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Outline 1: Designing a teaching plan

Name/group

Kasper Grabov: 30200193

Julie Hertz: laer205298

Age specialization

4th-10th grade

Subject Area: Title

Intercultural competence and language acquisition: Approaching the area of gender and sexuality in the classroom

Subject/research area

One of the goals in the common objectives for the English subject in Danish public schools states, that after graduation the students must be able to act independently in international cultural encounters, with an understanding of cultural and societal conditions (børne- og undervisningsministeriet, 2019). Our teaching plan seeks to teach the students about the LGBT+ in a non-essentialist way, as the community becomes more and more prominent and people that exist within this community is found across different cultures.

This teaching plan is intended for an 8th grade, and we have used the cycle model of intercultural learning to organize the structure of the whole teaching plan (Risager, K & Svarstad, L.K, 2020). The individual lessons are organized in a task-based structure (Ellis, R., 2017) with a learner-centered approach, which seeks to help learners develop their language skills. Furthermore, we have chosen a dialogic approach to scaffold the students in developing their ideas. (Gibbons, P., 2015)

The inspiration for the non-essentialist approach in our teaching plan came from Paula Tebbens, who wrote an article criticizing a teaching plan for their cis- and heteronormative approach to teaching about love. One other thing Tebbens heavily criticized was their use of the binary gender system,

which is a notion that have been rejected by the LGBT+ community. Because of this we felt it important to emphasize the idea about gender and sexuality being a spectrum. In a non-essentialist view of the world, identity is not static and is something that changes depending on the context in which the individual participates in.

Research question

How can you foster students' intercultural learning through a non-essentialist and dialogic approach to gender and sexuality?

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- Tebbens P. Queering af sprog- og kulturundervisningen - behovet for at arbejde imod den heteronormative dominans i engelskundervisningen. *Sprogforum Tidsskrift for sprog- og kulturpædagogik*. 2021;73:86–94.
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Appendix 1: Practice element

8th grade

1st lesson: Noticing and comparing

2nd lesson: reflecting

3rd lesson: Interacting

1st lesson

Noticing and comparing: The goal is to inspire the students to further develop their ideas about the world, and their own sense of identity. By providing a short explanation of different LGBT+ terms, it may help some queer students in the classroom finding an appropriate term for themselves, for the non-queer students, it may help them understand the different labels queer people use to describe themselves. Furthermore sexual- and gender-identities is something that people across different cultures have in common, and by understanding the different terms the students will have a good fundamental understanding of the LGBT+ community.

Pre-task

[LGBT 101: An introduction to the Queer community](#)



Vocabulary

- LGBT+
- Lesbian

- Gay
- Bisexual
- Transgender
- Queer
- Questioning
- Asexual
- Ally

During-task

Seksuel orientering, gruppe 1 + 2

- 1: What does *sexual orientation* mean?
- 2: Write the definition of *romantic attraction* and *sexual attraction* in your own terms. What is the difference?
- 4: Find and explain the most common terms within the LGBT-community (sexual orientation)
- 5: Show some different prideflags for the different sexual orientations, explain their meaning (if any)
- 6: Do you know any LGBT+ celebrities? If yes, who and from where?
- 7: What is the difference between gender identity and sexual orientation

