asks students to explain the terms in their own words</li> <li>• T asks S to speculate on today's topic based on the provided vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• S explain the words based on their homework</li> <li>• S share their thoughts</li> </ul>	<p>and text (s. 'SPLIT VIEWING'<sup>5</sup> TASK)</p> <ul style="list-style-type: none"> <li>• S indicate whether they have understood the words</li> <li>• S practice drawing connections</li> <li>• S get acquainted with the topic and thereby are motivated to watch the video and to check their prior assumptions</li> </ul>		
10'	While-Viewing Phase <sup>6</sup>   <sup>7</sup>	<ul style="list-style-type: none"> <li>• T explains that S will watch a video that uses the presented vocabulary</li> <li>• T plays the <b>video</b> clip (<i>SLIDE 3</i>)</li> <li>• T asks S to <b>discuss the video's content with a partner</b> and to check whether their prior speculations were correct</li> <li>• T asks students to answer the questions in <b>TASK II</b> on their <b>WORKSHEETS</b> based on what they remember <ul style="list-style-type: none"> <li>○ T may clarify unknown vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• S watch the video</li> <li>• S exchange with a partner what they have understood and check their prior assumptions</li> <li>• S answer the questions and may ask for clarification</li> </ul>	<ul style="list-style-type: none"> <li>• S check their global understanding of the video</li> <li>• Every S is involved</li> <li>• S become aware that they do not need to understand every detail of a video to extract information from it</li> <li>• S see what they have already understood and on which aspects they need to concentrate when watching the clip again</li> </ul>	<p>POWER POINT PRESENTATION, SLIDE 3</p> <p>WORKSHEET, TASK II</p>	<p>Plenum</p> <p>Partner Work</p> <p>Individual Work</p>

<sup>5</sup> cf. Grieser-Kindel, Henseler, & Möller, 2016, pp. 226-231; Thaler, 2012, p. 175.

<sup>6</sup> cf. Thaler, 2012, p. 90-96, 174-177.

<sup>7</sup> For more advanced students, it might be rewarding to skip *While-Viewing Phase I* and start directly with the 'SPLIT VIEWING' task (*While-Viewing-Phase II*)

Time	Phase	Intended Teacher Behaviour	Expected Student Reactions	Didactic Purpose	Media & Material	Social Forms
6'	While-Viewing-Phase II	<ul style="list-style-type: none"> <li>• T explains the <b>'SPLIT VIEWING'</b> exercise (<i>SLIDE 4</i>)</li> <li>• T asks <b>S to explain the task in their own words</b> and <b>may clarify misunderstandings</b> <ul style="list-style-type: none"> <li>◦ T may explain that it is more difficult to listen to the video than to watch it and asks S to choose the preferred channel for themselves</li> </ul> </li> <li>• T plays the <b>video</b> clip once more (<i>SLIDE 3</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• S paraphrase the task</li> <li>• S decide whether they want to watch the clip with eyes closed or by covering their ears</li> <li>• S watch the video and answer their questions</li> </ul>	<ul style="list-style-type: none"> <li>• S indicate whether they have understood the exercise</li> <li>• S learn to evaluate themselves</li> <li>• S use only one of their senses and thereby concentrate on information they might have missed otherwise</li> </ul>	<p>POWER POINT PRESENTATION, SLIDE 4</p> <p>POWER POINT PRESENTATION, SLIDE 3</p>	<p>Plenum</p> <p>Individual &amp; Partner Work</p>
4'	While-Viewing Phase III	<ul style="list-style-type: none"> <li>• T states that S will watch the <b>video</b> a third time but now change roles (<i>SLIDE 3</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• S watch the clip a second time, switch roles and answer the questions</li> </ul>	<ul style="list-style-type: none"> <li>• S now concentrate on another sense and can digest more and more information from the video</li> </ul>	POWER POINT PRESENTATION, SLIDE 3	Partner Work
4'	While-Viewing Phase IV	<ul style="list-style-type: none"> <li>• T allows S to watch the <b>video</b> a <b>fourth time</b> without covering ears or eyes to answer the questions</li> </ul>	<ul style="list-style-type: none"> <li>• S watch the clip a last time</li> </ul>	<ul style="list-style-type: none"> <li>• S are able to concentrate on questions they could not answer so far</li> </ul>	POWER POINT PRESENTATION, SLIDE 3	
5-20'	Post-Viewing Phase <sup>8</sup>	<ul style="list-style-type: none"> <li>• T asks S to share their <b>results</b>. Depending on how much time is left, this can either be done <ul style="list-style-type: none"> <li>◦ ... in the <b>plenum</b> with the help of <i>SLIDES 6-11</i> (When there is enough time to discuss the results in class, this procedure should be favored, because additional information is provided on the slides)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• S share their results and may point out what they have found difficult</li> </ul>	<ul style="list-style-type: none"> <li>• S are able to discuss difficulties</li> <li>• S get additional information on the organization</li> </ul>	POWER POINT PRESENTATION, SLIDES 6-12	Plenum / partner work

