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**Teaching Equality and Sustainability through Content-Based
Instruction in English**

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Melkorka Edda Sigurgrímsdóttir

Kt.: 270588-3289

Leiðbeinandi: Samúel Currey Lefever

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Teaching equality and sustainability
through content-based instruction in English

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Foreword

Many thanks to my parents for being extremely supportive and for providing academical guidance in the process of making this thesis and I am very grateful to my supervisor Samúel Currey Lefever who has been exceptionally helpful and kind.

Ágrip

Helstu markmið þessarar ritgerðar eru þróun námsefnis sem leggur áherslu á grunnþættina jafnrétti og sjálfbærni gegnum inntaks-miðaða kennslu í ensku sem erlent tungumál. Inntaks-miðuð tungumálakennsla sameinar tungumálanám við nám á tilteknu efni og er undirflokkur í tjáskiptamiðaðari tungumálakennslu. Slík kennsla felur í sér nálgun til að aðstoða nemendur við að ná flæði í tungumálinu gegnum þýðingarmikla kennslu. Markmiðið er að þróa tungumálafærni nemenda með því að tengja þýðingarmeiri atriði við tungumálanám þeirra. Nálgunin felur í sér gagnvirk tjáskipti milli kennara og nemenda og milli nemenda og nemenda. Kennsluaðferðin leggur áherslu á innihald sem hefur skýra tilvísun í umhverfi nemenda og vekur áhuga þeirra. Hún leggur áherslu á samskipti og flæði milli nemenda, og virkir nemendur með viðfangsefnum sem þeir vinna í tíma. Kennarinn tekur að sér hlutverk hlutverk leiðbeinanda og nemendur verða virkari þátttakendur í námi sínu. Endurskoðun aðalnámskrár frá árinu 2011 fól í sér þá nýng að áhersla var lögð á sex grunnþætti náms. Í þessu verkefni er unnið með tvo þeirra, jafnrétti og sjálfbærni. Fjölbreytileg markmið falla undir þessar stoðir í aðalnámskrá, en kennsluefnið sem hér er þróað leggur áherslu á kynjajafnrétti, sjálfbærni og náttúruvernd. Kennsluefni um kynjajafnrétti lýtur meðal annars að kynjahlutverkum, skömm kynhneigð og félagslegri stöðu. Námsefnið sem lýtur að sjálfbærni tekur meðal annars á efnishyggju, neysluhyggju, endurvinnslu, endurvinnanlegri orku og mengun. Kennsluefnið fylgir lýðræðislegri nálgun sem hvetur nemendur til að vinna saman, setja sig í spor ananrra og samþykkja mismunandi sjónarmið, beita gagnrýnni hugsun og taka fjölbreytni í sátt.

Abstract

Teaching Equality and Sustainability through Content-Based Instruction in English

The major aim of this thesis is the development of teaching materials that focus on the fundamental pillars of equality and sustainability through content-based instruction in English. Content-based instruction integrates language learning with the learning of specific subject matter and is a subcategory of communicative language teaching. Communicative language teaching involves a fluency-focused approach through meaningful learning. Classroom activities serve to help learners improve in production and comprehension and build their linguistic knowledge. This approach engages learners in monologic and dialogic instruction. The teaching approach focuses on content that has a clear reference to the environment of students and their interests. The teacher then serves as a guide while learners become more active in their learning. The 2011 revision of the Icelandic National Curriculum Guide introduced the six fundamental pillars of education. This thesis develops teaching materials for two of them; equality and sustainability. These units place emphasis on a wide array of topics, but the content of the teaching materials center on gender equality and sustainability, environmental protection and awareness. The teaching materials on gender equality cover, gender roles, shame, sexual orientation and social class to name a few. The sustainability unit covers, among other topics, materialism, consumerism, recycling, renewable energies, and pollution. The teaching materials are carried out using a democratic approach which encourages learners to cooperate, adopt different viewpoints, utilize critical thinking and accept differences.

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1 Introduction

Language teaching and learning has come a long way since the audio lingual method which used linguistic drills to practice oral skills (Prator & Celce-Murcia, 1979). More attention is being paid to the approaches and techniques of language use as well as the various contexts in which language can be taught. Learners require more than textbook education of languages; they require training in the skill of communication. Communicative language teaching is an approach which seeks to strengthen the communicative competence and fluency skills of learners by attaching meaning to their activities and assignments. Communicative competence can be gained through working with subject content which appeals to learners and engages them in learning.

The National Curriculum Guide of Iceland (NCG) requires that learners of all levels receive education on the six fundamental pillars of education. They are democracy and human rights, equality, creativity, literacy, health and welfare and sustainability. The focus of this master's thesis is on the teaching of equality and sustainability through content-based instruction and democratic working methods. It aims to implement civic education in accordance with the NCG and the fundamental pillars of education. The content chosen is rooted in both pillars of equality and sustainability.

The teaching materials presented in this thesis are divided into two units. The first unit covers the fundamental pillar of equality and the second the fundamental pillar of sustainability. The units are divided into lessons which cover individual aspects of both pillars. The unit on equality looks at gender equality and covers gender roles, gender expectations, objectification, shame, entitlement, consent, misandry, misogyny, sexual orientation and social class. The underlying themes stress the need for acceptance and tolerance, respect for human rights and the recognition of prejudice and discrimination.

The unit of sustainability covers materialism, consumerism, recycling, reusing, renewable energies, air and water pollution, the life and water cycles, biodiversity and activism. The underlying themes stress the need for environmental awareness and protection, and the promotion of intrinsic values over materialistic values. Both units encourage activism and introduce learners to new ways of working together for the good of society.

The teaching materials are taught through a democratic approach. Cooperation, opinion sharing, critical thinking and argumentation are encouraged through a variety of activities and teaching techniques. The activities are discovery learning, jigsaw groups, group-debate activities, opinion-sharing activities, written reflections, role playing and open-question, written assignments.

The teaching materials for the unit covering equality focus on gender equality and consist of television and video materials as well as social media material such as internet memes, internet articles and other online materials. The materials for the unit covering sustainability include documentaries, news clips and current events to name a few. These materials are used to educate learners about inequality issues that can be seen in the media and issues regarding sustainability, environmental awareness and protection. These are issues which students encounter in their daily lives.

The civic and pedagogical goal of the teaching material is to increase learners' civic and moral understanding through the medium of English. The teaching material seeks to educate learners and encourage them to use logical and critical thinking. The teaching method aims to improve students' English skills through working with content materials which are not specifically language-based. The linguistic goal is to train learners in the skill of oral and written communication, improve their fluency and accuracy and build their discursive repertoires. This thesis illustrates how content-based instruction can combine learning about the NCG pillars of education with the learning of English.

2 Communicative Language Teaching

There is a high demand in the modern world for proficiency in English and efficient English teaching. Learners need to be able to use the language in everyday communication through speaking and listening as well as through reading and writing. Communicative language teaching aims to make real communication the focus (Richards, 2006). It is an umbrella concept that covers many basic aspects. The approach focuses on organizational components of grammar and discourse and pragmatic components of function, sociolinguistics and strategic investment (Bachmann, 1990). It also entails meaningful learning (Ausubel, 1963) and is learner-centered with a healthy mix of appropriate teacher-directed activities (Brown, 2007).

Communicative language teaching provides opportunities for learners to practice speaking, develop fluency and accuracy, be tolerant of their own errors and connect all four skills of communication (speaking, reading, listening and writing) as they appear in everyday communication (Richards, 2006). Learners are given real world contexts in which they can build their linguistic repertoire and their fluency. The role of the teacher becomes that of a guide while the learners are given more active roles during their lessons.

Language's primary use is to communicate and co-create knowledge (Beacco, Coste, Van de Ven & Vollmer, 2010). This creates a need for linguistic competence in comprehension and production. In order to reach communicative competence learners need to be able to know how to use the language for specific purposes, understand the variation of language between settings (formal, informal speech), know how to produce and comprehend different types of texts and know how to maintain communication through negotiation of meaning despite having limited linguistic knowledge in English (Richards, 2006).

According to communicative teaching methodology this can be achieved through the training of interaction. Through such training the use of the language becomes the primary focus and the complex individual language forms themselves move to the peripherals. Language forms are not given special attention during communication making the process of language production a subconscious and automatic one. Through the process learners gradually transition from viewing language in units of phonemes, morphemes, graphemes and words to viewing language as a whole (Rigg, 1991). This results in high-speed automatic processing (McLaughlin, Rossman & McLeod, 1983). Instead of overtly analyzing grammar rules, an understanding of grammar is

acquired through a subconscious process. As their focus moves from form to function learners focus more on the use of the language and can pay more attention to the meaning of language (Brown, 2007). Once learners focus on the meaning of language they engage in meaningful learning.

Meaningful learning entails negotiation of meaning, successful communication and creation of knowledge. In meaningful learning the topic of learners' communication has some sort of meaning to learners. The subject matter involves content that learners can connect to their daily lives, materials that they feel will benefit them and general content which appeals to learners and is familiar to them (Deci & Ryan, 1985). Through the process of meaningful interaction learners string together a sequence of lexical aspects to form a sentence and attempt to produce information. If their linguistic repertoire is not enough they negotiate meaning and struggle to communicate. Through the struggle knowledge is created and learners engage in meaningful personal exchange (Ausubel, 1963; Williams & Burden, 1997).

In meaningful learning activities both parties benefit, the one who produces information and the one who comprehends the information. The one who comprehends receives new information which they can connect to existing memory structures. This creates stronger retention and a general strengthening of the memory systems (Ausubel, 1963; Williams & Burden, 1997). The one who produces the information practices speaking, receives feedback or input during the conversation and can connect to their memory systems instantly through the automatic process of language use and meaningful learning (Richards, 2006).

In order to engage in meaningful learning and ultimately develop communicative competence learners need to be risk takers in the construction of sentences in their communication with others (Yashima, 2002). They need self-efficacy and to be able to combat the anxiety involved in being unsure how to create meaning through the second language. Therefore learners need to face linguistic challenges a bit above their own language level (Richards & Rodgers, 2001). In order for anxiety to be reduced learners must be provided with a safe and secure environment where they are given opportunities to create conversations with one another through the target language in meaningful ways (Maslow, 1970).

Another way to help learners lower their anxiety barrier is to increase their intrinsic motivation for learning. This is done by using materials that appeal to learners, are authentic and connected to real life issues. Content that is relevant, purposeful, interesting and engaging to learners is beneficial for meaningful learning (Deci & Ryan, 1985). Learners need to be

intrinsically motivated in order for them to be strategically invested in their second language education (Brown, 2007). When learners can see the use of their education it can increase their motivation (Rigby, Deci, Patrick & Ryan, 1992). When Learners invest time and effort into their education they become aware of their own individual learning styles and methods and can develop their autonomy as language learners. Linguistic learner autonomy has to do with allowing learners to initiate interaction/oral production, solve problems in small groups and practice language with peers (Schmenk, 2005).

2.1 Content-Based Instruction

Content-based instruction is an approach based in communicative language teaching. It integrates language learning with the learning of specific subject matter (Larsen-Freeman & Anderson, 2011). In content-based instruction language learning becomes a cross curriculum, interdisciplinary study. The target language is transformed into a medium through which learners learn about specific content of other subjects (Mohan, 1986). Using this method, learners can develop both linguistic competence and their knowledge on the subject matter simultaneously (Larsen-Freeman & Anderson, 2011). Language learning therefore becomes automatic as it is dictated by the subject material (Richards, 2006).

In content-based instruction learners work with the language and content simultaneously. It entails contextualized learning where learners are taught language as a whole rather than in fragments. The content includes familiar visual stimulants and aspects that are important to learners in order for them to maintain interest. When learners feel the relevance of their language use they are motivated to learn “they know that it is a means to an end, rather than an end in itself” (Larsen-Freeman & Anderson, 2011: 138). Content-based instruction has the ability to transform language learning into a subject learning sphere through the medium of language.

2.2 Classroom Interaction

Communication that takes place within a classroom setting can be teacher-learner interaction or learner- learner interaction (Beacco, Coste, van de Ven & Vollmer, 2010). Teacher- learner interaction can be monologic instruction or dialogic instruction. Monologic instruction has two forms. The first is frontal education which entails teacher talk only, with no utterance from learners. The teacher relays the necessary informational content to learners while learners listen. The teacher also models the appropriate way to solve a problem and use higher thinking. The second involves the teacher asking learners questions, receiving a response and evaluating that response. The approach is known as the initiation-response-evaluation (IRE) sequence (Sinclair &

Coulthard, 1992). The questions asked are ones that the teacher already knows the answer to and the teacher talk presents information on the topic and argumentation.

Dialogic instruction is a teacher led discourse constructed with the help of interaction from learners (Beacco, Coste, Van de Ven & Vollmer, 2010). It has to do with transforming understanding and negotiating and not simply transmitting knowledge. The teacher frames the conversation though topics which can vary according to participants in the discourse. Feedback can be given by the teacher and learners. When learners participate new understanding of existing concepts comes to light through conversational turns. Knowledge is not transmitted but co-created by language use through negotiation. Through this approach both teacher and learner teach and learn as both bring their ideas to the conversation. Therefore it is necessary for learners to take part in the classroom interaction.

Learners' psychomotor skills can be trained through various uses of classroom talk. The teaching approach involves interaction that encourages learners to engage in different sorts of learner-talk. They are procedural talk, cumulative talk, conclusion, pedagogical talk and exploratory talk. When learners engage in procedural talk they talk about how to carry out an assignment, they question and argue for possible actions and solutions. When their interaction involves cumulative talk learners build positively on each others' views without criticizing. Conclusion involves learners making their own decisions to draw conclusions. Pedagogical talk entails a single learner taking the role of a teacher and explaining to other learners the content or the nature of the assignment. The teacher-learner can benefit because they are dealing with the content in a productive way and the other learners are receiving individually directed explanations. During such verbalization learners expand their knowledge and their awareness. The final talk type is exploratory talk where learners talk about specific topics of the content. They discuss and argue about the content, explain and evaluate information and interpretations using coordinating conjunctions like "but", "because", "so", "when", "although", "if" and "however."

The teaching materials presented in this thesis can be taught using a variety of methods including monologic frontal education, the IRE sequence and dialogic instruction. The extent to which a learner is able to understand the content depends on their ability to listen and on the ability of the other learner to produce the language. Through classroom interaction learners strive for negotiation of meaning by structuring sentences and conversations together (Brown, 2007).

2.3 Classroom Activities

There is a plethora of various types of fluency-focused classroom activities that learners can use to build their linguistic knowledge and adhere to communicative language teaching (Richards, 2006). Such activities place emphasis on natural and meaningful use of language, and use of communication strategies rather than drilled or predictable language. Teaching at the advanced English levels can utilize a variety of activities that focus on communicative competencies. Such activities are carefully thought out and organized with the course content in mind and the teacher creates an ideal practicing environment for language practice. Among them are pair and group work activities that encourage cooperative and collaborative learning. They include debates, argumentation, role playing, opinion sharing, information gap, information transfer, reasoning gap activities and jig saw.

Debate and argumentation activities require learners to use critical and logical thinking. Role playing allows learners new perspectives as they are assigned roles and asked to improvise a scene or exchange based on given information and cues. Opinion sharing activities help learners to compare values, opinions and beliefs. In information gap activities, learners use interaction to obtain and relay information. Information transfer activities involve learners taking information presented in one form and representing it in a different form. In reasoning gap activities learners derive new information from given information through inference and practical reasoning and jig saw activities involves learners teaching the content to other learners. Teachers can create a need for communication, interaction and negotiation of meaning through these activities and learners can work together towards improving their communicative competence in the target language (Richards, 2006).

The activities mentioned above also encourage cooperative learning. Cooperative learning entails classroom techniques which have the primary directive of instructing students on how to work together in a group (Oxford, 1997). The benefits of cooperative learning can be promotion of intrinsic motivation, strengthening of learner autonomy, social and emotional strengthening of relationships and less anxiety as well as less prejudice. By utilizing a cooperative method the learners are educated in an inductive way about the values of being part of a group. Cooperative activities are therefore a more desired trait than competitive ones. Cooperative learning in group work has the benefits of learners being able to listen to one another, use the language and produce more language than they perhaps would for the teacher. Through cooperative learning learners can develop fluency and increase motivation (Richards, 2006).

2.4 The Role of Teacher and Learner

In communicative language teaching more emphasis is put on the learners than the teacher and learners are given more active roles (Jacobs & Farrel, 2003). The role of the teacher therefore becomes that of a facilitator who provides advisory input and strives to motivate learners to learn (Finocchiaro & Brumfit, 1983). The teacher assists learners by making minor grammatical corrections. Grammar errors can appear in production; in speech and writing and comprehension; through listening and reading. Learners need to be at a certain proficiency level linguistically and be confident in their ability to communicate. By taking linguistic risks in communication activities learners are more active in their language education. Content-based instruction is usually applied at intermediary and advanced proficiency levels (Brown, 2007). The teaching units presented in this thesis are intended for advanced learners at the age of eighteen to twenty-one and their skill level should therefore be adequate according to the NCG's requirements (Mennta- og menningarmálaráðuneyti, 2011).

3 The National Curriculum Guide

The National Curriculum Guide (NCG) is an administrative tool published by the Ministry of Education that allows the educational authorities to direct the quality of education and educational goals of schools in Iceland through their policies (Mennta- og menningarmálaráðuneyti, 2011). The ministry implements an educational policy for each school level which is based on six fundamental pillars of education. Their role is to assist learners to become active citizens in society, develop mentally and physically and to instill cooperation as a life skill. The fundamental pillars should be integrated into school instruction at all three levels; preschools, primary schools and secondary schools.

The NCG states that administrators and school faculty need to be active participants and follow the fundamental pillars of education to work towards beneficial change and improvement. The teaching material, working methods, faculty procedures, school activities and school atmosphere should also reflect the fundamental pillars. Furthermore they should be intertwined into the daily activities of students and staff. The connection between the fundamental pillars can be seen in the image below.

