Progetto di una Unità di Apprendimento *flipped*

<u>Titolo</u>: Challenging racism and promoting awareness of diversity and human rights at school

<u>Scuola</u>: Liceo Artistico

<u>Materia</u>: English language and culture

<u>Classe</u> *:* IV year; L2 level: ranging from A2 to C1

Argomento curricolare:
(indicare l'argomento curricolare che si vuole affrontare con approccio flipped classroom, esempi: la struttura particellare della materia, , il Congresso di Vienna, le equazioni lineari, ecc.)

Racism and human rights abuse in European societies.
CLIL: Civic and Ethical Education – The Universal Declaration of Human Rights.

La Sfida. Come si attiva l'interesse e la motivazione degli allievi:
(indicare come si intende stimolare l'interesse, la curiosità e coinvolgere gli allievi in modo da renderli parte attiva nella costruzione delle conoscenze indicate. Tipicamente ciò avviene lanciando una sfida che può consistere nel porre una domanda a cui rispondere, un problema da risolvere, una ricerca da effettuare, un caso da analizzare in modo coinvolgente e motivante.)

The **main aim** of each activity in preparation for class is to encourage reflection on direct or indirect racism and find relevant examples of prejudice, discrimination and human rights abuse in modern-day Western societies.
The teaching unit is divided into **three different sessions**. For this reason, several challenges will be launched in preparation for each session cycle, according to the following plan:

FIRST SESSION - Strangers. Learners are asked to watch a short film (7:11 minutes) at home called 'Strangers', directed by Guy Nattiv and Erez Tadmor: https://www.youtube.com/watch?v=RpjHSiQLPmA&feature=youtu.be
The film tells the story of two young men, one of Palestinian origin, the other of Israeli origin, who meet on a train in France. The two men are at first wary and suspicious of each other, only to realise that by joining forces they can escape a dangerous brawl with a group of neo-Nazis.


STRANGERS
by Guy Nattiv and Erez Tadmor

PROBLEM-POSING: Learners are asked to watch the short film and reflect on the following question: which is the message behind this story?

SECOND SESSION – The island. Following on from the first lesson, learners are asked to read a picture book by Swiss illustrator Armin Greder called 'The Island'. The book tells the story of a stranger who lands on the shore of an island – alone, naked, helpless, scared. The man is reluctantly accommodated on the island, but soon after is rejected by the islanders, who build a fortress to avoid any such encounter in the future. The book is a powerful metaphor of anti-immigrant attitudes in modern Europe, showing how prejudice and fear are used to defy acceptance of others in order to 'protect' themselves. It is ideal for discussing issues of identity, alienation, cross-cultural hostility, intolerance and the irrational behaviours that can stem from lack of understanding and fear of the 'other'.
The book is provided to learners in PDF copy via e-mail.

PROBLEM-POSING: Learners are asked to read the book and predict its ending in writing, as well as to reflect on the message behind this story.

THE ISLAND
by Armin Greder
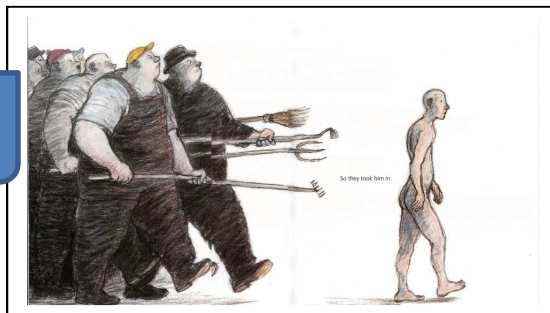
THIRD SESSION – Human rights. Learners are given a collection of street art work by Banksy, the British graffiti artist internationally acclaimed for his poignant and thought-provoking stencil series. The selected graffiti expose human rights abuses or are meant as grotesque depictions of Western consumerism. The collection is provided to learners in PDF copy via e-mail.
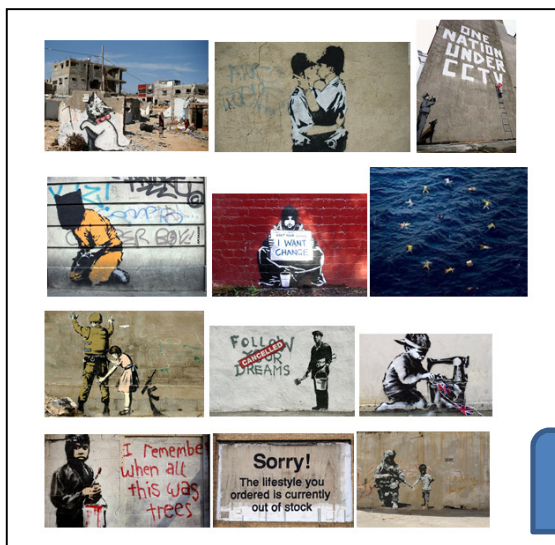
Banksy's street art

PROBLEM-POSING: Learners are asked to examine the collection and think of the rationale for grouping these pieces of street art together.

FIRST SESSION - Strangers. I have chosen to adopt Auerbach's (1992) simplified, 5-step problem-posing framework for teaching critical thinking skills and therefore, as a first step, I have selected a short film as a *code* for students to reflect on. According to Wallerstein (1983) *codes* can be anything from written dialogues taken from a variety of reading materials to role-plays adapted from written or oral dialogues, from stories taken from the students' lives and experiences to texts from newspapers, magazines, etc., or visual texts such as pictures, slides, photographs, drawings, cartoons, etc. In the wake of the tragic events of November, 13 in Paris, and the rampant anti-Islamic sentiment, the code proposed in this session is quite relevant for the students' daily lives, which contributes to enhance their motivation and involvement.

