

MYP by Concept
4 & 5



English

Phases 3–5

Ana de Castro



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4 & 5



English

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English

Ana de Castro

Series editor: Paul Morris



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A note about spelling: We have followed IB house style for spelling of certain words, using –ize rather than –ise; and vice versa.

There is a widespread belief that -ize is American English and that British English should use the -ise forms, but for certain verbs/words both endings are correct in British English. The important thing to remember is to be consistent in a piece of writing.

You can find out more information here: <http://blog.oxforddictionaries.com/2011/03/ize-or-ise/>

A note about command terms: There are five specific command terms for language acquisition – analyse, evaluate, identify, interpret and synthesize. We have emboldened these five command terms in the book, alongside the wider MYP command terms, so that you familiarise yourself with these terms.

Although every effort has been made to ensure that website addresses are correct at time of going to press, Hodder Education cannot be held responsible for the content of any website mentioned in this book. It is sometimes possible to find a relocated web page by typing in the address of the home page for a website in the URL window of your browser.

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The British Museum Reading Room, situated in the centre of the Great Court of the British Museum – it used to be the main reading room of the British Library.

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How to use this book

Welcome to Hodder Education's *MYP by Concept Series!* Each chapter is designed to lead you through an *inquiry* into the concepts of Language acquisition, and how they interact in real-life global contexts.

The *Statement of Inquiry* provides the framework for this inquiry, and the *Inquiry* questions then lead us through the exploration as they are developed through each chapter.

KEY WORDS

Key words are included to give you access to vocabulary for the topic. **Glossary terms** are highlighted and, where applicable, **search terms** are given to encourage independent learning and research skills.

As you explore, activities suggest ways to learn through *action*.

ATL

Activities are designed to develop your *Approaches to Learning* (ATL) skills.

Assessment opportunities in this chapter:

Some activities are *formative* as they allow you to practise certain parts of the MYP Language acquisition *Assessment Objectives*. Other activities can be used by you or your teachers to assess your achievement *summatively* against all parts of an assessment objective.

Each chapter is framed with a *Key concept*, *Related concept* and set in a *Global context*.

1 Where do I belong?

A person's cultural identity and sense of belonging may derive from connections to family, language context, ethnicity and social backgrounds.

CONSIDER THESE QUESTIONS:

Factual: What is identity? What does 'belonging' mean?

Conceptual: Where do I belong? What is the relationship between identity and belonging? What does it mean to belong? How do we become who we are? What makes us unique?

Debatable: Can people change? Now share and compare your thoughts and ideas with your partner, or with the whole class.

IN THIS CHAPTER WE WILL ...

- Find out which meaningful elements of our identity we take with us wherever we go.
- Explore:
 - how we make our identities
 - ways to express belonging.
- Take action by raising awareness and understanding of impressions and perceptions which can lead to bias in our communities.

2 English for the IB MYP 4&5: by Concept



Key Approaches to Learning skills for MYP
Language acquisition are highlighted whenever we encounter them.

Hint

In some of the activities, we provide hints to help you work on the assignment. This also introduces you to the new Hint feature in the on-screen assessment.



Definitions are included for important terms and information boxes are included to give background information, more detail and explanation.

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Organization skills
- Reflection skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Creative-thinking skills
- Transfer skills

● We will reflect on this learner profile attribute ...

- Thinkers - exercise initiative in applying thinking skills critically and creatively to recognize and approach complex issues, and make reasoned, ethical decisions; to consider how belonging relates to location and the impact on local and global communities.

◆ Assessment opportunities in this chapter:

- ◆ Criterion A: Comprehending spoken and visual text
- ◆ Criterion B: Comprehending written and visual text
- ◆ Criterion C: Communicating in response to spoken, written and visual text
- ◆ Criterion D: Using language in spoken and written form

KEY WORDS

belonging characteristics	immigration
community	migrant
culture	migration
ethnic diversity	multicultural
global dimension	roots
identity	traditional
immigrant	tolerant

THINK-PAIR-SHARE

Watch this short video of a young woman's view on belonging: <https://youtu.be/QlgCkIkZck>.

Listen carefully and take notes. What words are used to describe a sense of belonging?

3

1 Where do I belong?

You are prompted to consider your conceptual understanding in a variety of activities throughout each chapter.

! Take action

- ! While the book provides opportunities for action and plenty of content to enrich the conceptual relationships, you must be an active part of this process. Guidance is given to help you with your own research, including how to carry out research, how to form your own research questions, and how to link and develop your study of Language acquisition to the global issues in our twenty-first century world.

At the end of the chapter you are asked to reflect back on what you have learnt with our *Reflection table*, maybe to think of new questions brought to light by your learning.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?		
Factual				
Conceptual				
Debatable				
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?		
		Novice	Learner	Practitioner
				Expert
Learner profile attribute(s)	Reflect on the importance of the attribute for your learning in this chapter.			

We have incorporated Visible Thinking – ideas, framework, protocol and thinking routines – from Project Zero at the Harvard Graduate School of Education into many of our activities.

EXTENSION

Extension activities allow you to explore a topic further.

▼ Links to:

Like any other subject, Language acquisition is just one part of our bigger picture of the world. Links to other subjects are discussed.

- We will reflect on this learner profile attribute ...
- Each chapter has an *IB learner profile* attribute as its theme, and you are encouraged to reflect on these too.

1

Where do I belong?

- A person's **cultural identity** and **sense of belonging** may derive from **connections** to family, language **context**, ethnicity and social backgrounds.



CONSIDER THESE QUESTIONS:

Factual: What is identity? What does 'belonging' mean?

Conceptual: Where do I belong? What is the relationship between identity and belonging? What does it mean to belong? How do we become who we are? What makes us unique?

Debatable: Can people change?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

- What does 'belonging' mean?

○ IN THIS CHAPTER WE WILL ...

- **Find out** which meaningful elements of our identity we take with us wherever we go.
- **Explore:**
 - how we make our identities
 - ways to express belonging.
- **Take action** by raising awareness and understanding of impressions and perceptions which can lead to bias in our communities.

Who am I?

- These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Organization skills
- Reflection skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Creative-thinking skills
- Transfer skills

What does it mean to belong?

Why do we need to belong?

Have you ever asked yourself the **questions** above? Why? When? One of the most important parts of being human is discovering and expressing who we are.

Your identity cannot be defined by one characteristic. Our identities are a complex mixture of our language, gender, age, religion, community, personal history, hobbies and more. As we are defined by so many varied and overlapping features, it is sometimes difficult to discuss who we are in a few words and with complete certainty. You are the only person who can truly define who you are.

In this chapter, we will focus on how we understand identities, personal relationships and the impact of the roots of our own complex identities. Part of our identities comes from our need to feel connected to others who care, and to be part of something bigger than ourselves.

Exploring what ‘belonging’ means is key to understanding differences and how special we feel. The idea of belonging is always changing and can mean different things. Sometimes the forms of belonging are so varied that they can create confusion.

We will look at different concepts of communities and explore different forms of belonging that include neighbourhoods, nationality and identity.

THINK–PAIR–SHARE

Watch this short video of a young woman’s view on belonging: <https://youtu.be/QJgCkIbKZck>.

Listen carefully and take notes. What words are used to describe a sense of belonging?

KEY WORDS

belonging	immigration
characteristics	migrant
community	migration
culture	multicultural
ethnic diversity	roots
global dimension	traditional
identity	tolerant
immigrant	

What does it mean to belong?

BELONGING

Belonging projects are organized by communities, schools and individual people throughout the world to describe their culture, experiences and beliefs. These projects can take the form of a series of photographs, a video, a collage or a set of personal essays. In some projects, young people from the suburbs discuss intercultural diversity in their community and its effect on their lives. Others might show how disaffected youth in the countryside develop a sense of connection.

SEE–THINK–WONDER

This *Belonging* project supports the journey of migrants through a *Belonging* photographic exhibition: www.thebelongingproject.org/what-we-do.

It represents the participants as individuals with different backgrounds and personalities. Look at the website and browse through the photos. What do you see? What does it make you think?

Identify the objects that remind the participants of their home countries. Discuss and share your ideas with your partner.



- The *Belonging* project represents more than 140 people from over 40 different countries through photographs and their personal recorded stories. Here are three examples of photographic portraits of individual participants

THINK-PAIR-SHARE

Think of at least 12 questions you could ask to find out about someone. You want to learn about their cultural identity and sense of recognition or belonging. Use these prompts to help you think of some interesting questions:

Why ...?

What are the reasons ...?

What if ...?

What is the purpose of ...?

How would it be different if ...?

What if we knew ...?

What would change if ...?

Review your list and circle the questions that seem the most interesting.

Interview your partner with the top five questions on your list. Then swap roles.

Do you agree or disagree with the explanation of belonging that was given in the video in the previous activity?

ACTIVITY: Word wheel

■ ATL

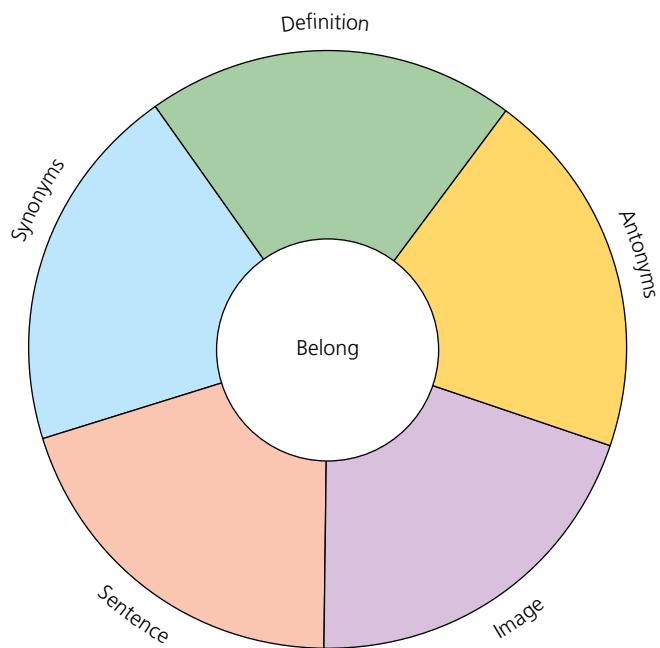
- Organization skills: Understand and use sensory learning preferences (learning styles)

Vocabulary is the key to communication. Having a strong vocabulary allows you to develop other skills such as fluency, comprehension and writing ability. Finding different strategies to improve your vocabulary has a direct, positive impact on your capacity to build your language proficiency.

A *word wheel* is a useful tool for word building.

Complete a word wheel for the word ‘belong’ using these instructions:

- Write the vocabulary word in the centre of the wheel.
- Write a **definition** for the word. (You can use your notes to help you.)
- Write some **synonyms** (words that have the same meaning) and **antonyms** (words that have the opposite meaning).
- Write a complete **sentence** that shows the meaning of the word.
- Draw or add an **image** that shows what the word means.



- A word wheel for ‘belong’

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form.

Where do I belong?

PRIDE OR PREJUDICE?

Identity is the way we see ourselves and how we express ourselves. Where we are born, who our family is, which language we speak, which religion we practise and our gender may all contribute to defining who we are. Our life experiences can also change how we see ourselves and what choices we make.

ACTIVITY: Who am I?

■ ATL

- Communication skills: Use intercultural understanding to interpret communication
- Collaboration skills: Listen actively to other perspectives and ideas
- Transfer skills: Make connections between subject groups and disciplines

In pairs, **discuss**: What makes us who we are? How can we challenge assumptions about where we come from?



■ Hetain Patel

EXPERIENCES OF MIGRATION

In a changing world, we should remember that our identities are not fixed and will change. Every day, as we learn new things and have new experiences, we add to and alter our identities.

In his video, Patel talks about people who migrate from one nation or culture to another. Usually people only migrate because they have to. When they do, they take their culture, language and habits with them. However, people must then adjust their practices to their new home, which can make them feel alone and homesick; in other words they miss their home country, friends and families. Transitions can be challenging and it can take time to feel part of a new community.

▼ Links to: Individuals and societies: History; Geography; Economics

People migrate for many different reasons and in the past there have been large migration movements at different times. Why do people migrate? Are there any migration patterns in your community? What is the impact of migration? How does migrating change people's lives? What are the challenges that people face when moving to another country? What happens to the countries that people leave? What are the positive effects of moving to another country?

Watch this TED Talk by Hetain Patel, 'Who am I? Think again' and then work through the task and questions on this page: bit.ly/1Sij2yp.

- 1 Identify the reasons why Patel talks to the audience in Chinese and communicates through translation.**
- 2 Describe the conflict Patel is dealing with as the talk progresses. Support your answer with evidence from the video.**
- 3 The talk is presented in a specific way. How does this setting make the video more effective?**
- 4 How does Patel persuade the audience to connect with his ideas?**
- 5 Who is the audience for this video?**
- 6 Preconceptions are ideas and opinions which people bring to experiences. Analyse how Patel plays with the audiences' preconceptions of identity and authenticity.**
- 7 Identify how young people in your culture could relate to Patel.**
- 8 What is the message of the talk?**
- 9 Would you recommend this video to a friend or members of your family? Support your answer by referencing back to the video.**



A **TED Talk** is a platform for speakers to present great, well-formed ideas in under 18 minutes. It is run by the TED organization. There are seven different types of talks that you can access and the talks can be used to highlight and present ideas to a wide range of audiences. They usually focus on relevant and current topics and, as they are under 18 minutes long, it is easy to remember the main points.

A **TEDx Talk** is an independently organized event which anyone can run after having gained a licence from TED.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

ACTIVITY: Quilt writing

■ ATL

- Creative-thinking skills: Use existing works and ideas in new ways
- Reflection skills: Focus on the process of creating by imitating the work of others

Have you ever signed yearbooks, t-shirts or autograph albums? One of the reasons people do this is to create a collection of significant memories of special events, people and experiences.



- An album quilt

In the nineteenth century in the United States of America, personalized (album) quilts were very popular. Quilts are created by stitching different squares of fabric together in a patchwork design to make a bigger design.

People construct meaning by patch-working different colours, shapes, images or words into a final product.

Album quilts were made to mark special events or were given as gifts to someone who was moving away. The quilts used the names of people as part of the design. Names can be important because they remind us of special people, places or events. Have you ever been given your own personalized gift? If you were looking at it now, how would it make you feel?

Album quilts were used to show information about who the person was, who their family was and where they came from. What would be the trend now? How do you collect special memories today?

Now it is your turn to make an album quilt. Take photos of where you feel you belong, what makes you feel comfortable or what makes you feel like 'you'. Think about the roles you identify with in the different areas of your life.

On a poster board, connect the photos with sentences, phrases or lyrics that best reflect a message about you and which create a design that you can contribute to the quilt.

Share your quilt writing with the class. What did you learn about your classmates through this task? What roles do you share? What **adjectives** were the most descriptive or unique? Combine all your quilts together to form a class display.

You could visit this website to get some ideas:
<http://worldquilts.quiltstudy.org/americanstory/identity>.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: My Top Ten playlist

■ ATL

- Collaboration skills: Listen actively to other perspectives and ideas

Music has always been a way for people to express who they are. Think about some of your favourite songs. Are any of them about identity or expressing who you are?

In pairs or small groups, compile a Top Ten playlist of songs which have lyrics on identity and belonging.

Identify the lyrics in the songs that talk specifically about identity and belonging.

Now listen to this song by Vanessa Amorosi, 'This is who I am': <https://youtu.be/OdODD93ahjw>.

After listening, in pairs write another verse of lyrics, maintaining the same mood and style as the original. Share your ideas with your classmates.

How would you modify the song to make it your own?

In small groups, plan a music video for your new song. Decide on the location, the characters and what happens in the video. You could use one of these websites to help you to create your video:

<http://generator.acmi.net.au/storyboard/intro>

<http://zimmertwins.com/splash>

www.capzles.com/

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.



- Can you imagine a world without music? Teens dancing and listening to music.

What is identity?

ACTIVITY: Identity factors

ATL

- Organization skills: Use appropriate strategies for organizing complex information
- Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences
- Information literacy skills: Present information in a variety of formats

In pairs, **discuss**: What is important to you? How would you describe yourself?

An individual's identity is composed of many different attributes.

Task 1

Write down ten words that describe your identity. Consider categories like ethnicity, gender, personality traits, favourite pastimes and passions, or topics you feel strongly about.

You could start by writing in the centre of a blank piece of A4 paper the things that make you who you are and do not change. Then, around the centre, add things that have helped you to grow. Finally, add aspects about you that come and go – that is, they change with time.

Task 2

Create a word cloud which represents the different aspects of your identity. You could use this website: www.wordle.net.

Task 3

Use your word cloud to deliver a three-minute presentation entitled 'Still figuring it out'. Use the presentation tips on page 11 to help you to prepare your presentation.

EXTENSION

Watch the [TEDxTeen Talk 'Picture this Peace'](#) given by [Sophie Umazi](#) for further inspiration and ideas on how to extend your presentation.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion D: Using language in spoken and written form.



Five steps to a brilliant presentation

1 Plan

- Who will you be presenting to?
- Where will you be speaking?
- How much time is allowed for your presentation?
- What will the message of your presentation be?
- Do you know enough about your topic or should you do some more research?

3 Polish

- Time your presentation.
- Add connecting words.
- Review your vocabulary.
- Prepare a brief outline.
- Prepare note cards for practising and presenting.

2 Prepare

- Review the main idea of your presentation.
- Choose how to organize and develop your main points.
- Add examples and detail.
- Arrange your presentation into an introduction, the main body and a conclusion/concluding remarks.

Hint

Think of a **hook** for your introduction and your conclusion. A hook is a short sentence to grab the attention of your audience - it might be humorous, a quote or a story.

5 Present

- Have a good attitude.
- Project confidence.
- Use all the skills of presenting: eye contact, sound confident, use your voice to capture the attention of your audience, use emphasis, think about what you are saying.
- Do not rush.
- Smile.
- Be yourself!

Remember:

Pause/Look up/
Louder, stay loud
enough/Emphasize
words/Gesture

Useful phrases

I'd like to talk to you about ...

As far as I am concerned ...

If you ask me ...

Don't you agree that ...?

Have you got any idea ...?

Someone has told me that ...

I'd just like to say ...

Additionally, ...

Personally I believe (feel) ...

As I see it ...

My view is that ...

Moreover, ...

All things considered I must say ...

Generally speaking, ...

Finally, ...

■ Five steps to a brilliant presentation

What makes us unique?

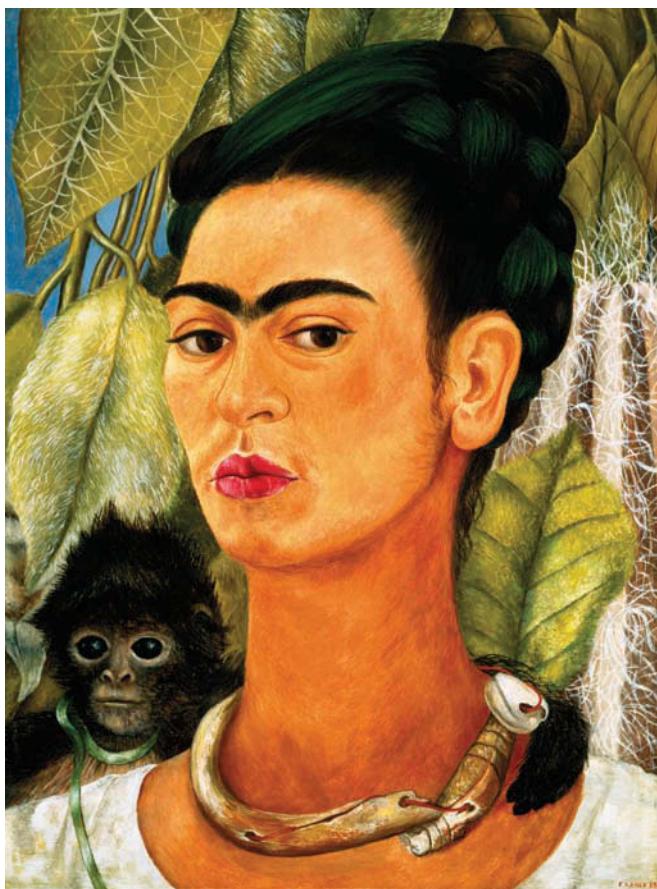
'I paint my own reality.' – Frida Kahlo

'We know what we are, but not what we may be.' – William Shakespeare

ACTIVITY: How do you see yourself?

■ ATL

- Critical-thinking skills: Draw reasonable conclusions and generalizations



- 'Self-portrait with monkeys, 1940', Frida Kahlo

'Self-portrait with monkeys, 1940' is a painting by the Mexican artist Frida Kahlo. Kahlo is best known for her

self-portraits and she painted many over her lifetime. What do you think Kahlo is like, based on this painting?

Discuss how Kahlo included her own personality in the painting. **Describe** her pose and expression. What might this tell you about her character? How has the portrait been made to make us think that? Is there anything you find unusual about it? What about the background – why do you think she chose to include those objects in the picture? Who do you think Kahlo made this self-portrait for?

If you were going to create a self-portrait, how would you draw yourself? What would you wear in the picture? What would you show in the background? What would you want people to think when they looked at your picture?

▼ Links to: Arts

A self-portrait is a drawing or painting that an artist creates of him or herself. Self-portraits allow the artist to self-explore. Although it is similar to looking at your reflection in a mirror, it is also very different, as what you normally see goes beyond a reflection.

Visit this website and try the interactive activity, 'Beyond Portraits': www.npg.org.uk/webquests/launch.php?webquest_id=15&partner_id=portrait.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

CONNECT-EXTEND-CHALLENGE

■ ATL

- Communication skills: Make inferences and draw conclusions
- Reflection skills: Consider ethical, cultural and environmental implications
- Critical-thinking skills: Recognize unstated assumptions and bias

In the **poem** 'Dear White Brother' by Senegalese poet and politician Léopold Sédar Senghor, we are invited to explore complex feelings about identity and discrimination through descriptive language.



■ Léopold Sédar Senghor

In pairs, discuss: What makes us unique? How is conflict an element that shapes identity?

Read the poem 'Dear White Brother' and then consider these questions:

- 1 **What about this poem gives you the strongest feelings?**
- 2 **How are the ideas and information in the poem connected to what you already know?**
- 3 **Which new ideas in the poem help you to extend or push your thinking in new directions?**
- 4 **Is there anything you can relate to in the poem?**
- 5 **What ideas are still challenging or confusing for you?**
- 6 **How do you think the poet feels about where he is from?**

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Dear white brother,

When I was born, I was black,
When I grew up, I was black,
When I am in the sun, I am black,
When I am sick, I am black,
When I die, I will be black.

While you, white man,
When you were born, you were pink,
When you grew up, you were white,
When you go in the sun, you are red,
When you are cold, you are blue,
When you are scared, you are green,
When you are sick, you are yellow,
When you die, you will be grey.

So, between you and me,
Who is the colored man?

Léopold Sédar Senghor

DISCUSS

Léopold Sédar Senghor helped to create the philosophy of *négritude*, which became important in the 1930s. He was also the first President of Senegal after it won independence from France in 1960.

Research the poet and his beliefs with some of these search terms: **Léopold Sédar Senghor, The French Academy, négritude, racism, assimilation, Senegal, Senegalese independence.**

What is *négritude*? Describe it in your own words. Then, in pairs, compare and discuss your answers.

Based on the poem 'Dear White Brother' and what you have learnt about Léopold Sédar Senghor, what kind of effect can discrimination have on a person's sense of identity? Is it always negative?

Write the central idea of the poem in one sentence.

How do we become who we are?

BLOGGING

Blogs are discussion or information sites on the Internet. A major feature of blogs is that they are public and accessible by all. However, they are more of a dialogue between people with common interests than a private, non-interactive journal. A blog is therefore a reflection, where you communicate your opinions and feelings to an audience.

ACTIVITY: You don't know me – until now

■ ATL

- Media literacy skills: Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Communication skills: Write for different purposes

After reading the poem 'Dear White Brother', **identify** ideas, construct meaning through the message or **analyse** the themes which you think are most valuable for readers of your blog.

Write a blog entry of 200–250 words, using the following blog guidelines:

Writing a blog



Format

A blog post must have a title as well as the date, time and writer details. It needs to be set out like a real web page, with the address bar and other features such as archive, share and subscribe. Remember that a blog is a public, interactive space, so invite readers to leave comments at the end.

Conventions

- An eye-catching title, for example, 'You don't know me – until now'.
- Write in the first person, 'I'.
- Use an informal style.
- Use short sentences and catchy phrases to grab your readers' attention.

Research how to write blog posts by searching: [How to write a blog entry](#).

Follow the links below to do some research on what real blogs are like:

www.theguardian.com/technology/2009/sep/09/teenage-bloggers

<http://foodieatfifteen.blogspot.co.uk/>

www.glosonblog.com/

<http://libdemchild.blogspot.co.uk/>

EXTENSION: BLOG-IT!

Think about creating your own class blog. How many different viewpoints are there on identity, citizenship and diversity in your class? You could write about the different identities in your class and about the different personal experiences and perspectives of your classmates. It could also become your forum for posting work that you do in class.

There are many free websites you can use. Do some research to find out which one best suits your purpose.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

EXTENSION

Listen to the poet Benjamin Zephaniah talk about the portrait of Francis Williams, an eighteenth-century scholar:

bit.ly/1RMglU4

Then examine the portrait for yourself:

bit.ly/1I8NU57

Can you find other examples where the identity of a person might be surprising or unexpected?

DISCUSS

How does my identity impact on my life? Does my identity affect how I connect with others?

▼ Links to: Individuals and societies: History

Think about the case studies you have looked at in your History classes. What connections are there between conflict and identity?

ACTIVITY: On the wall

■ ATL

- Creative-thinking skills: Make unexpected or unusual connections between objects and/or ideas
- Collaboration skills: Work collaboratively in teams
- Transfer skills: Inquire in different contexts to gain a different perspective



Some of the most dynamic learning happens when we use all the different surfaces available in the classroom to make learning visible – the walls, the whiteboard, laptops, the smart TV and every other available gadget. Think about the surface you use, depending on each activity, to maximize your learning.

Look at Sources A–D on pages 16–17. **Evaluate** each source and decide how you can use them together to produce an *On the wall* display. Use your classroom wall as a dynamic learning tool.

Working in groups, **synthesize** the messages on identity that the sources convey by using poetry, fingerprint word collages and images. Add details and examples from your own experiences. Be as creative as you like!

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

SOURCE A

An extract from *My place* (Chapter 22) by Sally Morgan, winner of the 1987 Australian Human Rights Award for Literature:

'I was very excited by my new heritage. When I told Jill that evening what mum had said, she replied, "I don't know what you're making a fuss about. I told you years ago Nan was Aboriginal. The fact that Mum's owned up doesn't change anything." ... "Jill, it does mean something to have admitted it. Now she might tell us more about the past. Don't you want to know?" "Yeah I guess so, but there's probably not much to tell." "But that's just it, we don't know. There could be tons we don't know. What other skeletons are lurking in the cupboard?" ... We all felt shy and awkward about our new-found past. No one was sure what to do with it, or about it ... I wanted to do something positive. I wanted to say, "My grandmother's Aboriginal and it's a part of me, too." I wasn't sure where my actions would lead, and the fact that Nan remained singularly unimpressed with my efforts, added only confusion to my already tenuous sense of identity.'

SOURCE B

Focusing on one of Sholem Aleichem's later stories, 'On Account of a Hat' (1913), this excerpt from the documentary *Sholem Aleichem: Laughing in the Darkness* addresses the tension between constructing an identity for oneself that is both unique and modern, and still playing homage to one's ancestry: www.facinghistory.org/videos/sholem-aleichem-identity-changing-world.

SOURCE C

Sue Nelson's article for the BBC about John Ssabunnya, an orphan boy who was raised by apes in the African jungle: <http://news.bbc.co.uk/1/hi/uk/466616.stm>.

SOURCE D

A Child is Born Free of Mind

A child is born free of mind
but is hardened into thought
and by the time one dies
most are fixed and screwed into
worlds of their making,
heavens of their fantasies:
so one thinks one's an Indian, one a Chinese
or an American or British or Swedish
or French or Russian or German;
or one thinks one is a Christian or Muslim
or Jew or Hindu or Sikh or Catholic
or Doaist or Buddhist or Marxist or Communist
or even for that matter, an atheist ...
... or whatever you will ...
one finds a badge to pin proudly to one's chest
and each identity becomes so strong
it becomes so real
it all comes into the question of right and wrong
of evil and good
and it falls into loud declamations
and my tribe is good, your tribe is evil

my brand is holy, your brand unholy ...
and so it goes,
with all sorts of justifications
that beat sense out of all loyal adherents
and it squeezes humanity out of the human ...
as paste out of a tube ...
ah, and yes,
the energy goes on into the afterlife
as Christians go into a Christian Heaven
and Hindus and Buddhists into various Lokas
and Muslims in their own Paradise
and so it goes on,
this Human Tragi-Comedy,
yes, yes, certainly all created by the Almighty
who was created by your mind's poverty
so that
a child is born free of mind
but is hardened into thought
and by the time one dies
most are fixed and screwed into
worlds of their making,
heavens of their fantasies.

Raj Arumugam

What is the relationship between identity and belonging?

NATIONAL IDENTITY

The issue of national identity is complex. People relate differently to national identity. Is it just about flags and national anthems? What defines our 'national identity'? What influences our national pride? Is national pride ever a bad thing? Why can it sometimes be a controversial issue?

ACTIVITY: What is Britishness?

■ ATL

- Communication skills: Collaborate with peers using a variety of digital environments and media
- Media literacy skills: Understand the impact of media representations and modes of presentation
- Critical-thinking skills: Recognize unstated assumptions and bias; evaluate evidence and arguments

Task 1

Watch and read this short news clip which shows students being interviewed about whether they feel British: <http://news.bbc.co.uk/1/hi/education/7469172.stm>.

After watching, discuss in pairs what you think 'Britishness' means? Share your answers with the class. How do you feel about this concept?

Task 2

Evaluate the images on this page. Do they represent Britishness? Which image would you choose to represent Britishness? What about other nationalities? Which images would you choose? Which images would you choose for your own country? What are the dangers of looking at nationalities in this way?



■ Fish and chips



■ Wearing a Union Jack

Work in pairs to create a short five-minute class presentation, focusing on the question 'What is your national identity?' Focus on your own ideas about what this term means.

Prepare a PowerPoint presentation to include no more than eight slides and really think about which images you would like to include. You can also think about attaching music to your presentation linked to national identity.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

THINK–PAIR–SHARE

Do you have a strong attachment to a country or region somewhere in the world? Why do you feel ‘at home’ there? How do you demonstrate your national identity? Does national identity have symbols or ‘markers’? What do people think of when they hear your country mentioned? Are there any stereotypes associated with your nationality? In pairs, **discuss** your answers.

ACTIVITY: The European Union

■ ATL

- Critical-thinking skills: Consider ideas from multiple perspectives

Task 1

Look at the following image. Make a note of everything you associate with this image. Compare and discuss your list with your partner. **Identify** items on your list which link to your personal response.



■ The European Union flag

What does the European Union flag mean to you? What does it say about you? What does it say about your attitude towards the beliefs and values which are associated with the image of the flag? Where would you see this flag?

Task 2

In pairs, look at the following list of people who may have different responses to the image of the European Union flag. Choose one or two people and **interpret** what their views might be.

- A German citizen
- A Polish skilled worker
- A refugee
- A Japanese multinational company
- An MEP (Member of the European Parliament)
- A football supporter

Take on the role of one of the people and **explain** to the class what the image of the flag means to you.

Discuss as a class the significance of multiple meanings linked to a single image. Brainstorm all the factors influencing the way in which a particular person responds to an image.

Write a short **paragraph** to **synthesize** what you have learnt, constructing meaning and understanding based on an image.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Who are you?

■ ATL

- Critical-thinking skills: Test generalizations and conclusions

Interview a classmate for your school magazine or blog about their views on appearance and personality. Use the questions below and add some more of your own. Why not record your interview?

- Which is more important – physical appearance or personality?
- What are the ten things you first notice when you meet someone? Are they physical or personality features?
- If you are attracted to someone, what do you like about them – their looks or personality?
- How important is what you wear?
- Do you think a school uniform takes away your personality?
- Think about how you dress – in what ways does it reflect your personality?
- What other aspects of our physical appearance reflect our personality?
- How do we use things such as clothes, haircuts and make-up to say something about who we are?
- Do you think we stereotype people based on what they look like or what they wear?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form.

▼ Links to: Sciences; Arts

Visit these websites and take notes on how identity is presented through science and art:

[http://blog.sciencemuseum.org.uk/talkscience/
category/genetics/](http://blog.sciencemuseum.org.uk/talkscience/category/genetics/)
science.howstuffworks.com/dna-profiling.htm
www.bbc.co.uk/news/magazine-16189713

! Take action: Raise awareness of identity issues

- ! Evaluate how people from different backgrounds or cultures may struggle to bring their multiple identities into an environment that you are part of. What role do we sometimes play in making people feel welcome or uncomfortable? Does this change your perspective on when and in what settings different identities emerge? What can you do to help people integrate by making others more aware of them? How are identity and community related? How can you raise awareness of identity in your school and community?

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 3

Task 1: Writing task – my identity suitcase

Instructions

- Imagine that you have to pack a suitcase with six to ten objects that best represent who you are. **Identify** your six to ten objects.
- Write a paragraph of 200–250 words **explaining** why you have chosen each item and what it means to you.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.



THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 4

Task 2: Writing task – blog post

Instructions

- Read the writing prompt below.
- Write a blog post with a minimum of 200–250 words.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Prompt

Read the following quote by Stephen Chbosky, from the film *The Perks of Being a Wallflower*:

'So, I guess we are who we are for a lot of reasons. And maybe we'll never know most of them. But even if we don't have the power to choose where we come from, we can still choose where we go from there. We can still do things. And we can try to feel okay about them.'

Write a post for your school blog using the quote as a prompt. Be sure to include personal experiences in your post.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 5

Task 3: Interactive oral – a question of identity

You will engage in a discussion with your teacher on the concepts of belonging and identity, using the prompts below. The discussion should include a personal response and your different views on a sense of belonging and identity. You can refer to examples and texts you have seen in this chapter. You should not prepare answers prior to completing this task.

You are expected to speak for between three and four minutes.

Prompts

- What kind of person are you?
- What are your strongest points? What are your weaknesses?
- What experiences do you feel are unique to you?
- Why do identities change over time?
- What role do other people have in shaping our identities?
- Does each of us have only one fixed identity or can we have multiple identities?
- How do you perceive the people in the photo on this page?
- How does this image compare to images of families in your country? What are the similarities and differences?



Reflection

In this chapter, we have explored the concept of identity through various mediums of expression. We have evaluated the differences and similarities between individual and cultural identity, and how both are constructed and perceived. This has created an opportunity to share and compare our own experiences and perceptions of belonging.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
		Novice	Learner	Practitioner	Expert
Factual: What is identity? What does 'belonging' mean?					
Conceptual: Where do I belong? What is the relationship between identity and belonging? What does it mean to belong? How do we become who we are? What makes us unique?					
Debatable: Can people change?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills					
Collaboration skills					
Organization skills					
Reflection skills					
Information literacy skills					
Media literacy skills					
Critical-thinking skills					
Creative-thinking skills					
Transfer skills					
Learner profile attribute(s)	How did you demonstrate your skills as a thinker in this chapter?				
Thinkers					

2

Is my identity my brand?

HELLO
my name is

- **Messages** received through social media and social networking facilitate the **communication** of identity as a brand and not only shape future forms of self-expression, but also influence **technical innovation**.

CONSIDER THESE QUESTIONS:

Factual: What is a brand? What is identity? What is a logo? What influences the social web?

Conceptual: How is social networking redefining identity? How do we present ourselves to others via social media? How much is too much information on social media? What are the benefits of being connected to others via social networks? What are the consequences of conducting so many of our social interactions online?

Debatable: To what extent does social networking connect us or set us further apart? How are online identity actions different from offline actions?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



○ IN THIS CHAPTER WE WILL ...

- **Find out** how social media and networks may be changing our identities and personalities.
- **Explore:**
 - the impact of the 'selfie' and the consequences of sharing multiple or conflicting identities online
 - the ways in which others react to forms of self-expression and how this dictates patterns of behaviour.
- **Take action** by considering what choices young people can make in order to be safer on social media websites.

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Organization skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Creative-thinking skills
- Transfer skills

● We will reflect on this learner profile attribute ...

- Communicators – understand and express ideas and information confidently and creatively in more than one language and in a variety of ways; work effectively and willingly in collaboration with other individuals and groups.

◆ Assessment opportunities in this chapter:

- ◆ Criterion A: Comprehending spoken and visual text
- ◆ Criterion B: Comprehending written and visual text
- ◆ Criterion C: Communicating in response to spoken, written and visual text
- ◆ Criterion D: Using language in spoken and written form

KEY WORDS

affiliation	gadgets	self-branding
app	introspective	self-esteem
brand	logo	self-packaging
cyber-bullying	mobile devices	social media
digital footprint	objectivity	social status
ego	online presence	
flattery	self-awareness	

Think about what people are doing on Facebook today. They're keeping up with their friends and family, but they're also building an image and identity for themselves, which in a sense is their brand. They're connecting with the audience that they want to connect to. It's almost a disadvantage if you're not on it now.



■ Mark Zuckerberg, creator and founder of Facebook

Do you have an online presence? Who are you online? Do you express yourself the same way online as you do in real life? If not, how do others see you on the Internet?

There is no limit to the ways in which we can manipulate our self-image. The story of our life is told through the way we discuss our thoughts, feelings and opinions.

DISCUSS

Read the quote from Mark Zuckerberg, the creator of Facebook, and **interpret** its meaning.

Evaluate how his **statement** describes today's society. If someone asked you for a quote, what would you want to tell the world about identity and social media?

This chapter explores how online services, entertainment websites and apps can shape people's daily lives and interpersonal relationships in the twenty-first century. We will reflect on people's different opinions about social media.

Has the creation of social networking services changed society for better or worse? How have they changed the connections we make with each other?

How is social networking redefining identity?

WHO ARE YOU ONLINE?



■ Early Facebook

People have always wanted to create evidence of their life, community and identity that would survive after their death. Long before the Great Pyramid of Giza, Etruscan sarcophagi and commemorative oil portraits, people found ways to leave an imprint on the world. For example, Australian Aborigines left handprints on stone walls over 20000 years ago. The Chauvet people painted human figures in caves even earlier than this. These images not only prove their existence, but also their desire to leave a record of their lifestyles and cultures on this planet.

The identity we create for ourselves in society affects the people we spend time with, the clothes we wear, the hobbies we pursue and the opinions we voice. Technological innovations have led to us living our lives online. The Internet therefore has the potential to dramatically shape our identity.

Because people can edit information about themselves on social media platforms, many create online personalities that

are not fully accurate. Facts like weight, age and gender can be omitted or altered, allowing someone to hide aspects of their true identity and do things that they never would do in real life. Sometimes this is harmless, but the anonymity of the Internet can enable bullying and crime.

SEE–THINK–WONDER

■ ATL

- Information literacy skills: Use critical-thinking skills to analyse and interpret media communications
- Critical-thinking skills: Draw reasonable conclusions and generalizations

Consider two Facebook pages for companies that you like, or search for two Facebook pages for different companies that have a brand which you are familiar with. These can be food or clothing companies, or any other company with a recognizable brand.

In pairs, **identify** the key features of each Facebook page. **Explain** how branding is used. Focus on the language that is used. What types of words can you **identify**? How do the words help to *brand* the product?

Imagine that your identity is a brand. What adjectives do people consistently use to describe you? What are your real passions? What is your brand?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Brands and logos

■ ATL

- Communication skills: Interpret and use effectively modes of non-verbal communication

Savage Chickens

by Doug Savage



- How important is it for a company to have a logo?

What is a logo? How do brands and logos differ?

Think of some brands that you like. Which logos do you like and why? Which logos do you dislike and why? In your opinion, what is the primary purpose of a logo?

In your opinion, what defines a well-designed logo? What restrictions, if any, might there be on a logo? What words or icons must be included in a logo?

Now it is your turn. Design a logo for your brand/identity. What colours would you choose and why? Are there any particular elements you would like to see in the logo?

Visit these websites for ideas:

<https://dribble.com>

www.logogala.com

www.logomoose.com

Hint

An effective logo is distinctive, appropriate, practical, graphic and simple in form, and conveys the intended message.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

DISCUSS

Consider these quotes:

'Be yourself; everyone else is already taken.'
– Oscar Wilde

'To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.' – Ralph Waldo Emerson

How difficult is it to just be yourself? How would you like to be remembered? If you had the power, what would you do differently with your life? What would you change about the world?

EXTENSION

Go to the following website and read some famous quotes on identity: bit.ly/1swZoy4

Research how famous people 'brand their identity' and analyse how they present themselves as role models to young people. How does this help develop branding techniques in the music world, the fashion world, the political world?

ACTIVITY: Creating an online profile

■ ATL

- Media literacy skills: Understand the impact of media representations and modes of presentation
- Communication skills: Make inferences and draw conclusions; participate in, and contribute to, digital social media networks

Create a social media profile for yourself or a famous person. You could choose a sports figure, an artist, a religious leader, etc. They could be from any time in history, from ancient times up to the present day.

You could use the following Fakebook app to create your online profile: www.classtools.net/FB/home-page.

You need to think about the following things for your profile:

- Photo and wallpaper image, also known as cover image or timeline image – the central point of convincing people to like your page and the first impression of your page
- Page title
- Logo and brand
- 'About you' section
- Likes
- Friends



Review your profile and then **compare** it with ones that your classmates created. What do you like about your profile? What would you change if you had more time? What do you like about your classmates' profiles?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

GIRL ONLINE

Young people have always liked being in public places where they can spend time with friends, meet new people, and talk about things that they are interested in and that they feel adults do not understand. Meeting up with people of your own age, who understand you, helps you to find out who you are and to become independent.

Traditionally, the places where young people would find one another were real places such as a park or a friend's house, but today they are more often *virtual* places located in cyberspace.

YouTube blogger Zoe Sugg's, *Girl Online* book was published following her huge success on the Internet. The book captures the essence of growing up in a digital age. Read the extract from the book on page 30.



■ YouTube blogger, Zoe Sugg

Facing Your Fears

20 December

Hey, guys!

Thanks again for all your comments on my blog about friendship. I know it sounds weird as I haven't actually met any of you or anything but I really do think of you all as my friends – you're always so lovely and kind and your support means so much to me.

So, most of you will probably remember my recent post about the panic attacks I've been having since the car accident. Well, this week I had a bit of a Glass Slipper Moment.

A Glass Slipper Moment is the name Wiki and I give to things that happen that are really bad at first but actually end up leading to something really good – like when Cinderella loses her glass slipper but it ends up reuniting her with Prince Charming.

Earlier this week, something really, truly, hideously horrible happened to me and it caused me to have another of my stupid panic attacks. But I think/hope it's all going to lead to something really good.

I'm going away somewhere this week and I'm going to have to go on a plane.

This is making me feel really anxious but I'm hoping that if I can do this – if I can face my fear – then it might make it go away for good.

When I was little I used to think that a witch lived under my mum and dad's bed.

Every time I had to go past their bedroom to get to my own room, I'd run as fast as I could, so that the witch didn't fly out on her broomstick and turn me into a toad.

Then one day my dad saw me racing along the landing looking all scared and he asked me what was up.

When I told him, he made me come into the bedroom with him and he shone a torch under the bed.

The only thing that was under there was an old shoebox.

Sometimes you have to face up to your fears to realize that they aren't actually real.

That you aren't actually going to die – or get turned into a toad.

I'm going to do that this week, when I get on a plane.

How about you?

Do you have any fears that you'd like to face up to?

Maybe we could do it together ...?

Why don't you post your fear and how you're going to face up to it this week in the comments below?

Good luck and I'll let you know how I get on in next week's blog.

Girl Online, going offline xxx

ACTIVITY: Girl Online

■ ATL

- Communication skills: Write for different purposes
- Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways

Discuss the following questions with your partner: Do you feel awkward talking to your friends in person? Can you identify with how the writer of *Girl Online* feels? What would you have done in her shoes?

Task 1

In pairs, transform the *Girl Online* extract from a diary entry to an episode of a soap opera which you know. Use a script format, following the guidelines given below.

Perform or record your scripts to share with your class.

Task 2

Research how many young people have used YouTube as a platform to become famous and do other things. Start with the following search terms: **Zoella** or **Zoe Sugg** and watch some of her YouTube videos.

Extend your search with: **How to get famous on YouTube**. What is the attraction of YouTube? Do you follow anyone on YouTube? How easy is it to start your own YouTube channel?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



Writing a script

A script is a piece of writing in the form of drama. Drama is different from the narrative style in novels and short stories because it is intended to be performed, either on stage, radio, television or in film.

Search **how to write a play script** for guidelines on how to write a script and to view some examples.

Tips

- Characters' names should be written on the left, in capitals, followed by a colon.
- Include directions for when and where characters should enter or exit the scene.
- Stage directions should be written in brackets.
- Include essential information at the start of a scene, such as a title, if necessary, where and when the scene is set and which characters are in the scene.

▼ Links to: Arts

Drama helps students to develop through creating, performing and presenting their feelings, experiences and ideas. Students explore, challenge perceptions and develop a stronger sense of "self".

How do we present ourselves to others via social media?

DIGITAL FOOTPRINT

The content that you post online can be seen by many different people and could stay online forever. This is what makes your *digital footprint* – a trail of information about you that people can follow.

Everyone leaves a digital footprint and with every new profile, photo or comment, we add to our existing trail. People who you know, and people who you don't know, can learn a lot from your digital footprint. Do you know what yours says about you? What kind of digital footprint are you leaving?

Your digital footprint matters more and more each day. Think about the TV shows you enjoyed watching a few years ago. Do you still watch them now? As we get older, our interests and the things that amuse us change. The problem is that things you post on social networks can be difficult to delete – other people may have copied them or shared them. Do you want things that you post today to still be there in a few years' time?

Online networking has the potential to influence identity, and to reshape how people view themselves and other people. It allows people to choose how to present themselves. They can decide which traits to exaggerate, hide or create.

DISCUSS

- How many of you are active on at least one social networking site?
- How many of you use at least one messaging app?
- What sites and apps do you use? Which are your favourites: Twitter, Instagram, Tumblr, SnapChat, Spotify, YouTube?
- Who do you follow: friends, family, celebrities, blogs?
- Do you have a blog? What do you blog about?
- Have you ever Googled yourself?



- On the Internet, you can be whoever you want to be

DISCUSS

Do you know what your online rights are? In pairs, write down what you think they are.

Visit this website to check what your rights are:
<http://irights.uk/>.

Did you guess correctly?

ACTIVITY: Your online rights

■ ATL

■ Critical-thinking skills: Evaluate and manage risk

Read the news article 'Delete your embarrassing teen tweets' below. In pairs, discuss whether you think enough is being done to protect young people. Do you think young people need this kind of protection? Should it go further than it already does? Should young people be prevented from using social media until they are at least 18 years old?

Design a poster with your own online Rights and Responsibilities Charter.

How much can someone find out about you in six clicks? Are you at risk of oversharing? Visit this website and watch the video '6 Degrees of Information' to find out just how much information can be found:
www.netsmartz.org/RealLifeStories/6DegreesOfInformation.

Are you surprised by what the researcher was able to do? Are you comfortable with your digital footprint? What can you do to reduce your digital footprint?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.



http://i-d.vice.com/en_gb/article/delete-your-embarrassing-teen-tweets



28 July 2015

Delete your embarrassing teen tweets

... and other social media shockers, as government ministers back a new set of rights for under 18s.

Government ministers have backed a campaign to allow under 18s to delete content they posted online, as a child, that may be humiliating or damaging to their future prospects. The iRights coalition have laid out five rights they believe young people should have online, including the right to delete their posts on social media, the right to know who holds their information, the right to digital literacy and the right to safety and support.

'Personal experimentation is an essential part of childhood development, yet the Internet never forgets and never corrects. It can possess an infinite memory of each individual and all of their online actions,' the coalition say in a statement, adding that, 'Errors of judgment, unhappy experiences and attitudes that were the product of immaturity are saved on the Internet long after they have faded from the memory of friends and family ... It is essential that there is an easily accessible route for children and young people to resolve disputes or correct misinformation that does not require recourse to the courts.'

The proposals have met with approval from Oxford and LSE academics, businesses including Mozilla, Microsoft, Sky and Barclays, charities Children in Need and UNICEF and government ministers, including the minister of Internet safety and security Joanna Shields – a former managing director of Google in Europe – and SNP leader and First Minister for Scotland Nicola Sturgeon, who says that, 'We believe that every child and young person has the right to grow up in a safe environment – that principle applies to the virtual world too.'

Though there are currently no plans for new laws in the UK, it has been suggested that existing laws could be used to apply these principles if they are enforced fully, and new European legislation is set to grant adults the right to delete their childhood posts.

How much is too much information on social media?

Social media trends come and go. One minute everyone is using Facebook, Twitter or Snapchat. The next minute everyone has moved onto the latest trend to enter our digital lives. Social media sites and networks use strategies for encouraging an audience to go online and post information about themselves. The sites can then use this information to find out what users like and dislike, and sell this information to advertisers.

In the video '6 Degrees of Information' (page 33), you saw how easy it was to find out details about people from the information they posted about themselves. The researcher could look at not only information, but also the behaviour patterns of young people when they are online. Social media sites can do the same and target audiences with products and other items.

Facebook allows you to find out information about your friends, but there are other ways to find out what people think. One of the best ways to find out the preferences and opinions of a group of people is with a *survey*. Surveys collect facts and opinions from an audience. Based on the survey results, people can take action within their community or provide supporting evidence for scientific or social work.

ACTIVITY: Conducting a survey

■ ATL

- Transfer skills: Make connections between subject groups and disciplines
- Information literacy skills: Collect, record and verify data
- Critical-thinking skills: Draw reasonable conclusions and generalizations

Design a survey to gather information on how your classmates use social media, the information they post about themselves and how trends are changing.

You can use various sources to help you to prepare the questions for your survey. Consider looking at websites, articles from magazines or newspapers, or any other sources of your choice.

Write a brief report to **synthesize** the results. **Interpret** the data that you collected on the use of social media by your classmates.

Are there any new trends? How can you use the information from your survey to raise awareness of social media and networking in your school?

▼ Links to: Mathematics

After tallying your results, you can draw a graph or summarize the results and publish an article in your school magazine.

How will you represent your data? Think about what you have studied in your Mathematics classes. This website shows how you can present your data in different ways: www.mathsisfun.com/data/survey-results.html.



Six steps to a successful survey

1 Find a focus. Limit your purpose and target audience.

2 Ask clear questions.

- Ask questions that are to the point and complete.
- Use words that are objective.
- Make it easy to answer the questions.
- Offer answer options that are complete and do not overlap.

3 Match your questions to your purpose.

- Open-ended questions give more varied and detailed answers.
- Closed questions will offer yes/no or true/false responses.

4 Organize your survey so that it is easy to complete.

- In the introduction, state who you are and why you need the information. Explain how to complete the survey and when and where to return it if you are not using an electronic version.
- Use instructions, numbers and headings to help your audience navigate the survey.
- Begin with basic questions and gradually add a few more complex, open-ended questions towards the end.
- Make sure your layout is clear, with enough space to answer each question.

5 Test your survey.

- Ask a friend or classmate to read your survey and help you edit it before printing or posting.
- Ideally, check how your survey works with a small group.

6 Conduct your survey.

- Make sure you have a good sample group that can provide valuable data and feedback.
- Remember to consider all the factors when you evaluate your results.

■ Six steps to a successful survey

Consider using surveymonkey to conduct your survey electronically:

www.surveymonkey.com/mp/social-media-surveys/.

If you think carefully about the questions you want to include in your survey, you will get better and more reliable results. It is very important to keep your questions balanced and to the point.

Closed questions will invite 'Yes' and 'No' answers. People do not have to give any more information, for example: 'Do you like school?'

Open-ended questions will give more detailed answers and information. Journalists like to ask open-ended questions, for example: 'Why do you like school?'

Watch this video to help you **identify** and structure effective survey questions: <https://youtu.be/dfct9PET6IY>.



◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text, Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

To what extent does social networking connect us or set us further apart?

IS SOCIAL MEDIA MAKING US LONELY?

Is it rude to check your phone when you are with other people? If you are with other people, what is more acceptable: to take a phone call or read a text message? Are attitudes to different types of interruptions changing?

Do you think mobile phones were a good invention? Why? Why not? Are there any places where you think mobile phones should be banned?

Nowadays, we have very high expectations of technology and how we use it in our daily lives. As electronic devices become increasingly integrated into our lives, they open up new dimensions to our relationships with family, friends and colleagues. Rather than speak to someone face-to-face, we can call, instant message, text, email, comment on their post or video chat.

However, with each new channel of communication, our expectations of interactions change too. Must we now be online all the time and respond immediately? Is it time we reflected on what kinds of connections we want to have with people in our lives? What new skills are we acquiring? What skills are being lost?



ACTIVITY: Mobile phones and texting

■ ATL

■ Communication skills: Take effective notes in class

Read the tips on how to take notes on pages 38–39. Then watch the following YouTube videos on texting and the use of mobile phones:

Texting Hat – <https://youtu.be/0qCb6zZa7Gc>

I Forgot My Phone – www.youtube.com/watch?v=OINa46HeWg8

Coca Cola; Social Media Guard – <https://youtu.be/aBTgauapnlo>

As you watch, use the tips to help you note down the main points presented in each video. You can use a table like this one to help you take effective notes:

Main points	Questions	Ideas/Comments

In pairs, **discuss** the following questions: Is constant texting good or bad for your relationships? Is it rude to text when other people are around? Why are we texting all the time? Does being connected lead to addiction? Are we becoming less human? What are some potential dangers associated with texting?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

How to take notes

Taking good notes helps you to focus on and organize the information you need to study and learn.

The most important thing about note taking is that you need to do more than simply listen and write.

What strategies do you use to take notes? Do you have any special techniques for taking notes?

To take good notes you need to:

- listen
- think
- respond
- question
- summarize
- organize
- label
- write.

Acknowledge sources

When you do research online, it is very easy to copy and paste information from websites and other Internet resources. Sometimes it is difficult to know who the writer of a text is. The material can take many different forms too: an image, an article or even something that you listen to. All of these sources, regardless of the type, need to be acknowledged.

Remember to record the details of the websites you use and the dates you visit them.

Evaluate and interpret

There are no restrictions on what can be published on the Internet, so, you need to **evaluate** and **interpret** the reliability of the material you find. Ask yourself the following questions when constructing meaning and evaluating the usefulness of a site you are using:

- Has the writer of the material been named?
- Have the writer's credentials or qualifications been given?
- What is the domain name of the site? (This helps you to identify the purpose and source of the site.)

The most common domain names are:

.com – a commercial site

.org – a non-profit organization

or group

.edu – an educational site

.info – a general use site,
expected to become as popular
as .com

.gov – a government site

.ac – an academic site

as .com

.uk – a United Kingdom site

.biz – a general business site,
expected to become as popular
as .com



ACTIVITY: Fingered speech

■ ATL

- Critical-thinking skills: Revise understanding based on new information and evidence

Ten steps for taking notes

- 1 Label and date your notes at the top of the page.
- 2 Read, listen to or watch the material carefully and make sure you understand what it is about.
- 3 Write your notes as neatly as you can.
- 4 Work out what the most important facts are.
- 5 Select information – you do not want full sentences. Instead use:
 - single words (especially nouns, adjectives, verbs)
 - short phrases
 - your own words.
- 6 Relate the material to something in your own life by writing an example or a reminder.
- 7 Use colours to highlight important sections or things you do not understand.
- 8 Use lines and arrows to show the links between things.
- 9 Use a system of note taking that works well for you.
- 10 Ask questions when you do not understand something and always re-read your notes. You can always complete any gaps when you go over your notes!

Key strategy

The following strategy can really help you to get the most out of listening to a speaker or presentation:

- Divide your page into three sections.
- In one column, note the main points of the information being presented.
- In the next column, write any questions you have.
- In the third column, record any general comments, links or ideas that occur to you – you can use these for later discussion.
- The table on page 37 can be used as a guide.

Take notes as you watch John McWhorter give his talk 'Txtng is killing language. JK!!!': www.ted.com/talks/john_mcwhorter_txtn_is_killing_language_jk#t-175789.

Use your notes to answer these questions:

- 1 **What point is McWhorter making? What comparisons is he making?**
- 2 **Do you agree or disagree with his viewpoint?**
- 3 **What are the advantages of contrasting viewpoints?**
- 4 **Can you fully understand an issue without researching multiple perspectives?**
- 5 **How do controversial issues contribute to critical thinking?**

In pairs, **discuss** your answers. What has surprised you the most?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

What are the consequences of conducting so many social interactions online?

Did you know that the world's first text message was sent from a computer to a mobile phone by a British engineer? His name is Neil Papworth and he sent a text message to his boss on 3 December 1992. It read 'Merry Christmas' and this short text message forever changed the way we communicate.

There are many **abbreviations** in the English language. An abbreviation is a short form of a word or phrase, for example, 'TV' is an abbreviation of 'television'. There are thousands of text abbreviations.

An **acronym** is when you take the first letter or letters of each word in a phrase and put them together to make an abbreviation, for example, 'Internet' is an acronym for 'Interconnected Networks'. It is a way to communicate without having to spell out all the words. **Onomatopoeia** is using a word that represents a sound, for example, 'boom'.

Emoticons can be used in texting and messaging to substitute feelings. It can be very embarrassing when you get an emoticon wrong, and learning how to use them correctly can be as complicated as learning a new language!

	Smile	::- or :)		Open-mouthed	::-D or :d
	Surprised	::O or :o		Tongue out	::-P or :p
	Wink	::- or ;)		Sad	::-(or :(
	Confused	::-S or :s		Disappointed	::-I or :
	Crying	::(Embarrassed	::-\$ or :\$

- Some common emoticons

ACTIVITY: The power of texting

■ ATL

- Communication skills: Interpret and use effectively modes of non-verbal communication
- Media literacy skills: Understand the impact of media interpretations and modes of presentation
- Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways

Through texts, chatting and messaging, the use of language is changing. In pairs, copy and complete this table of text language. Can you add any more examples of text speak? (Complete the table with examples of text speak in your own language if that is not English.)

Text speak	Word in English
C	See
?4U	
BTW	
<3	
10X	
2MOR	
2EZ	
IK	

THINK-PAIR-SHARE

Write a text message using text speak and symbols for your classmates to 'translate' into real English. Be as creative as you can with the language.

In pairs, **discuss**: How many texts/instant messages do you send and receive each day? Do you think texting is encouraging young people to spell badly?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

William Shakespeare is possibly the most famous writer in the English language, known for both his plays and his sonnets. Notwithstanding, much of his life remains open to debate. He was considered unorthodox when he wrote his plays and invented many words, phrases and insults. On pages 42–43 is an extract from his *Romeo and Juliet*, showing the original version alongside a modern version.

ACTIVITY: Shakespeare text speak

■ ATL

- Information literacy skills: Make connections between various sources of information
- Critical-thinking skills: Evaluate evidence and arguments

In pairs, look at the extract from Shakespeare's *Romeo and Juliet*, Act 2, Scene II – Capulet's orchard (on pages 42–43). You can see both the original version and the modern version.

Change the dialogue into a twenty-first century text messaging exchange between two teenagers. What would it look like?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



The exact day of William Shakespeare's birth is not known. He was born in 1564 in Stratford upon Avon. His father was a glove merchant and an important man in the local community. Shakespeare belonged to a large family (he had eight siblings) and he probably attended the local grammar school until the age of 14.

Shakespeare married Anne Hathaway in 1582, when he was only 18, and they had three children. Nobody knows how Shakespeare began to write or when he started acting. He wrote more than thirty plays, many sonnets and poems during his lifetime. His plays were very popular and by 1597 he was wealthy enough to buy his own home. Unlike other writers, Shakespeare achieved fame when he was alive. He died in 1616 on his fifty-second birthday. In his will he only left his 'second best bed' to his wife! He is probably the most well-known playwright of all time.

Original version

JULIET: Ay me!

ROMEO: (aside) She speaks.

O, speak again, bright angel!

For thou arts glorious to this night, being o'er my head,

As is a wingèd messenger of heaven

Unto the white, upturnèd, wondering eyes

Of mortals that fall back to gaze on him

When he bestrides the lazy-puffing clouds

And sails upon the bosom of the air.

JULIET: O Romeo, Romeo! Wherefore art thou Romeo?

Deny thy father and refuse thy name.

Or, if thou wilt not, be but sworn my love,

And I'll no longer be a Capulet.

ROMEO: (aside) Shall I hear more, or shall I speak at this?

JULIET: 'Tis but thy name that is my enemy.

Thou art thyself, though not a Montague.

What's Montague? It is nor hand, nor foot,

Nor arm, nor face, nor any other part

Belonging to a man. O, be some other name!

What's in a name? That which we call a rose

By any other word would smell as sweet.

So Romeo would, were he not Romeo called,

Retain that dear perfection which he owes

Without that title. Romeo, doff thy name,

And for that name, which is no part of thee

Take all myself.

ROMEO: I take thee at thy word.

Call me but love, and I'll be new baptized.

Henceforth I never will be Romeo.

JULIET: What man art thou that, thus bescreened in night,
So stumblest on my counsel?

ROMEO: By a name

I know not how to tell thee who I am.

My name, dear saint, is hateful to myself

Because it is an enemy to thee.

Had I it written, I would tear the word.

JULIET: My ears have not yet drunk a hundred words
Of that tongue's uttering, yet I know the sound.
Art thou not Romeo, and a Montague?

ROMEO: Neither, fair maid, if either thee dislike.

Modern version

JULIET: Oh, my!

ROMEO: (to himself) She speaks.

Speak again, bright angel.

For tonight you are as glorious as an angel, shining above my head,

Like a winged messenger from heaven

Who makes mortals fall onto their backs

To gaze up in awe

As the angel strides across the clouds

And sails through the air.

JULIET: Oh, Romeo, Romeo, why must you be Romeo?

Deny your father and give up your name.

Or, if you won't change your name, just swear your love to me,

And I'll give up being a Capulet.

ROMEO: (to himself) Should I listen longer, or respond now to these words?

JULIET: Only your name is my enemy.

You'd be yourself even if you ceased to be a Montague.

What's a Montague, after all? It's not a hand, foot,

arm, face, or any other body part.

Oh, change your name! What's the significance of a name?

The thing we call a rose would smell as sweet even

if we called it by some other name.

So even if Romeo had some other name,

he would still be perfect.

Romeo, take off your name –

which really has no connection to who you are –

and take all of me instead.

ROMEO: (aloud) I take you at your word.

If you call me your love, I'll take a new name.

From now on I'll never again be Romeo.

JULIET: Who are you, hiding in the darkness,

And eavesdropping on my private thoughts?

ROMEO: I don't know how to tell you who

I am by using a name.

I hate my name, dear saint,

because it is your enemy.

If I had it written down, I would tear up the word.

JULIET: I've not yet even heard you say a hundred words,

yet I recognize the sound of your voice.

Aren't you Romeo, the Montague?

ROMEO: I'll be neither of those things, my love, if you dislike them.

Read this article from a newspaper about modern-day manners.

The New Rude

by Helen Kirwan-Taylor

Do you forget to RSVP? Or accept knowing you won't turn up? How about cancelling with a two-word text? Here's how technology is undermining our manners.

Last month my husband and I arrived in France for a friend's 50th birthday weekend party. We were sure we had RSVPed – at least, I was sure I had. The hostess had taken anti-rudeness measures: a save-the-date sent a year ahead. But, as it turned out, we had put the date in the diary, but didn't actually tick the 'accept' box. By turning up unannounced, we had unwittingly become part of a socially acceptable group, the new rude.

When we moved to Britain 25 years ago, my first impression was one of overwhelming politeness. Americans are not brought up with etiquette nuances such as mastering precision timing at dinner, or handwritten thank-you letters delivered the next morning. Back then, I found these habits oppressive. Now I miss them.

These days, I only worry about placement because it's likely that at least one guest will fail to turn

up. Ever weaker excuses arrive ever later, via text, using traffic news update language: 'Flight late. Bad traffic.', 'Can't make it. X.' Be grateful for the kiss, it's all you'll get. Certainly do not expect an email (never mind a letter) of thanks. The guests came. That should be thanks enough.