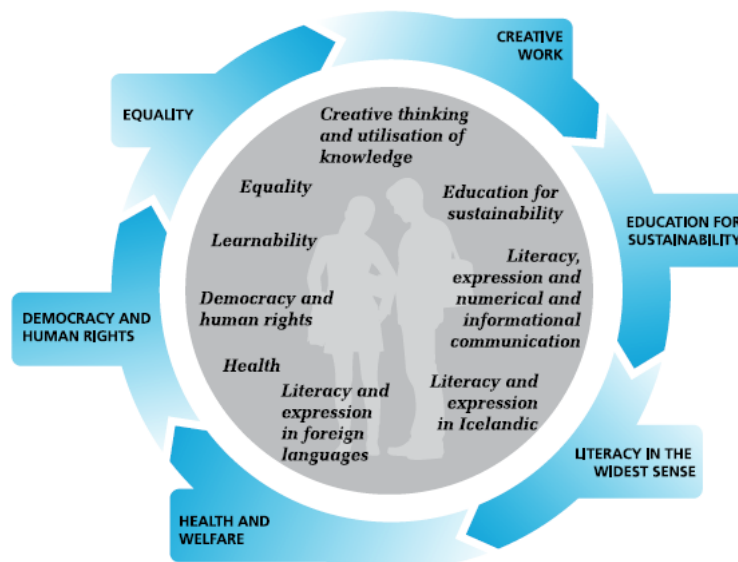


Figure 1. The cycle of the fundamental pillars of education (Mennta- og menningarmálaráðuneyti, 2011, 32).

The six fundamental pillars cover social, cultural, environmental and ecological literacy. They are democracy and human rights, sustainability, creativity, health and welfare, literacy and equality. The pillars represent core values and are all connected in some way making it easy for them to overlap one another. The pillar of democracy and human rights refers to free expression of opinions, cooperation, the promotion of equal rights and human rights and the development of society. It also concerns ethics, attitudes and values and is an intrinsic part of all the other pillars. The pillar of sustainability concerns the economy, the development of society and preserving and protecting the environment. Learners need to be aware of the environment and their role in preserving it. The pillar of creativity involves curiosity and a will to invent. It refers to autonomy, reflection and risk taking actions. The pillar of health and welfare refers to the mental, physical and social wellbeing of a learner. The pillar of literacy refers to finding meaning, social literacy and various mediums of literacy such as digital technology. The pillar of equality refers to equal opportunities and rights, acceptance of difference and understanding of prejudice and privilege.

3.1 Learner Objectives

According to the NCG, there are three concepts that a teacher needs to keep in mind regarding learners; knowledge, skills and competence. Teachers can present the material but learners need to understand, learn the material and accumulate knowledge. Knowledge refers to everything that learners take in during their education whether it be read, heard or seen. Skills refer to being able to apply the right choice of working methods and tools and applying critical and logical thinking. Competence refers to a learner's ability to utilize both their knowledge and skills.

Learners overall goals according to the NCG are to be able to understand their own knowledge and skills by analyzing, comparing, contrasting, connecting, simplifying, reasoning and drawing their own conclusions. They should possess a sense of responsibility, self-confidence and autonomy. They need to be able to use critical thinking and reflection and have a sense of broadmindedness and moral awareness. Learners should possess some degree of analytical competence based on their critical thinking and reflection. Learners then need to be able to apply learned information and communicate the knowledge to others. This means applying and reconstructing learned information into their own words both orally and written. Doing so involves the use of cognitive and creative skills with practical knowledge as well as the moral awareness of the learner. A learner builds communicative competence utilizing their knowledge and skills in the selected field. Learners should be able to trust in themselves and their ability to deal with assignments and various projects and develop a strong and secure self-image. They

should be able to cognitively link their knowledge and skills with further education and future employment. They then have the opportunity to develop skills of cooperation and be active participants in their own society. The NCG states that the overall objective is to encourage participation among students in a democratic society (Mennta og menningarmálaráðuneyti, 2011).

When it comes to communication and language the NCG states that learners need to have a certain level of proficiency in self-expression, listening, reading and overall understanding of spoken language. Learners need to be able to participate in discussions and utilize varied vocabulary. They should also be aware of the culture of language of study and be able to link values and different views to their own culture and society (Mennta og menningarráðuneyti, 2011). Communicative competence in languages lays the foundation for broadmindedness and builds connection between different countries, cultures and people. Learners need to be able to understand and respect different cultures, nationalities and races (Mennta og menningarráðuneyti, 2011).

3.2 The Fundamental Pillar of Democracy

The NCG stresses the importance of knowledge on the basic human rights of children and adults and democracy. The basic principles of democracy and human rights include cooperation, equality, shared responsibility, respecting others' opinions, critical thinking, active participation and justice between individuals. Democratic values need to be present in the classroom and implemented by the teacher (Mennta- og menningarmálaráðuneyti, 2011). Wolfgang Edelstein's theory about democratic school life states that learners should learn about democracy within a democratic environment to reach democratic understanding (2010). The teacher can create a democratic environment by being an example or role model for learners. That includes communication between teacher and learner where the teacher respects the learner's preferences, opinions and needs (Mennta- og menningarmálaráðuneyti, 2011). The teacher can implement democratic values through group projects which encourage cooperation, collaboration, different views and opinion sharing. The assignments, projects and teaching material should be of a democratic nature and include material on democracy in modern society. The goal is to prepare learners for participation in a democratic environment.

Therefore it is important that a democratic outlook be encouraged in all areas of school life. Teaching material, activities, assignments, classroom atmosphere and communication between learner and teacher should all follow the principles of democracy and human rights. Learners

should understand and respect others' opinions, be able to adopt various viewpoints, be aware of basic human rights and take responsibility for their actions (Ólafur Páll Jónsson & Þóra Björg Sigurjónsdóttir, 2012). Teachers should in turn do the same and model the correct behavior for learners. By doing so the teacher is able to provide a safe environment where learners can express themselves (Maslow, 1970). Learners need safe and secure environments where they can develop their competence in the fields of self knowledge, initiative, creative thinking and independence (Mennta- og menningarmálaráðuneyti, 2011).

Learners should be able to express their own opinions, respect others, develop a positive social communicative ability and view ethical issues critically as well as be active participants in a democratic society where they are able to recognize and value good behavior (Mennta- og menningarmálaráðuneyti, 2011). The fundamental pillar of democracy is utilized in the teaching materials as a teaching approach encouraging learners to cooperate with one another through group and pair work, encouraging them to see different viewpoints by placing themselves in the mindset of others and encouraging them to view aspects of society with critical thinking.

3.3 The Fundamental Pillar of Equality

Equality is an umbrella concept that many subcategories fall under. It includes sexual orientation, gender roles, race, age, religion, ethnicity, class and disabilities (Mennta- og menningarmálaráðuneyti, 2011). Equality education gives learners the opportunity to develop and mature in their own way, accept responsibility, respect others and be active participants in shaping a society of equal rights and justice. It adheres to the Icelandic and European government policy and the Act on Equal Status and Equal Rights of Women and Men No. 10/2008 which specifies the necessity to educate boys and girls of all ages on equal rights. Equality centers on critical thinking and logical thinking. Society and its ideals should be observed through critical examination, broadening the minds of learners to concepts such as tolerance and discrimination, prejudice and privilege. Teaching material, learning methods and school environment should reflect this.

According to the NCG learners need to develop competence in certain areas of equality education. They should develop skills to be able to understand how various differences between individuals can lead to privilege and discrimination. Learners should be respectful of equality and understand the many facets of inequality. This means speaking up if they experience inequality and being aware that privilege and discrimination can be seen in gender, age, disabilities, sexual orientation, race, nationality, class, religion and outlook on life. They should be able to analyze

situations of discrimination and privilege. Learners also need to be aware of role models and stereotypes that affect their lives and be able to observe them critically and logically. They need to understand the role of sex and gender in their society and should be aware of their own sexual health as well as their sexual orientation.

There are prevalent notions of gender inequality in social media, advertisements, movies, lyrics in songs and magazine articles. Through various upbringing and influence from the media children are fit into certain gender roles that they may adapt to unconsciously through their lives. Learners need to be aware of these gender roles and expectations (Kristín Dýrfjörð, Þórður Kristinsson & Berglind Rós Magnúsdóttir, 2013). This thesis focuses on gender equality. Therefore the tasks set for learners reflect and advocate gender equality leading to less emphasis on gender orientation and more emphasis on intrinsic values. The teaching material will cover various aspects of gender equality issues. Video clips, advertisements, movie clips, articles and social media blogs will be examined and analyzed for gender discrimination and privilege. The teaching material shows the humane side of and the differences between sexes, sexual orientation and social class.

3.4 The Fundamental Pillar of Sustainability

Sustainability is an essential factor when it comes to education. It is based on government policy as well as the policies of UNESCO and the council of Europe policy on democracy and human rights (UNESCO). Sustainability involves respect, understanding and shared responsibility for the environment, the economy and democracy. It is important to teach learners to respect the environment, respect their own health and wellbeing, respect biodiversity, obtain a sense of responsibility and justice as well as utilize democratic working methods. Learners need to be aware of the actions they can take to preserve their environment.

The NCG lists key competences that should result from sustainability education. Learners need to be aware of natural resources and be able to form opinions on how to utilize such resources. Their understanding must cover the laws and cycles of nature as well as the aesthetic value of the earth and the service it provides for mankind. Learners need to be aware of over-consumption and excessive use of earth's resources and understand the importance of utilizing resources in a sensible manner. They need to understand that economic growth should not overshadow protection of resources and understand the need for the resources from the earth to be divided equally among population (Mennta- og menningarmálaráðuneyti, 2011).

The goal is for learners to respect the earth and be aware that it is important to pass it on to the next generation in no worse condition than it was received and if possible in better condition. The needs of people therefore don't surpass the needs of the environment and the next generation is able to utilize the environment in a sustainable way as well. Learners need to be aware of their own ecological footprint and the limits of the ecosystems of the earth as well as their active part in the decisions made regarding those ecosystems (Sigrún Helgadóttir, 2013).

Another goal of sustainable education is for learners to acquire problem solving skills when it comes to actions concerning the environment, social factors and the economy. A considerable number of future adult citizens attend secondary school and it is important that they be aware of their own consumption habits and their effects on the environment (Mennta- og menningarmálaráðuneyti, 2011).

3.5 Values and Civic Education through Democratic Methods

Values and civic education are emphasized in the NCG through the use of the fundamental pillars of education of equality, sustainability and human rights and democracy (Mennta- og menningarmálaráðuneyti, 2011). The teaching materials in this thesis give learners the opportunity to identify themselves as individuals who are independent and able to express their opinions. The teaching methods of both units place emphasis on cooperation in place of competition. Learners' critical and higher thinking skills are built up through techniques and approaches that ultimately center on instilling in learners a sense of democracy, justice and equality. By continuously presenting learners with different viewpoints and having them experience being "in other people's shoes" the materials seek to instill in learners a sense of morality and empathy towards others. The use of group and pair work also places learners in situations where they are required to work with others, challenging them to work cooperatively and dealing with any differences of opinion within the group work in a peaceful, solution oriented manner (Ólafur Páll Jónsson, 2011).

Both aspects are important components of being a participatory citizen in a democratic society. The material also explores the unequal distribution of goods and wealth and places it under critical analysis. Being able to see other peoples' views and understanding the importance of cooperation is a vital factor of civic education (Sigrún Aðalbjarnadóttir, 2007). The materials seek to raise learners' awareness of their share of responsibility and duties as well as their own rights in society.

4 The Teaching Material and Lesson Plans

The lesson plans of the teaching material are constructed in an organized sequence of linguistic and civic aims, teaching material, procedure and content and rationale. The aims outline the skills that learners will acquire through the lesson. The materials contain all content used during the lessons (assignments, video clips, articles, oral questions). The procedure is a step by step explanation on how the lesson will unfold with the initial warm up to get learners interested in the material, the techniques and approaches used and the conclusion of the lesson. The content and rationale explains the use of the techniques, approaches and teaching material. The framework chosen is loosely based on an adaptation of the framework used in *New ways in content-based instruction* (Brinton & Master, 1997).

The teaching material is divided into two units. The first covers the various forms of gender equality. It is split into twelve lessons which can be adapted according to the teacher's preference. The first lesson is an introduction to the course where the overall concept of equality is explored through the use of meaningful learning. The second lesson explores the idea of gender as a natural phenomenon and as a social construct and looks at gender expectations aimed at children through advertisements. The third lesson looks at adult gender roles that can be seen in movies. The fourth lesson follows the theme of the lesson before and explores sexual objectification and its many platforms. The fifth lesson looks at gender roles in dating and explores the concept of shame. The sixth and seventh lessons deal with entitlement and consent when it comes to romance and sex in dating culture. The eighth lesson explores various forms of double standards. The ninth lesson looks at sexism towards men and the tenth lesson explores sexism towards women. Both lessons serve to educate learners on the meaning given to words according to context and how the use of words can change the structure and meaning of a sentence. The eleventh lesson observes different accounts of people of different orientations. Prejudice against certain sexual orientations is shown to allow learners to put themselves in the shoes of others. Finally the unit concludes with a lesson on social class and economic equality.

The second unit focuses on sustainability awareness and protection of the environment. The first lesson introduces the concept of materialism and its effects on people and the environment. The second lesson keeps in theme with the first and explores the implications of consumerism. The third lesson focuses on reducing waste at home. The fourth lesson covers recycling and renewable energies where the implications that plastic has on the environment and factory

workers are explored. The fifth lesson continues with the theme of plastic and explores plastic waste in the oceans. The sixth lesson looks at water pollution and wasteful use of water. The seventh lesson explores air pollution, climate change and the carbon footprint. The eighth lesson connects climate change to biodiversity. The ninth and final lesson of the unit explores what learners themselves can do outside of their homes to protect the environment through activism.

A simulation of real life context is utilized in the teaching materials to relay information through the second language and provides learners with hands on experience. Both units place emphasis on awareness, participation, activism and the development of society. Through the use of current events, news articles, social media, images and movie scenes learners receive the opportunity to grasp the underlying meaning of these aspects and utilize the information learned and apply it in their everyday life.

5 Conclusion

Research by Birna Arnbjörnsdóttir and Hafdís Ingvarsdóttir in Iceland has shown that many students at university level overestimate their English skills. They point out the need for better preparation of students at secondary level for using English for future study and work (Birna Arnbjörnsdóttir & Hafdís Ingvarsdóttir, 2012).

The teaching materials in this thesis seek to aid learners on their road to fluency and advance their English production and comprehension skills. The teaching materials invite them to engage in topics of relevance and importance. The teaching approach encourages a democratic atmosphere through the use of cooperative learning and group work as well as critical and higher level thinking in writing assignments and debate activities.

The informational content and the linguistic content of the teaching materials are meant to be of use outside the classroom as well as within. The issues covered in the materials are widespread issues that affect individuals and the environment all over the globe. The content of the teaching material seeks to raise civic awareness and participation for the betterment of society. It is necessary that learners receive basic education in both and become productive members of a democratic society. The main objectives of this thesis are to expand learners awareness of important social and environmental issues while building their linguistic and communicative competence in English.

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Appendices

Appendix A: Teaching Materials

The two main topics of the teaching materials are gender equality and sustainability. The first unit covers gender equality. The material begins with a wide approach but is then narrowed down to individual aspects of gender equality: gender roles in advertisements and movies, gender roles in dating, misogyny, misandry and feminism as well as sexual orientation and gender identity. The second unit covers some of the major aspects of sustainability: materialism, consumerism, environmental protection, pollution, the water and life cycles, climate change, the carbon footprint, biodiversity and activism.

The teaching materials are intended for use at the upper secondary school level with learners from the ages of eighteen to twenty-one. Some of the material deals with aspects of a sexual nature. There is also profanity present in the teaching material as it is part of the colloquial speech. It is important for the teacher to address the issues of sensitive materials and profanity to make it clear to learners that they are expected to work with these aspects in a mature and responsible manner.

The teaching material in general is provocative and raises questions that challenge the social norms of society and the decisions learners make in everyday life. It encourages learners to use higher level thinking as well as critical thinking in their projects, essays, assignments and discussions. The teaching materials consist of varied forms of content such as movie clips, advertisements, comic strips, video clips and articles. The reading texts are either taken from online sources or written by the thesis author. Comprehension and reflection questions accompany many of the texts and video clips. Learners are asked to extract information from the images and texts and summarize the material, retell it in their own words or provide a solution to a problem verbally and/or in written form. Learners are also asked to provide a personal response to some of the materials.

The teaching materials use democratic methods to encourage cooperative learning, empathy, respect and acceptance in learners through opinion sharing, viewing of different opinions in debate activities and discussions. Discussions, group and pair interactions promote cooperation instead of competition between learners which mirrors the value of acceptance in the unit. Debates between learners allow them to use critical thinking in rationalizing a generalization. Different forms of intolerance due to different sexual orientation, gender and class

are explored as well as disregard for the environment in the form of materialism and wasteful behavior.

Each topic is covered in one or two lessons before moving on to the next one. There is a coherent connection between lessons connecting them all together. This is done in order for learners to see the bigger picture and grasp the big ideas of the unit.

Overall objectives of both units

Learners will be able to

Use critical thinking to analyze an aspect involving discrimination, privilege and sexism towards a certain gender.

Recognize stereotypes and generalizations.

Understand differences in meaning of words and phrases according to gender connotations and socio cultural aspects.

Know the meaning of the following concepts: feminism, misandry, misogyny, consent, the friend-zone and social construct.

Be aware of environmental issues such as water pollution, carbon emissions, deforestation and the impact of plastic.

Know different ways of protecting the environment.

