

KVĚT POUŠTĚ

Žáci se prostřednictvím osobní výpovědi světové top modelky Waris Dirie seznámí s životem v Somálsku.

Zařazení do kurikula:

- ~ předmět/seminář:
 - » anglický jazyk,
- ~ průřezová témata:
 - » výchova k myšlení v evropských a globálních souvislostech – globální problémy, jejich příčiny a důsledky – chudoba a bohatství: rozdílné aspekty a kritéria hodnocení,
 - » výchova k myšlení v evropských a globálních souvislostech – globální problémy, jejich příčiny a důsledky – nerovnost mezi muži a ženami v globálním kontextu, problematika genderu,
 - » environmentální výchova – člověk a životní prostředí – vlivy prostředí ohrožující zdraví člověka.

Zařazení do NS GRV:

- ~ globalizace a vzájemná závislost jednotlivých částí světa – kulturní, sociální a politická globalizace,
- ~ lidská práva – rovnost mužů a žen,
- ~ globální problémy – chudoba a nerovnost.

Cíle:

- ~ žák získá informace a diskutuje o odlišných životních podmínkách v odlišných sociokulturních prostředích, o životě jedné somálské ženy,
- ~ žák spolupracuje se spolužáky na plnění úkolu,
- ~ žák hledá významy a témata spojená s ukázkami textů,
- ~ žák zaujme postoj a vyjádří svůj názor na dané téma,
- ~ žák zná nová slovíčka vztahující se k tématu,
- ~ žák vizualizuje své pocity a představy spojené s čtenými ukázkami textů,
- ~ žák schematicky zobrazí sociokulturní rozdíly.

Věková skupina: 14–19 let.

Typ aktivity: samostatná práce, práce s pracovním listem, skupinová práce, práce s literárním textem, diskuze.

Časová náročnost: 90 minut.

Potřebný materiál: kartičky s ukázkami a citacemi z knihy, kartičky s tématy vztahujícími se k jednotlivým ukázkám, pracovní listy, pastelky či křídly, papíry, úryvky z knihy.

Instrukce:

• I. část

Příprava:

- ~ Rozmístíte kartičky s texty a fotografií na tabuli a stěny učebny.

Úvod do tématu

- ~ Na tabuli umístíte fotografie Waris Dirie jako fotomodelky. Zeptejte se žáků, zda tuto ženu znají a zda by dokázali odhadnout její povolání, zemi původu, zemi, ve které žila od svých 18 let. Poté poskytněte základní informace o životě W. Dirie (viz *Summary*).

Zjisti své téma (práce ve skupině):

- ~ Přidělte každému žákovi kartičku s jedním tématem (viz Příloha č. 2), nalepte mu ji na záda tak, aby žák nevěděl, co je na ní napsáno. Zbylé kartičky položte na stůl. Úkolem žáků je snažit se dozvědět, jaké téma mají na zádech napsáno, a to tak, že požádají o pomoc některého spolužáka, který však nemůže kartičku pouze přečíst, ale musí ji anglicky vysvětlit. Poté, co se žáci dozvědí, o jaké téma se jedná, prochází třídou, pročítají si texty a snaží se najít text, ke kterému se vztahuje jejich téma. Naleznou-li jej, přilepí k němu kartičku s tématem. Žáci, kteří jsou hotovi jako první, si vyberou kartičku z přebývajících karet na stole a rovněž ji umístí k relevantnímu textu.

Reflexe:

- ~ Jak vypadal život Waris v Somálsku? V čem se lišil a v čem byl podobný tomu vašemu?
- ~ Jak sama Waris porovnává život v Somálsku a život ve vyspělých zemích?
- ~ Co se od ní a z jejího příběhu můžeme naučit?

• 2. část

Příprava:

- ~ Rozmístění kartiček s texty a fotografií na tabuli a na stěny učebny zůstává po předešlé aktivitě.

