

Learners in Action: Citizenship Education and Transformative Language Teaching

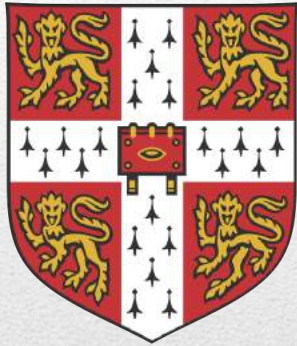


integrating ELT



CAMBRIDGE
UNIVERSITY PRESS

Mg. Mariano Quintero



CAMBRIDGE
UNIVERSITY PRESS



How are you feeling?



Learners in Action: Citizenship Education and Transformative Language Teaching



integrating ELT



CAMBRIDGE
UNIVERSITY PRESS

Mg. Mariano Quintero

Learners in Action?

Learners' Inaction:

VERSUS

Learners in Action:

Teachers as doers. Learners as recipients. Cosmetic participation

Learners and teachers as doers. Active participation

Textbooks as lesson organizers

Formative experiences as lesson organizers

Learning grammar and lexis to express prefabricated messages

Learning grammar and lexis to voice their ideas and feelings

Skills are developed by practice and repetition.

Skills are developed by learning strategies overtly

Teachers in Action!

A RIGHTS-BASED TEACHING PRACTIS

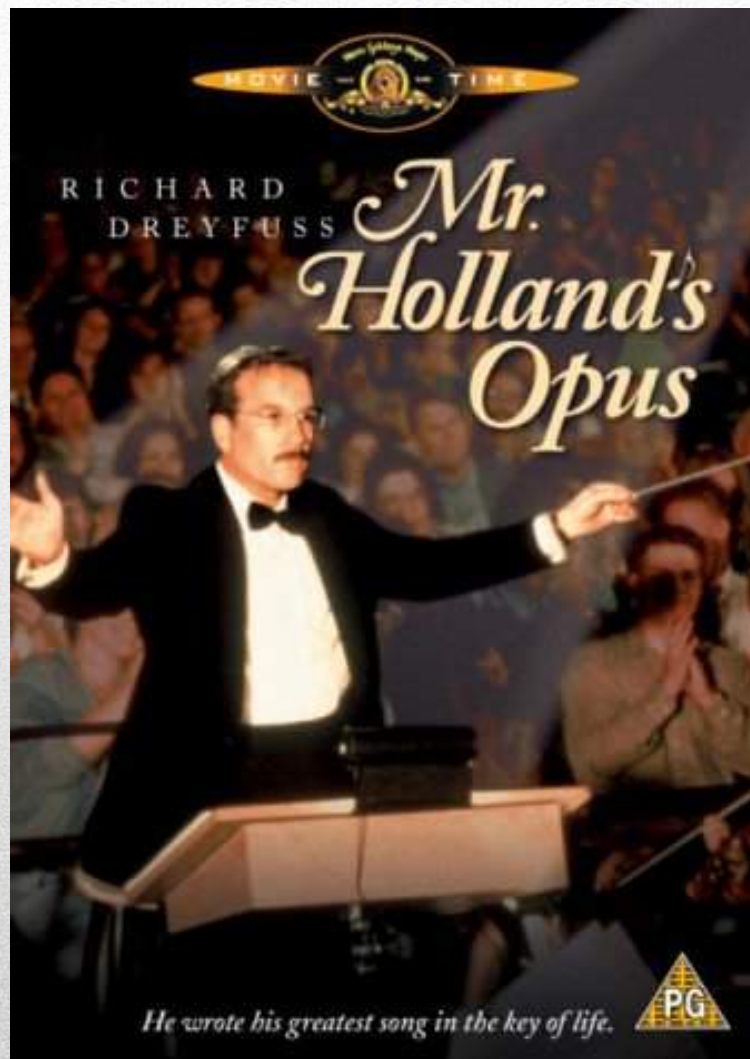


**NEEDS AND WANTS
VERSUS RIGHTS
(Benesch, 2001)**



**REFLECTION &
ACTION
(Freire, 1970)**

In favour of whom am I being a teacher?



He wrote his greatest song in the key of life.







Citizenship
Education

How can I be a
Good Citizen?



I can...

follow rules

follow laws

make good choices

be friendly

share + take turns

work hard

try my best

cooperate

help

What is Citizenship Education?

“Whilst historically the primary role of citizenship and civics education in nation states was linked with the process of state formation and designed to build a common identity, inculcate patriotism and loyalty to the nation (Green 1990), it is now often expected to achieve a far more complex set of purposes which broadly reflect changing conceptions of what it means to be a good citizen.”

Johnson, 2010:1

Critical Citizenship



What does critical citizenship education involve?

Argumentation and constructive dialogue

Glocalization and intercultural communication

Conscientization and critical literacy

Participation and collective action

Teaching Sequences

EL FUTBOL QUE SI SE JUEGA
TEVEZ UNO DE LOS ENTUSIAS
DEL FIN DE SEMANA
REPORTAJE - Página 1

KING La historia del gran más famoso vuelve a contarse en el cine **ESPECTACULAR** - Página 1

FERRERAMARILLA Cocineros y Mineros, en riesgo por el hote en Brasil **SOBREDO** - Página 2

LA MASACRE DE VARELA Piden profundizar la pista sobre **MURDERIO** - Página 2

LA NACION
Lunes 6 de marzo de 2017

La Iglesia llamó a bajar la tensión del conflicto docente

PARTIDAS En vísperas del paro de hoy y mañana en casi todo el país, pidió a los gremios "verder un poco en sus reclamos" y a las provincias, que dieran lo máximo que se pueda.

Para el arzobispo de Tucumán, que se celebrará el día de hoy y mañana en casi todo el país, pidió a los gremios "verder un poco en sus reclamos" y a las provincias, que dieran lo máximo que se pueda.

El arzobispo de Tucumán, que se celebrará el día de hoy y mañana en casi todo el país, pidió a los gremios "verder un poco en sus reclamos" y a las provincias, que dieran lo máximo que se pueda.

El arzobispo de Tucumán, que se celebrará el día de hoy y mañana en casi todo el país, pidió a los gremios "verder un poco en sus reclamos" y a las provincias, que dieran lo máximo que se pueda.

Odebrecht negocia datos sobre coimas en la Argentina

CONSPIRACION Odebrecht negocia datos sobre coimas en la Argentina.

Odebrecht negocia datos sobre coimas en la Argentina.

MACRI EN JURY

EL PRESIDENTE Macri en el jurado.

Macri en el jurado.

Colectivos sin aire, un calvario frecuente

COMODIDAD Sin aire acondicionado en los colectivos.

Sin aire acondicionado en los colectivos.

Por la suba de tarifas, cayó el consumo de gas y luz

CONSUMO El consumo de gas y luz cayó por la suba de tarifas.

El consumo de gas y luz cayó por la suba de tarifas.

China, palatin de la globalización en la era Trump

GLOBALIZACIÓN China, palatin de la globalización en la era Trump.

China, palatin de la globalización en la era Trump.

Trastornos alimentarios. Mujeres de 40, en riesgo

ALIMENTARIOS Trastornos alimentarios. Mujeres de 40, en riesgo.

Trastornos alimentarios. Mujeres de 40, en riesgo.

NEWSPAPER TRIGGER

THIRD AND FOURTH YEAR LEVEL: (PRE)INTERMEDIATE STATE-RUN SCHOOL

Components of each Teaching Sequence

GRAMMAR

VOCABULARY

PRONUNCIATION

KNOWLEDGE BUILDING

SKILLS DEVELOPMENT

MACROSKILLS

MICROSKILLS

RESEARCH

**METALEARNING
SKILLS**

LEARNING ENHANCEMENT

PARENTAL INVOLVEMENT

**FAMILY-SCHOOL
AS A UNIT**

PRAXIS

SOCIAL IMPACT

What does critical citizenship education involve?

Argumentation and constructive dialogue

Glocalization and intercultural communication

Conscientization and critical literacy

Participation and collective action

Argumentation & constructive dialogue





ACTIVE LISTENING & CONSTRUCTIVE DIALOGUE

Not focusing on response

Identifying strong points

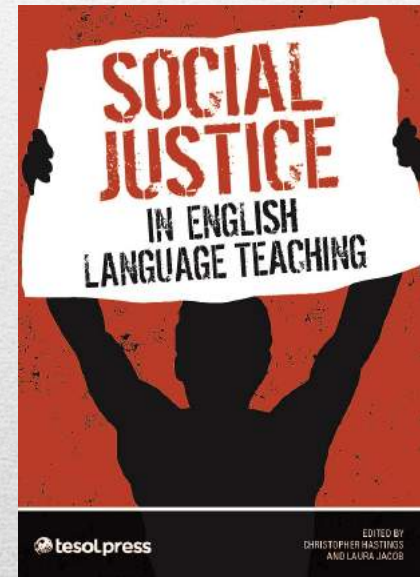
Providing feedback

Learning from others

DEBATE versus DIALOGUE

“Unlike debate, which concludes with a winner and involves a process of listening for holes in the opponent’s arguments, dialogue assumes there is no winner or loser. In the process of dialogue, listening is for the purpose of enhancing one’s understanding of a topic and demonstrating that the listener hears the intended meaning.”

(Jakar, V. & A. Milofsky in Hastings, C. & L. Jacobs, eds., 2016: 44)



SAMPLE TEACHING SEQUENCE #1



Tras la viralización del audio de la "cheta de Nordelta", convocan a "mateadas masivas"

En las redes sociales, miles de personas se sumaron a la iniciativa

VIERNES 10 DE NOVIEMBRE DE 2017 • 13:58

f t e 0



Una mateada estilo Bristol fue convocada para el 25 de noviembre. Foto: Facebook

f t p



Tras la viralización del audio de la "cheta de Nordelta", en el que una mujer que dice ser cirujana habla de forma peyorativa sobre las personas que toman mate y pasan un rato en la pileta, descansando en sus reposeras junto a sus chicos y

CÓDIGO DE
ESTÉTICA
MORAL Y
ESTÉTICA
VISUAL

EDITORIAL
NORDELTA

SKILLS DEVELOPMENT

Reading

Reference Tic-Tac-Toe

“tries to do so ” (paragraph 1-line 1)	“ it is the beginning” (para graph 1-line 4)	“ This is the ability” (paragraph 2- line 2)
“be a little less so ” (paragraph 3-line 3)	“let’s face it ” (paragraph 4-line 1)	“ it is the use” (paragraph 5-line 5)
“ it essentially comes down” (paragraph 5-line 6)	“using them daily” (paragraph 5-line 8)	“ That is at least” (paragraph 5-line 10)

Why the new WhatsApp feature is going to be a nightmare

Jessica Murgia

WhatsApp improves, or tries to do so. The last big novelty is the possibility of recording voice messages without having to press continuously on the microphone icon. Good news? For some maybe, but for others it is the beginning of a nightmare (don't say that we didn't warn you).

So there's a new function on WhatsApp that has actually existed on Telegram for some time. This is the ability to record a voice message without cramping your fingers while holding down the microphone button. Now everything is easier: press on the microphone and ta-da! A padlock will appear that will allow you to stay recording until you want to end the message with an upward swipe.

Whoever loves to send voice messages will surely be happy to find this feature implemented on WhatsApp. The recipients of these messages will probably be a little less so.

Because let's face it, voice messages may be comfortable, fast and allow you to hear the voice of your friend/parents on the other side of the handset. And when you are lazy and don't want to type, a quick word can speed things up and avoid misunderstandings. But on the other hand, when you have contacts that like to go a little too long, move from one topic to another and send a cascade of voice messages in a row... this function seems to be just the beginning of a nightmare.

The convenience of not having to hold down the microphone icon while recording the message can easily lead to a tendency on behalf of the use to extend the messages. I'm mentally preparing myself thinking about some of my more long-winded contacts.... including my own grandmother (no joke!). Like any feature or device, it is the use that makes it profitable or not. But we also know that, in some cases, it essentially comes down to habit. Initially, vocal messages on WhatsApp were not particularly well regarded, nor were video calls. However, more and more users are now using them daily. And the more voice messages you receive, the more likely you are to start using them yourself. That is at least my opinion.

“tries to do so” (paragraph 1-line 1)	“it is the beginning” (para graph 1-line 4)	“This is the ability” (paragraph 2- line 2)
“be a little less so ” (paragraph 3-line 3)	“let’s face it ” (paragraph 4-line 1)	“ it is the use” (paragraph 5-line 5)
“ it essentially comes down” (paragraph 5-line 6)	“using them daily” (paragraph 5-line 8)	“ That is at least” (paragraph 5-line 10)

SKILLS DEVELOPMENT

Speaking

React and Speak



HUMAN EMOJIS

**WHEN SHE LEAVES YOU
ON SEEN**

**EVERY WHATSAPP
STATUS IS ALWAYS**



**A SILENT MESSAGE
FOR SOMEONE**



**WHEN YOU GET
ADDED**

**TO A FAMILY
WHATSAPP GROUP**

**I SAW YOU TYPING...
THEN YOU STOPPED**

WHAT WERE YOU GONNA SAY

MY "LAST SEEN AT" WAS JUST TO CHECK

YOUR "LAST SEEN AT"

SKILLS DEVELOPMENT

Listening

Cross out the words (Lexical set)



I'm at a payphone trying to call you **hash key**

PAYPHONE by Maroon 5

Listening

RAP VERSE



I'm at a payphone trying to call you **hash key**

All of my **top-up** change I spent on you

Where have the times gone, baby it's all wrong

Where are the **landline** plans we made for two

Yeah, I, I know it's hard to remember **breaking up**

The people we used to be **on silent mode**

It's even harder to **dial** picture

That you're not **voicemail** here next to me

You say it's too late to make it

But is it too late to try **a missed call**

And in our time that you wasted **out of credit**

All of our bridges burned down **to text**

I've wasted my nights **installing an app**

You turned out the **SIM card** lights

Now I'm paralyzed **on speaker**

Still stuck in that **pre-paid** time

When we called it love **to put you through**

But even the **coverage** sun sets in paradise

KNOWLEDGE BUILDING

Vocabulary

DIAL

VOICEMAIL

MISSED CALL

RUN OUT OF CREDIT

TO TEXT

HASH KEY

INSTALL AN APP

ON SPEAKER

PRE-PAID

COVERAGE

SIM CARD

TOP UP

LANDLINE

BREAK UP

ON SILENT MODE

ON VIBRATION MODE

ACTIONS

MODES

PLANS

MISCELLANEOUS

--	--	--	--

KNOWLEDGE BUILDING

Pronunciation

PAYPHONE	CALL	HARDER	LIGHTS
IT	SETS	ME	KNOW
SUN	PLANS	WRONG	

KNOWLEDGE BUILDING

Grammar

Prepositions: ON

Contact with surface

The mobile is on the desk / On twitter

Line

The phone is on the edge of the table

Contact with ends / edges

She is on the verge of a breakdown

Same direction or in the direction being faced

Keep calm and carry on!

Metaphorical contact

Touch on a topic / Hit on someone

Accessibility / Availability

The mobile phone is on sale

Action / Happening

The house is on fire.

Mode / Way of Being

The phone's on vibration mode

She is on call / He is on holiday

KNOWLEDGE BUILDING

Grammar

Prepositions: ON



Bring it ON: Songs & Prepositions

SKILLS DEVELOPMENT

Reading

BEFORE READING: What do these illnesses involve?

SELFITIS

NOMOPHOBIA

WHILE READING: Complete the chart summarizing the study

OBJECT OF STUDY	
POPULATION	
METHOD	
FINDINGS	

'Selfitis' - an addiction to taking selfies - could be a real condition, say psychologists

The International Journal of Mental Health and Addiction has published a breakthrough study on the addiction to taking selfies

'Selfitis', a concept coined as a spoof in 2014, might actually bear some truth, according to the American Psychiatric Association..

The term is used to describe an addiction to taking **selfies** and now researchers have looked into whether it could be classed as a real condition. This is the latest study into a range of technological illnesses that have developed during the digital age. Nomophobia, for example, is the phobia of not having a **mobile phone** to hand.

The paper was written by Dr Mark Griffiths, Professor of Behavioural Addiction at Nottingham Trent University, and Madurai-based Janarthanan Balakrishnan and published in the **International Journal of Mental Health and Addiction**.

The pair looked at the behaviour of 400 people using social media in India to determine if the condition was a real thing. The country was chosen because it currently has the highest number of **Facebook** users in the world but also the highest number of deaths as a result of trying to take selfies in dangerous locations.

The scientists developed a 'Selfitis Behaviour Scale' which was used to assess the severity of the condition and determine what causes people to become addicted to taking selfies. The scale ran from one to 100 and it was found that people can suffer from three different levels of Selfitis.

The "borderline" level applies to people who take three selfies a day but don't post them online. "Acute" applies to those who actually post them and "chronic" is when someone takes selfies consistently and posts them online more than six times in a day. Factors which provoke the condition included lacking self-confidence, attention seeking and social competition.

Dr Griffiths says: "This study arguably validates the concept of Selfitis and provides benchmark data for other researchers to investigate the concept more thoroughly and in different contexts.



SKILLS DEVELOPMENT

Speaking

Interview a classmate



The Selfitis Behaviour Scale

Using the statements below, rate them 1 to 5, where 5 is strongly agree, and 1 is strongly disagree.

The higher your score, the greater the likelihood is that you suffer from selfitis.