At least it has never cost me £100 a head, unlike the couple I heard recently who threw a big, catered-for joint anniversary-birthday party, only to have several guests cancel by text only hours before the event was due to start.

Then there's the girl who is liable to cancel by WhatsApp when her friend is only three stops away on the Tube from their meeting point; the cousin who didn't turn up to a family lunch because her baby 'refused to leave the house'; the friend who wants to bring her new boyfriend of three weeks to a wedding (pushing him to top a

long list of reserves), only for him simply not to turn up on the day.

A friend who hosted a seated birthday dinner – in a palace, no less – complained that many of her Paperless Post email invitations weren't even acknowledged (despite the built in rudeometer, which sends you a reminder). She had 25 'no replies'. Many of them showed up anyway. Our host in France, fortunately, found out we were attending via the hotel.

People never used to be this sloppy. I blame it on the digital life, in which we're overwhelmed by email, have our cancellation device (our phones) on hand at all times, and busy lives with invitations to more events than we can possibly attend.

Nobody deliberately sets out to be rude (I hope), but we have lowered our standards and our expectations. We will accept excuses such as 'I had no signal'.

I recently hosted a dinner where one guest refused to speak to the woman on his left. She looked so bored. This was a huge breach of British etiquette, but since he was clearly having a great time, should I have interrupted? In the end, I moved to sit next to the lady on the left myself.

So what happened when we arrived at our friend's villa for the birthday weekend? Our well-mannered French host smiled, kissed us on both cheeks and said sweetly: 'I didn't know you were coming.'

I spent a week making a thank-you present, but I'm still not sure we'll ever be invited back.

The Sunday Times, 2 August 2015

ACTIVITY: The New Rude

■ ATL

- Communication skills: Read critically and for comprehension

First reading: Take five minutes to quickly read the article 'The New Rude' (pages 44–45) and note down three interesting facts that the writer mentioned about making 'excuses'.

Decide whether the text is:

- a) an analysis of research,
- b) a descriptive text, or
- c) a social trend text.

What style is the text written in?

Second reading: Take ten minutes to read the text again and underline the main idea in each paragraph.

Task 1

What is the purpose of the article? Have you experienced a similar situation? Can manners affect your success in life? How? Can you think of some examples of how manners have changed in your country? How are manners different in other countries? With reference to the article, do people have more manners now or did they have more in the past? What are some good table manners? What are some good party manners?

Task 2

Find synonyms in the article for the following words:

actions	admitted
unintentionally	careless
overpowering	code of behaviour
stifling	uninterested
accountable	transgression

Task 3

Phrasal verbs are used mainly in spoken English and informal texts. They consist of a **verb** plus a particle (preposition or **adverb**), for example, the phrasal verb 'to look over' means to examine something. You could say 'I'm almost done with my homework, but I want to *look over* it one more time.' Phrasal verbs can be tricky because they can have multiple meanings.

Look at the article and find phrasal verbs with the same meaning as the following words:

proved to be the case

raised

put in an appearance

arrived

starts

Task 4

In pairs, write down the excuses you have used or have heard someone use for not doing something, for example, not doing homework or not attending an event or for being late. Think about the phrases or words that people use.

Use a tool like www.wordle.net or another **word cloud generator** to **create** your own word cloud with your ideas.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text and Criterion D: Using language in spoken and written form.

GLOOMY SCENE DOMINATES SOCIAL MEDIA

Arab News

Are rock stars too cool for social media?

USA Today

The social media animal

*Young people decide there's not
much to LOL about any more*

BBC News

The Guardian

**Teenagers leading happy,
connected lives online**

The New York Times

*Six ways social media
can ruin your life*

The Boston Globe

**SOCIAL MEDIA MOCKS
'MORAL POLICING' IN INDIA**

Al Jazeera

**SOCIAL WEBSITES HARM CHILDREN'S BRAINS:
CHILLING WARNING TO PARENTS FROM TOP NEUROSCIENTIST**

The Daily Mail

**SOCIAL MEDIA IN 2014:
UNSAFE AND BORING?**

The Telegraph

**GOOGLE TO BECOME
ALPHABET INC IN SHAKUP**

The Times of India

- Social media in the news



Summarizing or synthesizing

Summarizing or **synthesizing** means presenting the main points of a topic in a shortened form. Like note taking, it is a technique that needs practice and can help you to study.

When you summarize you leave out many of the details, illustrations and examples that have been presented. A good way to summarize is to *select key words* and *use short sentences*. It can be a lot of fun because you can put existing information into a new, creative form.

ACTIVITY: Read all about it!

■ ATL

- Media literacy skills: Understand the impact of media representations and modes of presentation

What types of newspapers are there? Do they all have the same format?

Newspaper reporters look for *reliable sources* for their articles. What does this mean? In groups, brainstorm definitions for 'source' and 'reliable'. Why do reporters need sources of information? What can happen if a source is not reliable? What does it mean to 'verify' information?

Task 1

Newspaper headlines are important as they need to grab the reader's attention. Read the headlines on page 47. Does each one contain enough information to construct meaning in the form of a main idea? Is the language clear? Which headlines grab your attention the most?

In pairs, write one or two sentences **predicting** what each article is about based on the headlines. Share your predictions with your classmates.

Search for the articles online. Were your predictions accurate?

Task 2

Reflect on the main issues highlighted in this chapter. In pairs, produce a mind map with your ideas. Turn these ideas into headlines. Remember a good headline needs to be brief, accurate and written in clear language.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Taking notes from the Internet and synthesizing

■ ATL

- Communication skills: Take effective notes in class; organize and depict information logically
- Organization skills: Use appropriate strategies for organizing complex information
- Critical-thinking skills: Consider ideas from multiple perspectives

Either read the article about being addicted to mobile phones or watch the TED Talk by Sherry Turkle:

Article – www.cnbc.com/id/101608691

TED Talk – www.ted.com/talks/sherry_turkle_alone_together?language=en

Take notes as you read and then **synthesize** the main points. Remember that you have to reshape the information.

Hint

Think of ways to combine the information with other ideas and how to change the information into a different form.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text and Criterion D: Using language in spoken and written form.

▼ Links to: Arts; Physical and health education; Design

Arts

Explore how social media and social networking are impacting on the arts. Is the entertainment industry going to die out?

Read the following articles to compare two different points of views:

www.theguardian.com/music/2014/oct/15/u2-bono-issues-apology-for-apple-itunes-album-download

www.theguardian.com/music/2013/oct/11/david-byrne-internet-content-world

Physical and health education

How are selfies changing who we are? What are the major issues with self-esteem and social media? Do selfies show us as we really are? Why have selfies become such a social phenomenon? Is taking selfies an obsession?

Design

How can these websites enhance your learning experience? What is their function?

www.voki.com/

<https://bubbl.us/>

www.nawmal.com/products/

<http://click7.org/image-mosaic-generator/>

[www.toondoo.com/](http://toondoo.com/)

[www.makebeliefscomix.com/](http://makebeliefscomix.com/)

[www.tagxedo.com/](http://tagxedo.com/)

<http://blabberize.com/>

<http://tgalaxy.de/>

[www.befunky.com/](http://befunky.com/)

! Take action

! What is the best way to make your school community more resilient in the face of technological change? Consider starting a digital peer-mentoring programme in your school to work with younger students. Raise awareness by promoting websites such as this to keep your school community informed and to create a forum for openness: www.bullying.co.uk/cyberbullying/.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION A TO PHASE 4

Task 1: Rethink before you type

Instructions

- Watch this video of a TEDxTeen Talk by Trisha Prabhu: <http://tedxteen.com/talks/tedxteen-2014-london/258-trisha-prabhu-rethink-before-you-type> and then answer the questions below.
- Answer in English and use your own words as much as possible.
- Refer as closely as possible to the video, **justifying** your answers and giving examples when required.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Questions

- 1 In two sentences, **describe** the purpose and theme of the talk. How did you identify these? (strand i)
- 2 Who is the intended audience of this video? Why do you think this? (strand ii)
- 3 **Summarize** the setting of the video. (strand ii)
- 4 'Rethink before you type.' Support or oppose this statement, using examples from the video. (strand i)
- 5 **Identify** the things that adolescents and adults can learn from this talk. (strand i)
- 6 **Evaluate** the evidence or examples the speaker gives to support her opinion. (strand iii)
- 7 What did the speaker specifically do to make the talk interesting? What effect do you think she was aiming for by presenting information in this way? (strand ii)
- 8 Would you recommend this video to someone? Why? Why not? (strand iii)
- 9 Can you relate to the topic of the talk? Is it familiar to you? If you were to create a video with the same message for young people, what images would you use? (strand iii)
- 10 Give three reasons to support the speaker's opinion that cyberbullying is a huge problem. (strand i)

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN
CRITERION B TO PHASE 5

Task 2: What to do about selfies?

Instructions

- Look at the article and image on page 52 and then answer the following questions.
- Answer in English and use your own words as much as possible.
- Refer as closely as possible to the article, **justifying** your answer and giving examples when required.
- Do not use translating devices or dictionaries for this task.
- You have 60 minutes to complete this task.

Questions

- 1 In two sentences, **describe** the purpose and theme of the article.
How did you **identify** these? (strand i)
- 2 'The article is targeting a young audience.' Support or oppose this statement, using examples from the text. (strand ii)
- 3 Based on the article, identify the main motivation for raising awareness of the 'selfie trend'. (strand iii)
- 4 How do you identify with this image? (strand iii)
- 5 By looking at the image of the young people and *not* the text, what can we learn about the 'culture of the selfie'? (strand iii)
- 6 Using the article as a reference, write a paragraph using 50 words to try to persuade your partner that they should not take any more selfies. (strand iii)
- 7 'The selfie trend – of taking self-portraits with our digital devices and sharing via social media – may have just crossed the line.' Support or oppose this statement, using examples from the article. (strand i)
- 8 The writer makes her point of view clear at the beginning of the article. Interpret why the writer does this. (strand i)

What to do about selfies?



The 'selfie' trend – of taking self-portraits with our digital devices and sharing via social media – may have just crossed a line.

Reports are circulating about 'selfie addiction'. The poster boy for this has been a young Englishman, Daniel Bowman, who at one point took 200 pictures of himself a day, tried to commit suicide when he couldn't take the perfect picture, and was diagnosed with various forms of disorders, one of them being obsessive-compulsive disorder. So it's really not a laughing matter.

The obsession with selfies may just be a passing trend, but it is also one more sign of the broader seductive power of social media.

In 2012, scientists and researchers in Norway at the University of Bergen developed a psychological scale for symptoms of addiction to Facebook. Called the Facebook Addiction Scale, it listed six basic criteria, where items were scored on the following scale: (1) Very rarely, (2) Rarely, (3) Sometimes, (4) Often, and (5) Very often.

Here are their criteria:

- You spend a lot of time thinking about Facebook or plan use of Facebook.
- You feel an urge to use Facebook more and more.
- You use Facebook in order to forget about personal problems.
- You have tried to cut down on the use of Facebook without success.

- You become restless or troubled if you are prohibited from using Facebook.
- You use Facebook so much that it has had a negative impact on your job/studies.

Scoring 'often' or 'very often' in four of the six items suggest one is addicted to Facebook.

The symptoms of this addiction resemble those of drug addiction, alcohol addiction and chemical substance addiction. It's fairly easy to just do a search and replace of the term 'Facebook' and insert 'selfie' or other social media activities – from Pinterest to Twitter – to gauge if one might have a problem ... My guess is a lot more people than we think might qualify.

A noteworthy finding by the Bergen researchers in the Facebook study was that the addiction was related to extraversion. The research also indicated that women were more at risk of developing Facebook addiction, probably due to the social nature.

A new Pew Research Center survey found that Millennials are more inclined to post selfies on a social media site (55%) vs all Americans (25%) who have shared a selfie on a photo-sharing or social networking site.

So, the trend in selfie obsession is particularly concerning for parents of teens – who worry their kids have little perception of privacy and may share too much and do so inappropriately ...

A recent ABC News Good Morning America report on the topic gave some good advice to parents on addressing selfies, or any other form of compulsion or obsession they might observe in their kids: monitor, investigate and intervene – if necessary.

Our online activities and lives can be creative, fun and harmless. It all boils down to knowledge – being informed and educating our kids on the basics can go a long way. That truly is our best defence.

I'll close with a plug here for the AVG ebook Guide For Parents to help parents navigate the world of selfies, social media and Internet security.

Source: <http://now.avg.com/selfies/>

Reflection

The world wide web and digital technologies are revolutionizing the way we understand ourselves. The Internet provides endless sources of information and shapes everyday reality. In this chapter, we have looked at different perspectives on what it means to be an Internet citizen and how your Internet activity can relate to how you behave off the Internet. We live in a technology- and media-surrounded environment, and to be effective in the twenty-first century, we must be able to evaluate and be effective in how we use the tools for networking.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
		Novice	Learner	Practitioner	Expert
Factual: What is a brand? What is identity? What is a logo? What influences the social web?					
Conceptual: How is social networking redefining identity? How do we present ourselves to others via social media? How much is too much information on social media? What are the benefits of being connected to others via social networks? What are the consequences of conducting so many of our social interactions online?					
Debatable: To what extent does social networking connect us or set us further apart? How are online identity actions different from offline actions?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills					
Organization skills					
Information literacy skills					
Media literacy skills					
Critical-thinking skills					
Creative-thinking skills					
Transfer skills					
Learner profile attribute(s)	How did you demonstrate your skills as a communicator in this chapter?				
Communicators					

3

What determines health?

- Points of view on health and well-being are influenced by our identities and relationships with each other, and the messages we find in the media, on social networks and in our cultural environment.

CONSIDER THESE QUESTIONS:

Factual: What is health? What is well-being? What determines health? Who dictates the guidelines of what is healthy?

Conceptual: What does well-being mean? What does emotional health mean? Can you identify some healthy habits? How does location determine health and life expectancy? How do social beliefs affect the way we learn to make decisions about our health? Why is health important in order to be happy?

Debatable: Do you want to live to be 100? How do role models and the media influence the way we live? To what extent is emotional health important to maintain a good quality of life?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

'It is health that is real wealth and not pieces of gold and silver.' – Mahatma Gandhi



'Happiness is not a matter of intensity but of balance, order, rhythm and harmony.' – Thomas Merton

IN THIS CHAPTER WE WILL ...

- Find out** how to make better life choices and the benefits of a healthy lifestyle.
- Explore** the impacts of mental and physical health on our everyday lives.
- Take action** by thinking critically about health information you hear or read about, and working to make your lifestyle healthier.

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Affective skills
- Reflection skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Transfer skills

- We will reflect on this learner profile attribute ...
- Balanced – combine all the different aspects of our lives that are important to us and understand that sometimes we need to choose what has to come first in order to allow us to remain centred.

◆ Assessment opportunities in this chapter:

- ◆ **Criterion A:** Comprehending spoken and visual text
- ◆ **Criterion B:** Comprehending written and visual text
- ◆ **Criterion C:** Communicating in response to spoken, written and visual text
- ◆ **Criterion D:** Using language in spoken and written form

KEY WORDS

alternative lifestyle	life stages
awareness	longevity
controversial	mood
depression	organic
emotional	questionable
expectations	sedentary
holistic	self-image
hypochondriac	sleep deprivation
keep fit	

The World Health Organization (WHO) is an agency of the United Nations (UN) that coordinates public health. It was established in 1948 and is based in Geneva, Switzerland. It defines health and well-being as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity' (WHO, 1948).

THINK-PAIR-SHARE

The WHO definition of health and well-being has not been amended since 1948. Do you think it needs to be changed? What would you add or delete? Think about these questions on your own, then share your views with your partner.

In pairs, find other definitions of health and compare them with the WHO definition. How are they similar? How are they different? How would you define 'health'?

What does it mean to be healthy? Being healthy is a complex interaction between the physical, mental and social aspects of our lives. Our bodies can be physically perfect but if our minds cannot meet the demands of everyday life, then are we really healthy? Or if we have a great social life and intellect, but are not looking after our body physically, can that really be considered healthy?

Defining 'healthy' is difficult and covers a wide range of factors. Additionally, it has to be seen through the lens of whatever our cultural traditions consider to be healthy. In this chapter, we will explore different resources that touch on aspects of mental, social and physical health.

What is health? What is well-being?

In this chapter, we will look at how a healthy lifestyle can contribute to your physical, social and emotional well-being. Finding a balance between these allows us to function well in life. Our culture influences our behaviour and attitudes to health (for good or bad). Every day we receive messages from the media that promote different lifestyle choices. We constantly see how other people in our society act and are influenced by the latest trends. We see the choices people make in various areas such as what to eat, how to get from place to place, how to interact with others, and what is considered 'normal' entertainment.

In our modern lifestyles, for example, we rely increasingly on processed foods. As a result, essential cooking skills are no longer being passed down through the generations. Valuable knowledge about food and nutrition is being lost and this is a contributing factor to the current concern of obesity, along with other health issues.

There is a need more than ever before to raise awareness about the messages we receive from the media and society. For instance, we may see people eating unhealthy foods and the media may promote this, but the responsibility for our diet belongs to us. We must understand what a balanced diet is, and this should be shared in every family and reinforced at school. This often leads to discussions about ingredients and it can be quite an eye-opener to discover exactly what we are eating. It encourages you to stop and think!

LONGEVITY

Dan Buettner, a National Geographic writer and explorer, set out to discover where in the world the communities with the longest lifespans and best health are located. These communities are called the 'Blue Zones'.



■ The Blue Zones



Evaluating sources

There are two types of information sources for research: primary and secondary. You will have come across sources in your Individuals and societies: History classes. A *primary source* is an original document created at the time that is being studied. It could be a diary, photograph or an official record. A *secondary source* is one that is compiled from primary sources, for example a textbook (like this one!), website or magazine article.

When using the Internet to do research, it is helpful to make comparisons with the media. Both platforms provide a huge amount of information every day. However, the quality of information that they provide can be quite variable. For instance, the information given in a history documentary would most likely be more reliable than information you hear on a comedy show. Likewise, when we visit a website we should always look out for indicators of whether the material could be biased or unreliable. We have to be critical of the information we read.

ACTIVITY: The secrets to a long life

■ ATL

- Communication skills: Use intercultural understanding to interpret communication

Listen to Dan Buettner's TED Talk, 'How to live to be 100+': www.ted.com/talks/dan_buettner_how_to_live_to_be_100, and then answer the questions below.

- 1 Where are the 'Blue Zones'?
- 2 What do the diets in all these different countries have in common?
- 3 How do people in these communities find a work-life balance?
- 4 What makes the people happy? What quality of life do they have?
- 5 What four things does Dan Buettner say all the communities have in common?
- 6 What is the life expectancy of a woman and a man in the USA?
- 7 What is the life expectancy in your country?
- 8 What is your *ikigai*?
- 9 What makes you want to get out of bed in the morning?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.



Informative and persuasive text

Advertising is a powerful tool. It is always directed at a specific audience. We will look further at how advertising is used in different contexts in Chapter 9 on propaganda.

In the context of this chapter and the topic of health, it is relevant to consider the importance of what is known as 'social advertising'. Social adverts have a tremendous influence on how we behave and the choices we make that affect our well-being. When used in an ethical manner, they can drive campaigns to raise awareness on health and social issues in schools and at a national level. An example of this is government-supported campaigns such as 'Say no to drugs!'

Persuasive writing conventions influence the way the text is presented on the page. They include the use of images, colour, text, font style, logos and slogans. It is also important to think about the purpose of the advertisement and who the target audience is.

ACTIVITY: Evaluating websites

■ ATL

- Media literacy skills: Make informed choices about personal viewing experiences
- Information literacy skills: Identify primary and secondary sources

Visit this website about Change4Life: www.nhs.uk/Change4Life/Pages/why-change-for-life.aspx.

In pairs, **evaluate** the website by answering the following questions: Who created the website and supplied the content? Which organization sponsors the website? What can you find out about the organization? Is there an email address you could use to contact the writer or organization with questions and comments? When was the site last updated? Is the information accurate and reliable? How do you know the information is error-free and reliable?

Hint

To find out how reliable a website is, look at the site's links and try to find external recommendations and reviews of the site.

EXTENSION

Create your own class website or app with healthy living tips. Think about these questions: How do I plan my website? How do I make the pages? How do I know whether my pages work? How do I get my pages on the Internet?

You can visit this site for steps on how to build your own website: www.bbc.co.uk/webwise/guides/building-websites.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.



<http://bit.ly/1UI6YvS>

- A vintage-style advert posted on the Internet by the Soda Pop Board of America, highlighting the benefit of drinking cola at an early age. It has been criticized for the outrageous claims it makes



- An advert published as part of a health awareness campaign which focuses on the excess sugar and calories contained in soft drinks

ACTIVITY: Taking a closer look at adverts

■ ATL

- Information literacy skills: Use critical-literacy skills to analyse and interpret media communications
- Media literacy skills: Understand the impact of media representations and modes of presentation

Look carefully at the two adverts on page 58. **Identify** the conventions and language used for the purpose of convincing the audience. Then **evaluate** how effective you think the adverts are at sending their message. How do the adverts construct meaning through their presentation? Use the table below to compare how the advertisers use these techniques to sell an image of 'health'. Why are they different? Where would you expect to see these adverts?

	Layout conventions	Word choice	Purpose	Audience	Message
Soft drink advert					
Health campaign advert					

DISCUSS

You may be surprised to learn that the Soda Pop Board of America advert is actually a fake. It was created as a joke for a new dad, and has been circulating on the Internet. What was your reaction to the advert? Did you find it persuasive?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

Hint

Remember to 'read' the whole text, not just the words.

ACTIVITY: How does sugar affect the brain?

■ ATL

- Transfer skills: Make connections between subject groups and disciplines

WATCH–THINK–SHARE

Watch this TED Talk, 'How does sugar affect the brain?', and take some notes: <http://ed.ted.com/lessons/how-sugar-affects-the-brain-nicole-avena>. Answer the following questions and support your answers with evidence from the talk:

- 1 What are sugars? What does sugar do to the brain's rewards system?
- 2 What happens when the rewards system is overstimulated?
- 3 What important chemical in the brain is changed in response to sugar ingestion?
- 4 What kind of diet has an effect on the brain that is similar to eating a balanced meal?
- 5 How can eating sugar lead to greater cravings, loss of control and increased tolerance?
- 6 How does the brain respond differently when you eat a balanced meal?

Task

Watch this report, 'The Science of Addictive Food': <https://youtu.be/4cpdb78pWI4>.

Conduct your own scientific research on packaging. Find an item of food packaging, such as a crisp packet or cereal box, and list a minimum of ten pieces of information that have been included, for example a 'V' symbol, which means it is suitable for vegetarians. Stick the packaging or a picture of it on some poster paper and label the information.

EXTENSION

Research and then use a highlighter to **identify** which information in your list is a legal requirement for food packaging.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

What does well-being mean to you?

EATING WELL AND FEELING GOOD

Using local produce in our diet is important. Why do you think this is? What local produce is available to you in your country? What is meant by 'organic farming'? What are the advantages and disadvantages of organic farming? What is a balanced diet?

Jamie Oliver is a well-known British chef who is passionate about food. He is using his fame to bring attention to the changes that people need to make to their lifestyles and diet. In 2010, he gave a controversial TED Talk that focused on obesity and other food-related problems in modern societies.

Oliver believes so strongly about this topic that he started a foundation whose purpose is to educate everyone to be able to cook for themselves. He works with schools, young people and whole communities to improve their food knowledge and skills. He has even declared an annual Food Revolution Day.

The impact of his revolution has been extended to countries such as the USA and Australia. The aim is to deliver cooking skills and food education to communities, and get people involved to campaign for policy change. Through his Food Foundation, Oliver has initiated many projects that take place across the country. For example, the Kitchen Garden Project, the Ministry of Food and the Fifteen Apprentice Programme. To find out more go to:
<http://www.jamieoliverfoodfoundation.org.uk>.

My wish is to create a strong, sustainable movement to educate every child about food, inspire families to cook again, and empower people everywhere to fight obesity.



■ Jamie Oliver

▼ Links to: Sciences: Biology

Find out what the body needs to achieve a balanced diet and what happens to the cells in our bodies after we eat food.

You can read about this in *Biology for the IB MYP 4&5: by Concept*, Chapter 3 How do organisms sustain themselves?

ACTIVITY: Food revolution

■ ATL

- Communication skills: Structure information in summaries, essays and reports; take effective notes in class
- Reflection skills: Consider ethical, cultural and environmental implications
- Information literacy skills: Recognize and evaluate propositions

Task 1

In pairs, **draw** a spidergram or mind map with words and phrases related to the central theme of 'food'.

Task 2

Watch Jamie Oliver's TED Talk, 'Teach every child about food': www.ted.com/talks/jamie_oliver, and focus on the words in the box below:

profoundly	healthcare	tight
countries	tip	epitome
lifespan	ripe	fizzy
landscape	preventable	tangible
paranoid	succeed	responsibility
disease	judge	magic
sweep	rant	sustainable
massive	ambassador	

Identify the context in which the words above appear in the talk, for example, '*I profoundly believe ...*'.

Synthesize the message of the talk in two sentences. Which key words are clues to understanding the overall message?

! Take action

- ! Be active! Sign the petition for Food Revolution Day: www.foodrevolutionday.com/#K1tzUl6bofV3uT3c.97.

Task 3

Write the following headings on a piece of paper, leaving space for notes below each one:

- **Third generation obesity**
- **School food**
- **Education and learning how to cook**
- **The power of organizations and supermarkets**
- **What's on the packet?**
- **Food Revolution**

Listen to Oliver's talk again and take notes for each heading. Make sure to focus on key words which you can use later to make sentences.

Write a report on the impact of food on modern lifestyles. Select a person who could consider the points you are making and possibly take action. Write your report with this person in mind and address it to them. Write about 350 words.

For guidance on writing reports, see page 62.

Task 4

Listen to this song created for Oliver's Food Revolution Day: https://youtu.be/5Ug_vplk1jc.

One of the lines in the lyrics says, 'How people live the longest is they grow and they cook. Learn recipes from your parents or books.'

In small groups, write down your own personal recipes. Ask your family for ideas for healthy recipes. Collate and print a Class Healthy Recipe Book. Why not include some of your ideas in your school magazine?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



Writing a report

A report is a text that is written after gathering and organizing facts on a topic. As well as containing information, a report can also include recommendations and/or persuasive arguments. It is addressed to a specific person, or group of people, who can consider the points you have made and perhaps take action to change things.

The structure of a report is fairly fixed: it starts with an introduction, has a main part which is usually divided into sections with subheadings, and it ends with a conclusion. Each part performs a very specific task. The key to writing an effective report is careful planning.

Some reports are made interactive by including **hypertext/hyperlinks**. Hypertext is text which contains electronic links to other texts. You can include hyperlinks in your report to highlight certain words or images that serve as links to other information.

A report must always be clear – it should contain information that is easy to follow.

Planning a report

- A report should have at least four paragraphs.
- Each paragraph should have a heading which explains what the paragraph is about.
- Start with an **introduction** and end with a **conclusion**.
- Think about the layout of your report – open with 'To:' and the name of the recipient, that is, the person who will read the report.
- Use formal language and do not use contractions.
- Remember to make some recommendations in the final paragraph.

Useful detail and example phrases for reports

Introductory information

To:

From:

Subject:

Date:

Introduction

The main aim/purpose of this report is to outline/present/discuss/examine/evaluate ...

This report outlines/looks at ...

This involved looking at/researching ...

Main body

Each paragraph should focus on a different area of the topic being covered.

Conclusion (with recommendations)

It is clear from the research/feedback/campaigns ...

With regard to ..., the general view seems to be ...

Perhaps the most effective way ...

It would be a good idea to ...

It would/would not be advisable/practical to ...

My recommendations are as follows ...

In my view, in future we should ...

I suggest that ...

I believe we should recommend ...

It is worth considering ...

To sum up ... To conclude ...

I hope that the plan outlined/presented in this report meets with your approval.



WHY IS SLEEP IMPORTANT?



- Falling asleep in your books!

- Get up earlier!



- Why don't you just go to bed?

ACTIVITY: Is sleep food for the brain?

■ ATL

- Affective skills: Practise being aware of body–mind connections

THINK-PAIR-SHARE

Can you relate to any of the images above? What happens when you do not get enough sleep? How many hours' sleep do you usually get? Do you ever fall asleep during class? What do you think might cause sleep problems?

Task 1

Listen to this podcast and then answer the questions below: www.abc.net.au/science/podcast/gmis/gmis20070503.mp3.

- 1 Why is sleep important for adolescents?
- 2 What are the effects of getting a good/poor night's sleep? What are the effects of getting a poor night's sleep?
- 3 Why do sleeping patterns change during the teenage years?

- 4 Is sleep as important for teenagers as it is during other stages in life?
- 5 How many hours' sleep per night should teenagers have?
- 6 What is 'sleep deprivation' and what are the effects of sleep deprivation?
- 7 How do these effects influence the school life of adolescents?
- 8 Why are so many adolescents sleep deprived?
- 9 How can you make a bedroom more sleep-friendly?
- 10 What measures do researchers recommend to combat the effects of sleep deprivation?

Task 2

Twitter is a good tool for encouraging you to think about the words you use to express yourself as you are only allowed to use a maximum of 140 characters. It forces you to rewrite sentences. Write ten 'tweetable' facts on sleep!

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

What determines health?

MASLOW'S HIERARCHY OF NEEDS

Abraham Maslow was a well-known psychologist who was interested in understanding what motivates people and how motivation is linked to what people really need. He started his research in the 1930s and developed his theories over the following decades. He suggested that we need an integrated approach to health and well-being. Since then, health and well-being professionals have decided that there are four main basic needs of health.

Do a search to find out what **Maslow's health model** or **hierarchy of needs** looks like. Can you find any other models like this? Do you agree with the categories? Why? Why not? Can you design your own?

ACTIVITY: I'm coming down with something ...

■ ATL



- Reflection skills: Develop new skills, techniques and strategies for effective learning

Look at the list below of some common expressions used to talk about health. These are also known as idioms. An **idiom** is a word or phrase that has a different meaning to its literal explanation, that is, its specific meaning. For example, 'It cost an arm and a leg' is a way of saying that something was very expensive. Idioms are a feature of spoken language.

- To come down with something
- To feel a bit rough
- To look like death warmed up
- To be in the pink
- To be glowing
- To be under the weather
- To look washed out
- To be as fit as a fiddle
- To feel on top of the world
- To be at death's door
- To be in good/bad shape
- To be a picture of health
- Touch and go

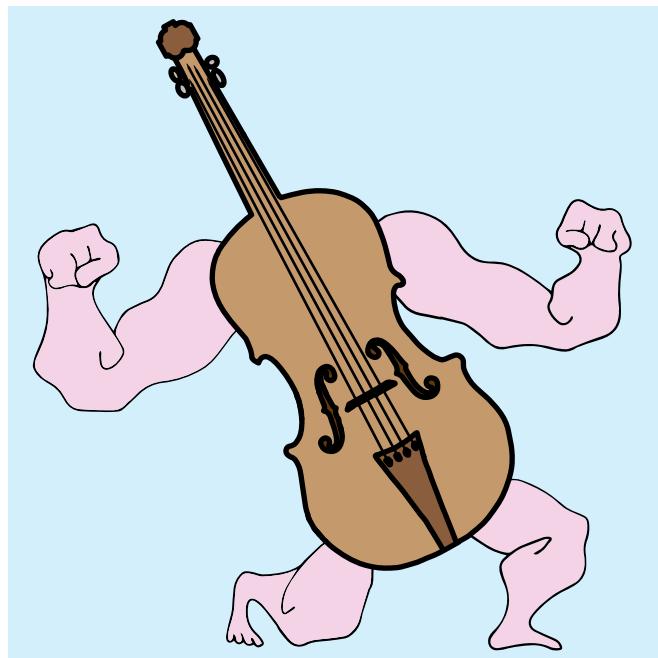
Can you find any other idioms about health?

Why do you think there are so many different expressions for talking about health? Are there any other topics that people seem to be obsessed with talking about?

CAN YOU IDENTIFY SOME HEALTHY HABITS?

A useful strategy for remembering some of these tricky expressions is to visualize them. In pairs, look at the examples on page 64 and draw your own images for a few of the phrases. Include a sentence to show how to use each expression.

Share your images with your classmates. **Explain** why you have represented each expression in this way. Is there an equivalent expression in your own language?



- I'm as fit as a fiddle!

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form.

ACTIVITY: Is it a health myth or the truth?

■ ATL

- Information literacy skills: Access information to be informed and inform others

Do you know the difference between a health fact and health fiction? In pairs, consider the questions below and decide if each one is a health myth or the truth.

- Can cold water help you to lose weight?
- Can a hot drink help you to keep cool in hot weather?
- Do people shrink with age?
- Can you smell whether food has gone off?
- Does your diet affect your mental health?
- Can you overdose on vitamin and food supplements?
- Does honey help to relieve a cough?
- Can you drink too much water?
- Are some people more attractive to mosquitoes and more likely to be bitten?
- Can looking at a computer screen affect your eyesight?

Visit this website to check your responses: www.abc.net.au/health/talkinghealth/factbuster/default.htm.

How many did you get right?

What health facts or myths do you know or have you been told? **Identify** what influences your health beliefs. Are you a hypochondriac? Why is it important to get your facts right when it comes to health and well-being?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Is your chair killing you?

■ ATL

- Information literacy skills: Collect and analyse data to identify solutions and make informed decisions

Task 1

Read this article about sedentary lifestyles:

www.theguardian.com/lifeandstyle/2014/sep/15/is-sitting-down-bad-for-my-health. Do the following statements agree with the information given in the article?

- Nowadays, the majority of our time is spent not moving.
- Being active has real benefits for our bodies.
- There are certain types of exercises that help to improve your health if you sit down for long periods of time.
- Reduced telomeres are linked to fatal diseases.
- People in the medical profession are in favour of standing up at work.
- Special chairs can help body posture.
- Watching TV for long periods of time does not shorten your life.

Respond to each statement using:

- True – if the statement agrees with the information in the article.
- False – if the statement contradicts the information in the article.
- Not given – if there is no information on this in the article.

For example, for 'Sitting down is not bad for your health', the answer would be 'False', as the article states: 'The more time you spend sitting, the greater the chances of dying from heart disease or cancer, having a stroke or becoming diabetic.'



- Is sitting down killing you?

Task 2

The data, statistics and diagrams in the following **infographic** identify information about the effects of sitting down for long periods of time: www.juststand.org/tabid/800/default.aspx.

Summarize the information by selecting and reporting the main facts and figures.

In pairs, **discuss** how you could motivate people to move more and sit less. **Justify** your views and include any relevant examples from your own knowledge or experiences.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

EXTENSION

Many of the food products we buy in supermarkets are full of sugar, which is causing more health issues than fatty foods.

Find out what is currently being done to reduce the amount of added sugar in food, both nationally and abroad. What else should be done? Watch this TED Talk: <http://tedxteen.com/talks/tedxteen-2013/165-kristopher-bronner-how-to-change-the-world>.

Keep a food diary for a week. Write down everything you eat – be honest! What does your food diary say about what and how you eat? Has anything surprised you? What can you do to improve your diet?

DISCUSS

What avenues are available for young people to share their thoughts and feelings with others? What health issues are most relevant to young people? How can a person's decisions affect their health and well-being? How can health decisions and behaviour affect a person's relationships? What strategies can be used to support others through tough times?

What does emotional health mean to you?

HOW CAN AN UNHEALTHY LIFESTYLE CREATE AN EMOTIONAL IMBALANCE?

Emotional health refers to how physically well and emotionally happy you feel in everyday life. Being healthy is not the same as simply not being sick. To be healthy, you have to focus on your well-being and being resilient overall. You have to look at the physical, psychological and social aspects of your life. Well-being is your physical health, plus having a positive self-image and self-esteem.

The way we see ourselves is our self-image. When we like and accept ourselves, we have good self-esteem. Resilience is when you have the ability to cope with new and challenging situations in a confident and optimistic way. With the huge stresses and changes that young people go through, resilience and strong self-esteem are important qualities to have.



THINK-PAIR-SHARE

Why can it sometimes be difficult to ask for help? What is mental health? What is resilience? What roles do you play in your life? How do the different roles make you feel? Why is it difficult to juggle work, quality time with friends and family, and personal time? Why are some people more vulnerable to situations or factors that could cause them harm or distress? To what extent does our mental health depend on our interactions with others?

- Being active improves well-being

ACTIVITY: Simplifying definitions

■ ATL

- Communication skills: Paraphrase accurately and concisely

The WHO defines mental health as 'a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community'.

It is a long and complex definition. In pairs, simplify the text and write your own sentence to define 'mental health'. Share your definitions with your classmates.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form and Criterion B: Comprehending written and visual text.

ACTIVITY: What is mindfulness?

■ ATL

- Communication skills: Read critically and for comprehension
- Affective skills: Mindfulness: Practise strategies to develop mental focus

Read the news article on mindfulness. Then answer the following questions with evidence from the article:

1 Find a synonym for 'study'.

- 2 Explain, using your own words, what 'unprecedented' means.
- 3 How long is the trial?
- 4 Identify the aim of the trial. Why is it unique?
- 5 Where does mindfulness come from originally?
- 6 When did mindfulness first become popular?
- 7 Evaluate the benefits of practising mindfulness according to government representatives.
- 8 Synthesize why teenagers are reluctant to accept mindfulness.
- 9 According to Willem Kuyken, when do mental health issues start in young people?

Mindfulness study to track effect of meditation on 7,000 teenagers

Psychologists and neuroscientists from Oxford University and University College London plan unprecedented trial of how mindfulness affects mental health

Seven thousand teenagers wrestling with the unsettling emotions of adolescence, exam stress and peer pressure are to take part in an unprecedented trial of the effect of mindfulness meditation on mental health.

Psychologists and neuroscientists from Oxford University and University College London announced on Wednesday they plan to recruit children aged 11 to 16 from 76 secondary schools as part of a seven-year study. They said it would be the largest trial of its kind ever conducted and it would test some of the increasingly ambitious claims about the power of mindfulness meditation to tackle illnesses such as depression and anxiety.

The practice emerged in the 1970s from ancient Buddhist meditation and essentially involves observing your thoughts as they pass through your mind and actively choosing whether to get caught up in them or not. It has gained extended popularity among adults in the UK and the US in recent times.

About 2,200 people have trained as mindfulness teachers in the UK, enough to teach 200,000 people a year, and there are over 700,000 subscribers to a smart-phone app which helps people meditate, called Headspace.

The Wellcome Trust is funding the £6.4m study into the effect on teenagers to find out if enthusiasm for mindfulness has exceeded the science.

The results of the study will be carefully studied by policymakers. In January, a government committee found public servants could be less likely to fall ill with stress, or quit altogether, if they practised mindfulness and there have been small trials among nurses, managers and schoolchildren.

One teacher involved in the project admitted it could be a challenge to sell mindfulness to young people. 'It is not especially cool,' said Paula Kearney, a geography teacher at the UCL academy in north London who has trained her pupils in mindfulness. 'I have had a lot of "Miss, I'm not going to do this, this is ridiculous". But other pupils have spoken of its benefits.'

Willem Kuyken, a professor of clinical psychology at Oxford University, who is leading the study, said the spread of mindfulness among children could do for the British population's mental health what fluoride in the water did for its teeth. He said the trial was focusing on children partly because of evidence that half of all mental health disorders begin before the age of 15. He wants to test whether mindfulness can increase resilience to 'a core vulnerability' displayed by teens: difficulty sustaining attention in the face of thoughts and impulses that can become overwhelming.

'Just as going for a run is a well-known way of protecting general physical health, mindfulness exercises develop mental fitness and resilience,' he said. 'But enthusiasm is running ahead of the evidence and that is no basis for policy decisions. None of the previous research has been definitive and there is now a pressing need for a high quality robust trial to assess effectiveness.'

- 10** In his opinion, what can mindfulness do for mental health? What does he compare it to?
- 11** What will the mindfulness training consist of for young people?
- 12** Evaluate the reasons given by Professor Blakemore for the increase in mental illness?
- 13** Explain the technique of 'thought buses'.
(Remember to support your answer with evidence from the article.)
- 14** What does the writer want us to think about mindfulness?

- 15** What examples does the writer give to support his or her viewpoint?
- 16** What do you think of mindfulness? Would you be willing to try it? Why? Why not?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

Starting next year, 3,200 11- to 14-year-olds – representing a cross-section of British youth – will be trained in non-spiritual mindfulness techniques in a 10-week course which involves a 30-minute lesson every week and up to 20 minutes' daily practice at home. They will be taught simple meditations, such as the '7/11' breathing exercise where you breathe in for seven seconds and out for 11, or a walking meditation. Another 3,200 will receive standard personal, health and social education lessons. Over the following two years, both groups will be monitored for their susceptibility to depression and associated mental disorders.

A further 600 11- to 16-year-olds will be tested by neuroscientists led by Professor Sarah-Jayne Blakemore at UCL before and after mindfulness training for how it affects their self-control and emotional regulation. Some will have their brain activity scanned; others will respond to computerized tests. Blakemore said the brain's prefrontal cortex, which is involved in decision making, self-control, emotion regulation and self-awareness, undergoes a substantial reorganization in early adolescence. She wants to find out exactly when during this period mindfulness has most effect.

'The brain is susceptible to negative and stressful environments and that might be one reason why we see an increase in the development of mental illnesses in early adolescence,' she said. 'But the brain is also susceptible to interventions which improve resilience, which we are hoping includes mindfulness.'

Kearney has taught mindfulness to pupils at the UCL academy and said that despite initial reluctance to take part by some, their self-awareness has increased.

'In doing that they become more compassionate and understanding and develop better friendships,' she said.

One of the pupils she has taught is Haroon Hussein, 13. 'There are bad influences in many parts of the city and many people my age are joining gangs, smoking and you might be curious to find out what's going on,' he said. 'But taking a moment to step back and do a mindful exercise and see what the outcomes and problems might be instead of rushing in can help. It stops you being impulsive.'

His schoolmate, Patricia Markauskaite, 12, said: 'If I have lots of homework and I feel a bit stressed about how I am going to get things done, I will take a mindfulness moment when I have finished the first piece and prepare myself for the next one. Quite a few people at school think it's silly. They just think it's some meditation, it is so boring, and there is no point. It's not awkward for me. I've done it and like it. I think if they'd tried a mindfulness course they would like it.'

Mindfulness meditation techniques date back 2,400 years in Buddhist tradition, and now they have been updated for schoolchildren. One of the adapted meditations, aimed at encouraging pupils towards the core insight that thoughts are not facts, is called 'thought buses'.

'You imagine you are at the bus stop and you are watching the buses pass,' explained Kearney. 'You label the buses as your thoughts so each bus is a thought. You can choose to get on the bus and get carried away with your thought or you can choose to let it pass.'

She said: 'We are not encouraging students to stop thinking, to banish thoughts and get rid of them. All you are doing is giving them a tool to exercise some level of control over what their thoughts are and how distracting they are on a day to day basis.'

The Guardian, 15 July 2015

Why is health important in order to be happy?

ACTIVITY: Interview each other

■ ATL

- Affective skills: Practise being aware of body-mind connections
- Critical-thinking skills: Formulate factual, topical, conceptual and debatable questions

Developing mindful strategies involves becoming a good listener, asking good questions and being aware of others' non-verbal communication. It can help to improve your relationships with your friends and family, but it can also help you get to know yourself better!

Interview a classmate that you do not know very well. Take turns to ask each other questions. What have you found out about each other?

You could read this article and use some of the questions listed or you can think of your own probing questions: <http://liveboldandbloom.com/10/mindfulness/questions-to-ask-people>.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Roles and emotions

■ ATL

- Affective skills: Practise strategies to reduce stress and anxiety

Task 1

Think about and **list** the different roles you have, for example, being a student.

Next to each role, write down all the 'feeling words' and emotions that you associate with the role. Think about how you feel about being a student, for example, 'stressed'.

Use a word cloud generator to **create** your own word cloud for all your feeling words.

Task 2

Watch this TED Talk on why getting stress under control can help to improve your health: <http://ed.ted.com/lessons/does-stress-cause-pimples-claudia-aguirre>.

In pairs, **discuss** which strategies you can use to help manage stress.

Now watch this short video with some ideas on how breathing techniques can help: <https://youtu.be/QNmMH6tqiMc>.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Bouncing back

■ ATL

- Affective skills: Practise 'bouncing back' after adversity, mistakes and failures

If you are resilient, it means you can use strategies to help you cope with the stress and challenges that you face at different times. In other words, resilience helps you to bounce back! Identifying your feelings and asking for support when you need it will help you to become more confident.

Take this resilience quiz: http://stress.about.com/library/resilience/bl_resilience_quiz.htm.

Were your results expected or surprising? Why? Which resilience skills are your strengths? Which resilience skills do you need to work on?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Life skills

■ ATL

- Affective skills: Practise positive thinking

Task 1

Discuss with your partner why you think life skills are important. **Identify** the life skills that you already have and consider the ones you would like to develop.

Evaluate the importance of developing specific life skills that you will need to be successful in different contexts, for example, completing your IB Diploma or going to university.

Identify and **evaluate** the steps that you are going to take to develop your life skills. Think about what you will need to do to succeed at the goal you have set yourself, for example: 'I can cook, but I want to learn how to sew.'

MONDAY

Something I did well today ...

Today I had fun when ...

I felt proud when ...

TUESDAY

Today I accomplished ...

I had a positive experience with (a person, place, or thing) ...

Something I did for someone ...

WEDNESDAY

I felt good about myself when ...

I was proud of someone else ...

Today was interesting because ...

THURSDAY

I felt proud when ...

A positive thing I witnessed ...

Today I accomplished ...

Task 2

Take this self-esteem quiz: http://kidshealth.org/teen/your_mind/best_self/self-esteem-quiz.html#cat20948.

Keeping a positive diary can help to promote well-being and self-esteem. Try keeping a diary for a week and see what happens.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

FRIDAY

Something I did well today ...

I had a positive experience with (a person, place, or thing) ...

I was proud of someone when ...

SATURDAY

Today I had fun when ...

Something I did for someone ...

I felt good about myself when ...

SUNDAY

A positive thing I witnessed ...

Today was interesting because ...

I felt proud when ...



▼ Links to: Physical and health education

With the support of the Physical Education department in your school, sponsor a Healthy Eating Month Campaign in your school. Ask teachers, parents and students to take a 'selfie' showing their healthy recipes.

! Take action

- ! Why not start a Healthy Eating Cookery Club in your school, with the help of teachers and parents?

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN
CRITERION C AND CRITERION D TO PHASE 4

Task

In this chapter, you have become better informed about adolescent health issues. You have investigated different methods to manage these issues. You have evaluated media information sites and practised thinking critically about them. With your increased awareness of health in general, you can develop strategies to help you cope with daily health challenges.

Evaluate how this chapter's statement of inquiry is meaningful to you and the impact you believe it will have on your future choices. Take into account the information you have accessed throughout the chapter, your own views on the topic, and any other sources of information you think are relevant.

Use these questions as a guideline:

- Which information in the chapter refers directly to the statement of inquiry?
- Which information links directly to the guiding questions?
- Which examples in the chapter are the most pertinent and thought provoking?
- What changes would you make to the activities in the chapter?

Write a 250-word reflection on the chapter.

Reflection

In this chapter, we have explored some of the key health and well-being challenges that adolescents face. It is critical for adolescents to learn to recognize health issues and get help, when necessary. When you learn more about your health, it empowers you to control issues and to make the right choices. Additionally, it gives you the information you need to seek appropriate support for things that may be beyond your control.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
Factual: What is health? What is well-being? What determines health? Who dictates the guidelines of what is healthy?					
Conceptual: What does well-being mean? What does emotional health mean? Can you identify some healthy habits? How does location determine health and life expectancy? How do social beliefs affect the way we learn to make decisions about our health? Why is health important in order to be happy?					
Debatable: Do you want to live to be 100? How do role models and the media influence the way we live? To what extent is emotional health important to maintain a good quality of life?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills		Novice	Learner	Practitioner	Expert
Affective skills					
Reflection skills					
Information literacy skills					
Media literacy skills					
Critical-thinking skills					
Transfer skills					
Learner profile attribute(s)	Reflect on the importance of being balanced for your learning in this chapter.				
Balanced					

4

Is the world flat?

○ An increasing globalization **context** strengthens the interdependence between **cultures**. This further extends cultural diffusion across **space and time**. As this continues, we will all have to increase our understanding and empathy for people across the globe.

CONSIDER THESE QUESTIONS:

Factual: What is culture? What is globalization? What are some effects of globalization? When does a community become inclusive?

Conceptual: What does it mean to be global? How do people express their culture? How are cultures similar and different? Who and what influences the cultural views we hold? How important is it to maintain your culture? Do you have to be born into a cultural group to understand the culture?

Debatable: Is it possible to maintain your individuality when you are part of a group and is this important? How can you gain a better understanding of your own culture by observing other cultures? How and why are people's views on culture similar to and different from their parents' views? Is it possible for someone to belong to several cultural groups?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

'We may have different religions, different languages, different coloured skin, but we all belong to one human race.' – Kofi Annan, Ghanaian Diplomat, 7th UN Secretary General, 2001 Nobel Peace Prize Winner



○ IN THIS CHAPTER WE WILL ...

- **Find out** how culture is diverse and multifaceted.
- **Explore** how global culture helps you to define your own culture and appreciate the value of others.
- **Take action** by reflecting on how the defining elements of our communities bring us together and create opportunities for collaboration and learning.

KEY WORDS

acculturation	flat-earther
adaptable	globalization
ancestors	heritage
assimilation	interconnected
bicultural	trade
biracial	traits
cultural diffusion	world view
ethnicity	

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Information literacy skills
- Critical-thinking skills
- Creative-thinking skills

◆ Assessment opportunities in this chapter:

- ◆ **Criterion A:** Comprehending spoken and visual text
- ◆ **Criterion B:** Comprehending written and visual text
- ◆ **Criterion C:** Communicating in response to spoken, written and visual text
- ◆ **Criterion D:** Using language in spoken and written form

● We will reflect on this learner profile attribute ...

- Open-minded – we appreciate the values and traditions of different cultures and the role these play in a global world.



WHAT IS CULTURE?

THINK–PAIR–SHARE

How would you define ‘culture’? What are the different aspects of culture? What does culture mean to you? Why do we need culture? Is it possible for someone to belong to several cultural groups? Give examples. Do you have to be born into a cultural group to understand the culture?

Discuss your answers with your partner. Then, as a class, come up with a sentence to **define** ‘culture’.

Create a poster that includes the class definition of culture to display in the classroom as a point of reference for this chapter. **Create** a visual Global Culture wall display on which you can add information as you work through the chapter.

GLOBAL CULTURE

As economic globalization has spread, so global culture has grown. Some people predict that the development of global culture will eventually create a more peaceful world. On the other hand, others worry about the price we may pay for having a global culture. They worry it may lead to a loss of home culture, traditions and beliefs, and diversity.

Look at the image on the right. What do you see?

- People in the Middle Ages believed the Earth was flat

Some Europeans in the Middle Ages thought the Earth was flat. Most modern historians believe that as early as the fourth century BCE people knew that the Earth was round, but the concept of a ‘flat Earth’ can still help our understanding of global culture.

In the twenty-first century, the new term ‘flat-earther’ is being used. A flat-earther is someone like the Europeans in the Middle Ages who believed that the Earth was flat, despite large amounts of evidence to the contrary. In other words, it is someone who is uninformed through choice, and is closed to the rest of the world and what it has to offer. They believe in a concept that isolates them from the ‘global community’. The question is why do they believe this?

How does our thinking change if we view the Earth as being flat or as a globe? How does this influence our perspectives and understanding of being interconnected?

‘World view’ is a term for how we, as individuals, construct meaning to explain how the world works. The common parts of all the individual world views make up the cultural world views of groups. The group world views in turn build up a social culture. This defines the ways in which people relate to one another on a daily basis, and how they cooperate for the good of society as a whole. This cooperation leads to expressions of cultural empathy.

What does it mean to be global?

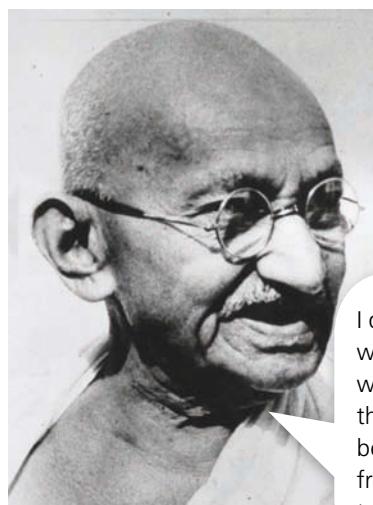
WHAT IS GLOBALIZATION?

Globalization is when different parts of the world change from being isolated to being interconnected. Globalization benefits and expands international cultural, economic and political activities. When people, ideas, knowledge and goods move more freely around the globe, people's experiences become more similar.

THINK-PAIR-SHARE

In your opinion, what is the meaning of this quote by Gandhi? Share your ideas with your partner. Do you agree with Gandhi's view on culture? What is your view on culture? Would you mind if your own culture changed if it meant you could experience many other cultures?

In pairs, **identify** how people express and maintain their own sense of culture.



I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.

■ Mahatma Gandhi

ACTIVITY: It's a flat world after all

■ ATL

- Communication skills: Make inferences and draw conclusions; preview and skim texts to build understanding

Choose one of the links below and read the article on globalization:

www.motherjones.com/politics/1999/01/world-gets-touch-its-inner-american

www.globalization101.org/what-is-globalization/

As you read the article, make notes on sticky notes of examples and references that you can use to **discuss** these questions:

- How global are we?
- What does it mean to be 'global'?
- What are the positive and negative effects of globalization?

After reading the article, **evaluate** the implications of some of the main ideas and write down, in note form, the key message.

Work with a partner who read a different article. **Discuss** your views and **justify** your answers to the questions. Share your answers with the class and agree on a definition for 'global' and 'globalization' to add to your classroom Global Culture wall display.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: If the world were a village

■ ATL

- Communication skills: Organize and depict information logically

Watch this YouTube video, 'If the World Were a Village':

<https://youtu.be/QrcOdLYBlw0>.

In pairs, **discuss** and share your thoughts and ideas on the video. How does it relate to your class definition of 'culture'?

Interview your school principal to find out how many different nationalities there are in your school. Report back to the class and choose how you would like to represent the data. Add the information to your classroom Global Culture wall display.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.



- The world as a village

How do people express their culture?

CULTURAL DIFFUSION

Cultural diffusion is when world cultures spread across the globe and mix together. Think of your own culture and how important it is to your own identity. What if your culture changed rapidly? How difficult would it be to keep your own sense of identity? Is it important to have a strong national identity?

People have been moving across the globe and sharing cultures for thousands of years. Historically, the basis for cultural diffusion was linked to people moving from place to place, primarily through war and trade. In the late twentieth century and early twenty-first century, however, cultural diffusion has mainly been occurring because of the exposure to different cultures, for example Thai restaurants opening outside of Thailand and manga books being translated and sold outside of Japan.

The three pillars of cultural diffusion are: transportation, technology and better education. As these pillars grow stronger, the speed of diffusion increases.

Diffusion can happen in many different areas. It can occur in social, political, religious, intellectual, technological and economic realms. If you look at your own culture, you can probably see examples of cultural diffusion happening in all six of these areas.



■ Cultural diffusion

ACTIVITY: Cultural diffusion

■ ATL

- Information literacy skills: Make connections between various sources of information

Task 1

In pairs, **analyse** the image on page 78 and note down your impressions. Is there anything that surprises you? Where would you see examples of a situation like this?

Task 2

Read this blog post, 'Cultural Diffusion in the 20th and 21st Centuries': <http://moderculturaldiffusion.weebly.com/>.

After reading the blog, **discuss** in pairs the following questions:

- Can you name some examples of cultural diffusion?
- What are some of the challenges of cultural diffusion?

One definition of 'cultural diffusion' is 'acquiring the culture trait(s) of another culture; despite the acquisition, both cultures remain distinct, leading to acculturation'.

Do you agree with this definition? **Evaluate** the extent to which other factors aid acculturation.



Acculturation is the adoption of the cultural characteristics and social conventions of another group.

Task 3

In pairs, **create** a word cloud with key words and phrases about cultural diffusion and globalization. Add your word cloud to your classroom Global Culture wall display.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.



Asking questions

Conducting interviews and asking good questions can be a challenge. Identifying the type of questions to ask can help you to develop the interview skills you need.

There are three different kinds of question sentences:

Yes/no questions or closed questions

These questions will receive a short 'yes' or 'no' answer without any further detail.

Example: Would you like to go to university?

Either/or questions

These questions give the person a choice of answer.

Example: Would you rather live in a city or a village?

Question-word questions or open questions

These questions begin with a question word: who, what, where, how, why, when or which.

These are the best type of question to use in an interview because they allow the person to provide a more detailed answer.

Example: How did you adapt to your new life in Dubai?

Before you interview someone, you need to make a list of all the questions that you would like to ask. Always prepare more questions just in case – you never know how an interview might go. Remember, open questions are the best type of question to use.

ACTIVITY: Third culture kids

■ ATL

- Communication skills: Use a variety of media to communicate with a range of audiences; make inferences and draw conclusions
- Information literacy skills: Understand and use technology systems

Task 1

Do an Internet search for **images of cultural diffusion**, for example, **migration, trade, war, transportation, technology, education, social, political, religious, intellectual** and **economic**, and any others of your own, for example, **images of cultural diffusion in trade**.

Create a collage of images and words representing your research fields.

Task 2

Watch this YouTube video in which different people talk about their experiences and views on culture:

https://youtu.be/FouOIB_AAfw.

As you watch, list the advantages and disadvantages of being mobile that the people in the video highlight.

Use the information you have collected to prepare your own interview questions. You could use the guidance on asking questions given on page 79. Conduct and record an interview with one of your classmates or a family member. Did you find any similarities to or differences from the video?

EXTENSION

As a follow-up to your interview, work in groups to produce your own film on cultural experiences within your school community. Your film can be used as part of the final class display on globalization.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

ACTIVITY: Reporting on cultural diffusion

■ ATL

- Critical-thinking skills: Gather and organize relevant information to formulate an argument; consider ideas from multiple perspectives
- Information literacy skills: Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions; present information in a variety of platforms and formats
- Communication skills: Use appropriate forms of writing for different purposes and audiences

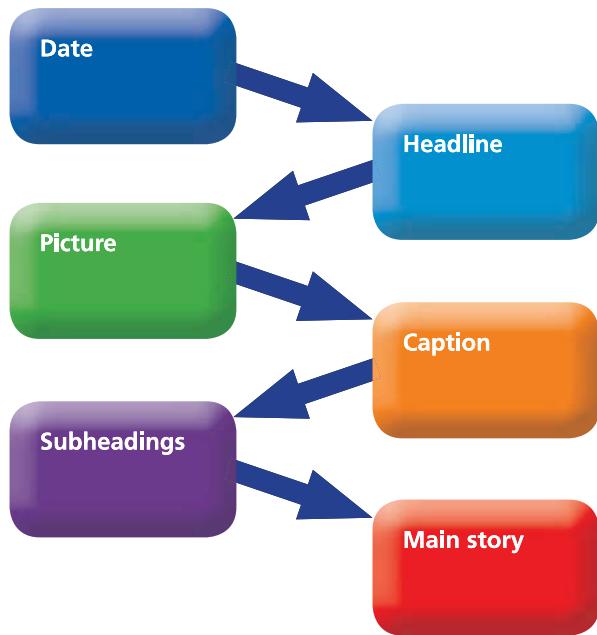


- The world has become smaller over the last few years, resulting in cultural diffusion across the globe



Writing a news report

News reports are based on factual information. News reporters need to decide what details are relevant and identify any misleading information.



- Features of a news report

Planning

- Use a strong and to-the-point writing style.
- Remember, the report must have a title and subheadings.
- Think about your paragraphing and use all the conventions of a news report.
- Keep your sentences short and use simple language: speak directly to your readers.

- Ask **rhetorical questions** to get your readers' attention, for example, 'Have you ever ...?'
- Build your argument in a logical way.
- Give examples where appropriate.
- Do not forget to include the name of the writer (you).

Revising/editing

Once you have written your report, you should read it again to revise it and correct any mistakes.

Tips

Journalists like to use rhetorical questions to create an effect or to highlight an important point. Answers are not expected when you ask a rhetorical question.

Useful rhetorical phrases

- What do you think about ...?
- Are you one of those people who ...?
- What if ...?
- Will the future bring us ...?

Using words and phrases to introduce your opinion helps you to structure your points and write more effective sentences.

Introducing your opinion

- | | |
|--------------------|--------------------------------|
| I think ... | Personally, I believe that ... |
| In my opinion, ... | To my mind, ... |
| In my view, ... | |

Write a news report on the impact of cultural diffusion in your country. Look at the guidance on writing news reports above. You can also refer to the guidance on interviewing and asking questions on page 79.

Who are you?

You are a young journalist writing for your local newspaper.

Who is your audience?

As a local journalist, you are writing for people in your local and school communities. Your school will be hosting a conference on 'Global Education' and your report will be one of a series of featured texts leading up to the talks.

What should you include?

Include references from the research articles you have consulted, your own images, quotes from interviews you have conducted with different people, including students from your school, family members and local people.

Aim to write approximately 350 words.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Who and what influences the cultural views we hold?

ACTIVITY: 3-2-1 Bridge – culture shock

■ ATL

- Collaboration skills: Practise empathy; listen actively to other perspectives and ideas
- Communication skills: Use a variety of organizers for academic writing
- Critical-thinking skills: Identify obstacles and challenges

In pairs, **discuss** what ‘culture shock’ means. What causes culture shock? Have you ever experienced culture shock? How does it feel? Do you have any examples from your own experiences to share with your partner or the class?

Task 1

Copy the 3-2-1 Bridge template below and complete the first column based on the topic of culture shock.

Now watch this video, ‘Cultural Differences National Geographic’: <https://youtu.be/BT0kzF4A-WQ>.

After watching the video, complete the second column of the 3-2-1 Bridge. In pairs, share your initial and new responses, explaining to your partner if, how and why your thinking has shifted.

Your initial responses to the topic

3 WORDS

1
2
3

2 QUESTIONS

1
2

1 METAPHOR OR SIMILE

1

Your new responses to the topic

3 WORDS

1
2
3

2 QUESTIONS

1
2

1 METAPHOR OR SIMILE

1

BRIDGE

Identify how your new responses connect to or have shifted from your initial responses.

- 3-2-1 Bridge template

Task 2

Read the blog entries on pages 86–87, written by students taking part in a project on ‘Looking at ourselves and others’. Then answer the following questions:

- 1 **Evaluate how culture impacts on the students’ behaviour and beliefs.**
- 2 **What comparisons do the students make?**
- 3 **How do the students see themselves as being different now from the way they were before? Analyse how students have used what they have learnt to grow.**
- 4 **How do the students say it feels to know you are part of a mobile culture group? What examples do they give in their blogs to support your understanding?**
- 5 **Identify how the experiences of both students are similar.**
- 6 **How many different cultures are represented in your own class?**
- 7 **Does culture explain why other people sometimes seem ‘different’?**
- 8 **Name some things you do that you have learnt from your culture.**
- 9 **Is all our behaviour related to culture?**
- 10 **What can you do to learn about and understand other cultures?**

What did you learn from this activity? **Present** your answers using a graphic organizer. See pages 84–85 for tips and guidance on the types of organizers you can use.

Task 3

Now it is your turn. Write a diary entry of about 300 words, reflecting on your experiences of adapting to a new culture. **Identify** the similarities and differences between two places where you have lived. Attach photographs to support your writing. (If you have not had this experience, then imagine what it would be like.) Add your diary entry to the classroom Global Culture wall display.

How would the diary entries vary if they were written by a child, a young professional adult or a mature couple?

Hint

Diary writing is meant to record your experiences by reflecting deeply on those experiences. Be yourself and fully express your personal thoughts and feelings. Remember to include detail and do not simply ‘list’ your experiences.

Follow the conventions of diary writing: date each entry, include a greeting and a signing off.

Task 4

Write an email for each of the profiles below. **Describe** the different outlook each person might have towards living and working in a new country. Address the email to a close friend or family member.