Kønsidentitet, Gruppe 3+4

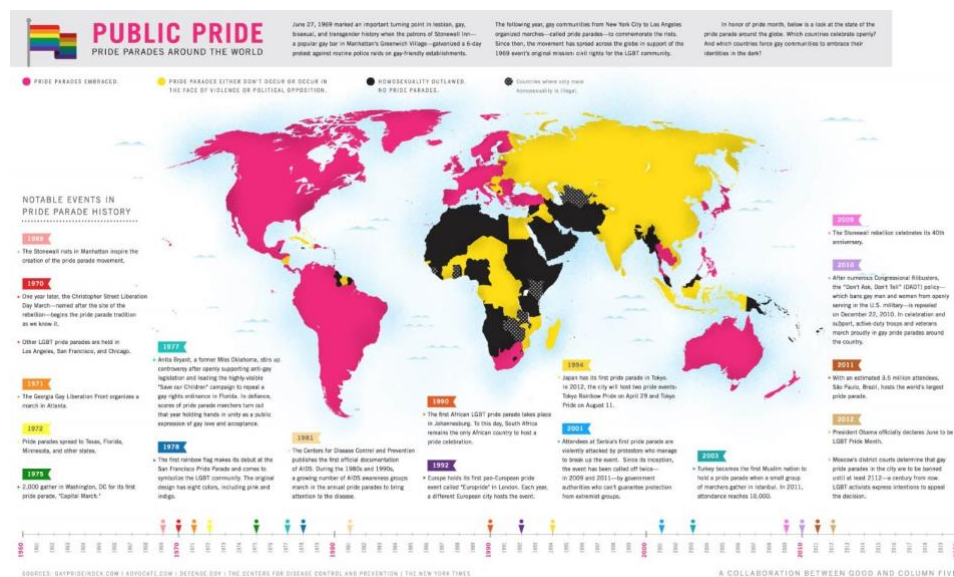
- 1: Explain "biological sex" and "gender", what is the difference?
- 2: What is *gender expression*?
- 3: Find and explain the most common terms within the gender identity community
- 4: Is there any prideflags for people with different gender identities? If yes, show them and explain their meaning (if any)
- 5: Do you know any transgender, nonbinary or otherwise celebrities?
- 6: What is the difference between gender identity and sexual orientation?

Post-task

- 4x Matrix groups, with two students from each theme.

2nd lesson: Reflecting

<https://www.columnfivemedia.com/work/infographic-pride-parades-around-the-world/>



Pre-task

- Contextualising – queer history, what happened before reaching this point in time
- In plenary look at the photo above, what is the first thing you notice? Is there something that surprised you about this picture? Do you know anything about these events?

During-task

- Students find events or noticable points in the history of LGBTQ, and write about them in a padlet. (multimodality)
- We present them with scaffolding links, but they can look up for things on their own
- Create a padlet and write about your findings, find pictures which suits your topic/event

Post-task

- present your findings for the class, and discuss

3rd lesson: Interacting

Pre-task

- Find pictures of pride parades in different countries/times around the world.
What stands out?
How does the banners look?

During-task

- In groups, make a sign or a banner as if you should attend Copenhagen Pride, the sign must be in English

Post-task

- Compare your banner to the other banners in class or from a real pride parade.

Appendix 2: Interlanguage

My name is Rebecca and I want justice for Women . I want equality. I want the abuse of women to be taken seriously and I want men who cannot treat women probably to be brought to justice...

From the day we are born we learn to watch out for men. We are taught to cover up. We are told to run away.

But whom they really should have taught ---are the men. They should have taught the man who grabbed us, the man that catcalled us, the man who sexually assaulted us, the man who sexually harassed us, the man who raped us. All without our consent.

They are full of excuses.

It happens to men too, they say. The men are victims too. Of course it does. It happens to men....too. But why you gotta say too? It's like it's a competition for you. They don't get it. They don't get the fact that they may be talking to a girl with personal experience.

It's not all men they say. But you'd touch her if you'd had the chance.

Not all men but girls are still scared of walking alone.

Not all men **but** Girls still walk home with keys in their hand.

Not all men

but 97% of women. 97% too much. 97% of girls, thinking, I can stay quiet, did I do something wrong, is it my fault. 97% of the uk population 97% of girls. They are victims.

They say you're lucky being the 3%. Of Course you are . but the 3 % are in fear everyday. Cause when is it their turn.

They said it's a 3 % chance That I'm gonna make it. It's a little bit less than what it is in their mind. But it's okay they think we can take it. It's a 3 % ... chance.

In just 5 hours it went up 99 %. This ain't scary to you. It's scary to me . .. that 1 %. 1% of girls Are "free" ? NO they live in fear everyday. We all do.

99%, 97% 50% 1% it's still too much. over 0 % is disgusting, unbelievable. over 0 % doesn't sound like a lot right. Wrong. It's still something. Something too much of.

But they still say it's Not all men.

Then they ask "What was she wearing?" like what. Why should that have and affect. It just shouldn't happen. She asked for it. First of all how can you ask for it with what you are wearing and second of all it shouldn't affect it. 3 of all it happens to people whatever they are wearing

Why did you not push away. do you seriously think they didn't try?? Of Course they did. They tried and tried. But couldn't. A man twice your weight and size. How?