- 1 Taking selfies gives me a good feeling to better enjoy my environment
- 2 Sharing my selfies creates healthy competition with my friends and colleagues
- 3 I gain enormous attention by sharing my selfies on social media
- 4 I am able to reduce my stress level by taking selfies
- 5 I feel confident when I take a selfie
- 6 I gain more acceptance among my peer group when I take selfies and share them on social media
- 7 I am able to express myself more in my environment through selfies
- 8 Taking different selfie poses helps increase my social status
- 9 I feel more popular when I post my selfies on social media
- 10 Taking more selfies improves my mood and makes me feel happy
- 11 I become more positive about myself when I take selfies
- 12 I become a strong member of my peer group through selfie postings
- 13 Taking selfies provides better memories about the occasion and the experience
- 14 I post frequent selfies to get more 'likes' and comments on social media
- 15 By posting selfies, I expect my friends to appraise me
- 16 Taking selfies instantly modifies my mood
- 17 I take more selfies and look at them privately to increase my confidence
- 18 When I don't take selfies, I feel detached from my peer group
- 19 I take selfies as trophies for future memories
- 20 I use photo editing tools to enhance my selfie to look better than others

Levels of 'Selfitis'

Borderline - Taking photos of one's self at least three times a day but not posting them on social media.

Acute - Taking photos of one's self at least three times a day and posting each one on social media

Chronic - Uncontrollable urge to take photos of one's self round the clock and posting the photos on social media more than six times a day,



SKILLS DEVELOPMENT

Speaking

**Develop a scale and a questionnaire for
NOMOPHOBIA**

PARENTAL INVOLVEMENT

Family-School as a Unit

LIFE WITHOUT CELL PHONES

Talk to your parents (or any older relative of yours) about the time when cell phones did not exist.

1. How did people get in touch with each other? How often did they use the landline?
2. What did they do in case of an emergency?
3. What advantages did that "mobile-less" society have?
4. When did they get their first cell phone? How did that change the way they communicated with other people?
5. Would they prefer to go back to a "mobile-free" society? Why (not)?

SKILLS DEVELOPMENT

Viewing

Banning Cell Phones: Pros and Cons



*TIP: Give
some
students a
list of items*

WHY BAN
THEM?

WHY ALLOW
THEM?

WHY BAN THEM?	WHY ALLOW THEM?

THE
rhode
SHOW

FOX
PROVIDENCE

SKILLS DEVELOPMENT

Speaking

The Cell-Phone-in-Schools Conference

*Experts in
Educational
Technology*

Parents

*Student Unions
Representatives*

Teachers

Facilitator/s

ARGUMENTS

POSSIBLE
COUNTERARGUMENTS

QUESTIONS FOR EACH
GROUP

USEFUL FACTS

BIBLIOGRAPHY /
REFERENCES

LEARNING ENHANCEMENT

**Metalearning
skills**

**Keeping a record of your mistakes
Doing remedial work**


MEME-BASED ERROR ANALYSIS



Did you went
to the party?



Did you GO
to the party?

A portrait of Robert Downey Jr. with a goatee, wearing a dark suit and a patterned tie, with his arms crossed. The background is dark and out of focus.

**Yes, SUGGEST is
followed by the ING form**

I am agree...

NO

Did she understood...?

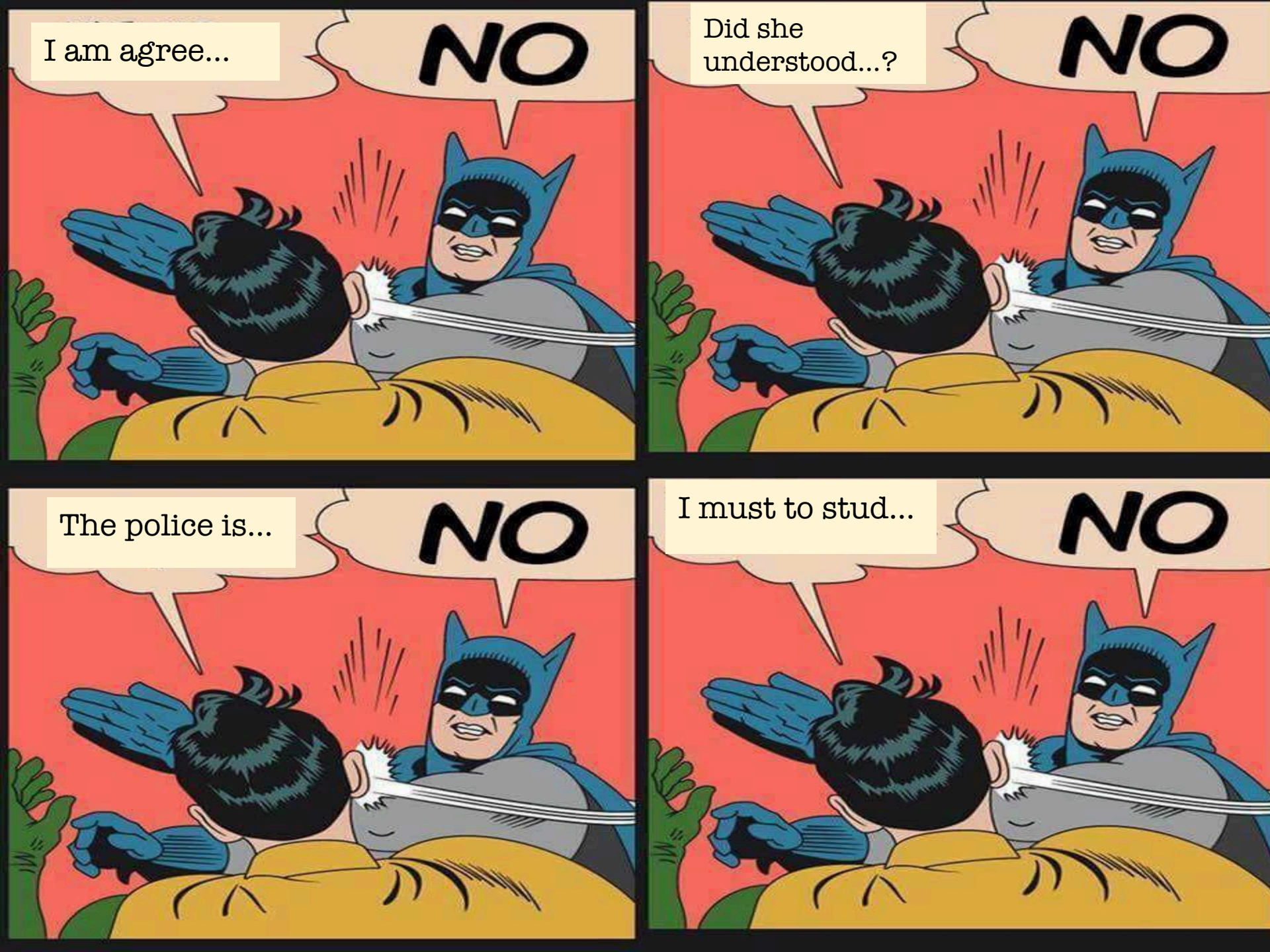
NO

The police is...

NO

I must to stud...

NO



**HUG ME UNTIL MY STUDENTS
SAY "PEOPLE ARE"**

ACCION
POÉTICA

SKILLS DEVELOPMENT

Writing

Article: Write an article for an IT magazine on the educational uses of cell phones.

Comic strip: Draw and write a comic strip satirizing the negative effects of mobile phones in our lives.

Email: Write an email to your cell phone company complaining about some inconveniences you have recently experienced.

The GENRE Wheel



Short story: Write a dystopia about a world dominated by cell phones

Leaflet: Write a leaflet on 'Selfitis' and its consequences

Essay: Write about the advantages and disadvantages of very young children owning a mobile phone.

Play: Write a play in which the main conflict depends upon someone's discovery on his / her partner's cell phone.

SOCIAL IMPACT

Praxis

A
**“#NoCellPhone”
Dinner**

A
**Mockumentary
on Selfitis**

**“The CELLfish Phone”
(Black-Mirror-like episode
to raise awareness)**

What does critical citizenship education involve?

Argumentation and constructive dialogue



Glocalization and intercultural communication

Conscientization and critical literacy

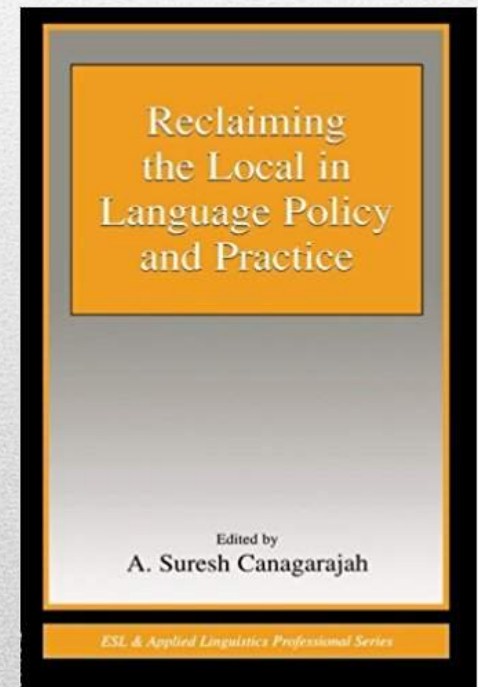
Participation and collective action

Glocalization & intercultural communication



Glocalization & intercultural communication

The authors appropriate the term glocalization to refer to the interaction of both global and local forces in specific sociocultural contexts where local social actors are confronted with (often, albeit not always, imposed) the task of learning and using English, and where local social actors engage in different creative practices, exercising their creative discursive agency (Lin, 1999) and strategies of appropriation (Canagarajah, 1995, 2000).”



(Lin et al in Canagarajah, ed., 2008: 217)



APPROPRIATION & AGENCY

Learning from other cultures

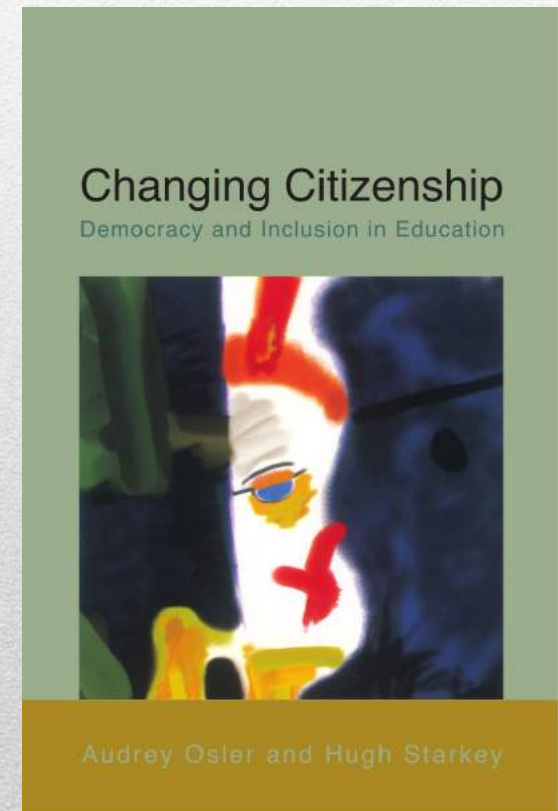
Sharing one's culture with others

Intercultural critical citizenship

Glocalization & intercultural communication

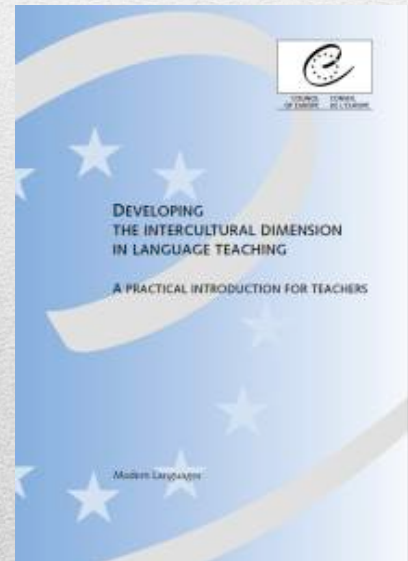
Education for cosmopolitan citizenship must necessarily be about enabling learners to make connections between their immediate contexts and the global context; it encompasses citizenship learning as a whole. It implies a broader understanding of national identity [...].

(Osler & Starkey, 2005a: 23)



Glocalization & intercultural communication

“[D]eveloping the intercultural dimension in language teaching involves recognising that the aims are: to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours; and to help them to see that such interaction is an enriching experience.” (Byram et al, 2002: 5-6)



SAMPLE TEACHING SEQUENCE #2



FINAL SONÁDA
Recargados,
Nadal y Federer
volverán a definir
un torneo de
Grand Slam



**DE PARÍS
AL MUNDO**
Los modistos
se disputan las
pasarelas con sus
diseños exclusivos



**UN GÓMEZ
DE LA SERNA
INÉDITO**
Descubren una
novela que ilumina
sus años porteños

CULTURA PAGINA 2

5.37
Cada día a las 10:30
Se vende por \$1.000 el ejemplar
Cada día a las 10:30
Se vende por \$1.000 el ejemplar
Cada día a las 10:30
Se vende por \$1.000 el ejemplar

LA NACION

Mi 17 • Máx. 30
Mín. 15
Se vende por \$1.000 el ejemplar
Cada día a las 10:30
Se vende por \$1.000 el ejemplar

Sábado 28 de enero de 2017 | lanacion.com

Investigan delitos en licitaciones viales en la provincia

SOSPECHAS. La justicia identificó graves anomalías en decenas de contrataciones durante el último tramo del kirchnerismo

Mala inversión
LAS VÍAS

El barrio de Saavedra de la provincia de Buenos Aires recibió una lluvia de denuncias de la Justicia de la Nación. Le costaron un millón de pesos a cambio de una obra pública. La Justicia pondrá a la lupa sectores de la construcción que resultó devaluado por un millón de pesos. La empresa que ganó la licitación para construir una vía de acceso a la zona de Saavedra, fue la empresa que ganó la licitación para construir una vía de acceso a la zona de Saavedra. La empresa que ganó la licitación para construir una vía de acceso a la zona de Saavedra, fue la empresa que ganó la licitación para construir una vía de acceso a la zona de Saavedra.

Leve progreso en el nivel formativo de funcionarios

INFORME. Hay más ministros y gobernadores con título universitario; aplazo en el conurbano

Solo el 34% de los intendentes del Gran Buenos Aires tiene título universitario, ocasión que suele bastar al 72% de los intendentes de los departamentos y al 30% en los municipios de gestión nacional. Así lo refleja un estudio de la Cámara del Aduana, que controla una red nacional de 614, en la provincia de Buenos Aires. Los datos del estudio se refieren al año 2015. El informe señala que, en promedio, el 60% de los funcionarios públicos de primer nivel no tienen título universitario y que esto es una mala noticia.

Además

POLÍTICA
Polémica por el feriado del 27 de enero
El presidente convocó al DAU que dijo que se debe alargar el feriado provincial. Página 20

QUÉ PASÓ
"Cuadro" de Crivello en el Bar La Fija Gallego comenzó a festejar el aniversario de su muerte. Página 21

SEGURIDAD
Tres homicidios ocurrieron en el conurbano bonaerense. Página 22

CAMPO
Crecen las lluvias y se esperan heladas. Página 23



Trump endurece el ingreso de refugiados y musulmanes a EE.UU.

DECRETO. El presidente explicó que la medida es para mantener a terroristas islamistas fuera del territorio norteamericano. "Queremos a los que apoyen a nuestro país", dijo

Silvia Pineda
MÉXICO

WASHINGTON. Las cosas van a cambiar en Estados Unidos. Con un mandato del presidente Donald Trump, el país irá a ser nuevamente el hogar de los inmigrantes y de personas provenientes de países musulmanes, se lo dice un decreto de que antes se había prohibido el ingreso a Estados Unidos. "Queremos que estén seguros y a la vez que sean musulmanes", dijo el presidente Trump.

Además
Trump le encargó a sus ministros que se aseguren de que los inmigrantes que ingresen a Estados Unidos sean musulmanes. El decreto también prohíbe el ingreso de personas que hayan sido miembros de grupos terroristas o que hayan estado involucradas en actividades terroristas. El decreto también prohíbe el ingreso de personas que hayan sido miembros de grupos terroristas o que hayan estado involucradas en actividades terroristas.

Los guardianes del fin del mundo



La detención militar rota con la llegada del barco, cada 45 días

TRAVESÍA. Cuatro marinos vigilan la enigmática Isla de los Estados, 24 km al este de Tierra del Fuego
IRLANDA LOS ESTADOS. Tierra del Fuego - La isla que vive en un mundo aparte, rodeada por el océano Atlántico, es un lugar único. Allí se encuentran los guardianes del fin del mundo. Los marinos que viven allí son los guardianes del fin del mundo. Los marinos que viven allí son los guardianes del fin del mundo.

Redes sociales. Las estrategias de los chicos para eludir a los padres

Utilizan distintas cuentas, perfiles falsos y lenguaje en código

Los chicos de hoy en día son muy hábiles para eludir a sus padres. Utilizan distintas cuentas, perfiles falsos y lenguaje en código para comunicarse. Los chicos de hoy en día son muy hábiles para eludir a sus padres. Utilizan distintas cuentas, perfiles falsos y lenguaje en código para comunicarse.

FAMOSAS EN LAS REDES CON CELULITIS Y ROLLITOS, SIN PHOTOSHOP. EL BOOM DE LA BELLEZA IMPERFECTA



EL VERDADERO PELIGRO MAPUCHE Y LA FIGCIÓN OFICIAL


Submarino San Juan: oscuro trasfondo político e increíble vida del capitán Balbi

COCINA SALUDABLE
El N°2 de la colección más sabrosa

SKILLS DEVELOPMENT

Listening
& Speaking

Guided visualization and response writing




**Life
on
Hold**

The text "Life on Hold" is displayed in a large, white, sans-serif font against a black rectangular background. The letters are stylized with a cracked or shattered effect, with several diagonal lines cutting through them, suggesting a state of being stuck or broken.