In **preparation for class**, learners are asked to watch the **short film** and think about the message behind the story. They are also asked to think of one word or phrase which best summarises this message (e.g., racism or prejudice). In order for learners to come to class with a minimal range of vocabulary for group and plenary discussion, they are also asked to prepare a **mind map** with the chosen word, using http://visuwords.com/, and to transfer it on a piece of

paper. The map shall contain example of words used in context to share in each group.

The **activity in class** is launched by the teacher by showing still frames of the clip using a PowerPoint and the IWB to stimulate discussion. A short, warming-up activity is proposed to introduce the first step of Auerbach's problem-posing concept, that is '**Describe the content**'. During this stage, the teacher begins by asking simple questions relating to the content of the code, e.g. What is this story about? What are the two men doing? What nationality are they? How do you know? Do they speak to each other? What attitude do they show to each other? What body language do they use? What happens next? How does each of the man react to the provocations of the neo-Nazi racist group? What is the atmosphere or mood created in the film?

SECOND SESSION – The island. In **preparation for class**, learners are asked to read a picture book at home by Swiss illustrator Armin Greder called 'The Island'. The main aim of this pre-class activity is achieving personal and emotional involvement with the 'stranger', the main character of the story. This is facilitated by the illustrations in the book, which from the outset help form a bond between character and reader. Consider, for example, the picture in the page following the book title, where the stranger is looking out of the image at the reader, demanding a relation with him. The result of this immediate bond is that for the rest of the text readers continue to sympathise for the stranger. Personal and emotional involvement, however, could be further enhanced by asking learners to read only part of the story, up to and including Opening 9, and to **predict a conclusion** for it, providing a written copy of their work. The reasons for placing such emphasis on personal involvement are straightforward. Dörnyei (1998) has mounted strong arguments for the necessity of making the language classes interesting and personally relevant to the students in order to promote motivation and learning. Moreover, it is proposed that emotional involvement would be extremely important to facilitate the class activities devised for this session, as described below.

The **activity in class** is conducted after splitting the class into groups. To introduce the topic, the teacher projects the following graffiti by British street artist Banksy on the IWB:

Banksy

The teacher asks some questions about the picture and its author as a warming-up activity (What kind of art is this? Can you guess the author of this graffiti? Do you know anything about him? What does the picture show? What message is behind this street art? Can you see any links to the story you read for homework? Do you find it ironical/satirical/witty/parodic/political/disturbing/thought-provoking?). After that, the teacher asks learners to share their story conclusions with their groups, as an oral activity. At the end of it, learners are asked to present some of their ideas in a brief plenary session, after which the teacher projects the last pages of the book on the IWB and asks volunteers to read them aloud.

THIRD SESSION – Human rights. In **preparation for class**, learners are asked to examine a collection of street art work by Banksy and think of the rationale for grouping these pieces of art together. In his landmark work on motivation and language learning, Dörnyei (2001) has elaborated a framework for motivational strategies consisting of four consecutive steps, namely *creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation* and *encouraging positive retrospective self-evaluation*. The second step (*generating initial motivation*) is particularly relevant for this session stage, in that it involves promoting the interest of learners in language learning by including a sociocultural component in the language curriculum and facilitating contact with L2 cultural products (Strategy 11). This is easily done by supplementing the course-book with authentic materials and bringing a variety of cultural products to class (Dörnyei, 2001, p. 55). Besides being L2 authentic cultural material, Banksy's work is particularly relevant for this group of learners also because it falls into their own specific sphere of interest – art work. Coupled with Dörnyei's Strategy 14 (*Make the curriculum and the teaching materials relevant to*

the students, ibid., p. 66), it would therefore appear ideal for 'whetting' the students' appetite.

Learners should come to class with clear ideas concerning the proposed pictures. The teacher activates various **cooperative learning** (CL) techniques for pair and group work in order to foster discussion, including Think-Pair-Share and Ask your Neighbour (Jacobs et al., 2002). These CL techniques are aimed at promoting analysis between paired students before they switch to a wider group discussion, so that quieter students become more confident with speaking. Once learners have shared their views in groups, the teacher prompts a brief plenary discussion leading the class to identify the connection between pictures – human rights. The teacher then distributes a list of key words extracted from the Universal Declaration of Human Rights, encouraging students to find the word which best describes each picture. Students are asked to negotiate their choices in pairs using a different CL technique called Focused Discussion Pairs (Johnson et al., 1991). This technique, *inter alia*, requires that both members of the pair are able to present their answers and explain the reasoning behind them in front of the class. The teacher finally calls individual students at random to share their answers with the whole class.

Banksy's street art

Wording extracted from the **Universal Declaration of Human Rights**

FIRST SESSION - Strangers. The second and third steps of Auerbach's problem-posing framework are called '**Define the problem**' and '**Personalise the problem**', and they imply a process of uncovering and internalisation of issues through class and group reflection. The teacher may need to repeat some questions to stimulate more in-depth thinking at group level: What attitude does each character show towards 'others' in the film? How do these attitudes change throughout the film? What does each character's face tell you about how he is feeling?