Something needs to be done about this . everybody is talking about it but no one is acting. we need justice for these women and it is time for us to change . we need to stop the discrimination against women. So i want to make a difference, but i can't do it alone so please join me

Outline 2: Metalinguistic classroom talk with hip-hop

Name/group

Kasper Grabov: 30200193

Julie Hertz: laer205298

Age specialization

4th-10th grade

Subject Area: Title

Sproglig kompetence og sprogundervisning: Using relevant material for the students to foster metalinguistic classroom talk

Subject/research area

Historically the teaching of English grammar in Danish schools has had a tradition of being concerned with accuracy and the correct linguistic forms. The way of teaching has been repetitive exercises, in teaching books such as A piece of cake and many others. (Kabel & Brok, 2017) We wish to focus on a more functional approach to grammar teaching, inspired by the work of Debra Myhill. We wish to inspire a metalinguistic learning process, where the students must consider how different linguistic choices will affect a rap text. (Myhill, 2020) This aligns with some of the common goals presented by the Ministry of education. Specifically, the goals of: *“Eleven har viden om nuancering af ordforråd.”* and *“Eleven har viden om funktionel grammatik.”* (Børne- og undervisningsministeriet, 2019)

Our focus is to qualify a teaching plan on the subject of Hip Hop, as we personally have a passion for this culture, and therefore will be able to teach with a lot bigger background knowledge. As Myhill mentions in her article it is a critical factor that the teacher has a sufficient knowledge about the subject, as well as the grammatical and rhetorical effects of different language choices in a text. In addition to this, Hip Hop, and more specifically in this case, rap texts are commonly a popular hobby or interest for a lot of teenagers. The teaching plan is one that we have created ourselves and used in our teaching practice

As our teaching plan aims at 8th grade and we consider this to be relevant and fitting for the age group, where some students will already have knowledge about this, and therefor will be able to enhance the quality of the metalinguistic classroom talk. In addition to Myhill's research, we will be using Beverly Derewianka's research on expressing attitudes in texts. In relation to rap texts, this will help

us scaffold and analyze exactly what effect the different linguistic choices have in a rap text. We will also look at Derewianka's work on "in group" and "out group" in relation to the genre specific slang vocabulary hip hop has. (Derewianka, 2020)

By combining these theories, we wish to answer our research question, but more importantly, we wish to improve our own teaching abilities to hopefully be able to scaffold an improved grammatical learning for the students.

Research question

To what extent can hip hop be used to improve the student's language choices in the classroom and enhance metalinguistic classroom talk?

References

- Myhill, D. (2020). Introduction: Rethinking grammar – as choice. Viden om literacy vol. 27, p.6-10
- Derewianka, B. (2020). A new grammar companion for teachers (2nd edition). Australia: Primary English teaching association Australia.
- Kabel, K og Brok, L.S (2017). Hvorfor bør vi interessere os for Debra Myhills forskning i Danmark? (1st edition). Lokaliseret [12/5-22] on: <https://www.videnomlaesning.dk/aktuelt/nyheder/2017/forskerklummen-debra-myhill/>
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Appendix 1: Practice element

1. Individually + jointly - From slang to standard English

Try and see if you can figure out what these hip-hop related slang words mean in standard English.

Slang	Standard English
Shorty	Girl
Dope	Something nice/cool/drugs
Crib	House/ street gang
Hood	Neighbourhood
To diss	To insult somebody
Fly	To look cool
To kick it	To hang out
MC	Microphone Controller
Crew	Group of people
Bashing	To insult somebody
Punk	Loser

Instead of working with rhyme schemes, we could go in the direction of making the students include rap slang in their text, and later discuss the effect of using slang instead of “correct” english.

This way **links** is introduced between the grammar (in this case hip hop grammar in the slang?) and what effect it has on the overall impression (and sound?) of the text.

Examples are shown from **authentic** hip hop songs (and of course texts)

A discussion on the effect of the use of slang will be scaffolded, maybe through the use of examples from both the students texts and the authentic rap songs.

2. Together - Read out loud

Genres:

Within the rap culture a lot of different genres and styles exist. Some rap texts has the purpose of bragging, others are more sensitive. Gangster rap has a bragging style - they are telling about how good they are. Hardcore rap can be about social injustice or about being proud of where you come from. Another style is old school rap which has a more simple and slow rhythm. It's often without dissing/bashing other people.

