



**Universidad**  
Zaragoza

# *APPENDICES*

Tutora: Mónica Calvo

Especialidad: Lenguas extranjeras – inglés

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Curso 2013-2014

# Define yourself!

Learning Unit 2014

Tamara Martínez Martínez



<b>TITLE OF THE UNIT: Define yourself!</b> <b>TITLE OF THE LESSON: How do I look?</b> <b>GRADE: 2° A</b>		<b>TIME: 60 minutes</b>  <b>NUMBER OF STUDENTS: 18 (2°A)</b>
<b>LEARNING OBJECTIVES:</b>		<b>EXPECTED LEARNING OUTCOMES:</b>
<ul style="list-style-type: none"> <li>• To check students' previous background knowledge about descriptions and learn new adjectives to perform an activity based on oral interaction.</li> <li>• To further students' vocabulary as well as explaining adjective order as a tool for the activity students will have to perform.</li> <li>• To write general descriptions about students' celebrity according organizational principles explained and reviewed in this lesson.</li> <li>• To be able to summarize ideas</li> <li>• To interact orally in a real life situation in which students have to use their communicative strategies and negotiate meaning to share their interests with their partners</li> <li>• To use and understand the language acquired in this lesson to describe themselves and their partners like in real life communication.</li> <li>• To argue and express opinions according the couple election.</li> <li>• To be aware of physical stereotypes and prejudices when they describe and organize their couples</li> </ul>		<ul style="list-style-type: none"> <li>• To be able to use their background knowledge and acquire new language about descriptions.</li> <li>• To be able to use adjectives to describe people in a determinate context.</li> <li>• To be capable of writing a descriptions and summarize ideas about a stereotyped person in an ordered and accurate way.</li> <li>• To be capable to use their own language to describe people using their communication strategies to understand and being understood developing fluency.</li> <li>• To be able to argue and express their opinions in front of the class in a fluent, spontaneous and accurate way.</li> <li>• To be able to identify physical stereotypes and prejudices in order to avoid them.</li> </ul>

ACTIVITY:	TIME:	GROUPING:	MATERIALS:
<p><b>Pre-task</b></p> <p>Show students through a PPT slide two pictures of celebrities and ask students to describe them physically to check their previous knowledge about descriptions.</p> <p>Explain students that these celebrities are single and they want to find their soul mates. Ask students to try to guess their likes and decide if they make a good couple.</p> <p>Provide students the adjectives for descriptions through a PPT presentation while asking students about the matter, checking students understanding. This language will be provided to facilitate students to carry out the main activity based on oral interaction.</p> <p><b>Main task</b></p> <p>Hand out the celebrity cards and then students individually will reflect upon their celebrity's profile and write a description down as a guideline to seek for their corresponding partner.</p> <p>Play love background music to motivate students and make them</p>	<p>10 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>15minutes</p>	<p>Whole class activity / T-S interaction</p> <p>Whole class activity /T-SS interaction</p> <p>Individual activity/ Teacher monitors if they need help</p> <p>Whole class activity</p>	<p>PPT Famous people (<b>Appendix 2.A</b>)</p> <p>Celebrity cards (<b>Appendix 2.B</b>)</p>



<p>start wondering around the class interviewing their classmates to find their matching couples.</p> <p><b>Post-task</b></p> <p>Check through a PPT sequence the matching couples or the improvised ones.</p> <p>Ask pairs of students to be in front the class explaining why they think they have made a suitable couple. Use this lesson as an introduction to the next unit based on stereotypes.</p>	15 minutes	<p>/ SS-SS interaction.</p> <p>Teacher monitors if they need help</p> <p>Whole class activity T-SS interaction</p>	<p>PPT Famous people (Appendix 2.A)</p>
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#### **EVALUATION CRITERIA:**

- To learn and use new adjectives to perform an activity based on oral interaction
- To understand and use as adjective order as a tool for oral and written communicative activities
- To write descriptions about students' celebrity according organizational principles explained and reviewed in this lesson.
- To interact orally in a real life situation in which students have to use their communicative strategies and negotiate meaning to share their interests with their partners
- To use and understand the language acquired in this lesson to describe themselves and their partners like in real life communication.
- To argue and express opinions according to the couple election.