SKILLS DEVELOPMENT

Listening
& Speaking

Guided visualization and response writing



**Life
on
Hold**

The text "Life on Hold" is displayed in a large, white, sans-serif font against a black background. The letters are stylized with a cracked or shattered effect, with several diagonal lines intersecting the characters, suggesting a state of being stuck or broken.

SKILLS DEVELOPMENT

Listening
& Speaking

Guided visualization and response writing



**Life
on
Hold**

The text 'Life on Hold' is displayed in a large, white, sans-serif font against a black rectangular background. The letters are stylized with a cracked or shattered effect, with several diagonal lines intersecting the characters, suggesting a state of being broken or suspended.

SKILLS DEVELOPMENT

Viewing

Watch the video and complete the table

HIS LIFE BEFORE BECOMING A REFUGEE	HIS LIFE AS A REFUGEE

KNOWLEDGE BUILDING

Grammar

Present and Past Habits: Verb patterns

HABITS IN THE PAST

USED TO + INFINITIVE

I used to live in Somalia

HABIT ACQUISITION

GET USED TO + ING

I got used to moving
from country to country

HABITS IN THE PRESENT

BE USED TO + ING

I am used to living in a
tent now.



SKILLS DEVELOPMENT

Reading



READING

Read the text and decide whether the statements below are true or false:

Asylum seekers made to wear coloured wristbands in Cardiff

Diane Taylor

Asylum seekers in Cardiff are being issued with brightly coloured wristbands that they must wear at all times. Newly arrived asylum seekers in the Welsh capital who are housed by ClearSprings Ready Homes, a private firm contracted by the Home Office, are being told that they must wear the wristbands all the time otherwise they will not be fed. The wristbands entitle the asylum seekers, who cannot work and are not given money, to three meals a day.

It follows the news that asylum seekers in Middlesbrough had complained their houses were targeted after people realised all front doors were painted the same colour red by the private firm responsible for housing them.

Eric Ngalle, 36, spent a month in Lynx House in Cardiff, where initial accommodation is provided for asylum seekers, before he was granted refugee status in November 2015. He is now working as a writer and making a theatre production with the Arts Council of Wales.

He said: "My time in Lynx House was one of the most horrible experiences in my life. I hated wearing the wristbands and sometimes refused to wear them and was turned away from food. If you take off the wristband you can't reseal it back onto your wrist so if you want to eat you have to wear it all the time. Labelling them on a daily basis with silver, red or blue tags only serves as a reminder that they are still wearing the garments of an outcast."

Maher, 41, who recently stayed at Lynx House but has now been granted refugee status, said he was very angry about being forced to wear the wristband.

"When you walk down the street all the local people who see this brightly coloured band know who we are and where we live," he said. "We feel we are not equal with this community. All the time I tried to hide the band so people could not see it."

Asylum seekers in the UK are not allowed to work or claim mainstream benefits. Some receive a small amount of money or an Azure card to use in supermarkets.

However, newly arrived asylum seekers placed in what is known as initial accommodation by the Home Office receive neither money or an Azure card. They are placed in hotel-style accommodation and given three basic meals a day.

1. If asylum seekers do not wear the wristband, they are not given food.
2. The houses where asylum seekers lived were painted differently by the government.
3. Eric is still living at Lynx House.
4. Asylum seekers feel the wristband stigmatises them.
5. Asylum seekers are given cash and three meals a day.

SKILLS DEVELOPMENT

Listening



LISTENING

Listen to a radio programme on Refugees and complete the information missing in the text below:

1. A refugee, defined by the United Nations, is a person who is unable or unwilling to return to their country because of a well-founded fear of _____ based on their race, religion, nationality, _____ or because they belong to a particular social group.
2. Most refugees flee their country to escape _____.
3. The journeys they undertake to reach a safe place may be almost as _____ as staying in their own country.
4. They would do anything to escape their suffering: crossing deserts, mountains, seas and rivers, sometimes using _____ means of transport.
5. On the _____ each year people celebrate World Refugee Day.
6. There are an estimated _____ refugees and asylum seekers in the world.
7. Some countries are worried because there may be too many of them seeking asylum therefore causing a great problem for _____ countries.
8. These refugees may fill their hospitals, their _____, take over their jobs as well as abusing their social _____ system.
9. People worry that asylum seekers who arrive penniless and without any _____ might be criminals or involved in acts of terrorism.
10. Governments are locking asylum seekers in _____ centres regardless of their status.
11. Numbers indicate that _____ and _____ have the world's highest influx of refugees.
12. The migrants tend to be very _____ and highly motivated at their jobs and are the backbone of agricultural labour.
13. It is absurd for the rich nations to claim that their culture is being swamped by refugees, considering that the refugees are in a _____ there.

KNOWLEDGE BUILDING

Pronunciation

The "I" Maze

ai

i:

I

SEE

SIT

SITE

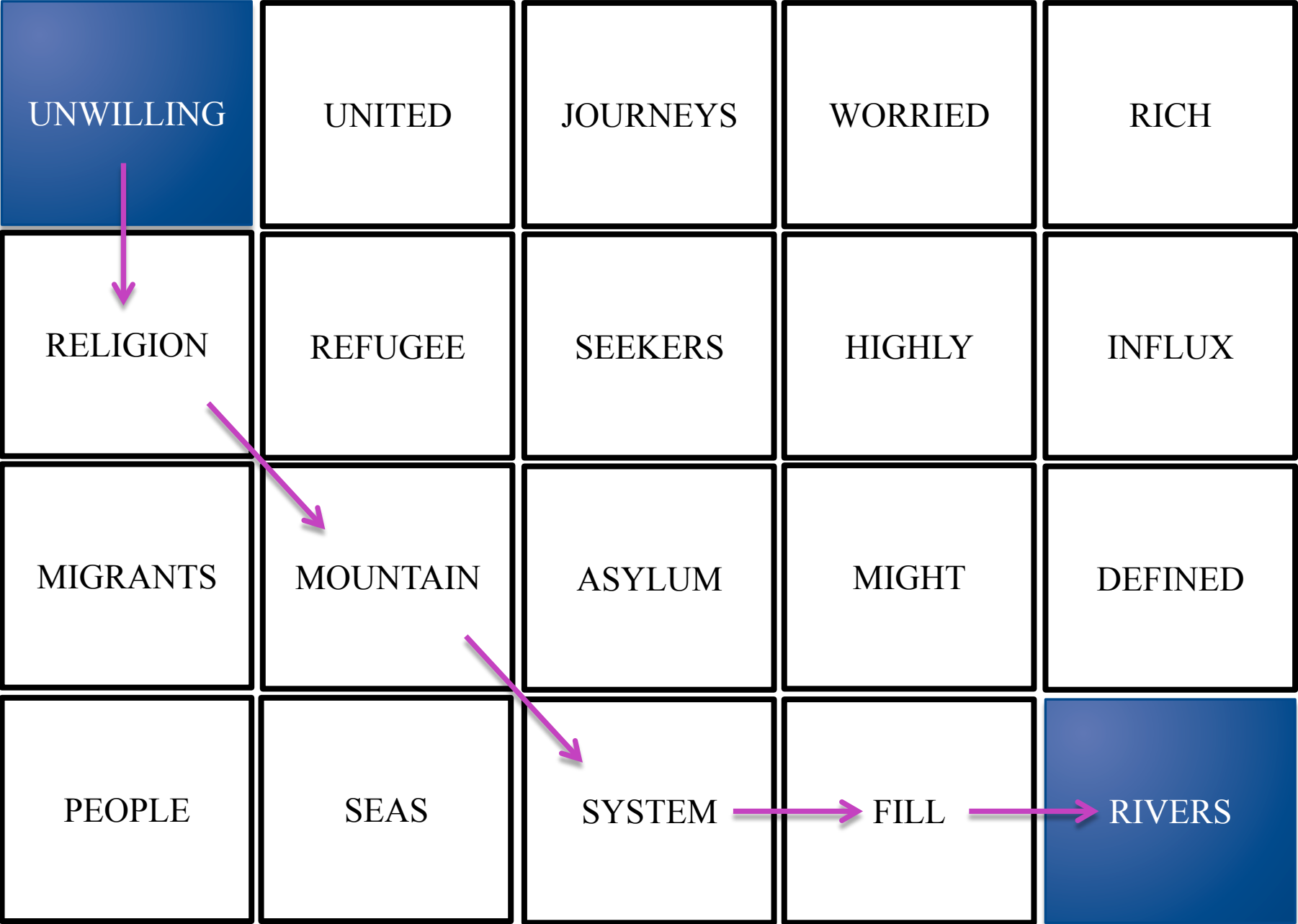
SEAT



LISTENING

Listen to a radio programme on Refugees and complete the information missing in the text below:

1. A refugee, defined by the United Nations, is a person who is unable or unwilling to return to their country because of a well-founded fear of _____ based on their race, religion, nationality, _____ or because they belong to a particular social group.
2. Most refugees flee their country to escape _____.
3. The journeys they undertake to reach a safe place may be almost as _____ as staying in their own country.
4. They would do anything to escape their suffering: crossing deserts, mountains, seas and rivers, sometimes using _____ means of transport.
5. On the _____ each year people celebrate World Refugee Day.
6. There are an estimated _____ refugees and asylum seekers in the world.
7. Some countries are worried because there may be too many of them seeking asylum therefore causing a great problem for _____ countries.
8. These refugees may fill their hospitals, their _____, take over their jobs as well as abusing their social _____ system.
9. People worry that asylum seekers who arrive penniless and without any _____ might be criminals or involved in acts of terrorism.
10. Governments are locking asylum seekers in _____ centres regardless of their status.
11. Numbers indicate that _____ and _____ have the world's highest influx of refugees.
12. The migrants tend to be very _____ and highly motivated at their jobs and are the backbone of agricultural labour.
13. It is absurd for the rich nations to claim that their culture is being swamped by refugees, considering that the refugees are in a _____ there.



UNWILLING

UNITED

JOURNEYS

WORRIED

RICH

RELIGION

REFUGEE

SEEKERS

HIGHLY

INFLUX

MIGRANTS

MOUNTAIN

ASYLUM

MIGHT

DEFINED

PEOPLE

SEAS

SYSTEM

FILL

RIVERS

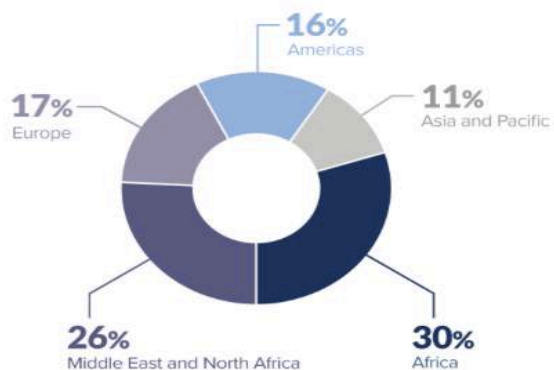
LEARNING ENHANCEMENT

Research

Visit the website www.unhcr.org and write down:

- 1) Facts which you did not know before and would like other people to know:
 - 2) Facts which are alarming:
 - 3) Actions which are inspiring:
-

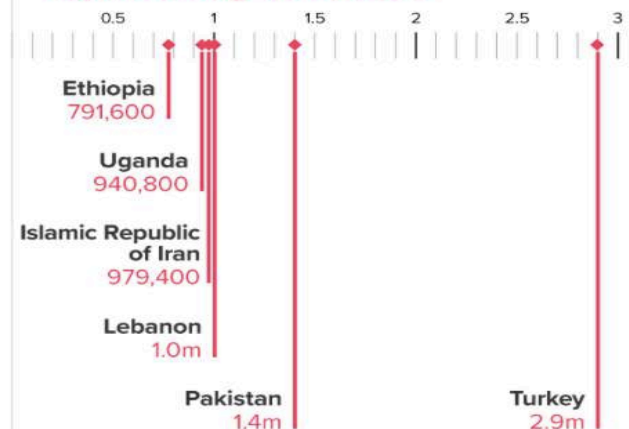
Where the world's displaced people are being hosted



55% of refugees worldwide came from three countries



Top hosting countries



28,300 people
a day forced to flee their homes
because of conflict and persecution

10,966 staff
UNHCR employs 10,966 staff
(as of 30 June 2017)

130 countries
We work in 130 countries
(as of 30 June 2017)

We are funded almost entirely by
voluntary contributions, with 87 per
cent from governments and the
European Union.

Source: UNHCR / 19 June 2017



65.6 million
forcibly displaced people worldwide



Refugees
22.5 million
17.2 million under UNHCR mandate
5.3 million Palestinian refugees registered by UNRWA



Stateless people
10 million



Refugees resettled
189,300 in 2016

SKILLS DEVELOPMENT

Reading & Speaking

[Media centre](#)[Refworld](#)[Statistics](#)[Suppliers](#)[DONATE](#)
[Careers](#)[Search](#)[Global \(EN\)](#)[ABOUT US](#)[EMERGENCIES](#)[WHAT WE DO](#)[NEWS AND STORIES](#)[GOVERNMENTS AND PARTNERS](#)[GET INVOLVED](#)[Home](#) > [News and Stories](#) >

Stories

Search:

in title



Sort by relevance

[Apply filter](#)

Syrian father of eight fights to give his family a future

Mahmoud Al-Bashawat did not think being reunited with his family would be almost as difficult as his journey over land and sea.

29 DEC 2017



'I would have paid to do the work I was doing'

UNHCR has nearly 11,000 staff, most of whom are based in the field. Meet Roberto Mignone, the UN Refugee Agency's representative to Libya.

29 DEC 2017



Syrian wrestling star grapples with new challenge in Egypt

After escaping conflict in Syria, champion wrestler Amir opens a refugee sports centre in Alexandria to train a new generation of competitors.

28 DEC 2017

KNOWLEDGE BUILDING

Vocabulary

Identify the metaphor

Just someone different from you

Very late / when no one was around

Very quickly

So that people would remember

Be left 'country-less'

Were between two states, full of uncertainty

The rich have control over the media

Give me emotional support

We are all trying to get in touch with our families

coldplay

ALIENS





KNOWLEDGE BUILDING

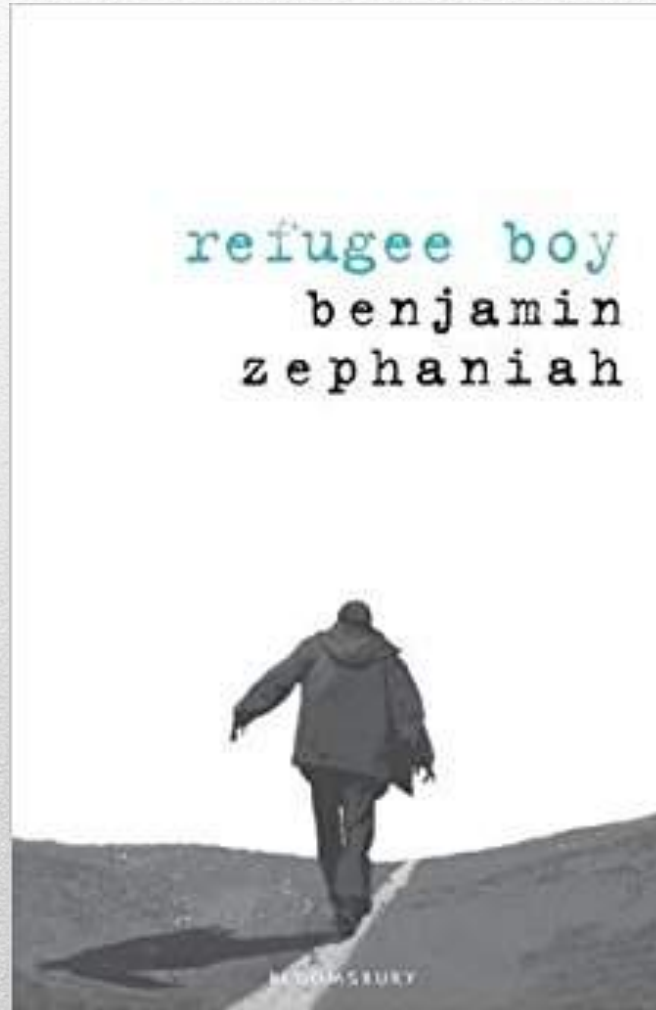
Speaking & Vocabulary

Working on metaphors

REFUGEES	ALIENS

SKILLS DEVELOPMENT

Literature



SKILLS DEVELOPMENT

Viewing

Much Apu About Nothing: Predict and classify



Hey, German boy, go back to _____ .

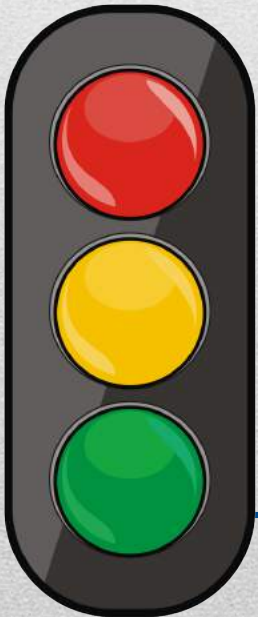
I've come here legally as an _____ .

The only thing we exchange for you is our national _____ .

You wanna _____ on immigrants?

Our _____ are so jam-packed with immigrants kids like Bart have lost a will to learn.