There is no correct answer when it comes to the content of the rap as long as it has a rhythm, beat and a flow.

Analyse the rhyme scheme:

Now here's a funky introduction of how nice I am

Tell your mother, tell your father, send a telegram

I'm like an energizer 'cause, you see, I last long

My crew is never ever wack because we stand strong

Now if you say my style is wack that's where you're dead wrong

I slayed that body in El Segundo then push it along

You'd be a fool to reply that Phife is not the man

'Cause you know and I know that you know who I am

A special shot of peace goes out to all my pals, you see

And a middle finger goes for all you punk MC's

How complicated it can get:

<https://genius.com/a/check-the-rhyme-breaking-down-kendrick-lamar-s-verse-on-schoolboy-qs-that-part-black-hippy-remix>

Here's another one:

[Missy Elliott - Get Ur Freak On \[Official Music Video\]](#)

Quiet!

Shh, hush your mouth A

Silence when I spit it out, in your face B

Open your mouth, give you a taste B

Holla, ain't no stoppin' me C

Copywritten, so don't copy me C

Y'all do it, sloppily C

And y'all can't come close to me C

I know you feel me now (yes) E

I know you hear me loud (yes) E

I scream it loud and proud (yes) E

Missy gon' blow it down (yes) G

People gon' play me now (yes) G

In and out of town (yes) G

'Cause I'm the best around (yes) H

With the crazy style I

3. Write your own rap text!

Now you are going to use all the knowledge from today and write your own rap song.

Your rap needs be min. 8 bars.

Here is some inspiration:

What should your rap be about?

- Yourself?
- Your hometown?
- Your friends?
- Social problems? (Rich vs. Poor etc.)
- Politics? (BLM, sexism etc.)

What kind of rhyme scheme do you want to use?

- AABB?
- ABAB?
- ABCB?
- Something else?

If you need inspiration for your rhymes, you can use this website to find words that rhyme:

<https://www.rhymezone.com>

Insert your rap here:

Appendix 2: Interlanguage

My name is Rebecca and I want justice for Women . I want equality. I want the abuse of women to be taken seriously and I want men who cannot treat women probably _to be brought to justice...

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But whom they really should have taught ---are the men. They should have taught the man who grabbed us, the man that catcalled us, the man who sexually assaulted us, the man who sexually harassed us, the man who raped us. All without our consent.

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It's not all men they say. But you'd touch her if you'd had the chance.

Not all men but girls are still scared of walking alone.

Not all men **but** Girls still walk home with keys in their hand.

Not all men

but 97% of women. 97% too much. 97% of girls, thinking, I can stay quiet, did I do something wrong, is it my fault. 97% of the uk population 97% of girls. They are victims.

They say you're lucky being the 3%. Of Course you are . but the 3 % are in fear everyday. Cause when is it their turn.

They said it's a 3 % chance That I'm gonna make it. It's a little bit less than what it is in their mind. But it's okay they think we can take it. It's a 3 % ... chance.

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SOmething needs to be done about this . everybody is talking about it but no one is acting. we need justice for these women and it is time for us to change . we need to stop the discrimination against women. So i want to make a diffrns, but i can't do it alone so peals join me

Outline 3: Designing a teaching plan on diverse identities

Name/group

Kasper Grabov: 30200193

Julie Hertz: laer205298

Age specialization

4th-10th grade

Subject Area: Title

Sproglig kompetence og interkulturel kompetence: Using a teaching plan about diverse identities to promote student's communicative competence

Subject/research area

In the common objectives for the subject English, it is required of the students to be able to understand the main point of authentic texts and to be able to participate in conversations about different subject with language appropriate for the situation (børne- og undervisningsministeriet, 2019).

Our teaching plan seeks to teach students about the LGBT+ community with a focus on their communicative competence and their vocabulary. According to Dell Hymes' theory on communicative competence, the goal is to foster student's communicative fluency by having them participate in the classroom verbally (Darayai-Hansen, P. et al., 2018). Furthermore, we will work with the four skills, with focus on listening and speaking (Lynch, T & Suárez, M.D.M & Pujolá, J.T, 2017), reading and writing will be utilized by the students, however not to the same extent as the other two.