Práce s pracovním listem:

- ~ Každému žákovi rozdejte pracovní list (viz Příloha č. 3) se seznamem českých výrazů a několika anglickými otázkami k daným textům. Úkolem žáků je pročitat texty rozmístěné po třídě a hledat v nich anglické překlady výrazů z pracovního listu (jsou to vždy zvýrazněná slova v textech) a odpovědi na otázky. Žáci si píší poznámky do pracovního listu.

Diskuze a reflexe:

- ~ Projděte se žáky slovní zásobu i otázky a možné odpovědi. Poté ve skupině diskutujte o problematice, která je v těchto otázkách nastíněna, a porovnávejte popisované životní styly se svými vlastními.
- ~ Bylo hledání odpovědí jednoduché?
- ~ Co vás nejvíce překvapilo? Co bylo pro vás nové?

• 3. část

Příprava:

- ~ Rozdejte žákům papíry a pastelky či křídly a řekněte jim, aby papír rozdělili na 2 poloviny: jednu s názvem *Life of a Nomad in Somalia* (život nomáda v Somálsku) a druhou s názvem *Life in the Western World* (život v západním světě).
- ~ Poté čtete ukázky z knihy, zatímco žáci kreslí své pocity, dojmy, představy spojené s těmito dvěma světy. Mohou také psát pojmy, hodnoty či pouze výrazy, které jsou podle nich v ukázkách s těmito světy propojeny.

Reflexe:

- ~ Jak vypadal život Waris v Somálsku? V čem se lišil a v čem byl podobný tomu vašemu?
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Metodické poznámky:

- ~ Monitorujte práci žáků a pomáhejte jim. Pokud naleznete nesprávně umístěnou kartičku, pomozte se správným umístěním.
- ~ Žáci také mohou dostat jeden větší papír do skupiny a na tvoření obrazů spolupracovat.

Rozšiřující informace pro učitele/Summary/Background information:

“Fashion model, UN ambassador and courageous spirit, Waris Dirie is a remarkable woman. Born into a family of tribal desert nomads in Somalia, she told her story — enduring female circumcision at five years old; running away at 12 through the desert in order to escape an arranged marriage; being discovered by Terence Donovan as she worked as a cleaner in London; and becoming a top fashion model — in her book...”

Fotografie Waris Dirie:

www.fashionmodeldirectory.com

www.listal.com

Fotografie Somálska:

www.midightam.wikispaces.com

www.vulcaner.no

www.wikipedia.org.com

Mapa Somálska:

www.worldatlas.com

Použité zdroje:

WARIS DIRIE AND CATHLEEN MILLER: *Desert Flower — The Extraordinary Journey of a Desert Nomad*; Virago Press 1999 (ISBN 978-1-86049-749-0, www.virago.co.uk)

Příloha č. I

Citace z knihy Waris Dirie: Květ pouště

Quotations from the book Waris Dirie: Desert Flower

To be cut and placed on the blackboard and walls of the classroom.

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Summary/ Background information: “Fashion model, UN ambassador and courageous spirit, Waris Dirie is a remarkable woman. Born into a family of tribal desert nomads in Somalia, she told her story – **enduring** female **circumcision** at five years old; running away at 12 through the desert in order to escape an arranged marriage; being discovered by Terence Donovan as she worked as a cleaner in London; and becoming a top fashion model – in her book...”

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“A slight sound woke me, and when I opened my eyes, I was staring into the face of a lion. Riveted awake, my eyes stretched wide – very wide – as if to expand enough to contain the animal in front of me. I tried to stand up, but I hadn’t eaten for several days, so my weak legs **wobbled** and folded beneath me.” (p. 1)

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“This nightmare journey began because I was running away from my father. I was about 13 at the time, and living with my family, a tribe of nomads in the Somalian desert, when my father announced he had arranged my marriage to an old man. Knowing I had to act fast or suddenly one day my new husband would come to get me, I told my mother I wanted to run away. My plan was to find my aunt, my mother’s sister, who lived in Mogadishu, the capital of Somalia. Of course I have never been to Mogadishu – or any other city for that matter. Nor had I ever met my aunt. But with the optimism of a child, I felt somehow things would magically work out.” (p. 3)