Immigration is what _____ is all about. The Simpson family immigrated to America.



KISSCARTOON



PARENTAL INVOLVEMENT

Family-School as a Unit

IMMIGRANTS IN MY FAMILY

Talk to your grandparents (or any older relative of yours) about your ancestry.

- 1. Are there any immigrants in your family tree? If so, who?**
- 2. When did they come to Argentina? Why did they come here?**
- 3. How did they live back in their country of origin? How did they live in our country when they first arrived?**
- 4. Did they keep their traditions? If so, how? Are any of those traditions still present in your family nowadays?**

If possible, bring a photograph to class.

SKILLS DEVELOPMENT

Speaking

Every picture tells a story



LEARNING ENHANCEMENT

Research

What native peoples were there in Argentina before colonial times?

What happened to those native peoples during colonial times? Were all natives killed? Why (not)?

What native peoples have survived? Where do they live nowadays? How do they live?

What problems do they have with the Argentine state? Why?

What languages do they speak? How many people speak them? Find at least five words in each native language and translate them into English.

SKILLS DEVELOPMENT

Listening

Mapuche Language



SKILLS DEVELOPMENT

Listening

Ayün can hurt, ayün can hurt sometimes

But it's the only thing that I kimn

When it gets küdaungen,

you know it can get küdaungen sometimes

It is the only wéshakelu that makes us feel alive

We keep this love in a photograph

SKILLS DEVELOPMENT

Listening



LOVING

LOVING

Ayün can hurt, **ayün** can hurt sometimes

KNOW

But it's the only thing that I **kimn**

HARD

When it gets **küdaunguen**,

HARD

you know it can get **kudaunguen** sometimes

THING

It is the only **wéshakelu** that makes us feel alive

We keep this love in a photograph

We made these memories for ourselves

EYES

Where our **kuralngue** are never closing

Hearts are never broken

TIME

And **wenu**'s forever frozen still

So you can keep me

INSIDE

konelyu the pocket of your ripped jeans

EYES

Holding me closer 'til our **kuralngue** meet

You won't ever be alone, wait for me to come

ruka HOME

SKILLS DEVELOPMENT

Writing

LA NACION [Refugiados](#) [SEGUIR +](#)

La Argentina recibe refugiados sirios, ante el rechazo de Donald Trump

Luego de que el presidente de EE.UU. les cerrara la puerta, se potencian otras alternativas; San Luis es ahora el nuevo hogar de muchas personas que escapan de la guerra

VIERNES 24 DE MARZO DE 2017 • 21:17



En 2016, 652 chicos murieron por la guerra en Siria. Foto: Archivo



SKILLS DEVELOPMENT

Writing

*I want to
hold your
hand*



SKILLS DEVELOPMENT

Writing

*I want to
hold your
hand*



SKILLS DEVELOPMENT

Writing

*I want to
hold your
hand*



SOCIAL IMPACT

Praxis

The Native Peoples of our Country

Write a “Letter to the Editor” for the school newspaper and express your views on how they tackle the topic of refugees and native peoples.

What does critical citizenship education involve?

Argumentation and constructive dialogue



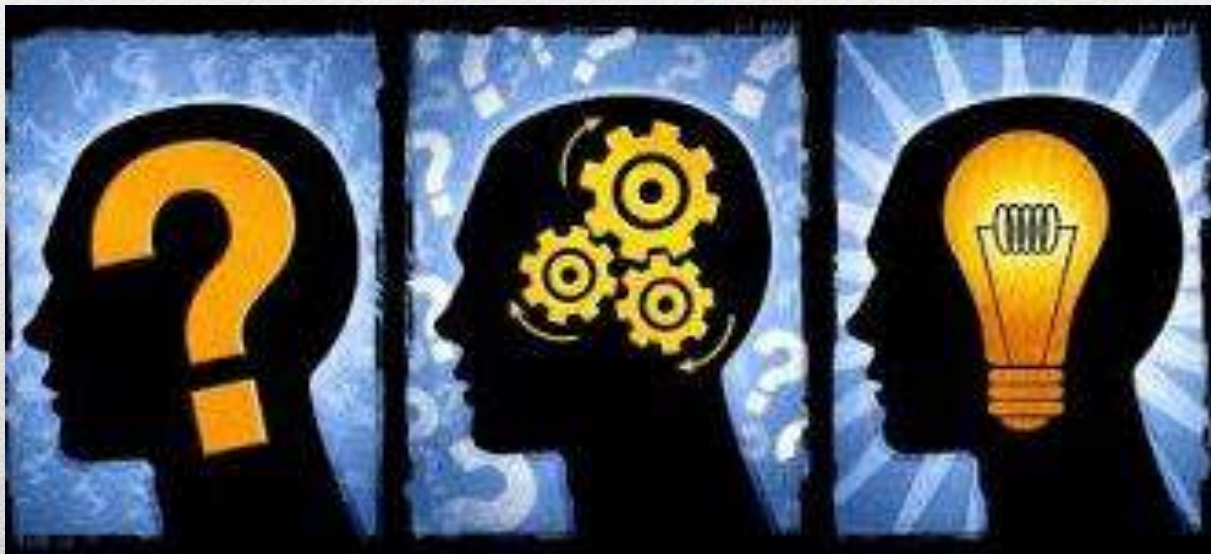
Glocalization and intercultural communication



Conscientization and critical literacy

Participation and collective action

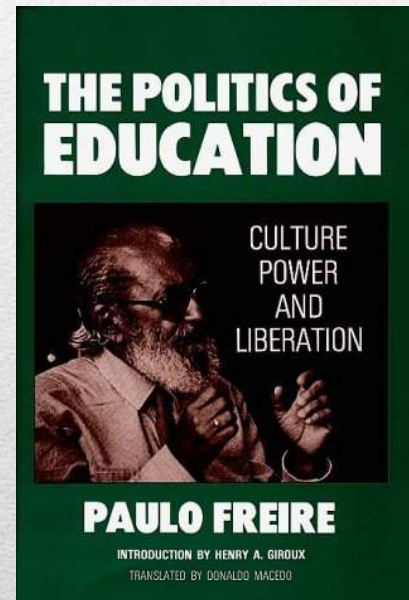
Conscientization & critical literacy



Conscientization & critical literacy

In mass society, ways of thinking become as standardized as ways of dressing and tastes in food. Men begin thinking and acting according to the prescriptions they receive daily from the communication media rather than in response to their dialectical relationships with the world.

(Freire, 1998: 517)





Reading the Word & Reading the World

*Literacy:
Reading
the Word
and the
World*

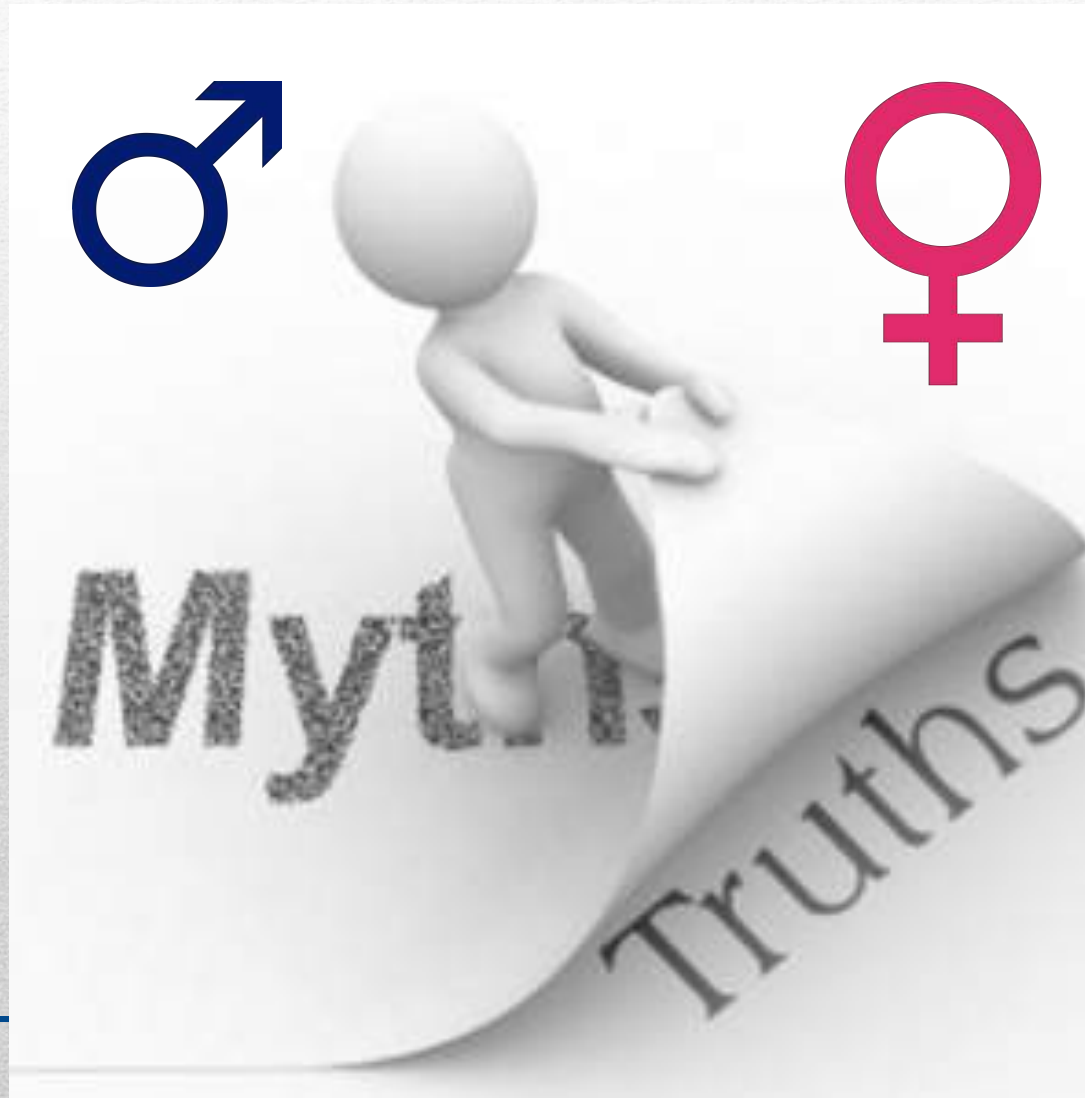
*Paulo Freire and
Donald Macedo*

Reading between the lines

Reading social reality

**Debunking myths which
are presented as truths**

SAMPLE TEACHING SEQUENCE #3





Duro documento de la ONU que cuestiona lo realizado por los funcionarios desde el primer momento P115

Toda la actuación del Gobierno en el caso Maldonado bajo la mira

3000 HORAS GRATIS **ENGANCHE**
ENTREVISTA EXCLUSIVA
Luciana Aymar
LA MEJOR



Página 12

Suplementos Sátira / m²

BAIÑOS APRES SÁBADO 10 DE OCTUBRE DE 2017 11:00 - 17:00 HORAS PRECIO DE ESTE EJEMPLAR \$30 - FERIA NACIONAL INTERNACIONAL DE LA PUNTA DEL ESTE

Se realizó un Besazo colectivo en Constitución donde, por besar a su mujer fue detenida, maltratada y golpeada por la policía porteña. Mari... las víctimas de la agresión, sufrieron abusos en sus hogares durante... conocieron cuando denunciaban sus casos en la televisión



Todo Noticias Toda Pasión La Viola Show Tecno Con Bi

La docente que cambió de género durante la cursada: "Cuando les conté a los alumnos fue hermoso"

Tiene 22 años y es el primer caso que se hace público en una escuela de La Plata. La postura del colegio, las preguntas de los padres y la reacción de los estudiantes.

Publicada: 2/10/2017 - 15:47 hs.

Quimey es un nombre de origen mapuche. Significa "hermoso/a" ya que las palabras en esa lengua no tienen género. No fue casual entonces que Tomás Ramos, de 22 años, decidiera adoptarlo cuando encaró el cambio de género. Quimey es profesora de inglés y puso en marcha su transformación durante el año escolar. "La profe" tuvo que pararse delante de la clase para explicar su decisión. Antes, lo hizo con las autoridades de la escuela.

Entró a la escuela con guardapolvo femenino. Cuando la vieron entrar, los alumnos empezaron a preguntarle por qué se vestía como mujer. Sus estudiantes van desde los 6 a los 13 años. Los más chiquitos se lo tomaron de manera más natural. Los más grandes mostraron algo de resistencia. Las preguntas fueron directas: **"Profe, usted es puto", fue una de las primeras reacciones.** Sin embargo, pasado el tiempo, empezaron a preguntar por la "Señor Quimey". Ahí supo que la habían aceptado como ella se identificaba. "Fue un

PREOCUPACION

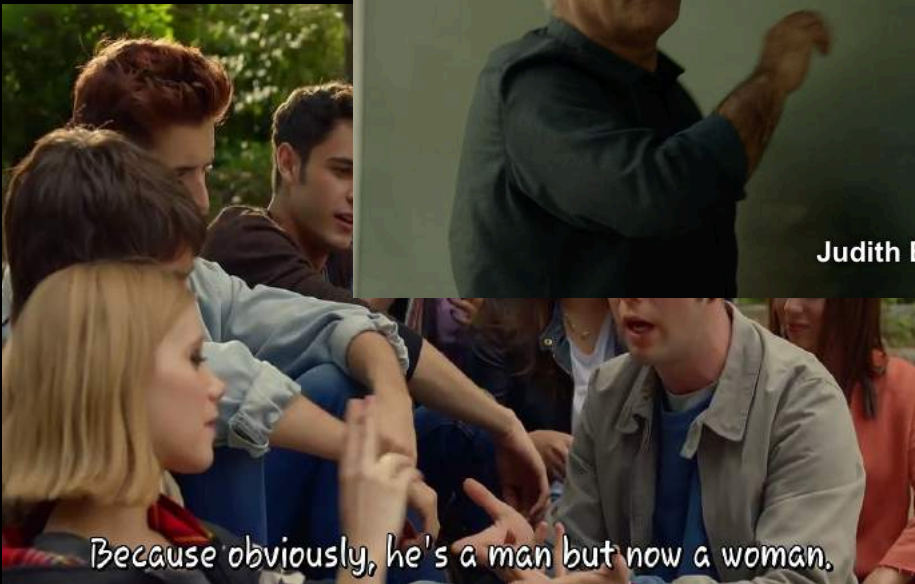
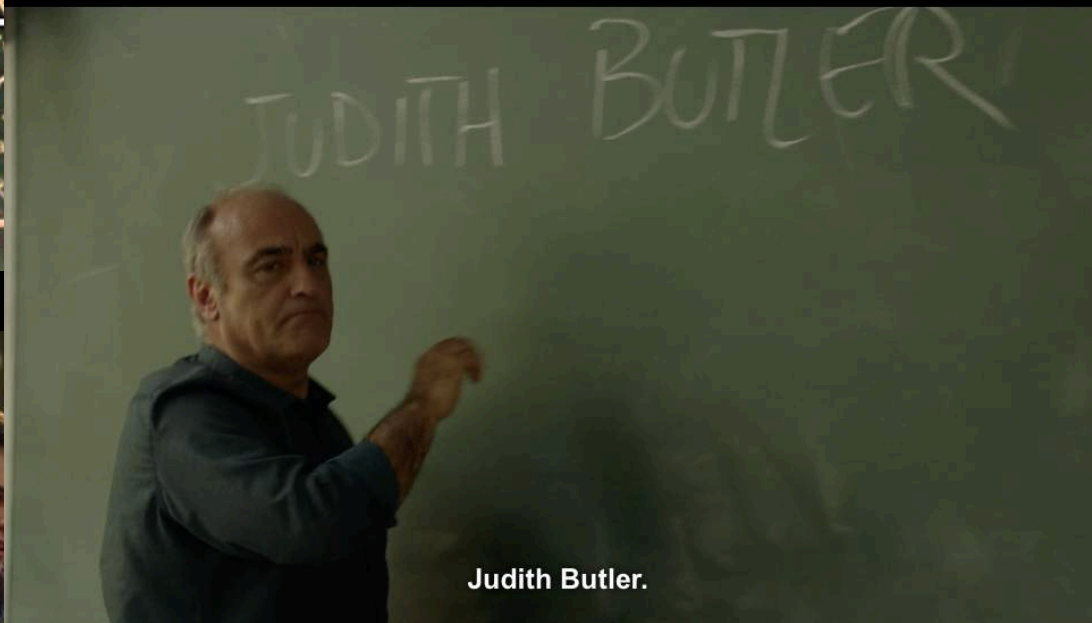
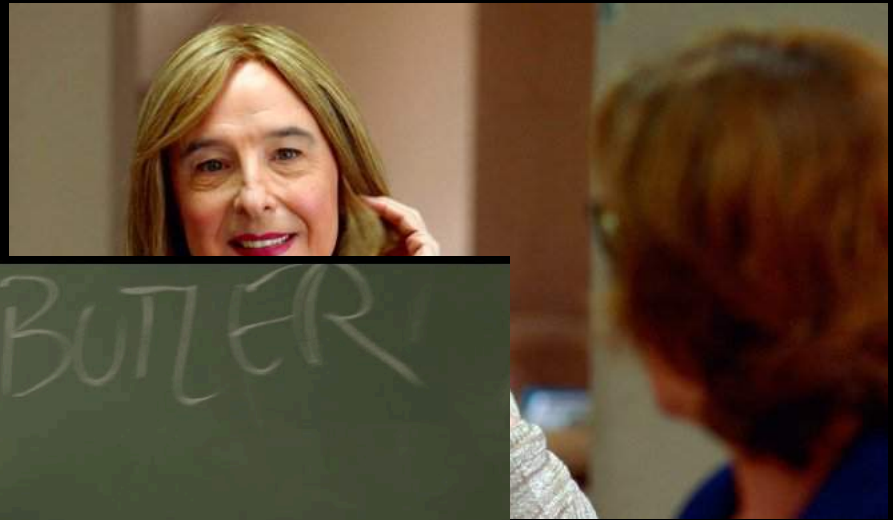
El Alto Comisionado de Naciones Unidas para los Derechos Humanos dio a conocer un duro comunicado en respuesta a lo actuado por el gobierno argentino en el caso Maldonado. No es la única preocupación que tiene por estos días. También le reclamó al gobierno español que garantice una investigación "independiente e imparcial" de la violencia represiva con que se intentó evitar el referéndum catalán del 1º de octubre. A lo que agregó la petición de que acepte "sin demora" la visita de dos expertos de la ONU en derechos humanos.