In the first lesson of our teaching plan, we will be working on vocabulary learning. We will be providing the students with meaning-focused input by watching a video, where the student will be listening and reading the new words. Afterwards they will be working with meaning-focused output by discussing and answering questions provided by us. Overall, the focus on vocabulary in this lesson can be categorized as language-focused learning (Nation, P. & Hutz, M, 2017).

In this teaching plan we will scaffold the students by working with chunks, more accurately collocations, pertaining to the LGBT+ theme. This kind of chunk is often regarded as something more important in primary education (Darayai-Hansen, P. et al., 2018). We have chosen to this kind, as this topic may be new to some students, and therefore we need to build a foundation onto which there is room for further learning.

Research question

How can a teaching plan on gender identities be used as an onset for a communicative approach to language learning based on the four skills?

References

- Børne- og undervisningsministeriet, (2019), Engelsk-faghæfte 2019 (2nd edition). Lokaliseret [12/5-22] on: https://emu.dk/sites/default/files/2020-09/GSK_Fagh%C3%A6fte_Engelsk_2020.pdf
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- Daryai-Hansen, P. et al. (2018) *Foreign Language Education: Between topic and education theory* (1st edition) Copenhagen: Hans Reitzels Forlag

Appendix 1: Practice element

8th grade

1st lesson: Noticing and comparing

2nd lesson: reflecting

3rd lesson: Interacting

1st lesson

Noticing and comparing: The goal is to inspire the students to further develop their ideas about the world, and their own sense of identity. By providing a short explanation of different LGBT+ terms, it may help some queer students in the classroom with finding an appropriate term for themselves. For the non-queer students, it may help them understand the different labels queer people use to describe themselves. Furthermore sexual- and gender-identities is something that people across different cultures have in common, and by understanding the different terms the students will have a good fundamental understanding of the LGBT+ community.

Pre-task

[LGBT 101: An introduction to the Queer community](#)



Vocabulary

- LGBT+
- Lesbian
- Gay

- Bisexual
- Transgender
- Queer
- Questioning
- Asexual
- Ally

During-task

Seksuel orientering, gruppe 1 + 2

- 1: What does *sexual orientation* mean?
- 2: Write the definition of *romantic attraction* and *sexual attraction* in your own terms. What is the difference?
- 4: Find and explain the most common terms within the LGBT-community (sexual orientation)
- 5: Show some different prideflags for the different sexual orientations, explain their meaning (if any)
- 6: Do you know any LGBT+ celebrities? If yes, who and from where?
- 7: What is the difference between gender identity and sexual orientation

Kønsidentitet, Gruppe 3+4

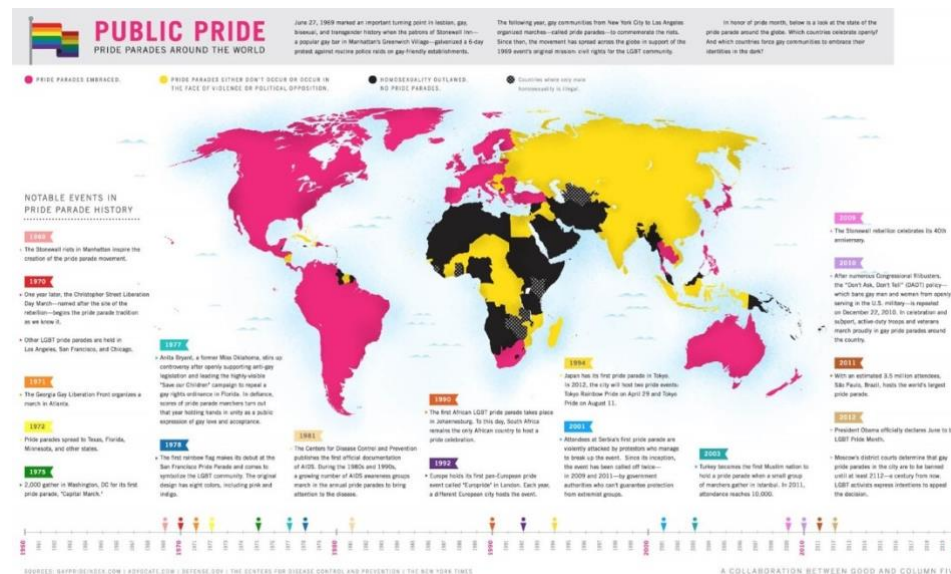
- 1: Explain “biological sex” and “gender”, what is the difference?
- 2: What is *gender expression*?
- 3: Find and explain the most common terms within the gender identity community
- 4: Is there any prideflags for people with different gender identities? If yes, show them and explain their meaning (if any)
- 5: Do you know any transgender, nonbinary or otherwise celebrities?
- 6: What is the difference between gender identity and sexual orientation?