Use critical thinking to analyze consumerism, materialism and exploitation of resources.

Know the meaning of the following concepts: the material's economy, zero waste lifestyle, the water cycle, carbon footprint, biodiversity and activism.

Apply learned information in oral interaction and written form.

Understand and adopt different viewpoints.

Use vocabulary connected to the material in verbal interaction and written form in individual and group or pair work.

1. Gender Equality

Introduction to Gender

Aims

Learners will be able to:

Understand the terms discrimination and privilege.

Categorize different memes according to targeted group.

Differentiate between memes that show discrimination, privilege or sexism and humorous ones.

Explain how a generalization shows inequality, discrimination or privilege in the memes.

Procedure

Ask learners at the beginning of the class if they know what a meme is. And gather some answers from learners. Then project onto the board one meme at a time to further explain what a meme is. Next show the memes again but this time stop at the first one that displays inequality and ask learners what is wrong with the picture meme. Write learners' answers in keywords on the board for the meme. Then go over their answers and circle the correct word or if it's missing write it on the board. Have learners tell you why the meme can be categorized as discrimination, sexism or privilege towards X. Write the correct answer in a separate column labeled discrimination, privilege and sexism (If necessary explain the terms to learners). Do the same for the other memes. By the end you should have a list of categories including misogyny, misandry, entitlement, shaming, elitism and homophobia . Explain to learners that they will be working with these core concepts and each concept will be covered in one or more lessons. After the explanation hand out one individual meme to each learner and have learners write a short analysis answering the question: *What does this picture portray?*

Teaching materials:

Definition: A meme is an image, video, piece of text or something the like, typically humorous in nature, that is copied and spread rapidly by internet users, often with slight variations.

What is wrong with this picture?



Content and rationale

The content serves as an introduction to the unit. It includes pictures of memes with catchphrases. There are 12 memes and some of them display inequality, discrimination or privilege and some are merely humorous. The content challenges learners to differentiate between harmless humor and harmful ideas towards a certain group. The pictures offer a chance for the instructor to see where the learners stand on inequality issues. The first activity allows learners to make their own decisions and find their own definition of a meme.

The second activity allows learners to decide for themselves how to categorize a meme. The activity requires learners to explain how a meme shows inequality, discrimination or privilege. The activity provides an opportunity for learners to argue the different meanings they attach to the memes. The activity also provides an exercise in the use of coordinating conjunctions as learners need to use them in their interactions in order to argue their statement.

The final activity allows learners to reflect on the material, write their own views as well as display understanding of the content through written form. It requires that they read between the lines and discover the answer. It is also a starting point to show what learners know before beginning the unit. The material can be reviewed at the end of the course to see what learners have learned.

Through the lesson learners get introduced to the core concepts of equality where gender roles, sexual orientation, sexism and social class are portrayed in memes. The activities encourage acceptance and tolerance towards those who are different. It is also an opportunity for learners to practice speaking English through meaningful content.

Children and Gender Roles

Aims

Learners will be able to:

Differentiate between stereotypes and biological facts about men and women.

Understand the concept of social construct regarding gender.

Be aware of the impact of advertisements and socialized gender norms.

Analyze how gender is categorized in advertisements.

Procedure

Bridge the gap between the first and the second lesson and tell learners that they will be continuing with gender in the lesson. Draw two pictures on the board. One of a boy and one of a girl (simply writing *boy* and *girl* is fine too). Cover one gender at a time and ask each learner to say one word or generalization that they connect to that gender. Write the students' answers below the sketches in a column. Do the same with the other gender. After covering both genders ask learners which generalizations can apply to both genders and add them to an additional column marked *similarities* or *same*.

Next write the words *biological fact* on the board on one side and *social construct* on the other and ask learners what they think the words mean then explain to learners the meaning of both words. Explain to learners that the similarities between the genders show that the idea of gender is a social construct rather than a biological fact. Then go through a couple of the words of the gender columns to further prove your point. Have learners tell you whether the concept is a *biological fact* or a *social construct* and have learners explain their choice of answer. Then ask learners if they know of any other genders. Afterwards show learners the following videos in this order: *gendered toy ads collection*, *empowering girl toy commercial* and *gender neutral toy marketing*.

After watching the videos ask learners to divide into pairs and create conversations by asking each other the provided questions about each of the commercials. Afterwards explain that some people view gender as being a social construct while others view it as an aspect one is born into and is biological. Next show learners the following videos: *gender role interviews*, *girl rants about*

gender roles and finally a heated *gender role debate*. Divide learners into groups of four with teams of two. One team will adopt a view of gender roles being natural and the other the opposite view of gender roles being a social construct. Learners will debate the issue and then switch after a few minutes taking each other's views. (Give learners some time to prepare their debates). Finally have learners watch a music video on gender expectations and write a reflection on it.

Teaching material

Explanatory text about social construct and biological fact/genes

Dictionary.com: <http://dictionary.reference.com/browse/social+construct>

Social construct is a mechanism, phenomenon, or category created and developed by society; a perception of an individual, group, or idea that is "constructed" through cultural or social practice.

Biological fact has to do with the outward appearance and bodily function; something which is substantial and can be seen by the naked eye or proven through scientific fact.

Advertisements

Gendered toy ads collection: <https://www.youtube.com/watch?v=zwysTF0NwvE>

Empowering girl toy commercial: <https://www.youtube.com/watch?v=IIgyVa5Xftw>

Gender neutral toy marketing: <https://www.youtube.com/watch?v=E6yf1jhEj60&spfreload=10>

Questions about commercials

What gender are the first commercials directed towards?

What is the theme of the commercials?

What qualities are valued?

What do you think about the final video and gender neutral toy marketing?

Perspectives of children:

Gender role interviews: <https://www.youtube.com/watch?v=-VqsbvG40Ww>

Girl rants about gender roles: <https://www.youtube.com/watch?v=srnaXW9ZgZc&spfreload=10>

Debate assignment:

Gender role debate: <https://www.youtube.com/watch?v=T4Dyzm8L6cU>

Divide into groups of four with two pairs. One learner will be opposed to gender as a social construct and one learner will be opposed to gender as a natural phenomenon.

Provide rationale for “your” view and debate for a few minutes then switch roles.

Music video on gender expectations: <http://www.upworthy.com/a-haunting-look-at-what-happens-when-we-make-our-kids-behave?c=reccon1>

Content and rationale

The content of the lesson is gender roles in advertisements aimed at children. It delves inductively into the sexism and categorization of the sexes into separate groups of socially constructed gender of male and female identity. The content is a way to initiate a discussion on the discourse of gender roles and allows learners to be participants in the lesson as well as utilize the target language to express themselves.

In the first exercise learners answer comprehensive, open questions and personal response questions. This allows learners to express their own opinions as well as display comprehension of auditory material and visual stimulants. The concept of social construct is introduced to learners through the process of going through one gender at a time and inquiring about their defining factors and similarities. Learners’ vocabulary is expanded through the exercise as the words they are working with are in spoken and written form. Through the videos learners become aware of stereotypes. The videos show different viewpoints of various individuals which can give insight into learners’ own automatic viewpoints. This prompts learners to adopt various viewpoints and utilize logical and critical thinking.

The debate assignment allows learners to adopt different viewpoints and apply critical thinking in interaction with other learners about the material. It gives them a chance to engage in

exploratory talk and practice working together as well as executing peacefully, differences of opinions.

The final assignment challenges learners to apply learned knowledge in a written composition of their views of the contents of a music video. The music video serves to show possible implications of categorizing according to socially constructed gender roles. It shows the genders as two opposites of a spectrum represented by pink for girls and blue for boys. Both groups appear to be stuck in their gender roles and be threatened if they attempt to deviate from those roles. Towards the end of the video one group member of each gender manage to escape the confines and they mix their colors together creating a new color. The values of the music video are different then in the advertisement videos and center on inclusion and tolerance. The video attaches humane meaning to the content and connects it to the learners themselves. The content of the video includes lyrics which are not descriptive for the events in the video.

Adult Gender Roles in Movies

Aims

Learners will be able to:

Understand the existing gender expectations for characters in film.

Analyze gender expectations and summarize in their own words.

Utilize critical thinking in verbal and written form on existing structures of socially constructed gender in movie roles.

Understand the Bechdel test and the Mako Mori test.

Apply both tests appropriately while analyzing content.

Procedure

Tell learners that you will be continuing with the same theme from the lesson before, gender roles, only this time you will be covering adult gender roles in movies. Tell them that there exists a test which monitors the role of women in movies. Ask learners why they think that such a test exists and address the inequality between male and female actors in Hollywood briefly. Next show learners the Bechdel test video and ask a few learners why the lack of substantial women characters is a systemic problem. Show learners the Mako Mori test video and have them do the exercise. Explain to learners that both tests will be used to analyze the movie *Mad Max: Fury Road* and give them handouts with instructions on how to apply the Bechdel test and the Mako Mori test to movies.

To prove the validity and the need of the tests show learners an action movie trailer for the movie Avengers. Divide learners into small groups and have them answer the questions in the exercise. Next ask learners whether they know what a chick flick is and have them explain what it is. Then show learners the parody of SNL if Black Widow were to get her own movie and have them do the exercise.

Finally show learners the trailer for *Mad Max: Fury Road* and address the fact that women receive strong roles in the trailer and contrast it with the other two trailers that have been shown. Handout the Bechdel test and the Mako Mori test to learners and have them watch the movie at home, read the article and analyze the movie using the Bechdel test and the Mako Mori test. Have them use the information learned in class, the movie and both tests to write a page on the

female character Imperator Furiosa and what it means to them to see a strong female character in a typical male role.

Teaching material

Video about the Bechdel test:

<https://www.youtube.com/watch?v=bLF6sAAMb4s>

Video about both the Bechdel test and the Mako Mori test (only use the first 6 min):

<https://www.youtube.com/watch?v=WiRFu1a143E>

Assignment on gender roles in movies

The Bechdel Test

In order for a movie to pass the Bechdel test it needs to include the following:

1. The movie needs to have at least two women in it who have names.
2. The women need to have a conversation.
3. The conversation has to be about something other than a man (most often the leading role).

Question

Why is the lack of substantial women-characters a systemic problem according to the video?

Possible Answer

Because it's not just a few people, the entire industry is built upon creating films that cater to and are about men.

Many films that are critically regarded fail the Bechdel test but have strong female characters in them. An example is the movie *Pacific Rim*.

The Mako Mori test

Origins: designed by tumbler user Chile in 2013.

Many people acknowledged that although Pacific Rim had failed the Bechdel test Mako Mori was a strong, dynamic, female character with a strong story arc.

For a film to pass the Mako Mori test it needs to:

1. Have at least one female character.
2. Have that female character have her own story arc.
3. Not have that story arc be supporting a male character's story arc.

Exercise on the Trailer for *The Avengers*

Trailer for the Avengers: <https://www.youtube.com/watch?v=eOrNdBpGMv8>

Questions

1. What themes can be seen in the trailer?
2. What values are displayed?
3. How many male roles are portrayed?
4. Collectively what aspects are focused on in the male roles?
5. How many female roles are there in the trailer?
6. If there are female roles how are they portrayed? What aspects of the female roles are focused on?

Possible Answers

1. Power, heroics, adventure, strength and mystery.
2. Bravery, strength and aggression.
3. Around seven main roles.
4. Strength, bravery and protecting.
5. There are two. A woman in the window and Black Widow.

6. The woman in the window has one second of screen time and the black widow has no dialogue in the trailer. Flexibility, beauty and skill.

Exercise on SNL parody of *If Black Widow were given her own movie according to the gender expectations of her sex*

Black widow: https://www.youtube.com/watch?v=j_5KgpN38hM&spfreload=10

Questions

1. What makes the trailer become a trailer for a chick flick?
2. How does this trailer differ from the Avengers trailer?

Possible Answers

1. Leading female characters in films are mostly centered on getting into a relationship. Movies that focus on love with leading female characters are widely known as chick flicks.
2. There is a great need to find a man, find love. There is hardly any action, the scenes are softer.

Trailer for Mad Max Fury Road: <https://www.youtube.com/watch?v=vjBb4SZ0F6Q>

Article on the movie from:

<http://www.vice.com/read/the-new-mad-max-movie-is-both-badass-and-totally-feminist-944>

Mad Max: Fury Road is, as you'd expect, a powerful and frenetic post-apocalyptic action movie full of dusty roads and trackless desert with the occasional fire tornado. It's two hours of bad guys in souped-up vehicles trying to run down the motley gang made up of Imperator Furiosa (Charlize Theron), Max Rockatansky (Tom Hardy), and five tough women trying to escape their lot as "breeders" for the foul tyrant Immortan Joe. If you think that sounds fun—and it does—you should go see it.

To my surprise, *Fury Road* is also an explicitly feminist movie, with Furiosa and Max joining forces to take down a literal patriarchy. While the point of view largely centers on Max, the protagonist is clearly Furiosa, who with her deadly aim, prosthetic hand, and iron will pulls Max,

the other good guys, and all of the many and varied villains in her wake. Later in the movie, we encounter a matriarchal society of badass older women who provide deadly sniper fire and heirloom seeds. Naturally, it easily passes the Bechdel test, although one of my favorite conversations among women is technically "about" men, when an older woman discusses her ability to only use one bullet per kill. In a moviemaking era when the portrayal and marketing of "strong female characters" is increasingly a topic of conversation, especially when it comes to action and superhero flicks, *Fury Road* stands out as exceptional.

Bechdel testing *Mad Max*; Answers from an article: <http://theladiesfinger.com/bechdel-testing-mad-max-fury-road/>



Homework assignment

Use both the Bechdel test and the Mako Mori test to analyze the movie *Mad Max: Fury Road*.

Content and rationale

The content of the lesson looks at roles of men and women in movies, the social construct and the gender expectations of both sexes. It challenges existing views of what is typical in movies and explores the Bechdel test and the Mako Mori test.

The first exercise tests learners' comprehension of the Bechdel test and the Mako Mori test. The second and third exercises require learners to analyze trailers for aspects similar to the Bechdel and Mako Mori tests. Both exercises above allow learners to use their vocabulary in naming different values that are seen in the trailer and to use their discursive repertoires in interaction. Learners critically examine the content of trailers in group work. This requires that they engage in oral interaction and they train their linguistic skills in English. Finally learners complete a written assignment which tests their knowledge, analytical skills and critical thinking. Learners first analyze the movie *Mad Max: Fury Road* to see if it passes both tests. Then they analyze the character *Imperator Furiosa* in a written assignment. Finally learners complete a written assignment which tests their knowledge, analytical skills and critical thinking. Learners first analyze the movie *Mad Max: Fury Road* to see if it passes both tests. Then they analyze the character *Imperator Furiosa* in a written assignment. The assignment tests learners' writing skills and their ability to apply learned information to in their own words.

The content is meant to get learners talking about inequality of women in movies and discuss the issue in a critical manner. Through the lesson learners discover what the Bechdel test and Mako Mori test are, why they are needed in film critique and how to use them.

Sexual Objectification in the Media

Aims

Learners will be able to:

- Understand the definition of sexual objectification.
- Analyze situations where sexual objectification takes place.
- Understand the gender inequality aspect of sexual objectification.
- Be aware of the dangers of sexual objectification.
- Apply learned information about sexual objectification in a learner-learner interaction.

Procedure

Brainstorm with the class the meaning of sexual objectification. Then explore the topic and tell learners that you will be showing them a video where gender roles have been reversed in adult advertisements. Next show learners the video where the roles have been reversed; men in the place of women. Ask learners what they thought of the reversal. If learners do not state it point out the trend of the men becoming objects and turning their body into sexual things. Next show learners the comic strip in a presentation form allowing them time to read from the screen. Divide learners into small groups and have them answer the comprehensive questions on casual harassment together. Give learners time to engage in interaction and create conversations from the questions about the topic.

Then show learners a video in which Laci Green explains sexual objectification in detail. After the video hand out the question sheet on sexual objectification and have learners answer them. Then have them create conversations using the reflection questions.

Teaching material

Definition according to Laci Green:

Sexual Objectification is the viewing of people solely as de-personalized objects of desire instead of as individuals with complex personalities and desires/plans of their own.

Role reversal in commercials: https://www.youtube.com/watch?v=2SrpARP_M0o&spfreload=10

Comic/article about women being sexually objectified in everyday life:

<http://www.tickld.com/x/next-time-someone-says-women-arent-victims-of-harassment-show-them>

Casual harassment questions

1. What does the comic strip mean by men's spaces?
2. How do the men involved treat women?
3. What happens if a woman in a "man's space" is accompanied by her boyfriend or another man according to the comic?
4. How does it affect the woman in the situation?
5. When is a compliment not a compliment but harassment? Explain why.

Possible Answers

1. "public spaces are actually men's' spaces and women who pass through are subject to their desires, needs and opinions of the surrounding men"
2. The men feel compelled to point out how women in their spaces look and how sexy they are. They tend to measure women's worth from the attention that they get from them.
3. The way some men see it is if the woman is with a man, they are already being controlled and are not subjected to harassment since they are protected by the man but if they are alone they are a target. One example is a guy apologizing to the woman's boyfriend/husband (not the woman herself) for hitting on her as she is with him and already taken. Another example is women having to say that they have a boyfriend in order to avoid men who are interested in them.
4. The woman is de-personified and gets treated like property.
5. When the compliment turns into an advance to obtain the girl/woman and get something from her sexually. Also when the compliment is sexually objectifying.

So what is sexual objectification and where can it be seen?

Laci Green sexual object: https://www.youtube.com/watch?v=u_4dPB9MVS8&spfreload=10

Subject: the actor

Object: the thing to be acted on

Questions

1. What is sexual objectification?
2. How can sexual objectification effect gender equality?
3. Where is sexual objectification found?
4. What aspects are valued when a woman is a subject?
5. Who are most often portrayed as objects and who as subjects?
6. According to the video how does sexual objectification of women affect men's view of them?
7. How does sexual objectification of women affect women and girls according to Laci?
8. When Laci says "see the world through men's eyes" what does she mean?
9. What are the dangers of sexual objectification?