Once learners have reflected more deeply on the clip, they are asked to identify one or more major issues in the code, bringing in ideas they have developed at home. Discussion at this point is going on at single group level (**peer learning**) with the aid of the learners' mind maps and a list of further questions that the teacher will project onto the IWB: Why was this short film shot? What are the directors trying to tell me? What did I learn from watching this video? What parts did I like the best and why? What parts did I like the least and why? Did this text remind me of other texts I have read or seen? Are there any parts that I don't understand? The teacher acts as the facilitator of the group discussion, guiding the students to talk about their feelings and understanding in relation to the selected issues. During this stage learners are also given the chance to relate these issues to their own lives, cultures and experiences.

The fourth and fifth steps of Auerbach's problem-posing framework are called '**Discuss the problem**' and '**Discuss alternatives to the problem**'. These stages are meant to help students ponder on the social/historical reasons for the problem and to suggest possible solutions. In order to facilitate reflection on a textual level, the teacher distributes a grid called '**Challenging the Text Grid**' (Kucer and Silva, 2009[2]) aimed at helping learners to both understand the author's perspective and to consider alternatives as well. The groups are given a copy of the grid and they are asked to fill it in as a further step into the analysis of textual meanings. The grid is also projected onto the IWB and questions are read aloud before group work to clarify what each questions means, as necessary. Through group discussion learners become fully aware of the issues at stake, of various perspectives and of their own ability to find answers to problems, especially because issues are dealt with and explored through a **cooperative group** effort.

Finally, ideas are brainstormed and summarised during a plenary discussion.

As homework students are asked to google for a newspaper article on direct racist abuse in Italy. The idea is to make them aware of how racist episodes recorded in Italy are perceived and judged abroad. This is the first of a series of materials they will be asked to collect as a project portfolio for final evaluation. They are also asked to create vocabulary cards with new words and phrases taken from the article.

As a way to involve students in their learning, the teacher asks them to write a short journal entry (or a forum entry, in case a Moodle platform is used) at home giving a feedback on something they have learnt, something they have loved about the lesson, something they will take away from the lesson and something they would like to get rid of. Journal entries are not assessed.

SECOND SESSION – The island. The main core of the activity revolves around feelings and empathy. It is therefore important for learners to acquire **new words related to feelings** and expression of feelings. This is easily done through traditional vocabulary work based on predicting and matching. The teacher gives each group a photocopy with **images drawn from the book** showing facial expressions denoting fear, rage, sadness, etc.:

Images for vocabulary work on feelings

[Incidentally, the learners of this school (Liceo Artistico) might appreciate references to Munch and Fuseli in Greder's work.] As a warming-up stage in the activity, the teacher asks learners to discuss how the people in the photos are feeling and why. The teacher then gives students a list of new words, idioms and collocations relating to feelings and emotions. As a pair work activity, students check they understand the meaning of the words and phrases in bold with their partner(s). A short **matching exercise** follows, in which students are expected to match a list of sentences containing synonyms with the original list. Students work individually and then check their answers with their partner(s) (individual and pair work). Finally, the teacher prompts learners to tell which words or idioms could apply to the characters in the picture.

Once learners have practiced a little bit with new vocabulary, a **cooperative work activity** can start. In small groups, learners are asked to prepare a list of questions they could ask to a) the islanders, b) the fisherman, and c) the stranger. They should come up with at least ten questions for each character. The following activity is called '**hot seating**': a student is nominated to role-play one of the islander. He or she will sit on a chair in front of the classroom, facing the groups. The others take turns in asking him/her questions which the selected student must answer in character. When the activity is over, a second student is selected to role-play the fisherman. Again, the rest of the class alternates in asking questions which he/she will answer in character. Finally, a third student role-plays the stranger.

For homework students are asked to explore the role of the press in the reproduction of racism and hate speech, looking for blatant and/or more subtle examples of ethnic prejudice in newspapers or other mass media, including biased visuals, metaphors ('invasions' or 'waves of refugees'), use of euphemisms or disclaimers to hide racist feelings, etc. They are also asked to write a short journal entry (or a forum entry, in case a Moodle platform is used) and give a feedback on something they have learnt, something they have loved about the lesson, something they will take away from the lesson and something they would like to get rid of. Journal entries are not assessed.

THIRD SESSION – Human rights. Once learners have familiarised with key words from the Universal Declaration of Human Rights, the teacher shows them a **short animated video** that summarises the articles of the Universal

Declaration (https://youtu.be/hTlrSYbCbHE). The video is shown twice – each group of students should try to write down as many articles as they can. This activity involves an **element of competition**, which usually fosters team cohesion and responsibility, as well as providing incentive to learning (Spiro, 2013). From the point of view of cooperative learning, this activity is particularly interesting in that it shows which groups work best because they have developed efficient leadership and coordination skills and strategies, and positive group interdependence. When the race is over, the teacher gives learners a worksheet with a simplified version of the 30 articles of the Universal Declaration of Human Rights, especially created for young people. This simplified version is easily adaptable for vocabulary building activities. One such activity could be **a matching exercise** in which learners are given the 'title' of each article and relevant explanations in scrambled order. Because the list of articles is relatively long (30 articles altogether), the teacher divides the list in three smaller worksheets of ten titles and definitions each for use by different groups (see section Materials for an example). After class checking, the teacher distributes an infographic of the Universal Declaration for reference. The 30 articles are read aloud in turn by learners and briefly explained, as necessary.