- An 11-year-old student starting secondary school in a new school in a new country.
- A 24-year-old engineering graduate from Australia starting an internship in an Asian company in China.
- A 40-year-old IB teacher beginning their fourth international placement in Abu Dhabi.
- A 55-year-old doctor and his wife volunteering for a two-year hospital post in Tanzania.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



Graphic organizers

There are many different types of graphic organizers you can use to help you gather and organize details for writing, and then show your results and answers. Here is a list of useful graphic organizers, with links to examples, which you could recreate and use to gather your own information:

Cause/effect organizer: Use to collect and organize details for cause/effect writing:

www.candy4wayphonics.com/article5598causeorg2.gif

bit.ly/1N7ohJo

Venn diagram: Use to collect details to compare and contrast information:

<https://eslwriteaway.files.wordpress.com/2014/10/venn-diagram.jpg>

Definition map: Use to gather information and provide extended definitions for a piece of writing:

<http://img.docstoccdn.com/thumb/orig/119666270.png>

Timeline: Use to represent information in chronological order, that is, to list actions and events in the order in which they occurred:

bit.ly/1PXIqY3

<http://freeology.com/wp-content/files/verticaltimeline-thumb.png>

Ws chart: Use to collect *who, what, when, where, why* and *how* details for organizing information:

bit.ly/1Ka8JUK

Sensory chart: Use to collect details for descriptive writing and observation reports:

bit.ly/1SODq9t

Cluster diagram: Use to collect and organize details for academic writing, for example, Individuals and societies essays:

bit.ly/1Kd8Wab

Process diagram (flow chart): Use to collect details for science-related writing, such as how a process or cycle works:

www.breezetreecom/articles/article_images/powerpoint-flowchart.png



Writing an email

Writing a good email message takes time. First, consider who the reader will be and the purpose of the email. Then organize your email into three parts:

From:

Sent:

To:

Subject:

- Beginning: Greet the reader and state your reason for writing.
- Middle: Give details, but keep it short and to the point.
- End: Let your reader know what follow-up action is needed, if any, and sign off politely.

Remember, the layout is important, that is, your message must look like an email.

Blog entry 1

Around the world in ten years ...

20 February 2016

Travelling around the world in ten years is a journey that has been quite an experience, which I would like to share with you. It has opened the door to discovering new places and has opened the path to self-discovery and self-actualization. It's been an adventure with highs and lows, living around the world, and my adventure is nowhere near its end. So I wanted to stop, reflect and share a few thoughts with you by writing this blog entry.

From Africa to Europe and North America, it's been hard deciding on a place to call home, because each of the places I end up living in became my home. My experiences have been the same in terms of adapting to different places and finding a way to contribute and become a part of each community, but the differences and unique characteristics that each place possesses are unforgettable.

The main thing that differentiates each country from the others is definitely culture. Culture totally defines a place and the lifestyle, and how you end up interacting with others, and that's what makes each community unique.

Every country has major differences which could be the weather, the language, the food and the education system, but the most interesting differences to discover are the ones that are felt rather than seen. Being made to feel welcome and appreciated, and being treated respectfully, is a much-appreciated gesture from the people of the host community and when you receive it, that's when you know you're home. Of course, it takes time to completely settle into a new place, but if the environment is welcoming, it's just a matter of time until a new place becomes a new home.

I definitely consider myself an expert in moving around and starting over. I know that some people believe that it's hard leaving people you care about, leaving things and memories behind, and having to start over again, but I'm an optimist! In my opinion, a new move to a new country is just one more opportunity to grow, discover something new and basically is the perfect chance to reinvent yourself and become more open-minded.

My latest move has brought me to London and a new IB school. Coming from various schools that genuinely made me feel comfortable and accepted, I had pretty high expectations of my new school, and I can honestly say that I haven't been disappointed! I've been made to feel special from the first day. Because of my past experiences, I've been able to develop an understanding of different cultures and adapt quite easily, and I have this positive feeling that in this new school, I won't have any difficulties being whoever I want to be, and definitely no problems being myself.

SP, Grade 10 student from South Africa

Blog entry 2

Adapting to the UK ...

28 January 2016

'It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.' – Charles Darwin

I believe Charles Darwin's evolution theory is applicable to all aspects of everyone's life. Like all species, humans adapt to their current environment in order to survive. Whether or not you can overcome challenges will determine whether you can adapt to your new environment or not. That's pretty much how I have felt with my own experiences of moving around.

My biggest challenge to date has been moving to London, which is on the other side of the world to my home. The life I had been accustomed to in the megametropolis Beijing was entirely unconnected to the one given to me in the UK. I had no choice in the matter because where we live depends on my Dad's work. We had moved twice before but one move was to Hong Kong and the other to Singapore, places that did not feel alien and were not so far from home.

I was fairly sure of some of the difficulties that were to come my way, especially being in a new school system, finding new friends, different accents and the new lifestyle. For the challenges I didn't expect, I would have to deal with them the best way I could.

One of the biggest challenges I had to face was using the Tube and getting a sense of orientation. I remember trying to meet a friend near China Town and being lost by Centre Point, not knowing which way to go to get to Soho. My friend kept saying on the phone 'Look up and find Centre Point, you can't miss it! Then turn left!' Ridiculous when I think about it now, but I just couldn't see Centre Point! There are so many anecdotes I could share! It took the first six months just to get the hang of the Tube Map.

In my first days in London, I realized how different people were here. I began to see people from all corners of the world. In a city in China, everyone is the same. Despite enjoying the company of cultures that I am not too familiar with, I sometimes find it difficult to communicate. This not only applies to people who don't speak English as their first language, but the different accents around the UK as well. To be honest, when I first moved to England I would turn on the television and not be able to understand what anyone was saying ... I had only heard British accents on the BBC and in the movies before I had moved to the country itself.

It wasn't as difficult to understand people at my school, though this was probably because there are about 30 different nationalities and many families move countries every two years. Students are good at making English as simple as possible in case the new students can't speak English. The first year I struggled to maintain relationships with people outside of school because I had to ask them to repeat what they said in order to understand them. I kept telling myself that to understand the native English speakers I had to think like one. By the second year, I fitted in, although I have never stopped missing Beijing.

MT, Grade 10 student from China

How important is it to maintain your culture?

Read the poem below by Sujata Bhatt.

Search For My Tongue

You ask me what I mean
by saying I have lost my tongue.
I ask you, what would you do
if you had two tongues in your mouth,
and lost the first one, the mother tongue,
and could not really know the other,
the foreign tongue.
You could not use them both together
even if you thought that way.
And if you lived in a place you had to
speak a foreign tongue,
your mother tongue would rot,
rot and die in your mouth
until you had to 'spit it out'.
I thought I spit it out
but overnight while I dream,
(munay hutoo kay aakhee jeebh aakhee bhasha)
(may thoonky nakhi chay)
(parantoo rattray svupnama mari bhasha pachi aavay chay)
(foolnee jaim mari bhasha nmari jeebh)
(modhama kheelay chay)
(fullnee jaim mari bhasha mari jeebh)
(modhama pakay chay)

it grows back, a stump of a shoot
grows longer, grows moist, grows strong veins,
it ties the other tongue in knots,
the bud opens, the bud opens in my mouth,
it pushes the other tongue aside.
Everytime I think I've forgotten,
I think I've lost the mother tongue,
it blossoms out of my mouth.

Sujata Bhatt

ACTIVITY: Mother tongue

■ ATL

- Communication skills: Read critically and for comprehension
- Creative-thinking skills: Generate metaphors and analogies; create original works and ideas; use existing works and ideas in new ways

DISCUSS

What is a ‘mother tongue’? Do you have a mother tongue? Is it important to identify with a mother tongue? Why? Why not?

Poetry is a powerful tool that can help you to express your feelings and get to know yourself better. Traditionally, poetry has been used throughout time to communicate diversity. It is interesting to note that in Arabic, the word for ‘poetry’ (*shi'r*) is derived from the word *shu'ur*, meaning ‘feeling’ or ‘awareness’.

Task 1

Read the poem ‘Search For My Tongue’ by Sujata Bhatt and answer the following questions:

- 1 What is the poem about?**
- 2 What is the poet feeling?**
- 3 What is she afraid of?**
- 4 How does she use language in this poem?**
- 5 What do you understand by the phrase ‘two tongues in my mouth’?**
- 6 How is the poem structured?**
- 7 Do you like the poem? Why? Why not?**
- 8 Can you relate to the message in the poem?**
- 9 How does the poem end?**
- 10 How does the poem relate to the topic of cultural identity?**
- 11 How does the poem help you to think about the conflicting emotions and feelings of growing up ‘between cultures’?**

Task 2

In pairs, write your own poem about mother tongue. Use multiple languages, symbols and imagery in your poem.

Recite your poem to the class and then add it to your classroom Global Culture wall display.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text and Criterion D: Using language in spoken and written form

Do you have to be born into a cultural group to understand the culture?

THIRD CULTURE KIDS – WHERE IS HOME?



■ Families on the move

In the first part of this chapter, we looked at how many parts of the world are becoming more culturally diverse and the impact of globalization. The reality is that there is an increasing number of people who are more mobile than ever before: they study, work, volunteer and travel abroad. Their home base is often a country not considered their own.

People are no longer expected to 'settle down' in just one place and work for one organization for their entire adult life. Current trends indicate that in the future, people will live and work in multiple places. This presents new challenges for people and society.

Children whose parents have taken jobs overseas are known as Third Culture Kids (TCKs). They spend the majority of their childhood living and being educated in countries different to their parents' country of origin. After they have grown up, they become an Adult Third Culture Kid (ATCK).

Have you ever been asked 'Where are you from?' and not known how to respond? British-born travel writer Pico Iyer, whose parents are from India, gave a TED Talk in which he shared what he understands by the meaning of 'home', what travelling means to him, and how important it is to reflect and be able to answer: 'Where are you from?'. We will listen to his talk in the activity on the next page.

THINK-PAIR-SHARE

Do you know any TCKs? Would you define yourself as a TCK? Why? Why not? Where is home for a TCK? What questions do you think a TCK might dread being asked? How do TCKs experience culture?

Evaluate the benefits of being a TCK. **Identify** some of the challenges TCKs may face. Is a TCK of today a citizen of the twenty-first century?

EXTENSION

Watch the short film *The Road Home* (2010), directed by Rahul Gandotra, which was shortlisted for an Academy Award: www.roadhomefilm.com/.

Organize a film forum to discuss the themes of the pursuit of identity, 'where is home', school life and Indian-British TCKs.

Research and compile a list of films for a Film Festival week based on the themes of cultural diversity, TCKs, migration and issues connected to a mobile population.

ACTIVITY: Where is home?

■ ATL

- Creative-thinking skills: Practise visible thinking strategies and techniques

Follow the steps below to create a concept map with connections to 'Where is home?'.

- Generate a list of ideas and initial thoughts that come to mind when you think about 'Where is home?'.
- Sort your ideas according to how central or less relevant they are. Place central ideas near the centre of the map and less relevant ideas towards the edges of the page.
- Connect your ideas by drawing lines between ideas that have something in common. Write a short sentence to explain how the ideas are connected.
- Elaborate on the ideas and thoughts you have written so far by adding new ideas which expand or extend your initial ideas.

Now watch this TED Talk, 'Where is home?', by Pico Iyer: www.ted.com/talks/pico_iyer_where_is_home?language=en.

As you listen to the talk, add anything that you find interesting, important or insightful to your concept map. Use a different colour to differentiate your own ideas from those extracted from the talk. **Discuss** and share your ideas with the class.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Island Man

■ ATL

- Critical-thinking skills: Draw reasonable conclusions and generalizations
- Communication skills: Use intercultural understanding to interpret communication; paraphrase accurately and concisely

Read the poem 'Island Man' by Grace Nichols on page 92 and then answer these questions:

- 1 **Interpret what the poem is about.**
- 2 **Who is the 'island man'?**
- 3 **Interpret and identify the images the man has in his head.**
- 4 **Where is the island man?**
- 5 **The poem refers to two different places – where are they?**
- 6 **Look at the language used to describe the places. Which words are used to describe each location?**
- 7 **Identify words and phrases that appeal to the senses.**
- 8 **Evaluate why there is no punctuation in the poem.**
- 9 **Analyse the ending to the poem.**
- 10 **What does the poet not want you to forget?**

Now listen to the poem being recited:

<https://youtu.be/SP67zfgYZfs>.

Evaluate how effective you think the imagery is in the poem. Would your interpretation be different? Why? Why not?

Watch this interview with the poet, Grace Nichols: <https://youtu.be/1bACVeAclpU>.

Summarize the interview in 50 words. How does understanding her background help you to **interpret** and **evaluate** her work?

Write your own 'Island Man'-style poem to add to your classroom Global Culture wall display. **Describe** your impressions of a new place based on your own memories and experiences. Think about the language you want to use and the punctuation. **Describe** how moving to the new place affected you, your family and friends.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text ; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Read this news article about TCKs.

Third Culture Kids

By Ruth E. Van Reken

- (a) Expat children experience the world in a different way to most people. With the election of Barack Obama perhaps their time has come.
- (b) In a world where international careers are becoming commonplace, the phenomenon of third culture kids (TCKs) – children who spend a significant portion of their developmental years in a culture outside their parents' passport culture(s) – is increasing exponentially. Not only is their number increasing, but the cultural complexity and relevance of their experience and the adult TCKs (ATCKs) they become, is also growing.
- (c) When Ruth Hill Useem, a sociologist, first coined this term in the 1950s, she spent a year researching expatriates in India. She discovered that folks who came from their home (or first) culture and moved to a host (or second) culture, had, in reality, formed a culture, or lifestyle, different from either the first or second cultures. She called this the third culture and the children who grew up in this lifestyle third culture kids. At that time, most expatriate families had parents from the same culture and they often remained in one host culture while overseas.
- (d) This is no longer the case. Take, for example, Brice Royer, the founder of TCKid.com. His father is a half-French/half-Vietnamese UN peacekeeper while his mom is Ethiopian. Brice lived in seven countries before he was eighteen including France, Mayotte, La Reunion, Ethiopia, Egypt, Canada and England. He writes, 'When people ask me "Where are you from?", I just joke around and say, "My mom says I'm from heaven"'. What other answer can he give?

Island Man

Morning
and island man wakes up
to the sound of blue surf
in his head
the steady breaking and wombng

wild seabirds
and fishermen pushing out to sea
the sun surfacing defiantly

from the east
of his small emerald island
he always comes back groggily groggily

Comes back to sands
of a grey metallic soar
to surge of wheels
to dull North Circular roar

muffling muffling
his crumpled pillow waves
island man heaves himself

Another London day

Grace Nichols

- (e) ATCK Elizabeth Dunbar's father, Roy, moved from Jamaica to Britain as a young boy. Her mother, Hortense, was born in Britain as the child of Jamaican immigrants who always planned to **repatriate** 'one day'. While Elizabeth began life in Britain, her dad's international career took the family to the United States, then to Venezuela and back to living in three different cities in the US. She soon realized that while racial diversity may be recognized, the hidden cultural diversity of her life remained invisible.
- (f) Despite such complexities, however, most ATCKs say their experience of growing up among different cultural worlds has given them many priceless gifts. They have seen the world and often learnt several languages. More importantly, through friendships that cross the usual racial, national or social barriers, they have also learned the very different ways people can see life. This offers a great opportunity to **become social and cultural bridges between worlds** that traditionally would never connect. ATCK Mikel Jentzsch, author of a best-selling book in Germany, *Bloodbrothers – Our Friendship in Liberia*, has a German passport but grew up in Niger and then Liberia. Before the Liberian civil war forced his family to leave, Mikel played daily with those who were later forced to become soldiers for that war. Through his eyes, the stories of those we would otherwise overlook come to life for the rest of us.
- (g) Understanding the TCK experience is also important for other reasons. Many ATCKs are now in positions of influence and power. Their capacity to often think '**outside the box**' can offer new and creative thinking for doing business and living in our globalizing world. But that same thinking can create fear for those who see the world from a more traditional world view. Neither the non-ATCKs nor ATCKs may recognize that there may be a **cultural clash** going on because, by traditional measures of diversity such as race or gender, they are alike.
- (h) Currently the most famous ATCK is President Barack Obama who, like Brice, grew up as a biracial, bicultural TCK. Ironically, while **political pundits** spend endless hours trying to define his racial identity, few have looked at his cultural identity. Nor did they seem to notice that many of the first appointees to his Cabinet and administrative posts were fellow ATCKs.
- (i) In addition, many people hear the benefits and challenges of the TCK Profile described and wonder why they relate to it when they never lived overseas because of a parent's career. Usually, however, there have grown up cross-culturally in another way, perhaps as children of immigrants, refugees, biracial or bicultural unions, **international adoptees**, even children of minorities. If we see the TCK experience as a Petri dish of sorts – a place where the effects of growing up among many cultural worlds accompanied by a high degree of mobility has been studied – then we can look for what lessons may also be relevant to helping us understand issues other cross-cultural kids (CCKs) and others may also face. It is possible we may discover that we need to rethink our traditional ways of defining diversity and identity. For some, as for TCKs, 'culture' may be something defined by shared experience rather than shared nationality or ethnicity. In naming our stories and developing new models for our changing world, many will be able to recognize and use well the great gifts of a cross-cultural childhood and deal successfully with the challenges for their personal, communal and corporate good.

The Telegraph, 13 November 2009

ACTIVITY: Cross-cultural kid or simply child migrant?

■ ATL

- Communication skills: Read critically and for comprehension

TCK, ATCK, global nomad, cross-cultural kid ... or simply child migrant?

Read the news article about TCKs on pages 92–93. Then, in pairs, answer the following questions:

- 1 Explain each of the highlighted words and phrases in the article using your own words or a synonym.
- 2 Choose an appropriate subheading for each of the paragraphs, a–i.
- 3 Scan the article and decide if the following sentences are true or false:
 - TCKs are part of a recent phenomenon.
 - TCKs tend to live outside their own country while growing up.
 - Cultural diversity is easily recognized.
 - ATCKs are less successful than non-ATCKs.
 - Some TCKs have identity problems.
 - In the future, we will need to look at identity and the differences between people in a different way.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Famous TCKs

■ ATL

- Information literacy skills: Access information to be informed and inform others

Being around people who are different from us provides an enriching environment, helps us to develop tolerance and ultimately fosters open-mindedness. Dealing with diversity can be challenging and everyone experiences it differently.

On the negative side, research indicates that exposure to social diversity can cause conflict, a lack of understanding and occasionally a lack of trust.

On the other hand, diversity provides a creative environment and a forum for looking at things from varying perspectives. People who experience social and cultural diversity are believed to be hardworking, trouble-shooters and flexible. These are a few of the traits TCKs often display.

There are too many famous TCKs to list them all, but among them are Barack Obama, Yoko Ono, Carlos Fuentes, Viggo Mortensen, Uma Thurman, Joss Whedon, Kobe Bryant and Freddie Mercury.

In groups of three, research the famous TCKs listed above. Why are they TCKs? What do they have in common? What makes them unique? What are some of the advantages and disadvantages of being a TCK?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Survival guide for TCKs

■ ATL

- Communication skills: Write for different purposes

'Our cultural strength has always been derived from our diversity of understanding and experience.' – Yo-Yo Ma, French-born American Cellist and United Nations Messenger of Peace

In groups of three, write a 'survival guide' for TCKs coming to your school which will help them with the transition and limit their culture shock. The purpose of your guide is to create an environment of support, trust and understanding for the new students.

Decide on the format and design for your guide: a printed guide, a video or an electronic version. Remember to use images and provide references.

Watch this video, 'So Where's Home?', to gather ideas and to review some of the issues you might want to include in your guide: <https://vimeo.com/41264088>.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Is it possible for someone to belong to several cultural groups?



- Are we just one-dimensional?

▼ Links to: Geography; Language and literature

Geography

We can make links to migration, cross-cultural societies and a mobile population. How do these affect lifestyles and physical places?

https://en.wikipedia.org/wiki/Geographic_mobility

www.nationalgeographic.com/geobee/study-corner/activity-17/

Language and literature

Explore personal accounts of migrants, refugees and TCKs through literature and the impact this has on language, for example, Spanglish in the USA and Singlish in Singapore.

Read the poem below by Whitni Thomas.

Colors

I grew up in a Yellow country
But my parents are Blue.
I'm Blue.
Or at least, that is what they told me.

But I play with the Yellows.
I went to school with the Yellows.
I spoke the Yellow language.
I even dressed and appeared to be Yellow.

Then I moved to the Blue land.
Now I go to school with the Blues.
I speak the Blue language.
I even dress and look Blue.

But deep down, inside me, something's Yellow.
I love the Blue country.
But my ways are tinted with Yellow.

When I am in the Blue land,
I want to be Yellow.
When I am in the Yellow land,
I want to be Blue.

Why can't I be both?
A place where I can be me.
A place where I can be green.
I just want to be green.

Whitni Thomas

! Take action

- Hold a discussion through your school Student Council to enable students from different cultures to share and learn from each other. What do you all have in common? How are you different? Think of ways to celebrate these differences.
- Make proposals for your school to take part in the World Day for Cultural Diversity for Dialogue and Development. Visit this website to find out more: www.un.org/en/events/culturaldiversityday/.

ACTIVITY: Colors

■ ATL

- Creative-thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible
- Communication skills: Write for different purposes
- Critical-thinking skills: Practise observing carefully in order to recognize problems

Whitni Thomas' well-known poem about TCKs, 'Colors', synthesizes the complex issues of identity and multicultural experiences that we have looked at in a creative way.

Thomas is a missionary culture kid. Read her poem again. How many different cultures does she refer to in the poem? Why do you think she uses colours and what do they refer to?

Task 1

Which IB learner profile attribute do you think Thomas displays in her poem? What about you – do you dare to be green? Is this a realistic goal? Which line from the poem struck you the most?

Task 2

Watch this TCK national anthem mash-up:

https://youtu.be/9_HDm10mzzw.

Create your own TCK anthem mix.

Task 3

Choose one of the following prompts and write a 350-word opinion essay:

- To what extent do TCKs exist as a separate group?
- Adult Third Culture Kids: Does their concept of home have an impact on their career paths?
- TCKs: global nomads, a twenty-first century phenomenon and a future reality.

Refer to the guidelines on writing an opinion essay on page 127.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written, and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: TCK podcasting

■ ATL

- Information literacy skills: Present information in a variety of formats and platforms
- Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences; share ideas with multiple audiences using a variety of digital environments and media

In groups, **create** your own podcast of a panel discussion on the issue of TCKs.

Select a question for your discussion. Brainstorm suggestions for people to have on your panel. Look back at the resources in this chapter to ensure you have a good cross-section of profiles. A presenter will need to introduce the podcast and moderate the discussion.

Outline what each panellist is going to say prior to the recording. There is no need to write the whole script. When you are ready, record your discussion.

You may want to use a microphone on a personal digital recorder or music player. Before you start, check that you will be able to automatically create MP3 files of your recording.

You could use the audio software 'Audacity' for recording and editing sound, which is available to download free: <http://sourceforge.net/projects/audacity/>.

You can also search Google or YouTube for further step-by-step instructions on editing your podcast.

Finally, once you are happy with your podcast, export it. Then play it for the class or post it online.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION B TO PHASE 5

Task 1

You are going to create your own assessment task for Criterion B: Comprehending visual and written text.

Look at the assessment for Criterion B and explore what students should be able to do by the end of Phase 5. Read the descriptors carefully and highlight key words that relate to what you should be doing for each attainment level.

Read the article 'Does globalization mean we will become one culture?' at: www.bbc.com/future/story/20120522-one-world-order. Your aim is to write at least 13 questions on the article that target the different strands. As a guideline, refer to other chapters in this book to **analyse** the different question types for similar texts.

Consider the time you will need to complete the task, the complexity of the text and the instructions you will need to include.

Exchange assessments with your partner and give each other feedback.

Evaluate how your assessments have been put together and then answer each other's questions.

Discuss the challenges of this task. What did you learn from it? How has it helped you to **identify** your own strengths and weaknesses? How has designing this task helped you set targets to attain the highest levels in each criterion?

THESE TASKS CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 5

Task 2

Look at the infographic on page 100, which gives information about TCKs.

Synthesize the information by **interpreting**, selecting and reporting the main features, and by making comparisons where relevant.

Write at least 150 words.

Task 3

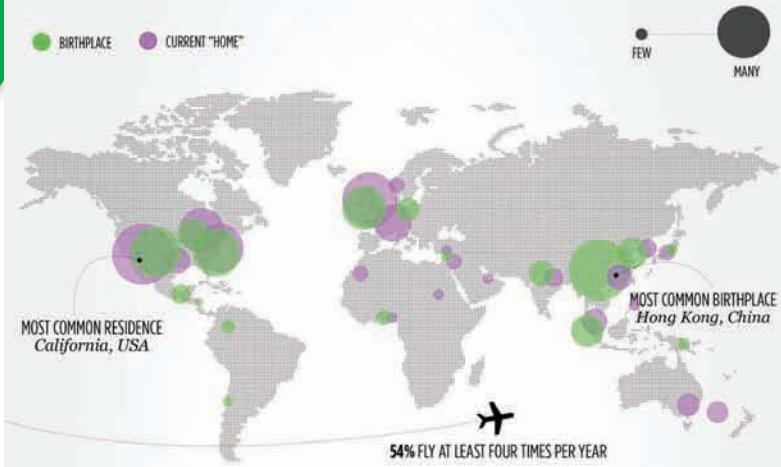
'More and more people work and live in other countries nowadays than at any time in the past. The likelihood is that in the future, there will be no borders and people will be able to move freely between countries.'

To what extent do you agree with this opinion? Support your answer with examples from your own knowledge and experiences.

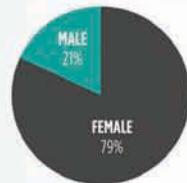
Write at least 350 words.

A SNAPSHOT OF THE MODERN THIRD CULTURE KID

A Third Culture Kid (TCK) is a citizen of the world, someone who has lived abroad during their formative childhood years—thus blending their “home” culture with the culture of the country around them, forming a “Third Culture.” People who have attended international schools, who are children of diplomats, “military brats,” or children of missionaries are just a few examples of TCKs. Famous Third Culture Kids include Barack Obama, Christiane Amanpour and Kobe Bryant. The following data is based on an informal online survey of 200 Third Culture Kids.



PEOPLE SURVEYED



AVERAGE AGE

29 years



MOST COMMON DEGREE OF EDUCATION



CULTURE

NUMBER OF LANGUAGES SPOKEN

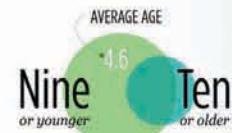


PARENTS OF DIFFERENT ETHNICITY



RESIDENCY

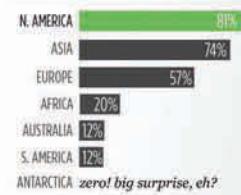
AGE OF FIRST MOVE



AVERAGE NUMBER OF COUNTRIES LIVED IN

Four

CONTINENTS LIVED IN



RELATIONSHIPS

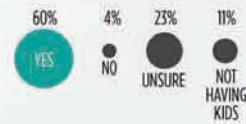
CURRENTLY DATING A TCK

1 in 7

MARRIED/ENGAGED

1 in 4

DO YOU WANT TO RAISE YOUR KIDS AS TCKS?



- Infographic by Elaina Natario and Steph Yiu, courtesy of DenizenMag.com

Reflection

In this chapter, we have examined the positive and negative aspects of globalization. The increased connections between countries and cultures can lead to expanded economic growth, communication and cultural empathy. The more we share with each other, the more we can all grow and understand each other.

On the other hand, we have also seen the negative impacts of globalization. We have looked at how it affects individuals through their loss of identity and culture shock. We have seen how it affects societies by leading to the erosion of cultural diversity, environmental resource depletion and even war.

Perhaps the best lesson to take away from this is what we have learnt from the TCKs who were interviewed (page 80). They said that, although they had suffered in some cases from being a TCK, they had also grown and learnt a lot. Many of them said that they wanted to emphasize the positive experiences and skills that they learnt and help make the world a more compassionate place. Following their example, to attain a better awareness of our differences and similarities, we must encourage dialogue, mutual recognition and an open-mindedness.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
Factual: What is culture? What is globalization? What are some effects of globalization? When does a community become inclusive?					
Conceptual: What does it mean to be global? How do people express their culture? How are cultures similar and different? Who and what influences the cultural views we hold? How important is it to maintain your culture? Do you have to be born into a cultural group to understand the culture?					
Debatable: Is it possible to maintain your individuality when you are part of a group and is this important? How can you gain a better understanding of your own culture by observing other cultures? How and why are people's views on culture similar to and different from their parents? Is it possible for someone to belong to several cultural groups?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills		Novice	Learner	Practitioner	Expert
Collaboration skills					
Information literacy skills					
Critical-thinking skills					
Creative-thinking skills					
Learner profile attribute(s)	Reflect on the importance of being open-minded for your learning in this chapter.				
Open-minded					

5

Can we sustain the planet?

- People's **arguments** for the way they live their lives must consider the interconnectedness of every life on the planet. Through the **communication** of this message, we can take action to live **sustainably** in an increasing **globalized world**.

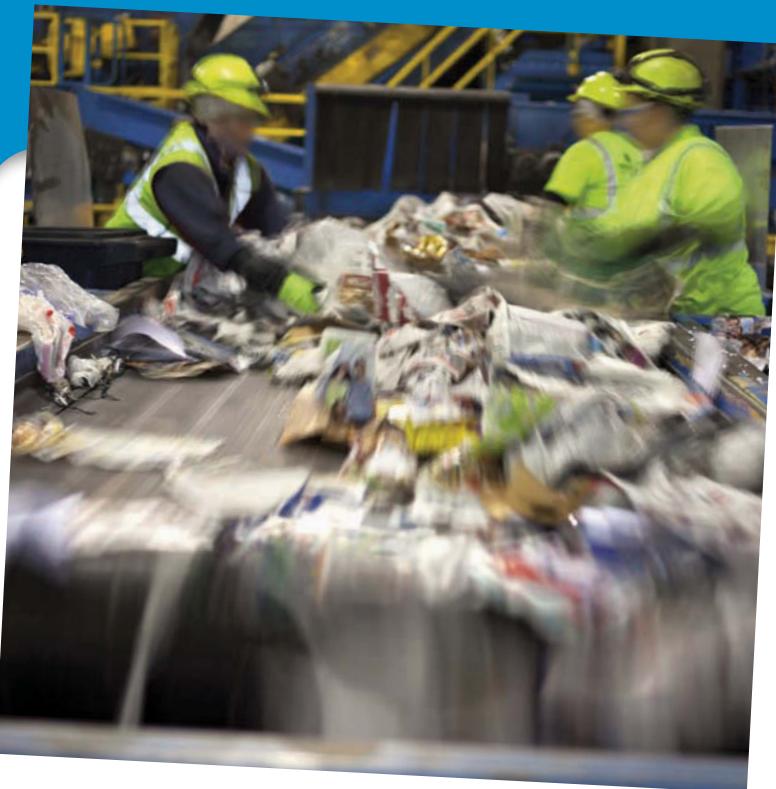
CONSIDER THESE QUESTIONS:

Factual: What is sustainability? What and when is Earth Day? What natural systems create life on our planet? Who has access to more sustainable choices? What is zero waste? Where does our rubbish go once we throw it away?

Conceptual: What do you really need in order to live happily? What are the ways in which you can make a difference? What is your ecological footprint? What does 'overpopulation' mean? What are some positive contributions that people, organizations and countries are making? How Earth-friendly is your lifestyle? If you had to fit everything you needed to sustain yourself into a suitcase, what would you pack?

Debatable: What would a vision of a sustainable future look like? Does sustainability require a radical change in culture? How will human civilization achieve sustainability? Should we reject 'conventional' agriculture and meat? Is the lifestyle of developed countries unethical?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



- The key to sustainability is to not consume resources faster than they can be produced and to not pollute the environment in an irreversible way

○ IN THIS CHAPTER WE WILL ...

- **Find out** what 'sustainability' means and the current issues surrounding this concept.
- **Explore:**
 - the impacts that people are having on the planet and the ways in which people across the globe are working to lessen these impacts
 - sustainability campaigns and how these are trying to attract more supporters
 - the ways in which overpopulation contributes to the sustainability problems our planet faces.
- **Take action** by becoming more sustainable.

'I did then what I knew how to do. Now that I know better, I do better.' – Maya Angelou



■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Reflection skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Creative-thinking skills

KEY WORDS

carbon footprint	industrialized
climate change	landfill
developing countries	life cycle
ecosystem	lower-income countries
emerging economies	organic
environment	population
ethical trade	recycle
fair trade	renewable energy
global warming	sustainability
green economy	

● We will reflect on this learner profile attribute ...

- Inquirers – we will develop a natural curiosity about the world that we live in, and ask questions in order to learn and conduct independent research through a positive critical approach to our surroundings.

◆ Assessment opportunities in this chapter:

- ◆ Criterion A: Comprehending spoken and visual text
- ◆ Criterion B: Comprehending written and visual text
- ◆ Criterion C: Communicating in response to spoken, written and visual text
- ◆ Criterion D: Using language in spoken and written form

WHAT IS YOUR CARBON FOOTPRINT?

The term 'carbon footprint' refers to the amount of greenhouse gases produced by a person, organization or place. These gases are calculated in tons of carbon dioxide, the main gas currently causing climate change. Carbon dioxide is released by the burning of fossil fuels such as petrol, as well as oil and coal, which are often used to heat and cool homes, buildings and factories. We also burn fossil fuels to run cars, airplanes and most machines. We can measure how sustainable our own lives are by calculating the size of our carbon or ecological footprint.

ACTIVITY: Carbon footprint quiz

On your own, do this carbon footprint quiz:
<http://wwf-footprint-staging.torchboxapps.com/>.

When you have finished, compare results with your classmates. What impact are you having on the planet? In pairs, **discuss** and make a note of what has surprised you the most.

What is sustainability?

DISCUSS

How often do you question how you live your life? Do you think that every decision you make is important? Do you just follow your daily routine without giving it much thought? How difficult is it to change old habits? Is it easier to 'turn a blind eye'?

The idea behind sustainability is a basic one. We can describe it in simple terms: our natural world provides us with everything we need for our survival and well-being. Sustainability allows humans and nature to exist side-by-side, without endangering our environment. It is the only way to ensure that future generations can maintain a balance between extracting the resources needed for social and economic growth, and preserving our natural world, without causing further damage to our planet. Simply put, sustainability is about living in the best way for the environment so we do not damage the Earth for future generations.

SEE–THINK–WONDER

■ ATL

- Collaboration skills: Negotiate effectively
- Creative-thinking skills: Generate metaphors and analogies

Look at these logos linked to sustainability:

FISHFOREVER



Interpret what you think each logo represents. What thoughts or feelings do you associate with these images? What is the hidden meaning behind each logo? Can you find any more examples?

A **metaphor** is a word or phrase that is used to make a comparison between things, animals, people or places. Metaphors can also construct meaning through a visual description, as shown in the example below.



- Metaphor for 'poverty time bomb'

Now it is your turn to draw your own logo for sustainability, using a metaphor.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

SUSTAINABILITY CAMPAIGNS

Campaigns raise awareness on important issues that we need to act on. An example is the famous international campaign known as 'Meatless Monday' or 'Meat Free Monday' which encourages people to give up eating meat one day a week. Monday is the day that was chosen. The campaign believes that not eating meat for one day a week not only improves your own health but also the health of the planet.

Did you know that the meat industry is responsible for nearly one-fifth of human-made greenhouse gas emissions? How? Cattle emit a gas called methane through their digestive process. This gas is natural for the cattle, but detrimental to the environment – that is an astonishing figure!

ACTIVITY: Eat less meat

■ ATL

- Communication skills: Use appropriate forms of writing for different purposes and audiences; organize and depict information logically

THINK-PAIR-SHARE



■ Paul McCartney

Watch this Paul McCartney video about Meat Free Monday: https://youtu.be/_tPmyRloUGQ.

As you watch, write down as many of the words from the box on the right as you can, as they appear in the video with the different images.

Look at the list of words again and write down your thoughts and impressions. Then rank the words in order of importance according to your own point of view. Share your list with a partner and **discuss:** Do you agree or disagree with the ideas in the video? Why? Why not?

energy	land use	reuse
ethical clothing	recycle	transportation
food	reduce	waste

Task

In pairs, use the words from the video to design a leaflet or flyer to advertise the benefits of a Meat Free Monday. Use the guidelines on page 106 to plan your work and help you to write an effective leaflet or flyer.

Think about: What is the purpose of your flyer? Who will read it? Which Meat Free Monday benefits are you going to focus on? What key words are you going to use? In what other day-to-day activities can you reduce your impact on the environment?

Write a minimum of 300 words.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Creating an effective leaflet or flyer



Purpose: Are you writing to inform, to advise or to persuade?

Audience: Who will read your leaflet?

Structure or format (what the text looks like):
A leaflet should have a title and be separated into different parts by subheadings. Be creative and use punctuation to make your leaflet catchy!

Hint

The language used in leaflets should focus on presenting a point of view and sending a message to try to persuade, argue or advise the reader on a topic. Use adjectives, adjective phrases, modal verbs and action verbs to be effective.

Text language style: Have you included persuasive language? Are your sentences short?
• **Tone:** This is the writer's attitude in the text, e.g. humorous, serious, informative.
• **Register:** This is the style used to write the text, e.g. formal, informal.

- How to create an effective leaflet or flyer

Look at this example text from a leaflet: 'Climate change is a massive threat to the future of agriculture. Research shows that new ways of producing food must be found to feed the population that is increasing at a frightening rate.'

In pairs, identify the persuasive language used to grab the reader's attention.

ACTIVITY: Who is behind 'Meatless Monday'?

ATL

- Communication skills: Preview and skim texts to build understanding
- Information literacy skills: Access information to be informed and inform others

Watch this TED Talk by Peggy Neu on 'Meatless Monday' and then answer the questions opposite:
<https://youtu.be/XPkV1bDZDI4>.



- 1 How did 'Meatless Monday' start?
- 2 Which previous campaign helped with the idea for 'Meatless Monday'?
- 3 When did the campaign start?

▼ Links to: Sciences

Researching scientific terminology

With a partner, do an Internet search on the following terms and write down a definition for each one:

alternative energy, carbon emissions, carbon footprint, carbon offsets, ecological footprint, ecological preservation, ecosystem, emissions, energy efficiency, environment, global climate change, green building, impact, innovation,

EXTENSION

Do some further research on the [Meatless Monday movement](#) or [Meat Free Monday campaign](#) to find out more about the history of the campaign. How can you use the information you find to encourage your school to take part in the campaign?

When is [Earth Day](#)? Why do we need an Earth Day? How can your school contribute to the Earth Day Network? Research the reasons behind Earth Day to see what your community can do for this campaign.



■ Our Earth is at stake, what action will you take?

- 4 Who takes part in the initiative?
- 5 Identify the countries that take part in the campaign.
- 6 Interpret why 'Meatless Monday' is such a successful slogan.
- 7 What does the phrase 'it has legs' mean?
- 8 What was the main health issue in 2003? How has this since changed?
- 9 Why was Monday chosen to lead the campaign?
- 10 What other things are most people likely to do on a Monday?
- 11 Based on the research data presented in the talk, which day of the week would not have been a good day to promote the initiative?
- 12 Why do people support the campaign? What common goal do they share?
- 13 What other initiatives does the organization 'The Monday Campaigns' support?
- 14 What is unique about this whole movement?
- 15 What are the three key points that drive the programme?
- 16 Who is the person behind the original big idea of 'Meatless Monday'?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending spoken and visual text and Criterion C: Comprehending written and visual text.

natural resources, personal choices, responsible manufacturing, services, transportation, water efficiency.

Remember to write down the source you used to find out each piece of information. Think about how to link your ideas, perhaps by using a mind map. Have you come across any of these terms in your Science classes before? Use your transfer skills to create a meaningful context.

EXTENSION: EXPLORE FURTHER

Which are the most sustainable countries in the world? Explore what these countries do to make their societies leaders in environmental issues. You could start by reading this article:
<http://ecowatch.com/2015/01/09/countries-leading-way-renewable-energy/>.

How do they compare to your country? Is there anything you wish your country did differently?

What type of lifestyle do we want people on the planet to share? What are some of the positive actions that countries are taking to improve sustainability? How can we raise awareness to preserve as many species and ecosystems as possible?

ACTIVITY: What do you love?

ATL

- Communication skills: Preview and skim texts to build understanding
- Reflection skills: Consider ethical, cultural and environmental implications

Search the Internet for **climate change**. Write a definition for the term using your own words.

Watch the video, 'For the love of ...': https://youtu.be/ka_kQUvojel.

Can you imagine not being able to afford to buy chocolate? Can you imagine a world without chocolate?



Drinking chocolate has been around for centuries and eating chocolate for about 150 years. Chocolate

Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

Based on the video, **create** your own original presentation to raise awareness of climate change and the impact it is having on our lives. Choose varied examples and explain what could happen if we no longer had that particular 'thing'. Share your presentation with your classmates.

The following is an example for 'For the love of chocolate!':

comes from cocoa, a powder made from the roasted and ground seeds of the cocoa (or cacao) tree. The seeds are harvested from big bean pods that hang from the tree. Over half of the world's chocolate comes from the cocoa plantations of Ghana and Côte d'Ivoire in West Africa. Much of this cocoa is grown by smallholder farmers, who often depend on the crop as their main source of income.

The cocoa tree is very sensitive to temperature. Warmer conditions make it difficult for the cocoa trees to get enough water during the growing season, which affects the quality and production of the cocoa beans. As temperatures rise, the overall area of land suitable for growing cocoa could decrease considerably. Farmers will have to look for new places to grow cocoa, such as on higher areas of land, which could result in the clearing of forests and other important habitats for plants and animals.

Our climate is changing and this is affecting millions of people around the world. Extreme weather and erratic seasons have a direct impact on farming, living conditions and our natural environments.

Tackling climate change has become a priority for many countries. In recent times, thousands of lives have been disrupted by severe floods. The institution which coordinates the global response to climate change is the annual Conference of the Parties (COP) as part of the United Nations Framework Convention on Climate Change (UNFCCC).

After the 2015 COP Conference in Paris, people around the world hope that a consensus to take effective collaborative action can become a reality in the near future. Ultimately, it is about agreeing that the main goal is to get all countries in the world to commit to combating climate change to secure the future of our living planet.

The 'For The Love Of ...' campaign is being organized by the Climate Coalition, a coalition made up of over 100 organizations, from environment and development charities to communities and various groups. The campaign asks everyone to make it clear to their local government representatives that we care about climate change and the impacts it is having.

What does overpopulation mean?

Overpopulation is one of the biggest and most challenging problems in the world today. There are currently over 7 billion people on Earth and this number is continuously increasing. The issue is not that there will be a lack of space for the increased population, but rather how people are mismanaging the Earth's limited resources. It is unclear whether the planet even has enough resources to cater for this explosion in numbers.

However, it is not all bad news! You have the power to take action by learning as much as you can about global warming, and by becoming a leader and advocate for environmental concerns. Speak out whenever you can about the issues and concerns you feel most passionate about.



- Overpopulation, overdevelopment, what next?

SEE–THINK–WONDER

■ ATL

- Critical-thinking skills: Practise observing carefully in order to recognize problems; gather and organize relevant information to formulate an argument
- Creative-thinking skills: Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments

Task 1

Look at the image on page 109 for at least one minute. What do you see? List five words or phrases that describe any aspect of the image.

Look at the image again. List five more words or phrases that describe any aspect of the image.

In pairs, brainstorm a list of three to five questions about the topic of overpopulation. Use these question-starts to help you think of some interesting questions:

- I wonder ...
- Why ...?
- What are the reasons ...?
- What if ...?
- I am puzzled by ...
- How would it be different if ...?
- Where ...?
- What if we knew ...?
- If I could interview the photographer and artist, I would ask ...

Select one question to **discuss** for a few minutes with your partner.

Reflect on the new ideas on the topic that you have now that you did not have before.

Task 2

Hans Rosling is a Professor of Global Health at the Karolinska Institute in Sweden. Listen to his TED Talk on population growth: www.ted.com/talks/hans_rosling_on_global_population_growth?language=en%5D.

As you listen, consider these questions: How much do you really know about our world? What other global issues are connected?

Compare the images with what you heard in the talk. How are they similar? Brainstorm a list of three to five things that they have in common. What kinds of connections did you find?

◆ Assessment box

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

▼ Links to: Individuals and societies: Geography; Economics

Have you looked at Hans Rosling's work in your Geography and Economics lessons? What links can you make from those lessons to the discussion here on overpopulation?

ACTIVITY: Living to a grand old age

ATL

- Reflection skills: Focus on the process of creating by imitating the work of others; develop new skills, techniques and strategies for effective learning
- Critical-thinking skills: Evaluate evidence and arguments

Read the news article on page 112, "Europe's oldest man" dies aged 111'.

Review each paragraph and write an opinion sentence on it. Your sentence must be supported by evidence to prove your point of view. You could complete a table like the one below. An example has been given to help you get started.

Opinion sentence	Evidence to support your point of view
Staying active prolongs your lifespan.	Nazar Singh started a new job – prolongs lifespan at the age of 60

Evaluate the implications of people living to such an old age and how this would impact on the world's population. Would you like to live that long? What factors contribute to a long life? What did Nazar Singh believe helped him to live so long? What do you need to avoid if you want to live a long, happy life?

Focus on the highlighted words in the article. For each one, answer: What kind of word is it? Is it a verb? Is it a noun? Which words come before and after it? Can you see a word that you know within this word?

EXTENSION

Create your own personalized record to help you to remember new words. Find synonyms, antonyms and definitions by looking up things in a **dictionary** and **thesaurus**.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form

▼ Links to: Individuals and societies: History

Nazar Singh lived through some of the world's biggest historical events. He survived both World Wars – he was a child during the First World War between 1914 and 1918 and he helped to build bunkers for the army in his late-thirties during the Second World War.

Think about some key historical events. Draw a timeline which includes these events and Singh's life. You could find out about:

- **The Russian Revolution**
- **The Spanish Civil War**
- **The start of the Korean War**
- **The Great Depression**
- **The Titanic disaster**
- **Man landing on the Moon**
- **The first airplane flight**
- **The introduction of colour television**
- **The discovery of penicillin**

When Singh was born, who was the **British monarch**? Who was the **British prime minister** at that time? How many British monarchs and prime ministers were there during his lifetime?

'Europe's oldest man' dies aged 111

Nazar Singh was born in India in 1904. Last week he died after living in England for 50 years. Will 111-year lifespans soon be the norm? And what effects might that have on our society?

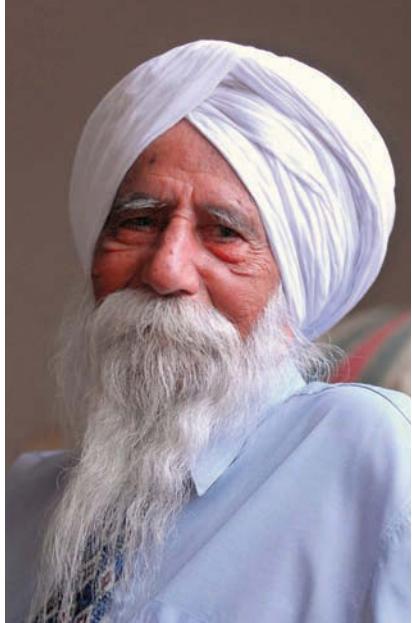
Nazar Singh had already celebrated his 60th birthday when he left his home country of India in 1965. But his trip to England was no retirement plan – there was plenty of life in him yet. He arrived in Walsall, got a job at a local foundry and earned his living as a metalworker for 24 years before retiring aged 85. And 20 years later he was still going strong.

Finally, last week, Singh's long life came to an end. 'Europe's oldest man' had just celebrated his 111th birthday (which he marked with a glass of his favourite whisky) and was visiting family in India when his final illness struck. 'He was an incredible chap,' said one of his 34 grandchildren. 'He has lived a very happy and fulfilling life.'

The span of an ordinary human life is growing longer all the time. In 1731, the life expectancy at birth of a person born in England was less than 28 years. In 1901, it was 50. Today, the average English person can expect to live beyond 80.

Much of this astonishing rise in longevity has come from spectacular decreases in infant mortality. In Medieval Britain roughly 30% of children died before their first birthday; today that figure is 0.4%. Our diets have become more varied, war and violent crime are less common and improvements in sanitation have vastly reduced our exposure to infectious disease. Then, of course, there are the miracles of modern medicine.

Even with these gigantic advances, living to 100 is still fairly rare. According to recent data, however, that is now beginning to change. In 2002, there were 7,740 centenarians in the UK. In 2012 there were 13,350. And that trend shows no sign of slowing down. Within a few decades, 111-year-old birthdays may no longer be confined to hobbits and medical marvels: lives as long as Nazar Singh's could soon become the norm.



Grand old age?

Our ever-increasing longevity has been one of the most remarkable and important changes in recent human history. Older people have had an enormous social benefit, acting as carers for younger generations and passing down knowledge gained over the years. Many historians see this as one of the key factors behind humanity's booming economic prosperity. Long may it continue, they say – bring on the century of centenarians!

But there is a downside to our expanding lifespans. Although doctors can stave off many deadly illnesses, they cannot negate the impact of old age. Many elderly people suffer years of painful decline before their death, and with a growing population of pensioners, societies are increasingly struggling to pay for their care. Perhaps, some doctors suggest, we should focus less on the length of human life and more on our capacity to enjoy the years we have.

The Day: News to Open Minds, 1 July 2015

What are some positive contributions people, organizations and countries are making?



Writing a script

A script is a working text used to produce a TV programme, film, podcast or other audio/visual production.

- Start your script with a short description of where the speakers are. Put this in brackets and underline it.
- Write the names of the speakers in capital letters, followed by a colon.
- Write the actual words to be said. Remember that in script writing, sentences should be kept short as they will be said out loud and spoken language is different to the language used in writing.
- Put actions and other explanations in brackets and underline them.

(Model United Nations (MUN)
headquarters. EMILIA and ANDREA are
sitting next to each other.)

EMILIA: A tough day ahead.

ANDREA: (anxiously) We have to motion for a caucus.

(ANDREA looks across the floor.)

EMILIA: It will give us an opportunity to get sponsors!

ACTIVITY: Take action

■ ATL

- Collaboration skills: Listen actively to other perspectives and ideas
- Communication skills: Share ideas with multiple audiences using a variety of digital environments and media
- Critical-thinking skills: Identify trends and forecast possibilities

Visit these websites with different resources on the global environment:

Interactive – bit.ly/10qUWeG

Video – <http://video.nationalgeographic.com/video/news/7-billion/ngm-7billion-typical>

Video – <https://youtu.be/khFjdmp9sZk>

Podcast – www.bbc.co.uk/programmes/b05tl3jk#auto

Podcast – www.bbc.co.uk/programmes/b03zb4b8

What is the main message of each resource? As you watch, take notes and jot down the key ideas and comments from each one.

In small groups, create and record your own podcast. Imagine that it is 50 years into the future. You are giving a news update. **Identify** the issues, lifestyles and what the world might look like at that time.

Before you start recording, select the language you are going to use and write out your script. Refer to the guidelines above on writing scripts – you can find further guidance on writing scripts on page 31.

Listen to your podcasts as a class and **discuss** whether you agree or disagree with the views presented.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Famous people taking action

■ ATL

- Media literacy skills: Compare, contrast and draw connections among (multi)media resources
- Communication skills: Give and receive meaningful feedback

There are many celebrities who lead great projects for the environment. Their star-status raises the profile of the environmental campaigns. These campaigns encourage people to create sustainable lifestyles.

Search the Internet for [celebrity, environmental campaigns/campaigners](#) and [green celebrities](#).

Choose the celebrity and project that interests you the most and find out more about it.

In pairs, imagine you are going to interview the celebrity. Prepare the questions you would ask. You could refer to the guidelines on asking questions on page 79.

Join up with another pair and role-play your interviews. Take turns to provide each other with feedback. Focus on the structure of the questions. Were the responses convincing?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Change your thinking – be positive!

■ ATL

- Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries

*'When intelligence operates in the service of greed and hatred, we become dangerous to ourselves, to others, and to the planet. But if that intelligence serves the aims of compassion, the good we can do together has countless opportunities.' – Dalai Lama (*A Force for Good*)*

By making small changes every day to the way you live, you can save energy and conserve resources to help the planet remain healthy for generations to come. In pairs, look at the following list of actions you could take:

- Recycle
- Use less water
- Do not buy bottled water
- Say no to styrofoam
- Use less paper
- Turn off lights
- Unplug electronics
- Choose less packaging
- Use less, buy less, reuse

Brainstorm other actions you could add to the list.

Are there things about climate change that concern you? Write these down. Then write down some possible solutions to your concerns.

Create a word cloud with your points and present your ideas to the class.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Where does all the stuff go?

■ ATL

- Communication skills: Make inferences and draw conclusions; give and receive meaningful feedback

Is zero waste possible? What is the problem with waste? Are we running out of places to put waste? The volume of waste produced in some of the world's largest cities is alarming. It is smelly, difficult to manage and cannot be made to just disappear.

Study the images below of landfills and waste. Choose one of the images as your starting point and prepare a three to four minute presentation to your classmates. You have ten minutes to prepare your presentation. You should include a personal response to the issue of waste and ways in which you can take action to help improve the situation.



Consider these questions as you prepare your presentation: How can people be encouraged to take action to reduce the effects that waste has on the environment? Why do you think this issue is important? What is one possible solution? Why do you think this solution could work? What can you do to help solve the problem?

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Global conundrums

ATL

- Communication skills: Structure information in summaries, essays and reports

A statement can be a fact or an opinion. A fact is based on evidence which can prove the point you are making. An opinion is based on your own outlook on the subject, usually linked to your beliefs and personal experiences.

Look at the list of questions below and choose one that is based on a topic you feel passionate about:

- What will it take for humanity to live within the means of one planet?
- What do you think might happen to our planet and its inhabitants if the Earth's natural resources are completely used up?
- Is climate change the same as global warming?
- Do you think all countries in the world are taking global warming seriously?
- What is the most important issue facing the environment today?
- Water is essential for life. Can you imagine a world without fresh water?
- Some campaigns appeal to people's emotions and others use scientific facts. Which do you think is more effective?
- If you gave up meat for one day a week, would it really make any difference?

Write an argumentative essay of 300–350 words, **explaining** your argument and giving reasons.



Tips for argumentative essays

Ideas: Have you made a strong opinion statement? Have you supported your opinions? Do you know why people might agree or disagree with you?

Structure: Do you have three paragraphs: an introduction to the topic, the main part with your strong argument, and the conclusion where you revisit your point of view?

Tone: Is your tone appropriate to your topic?

Style: Have you used a suitable level of language for your audience?

▼ Links to: Sciences; Individuals and societies

Sciences

Organize a Science Fair where the focus is on positive sustainability.

Individuals and societies

Propose a forum and invite speakers to lead talks on global equity and economics.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

! Take action: Be more sustainable

- In what ways can you take action to promote awareness in your community of the issues we have seen in this chapter?
- What can you do as a school community to make your environment more sustainable?
- Join up with a partner school to work together to take action on a global project.

ACTIVITY: Music corner

■ ATL

- Information literacy skills: Make connections between various sources of information
- Media literacy: Demonstrate awareness of media interpretations of events and ideas

In small groups, **interpret** the messages of these songs:

- 'The 2nd Law: Unsustainable' by Muse
- 'Eyes Wide Open' by Gotye
- 'Plastic Beach' by Gorillaz
- 'This Is Your Land' by Simple Minds
- 'Anything but the Truth' by Jack Johnson
- 'Earth Song' by Michael Jackson

There are several helpful websites for **researching songs** and **lyric meanings**, such as www.songfacts.com and www.lyricinterpretations.com.

What are the songs about? **Synthesize** what you learn and then answer the following questions for each song:

- 1 What emotional response does the song provoke?
- 2 Write three or four sentences to describe and explain the message, viewpoint or lesson that the songwriter is trying to convey to the listener. Support your explanation with examples from the song.
- 3 Do you believe the song's message is important today? If so, is it relevant in your school, your community, your country and/or the world as a whole? If not, why not?
- 4 Which words, lines or phrases in the song do you personally relate to?
- 5 What could be an alternative title for the song? Do songwriters have a responsibility to use their music for positive change?

Now write your own environmental lyrics and perform your songs!

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION B TO PHASE 4

Task 1

Instructions

- Read Source A, 'Seven Billion and Counting', and then answer the questions below.
- Answer the questions in English and use your own words as much as possible.
- Refer as closely as possible to the text, **justifying** your answer and giving examples when required.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Questions

- 1 Why is 'it may not seem as if' (line 5) not the best way to describe the issue of 'overcrowding'?
(strand ii)
- 2 What do the expressions 'threatens the well-being' (line 7) and 'at a near record pace' (line 11) mean, as used by the writer?
(strand ii)
- 3 What does the writer mean when he says 'it depends on the caring ability of human beings' (line 64)?
(strand iii)
- 4 What does the writer mean by 'instead of fighting for' (line 74)? Why is 'fighting' an effective word to use?
(strand iii)

- 5 **Interpret** the writer's purpose for using factual information in the text? Support your answers with examples.
(strand ii)
- 6 **Analyse** the way the writer concludes by saying 'enjoy this planet in the same way we do today' (line 83).
(strand i)
- 7 What conclusions are drawn? Use examples from the text to **explain** why you think this.
(strand ii)
- 8 **Discuss** the meaning of the following words from the text:
 - a contributors (line 4)
 - b innovation (line 29)
 - c spread across (line 42)
 - d relied (line 45)(strand ii)

Now look at Source B, a film poster.

- 9 How does the image in Source B support the text in Source A? Would you modify the image in any way? If so, how?
(strand iii)
- 10 **Interpret** the title of the film *Mother*? Why is this title so 'striking'?
(strand i)
- 11 What is your perspective on the issue of worldwide population growth?
(strand iii)

SOURCE A

Seven Billion and Counting

The world's growing population places huge amount of pressure on Earth. Our lifestyles, how we use resources and the impact industrialization has on the environment are major contributors to the multiple issues the planet faces. Although it may not seem as if the world is getting overcrowded, the fast-growing population threatens the well-being of our communities and the quality of life of all living things.

In the six seconds it takes to read this sentence, 15 more people will be living on Earth. In fact, the world's population is growing at a near record pace, with a population equal to New York City added every month, and equal to Germany added every year. In the year 2000, there were nearly six billion people, and the number is growing every second. It is known as a 'population explosion'.

What started the explosion?

This rapid growth is very recent in terms of human history. People lived on Earth for about three million years before the world population reached 500 million, around the year 1600. Until then, the number of children being born and the death rate were about the same, keeping the population stable. People had many children, but a large number of them died before the age of five. Without modern medicine and clean, healthy living conditions, many children did not survive common illnesses.

The late 1700s and the 1800s was a time of great scientific and industrial innovation in Europe and North America. The Industrial Revolution produced many inventions that helped to increase life expectancy. There were many improvements in farming, nutrition and medicine, and the environment became cleaner and with fewer diseases. By 1930, the world population had reached two billion. As people moved to cities to live and work, families became smaller. Families no longer had many children to help with the work on farms in Europe and North America, and the birth rate dropped in those countries with factories.

By the mid-twentieth century, death rates throughout the rest of the world also began to drop as medical technologies spread across the globe. But the number of children born per 1000 people per year remained

high in developing countries, since their economies still relied mostly on farming. Families in these places still needed many children to work the land. Although population growth slowed in developed countries, the 'population explosion' continued in the less developed world.

In 1960, the worldwide population reached three billion. Just 15 years later, in 1975, the population shot up to four billion and it topped five billion in 1987. In 1999, the Earth became home to six billion people, so the population had doubled in less than 40 years. Although population growth is now slowing down, the population reached seven billion in late-2011, and scientists predict that the world will grow by two to three billion more people by the year 2050.

Crowding the Earth

No one knows for sure how many people the Earth can support. We do know that the planet's resources are not limitless, and that producing food and fuel for seven billion people and counting is perhaps our biggest challenge. It depends on the caring ability of human beings to respond to the needs of all those who share the planet we call home. A balance must be reached between those living in smaller areas, using the highest percentage of resources, and those people living in poorer conditions with access to fewer resources.

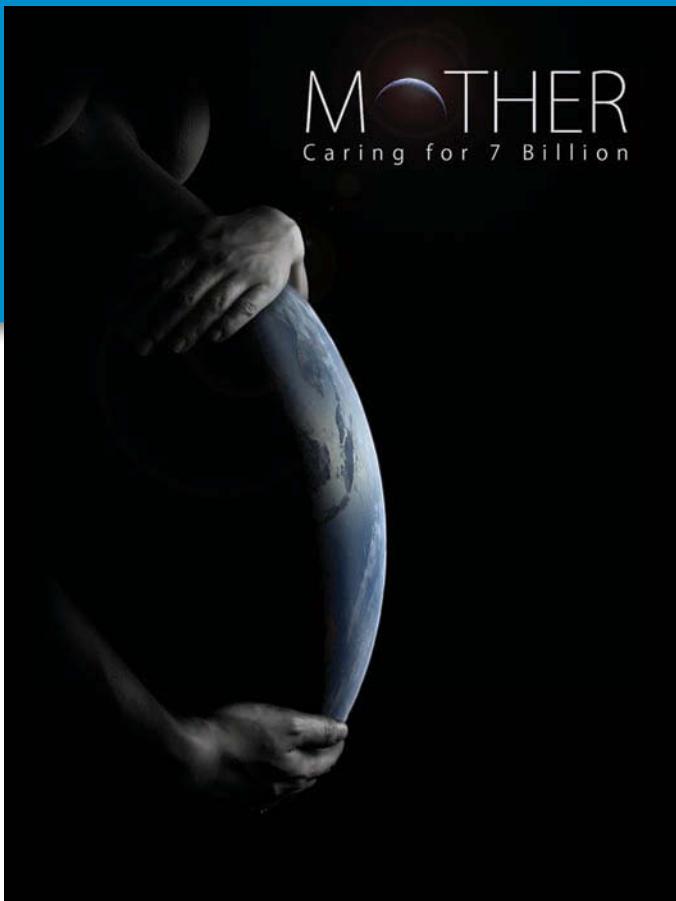
What can be done?

The key to making progress is being aware of the issues and finding ways that lead to sharing resources, instead of fighting for the only remaining water or the last best place to live. Governments must lead initiatives to help with population and environmental problems. However, the biggest impact can be made by each and every one of us by making better choices based on where we live, how we use energy in our homes, what we eat, how we travel, and how much waste we produce. These choices really do make a difference, and it may be the only way to ensure that future generations are able to enjoy this planet in the same way we do today.

(Word count: 696)

Adapted from World of 7 Billion: www.worldof7billion.org/teacher-resources/middle-school-activities/

SOURCE B



- Poster from the documentary Mother: Caring for 7 Billion
Tiroir A Films Production

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION A TO PHASE 5

Task 2

Instructions

- Follow the links below and watch the two videos. Then answer the questions that follow.
- Answer the questions in English and use your own words as much as possible.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Visit the United Nations Environment Programme (UNEP) website: www.unep.org/Newscentre/multimedia/?ct=vid.

In the video search bar, type:

- [Indicators for a Resource Efficient and Green Asia and the Pacific](#)
- [Two minutes on Oceans with Jim Toomey: Wastewater](#)

Questions

- 1 In two sentences, **synthesize** the purpose and theme of the video. How do you know? (strand i)
- 2 **Identify** the audience of the video. Why do you think this? (strand ii)
- 3 What is the setting of the video? **Explain** your answer. (strand ii)
- 4 'Preventing untreated wastewater from entering the environment is easier and cheaper than dealing with the consequences of pollution.' Support or oppose this statement, using examples from the video. (strand ii)
- 5 **Compare and contrast** the sound at the beginning of the video with the sound at the end. What do they represent? What effect do you think the producer was aiming for by using these sounds? Support your answer with examples. (strand ii)
- 6 The producer purposefully used cartoons, photographs and film. Why do you think he or she did this? What do the photographs represent? (strand i)
- 7 Give three reasons to support the presenter's opinion that wastewater is a useful thing. (strand i)
- 8 What evidence or examples does the presenter give to support his or her opinion? (strand iii)
- 9 Would you recommend this video to someone? Why? Why not? (strand ii)
- 10 Can you relate to the images presented? Are they familiar to you? If you were to create a video with the same message for young people, what images would you use? (strand iii)

Reflection

In this chapter, we have explored the issues and challenges facing every living organism on the planet, from amoebas to humans. If we continue with business as usual, the situation will continue to worsen. However, the problems we face are also an opportunity – an opportunity for us to get involved by taking part in initiatives within our communities, and by making a point of being informed about the latest research. It is an opportunity for us to radically rethink how we live our lives and to work to change our society for the better.