Possible Answers

1. Sexual objectification in everyday life involves catcalling, "complimenting", using women's body parts to sell products or using women in sexually suggestive positions to sell products. It also involves women and transwomen being defined by their sexual organs, dress codes for girls in school designed to not distract boys and graphic sexual comments on the internet. Sexual objectification further entails women's bodies being used as sexy decorations in music videos, Halloween costumes for women that are only sexy and men and women not being able to be friends because women "can't be seen as anything but sexual".
2. Sexual objectification can skew the line and lead to entitlement. When women are presented as objects men are more likely to see them as such. This can be dangerous when it comes to aspects such as consent.
3. The internet, social media, the general media, TV-shows, advertisements, movies, music videos and magazines.
4. Intrinsic values such as personality traits, skills, their intellect, kindness and so on.
5. Men are most often subjects while women tend to be objects

6. Men see women as something that they are entitled to and are there to have sex with them.
7. They tend to self objectify which means they think more about their appearance than they would otherwise have done. They tend to see themselves in terms of how sexually desirable they are to others.
8. Seeing the world through men's eyes according to Laci suggests that the spaces that men and women occupy are men's spaces and women get to walk through.
9. When men see women as sex objects, they feel entitled to them which can lead to sexual assault.

Reflection of sexual objectification

What messages do advertisers send when they sexually objectify women?

How can the advertisement be displayed differently?

What about sexual objectification of men?

What do you think about the impact and normalization of sexual objectification?

Content and rationale

The content covers sexual objectification in advertisements and on the streets. The first video depicts role reversal to get learners to see the idea of putting themselves in other people's shoes and encourages valuing different opinions. The first exercise which is on casual harassment tests learners reading skills and gives them an opportunity to practice production and comprehension through interaction. The comic strip shows how objectifying can be dangerous and Laci Green's video further explains the concept. The assignment on sexual objectification gives learners further opportunities to practice comprehension and production. The final assignment on sexual objectification allows learners to reflect on the material through conversations with one another. They need to use critical thinking as they analyze sexual objectification in their reflections.

Gender Roles in Dating: Shaming

Aims

Learners will be able to

Understand the different gender connotations of the words *slut* and *virgin*.

Know the different ways gender shame is applied to individuals.

Understand the implications of inflicting shame.

Respect a different viewpoint in an interaction with other learners.

Explain slut shaming and virgin shaming in their own words.

Procedure

Introduce the topic of the lesson and make a connection between this lesson's material and last lesson's material. Then hand out the article below and give learners time to read it. Next show an introductory video by Laci Green about different types of shaming, her video on the Slut Shamer and finally her critique of a youtuber's comments. Ask learners what they think about the last video and tell learners that they will be assuming the same roles as in the video. Then divide learners into groups and give them conversational points and ask them to discuss slut shaming, virgin praising and virgin shaming among themselves. Have them use the questions below that challenge slut shaming.

Afterwards show learners the video on role reversals. Then have learners differentiate between the meaning of slut and virgin according to gender. For homework have them find a scene from a movie where some sort of sex shaming is taking place and write a short essay about what sort of shaming is taking place and how it could be damaging if it were to actually happen. Conclude the lesson by showing learners the two memes below.

Teaching Material

Key words:

Shame: Virgin shaming, slut shaming and virgin praising

Text on shame and sexuality (author's text)

There are two issues that need to be taken into account regarding women's sexuality. These issues have to do with a woman's sexual activity. They are slut shaming and virgin praising. Slut shaming entails any sort of derogatory expression towards a woman regarding her sexual activity or her appearance and choice of clothing. Virgin praising is quite plainly setting importance on the virginity of a woman and the modesty of her clothing and appearance. Both of these issues put enormous importance on women's sexual activity. It becomes an issue of how much sex she is having and what is socially acceptable. Putting such meaning into the sexual activity of women and girls can lead to their self-image being tied to their sexual activity and appearance whether they are sexually active or not. Women also feel pressure from the media to be sexually desirable but not too sexually active. Women are placed on a spectrum of prude to slut and women who are shamed for their sexual activity are in a constant battle to stay balanced between both ends; not tipping to either side.

In the case of men, when they are shamed for their sexual activity it is most often due to their lack of it. Although this can be true for both men and women it is mostly known to happen with men. Virgin shaming is a derogatory term as it puts pressure on people to have sex. Men's masculinity seems to be tied to their ability and desire to have sex in virgin shaming cases. Shaming men for not having sex puts pressure on men to be ready for sex at any time, any place. Men can be shamed for choosing not to engage in sexual activity. It also seems to imply aggressiveness on the male's part and a responsibility to take action.

Women however are seen as submissive. In virgin praising cases where women are involved women are taught to protect their virginity until *the right guy* comes along or sometimes until marriage. They are then shamed and thought to have "lost" their virginity when they become sexually active.

Peer pressure and pressure from the media implicates that virginity needs to be lost sooner than later or the man's masculinity is threatened while women seem to lose their innocence after they have "lost" their virginity.

Why is this?

The Slut Shamer: <https://www.youtube.com/watch?v=rXq4x1Wt8fs&spfreload=10>

She's such a slut: https://www.youtube.com/watch?v=_BwuASx8yT8

Critique on slut shaming: <https://www.youtube.com/watch?v=CCw2MzKjpoo>



Questions that challenge slut-shaming for group or pair work

What's wrong with enjoying sex?

Is it your place to judge them?

What does "slut" mean?

Would you call a guy a slut if he was doing that?

What's so wrong with exploring one's own sexuality if you are being safe?

Why do you have to harass someone over it?

Questions on shaming

1. What are the dangers of slut shaming?
2. What are the dangers in virgin praising?
3. What are the dangers of virgin shaming and shaming for not having sex?
4. How can we combat shaming?
5. What does respect mean to you?

Write the definitions of the following concepts according to gender expectations

Male version of slut:

Female version of slut:

Male virgin:

Female virgin:

Role reversal:

If men lost their virginity like women: <https://www.youtube.com/watch?v=aoR0Z7vuGHA>



Content and rationale

The content of the lesson teaches learners the importance of sexual health and looks at societal policing of sex. The materials are in the form of youtube videos. The videos cover stereotypes and harmful generalizations about sexual activity of men and women. The first three videos are a review of the subject where the aspects of sex shaming are delved into in detail. The article goes into further detail, explaining shaming and stating implications of shaming. Through the materials learners get introduced to the concepts slut shaming, virgin shaming and virgin praising.

The first exercise allows learners to interact with one another and talk about slut shaming. The activity involves role playing and places one learner in the role of the one who judges and the other in the role of the one who defends. The exercise shows learners different viewpoints while they practice production and comprehension. The material is thought provoking and requires critical thinking. The activity gives learners a chance to present a logical case in interaction with other learners on why sex shaming is harmful and gives them a simulation of a real world aspect.

The next activity on shaming includes open ended comprehensive questions as well as reflection questions. The activity after that tests learners' ability to apply information as it covers the definitions of slut and virgin and allows learners to analyze the different functions of the words according to gender connotations and grasp the socio-cultural use of the words. The

written assignment involves discovery learning where learners find and select an appropriate video clip and analyze it for shaming. By completing the assignment learners demonstrate their ability to use critical thinking to identify shaming in everyday contexts. Through the activity learners will be able to analyze and categorize instances of shaming.

Gender Roles in Dating: The Friend-Zone

Aims

Learners will be able to

Analyze entitlement in a video.

Connect the concept of the friend zone to Kant's theory.

Differentiate between the uses of the word *being* in connection with the concept of the friend-zone (*being* in the friend-zone and *being put* into the friend-zone).

Procedure

Ask learners if they know what the friend-zone is. Have learners explain it in their own words. Then ask learners to discuss their reaction to a statement about friend-zoning. Next show them *The friend-zone poem* video and *The friend-zone the philosophy tube* video where the friend-zone is explained through Kant's theories. Following the video present Kant's theory in three steps as shown below to further explain the connection between Kant's theory and the friend-zone. Have learners read the article on the friend-zone and answer the questions individually. Then ask learners to divide into pairs or small groups and handout a sheet of generalizations which they will complete out loud. Finally, show learners the scene from *Just Friends* and have them critically analyze the video clip in small groups.

Teaching material

The definition of the friend zone is a situation in which a friendship exists between two people, one of whom has an unreciprocated romantic or sexual interest in the other.

Exercise on meaning

"I spent all that money on a date, just to find out she put me in the friend zone"

Is there anything wrong with this sentence? If so what?

Possible answer

Yes. It seems to suggest that the girl owes him something.

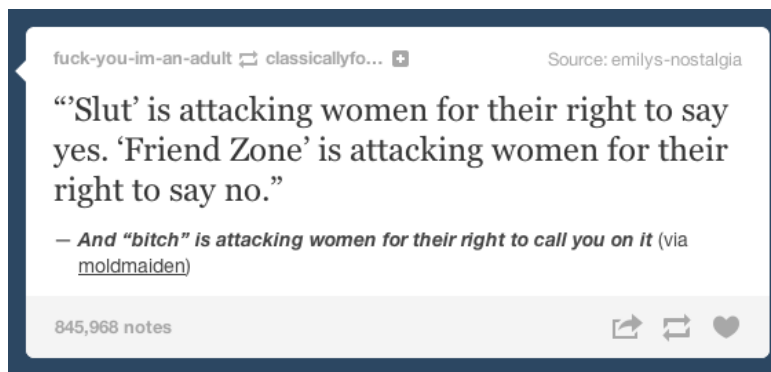
Friend-zone poem: <http://www.upworthy.com/when-this-guy-explains-why-women-wont-date-him-you-may-roll-your-eyes-but-2-minutes>

The friend-zone the philosophy tube:

<https://www.youtube.com/watch?v=8JH7vJgDozc&app=desktop>

Teacher Presentation

How is the idea of the friend-zone harmful?



How is Kant’s philosophy connected to ideas of the friend-zone?

Unfair blame

Getting put into the friend-zone is not an accurate description. The person who is in the friend-zone puts themselves there. It is an active choice to be a friend. You are not forced to be a friend because the person you like does not owe you anything.

Undermines autonomy

Denying autonomy is failure to recognize someone as a person. Telling someone they are bad if they don’t do something takes away their right to have a choice in the matter.

Means not ends

This means viewing people as a means to an end and not the end itself. Viewing people as things you can manipulate to get what you want, essentially treating them like objects and not a person.

Friend-zone assignment

Article on the friend zone (Author's text based on the contents of the Philosophy Tube video)

The idea of someone being put into the friend-zone places unfair blame on the person who just wants to be friends with them. It is their choice if they want to be friends or if they want to be something more. Physical attraction is something that happens-it cannot be manipulated. The person doing the "friend-zoning" is acting autonomously out of their own choice of whether they want to date the other person or not.

The friend-zone can be present before the friend expresses their wishes or afterwards. There is a chance that the love interest will have feelings for the person and the two may start out as friends before they consensually agree to be in a relationship. There is also the type of friend-zone where a friend has received clear signs that the love interest wants to just be friends and the friend continues the friendship but wants more and even complains about it. However, it is the love interest's choice that matters not what the other person wants from them.

When people feel that being in the friend-zone is unjust to them they act entitled. The friend feels that they ought to be more than a friend because they have done so much for the person, helped them, been nice to them and/or spent money on them. Therefore the person who is in the friend-zone put him/herself there and refuses to leave. Waiting for something more than friendship suggests entitlement, as the friend in the friend-zone wants more than friendship from their love interest while the love interest only wants friendship.

Healthy ways to get out of the friend-zone include speaking about your feelings and seeing if the other person feels the same. If the feelings are unrequited then it is advised to either be satisfied with being friends or remove yourself from the situation and stop being their friend. Unhealthy ways that harm the other person is trying to win them over if they have already said they are not interested, trying to turn their no into a yes is manipulation and coercion.

Questions on the friend-zone

1. What is the friend-zone?
2. What is the difference between *being put* in the friend-zone and *being* in the friend-zone?
3. How is the friend-zone connected to entitlement?

Possible Answers

1. The friend-zone, in popular culture, refers to a platonic relationship wherein one person, most commonly a man, wishes to enter into a romantic or sexual relationship, while the other does not.
2. Being put into the friend-zone suggests that the person is a victim but being in the friend-zone means that they are there by choice.
3. The act of being friends with someone and wanting something more than friendship may lead to frustrated feelings and feelings of entitlement. The person might feel they have done so much for the other person that they deserve something back. That entails entitlement.

How are these generalizations sexist?

1. Nice guys finish last /Bad women friend zoning men
2. Women only date bad guys
3. Men and women can't be friends
4. Avoiding the friend-zone
5. Escaping the friend-zone

Possible Answers

1. This seems to suggest that men who are friend-zoned are victims and women are the perpetrators of putting the men in the friend-zone. This statement is sexist to women suggesting that they are bad for wanting a choice.
2. This statement perpetuates the myth that all women enjoy being treated badly by bad guys and therefore is sexist to both men and women.
3. This statement suggests that men only think about and want sex. This statement is sexist towards men.
4. This statement suggests that men need to be aggressive and assertive and win over their love interest by being masculine and not displaying actions of friendship or kindness. It suggests that they should act badly and therefore fall into the "bad guy" category and be aloof and tough.

5. This statement suggests that the person in the friend-zone is a victim and deserves to get out of it. This implies coercion and manipulation in order to “win” someone over to *escape* the friend-zone.

Video of *Just Friends* scene: <https://www.youtube.com/watch?v=RyTdSKZ8GLo>

Analyze the video clip

Is entitlement demonstrated in the video?

If so where can it be seen?

How does Ryan Reynolds suggest his friend “leave the friend-zone”?

Content and Rationale

The content introduces learners to concepts of entitlement through the definition of the friend-zone. The concept of the friend-zone can be seen in many memes on the internet and is likely to be recognizable to learners. *The friend-zone poem* video shows a glimpse of a man realizing his own feelings of entitlement. *The friend-zone the philosophy tube* video connects a philosophical theory to ideas of the friend-zone by pointing out the loss of autonomy, entitlement and dehumanizing elements of the friend-zone. The article on the friend-zone further explains the meaning of the friend-zone and the reflection questions help to train learners in literary comprehension.

The first activity consists of comprehensive questions on the friend-zone. In the second activity learners critically analyze the meaning of generalizations (linguistic content) and use critical thinking. In order to be able to do so they need to understand the cultural use of the language. The assignment therefore trains learners’ cultural literacy in the second language. The activities and content of the lesson give learners a chance to view the meaning behind the aspects in a critical manner. In the assignment on the video clip, *Just Friends*, learners search the clip for entitlement and analyze the clip. The assignment requires that they apply learned information from the lesson in written form.

Gender Roles in Dating: Consent

Teaching aims

Learners will be able to

Understand the definition of consent.

Know when consent is and isn't possible.

Connect aspects of the friend zone to consent.

Identify what is and what isn't consensual.

Apply learned information in writing to explain the importance of consent.

Procedure

Show learners a music video titled *Consent* where the term is explained with a scene of a night at a club. Next show learners the video *Tea and consent*, the *Laci Green explains consent* video and the *Situations where consent is needed* video. Have learners answer the questions on consent individually. Then ask learners to write a short essay about consent in which they explain when consent is and isn't possible and create a situation where consent is needed.

Teaching material

Music video about consent: https://www.youtube.com/watch?v=vTxIB_RFrB0&feature=youtu.be

Questions on music video

What did you think of the video?

What is the message of the video?

Tea and consent: <https://www.youtube.com/watch?v=oQbei5JGiT8&app=desktop>

Laci Green explains consent: <https://www.youtube.com/watch?v=TD2EooMhqRI>

Situations where consent is needed: <https://www.youtube.com/watch?v=laMtr-rUEmY&feature=youtu.be>

Notes

Definition of consent: A conscious, voluntary decision, without coercion or intimidation with clearly spoken boundaries.

Coercion: Talking someone into doing something

When people are incapacitated they can't give consent. That means unconscious, intoxicated or perhaps sleeping.

The absence of no does not mean yes.

Questions about consent

1. What is consent?
2. What is coercion?
3. How can entitlement be connected to coercion?
4. When is consent not possible?
5. When is consent possible?
6. What are the dangers of acting without consent?

Possible Answers

1. Consent is permission for something to happen or an agreement to do something.
2. When someone is manipulated and talked into someone into doing something.
3. When there is entitlement involved there is a higher chance of manipulation and coercion to take place.
4. When someone is incapacitated, asleep, unconscious, coerced or manipulated into giving consent and under the influence of drugs or alcohol.
5. When the person is awake, conscious and not under the influence of anything.
6. If there is no consent the act is assault. If it involves sex it's sexual assault.

Content and rationale

The content of the lesson explores consent, what it is and when it is possible and when not. It aids learners in recognizing their own sexual health while learning English. The information presented in the lesson is vital for young people. Social media and gender expectations tend to skew ideas about sex and consent. There is considerable frontal education as the content is of a delicate nature and needs to be explained completely before learners can engage in the material in assignments. The assignments are individual due to the delicate nature of the content. The music video's role is to spark learners' interest in the material. The questions the teacher asks following the videos are comprehensive questions and give learners a chance to process the content individually.

The first activity covers basic comprehension of the material. Learners answer the questions individually. The second activity allows learners to explain consent in their own words and reflect on the material learned. The assignment tests learners' knowledge on the material and allows them to be creative and compose a situation where consent is needed.

Double Standards

Aims

Learners will be able to

Understand how sexism can apply to both genders.

See both sides and differing viewpoints of sexism.

Understand what sexism towards men entails.

Analyze situations of sexism against men.

Apply learned information in their own words in interactions with other learners.