Llaman a indagatoria a Pacheco, el vecino de los García Belsunce P119
Drástico giro en el caso María Marta
Por Raúl Kollmann

40
La literatura de Don Segundo Sombra, por Mario Golioff

4
Se viene el cuco, por Luis Bruschtein
6
Sin salida, por David Cufre

El premio fue otorgado a la Campaña Internacional para Abolir las Armas Nucleares P121
El Nobel de la Paz para el desarme



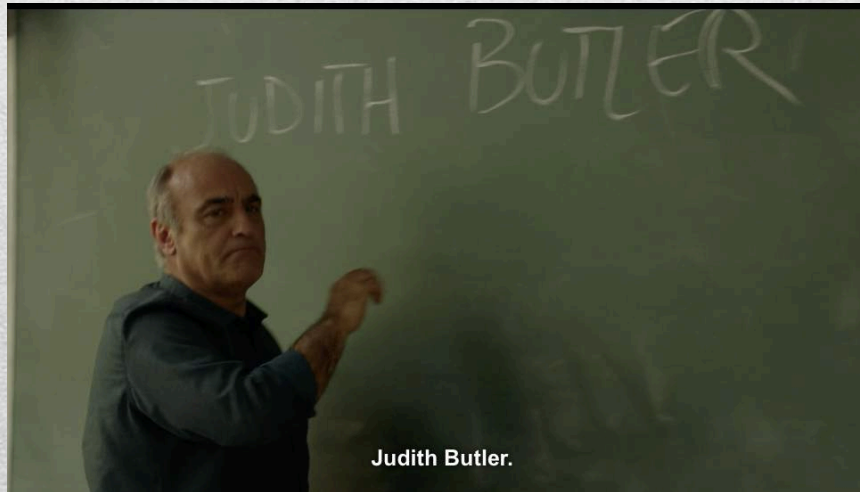
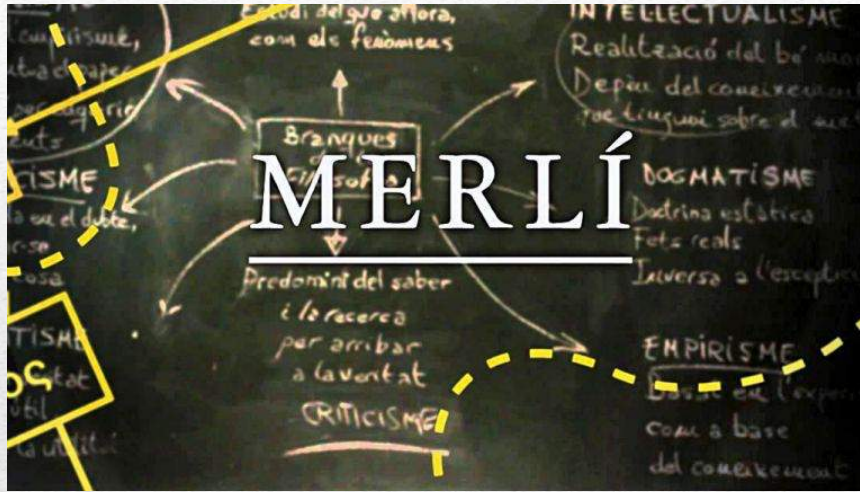
LEARNING ENHANCEMENT

Research

1. Who is Judith Butler?
 2. According to her, what is the difference between sex and gender?
 3. Why is gender "performative" in her view?
 4. What is the meaning of the word "cisgender"? Why is this word used nowadays?
 5. What is the problem with the dichotomy MALE / FEMALE? How is this explored by the episode of *Merli*?
-

SKILLS DEVELOPMENT

Speaking



Judith Butler.

Whole class discussion

SKILLS DEVELOPMENT

Reading

Read the text and complete the chart

	What did they do?	What would Butler say to them?	What would you like to say to them?
JOSHUA SUTCLIFFE			
THE STUDENT'S MOTHER			
THE HEAD TEACHER			

News > Education

Teacher suspended for referring to a transgender pupil as a girl rather than a boy

Teacher says his Christian beliefs mean he does not think there is anything wrong with referring to someone who is born female as a girl

Maya Oppenheim | [@mayaoppenheim](#) | Tuesday 14 November 2017 14:15 GMT | [17 comments](#)

A teacher has been suspended after misgendering a transgender pupil by referring to the student as a girl rather than a boy.

Joshua Sutcliffe, a maths teacher at a state secondary school in Oxfordshire, said the complaint arrived after he unintentionally said “well done girls” to the boy and another student during a lesson.

The 27-year-old, who is faced with a disciplinary hearing, said he refused to use the pronouns “he” or “him” when referring to the student and instead chose to use the pupil’s adopted male first name for professional reasons.

Mr Sutcliffe, who is a pastor at an evangelical church, said his Christian beliefs meant he did not think there was anything wrong with referring to someone who was born female as a girl.

According to Mr Sutcliffe, he was not provided with instructions on how he should be referring to the pupil.

Mr Sutcliffe told *The Mail on Sunday* – who first reported the case – he was suspended several weeks after being called to the head teacher’s office after a parents evening.

“It was surreal, Kafkaesque. I said it was only one incident, for which I had apologised, but [the headteacher] insisted the investigation would go ahead,” he told the publication.

“While the suggestion that gender is fluid conflicts sharply with my Christian beliefs, I recognise my responsibility as a teacher and a Christian to treat each of my pupils with respect.”

He added: “I have balanced these factors by using the pupil’s chosen name, and although I did not intentionally refer to the pupil as a ‘girl’, I do not believe it is unreasonable to call someone a girl if they were born a girl.”

The school said it was investigating complaints from the student’s mother of several examples of “misgendering” their son and allegedly issuing him with a disproportionate number of detentions for not behaving well but this was not backed up during the school’s investigation.

SKILLS DEVELOPMENT

Viewing

LGBTIQ

Put the utterances in the order you hear them.



1. Even when the news media are trying to be supportive they can make dumb mistakes.
2. Your private parts are different now, aren't they?
3. That is a big step forward for Transgender Americans.
4. You've got breast implants?
5. If I saw you undressed, you would look like a woman to me, totally, yes?
6. Let's not get too complainant about how far we've come.
7. Don't you feel funny with the wrong genitalia?



KNOWLEDGE BUILDING

Grammar

QUESTIONS

SIMPLE TENSES

EXORCISE THE VERB

He often **goes** to parties

Where **DOES** he often **GO**?



CONTINUOUS OR PERFECT TENSES

MOVE FIRST ELEMENT in VERB PHRASE

She has been doing gym

What **HAS** she **BEEN** doing?



MODAL VERBS

MOVE FIRST ELEMENT in VERB PHRASE

They can drive fast

How **CAN** they **DRIVE**?

INFORMAL QUESTIONS, INDIRECT QUESTIONS AND QUESTION TAGS

Who did these questions remind you of?

"Your private parts are different now, aren't they?"

"You've got breast implants?"

"If I saw you undressed, you would look like a woman to me, totally, yes?"

"Don't you feel funny with the wrong genitalia?"



SKILLS DEVELOPMENT

Speaking

Mirtha's Questions



I ask what people
want to know





PARENTAL INVOLVEMENT

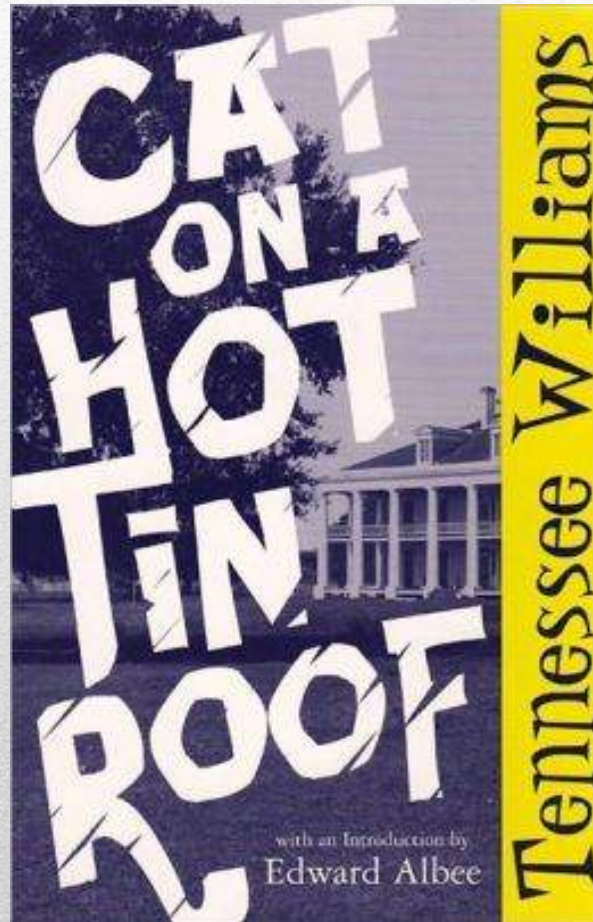
Family-School as a Unit

THE GENDER IDENTITY LAW IN OUR COUNTRY

- 1. Design a questionnaire on the gender identity law in your mother tongue.**
 - 2. Give the questionnaire to at least 10 members of your family.**
 - 3. Write a short report on your findings.**
 - 4. In class, be ready to share the results and draw some conclusions on how much people know about this law.**
 - 5. In groups, write a final report which contains suggestions on how to promote the law.**
-

SKILLS DEVELOPMENT

Literature



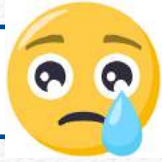
SKILLS DEVELOPMENT

Listening

Emoji Song



You with the



eyes

Don't be discouraged

Oh, I



It's hard to take



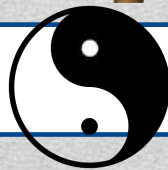
In a world full of people

You can lose



of it all

And the



still inside you

Can make you feel so small



You with the **SAD** eyes

Don't be discouraged

Oh, I **REALIZE**

It's hard to take **COURAGE**

In a world full of people

You can lose **SIGHT** of it all

And the **DARKNESS** still inside you

Can make you feel so small

But I see your true colors

 **SHINING** through

I see your true colors

And that's why I **LOVE** you

So don't be **AFRAID** to let them show

Your true colors

True colors are beautiful

Like a **RAINBOW**





Show me a **SMILE** then



Don't be **UNHAPPY**, can't remember



When I last saw you **LAUGHING**



If this world makes you **CRAZY**



And you've taken all you can **BEAR**

You call me up

Because I know I'll be there

KNOWLEDGE BUILDING

Vocabulary

Emotions Bingo



KNOWLEDGE BUILDING

Pronunciation

The A Team



THE SAD
SOUND



THE LAUGHING
SOUND



THE SOUND OF
COURAGE



THE CRAZY
SOUND

SKILLS DEVELOPMENT

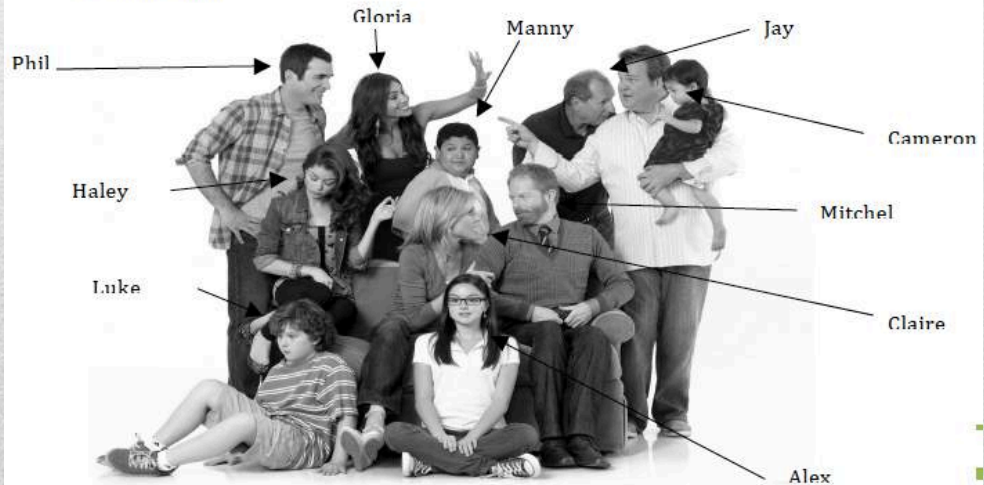
Viewing



modern **family**

- **Mockumentary:** a satirical television or radio programme in the form of a parody of a documentary. [from MOCK + (DOC)UMENTARY]
- **May/December relationship:** a relationship between two people where one partner is in the "winter" of their life (old) and the other partner in the relationship is in the "spring" of their life (young). This can go either way such as the woman is older or the man is older.

1. Who is who?



2. Introduction:

- Why is Claire in a bad mood?
- Why is Claire worried about the length of Haley's skirt?
- What does Jay mean when he says, "Let's take it down a notch"?
- Why does the woman think Manny should be taken out of the team?
- What does Josh say before he introduces himself to Gloria?
- How does the misunderstanding come about on the plane?

3. Scene 2: Complete these utterances:

- "I'm hip, I surf the web, I text: LOL, _____; OMG, _____; WTF _____."
- "No, no, no. The agreement was that if he shoots someone _____."
- "4.15, shoot Luke." "Sorry dude, it's _____."

4. Scenes 3 and 4: Who says each of the following utterances?

- "Yeah, because that's where you live: down here. But I live up here!"
- "If you put on a puffy white shirt and declare your love for a 16-year old, you are gonna be swinging from the flagpole in your puffy white underpants."
- "Which one were you doing? I'm hearing this for the first time."
- "Apparently your body does a nesting, very maternal, primal thing, where it retains nutrients. Some sort of molecular physiology thing."
- "We tore you away from everything you know but don't worry. Things are normal here. Your fathers are floating fairies."
- "This would've gone on forever. You're an avoider."

5. Scenes 5, 6 and 7: Complete the following utterances:

PHIL: It's like that. You just stare down on them and _____. Your mouth might be saying, 'Ain't we cool?' But your eyes are like _____, 'Nice to meet you.' 'No, it's not.'

PHIL: Ouch! That's my back! Aw! Oh! I slipped _____.

MANNY: I've put my thoughts into words, and now _____.

GLORIA: You're in such a bad mood. And I know why. It's because that man thought _____.

JAY: No.

GLORIA: Yes. When you say 'no' like that, it's always 'yes'. Come on. We're _____. Let's get you some younger clothes.

JAY: I don't need younger clothes, and I don't care what some jackass _____ thinks of me.

CLAIRE: What are they doing up there?

ALEX: Nothing, _____.

CLAIRE: OK. I'm making a cake for tonight. You wanna help me with _____?

ALEX: Sure. So, if Haley gets pregnant, will you pretend she has _____ for a few months and then tell everyone _____?

CLAIRE: What?

ALEX: This senior at school was _____ for like four months, but Jenna Resnick swears she saw her _____ in a coin-op car wash. (...) First of all, it would be really cool to see Haley that fat, and how awesome would it be to have a _____ who's really my _____?

6. Scene 7: Put the utterances in the order you hear them.

"It's supposed to hurt"
"She's like completely freaking out and embarrassing me"
"I have seen this little show before"
"And why are you smiling?"
"I'm not enjoying this"
"I was just dropping off some laundry"
"I thought you were a friend!"
"I think you've learned your lesson"

7. Scene 8: Complete the spaces with ONE word.

MITCHELL: About a year ago, Cam and I started feeling this _____ for something more. Like a... maybe a baby.

JAY: That's a bad idea.

MITCHELL: What do you _____, bad idea?

JAY: Well, kids need a mother. I mean, if you two guys are _____, get a dog.

MITCHELL: OK, we're not bored, Dad.

GLORIA: I support you, Mitchel. Even though you're not my son.

CLAIRE: I think what Dad is trying to say is that you're a little _____, kids bring _____ and you don't handle it well.

MITCHELL: That's not what Dad's saying, it's what you're saying, and it's _____ in a whole different way.

PHIL: OK, people, let's all _____.

ALEX: Hey! Where's _____ Cameron?

MITCHELL: Thank you! Someone who's not _____ me notices he's not here.

JAY: Oh! So that's the big announcement: you two _____ up. Well, a baby wasn't gonna help that anyway. And let me tell you something. You're better off, because he was a bit of a drama _____.

- What does Cam mean when he says he can't "turn it off"? Is that what Mitchell meant?
- What reasons does Jay give for being happy about Mitchell and Cam adopting a baby?