The teacher asks the groups to select five different human rights and **write examples of violations** of these rights by States or individuals. They will then submit their 'test' to the other groups, which are required to identify the specific rights that have been violated. To encourage equal participation during plenary work, each student in the groups bears responsibility for asking one question. Alternatively, the teacher could use the well-known CL technique called Numbered Heads Together (Jacobs et al., 2002), whereby grouped students all have a number (1, 2, 3 or 4) and the student in each group whose number the teacher calls reads out their group's questions for the other groups to answer. Each group can freely select their own 'opponents'. Again, the *ludus* element is meant to reinforce motivation and proactive participation in the activity.

One of the aims of the previous activity is to scaffold learning for students in a multi-level class, so that all students, including weaker students or students with specific needs, can develop strategies and useful vocabulary for more active and fruitful participation in the last activity. The teacher shows the class **a short video** created on the occasion of the 50th anniversary of Amnesty International and asks learners to spot which human rights abuses are shown in the film: https://www.youtube.com/watch?v=dRV3eEddLCU. Students work individually, followed by pair checking.

For homework, learners are asked to do an online quiz (matching exercise) in preparation for the summative assessment: https://quizlet.com/39974003/scatter. The following material will also be uploaded on the Moodle platform or sent via email for the students to get an overview on human rights and human rights history:
https://view-api.box.com/1/sessions/69ee4beaaaee482bb7e8f0511888a0b2/view?theme=light
http://www.humanrights.com/what-are-human-rights/universal-declaration-of-human-rights.html
As usual, learners will also need to write a short journal entry (or a forum entry, in case a Moodle platform is used) at home for reflection on their own learning, giving feedback on something they have learnt, something they have loved about the lesson, something they will take away from the lesson and something they would like to get rid of.

Chiusura della sfida. Quali attività di verifica degli apprendimenti concludono l'attività didattica:
(indicare quali attività di sistematizzazione degli apprendimenti concludono l'attività, e quali metodologie e strumenti di valutazione formativa e sommativa si ritiene di dover attuare per verificare e consolidare gli apprendimenti e promuovere lo sviluppo di competenze. Tipicamente ciò avviene tramite metodi di valutazione autentica. Esplicitare le tipologie di prova.)

FORMATIVE ASSESSMENT. In recent years there has been a renewed interest in formative assessment as an increasingly widespread tool for learning improvement. Described as 'the label used for assessments conducted during learning to promote, not merely judge or grade, student success' (Stiggins, 2005, p. 326), formative assessment offers teachers detailed day-to-day information on their students' progress, which allows them to take informed and timely instructional decisions. As opposed to summative assessments, such detailed information is collected through a variety of methods and gives a complete, more reliable picture of the students' learning. However, Stiggins (2005) goes a step further and calls for an approach, the so-called 'assessment FOR learning', which encourages students to team with their teachers and become involved in the assessment process. The 'assessment for learning' approach therefore aims at informing also the students about their own learning. This is the rationale for inserting **student narrative feedback** and **self-assessment** within the framework of the formative assessment process.

Student narrative feedback. At the end of each session cycle, the teacher encourages students to write a short journal entry at home in order to stimulate reflection on their own learning. In particular, for each session students are asked to give a feedback on something they have learnt, something they have loved about the lesson, something they will take away from the lesson and something they would like to get rid of. The students' feedback has the additional advantage of highlighting students' difficulties to the teacher, as well as of gathering information on the lesson's perceived strengths and weaknesses, allowing for improvements in teaching.

Self-assessment. Self-assessment is encapsulated in the formative assessment process so as to allow students to develop a better overview of their own language performance. To this end, before the hot-seating activity in Session 2 (The Island), the teacher gives students a simplified rubric detailing different aspects of L2 speaking skills, as developed based on IELTS descriptors. At the end of the activity, learners are asked to use the rubric to self-assess their own performance. Their self-assessment is later compared to the teacher's assessment (Castoldi, 2006). The teacher's assessment at this stage will not be used for grading, but is merely meant as a form of feedback to allow for improvements in preparation for the summative assessment. Improvements are likely to be observed for items like lexical resources and fluency.

Teacher formative assessment. For formative assessment, the teacher assesses both class performance and written work assigned as homework, including journal writing. It is a specific choice of the teacher to assess cooperative skills alongside with language competence and mastery of the material. The formative assessment grades are used in combination with the summative assessment grades to calculate the overall grade for the project. In particular, the teacher will assess the students' project portfolios as follows:

Session 1 (Strangers): assessment of vocabulary mind maps; assessment of participation in discussion; homework assessment.

Session 2 (The Island): assessment of story ending; assessment of speaking skills during hot-seating (not graded); homework assessment.

Session 3 (Human Rights): assessment of examples of human rights abuses; assessment of cooperative work.

For rubrics and checklists, see relevant annexes. IELTS writing task 2 band descriptors are used for assessing writing assignments.

SUMMATIVE ASSESSMENT. A multi-task summative assessment is designed at the end of the project to measure students' mastery of language skills, content and critical thinking. Part of the assessments designed for the summative assessment cycle are criterion-referenced, an approach which is particularly suitable for measuring performance achievements in language learning. Criterion-referenced assessments are also very useful for learners because they specify clear criteria for achieving the goal (Gillies, 2007). The following is a breakdown of the summative assessments:

- Speaking skills (criterion-referenced): debate
- Writing skills and critical thinking (criterion-referenced): essay
- Reading comprehension and content (standardised tests): matching exercise
- Listening comprehension and content (standardised tests): multiple choice, gap filling, open cloze
- Acquisition of new vocabulary (standardised tests): multiple choice

The results of the formative and summative assessments will be blended into a single grade. For detailed information on each assessment, see relevant annexes.