Procedure

Ask learners if they know what double standards are. Then write *double standards* and its definition on the board. Show learners the *If guys worried about the things girls do* video and the *If girls worried about the things guys do* video. Then divide learners into groups and have them answer the questions on the role reversal videos verbally. Next tell learners that the double standards can be harmful show them the *Social experiment abuse against men and women* video. Explain the harm of emotional and verbal abuse which is displayed in the video towards both sexes. Finally have learners interact with each other about the contents of the video with the aid of the questions below.

Teaching Material

Definition of double standard: a rule or principle which is unfairly applied in different ways to different people or groups.



If guys worried about the things girls do:

<https://www.youtube.com/watch?v=ePM7RSD9SnA&spfreload=10>

If girls worried about the things guys do:

<https://www.youtube.com/watch?v=aKn1wj55zS0&spfreload=10>

Questions on role reversal

1. What are some of the main gender expectations in the first video?
2. What are some of the main gender expectations in the second video?

Possible Answers

1. Nurturing, shame for having sex, desire for love, desire for marriage, appearance demands and being sexually objectified
2. Shaming for not having sex, pressure to have sex, shame for being emotional, having to ask for something, pressure to be the provider and the protector, not backing down from a fight, aggressiveness and assertiveness

Social experiment abuse against men and women:

<https://www.youtube.com/watch?v=gOyrYThIOag&spfreload=10>

Partner up and answer these questions verbally

What are the reactions from passersby when the man abuses the woman?

What are the reactions from passersby when the woman abuses the man?

What do the reactions of people around say about gender expectations?

What aspects of the video show injustice toward a specific gender?

Content and rationale

Through the content learners gain an understanding of the concept of double standards by attempting to define it. The first two videos of role reversal show the gender expectations that are a social norm for men and women. Showing the roles reversed helps to see the other viewpoint better. Asking learners questions directly allows them to practice speaking.

The third video shows the same act of violence between the sexes and the response from people around. In the first part of the video the man strikes the woman and passersby intervene, try to put a stop to it and even call the police. In the second video passersby do not intervene, some people applaud and others laugh at the violence against the man. This shows a double standard. The activity exploring the abuse against women and men requires learners to read between the lines. They need to show that they understand the material and produce language on the content of the video. It adds extra weight to them knowing how to use their linguistic repertoires as the learners mostly have visual aids with merely conversational content from the video and little explanation. The activity also allows learners to co-create conversations and negotiate meaning as the activity is a verbal pair activity.

Sexism: Misandry

Aims

Learners will be able to

Understand the different meaning of emotions according to gender expectations.

Understand how sexism affects men.

Understand the definition of misandry and misandrist.

Understand the socio-cultural meaning of the word “whipped”.

Apply learned information in assignments about sexism against men, violence against men and emotions of the sexes.

Procedure

Have learners read the article and answer the questions below before the lesson and go over the answers with learners. Have learners explain the meaning of misandry and misandrist. If they haven't figured it out explain it to them. Next show learners the *Discrimination against men* video. Divide learners into small groups and have them answer the questions and then go over the questions with learners.

Next ask learners *what about when the women are aggressive or violent?* Then show learners the *Domestic abuse against men* video and have each learner answer one question and allow classroom discussion to form. Next show learners the video *Domestic violence behind closed doors* and ask them the questions like before. Afterwards tell learners about the movie *The mask you live in* and connect it to the previous content and show them the trailer. Lastly show learners the presentation on emotions and give learners handouts with the comic strip. Have learners complete the written assignment that accompany the comic strip individually.

Teaching material

Misandry definition: dislike of, contempt for, or ingrained prejudice against men



Misandry Against Men in the Media (Author's text adapted from Misandry in the Media:
https://www.youtube.com/watch?v=T1GnQ_k7Vok):

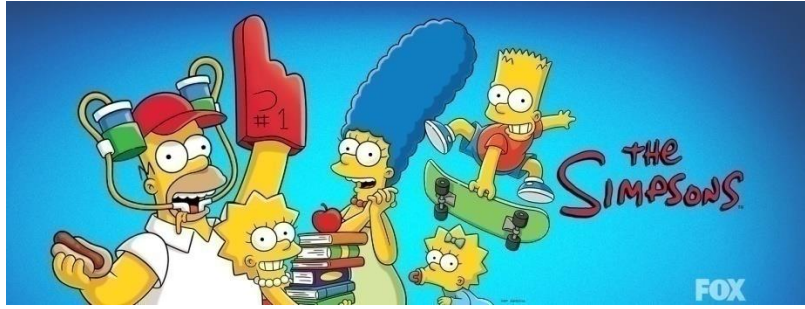
In media men tend to be portrayed as clumsy, unintelligent, lazy and/or slobs. They tend to be seen as inadequate, disgusting and unable to keep things clean. They often get caught in the act of doing something stupid and mocked by women who assume a superior air. Women seem to be able to handle situations better in domestic affairs, general cleanliness and organization. Women also seem to be the more healthy sex, displaying this in physical form and choice of diet. This can be seen in commercials, movies and sitcoms.



Men are also portrayed as the more dangerous, rebellious and potential lawbreaking sex. In prevention commercials men tend to be displayed as the ones who break the law and do something they are not supposed to, while the women in the commercials are seen as the smarter ones who don't get into trouble. Men tend to be depicted as the more violent and aggressive sex. However, violence against women is rarely shown while women inflicting violence against men is considered commonplace and even humorous. It has been used to create skits and acts as comic relief in comedies.



Sitcoms that show some of these aspects are for instance the Simpsons, where Homer is so unintelligent that he has been classified as borderline retarded and is portrayed as an inadequate caregiver while Marge, his wife, assumes all of the responsibilities. Bart, their son, is a trouble maker and likes to break the rules while Lisa, their daughter, is a smart, responsible student.



Questions on Misandry

Have you noticed the stereotypes mentioned in the article?

Do you agree with the author?

Why do you think men are seen as the more aggressive and dangerous?

What is misandry?

Discrimination against men: https://www.youtube.com/watch?v=HeVKCj9_-Xc&spfreload=10

Discrimination against men questions

1. Why was the passenger John McGerr asked to move?
2. Why does he consider the act of him being asked to move sexist?
3. Who was placed in his former chair?
4. How did it make John feel?
5. Why does John feel that the policy is irrational?
6. What is Steve Badger's occupation?
7. How does sexism affect him and one of his students?
8. What happened when the women were taking photos?
9. What happened when the man was taking photos?
10. What does Dr. Carron Brooks mean when she says "men are guilty until proven innocent" and how might this statement alienate men?

Possible Answers

1. Because he was sitting next to unaccompanied minors (children) and he is a male.
2. The policy of not having males seated next to unaccompanied minors suggests that because John is a male he is more likely to harm them in some way.
3. The flight attendant asks a random woman to sit by the children.
4. He felt like he had done something wrong and he felt defenseless.
5. Because statistically a child predator is more likely to be related to the child than a stranger, which seems to imply that fathers and uncles would not be allowed to be seated next to their children, nieces and nephews.
6. He is a swimming teacher
7. He feels offended at the idea that his students could be at risk by being in his presence. He also refers to one of his students having given up on becoming a swimming teacher himself because of the prejudice against male swimming teachers. His student doesn't want to choose an occupation where he is constantly monitored in how he handles himself with children.
8. She was left alone and no one interfered.
9. Several people interfered and some asked to see the photos.
10. She is referring to the prejudice against men based on their sex and the generalization of a particular act of one man or a few men being projected onto all men. It is a generalization born out of fear. The statement raises fear towards men in general.

Domestic abuse against men:

<https://www.youtube.com/watch?v=qGE5srszC3w>

Questions on abuse against men

What happens in the video?

Who is the victim and who is the perpetrator?

Why do you think the man doesn't tell his friends about the abuse?

What would you do in the same situation as him and why?

What is the difference between being whipped and being controlled?

To which gender is the word “whipped” generally tied to and why?

Domestic violence behind closed doors:

<https://www.youtube.com/watch?v=sgPOvYNYQkg&spfreload=10>

Questions to ask the class

What is the misunderstanding about in the video?

Why do you think there is a misunderstanding?

What does it say about gender expectations of men?

The mask you live in trailer: <https://www.youtube.com/watch?v=hc45-ptHMxo&spfreload=10>

Quotes from the trailer

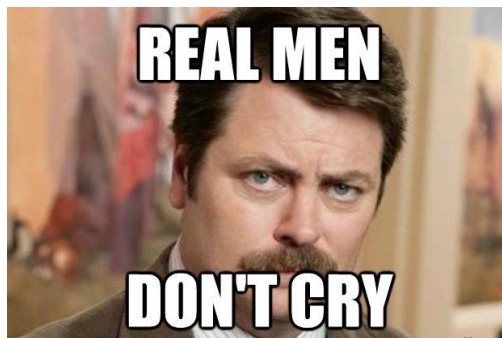
“Man up”

“Be a man”

“Stop crying”

Presentation on emotions

http://everydayfeminism.com/2015/06/the-media-mens-emotions/?utm_content=buffer8832f&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer



Questions

1. According to gender expectations, how are female emotions portrayed?
2. According to gender expectations how are male emotions portrayed?
3. How do gender expectations put pressure on men?
4. What are the derogatory terms used on men and what are they connected to?
5. According to gender expectations what is the one emotion that is socially acceptable for men to express and why?
6. Why is it negative for men to only be able to express that one emotion?

Possible Answers

1. Fear as vulnerability, sadness as emotional, anger as crazy and confidence as bitchy
2. Angry as angry, sadness as weakness, fear also as weakness and confidence as strong.
3. They are required to be in control, handle the situation and cannot have insecurities or be unsure.
4. For instance: fag, pussy and little girl. They all adhere to feminine attributes.
5. Anger, because anger displays strength and aggressiveness.
6. Only being able to express their emotions in anger for fear of losing their masculinity closes men down on their other emotions. It results in them not seeking help and dealing with the problems themselves. That is why the phrase man up is so destructive for men.

Content and rationale

The content covers equality for men and explores the fact that sexism against men doesn't seem to receive as much recognition in media as sexism towards women. The content covers the different meanings connected to emotions according to gender expectations, the underlying aspect of shame in abuse against men and overall discrimination against men.

The questions from the article are personal response questions and allow learners to share their opinions. The assignment on *Discrimination against men* involves mostly comprehensive questions but also has one open ended question. As learners answer the questions in groups they engage in procedural and exploratory talk. In the next exercise violence against men at the hands of women is explored. The material shows a situation of verbal violence and the lack of reaction

to the abuse. The assignment explores what happened in the video with open and reflective questions and the socio-cultural use of the word whipped. The next video introduces learners to a harmful gender norm which suggests that men can't be emotionally hurt. The questions are directive but also discovery learning centered. Gender expectations of both sexes are explored in a comic that points out the different meaning of emotions according to gender. Shaming for emotions is gone into in detail to further explain how sexism can alienate men.

The material covers harmful stereotypes and ways to combat them. Through the assignments learners are given a chance to see things from a different perspective. They learn how to analyze instances where individuals are not treated as equals. The information is presented in video form, reading form and auditory form from the teacher.

Misogyny and Feminism

Aims

Learners will be able to

Understand the definition of a feminist.

Apply learned information in order to create an extensive mind map.

Retell learned information.

Know the difference between feminism and misandry.

Explain the difference in their own words.

Procedure

Ask learners at the beginning of class whether they know what a feminist is. After collecting some answers write the definition of feminist on the board. Show learners the *13 things no one tells you about being a woman* video and the *Laci Green I'm a feminist* video to spark learners' interest in feminist matters. Then show learners the video on feminism in Legos by *Chimamanda Ngozi Adichie*. After watching the video divide learners into groups and assign each group specific aspects of the video to brainstorm and break down into mind-maps. After the group finishes their mind maps one member from each group come together to create a new group and share their individual aspects with one another. Then have learners complete the reflection assignment.

Teaching material

Quote:

A feminist is a person who believes in the social, political and economic equality of the sexes.

Feminism: A social movement for gender and sex equality and a personal commitment to understanding and achieving gender equality in everyday life

13 things no one tells you about being a woman: <https://www.youtube.com/watch?v=g-92FZPNWNs&spfreload=10>

Laci green I'm a feminist: <https://www.youtube.com/watch?v=UwJRFClYbmK&spfreload=10>

Chimamanda Ngozi adichie: https://www.youtube.com/watch?v=hg3umXU_qWc&spfreload=10

A feminist according to Chimamanda Ngozie Adichie: A feminist is a man or a woman who says yes there's a problem with gender and we must fix it, we must do better.

Key points from the video

Negative baggage of the term feminist

Linking masculinity with money: Men taught that they are meant to provide for their wives, girlfriends

Marriage: women taught to aspire to marriage. If women are older and not married they are judged but men who are older just haven't chosen their wife yet.

"I did it for peace in my marriage"

What is the difference in meaning according to gender?

Virginity: Women's virginity is praised and they are judged for being sexual or promiscuous but men are praised for it.

Appearance: feminine attire. Women taken more seriously if they wear manly clothes

Key words and aspects for possible mind mapping

Employment

- Difficulties for women in Legos

- Power

- Wages

- Competition

Raising children

- Boys taught gender specific roles in Legos

 - Masculinity as a hard cage, strength, protection

Afraid of fear and weakness and vulnerability

Emotions hidden

Mask their true selves

Breadwinning- have money, provider

Girls taught gender specific roles in Legos

Cater to the egos of men

Shrink themselves

Be successful but not too successful

Don't emasculate the man

Marriage

Teach girls to aspire to marriage but not boys

Compromise

Respect

Submissiveness

I did it for peace in my marriage

Women intimidating to men

Shame

Sexuality, bottom power,

Using sexuality to get favors from men, getting to tap into someone else's power.

Appearance

Clothes, Gender expectations,

Apologetic

Oppression and silence

Biology and social construct

Gender expectations

How we should be rather than how we are -Chimamanda Ngozi Adichie

Seeing beyond gender- seeing individuals

Assignment on feminism

What is a feminist?

What is a misandrist?

What is the difference between the two?

Content and rationale:

The *13 things no one tells you about being a woman* video and the *Laci Green I'm a feminist* video serve to introduce learners to feminism and why it is needed. The *Chimamanda Ngozi Adichie* video is a presentation from a feminist who explains feminism. The video connects many of the aspects that have already been covered in previous lessons to the concept of feminism. Those aspects include shaming, sexism against men and gender roles. The video contains vocabulary centered on feminism which learners can use during their mind-map and written assignments. The material covers aspects that apply to both genders and not just women. This allows learners to grasp the actual meaning of feminism as opposed to the internet popular meaning and differentiate between misandry and feminism. The mind map assignment follows a jig saw approach and requires learners to engage in pedagogical talk in order to relay the information learned in their first group. By relaying the information learners apply the information in their own words. The assignment allows learners to use kinesthetic methods to focus their thoughts collaboratively in written form. The written assignment on feminism entails discovery learning as learners to read between the lines of the content and have to find the answer themselves.

Discrimination of Sexual Orientation

Aims

Learners will be able to

Know the different sexual orientations and concepts of gender.

Understand and adopt different viewpoints of gender.

Apply learned information in a verbal role play exercise.

See the individual behind the sexual orientation.

Procedure

Have learners explain what sexual orientation is. Then have learners fill out a sheet of definitions on different types of sexuality and go over the answers with them. Through the process allow discussion to form. Then show learners the video on *Gay villain stereotypes* and have learners answer the questions in a classroom discussion. Show learners the video *Invasive questions for gay couples* and have learners answer the questions in pairs or small groups. Next show learners the *transwoman turns the tables on an interviewer* video and have learners answer the questions. Finally have learners answer questions in small groups and then practice “coming out” to one another with mundane aspects such as “I like to read comic books” and treat it as a strong secret. Have the partner act as if the aspect is considered strange or even socially unacceptable.

Teaching material

Sexual orientation is an enduring pattern of romantic or sexual attraction to people of the opposite sex or gender, the same sex or gender, or to both sexes, or more than one gender.

According to the American Psychological Association, sexual orientation “also refers to a person’s sense of identity based on those attractions, related behaviors, and membership in a community of others who share those attractions”

What do you think these mean?

Homosexuality:

Heterosexuality:

Bisexuality:

Pansexuality:

Asexuality:

Transsexual:

Homophobia:

Transphobia:

Stereotype:

Possible Answers:

Homosexuality is a romantic or sexual attraction between members of the same sex.

Heterosexuality is a romantic or sexual attraction between members of the opposite sex.

Bisexuality is a romantic or sexual attraction toward both males and females.

Pansexuality is a romantic or sexual attraction towards people of any gender identity.

Asexuality is the lack of or low levels of sexual attraction to others.

Homophobia is the hatred or fear of homosexuals (lesbians and gay men) sometimes leading to acts of violence and expressions of hostility.

Transphobia is a range of antagonistic attitudes and feelings against transsexuality and transsexual or transgender people, based on expression of their internal gender identity.

Projecting a stereotype onto someone is to believe unfairly that all people or things with a particular characteristic are the same.

Gay villain stereotypes: <http://www.upworthy.com/hes-totally-right-about-these-cartoon-villains-now-i-can-never-un-see-it>

Questions

How are male villains portrayed according to James?

How are female villains portrayed?

What message does that send to children and how can it be harmful towards people of the gay community?

Possible Answers

Male villains are portrayed as effeminate characters; weak and not strong.

Female villains portrayed as butch and ugly.

It sends the message that gay people are bad people.

Invasive questions for gay couples (only the first five minutes):

<https://www.youtube.com/watch?v=kGtzTGhWye4&app=desktop>

Questions

1. "Who is the man and who is the woman in the relationship?" Why is this question uncomfortable for gay couples?
2. Someone in the video says that society is heteronormative, what do they mean?
3. One of the couples mentions gender roles in heterosexual relationships, what does she say about them?
4. What is the overall message of the video?