Ban Ki-moon, United Nations Secretary-General, summarized it perfectly when he said: 'Saving our planet, lifting people out of poverty, advancing economic growth ... these are one and the same fight. We must connect the dots between climate change, water scarcity, energy shortages, global health, food security and women's empowerment. Solutions to one problem must be solutions for all.'

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
Factual: What is sustainability? What and when is Earth Day? What natural systems create life on our planet? Who has access to more sustainable choices? What is zero waste? Where does our rubbish go once we throw it away?					
Conceptual: What do you really need in order to live happily? What are the ways in which you can make a difference? What is your ecological footprint? What does 'overpopulation' mean? What are some positive contributions that people, organizations and countries are making? How Earth-friendly is your lifestyle? If you had to fit everything you needed to sustain yourself into a suitcase, what would you pack?					
Debatable: What would a vision of a sustainable future look like? Does sustainability require a radical change in culture? How will human civilization achieve sustainability? Should we reject 'conventional' agriculture and meat? Is the lifestyle of developed countries unethical?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills		Novice	Learner	Practitioner	Expert
Collaboration skills					
Reflection skills					
Information literacy skills					
Media literacy skills					
Critical-thinking skills					
Creative-thinking skills					
Learner profile attribute(s)	How did you demonstrate your skills as an inquirer in this chapter?				
Inquirers					

6

Why poverty?

- More than 3 billion people live on less than \$2.50 USD per day. Poverty is clearly **connected** to global hunger and an inequality in **fairness and development**. Through **empathy**, we can work towards changing this morally and socially unacceptable trap which people are continually born into.

CONSIDER THESE QUESTIONS:

Factual: What is poverty? What is famine? How many people in the world are poor? What causes poverty? What causes famine?

Conceptual: What does it mean to be poor? How can we build or sustain communities? What is international development? What are some of the consequences of poverty? What rights might be denied through poverty? What are some of the routes out of poverty?

Debatable: How do political and economic policies keep people poor? Can we really feed the world? In what way is poverty human-made? To what extent is human activity responsible for growing inequality?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



'No one has ever become poor by giving.' – Anne Frank

IN THIS CHAPTER WE WILL ...

- Find out** about the root causes of poverty and which people are the most affected.
- Explore:**
 - the definitions of poverty and begin to understand its causes better
 - the possible solutions to poverty and ways in which students can help.
- Take action** by taking the first step towards ending poverty and hunger by discussing the issues and not being overwhelmed by them. Once you understand the issues, you can focus on what you can change and how to make a difference in your community and the world.

KEY WORDS

absolute poverty	employment	marginalized
aid	exploit	microcredit
breadline	hunger	policies
charity	illness	relative poverty
corruption	inequality	welfare
crop surplus	malnutrition	

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Organization skills
- Reflection skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Creative-thinking skills

● We will reflect on this learner profile attribute ...

- Principled – we act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. We take responsibility for our actions and the consequences that accompany them.

◆ Assessment opportunities in this chapter:

- ◆ Criterion A: Comprehending spoken and visual text
- ◆ Criterion B: Comprehending written and visual text
- ◆ Criterion C: Communicating in response to spoken, written and visual text
- ◆ Criterion D: Using language in spoken and written form

ACTIVITY: Synonyms and antonyms

■ ATL

- Communication skills: Organize and depict information logically

Look at these lists of words. Match each synonym to an antonym.

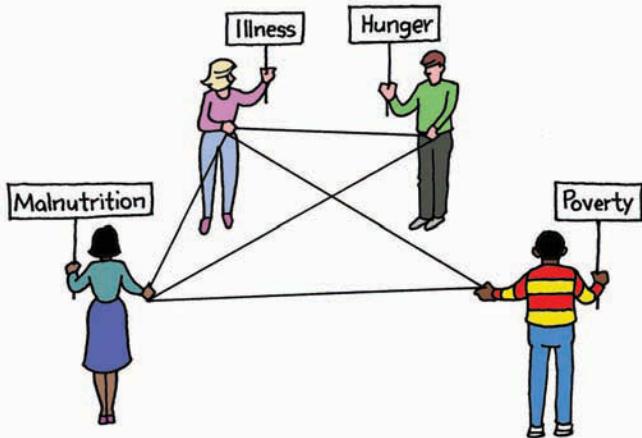
Synonyms

debt poverty
destitution scarcity
drought starvation
insufficiency supply
misery want

Antonyms

abundance happiness
affluence monsoon
demand plenty
excess sufficiency
feast wealth

Concepts you could consider on your spidergram are: hunger, illness, gender, malnutrition, poverty, welfare, race/racism, disability, charity, education, population, government policies, public attitudes, foreign aid, crop surplus, employment opportunities, human rights, violence and inequality.



In pairs, brainstorm terms (for example, causes, descriptions, events) that you associate with hunger. Once you have a substantial list, create a spidergram or concept map and discuss how the terms all relate to each other.

Describe the nature and direction of the relationships and consider the interactive nature of the factors, for example, hunger contributes to illness and illness to hunger.

As the elements on your diagram become more interconnected, **identify** the important factors that must be addressed if hunger is to be eliminated in your country and across the world.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form.

What is poverty? What causes poverty?

In this chapter, we will focus on two global issues: poverty and famine. In both the wealthiest and the poorest nations, there are high levels of inequality, that is, the gap between the richest and the poorest. Most of humanity lives on just a few dollars a day. The poorest and most vulnerable people have less access to health, education and other services. Problems of hunger, malnutrition and disease are interconnected with poverty and afflict the poorest in society disproportionately. The poorest are also typically marginalized from society and have little representation or voice in public and political debates, making it even harder for them to escape the vicious circle of poverty.

Hunger and poverty are a reality. There is ample evidence to demonstrate that in developed and developing nations, inequality remains high and is even widening in some parts of the world. The consequence of this wealth gap is that some people are born into a situation where they do not have access to basic human rights, which in turn often prevents them from escaping the poverty trap. The cycle continues and their children go on to suffer the same problem, without access to quality education, healthcare or governmental representation.

The United Nations Development Programme (UNDP) has so far helped to lift 100 million people out of poverty and its goal for 2030 is to completely eradicate poverty across the world.

▼ Links to: Individuals and societies: Economics; Mathematics; Geography

Think about your lessons which have explored poverty, the economics and politics of hunger and global development.

THINK–PAIR–SHARE

How can you define ‘poverty’? Look at the list below of some of the signs or signals that may alert you to the presence of poverty, either in your community or in other countries, and define poverty in a single sentence.

inadequate clothing	poor education
inadequate nourishment	poor health
insufficient food	poor housing
lack of power	poor sanitation
low status	unemployment
no access to clean drinking water	vulnerability

ACCESS TO FOOD

Access to food is a basic human right. The right to food is recognized in international law, enabling people to live in dignity, free from hunger, food insecurity and malnutrition. The human right to food originates within the Universal Declaration of Human Rights (UDHR) (UN, 1948), Article 25, which states: ‘Everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food.’



- Many organizations work towards ending hunger so that every child gets the nutrition they need to grow up healthily

ACTIVITY: Hunger for profit

■ ATL

- Critical-thinking skills: Gather and organize relevant information to formulate an argument

In pairs, brainstorm ideas for this prompt: 'If access to food is a basic human right, why do so many people still go hungry around the world?'

Global food prices, especially those of maize and wheat, have drastically increased in the last five years. This is having a huge impact on the lives of people living in developing countries. Before you watch the following video, in pairs, speculate as to why there has been such a large rise in the price of maize.

Now listen to an American investor and some vendors in Kenya talking about food and prices: <https://youtu.be/8wG0redgpBQ>.

What are price rises linked to? In pairs, **draw** a cause/effect organizer (see examples on page 84). Think about the problems highlighted in the video. Write down the causes and effects of food prices being driven up. Rank the causes from the most important to the least important.

In pairs, discuss what you would say if a national government sought your advice on the impact of food prices. **Evaluate** the reasons behind the Global Food Crisis and its possible solutions. Write a paragraph to summarize your ideas.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: The Global Food Crisis

■ ATL

- Critical-thinking skills: Gather and organize relevant information to formulate an argument
- Communication skills: Structure information in summaries, essays and reports; make inferences and draw conclusions
- Collaboration skills: Make fair and equitable decisions; give and receive meaningful feedback
- Reflection skills: Consider ethical, cultural and environmental implications

In small groups, list ten essential food items that are required by most families. Once you have agreed on your list, decide on the price you think each item costs in your country.

Use a supermarket website to verify the cost of each item on your list and adjust your prices accordingly. Find out if and how the price of each item has changed over the last 12 months.

Imagine that the price of each item rises by 100 per cent over the next 18 months. How much would each item then cost? Do the same for a 200 per cent rise.

Do an Internet search for **food security**. In your own words, write a sentence to **define** this term.

In pairs, look at the price rises for your food list and **evaluate** the impacts these would have on the people living in your community and **present** your findings and assessments of the problem to your class.

As a class, brainstorm the problem and then record and **synthesize** your overall assessments. This should include suggestions for solutions.

In groups, **discuss** the following: What would be the impact of these price rises on a family's weekly budget? What sorts of things would a family have to give up in order to cope with the price rises, and on what basis would these choices be made? Are there any ways people could avoid some of the impact of the price rises? Would your family's food security be threatened? Why? Why not? Are there any groups in society who would be affected by the price rises more than others? Why is this?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Is it possible to end global poverty?

■ ATL

- Communication skills: Preview and skim texts to build understanding; read critically and for comprehension; negotiate ideas and knowledge with peers and teachers

Task 1

You are going to read a text about whether it is possible to end global poverty. First, look at the following statements and, in pairs, state whether you agree or disagree with each one.

- If people are hungry, it is because they are spending their money on other things.
- There is enough food to go around for everyone.
- There is hunger and poverty because people do not want to work and they have a lack of ambition.
- There is no hunger in my community.
- My family and I will never go hungry.
- We should give away some of our own food or wealth to ensure that others do not go hungry.
- People are hungry because they are poor.
- Political and economic policies keep people poor.
- Hunger limits a person's ability to learn and be productive.
- The presence of hunger and poverty is evidence that there is something wrong with our humanitarian priorities.
- Governments have an obligation to do more to help those who are poor.
- There will always be hunger and poverty.
- A small minority of wealthy people are responsible for a majority of people being deprived of a decent standard of living.

As a class, **discuss** which statements generated the most agreement. Which were the most controversial? Can you explain why? What influenced your opinions? How did you feel about openly expressing your opinions on poverty and hunger? What new thoughts or questions do you have as a result of doing this task?

Task 2

Now read this article by Linda Yueh, 'Is it possible to end global poverty?' and watch the video that goes with it: www.bbc.co.uk/news/business-32082968.

Based on your understanding of the article and video, **evaluate** whether the following statements are true or false. Give evidence from the article and video to support your answers.

- Poverty will be eradicated within a couple of decades.
- The United Nation's predictions for decreasing poverty have been ahead of schedule.
- Asia has seen the biggest increase in the number of poor people over the last 30 years.
- The only way to end poverty is through bold action.
- The UK is failing to meet its commitment to support fighting poverty.
- Economists are pessimistic and predict high poverty figures for 2030.
- Aid is an effective way to combat poverty.
- Success depends very much on the specific circumstances of each country.

Task 3

In pairs, write ten questions on the article and video to check your understanding and knowledge. Swap questions with another pair of students and answer each other's questions.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



Writing an opinion essay

The aim of an opinion essay is to convince the reader to accept your views on a debatable topic. Usually an opinion essay will focus on a controversial issue, which is presented as either a quote or a statement.

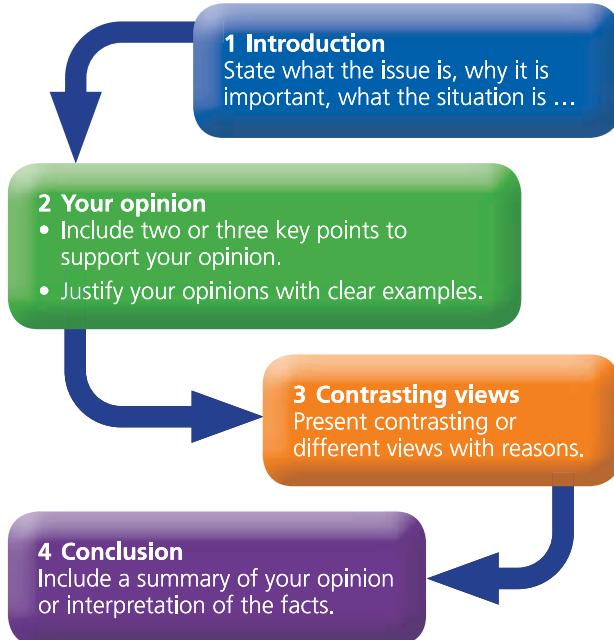


An **opinion** is something which you think or believe in, but cannot prove to other people.

A **fact** is something that you can prove to other people and provide evidence to support.

When you are asked to write an essay to discuss a topic or give your opinion on an issue, it is important that you organize your ideas and present your points of view clearly. Before you start writing, list your reasons 'for' or 'against' the issue.

The basic structure of an effective opinion essay consists of the following four sections:



Basic structure of an opinion essay

Hint

A strong opinion statement in your introduction should focus on a specific topic and your feelings about it, for example, 'Many countries in the world are currently experiencing problems caused by rapidly growing populations in urban areas and I believe that not enough is being done to address the issue.'

Hint

Remember to use connectors and a formal register.

Connectors provide links for your writing. These words help to make your sentences flow and show the reader how your ideas are connected.

Connectors

To illustrate: in other words / for example / for instance

Emphasis: above all / especially / more importantly / in fact

Comparisons: in contrast / in the same way / compared with

Contrast: as for / however / nevertheless

Cause and effect: because / consequently / therefore

Conclusion: finally / on the whole / to sum up / in conclusion

You can use these phrases to show where your sentences are going and to make your writing more interesting. They will also help you to be more precise with meaning and effect.

Useful phrases

Some people think that ...

Other people say ..., but ...

The most important aspect ...

On the one hand, ... On the other hand, ...

We need to make sure that ...

In my experience, ...

However, in my opinion ...

Firstly, it is clear that ...

While it is true that ...

From my point of view, ...

Another factor to be considered is ...

Finally, it is important to remember that ...

To conclude, it seems to me that ...

ACTIVITY: It's a matter of opinion!

■ ATL

- Communication skills: Structure information in summaries, essays and reports

Write an opinion essay of 300–350 words to answer the following question: “It is impossible to eliminate poverty.” **To what extent** do you agree or disagree? Give your opinion.’

Use the hints and guidelines on page 127 to help you.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: The Zero Hunger Challenge

■ ATL

- Communication skills: Paraphrase accurately and concisely



■ UN Secretary-General Ban Ki-moon

The Zero Hunger Challenge is UN Secretary-General Ban Ki-moon’s vision of a world free from hunger and malnutrition, where all food systems are sustainable, women and family farmers are empowered, and

everyone enjoys their Right to Adequate Food. Working together, we can make this vision a reality!

As the old adage says, ‘A hungry man is an angry man.’ Eradicating hunger is not only cost-effective, but also a vital investment in peace, security and sustainable development that benefits us all. A failure to make these additional investments will ultimately result in much higher costs for the global economy.

Watch Ban Ki-moon’s message: <https://youtu.be/MaAYbDtO2RM>.

Synthesize the five objectives he presents as part of the Zero Hunger Challenge to end world hunger.

Now visit the **Zero Hunger Challenge** website and look at the infographic which shows their five key objectives. How does it compare to your synthesized objectives?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

WHAT OPPORTUNITIES MIGHT BE DENIED THROUGH POVERTY

ACTIVITY: Don't give up!

■ ATL

- Communication skills: Make inferences and draw conclusions
- Reflection skills: Consider ethical, cultural and environmental implications



■ William Kamkwamba

Watch this TED Talk of [William Kamkwamba](#) sharing his remarkable initiative and then answer the following questions: www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind?language=en.

- 1 Where is Kamkwamba from?
- 2 What did his family do? Which crop does he mention?
- 3 How many siblings does he have?
- 4 What happened in 2001? What impact did this have on his family?
- 5 How many meals a day did they have?
- 6 Why did Kamkwamba stop going to school?
- 7 Where did he borrow books from? What kinds of books did he borrow? Which specific book inspired him?
- 8 What did he decide to build?
- 9 Why did he decide to create this 'machine'? Where did he find his materials? Which materials did he use to build his machine? What happened after he built it?
- 10 How has Kamkwamba's life changed?
- 11 What is the most important message he shares?
- 12 What did you learn about poverty from his talk?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

ACTIVITY: Meeting William Kamkwamba

■ ATL

- Media literacy skills: Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Information literacy skills: Understand and use technology systems
- Critical-thinking skills: Evaluate and manage risk

Having listened to William Kamkwamba's experience, what is your point of view on children living in poverty and famine? **Interpret** what you have learnt and understood about his day-to-day reality. How do you face challenges in your own life? **Evaluate** the implications of what you have heard.

What questions would you ask Kamkwamba if you had a chance to interview him? In pairs, **create** a podcast or vodcast (with video) to role-play an interview with Kamkwamba.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text; Criterion D: Using language in spoken and written form

ACTIVITY: Poverty reports

■ ATL

- Information literacy skills: Make connections between various sources of information

Choose one of these tasks to complete a research project on:

- 1 Find out who **Willy Brandt** was and **identify the impacts that The Brandt Report had on poverty and inequality**.
- 2 Research **Barnardo's 2009 report, 'Below the Breadline': A year in the life of families in poverty**. **Evaluate** some of the case studies in the report and write a paragraph to **summarize your findings**. Has anything changed since its publication?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

EXTENSION: WHY POVERTY?

Watch some of these films on poverty:
www.whypoverty.net/films/.

The collection includes eight long films and 34 short films, made by award-winning film-makers, as well as new and emerging talents. The stories, originating from 28 different countries, are moving and thought-provoking as they tackle big issues and pose challenging questions.

Share your reactions to the films with your classmates in 'buzz groups'. This gives everyone a chance to express their responses. Write short reviews of the films, with your comments and ideas, for your school magazine or newsletter.

ACTIVITY: Let's go for a coffee ...

■ ATL

- Information literacy skills: Process data and present results
- Media literacy skills: Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media
- Communication skills: Write for different purposes

How much does a cup of coffee cost in your town or city? What is the minimum wage in your country? How long would you have to work for in order to be able to afford to meet a friend for a cup of coffee?

For example, in London the average hourly wage is about £7.50 and a coffee costs on average £2.50. In order to be able to afford a cup of coffee, you would have to work for 20 minutes.

Task 1

Copy and complete the table below with information for each of the cities by doing an Internet search. Keep a record of the websites (sources) that you use to gather your data.

City, country	How many hours would you need to work to afford a cup of coffee?	Sources
Lagos, Nigeria		
Dhaka, Bangladesh		
Madrid, Spain		
Papeete, Tahiti		
Tokyo, Japan		
Quito, Ecuador		
Sana'a, Yemen		
Toronto, Canada		
Tel Aviv, Israel		

Task 2

Imagine two 'average' workers, one in Rio de Janeiro, Brazil, and one in Melbourne, Australia. How different might their lives be because of the inequality in the purchasing power of their wages? How might their rights be affected? How fair do you think this is?

Write a diary entry of about 200–250 words from the perspective of each worker. Remember, a diary allows you to describe your innermost thoughts, fears, experiences and your hopes for the future.



Writing a diary entry

- Start your diary entry with 'Dear ...' and sign off at the end.
- Keep your sentences short and your language simple.
- Remember that you are writing to yourself!
- Explore your feelings and be honest.
- Use past tenses.

EXTENSION

Bring your diary entry to life by creating a voki character: <http://voki.com/>.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

What are some of the routes out of poverty?

FAIR TRADE

Take this Fairtrade quiz: www.theguardian.com/sustainable-business/quiz/fairtrade-quiz-supply-chain.

ACTIVITY: Fair trade

■ ATL

- Information literacy skills: Collect, record and verify data; identify primary and secondary sources

Find some primary and secondary sources of information on **fair trade** and **The Fairtrade Foundation**. (See page 57 for definitions of primary and secondary sources.)

Give a three-minute presentation to your class **evaluating** the sources you have used and **synthesize** the information you have found.

ACTIVITY: Your fair trade adventure

■ ATL

- Organization skills: Use appropriate strategies for organizing complex information
- Collaboration skills: Listen actively to other perspectives and ideas

It is important to understand how unfair trading can impact on the economic well-being of people and communities. Write down your understanding of the concept of fair trade.

Follow the steps below to create a concept map with connections to fair trade.

- Generate a list of ideas and initial thoughts that come to mind when you think about fair trade.
- Sort your ideas according to how central or less relevant they are. Place central ideas near the centre of the map and less relevant ideas towards the edges of the page.
- Connect your ideas by drawing lines between ideas that have something in common. Explain and write in a short sentence how the ideas are connected.
- Elaborate on the ideas and thoughts you have written so far by adding new ideas which expand or extend your initial ideas.

Continue generating, sorting, connecting and elaborating until you feel you have a good representation of your understanding of fair trade.

- Workers at a Fairtrade tea plantation

Answer any questions that your classmates may have following your presentation.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Task 1

Do some research on **Fairtrade products**. You could visit this website for ideas and products. Watch the videos on cacao for inspiration: <http://schools.fairtrade.org.uk/>.

Now answer these questions:

- How many Fairtrade products are there in the world?
- Are all Fairtrade products organic?
- How many Fairtrade products does your family buy?
- How can you tell if products are Fairtrade?
- Why should you buy Fairtrade products?
- How does Fairtrade help people?

Task 2

In groups, form a Round Table. (A Round Table is made up of a group of people who get together to discuss, debate and share opinions on different subjects.) Write a short sentence to show what you have learnt about the links between economic well-being, trade justice and fair trade. Pass your sentence to the person sitting next to you, who will do the same, until everyone has had the opportunity to write something down.

Nominate one person in the group to be the chairperson and then **discuss** the points that you have all written down.

Task 3

Write a 300–350 word article about fair trade for your school magazine or newsletter promoting local Fairtrade products.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

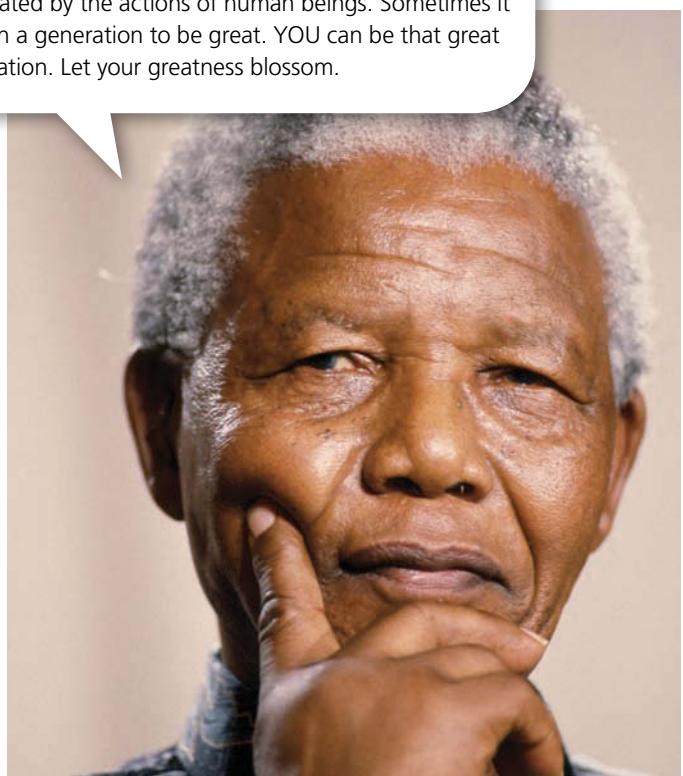
What does it mean to be poor?

Hunger is not caused by the scarcity of food. There is enough food to feed everyone on the planet. Hunger is caused, instead, by poverty and inequality. Why is there global inequality? What causes this imbalance? What kinds of inequalities exist?

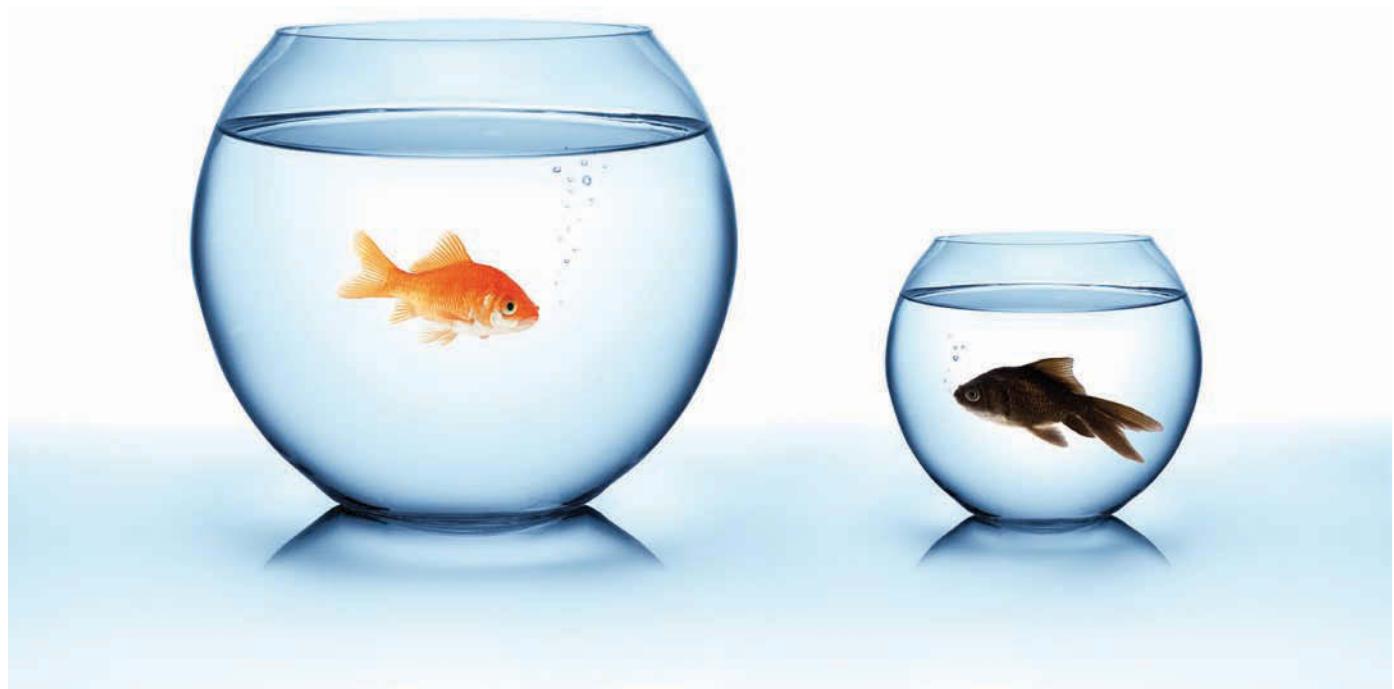
Many people have suggested numerous explanations. These include a lack of individual responsibility, bad government policy, exploitation by people and businesses with power and influence, or a combination of multiple factors.

There is evidence that high levels of inequality lead to weaker social links. This in turn leads to increased incidences of crime and violence. Inequality is often a measure of relative poverty. If there was no inequality in society, poverty would not exist.

Overcoming poverty is not a task of charity, it is an act of justice. Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings. Sometimes it falls on a generation to be great. YOU can be that great generation. Let your greatness blossom.



■ Nelson Mandela



■ Global inequality

ACTIVITY: More than an image

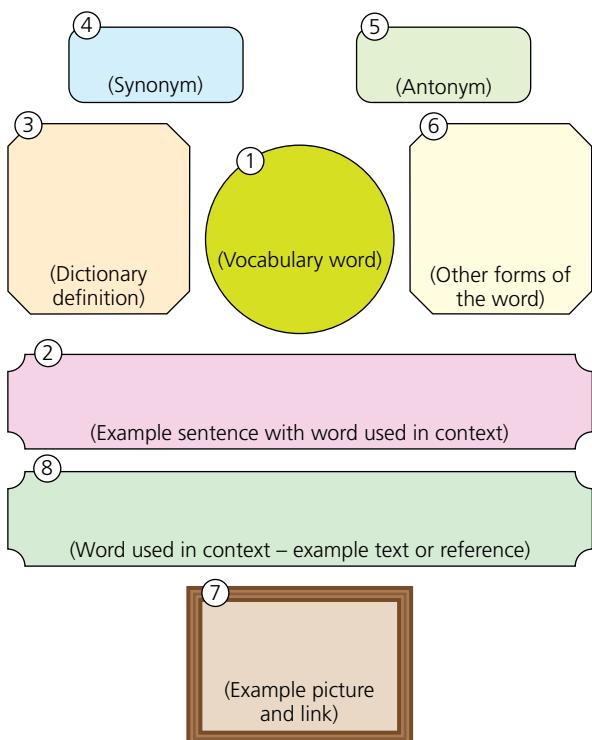
■ ATL

- Creative-thinking skills: Make unexpected or unusual connections between objects and/or ideas

Find a photograph, cartoon, drawing or quote that defines what 'inequality' means to you and explain your choice.

Inequality is a word that is used in association with many different issues. In pairs, write down some examples of the different types of inequality.

Create a word map for your words and phrases using the template below.



- Word map template

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form.

ACTIVITY: Euphemisms

■ ATL

- Communication skills: Use intercultural understanding to interpret communication

A **euphemism** is used to avoid and soften the reality or offensive meaning of a word or phrase. Euphemisms are an important part of every language, but the English language seems to have an increasing number of them. The challenge is not only knowing what a euphemism means, but knowing how to use it correctly. Euphemisms are often used by politicians, for example they may use 'conflict' instead of 'war', or 'casualties' instead of 'deaths'.

In pairs, look at the following words linked to the topic of poverty and famine. Use a thesaurus or dictionary to find a euphemism for each one – there may be more than one possibility:

bankrupt	homeless	lazy
disease	hungry	poverty
famine	illiterate	unemployed

Now, in pairs, look at some newspaper or magazine articles and **identify** the euphemisms used. Look carefully at the context and write down the examples you find. Share and **discuss** these with your class. Do you use euphemisms in your own language? Are they used in a similar way?

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form.

To what extent is human activity responsible for growing inequality?

I am privileged to be here today at the invitation of The Campaign to Make Poverty History.

As you know, I recently formally announced my retirement from public life and should really not be here.

However, as long as poverty, injustice and gross inequality persist in our world, none of us can truly rest.

Moreover, the Global Campaign for Action Against Poverty represents such a noble cause that we could not decline the invitation.

Prison of poverty

Massive poverty and obscene inequality are such terrible scourges of our times – times in which the world boasts breath-taking advances in science, technology, industry and wealth accumulation – which they have to rank alongside slavery and apartheid as social evils.

The global campaign for 'Action Against Poverty' can take its place as a public movement alongside the movement to abolish slavery and the international solidarity against apartheid.

And I can never thank the people of Britain enough for their support through those days of the struggle against apartheid. Many stood in solidarity with us, just a few yards from this spot.

Through your will and passion, you assisted in consigning that evil system forever to history. But in this new century, millions of people in the world's poorest countries remain imprisoned, enslaved, and in chains.

Read Nelson Mandela's speech which he made in 2005 in London's Trafalgar Square for the campaign to end poverty in the developing world.

They are trapped in the prison of poverty. It is time to set them free.

Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings.

And overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life.

While poverty persists, there is no true freedom.

Trade justice

The steps that are needed from the developed nations are clear. The first is ensuring trade justice.

I have said before that trade justice is a truly meaningful way for the developed countries to show commitment to bringing about an end to global poverty.

The second is an end to the debt crisis for the poorest countries. The third is to deliver much more aid and make sure it is of the highest quality.

In 2005, there is a unique opportunity for making an impact.

In September, world leaders will gather in New York to measure progress since they made the Millennium Declaration in the year 2000.

That declaration promised to halve extreme poverty.

But at the moment, the promise is falling tragically behind. Those leaders must now honour their promises to the world's poorest citizens.

Tomorrow, here in London, the G7 finance ministers can make a significant beginning. I am happy to have been invited to meet with them.

The G8 leaders, when they meet in Scotland in July, have already promised to focus on the issue of poverty, especially in Africa.

I say to all those leaders: do not look the other way; do not hesitate. Recognize that the world is hungry for action, not words. Act with courage and vision.

Call to a generation

I am proud to wear the symbol of this global call to action in 2005. This white band is from my country.

In a moment, I want to give this band to you – young people of Britain – and ask you to take it forward along with millions of others to the G8 summit in July.

I entrust it to you. I will be watching with anticipation.

We thank you for coming here today. Sometimes it falls upon a generation to be great. You can be that great generation. Let your greatness blossom.

Of course the task will not be easy. But not to do this would be a crime against humanity, against which I ask all humanity now to rise up.

Make poverty history in 2005. Make history in 2005. Then we can all stand with our heads held high.

Thank you.

ACTIVITY: Nelson Mandela's speech

ATL

- Critical-thinking skills: Recognize and evaluate propositions
- Communication skills: Organize and depict information logically

Read Nelson Mandela's speech again and consider the following questions:

- **Connect:** How are the ideas and information in the speech *connected* to what you already knew?
- **Extend:** What new ideas did you discover that *extended* or pushed your thinking in new directions?
- **Challenge:** What ideas have *challenged* your previous way of thinking about poverty? Are you confused by anything you have learnt? Are there new questions about poverty you would like answered?

Mandela was a great orator and, like all effective speakers, he used a variety of devices to persuade, influence and encourage his listeners to agree with his ideas and opinions.

Re-read the speech and **identify** examples of powerful words such as adjectives and adverbs, which make the speech effective. For example, '*gross inequality*'. Is there any repetition of powerful words, phrases or key points? Does he use any rhetorical questions?

In pairs, choose a form of graphic organizer (see page 84) to record the techniques used in the speech. Then feed back to the rest of your class.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: 'Untouchables'

■ ATL

- Critical-thinking skills: Consider ideas from multiple perspectives
- Creative-thinking skills: Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments

Task 1

There are four Hindu castes (hereditary classes) in India: Brahman, Kshatriya, Vaisya and Sudra. Do you know which one is at the top?

Read this extract from an article published in the *National Geographic* about the 'untouchable caste system' in India: <http://ngm.nationalgeographic.com/ngm/0306/feature1/>.

Now use the framework below to reflect on the issue of poverty and violence.

I USED TO THINK ..., NOW I THINK ...

In pairs, discuss whether or not you think the caste system could be applied outside India. Does your home country have any type of caste system? Why? Why not? Are people divided into different levels in your society? Could you picture your society with an Indian-style caste system? Which people in your society would belong to the different castes?

Task 2

Watch this short video made by students, sharing their ideas on 'If I Could Change the World ...':
<https://youtu.be/wuRURJ9E3iQ>.

Design a logo for an 'If I Could Change the World ...' campaign. It needs to be easily recognizable, meaningful and a sufficiently simple symbol that it can be reproduced in any size, on any object. When you have finished your design, explain why the campaign should adopt your design for its logo.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

ACTIVITY: What if ...

■ ATL

- Creative-thinking skills: Make guesses, ask 'what if' questions and generate testable hypotheses
- Media literacy skills: Communicate information and ideas effectively to multiple audiences using a variety of media and formats

What if ... you were extremely poor? Imagine you did not have enough food to eat and could not meet your basic needs of shelter and security. Would you feel powerful or powerless? If even a bus ticket cost you a day's wages, how do you think you could provide for yourself and your family?

How can people in these conditions be helped to achieve a sense of security, power and freedom? Rethinking poverty is necessary so that we can work towards helping those trapped in these living conditions so that they can become happy and free.

Task 1

Read the statements and questions below and on the right and write down your thoughts and ideas. Then work in groups to **discuss** each one.

What if ...

- all children had the opportunity to go to school and graduate. Would this reduce crime and violence and improve poverty?
- poverty was eliminated completely. What kind of society would we live in without poverty?
- laws were equitably enforced worldwide. Would poverty exist?
- poverty was eradicated. Would crime and violence be eradicated, too?

DISCUSS

What is the relationship between poverty and violence? What causes and promotes this violence? How can we end this violence and ensure that law enforcement is available and effective?

- everyone earned a fair living wage. What effect would this have on society?
- resources were distributed evenly around the world. Would people be more content?
- all the money in the world was redistributed so that everyone had the same amount. Would inequality still exist?

Task 2

The human mind functions by interpreting symbols. The brain is equipped with an enormous capacity for sensory input. Visual information provides people with a lot of facts, quickly. *Infographics* are a visual representation of information or data, for example, charts and diagrams, that enhance visual learning.

Look at this infographic: <http://magazine.good.is/infographics/infographic-which-countries-struggle-to-afford-food>.

Which countries struggle to afford food?

Create a digital infographic that shows your understanding of the topic and the results of your discussion on the 'What if ...' statements. There are plenty of **free online sites** and **tools** which can help you to **create infographics**. Your infographic could take the form of a timeline, a poster, a chart, a graph or a combination of these.

Write one paragraph to **synthesize** and **justify** your infographic.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

▼ Links to: Individuals and societies: History; Economics; Mathematics

History

Devastating diseases, conflicts and natural disasters have caused famines throughout time. Research two or three of the famines listed below. **Evaluate** and focus on the historical context, factors leading to the famine and the socio-economic patterns. Then **analyse** the outcomes of the famines.

- Great Irish Famine, 1845–52
- Vietnamese Famine, 1945
- North Korean Famine, 1994–98
- Russian Famine, 1921
- Bengal Famine, 1770
- Chalisa Famine, 1783–84
- Great Chinese Famine, 1958–62

Watch this video, 'Drought and Famine: Crash Course World History #208', for more ideas and a simple historical and scientific explanation of famines. Remember you can watch with subtitles: <https://youtu.be/Sgae8SA-rcl>.

Why not present your findings in an exhibition?

Economics and Mathematics

Look at who is hungry – demographics and statistics: rural, urban, suburban. Compile and **analyse** the information and then draw a graph to display the statistics.

Determine what a family of four on the poverty line in your country would receive in government benefits. Could they feed their family healthily for this amount of money?

Consider how much money a family of four would need in order to eat healthily on a regular basis. Look at the economics of healthy food – why is it so expensive to eat well?

What are the costs associated with different food options? Compare the costs of organic and non-organic foods.

! Take action

- ! There are many ways in which you can become directly involved in tackling the problem of hunger. Some ideas include:
 - ◆ raising money for a charity or organization
 - ◆ collecting food for a local food bank
 - ◆ volunteering at a local soup kitchen or homeless shelter

- ◆ educating others about conditions in your community, country or the world via posters, newspaper articles or videos
- ◆ writing to your local government representative to campaign for certain policies.
- ! Become a Fairtrade School: <http://schools.fairtrade.org.uk/resources>.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 4

Task 1: Persuasive speech – arguing against poverty and famine

Instructions

- You have ten minutes to prepare your speech, using the outline shown on the right.
- Consider the topic carefully. Be confident about the points you are making.
- Consider the language you want to use to grab the attention of the audience.
- You are expected to speak for between three and four minutes.
- Use these prompts to help you plan your speech:
 - What is your speech going to be about?
 - Who are you presenting to? What kind of language is appropriate for your audience?

Outline

Good _____, ladies, and gentlemen.

Today I am here to persuade you that ...

I am going to make three main points:

- 1 _____
- 2 _____
- 3 _____

Now let's look at each of these points in more detail:

- 1 Point ...
For example ... This means that ...
- 2 Point ...
For example ... This means that ...
- 3 Point ...
For example ... This means that ...

And so, ladies and gentlemen, to summarize:

- 1 _____
- 2 _____
- 3 _____

I hope that I have managed to convince you of how important this issue is in today's society.

Thank you very much for listening.

**THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN
CRITERION B TO PHASE 5**

Task 2: Comprehension task – conflict and poverty

Instructions

- Look at the article and graph on pages 143–44, ‘The economics of violence’, and then answer the questions below.
- Answer the questions in English and use your own words as much as possible.
- Refer as closely as possible to the article, **justifying** your answers and giving examples when required.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Questions

- 1 Identify** the text type and register being used in the article. Is it appropriate? Why? Why not? (strand ii)
- 2 Discuss** the meaning of the following words taken from the article: (strand ii)
 - a prey to (line 13)
 - b hampered by (line 18)
 - c pervasive (line 45)
 - d incentive (line 92)
 - e legitimacy (line 102)
 - f disentangle (line 103)
- 3 Interpret** what the writer was aiming for by using ‘life is so cheap’ (line 90). Support your answer with examples. (strand ii)
- 4 Identify** the countries that suffer more from poverty. What does the writer identify as possible reasons for this? (strand i)
- 5 Analyse** how the writer compares and contrasts the relative effects of violence on a society. (strand i)
- By what percentage did Burkina Faso’s rates of growth and levels of income increase? Refer to the graph and support your answer with examples. (strand i)
- How does the writer construct meaning and make connections between poverty and violence? Refer to the article and give examples. (strand ii)
- 8 Evaluate** the writer’s viewpoint on this issue. Give examples from the article to support your answer. (strand iii)
- What is your perspective on this issue? **Explain** your answer. (strand iii)

10 Do the following statements reflect the claims made by the writer in the article? (strand i)

True: The statement agrees with the claims of the writer.

False: The statement contradicts the claims of the writer.

- Evidence now indicates that violence is the primary cause of poverty.
- The World Development Report implies that people are unable to improve their living situations because of poverty.
- Countries understand what they need to prioritize and target in order to change the situation they find themselves in.
- The countries that make progress are those that are able to find political stability.
- Finding solutions to corruption is easy and they can be implemented quickly.
- Organizations need to work independently to target the main issues and provide assistance to those communities who need them most.

The economics of violence

Are countries poor because they are violent or violent because they are poor?

Yesterday it was Afghanistan and Congo. Today it is Côte d'Ivoire and Libya. Violence, it seems, is always with us, like poverty. And that might seem all there is to be said: violence is bad, it is worse in poor countries and it makes them poorer.

But this year's World Development Report, the flagship publication of the World Bank, suggests there is a lot more to say. Violence, the authors argue, is not just one cause of poverty among many: it is becoming the primary cause. Countries that are prey to violence are often trapped in it. Those that are not are escaping poverty. This has profound implications both for poor countries trying to pull themselves together and for rich ones trying to help.

Many think that development is mainly hampered by what is known as a 'poverty trap'. Farmers do not buy fertilizer even though they know it will produce a better harvest. If there is no road, they reason, their bumper crop will just rot in the field. The way out of such a trap is to build a road. And if poor countries cannot build it themselves, rich donors should step in.

Yet the World Development Report suggests that the main constraint on development these days may not be a poverty trap but a violence trap. Peaceful countries are managing to escape poverty – which is becoming concentrated in countries riven by civil war, ethnic conflict and organized crime. Violence and bad government prevent them from escaping the trap.

To see the impact, compare two small African states. Until 1990 Burundi and Burkina Faso had similar rates of growth and levels of income (see chart). But in late 1993, civil war erupted in Burundi after the assassination of the president; 300,000 people died in the next dozen years, most of them civilians. Placid Burkina Faso is now two-and-a-half times richer.

That may sound like a special case. Civil wars are obviously damaging, and not many countries suffer them. True, but a lot of others are trapped in persistent, pervasive lawlessness. The report reckons that 1.5 billion people live in countries affected by political violence, organized crime, exceptionally high murder rates or low-intensity conflicts. All this falls short of civil war, but the effects can be as bad.

Many of these people are caught in cycles of violence. Almost all the 39 countries which have suffered civil wars since 2000 also had one in the previous three decades – something that was true of far fewer in the 1960s. Moreover, 'lesser' forms of violence are worsening to a point where they can be more deadly than civil war itself. In Guatemala, more people are now being murdered each year (mostly by gangs) than were killed in the country's civil war in the 1980s.

This is more remarkable because 'traditional' state violence is subsiding. Although the world's population has expanded since 1990, numbers of interstate wars, civil wars and coups have fallen – as have the numbers of deaths in them. Fewer countries suffer large-scale violence, but the ones that do suffer repeatedly.



As a result, people in these countries are more than twice as likely to be malnourished, three times as likely to miss primary school and almost twice as likely to die in infancy as people in other developing countries. They are also more vulnerable to shocks. Protests during the 2007–08 food-price crisis were more frequent and more likely to turn violent in countries with the most fragile governments.

The gap between the two sets of countries is widening. Nearly all have cut infant mortality since 1990. But conflict-ridden states have reduced it by only 19% compared with 31% elsewhere. No poor, violent country has achieved a single one of the Millennium Development Goals (MDGs), targets set by the UN in 2000. As a rule of thumb, concludes the report, countries that suffer large-scale violence lose almost 1% in poverty reduction each year.

But perhaps these countries are violent because they are poor, rather than poor because they are violent? To some extent this is true. As a rebel leader in South Sudan once said, life is so cheap 'it pays to rebel'. Growth would presumably reduce the incentive to fight. To test the importance of wealth, the authors of the report asked why young people joined gangs and rebel groups in half a dozen countries. The biggest share, about two-fifths, cited unemployment as the main reason; only a tenth said belief in the cause (in contrast, belief was cited as the main motivation half the time for members of militant Islamist groups in Mali and the West Bank).

But even if poverty is a cause of violence, it is not the only one. Legitimacy of government also matters. The report tries to disentangle its effects from income by looking at countries with similar incomes and identifying those that stand out for governance. It finds that countries with good governance are much less likely than their peers to have suffered from civil conflict or high murder rates in 2000–05. Perhaps unsurprisingly, Libya scores worse on indicators measuring government accountability and tribal loyalties than Egypt or Tunisia – which may help

explain the course the Arab spring has taken there. The more personal a government, the harder it finds to change. 115

The implications of this analysis are wide-ranging. First, it suggests that preventing violence should be given much higher priority than it is now. At the moment, the MDGs that guide as well as measure development do not even mention things like justice and people's security. 120

Next, countries should learn from the mass of evidence about what works to reduce violence. Quickly restoring people's confidence in government is key. This can be done by getting a reasonable number of conflicting parties to sign up to a peace deal or otherwise break with the recent past, as Ghana did in 2003. Governments also need to signal good intentions straight away by making credible appointments (as Nigeria did in picking its new electoral commissioner). And they need some quick results, like new jobs. But, as the report says, 'development assistance is easier to obtain for macroeconomic policy, health or education ... than for job creation.' 135

Third, outsiders should stop treating new conflicts as if they were traditional interstate or civil wars, with clearly defined roles for diplomats, soldiers and human-rights or aid workers. People need to act together, the report says – though most aid workers would not be seen dead working with a police or army officer. 140

Lastly, people need more patience – a lot more. It took the best-reforming countries since 1985 27 years to reduce corruption to acceptable levels. Few involved in post-conflict settlements are willing to wait that long. Haiti tried to create an effective government in 18 months. Naturally, it failed. The moral is that the countries of the Arab spring are likely to face multiple transitions, not just one. Alas, it is perhaps easier to urge patience if you are a World Bank economist than if you are the leader of an impatient or violent country under threat from your people or your rivals. 150 155

Reflection

In this chapter, we have examined the issues of poverty and hunger. We have seen how this exists in even the wealthiest of nations and spans the globe. We have looked at how wealth is distributed unevenly across the planet with a small number of people controlling a huge share of the world's resources. We have discussed the effects of this inequality on societies, and how people who do not have access to these resources can become trapped.

Additionally, we have looked at what some remarkable people are doing to try to solve these problems. We have started to rethink our own opinions about poverty and hunger. Finally, we have learnt what actions we can take to help reduce poverty, hunger and inequality.

Use this table to reflect on your own learning in this chapter.			
Questions we asked	Answers we found	Any further questions now?	
Factual: What is poverty? What is famine? How many people in the world are poor? What causes poverty? What causes famine?			
Conceptual: What does it mean to be poor? How can we build or sustain communities? What is international development? What are some of the consequences of poverty? What rights might be denied through poverty? What are some of the routes out of poverty?			
Debatable: How do political and economic policies keep people poor? Can we really feed the world? In what way is poverty human-made? To what extent is human activity responsible for growing inequality?			
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?	
Communication skills		Novice	Learner
Collaboration skills		Practitioner	Expert
Organization skills			
Reflection skills			
Information literacy skills			
Media literacy skills			
Critical-thinking skills			
Creative-thinking skills			
Learner profile attribute(s)	Reflect on the importance of being principled for your learning in this chapter.		
Principled			

7

Is the world a battlefield?

Initiating change with conflict resolution requires clear communication, fairness and consideration of other people's points of view.

CONSIDER THESE QUESTIONS:

Factual: What is peace? What is conflict? What does a 'global' conflict look like locally?

Conceptual: How can we grow as a result of conflict? How can learning about the lives of others affect how we live our own lives?

Debatable: How are we affected by justice and injustice? What is the role of a community during conflict and peace?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

KEY WORDS

aftermath
human security
just war

non-violent conflict
peacekeeping
sustainable peace

IN THIS CHAPTER WE WILL ...

- **Find out** about the broad range of issues, concepts and approaches essential to understanding peace and conflict.
- **Explore** our own beliefs about the relationship between cooperation and conflict and, in the process, challenge our understanding about how conflicts arise and how violent and non-violent conflicts can be solved.
- **Take action** by becoming active citizens, working together to bring about change no matter how small the contribution we can make.

These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Organization skills
- Reflection skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Creative-thinking skills

Assessment opportunities in this chapter:

- ◆ **Criterion A:** Comprehending spoken and visual text
- ◆ **Criterion B:** Comprehending written and visual text
- ◆ **Criterion C:** Communicating in response to spoken, written and visual text
- ◆ **Criterion D:** Using language in spoken and written form

- We will reflect on this learner profile attribute ...

- Open-minded – working with others means keeping an open mind about different points of view.

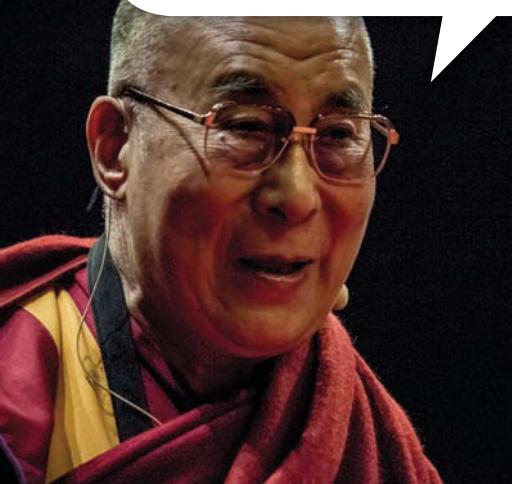
Conflicts are a normal part of life; how we deal with them can make a big difference. Often when people resolve conflicts, one person ends up a winner, and one loses out. This may solve the problem for the moment, but resentment and bad feelings can cause more problems later. Another way to look at conflicts is to try to find a WIN-WIN solution, in which both sides can benefit. In this way, conflicts are turned into opportunities to grow and make things better. This approach is the cornerstone of 'conflict resolution' – an important tool for bringing peace into our personal lives, our communities and to our world.

THINK-PAIR-SHARE

Consider what each of the famous people were trying to say in the quotes about peace and conflict. Can you give examples from past or present events that provide evidence to support these views?

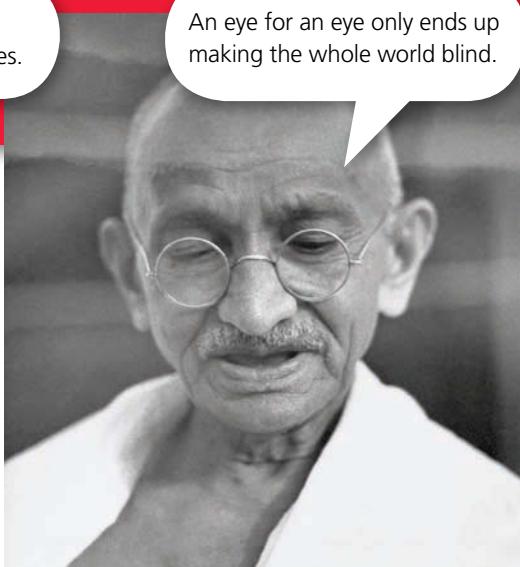
■ Robert Alan Silverstein

We can never obtain peace in the outer world until we make peace with ourselves.



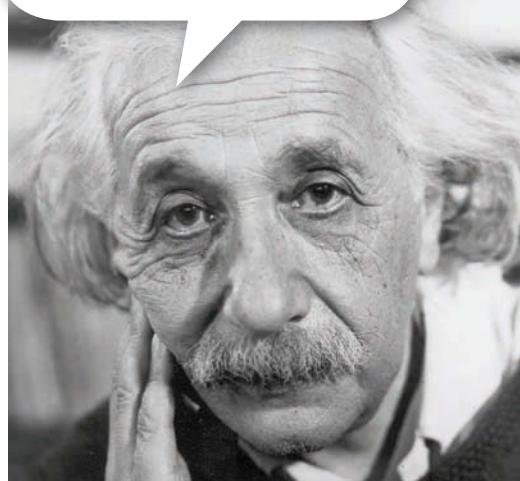
■ Dalai Lama

An eye for an eye only ends up making the whole world blind.



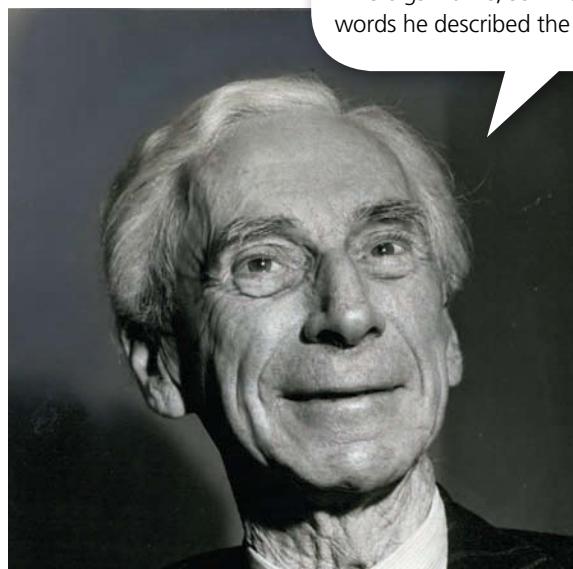
■ Mahatma Gandhi

There's been a quantum leap technologically in our age, but unless there's another quantum leap in human relations, unless we learn to live in a new way towards one another, there will be a catastrophe.



■ Albert Einstein

I found one day in school a boy of medium size ill-treating a smaller boy. I argued, but he replied: 'The bigs hit me, so I hit the babies; that's fair.' In these words he described the history of the human race.



■ Bertrand Russell

People talk about the middle of the road as though it were unacceptable. Actually, all human problems, excepting morals, come into the grey areas. Things are not all black and white. There have to be compromises.



■ Dwight D. Eisenhower

What is conflict?

When we accept the challenge of analysing peace and conflict in the world, we will gain a greater understanding of the impact it has on communities. Examining these issues encourages people to take action to work towards constructing a fairer world. In this chapter, the term ‘conflict’ is used in a wider context than that of violence or war. It also includes examples of conflicts of interest and personal conflicts.

Violent conflict causes suffering to millions of people around the world today. It generates fear, ignorance and distrust. It puts safety, health and human well-being at risk. Non-violent conflict, or differences of opinion and disagreements, are part of human nature. The question is: How do we learn to deal with them in a constructive way?

Violence, discrimination and exclusion are too often considered as isolated, separate issues. However, they are *interconnected* and have common root causes. By evaluating these causes, we can find joint solutions. Supporting a culture of non-violence and peace is not just about the lack of war, it is a process of learning how to deal with the multiple facets of conflict. It is about creating an environment for dialogue and debate in order to find solutions to problems and tensions. It is about resolving conflict without fear of violence, through a process in which everyone is valued and able to participate.

We all share one world. As world citizens, we have common needs, rights and responsibilities. We alone are the ones who can choose how to contribute to promoting social justice and make a difference to our communities. It is critical that we look at this issue and do not turn a blind eye to it. Violent conflict violates people’s rights and displaces huge numbers of people around the globe. Even non-violent conflict highlights discrimination and prejudices.

Long-term, ongoing conflicts have serious consequences for children, families and communities. This affects not only individuals, but societies as a whole. We all have the ability, and as global citizens we have the responsibility, to help people throughout the world work towards achieving social justice.



■ Conflict in Darfur, western Sudan



■ St Augustine

JUST WAR

In the fourth century, the philosopher and theologian St Augustine set out two conditions for just war. These were later added to by fellow philosopher and priest St Thomas Aquinas, as well as others. All the conditions need to be met if a war is to be considered 'just':

- The aim must be to bring peace.
- There must be a reasonable chance of success.
- Civilians should not be targeted.
- The methods used must be reasonable and fair.
- It must be a last resort.
- The cause of war must be just.

According to Just War Theory, religious believers can only fight in a war if these conditions are all met.

ACTIVITY: Just war

■ ATL

- Communication skills: Negotiate ideas and knowledge with peers and teachers; preview and skim texts to build understanding; use intercultural understanding to interpret communication
- Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries

Task 1

In pairs, rank the conditions for a just war (listed on the left) in order of importance according to your own opinions.

Task 2

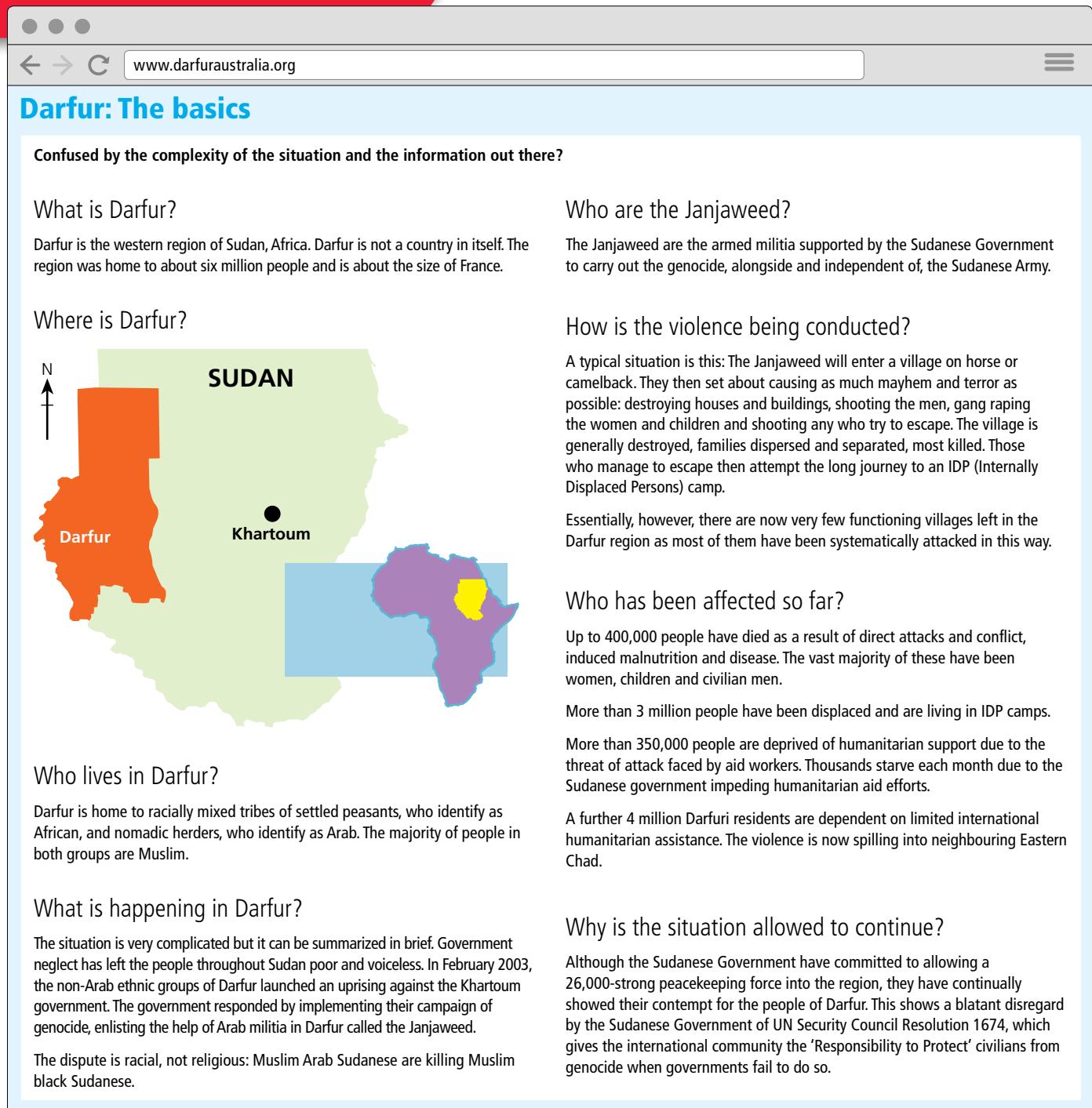
As a class, discuss the rankings and consider the effects of different attitudes towards war on the world today. Can you agree as a class on an order for the conditions in terms of which is most valid? How do we define a 'valid reason'?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

CONFFLICT IN DARFUR

Read this web article which outlines the ongoing conflict in Darfur, in western Sudan:

A screenshot of a web browser window. The address bar shows the URL www.darfuraustralia.org. The main content area has a light blue header with the title "Darfur: The basics". Below the header, there is a section titled "Confused by the complexity of the situation and the information out there?" followed by several questions and their answers. A map of Sudan is included, highlighting the Darfur region. The map shows Sudan with a green outline, Darfur in orange, and Khartoum marked with a black dot. To the right of the map is a small inset map of Africa with a yellow box indicating the location of Sudan.

What is Darfur?

Darfur is the western region of Sudan, Africa. Darfur is not a country in itself. The region was home to about six million people and is about the size of France.

Where is Darfur?

A map of Sudan with a green outline. The western region, Darfur, is highlighted in orange. The capital city, Khartoum, is marked with a black dot. An inset map of Africa shows the location of Sudan.

Who lives in Darfur?

Darfur is home to racially mixed tribes of settled peasants, who identify as African, and nomadic herders, who identify as Arab. The majority of people in both groups are Muslim.

What is happening in Darfur?

The situation is very complicated but it can be summarized in brief. Government neglect has left the people throughout Sudan poor and voiceless. In February 2003, the non-Arab ethnic groups of Darfur launched an uprising against the Khartoum government. The government responded by implementing their campaign of genocide, enlisting the help of Arab militia in Darfur called the Janjaweed. The dispute is racial, not religious: Muslim Arab Sudanese are killing Muslim black Sudanese.

Who are the Janjaweed?

The Janjaweed are the armed militia supported by the Sudanese Government to carry out the genocide, alongside and independent of, the Sudanese Army.

How is the violence being conducted?

A typical situation is this: The Janjaweed will enter a village on horse or camelback. They then set about causing as much mayhem and terror as possible: destroying houses and buildings, shooting the men, gang raping the women and children and shooting any who try to escape. The village is generally destroyed, families dispersed and separated, most killed. Those who manage to escape then attempt the long journey to an IDP (Internally Displaced Persons) camp. Essentially, however, there are now very few functioning villages left in the Darfur region as most of them have been systematically attacked in this way.

Who has been affected so far?

Up to 400,000 people have died as a result of direct attacks and conflict, induced malnutrition and disease. The vast majority of these have been women, children and civilian men.

More than 3 million people have been displaced and are living in IDP camps.

More than 350,000 people are deprived of humanitarian support due to the threat of attack faced by aid workers. Thousands starve each month due to the Sudanese government impeding humanitarian aid efforts.

A further 4 million Darfuri residents are dependent on limited international humanitarian assistance. The violence is now spilling into neighbouring Eastern Chad.