Riflessione finale. In che modo l'approccio proposto differisce dal suo approccio tradizionale:
(indicare i vantaggi dell'approccio scelto rispetto all'approccio tradizionale e mettere in luce le differenze con particolare riferimento all'argomento curricolare scelto.)

'Will this lesson help me to become a responsible, honest, diligent, creative, critical-thinking, problem-solving world citizen?' This is, according to Finch (2006, p. 244), the question that students and teachers alike should be asking to ensure a collaborative and holistic view of learning in the postmodern age. An integrated, holistic learning approach, aiming at developing intrapersonal and interpersonal responsibility as well as the critical thinking skills needed to survive and develop in a continually changing world, is becoming the new learning paradigm in TEFL postmodernist theory and practice. In his thought-provoking paper, Finch argues persuasively that several ELT approaches, like task-based, theme-based or project-based teaching, appear particularly suitable for challenging previous ELT metanarratives and providing new meaning to education. This is the rationale for applying **a theme-based approach**

in my teaching unit and for articulating individual sub-units into **task-based sessions** with pre-task, task and post-task activities, where tasks are seen as 'tools for constructing collaborative acts' (Ellis, 2003, p. 178).

Flinch's recommendation to find alternatives to the test-driven pedagogic modes of the past resonates very well with the notion of **the flipped classroom**, which has recently captivated educators for a number of reasons, the most compelling being that flip teaching can free up class time for **active learning** strategies and higher-order thinking activities. It seems to me that this is one of the major strengths of the flipped classroom as applied to ELT, even when compared to more recent approaches like communicative language teaching (CLT). As a matter of fact, while CLT merely focused on developing some degree of communicative competence, the reliance on teacher-made flipped lessons or ready-made educational videos available online opens up classroom time for a plurality of pedagogic modes like brainstorming, collaborative and peer learning, panel discussions, role-playing etc. which enhance classroom interactivity and offer greater avenues for creating meaningful learning opportunities. Despite the paucity of research studies in the flipped classroom applied to language teaching, the approach appears promising (Hung, 2014).

My teaching unit is also indebted to the principles of critical language pedagogy, which has been my field of interest and research since my post-graduate studies at Edinburgh university. The essence of a critical pedagogy is teaching for social justice, that is teaching students how to critically analyse social issues or problems so that they can understand the underlying causes of social inequities and challenge the status quo. Critical language pedagogy is particularly relevant for English language teachers, given that nowadays English is the language of the powerful in virtually every field of human endeavour. Because critical pedagogy places a premium on **the critical dimension** and on building culturally-sensitive curricula, integrating it in the flipped classroom model can offer a viable and fruitful educational perspective. Among **caveats** mentioned by Crookes (2013) on the applicability of critical pedagogy in the specific context of language teaching is that (some) students may have great difficulties in using the target language. He therefore recommends staging the lesson carefully in small steps. It seems to me that the same issues may apply to cooperative learning practices in ELT, which is why I have tried to plan my lessons in such a way as to build and develop relevant vocabulary items, on the one hand, and to gradually guide discussion at both small group and class level, with both worksheets and teacher-oriented questioning, on the other.

The espousal of the flipped classroom mode with cooperative learning practices and critical language pedagogy implies a sheer **educational revolution**, with relevant implications at various levels. The teacher is no longer seen as 'the sage on the stage', that is the sole cultural informant in the classroom, but acts as a 'guide on the side', facilitating and scaffolding students' learning. The role of learners also changes, with students becoming involved in their learning and being treated as cultural informants as well, responsible for negotiating meanings and co-constructing knowledge. One final major change is seen in the approach to assessment, whereby formative assessment practices co-exist with or gradually replace normative, summative measurements, switching the focus from the product of learning to the process of learning.

PREREQUISITES
A prerequisite for this teaching unit to be successfully taught is that learners are already familiar with working in cooperative learning groups and have already been instructed on how to conduct a debate.

CONTENT, INTERCULTURAL AND CRITICAL THINKING OBJECTIVES
✓ Identifying direct and indirect forms of racism in European societies.
✓ Raising awareness on the 'othering' and the ensuing discrimination of vulnerable groups in European societies.
✓ Developing critical engagement and creating space for respect and appreciation of diversity.
✓ Strengthening awareness of our heritage of civil and human rights.

LANGUAGE OBJECTIVES
✓ Vocabulary building on the following topics and subtopics:
   o **People and relationships:** feelings and emotions
   o **Society and institutions:** discrimination, racism, human rights.
✓ Developing fluency in speaking
✓ Developing communication and negotiating skills and strategies

MATERIALS AND TOOLS

CHALLENGING THE TEXT GRID

Group name: _____   Text: _____

Author's Views	Alternate Views
Who or what is the focus of the text?	What other focuses might be possible?
What point of view or perspective is presented?	What other points of view or perspectives are missing or discounted?
What does the author want the reader/viewer to believe or think?	What other beliefs or thoughts are possible?
What actions might be taken based on the author's views?	What actions might be taken based on alternate views?

SECOND SESSION – The Island.

Greder, A. (2007). *The Island*. Sydney: Allen & Unwin.

McCarthy, M., and O'Dell, F. (2006). *English Idioms in Use*. *Intermediate*. *60 units of vocabulary reference and practice. Self-study and classroom use.* Cambridge: Cambridge University Press.