Possible Answers

1. Trying to assign masculine and feminine characteristics to relationships of same sex individuals is sexist and perpetuates a stereotype through generalization.
2. They mean that the majority of the population follows and implements gender norms and gender expectations.
3. Not all relationships are heteronormative. Even in a straight relationship not every guy takes the role of domination and not every girl takes the role of caregiver.
4. People cannot be categorized according to gender expectations (example: Submissiveness and domination). The video removes the idea of the stereotype and looks at personality and individualism.

transwoman turning the tables on an interviewer:

<https://www.youtube.com/watch?v=ISsdSvJhniQ>

Questions

1. What do the questions in the video target?
2. Why are the questions so invasive in the video?
3. Why do you think the interviewer feels like a token?
4. When Janet says “you need to prove to me that your identity is real” what does she mean?

Possible Answers

1. The interviewer’s body and her sexuality.
2. Because they target aspects that are private and sensitive.
3. Because she is representing her sex and being generalized as such.
4. She means that the interviewer needs to prove that their body is authentic and that they themselves are authentic.

If straight people had to come out of the closet and homosexuality were the norm:

https://www.youtube.com/watch?v=EkFewRm_YC4&app=desktop

Questions

1. Why is the guy ashamed and scared to come out as straight?
2. How do people dismiss his sexual orientation in the video?
3. How do people react when they hear that the girl and the boy are straight?
4. What happens when the guy shows interest in the girl that passes him?
5. How is shame portrayed in the video?

Possible Answers

1. Because it is not the social norm.

2. People think that it's just a phase, that he is confused and point out that it's against his religion.
3. They act surprised and slightly put off.
4. He gets mocked for being straight and called a "breeder"
5. Both the girl and the boy feel they need to prove themselves as they are not completely accepted. The reaction of people to their sexuality makes them socially awkward and alienated.

Content and rationale

The content of the lesson explores various gay and transgender individuals and looks at their perspectives. Stereotypes and generalizations are brought to light through a role reversal process. The video content serves to bring to light generalizations and stereotyping and challenge it critically. Showing the personalities of the people behind the category communicating about their experiences can show learners the value of acceptance and tolerance. In that way learners are seeing past sexual orientation and gender and seeing the individuals themselves.

The first exercise allows learners to provide their own answers for different types of sexuality before receiving the exact definitions. The second exercise has learners engage in classroom discussion about gay villain stereotypes. The exercise allows learners to receive feedback from the teacher while practicing speaking. The third exercise tests learners' ability to read between the lines and discover the meaning and message of the content. The fourth exercise explores role reversal in order to encourage compassion and acceptance towards those who are transgender. In each of the first four exercises learners apply learned information through comprehensive and personal response questions. The final exercise allows learners to experience the act of coming out of the closet. By using mundane things the exercise criticizes the act itself of coming out of the closet. Learners are meant to find out through doing the exercise that staying in a closet and keeping part of oneself a secret should not be mandatory for those who are not heterosexual. The exercise encourages compassion by adopting a different viewpoint and requires learners to generate conversation through interaction.

Social Class and Economic Equality

Aims

Learners will be able to

Understand the implications of social class, prejudice and privilege.

Analyze where privilege is being shown to one group over another.

Link materialism to the economy.

Procedure

Start the lesson with the word class. Write the word “class” on the board and ask learners to tell you what it means. Wait for the definition of social class to come up which entails lower, middle and high class. Write them up in clear and defined blocks of charts on the board and ask learners where various members of society fit in the chart. Write down a few. You should be looking for answers like, policemen, lawyers, celebrities, executives, business owners and homeless people to name a few.

After you have a few ideas on the board show learners a video about social class and economic equality titled *does money make people mean?* After watching the video have learners split up into small groups and answer a question sheet. Give learners some time to answer the questions together then go over the questions. Finally ask learners to search for a scene from a movie where there is discrimination according to social class and economic status and have learners write their thoughts in a short essay on their selected video clip.

Teaching material

Does money make you mean:

<https://www.youtube.com/watch?v=bJ8Kq1wucsk&feature=youtu.be>

Questions

1. How did the behavior change of those who were given the upper hand in the rigged monopoly game?
2. What was the “normal” player’s behavior like?
3. What is the connection between consumerism and power in the experiment?
4. What did the winning players say was their reason for winning?
5. How does wealth affect people?
6. Who is more willing to share their wealth and why?
7. What did the traffic experiment show?
8. What is the economic status of the United States according to the video?
9. How does economic inequality affect society?
10. What can be done to change the situation?
11. What does wealth and status mean to you?

Possible Answers

1. The players were louder and smacked the board with their piece. They showed signs of dominance and power and displayed their victory. They became ruder, consumed more, grew prouder and were verbal about how well they were doing.
2. Their behavior did not change much but they did show submissiveness.
3. The winning player seemed to consume more
4. Because they were so good at the game, not because they had been given an upper hand.
5. People become less compassionate and empathetic and more self entitled and concerned with their own interests above the interests of others.
6. The people who have less wealth are likely to share it because they are more in tune with compassion and empathy.
7. That wealthier people were more likely to break the law.

8. The top 20% of the wealthiest people of the United States own around 90% of the wealth of the country.
9. Positive things go down and negative things go up. Social mobility, economic growth, community life, social trust, educational performance, life expectancy and physical health all become scarce. Negative things such as rates of obesity, abuse of drugs, teenage births, rates of violence, rates of imprisonment, incidence of punishment go up. All of society, even people at the top, feels the effects.
10. Small changes to peoples' values can restore empathy. Reminding people of cooperation, community and compassion.
11. Learner's own personal opinion.

Content and rationale

This lesson covers economic inequality through social class and positions of privilege. The introduction to the lesson covers the basics of social class which are a part of the social fabric of all societies. Learners find out the answers themselves and bring their own knowledge to the table and by categorizing people into the charts learners may begin to feel how social class affects them and other people.

The video shows a case study of privilege. Learning about privilege and the effect it has on the mind serves to work against greed. The exercise covers basic comprehension questions, reading between the lines questions and personal response questions. It requires learners to view society and the economy in a critical manner. The group work frame encourages cooperation and collaboration among learners.

2. Sustainability, Environmental Awareness and Protection

Materialism and Consumerism

Aims

Learners will be able to

Understand the meaning of consumerism and materialism

Know basic ways to better the environment and their own mental health.

Use the content from the video in teacher-learner and learner-learner interaction.

Procedure

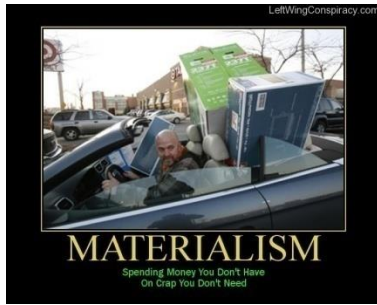
Start the lesson by writing the words materialism, consumerism and economy on the board and have learners brainstorm their meaning. Write their answers on the board below the key words. Then provide the correct answers. Next tell learners that they will be watching a video connected to the words on the board. Show learners the video on *materialism*. Afterwards have learners answer the questions in a teacher-interaction classroom setting. While going through the questions allow discussions on the content to form.

Teaching material

Words to start with on the board:

Materialism

Consumerism



Economy



Environment



Video of materialism: <https://www.youtube.com/watch?v=oGab38pKscw>

Questions on Materialism

1. What is materialism? Give an example.
2. What is consumerism? Give an example.
3. How do they affect society?
4. Explain how commercials play a part in consumerism and materialism.
5. How does materialism impact the economy and who does it affect?
6. According to research how does materialism affect people?
7. According to research how do materialistic values affect social values?
8. How does the media encourage materialism?
9. What is your perception of intrinsic values?

Possible Answers

1. Materialism is the tendency to consider material possessions and physical comfort as more important than spiritual values.

2. Consumerism is the belief that it is good for people to spend a lot of money on goods and services.
3. One way in which they can affect society is how they affect the people. Consumerism can create an endless cycle of spending and working to spend more leading to unhappiness.
4. Commercials encourage spending and portray the idea that the consumer is not happy enough and need to buy a certain product in order to become happier.
5. Materialism can create a gap between people and place them various social classes. Those who can spend money freely, those who cannot spend money as freely but get by and those who don't have enough for basic human needs. Materialism drives companies to earn more and more and raise prices in accordance with consumer spending, tipping the economic scale in their favor.
6. According to research, materialism affects people negatively. It can lead to depression, anxiety and substance abuse.
7. Pro social values tend to go down when materialistic values go up. When people value things more than people their social skills tend to suffer.
8. The media shows the need to spend money on products. Through the use of models, celebrities and actors products are made to look more appealing.
9. Personal opinion of learner.

Content and rationale

The video covers influence of consumerism and materialism on individuals and the environment. the harmful effects of greed to society and the environment. It portrays animation and description drawings with a narrative. This simplifies the content and allows learners to read key words while they listen.

The activity following the video is in verbal form and allows learners to practice speaking through teacher-learner interaction. By doing this the teacher utilizes the vocabulary from the video so that learners experience it in direct conversation. Learners are then able to receive immediate linguistic and contextual feedback.

Consumer Products: Resource to Waste

Aims

Learners will be able to

Understand the basics of materials economy, the process behind mass production and the waste it creates.

Apply learned information in a conversation.

Differentiate between wasteful habits and resourceful habits.

Apply information about consumerism in a partner interaction.

Procedure

Address the class as a whole and ask „who here knows what the *material's economy* is"? Wait until the right answer comes up and if it doesn't explain what it is. Tell learners that this aspect is a central part of the video content that they will be watching in the lesson. Then show learners the video *The story about stuff*. Afterwards engage the class in a group discussion and use the question sheet for reference.

Then divide learners into 5 groups and have each of them research and discuss one of the aspects of the *materials economy*: One group will cover *extraction*, another *production*, the third *distribution*, the fourth *consumption* and the final *disposal*. Have learners create a mind map of their group topic and then write a possible alternative solution that is environmentally friendly. Have one learner from each group create a new group and share their learned information. One "expert" of their topic from each group will make up the new group. Afterwards have learners answer the questions individually.

Teaching material

The story of stuff: <https://www.youtube.com/watch?v=3eWBg8ojno4>

Questions on the Story of Stuff

1. What does the material's economy involve?
2. What is an infinite system?
3. What is a linear system?
4. What are the implications of extraction for the environment?
5. What are the dangers of production?
6. How can distribution affect workers?
7. What is involved in externalized costs according to Annie Leonard?
8. What is planned obsolescence?
9. What is perceived obsolescence?
10. What is the most toxic man made toxin?
11. Why is recycling not enough to combat the materials economy?

Possible Answers

1. The material's economy: extraction (natural resource exploitation), production, distribution, consumption and disposal.
2. An infinite system is a system that goes in a circle and has no end, like recycling
3. A linear system has an ending. It can also be called finite.
4. Extraction involves exploiting the environment to gather resources in order to create products. The environment suffers as it becomes a resource. This can be seen in deforestation.
5. People suffer because some are forced to work in factories with toxic chemicals since they have lost their land and need to work in factories for mere survival.
6. The workers who distribute the goods usually don't receive fair pay for their work.

7. Externalized costs are the costs that can't be seen on the price of the product but went into making the product and the harm it caused the environment and the people making it in the process.
8. Planned obsolescence is the intent of creating a product that will eventually break or falter so the consumer is forced to buy a new one.
9. Perceived obsolescence is the act of making the product seem like it is not usable anymore even when it is, so that the consumer will want to buy a new one (computers, shoes etc).
10. Dioxin
11. Although recycling is a step in the right direction, steps need to be taken in order to fix the system of the material's economy. Even if we recycle the stuff that we buy there are still factories making the stuff that pollute the air and environment. Also some of the garbage is not made to be recycled.

Content and rationale

The content is a video that critiques the linear system of the material's economy exploring the process from resource extraction to disposal. It introduces learners to the other side of shopping and consumer spending, what it takes to create products, what affects they have on the environment and what is in the finished product. Through the content learners acquire basic knowledge on the materials economy and become aware of the environmental risks involved. The content contains a wealth of linguistic content allowing learners to build their vocabulary. The content is displayed through drawings and key word explanations so the complex material is simplified and made more accessible to learners. The activity used in the assignment utilizes the jig saw method which challenges learners to learn the material well enough to be able to explain and teach it to other learners. The mind-map allows them to gather the information, organize and simplify it into their own words. Learners engage in discovery learning, pedagogical talk and critical analysis in the assignment. The questions in the following assignment are provocative and meant to get learners to view the material's economy critically. The questions are mostly comprehensive with one personal response question.

Reducing Waste at Home



Aims

Learners will be able to

Understand the basics of reducing their trash.

Understand the values of a zero waste lifestyle.

Differentiate between waste, recyclable and reusable products.

Apply critical thinking to consumer behavior and habits.

Procedure

Have learners watch the video *Zero Waste Girl* and the *Lauren's zero waste life* video. Then bring a trash can inside from the school grounds and (wearing gloves) go through its contents categorizing the waste according to whether it is made from plastic, paper, organic waste or metal waste. Put each item in a labeled container. Then have learners pair up and do the same to other cans of trash. Have them record each piece of trash and how much was able to be recycled, how much was unsalvageable and how much was still useful and could be cleaned, fixed and re-used.

Next have learners complete an assignment where they discuss possible ways to diminish their own trash and their own ecological footprint. Have learners reduce their trash throughout one day and have them write down the ways in which they do so.

Teaching material

Zero Waste Girl: <https://www.youtube.com/watch?v=nYDQcBQUdpw>

Ted talk about Lauren's zero waste life: <https://www.youtube.com/watch?v=pF72px2R3Hg>

Questions

1. What was the incident that got Lauren to start her new zero waste lifestyle?
2. How did she stop using plastic?
3. What did she do in addition to quitting plastic?
4. What are the benefits of downsizing?
5. According to Lauren what are the benefits of this lifestyle? Name four benefits
6. How much trash does an average American produce a day?
7. What are 3 simple steps that you can take to reduce your trash?
8. What are the dangers in using store bought cleaning products?
9. What is compost and what is composting?
10. Why did Lauren quit her job?

Possible Answers

1. A girl in her class always brought her lunch in plastic containers which she later threw away. This upset Lauren but then she came home, looked in her fridge, noticed that all her own food was packaged in plastic and decided to make a change.
2. She stopped buying packaged food and buying packaged products. Instead she brought her own containers with her to the store and bought items in bulk in glass or steel containers and bags made of cloth. She also bought her fruit and vegetables from the farmer's market. Instead of packaged products she bought compostable products or made her own products from scratch.
3. She shopped second hand clothes, bought recycled products and she downsized her home (only had the bare essentials).
4. There is less clutter because you have fewer things, it's easier to clean and you take better care of your things because they aren't going to be thrown away.
5. a) It is not a difficult lifestyle, lazy people can achieve it.

- b) It helps to save money. Without the embedded cost of packaging the food costs less. Making your own products helps you save money on essential products like toothpaste. Shopping second hand saves money and downsizing also saves money.
 - c) It helps you develop a healthier lifestyle and eat better since you can't buy processed food products which have additives. Buying in bulk makes your diet healthier which makes you feel better, need less sleep and stabilizes your weight.
 - d) The lifestyle helps you live in alignment with your values.
6. 4 pounds of trash.
 7. a) Look at the trash in your trash bin and understand and categorize it.
 - b) Make little changes that have long term positive impact, like using reusable bags and water bottles.
 - c) DIY: Do it yourself! Make your own products. That way you control what goes in and onto your body.
 8. Cleaning product manufacturers aren't legally required to include ingredient labels. So their products could be toxic.
 9. Compost is organic waste, composting is allowing it to rot so that it can become fertilizer for soil.
 10. So that she could start her own business which sells organic, non-toxic, cleaning products.

Assignment

Discuss ways in which you can diminish your own waste to reduce your ecological footprint with a partner

Write a plan with details on how to diminish waste.

Follow the plan for one day and write down the process.

Content and rationale

The videos show an example of a zero waste lifestyle. Lauren, and her lifestyle, serves as a role model for environmentally friendly behavior. The trash exercise is carried out in groups and encourages cooperative learning, participation and activism. The trash from the grounds is an opportunity for learners to get a hands-on approach to the material which can be beneficial for

kinesthetic learners. By monitoring their own waste behaviors learners become acquainted with their own habits. Connecting the material to learners' own lives encourages learners to combat the urge to throw away and could inspire them to change their habits. This lesson and assignment gets learners involved and they become participants in the protection of the environment. The assignment allows them to utilize the vocabulary from the content in group interactions as well as become active in an environmental cause. The material can also be connected to previous lessons so learners can make the connection for instance that an infinite system applies to a zero waste lifestyle. The home exercise requires self discipline and autonomy of the learner.

Throw Away versus Recycle and Reuse

Aims

Learners will be able to

Know the recycling process of plastic.

Apply critical thinking to the use and reuse of plastic.

Differentiate between different types of plastic.

Analyze and critique plastic production in a video.

Procedure

Show learners the video about recycling plastic bottles. Next have them answer the questions individually and go over the answers in classroom teacher-learner interaction. Use the final question to initiate classroom discussion. Then have learners complete individual assignments where they analyze what was left unsaid in the video in a written assignment.

Teaching material

Plastic Recycling

<https://www.youtube.com/watch?v=zyF9Mxlcltw&app=desktop>

Questions

1. What is the first step in recycling bottles to make them into clothes?
2. Why can only clear plastic be used to make clothes?
3. How do they remove the stickers from the bottles?
4. How does the plastic become liquid?
5. What happens to the plastic after it becomes liquid?
6. What happens to the plastic after it has been torn apart and heated again?

7. What is the plastic called after it becomes cloth?
8. What is the technical term for plastic?
9. What is unsaid in the video?