<sup>8</sup> cf. (Thaler, 2012, S. 90-96, 177-179)

Time	Phase	Intended Teacher Behaviour	Expected Student Reactions	Didactic Purpose	Media & Material	Social Forms
		and misunderstandings can be clarified) ○ ... with a <b>partner</b> ; the key on <i>SLIDE 12</i> can be shown after S have discussed their answers				
30'	Follow-Up <sup>9</sup>	<ul style="list-style-type: none"> <li>Depending on the students' tastes and needs, <i>T</i> can now either <ul style="list-style-type: none"> <li>... encourage <i>S</i> to reflect on the 'SPLIT VIEWING' task</li> <li>... start a <b>discussion</b> based on <ul style="list-style-type: none"> <li><i>S</i>'s own interests</li> <li>the provided questions on <i>SLIDES 14</i></li> </ul> </li> <li>... ask <i>S</i> to produce their <b>own videos</b> and thereby respond to the work of <i>Doctors Without Borders</i>. For that, they can use the questions on <i>SLIDE 15</i> and their SMARTPHONES. This exercise can also be done at home <ul style="list-style-type: none"> <li>NOTE: <i>T</i> should clarify that <i>S</i> are not forced to share their videos in class so that they can say whatever they want</li> <li><i>T</i> should instead encourage <i>S</i> to rewatch their individual videos and reflect on the procedure</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>S</i> may reflect on the task</li> <li><i>S</i> may start a discussion</li> <li><i>S</i> may respond to the matter in their own videos</li> </ul>	<ul style="list-style-type: none"> <li><i>S</i>'s attention is on the task and they may evaluate whether it is useful to concentrate solely on one sense</li> <li><i>S</i> can evaluate the topic and respond to the matter</li> <li><i>S</i> explore the audio-visual medium by themselves and evaluate the topic on their own.</li> <li><i>S</i> are encouraged who would otherwise not participate in a discussion or are reluctant to provide their own opinion</li> </ul>	<p>POWER POINT PRESENTATION, SLIDES 13</p> <p>POWER POINT PRESENTATION, SLIDE 14</p> <p>POWER POINT PRESENTATION, SLIDE 15, SMARTPHONES</p>	<p>Plenum</p> <p>Plenum</p> <p>Individual Work</p>

<sup>9</sup> cf. Thaler, 2012, p. 92.

## Appendix B – SUGGESTED LESSON PLAN FOR STUDENTS OF HIGHER PROFICIENCY

Time	Phase	Intended Teacher's Behaviour	Expected Students' Reactions	Didactic Purpose	Media & Material	Social Forms
15'	Pre-Viewing Phase <sup>10</sup>	<ul style="list-style-type: none"> <li>• T shows the <b>vocabulary</b> from the video clip and their visualizations (<i>SLIDE 2</i>)<sup>11</sup></li> <li>• T asks students to explain the terms based on their prior knowledge and visualizations; T may help S</li> <li>• T asks S to speculate on today's topic based on the provided vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• S try to explain the words based on their prior knowledge and the visualizations of the vocabulary</li> <li>• S share their thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• S become aware of potentially unknown words and memorize them due to their visualizations</li> <li>• S indicate whether they understand the words</li> <li>• S activate prior knowledge and get acquainted with the idea that pictures support their understanding</li> <li>• S practice drawing connections</li> <li>• S become aware of the topic and are thereby motivated to watch the video to check their prior assumptions</li> </ul>	POWER POINT PRESENTATION, SLIDE 2	Plenum
10'	While-Viewing Phase <sup>12 13</sup>	<ul style="list-style-type: none"> <li>• T explains that S will watch a video that uses the presented vocabulary</li> <li>• T plays the <b>video clip</b> (<i>SLIDE 3</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• S watch the video</li> </ul>		POWER POINT PRESENTATION, SLIDE 3	Plenum

<sup>10</sup> cf. Thaler, 2012, pp. 90-96, 173.

<sup>11</sup> When students need more support, it is recommended that they prepare for the lesson by doing **TASK I** on their **WORKSHEETS** at home.

<sup>12</sup> cf. Thaler, 2012, p. 90-96, 174-177.

<sup>13</sup> For very advanced students, it might be rewarding to skip *While-Viewing Phase I* and start directly with *While-Viewing Phase II*.

<sup>14</sup> cf. Grieser-Kindel, Henseler, & Möller, 2016, pp. 226-231; Thaler, 2012, p. 175.