McCarthy, M., and O'Dell, F. (2008). *English Collocations in Use*. *Intermediate*. *How words work together for fluent and natural English. Self-study and classroom use.* Cambridge: Cambridge University Press.
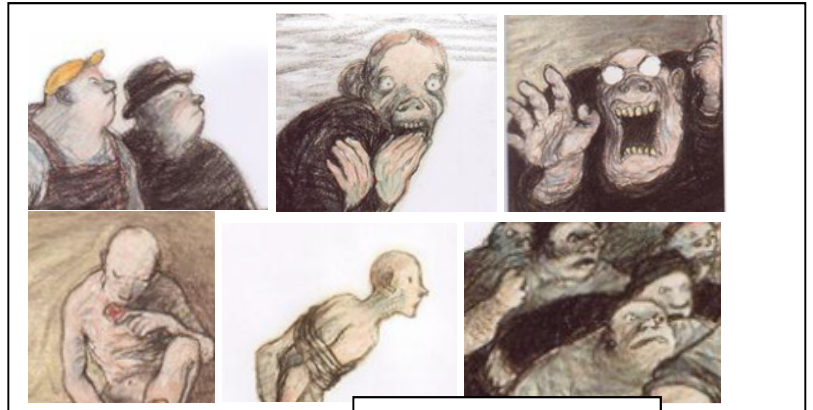
http://banksy.co.uk/ for images (warming-up activity).

ACKNOWLEDGEMENTS

Banksy's street art for warming-up activity

Images for vocabulary work on feelings

Worksheet on feelings and emotions:

A. Check you understand the meaning of the idioms **in bold.** Which idioms apply to the people in the photos?
1. There was **mounting anger** over the new tax.
2. I **was seething with anger** when she called me an idiot.
3. The **emotional impact** of divorce on children is huge.
4. I **felt a great sadness** when I had to say goodbye to my friends at the end of our three years in university.
5. My grandmother died six months ago and I've felt **desperately sad** and **deeply depressed**.
6. I was **bitterly disappointed** recently when a friend let me down badly.
7. I failed an exam and now I'm feeling **increasingly anxious** that I'll fail the next one.
8. I'm **scared to death** of sleeping in the dark.

B. Match sentences a-h with sentences 1-8 above.
a. I'm **really afraid** of darkness.
b. The new government fiscal measure aroused **growing anger** among citizens.
c. I **was extremely unhappy** when I left university.
d. The loss left me feeling **utterly afflicted** and **low-spirited**.
e. I **was full of anger** with her but **I did not want to show it**.
f. I'm getting **more and more nervous** for my exam**.**
g. My friend's behaviour was **very disappointing**.
h. This event has deep **psychological effects** on individuals.

THIRD SESSION – Human Rights.
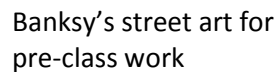
http://banksy.co.uk/ for images (pre-class activity).

http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html for a simplified version of the Universal Declaration of Human Rights.

https://youtu.be/hTlrSYbCbHE short animation video summarising the Universal Declaration of Human Rights.

https://www.youtube.com/watch?v=dRV3eEddLCU for Amnesty International video.

https://quizlet.com/39974003/scatter for quiz (homework)

Banksy's street art for pre-class work

Wording from Universal Declaration of Human Rights

Example of worksheet for conceptual and vocabulary work on the Universal Declaration of Human Rights:

Check you understand the meaning of the words **in bold.** Then match sentences 1-10 with sentences a-j below.

1. We are all born free and equal.
2. Don't discriminate.
3. The right to life.
4. No slavery.
5. No torture.
6. You have rights **no matter where** you go.
7. We're all equal before the law.
8. Your human rights are protected by law.
9. No **unfair detainment**.
10. The right to **trial**.

a. If we are **put on trial** this should be in public. The **people who try us** should not let anyone tell them what to do.
b. We all have the right to life, and to live in freedom and safety.
c. Nobody has any right to hurt us or to torture us.
d. Nobody has the right to put us in prison **without good reason** and keep us there, or to send us away from our country.
e. Nobody has any right to make us a slave. We cannot make anyone our slave.
f. We can all ask for the law to help us when we are not **treated fairly**.
g. I am a person just like you!
h. We are all born free. We all have our own thoughts and ideas. We should all be **treated in the same way**.
i. These rights belong to everybody, **whatever our differences**.
j. The law is the same for everyone. It must treat us all fairly.

Universal Declaration of Human rights – Infographic
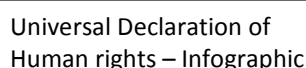
ASSESSMENT TOOLS

RUBRICS FOR STUDENT SELF-ASSESSMENT AND FORMATIVE TEACHER ASSESSMENT
RUBRIC FOR SELF-ASSESSMENT – ASSESSING SPEAKING SKILLS*

	FULLY ACHIEVED	ACHIEVED	PARTIALLY ACHIEVED	NOT YET ACHIEVED
Fluency and coherence	I can speak at length without effort, using a range of connectives and discourse markers	I am willing to speak at length, but with some hesitation or repetition; I can use a range of connectives and discourse markers but not always appropriately	I usually maintain flow of speech but use repetition and slow speech to keep going; I tend to over-use certain connectives and discourse markers	I speak slowly, with noticeable pauses and frequent repetition; I have limited ability to link simple sentences
Lexical resource	I can uses vocabulary resources flexibly to discuss a variety of topics; I can use some less common and idiomatic vocabulary	I have a wide enough vocabulary to discuss topics at length and make meaning clear, in spite of inappropriacies	I manage to talk about familiar and less familiar topics, but I use vocabulary with limited flexibility	I have insufficient vocabulary for less familiar topics
Grammar resource	I can use a range of structures with flexibility and frequently produce error-free sentences	I use a mix of simple and complex structures, but with limited flexibility; I make mistakes with complex structures, but communication is not affected	I produce basic sentence forms and use a limited range of more complex structures. These contain errors and may cause comprehension problems.	I produce basic sentence forms, errors are frequent and may lead to misunderstanding. I rely on memorised utterances.