Post-task

- 4x Matrix groups, with two students from each theme.

2nd lesson: Reflecting

<https://www.columnfivemedia.com/work/infographic-pride-parades-around-the-world/>



Pre-task

- Contextualising – queer history, what happened before reaching this point in time
- In plenary look at the photo above, what is the first thing you notice? Is there something that surprised you about this picture? Do you know anything about these events?

During-task

- Students find events or noticeable points in the history of LGBTQ and write about them in a padlet.
- We present them with scaffolding links, but they can look up for things on their own
- Create a padlet and write about your findings, find pictures which suits your topic/event

Post-task

- present your findings for the class, and discuss

3rd lesson: Interacting

Pre-task

- Find pictures of pride parades in different countries/times around the world.
What stands out?
How do the banners look?

During-task

- In groups, make a sign or a banner as if you should attend Copenhagen Pride, the sign must be in English

Post-task

- Compare your banner to the other banners in class or from a real pride parade.

Appendix 2: Interlanguage

My name is Rebecca and I want justice for Women . I want equality. I want the abuse of women to be taken seriously and I want men who cannot treat women properly -to be brought to justice...

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Outline 4: Teaching material analysis

Name/group

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Julie Hertz: laer205298

Age specialization

4th-10th grade

Subject Area: Title

Fremmedsprogsdidaktik og interkulturel kompetence: Analyzing an online teaching portal

Subject/research area

Using online teaching portal material is an easy way for an English teacher to gather inspiration and ideas on their lesson plans. However, one must be cautious and aware when presenting these portals to the students. While most of them are made by professionals, they can be promoting an unfortunate perspective on the topic they revolve around. We have chosen to analyze a portal material about South Africa and in the end, come up with suggestions to include a more diverse approach to intercultural learning and the development of the students' perspective awareness.

While the portal does portray a beautiful perspective on South Africa, it does not go much further than facts, nice pictures and a very small piece of a ten-minute documentary on the problem of orphans and starvation. It fails to include some of the, to us, more obvious problems that South Africa is facing and have faced historically. While the common goals from the Danish Ministry of education requires that: *Eleven har viden om potentielle konfliktpunkter i kulturmøder*, this portal does not seem to live up to this goal. (Børne- og undervisningsministeriet, 2019)

To analyze and suggest a way to include the more diverse approach, and hopefully scaffold a broader perspective on South Africa, we have been inspired by Risagers three approaches to analyzing culture in teaching material. (Risager 2014)

Furthermore, we believe that it is important to include the terms, Landeskunde, national stereotypes, blind spots, essentialism and non-essentialism, big C culture and perspective

awareness. In addition to this, we will take inspiration from some of the questions presented to us by Svarstad and Risager (Risager & Svarstad, 2020). Lastly, we will apply some of the knowledge presented to us by Lund and Villanueva, in "Intercultural Learning in the Classroom". (Lund & Villanueva 2020)



Research question

How can the portal material *South Africa* from *Gyldendal* be qualified to include a more diverse approach to intercultural learning and the development of students' perspective awareness?

References

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Appendix 1: Practice element



National animal

The Blue Crane is the national bird of South Africa. The crane's status originates from the fact that it is a very special bird to the amaXhosa (Xhosa people). When a man distinguished himself by deeds of bravery, he was often decorated by the

National floral emblem

"The Giant" or "The King Protea". This flower is the largest of its kind and is of great importance in the Cape Floral Region. The Proteas also give their name to South Africa's national cricket team.

Composition of production


Agriculture: 2.8%
Industry: 29.7%

Industries

Mining (the world's largest producer of platinum, gold, chromium), automobile

By Sofie Mandrup

In this section, you can find information about South Africa and the South Africans and the different aspects of life in the country.




ry-facts/south-africa/rapid/the-south-africans

Agriculture: 2.8%
Industry: 29.7%
Services: 67.5%
(2017 estimate)

Mining (the world's largest producer of platinum, gold, chromium), automobile assembly, metalworking, machinery, textiles, iron and steel, chemicals, fertiliser, foodstuffs and commercial ship repair.