Time	Phase	Intended Teacher's Behaviour	Expected Students' Reactions	Didactic Purpose	Media & Material	Social Forms
4'	While-Viewing Phase III	<ul style="list-style-type: none"> <li>T states that S are going to watch the <b>video</b> for a third time but now change roles (<i>SLIDE 3</i>)</li> </ul>	<ul style="list-style-type: none"> <li>S watch the clip a second time, switch roles and continue to answer the questions</li> </ul>	<ul style="list-style-type: none"> <li>S now concentrate on another sense and can digest more and more information from the video</li> </ul>	POWER POINT PRESENTATION, SLIDE 3 WORKSHEET, TASK II	Partner Work
4'	While-Viewing Phase IV	<ul style="list-style-type: none"> <li>T allows S to watch the <b>video</b> a <b>fourth time</b> without covering ears or eyes to answer the questions</li> </ul>	<ul style="list-style-type: none"> <li>S watch the clip a last time and answer their questions</li> </ul>	<ul style="list-style-type: none"> <li>S are able to concentrate on questions they could not answer so far</li> </ul>	POWER POINT PRESENTATION, SLIDE 3 WORKSHEET, TASK II	Partner Work
5-20'	Post-Viewing Phase <sup>15</sup>	<ul style="list-style-type: none"> <li>T asks S to share their <b>results</b>; depending on how much time is left, this can either be done <ul style="list-style-type: none"> <li>... in the <b>plenum</b> with the help of <i>SLIDES 6-11</i> (When there is enough time to discuss the results in class, this procedure should be favored since additional information is provided and misunderstandings can be clarified in detail)</li> <li>... with a <b>partner</b>; the key on <i>SLIDE 12</i> can be shown after S have discussed their answers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>S share their results and may point out what they have found difficult</li> </ul>	<ul style="list-style-type: none"> <li>S are able to discuss difficulties</li> <li>S may get additional information on the organization</li> </ul>	POWER POINT PRESENTATION, SLIDES 6-12	Plenum <i>or</i> Partner work
30'	Follow-up <sup>16</sup>	<ul style="list-style-type: none"> <li>Depending on the students' tastes and needs, T can now either <ul style="list-style-type: none"> <li>... encourage S to reflect on the 'SPLIT VIEWING' task</li> <li>... start a <b>discussion</b> based on <ul style="list-style-type: none"> <li>S's own interests</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>S may reflect on the task</li> <li>S may start a discussion</li> </ul>	<ul style="list-style-type: none"> <li>S's attention is on the task and they may evaluate in how far it is useful to concentrate solely on one sense</li> <li>S can evaluate the topic and respond to the matter</li> </ul>	POWER POINT PRESENTATION, SLIDES 13  POWER POINT PRESENTATION, SLIDE 14	Plenum  Plenum

<sup>15</sup> cf. (Thaler, 2012, S. 90-96, 177-179)

<sup>16</sup> cf. Thaler, 2012, p. 92.



Time	Phase	Intended Teacher's Behaviour	Expected Students' Reactions	Didactic Purpose	Media & Material	Social Forms
		<ul style="list-style-type: none"> <li>the provided questions on <i>SLIDES 14</i></li> <li>... ask <i>S</i> to produce their <b>own videos</b> and thereby respond to the work of <i>Doctors Without Borders</i>. For that, they can use the questions on <i>SLIDE 15</i> and their SMARTPHONES. This exercise can also be done at home. <ul style="list-style-type: none"> <li><b>NOTE:</b> <i>T</i> should clarify that <b><i>S</i> are not forced to share their videos</b> in class so that they can say whatever they want</li> <li><i>T</i> should instead encourage <i>S</i> to rewatch their individual videos on their own and reflect on the procedure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>S</i> may respond to the subject matter in their own videos</li> </ul>	<ul style="list-style-type: none"> <li><i>S</i> explore the audio-visual medium by themselves and evaluate the topic on their own</li> <li><i>S</i> who would otherwise not participate in a discussion or are reluctant to provide their own opinion are encouraged</li> </ul>	POWER POINT PRESENTATION, SLIDE 15, SMARTPHONES	Individual Work

## Appendix C – Key

### TASK I

- 1 humanitarian organization
- 2 relief supplies
- 3 logistics
- 4 charter
- 5 impartiality

### TASK II

- 1 c
- 2 c<sup>17</sup>
- 3 a<sup>18</sup>, b<sup>19</sup>
- 4 a, b
- 5 b, c
- 6 a, b, c

## Works Cited

Grieser-Kindel, C., Henseler, R., & Möller, S. (2016). *Method Guide. Methoden für den Englischunterricht. Klasse 5-13*. Paderborn: Schöningh.  
Thaler, E. (2012). *Englisch unterrichten*. Berlin: Cornelsen.

---

<sup>17</sup> As is indicated on the presentation slides, staff members primarily stem from the countries in which the organization takes action. Only one in ten staff members are international recruited staff.

<sup>18</sup> The answer A. *DOCTORS* is only provided by the video's visual information. While the name *Doctors Without Borders* likewise implies the answer, the speakers do not state explicitly that doctors work for the organization.

<sup>19</sup> As is stated on the presentation slides, many more people work for *Doctors Without Borders*. They are medical or clinical staff members (e.g. *nurses, psychologists, ...*) and administration staff members (e.g. *project coordinators, financial experts...*).