Why is the situation allowed to continue?

Although the Sudanese Government have committed to allowing a 26,000-strong peacekeeping force into the region, they have continually showed their contempt for the people of Darfur. This shows a blatant disregard by the Sudanese Government of UN Security Council Resolution 1674, which gives the international community the 'Responsibility to Protect' civilians from genocide when governments fail to do so.

Read this web article which looks at the root causes of the conflict in Darfur:

The screenshot shows a web browser window with the URL www.darfuraustralia.org in the address bar. The main content is an article titled "The Roots of the Conflict". The article discusses the conflict in Darfur since 2003, mentioning the Janjaweed and local indigenous African people. It highlights four main causes of the conflict: environmental decline, governmental disregard for social, economic and political development, easy access to weapons, and unwanted changes in traditional structures. The article also notes the government's decision to change regional boundaries in 1995 and the subsequent replacement of traditional chieftain systems. A sidebar on the right provides additional context on the 1995 decision and its impact.

The Roots of the Conflict

Since 2003, the Darfur region of western Sudan has been in conflict, involving the Government of Sudan and its non-governmental military force known as the Janjaweed, and local indigenous African people. The fighting started in retaliation to assaults on government targets by rebels and to suppress claims of regional neglect. It quickly evolved into major attacks on civilian populations, which is against international law.

There has been potential for conflict in Darfur for many decades. The causes of the current conflict are widespread:

- Environmental decline:** The Sahara Desert's area has recently increased due to drought, causing a decrease in the fertile lands to its south. Because of this, nomadic herders from north-west Sudan began to move to the agriculturally rich area further south. Tension built up as the nomads and their herds of cattle and camels strayed onto local farms and used precious water supplies.
- Governmental disregard for social, economic and political development:** The Khartoum government has ignored the need for development in Darfur in areas such as education, the economy and the regional government. This is an even bigger problem because Darfur already suffers from environmental problems like drought. Darfuris have been made to feel excluded because their region is not developed in the same way as the rest of the country.
- Easy access to weapons:** There is easy access to modern weapons in Darfur because of armed conflicts in neighbouring countries, such as Chad and Libya. This access has encouraged a movement towards widespread violence and banditry in Darfur.
- Unwanted change in traditional structures of the region:** Since the Khartoum government is largely 'pro-Arab', it has given management powers to recently arrived Arab nomads. It has also given land that belongs to Fur, Masalit and other indigenous African groups of Darfur to Arab nomads.
 - The land is a complex mix of people (there are more than thirty main tribes in Darfur), and tribal links have always been important. Despite the fact that both Arabic and non-Arabic identities have always been more political and cultural than racial, due to centuries of coexistence and intermarriage, people identified themselves as either belonging to an Arabic or a non-Arabic tribe. Because the Sudanese government has encouraged many Arabic people to move to Darfur, the insecure harmony between Arabs and native Africans has been broken.

In 1995, the government decided to change the regional boundaries within Darfur. This programme was only applied in areas inhabited by the Fur, Masalit and other indigenous African groups in the West Darfur State. The then Governor of West Darfur State decided to divide Dar Masalit in West Darfur into thirteen districts without consideration of what the inhabitants wanted. Furthermore, six of the districts were put under the administration of the Arabic nomad tribes in the area.

The government has also replaced the historical chieftain system and its traditional title of Shartai (Mayor) and Sultan with a new system. It has appointed pro-government elements from the Arab groups as leaders and gave them the title of Emir (Muslim ruler), replacing the old titles used by the Fur, Masalit and other aboriginal African groups.

The government's 1995 decision was one of the most devastating measures experienced by the people of Darfur in their recent history, since it ignored the existing culture and removed power from those who have traditional rights to it. Because of this, it was followed by widespread violence and destruction of lives and properties.

The combination of these factors led to the current culture of violence, racial hatred and aggressions experienced by Darfuris.

At least 300,000 people have died and another 2.5 million have been forced to flee from their homes in the current five-year conflict. 3.5 million Darfuris currently depend on international aid for their daily survival. The United Nations is calling the situation in Darfur 'the worst humanitarian crisis in the world today'. The conflict has spread to neighbouring countries like Chad and the Central African Republic, and could cause international insecurity. It also affects the peace agreement reached between North and South Sudan in 2005, following a 21-year civil war.

Adapted from www.darfuraustralia.org/

ACTIVITY: Darfur

■ ATL

- Communication skills: Negotiate ideas and knowledge with peers and teachers; preview and skim texts to build understanding; use intercultural understanding to interpret communication
- Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries

Task 1

Read the information about the conflict in Darfur given in the articles on pages 150–151. **Identify** the different causes of war cited.

In pairs, **discuss** the following questions: Where is Darfur? Why have people left their homes? Why were villages attacked? Who are the Janjaweed? Why is there conflict in Darfur? What is the conflict in Darfur about? How has the conflict affected families? What does it mean to be a refugee? What happens to people who are still in Darfur? How many people have been displaced? How can the international community help? Is peace possible in Darfur?

Task 2

Darfur is one example of a devastating conflict in recent times. The reality is that there are about 27 countries, and about 187 militias, separatist groups and anarchic groups, involved in conflict in Africa alone.

Draw a concept map to summarize the root causes of the Darfur conflict. Refer closely to the articles on pages 150–51.

Your concept map should have no more than ten words on it. Try to use images, symbols and links, and organize the map so that it shows the information clearly. Refer to the guidelines on how to create an effective concept map on page 153.

EXTENSION

Find out about **ongoing conflicts** or **wars in the world**. Research two current conflicts that you are interested in. For each one, **draw** a concept map based on the model for Darfur. Include any action that has taken place to resolve the conflict.

Display your concept maps in your classroom. You can keep your ‘Wars in the World’ display updated with newspaper articles, references to documentaries and other information, as you work through this chapter.

On a world map, pin-point all the conflicts researched by the class.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.



Creating an effective concept map

Research shows that creating study aids, such as concept maps, can help you to remember information better.

Concept map

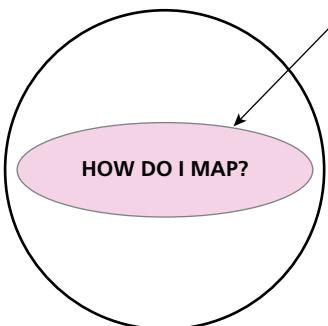
- 1 First, reject the idea of an outline and of paragraphs using sentences.



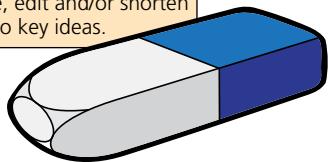
- 2 Think in terms of key words or symbols that represent ideas and words.



- 3 Write down the most important word or symbol in the centre.



- 7 Erase, edit and/or shorten words to key ideas.

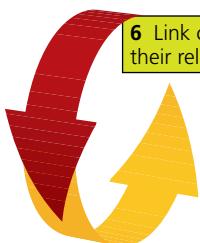


- 4 Add other important concepts around the centre, using images and words.

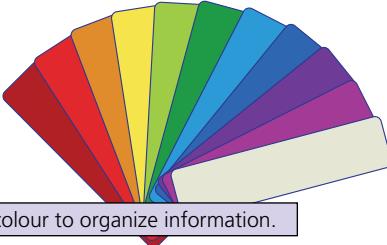
- 5 Relocate important items closer to each other for better organization.



- 6 Link concepts to clarify their relationships.



If possible, use colour to organize information.



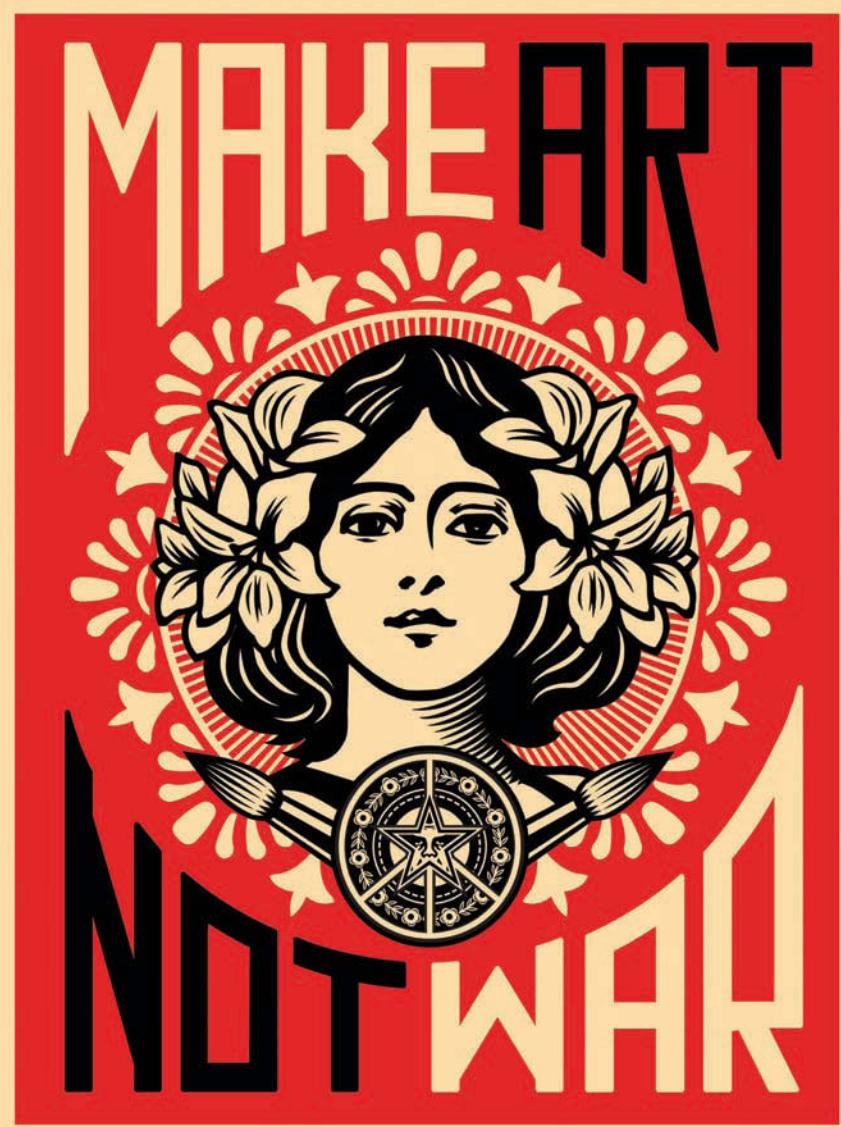
- Steps for creating an effective concept map

How can we grow as a result of conflict?

ACTIVITY: Art and conflict

■ ATL

- Creative-thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible



- Frank Shepard Fairey is an American contemporary street artist, graphic designer, activist, illustrator and founder of OBEY, who emerged from the skateboarding scene. His 'Make Art, Not War' poster was created as part of the 2004 'Be the Revolution' campaign

What does this poster mean to you? What do you think it is trying to say? How can art help with conflict and peace initiatives? Can we learn about peace, war and conflict through art? Give examples to support your answers.

How can art help to promote peace? What symbols or pieces of art come to mind when you think about peace?

In pairs, look at newspapers or access news websites, for example BBC News, and choose a conflict or issue that you are interested in. **Design** your own poster and include a message related to your chosen news item that you would like to share with the class.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

▼ Links to: Arts

What can we learn about peace, war and conflict through art? The depiction of war and conflict through art can reflect the reality that people have experienced, a reality they may find difficult to talk about. Through the expression of experiences through art, a culture of peace can be created for the children of the world.

Plan and organize an exhibition of peace art, for example a mural or photographic exhibition. For inspiration visit: www.britishcouncil.org/arts/syria-third-space/.

ACTIVITY: War and conflict talk

■ ATL

- Critical-thinking skills: Consider ideas from multiple perspectives

Listen to Dirk Breiding, arms and armour curator at the Metropolitan Museum of Art in New York, talk about the duality of war and the role of art which represents conflict: www.metmuseum.org/connections/war_and_conflict#/Feature/.

As you listen, answer the following questions.

Then **discuss** your answers with the class.

- 1 Which word does Breiding use to describe 'speaking' about war and conflict?
- 2 What does he say is needed for war to occur?
- 3 What are the two ways in which he says people can relate to war?
- 4 Which aspect of war has always interested him the most?
- 5 When he refers to the painting 'Washington crossing the Delaware', which words does he use to describe Washington?

- 6 When he talks about what happens in war, which word does he use to describe it? Do you agree with his choice of word? Which words would you use?
- 7 Why do you think he says 'you might be the lucky one if you didn't survive' when he refers to the picture of the 'Battlefield of Gettysburg'?
- 8 Why did the painter choose not to show the face of 'The Veteran' in the field?
- 9 How does Breiding compare and contrast both 'The Veteran' paintings?
- 10 What is one of the things that armour does?
- 11 Breiding is troubled by a persistent idea linked to war? What is this idea?
- 12 Is conflict limited to adults? How do children demonstrate conflict?
- 13 How does humour shape interpretations of conflict?
- 14 What does Breiding say we cannot 'pass on'?
- 15 How does Breiding's grandfather relate to the Second World War? How does Breiding relate to the same war?
- 16 What does a 'voyeur' do?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

How can learning about the lives of others affect how we live our own lives?

TOWARDS SUSTAINABLE PEACE

The 1997 Nobel Peace Prize was jointly awarded to the International Campaign to Ban Landmines (ICBL) and Jody Williams 'for their work on the banning and clearing of anti-personnel mines'. Williams started campaigning as a result of the work she did in war-torn El Salvador during the 1980s, where she was responsible for providing artificial limbs to children. The civilian population there was under constant threat from landmines.



Jody Williams

ACTIVITY: A realistic vision for world peace

■ ATL

- Critical-thinking skills: Evaluate evidence and arguments
- Collaboration skills: Practise empathy; listen actively to other perspectives and ideas
- Information literacy skills: Access information to be informed and inform others
- Communication skills: Take effective notes in class

Watch Jody Williams' TED Talk, 'A realistic vision for world peace': www.youtube.com/watch?v=FD6CqD1kV8s.

As you watch, take notes on the clear and practical examples that she gives of actions taken throughout the world to achieve peace. Listen to her strong views on sustainable peace.

In pairs, **discuss**: How does Williams define 'peace'? Do you agree or disagree with her point of view? Do you believe that people make excuses too easily for not taking action? How do people take creative and courageous actions to work towards peace?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

ACTIVITY: The promotion of world peace

ATL



- Communication skills: Structure information in summaries, essays and reports
- Organization skills: Use appropriate strategies for organizing complex information
- Information literacy skills: Access information to be informed and inform others; make connections between various sources of information
- Collaboration skills: Make fair and equitable decisions

Developing personal project skills

What will you research?

You are going to research the impact of taking action for peace and non-violence, and making a difference to the world, by understanding the point of view, actions and motivation of one of these people:

- | | |
|---|------------------------------------|
| ● Cesar Chavez | ● John Lennon |
| ● Vandana Shiva | ● The Dalai Lama |
| ● Mahatma Gandhi | ● Nelson Mandela |
| ● Dr Martin Luther King, Jr | ● Mother Teresa |
| ● Henry David Thoreau | ● Kofi Annan |
| ● Henry Dunant | ● Malala Yousafzai |
| ● Bob Marley | ● Leymah Gbowee |

Choose one influential person to focus your project on. Research this person and their work. Choose a specific element of their work that inspires you, for example: In which ways were they influential? How might they have helped people in countries of conflict?

Narrowing your field of research

Some ideas for possible topics to research:

- Examples of non-violent action making non-violent principles real
- How non-violent actions change participants and a community
- How peace activists can be supported in their campaigns
- Successful strategies that conflict resolution initiatives and strategies have used in the past
- Values, behaviours and attitudes towards conflict and peace

The research that you and your classmates do will help you to understand that, despite the world being more interconnected, this does not mean that individuals and societies really live together. There is still a giant hurdle of empathizing with people and cultures around the

world. However, the examples of the active participation of the people you will research show it is possible for everyone to learn, despite the huge challenges.

Organizing your project

Work in groups of between three and five. Brainstorm ideas for your chosen person and formulate your research question.

Plan how you will conduct your research. Create and share a folder to collate information through Google drive, Dropbox or a cloud storage that is right for your group.

Hint

As you research, take notes on relevant information that answers your research question.

Remember to keep a record of all the sources you use.

Evaluate and select the information you want to use.

Then **present** your research to the class, supported by a PowerPoint, Prezi or poster. Include audio and/or visual material to support your presentation. Your presentation should take between four and five minutes.

At the end of your presentation, allow time for the class to ask questions about your research topic. Give and receive feedback from your classmates.

Final task

Finalize your research project. You can **create** a [YouTube video](#) or submit your research project as an [interactive bio cube](#). Remember to:

- include evidence of your brainstorming and planning stages
- conclude by stating your own opinion and experience if relevant
- consider making proposals for individual and/or school community action
- reference your sources of information using a recognized system.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Throughout this chapter, we have seen there are many individuals working tirelessly to bring about peace and to resolve conflicts. There is evidence to show that the world of art and music can have a positive impact on communities.

Using music to raise awareness of those most in need can be powerful. Songs allow for expression of very complicated matters and give an outlet for exposure on a wide scale. Music in peace-building and conflict resolution gives individuals and communities tools to speak, when they might otherwise have no voice.

These six songs refer to the impact of conflict in a variety of contexts.



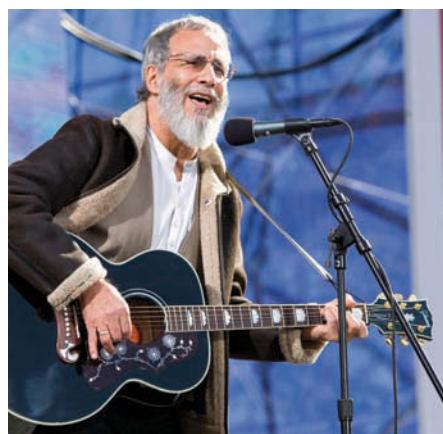
- Green Day – 'Working Class Hero'
<https://youtu.be/UPPgeDhGzKY>



- James Blunt – 'No Bravery'
<https://youtu.be/gh41Wxez9PE>



- Bob Dylan – 'Masters of War'
<https://youtu.be/zJEjYY4TTjM>



- Cat Stevens (Yusaf Islam) – 'Peace Train'
<https://youtu.be/U7wEctHyuc0>



- Les Misérables – 'Do you hear the people sing?'
<https://youtu.be/SWzgrmOLxp8>



- Tracy Chapman – 'Why?'
<https://youtu.be/K-WpxSrmV4Y>

ACTIVITY: Conflict and peace through song

■ ATL

- Communication skills: Write for different purposes
- Reflection skills: Focus on the process of creating by imitating the work of others; consider ethical, cultural and environmental implications
- Media literacy skills: Understand the impact of media representations and modes of presentation

Hint

A great website to help you get started is: www.songwriting.net/blog/bid/56567/Songwriting-Tip-You-Can-Write-Better-Lyrics.

There are also lots of [songwriting apps](#) that can help with your song writing, many of which are free. They cannot substitute your own ideas, inspiration or creativity, but they can help resolve a difficult rhyme, suggest an alternate harmony or help you to record your ideas.

HEAR–THINK–WONDER

Watch the six music videos on page 158. What do you hear? What do you think about the songs? What does it make you wonder?

Task 1

Compare and contrast the six songs. To better understand each song, you should look at the [lyrics](#) in detail. The following is a useful website to refer to: www.songlyrics.com.

What is the message of each song? What are the similarities and differences between the songs? Do the images in the videos help you to understand the songs? Which year did each song come out? Who wrote each song?

Task 2

In pairs, brainstorm ideas or take ideas from the songs you have just listened to and write your own lyrics for a song about conflict and peace. Use parts of the lyrics you have just heard as prompts for your own lyrics. Write a list of key words you would like to include in your song.

Think about the music that would go with your song.

Task 3

Before the days of music downloads and digital music, one of the greatest canvases of art was the record or album cover. Album covers were originally just a protective cover for the record or disc, but soon became a space for artistic expression and played an important part in the selling of a song.

Design a ‘cover’ for your song. A useful interactive tool for creating CD/DVD covers is: www.readwritethink.org/files/resources/interactives/cd-dvd/.

Finally, have a class concert and perform all your songs.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

What is the role of a community during conflict and peace?

DISCUSS

When was the United Nations (UN) created? Why was it established? What is the mission of the UN? To accomplish its mission, what do member states agree to do? What are the primary aims of the UN? How does the UN work? What was the League of Nations? Do you have a Model UN (MUN) Club at your school? How can you get involved?

WHY DOES THE UNITED NATIONS MATTER?



- The United Nations assembly hall at the UN headquarters in New York

The start of the UN goes back to the Second World War. During the war, 26 nations formed an alliance to fight the Axis powers (Germany, Italy, Japan, Hungary, Romania and Bulgaria). They agreed not to have any business with Nazi Germany and its allies, and adopted a set of goals to carry out their efforts: freedom, human rights and justice for all.

The UN still follows these ideals and represents the joint effort of the Allies. Founded in 1945, following the devastating consequences of the Holocaust, it was hoped that the UN would be able to prevent such catastrophes from happening in the future by stabilizing international relations and giving peace a more secure foundation.

ACTIVITY: How does the UN work?

■ ATL

- Information literacy skills: Access information to be informed and inform others

Task 1

Watch this video which explains how the UN works and then answer the questions that follow:

<https://youtu.be/Qolafzc0k74>.

- Which words does the speaker use to describe the UN?
- Identify the different parts of the UN.
- List some of the things that the UN has been responsible for.
- In the video, the speaker mentions the 'UN's most important document'. What document is this? Why is it so important?

Task 2: UN role play

Refer back to the concept maps on conflicts which you created at the beginning of the chapter (page 152). In groups of three, choose one conflict. Two of you then take opposing sides in the conflict, while the third student mediates and takes notes.

Through dialogue, you must resolve the conflict and either reach a compromise or a peaceful agreement. The mediator needs to give feedback to the students acting out the role play on what he or she observed.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

According to the UN, throughout the world, an estimated 43 million people are uprooted victims of conflict and persecution. A further 15 million are refugees who have fled their countries, while another 27 million are people who remain displaced by conflict inside their homelands, also referred to as 'internally displaced people'.

DISCUSS

In pairs, discuss: Can we turn a blind eye to the plight of refugees? Can we turn away people in need of a new life as a result of trying to escape from persecution?

ACTIVITY: Escape from North Korea

■ ATL

- Collaboration skills: Listen actively to other perspectives and ideas; negotiate effectively

In pairs, brainstorm at least 12 questions about North Korea.

Review your list and 'star' the questions that seem the most interesting. Then select one or two of the starred questions to discuss as a class.

Now watch this TED Talk by Hyeonseo Lee, in which she describes how she escaped from North Korea and her experience of living under constant fear:
<https://youtu.be/PdxPCeWw75k>.

After watching the video, write down the information that was new to you. What do you know about the topic now that you did not know before?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

The numbers of displaced people are increasing at an alarming rate. The UN has a vital role to play in obtaining the resources needed to support refugees and take action to prevent situations from worsening. There are many challenges and barriers to overcome and there is evidence of increasingly negative public attitudes in some countries toward foreigners, such as refugees and asylum-seekers.

Article 1 of the 1951 Refugee Convention states that a refugee is someone who has fled his or her country 'owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion'.

ACTIVITY: Vox pop! Your say ...

■ ATL

- Communication skills: Use a variety of media to communicate with a range of audiences



'Vox pop' is a media term that journalists use when they find out and write about what people in the street think and feel about specific issues or events. It is a way of sharing popular views on news items.

Watch this video to find out more about vox pops:
<https://youtu.be/uygXJP7trvQ>.

In groups of three, create your own vox pop, expressing the different views within your school community on the issues linked to conflict and discrimination.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

How are we affected by justice and injustice?

What is your point of view on non-violent conflict? Do you always agree with your parents? How about your siblings, that is, your brothers and/or sisters? What about your friends? Have you ever experienced conflict at school? If so, what happened?

The fact is, conflict is part of life and who we are. Learning to manage conflict is not only a valuable skill, but also a necessary skill. Allowing disagreement is an important part of democracy and a tool for bringing about change and growth. Developing life skills will equip you with the tools to deal with everyday issues.

With regard to solving conflict, which life skills do you **identify** as being the most useful?

THINK–PAIR–SHARE

In pairs, brainstorm ideas for possible positive consequences of non-violent conflict and record your suggestions. Then share your ideas and examples with the class.

ACTIVITY: Bullying as conflict

■ ATL

- Communication skills: Give and receive meaningful feedback

'If you can't see anything beautiful about yourself, get a better mirror.' – Shane Koyczan

LISTEN–THINK–SHARE–EXTEND

Listen to this poem, 'To This Day' by Shane Koyczan: <http://ed.ted.com/featured/p04GkF0j>.

Which line and incident in the poem do you find most striking? What is the message of the poem? How did the poet feel about himself?

In groups of three, **discuss** the questions below and opposite:

- **What is bullying?**
- **How common is bullying?**
- **What causes bullying?**
- **What are the different types of bullying?**
- **Why do people bully other people? How do you think bullies feel when they demean someone else?**
- **Why do some children bully? What do you think they get from it?**
- **What are the characteristics of children who bully?**
- **Why do children usually not tell anyone that they are being bullied?**
- **Are there any differences in the bullying experiences of girls and boys?**
- **How prevalent is bullying in your school, do you think? Do you think bullying is a serious problem in your school? Why? Why not? How do adults in your school and community address bullying?**

ACTIVITY: Starting an anti-bullying campaign

ATL

- Collaboration skills: Negotiate effectively; practise empathy
- Critical-thinking skills: Identify obstacles and challenges



- Poster for an anti-bullying campaign

Read and **analyse** this article: <http://nobullying.com/bullying-campaign/>.

As you read, take notes on the steps you need to take in order to start a campaign. Discuss how your class can put together a campaign to raise awareness of bullying and tackle any issues you have **identified** that might be relevant to your school community.

Watch this video, created by a group of students as part of their campaign: https://youtu.be/2YGjz5SV_Qk.

Make your campaign part of the **International Stand Up to Bullying Day** or **Anti-Bullying Week**. Showcase your work to the school community.

Design a poster about the different types of bullying. Think about how to make the information accessible to different age groups within your school.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

- What role do bystanders play in helping or preventing bullying?
- What can school communities do to help stop bullying at school?
- What can students do to help stop bullying at school? **List three things you could do to diffuse a bullying situation.**
- What can parents do to help stop bullying?
- Do you think you have ever bullied someone? If so, what made you stop?
- How does bullying differ from other types of conflict and violence?
- Can we really ever completely stop bullying? Is this realistic?

You have listened to the powerful message in Koyczan's poem. Write your own 'To This Day' text or poem. Try to speak from personal experience, that is, write about yourself or your own life.

Read your text to the class and give each other feedback.

Hint

Think about the following:

- **Text type:** What form are you writing in?
- **Audience:** Who are you writing for?
- **Purpose:** Why are you writing?
- **Style:** What language are you going to use?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

ACTIVITY: Interactive oral

■ ATL

- Communication skills: Give and receive meaningful feedback; use intercultural understanding to interpret communication; write for different purposes

In groups, using the information in the texts from this chapter, **create** a presentation for one of the prompts (Prompts A to C). Make your presentation as persuasive as possible. Create an opportunity for questions and answers from your classmates at the end of the presentation.

You are expected to speak for four or five minutes.

Prompt A

'Immigration is a hotly debated topic in our society.' Be prepared to talk about some of the broader reasons behind immigration problems and the issues faced by immigrants in general.

Prompt B

'It has been said that learning the local language is the first step towards successful integration for newly arrived immigrants to a foreign country.' Be prepared to talk about some of the specific problems faced by immigrants or refugees arriving in a new country.

▼ Links to: Sciences; Economics

Sciences

Do some research on the **impacts of bioterrorism**, a weapon that could be used in global conflicts. Use your findings to lead a discussion on a ban on weapons of mass destruction.

Economics

Identify the countries which fight over natural resources or to acquire more land for farming, and the impact this has on a local and global scale.

Prompt C

‘Multiculturalism brings both benefits and discord to society.’ Be prepared to talk about some of the beneficial features of a multicultural society as well as the problems that may be encountered.

Hint

Brainstorm reasons for agreeing or disagreeing with the statement you have chosen.

Identify specific examples to support your points.

Evaluate which ideas are the most convincing.

EXTENSION

Read the quote below and then write a text of 200–250 words to express and support your point of view. Use a text type that you have practised in any of the previous chapters.

*‘We do not need guns and bombs to bring peace.’ –
Mother Teresa*

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

! Take action

- Develop an e-notebook on ‘peace and intercultural dialogue’, featuring items on the different pathways to conflict resolution and peace. Visit this website for tips on how to create e-notebooks: bit.ly/1TUWXDM.
- You could publish your e-notebook and participate in the UNESCO contest ‘Pathways to a Culture of Peace: Global Contest for Mutual Understanding’: bit.ly/1Kdaq46.
- Participate in the Junior Model United Nations (JMUN) or Model United Nations (MUN) Club at school.
- Start a Global Issues Network (GIN) group at school: <http://globalissuesnetwork.org/>.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN
CRITERION B TO PHASE 4

Task 1

Instructions

- Look at the poster on the right and then answer the questions on page 167.
- Answer in English and use your own words as much as possible.
- Refer as closely as possible to the poster, **justifying** your answers and giving examples when required.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.



Questions

- 1 In two sentences, **analyse** the purpose and theme of the poster. How do you know this? (strand i)
- 2 'This poster is targeting a young audience.' Support or oppose this statement, using examples from the poster. (strand i)
- 3 **Identify** the reasons why the child has to leave the city. Support your answer with evidence from the poster. (strand ii)
- 4 **Interpret** the image on the poster. How is it familiar to you? (strand iii)
- 5 By looking at the people on the poster, rather than the text, what can we understand about the situation? (strand ii)
- 6 Using the poster as a reference, write a 50-word paragraph to persuade a friend that they should follow the recommendation made in the poster. (strand ii)

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION A TO PHASE 5

Task 2

Instructions

- Watch this video and then answer the questions below:
<https://youtu.be/L7IP4UIXvG8>.
- Answer in English and use your own words as much as possible.
- Refer as closely as possible to the video, **justifying** your answers and giving examples when required.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Questions

- 1 In two sentences, **describe** the theme and purpose of the video. How do you know this? (strand i)
- 2 Based on the text at the bottom of the video, who is promoting this version of the song? (strand i)
- 3 **Identify** the audience for this video. Why do you think this? (strand ii)
- 4 What effect do the background images create together with the music and lyrics? Support your ideas with examples. (strand ii)
- 5 The producer purposefully used famous people, scenes from communities and symbols in the video. **Interpret** the producer's reasons for doing this. (strand ii)
- 6 Why do you think the video was made in black and white? (strand ii)
- 7 What is the message of the song? What is it asking you to imagine? Can you think of lyrics from other songs or poems which use language to send a powerful message? (strand iii)
- 8 Would you recommend this video to someone? Why? Why not? (strand ii)

**THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION B
AND CRITERION C TO PHASE 5**

Task 3

Instructions

- Look at Sources A and B on pages 169–70 and then answer the questions below.
- Answer in English and use your own words as much as possible.
- Refer as closely to the source materials as possible, **justifying** your answers and giving examples when required.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Questions

- 1 What type of text is Source A? (strand i)
- 2 Identify the images that the words 'razor wire' from the title create. (strand i)
- 3 What does the word 'emergency' in the title refer to? (strand i)
- 4 **Interpret** the effect the writer was aiming for by using the word 'stance' in the fourth paragraph. (strand i)
- 5 **Analyse** how the Hungarian government responded to the situation. (strand i)
- 6 **Interpret** Germany's attitude towards the movement of migrants. (strand i)
- 7 Why were some people refused entry? (strand i)
- 8 What happens to the migrants who cannot get across the border? (strand i)
- 9 The writer has purposefully talked about past historical events. Why do you think he or she did this? (strand ii)
- 10 What does the writer want us to think about the current refugee situation? (strand ii)
- 11 **Interpret** how Source A supports your understanding of Source B. (strand ii)
- 12 From Source A, what can you infer about the 'influx' of refugees? (strand iii)
- 13 **Analyse** the connection between the article and the map and the current conflicts taking place. (strand ii)
- 14 Is the migrant situation impacting on your country? If so, how? (strand iii)
- 15 What is your perspective on this issue? Illustrate your opinions by referring back to the points made and examples given in Source A, as well as to personal experiences. (strand iii)

SOURCE A

16 September 2015

Razor wire goes up in Hungarian 'emergency'

Authorities in Hungary arrest over 150 people who tried to enter the country to claim asylum. Are Europeans reacting against their histories in their responses to the refugee crisis?

'Open! Open! Open!' chanted the refugees yesterday. In front of them stood a high fence with barbed wire at the top. On the edge of Serbia, facing the border with Hungary, they stood metres from the European Union.

Their protests fell on deaf ears. On Monday, the number of migrants entering Hungary had set a new record, and the Hungarian authorities had responded. Migrants trying to cross a razor-wire fence at the Serbian border could be arrested; those whose asylum applications were refused would be returned to Serbia; and a state of emergency was declared. As the day wore on, dozens of arrests were made. A hastily-placed train carriage, standing on a disused set of railway tracks, blocked a route into Europe used by tens of thousands.

Hungary has faced some furious criticism as a result of its stance. The International Organization for Migration said that Hungary may be breaching its obligations as a member of the European Union and United Nations. The former Prime Minister, Ferenc Gyurcsany, called his country's approach to refugees 'disgraceful', saying humanitarian obligations should be more significant than legal ones.

The Hungarian policy is very different from Germany's, whose government is prepared to accept 800,000 asylum applicants this year. Chancellor Angela Merkel announced earlier this month that any Syrian refugee who reached her country would be allowed to apply for asylum there. The subsequent influx of migrants has placed strain on Germany's capacity to cope.

The roles played by Hungary and Germany invite contrasts with attitudes displayed in the same countries in the recent past. Whereas memories of Germany in the twentieth century are often defined by its vicious hostility to outsiders under Nazism, the Hungarian government was the first to defy the authoritarian Soviet Union's restrictions on freedom of movement in 1989. Its decision to remove stretches of barbed wire and electric fencing played a crucial part in bringing down the Berlin Wall and ending the Cold War.

The past is another country

Some say that Germany has undergone a painstaking process of national introspection since the Second World War. Perhaps its collective sense of guilt explains its open response to the refugee crisis, and Hungary's previous liberalism explains its current authoritarianism. In the pursuit of better futures, countries are destined to react against their pasts.

Others respond that such examples are exceptions to the rule. National identities are complex and long-standing, and people are likely to pass their political views on to future generations. The rapid transformations of Germany or Hungary are only remarked upon because they are extraordinary.

SOURCE B



■ Routes commonly taken by refugees travelling across Europe

Reflection

In this chapter, we have identified conflict as disagreement, but contrary to popular belief, conflict does not necessarily involve fighting. Conflict exists in any situation where facts, wishes or fears differ and create a tug-of-war situation. In other words, when forces pull in different directions.

Non-violent conflict is part of everyday existence and, some say, violent conflict is inevitable. Others say problems need to be solved not by war, but by finding other ‘tools’ to reach a compromise. The aftermath of violent conflict throws communities into hardship and misery.

Conflict resolution is how we try to find a solution to conflict. Working together with problem-solving, genuine collaboration and meaningful communication, we can take peace-making action. Changing how we think about solving conflict begins with each and every one of us.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills		Novice	Learner	Practitioner	Expert
Collaboration skills					
Organization skills					
Reflection skills					
Information literacy skills					
Media literacy skills					
Critical-thinking skills					
Creative-thinking skills					
Learner profile attribute(s)	Reflect on the importance of being open-minded for your learning in this chapter.				
Open-minded					

8

Why does film matter?

O Film is a **creative** art form that shares **personal and cultural expression** and a commentary on society with its **audience**.



'As long as we continue to enjoy the peculiar sensation of gathering with a bunch of strangers in a darkened theatre, film will still matter.' – Geoff Lealand

'Actors are agents of change. A film, a piece of theatre, a piece of music or a book can make a difference. It can change the world.' – Alan Rickman

CONSIDER THESE QUESTIONS:

Factual: What are the different types of film genres? Who were the first film-makers? When was the first film in colour made?

Conceptual: What makes a good film? How real is the reality in a documentary film? What senses do film-makers explore in films? When is film art? What is the broadest definition of 'film'?

Debatable: Should a film be exactly like the book? How do films influence people's behaviour?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

IN THIS CHAPTER WE WILL ...

- **Find out** how film improves language acquisition and provides cultural education.
- **Explore:**
 - film trailers and short film clips from different time periods to understand the culture and experiences of young people from different generations
 - how ideas about visual media have changed and what the future may hold for them
 - the different genres of film.
- **Take action** by reflecting on the viewpoints presented in visual media, and discussing them with friends and family in order to understand how a single topic may provoke varying reactions.

KFY WORDS

angle	critic	plot
the big screen	entertainment	review
blockbuster	film-maker	script writing
cinematic	footage	shot
credits	genre	storyboard

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Organization skills
- Affective skills
- Reflection skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills

● We will reflect on this learner profile attribute ...

- Communicators – we are effective in expressing feelings, ideas and intentions when working with others. We follow instructions to achieve the best possible outcomes.

◆ Assessment opportunities in this chapter:

- ◆ Criterion A: Comprehending spoken and visual text
- ◆ Criterion B: Comprehending written and visual text
- ◆ Criterion C: Communicating in response to spoken, written and visual text
- ◆ Criterion D: Using language in spoken and written form

SOURCE A



■ Motion picture scene, 1916. This image was collected by film-maker William 'Billy' Bletcher (1894–1979) while working for the Vim Comedy Company between 1915 and 1917. The small film studio was based in Jacksonville and New York. The company produced hundreds of two-reel comedies (over 156 comedies in 1916 alone)

SOURCE B



■ Modern film-making in action

SEE–THINK–WONDER

The two photos in Sources A and B are both of the film industry. In pairs, **identify** the changes that have taken place in the industry over the 100-year period.

Film lets us represent our personality, lifestyle, community and passions through images. It may leave a record of our day-to-day routine or an extraordinary life event that tested our limits and altered our character. From the beginning, film-makers have focused on recording people in their place of work, in their communities and with their families.

New media technologies like Facebook, Instagram and Vine have dramatically changed the way we watch film. However, traditional movies and film techniques still hold their own. From big Hollywood blockbusters to micro-budget indie movies, films still have the same purpose as original black-and-white reels of film. They explore the struggles and goals of humankind, and how these change throughout the world.

Film is a common channel of verbal and non-verbal communication, which goes beyond national, cultural, political and economic barriers. As a universal language, it exposes our differences and our similarities, allowing us to understand each other on a deeper level. A popular phrase is that 'a picture is worth a thousand words'. Because films are composed of a series of images, they appeal to our emotions and draw empathy from their audiences. The existence of film festivals around the world acknowledges their importance and universal appeal.

Who were the first film-makers?

QUIET PLEASE, WE'RE ROLLING, AND ACTION!

Film-making is a very technical art form and was created with the help of scientists studying light. To make a film, you need enough light to capture and display an image on a screen or roll of film.

People disagree about the origin of film. Theatres in Rome and Asia used shadows of puppets to narrate stories and some believe these to be the first ever film shows. Nobody knows for sure, but it is believed that shadow puppetry originated around 3000 BCE. Modern film as we know it was not developed until thousands of years later.

In the mid-seventeenth century, a German scholar named Athanasius Kircher improved on the invention of the 'magic lantern', which used concentrated light to project images onto walls in dark rooms. Later, in the eighteenth century, the English painter Robert Barker travelled the world, making images come to life in panorama shows, as if by magic!

▼ Links to: Sciences: Physics

Think about what you have learnt in your Physics classes. How does science explain film-making and photography?

ACTIVITY: A brief history

■ ATL

- Organization skills: Use appropriate strategies for organizing complex information

Watch this video, 'The History of Cinema in 2 Minutes':
<https://youtu.be/hKWXiBgleKA>.

Create a mind map, spidergram or concept map with the different film **genres** you recognize in the video.

Are you a film buff? How many films can you name and classify?

How do you think technology will influence film-making in the future? Can you predict what films will be like in 20 years' time?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.



A **treatment** is one of the first documents to be prepared during the thinking process for a film. It is simply an outline of your story from beginning to end. You do not have to include dialogue. It can be an extremely powerful and useful way to play around with your story without having ideas set in stone.

Storyboards look like comic books and have a picture for every shot in the film. There are different ways of doing this. One of the simplest ways is to use sticky notes. The advantage of using this method is that it is very collaborative and you can move the notes around as you work through your ideas. There are also many apps you can use, for example:
<http://cinemek.com/storyboard/>.

What makes a good film?

ACTIVITY: Create your own short

■ ATL

- Collaboration skills: Exercise leadership and take on a variety of roles within groups
- Organization skills: Select and use technology effectively and productively
- Reflection skills: Focus on the process of creating by imitating the work of others
- Information literacy skills: Use critical-literacy skills to analyse and interpret media communications

Watch the following film trailers. What types of films are they?

<https://youtu.be/9KaX0F8GojI>

<https://youtu.be/dOHS-mxn0RQ>

<https://youtu.be/kZyEAiQuHss>

<https://youtu.be/b5VGhWJIG5M>

Now watch this silent film trailer: <https://youtu.be/60kLWeFdcQ4>.

Can you guess what each of the films are about? How is the storytelling different in each one?

In pairs, brainstorm the features of a silent film. What can silent films teach us about comedy and narrating stories? When were silent films really popular? **Explain** why they were silent.

Film-makers used music to create mood in silent films. How did they do this? When films with sound were invented what were they called? What is the talking in films called?

Task

In the film industry a short film, or 'short', is a film that is not long enough to be considered a feature film.

Work in small groups to create your own silent short.

Think about a theme for your short. **Discuss** and answer these questions to help you get started:

- **What is your story about?**
- **How is the story going to be told without dialogue?**
- **Where is the story set?**
- **Who are the characters in the story?**
- **What is the problem in the story?**
- **What is the resolution (the ending)?**

When you have worked out the basic ideas for your film, create a treatment or storyboard. Watch this short, *The Girl in the Camera* by student film-maker Henry Thong, as an example of what you could produce: <https://youtu.be/YlclCCmV8bE>.

You can also watch Thong talk about the making of his silent film here: <https://youtu.be/GUIfoxCwTb0>.

Useful links

These links provide some useful tips on making a film, including information on how to **develop a screenplay**, **record** and **edit** your film:

<https://youtu.be/xEd0IDxmVSg>

www.oscars.org/nicholl/screenwriting-resources

www.oscars.org/sites/oscars/files/scriptsample.pdf

<http://learnenglishteens.britishcouncil.org/uk-now/film-uk>

<https://youtu.be/emjhr6V4lAo>

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: When is film art?

■ ATL

- Communication skills: Negotiate ideas and knowledge with peers and teachers; paraphrase accurately and concisely
- Reflection skills: Develop new skills, techniques and strategies for effective learning



- Twenty-first century skills are needed to succeed in the information age

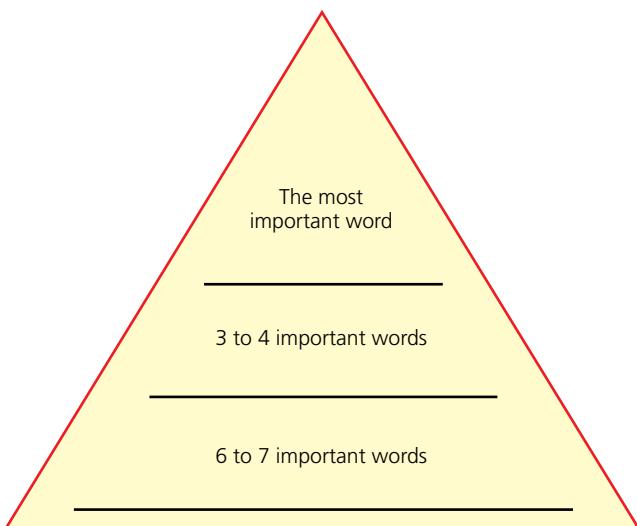
THINK-PAIR-SHARE

Consider these questions on your own and then **discuss** them with your partner: Why should people go to the cinema? What are the advantages of seeing a film on the 'silver screen'? What is different about watching a film on television or your tablet or smartphone? Does the cinema provide you with better entertainment?

Read this article, 'Film is Art, Television is a Medium' by Armond White: www.nytimes.com/roomfordebate/2014/04/03/television-tests-tinseltown/film-is-art-television-is-a-medium.

Now watch the *Lawrence of Arabia* YouTube trailer at the end of the article, where the writer shares his opinion on film and television. What point is he making? Do you agree? Why? Why not? Use evidence from the article to support your answer.

Synthesize in 10–15 words what the writer says about the experience of watching a film at the cinema. Then rewrite your summary in 30–50 words.



- Strategy to help write a summary by focusing on selecting 10–12 key words

Hint

Developing your reading strategies will help you to tackle more challenging texts. Ranking important ideas and words is one useful strategy.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

ACTIVITY: Film reviews

■ ATL

■ Communication skills: Write for different purposes

What are some of your favourite films that have been based on books? If you also read the book, did you prefer the book or the film? Why?

When books are made into films, is it true that the book is often better than the film? Is the opposite ever true? Can you think of an example?

What are some of the differences between the medium of print and the medium of film? What can books do that films cannot, and vice versa?

Why do some books make good films while others do not? What makes a popular book a bad film? What makes an unpopular book a great film? Can you think of any examples? Compare your list with your partner.

Write a review of a film of your choice. Use the guidance on the right on writing a film review.

It is important to use the right language when you discuss films. Make sure you use some of these common words and phrases in your reviews:

Useful words and phrases

atmosphere	hilarious	unexpected twist
breath-taking	mood	unsuccessful
confused	perfect moment	visual effects
detail	plot	wonderful
digital/special effects	quality of the film	I was impressed by ...
disappointing	scenery	This film has been compared to ... because ...
excessive violence	spectacular	
fake	suspense	
	unbelievable	

Words to describe films

comedy	horror/ supernatural	spectacular
drama	predictable	terrifying
fantasy	romance	thriller/action
hilarious		thrilling
heart-breaking	sci-fi	

Writing a film review



To be a good film critic you need to love films, and be able to write brilliant reviews! As with any kind of writing, you need to start by identifying the purpose, audience and style for your text. Follow this format for writing a film review:

Credits: Title, year, genre, director, screenwriter, music/soundtrack, main actors. Visit these websites for ideas: www.rottentomatoes.com and <http://imdb.com>.

Summary of the plot: Only a brief summary of the film. Make sure this makes sense to a reader who does not know the film. Do not give too much away. You can do this by not referring to specific scenes and not including too much information.

Place and time: Where and when does the action take place? Is the story chronological – does it follow in time order or are there flashbacks?

Background: Society, country, kind of people (age, culture, social class, etc.), historical time.

Genre: Horror, comedy, drama, adventure, thriller.

Characterization: Physical description, psychological description, age, nationality, social/personal background.

Positive points: What did you like? Why? Use descriptive words. Think about the story, setting, special effects, music.

Negative points: What did you not like? Why? Comment on the same types of things that you mentioned in the previous paragraph.

Conclusion: What message does the film tell? What was the director's purpose or intention or the theme of the film? What is your overall opinion?

[Stars] After the final paragraph, give the film a star rating, out of five.

Genre: Horror, comedy, drama, adventure, thriller.

■ Steps to writing a film review

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Editing and proofreading

ATL

- Affective skills: Resilience – practise ‘failing well’
- Reflection skills: Consider personal learning strategies – what can I do to become a more efficient and effective learner?

Editing and proofreading are strategies you can use to improve your writing. In editing, you review your writing to make sure it is clear and correct. In proofreading, you check that your writing is free of grammatical and spelling errors.

Acquiring these skills will enable you to become a more proficient language learner. There are a number of ways you can check your work for conventions, in other words all the features of good writing.

Look at the student review of the film *10 Things I Hate About You* on the page opposite. Can you spot the mistakes? Can you improve the structure of the sentences? What conventions do you think need more attention? What feedback would you give this student? Does it have all the features of a film review?

Work in pairs and use the following correction codes to proofread the review. Use the ‘Additional comments’ column to write down any recommendations that could help the writer to further improve the review. Highlight at least two positive things about their work.

Code	Stands for ...	Additional comments
PU	Punctuation	
CA	Capital letter	
T	Tense	
P	Preposition	
ST	Style	
//	Paragraph	
SP	Spelling	
NC	Meaning not clear	
()	Unnecessary	
Δ	Missing word	
WC	Wrong word choice	
C	Connector/linker	
↔	Change position of words	

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

10 Things I Hate About You

Director: Gil Jungetr

Screenplay: Kren McCullah Lutz

Cast:

Cameron James - Gordon Levitt

Bianca Stratford - Oleynik

Kat Stratford - Julia Stiles

Patrick Verona - Heath Ledger

Michael Eckman - David Krumholtz

Joey Donner - Andrew Keegan

Review

Cameron James (Gordon-Levitt) is a new student at Padua Stadium High School. Cameron notices the beautiful and popular Bianca Stratford (Oleynik) at first day in the school and he invited her for a date. However, Bianca's father was not allowing her to date.

Bianca fought her father rules and father finally allowed with a condition that her sister Kat will date as well. However, her sister does not like men. Kat is very bad tempered and is insulted in school. Bianca was believing Kat did not want to date but the reality is that the others were refusing to date.

Then Bianca's friend Michael proposed to hire Patrick, who is outsider and bad tempered to take Kat out. Joey, who liked Bianca, says he will pay him to take Kat out.

The finished film gave me the impression that it is youthful and refreshingly funny love comedy because of main casts' good acting.

There are no shocking scenes and we can watch this film easily, it was important for me to be able to watch easily so I liked it.

The relation of Kat and her father who fought each other moved us deeply in the last part of the film.

And, Kat liked Rock music, and I liked all the music played in the movie because I like rock as well. The Rock group that Kat liked was "Letters To Cleo." This group actually shows songs in this film. There are a lot of films of American school comedy in the world but I do not want to put this film into the category of the same as them.

ACTIVITY: Teen films

■ ATL

- Communication skills: Use intercultural understanding to interpret communication

The film and music industries realized the potential of young people as consumers in the early 1950s, and this is when teen films and music made their first appearance. *The Wild One* (1953) and *Rebel Without a Cause* (1955) were two of the first teen films.

This genre became popular again in the 1980s with films such as *The Breakfast Club* (1985) and *Ferris Bueller's Day Off* (1986).

Watch this trailer for *Tomorrow, When the War Began* (2010). See if you can **identify** the stereotypes of a teen film and then answer the questions below:
https://youtu.be/f_KhErNyiq8.

- 1 **What are the characteristics of a teen film?**
- 2 **Write a list of the teen films you have seen.**
- 3 **What are the stereotypes you would expect to find in this film genre?**
- 4 **What roles do the stereotypes play?**
- 5 **Can you think of any teen film that breaks away from the common stereotypes?**
- 6 **How do current teen films compare with those from the 1980s and the 1950s?**
- 7 **How diverse are teen films?**

Tomorrow, When the War Began is based on the first book in the best-selling *Tomorrow* series by the well-known Australian author John Marsden.

- **What does the film's title suggest to you?**
- **Is there anything unusual about the title?**
- **What clues are there in the title to suggest that this might be a series?**

Audiences who have read the series will be familiar with the characters and the stories, and will have certain expectations of the film. The poster and trailer for a film give clues about what you can expect in terms of the genre, themes and characters.

Look carefully at the poster for the film and then answer the questions below: bit.ly/1SimlFP

- 1 **Analyse the features of the poster. What does it suggest to you?**
- 2 **How does the poster help you to interpret what the **plot** is about?**
- 3 **How does it complement the trailer you have seen?**
- 4 **What do the colours on the poster imply? Why do you think the designers used these colours?**
- 5 **How would you describe the overall design of the poster?**
- 6 **Does the poster make you want to watch the film? Is it persuasive? Why or why not?**
- 7 **Are the verbal cues effective or catchy?**
- 8 **What does the text on the poster tell us about the film?**

A **buzzword** is a colloquial or slang word or phrase that becomes very popular for a period of time. Teen films often include the buzzwords that are in fashion at the time of filming. The language that film-makers choose to use will vary depending on the audience. This is called **register** or style.

Make a list of the buzzwords that you and your classmates currently use regularly. Can you change the register of your chosen words and phrases to make them semi-informal and formal? Make a copy of the table below and add more rows for your words.

Buzzword	Semi-informal	Formal
e.g. mad	very	extremely
e.g. awesome	good	magnificent

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

EXTENSION: FROM BOOK TO FILM

ATL

- Communication skills: Read a variety of sources for pleasure

Compare and contrast some films and the books on which they are based. Remember to read the book before you watch the film, if you can. There are abridged versions available, that is, texts that have been shortened and/or simplified to make the originals more accessible.

Here are some suggestions:

- Book: *Forrest Gump* by Winston Groom
Film: *Forrest Gump* (1994)
- Book: *The Time Machine* by H.G. Wells
Film: *The Time Machine* (2002)
- Book: *The Woman in Black* by Susan Hill
Film: *The Woman in Black* (2012)
- Book: *The Taming of the Shrew* by William Shakespeare
Film: *10 Things I Hate About You* (1999)

Recommend some films to your school library and contribute by writing film reviews for your school magazine.

EXTENSION: THE SILENT HALL OF FAME

Harold Lloyd, **Buster Keaton** and **Charlie Chaplin** are three of the most famous actors of the silent era. Choose one of these actors to research and find some interesting facts about. Create a short biography of the actor and present it to your classmates. What were their most famous films? Did they do their own stunts? How many films did they make? Who were their co-stars? How many silent films have been destroyed or damaged, and are no longer available to watch?



■ Silent film stars Harold Lloyd, Buster Keaton and Charlie Chaplin

We have seen how the film industry grew over time and film-makers became better able to take advantage of the storytelling potential of this new media. As technology improved in leaps and bounds, films now have an even more intense power to move, inform and captivate. Watching films is an experience we can share widely across society and it has become part of our cultural identity.

DISCUSS

How are popular films connected to culture?

Does watching films in another language help you to learn that language? Would you recommend this method to language learners? Do you prefer subtitles or dubbing? Why?

Do you think films will change in the future? If so, how? How do you think the film industry as a whole will change in the future?

How strong is the film industry in your country? Does your country make good films? Why? Why not?

Has technology killed the charm of going to the movies?

How real is the reality in a documentary film?

Documentary films are based on the real world and real people, depicting things as they are or presenting historical events in a supposedly truthful or objective manner. They can certainly educate, inform and provoke, bringing the issues that need addressing into the light. They tell stories that explore factual events and issues through film or video. They are simply non-fiction film-making that document reality in a straightforward way.

ACTIVITY: Short documentaries

■ ATL

- Communication skills: Make inferences and draw conclusions
- Media literacy skills: Make informed choices about personal viewing experiences
- Information literacy skills: Make connections between various sources of information

Watch four short documentaries from the Global Oneness Project website and then complete a documentary study worksheet for each one: [www.globalonenessproject.org/library?f\[0\]=field_media_type%3A59](http://www.globalonenessproject.org/library?f[0]=field_media_type%3A59).

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

Documentary study worksheet

1 What is the title of the documentary?

2 Briefly **describe** what the documentary is about?

3 Who are the people, places and/or events that the documentary focuses on?

4 List the facts described in the documentary that impressed you and **explain** why.

5 Was there anything in the documentary that did not seem real to you?

6 Did the documentary change your mind about any aspect of the subject that it presents?

7 How would you improve the documentary? What would you add or delete?

8 Would you recommend the documentary? Why or why not?

ACTIVITY: Why debate?

■ ATL

- Critical-thinking skills: Formulate factual, topical, conceptual and debatable questions; develop contrary or opposing arguments
- Communication skills: Use and interpret a range of discipline-specific terms
- Information literacy skills: Access information to be informed and inform others

Mahatma Gandhi once said, 'Honest disagreement is often a good sign of progress.'

Read these quotes on film:

'The first step – especially for young people with energy and drive and talent, but not money – the first step to controlling your world is to control your culture. To model and demonstrate the kind of world you demand to live in. To write the books. Make the music. Shoot the films. Paint the art.' – Chuck Palahniuk

'Film as dream, film as music. No art passes our conscience in the way film does, and goes directly to our feelings, deep down into the dark rooms of our souls.' – Ingmar Bergman

'Up until then, whenever anyone had mentioned the possibility of making a film adaptation, my answer had always been, "No, I'm not interested." I believe that each reader creates his own film inside his head, gives faces to the characters, constructs every scene, hears the voices, and smells the smells. And that is why, whenever a reader goes to see a film based on a novel that he likes, he leaves feeling disappointed, saying: "the book is so much better than the film".' – Paulo Coelho, The Zahir

'I don't like the idea of "understanding" a film. I don't believe that rational understanding is an essential element in the reception of any work of art. Either a film has something to say to you or it hasn't. If you are moved by it, you don't need it explained to you. If not, no explanation can make you moved by it.' – Federico Fellini

'If you truly love film, I think the healthiest thing to do is not read books on the subject. I prefer the glossy film magazines with their big colour photos and gossip columns, or the National Enquirer. Such vulgarity is healthy and safe.' – Werner Herzog

Debating focuses on critical thinking, effective communication, independent research and teamwork. In debates, you learn how to persuade and explain skilfully. You also learn to make decisions on important issues.

Using these quotes on film as prompts, prepare a **motion** for a class debate, for example: 'This team proposes that cinemas should close down.'

Refer to the guidelines on page 184 on how to conduct a debate, which include some common debating terms.

Hint

- Always be yourself.
- Projecting confidence is vital.
- Listen to questions or points raised by other speakers.
- Consider the attention span of the audience.
- Make answers and points relevant.
- Know your material.
- Write down any important names or information.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



Conducting a debate

Common terms

Debate: An exchange in which two opposing teams make speeches to support their own arguments and disagree with those of the other team.

Resolution: The opinion/topic about which the two teams argue.

Affirmative team: The team that agrees with the resolution.

Negative team: The team that disagrees with the resolution.

Rebuttal: This explains why one team disagrees with the other team.

Judges/Audience: They decide the winning team.

Basic structure of a debate

At the start of a debate, each team introduces their main line of argument in a three-minute speech. The following structure is then followed:

1 Affirmative team: argument 1

Negative team's rebuttal

Affirmative team's response to rebuttal and open discussion

2 Negative team: argument 1

Affirmative team's rebuttal

Negative team's response to rebuttal and open discussion

3 Affirmative team: argument 2

Negative team's rebuttal

Affirmative team's response to rebuttal and open discussion

4 Negative team: argument 2

Affirmative team's rebuttal

Negative team's response to rebuttal and open discussion

5 Affirmative team's closing comments

6 Negative team's closing comments

7 The audience votes to decide which side has been most convincing.
(A vote is sometimes taken at the start of the debate to see how the audience feels about the topic. The vote at the end then shows how effective the debate has been if there is a 'shift' from the first vote!)

▼ Links to: Individuals and societies: History

Can you believe your eyes? Film is a crucially important historical source because it was the first form of mass communication in the twentieth century. Film can also be a source for understanding propaganda. It can provide an insight into the values, concerns and issues of their times. Find out how film has been used to provide evidence throughout the past one hundred years.

! Take action

! Start a Film Club to put film at the heart of learning in your school. Invite speakers from the film industry and arrange special viewings with your school community to tie in with Service and Action projects.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 4 AND PHASE 5

Task: Writing task

Instructions

- Choose one of the writing prompts below, A or B, and write your response.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Prompt A (Phase 4)

Write a review for a film you have seen recently.

See page 186 for a model to help you get started.

Write 200–250 words.

Prompt B (Phase 5)

‘Teen films, which focus on the lives of adolescents, often deal with themes of rebellion, friendship, love and rites of passage. They explore what it means to become an adult. They are about and for teenagers. Although other countries have produced teen films, it is a genre that very much developed in North America. Teen films often feature characters based on American stereotypes, such as cheerleaders.’

Write a response to this statement. Think of a teen film you have seen recently. What expectations did you have for the characters, setting and plot? Refer to the film you saw to support your answer.

Write 300–350 words.

Title **SELMA**

Title in original language

«One dream can
change the world.»

Director

Ava DuVernay

Starring

David Oyelowo - Martin Luther King
Carmen Ejogo - Coretta Scott King
Oprah Winfrey - Annie Lee Cooper
Tom Wilkinson - President

Quotes

« Who murdered Jimmie Lee Jackson? Every white lawman who abuses the law to terrorize. Every white politician who feeds on prejudice and hatred. Every white preacher who preaches the Bible and stays silent before his white congregation. Who murdered Jimmie Lee Jackson? Every Negro man and woman who stands by without joining this fight as their brothers and sisters are brutalized, humiliated, and ripped from this earth. »

Opinion

Selma manages to avoid being a generic biopic by being a movie that is equally about the civil rights march, as it is about Martin Luther King. It makes the audience relate and sympathize, and that is just what the film-makers accomplish. As an evocative response from an artwork; that is a marvellous sentiment to achieve.

Rating ★★★★☆

Country – year

USA
2014

Genre

Biography
drama
history

Awards

golden globes
+
Oscar nomination



Notes

David Oyelowo

fought very hard for 7 years
to get the role of Martin Luther
King Jr.

Lee Daniels, the original director
attached, didn't think he was
right for it.

Ava DuVernay
did.

Reflection

In this chapter, we have looked at the power of film and how it brings people together. Today there are so many technologies competing for our attention, from the Internet and video games to tablets and smartphones, that it is easy to take this for granted. But the power to gather large groups of people together is still perhaps one of the most unique features of film.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
Factual: What are the different types of film genres? Who were the first film-makers? When was the first film in colour made?					
Conceptual: What makes a good film? How real is the reality in a documentary film? What senses do film-makers explore in films? When is film art? What is the broadest definition of 'film'?					
Debatable: Should a film be exactly like the book? How do films influence people's behaviour?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Communication skills					
Collaboration skills					
Organization skills					
Affective skills					
Reflection skills					
Information literacy skills					
Media literacy skills					
Critical-thinking skills					
Learner profile attribute(s)	Reflect on the importance of being a good communicator for your learning in this chapter.				
Communicators					

9

Is there an art to persuasion?

- In modern life, it is essential that we have the skills to evaluate the messages we hear. It is even more important that we decode different forms of communication that present personal and cultural expression, to understand if they are encouraging biased views and to judge how ethical they are.

CONSIDER THESE QUESTIONS:

Factual: What is propaganda? What is the difference between propaganda and factual news? What are the goals of propaganda? Who uses propaganda?

Conceptual: When is propaganda dangerous? Why do you think that governments and political leaders often use propaganda? What are some of the 'causes' that propaganda is used for? What is the difference between propaganda and advertising/marketing?

Debatable: Is all art a form of propaganda? Why or why not? Is there ever such a thing as pure truth in the media?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



'Propaganda is amazing. People can be led to believe anything.' – Alice Walker

IN THIS CHAPTER WE WILL ...

- Find out** how visual print and multimedia advertisements embed persuasive techniques within the text to inform, engage and interest readers and viewers emotionally, and then persuade them to take some form of action.
- Explore** how persuasive techniques within the narrative of propaganda and advertisements accomplish goals such as convincing someone to buy a product, sign a petition, attend an event or change their behaviour.
- Take action** by becoming conscientious citizens and consumers, knowing how people are trying to influence us, and learning how to make better informed decisions.

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Organization skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Creative-thinking skills
- Transfer skills

● We will reflect on this learner profile attribute ...

- Knowledgeable – we engage with significant global and local issues that empower us to make better informed choices.

◆ Assessment opportunities in this chapter:

- ◆ Criterion A: Comprehending spoken and visual text
- ◆ Criterion B: Comprehending written and visual text
- ◆ Criterion C: Communicating in response to spoken, written and visual text
- ◆ Criterion D: Using language in spoken and written form

KEY WORDS

bandwagon	newspeak
bias	objective
demographic	propagandist
influence	scapegoat
manipulate	subjective

THINK–PUZZLE–EXPLORE

Think about the questions below and write down your answers and ideas on sticky notes.

- What do you know and think about propaganda?
- What questions or ‘puzzles’ do you have on this topic?
- How can you explore propaganda?