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... “we ran everywhere; we had no car, no public transportation of any kind. And always I was fast, chasing the animals, heading after water, racing the oncoming darkness to reach home safely before the light was lost.” (p. 5)

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“Before I ran away from home, my life had been built around nature, family, and our strong bond with the animals that kept us alive.” (p. 16)

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“A man’s life is measured by camels, with one hundred camels being the price for a man who has been killed.” ... “The traditional price for a bride is paid in camels.” (p. 18)

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“Like most Somalis, we lived the pastoral lifestyle of **herdsmen**. Even though we struggled constantly for survival, our large herds of camels, cattle, sheep, and goats marked us as wealthy by the standards in my country.” (p. 19)

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“As nomads we travelled constantly, never staying in one place for more than 3 or 4 weeks.” (p. 19)

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“Our home was a hut woven from grass; being portable, it served the same purpose as a tent.” (p. 20)

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“At night, the rest of us (*except for babies*) slept outside under the stars, with the children cuddled together on a mat. After the sun went down, the desert was cold; we didn’t have enough blankets for each child to have his own, and since we had very little clothing, we used the heat from our bodies to keep us warm.” (p. 20)

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... “we had our breakfast of camel’s milk, which is more **nutritious** than other animals’ milk”... “Our region was very dry, without enough water to grow crops, so we had no vegetables or bread.” ... “Our animals were too valuable for us to kill and eat, as we raised them for their milk and to trade for the other goods we needed.” (p. 21)

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“Our greatest pleasure, though, was pure joy at being a child in the wilderness, the freedom to be part of nature and experience its sights, sounds, and smells.” (p. 29)

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“Part of that hardness formed watching my brothers and sisters die. Originally there were 12 children in my family, but now there are only 6 of us left. My mother had a set of twins who died right after they were born.” (p. 31)

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“One of the earliest outbursts of my rebel behavior centered on my **longing** for a pair of shoes. All my life I’ve been **obsessed** by shoes. Today even though I’m a model, I don’t own many clothes — a pair of jeans, a couple of T-shirts — but I have a cupboard stacked full of high heels, sandals, tennis shoes, **loafers**, and boots even though ironically I have nothing to wear them with.” (p. 33)

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“As nomads we did not live with electricity, telephones, or automobiles much less computers, television, or space travel. These facts combined with our emphasis on living in the present, gave us much different perspective on time than the one that dominates the Western world.” ... “Like the rest of my family, I have no idea how old I am; I can only guess.” (p. 41)

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“I’d walk and walk for days, however long it took to find water, because there was no point in coming back without it.” “When I came to the Western world, I was amazed to find people complaining, ‘I can’t work because I have a headache.’ I wanted to say to them, ‘Let me give you hard work. You’ll never complain about your job again.’” (p. 52)

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“As my popularity grew, my **commitments** grew, and my schedule was packed with castings, shows, and shoots. All of it was very difficult for me to keep track of, with my **bias** against wearing a watch. I discovered problems trying to tell time the old way; it was tough to observe the length of my shadow amidst Manhattan skyscrapers.” (p. 280)

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“I find the moral issues surrounding modeling and advertising incredibly complicated. I believe the most important priorities in the world are nature, personal goodness, family, and friendship. Yet I make my living by saying, ‘Buy this because it looks beautiful.’ I’m selling stuff with a big smile. I could be cynical about it all and say, ‘Why am I doing this? I’m helping destroy the world.’” (p. 294)

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(a dialogue with her brother when she came back to Somalia to look for her mother) “Well, for one thing you’re destroying your environment by cutting all the trees. You cut all the little trees before they have a chance to grow, using the **saplings** to make **pens** for these stupid animals.’ I pointed at a nearby goat.” ... “the whole land is a desert now because we’ve cut all the trees.’

‘The land is a desert because it doesn’t rain, Warris! It rains in the north and they’ve got trees.’