Possible Answers

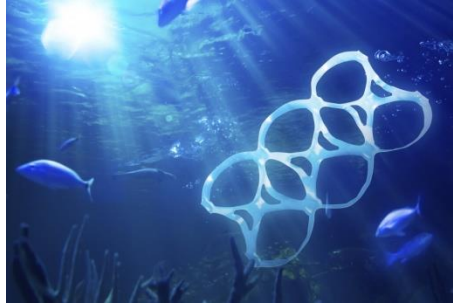
1. The bottles are shredded, wrapped in cellophane and shipped to China.
2. Because the fabric needs to be a single color so that it can be used for multiple clothes items in different colors.
3. The bottles are doused in corrosive caustic soda which dissolves the stickers.
4. It is sent through a corkscrew where it is heated at 200C.
5. It is sent through a sift with small holes and becomes strands
6. It adopts a fluffy consistency like wool.
7. Polyester
8. Polymer
9. a) The conditions of the workers: the workers all wear masks
b) What the components of the plastic are.
c) The sort of chemicals that are involved and the affect they have on the environment and the workers.

Content and rationale

The video covers recycling plastic. The assignment following the video includes comprehensive questions but also read between the lines questions. The final question requires learners to analyze visual content and explain what is unsaid in the recycling plastic video. Through the content learners are meant to critically examine recycling plastic and the effects it has on workers and the environment.

The written assignment involves critical thinking and discovery learning. Learners see visual content of workers having to work with dangerous chemicals and wearing masks that provide little protection. They then explain the visual content in a written assignment. The classroom discussion setting encourages learners to practice speaking in English and to participate in discussions.

Plastic and the ocean



Aims

Learners will be able to

Apply critical thinking to the use of plastic.

Understand the impact plastic has on the environment and marine life.

Use argumentation and present a logical case to defend a topic in debate activities.

Adopt two different perspectives regarding biodegradable plastics.

Procedure

Have learners watch the introductory video, the *problem with plastic* video, the video on *Cereplast* and the video that critiques biodegradable and bio plastics. Have learners answer a question sheet from the three videos in small groups. Then have the groups debate the issue of whether biodegradable bags are good or bad. Two learners will be on the same team and help one another debate. Then after a few minutes they switch. Have learners go through 5 items of clothing in their home and write down the type of clothing and what it is made of. Have them look at one cleaning item from their bathroom and write down the item and its ingredients. Then have them chose 5 of those ingredients to google and write down what they are. Have them bring their assignments to class for the next lesson to share in classroom discussion.

Teaching material

Introduction video on water pollution:

<https://www.youtube.com/watch?v=CWjkH7EV9lg&app=desktop>

The problem with plastic pollution:

<https://www.youtube.com/watch?v=xLWNj0QjHjU>

Cereplast: <https://www.youtube.com/watch?t=11&v=R2noqvlBxZk>

Biodegradable plastic critique:

<https://www.youtube.com/watch?v=Lx0aUk2AiNQ>

Questions

1. What are some of the many uses of plastic?
2. Where does most of the plastic end up and what is the effect?
3. What is plastic made of?
4. What does photo degrade mean?
5. What are gyres and what do they do?
6. What are garbage patches?
7. How does plastic harm sealife?
8. What happens when plastic photo degrades in the ocean? What does plastic attract?
9. What is BPA?
10. Where does most plastic pollution come from?
11. What are the ways that we can prevent plastic from getting to the ocean?
12. What is cereplast made of?
13. What are the benefits of cereplast for the environment?
14. What is the problem with biodegradable plastic?
15. What is the problem with bioplastic?
16. What is the difference between composting and bio degrading?

Possible Answers

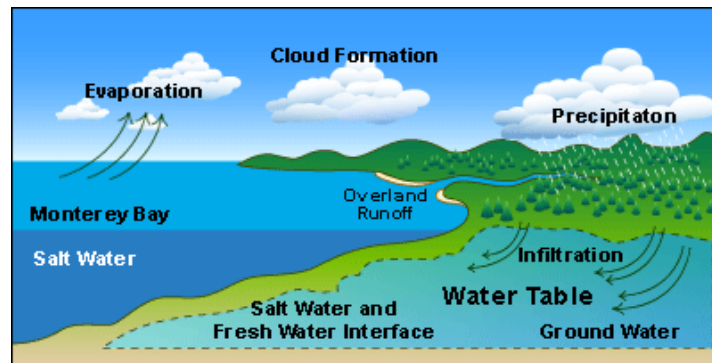
1. We use plastic in kitchen ware, for containers, for bags, in technology and in toys to name a few.
2. Most of discarded plastic ends up in the ocean affecting marine life.
3. Plastic is made of polymers which have been made from oil, gas and toxic chemicals.
4. The sun is able to break down the plastic into microscopic pieces but the pieces don't rot. They become so tiny that plankton can eat them.
5. A gyre is a large rotating current system comprised of the earth's rotation, coupled with currents and prevailing winds. It's like a huge whirlpool or vortex in the oceans. Gyres pick up plastic and move it around the world.
6. Garbage patches are massive amounts of trash that float on or right below the surface of the sea.
7. If sea creatures and sea mammals eat the plastic it infects their system. Plastic can't be broken down so it lodges in their digestive tracts and the creature thinks it's full and dies from malnutrition and dehydration. Birds can choke on pieces of plastic and get entangled in plastic and injure themselves. The microscopic plastic from the ocean can also be eaten by fish, contaminating them, which we humans later consume.
8. When plastic photo degrades in the ocean it releases toxic chemicals. It also acts as a sponge and attracts other contaminants that are already in the ocean.
9. It is the chemical that plastic attracts. It interferes with reproductive systems, causes hormone disruption and can be linked to miscarriage, heart disease and diabetes.
10. Discarded plastic can come from domestic use, beach goers, plastic manufacturers and sewage. Plastic dropped on the ground can be picked up by wind and brought to the ocean.
11. Replace plastic products with compostable products and participate in beach clean-up.
12. Cereplast is plastic made from renewable organic sources (crops, starch, corn, wheat, potatoes).
13. They biodegrade and compost in less than 180 days.
14. Biodegradable plastic has added chemicals which help them break down. In order for the plastic to break down it needs to be in the presence of certain bacteria. Also when they do break down the chemicals added are released into the atmosphere. Studies showed that regular plastic and biodegradable plastic have the same toxic additives.
15. Bioplastics are mostly made of corn or starch and they need the right temperature and the right bacteria to break down. So if bioplastics are thrown away they end up in a landfill where the conditions can't be met. When bioplastics break down in the earth they emit methane gas which is harmful for the environment.
16. Composting means the object will break down completely, becoming part of the earth and provide nutrients for the soil. Biodegradable plastics break down but only parts become food for the earth while other parts break down exposing the atmosphere to chemicals.

Content and rationale

The second lesson covers plastic and introduces learners to the dangers of plastic and what they can do to minimize them. The *Problem with plastic* video is a wealth of information on the topic which is drawn and explained with key words. The third video is a short introduction to a possible solution to plastic use. The final video criticizes the use of biodegradable plastics from the previous video and explains how they are also harmful for the environment.

The debate exercise helps learners build their confidence in English speaking and trains their logical and critical thinking. The homework helps to raise awareness of the prevalence of plastic based material in homes and allows learners to become aware of it through the written assignment.

The Cycle of Water and Pollution



Aims

Learners will be able to

Know how the water cycle works and how to explain the process using academic vocabulary.

Understand the water cycle's defects in modern society.

Understand the importance of fresh water (ground water, rain water and river water).

List new ways to conserve water.

Procedure

Do a mind-map exercise with learners starting with the word *water*. Write their suggestions on the board. Have learners watch a video about the cycle of water. Divide learners into pairs and have them answer a question sheet about the video together then go over the answers in a teacher-learner interaction and allow classroom discussion to form.

Teaching material

Video on water cycle: <https://www.youtube.com/watch?v=oPDvhJXYCWw>

Questions from the water cycle video

1. What is the cycle of insanity?
2. How does the water cycle work?

3. What is the purpose of rivers in our community?
4. What is the purpose of swamps?
5. What is an aquifer and what is its purpose?
6. How is the flow of rivers reduced?
7. How do water imports negatively affect the environment?
8. What is graywater and what can it be used for?
9. What ways are there to use rainwater?
10. What are the ways that aquifers can become useless for human needs?
11. How do pavements effect aquifers?
12. What is the current process that sewage water goes through and how can sewage water be reused?
13. How does ocean desalination effect the environment?
14. How can water use be reduced in the garden?
15. What is potable reuse?
16. What is the new and improved cycle of water called?

Possible Answers

1. The current water cycle pollutes fresh water, wastes reusable water and pollutes rivers and oceans.
2. Water evaporates from the ocean to form clouds. The clouds move over land and drop fresh water onto the ground in the form of rain or snow. The ground soaks up the water and it is stored underground (presipitation) or the water flows back to the oceans from rivers.
3. Rivers are a circulary water system that provide a habitat to fish and aquatic life and move nutrients and sand downstream to replenish wetlands and beaches.

4. Wetlands filter polluted water before it soaks into the ground
5. An aquifer is an accumulation of fresh water from rivers and rain in the ground which can be pumped from the ground through wells for human use.
6. Dams are built to filter water from rivers for human needs reducing the flow. The water that runs from rivers to aquifers can be pumped up through wells and used for human needs also reducing the flow of rivers.
7. Importing water takes a lot of energy and the machine transporting it pollutes the environment (ships, planes, vehicles).
8. Graywater is water that has been used in washing machines or bathtubs. It can be reused to water the lawn. Residential conservation.
9. By creating ditches in the ground (bio soils) rainwater can be gathered and soaked into the soil, allowing runoff to move from the pavements to the ground to recharge aquifers. The creation of creeks and ponds can serve a similar purpose. Surrounding plants and trees can use and filter the water before it seeps into the ground recharging a local aquifer. In rural areas runoff can be filtered and stored for later use. Rainwater can also be collected for later use.
10. If seawater gets into contact with freshwater it is no longer drinkable and an entire aquifer of fresh water goes to waste.
11. Pavements hinder the ground from collecting rainwater. They collect rainwater and run it into the sewer instead of letting it soak into the ground. Sewer water is run through a treatment plant and ultimately ends up in the ocean.
12. Sewage water is collected and sent to a treatment plant which is treated and released into the ocean. Chemicals, drugs, organic waste as well as runoff often get mixed with sewage water. The treatment plants use a lot of energy to treat the water and therefore pollute the environment in the process. The water is not fully filtered and is still harmful when it leaves the plant and affects aquatic life. In order to reuse sewage water graywater should be reused reducing the actual amount of sewage water ending up at the treatment plant. Energy treatment plants can generate energy from solid waste. By filtering the wastewater and using the solid waste to generate energy to run the treatment plant the sewage is recycled and doesn't end up in the ocean.

13. It sucks up seawater and aquatic life as well as sewage water that has been dumped into the ocean and demands a lot of electric energy polluting the environment.
14. By adding plants to the garden that are native, have adapted to the climate and don't need as much water.
15. It is the process of filtering and purifying wastewater so that it is drinkable.
16. Low impact development.



Content and rationale

Water is a necessary resource for survival and it tends to be misused. Some places do not have access to clean water. Learners need to recognize the importance of water, its cycle and how to use it properly and without much waste. The content of the video is simplified and explained using drawings and key words which appear regularly. The form may appeal to learners because of the simplified way the topic is approached. The assignment is in the form of pair work to get learners to speak to one another about the material and to find the answers together. It encourages cooperative learning and can build linguistic competence. Going over the assignment with learners allows them to participate and be a part of the lesson and receive correction when they have answered incorrectly. Learners build linguistic competence and utilize vocabulary connected to the material

Pollution: Carbon Emissions

Aims

Learners will be able to

Be aware of the current state of the environment.

Understand the basic cycle of greenhouse gases.

Understand the concept of the carbon footprint and how they are involved.

Apply learned information to complete a written assignment on their carbon footprint.

Procedure

Ask learners to define the terms greenhouse gasses, the carbon footprint and climate change. Write their suggestions on the board and then provide them with the correct answers. Next show learners the *video about climate change* and ask them to jot down anything that they feel might be important to use later when they answer the question sheet. Then hand out the question sheet and have learners pair up and answer it together and go over the answers with them through teacher-learner interaction and classroom discussion. Next show learners the video *The carbon footprint*. Have learners answer the questions in pairs. Then ask learners to monitor their own carbon footprint for one day in a written assignment.

Teaching material

Introductory topic words:

Greenhouse gases

Carbon dioxide

Video about climate change: <https://www.youtube.com/watch?v=RHrFBOUI6-8>

Questions

1. What is the driving force behind earth's climate and how does it work?

2. How do greenhouse gasses affect the climate?
3. How can volcanoes affect the climate?
4. How is carbon dioxide created?
5. What affect does carbon dioxide have on climate?
6. Do plants serve a role in climate change? If so how?
7. What is the positive feedback mechanism?
8. How does the peer review process work in research projects concerning climate change?
9. Why do people believe that global warming is a myth?
10. What is the IPCC and what did they conclude in 2007?

Possible Answers

1. The energy from the sun comes in the form of short wave infra-red radiation. Some of the rays are absorbed by the lands and oceans and some of it gets sent back into space in the form of long wave radiation.
2. Greenhouse gasses trap the radiation within the ozone layer which heats the earth more.
3. When volcanoes erupt they blast sulfur dioxide into the air which creates tiny particles known as aerosols which reflect the energy from the sun making the earth cooler.
4. It is created from the burning of fossil fuels.
5. The carbon dioxide in the atmosphere traps the heat within the ozone layer warming the planet more than necessary. This produces climate change.
6. Plants use carbon dioxide during their process of photosynthesis to produce food. They then release oxygen into the atmosphere so they serve an important role in combating carbon dioxide. Getting rid of large amounts of forests increases the amount of carbon dioxide in the atmosphere. Also climate change affects plants as they dry up in too much heat and die.
7. It is a process triggered by climate change that in turn produces more changes. An example is when there is global warming the ice melts. Ice has the ability to reflect the light of the sun and stays cool but the ocean does not, it absorbs the sun's energy. A warmer ocean means less ice. The ice is less likely to form again in a warmer climate.

8. Research projects are scientific papers that are submitted to be reviewed by other scientists. They have to pass a peer review process of other scientists to be deemed valid research. The research can only be published if it has been accepted by peers and deemed valid.
9. Because some scientists say that the actions of people are microscopic compared to natural gas emissions.
10. After reviewing thousands of scientific research papers the intergovernmental panel on climate change concluded that most of the increase of climate changes is very likely due to greenhouse gas emissions caused by humans.

Carbon footprint: <https://www.youtube.com/watch?v=VTfgNFz1DBM>

Carbon footprint questions

1. What is a carbon footprint?
2. What are the main greenhouse gases?
3. What do we do to create these gasses? One or two examples will suffice.
4. What is an indirect impact of a carbon footprint?
5. What is direct impact of a carbon footprint?
6. What are food miles?
7. How does discarded food affect the environment?
8. How does the carbon footprint of planes work?
9. What is carpooling?
10. How can carbon emissions be reduced while driving?
11. What is the largest use of household energy?

Possible Answers

1. A carbon footprint refers to the greenhouse gases released into the atmosphere because of what we do or buy.
2. Carbon dioxide which comes from burning fossil fuels, methane which is natural gas, it appears when natural matter decomposes, nitrous oxide
3. Heating a home or driving a car produces carbon dioxide, the trash we throw away ends up in landfills where methane is created from the decomposition process of organic

waste and then there is nitrous oxide which breaks down the nitrogen compounds in soils and oceans

4. An example: an apple that comes from Brazil by plane, is then driven to the store and bought by you has a carbon footprint even though it is a natural fruit.
5. Driving a car
6. The potential greenhouse gas impact that the food has made on its way to you.
7. It creates methane when it rots
8. The most fuel is needed to take off and land so multiple stops means a higher carbon footprint.
9. Having the car full to capacity of people while moving between places.
10. By planning the ride so that there are fewer stops and turning the engine off when the car has stopped.
11. Heating our homes.

Content and rationale

The content covers material that centers on climate change and the carbon footprint. The first video explains the impacts of climate change and the second video explains how to combat it through changing ones habits. The assignments are made up of comprehensive questions which learners discuss in pair work. They both challenge learners to use learned information and retell it in their own words and to work cooperatively together.

The second video which covers the carbon footprint supplies learners with information on how to shrink their carbon footprint. The assignment is to be carried out at home. It gives learners a hands-on feel of the topic of the lesson and lets them be participants. Having learners monitor their own carbon footprint will keep them connected to the material for an entire day.

Biodiversity and Climate Change



Aims

Learners will be able to

- Understand the web of biodiversity.
- Understand the connection between climate change and biodiversity.
- Differentiate between the three components that make up biodiversity.
- Understand the significance each species has in an ecosystem.
- Understand the importance of coral to an eco system.
- Be aware of their place in biodiversity.
- Apply learned information to create mind-maps.

Procedure

Have learners explain the word biodiversity and write their suggestions on the board. Then explain to learners that it is a component of ecosystem diversity, species diversity and genetic diversity. Then show learners the video on biodiversity. Afterwards have learners research the places and their biodiversity through the internet and use the information to create mind-maps on eco system cycles from a particular place in the world of the learner's choice. Then have learners watch the video about how climate change affects biodiversity. Afterwards ask learners to answer the questions one by one and allow discussion to form around the topic when you go over the answers with learners.

Teaching material

Biodiversity:

https://www.youtube.com/watch?v=GK_vRtHJZu4&app=desktop

Key points from the video

Ecosystem diversity: diversity of plants, animals and insects

Species diversity: diversity different types of animals

Genetic diversity: diversity within individual species

The more intertwined, the denser, the more resilient the biodiversity.