As a class, brainstorm and negotiate categories for your questions on the topic. Display the sticky notes on a class board. What are some common ideas that you have on the topic? What are the common puzzles and questions? As you work through this chapter, try to answer your puzzles.

Propaganda is designed to persuade – to influence us to take a position either for or against a particular point. It is a form of communication that is used to manipulate people’s emotions and behaviour by displaying facts selectively. It uses *bias*, which deliberately leaves out information that is important in order to form an objective understanding of the topic.

Propaganda is usually linked to negative messages and campaigns, however, this is a biased viewpoint. It is a tool that can be used positively to improve social issues such as education, health and crime. It is also interesting to note that in some languages, such as Spanish and French, propaganda does not have a negative meaning and is neutral.

It is claimed that the term ‘propaganda’ was first used in the 1600s by Pope Gregory, Head of the Roman Catholic Church, who decided that religion should be extended. The fact is, propaganda is as old as civilization, religion and politics. People in a position of power or influence will always want to persuade others to support their ideas and actions.

What is propaganda?

PROPAGANDA CONVENTIONS AND TECHNIQUES

How do you recognize propaganda? Why should we learn to recognize it? What do you do when you recognize it?

Learning how to identify the techniques used in propaganda messages will empower you to look at issues from multiple perspectives. You will be able to see how meaning is constructed in such a way that it bypasses reason,

discourages discussion and often leaves you feeling that you have made up your own mind. The messages are often repeated frequently and from many sources, so that the repetition itself creates an illusion of truth. After being exposed to a message for a long time, it can be difficult to evaluate how true it really is.

THINK-PAIR-SHARE

Look at the words in the word cloud below and choose two or three that grab your attention. In pairs, discuss the words you have chosen. Share with your partner what images or ideas come to mind when you think of these particular words.



ACTIVITY: Loaded words

ATL

- Communication skills: Preview and skim texts to build understanding

Read the definitions of the word ‘propaganda’ below, which have been taken from different sources, and then answer these questions:

- Is propaganda good, bad or neutral? Justify your response with examples.
- What is the difference between propaganda and advertising?
- In what media forms do you find propaganda?
- What can you do when you disagree with propaganda?
- What is it that gives us the right to speak up? What does ‘freedom of speech’ mean?

Using your own words, write one sentence to **define** propaganda.

Wikipedia: Propaganda is a form of communication that is aimed at influencing the attitude of a community toward some cause or position.

Oxford English Dictionary: Information, especially of a biased or misleading nature, used to promote a political cause or point of view.

The American Heritage Dictionary of the English Language: Propaganda is the systematic propagation of a given doctrine or of allegations reflecting its views and interests.

Collins COBUILD Learner’s Dictionary: Propaganda is information, often inaccurate or biased information, which a political organization publishes or broadcasts in order to influence people; used showing disapproval.

Intermediate Thorndike Barnhart Dictionary:

Propaganda is organized effort to spread information that is often biased or inaccurate, in order to influence public opinion.

Merriam-Webster Dictionary: Ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader, a government, etc.

Roget’s Super Thesaurus: Disinformation, brainwashing, indoctrination, lies, distortion, deception, dissemination, psychological disinformation, psychological manipulation, subversive PR – ‘a polite euphemism for deception’.

The Winston Dictionary: 1. A Committee of Cardinals having control of foreign missions; 2. Any organized movement for the spreading of a given opinion or doctrine.

Channels of Propaganda by J. Michel Sproule:

Propaganda is an attempt to persuade people without seeming to do so.

Mass Media, Mass Propaganda by Anthony R. DiMaggio:

Propaganda entails the systematic dissemination of any given doctrine or dogma, by any party ... In other words, it does not, at its core, require deliberate deception. Propaganda, then, is not inherently ‘good’ or ‘bad’.

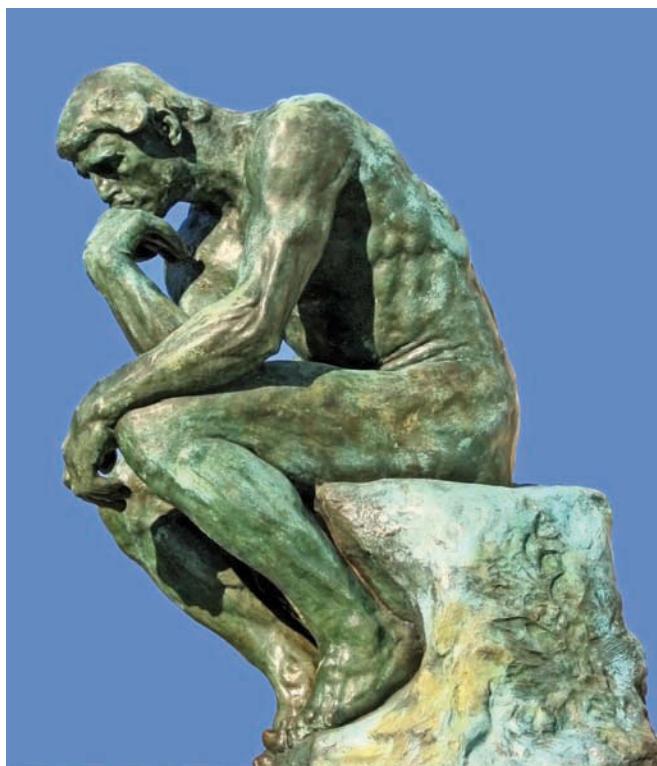
Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: The power of the quote

■ ATL

- Information literacy skills: Make connections between various sources of information



- I think therefore I am ...

Why do quotes from literature, films and history appeal to us? How and when do we use them in our everyday lives?

Task 1

Work in groups of three. Write down as many famous quotes as you can in three minutes. Share your list with your classmates. Do the quotes come from films, books, songs, TV programmes or celebrities? What makes them memorable? What do they mean?

Task 2

Quotes are often used to introduce a topic, in presentations and speeches, at the beginning of a chapter, and as part of examination questions.

In pairs, look at the quotes on propaganda opposite. Take turns to **explain** to each other what each quote means and **justify** your interpretations. Do you agree or disagree with the message in the quote?

Research the people who said the quotes. Who are they?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text and Criterion C: Communicating in response to spoken, written and visual text.

'The first casualty of war is the truth.' – Unknown

'See, in my line of work, you got to keep repeating things over and over and over again for the truth to sink in, to kind of catapult the propaganda.'
– George W. Bush

'If you tell a lie big enough and keep repeating it, people will eventually come to believe it. The lie can be maintained only for such time as the State can shield the people from the political, economic, and/or military consequences of the lie. It thus becomes vitally important for the State to use all of its powers to repress dissent, for the truth is the mortal enemy of the lie, and thus by extension, the truth is the greatest enemy of the State.' – Joseph Goebbels, Nazi Minister of Propaganda

'Through clever and constant application of propaganda, people can be made to see paradise as hell, and also the other way around, to consider the most wretched sort of life as paradise.' – Adolf Hitler

'All men are enemies. All animals are comrades.'
– character in George Orwell's Animal Farm

'You must not kill your neighbour, whom perhaps you genuinely hate, but by a little propaganda this hate can be transferred to some foreign nation, against whom all your murderous impulses become patriotic heroism.' – Bertrand Russell

'Why is propaganda so much more successful when it stirs up hatred than when it stirs up a friendly feeling?' – Bertrand Russell

'Propaganda is a soft weapon; hold it in your hands too long, and it will move about like a snake, and strike the other way.' – Jean Anouilh, L'Alouette, 1952

'Only the mob and the elite can be attracted by the momentum of totalitarianism itself. The masses have to be won by propaganda.' – Hannah Arendt, The Origins of Totalitarianism, 1951

'Men, it has been well said, think in herds; it will be seen that they go mad in herds, while they only recover their senses slowly, and one by one.' – Charles Mackay, Extraordinary Popular Delusions and the Madness of Crowds, 1841

'He who wants to persuade should put his trust not in the right argument, but in the right word. The power of sound has always been greater than the power of sense.' – Joseph Conrad, Lord Jim, 1900

'It is worthy of remark that a belief constantly inculcated during the early years of life, whilst the brain is impressible, appears to acquire almost the nature of an instinct; and the very essence of an instinct is that it is followed independently of reason.'
– Charles Darwin, The Descent of Man, 1871

ACTIVITY: Propaganda techniques

■ ATL

- Transfer skills: Inquire in different contexts to gain a different perspective

Search for **images propaganda** and add any geographical area or theme that you are interested in, for example, **images propaganda Asia**, **images propaganda Latin America** or **images propaganda food**. You will get a plethora of images.

Select the images that you find the most interesting and save them in a folder.

Now watch this video, outlining the different propaganda techniques that can be used: <https://youtu.be/ohoXZ6EcneA>.

As you watch, take notes on the techniques and examples used as a context. Check your notes with a partner and complete your descriptions of the techniques you identified in the video.

Do another Internet search for **images propaganda** and one of the propaganda techniques. For example, **images propaganda fear**. Look at the images and find an example poster for each technique.

Select one of the posters and write a 250-word description focusing on your chosen technique.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Power and persuasion

■ ATL

- Communication skills: Make effective summary notes for studying

How has the definition of propaganda changed over the years? Why has the meaning changed over time?

You are going to watch a short video defining propaganda. In the video, the words 'insidious' and 'perennial' are used. What do these words mean?

SEE–THINK–WONDER

Watch this British Library video, 'Power and Persuasion: Defining Propaganda': https://youtu.be/_uVGLCgqptl.

Review the information you looked at in the previous activities on defining propaganda and people's views on it. What new information can you add after watching the video? Is there any conflicting or contradictory information given? What will propaganda look like in 50 years' time? What are the real dangers of propaganda according to the information in the video? How has Public Relations, or PR, impacted on propaganda?

Create a mind map to **synthesize** the main points from the video.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

▼ Links to: Individuals and societies: History

Think about the ways in which governments use propaganda and censorship to further their cause. Evaluate how historians can use propaganda as a source to understand what was happening at a particular time.

ACTIVITY: Persuasive response

ATL

- Communication skills: Structure information in summaries, essays and reports

Most writing prompts require a persuasive response. Choose one of the quotes from the activity on pages 192–93 and take a position on the issue. Be prepared to defend that position.

Write a 350-word persuasive essay responding to your chosen quote. You could make use of the following essay frame:



Writing a persuasive essay

Essay frame

A good persuasive essay will have a strong introduction, a main body and a conclusion. It also helps to plan your essay before you write it.

Plan

Think carefully about the prompt and **identify** some key words – in this case they will be related to your chosen quote. Brainstorm ideas and possible arguments to support your point of view.

Introduction

You need to set down your line of argument clearly and concisely. Introduce the topic by responding to the prompt with a strong statement.

Main body

In the second, third and fourth paragraphs – the main body of your essay – outline three reasons to support your arguments, one for each paragraph. Remember that the reasons must be linked to the quote you have chosen. Your reasons must be supported with evidence and detail.

Conclusion

Finally, in the last paragraph, you need to restate your main topic statement and summarize the arguments you have presented, but using different words.

Hint

use **WISCOV** to help you develop your essay:

Word choice

Ideas

Sentence fluency

Conventions

Organization

Voice

Useful phrases for sequencing

Firstly / First, ...	Another ...	Before ...
Secondly, ...	This is also true of ...	Finally, ...
In addition, ...	Subsequently, ...	In conclusion, ...
At the same time, ...	Next ...	To sum up, ...
The most important reason ...	Then ...	
	After ...	

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

When is propaganda dangerous?

PROPAGANDA IN WAR



SEE–THINK–WONDER

ATL

- Communication skills: Preview and skim texts to build understanding

Read this article, 'Propaganda as a weapon?'

Influencing international opinion': www.bl.uk/world-war-one/articles/propaganda-as-a-weapon.

In pairs, **discuss** these questions: Why was propaganda important during the First World War? Why was propaganda a necessary tool during the war? What does it take to fight and win a war? What are your views on nationalism?

Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Propaganda has always been an influential tool in war. Governments strive to convince people that their cause is just, worthy of support and the only way forward. They also want to hide or rewrite the failures and atrocities they may have committed. Creating new realities through misinformation, or lack of information, distracts people from seeing the truth. Propaganda creates a false sense of security by concealing what those in positions of power do not want you to know, just like a mask.

A good example of the impact of propaganda occurred during the First and Second World Wars, when false stories were generated on all sides to boost nationalism. Posters published at the time encouraged and called for a strong sense of nationalism.

In 1933, Hitler realized the powerful potential of using propaganda as a weapon and he appointed Joseph Goebbels as Minister for Propaganda. Used as an effective platform, propaganda placed countries in specific roles of 'good' and 'evil', on both sides.

More recent wars have also seen the use of propaganda and false accusations. In fact, it would be hard to find a war in the twentieth or twenty-first century when some form of propaganda was not used.

i

Nationalism is a strong feeling of loyalty towards one's own country and what that country represents. It can lead to feelings of being superior to others, of having a better culture, better language, better traditions, and so on.

ACTIVITY: British propaganda

■ ATL

- Critical-thinking skills: Evaluate evidence and arguments; recognize unstated assumptions and bias

Task 1

What is the message in each of the posters below?



- During the Second World War, the British Government wanted all men and women to help in the war effort. The government used posters, leaflets, film and radio broadcasts to get its message across to the public and to encourage everyone to 'do their bit'. There was no television or Internet in those days

Analyse each poster in terms of language, origin and purpose in order to assess its effectiveness and value. What key words, symbols and propaganda techniques are being used in each poster to convey the message?

How successful do you think the posters were during the war? What limitations can you **identify**? What would you change or add to the posters?

How do they focus on the idea of nationalism as a powerful tool?

Task 2

In pairs, choose one of the posters and modernize it so that it fits a twenty-first-century context.

Present your poster to your class and **discuss** the changes you made.

DISCUSS

Research some examples of contemporary propaganda for conflicts during the twentieth and twenty-first centuries. Does propaganda date? How has social media influenced propaganda?

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

PROPAGANDA IN LITERATURE

We have seen how visual propaganda played an important role in both World Wars, and have established that it has been used in all main conflicts. However, propaganda has also been used as a tool in literature. An example of how literature can be used as propaganda is George Orwell's novel *Animal Farm*.

Orwell wrote the novel to reflect events in the Russian Revolution of 1917, using farm animals to represent the major political figures and ordinary people of the time. Napoleon and Squealer, for example, represent the Bolsheviks who led the revolution and eventually became the All Russian Communist Party of Russia.

Propaganda was instrumental in the Russian Revolution. The Bolsheviks relied on visual propaganda to communicate their message because much of their audience was illiterate. Propaganda was everywhere and it helped to mobilize the people to fight for the Bolshevik cause.

Through the characters' dialogue and speeches, Orwell criticizes the communists. This book is a great example of how writers can use literature to convey the ideas and beliefs of their time.

In another of his novels, *Nineteen Eighty-Four*, Orwell invented the term 'newspeak' to describe language that is not clear or honest. The language used in political propaganda is a good example of newspeak.

DISCUSS

How is literature used to affect change? How do we determine whether that change is positive or negative?

All the war-propaganda, all the screaming and lies and hatred, comes invariably from people who are not fighting.



■ George Orwell

CLOVER

A female horse (mare) that worries about Boxer. She does not trust the pigs and is suspicious of what they say and do.



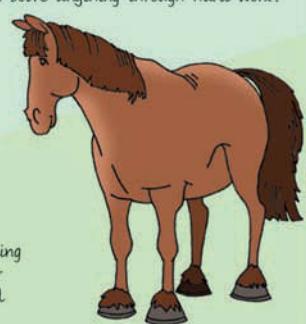
SQUEALER

A farm pig who tells lies to persuade the other animals to do what the pigs want them to do. He becomes the speaker for the leader Napoleon.



BOXER

A strong farm horse who is used to working hard and finds it difficult to believe that others might not be truthful. He believes that you can solve anything through hard work.



NAPOLEON

A large boar that supports Snowball in leading the rebellion against farmer Jones. He later manages to nominate himself as leader and pushes Snowball out of power.



■ Some of the key characters in George Orwell's *Animal Farm*

ACTIVITY: Before the war

■ ATL

- Critical-thinking-skills: Recognize unstated assumptions and bias

DISCUSS

The following poster was produced before **conscription** was introduced in the United Kingdom in 1916 and was aimed at encouraging men to join the armed forces:



Which main propaganda technique is used in the poster? How does the poster make you feel? What was it designed to do? What does this tell you about the difficulties faced by the British people at that time? Why is the man looking directly at you? What is the connection between the image and the word 'YOU' in capitals and underlined at the bottom of the poster?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Animation and propaganda

■ ATL

- Communication skills: Take effective notes in class

During the Second World War, Walt Disney produced a series of animations that were used for propaganda and were shown in cinemas throughout the USA. Here is one example: <https://youtu.be/l14WDZCnz-w>.

As you watch the video, take notes on the characters that appear in the animation and the storyline. How are the characters represented? What propaganda techniques can you **identify**? Which symbols are used and what themes do they represent? Can an education be used to 'brainwash' people?

Evaluate how effective you think the animation was. Would it work today? Why? Why not?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

ACTIVITY: Propaganda in literature

■ ATL

- Communication skills: Use and interpret a range of discipline-specific terms and symbols; structure information in summaries, essays and reports
- Critical-thinking skills: Consider ideas from multiple perspectives

In Chapter 6 we focused on the words Nelson Mandela used in his speech on poverty. How is an effective speech made? What are the elements of a successful speech? *Animal Farm* has some excellent examples of the power of language, used both for good and bad intent.

Search for some examples of different kinds of **speeches**, in particular **persuasive speeches**. You can start with this website: www.famous-speeches-and-speech-topics.info/giving-writing-speeches/w03-types-of-speeches.htm.

READ–THINK–WRITE

Read Old Major's speech from Chapter 1 of *Animal Farm* on pages 202–03, and then complete the tasks and answer the questions below. Do you think the speech is effective?

- 1 In **red**, highlight the words that show Old Major knows who his audience is.
- 2 In **blue**, highlight the words that show he is aware of individuals and groups within it.
- 3 In **yellow**, highlight all the examples of repetition.
- 4 In **green**, highlight the rhetorical questions he uses.
- 5 **Underline** the negative comments that Old Major makes about the opposition.
- 6 How does he present the main points of his argument?
- 7 How does he lead up to those main points?
- 8 Why did Old Major not begin his speech by describing the dream?

Task 1

Read Squealer's speech below. What propaganda techniques do you think he uses? How does his speech differ from Old Major's speech?

'Comrades!' he cried. 'You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the wellbeing of a pig. We pigs are brainworkers. The whole management and organization of this farm depend on us. Day and night we are watching over your welfare. It is for YOUR sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades,' cried Squealer almost pleadingly, skipping from side to side and whisking his tail, 'surely there is no one among you who wants to see Jones come back?'

You can also watch Squealer's speech from the 1954 version of the film: <https://youtu.be/ReYeD9UXdk0>.

Task 2

There are some techniques that propagandists use to make their points persuasive in speeches. Match the corresponding items in the two columns below.

- | | |
|---------------------------|--|
| 1 Greeting | a Required to make statements or achieve an effect |
| 2 Repetition | b Helps attract attention and remember the message |
| 3 Tone | c Make sure to grab the attention of your audience |
| 4 Exaggeration | d Select only facts which are for your own interest |
| 5 Rhetorical questions | e Recognize: we stand and fight together! |
| 6 Common enemy | f Short persuasive statements |
| 7 Body language | g At times, you cannot tell if it is disinformation |
| 8 Wisdom | h Subjective, not obvious, or hidden message |
| 9 Predictions | i The obvious becomes the most important |
| 10 Lies | j The rise, the fall and the sound of your voice |
| 11 Limited or half truths | k What we do is for your own good and not ours |
| 12 For your own good | l You must sound convincing, intelligent and knowledgeable |

Look again at Squealer's speech and **identify** the techniques he uses.

EXTENSION

Write your own speech using propagandist techniques and then record it. Exchange speeches with a partner and give each other feedback.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text; Criterion D: Using language in spoken and written form and Criterion C: Communicating in response to spoken, written and visual text.

Read Old Major's speech from Chapter 1 of *Animal Farm*.

All the animals were now present except Moses the tame raven, who slept on a perch behind the back door. When Major saw that they had all made themselves comfortable and were waiting attentively, he cleared his throat and began:

'Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. I do not think, comrades, that I shall be with you for many months longer, and before I die I feel it my duty to pass on to you such wisdom as I have acquired. I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this Earth as well as any animal now living. It is about this that I wish to speak to you.

'Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. This life of ours is misery and slavery: that is the plain truth.

'But is this simply the order of nature? Is it because this land of ours is so poor, that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! The soil of England is fertile, its climate is good, and it is capable of affording food in abundance to an enormously greater number of animals than now inhabit it. This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep – and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word – Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever.

'Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he does not run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our labour tills the soil, our dung fertilizes it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousands of gallons of milk have you given during this last year? And what has happened to that milk which should have been breeding up sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs have you laid this

year, and how many of those eggs ever hatched into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old – you will never see one of them again. In return for your four confinements and all your labour in the field, what have you ever had except your bare rations and a stall?

'And even the miserable lives we lead are not allowed to reach their natural span. For myself I do not grumble, for I am one of the lucky ones. I am twelve years old and have had over four hundred children. Such is the natural life of a pig. But no animal escapes the cruel knife in the end. You young porkers who are sitting in front of me, every one of you will scream your lives out at the block within a year. To that horror we all must come – cows, pigs, hens, sheep, everyone. Even the horses and the dogs have no better fate. You, Boxer, the very day that those great muscles of yours lose their power, Jones will sell you to the knacker, who will cut your throat and boil you down for the fox-hounds. As for the dogs, when they grow old and toothless, Jones ties a brick round their necks and drowns them in the nearest pond.

'Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives! And above all, pass on this message of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious.'

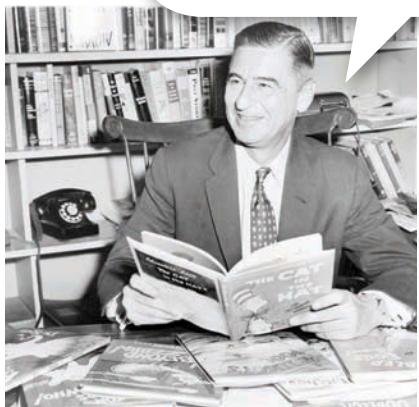
'And remember, comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest, that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades.'

Animal Farm, George Orwell

THINK-PAIR-SHARE

Think about the message conveyed in this quote from *Yertle the Turtle* by Dr Seuss:

I know, up on top you are seeing great sights, but down here at the bottom we, too, should have rights.



■ Dr Seuss

In pairs, discuss what you think the quote means and who the audience is. What type of text do you think *Yertle the Turtle* is?

POLITICAL CARTOONS

Political cartoons became very popular in the eighteenth and nineteenth centuries. They were used to convey messages to a wide audience, particularly people who were illiterate – those who could not read. Today, political cartoons can be found in newspapers and magazines, on the opinion and cartoon pages.

EXTENSION: EXPLORE FURTHER

Visit this website to view Dr Seuss's full collection of over 400 cartoons written for the New York *PM* newspaper: <http://library.ucsd.edu/speccoll/dswenttowar/index.html>.

Do further research on the [history of political cartoons](#), [Dr Seuss](#) or the [Second World War](#). Use the cartoons, and their topics, as a starting point for a debate.

ACTIVITY: Yertle the Turtle

■ ATL

- Communication skills: Interpret and use effectively modes of non-verbal communication

COLOUR-SYMBOL-IMAGE

Watch this animation of *Yertle the Turtle*:

<https://youtu.be/9FFfbSWbLWw>.

As you watch, take notes about the things you find interesting, important or insightful. When you finish, choose the three items that most stood out for you.

- For one of the items, choose a *colour* that you feel best represents or captures the essence of that idea.
- For another item, choose a *symbol* that you feel best represents or captures the essence of that idea.
- For the third item, choose an *image* that you feel best represents or captures the essence of that idea.

Now, with a partner or in a group, share your colour and the item that it represents. **Explain** why you chose that colour as a representation of that idea. Repeat this sharing process until every member of the group has shared his or her colour, symbol and image.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

DISCUSS

How susceptible are you? Are propaganda and advertising the same thing? Why or why not? How are they different? How many adverts do you see or hear in one day? Should companies and businesses be allowed to advertise to children?

ACTIVITY: Political cartoons and propaganda

■ ATL

- Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways

Task 1



- Dr Seuss went to war with his political cartoons

Analyse the Dr Seuss cartoon and then answer these questions:

- What is the main message of the cartoon?
- What event, issue or person does the cartoon refer to or target?
- Is the cartoon trying to persuade or inform? If so, what and how?
- What reaction or impact is Dr Seuss looking for?

Identify the devices that Dr Seuss uses. In pairs, choose one of these devices and discuss it in more detail.

- How has Dr Seuss drawn the people or animals? Are they distorted or exaggerated? How does this affect the impact of the cartoon?
- Is the cartoon effective? Why or why not?
- Do you think cartoons are a good way of communicating a social or political message? Why or why not?

i

Political cartoons

Political cartoons are illustrations or comic strips containing a political or social message that usually relates to current events or personalities. Cartoonists use specific devices to get their message across.

Symbol: Simple picture that is understood to stand for an idea or group, for example, dove/peace.

Caricature: Drawing of a person that exaggerates his or her characteristics for comic effect, for example, very big ears, extra-long nose.

Stereotype: Generalization, usually exaggerated or oversimplified and often offensive, that is used to describe or distinguish a group, for example, Italian mafia gangsters.

Analogy: Comparison, saying one thing is like another thing, for example, comparing a situation with a well-known event, book or myth.

Juxtaposition: Positioning people or things side by side, for example, when a politician is placed next to a \$ sign.

Irony: Use of words to convey a meaning that is the opposite of the literal meaning, or an outcome of events different to what was expected, for example, when someone says something is 'beautiful' when they actually mean 'ugly'.

Captions and labels: Used for clarity and emphasis, for example, words at the bottom or top of a cartoon to further its message.

Task 2

In groups of three, look for examples of political cartoons.

Identify patterns in the images and **interpret** how the techniques being used today differ from those of Dr Seuss.

Now think of an issue that you consider important or that you feel strongly about. **Create** your own political cartoon for your chosen theme.

Present and **explain** your cartoon to the class.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text and Criterion C: Communicating in response to spoken, written and visual text.

What media is used in propaganda?



ADVERTISING

Do you consider advertising to be a form of propaganda?

To some extent, advertising *is* a form of propaganda as its main aim is to persuade people to buy a certain product. As we have already seen, propaganda is communication for the purpose of persuasion, so they are in effect linked.

There are people who argue that advertising is more about product distribution, product placement and embedded advertising, rather than propaganda. The fact is, adverts are everywhere: on the TV, the Internet, the radio, public transport and billboards. We live in a consumer society and advertisers support this so that they can make large amounts of money as an industry.

- It can be shocking, but organizations, companies and people will sometimes do almost anything to attract the audience they want

Adverts use language in specific ways to achieve their purpose. The vocabulary used in advertising is designed to be persuasive and really engage the audience. Depending on the audience, the language, texts and techniques used by advertisers will vary.

Advertising is a very powerful tool that can create and reinforce stereotypes. Adverts use different texts to grab audiences' attention, so the techniques used are similar to those used in propaganda. Advertising does not have to be simply about promoting consumerism though. It can be used to raise awareness of important issues, such as Fairtrade, sustainable energy use and becoming a responsible consumer.

ACTIVITY: Advertising and propaganda

■ ATL

- Creative-thinking skills: Make guesses, ask 'what if' questions and generate testable hypotheses

What if you had an opportunity to get a message across to a large group of people? What would it be and why?

Read the article 'Cons of Advertising to Teenagers' by Eric Dontigney on page 207.

In groups of three, brainstorm a list of at least 12 questions about the article. Use these question-starts to help you think of interesting questions:

- Why ...?
- How would it be different if ...?
- What are the reasons ...?
- Suppose that ...?

- What if ...?
- What if we knew ...?
- What is the purpose of ...?
- What would change if ...?

Swap your list of 12 questions with another group. Review their questions and put a star next to the questions that seem the most interesting. Then select and **discuss** three or four of the starred questions.

Write a 100-word reflection on what you have learnt about advertising and propaganda. What new ideas do you have about the topic that you did not have before?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Read this web article about advertising to teenagers:

The screenshot shows a web browser window with the following details:

- Address Bar:** http://yourbusiness.azcentral.com/cons-advertising-teenagers-12046.html
- Title:** Cons of Advertising to Teenagers
- Author:** by Eric Dostigney
- Text Content (Left Column):**

As a market segment, teenagers control hundreds of billions of dollars in disposable income, as well as considerable sway over their parents' spending habits. The scope of teens' financial resources makes them an attractive target for advertising and marketing. While the business case for advertising to teens holds on financial grounds, teen-targeted advertising raises concerns about possible detrimental long-term effects.
- Section Headings:**
 - Spending habits
 - Reinforcing insecurity
- Text Content (Right Column):**

Sexualizing teens
The development of sexual identity and perceptions about sexuality largely occur during the teenage years. Advertisements directed at teens often feature hypersexualized images that can give young people the wrong impression of what constitutes a healthy sexuality and what they can expect from one another.

Other concerns
Much of advertising glorifies extreme gender roles. A commercial that shows men acting in an excessively masculine way by driving a pickup truck through challenging terrain, for example, presents an atypical image of masculinity. Commercials that show women primarily as shoppers also present an atypical image of femininity. Such extreme gender imagery may leave some teens with a long-term view of masculinity or femininity that real life won't allow them to fulfil and that may contribute to a general sense of failure or dissatisfaction.

ACTIVITY: Children as consumers

■ ATL

- Communication skills: Negotiate ideas and knowledge with peers and teachers



Watch these videos about advertising to children and then discuss the questions below:

<https://youtu.be/2a0sISXFDR>

<https://youtu.be/pwgFdyEnkl8>

- How far do you think advertising influences children's perceptions of themselves?
- Who is ultimately responsible for helping children to learn about our world?

CIRCLE OF VIEWPOINTS

Advertising to children has a long history and has transformed significantly over time.

In pairs, look at the video and print adverts below. Then feed back to the class what you think the purpose of each advert is and how it targets children. Consider the positive and negative aspects and **identify** the techniques used. **Evaluate** how effective each advert is. Support your viewpoints with examples from the sources.

Video adverts

<https://youtu.be/L11s56ALon0>

<https://youtu.be/Flu8nAdxPx4>

<https://youtu.be/0KfCyueK-7w>

<https://youtu.be/0Jh9PvbTpE>

<https://youtu.be/zq35nBe1K2Y>

<https://youtu.be/5Jlv1c-3JeM>

<https://youtu.be/xGLPkxE38nc>

Print adverts

bit.ly/1ZkElyk

www.alansmeccano.org/images/1956cataloguelad.jpg

bit.ly/1OqXt8B

EXTENSION

Can you find **websites** and **news articles** about **marketing towards children**? Can you find **videos** or **photographs** that depict typical **adverts aimed at children**?

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

ACTIVITY: An advertising pitch

■ ATL

- Communication skills: Use and interpret a range of discipline-specific terms and symbols

In groups of three, view these Coke adverts from 1900 onwards. You will need to choose a different decade, for example, the 1920s or the 1940s:
www.vintageadbrowser.com/coke-ads-1950s.

Discuss and determine which advertising techniques are being utilized in the adverts. **Analyse** whether each technique is an example of ethos, pathos or logos (see box below).

Select one or two adverts and present your findings to the class.

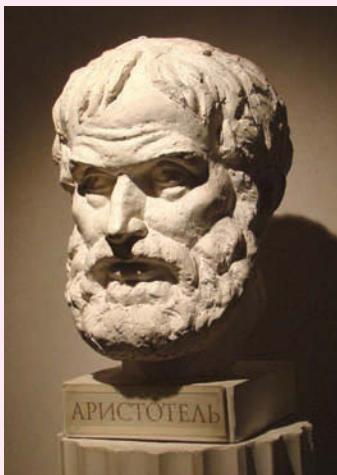


Aristotle, an ancient Greek philosopher born c.384 BCE, described the art of persuading others to see a particular viewpoint as ‘appeals’, and he called them ethos, pathos and logos.

Ethos comes from the Greek word for ‘character’, but a more modern translation might be ‘image’. An ethos-driven text appeals to an audience because it is believable.

Pathos comes from the Greek word for ‘emotion’. A pathos-driven text is based on emotion – the goal is to use language or images that provoke an emotional response in the audience.

Logos comes from the Greek word for ‘reason’. A logos-driven text is based on logic or reason, and ideas are presented in a way that most people find reasonable and convincing.



■ Aristotle

EXTENSION

A good advertising pitch will have the following key features:

- 1 **Hi!** Attracts attention – adverts compete for the attention of an audience.
- 2 **Trust me!** Builds confidence – the image given through the product, that is, how you want to see yourself and others to see you.
- 3 **You need it!** Creates desire – you can’t live without it!
- 4 **Hurry!** Causes action – act now or you might lose out!
- 5 **Buy!** What you want to do if you have been convinced by the pitch of the advert.

Look at a magazine. Count how many adverts there are in the magazine. How many pages are there without any adverts? How many pages do have adverts?

Find some examples of advertising in magazines, newspapers, comics, radio broadcasts, television, online, posters and/or billboards. In pairs, select some adverts and discuss these questions for each one:

- Who is responsible for the advert? (Look for logos, company names, etc.)
- What is the advert for?
- Who is the target audience for the advert?
- What is the advert trying to get you to buy, do or think?
- Briefly describe the advert.
- What, if any, propaganda techniques is the advert using?
- What do you think about the advert? Do you find it persuasive?
- What would you change about the advert?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: What goes around, comes around

■ ATL

- Media literacy skills: Compare, contrast and draw connections among (multi)media resources

Positive, creative advertising is difficult to beat! It is not only more memorable than ads that simply state what a product is and focus on the sale, but lasts longer, works with less media spending – sometimes even for free – and builds a stronger fan community.

A new brand of drink is Karma Cola:

www.karmacola.co.uk.

Start by reading the zine (short for magazine) at the bottom of Karma Cola's home page or visit this site: http://issuu.com/karmacola/docs/what_goes_around_comes_around_1.

Note down all the headlines of the articles, the catchy phrases and the products being advertised. Once you have read the zine in full, you can watch their film: <https://youtu.be/oqh82ErmyLg>.

DISCUSS

- What product is being advertised?
- What is the driving force behind the campaign?
- Identify the impact the product has had on the community.
- Where can you buy the product?
- Where did the advertising campaign start? Why did it start?
- Is it successful in raising awareness?
- Have ethical choices been made? If so, which ones?
- What do you know about Sierra Leone?
- Interpret why this project is not just about soda.
- Synthesize what struck you the most about the film.
- What are some of the other uses of the kola nut?
- Can you find this brand of soda in your country?
- Compare and contrast this campaign with others that you have seen in this chapter.

ACTIVITY: Television vs print vs online

■ ATL

- Creative-thinking skills: Use brainstorming and visual diagrams to generate new ideas and inquiries
- Organization skills: Plan short- and long-term assignments; meet deadlines
- Information literacy skills: Access information to be informed and inform others; make connections between various sources of information

You are going to create your own advert or propaganda campaign for a fictional product or cause, within one of the following contexts:

- on the radio
- on the TV
- on the Internet
- on newspapers and/or magazines.

Begin by reviewing the information already covered in this chapter. Then refine a creative angle to give you a specific focus. Consider the four qualities of a good advertisement and one of the techniques we have looked at.

This project is divided into five parts:

Task 1: Group discussion

In a brainstorming session, draft mind maps, and note down key vocabulary and possible questions to frame your idea.

Decide on a product, consider its purpose, a possible name and the demographic (your audience) which you are trying to reach in developing the advert.

For a propaganda campaign, consider the hidden message you are going to convey, and who you are targeting and why.

Task 2: Action plan

Draw a map of your plan to show how you will create your product or campaign.

Task 3: Collation and evaluation

Collate and **evaluate** your information.

Evaluate your choice of images, resources and the research tools which you will use for the process.

State the results you hope to achieve.

Hint

Remember to keep a record of any websites or sources you use. You could use a tool like Microsoft Word's works cited tool.

Task

Write your own advert for Karma Cola to be printed in your school magazine or newsletter. Decide on the purpose of the advert and which approach you are going to take. Think about the image that you are going to use, and come up with a catchy phrase!

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

▼ Links to: Arts

Is advertising art? What are the creative tools and processes behind adverts and campaigns?

! Take action

- ! Look at this successful poster which raises awareness of HIV: http://ichef.bbci.co.uk/news/660/media/images/56977000/jpg/_56977594_aidsposter_cut.jpg.
- ! Research some current issues that would benefit from positive advertising.
- ! Create an advert to include in your school's magazine or newsletter on your chosen topic.

ACTIVITY: Reflection

■ ATL

- Organization skills: Create plans to prepare for summative assessments; use appropriate strategies for organizing complex information
- Reflection skills: Develop new skills, techniques and strategies for effective learning

Choose one of the following tasks to complete:

- 1 Review the material in this chapter and draft an essay plan for the following question: 'Analyse the ways in which propaganda affects the relationship between nations.'
- 2 Take a large piece of paper and attempt to visually show the different propaganda techniques and language. How can you represent these different ideas in a visual form?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN
CRITERION A AND CRITERION B TO PHASE 5

Task 1

Instructions

- To complete this task you must work with all the source materials provided.
- Look at Sources A to C carefully before answering the questions opposite.
Make sure that you answer each question in detail.
- Answer in English and use your own words as much as possible.
- Please note that 'MLK' in the questions refers to Dr Martin Luther King, Jr.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

SOURCE A



■ Dr Martin Luther King, Jr

SOURCE A (cont.)

Listen to the 'I Have A Dream' speech by Dr Martin Luther King, Jr:

<https://archive.org/details/MartinLutherKing-IHaveADream>.

You can also watch Dr Martin Luther King, Jr deliver his speech:

<https://youtu.be/I47Y6VHc3Ms>.

SOURCE B

After listening to the speech by Dr Martin Luther King, Jr, read the full text of his 'I Have A Dream' speech: <http://newshour-tc.pbs.org/newshour/extra/wp-content/uploads/sites/2/2013/11/Full-text-I-Have-a-Dream-.pdf>.

SOURCE C

Now watch the video 'History: Bet You Didn't Know – March on Washington':

<https://vimeo.com/67224181>.

Questions

- 1 In your own words, **interpret** Martin Luther King's dream. (strand i)
- 2 **Identify** the 'citizenship rights' that MLK spoke about. (strand i)
- 3 Where did MLK give the speech? (strand i)
- 4 **Analyse** the purpose of MLK's speech. What did he hope to accomplish by delivering it? (strand ii)
- 5 MLK urged his followers to remain 'mindful' against certain things. What were these things? (strand i)
- 6 Find examples of the following persuasive techniques in the speech: (strand i)
 - a ethos
 - b pathos
 - c logos
- 7 What did MLK hope to achieve by repeating 'I have a dream'? (strand ii)
- 8 **Define** the words 'creed' and 'oppression'. How does MLK's choice of vocabulary enhance his overall speech? (strand i)
- 9 **Interpret** why MLK suggests that other groups will never be free until black people are free. (strand iii)
- 10 We know that it was not only the 'negro community' that gathered to hear his speech. Give specific examples from the sources to support this statement. (strand i)
- 11 **Analyse** the information in Source C and how it enhances our understanding of MLK's speech. What evidence does the speaker give to support his viewpoint? (strand iii)
- 12 What conclusions can you make after watching Source C? (strand iii)
- 13 Select your favourite phrase or line from MLK's speech and give reasons for your choice. (strand iii)

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 4

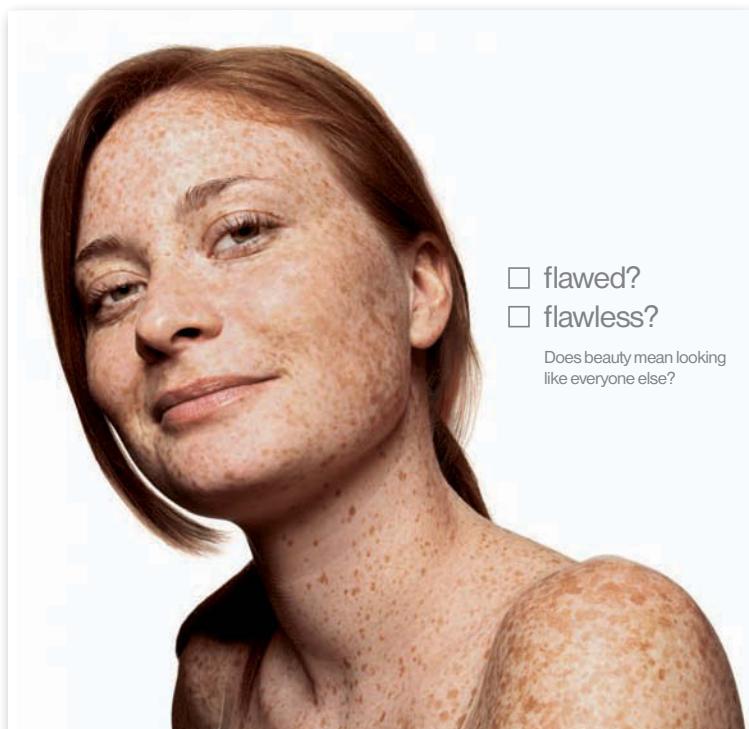
Task 2: Interactive oral

You will engage in a discussion with your teacher on ethical advertising issues, using the prompt below. The discussion should include a personal response and ways in which you can take action to raise awareness of the issue.

You are expected to speak for three or four minutes.

Prompt

- **Interpret** how people can be encouraged to take action to reduce the effects of negative advertising.
- **Identify** the most important ethical issues facing the advertising industry.
- Why do you think this issue is important?
- **Identify** possible solutions for these ethical issues.
- Why do you think your solution would work?
- What can you do to help solve the problem?



Reflection

In this chapter, we have explored how propaganda can influence your opinions on ideas, your country or politics. Advertising can convince you to watch a certain type of programme or to buy a specific product. Both propaganda and advertising try to influence how you think. As a result, the techniques which they employ are very similar. They both use arguments based on reason and emotional appeal. Although they are often used for political purposes or to promote consumerism, they can also be used for good causes. When used in the positive sense, there is not a lot of difference between the two. The main difference is that propaganda (either positive or negative) may also involve the use of rumours or untruths, which are not generally used in advertising. To summarize, neither is bound to be truthful or harmful, and they both have a function in our society.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
Factual: What is propaganda? What is the difference between propaganda and factual news? What are the goals of propaganda? Who uses propaganda?					
Conceptual: When is propaganda dangerous? Why do you think that governments and political leaders often use propaganda? What are some of the 'causes' that propaganda is used for? What is the difference between propaganda and advertising/marketing?					
Debatable: Is all art a form of propaganda? Why or why not? Is there ever such a thing as pure truth in the media?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills		Novice	Learner	Practitioner	Expert
Organization skills					
Information literacy skills					
Media literacy skills					
Critical-thinking skills					
Creative-thinking skills					
Transfer skills					
Learner profile attribute(s)	Reflect on the importance of being knowledgeable for your learning in this chapter.				
Knowledgeable					

10

Can words paint a thousand pictures?

Writers use their craft not only to **create** and let their **voices** be heard, but through the process of stylistic choice they bring to life worlds to share with their audiences. They use their words for **personal and cultural expression** in the same way an artist uses a paintbrush.

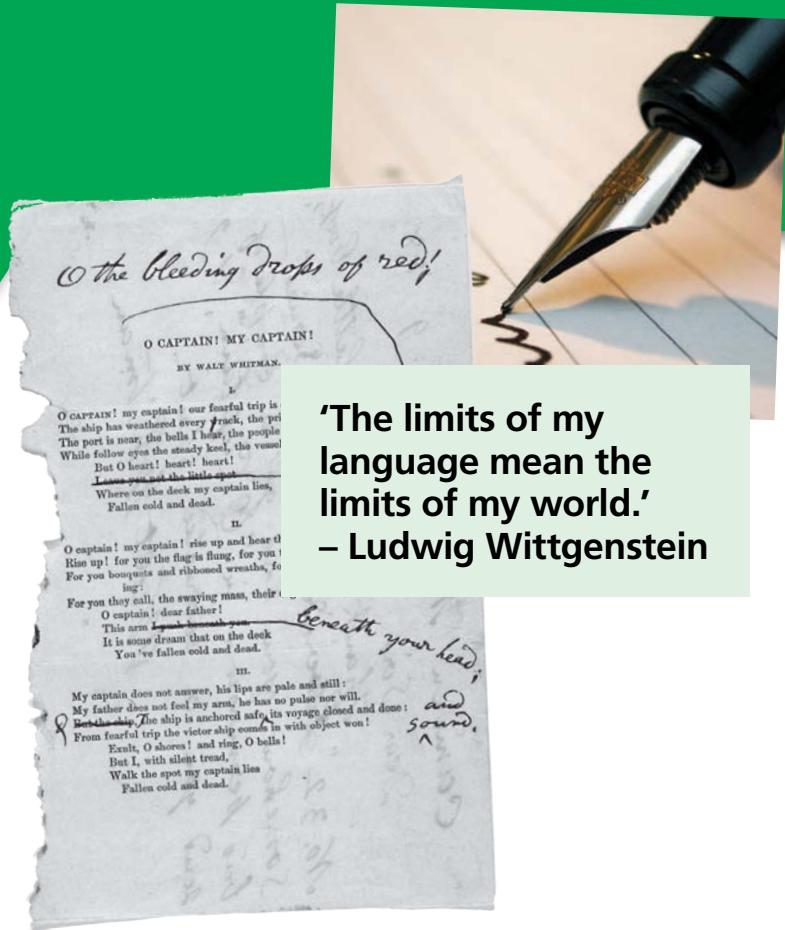
CONSIDER THESE QUESTIONS:

Factual: What different types of genres exist? What are the characteristics of different genres? Why do writers write and what tools do they use to convey their ideas?

Conceptual: How do the purpose and target audience of a piece of writing influence the structure, style and use of language? What makes good fiction? Are writers in touch with reality? What can literature teach us about ways of living, thinking and being? How can close reading of a text help us to sharpen our analytical thinking? How do writers communicate ideas effectively, efficiently and clearly?

Debatable: Why write? How do writing skills help us contribute to a community? What is life as a writer like? How can a writer's work be used to effect change? Is there a relationship between a writer's biography and the texts they create? How is human experience revealed in poetry and prose? Does a writer need to be famous to be considered a 'good' writer? Is it possible to truly express who you are through writing? Do people judge you by the quality of your writing?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



'The limits of my language mean the limits of my world.'
– Ludwig Wittgenstein

IN THIS CHAPTER WE WILL ...

Find out:

- how to become a writer
- how to improve your writing through the power of drafting
- how writers express themselves through writing.

Explore:

- the techniques for analysing the ways in which writers create different effects
- how to identify personal voice.

Take action

by raising awareness of your local writing community by inviting local writers to share their experiences and contribute to developing literacy skills.

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Reflection skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Transfer skills

● We will reflect on this learner profile attribute ...

- Reflective – we can develop our skills by giving thoughtful consideration to our own learning, ideas and experience. We will reflect on our work when we assess our own writing and that of others.

◆ Assessment opportunities in this chapter:

- ◆ **Criterion A:** Comprehending spoken and visual text
- ◆ **Criterion B:** Comprehending written and visual text
- ◆ **Criterion C:** Communicating in response to spoken, written and visual text
- ◆ **Criterion D:** Using language in spoken and written form

KEY WORDS

craft	imaginative
bestseller	informative
emulate	limelight
figurative language	plot
genre	realistic
ghostwriter	stylistic choices

A WRITER'S CRAFT

Craft is the art of writing. Writing is an essential core skill which allows us to think about and share our experiences. Through writing, we can express what we believe, what we know and see, and what we imagine and dream. We decide when, how and with whom we share our thoughts.

THINK–PAIR–SHARE

What do you enjoy reading? Why?

Look at the list of different text types below. Which ones do you like to read? Are there any text types missing? In pairs, discuss why you enjoy reading certain types of text.

blogs	memoirs
cartoons	plays
comics	poetry
fiction	newspapers
graphic novels	magazines
guidebooks	manuals
Internet material	non-fiction
journals	science fiction
lyrics	subject-specific books

When we read, what are some of the words we use to express our response to a text, for example, 'captivating'? In pairs, brainstorm and list at least ten examples. Share your ideas with your classmates.

How can we learn to become a great writer? Books are a big part of the answer! We need to become familiar with what good writing looks like. We must discover how it is organized through words, then sentences and eventually paragraphs, and how the writer keeps the reader completely involved in the text.

The best writers start with a main idea and a purpose. The *purpose* is their reason for writing. It might be to entertain, to surprise, to inform or to persuade. What really makes a text interesting is the *voice*, which reflects the writer's personality and identifies their style and tone.

Another way we can develop our writing skills is through practising writing and learning techniques designed to improve them. When we look at the works of different authors, it is not obvious how much time they spent on revising their work, and seeking and incorporating feedback on it. These are two important tools in a writer's toolbox.

Finally, the writer's craft is everywhere. You can analyse any type of text for it: poetry, novels, essays, non-fiction, the list is endless! By looking at writing and understanding what makes it good, you can improve your own skills.

What is life as a writer like?

WHAT MAKES A STORY FEEL REAL?

If writers had a toolbox, what do you think it would contain? All professions have tools and skills they need for their job, and writing is no different. You might expect to find dictionaries, reference books, pens, images and notebooks, to name but a few things. But writers' real skills come from the way they employ these tools and their passion for their work.

Unlike other professions, a writer's toolbox is very individualized. What worked for Ernest Hemingway may not have worked for Oscar Wilde, so each writer needs to find what works best for them and then use that to write. They need to find their voice for creating their desired effect. This can be done with ideas, images, word choice, dialogue, sentence structure, **stylistic devices**, text conventions and text fluency.

Where does a writer's inspiration come from? How do they organize their ideas? Is there a formula? Roald Dahl once said: 'You work it out and play around with it. You doodle ... you make notes ... it grows, it grows ...'

ACTIVITY: Why writers write

■ ATL

- Communication skills: Negotiate ideas and knowledge with peers and teachers

Look at the extract below, taken from the introduction to the book *Negotiating with the Dead: A Writer on Writing* by Margaret Atwood.

To record the world as it is. To set down the past before it is all forgotten. To excavate the past because it has been forgotten. Because to write is to take risks, and it is only in taking risks that we know that we are alive. To produce order out of chaos. To delight and instruct. To hold a mirror up to Nature. To hold a mirror to the reader. To paint a portrait of society and its ills. To express the unexpected life of the masses. To defend the human spirit, and human integrity and honour. To thumb my nose at Death. Because to create is human. Because to create is Godlike. To create a national consciousness, or a national unconsciousness. To spin a fascinating tale. To amuse and please a reader. To amuse and please myself. To pass the time, even though it would have passed anyway. Because I fell into the embrace of the Muse. To serve Art. To serve History. To serve the Collective Unconscious. To justify the ways of God towards man. To act out antisocial behaviour for which I would have been punished in real life. To subvert the establishment. To demonstrate that whatever is, is right. To experiment with new forms of perception. To have fun. Because the story took hold of me and wouldn't let me go. To search for understanding of the reader and myself. To cope with my depression. For my children. To make a name that would survive death. To defend a minority group or oppressed class. To speak for those who cannot speak for themselves. To expose appalling wrongs or atrocities. To record the times through which I have lived. To bear witness to the horrifying events I have survived. To speak for the dead. To celebrate life in all its complexity. To praise the universe. To allow for the possibility of hope and redemption. To give back something of what has been given to me.

In small groups, choose ten reasons for writing given in the extract that appeal to you. Rank them in order of importance.

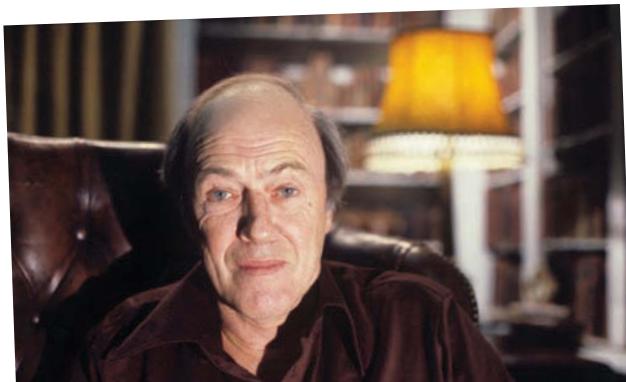
Share your choices with your classmates. Do your choices differ? If so, how? Are any of your choices the same?

Are there any statements in the extract that you disagree with?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

And as it grows, a writer discovers the story they had inside them. After a lot of hard work, and many long hours, they are finally able to create their story. They can share a piece of themselves with their readers. With all the labour and time that writers need to invest to create their work, why would anybody ever do this? In the activity on page 218, we explore some reasons why a writer chooses to write.



■ Writers Roald Dahl, J.K. Rowling and Suzanne Collins

ACTIVITY: Literary prizes

■ ATL

- Information literacy skills: Access information to be informed and inform others

The fact is, making a career for yourself as a writer is very difficult. Some writers manage to produce several bestsellers during their lifetime, while the majority never write their way to a fortune.

Few writers can make a living solely from writing, so they often have more than one job. You might be surprised to know that some writers have 'ghost' writers. What is a **ghost writer**? Which writers might have used a ghost writer?

Have there been any **Nobel Prize winners** in literature from your country? What do writers have to do to be awarded the Nobel Prize? Who has won the **Nobel Prize for literature** over the last five years? What **literary awards** are there in your country? How many countries have a **poet laureate**? What is your local writing scene like? What opportunities are there for writers in your local community?

Use the information you collect during your research to make a PowerPoint presentation to **explain** and **present** your findings to the class.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form.

How do writers communicate ideas effectively, efficiently and clearly?

HOW DOES EMULATING WRITERS INCREASE OUR UNDERSTANDING OF THEIR CRAFT?

The main elements that a writer focuses on when writing are:

- Style
- Tone
- Audience awareness
- Voice
- Organization
- Structure
- Technique

These items can be divided into four broad categories:

- **Word craft:** careful, deliberate word choice
- **Structural craft:** organizational features
- **Audible craft:** sound choices
- **Visual craft:** print features

Analysing the writing techniques that writers use can help you to construct meaning and understand why certain texts appeal to different audiences, and how they meet different purposes.

Hint

Use a **mnemonic** to help you remember key words and facts. A mnemonic is a device which helps you to memorize something difficult by creating a memorable word, phrase or sentence to associate with it. The word comes from the Greek 'μνημονικός', which refers to the mind. For example, **STAVOST** is a mnemonic which stands for: style, tone, audience awareness, voice, organization, structure, technique.

ACTIVITY: Word craft

ATL

- Communication skills: Negotiate ideas and knowledge with peers and teachers

What can words do? How can you characterize words? Are they simple or difficult, formal or informal, sensory or abstract?

Task 1

Look at this opening passage from *To Kill a Mockingbird* by Harper Lee:

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks in the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.

People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told it had nothing to fear but fear itself.

Identify the action verbs in the passage.

Identify specific words or sentences that create strong sensory images in your mind. In pairs, **discuss** your choices. Then draw an image that represents Maycomb which is linked to your interpretation of the passage.

Work with another pair of students as a group of four. Do your interpretations differ? If so, how are they different and why?

Task 2

Watch the first few minutes of the 1962 film version of *To Kill a Mockingbird*: www.youtube.com/watch?v=9CziL8xTmxs.

Are there any similarities between the film and the images portrayed in the passage? Is there anything that is very different from how you imagined it? Does the start of the film fit the opening passage? How would you have changed the film to match the text more closely? Support your answers with references to the passage and the film.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

WATCH-EXTEND-THINK

■ ATL

- Transfer skills: Make connections between subject groups and disciplines

Watch this TED Talk, ‘Finding the story inside the painting’ by Tracy Chevalier: www.ted.com/talks/tracy_chevalier_finding_the_story_inside_the_painting.

What does Chevalier want us to think about art? How does she find a story? What are her stories about? How does she choose a painting? What elements does she use to create interest and develop her characters?

Remember, the *plot* is the main events that take place in a story. It provides the script for the characters to actually be able to take action and develop the story.

◆ Assessment objectives

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

ACTIVITY: Painting a picture with words

■ ATL

- Communication skills: Take effective notes in class; write for different purposes; make inferences and draw conclusions

After listening to Tracy Chevalier's TED Talk on 'Finding the story inside the painting' (page 221), you now know the outline for the plot of a story or narrative. Every story, from books, plays and films to those in newspaper articles and television programmes, is based around a plot.

Visit this website and take notes on how to develop a plot for a story based on a painting: www.ted.com/playlists/194/10_talks_from_authors.

You have seen how Tracy Chevalier finds inspiration from paintings. Writers think carefully about the words they choose to convey the precise meaning they intend. Now it is your turn.

SEE–THINK–WONDER

In pairs, study the painting, by Andrew Wyeth, for two minutes. The original painting is hanging in the Museum of Modern Art (MoMA) in New York.



Form an overall impression of the painting and then examine individual items. Next, divide the painting into sections and study each section to see what new details become visible.

Based on your observations, list three things you might infer from the painting. What do you think the artist's purpose was for creating this painting? Provide details from the painting to support your answer.

Think of some powerful verbs, specific nouns, adjectives and adverbs to describe the painting. Create imagery through colourful language and sensory words, and use idiomatic expressions. What message do you want to convey? What does the painting make you wonder? Write 250 words to share your impressions with your classmates. Use the following questions to help you:

- Who is the girl in the painting? What is she doing?
- What does she look like?
- What objects can you see in the painting?
- What is the girl thinking?
- What is her relationship with the buildings?
- Where is she? How does the environment she is in contribute to the story?

Hint

Writers use descriptive language, including words to represent the five senses, to bring their writing to life.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

- 'Christina's World', Andrew Wyeth, 1948



Stylistic devices for creative writing



Alliteration is a stylistic device in which a number of words, with the same first consonant sound, occur close together in a series, for example: 'So we beat on, boats against the current, borne back ceaselessly into the past.' – *The Great Gatsby* by F. Scott Fitzgerald

The use of short sentences can create a mood of tension, for example: 'The old black key felt colder than any of the others. She pushed it into the keyhole. It turned smoothly, with a satisfying clunk.' – *Coraline* by Neil Gaiman

The use of the senses can add interest, for example: 'There was a cold, musty smell coming through the open doorway: it smelled like something very old and very slow.' – *Coraline* by Neil Gaiman

Personification is a **figure of speech** in which a thing, idea or animal is given human characteristics, for example: 'Justice is blind and, at times, deaf.'

The use of longer, complex sentences can create mood, for example: 'She knew she was doing something wrong, and she was trying to listen for her mother coming back, but she heard nothing.' – *Coraline* by Neil Gaiman

A **metaphor** is a figure of speech which makes a direct, implied or even hidden comparison between two things or objects that are complete opposites, but which share some similarities, for example: 'The woods became our saviour.' – *The Hunger Games* by Suzanne Collins

A **simile** is a figure of speech that compares two different things but also focuses on their similarities. It is like a metaphor except that it uses the words 'like' or 'as', for example: 'The girl held the blanket like a memory.'

A **hyperbole** is an extreme exaggeration used to increase the effect of a statement or phrase, for example: 'I have a ton of homework.'

Description of setting – The setting is the environment or surroundings in which an event or story takes place, for example: 'In a hole in the ground there lived a Hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a Hobbit-hole, and that means comfort.' – opening lines of *The Hobbit* by J.R. Tolkien

Description of a character's thoughts and feelings, for example: 'He felt as though he were wandering in the forests of the sea bottom, lost in a monstrous world where he himself was the monster. He was alone. The past was dead, the future was unimaginable.' – *1984* by George Orwell

Description of a character's background, appearance and personality, for example: 'Nothing like this man had ever been seen in Privet Drive. He was tall, thin and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-mooned spectacles and his nose was very long and crooked, as though it had been broken at least twice. This man's name was Albert Dumbledore.' – *Harry Potter and the Sorcerer's Stone* by J.K. Rowling

The use of a range of punctuation can create dramatic effect, for example: "Wow! Look at the sky," exclaimed Peter, as he rushed out of the front door.'

The use of repetition can also add interest, for example: 'The carpet beneath her feet was the same carpet they had in their flat. The wallpaper was the same wallpaper they had. The picture hanging in the hall was the same that they had hanging in their hall.' – *Coraline* by Neil Gaiman

Studying a writer's craft allows you to establish what the writer is trying to say. It helps you to understand the message and make connections to your own life and the world.

Analysing the organizational structure of a text can help the reader to interpret and infer intended meaning by reading between the lines.

ACTIVITY: Guess the book

■ ATL

- Communication skills: Use and interpret a range of discipline-specific terms and symbols

Read the article on page 225 about the best reads for summer according to Professor John Sutherland.

In pairs, think of five books that you have read and create your own tweets (in 140 characters or less) for the plots. Remember not to give too much away.

Exchange your tweets with your classmates. How many did you guess?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Yahoo News

By Andy Wells

Former Booker Prize Chairman Professor John Sutherland has set out the entire plot to 25 classic books for the Twitter generation.

If you ever struggle with time to read a book, a leading English language expert has managed to condense the nation's favourite beach reads to the length of a tweet.

In just 140 characters, former Booker Prize Chairman Professor John Sutherland has set out the entire plot to 25 classic books for the Twitter generation.

He decided to carry out the project after a poll by Samsung Galaxy S6 edge which suggests young Brits are ditching books for social media.

Professor Sutherland said: 'This breakdown of the 25 most popular beach reads of all time is the truest representation of modern day pulp fiction, allowing today's easily distracted young holidaymakers to enjoy the most popular summer books in an instant and who knows, maybe they may just inspire some people to pick up an old-fashioned book at some point.'

But we want to know how well YOU know your reads – can you guess the books from these tweet summaries?

- 1 Orphan 11yo Harry = wizard! Off 2wizard skool. Temp defeats Lord Voldie (whohe?) + 3 headed dog 2 bag the stone.
- 2 Katniss+Peeta r 'tributes' in dystopian TVised fite2death. P <3 K. K goes wiv it, as luv story=\$\$\$4survival. They win 2getha.
- 3 Amy&Nick r married. Amy fakes own murder 2 frame N. (who is rite?) A manipul8s every1, killz her ex. Evil A makes N stay w/ her 4 baby?
- 4 30s U.S, 6yo Scout+bro Jem try2c recluse Boo. Dad=lawyer4Tom, innocent black victim2racist trial. S+J attackd, saved by B & lern life-lessn.
- 5 Corpse in Louvre=coded msg! Symbolist man + cryptologist wman (chased by killer Xtian sect). Solve it: rveals truth bout Jesus!
- 6 20thC Pride+Prej:Bridget's 30+, sgl <3 booze+cigs+frends. Troubles w/diet,job+men + Y are guys crzy abt a grl's 4XXXL undrpnts??
- 7 V.rich, enigmatic Jay Gatsby finds 1st luv Daisy, Tom's wife. But it's selfish D+T's fault ends w/ Jay shot. Also 'Gr8'Gatsby was bootlegger.
- 8 Hobbit Bilbo <3 home but wizard Gandalf selects him 2 help dwarfs win back gold+kingdom stolen by dragon. Epic w/ elves, orcs, etc.
- 9 Nobles of Westeros fight/plot for throne of 7 kingdms, while icy zombie types threaten from North + girl frm deposed family gets dragons.
- 10 Henry+Clare happily married w/nrmal life xcept H sumtimes transported thru time.? Problems when he interfere in future and 4sees C's death?
- 11 Dr.Dolittle on Noahs ark w/magic realism: Pi's family own zoo, sail4Canada but Pi lost@sea alone except God ... and animals incl. tiger!
- 12 Bella is nu grl @skool. Who's this mysterious guy? A nice shiny vampire! He saves B from van, men + evil vamp. They fall in <3 + go 2 prom.
- 13 15yo w/Asperger, gr8 @maths. Idol=Sherlock. Solves mystery of y Mum+Dad broke up, somehow connected 2 pitchforked poodle in garden.
- 14 Mythic epic: Sauron made ring2rule them all but loses it in battle. Mny yrs + a murder l8r, hobbit Frodo must destroy it w/ wizard+elves.
- 15 Insignificant blu-green planet w/ primitive apelike life demolished 2 make way 4 bypass. Arthur rescued by alien hitchhiker + wanders galaxy.
- 16 Kabul. Amir + Hazara = Kite-fly buddies. Foe=Assef. Soviet invasion worsens, Amir unfrnd Hazara. Amir+dad go to US, all wrks out?
- 17 Fantasy:Lyra+daemon in quest4Dust+other worlds. But Church=enemy. Also must stop plot2cut Dmons frm ppl (like removing souls)! Also, bears.