‘That’s why it rains there! It rains *because* there’s a forest there. And every other day you’re cutting any little twig, so no forest ever has a chance to grow here.’” (p. 319–320)

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*(about **circumcision**)* “The practice is simply promoted and demanded by men — ignorant, selfish men — who want to assure their ownership of their woman’s sexual favors. They demand their wives be circumcised. The mothers **comply** by circumcising their daughters, for fear their daughters will have no husbands.” (p. 360)

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“Living in New York, although everyone talks about family values, I’ve seen very little of them.” (p. 362)

“The most treasured time in my life was back when my family and I were all together.” (p. 363)

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“When I was growing up in Somalia, we appreciated the simple things in life. We celebrated the rain because that meant we had water. Who in New York worries about water? Let it run from the tap while you walk away and do something else in the kitchen. It’s always there when you need it. BOOM, you turn on the faucet and out it comes. It’s when you don’t have something that you appreciate it, and since we had nothing we appreciated everything.” (p. 363–364)

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“My family struggled every day to have enough food. Buying a sack of rice was a big occasion for us. In this country, however, the volume and variety of food is astonishing to anyone who comes here from a Third World nation. Yet, sadly, so many Americans are preoccupied with not eating. On one side of the world we’re struggling to feed people. On the other side of the world, people are paying money to lose weight. I watch commercials on TV for weight-loss programs and I scream, ‘You want to lose weight — go to Africa! How about that? How about if you lose weight while you’re helping people? Do you ever think about that? You’ll feel good *and* different, too.’” (p. 364)

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“Today, I cherish the value of the simple things. I meet people every day who have beautiful homes, sometimes several homes, cars, boats, jewels, but all they think about is getting more, as if that next thing they buy will finally bring them happiness and peace of mind. However, I don’t need a diamond ring to make me happy. People say, oh, that’s easy for you to say now that you can afford to buy what you want. But I don’t want anything. The most valuable asset in life — other than life itself — is health.” ... “The United States is the wealthiest country in the world, yet everybody feels poor.” (p. 364–365)

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(about life in the West) “Everybody’s got no time. No time at all. ‘Get out of my way, man, I’m in a hurry!’ The streets are packed with people rushing here and there and chasing God only knows what.” (p. 365)

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“One of the greatest benefits of living in the West is peace, and I’m not sure how many people realize what a blessing that is. True, there is crime, but that is not the same thing as having a war raging around you.” (p. 366)

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Příloha č. 2

Kartičky s tématy

BEING CLOSE TO NATURE	HARD WORK	SLEEPING HABITS OF SOMALIAN NOMADS
DIFFERENT PERSPECTIVE ON TIME	IMPORTANCE OF FAMILY	TELLING TIME
ENVIRONMENT	CHILDHOOD PLEASURES	WATER
MEASURES OF WEALTH IN SOMALIA	MEANS OF TRANSPORT OF SOMALIAN NOMADS	FOOD IN SOMALIA

ARRANGED MARRIAGE — A REASON TO RUN AWAY	THE SPEED OF WESTERN LIFE	OBSESSION BY SHOES
MOVING FROM PLACE TO PLACE	CIRCUMCISION	HOUSING OF SOMALIAN NOMADS
MORAL DILEMMA	MEETING A LION — ON THE RUN	VALUES
HUNGER × SLIMMING DIETS	HIGH MORTALITY OF CHILDREN IN SOMALIA	PEACEFUL LIFE IN THE WEST

Příloha č. 3

Pracovní list pro žáky

Student's Worksheet

Vocabulary – find the English expressions for these Czech words:

vydržet		vrávorat	
posedlý		mokasíny	
mladý stromek		ohrada	
přínos		pastevci	
vyhovět		obřízka	
vroucně střežit		předsudek	
závazky		vážit si	
výživný		vodovodní	
touha/toužení		kohoutek	

Answer the questions:

- What happened when she woke up in the desert?
- Why was she running away?
- How did the nomads move from place to place?
- How is wealth measured in Somalia?
- Where did her family live?
- How did they sleep?
- What did they eat?
- What did Waris long for since her childhood?
- How did they measure time in Somalia?
- Why is Somalia a desert according to Waris?
- Why would she send some Americans to Somalia?
- What is the most valuable thing for Waris?
- What is the best thing about life in the West?
- What features of life in the West does Waris criticize?