LEARNING ENHANCEMENT

Metalearning

The Series Notebook



SKILLS DEVELOPMENT

Speaking

Gay Adoption

*Those in
favour*

*Those
against*

*Those who are
still unsure*

IN-CLASS DEBATE – ORAL ASSESSMENT RUBRIC

	1 – 2 – 3	4 – 5	6 – 7	8 – 9	10
Grammar in Use	Several level-inappropriate mistakes (e.g. tenses / agreement / etc.). Simple structures.	A few level-inappropriate mistakes (e.g. tenses / agreement / etc.). Inaccurate use of complex structures.	Correct use of English. Even though some mistakes have been made, they do not hinder communication. Both simple and complex structures.	Almost no language mistakes have been made. Accurate use of both complex and simple structures.	No language mistakes have been made. Varied grammatical structures.
Vocabulary in Use	Poor lexical choice. No use of specific vocabulary related to the topic.	An attempt has been made to use specific vocabulary, but it has not always been used accurately.	Most of the specific lexical items have been correctly used. Some vague concepts have been used.	Specific vocabulary has been used accurately. Very few instances of vague language.	Lexical items are specific and accurately used. Varied vocabulary.
Phonology In Use	Unintelligible pronunciation. Spanish intonation.	Several unclearly pronounced words. Phonological mistakes bring about misunderstandings. Intonation does not match the attitude of the speaker.	Very few phonological mistakes. Even though there are some intonation problems, the message is clearly understood.	Almost no phonological mistakes. Intonation is mostly functional and coherent with the speaker's intention.	No phonological mistakes. Clear pronunciation. Intonation is mostly functional and coherent with the speaker's intention.
Content	Off subject or irrelevant points. The speaker does not address the issue under discussion.	Very few points have been made. Some irrelevant ideas are included in the presentation. Unclear concepts.	Good ideas in connection with the topic. No irrelevant points, even though there have been some unclear concepts.	Several ideas have been put forward. No vague concepts. Interesting points with an original approach to the topic.	Excellent points have been made. Creative ideas have been put forward. Solid arguments and counterarguments.
Argumentative Strategies	No supporting ideas for main points. No evidence or examples to justify what has been said.	Very few supporting ideas for main points. Little evidence and few examples to justify what has been said.	Several clear supporting points for the main ideas. Some clear examples to defend the speaker's position.	Most points have been supported by convincing evidence or clear examples.	All points have been justified by illuminating examples and clear evidence. Excellent argumentative line.

SKILLS DEVELOPMENT

Writing

A personal reflection by email



Dear [redacted]
Thanks for your email. I'm sharing this song which came to mind when reading about you.
Regards,
Mariano

https://www.youtube.com/watch?v=SbSM02_1k34

MAKE YOUR OWN KIND OF MUSIC

Nobody can tell ya
There's only one song worth singing
They may try and sell ya
Cause it hangs them up to see someone like you
But you've gotta make your own kind of music
Sing your own special song
Make your own kind of music
Even if nobody else sings along
You're gonna be nowhere
The loneliest kind of lonely
It may be rough going
Just to do your thing's the hardest thing to do
But you've gotta make your own kind of music
Sing your own special song
Make your own kind of music
Even if nobody else sings along
So if you cannot take my hand
And if you must be going
I will understand
You've gotta make your own kind of music
Sing your own special song
Make your own kind of music
Even if nobody else sings along
You've gotta make your own kind of music
Sing your own special song
Make your own kind of music

SOCIAL IMPACT

Praxis

Inform the general public of the gender identity law with a bilingual leaflet

Write a project for a gender discrimination protocol in the school

Report gender discrimination comments on Facebook

What does critical citizenship education involve?

Argumentation and constructive dialogue



Glocalization and intercultural communication



Conscientization and critical literacy



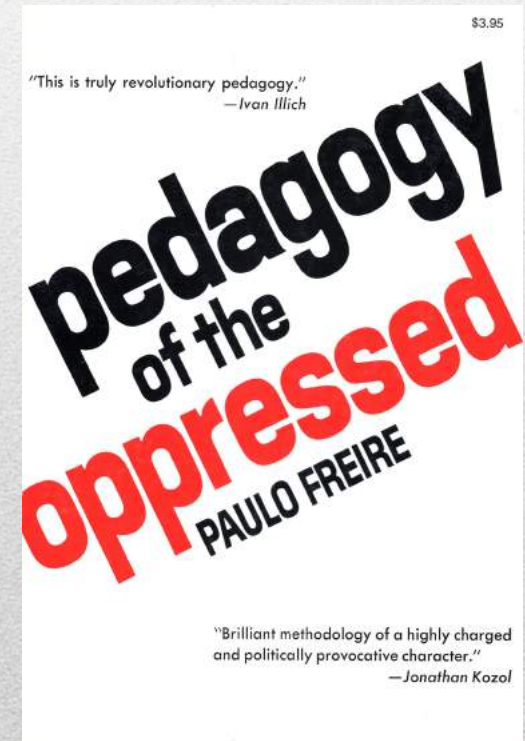
Participation and collective action

Participation & collective action



Participation & collective action

“It is only when the oppressed find the oppressor out and become involved in the organized struggle for their liberation that they begin to believe in themselves. This discovery cannot be purely intellectual but must involve action; nor can it be limited to mere activism, but must include serious reflection: only then will it be a praxis.” (Freire, 1970:65)



“In terms of participation, the current approach to introducing citizenship has shifted its focus onto a series of participatory actions rather than on a static set of concepts to be dealt with in the classroom without active involvement. A citizen is no longer seen as a person who abides by all the laws of a country and assumes the rights and duties s/he has in society; the ideal citizen nowadays is someone who is well informed on local and global issues and able to take social responsibility and action when required.” (Rojas Serrano, 2008: 65)

The logo for the journal HOW, featuring the word "HOW" in a bold, blue, serif font.

HOW

ISSN: 0120-5927

how_journal@yahoo.com

Asociación Colombiana de Profesores de

Inglés

Colombia

Rojas Serrano, Javier
ELT and Citizenship: Basic Principles to Raise Social Awareness Through Language
Teaching
HOW, vol. 15, núm. 1, 2008, pp. 63-82
Asociación Colombiana de Profesores de Inglés
Bogotá, Colombia

Available in: <http://www.redalyc.org/articulo.oa?id=409450714005>

“In terms of participation, the current approach to introducing citizenship has shifted its focus onto a series of **participatory actions rather than on a static set of concepts to be dealt with in the classroom without active involvement. A citizen is no longer seen as a person who abides by all the laws of a country and assumes the rights and duties s/he has in society; the ideal citizen nowadays is someone who is well informed on local and global issues and able to take social responsibility and action when required.” (Rojas Serrano, 2008: 65)**

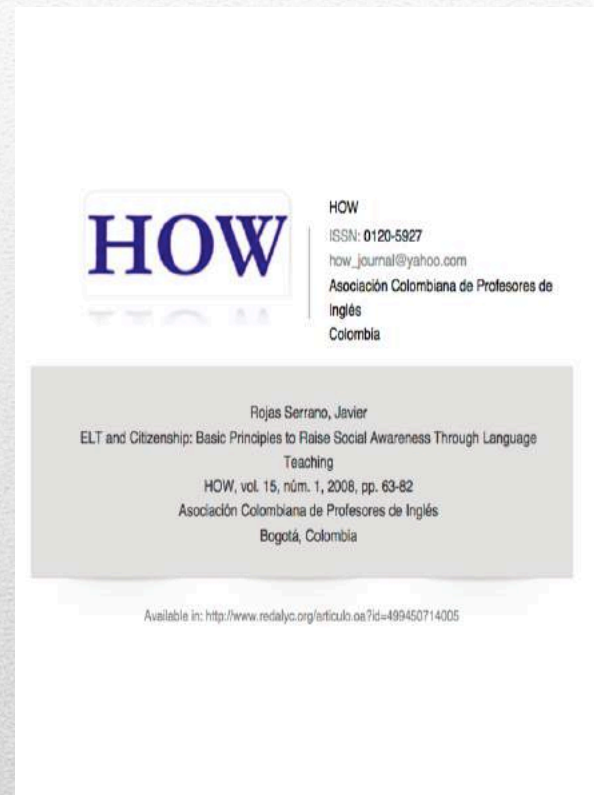


HOW
ISSN: 0120-5927
how_journal@yahoo.com
Asociación Colombiana de Profesores de
Inglés
Colombia

Rojas Serrano, Javier
ELT and Citizenship: Basic Principles to Raise Social Awareness Through Language
Teaching
HOW, vol. 15, núm. 1, 2008, pp. 63-82
Asociación Colombiana de Profesores de Inglés
Bogotá, Colombia

Available in: <http://www.redalyc.org/articulo.oa?id=409450714005>

“In terms of participation, the current approach to introducing citizenship has shifted its focus onto a series of **participatory actions** rather than on a static set of concepts to be dealt with in the classroom without active involvement. A citizen is no longer seen as a person who abides by all the laws of a country and assumes the rights and duties s/he has in society; **the ideal citizen nowadays is someone who is well informed on local and global issues and able to take social responsibility and action when required.**” (Rojas Serrano, 2008: 65)





PRAXIS

Serious reflection

Social responsibility

Collective action

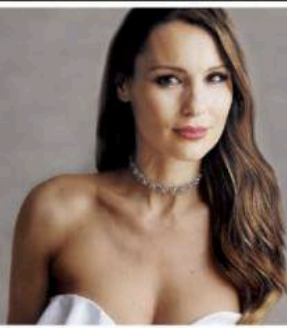
SAMPLE TEACHING SEQUENCE #4

#MeToo

Pampita

Sexo y deseo en la pantalla
Debuta como actriz de cine y está feliz.

SPOT



El dilema catalán
El impulso cultural del independentismo



Padres post 40
Son primerizos y más grandes.



Clarín

Sábado 30.9
BUENOS AIRES, ARGENTINA

El escándalo por el episodio sexual durante la toma del colegio

Crece la polémica por el abuso y separan al alumno del Nacional Buenos Aires

El rector Zorzoli dijo que el estudiante denunciado por abusar de una chica de 14 años debía seguir en la escuela. El ministro de Educación, Finocchiaro, lo cuestionó y le pidió "estar a la altura de las circunstancias". Más tarde, la UBA

apartó al joven de 18 años y decidió que termine el secundario en otra sede de la universidad. Expertos en minoridad también criticaron al directivo por plantear que se debía averiguar "si hubo o no consentimiento". **SOCIEDAD P58**

Del Editor
Ricardo Roa

El abuso de las tomas y el abuso



GUILLERMO RODRIGUEZ ADAMI
Operativo, Gendarmes en el bar de Balvanera.

Del Café de los Angelitos a una banda de narcolavadores

Arrestaron en Colombia a un experto en lavado de dinero conectado con narcos. La DEA advirtió a la Argentina que tenía operaciones en el país por US\$ 15 millones. Hubo 6 detenidos y 34 allanamientos, incluyendo al histórico bar porteño. **R72**

ANUNCIO EN ROMA

El Papa avisa oficialmente el año pró no visitar la Argentina

El Vaticano ratificó, comunicando, que no en el 2018. Así, conge que hablaban de un caso de que la situación argentina bajara su nivel. Francisco no viene desde su asunción e

El Personero
JORGE SALA

En busca de goles salvados

Se quedó sin Agüero titular y se confía en Icardi o



PODRÍA VOLVER A LA CÁRCEL

Revocan la prisión domiciliaria de Milagro Sala

Su abogada dijo anoche que apelará ante la Cámara de Casación. **R14**

DOUBLE ISSUE DECEMBER 18, 2017

Person of the Year

TIME

THE SILENCE BREAKERS
THE VOICES THAT LAUNCHED A MOVEMENT

TIME.COM

SKILLS DEVELOPMENT

Viewing

The 5 WH-

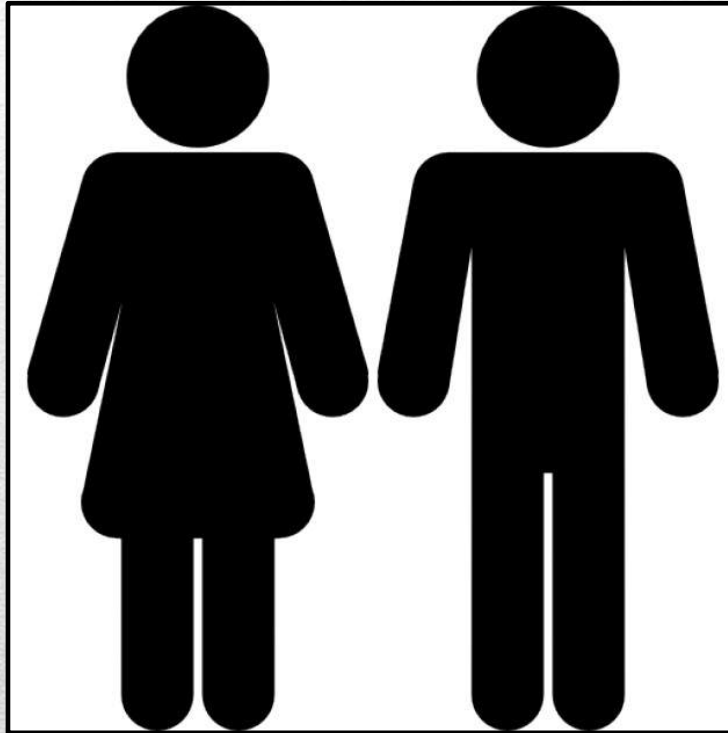


1. **What** is the meaning of “#metoo”?
 2. **Who** started the campaign?
 3. **Why** was this campaign launched?
 4. **How many** people have come out by posting “#metoo”?
 5. **Where** does this problem happen, according to Ellen?
-



SKILLS DEVELOPMENT

Speaking



Girl tells boy. Boy tells class.

SKILLS DEVELOPMENT

Reading

Hashtag each paragraph

Nearly 68,000 people have so far replied to Milano's tweet, and the #MeToo hashtag has been used more than 1m times in the US, Europe, the Middle East and beyond. The French used #balancetonporc, the Spanish #YoTambien, and in Arab countries the hashtags #وأنا_كمان and #وأنا_ايضا were predominant.

#METOOAROUNDTHEWORLD

#MeToo: how a hashtag became a rallying cry against sexual harassment

Actor Alyssa Milano's online call after the Harvey Weinstein revelations became a conversation about men's behaviour towards women and power imbalances



Alyssa Milano has been one of Harvey Weinstein's most vocal critics and called on women to use #MeToo to tell their stories of harassment. Photograph: Carlo Allegri/Reuters

It started with an exposé detailing countless allegations against Hollywood producer [Harvey Weinstein](#). But soon, personal stories began pouring in from women in all industries across the world, and the hashtag #MeToo became a rallying cry against sexual assault and harassment.

The movement began on social media after a call to action by the actor [Alyssa Milano](#), one of Weinstein's most vocal critics, who wrote: "If all the women who have been sexually harassed or assaulted wrote 'Me too' as a status, we might give people a sense of the magnitude of the problem."

Within days, millions of women - and some men - used Twitter, Facebook and Instagram to disclose the harassment and abuse they have faced in their own lives. They included celebrities and public figures such as [Björk](#) and Olympic gymnast [McKayla Maroney](#), as well as ordinary people who felt empowered to finally speak out. The story moved beyond any one man; it became a conversation about men's behaviour towards women and the imbalance of power at the top.

Nearly 68,000 people have so far replied to Milano's tweet, and the #MeToo hashtag has been used more than 1m times in the US, Europe, the Middle East and beyond. The French used #balancetonporc, the Spanish #YoTambien, and in Arab countries the hashtags #وأنا_كمان and #وانا_ايضا were predominant.

Facebook said that within 24 hours, 4.7 million people around the world engaged in the #metoo conversation, with over 12m posts, comments, and reactions.

"It is about so much more than Harvey Weinstein," said Caroline Criado-Perez, co-founder of The Women's Room and the feminist campaigner who forced the [Bank of England](#) to have female representation on banknotes.

The effects are being seen every day. One anonymous woman used the #MeToo hashtag to accuse Vice journalist Sam Kriss of forcibly kissing and harassing her. Kriss posted an apology on Medium, but has since been sacked from Vice and had his membership to the Labour party [suspended](#). On Thursday, British GQ's political correspondent, Rupert Myers, was also fired after a number of women made allegations against him on Twitter. The next day, Vox Media's editorial director, Lockhart Steele, was fired over allegations made against him in a Medium post.

The movement has also inspired a series of offshoot hashtags used by men, including #IDidThat and #HowIWillChange, in which men have admitted inappropriate behaviour.

#MeToo: how a hashtag became a rallying cry against sexual harassment

Actor Alyssa Milano's online call after the Harvey Weinstein revelations became a conversation about men's behaviour towards women and power imbalances



Alyssa Milano has been one of Harvey Weinstein's most vocal critics and called on women to use #MeToo to tell their stories of harassment. Photograph: Carlo Allegri/Reuters

It started with an exposé detailing countless allegations against Hollywood producer [Harvey Weinstein](#). But soon, personal stories began pouring in from women in all industries across the world, and the hashtag #MeToo became a rallying cry against sexual assault and harassment.

The movement began on social media after a call to action by the actor [Alyssa Milano](#), one of Weinstein's most vocal critics, who wrote: "If all the women who have been sexually harassed or assaulted wrote 'Me too' as a status, we might give people a sense of the magnitude of the problem."

Within days, millions of women - and some men - used Twitter, Facebook and Instagram to disclose the harassment and abuse they have faced in their own lives. They included celebrities and public figures such as [Björk](#) and Olympic gymnast [McKayla Maroney](#), as well as ordinary people who felt empowered to finally speak out. The story moved beyond any one man; it became a conversation about men's behaviour towards women and the imbalance of power at the top.