Agricultural products

Corn, wheat, sugarcane, fruit, vegetables, beef, poultry, mutton, wool and dairy products.





Kruger National Park is one of the largest game reserves in Africa. It was established to protect the wildlife of South Africa, and today it is home to a large number of species, including 'the big five' (buffalo, elephant, leopard, lion and rhino). (Photo: bucky_xa/Stock)



A famous "Township" where up to 40% of Johannesburg's population lives. It is also the symbol of South Africa's struggle against apartheid. Nelson Mandela used to live there, and today you can get guided tours around Soweto. (Photo: stevenallan/Stock)



Comprehension

1. What does Jeandre do for a living?
2. Why is Jeandre worried about the survival of African wildlife?
3. What does Jeandre tell you about his parents?
4. In what way does Jeandre feel he can make a difference?
5. What did you learn about orphans in South Africa?
6. What kinds of projects has Jeandre been working on?
7. Why is Mellace Point Jeandre's favourite spot for scuba diving?
8. What other extreme sports does Jeandre enjoy? Have you tried an extreme sport? Would you like to?
9. Explain what canyoneering (or kloofing) is.
10. Why does Jeandre call his sister a "professional traveller"?
11. How does Jeandre describe South Africa?
12. How does Jeandre want to live his life? Do you agree with him?



Written work

Choose another South African town or area and spend some time researching it.

Create an **outline** for a documentary on your chosen town or area. You should consider the following:

- What overall information is important? Geography, population, climate...?
- What are the most important landmarks?
- What makes this place interesting?
- What makes this place unique?

How do you want to **structure** your documentary?

You should consider the following:

- What information is it best to start with?
- What are the things you want to emphasise – and how do you want to do it?
- What information is less important in this context?

Remember: a documentary is not a tourist infomercial!

Appendix 2: Interlanguage

My name is Rebecca and I want justice for Women . I want equality. I want the abuse of women to be taken seriously and I want men who cannot treat women probably _to be brought to justice...

From the day we are born we learn to watch out for men. We are taught to cover up. We are told to run away.

But whom they really should have taught ---are the men. They should have taught the man who grabbed us, the man that catcalled us, the man who sexually assaulted us, the man who sexually harassed us, the man who raped us. All without our consent.

They are full of excuses.

It happens to men too, they say. The men are victims too. Of course it does. It happens to men....too. But why you gotta say too? It's like it's a competition for you. They don't get it. They don't get the fact that they may be talking to a girl with personal experience.

It's not all men they say. But you'd touch her if you'd had the chance.

Not all men but girls are still scared of walking alone.

Not all men **but** Girls still walk home with keys in their hand.

Not all men

but 97% of women. 97% too much. 97% of girls, thinking, I can stay quiet, did I do something wrong, is it my fault. 97% of the uk population 97% of girls. They are victims.

They say you're lucky being the 3%. Of Course you are . but the 3 % are in fear everyday. Cause when is it their turn.

They said it's a 3 % chance That I'm gonna make it. It's a little bit less than what it is in their mind. But it's okay they think we can take it. It's a 3 % ... chance.

In just 5 hours it went up 99 %. This ain't scary to you. It's scary to me . .. that 1 %. 1% of girls Are "free" ? NO they live in fear everyday. We all do.

99%, 97% 50% 1% it's still too much. over 0 % is disgusting, unbelievable. over 0 % doesn't sound like a lot right. Wrong. It's still something. Something too much of.

But they still say it's Not all men.

Then they ask "What was she wearing?" like what. Why should that have and affect. It just shouldn't happen. She asked for it. First of all how can you ask for it with what you are wearing

and second of all it shouldn't affect it. 3 of all it happens to people whatever they are wearing

Why did you not push away. do you seriously think they didn't try?? Of Course they did. They tried and tried. But couldn't. A man twice your weight and size. How?

Something needs to be done about this . everybody is talking about it but no one is acting. we need justice for these women and it is time for us to change . we need to stop the discrimination against women. So i want to make a diffrns, but i can't do it alone so peals join me