Read this extract from Chapter 1 of *The Giver* by Lois Lowry.

It was almost December, and Jonas was beginning to be frightened. No. Wrong word, Jonas thought. Frightened meant that deep, sickening feeling of something terrible about to happen. Frightened was the way he had felt a year ago when an unidentified aircraft had overflowed the community twice. He had seen it both times. Squinting toward the sky, he had seen the sleek jet, almost a blur at its high speed, go past, and a second later heard the blast of sound that followed. Then one more time, a moment later, from the opposite direction, the same plane.

At first, he had been only fascinated. He had never seen aircraft so close, for it was against the rules for Pilots to fly over the community. Occasionally, when supplies were delivered by cargo planes to the landing field across the river, the children rode their bicycles to the river bank and watched, intrigued, the unloading and then the take-off directed to the west, always away from the community.

But the aircraft a year ago had been different. It was not a squat, fat-bellied cargo plane but a needle-nosed single-pilot jet. Jonas, looking around anxiously, had seen others – adults as well as children – stop what they were doing and wait, confused, for an explanation of the frightening event.

Then all of the citizens had been ordered to go into the nearest building and stay there. IMMEDIATELY, the rasping voice through the speakers had said. LEAVE YOUR BICYCLES WHERE THEY ARE.

Instantly, obediently, Jonas had dropped his bike on its side on the path behind his family's dwelling. He had run indoors and stayed there, alone. His parents were both at work, and his little sister, Lily, was at the Childcare Center where she spent her after-school hours.

Looking through the front window, he had seen no people: none of the busy afternoon crew of Street Cleaners, Landscape Workers, and Food Delivery people who usually populate the community at that time of day. He saw only the abandoned bikes here and there on their sides; an upturned wheel on one was still revolving slowly.

He had been frightened then. The sense of his own community silent, waiting, had made his stomach churn. He had trembled.

But it had been nothing. Within minutes the speakers had crackled again, and the voice, reassuring now and less urgent, had explained that a Pilot-in-Training had misread his navigational instructions and made a wrong turn. Desperately the Pilot had been trying to make his way back before his error was noticed.

NEEDLESS TO SAY, HE WILL BE RELEASED, the voice had said, followed by silence. There was an ironic tone to that final message, as if the Speaker found it amusing; and Jonas had smiled a little, though he knew what

a grim statement it had been. For a contributing citizen to be released from the community was a final decision, a terrible punishment, an overwhelming statement of failure.

Even the children were scolded if they used the term lightly at play, jeering at a teammate who missed a catch or stumbled in a race. Jonas had done it once, had shouted at his best friend, 'That's it, Asher! You're released!' when Asher's clumsy error had lost a match for his team. He had been taken aside for a brief and serious talk by the coach, had hung his head with guilt and embarrassment, and apologized to Asher after the game.

Now, thinking about the feeling of fear as he pedaled home along the river path, he remembered that moment of palpable, stomach-sinking terror when the aircraft had streaked above. It was not what he was feeling now with December approaching. He searched for the right word to describe his own feeling.

Jonas was careful about language. Not like his friend, Asher, who talked too fast and mixed things up, scrambling words and phrases until they were barely recognizable and often very funny.

Jonas grinned, remembering the morning that Asher had dashed into the classroom, late as usual, arriving breathlessly in the middle of the chanting of the morning anthem. When the class took their seats at the conclusion of the patriotic hymn, Asher remained standing to make his public apology as was required.

'I apologize for inconveniencing my learning community.' Asher ran through the standard apology phrase rapidly, still catching his breath. The Instructor and class waited patiently for his explanation. The students had all been grinning, because they had listened to Asher's explanations so many times before.

'I left home at the correct time but when I was riding along near the hatchery, the crew was separating some salmon. I guess I just got distraught, watching them.'

'I apologize to my classmates,' Asher concluded. He smoothed his rumpled tunic and sat down.

'We accept your apology, Asher.' The class recited the standard response in unison. Many of the students were biting their lips to keep from laughing.

'I accept your apology, Asher,' the Instructor said. He was smiling. 'And I thank you, because once again you have provided an opportunity for a lesson in language. "Distraught" is too strong an adjective to describe salmon-viewing.' He turned and wrote 'distraught' on the instructional board. Beside it he wrote 'distracted'.

Jonas, nearing his home now, smiled at the recollection. Thinking still, as he wheeled his bike into its narrow port beside the door, he realized that frightened was the wrong word to describe his feeling, now that December was almost here. It was too strong an adjective.

He had waited a long time for this special December. Now that it was almost upon him, he wasn't frightened, but he was ... eager, he decided. He was eager for it to come. And he was excited, certainly. All of the Elevens were excited about the event that would be coming so soon.

But there was a little shudder of nervousness when he thought about it, about what might happen.

Apprehensive, Jonas decided. That's what I am.

'Who wants to be the first tonight, for feelings?' Jonas's father asked, at the conclusion of their evening meal.

It was one of the rituals, the evening telling of feelings. Sometimes Jonas and his sister, Lily, argued over turns, over who would get to go first. Their parents, of course, were part of the ritual; they, too, told their feelings each evening. But like all parents – all adults – they didn't fight and wheedle for their turn.

Nor did Jonas, tonight. His feelings were too complicated this evening. He wanted to share them, but he wasn't eager to begin the process of sifting through his own complicated emotions, even with the help that he knew his parents could give.

'You go, Lily,' he said, seeing his sister, who was much younger – only a Seven – wiggling with impatience in her chair.

'I felt very angry this afternoon,' Lily announced. 'My Childcare group was at the play area, and we had a visiting group of Sevens, and they didn't obey the rules at all. One of them – a male; I don't know his name – kept going right to the front of the line for the slide, even though the rest of us were all waiting. I felt so angry at him. I made my hand into a fist, like this.' She held up a clenched fist and the rest of the family smiled at her small defiant gesture.

'Why do you think the visitors didn't obey the rules?' mother asked.

Lily considered, and shook her head. 'I don't know. They acted like ... like ...'

'Animals?' Jonas suggested. He laughed.

'That's right,' Lily said, laughing too. 'Like animals.' Neither child knew what the word meant, exactly, but it was often used to describe someone uneducated or clumsy, someone who didn't fit in. 'Where were the visitors from?' Father asked.

ACTIVITY: Structural craft

■ ATL

- Communication skills: Read critically and for comprehension; paraphrase accurately and concisely

READ-SHARE-WRITE

Read the extract from Chapter 1 of *The Giver* by Lois Lowry on pages 226–28.

In pairs, use the questions below to **discuss** and **identify** the structure of the text.

- Did the writer use a simple beginning–middle–end organizational structure?
- Did the writer explain the subject by organizing main ideas into paragraphs that are linked to the central idea?

Based on your answers, **synthesize** the main message of the extract. Write your answer in a paragraph of 100 words.

Identifying the text structure and constructing meaning are powerful tools for making connections between the ideas presented in a text.

- What does the extract say? What does it not say?
- Did the writer leave out any information? Why would he choose to do this?
- What writing techniques did the writer use to get his point of view across?

DISCUSS

Did you know that there is a film version of *The Giver*? Watch the trailer: <https://youtu.be/9ZmrrinUpQA>.

Compare and contrast the beginning of the book with the film trailer. What genre do they belong to?

Based on the extract and the trailer, would you prefer to read the book or watch the film?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

ACTIVITY: Audible craft – figurative language everywhere

■ ATL

- Communication skills: Negotiate ideas and knowledge with peers and teachers



Review the definitions and examples of figurative language on page 223.

You can also visit this website for further examples and explanations:

<http://literarydevices.net/>.

In small groups, get ready to test how much you know! Nominate a spokesperson for your group. Watch this video on figurative language:
<https://youtu.be/-S-uxMeNnt4>.

After each section, pause the video and **identify** which figure of speech is being used. At the end, check your answers with the rest of the class and find out how many you guessed correctly.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

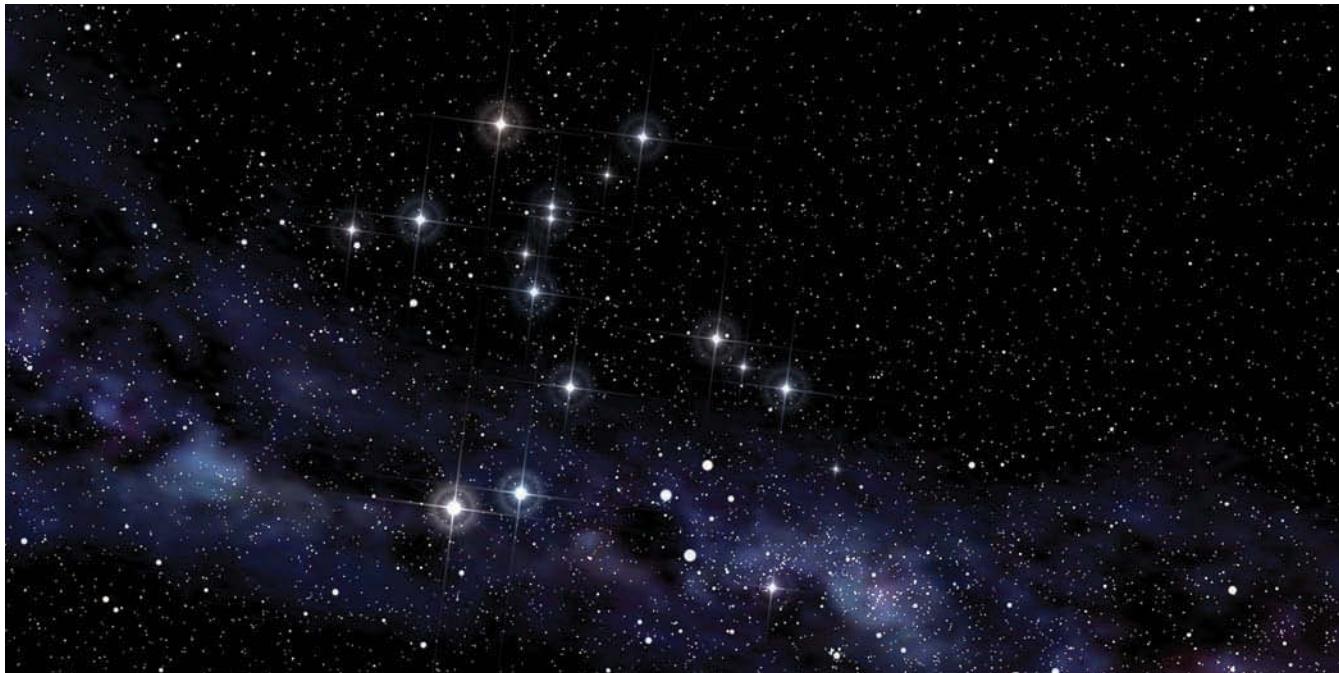
ACTIVITY: It's in a song

■ ATL

- Communication skills:
Negotiate ideas and knowledge
with peers and teachers

We have learnt that language with meaning beyond its literal meaning is called ‘figurative language’ or ‘figures of speech’. Lyrics are poems that have music to them. Many songwriters use writer’s craft when they write their songs.

Task 1



Watch this video for Rihanna’s song ‘Diamonds’ and **identify** the examples of literary devices and figurative speech: <https://youtu.be/nUD26iTq2p8>.

In pairs, copy and complete the table below with the examples you found.

Quote from the lyrics	Name of the device/technique	Analysis/explanation
For example, shine bright like a diamond	simile	fame/spotlight

Visit this website to check your answers: <https://prezi.com/yrqwhfpkk7ow/diamonds-by-rihanna/>.

Hint

visit this website to learn how to upload a video to YouTube: www.wikihow.com/Upload-a-video-to-YouTube.

Task 2

Songs and media texts are good sources for identifying literary devices. Visit these websites to see more examples of figurative language being used in pop culture:

<https://youtu.be/Z03pREr8epg>

https://youtu.be/j5krMN0K7_E

In pairs, **create** your own literary music videos. Upload them onto your class or individual blog for Language and literature.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

Tone and mood both deal with the emotions in a piece of writing. In some ways they appear to be similar, but they are in fact quite different.

Tone is the writer's attitude towards a subject and there can be various tones in different types of writing. Choice of words is key to creating tone. An example would be using the words 'dreaded Monday' and 'endless days' to describe starting back at school after a holiday. From this, we could interpret that going back to school is not something the writer is looking forward to.

Mood is the atmosphere of a piece of writing. It is the emotions that a text evokes in a reader.

WATCH–DISCUSS–EXTEND

■ ATL

- Communication skills: Negotiate ideas and knowledge with peers and teachers

Let's change the trailer

You are going to genre-cross some film trailers in order to recognize how mood and tone can impact on a story. Start by watching these trailers for three famous films and take notes on how they have been transformed:

<https://youtu.be/9eD2UpdhbwA>

https://youtu.be/2T5_0AGdFic

https://youtu.be/KmkVWuP_sO0

What genre were they originally? What genre have they been turned into? How has this been done?

Now it is your turn. In groups, choose an existing film and **create** a trailer that presents the film as a different genre. This is accomplished through editing and splicing scenes, adding new music and sound effects, and adding a new voice-over.

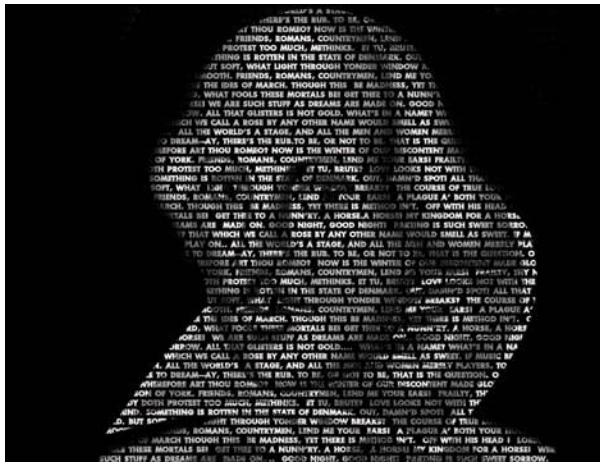
◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

ACTIVITY: Visual craft – presentation features

■ ATL

- Communication skills: Negotiate ideas and knowledge with peers and teachers; find information for disciplinary and interdisciplinary inquiries, using a variety of media



Writers throughout time have added text features, connected illustrations with text, and used formatting to enhance the look of their compositions.

In pairs, visit the websites below and on the right and study the various texts to see how the writers made use of white space in the layout, the effect of font style, size and colour on readability, the impact of formatting options, such as bold, underlining and italicizing, and the usefulness of headings and other markers. On some of the sites, you can click on the scale at the end of the manuscript to enlarge the image.

www.bl.uk/learning/images/changing/new/large4958.html

bit.ly/200tVGi

bit.ly/10qYygl

www.bl.uk/learning/images/changing/new/large17089.html

www.bl.uk/manuscripts/Viewer.aspx?ref=1784.a.13.2_f001r

www.bl.uk/manuscripts/Viewer.aspx?ref=8175.a.65_f017r

www.bl.uk/learning/images/changing/new/large4973.html

www.bl.uk/manuscripts/Viewer.aspx?ref=add_ms_4952_f001r

<http://special-1.bl.uk/treasures/festivalbooks/pageview.aspx?strFest=0245&strPage=001>

bit.ly/1ldj1D7

Make a list of all the things you notice, for example, words in different styles and colours. You could use different styles and colours in your list!

Discuss these questions: Who wrote the text? Who was it for? How do we know? What was the context in which it was written? Why was it written? What can we guess? What differences can you see between the texts? How do presentation features differ between fiction and non-fiction? Why would a writer use different forms of white space, font style and formatting?

What makes good and bad typography? In pairs, can you identify the following fonts?

Typography

Typography

Typography

Typography

Typography

Which font is the most popular? Which one should you use to write an essay?

▼ Links to: Design

Do you know who invented typefaces? Who introduced different fonts to computers? Where does our alphabet come from? Search online for **inventor of typefaces** and **apple and typefaces**.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

When his printing press published the first book in the fifteenth century, German inventor Johannes Gutenberg could never have imagined that an estimated 100 million books would be produced. What is even more outstanding is the number of books that have recently been converted into digital books.

In their TED Talk, Harvard researchers Erez Lieberman Aiden and Jean-Baptiste Michel explain how the information in 15 million books can be condensed into 5 million books: www.ted.com/talks/what_we_learned_from_5_million_books?language=en.



■ Early printing press

ACTIVITY: Culturomics – what we learnt from 5 million books

■ ATL

- Media literacy skills: Compare, contrast and draw connections among (multi)media resources

Watch this video, 'Talks for people who love words', and then answer the questions below:

www.ted.com/playlists/117/words_words_words.

What is culturomics? How does n-gram work? What is the advantage of using data in this way? How many phrases have been created? How many books has Google digitized? How far would the text go if it was written out in full?

Share your answers with the class. Then, in pairs, decide on a list of ten terms to search for on: <https://books.google.com/ngrams>.

If you want to find out more about how to use n-gram, visit this website: <http://google.about.com/od/n/a/Google-Books-Ngram-Viewer.htm>.

DISCUSS

How can n-gram be a useful tool to enhance your learning or project work?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

ACTIVITY: Writers' reading blogs

■ ATL

- Communication skills: Write for different purposes

Which book do you wish you could have written?

Create your own personal writer's reading blog on which you can post your observations about writers you have explored or 'discovered', and what you have learnt from them.

Write a 300-word biography on a writer of your choice for your blog.

You can use the bio-cube to help you to draft your biography: www.readwritethink.org/files/resources/interactives/cube_creator/.

Biography structure

Paragraph 1: Facts, such as date and place of birth, early life, etc.

Paragraph 2: Adulthood and becoming famous – achievements, recognition and works

Paragraph 3: Life at the moment (if the writer is still alive) or later life (if no longer alive)

Paragraph 4: Your feelings about this writer and your favourite book of theirs

Your blog will go 'live' for you to share with your classmates. Remember to reference content appropriately.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

EXTENSION: EXPLORE FURTHER

The British Library in London is not only the UK's leading library, but one of the main libraries for research in the world. Find out more about its collections: www.bl.uk/.

Search for [online famous world library collections](#) and discover a world of books!

DISCUSS

Do you have any amazing skills? How did you learn them? Did anyone teach you? How did they teach you? What did you learn to do first, read or write? What does your writing process look like? Why does writing matter? Where do you start? How can you become a better writer?

Why write?



What would happen if you had never been on a skateboard before, and someone suddenly gave you one and asked you to compete in a world championship? You would probably end up looking ridiculous after some very poor skateboarding. However, if you had practised for many hours beforehand, it would probably be a different story!

Like skateboarding, writing requires a lot of practice, too. Do you know anyone who can do something with ease and skill? An amazing footballer or guitarist perhaps? They would not be as skilled if they did not practise. Writing is a skill that you should practise and exercise every day. Some writers recommend that you keep a diary or journal, where you can note down your daily thoughts, feelings and questions. The more you write, the better you will become.

We have seen how writers use their craft to explore their ideas and to express themselves. Emulating some of their work can help you to develop your own skill set. Once you feel at ease with writing, you will not only develop your own voice, but you will also become more reflective and analytical.

Not all writers know what they want to say before they start tapping away on a keyboard or scribbling in a notebook. Some writers may only discover their destination as they write. For many, writing is a journey of discovery or a process which can be creative, stimulating and a lot of fun.

A brief outline of the steps to develop as part of your writing process is: prewriting, writing the first draft, revising, editing and perhaps even publishing!

ACTIVITY: Headlines – an interview with Kendare Blake

■ ATL

- Information literacy skills: Access information to be informed and inform others

WHAT MAKES YOU SAY THAT?



■ Kendare Blake

Read this interview with the author Kendare Blake: www.writersandartists.co.uk/writers/advice/731/a-writers-toolkit/interviews-with-authors/.

If you were to write a headline for this interview, which captured the most important aspect to be remembered, what would the headline be? What makes you say that? Give reasons for choosing your headline.

Task

Refer back to the notes you made for your writer's biography on page 235. In pairs, prepare some questions that you would like to ask the writer.

Role-play an interview with the writer, taking turns to play the interviewer and interviewee (the writer).

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Everything's a remix

■ ATL

- Information literacy skills: Understand and implement intellectual property rights

DISCUSS

What do you think the term 'creative reuse' means? What does 'reinvent the wheel' mean? Are you 'copying' someone just because you are inspired by them? What is the difference between being influenced by other works and copying them? What does the IB state on the issue of 'academic honesty'? How do you reference or acknowledge an idea in your work? Does originality still exist?

Task

Listen to this TED Talk by Kirby Ferguson, 'Embrace the remix': www.ted.com/talks/kirby_ferguson_embrace_the_remix?language=en.

Do you agree with the idea that all artists are influenced by everything around them?

Synthesize the message of the talk in one paragraph. Does the speaker's conclusion surprise you?

I USED TO THINK ... NOW I THINK ...

At the start of this activity, you discussed and formed initial ideas on the complex issues of copying and original works. In a few sentences, write down what you used to think about this topic. Take a minute to reflect and then write your response with the start: 'I used to think ...'

Now think about how your ideas on originality have changed as a result of listening to Kirby Ferguson and your discussions on the topic. Again, in a few sentences, write down what you now think about the issue. Start with: 'Now I think ...'

DISCUSS

How would you feel if other people copied or performed your work without your permission, or used ideas from your work without crediting you?

EXTENSION

Explore the world of **copyright** and **creative ownership**.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

ACTIVITY: How to write your own story

■ ATL

- Reflection skills: Develop new skills, techniques and strategies for effective learning

Beth Reekes is a Young Adult writer who started writing at the age of 15.

Listen to her talk and write down all the positive words she uses to describe her writing process, for example, 'empowering': <https://youtu.be/tRqVPRwKn2o>.

ACTIVITY: The danger of a single story

■ ATL

- Critical-thinking skills: Draw reasonable conclusions and generalizations; revise understanding based on new information and evidence



■ Chimamanda Ngozi Adichie

Chimamanda Ngozi Adichie is a Nigerian novelist, non-fiction and short story writer. She is considered to be one of the most prominent contemporary African writers of today.

Look at the title of her TED Talk: 'The danger of a single story'. How do you **interpret** the title of this talk?

Identify three possible risks of knowing only one story about a person or culture.

What stories do you think other countries have about your home culture? What does this make you wonder?

Task 1

Watch Adichie's TED Talk: www.ted.com/playlists/194/10_talks_from_authors.

You can click on the subtitles and download the transcript from here: www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en.

'Write the story you want to read.' In pairs, **discuss** this quote from Reekes' talk and write down some ideas for what you would like to write and read. Then **create** a word cloud with the words you have noted down.

Which IB learner profile trait would you attribute to Reekes? Why?

Reekes mentions Wattpad, a free website where you can read and write: www.wattpad.com/signup.

Scroll down to the bottom of the homepage and click on 'Writers'. Then click on 'how to write' and 'writing tips', and follow the steps to start posting your writing online.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text and Criterion B: Comprehending written and visual text.

As you watch, take notes to help you answer the questions below. Then answer the questions using your own words and include quotes from the talk to support your responses.

- 1 In one sentence, synthesize what the talk is mainly about.**
- 2 Why does Adichie include information about her childhood writing topics?**
- 3 Who can you infer that Chinua Achebe and Camara Laye are?**
- 4 Why does Adichie include information about Fide, her family's household help?**
- 5 What questions did Adichie's American room-mate have for her?**
- 6 What was her room-mate's 'single story' about her?**

Adichie points out that she was also 'guilty in the question of the single story', in her stereotypes of people from Mexico. In what way have you ever made assumptions or stereotypes based on a single story about a person or group of people?

How does Adichie propose to help solve the problem of single stories? What do you think would be a good way to recognize and decrease stereotypes of your home culture?

Task 2

After listening to Adichie's warning about the danger of a single story, think about an aspect of your own identity that is often misrepresented in an inaccurate or unfair way in pop culture or the media.

Write a 350-word talk in response to the following prompt: 'Select an advertisement, TV show, character, film or other popular image that you feel does not reflect an aspect of your identity in an accurate way and explain why.'

In your response, make sure that you explain your choice and try to educate your audience about the true reality of your experience.

Deliver your talk to your classmates.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Don't rush the job

■ ATL

- Reflection skills: Demonstrate flexibility in the selection and use of learning strategies

Writers often leave what they have written and come back to it a few days later to edit and proofread their work. This demonstrates that a writer can eliminate more mistakes in a piece of work if he or she is not in a rush. Grammar can be perfected. Sentences become more concise. Repetition is avoided. Dialogue is improved. Without a doubt, the more time a writer can spend on perfecting his or her writing, the better it will be.

Which ATL skills help you to become a more effective writer?

Task 1

Find all the corrections that need to be made to the piece of writing on the right. For example, spellings, capital letters, punctuation, and so on. Underline them and annotate what the corrections should be. (See page 178 for some useful correction codes.)

Task 2

Edit and proofread the piece of writing. Remember your own writing skills. Think about varying sentence length and complexity, interesting adjectives/adverbs, and a variety of punctuation.

The window burst open behind Me. We were alone in the hose. Or were we. The house was quite dark damp and there was a strange smell in the air. It was cold to, like there was a gohst in the room i walked towards the window to close it shut and stop the rain coming in. I found that the latch was broken meaning I could not stop the raining and cold coming in. What a nuisance,' I shouted across the room to my firnd.

Sudenly, heard sumthing move above us. It didnt sound human although it may have just been that our nerves were on edge. We shivered and became very frightened desperately looking around the room for a way out. we ran towards th hall way hoping to find soemwher to hide. We saw a large chest behind the starcase. As we hid, we could feel the cold wind coming in fromthe broken window. My friend got in first, and I shivered my teetch chattering. the sound moved towards us, really slowly and it sounded like something being draged across the floor. I got in quickly and shut the chest. We couldn't breathe. Our hearts pounding so fast in our chests.

The sound moved closur but then it stoped. I heard a thud and steps coming closer towards the chest then a sudden tap on the top of the chest. Then silence. Then we heard it slow growl and s terrible smell. Whatever it was, it wasn't human and we were trapped.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form.

COMICS

It is fascinating to think that people have had an interest in depicting stories through pictures throughout the ages. Just look at the hieroglyphics on Egyptian pyramids or the carved columns in ancient Greece and Rome. They are the first stories in a series and so, in many ways, are ‘ancient comics’.

Comics and graphic novels can help to develop your writing and reading skills. Modern graphic novels are much more sophisticated than the superhero comics of the past. Comic readers can learn punctuation, outlining, paragraphing and literary terms. When you write your own comic, it can help you to focus on the most important aspects of storytelling as the text has to be very concise. Writing comics will force you to simplify your planning of the beginning, middle and end, as well as the main characters.

ACTIVITY: The visual magic of comics

■ ATL

■ Communication skills: Paraphrase accurately and concisely

Listen to this challenging TED Talk, ‘The visual magic of comics’ by Scott McCloud, and recognize the patterns and features in representing stories visually: www.ted.com/talks/scott_mccloud_on_comics?language=en.

McCloud talks about the ‘infinite canvases’. What does this mean?

Synthesize the meaning using your own words.

What are the different formats of a comic that are mentioned in the talk?

Now visit these websites, which are mentioned in the talk:

www.scrawlmagazine.com/

www.drewweing.com/pup/

As you look at the sites, note the evidence of different types of comic presentation features. **Synthesize, analyse** and **evaluate** in order to come up with judgments about the medium of comics. Use the following specific terms to help you with your analysis:



Speech bubble: Graphic used to assign ownership of dialogue.

Thought bubble: Graphic used to show the internal thoughts of a character, usually cloud-shaped and connected to the owner by a series of smaller bubbles.

Onomatopoeia: Using a word to imitate the sound that it is describing.

Caption: Narrative device used to convey information that cannot be communicated by speech.

Panel: The smaller box segment of a page in which images are drawn.

Panel frame: Border or edges of a panel, usually rectangular in shape, but cloud-shaped can indicate a dream/flashback and one with a jagged edge can indicate anger/shock.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

POETRY SLAMS

A poetry slam is a competitive form of performance poetry. It was invented by Chicago poet Marc Smith in 1984 and spread to New York in 1988. Slam pioneers wanted to invent a way of performing poetry that was different from the traditional poetry scene, which they saw as being too conventional and inaccessible.

In a slam, poets perform for a live audience. Poems must be original pieces of work and less than three minutes long. Music, props and other prompts cannot be used. The audience is the ultimate judge of quality. Poetry slams are popular and direct, and the audience is very much part of the experience.

- ▼ Links to: Individuals and societies: History; Arts

History

We have seen that since the beginning of time, people have wanted to leave evidence of their lives and the world around them. People have used leather, bark, clay, soft metals and papyrus to record everything from laws to cultural stories. The word 'book' comes from Old English, meaning 'written sheet'.

Research the **history of books** linked to Individuals and societies, focusing on questions such as: How long have books been around? Have books always looked like they do today? What kinds of materials did ancient people write on? Visit these websites to support your research:

www.ancientegypt.co.uk/writing/explore/scroll.html
www.vroma.org/images/mcmanus_images/index6.html
news.harvard.edu/gazette/2001/02.22/07-ancientscript.html

Arts

Why not make several different types of books? Research how to **bind** and use **different materials** for your creations. Produce your own books with stories and poems that you have written.

ACTIVITY: Become a slam poet in five steps

■ ATL

- Reflection skills: Focus on the process of creating and imitating the work of others
- Communication skills: Use intercultural understanding to interpret communication
- Collaboration skills: Help others to succeed; give and receive meaningful feedback

Watch this simple guide to becoming a slam poet and take notes: <https://youtu.be/9f8VcV8v2LE>.

Now it is your turn. Follow the five-step guide to create your own poem. A starting point might be to tell your own story or write about a specific event – there are no rules.

Once you have written your poem, remember it needs to be performed. Edit your poem using these questions:

Have you conveyed your message in a clear and concise way? Is it easy to understand your points? What techniques did you use: rhyme, rhythm, repetition, puns, wordplay, imagery, other techniques? What images have you created? Do they make sense? How can you make them clearer?

Hold a Poetry Slam in your class. Arrange the classroom so that you have a stage and the audience can be part of the performance. Your classmates need to decide which poet is the best. Use the five-step guide to **evaluate** the performances.

Why not record the event for the school or produce a book of the finalists' poems?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

GET CREATIVE

ACTIVITY: It's your story

■ ATL

- Communication skills: Write for different purposes; use a variety of organizers for academic writing tasks
- Collaboration skills: Give and receive meaningful feedback

Now it is your turn to be creative and write a short story using what you have learnt in this chapter.

Write a story of 300–350 words in a narrative format or as a comic. Remember, creative writing is the process of inventing – the process of making something that is your own and original. As a writer, you have the power to build completely new worlds that nobody has ever experienced before. Blend together the different elements of a writer’s craft to create something special. In the same way that other writers do, write a story that you yourself would enjoy reading and it will be something that your readers enjoy, too.

Here are some prompts that you may like to use:

- **Sit in a public place and spend some time observing.**
This could be in a café, a park, a shopping mall or a museum. Take notes on what you observe and turn your notes into a story.
- **Choose a story that you know well and like, and rewrite it using a different genre.**
- **Choose a painting or a photograph and write a story based on the image.**
- **Look at a newspaper and choose a headline.**
Then turn it into a story.

Exchange your story with a partner and give each other feedback.

What do you hope to achieve by sharing your work with other writers in your class? What kind of advice might you give to your fellow writers? Highlight the positive features of the writing and one thing that you feel requires further editing or development, giving reasons for your observations.

Use these phrases to help you with your feedback:

The most memorable part for me was ...

The use of language I found most striking was ...

This line ending worked well because ...

The voice came across clearly.

The title maybe gives too much away.

The ending seems a little vague.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



Paragraphs

Organizing your writing in paragraphs will give your text a clear structure and will give the reader a clear idea of when you are making a point. Even if your writing is very impressive, if it is not presented in proper paragraphs it will be difficult to read.

Reasons for starting a new paragraph:

- New point on the topic
- New person being introduced
- Different person speaking
- New time being described
- New place being described



Common confused/misspelt words

There are many words in English that are difficult to spell and many that can be confused with one another. These words can look the same and/or sound the same. To complicate things further, the meanings of these words can be similar or very different.

a lot	form / from	professional
accidentally	happened	quite / quiet
are / our	humour / humorous	receive
believe	information	right / write
chose / choose	interesting	statistics
definitely	lose / loose	successful
difference	maybe	surely
embarrass	necessary	there / they're / their
environment	of / off	though / thought
especially	opinion	threw / through
excitement	opportunity	to / too / two
exclamation mark	perform	where / were / we're
exercise	principal / principle	your / you're

Take action

- ! Start a **Buddy reading programme** at your school or volunteer at your local library. The programme aims to help younger students gain confidence, develop reading skills, grow academically and achieve their potential of becoming better writers.
- ! Organize a collection of books and support a programme such as 'Read to Grow', which makes books accessible to everyone, everywhere: www.readtogrow.eu/en/Organization/FAQ.html.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 4

Task 1: Interactive oral – story or personal anecdote

You will engage in a discussion with your teacher on storytelling, using one of the prompts below. The discussion should include a personal response to the topic and you should support your responses with examples.

You are expected to speak for three to four minutes.

Prompts

- Tell me about a holiday you have had.
- Tell me about a difficult journey you have had.
- Tell me about a perfect day you have had.
- Tell me about a special event in your life.
- Tell me about a birthday you remember well.
- Tell me about a time when you lost something important.
- Tell me about a time when you gave someone a surprise.

**THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN
CRITERION C AND CRITERION D TO PHASE 5**

Task 2: Interactive oral – ‘You can’t judge a book by its cover’

You will engage in a discussion with your teacher on storytelling, using the prompts below. The discussion should include a personal response to the topic and you should support your responses with examples.

You are expected to speak for four to five minutes.

Prompts

- Do you like reading books?
- Do you prefer reading books or watching films?
- Describe a book you have read or a film you have seen. Say:
 - what the book or film was about
 - when you read or watched it
 - why you decided to read or watch it.
- Is reading as pleasurable in digital format as it is in print format?
- Do you think bookshops will survive the digital revolution?
- Look at the following book cover for a minute:
bit.ly/1UOXsPL

Which presentational features can you **identify**? Are these features effective? Why? Why not? What would you change or add to the cover?

- Can you judge a book by its cover?

Reflection

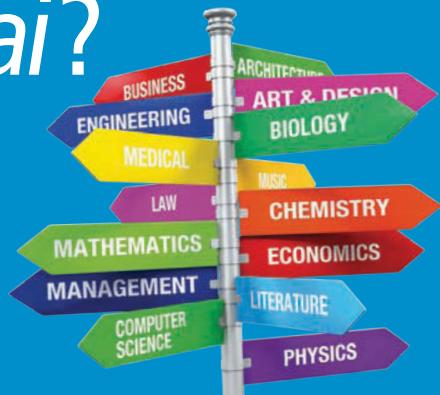
In this chapter, we have explored writing. We have looked at it from many different perspectives. We have examined what motivates a writer to write and the tools that they can use. We have worked through activities on storytelling and considered what makes a good story. We have also looked at this area from a reader's perspective. We have learnt different literary terms and how to analyse prose. Finally, we have learnt some useful techniques for writing our own stories.

Use this table to reflect on your own learning in this chapter.

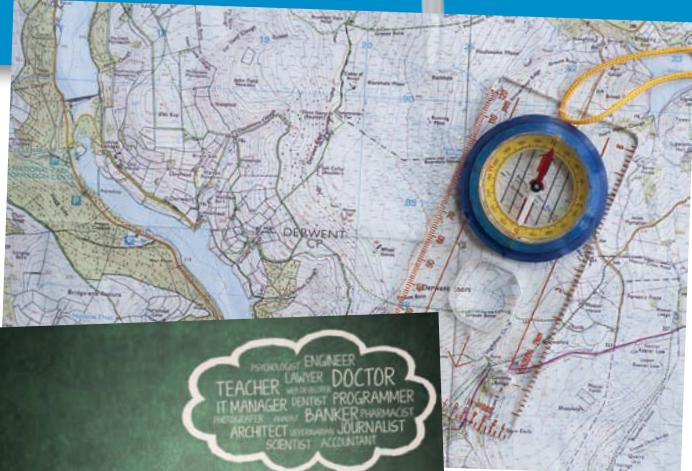
Questions we asked	Answers we found	Any further questions now?			
Factual: What different types of genres exist? What are the characteristics of different genres? Why do writers write and what tools do they use to convey their ideas?					
Conceptual: How do the purpose and target audience of a piece of writing influence the structure, style and use of language? What makes good fiction? Are writers in touch with reality? What can literature teach us about ways of living, thinking and being? How can close reading of a text help us to sharpen our analytical thinking? How do writers communicate ideas effectively, efficiently and clearly?					
Debatable: Why write? How do writing skills help us contribute to a community? What is life as a writer like? How can a writer's work be used to effect change? Is there a relationship between a writer's biography and the texts they create? How is human experience revealed in poetry and prose? Does a writer need to be famous to be considered a 'good' writer? Is it possible to truly express who you are through writing? Do people judge you by the quality of your writing?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills		Novice	Learner	Practitioner	Expert
Collaboration skills					
Reflection skills					
Information literacy skills					
Media literacy skills					
Critical-thinking skills					
Transfer skills					
Learner profile attribute(s)	Reflect on the importance of being reflective for your learning in this chapter.				
Reflective					

11

What is your *ikigai*?



Our decisions and actions shape our identities and relationships, impact on our ability to thrive and succeed, and allow us to communicate our sense of purpose.



CONSIDER THESE QUESTIONS:

Factual: What are you interested in? What are you good at? What are your skills? Which courses should you study to achieve the career of your dreams? What is the purpose of higher education? What is the youngest age at which a child can work in the UK? What is the youngest age at which a child can work in your country?

Conceptual: Why do you get up in the morning? What motivates you? How do you define 'success'? Where will your talents take you? How will you make a difference? How well do you use your talents? How and why are people defined by the work they do? Why do we need to work? Why are twenty-first century skills so important?

Debatable: Should you be practical and realistic or passionate when considering your future options?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class

IN THIS CHAPTER WE WILL ...

Find out:

- about the methods for getting to know ourselves better
- about the options that exist to help us set goals and develop our skills.

Explore

- our potential, our strengths and weakness, how to make informed choices and reflect on these, and how we can apply these to an unknown future.

Take action

- by synthesizing the information we know about the future with what we discover by reflecting on our own skills, and then using this information to create our own personal path and goals.

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Organization skills
- Affective skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Creative-thinking skills

● We will reflect on this learner profile attribute ...

- Risk-takers – we are courageous in looking at ways to achieve our goals and in taking steps to make them real. Whatever we do, or do not do, involves some type of risk. What we want to become are intelligent risk-takers who know what level of risk we can handle and move intelligently towards our goals with the right risk-tolerance.

KEY WORDS

apprenticeships	Millennial generation
career	pension
degree	salary
employment	stability
gap year	unemployment
higher education	workplace
internships	

THINK–PAIR–SHARE

Read these quotes and explain what you think they mean. **Discuss** how they relate to the topic of this chapter.

'Success is not final, failure is not fatal: it is the courage to continue that counts.' – Winston Churchill

'It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things.' – Leonardo da Vinci

◆ Assessment opportunities in this chapter:

- ◆ **Criterion A:** Comprehending spoken and visual text
- ◆ **Criterion B:** Comprehending written and visual text
- ◆ **Criterion C:** Communicating in response to spoken, written and visual text
- ◆ **Criterion D:** Using language in spoken and written form

For most people, trying to work out what to do is confusing. In our increasingly *open world* it is becoming even more so. There are so many options, so many contexts and the future can be very difficult to predict. What *is* certain is that the rate of change is fast-paced and this is having a huge impact on the tools that young people use to map out their futures. One of the most effective things we can do is to bring the future into the present by keeping up to date with choices and innovations.

In Chapter 3, we saw how a group of older Japanese can readily articulate the reason they get up in the morning, which they identify as their *ikigai* (see page 57). Having the right outlook and finding your purpose can not only improve your life, but can also lead to a more active life. Following your heart and letting your dreams shape your goals, so that you go after what you really want, will be possible if you too know what your *ikigai* is.

Change is constant and adaptability is one of the most important skills you need in the twenty-first century. Networking through family, friends and your school community is one of the most valuable resources available to you in helping you to achieve your goals.

Finally, remember that learning is ongoing. The end of school does not mean the end of learning. Opportunities to learn are all around you and you need to take advantage of these. Learning is a life-long journey which will take you in different directions and along constantly changing paths.

WHAT DO YOU WANT TO BE WHEN YOU GROW UP?

How often have you been asked, 'What do you want to be when you grow up?' and suddenly felt the pressure to map out your future path? Maybe you are one of those people who have always known what they want to do when they grow up – such as become a firefighter, an engineer or a doctor. If this is the case, you are in the minority.

Why do we need to work?

WHAT CHALLENGES DO YOUNG PEOPLE FACE?

At the end of 2015, statistics showed that 75 per cent of the world's workforce is made up of young people, known as the Millennial generation or Generation Y. Sadly, their economic prospects are not particularly encouraging. Despite this, Millennials have high and positive expectations.

There is a youth employment crisis across the globe: young people are three times more likely to be unemployed than adults and almost 73 million youths worldwide are looking for work.

The face of employment in developed countries has undergone radical change in the last 40 years. Manufacturing has declined. Working for a single company for your entire life has become a rarity. Flexible working practices are the norm. Women and multi-generational workers have increased greatly in numbers. A worker from 1975 would not recognize the 2015 workplace!

These changes have been revolutionary, but there is still room for improvement. The question is how to build upon the existing changes and prepare for even greater changes in the future. There are now more people in education than ever before, and yet some countries are falling dangerously behind the rest of the world in terms of business skills and literacy levels. The trend is to prepare for the changing nature of work and to develop soft skills.



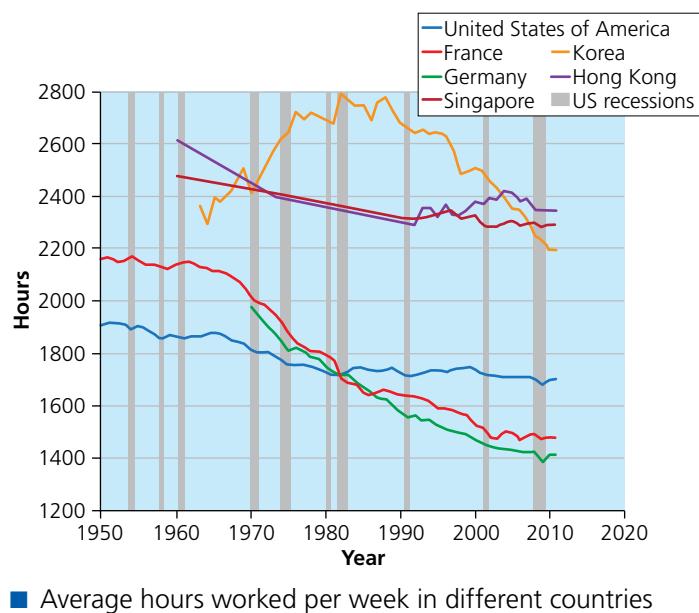
Soft skills, also known as people skills, are the skills we use to interact with people around us, for example being a good communicator. The IB learner profile helps you to develop soft skills.

ACTIVITY: What is job satisfaction?

ATL

- Information literacy skills: Make connections between various sources of information
- Critical-thinking skills: Interpret data

In pairs, discuss and **analyse** the data in the graphs below and on the right. What do the graphs tell you about working life today? Which country has the longest working day? Are you surprised by the data?



▼ Links to: MYP

Think about the other subjects that you are studying. How do you use data in tables, graphs and charts? In academic and report writing, you will use information and facts presented in these formats to support the topic sentence of your paragraph. Often the data presented in a graph or table show change over time.

There are specific verbs, adjectives and adverbs that can help you to describe these changes. For example, verbs for describing how data have changed:

to increase	to remain (unchanged)	to decrease
to go up	to be steady	to go down
to rise	to plateau	to decline
to climb		to drop

Adjectives and adverbs for describing how fast a change occurred:

sharp / sharply	steady / steadily
significant / significantly	slight / slightly
dramatic / dramatically	gradual / gradually

Practise writing a paragraph to **describe** data for one of your subjects. Write three details to support your topic sentence.

Here are some useful words and phrases you can use to talk about graphs and charts:

numbers soared / plunged / rose / rocketed / slumped
a steep or gradual rise in / a slight dip in / a steady fall in / hit a peak
the trend was flat / the trend fluctuated

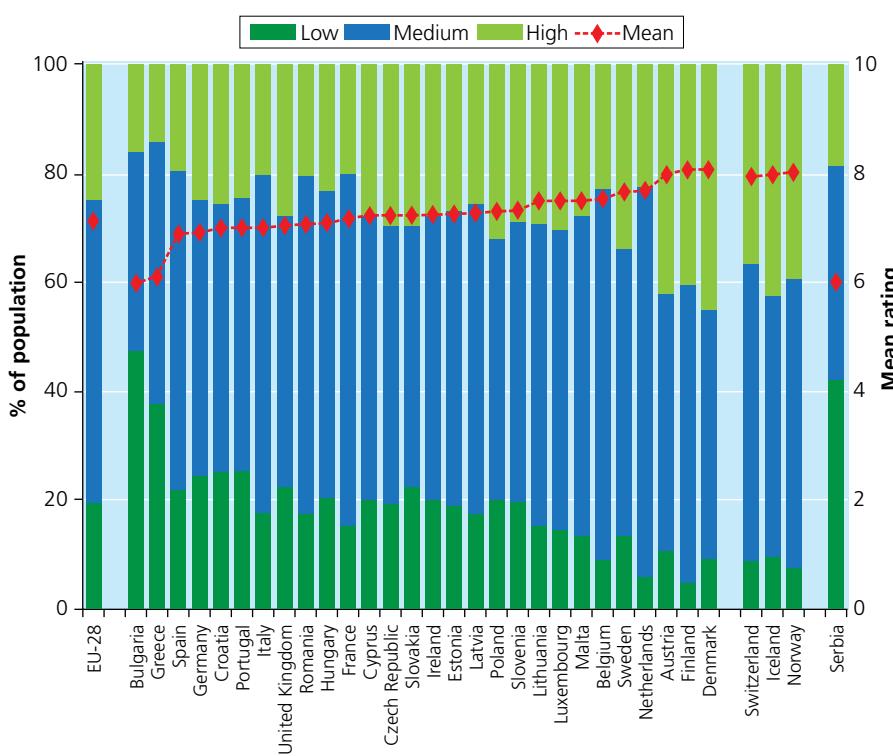
THINK-PAIR-SHARE

What makes a good job? Consider the aspects that influence job satisfaction listed below. What do you think is the most important aspect? Rank the aspects taking into account your own preferences, motivations and priorities. **Discuss** your choices with your partner.

- Opportunities to use skills and abilities
- Opportunities for career progression and promotion
- Variety of work
- Flexible working hours
- Good holidays
- Excellent salary
- Relationships with co-workers
- Job security
- Being part of a team
- Relationship with immediate boss

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.



■ Job satisfaction and quality of life across Europe

ACTIVITY: Make life more stable with more frequent job changes

■ ATL

- Critical-thinking skills: Recognize and evaluate propositions

Read the extract on the page opposite from Penelope Trunk's blog about the concept of stability and work.

In pairs, **identify** a claim made by the writer on the topic of stability and employment in today's workplace. Support your choice with evidence from the text.

What are some of the questions you might want to ask about statements made in the text? Can you think of reasons why they might be true or untrue?

As a class, **discuss** your answers. What new thoughts do you have on the concept of stability and work?

1 Evaluate the topic

Give an explanation or your interpretation of some aspect of the topic, in this case, stability and work.

2 Identify support for your claim

Include detail on the things you see, feel and know which support your chosen claim from the text.

3 Ask questions related to your claim

Think of good questions to ask about statements in the text, such as: What has been left unanswered? What has not been explained? What further questions does your claim raise?

- Steps to help with support for and questions on your chosen claim

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

The screenshot shows a web browser window with the following details:

- Address Bar:** http://blog.penelopetrunk.com/2007/02/25/make-your-life-more-stable-by-changing-jobs-more-frequently/
- Title:** Make life more stable with more frequent job changes
- Date:** 25 February 2007
- Text Content:**
 - It used to be that finding a good paying career was the path to adult-life stability. Those days are over. What we think of as stability has to change, and how we get to that stability has to change.
 - Here's a summary of the new employee of today's workplace: Most will change jobs every two years. Most will start their adult life by moving back in with their parents. Most say that money is not their number one concern in evaluating a job.
 - You think it's a recipe for instability, right? But what else is there to do? Work at IBM until you get a gold watch? There are no more jobs like that – companies are under too much pressure to be lean and flexible (read: layoffs, downsizing, reorgs), so workers have to be, too (read: constantly on the alert for new job possibilities).
 - In fact, stability is a big goal for new workers today, precisely because the old paths to stability don't necessarily work.
 - For example, staying in one job forever is today's recipe for career suicide. At the beginning of one's career, it is nearly impossible to find something right without trying a bunch of options. After that, you will experience more personal growth from changing jobs frequently than staying in one job for extended periods of time. And if you change jobs frequently you build an adaptable skill set and a wide network which are the keys to being able to find a job whenever you need to.
 - Another example of the fact that common paths to stability no longer work: Professional degrees used to be viewed as a safe path, but now they box you into uncomfortable spots. PhD's are having lots of trouble finding work due to the documented glut of qualified candidates, and the MBA is not a huge help to your career unless you go to a top-ten school. Doctors are having a hard time working a schedule that accommodates kids and pay back school loans, which is creating a surge in interest in the field of ophthalmology – probably not what your parents had in mind when they were encouraging medical school.
 - The lack of stability is affecting people across the board: 'All well-educated workers, even those at the top, are at much greater risk of economic reversals than they used to be,' wrote Jacob Hacker, professor of political science at Yale.
 - Finally, tried-and-true paths to financial stability are no longer reliable either. This is the first generation that will not do better financially than their parents. Anya Kamenetz describes in her book, *Generation Debt*, that young people today are in a much worse financial situation than their parents were, so the expectations for stability have to change. This financial situation is due to increasing college costs and decreasing parental ability to foot the bill. And real salaries are decreasing for entry level jobs. So new workers start life with more debt and less ability to pay it than their parents' generation.
 - So it's not surprising that the new vision of stability is not a house, two kids and pension. Most young people are priced out of housing markets in the cities they want to live in, like Boston. San Francisco and New York are seeing an increase in one-child families because people can't afford two, and there are no more pensions. Period. The goals are more fluid – and they do not focus on old tropes of financial success like a house and a 401K.

ACTIVITY: Working patterns

■ ATL

- Communication skills: Structure information in summaries, essays and reports
- Information literacy skills: Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

Task 1

Explore **working patterns** in a decade of your choice, for example, the **1960s**, **1980s**, and so on.

Do a further search on **9 to 5 jobs**. Note down the shifts in approaches to a working day. Can you predict what the working day will look like in 20 years' time?

Do a search on the **jobs** which have become **obsolete** and those that are **at risk of disappearing over the next decade**.

Remember to systematically record all the websites you visit so that you can reference them in your report.

As you do your research, **summarize** and take notes on the information you want to use. Then create a PowerPoint presentation to present to your class.





Finally, write a report of 300–350 words on working patterns. You can refer to the boxes on these pages and those on page 62 for guidelines and useful phrases.

Task 2

Your school university guidance counsellor has sent you a letter. It explains that the government is going to award grants to schools that are preparing young people for what the workplace of the future will look like and the skills they need to succeed.

You have been asked to find out what your school can do to provide information, administer programmes and create an environment to raise awareness about work opportunities.

Write a report of 300–350 words to **describe** the current situation and suggest recommendations on how improvements can be made.

Hint

Remember, your report should always start with introductory information:

- To:
- From:
- Subject:
- Date:

In this activity, we have practised the academic writing skills needed for report writing. Reports need to be concise, clear and well-structured. They usually analyse a situation or problem, often making recommendations for future action.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Writing a report

Plan your report to make sure you answer the question and/or address the issue.

A report should have at least four paragraphs. Each paragraph should have a heading which explains what the paragraph is about, for example, first paragraph: Introduction, final paragraph: Conclusion.

Remember, in your final paragraph you should try to make recommendations.

Use formal language and do not use contractions.

When you have finished, review your report to correct any mistakes.

Useful phrases for a report

Introductory paragraph

The aim / purpose of this report is to ...

As requested, I have ...

This involved looking at ...

My findings are presented below. / I have outlined my findings below.

Making recommendations

I would like to suggest / recommend ...

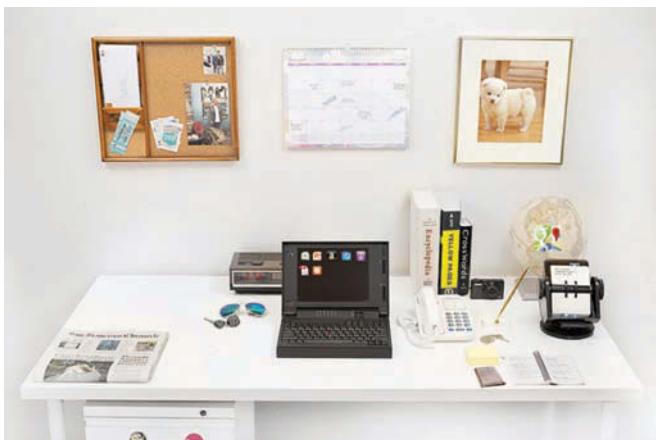
I believe we should not ...

You may wish to consider ...

ACTIVITY: The evolution of the work desk



- The first personal computer surrounded by countless tangible desk items



- The Millennial Workstation



- 2015 – Free of clutter

<http://bestreviews.com>

■ ATL

- Creative-thinking skills: Applying existing knowledge to generate new ideas, products or processes

In pairs, **analyse** the images on the left and generate a list of the various perspectives or points of view embodied in the pictures. Why might different people react differently to the desk images?

Create your own 'desk image' for the year 2025. Write a paragraph to describe your image.

How old will you be in 2025? How old will your parents or siblings be in 2025? In groups, **identify** ten differences between how you live now and how you might live in the future.

Discuss your list as a class. How does looking back at the past help us to understand the present and foresee future trends?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text.

ACTIVITY: Balloon debate – career ranking

■ ATL

- Collaboration skills: Build consensus
- Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences



Can you visualize a hot air balloon that is losing height rapidly? In order to save some of the passengers in the balloon from a horrible fate, others need to be thrown overboard! Who do you keep in the balloon and who goes? It's a dilemma and a drastic measure for survival!

A balloon debate is based on this idea. The difference is that inside the balloon you have different concepts and objects instead of people. In teams, you need to consider and negotiate why certain things should be saved. In this example, if one career goes overboard, its contribution to humanity goes with it. For example, if the 'doctor' goes, what impact might this have?

In pairs, rank the following careers in your balloon in order of status and then in terms of their value to society:

actor	journalist
architect	lawyer
army officer	mechanic
bank manager	police officer
doctor	politician
engineer	religious leader
entrepreneur	research scientist
farmer	social worker
gardener	teacher

Discuss your rankings as a class and agree on a 'list'. Who have you chosen to keep in the balloon and why?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

How and why are people defined by the work they do?

ACTIVITY: Job biography

■ ATL

■ Communication skills: Write for different purposes

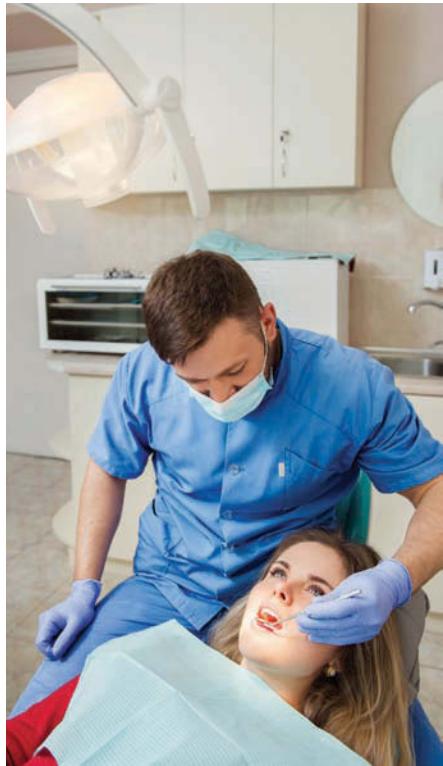
Your class is going to organize a Round Table for the school Careers Fair week. You have decided to invite parents and other professional people with a range of different jobs to describe their working lives.

To gather information, you are going to interview someone you know about his or her career. It is important to ask questions about why they work in their chosen field and the skills they need in order to do their job. What training did they do? Do they like their work? Review how to form open-ended questions in Chapter 4, page 79.

Write a 250-word professional biography to share with the class, giving background information on one or two different careers. Use quotes from your interview and any other references that are relevant.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



ACTIVITY: I want to be an astronaut

■ ATL

- Communication skills: Read critically and for comprehension
- Collaboration skills: Exercise leadership and take on a variety of roles within groups

Read the article by Charlie Ball on page 260, 'Reality check: are young people's career aspirations unrealistic?', and answer the following questions:

What does the latest research suggest? Which employment 'fields' are oversubscribed? Are young people realistic in their career choices? What does 'unevidenced assumptions' mean? Who conducted the survey? How many jobs were offered in the survey? Is the data reliable? Why? Why not? What do students claim they want to be when they are young? According to the article, what is the most valuable 'trait' for young people to have?

SENTENCE-PHRASE-WORD

Review the article that you have just read and select:

- a **sentence** that was meaningful to you and helped you gain a deeper understanding of the text
- a **phrase** that moved, engaged or provoked you, or was in some way meaningful to you
- a **word** that captured your attention or struck you as being powerful.

Write your responses on sticky notes.

Task

In groups, briefly share your responses and **explain** why you selected your sentence, phrase and word. As the group is sharing, attach the sticky notes to a chart under the headings 'sentence', 'phrase' and 'word'.

When you have finished, **analyse** the group's responses on the chart and consider:

- What implications/interpretations surrounding the article emerge from the responses?
- What common themes emerge from the responses?
- What aspects/points of the article are missing? Why do you think this is?

Individually, reflect on your current understanding of the article and how this activity has contributed to constructing your own understanding.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

Reality check: are young people's career aspirations unrealistic?

By Charlie Ball

New research suggests young people's career aspirations aren't realistic. But are we really aiming too high?

New research shows the most popular career among teenagers aged 13 to 14 is acting.

Teenagers' career aspirations do not match the demands of the job market, new research has suggested. The report, by the Education and Employers Taskforce, examined the ambitions of young people aged 13 to 18 and mapped them against projections for skills demands.

For example, it found that the culture, media and sport industry is over-subscribed, while others – such as building and construction – are under-subscribed.

There were some positive findings, however, about how realistic young people are when it comes to their choice of career. The most popular job among teenagers aged 13 to 14 is an actor, but this falls out of the top ten by the time teenagers reach 17–18 years old.

The results are fairly predictable but this type of research helps to ensure we don't rely on unevidenced assumptions. That said, the report itself acknowledges that there have been other recent studies on this very topic which have reached the same conclusion.

The survey sample for the research was taken from b-live's database. b-live is a registration-based website and has links with schools, so it provides a useful way to find young people with an interest in careers. But using b-live to provide a sample also skews the results: due to the nature of the site, respondents are already engaged with the careers process and have been exposed to the careers that b-live promotes – making them more likely to be interested in those specific roles.

11,759 young people participated and were invited to click on jobs from a list of 69 occupations across a 'multitude of UK industrial sectors'. This is where my nerd pulse quickens. In the UK, we use a system called the Standard Occupational Classification (SOC) 2010 to distinguish different kinds of job. This is a very fine piece of work, and the researchers drew from it to create their stripped-down jobs list.

But if you collapse a range of popular and common occupations – all teachers and lecturers into one job, for example – while separating other similar occupations – advertising and PR, for instance – then your answers are

partly driven by the choices you have offered. There is no perfect solution, of course – you don't want to offer every possible job, because that list doesn't exist, young people won't have heard of many of the jobs on offer and the numbers you'd get for each one would be too small to do anything with.

Then there's the question of what we're comparing the data against – labour market projections. It's important that we try to estimate future skills demand to have some level of preparedness for the future. It's also important to remember that no matter how good these estimates are – and ours are pretty good – they're always wrong. At the moment, the economic outlook is pretty uncertain and we're not sure what the rest of 2013 will bring, let alone 2023.

At the heart of this are some big questions. When should people be sure what career they want to do? And how do they make those decisions? This age group will be influenced by external factors too. For example, if you're a teenager in the north-west with a parent working for AstraZeneca, does science look that good a career this morning? Meanwhile, the report finds 7% of privately-educated 15–16 year-olds want to be lawyers. The chances are that some of those students have parents in the law and can see it's brought them an agreeable lifestyle. Why shouldn't they aspire to that?

In the end the report finds that, as students get older, fewer of them want to be actors and TV presenters, and more of them want to be middle-class professionals. Most of the young people surveyed want a career that will require a degree. The most popular career path for 17–18 year-olds was to be a teacher. This may not fit the labour market we actually have, but it does fit with society's constant exhortations to young people to be aspirational.

We have a good, flexible education system in this country, particularly in higher education. You can take a physics degree, but that doesn't mean you have to be a physicist. And while effective careers advice is a good idea, do we really want 18 year-olds to be set on a firm career path already? I'm not sure that's a good idea in a rapidly-changing jobs market, when they'll still be working 50 years from now. We need them to be flexible and able to turn their hand to a range of jobs. This report helps show that our teenagers are still adapting their ideas about careers, and it's our job to ensure that these ideas are realistic and fit in with the world they'll be entering.

www.theguardian.com/careers/young-people-career-aspirations-unrealistic

ACTIVITY: Idioms connected to the world of work

ATL

- Communication skills: Make inferences and draw conclusions

In Chapter 5 we saw how an **idiom** has a different meaning to its literal explanation. Idioms are used extensively in English. There are quite a few idioms connected to the world of work.

Task 1

Match each idiom below with its meaning. Use an online dictionary to check the definition. Then write a sentence using each idiom.

- | | |
|---------------------------------|---|
| 1 get the boot | a to work very hard |
| 2 eager as a beaver | b to do more than is expected of you |
| 3 take on | c a hardworking and enthusiastic person |
| 4 pushing the envelope | d to work day and night at something |
| 5 talk shop | e to earn money and pay for the family needs |
| 6 bring home the bacon | f an important item that is part of something |
| 7 part and parcel | g to be dismissed from a job |
| 8 work your fingers to the bone | h to approach or go beyond normal limits |
| 9 go the extra mile | i to hire someone |
| 10 burn the candle at both ends | j to talk about work when you are not at work |

Task 2

Write definitions for the following words and phrases:

- co-worker
- contingent labour
- job share
- work-family balance
- obsolete
- work-station
- desk-hopping
- minimum wage

Add your own vocabulary words to the list and create a word cloud on the world of work.

Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

EXTENSION

Task 1

Find statistics for the countries with the highest unemployment levels among young people. **Evaluate** the primary and secondary sources you consulted. **Analyse** the data and how it can be used.

Compare and contrast youth unemployment in one or two European countries with the rest of the world. Make effective notes to **synthesize** the information, and organize and depict the collated information logically. **Present** your information to the class.

Task 2

Research what the **High Five Principles** are and how they are linked to the changing nature of the world of work. Then look at the IB learner profile and, in pairs, choose an attribute that relates to each of the High Five Principles. Would you change or add any principles?

Where will your talents take you? How will you make a difference?

CAREER PLANNING

More people than ever before are using their talents to work in jobs that have a positive impact on the world. Even if you have not thought about doing something like this before, if you have diverse interests and skills, it can lead to working in fields you may not have considered. You might end up working in a job where you directly work to fight climate change. Or you could help society by doing one of hundreds of other jobs, from accountant to research scientist. Every job affects the planet. What part could you play in the future of our world?