Nearly 68,000 people have so far replied to Milano's tweet, and the #MeToo hashtag has been used more than 1m times in the US, Europe, the Middle East and beyond. The French used #balancetonporc, the Spanish #YoTambien, and in Arab countries the hashtags [#وأنا_كمان](#) and [#وأنا_ايضا](#) were predominant.

Facebook said that within 24 hours, 4.7 million people around the world engaged in the #metoo conversation, with over 12m posts, comments, and reactions.

"It is about so much more than Harvey Weinstein," said Caroline Criado-Perez, co-founder of The Women's Room and the feminist campaigner who forced the Bank of England to have female representation on banknotes.

The effects are being seen every day. One anonymous woman used the #MeToo hashtag to accuse Vice journalist Sam Kriss of forcibly kissing and harassing her. Kriss posted an apology on Medium, but has since been sacked from Vice and had his membership to the Labour party suspended. On Thursday, British GQ's political correspondent, Rupert Myers, was also fired after a number of women made allegations against him on Twitter. The next day, Vox Media's editorial director, Lockhart Steele, was fired over allegations made against him in a Medium post.

The movement has also inspired a series of offshoot hashtags used by men, including #IDidThat and #HowIWillChange, in which men have admitted inappropriate behaviour.

KNOWLEDGE BUILDING

Grammar

Simple Past vs. Present Perfect

SIMPLE PAST

A finished action at a specific time in the past

A past habit

PRESENT PERFECT

An unfinished action (with no specific time)

A finished action with an unfinished time reference

An action in the past with a present result



KNOWLEDGE BUILDING

Grammar

Simple Past vs. Present Perfect

#IHAVETOO

I have dated someone annoying

I have cheated on an exam

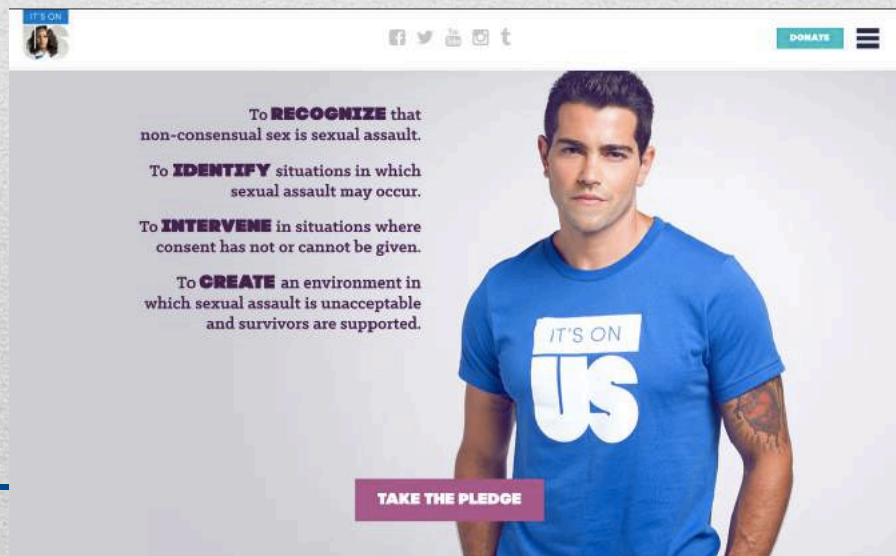
I have told a lie to a person I love

I have recently had an unforgettable day

LEARNING ENHANCEMENT

Research

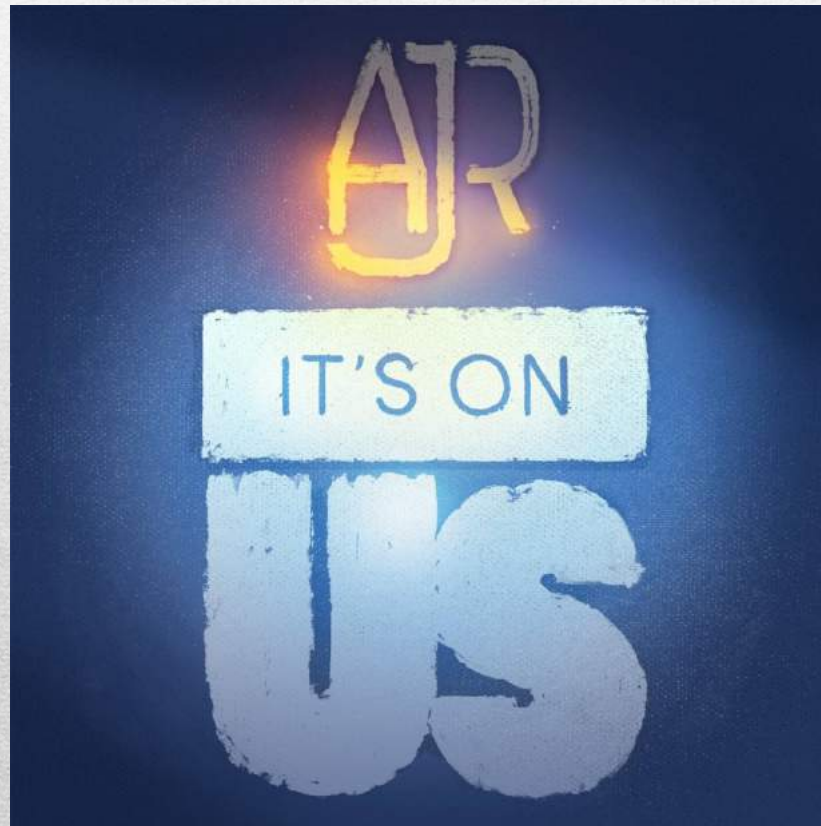
1. What is ItsOnUs.org?
2. Who started it? What for?
3. How can I take a pledge?
4. What did you learn on the site which you did not know before?
5. Find information about Argentina. Are the facts similar or different?

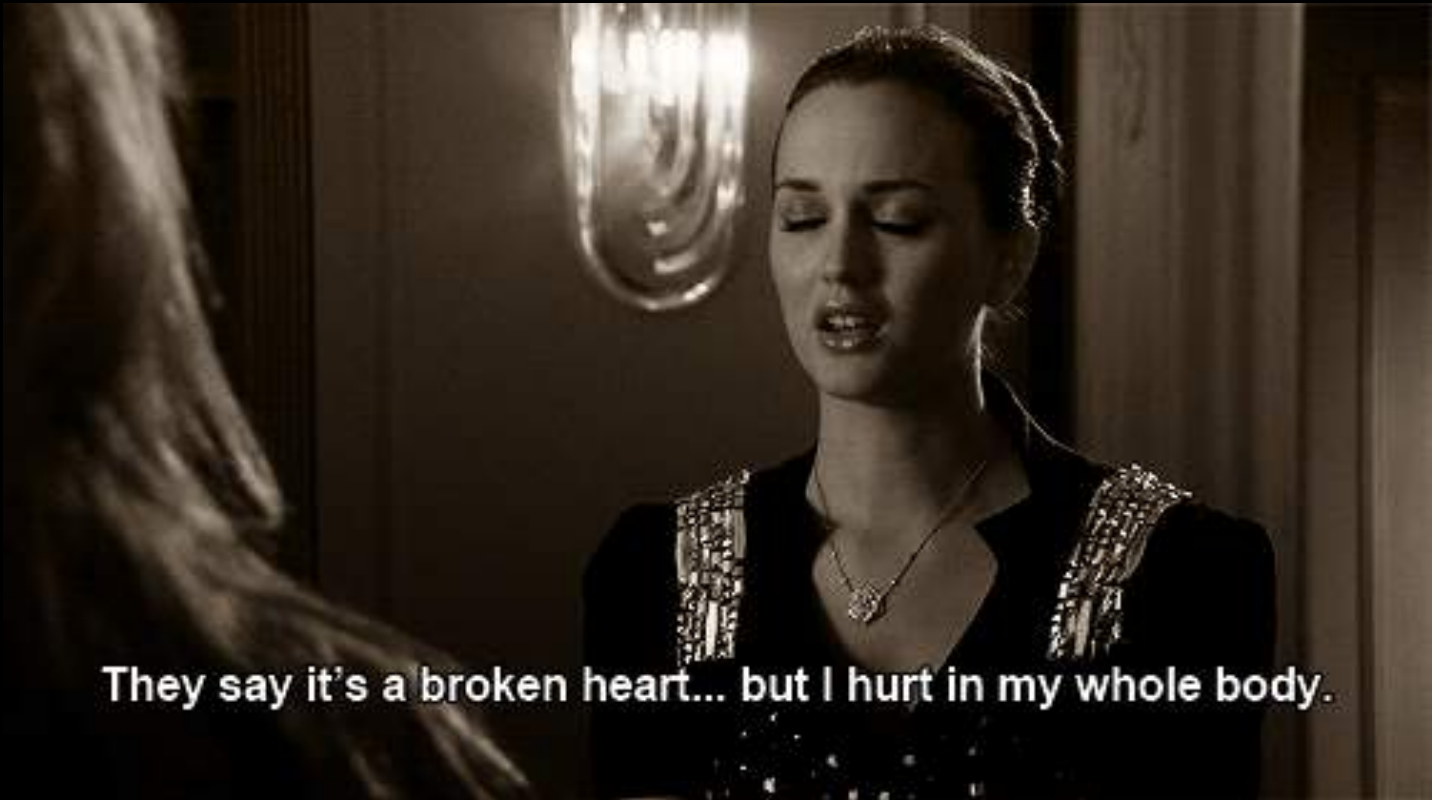


SKILLS DEVELOPMENT

Listening

The GIF Song



A woman with her hair pulled back, wearing a black dress with silver sequined shoulders and a necklace, looks down with a sad expression. The background is dimly lit with a chandelier.

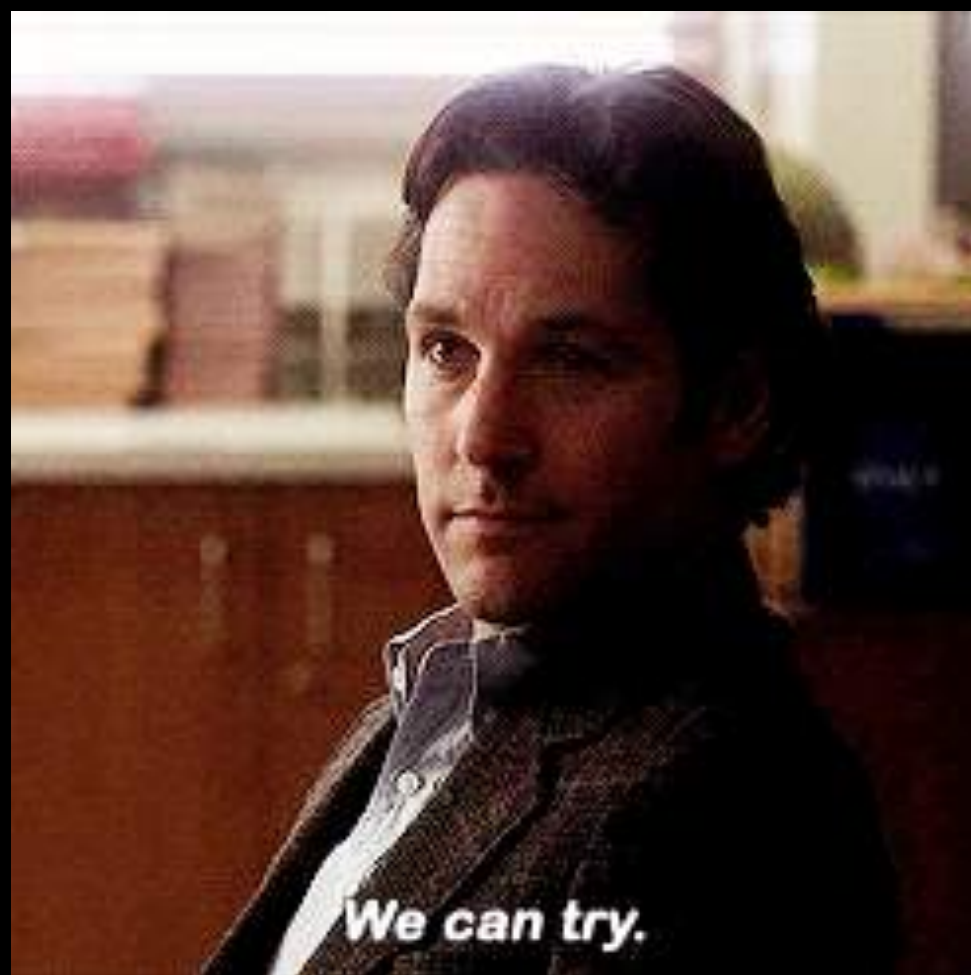
They say it's a broken heart... but I hurt in my whole body.



It's not your fault




Wanna fight?



We can try.



NOBODY

A man with short dark hair, wearing a white dress shirt and a dark tie, is shown from the chest up, sitting in the driver's seat of a car. He is looking out the window to his right with a serious, focused expression. The background outside the car is a blurred landscape with green hills and a body of water under a clear sky. The lighting is soft, suggesting daytime. The overall mood is contemplative and earnest.

I just want you to be you. That's all I need.

CINEMATIC-ORCHESTRA





NOBODY

knows what you're going through

So you

JUST BE YOU

, and I'll be that, too

No one should know if you **BLEED** red or blue

You just **BLEED** you, and I'll sit with you.

It's

NOT YOUR FAULT

you don't feel safe

It's

NOT YOUR FAULT

so don't take the blame

No, it's on us

It's

NOT YOUR FAULT

you don't feel safe

It's

NOT YOUR FAULT

so don't take the blame

No, it's on us

WE CAN TRY — together

Make it right together

We can **FIGHT** together

It's on us

Though your trust is stolen

Though your **HEART IS BROKEN** —

You are never broken

It's on us. Know that it's on us.

SKILLS DEVELOPMENT

Speaking

Discussion



SKILLS DEVELOPMENT

Reading

Emoji Reaction



Be a lady they said. Your skirt is too short. Your shirt is too low. Your pants are too tight. Don't show so much skin. Don't show your thighs. Don't show your breasts. Don't show your midriff. Don't show your cleavage. Don't show your underwear. Don't show your shoulders. Cover up. Leave something to the imagination. Dress modestly. Don't be a temptress. Men can't control themselves. Men have needs. You look frumpy. Loosen up. Show some skin. Look sexy. Look hot. Don't be so provocative. You're asking for it. Wear black. Wear heels. You're too dressed up. You're too dressed down. Don't wear those sweatpants; you look like you've let yourself go.

Be a lady they said. Don't be too fat. Don't be too thin. Don't be too large. Don't be too small. Eat up. Slim down. Stop eating so much. Don't eat too fast. Order a salad. Don't eat carbs. Skip dessert. You need to lose weight. Fit into that dress. Go on a diet. Watch what you eat. Eat celery. Chew gum. Drink lots of water. You have to fit into those jeans. God, you look like a skeleton. Why don't you just eat? You look emaciated. You look sick. Eat a burger. Men like women with some meat on their bones. Be small. Be light. Be little. Be petite. Be feminine. Be a size zero. Be a double zero. Be nothing. Be less than nothing.

Be a lady they said. Remove your body hair. Shave your legs. Shave your armpits. Shave your bikini line. Wax your face. Wax your arms. Wax your eyebrows. Get rid of your mustache. Bleach this. Bleach that. Lighten your skin. Tan your skin. Eradicate your scars. Cover your stretch marks. Tighten your abs. Plump your lips. Botox your wrinkles. Lift your face. Tuck your tummy. Thin your thighs. Tone your calves. Perk up your boobs. Look natural. Be yourself. Be genuine. Be confident. You're trying too hard. You look overdone. Men don't like girls who try too hard.

Be a lady they said. Wear makeup. Prime your face. Conceal your blemishes. Contour your nose. Highlight your cheekbones. Line your lids. Fill in your brows. Lengthen your lashes. Color your lips. Powder, blush, bronze, highlight. Your hair is too short. Your hair is too long. Your ends are split. Highlight your hair. Your roots are showing. Dye your hair. Not blue, that looks unnatural. You're going grey. You look so old. Look young. Look youthful. Look ageless. Don't get old. Women don't get old. Old is ugly. Men don't like ugly.

Be a lady they said. Save yourself. Be pure. Be virginal. Don't talk about sex. Don't flirt. Don't be a skank. Don't be a whore. Don't sleep around. Don't lose your dignity. Don't have sex with too many men. Don't give yourself away. Men don't like sluts. Don't be a prude. Don't be so uptight. Have a little fun. Smile more. Pleasure men. Be experienced. Be sexual. Be innocent. Be dirty. Be virginal. Be sexy. Be the cool girl. Don't be like the other girls.

Be a lady they said. Don't talk too loud. Don't talk too much. Don't take up space. Don't sit like that. Don't stand like that. Don't be intimidating. Why are you so miserable? Don't be a bitch. Don't be so bossy. Don't be assertive. Don't overact. Don't be so emotional. Don't cry. Don't yell. Don't swear. Be passive. Be obedient. Endure the pain. Be pleasing. Don't complain. Let him down easy. Boost his ego. Make him fall for you. Men want what they can't have. Don't give yourself away. Make him work for it. Men love the chase. Fold his clothes. Cook his dinner. Keep him happy. That's a woman's job. You'll make a good wife some day. Take his last name. You hyphenated your name? Crazy feminist. Give him children. You don't want children? You will some day. You'll change your mind.