● How I see myself   ● How my teacher sees me
* This rubric was developed based on IELTS speaking band descriptors (public version)

RUBRIC FOR VOCABULARY MIND MAP*
Name _____ Date _____

	FULLY ACHIEVED (2,5)	ACHIEVED (2)	PARTIALLY ACHIEVED (1,5)	NOT ACHIEVED (1)
Format Score: _____	The mind map follows the branch format.	The mind map partially follows the branch format.	The mind map follows another format.	The mind map does not consistently follow any format or is chaotic and difficult to understand.
Colour Score: _____	The mind map uses different colours for words (nouns, verbs, adjectives and adverbs), and for lines (relational connections). It also uses various kinds of lines to represent different associations.	The mind map uses different colours for words and lines.	The mind map only uses different colours for words, but not for lines or vice versa.	The mind map is not coloured.
Content Score: _____	The mind map contains a wide range word meanings, examples of vocabulary in use, and associations with other words and concepts.	The mind map misses some word meanings and/or examples of vocabulary in use.	The mind map only contains a few word meanings; it misses examples of vocabulary in use and/or associations with other words and concepts.	The mind map content is inappropriate or inadequate.
Neatness Score: _____	The mind map is very neat and orderly. The mind map is clearly readable.	The mind map is somewhat neat and orderly. The mind map is clearly readable.	The mind map is not very neat and orderly. The mind map is readable.	The mind map is not readable.
Total score: _____				

* Adapted from http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1095617&

RUBRIC FOR HOMEWORK

Name _____ Date _____

	FULLY ACHIEVED (2,5)	ACHIEVED (2)	PARTIALLY ACHIEVED (1,5)	NOT ACHIEVED (1)
Completeness Score: _____	All required elements are present and additional relevant elements have been added.	All required elements are present.	Some required elements are missing, but additional relevant elements have been added.	Several required elements are missing or student did not hand in homework.
Accuracy Score: _____	The homework shows a high level of accuracy.	The homework is mostly accurate.	The homework is partly accurate.	The homework is mostly incorrect.
Timeliness Score: _____	The homework is handed in on due date.	The homework is handed in 1 day late.	The homework is handed in 2 days late.	The homework is handed in 3 or more days late.
Vocabulary Score: _____	Contains rich and varied new vocabulary.	Contains a moderate variety of new vocabulary.	Contains a limited variety of new vocabulary.	Lacks work on vocabulary or new vocabulary is inconsistent and irrelevant.
Total score: _____				

CHECKLIST FOR STUDENT PARTICIPATION IN CLASS DISCUSSION*

Descriptor	Often	Sometimes	Hardly ever/Never
Takes part in class/group discussion			
Makes constructive or positive comments			
Asks questions			
Listens when student or teacher speaks			

* Adapted from https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf

RUBRICS FOR SPEAKING AND WRITING PERFORMANCES

IELTS band descriptors are used for assessing speaking and writing performances.

WRITING RUBRIC
https://takeielts.britishcouncil.org/sites/default/files/IELTS_task_2_Writing_band_descriptors.pdf

SPEAKING RUBRIC
https://takeielts.britishcouncil.org/sites/default/files/IELTS_Speaking_band_descriptors.pdf

RUBRIC FOR ASSESSING COOPERATIVE WORK*

Name _____ Date _____

Criterion	Distinguished (2,5)	Proficient (2)	Basic (1,5)	Unacceptable (1)
Contribution to group goals Score: _____	Consistently and actively works toward group goals; eagerly accepts responsibility and fulfils individual role within the group.	Works toward group goals without occasional prompting; accepts responsibility and fulfils individual role within the group.	Works toward group goals with occasional prompting. Accepts responsibility and fulfils individual role when prompted, without arguing.	Works toward group goals only when prompted. Does not accept individual role within the group.
Consideration of others Score: _____	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members. Tries to solve conflicts peacefully.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others. Occasionally attempts to solve conflicts.	Shows sensitivity to the feelings of others. Listens to other's idea but does not attempt to solve conflicts.	Needs occasional reminders to be sensitive to the feelings of others. Is controlling and argumentative to the group.
Contribution of knowledge Score: _____	Consistently and actively contributes to knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions, and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contribute information to the group only when prompted.
Working and sharing with others Score: _____	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
Total score: _____				

* Adapted from http://cw.routledge.com/textbooks/eresources/9781596672482/Student%20Cooperative%20Learning%20Rubric.pdf

SUMMATIVE ASSESSMENT

DEBATE
The teacher launches a debate on the following controversial statement: **Immigrants benefit European countries**. In preparation for the debate students are asked to come to class with a list of arguments (pros and cons). In class, they are divided randomly into two groups. If needed, the teacher provides extra arguments to students in the form of notes before launching the debate. The teacher also provides a list of useful phrases and vocabulary for debates.