Career planning can help you to clarify your aspirations and identify relevant paths for you to achieve your goals. Making decisions, especially those related to career choices, is never easy. Keeping up to date with the latest offers and changes will help you to make more informed choices. It is about getting to know yourself, becoming comfortable with your choices, taking risks and not being afraid of making mistakes.

There are alternative paths you can consider besides going to university. Possibilities such as volunteering, taking a gap year, doing an internship or apprenticeship, or taking part in work experience are all options. The reality is that as a young person you will be accessing jobs that have yet to be created, and it is a challenge to know what skills will be needed for these new jobs.

Furthermore, the predictions are that young people will have, on average, nine jobs in their lifetime, spanning a career over approximately 48 years. This is certainly different to previous generations! It is not enough to simply acquire a skill set – you need to continue to learn, adapt and build on that skill set.

ACTIVITY: Real Cool futures

■ ATL

- Collaboration skills: Advocate for one's own rights and needs

Watch this montage film: www.realcoolfutures.com/index.php.

As you watch, take notes and write down questions that you would like to ask about the topic. In pairs, discuss your first impressions of the career choices you have seen.

Look at the Real Cool futures website again and widen or narrow your search for case studies on different careers by choosing more tags:

- 'Any' finds case studies that are tagged by *any one of the words you have chosen*.
- 'All' finds case studies that include *all the words you have selected*.

Write a paragraph on two or three of your chosen careers.

Hold a Real Cool futures class career day. Present your chosen careers to your class.

If you have been inspired by the case studies you have seen, and would like to explore further, go to: www.icould.com.

Find out how you can make the most of your own potential and talents. What subjects do you need to study in order to enter your chosen field? Where can you study for your chosen career?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

ACTIVITY: Life is your talents

■ ATL

- Organization skills: Set goals that are challenging and realistic



- Ken Robinson provides a thought-provoking point of view on the challenges of education systems

In pairs, **discuss** these questions: How can you identify your unique passions and talents? Can everyone turn their passions into a job?

Watch Sir Ken Robinson's TED Talk, 'Life is your talents': <https://youtu.be/FLbXrNGVxE>.

As you watch, take notes to answer the questions above and state whether you agree or not. What career tips does Robinson give?

Relate the ideas in the talk to your own experiences. How can you develop your talents? How can your school support your interests and help you to discover your passions?

Try to list ten specific goals you would like to achieve throughout the academic year that will help you to develop your interests and skills. Then draw your own strategic mind map for your goals. You could track your progress in a journal.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

Whether or not you are thinking about higher education, work experience is considered to be very important and greatly valued by future employers. In the report 'Graduate Market in 2013', by High Fliers, it highlighted that over half of recruiters would be unlikely to offer a job to a graduate without any work experience, even if they had excellent academic results or if they had attended a 'top' university.

DISCUSS

In pairs, **discuss** the following:

'The opportunity to complete a few days, or a few weeks, in a commercial environment will allow you to gain a deeper insight into the demands of the career. You'll be able to articulate your motivations for pursuing this as a career more convincingly, whilst also showing concrete examples of where you've developed skills such as team-working, problem-solving, managing workloads and dealing with competing deadlines.' – Laura Yeates, Clifford Chance LLP, Graduate Recruitment and Development Manager

What do you need to do to apply for work experience? Where can you look for work experience opportunities?

ACTIVITY: What is a CV?

ATL

- Communication skills: Write for different purposes



Task 1

Read the article opposite about curriculum vitae (CV) and match the following headings (1–5) to the correct paragraphs (a–d). There is one extra heading given which you will not need to use.

- 1 When should you use a CV?
- 2 What is a CV?
- 3 Where do you start when you write a CV?
- 4 What is the purpose of a CV?
- 5 What should you include in a CV?

Task 2

In pairs, visit this website to see some examples of 'good' and 'bad' CVs and take notes to answer the questions below: www.kent.ac.uk/careers/cv/goodbadCV.htm.

- What should you include in your CV? Which skills should you include?
- How much should you write? How should you display the information?

Curriculum vitae

What skills do you have? Write down as many skills as you can and how/why you gained them. Use the IB learner profile attributes to help you **identify** your traits.

Now it is your turn. **Create** your own CV on a single page of paper. Why not use a QR (Quick Response) code to make your CV stand out?

Hint

- Keep it simple.
- Create an impression.
- Revise your style.
- use subheadings and bullet points.
- Be positive.
- Revise and edit.

Power words to use in your CV

accomplished	initiated	prepared
achieved	inspired	presented
attained	introduced	represented
completed	lead	researched
created	motivated	started
demonstrated	obtained	supported
designed	organized	trained
developed	performed	won
implemented	planned	

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

(a) A curriculum vitae, often called a CV or a resumé, is a document that outlines details about you, your skills and experiences, which you have gained throughout your career history. A CV should show, in an ordered and methodical way, how your profile matches the employer's needs. When employers ask for a CV, they are setting you the task of inventing an 'original' application for the job. This is different from an application form, which asks all candidates to fill in the same boxes under the same headings. The CV is really a unique selling document. It's an opportunity to make yourself stand out. It will be different for every application you make. The decisions about which CV style to use, what to include and omit, what to emphasize and how to order the information, are all determined by what is the best way to sell yourself to an employer who has a specific vacancy. Your CV is never 'done'. It needs to be constantly revised and rewritten for each new job application.

(b) The aim of a CV is to show a prospective employer that you have the necessary qualities and qualifications to do the job you're applying for. The goal is to get you an interview with that employer, so it needs to demonstrate clearly that you have:

- the specific skills needed for the job
- the right sort of experience for the job
- the personal qualities for the position
- an understanding of the specific requirements of the job.

(c) A CV can assist you in gaining employment by allowing you:

- to respond to an advertised vacancy when the employer has asked for a CV to be included with your application
- to send it to an organization you would like to work for – a *speculative* application (only 40% of vacancies are advertised)
- to keep it for personal reference to help you to complete application forms.

Always remember that a CV is a forward-looking document to help get you interviews, not a life history.

(d) There are several ways to begin writing a CV: you can use a template or you can use online resources. The most important part is understanding what your skills and abilities are, and how to best convey these in a positive manner.

Adapted from www.racc.ac.uk/files/pdfs/HowToWriteACV.pdf

ACTIVITY: Taking a year on, not off

■ ATL

- Information literacy skills: Access information to be informed and inform others



In today's competitive environment, strong academic results are rarely sufficient. You are probably a high-achieving student who attains top-level grades. This is set to guarantee you a place at a good university, but is that enough?

Watch Jean Fan's TED Talk where she shares her experiences, and hints that good grades will not necessarily be enough when it comes to securing an internship or graduate position with a top employer: <https://youtu.be/bTzViNACt4>.

As you watch, take notes and answer these questions: What is interesting about the title of Fan's talk? How does she justify her choice of title? What challenges did she face after making her decision? How did her parents feel about her decision? Why does she say that students should consider a gap year? What does she say would be the 'best' and 'worst' case scenarios for taking a gap year? What examples does she use for the

- Students benefit from impartial advice to help them make informed choices

ACTIVITY: Agony aunt

■ ATL

- Collaboration skills: Help others to succeed
- Affective skills: Practise positive thinking; practise 'bouncing back' after adversity, mistakes and failures; practise dealing with disappointment and unmet expectations; practise strategies to reduce stress and anxiety

An agony aunt column, or problem or advice page, is common in some European newspapers and magazines. An agony aunt is a columnist who gives advice to people who write to the magazine or newspaper. This offers young people and adults, who may find it difficult to talk to others, the opportunity to anonymously seek advice or guidance on the challenges and problems they face.



Anonymously means when you do not have to say who you are.

Have you ever written to someone asking for their advice or help? How do you feel about agony aunt columns?

THINK–PAIR–SHARE

'things we should do' and the 'things we want to do'? What skills does she highlight as being beneficial in the 'real world'? Who does she suggest should take a gap year? When does she suggest you could take a gap year? What conclusion does she make about the benefits of taking a gap year? Do you agree? Why? Why not?

Discuss your answers with your partner. Does a gap year appeal to you? Would you consider taking a year on, not off? Where would you go or what would you do if you took a gap year? Would your parents support your decision? What arguments would you use to justify your decision?

In groups of three, research the options available and create an information poster advertising the concept of 'taking a year on'.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text.

Do you want to go to university? What factors are influencing your decision? Who goes to university? What course would you like to study? Where would you like to study? What do you need to do to get into university?

Discuss your answers with a partner and then share as a whole class.

HIGH FLYERS

More and more pressure is being placed on young people to become 'high flyers'. Anxiety and fear of not getting into their first choice university is increasingly pushing students to take on more and more extra-curricular subjects. Some people are starting to ask: 'Is it all worth it?'

Apart from focusing on doing your best and obtaining a good academic record, university admissions advisors say there are other ways of raising your profile to make your application to university successful.

Start by reading as much as you can on the subject you wish to pursue, even beyond what you are asked to read at school. Work experience can also help your application, but it needs to be relevant to your subject or career choice whenever possible.

In pairs, **identify** and **analyse** the problem in the example below.

Dear Career Guru,

I'm in secondary school and my exams are coming up. I'm really stressed about it all. I can't sleep and I feel sick every day before I go to school. My father really wants me to get good results, but I know I'm going to fail. I just feel so useless. Can you please help me?

Anxious Betty

Respond to Anxious Betty as Career Guru. What advice would you give?

Hint

- Start with 'Dear Anxious Betty.'
- End with 'Career Guru'.
- You can use informal language and abbreviations, and a friendly tone.
- Use these words to give advice and make suggestions: ought to, should, need to, might, may, must, needn't, could.

Write a Dear Career Guru letter based on your own worries and concerns about your future, examinations or expectations. Remember, your letter can be anonymous!

Put all the letters in a class box. Pick out a letter from the box and respond to your classmate's concerns as Career Guru. Share your letter and advice with the class.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Get ready for the future you want!

■ ATL

- Media literacy skills: Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Organization skills: Plan strategies and take action to achieve personal and academic goals



Create your own unique profile for an ePortfolio. Start by doing some research on different universities. Look at the courses they offer, where they are, what the entry requirements are for courses that interest you,

which subjects you might need to study, and the type of campus it is. Is the university in a city or is it in the suburbs? Visit this website: <http://university.which.co.uk/>.

Next, look for opportunities to find work experience. A good way to start is by networking, that is, by asking friends and family who might be able to help with a placement.

Search **websites of large organizations** that offer **work experience** and **internship opportunities** for young people and consider applying.

Finally, register for taster days and visits to different universities. Many universities organize lectures and summer courses, so do not miss out on those.

To store your information as an ePortfolio go to: <https://sites.google.com/site/resourcecentereportfolio/how-to-use-google-sites>.

Follow the steps and upload your information. Remember to keep your information updated.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

! Take action

- ! Take part in National Careers Week. Alternatively, **organize** a University and Career Fair at your school.
- ! Your school community is an excellent place to start networking. Invite speakers from specialized fields to give talks to share their experiences. This could also lead to opportunities for work experience.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION B AND CRITERION D TO PHASE 4

Task 1: Interactive oral

You will engage in a discussion with your teacher on the advantages and disadvantages of taking a gap year, using the prompts below. The discussion should include a personal response and examples from your own experiences and/or knowledge.

You are expected to speak for three to four minutes.

Prompts

- Choose two of the photos on the right and **discuss** what they have in common and how they are different.
- In your opinion, what kinds of experiences can you gain from a gap year?
- **Evaluate** the advantages and disadvantages of taking a gap year.
- Do you know anyone who has taken a gap year? Is it a popular option in your country? Why? Why not?
- Would you like to take a gap year? Is it an option you would consider? Why? Why not?
- What factors would you need to consider when choosing what type of gap year to take?
- What skills do you think you would develop during a gap year?



THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 6

Task 2: Interactive oral

You will engage in a discussion with your teacher after you have read the poem ‘The Road Not Taken’ by Robert Frost. The discussion should include a personal response and examples from your own experiences and/or knowledge. Use the prompts to extend the discussion.

You are expected to speak for four to five minutes.

Prompts

Identify the choices that people make when they grow up. Think about a choice you have had to make. What was the choice? Why was it important? What did you decide and what were the consequences? **Evaluate** how different your life would be if you had made a different choice.

Synthesize what the poem is about. Does the poet have any regrets? How are the two roads different and similar? What is the poet’s perspective on choices in life? What was the poet’s final choice? Why has it made all the difference?

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 5

Task 3: Writing task

Write a 350-word response to the following prompt:

In many countries, students take a gap year after they finish school and work or travel during this period. Should students take a gap year before they attend university? What are the advantages and disadvantages of doing this?

Explain and **justify** your answer. Include any relevant examples from your own knowledge and/or experiences.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Robert Frost

Reflection

In this chapter, we have explored what our *ikigai*, or reason to get up each morning, would be in the future. We have learnt about some career and employment trends in the twenty-first century. We have looked at our own personal feelings about work. We have read about and discussed future trends in work stability, meaningful work and making realistic career choices. Finally, we have reflected on what our own personal passions and talents are, and how we can best apply these after secondary school.

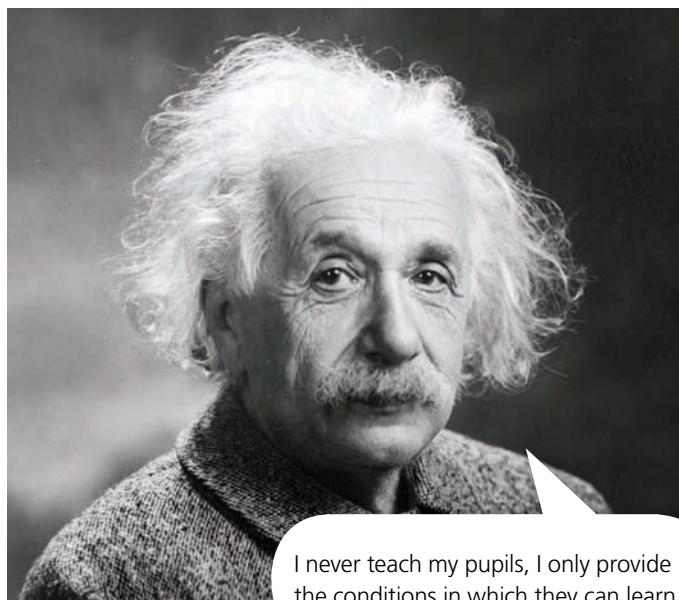
Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
Factual: What are you interested in? What are you good at? What are your skills? Which courses should you study to achieve the career of your dreams? What is the purpose of higher education? What is the youngest age at which a child can work in the UK? What is the youngest age at which a child can work in your country?					
Conceptual: Why do you get up in the morning? What motivates you? How do you define 'success'? Where will your talents take you? How will you make a difference? How well do you use your talents? How and why are people defined by the work they do? Why do we need to work? Why are twenty-first century skills so important?					
Debatable: Should you be practical and realistic or passionate when considering future options?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills		Novice	Learner	Practitioner	Expert
Collaboration skills					
Organization skills					
Affective skills					
Information literacy skills					
Media literacy skills					
Critical-thinking skills					
Creative-thinking skills					
Learner profile attribute(s)	Reflect on the importance of being a risk-taker for your learning in this chapter.				
Risk-takers					

12

Why twenty-first century skills?

- Twenty-first century skills help you to develop your thinking and identify best-fit learning styles. They provide the context for becoming a modern, connected learner and an active participant in today's world of scientific and technical innovation.



I never teach my pupils, I only provide the conditions in which they can learn.

Albert Einstein

CONSIDER THESE QUESTIONS:

Factual: What are twenty-first century skills? How do we learn? What is critical thinking? What is STEM? What is STEAM?

Conceptual: What are effective skills in problem solving and critical thinking in the twenty-first century? Why are they needed? What kind of learner are you? Can you learn to be intelligent? What does it mean to be a twenty-first century student?

Debatable: Is education necessary in order to become successful? Is technology taking over teaching? Are you prepared for the future? What must students know and be able to do in order to be productive and successful in the world today?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.

IN THIS CHAPTER WE WILL ...

- Find out:**
 - how to define and illustrate the skills and knowledge we need in order to succeed in work and life
 - about the support systems necessary for twenty-first century learning outcomes.
- Explore** the benefits and challenges of developing the interdisciplinary skills regarded as essential for the twenty-first century.
- Take action** by creating opportunities for plenty of practice to develop and fine-tune our twenty-first century skills, to become better problem solvers and more creative innovators.

■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Affective skills
- Reflection skills
- Critical-thinking skills
- Creative-thinking skills

● We will reflect on this learner profile attribute ...

- Open-minded – we seek and evaluate a range of opportunities to develop our skills, and grow from the experience, in order to become life-long learners.

◆ Assessment opportunities in this chapter:

- ◆ Criterion A: Comprehending spoken and visual text
- ◆ Criterion B: Comprehending written and visual text
- ◆ Criterion C: Communicating in response to spoken, written and visual text
- ◆ Criterion D: Using language in spoken and written form

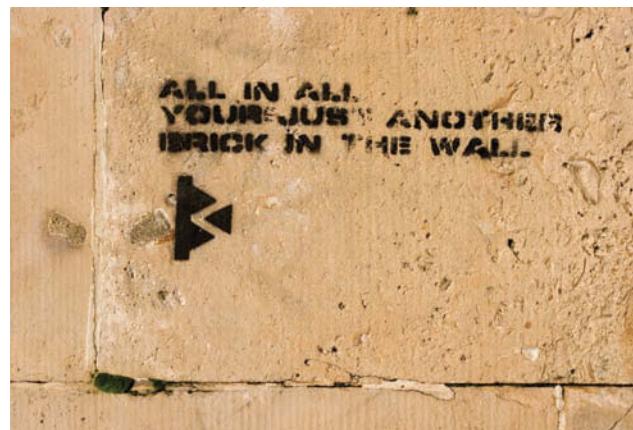
KEY WORDS

critical thinking
exponential
Harkness classroom
life-long learner

pitch
problem solving
troubleshooter

In this chapter, we will look at teaching and learning today. You will see how you are influenced by an environment which is media-rich, immediate, fast, engaging and dynamic. You are immersed in a world that is electronic and digital, a communication medium implying instant gratification. Our world is changing so quickly that you cannot predict what it will look like in five years, much less in 60 years. However, as a student you must prepare yourself for life in that world.

WHAT MAKES YOU SAY THAT?



Search for the [lyrics](#) to [Pink Floyd's 'Another Brick in the Wall'](#), written by [Roger Waters](#).

Listen to the song: www.youtube.com/watch?v=34ZmKbe5oG4.

In pairs, **discuss** the lyrics of the song. What do you think the song is about? How effective is the imagery?

Brainstorm ideas for a music video that could go with the lyrics and give an insight into how you **interpret** the lyrics. Share your ideas with the class.

Now watch the video: <https://youtu.be/YR5ApYxkU-U>.

What film genre has influenced the making of this version of the video? In your opinion, does it go with the lyrics? Why? Why not?

Students face many emerging environmental and social issues. We have already seen several of these in previous chapters, such as global warming, famine, poverty, health issues and a global population explosion. These issues require students to be able to communicate, function and create change personally, socially, economically and politically on local, national and global levels.

As the range of problems grows greater, so does the range of tools that today's students have for dealing with them. Emerging technologies and resulting globalization provide unlimited possibilities for exciting new discoveries and developments. These could be new forms of energy, medical advances, restoration of environmentally ravaged areas, communications, and exploration into space and the ocean depths. The possibilities are endless!

Is education necessary in order to become successful?

TWENTY-FIRST CENTURY SKILLS

You may hear teachers talking about the importance of gaining *twenty-first century skills*, but what exactly are these skills that educators are referring to? And why are they so important?

The simplest definition of ‘twenty-first century skills’ is: the skills that today’s young people need in order to thrive at school, at university and beyond. For example, a student in the 1990s would not have needed to know much about technical literacy. For a student today, however, technical literacy is a necessity. The skills you will need in the future are constantly changing, which is why it is so important that you know the current skill needs. One of the many challenges you face as a student is keeping up with the skills you need now, and even predicting those you may need 30 years into the future.

ACTIVITY: What is your education quote?

ATL

- Critical-thinking skills: Formulate factual, topical, conceptual and debatable questions

THINK-PAIR-SHARE

Look at the quotes on the opposite page and write down your response to them in note form. Discuss your thoughts with your partner. Say if you agree or disagree with each quote and give reasons.

Write your own education quote that fits with your experiences and reality. Share your quote with the class. Are the class quotes similar or different? In which ways?

Task

What makes a question a powerful tool?

Evaluate the questions below and decide if they are factual, conceptual or debatable.

- When did the Battle of Waterloo take place?
- Why do plants outnumber animals?
- What causes a rainbow?
- What advantages did the Germans have at the start of the Second World War?

ACTIVITY: Classrooms then and now

ATL

- Critical-thinking skills: Identify trends and forecast possibilities

Nineteenth-century classroom vs twentieth-century classroom vs twenty-first century classroom

How welcoming is your school environment? Your classroom environment is very different from that of your parents and your grandparents. It is an environment that can inspire and ignite learning, and is one where you spend a lot of time.

Look at the *then and now* photographs on the opposite page and **identify** the main features that influence the learning style represented in each image. Write a paragraph to describe each classroom environment. **Evaluate** the learning that would have taken place in each setting.

All I want is an education,
and I am afraid of no one.



■ Malala Yousafzai

Education is the most powerful weapon which you can use to change the world.



■ Martin Luther King, Jr.

The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.



■ Nelson Mandela



■ Malcolm X

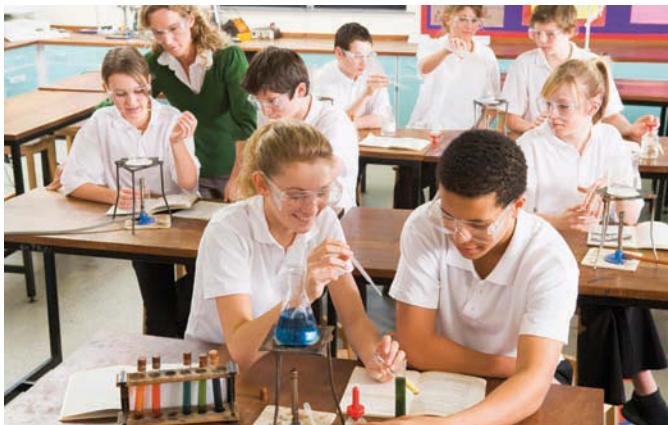
Refer back to the opening pages of this chapter and look at the questions listed under the headings 'factual', 'conceptual' and 'debatable'. In pairs, brainstorm ideas and write a list of your own questions on twenty-first century skills. What are the defining characteristics for each type of question?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text.



■ Nineteenth-century classroom



■ Twentieth-century classroom



■ Twenty-first century – Harkness classroom

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

ACTIVITY: Classrooms of the future

■ ATL

- Critical-thinking skills: Identify trends and forecast possibilities

In groups of three, you are going to pitch your idea for the classroom of the future. You have three minutes for your presentation and two minutes for questions and answers. You can use PowerPoint, a poster, cardboard models or just notes to do your pitch. Your pitch must include an explanation of how educators and students will be positively affected by the environment you have designed. Ensure you have a great USP!



A **pitch** is what you do when you try to persuade people to support you or to give you something. It is what entrepreneurs do when they want to start up their own business.

A **unique selling point (USP)** is a factor or consideration presented by a person as the reason that their product or service is different from and better than those that already exist.

Before you can convince others, you must be completely convinced by the idea yourself. Consider the following questions:

- What is your USP for your future classroom?
- What will you need in order to establish your idea and make it successful?
- How long will it take to create your new classroom?
- How much will the classroom cost?
- How much support will you need?

Each group will do their pitch to the 'dragons'. Students from the class will take turns to make up a panel of four or five dragons. The dragons will write down questions to ask at the end of the pitch and then decide if they want to invest in the idea or not.

At the end of the activity, reflect on which pitch was the most effective and give feedback.

Hint

Be concise: use short, snappy sentences.

Be approachable: use real-word language, not the latest trendy buzzwords.

Be specific: If you can prove your classroom will be effective, say it and believe it!

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



- *Dragons' Den* – TV programme produced in nearly 30 countries worldwide, in which entrepreneurs pitch their business ideas to 'dragons' in the hope of receiving an investment to help develop their business

Is technology taking over teaching?

WHAT IS TWENTY-FIRST CENTURY EDUCATION?

The Economist Intelligence Unit (EIU) completed a research programme, sponsored by Google, to examine the extent to which skills taught in education systems around the world are changing. The aim behind the research was to evaluate how education best prepares young people for finding their way through an increasingly interconnected and complex world.

ACTIVITY: What is twenty-first century education?

ATL

- Communication skills: Structure information in summaries, essays and reports

Using the following prompt, write a 350-word opinion essay: “Technology is taking over teaching.” Discuss.’

Before you write your essay, visit the following websites and **summarize** the main points on how technology and innovation are driving new approaches to education. **Identify** the key words which the students highlight to focus on their learning styles.

<https://youtu.be/Ax5cNlutAys>

<https://youtu.be/nA1Aqp0sPQo>

https://youtu.be/_A-ZVCjfWf8?list=PLA1D4446CC9D3858A

Taking good notes will help you to prepare for your essay. Look at the guidelines on page 278 on taking notes and try to use these strategies as you watch the videos.

Create a word cloud with your chosen key words and phrases for twenty-first century education.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



Taking notes

Taking notes will help you to organize, record and remember important information you have read or heard. You can then use your notes to prepare for essay writing, for doing revision and for sitting exams.

To find and mark relevant information in printed materials:

- Ask yourself what information you need.
- Select and underline/highlight relevant information in the text or image. Use different colours to represent different types of information.
- Rewrite the information as notes.

To organize your notes:

- Use bullet points, headings and numbering.
- Be concise. Do not write full sentences. Leave out words that are not central to understanding/meaning, such as:
 - articles (an, a, the)
 - prepositions (in, at, on)
 - the verb 'to be'
 - auxiliary verbs (*has sent*)
- Use some simple abbreviations and symbols, such as:
 - e.g. (for example)
 - b.c. (because)
 - = (equals)
 - ⇒ or ∴ (therefore)
 - c. (approximately, roughly, about – abbreviation for the Latin *circa*)
 - i.e. (in other words, usually used when adding more detail or an explanation)
 - c.f. (compared to, by comparison with)
 - w/ (with)
 - w/o (without)
 - v. (very)
 - v.v. (extremely)
 - C (century, e.g. C19 for 'nineteenth century')

- < (is less than, is smaller than)
- > (is greater than, is larger than)
- ↑ (increase, rise, growth)
- ↑↑ (rapid increase)
- ↓ (decrease, fall, shrinkage)
- ↓↓ (rapid decrease)
- ? (uncertain, possibly, unproven)
- ✓ (yes, correct)
- ✓✓ (definitely, certain, proven)
- # (number)
- * (special, important, notable, when added to a word or phrase)
- One abbreviation technique is to use the first few letters of the word – just enough to remember what the abbreviation stands for, such as:
 - imp for 'important'
 - info for 'information'
 - eval for 'evaluation'
 - gov for 'government'
- A second technique is to remove all (or most of) the vowels from the word and use only the key consonants condensed together, for example, dvpt for 'development'.
- Remember, you can – and should – create your own abbreviations!

Using symbols in note taking

Imagine you heard the following: 'We want to talk about twenty-first century education. We are living through an education revolution. The pace of change is staggering.'

Your notes might look something like this for each sentence:

- c. C21 edu
- lvg ⇒ edu rev
- pc change ↑↑

ACTIVITY: How do ATL skills compare to twenty-first century skills?

■ ATL

- Reflection skills: Try new ATL skills and evaluate their effectiveness; consider ATL skills development – What can I already do? What will I work on next?; consider personal learning strategies – What factors are important for helping me learn well?

ATL skills help you to develop your skills through inquiry, which you will demonstrate in formative and summative assessments. The IB has identified five ATL skill categories that are important for students' growth and development. These skill categories are broken down into ten different skill clusters, as shown in the table below.

IB ATL skill categories	MYP ATL skill clusters
Communication	I Communication
Social	II Collaboration
Self-management	III Organization
	IV Affective
	V Reflection
Research	VI Information literacy
	VII Media literacy
Thinking	VIII Critical thinking
	IX Creative thinking
	X Transfer

Read the text on the right which summarizes the traits that have been identified and are linked to twenty-first century skills. **Compare and contrast** the text with the ATL skills table.

Now read this text about ATL skills:

<https://les.psdschools.org/webfm/296>.

Task

How confident are you about twenty-first century skills?
How prepared do you feel for the future?

Identify your key strengths and weaknesses. Make a list of the skills you are confident in and those you would like to develop.

Now think about your school subjects and consider which ones can provide the best context for you to develop your chosen skills.

The following list provides a brief illustrative overview of the knowledge, skills, work habits and character traits commonly associated with twenty-first century skills:

- *Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information*
- *Research skills and practices, interrogative questioning*
- *Creativity, artistry, curiosity, imagination, innovation, personal expression*
- *Perseverance, self-direction, planning, self-discipline, adaptability, initiative*
- *Oral and written communication, public speaking and presenting, listening*
- *Leadership, teamwork, collaboration, cooperation, virtual workspaces*
- *Information and communication technology (ICT) literacy, media and Internet literacy, visual interpretation, data interpretation and analysis, computer programming*
- *Civic, ethical and social-justice literacy*
- *Economic and financial literacy, entrepreneurship*
- *Global awareness, multicultural literacy, humanitarianism*
- *Scientific literacy and reasoning, the scientific method*
- *Environmental and conservation literacy, ecosystems understanding*
- *Health and wellness literacy, including nutrition, diet, exercise, and public health and safety*

Use this information to **evaluate** your own learning.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text.

THE CLASSROOM

The classroom is a fascinating setting for a poem. If someone is no longer at school, they will undoubtedly still have strong memories of their classrooms. Some experiences may be positive and others negative, but it is likely that – either way – they will be powerful memories. It is an experience that many people can share and relate to. The classroom is a place linked to shared experiences.

You will now read two poems which focus on getting an education and all the experiences that go with this. In the first poem, African-American poet Langston Hughes illustrates how a classroom is the perfect place to begin asking questions about who you are, who you want to become, and where you belong in the world. This poem was published in 1951.



■ Langston Hughes

Theme for English B

The instructor said,

*Go home and write
a page tonight.
And let that page come out of you—
Then, it will be true.*

I wonder if it's that simple?

I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.

I am the only colored student in my class.
The steps from the hill lead down into Harlem,
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you.
hear you, hear me—we two—you, me, talk on
this page.

(I hear New York, too.) Me—who?

Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records—Bessie, bop, or Bach.

I guess being colored doesn't make me *not* like
the same things other folks like who are other races.
So will my page be colored that I write?
Being me, it will not be white.

But it will be
a part of you, instructor.

You are white—
yet a part of me, as I am a part of you.
That's American.

Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me—
although you're older—and white—
and somewhat more free.

This is my page for English B.

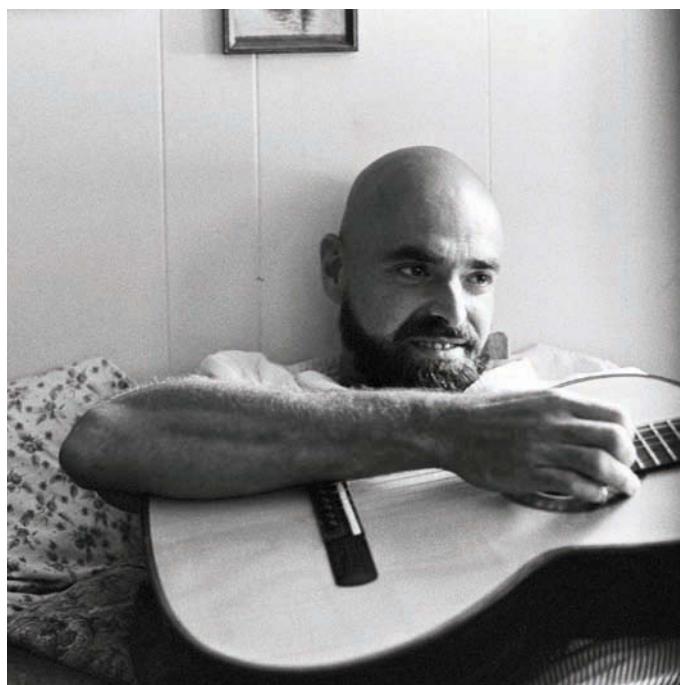
Langston Hughes

Shel Silverstein was an American singer-songwriter, cartoonist, screenwriter, children's writer and actor. In this second poem, his words create multiple images and the themes in his poems are thought-provoking.

Sick

Sick 'I cannot go to school today,'
Said little Peggy Ann McKay.
'I have the measles and the mumps,
A gash, a rash and purple bumps.
My mouth is wet, my throat is dry,
I'm going blind in my right eye.
My tonsils are as big as rocks,
I've counted sixteen chicken pox
And there's one more – that's seventeen,
And don't you think my face looks green?
My leg is cut, my eyes are blue –
It might be instamatic flu.
I cough and sneeze and gasp and choke,
I'm sure that my left leg is broke –
My hip hurts when I move my chin,
My belly button's caving in,
My back is wrenched, my ankle's sprained,
My 'pendix pains each time it rains.
My nose is cold, my toes are numb,
I have a sliver in my thumb.
My neck is stiff, my spine is weak,
I hardly whisper when I speak.
My tongue is filling up my mouth,
I think my hair is falling out.
My elbow's bent, my spine ain't straight,
My temperature is one-o-eight.
My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is –
what? What's that? What's that you say?
You say today is ... Saturday?
G'bye, I'm going out to play!'

Shel Silverstein



■ Shel Silverstein

ACTIVITY: Poems about school

■ ATL

- Communication skills: Write for different purposes; read critically and for comprehension; paraphrase accurately and concisely

Read the two poems on pages 280–81 again and then answer the questions below.

'Theme for English B'

What did the instructor ask the student to do? Who do you think has learnt the biggest lesson?

Who do you relate to more when you read the poem – the speaker or the instructor? Why?

What is the effect of the lists in lines 21 and 24? Write a list like this for yourself. How does it compare to the lists in the poem?

How does the poem relate to the modern world, compared to the world when it was published in 1951?

'Sick'

Why do you think the poet wrote this poem?

What did you like most about the poem and why?

Do you think the poet made good word choices for his poem? Why or why not?

Have you ever tried to get out of going to school? Why?

Choose one word to summarize the poem.

Task

Write your own **free verse** poem about school or education and recite your poem to the class.

Collate all the class poems and publish them as part of your graduation book.

◆ Assessment opportunities

- In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



ACTIVITY: Is more time at school helpful for learning?

■ ATL

- Information literacy skills: Collect, record and verify data; create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

Education systems are often compared around the world to see which methods are working and which are not, and to compile world rankings. School life expectancy, that is, how many years students go to school for, is one of the important factors that is compared.

Do a search to collate **data** on how **many hours children spend at school in classrooms around the world**. Look for the most up-to-date information you can find and remember to record the sources you consult. Map your information using a graphic organizer (see page 84).

Use your research to give a three-minute presentation to your class, focusing on the purpose of education. Does education only provide learning opportunities or does it prepare students for their future careers?

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.



ACTIVITY: Designing your own twenty-first century skills timetable

■ ATL

- Creative-thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible

What if you were able to design your own school timetable? What would the timetable look like? Give reasons for your choices. What factors would you need to consider when designing your timetable?

In pairs, design your own timetable based on the template below. Take into account all the information you have accessed so far in this chapter on twenty-first

century skills and how to enhance your own learning experiences. Consider every aspect of your school day: the time that school starts and finishes, the length of lessons, different subjects and so on.

Discuss how your model timetable compares to the one you have at your school.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Using language in spoken and written form.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
After school					
Notes					

- Template for a school timetable

ACTIVITY: The Early Bird Gets the Bad Grade

ATL

- Communication skills: Read critically and for comprehension; use appropriate forms of writing for different purposes and audiences

Have you heard the idiom ‘the early bird catches the worm’? In pairs, discuss what you think this means and then share your ideas with the class.

At what time of the day are you the most productive? What sort of person are you: a morning person or a night owl?

Task 1

Look at Sources A and B on pages 286–87 and then answer the following questions:

- 1 **Identify the effect the writer was aiming for with the title of Source A.**
- 2 **Interpret the point the writer is making in Source A. What is your perspective on this issue? Refer to points made and examples given in the article as well as personal experiences to illustrate your opinion.**
- 3 **How reliable do you think the research the sources refer to is? Justify your opinion.**
- 4 **Identify the impact of sleep on learning, according to both sources.**
- 5 **Interpret the information in Source B and say how it supports or refutes the information in Source A.**
- 6 **Comment on the style used by the writer of Source A.**
- 7 **Give examples of vocabulary and grammar that the writer of Source A has used to communicate her message, ideas and point of view.**
- 8 **Identify the purpose of Source A.**
- 9 **The writer has purposefully used political references in Source A. Why do you think she has done this?**
- 10 **According to Source A, how would students benefit from a later start? Do you agree or disagree?**

Task 2

Write a formal letter to your school principal to try to persuade him or her to consider a later start to the school day. In your letter:

- **present your arguments in favour of your proposal**
- **support your initiative with facts and research data**
- **state how your school community would benefit from this initiative**
- **make recommendations for how it could be achieved.**

You should write at least 350 words.

You are making a request, so what tone should you use in your letter? Be careful to use the correct style for a formal letter. The following are some useful words and phrases you could use:

Greeting

Dear Sir or Madam, (use Yours faithfully)

Dear Mr Potter, (use Yours sincerely)

Purpose of the letter

I am writing to request / suggest / propose ...

I would appreciate it if you would / could ...

I am writing on behalf of ...

Making suggestions

My first suggestion / proposal is ...

I would like to propose ...

First of all, I suggest ...

A further possibility is ...

Secondly, ...

Ending

I look forward to hearing from you soon.

I look forward to your reply.

Yours faithfully,

Yours sincerely,

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

SOURCE A

The Early Bird Gets the Bad Grade

By Nancy Kalish, 14 January 2008

It's Monday morning, and you're having trouble waking your teenagers. You're not alone. Indeed, each morning, few of the country's 17 million high school students are awake enough to get much out of their first class, particularly if it starts before 8a.m. Sure, many of them stayed up too late the night before, but not because they wanted to.

Research shows that teenagers' body clocks are set to a schedule that is different from that of younger children or adults. This prevents adolescents from dropping off until around 11p.m., when they produce the sleep-inducing hormone melatonin, and waking up much before 8a.m. when their bodies stop producing melatonin. The result is that the first class of the morning is often a waste, with as many as 28 per cent of students falling asleep, according to a National Sleep Foundation poll. Some are so sleepy they don't even show up, contributing to failure and dropout rates.

Many of our presidential candidates have been relatively silent on how they plan to save our troubled education system. For those still searching for a policy that might have a positive impact, here's an idea: stop focusing on testing and instead support changing the hours of the school day, starting it later for teenagers and ending it later for all children.

Indeed, no one does well when they're sleep-deprived, but insufficient sleep among children has been linked to obesity and to learning issues like attention deficit/hyperactivity disorder. You'd think this would spur educators to take action, and a handful have.

In 2002, high schools in Jessamine County in Kentucky pushed back the first bell to 8:40a.m., from 7:30a.m. Attendance immediately went up, as did scores on standardized tests, which have continued to rise each year. Districts in Virginia and Connecticut have achieved similar success. In Minneapolis and Edina, Minnesota, which instituted high school start times of 8:40a.m. and 8:30a.m. respectively in 1997, students' grades rose slightly and lateness, behavioral problems and dropout rates decreased.

Later is also safer. When high schools in Fayette County in Kentucky delayed their start times to 8:30a.m., the number of teenagers involved in car crashes dropped, even as they rose in the state.

So why hasn't every school board moved back that first bell? Well, it seems that improving teenagers' performance takes a back seat to more pressing concerns: the cost of additional bus service, the difficulty of adjusting after-school activity schedules and the inconvenience to teachers and parents.

But few of these problems actually come to pass, according to the Center for Applied Research and Educational Improvement at the University of Minnesota. In Kentucky and Minnesota, simply flipping the starting times for the elementary and high schools meant no extra cost for buses. Nor have after-school jobs and activities been affected as anticipated. And though team practices and matches might have to start a bit later, student participation has usually stayed the same. Some districts have even witnessed improved performance from better-rested athletes.

Of course, when school starts later, it has to end later. But instead of viewing this as a liability, we should see it as an opportunity to extend the day even further until 5p.m. or later, not just for high school students but for those in elementary and middle school as well. It would help working parents if their children were on the same basic schedule.

But there are other reasons to start and end school at a later time. According to Paul Reville, a professor of education policy at Harvard and chairman of the Massachusetts Board of Education, 'Trying to cram everything our twenty-first century students need into a nineteenth-century six-and-a-half-hour day just isn't working.' He says that children learn more at a less frantic pace, and that lengthening the school day would help 'close the achievement gap between disadvantaged students and their better-off peers'.

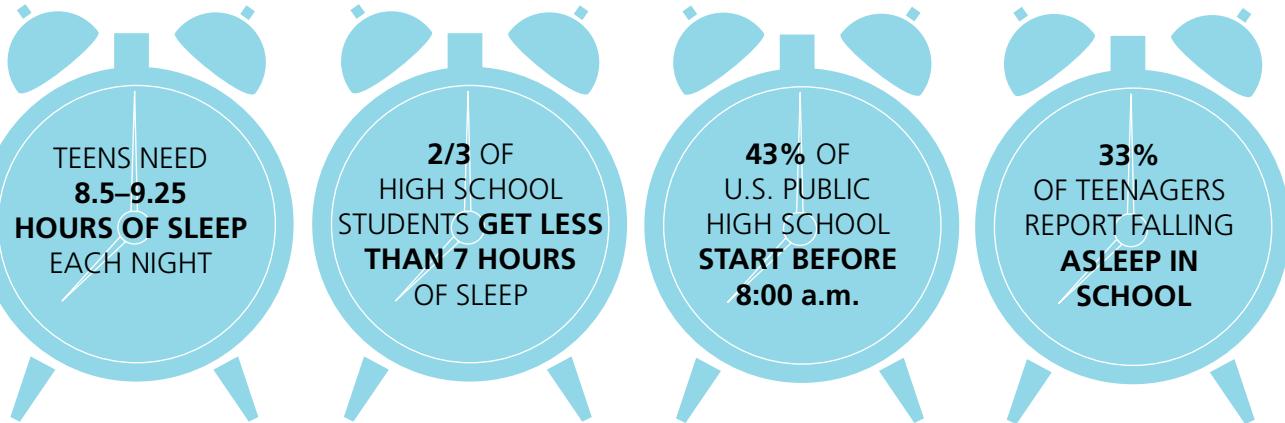
Massachusetts has opened more than a dozen 'expanded learning time' schools, which add about three hours to the school day. Students spend additional time on subjects like maths and English, but also enjoy plentiful art, music, physical education and recess – all of which are being slashed at many schools.

Also, why not make sure there's built-in time for doing homework? That way, children could get their work done at school where professionals can help them, freeing them to spend time with their families when they do get home.

So if candidates want the parent vote, here's a wake-up call. Stand up for an educational policy that allows students' real needs – rather than outdated time constraints – to dictate how and when our children learn best.

Nancy Kalish is the co-author of *The Case Against Homework: How Homework Is Hurting Our Children and What We Can Do About It*.

SOURCE B



Sources: National Sleep Foundation, Eaton, et. al. (2010, April),
National Center for Education Statistics (n.d), Calamaro, Mason, & Ratcliffe (2009, June).

- "We find when we talk about 21st century skills, people often reduce them to skills for the workplace and skills involving technology. And we're really talking about skills for creativity, for civic engagement, for social life—the full range of experiences that young people will be involved in in the future."
-Henry Jenkins, Provost's Professor of Communications

So far in this chapter, we have looked at how twenty-first century skills require education communities and learners to adapt to a fast-paced, ever-changing global economy. To be successful in today's world, students must be able to access, synthesize and communicate information. It is important for students to know how to work collaboratively with diverse groups of people to solve complex problems, and be able to discover new ideas through the innovative use of multiple technologies.

EXTENSION: FLIPPED CLASSROOM

Your goal in this activity is to find out what a **flipped classroom** is and how it is used.

In pairs, discuss the advantages and disadvantages of this style of teaching.

DISCUSS

What is your learning style? What kind of thinker are you? Do you believe everything you see and hear on TV? Do you like to ask questions: who, what, where, when, why and how?

Am I prepared for the future?

CAN YOU LEARN TO BE INTELLIGENT?



■ ‘If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.’ John Dewey

If countries are to maintain their growth and development in an increasingly global market, they require a prepared and competitive future workforce. Nevertheless, the truth is that young people are not prepared to take on the roles of innovators, educators, engineers and entrepreneurs in this future market. The reason is not because they are unskilled, but because they are unequipped emotionally. To ensure that people reach their full potential and are competitive, something needs to be done about this now. We all know that mathematics, reading and writing are important skills. However, when educating their young people, countries cannot afford to ignore social and emotional learning as well.

ACTIVITY: Critical thinking

■ ATL

- Communication skills: Paraphrase accurately and concisely
- Collaboration skills: Listen actively to other perspectives and ideas; encourage others to contribute
- Critical-thinking skills: Gather and organize relevant information to formulate an argument

Task 1

In pairs, discuss your understanding of the term 'critical thinking'. Share your ideas with the class and agree on a class definition.

Watch this video, which explains what critical thinking is: <https://youtu.be/GzV1pNQUX5s>.

As you watch, **identify** the strategies mentioned in the video that a critical thinker uses to clear 'confusion' surrounding important and controversial issues.

The video ends by synthesizing the explanation in three points. What are these three points?

Task 2

Read the article on mindfulness on pages 290–91. Apply the six strategies from the video as you read the article and use sticky notes to write down questions you would like to discuss with the class. Highlight vocabulary and phrases linked to the topic.

As a class, **discuss** how the strategies can help to develop questioning skills and improve comprehension.

Task 3

Use the ideas that have been shared to lead a class debate on the following statement: 'This house would teach mindfulness in schools.'

To prepare for your debate, visit this website: <http://noisyclassroom.com/primary/ideas/preparing-a-debate-with-a-class.html>.

Evaluate how the strategies from the video helped you to develop your questions for the debate.

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Comprehending spoken and visual text; Criterion B: Comprehending written and visual text; Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

www.wsj.com/articles/can-mindfulness-help-students-do-better-in-school-1424145647

Can 'Mindfulness' Help Students Do Better in School?

By Emily Holland, 16 February 2015

Advocates say the meditation technique raises focus and lowers stress. Critics see religion in disguise.

'Mindfulness' has gotten a lot of buzz recently, with everyone from tech executives to professional athletes to lawmakers saying they use it to combat stress, stay balanced and perform better on the job. Now some educators and psychologists think schoolchildren could benefit from the practice, too.

Mindfulness is a form of meditation rooted in spiritual teaching in which people focus their full attention on the present moment. They acknowledge what they are feeling and experiencing – and accept it without judgment or criticism. The idea is to quiet the mind and heighten awareness.

The movement is making its way into public schools across the US, propelled by advocates who say teaching children how to use techniques such as meditation and controlled breathing to clear their minds can help sharpen students' focus, reduce their stress and anxiety, and boost academic performance.

'Studies show that grade-school-aged children who learn mindfulness and meditation are more focused and resilient,' says Sarah McKay, an Oxford University-trained neuroscientist and freelance science writer specializing in mind and brain. 'It helps settle them down and improves concentration, particularly if done before school or after lunch breaks.'

Power of meditation

The actress Goldie Hawn is among those who believe mindfulness could make a big impact in schools.

Twelve years ago she started a programme through her Hawn Foundation called MindUP that teaches children how to regulate their emotions and reduce stress with activities such as 'brain breaks', in which they spend two to three minutes concentrating on their breathing. Approximately 13,500 teachers and more than 405,000 students in the US have been exposed to MindUP training since 2011, according to the foundation.

'A stressed brain and a brain that doesn't feel good is basically a brain that doesn't focus or learn as well,' says Ms Hawn, who created the MindUP curriculum with the help of neuroscientists, psychologists and education experts. 'I wasn't going to make a move in any way, shape or form without research,' she says, stressing that MindUP is a 'neurologically based program'.



MindUP, which also has been used in schools in Canada and the UK, among others, was the subject of a 2010 study by researchers at the University of British Columbia. Published in the January issue of *Developmental Psychology* and funded in small part by the Hawn Foundation, the research found that fourth- and fifth-graders who participated in the 12-week programme showed an improvement in stress regulation and cognitive control, a decrease in depression, and better maths grades at the end of the school year.

Proponents say there is other evidence that mindfulness programs for children work.

A 2009 study published in the *Journal of Consulting and Clinical Psychology* showed that adolescents suffering from a variety of mental and medical conditions who underwent an eight-week programme of mindfulness-based stress reduction experienced reduced depression and anxiety and increased self-esteem throughout the program.

And Mindful Schools, a non-profit provider of mindfulness education for teachers, conducted a study with the University of California, Davis, in 2011–12 that focused on three public elementary schools in Oakland, all located in high-crime neighbourhoods. It says the study's writers reported significant improvements in the behaviour of children who practised mindfulness compared with those who didn't.

The screenshot shows a web browser window with the URL www.wsj.com/articles/can-mindfulness-help-students-do-better-in-school-1424145647. The page content discusses the implementation of mindfulness programs in schools, focusing on resistance from teachers and the need for buy-in.

Religion in disguise?

That said, not everyone likes the idea of meditation being taught in schools. Candy Gunther Brown, a professor of religious studies at Indiana University in Bloomington, Ind., is one.

Promoters of mindfulness programs are essentially taking Buddhist practices and 'changing the vocabulary,' she says. As a religious-studies professor, she teaches students about different religions and practices, including mindfulness, but 'I do not have my students meditate,' says Ms. Brown, pointing to the Supreme Court ruling that gave schools permission to teach about religion but prohibited them from instilling religious practices.

Tina Olesen, a teacher at Westminster Classical Christian Academy in Toronto, say she became sceptical of mindfulness a few years ago for similar reasons while teaching at a public school in British Columbia. She believed that the mindfulness techniques the school counsellors were teaching students were, in fact, Buddhist practices being presented as neuroscience. As a Christian, she found that troubling, she says, 'Since schools are supposed to be secular environments according to the law in British Columbia.'

In some cases, opposition has been so strong mindfulness programs were pulled from school. Joel McNenny, a school counsellor in the Plain Local School District in Canton, Ohio, piloted a mindfulness programme in 2011 for elementary-school students, incorporating techniques such as 'belly breaths' to improve students' focus and emotional control. He says the results were so good that the district incorporated it into five other schools. In 2013, however, parents and other community members raised concerns regarding the religious aspects of the practice and the programme was stopped.

'The biggest misconception was that we were somehow teaching religion,' says Mr McNenny. While mindfulness does have roots in Eastern religion, he insists the type of meditation used in the schools was secular and non-religious.

Resistance from teachers

Of course, there are other reasons people take issue with teaching mindfulness in schools. Resistance also can come from teachers, who question why another task is being added to their already full plates, advocates say.

Chris McKenna, the programme director at Mindful Schools, says mindfulness programs can't succeed without buy-in from teachers, which is why they need to be kept 'simple and doable'.

He also says interest in them has to happen organically – a position echoed by US congressman Tim Ryan, an Ohio Democrat and mindfulness supporter.

'I don't think we ever want to be in a position where we are forcing the school districts to do this,' says Mr. Ryan, author of *A Mindful Nation*. The goal, he says, should be to create an awareness of the different options that are available to support children.

ACTIVITY: Affective skills

■ ATL

- Affective skills: Managing state of mind – mindfulness; perseverance; emotional management; self-motivation; resilience

How can you manage your own state of mind?

The ATL skills that connect your emotional intelligence to mindfulness are *affective skills*. Developing these skills will have a direct impact on how successful you become and are the key to life-long learning. Emotional self-awareness is the ability to recognize one's own feelings and understanding these feelings will lead to personal growth.

In pairs, discuss the affective skills indicators outlined below and **identify** the areas that you feel more confident in and those you feel less confident in.

- **Mindfulness:** What do you do to help you focus and concentrate? How do you overcome distractions? How does tiredness affect your ability to learn?
- **Perseverance:** Do you give up easily when you are faced with challenges? What motivates you to keep going?
- **Emotional management:** What strategies do you use to stop yourself getting angry? How do you prevent or eliminate bullying? How do you reduce feelings of stress or anxiety?

- **Self-motivation:** How do you keep a positive frame of mind? What strategies do you use to reflect on the outcomes of your learning?
- **Resilience:** What do you do when things do not turn out as you had expected or would have liked? How do you cope with change? How adaptable are you?

Brainstorm ideas for strategies that you can apply to help develop your affective skills. **Create** a class poster with your ideas.

Task: I am ...

Copy and complete the following statements with your own thoughts and feelings, and then share your responses with your partner:

- I am most happy when ...
- I feel embarrassed when ...
- I think negative thoughts about myself when ...
- I am ... when ...
- I feel ... when ...
- I think ... about ... when ...

Copy and complete this statement: 'I think the world needs ...'

◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Communicating in response to spoken, written and visual text and Criterion D: Using language in spoken and written form.

▼ Links to: Individuals and societies: History

As we have seen in this chapter, schools have changed enormously over time. It is a challenge for educators to keep up with these changing times. Educators of today would have perhaps been educated with a different curriculum and methodology. Do you know what the rules were for teachers in the 1900s?

In small groups, explore what the rules for teachers were and what their contracts said.

! Take action

- ! There are children living in developing countries who do not have access to the same school resources that children in developed countries do. In most developing countries, few children graduate from secondary school and many do not even finish primary school.
- ! Through your Student Council or as a service in action project, sponsor a school in a developing country and establish links between your school community and theirs.

SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION A TO PHASE 4

Task 1: The story of Malala Yousafzai

Instructions

- Watch this video and then answer the questions below: <https://youtu.be/NIqOhxQ0-H8>.
- Answer in English and use your own words as much as possible.
- Refer as closely as possible to the video, justifying your answers and giving examples when required.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Questions

- 1 'Malala's goal is to speak out against the inequality of education for girls.' Support or oppose this statement, using examples from the video. (strand i)
- 2 **Synthesize** in your own words how Malala has led her cause. (strand i)
- 3 How would you describe Malala's character? Justify your answer with details from the video. (strand i)
- 4 **Identify** what people from all cultures could learn from this story. (strand i)
- 5 What type of film is 'The story of Malala Yousafzai'? (strand ii)
 - a a breaking news report
 - b a documentary
 - c a film short
- 6 Would you recommend this video to someone? Why? Why not? (strand ii)
- 7 The producer has purposefully used clips from more than one interview in the video. Why do you think he or she did this? (strand ii)
- 8 Can you relate to the images presented? Are they familiar to you? If you were to create a video with the same message for young people, what images would you use? (strand iii)
- 9 What does 'gender equality' mean to you? (strand iii)
- 10 **Identify** how you could get involved and make a difference to tackle some of the challenges that young people face. (strand iii)

THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION C AND CRITERION D TO PHASE 5

Task 2: Writing task

- Read Prompts A and B below.
- Choose *one* of the prompts and write a response of 300–350 words.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

Prompt A

'Nowadays, some courses are offered on the Internet instead of as face-to-face tuition. How do you think these two methods of studying compare?'

Write a comparative essay. You could use the following **compare and contrast** structure:

Introduction	Point of comparison 2	Point of comparison 3
<ul style="list-style-type: none">• Background• Main statement	<ul style="list-style-type: none">• Topic sentence• Supporting sentence 1• Supporting sentence 2• Supporting sentence 3	<ul style="list-style-type: none">• Topic sentence• Supporting sentence 1• Supporting sentence 2• Supporting sentence 3
Point of comparison 1		Conclusion
<ul style="list-style-type: none">• Topic sentence• Supporting sentence 1• Supporting sentence 2• Supporting sentence 3		<ul style="list-style-type: none">• Reiterate main statement• Summarize main points

Prompt B

Think of a time when you achieved a personal goal. You may have successfully competed in a sporting event, overcome a challenge or acquired a new skill.

Write a personal narrative about how you reached your goal. Be sure to **explain** why the goal was important to you.

Reflection

In this chapter, a variety of twenty-first century skills have been outlined. One of the reasons for discussing so many skill sets is that there is no single, widely accepted definition of ‘twenty-first century skills’. Every group that tries to define these skills has their own background and agenda for what they see as being important. An educator might see things differently from a politician, for example. Just as a politician may see things differently from a company CEO. According to Silva (2009)*, there are hundreds of descriptors of the skills set, including life skills, workforce skills, interpersonal skills, applied skills and non-cognitive skills.

There may be core skills that everyone can agree about, though. For example, reading, writing and mathematics are skills that have been useful for decades. And the soft skills of interacting with other people will always be in demand. People will always need the knowledge, attitudes and skills necessary to understand and manage emotions, to set and achieve positive goals, to feel and show empathy for others, to establish and maintain positive relationships, and to make responsible decisions. If a student has these basic skills and knows how to learn more advanced skills, they can handle anything that the twenty-first century throws their way!

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?			
Factual: What are twenty-first century skills? How do we learn? What is critical thinking? What is STEM? What is STEAM?					
Conceptual: What are effective skills in problem solving and critical thinking in the twenty-first century? Why are they needed? What kind of learner are you? Can you learn to be intelligent? What does it mean to be a twenty-first century student?					
Debatable: Is education necessary in order to become successful? Is technology taking over teaching? Are you prepared for the future? What must students know and be able to do in order to be productive and successful in their world today?					
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
Communication skills		Novice	Learner	Practitioner	Expert
Collaboration skills					
Affective skills					
Reflection skills					
Critical-thinking skills					
Creative-thinking skills					
Learner profile attribute(s)	Reflect on the importance of being open-minded for your learning in this chapter.				
Open-minded					

*Silva, E. (2009) Measuring skills for 21st-century learning. *Phi Delta Kappa*, 90(9), 630–634.

Glossary

- abbreviation** Short form of a word or phrase
- acronym** When you take the first letter or letters of each word in a phrase and put them together to make an abbreviation
- adjective** Word used to describe an object or a person; also called a 'describing word'
- adverb** Word that describes a verb; gives more information about the action; modifies the verb
- alliteration** Stylistic device in which a number of words, having the same first consonant sound, occur close together in a series
- antonym** Word that is the opposite in meaning
- buzzword** Colloquial or slang word or phrase that becomes very popular for a period of time
- definition** Explains what a word or phrase means
- emoticon** Image, for example a smiley face, to substitute expression of feeling
- euphemism** Used to avoid and soften the reality or offensive meaning of a word or phrase
- figure of speech** Word or phrase that has a different meaning to its literal meaning; used to create an effect
- free verse** Poem that does not follow any fixed rules
- genre** Different types of texts and films
- hook** Short sentence used to grab the attention of an audience
- hyperbole** Extreme exaggeration used to increase the effect of a statement or phrase
- hypertext/hyperlinks** Text which contains links to other texts or information
- idiom** Word or phrase that has a different meaning to its literal explanation, that is, the specific meaning
- infographic** Visual representation of information or data that enhances visual learning
- irony** Use of words to give a meaning that is different from its literal meaning
- metaphor** Word or phrase that is used to make a comparison between things, animals, people, or places; used to construct meaning through a visual description
- mnemonic** Phrase or sentence used as a tool to help remember important information
- motion** A proposal, an idea or an opinion put forward to an audience to vote on in a debate
- onomatopoeia** Using a word to represent a sound
- paragraph** More than one sentence on a specific topic grouped together
- personification** Figure of speech in which a thing, idea or animal is given human characteristics
- phrasal verb** Consists of a verb plus a particle (preposition or adverb)
- plot** Storyline of a text
- poem** Individual text which makes sense on its own; written in lines whose length is decided by the poet; the words are chosen to give intensity to the ideas and feelings expressed
- primary source** An original or evidence source; a source that was created at a specific and relevant time, for example documents, objects, recordings
- question** Sentence which asks for information
- register** Language used that is appropriate for a particular audience
- rhetorical question** Question asked that does not need a response; used to create an effect
- secondary source** Information that has been created by someone who was not present and did not experience the event they are referring to, for example a modern-day historian who writes about the Romans
- sentence** Grammatical structure made with one or more words that can be a statement, question or directive
- simile** Figure of speech that compares two different things but also focuses on their similarities; uses the word 'like' or 'as ... as'
- statement** Words that form a sentence giving information to the reader
- stylistic device** Words and phrases chosen to produce sentences in written or speech form; used to make writing and speech more interesting and grab the attention of the audience
- synonym** Word that is the same in meaning
- verb** Word or group of words that describe an action

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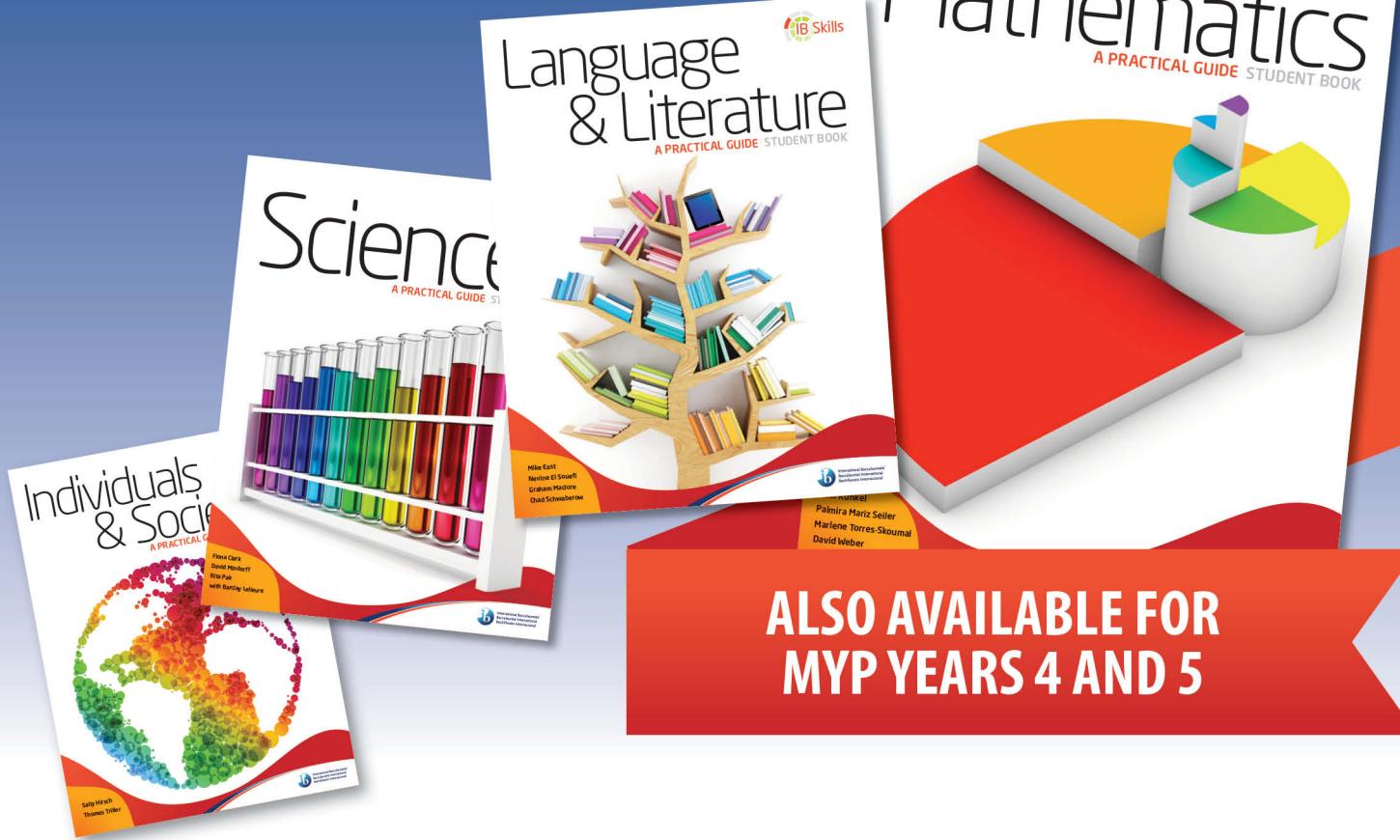
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