Species that lack genetic diversity due to isolation or low population numbers are much more vulnerable to fluctuations caused by climate change, disease or habitat fragmentation. Whenever a species is weakened because of its weakened gene pool a knot is untied and parts of the net disintegrate. Coral provides microhabitats, shelter and breeding grounds for thousands of species of fish, crustaceans and mollusks. Corals also form interdependent relationships with fungi and bacteria. The coral itself is a loom that allows the tangled net of biodiversity to be woven that makes coral a keystone organism one that many other depend on for their survival.

How does climate change affect biodiversity:

<https://www.youtube.com/watch?v=XFmovUAWQUQ>

Questions

1. When did the amount of carbon in the atmosphere start to increase dramatically?
2. According to IPCC what will happen over the next 100 years?
3. What are the impacts of sea levels rising? And how are they connected to global warming?
4. How could the rising of sea levels affect biodiversity?
5. How does rate apply to biodiversity?
6. How does plant life react to increased volume of carbon dioxide in the atmosphere?
7. What is the negative effect?

Possible Answers

1. At the beginning of the industrial revolution.

2. The overall temperature of earth's atmosphere will rise on average by about 2 degrees.
3. If the atmosphere temperature does rise by two degrees the ice caps will melt into the ocean making the sea level rise. Countries and islands that are low level could go under water. The estimate is 4-6 meters rise in sea levels.
4. It could force animals from their home, their ecosystem. Endangered and rare species could go extinct. Every species requires a certain temperature and certain conditions to be able to thrive so that the warming itself could have major implications on biodiversity.
5. The rate that animals and plants can adapt to different conditions is varied. So if the atmosphere gets warmer the animals and plants won't be able to adapt fast enough to the change. Temperature change is something that is supposed to happen gradually over thousands of years. Those that cannot adapt could face extinction.
6. The plants sequester the carbon dioxide until they have had their fill. They grow, expand and spread out.
7. There's a limit to how much carbon plants can collect at a time. The various plants are mismatched in their ability to sequester carbon. Plants more sensitive to the limitations of other necessary chemicals will die. The plants in the ocean have the same effect so the volume of carbon dioxide in the ocean will also increase as there aren't enough sea plants to sequester the carbon into oxygen.

Content and rationale

The content connects climate change to biodiversity linking previous information together with new. It allows learners to see their own effect in biodiversity. The topic shows learners as a part of the system of biodiversity and connects them to the material. The questions from both assignments are comprehensive and test learners ability to comprehend the material. The mind map assignment allows learners to see the organization of ecosystems and the many species that live there and connect them together. In the mind-map assignment learners use learned material to brainstorm. The mind map exercise encourages discovery learning and creativity.

Getting active

Aims

Learners will be able to:

- Know the value of their participation in environmental issues.
- Know about activist groups and how to participate and join them.
- Understand how the ocean clean up works.
- Apply learned information on the ocean clean up in a written assignment.

Procedure

Have learners explain activism. Then write the definition of the word on the board. Tell learners the importance of an idea and how one person can make a difference through sharing ideas. Then show learners the video about Boyan's idea. Hand out the question sheet and have them answer the questions in pairs. Next introduce learners to the website avaaz.org and explain how it works and how learners can join the website and help make a difference. Show them an example of an activist act by showing them the Bees article. Then have learners write a short essay about an activist group of their choice and their policies.

Teaching material

Massive ocean cleaning system: <http://higherperspectives.com/boyan-slat/>

Cleaning up the ocean questions

1. What are the clean up ideas so far?
2. What does Boyan mean when he says bycatch and emissions would likely cancel out the good work?
3. What does he want to do instead?
4. What happened to change Boyan's life?
5. What did he do after that?
6. What did the 50 questions cover?

7. How does he answer the criticism of his project: It can't be done because the plastic is too deep?
8. It can't be done because of the storms?
9. It can't be done because the booms don't work?
10. It can't be done because it will harm the environment?
11. How does Boyan prove that the collected ocean plastic is not useless?
12. What kind of impact will the barriers have on the ocean and the environment during the next 10 years?
13. What are the economic impacts of the barrier plan?
14. What will the barrier look like when it is put up?
15. What properties does the platform have?
16. What will the final product look like?

Possible Answers

1. Vessels with nets fishing for plastic. It could take millions of dollars and billions of years to clean up the plastic this way.
2. Sea life could accidentally get trapped in the nets and the emissions coming from the boat would produce carbon dioxide.
3. Wait for the plastic to come to them. It cancels out the carbon emissions of boats going out to fish out the plastic. Floating barriers would first catch and concentrate the debris. Then a platform would extract the plastic afterwards. The ocean current and marine creatures would pass underneath the barriers preventing bycatch.
4. The idea went viral. People had started taking notice. Social media connected to the ocean cleanup got very active, his email filled up with 1500 emails daily and his phone would not stop ringing. People became a part of his project.
5. He started a crowd funding campaign and 100 volunteers and professionals came to help.
6. Engineering, oceanography, ecology, maritime law, finance and recycling.
7. They measured the vertical distribution of plastics and found that most plastics can be found in the top three meters

8. They engineered a floating barrier that could survive in 95% of weather conditions. If the 5% happens the booms will be decoupled on one side letting them move with the waves keeping them in one piece.
9. For the system to work plastic needs to be captured. They built a 40 meter long boom to test the idea and the results showed it could be done.
10. The environmental impact is negligible. Even if all plankton encountering the barriers would be damaged the time it would take to restore their biomass is less than 7 seconds in a year. The design of the barriers prevents fish and sea mammals from becoming entangled. The carbon footprint was estimated to be equal to several hundred car emissions.
11. The collected plastics from the oceans were turned into oil. He proves further use of the plastic by showing the cover of the feasibility report which is made from ocean plastic.
12. A 100 km array of barriers should be able to remove almost half of the garbage from the northern pacific.
13. It would cost 6 dollars for 1 kilo of garbage. It is 33 times cheaper than conventional methods.
14. There is a platform in the middle and on either side of the platform there are 2 km of barrier.
15. The platform is stable, cost-effective and storm resistant. A pump is used to remove the smaller trash while a mesh conveyor removes the larger pieces. It is powered only by solar panels.
16. It will be the same but with 50 km of barriers in either direction to catch more debris.

Activist websites

There are various websites of different activist groups who strive to make a change in various parts of the world; groups working against world hunger, homelessness, inequality and environmental impacts.

Avaaz.org, Upworthy.com and Amnesty international are activist groups striving for change.

One example:

Text on Bees (adapted from: <http://www.upworthy.com/scientists-just-made-a-major-bee-vaccination-breakthrough-heres-why-its-such-a-big-deal?c=ufb1>)

Bees control our food supply in a very subtle way. If there were no bees there would be no fruits, vegetables and grains. Pesticides on the market today are killing bees at an alarming scale. The European bumblebee is already starting to falter. Avaaz.org is working towards banning these toxic pesticides and encouraging people to sign petitions that are then sent to those in charge of the situation to plea for a change; The longer the list of signatures the stronger the affect. Sometimes the issue is settled with a vote from administrators which can be affected if there is a large amount of signatures that proclaim that something else needs to happen. The Avaaz organization is concerned with human rights and protecting the environment.

Content and rationale

The video where Boyan explains his invention on how to successfully clean the ocean serves as a role model for learners. It shows learners that it is possible to take part in environmental work even if they are still in secondary school. Boyon's story is a success story that helps the environment. The video shows details of his barrier plan and the reasons behind it. The questions on the video test learners' ability to receive information in English through listening as well as their ability to apply that information in their own words. The example of activism shows learners the dangers of pesticides through air pollution and the vital role bees play in the food cycle. The article shows a solution to an environmental problem. It shows them that they can make a difference by signing a petition and/or spreading the word. The websites displayed serve to show learners how they can have an impact and the assignment is discovery learning centered.

Appendix B: Sources for Teaching Materials

1. Images from the teaching materials:

Meme 1: <http://optimistnet.com/posts/view/93625>

Meme 2: <https://imgflip.com/meme/Friend-Zone-Fiona?sort=latest>

Meme 3: <http://memeshappen.com/meme/the-most-interesting-man-in-the-world/i-don-39-t-always-say-something-stupid-but-when-i-do-i-keep-ta>

Meme 4: <http://lolheaven.com/jeeves-fetch-me-the-red-dot-moving-on-the-wall/>

Meme 5: <http://giantgag.net/apparently-theyre-studying-male-anatomy/>

Meme 6: <http://www.recaption.com/dating-site-murderer/3862/>

Meme 7: <https://www.pinterest.com/pin/243405554834864620/>

Meme 8: <http://nolan98smith.deviantart.com/art/That-pass-was-Fabulous-261039118>

Meme 9: <http://weknowmemes.com/2012/06/girls-did-you-know-that/>

Meme 10: <http://9gag.com/gag/87673/haha-so-we-meet-again>

Meme 11: <https://www.pinterest.com/pin/6051780722678513/>

Meme 12: <http://www.kappit.com/img/30755/welcome-to-hogwarts-where-final-exams-get-cancelled-almost-every-year/>

Image of Imperator Furiosa: <http://theladiesfinger.com/bechdel-testing-mad-max-fury-road/>

Slut shaming drawing: <http://rape-culture-and-slut-shaming.tumblr.com/>

Meme 13: <http://memegenerator.net/instance/12812129>

Meme 14: <http://www.hercampus.com/school/u-mass-amherst/lessons-about-feminism-we-can-learn-mean-girls>

Image of tweet on slut shaming:

<https://twitter.com/julianneross/status/483627208527728640>

Meme 15: <http://fakeplus.com/28760/i-can-slap-you-in-the-face>

Meme 16: http://littlefun.org/posts/Insulting_men_is_ok_insulting_women_is_sexist

Meme 17: <http://memegenerator.net/instance/55892827>

Image of lazy man: <http://what-is-this.net/fr/definition/slob>

Image of healthy woman: <http://idiva.com/photogallery-health/the-truth-about-your-favourite-weight-loss-foods/26096>

Image of women hitting a man: <http://www.telegraph.co.uk/women/womens-life/9930142/Women-hitting-your-man-is-not-cute-its-abuse.html>

Image of the Simpsons: <http://www.hulu.com/the-simpsons>

Meme 18: <http://www.buzzfeed.com/mikespohr/why-men-shouldnt-be-afraid-to-cry-in-front-of-their-sons#.dyzo9PDp3>

Meme 19: <https://saboteur365.wordpress.com/tag/tv-news/page/2/>

Image of consumerism: <http://www.slideshare.net/gigabagishvili/consumerism-34487148>

Image of economy: <http://www.iran-daily.com/News/117493.html>

Image for the environment: <http://agrisolarsolutions.com/2015/03/27/motorcycles-greener-for/>

Image of zero waste girl: <http://testtube.com/editors-picks/meet-the-woman-that-hasnt-produced-any-trash-in-2-y/>

Image of plastic in the ocean: <http://www.news.ucsb.edu/2015/014985/ocean-plastic>

Image of the water cycle: http://www.advanced-water-systems.com/technical/water_sources/hydrologic_cycle.html

Meme 20: <http://www.mememaker.net/meme/one-does-not-simply-ignore-the-importance-of-biodiversity/>

Meme 21: <http://www.tasteofawesome.com/Funny/The-Water-Cycle/330651>

2. Online materials

Dictionary.com: <http://dictionary.reference.com/browse/social+construct>

Gendered toy ads collection: <https://www.youtube.com/watch?v=zwysTF0NwvE>

Empowering girl toy commercial: <https://www.youtube.com/watch?v=IIgyVa5Xftw>

Gender neutral toy marketing: <https://www.youtube.com/watch?v=E6yf1jhEj60&spfreload=10>

Gender role interviews: <https://www.youtube.com/watch?v=-VqsbvG40Ww>

Girl rants about gender roles:

<https://www.youtube.com/watch?v=srnaXW9ZgZc&spfreload=10>

Gender role debate: <https://www.youtube.com/watch?v=T4Dyzm8L6cU>

Music video on gender expectations: <http://www.upworthy.com/a-haunting-look-at-what-happens-when-we-make-our-kids-behave?c=recon1>

Video about the Bechdel test: <https://www.youtube.com/watch?v=bLF6sAAMb4s>

Video about both the Bechdel test and the Mako Mori test:

<https://www.youtube.com/watch?v=WiRFu1a143E>

Trailer for the Avengers: <https://www.youtube.com/watch?v=eOrNdbpGMv8>

Black widow: https://www.youtube.com/watch?v=j_5KgpN38hM&spfreload=10

Trailer for Mad Max Fury Road: <https://www.youtube.com/watch?v=vjBb4SZ0F6Q>

Article on the movie from:

<http://www.vice.com/read/the-new-mad-max-movie-is-both-badass-and-totally-feminist-944>

Role reversal in commercials:

https://www.youtube.com/watch?v=2SrpARP_M0o&spfreload=10

Comic/article about women being sexually objectified in everyday life:

<http://www.tickld.com/x/next-time-someone-says-women-arent-victims-of-harassment-show-them>

Laci Green sexual object: https://www.youtube.com/watch?v=u_4dPB9MVS8&spfreload=10

Introductory video by Laci Green:

<https://www.youtube.com/watch?v=rXq4x1Wt8fs&spfreload=10>

She's such a slut: https://www.youtube.com/watch?v=_BwuASx8yT8

Critique on slut shaming: <https://www.youtube.com/watch?v=CCw2MzKjpoo>

If men lost their virginity like women: <https://www.youtube.com/watch?v=aoR0Z7vuGHA>

Friend-zone poem: <http://www.upworthy.com/when-this-guy-explains-why-women-wont-date-him-you-may-roll-your-eyes-but-2-minutes>

The friend-zone the philosophy tube:

<https://www.youtube.com/watch?v=8JH7vJgDozc&app=desktop>

Video of *Just Friends* scene: <https://www.youtube.com/watch?v=RyTdSKZ8GLO>

Music video about consent:

https://www.youtube.com/watch?v=vTxIB_RFrB0&feature=youtu.be

Tea and consent: <https://www.youtube.com/watch?v=oQbei5JGiT8&app=desktop>

Laci Green explains consent: <https://www.youtube.com/watch?v=TD2EooMhqRI>

Situations where consent is needed: <https://www.youtube.com/watch?v=laMtr-rUEmY&feature=youtu.be>

If guys worried about the things girls do:

<https://www.youtube.com/watch?v=ePM7RSD9SnA&spfreload=10>

If girls worried about the things guys do:

<https://www.youtube.com/watch?v=aKn1wj55zS0&spfreload=10>

Social experiment abuse against men and women:

<https://www.youtube.com/watch?v=gOyrYThlOag&spfreload=10>

Misandry in the media: https://www.youtube.com/watch?v=T1GnQ_k7Vok

Discrimination against men: https://www.youtube.com/watch?v=HeVKCj9_-Xc&spfreload=10

Domestic abuse against men:

<https://www.youtube.com/watch?v=qGE5srszC3w>

Domestic violence behind closed doors:

<https://www.youtube.com/watch?v=sgPOvYNYQkg&spfreload=10>

The mask you live in trailer: <https://www.youtube.com/watch?v=hc45-ptHMxo&spfreload=10>

Presentation on emotions:

http://everydayfeminism.com/2015/06/the-media-mens-emotions/?utm_content=buffer8832f&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

13 things no one tells you about being a women: <https://www.youtube.com/watch?v=g-92FZPNWNs&spfreload=10>

Laci green I'm a feminist: <https://www.youtube.com/watch?v=UwJRFCllybmk&spfreload=10>

Chimamanda Ngozi adichie:

https://www.youtube.com/watch?v=hg3umXU_qWc&spfreload=10

James Adomian about gay villain stereotypes in Disney movies:

<http://www.upworthy.com/hes-totally-right-about-these-cartoon-villains-now-i-can-never-un-see-it>

Invasive questions for gay couples (only the first five minutes):

<https://www.youtube.com/watch?v=kGtzTGHWye4&app=desktop>

Video of a transwoman turning the tables on an interviewer:

<https://www.youtube.com/watch?v=ISsdSvJhniQ>

If straight people had to come out of the closet and homosexuality were the norm:

https://www.youtube.com/watch?v=EkFewRm_YC4&app=desktop

Does money make you mean?:

<https://www.youtube.com/watch?v=bJ8Kq1wucsk&feature=youtu.be>

Video of materialism: <https://www.youtube.com/watch?v=oGab38pKscw>

The story of stuff: <https://www.youtube.com/watch?v=3eWBg8ojno4>

Zero Waste girl: <https://www.youtube.com/watch?v=nYDQcBQUdpw>

Ted talk about Lauren's zero waste life: <https://www.youtube.com/watch?v=pF72px2R3Hg>

Recycling renewable

energies: <https://www.youtube.com/watch?v=ermDZy6Flr0&app=desktop>

Plastic recycling: <https://www.youtube.com/watch?v=zyF9Mxlcltw&app=desktop>

Introduction video on water pollution:

<https://www.youtube.com/watch?v=CWjkH7EV9lg&app=desktop>

The problem with plastic pollution: <https://www.youtube.com/watch?v=xLWNj0QjHjU>

Cereplast: <https://www.youtube.com/watch?t=11&v=R2noqvIBxZk>

Biodegradable plastic critique: <https://www.youtube.com/watch?v=Lx0aUk2AiNQ>

Video on water cycle: <https://www.youtube.com/watch?v=oPDvhJXYCWw>

Video about climate change: <https://www.youtube.com/watch?v=RHrFBOUI6-8>

Carbon footprint: <https://www.youtube.com/watch?v=VTfgNFz1DBM>

Biodiversity: https://www.youtube.com/watch?v=GK_vRtHJZu4&app=desktop

How does climate change affect biodiversity:

<https://www.youtube.com/watch?v=XFmovUAWQUQ>

Massive ocean cleaning system: <http://higherperspectives.com/boyan-slat/>

Bees: <http://www.upworthy.com/scientists-just-made-a-major-bee-vaccination-breakthrough-heres-why-its-such-a-big-deal?c=ufb1>