WRITING SKILLS AND CRITICAL THINKING – Short essay
> **Essay title:** 'No man is an island, entire of itself, every man is a piece of the continent, a part of the main. […] Any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee'. Give your interpretation of this quote by John Donne (1573-1651) paying respect to the current climate of our contemporary society.

READING COMPREHENSION AND CONCEPTUAL QUESTIONS – Matching exercise
A violation of economic, social and cultural rights occurs when a State fails in its obligations to ensure that they are enjoyed without discrimination or in its obligation to respect, protect and fulfil them. Match the situations 1-8 to sentences a-h below.

Situations 1-8
1. Contaminating water, for example with waste from State-owned facilities
2. Failure to prevent starvation in all areas and communities in the country
3. Arbitrary and illegal disconnection of water for personal and domestic use
4. Systematically segregating children with disabilities from mainstream schools
5. Failure to prevent employers from discriminating in recruitment (based on sex, disability, race, political opinion, social origin, etc.)
6. Failure to prohibit public and private entities from destroying or contaminating food and its source, such as arable land and water
7. Banning the use of minority or indigenous languages
8. Failure to ensure maternity leave for working mothers

Rights a-h
a. Right to education
b. Right to participate in cultural life
c. Right to health

d. Right to work
e. Freedom from hunger
f. Right to food
g. Right to water
h. Protection of and assistance to the family

Adapted from http://www.ohchr.org/EN/Issues/ESCR/Pages/WhatareexamplesofviolationsofESCR.aspx

LISTENING COMPREHENSION AND CONTENT

Video material for comprehension check and exercises taken from the students' online video activity book *English Plus Intermediate* by Ben Wetz, Oxford University Press:

Comprehension check

1 Watch the video clip and choose the correct answers.

1 When was the United Nations established?
a 1918   c 1945
b 1939   d 1960
2 Who was in charge of producing the Universal Declaration of Human Rights?
a Eleanor Roosevelt
b Franklin D. Roosevelt
c Harry S. Truman
d Nelson Mandela
3 How many translations of the Universal Declaration of Human Rights are there on the United Nations website?
a 60   c 300
b 175   d 375

2 Watch again and complete the sentences with numbers.

1 The _____ World War finished in 1945.
2 Franklin D. Roosevelt was the _____ President of the USA.
3 The Universal Declaration of Human Rights was finalised in _____.
4 There are _____ articles in the Declaration.
5 Article _____ says that there shouldn't be any discrimination between people.
6 Nelson Mandela was in prison for _____ years.
7 The first free South African elections were held in _____.
8 Mandela Day is on _____ July.

3 Watch again and number the events (1–8) in the order they happened.
___ The United Nations was formed.
___ Nelson Mandela was awarded the Nobel Peace Prize.
___ The first free elections were held in South Africa.
___ The UN made Nelson Mandela's birthday 'Mandela Day'.
___ The Universal Declaration of Human Rights was finalised.
___ The President asked Eleanor Roosevelt to be a delegate to the UN.
___ The Second World War started.
___ Nelson Mandela was released from prison.

4 Watch again. True or false? Write T or F. Correct the false sentences.
1 ___ Honesty is a value which is equally important for everybody.
2 ___ One of the aims of the UN is to prevent future wars.
3 ___ Franklin D. Roosevelt was responsible for creating the human rights document.
4 ___ Harry S. Truman was the 33rd President of the USA.
5 ___ Article 1 says that all human beings are born equal.
6 ___ Today, everybody in the world has basic human rights.
7 ___ Before Mandela's release, only black people could vote in South Africa.
8 ___ The Universal Declaration of Human Rights is the world's most translated document.

5 Complete the summary with the words and expressions from the box.

article 2	apartheid	Human Rights
UN	freedom	release
Nobel Peace Prize		discrimination

The ¹_____ was formed at the end of the Second World War. One of its first achievements was the drawing up of the Universal Declaration of ²_____. In the document, ³_____ says that there should be no ⁴_____ because of race, religion, colour, sex or any other reason. However, millions of people around the world still do not have the right to live in ⁵_____.
In South Africa, the system of ⁶_____ used to treat people differently because of the colour of their skin. It collapsed after the ⁷_____ from prison of Mandela, who won the ⁸_____ in 1993.

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VOCABULARY CHECK – Multiple choice
Exercise sample:

9. There was _____ **anger** about the government's handling of the flood situation.
   a. upward   b. exponential   c. mounting   d. sharply

10. She was _____ **disappointed** after failing the exam.
    a. ardently   b. bitterly   c. intensely   d. angrily

11. My dog is _____ **to death** of thunder and firecrackers.
    a. scared   b. afraid   c. alarmed   d. fearful

12. etc. etc.

VOCABULARY AND CONTENT CHECK – Multiple choice
Exercise sample:

1. What is a need?
   a. Something people must have to survive
   b. Something people wish to have to be happy
   c. Something people are obliged to do

       d.   Something people strongly desire for themselves
2.   Which of this is NOT a need?
       a.   food
       b.   shelter
       c.   computer
       d.   water
3.   Which organisation set the standard for Human Rights around the world?
       a.   UNICEF
       b.   United Nations
       c.   Greenpeace
       d.   Amnesty International
4.   What is the name of an agreement between countries to share the same law?
       a.   Convenience
       b.   Conversion
       c.   Invention
       d.   Convention
5.   Etc. etc. etc.

Adapted from http://www.educationquizzes.com/ks2/citizenship/human-rights/

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