Be a lady they said. Don't get raped. Protect yourself. Don't drink too much. Don't walk alone. Don't go out too late. Don't dress like that. Don't show too much. Don't get drunk. Don't leave your drink. Have a buddy. Walk where it is well lit. Stay in the safe neighborhoods. Tell someone where you're going. Bring pepper spray. Buy a rape whistle. Hold your keys like a weapon. Take a self-defense course. Check your trunk. Lock your doors. Don't go out alone. Don't make eye contact. Don't bat your eyelashes. Don't look easy. Don't attract attention. Don't work late. Don't crack dirty jokes. Don't smile at strangers. Don't go out at night. Don't trust anyone. Don't say yes. Don't say no.

Just "be a lady" they said.

KNOWLEDGE BUILDING

Speaking & Vocabulary

1.
Mime

2.
Define

3.
Provide an
example

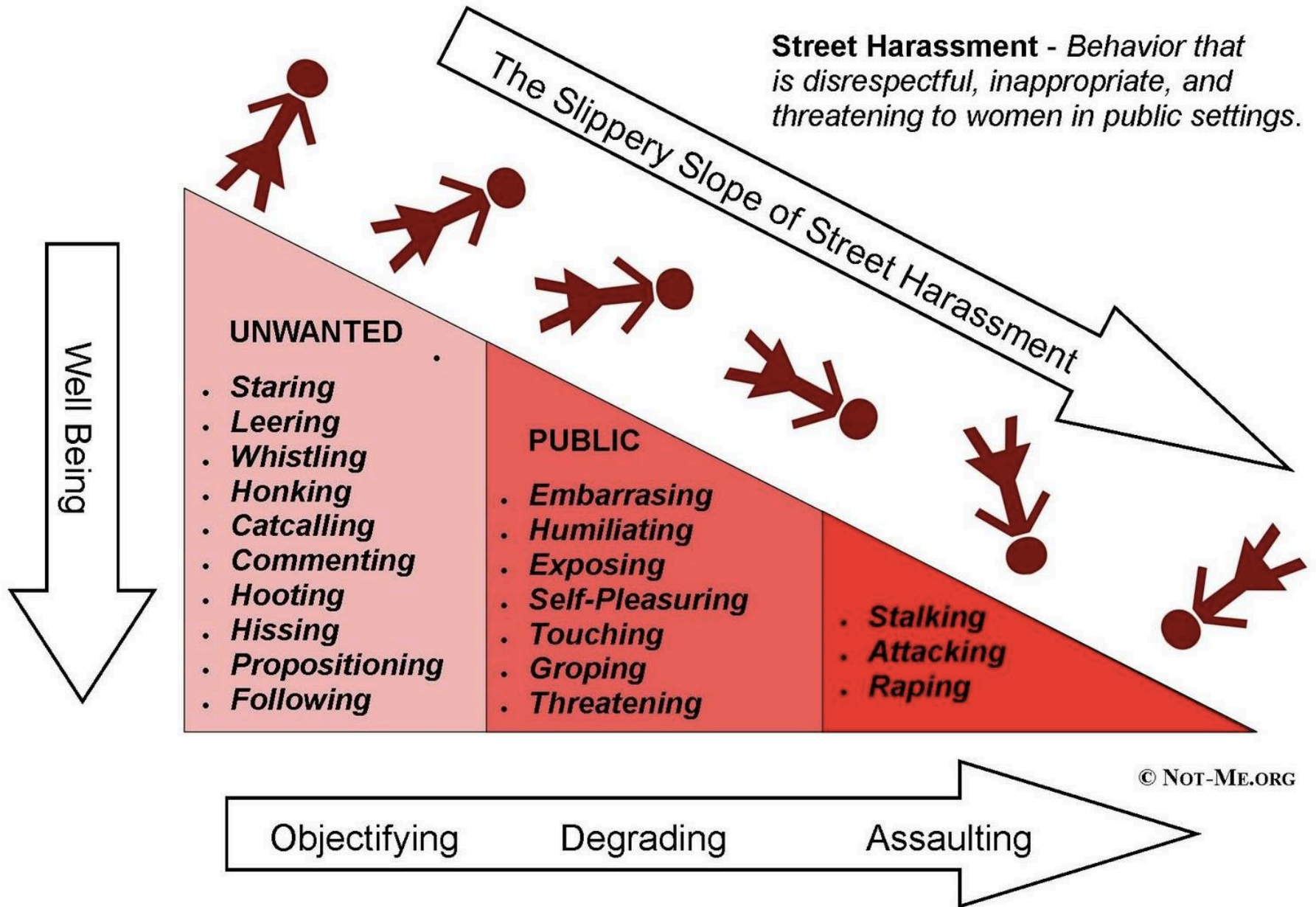
4.
Mannequin
challenge

5.
Draw

6.
Your pick!



Street Harassment - Behavior that is disrespectful, inappropriate, and threatening to women in public settings.



KNOWLEDGE BUILDING

Speaking & Vocabulary

1.
Mime

2.
Define

3.
Provide an
example

4.
Mannequin
challenge

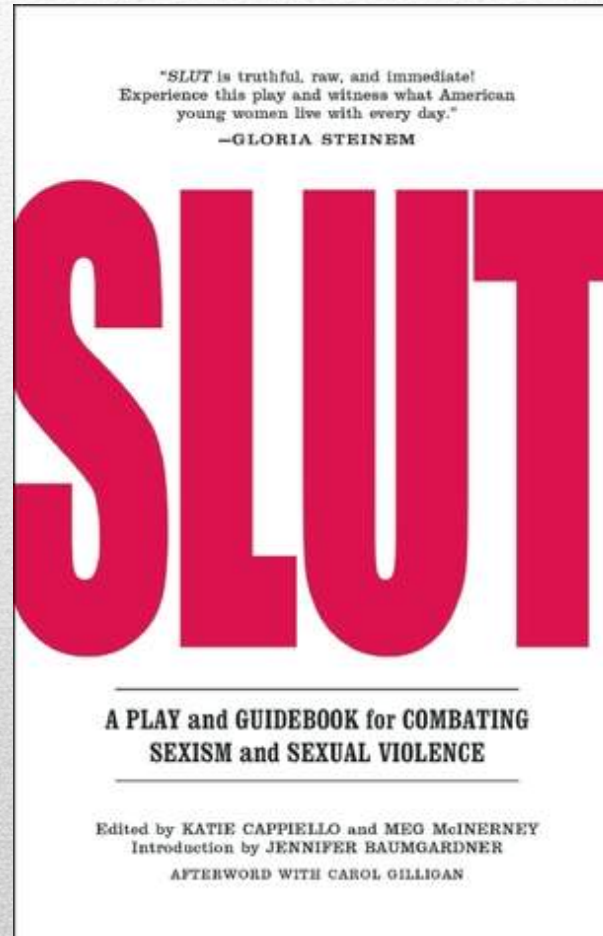
5.
Draw

6.
Your pick!



SKILLS DEVELOPMENT

Literature



PARENTAL INVOLVEMENT

Family-School as a Unit

THE ROLE OF WOMEN... IN MY FAMILY

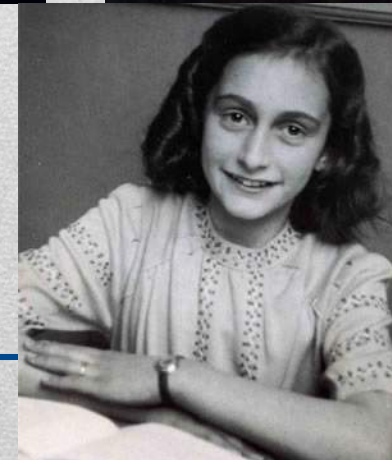
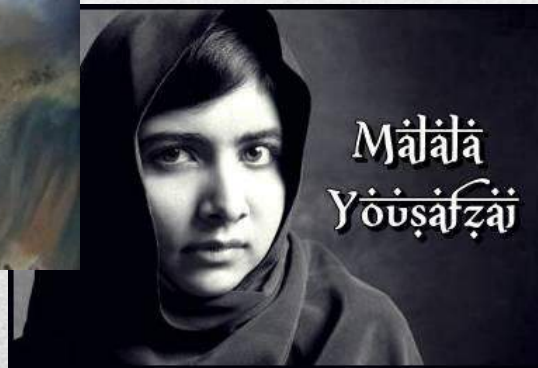
Talk to as many female members of your family as you can. Ask them these questions and be ready to discuss their answers with the rest of your class.

1. In what way/s is it difficult to be a woman nowadays?
 2. In what way/s was it difficult to be a woman when they were younger?
 3. What kind of changes would they introduce in our society to improve gender equality?
 4. Tell them about the “#metoo” campaign. Would they also say “#metoo”? Why (not)?
-

SKILLS DEVELOPMENT

Writing

Women who made a difference



SKILLS DEVELOPMENT

Viewing &
Speaking

Commercials: It's on US

STRATEGIES



PHRASES





TECH
US

STRAIGHT
TALK
WE DON'T
LET YOU
KNOW

A woman with dark hair, wearing a grey dress, stands in a dimly lit, industrial-style hallway. She is holding a large, dark rectangular sign in front of her face. The sign features a close-up photograph of her own face, looking directly at the camera with a neutral expression. Below the photograph, the text "You owe me." is printed in a white, serif font. The background shows a long hallway with concrete walls, a ceiling with exposed pipes and a bright fluorescent light fixture, and a red fire extinguisher on the wall to the right.

"You owe me."

KNOWLEDGE BUILDING

Pronunciation

Fall and Stress

It's on us to stop sexual assault.

To get in the way before it happens.

To get a friend home safe.

To not blame the victim.

It's on us to look out for each other

To not look the other way.

It's on us to stand up, to step in, to take responsibility

It's on us, all of us, to stop sexual assault.

Learn how and take the pledge at [ItsOnUs.org](https://www.ItsOnUs.org)

KNOWLEDGE BUILDING

Pronunciation

It's on us to stop sexual assault.

To get in the way before it happens.

To get a friend home safe.

To not blame the victim.

It's on us to look out for each other

To not look the other way.

It's on us to stand up, to step in, to take responsibility

It's on us, all of us, to stop sexual assault.

Learn how and take the pledge at [ItsOnUs.org](https://www.ItsOnUs.org)

SKILLS DEVELOPMENT

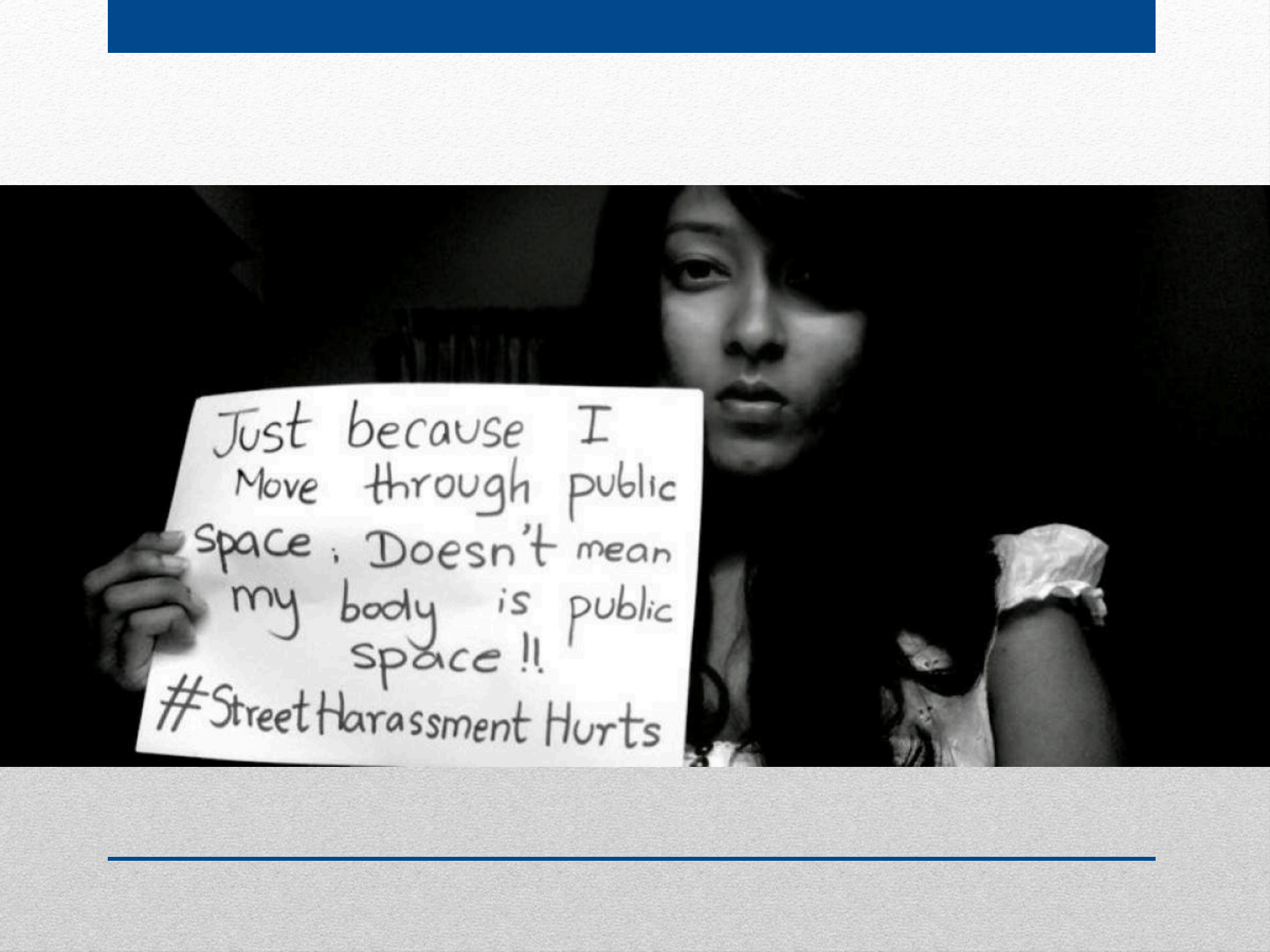
Speaking

Role play: commercials against sexual harassment. They must end with the message you got.









Just because I
Move through public
space ; Doesn't mean
my body is public
space !!

#StreetHarassmentHurts

SOCIAL IMPACT

Praxis

**Perform the play
Slut for other
courses. Conduct
a debate at the
end.**

**Participate in
the creation of
a Protocol for
cases of sexual
harassment at
school**

**Start a
“#NoMeansNo”
campaign on
twitter**

What does critical citizenship education involve?

Argumentation and constructive dialogue



Glocalization and intercultural communication



Conscientization and critical literacy

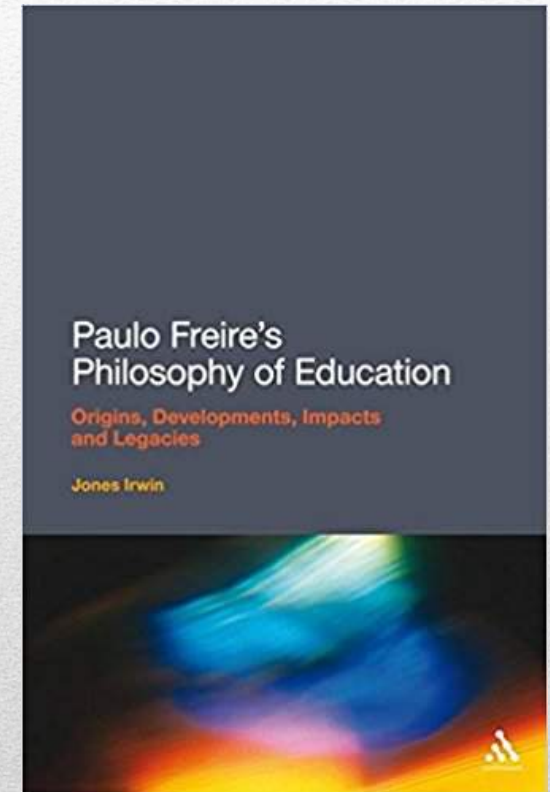


Participation and collective action



Conclusion

It is love that brings us beyond fear, beyond the fear of freedom, as an act of courage. [...] As Freire notes, 'domination reveals a pathology of love; because love is an act of courage not of fear, love is commitment to others.' (Freire, 1996:70)





**Conclusion... or the
beginning of
something**

**If you believe, like me,
that society needs a
change...**

**Let's not only teach
English, but give our
students a compass**



**In a post-truth era in
which the media and
politicians manipulate
reality...**

**Let's teach our learners
how to read the word
and the world.**

**In a divided country, in
which debate and
verbal violence seem
to dominate...**

**Let's teach our
students how to
engage in active
listening and
constructive dialogue**

**In a world in which
'the other' is seen as a
threat**

**Let's develop our
learners' intercultural
competence...**

**...to help them
understand and accept
people from other
cultures...**

**as well as to value and
share their own.**

**In a time when
technology alienates
us and makes us
passive recipients of
information...**

**Let's teach our
students how to pose
questions and use
doubt as a springboard
for learning**

**In a society with large
inequalities and
increasing poverty**

**Let's teach our learners
how to participate
actively and act upon
the unfair realities
around them.**

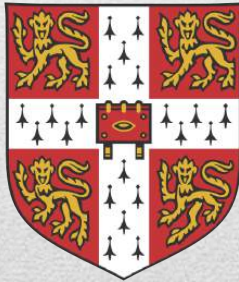
**Together with your
learners *in action*, you
can help transform
society**

Can I count on you?

**Can the world count on
you?**

THE END

*THANK YOU
VERY MUCH!*



CAMBRIDGE
UNIVERSITY PRESS



integrating ELT