#### **ASSESSMENT AND FEEDBACK:**

The teacher will collect the students' summaries and will take into account students' attitude and interaction among them. Students will be provided with a checklist (**Appendix 2.C**) for the peer assessment of the activity to be filled at home in order to promote collaborative principles. Also the written composition of their summaries and the oral presentation of the required information will be part of the assessment.

**HOMEWORK:** They will have to fill in the peer assessment checklist (**Appendix 2.C**) with the names of four of their classmates who they interacted with.

**E-PORTFOLIO:** Students will have reflect on the main aspects dealt with in classroom in the section lesson 1: How do I look? from the Wiki.( **Appendix 8.B**)

<p><b>TITLE OF THE UNIT: Define yourself!</b></p> <p><b>TIME:</b> 60 minutes</p> <p><b>TITLE OF THE LESSON:</b> What is a stereotype?</p> <p><b>GRADE:</b> 2° A</p> <p><b>NUMBER OF STUDENTS:</b> 18 (2°A)</p>	
<p><b>LEARNING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To identify and avoid gender stereotypes in society</li> <li>• To be aware of their own prejudices and the negative consequences that they can have in certain social groups</li> <li>• To be able to induce grammar on comparatives through a classroom debate based on stereotypes</li> <li>• To argue and being critic on the messages that students receive through media</li> <li>• To be able to create and advertisement to sell a product avoiding gender stereotypes using the language acquired in this lesson to persuade the audience.</li> <li>• To learn vocabulary related to stereotypes and its corresponding pronunciation.</li> <li>• To participate in classroom discussion about gender stereotypes showing interest, initiative and respect to their partners' opinion.</li> </ul>	<p><b>EXPECTED LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Being able to recognize and avoid gender stereotypes.</li> <li>• Being able to understand and explain with their own words the meaning of stereotypes looking for some action points to avoid them</li> <li>• Being aware of the negative consequences of stereotypes in our society</li> <li>• Being capable of inducing grammar on comparatives through a classroom debate</li> <li>• Being able to express their own opinion related to different topics participating actively in classroom's discussions.</li> <li>• Being capable of creating an advertisement avoiding gender stereotypes, working in groups and sharing their knowledge in a cooperative way.</li> </ul>

ACTIVITY:	TIME:	GROUPING:	MATERIALS:
<p><b>Pre-task</b></p> <p>Present students the concept of stereotypes. <i>A widely held but fixed and oversimplified image or idea of a particular type of person or thing: the stereotype of the woman as the carer.</i></p> <p>For that purpose show them a picture with one example to illustrate the idea and introduce the topic.</p>	10 minutes	<p>Whole class activity</p> <p>T-SS interaction</p>	Projector
<p>Draw two boxes on the blackboard and ask SS to list stereotypes associated to men and women in our society.</p> <p><i>Eg: Men don't cry</i>  <i>Eg: women have to be at the kitchen.</i>  <i>Let SS express and share their comments.</i></p>	10 minutes	<p>Whole class activity</p> <p>T-SS interaction</p>	Blackboard
<p><b>Main task</b></p> <p>Then, give them the activity sheet with the sentences related to gender stereotypes and ask them to induce grammar on comparatives writing sentences with the gender assumptions.</p>	10 minutes	<p>Pair -work activity</p> <p>T-SS interaction</p> <p>Teacher monitors if they need help</p>	Activity sheet, <b>(Appendix 3.A)</b>



<b>TITLE OF THE UNIT: Define yourself!</b>		<b>TIME: 60 minutes</b>	
<b>TITLE OF THE LESSON: Teen dating violence</b>		<b>NUMBER OF STUDENTS: 18 (2°A)</b>	
<b>GRADE: 2° A</b>			
<b>LEARNING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>To make students aware of violent signs in their first relationships</li> <li>To prevent gender domestic violence among adolescents</li> <li>To learn vocabulary related to the gender violence and the main concepts</li> <li>To be able to identify a violent situation and know how to act.</li> <li>To know how to extract important information from a text and write a letter of advice.</li> <li>To know how to judge gender violent signs from mass media</li> </ul>		<b>EXPECTED LEARNING OUTCOMES:</b> <ul style="list-style-type: none"> <li>Being able to identify violent signs in the student's first relationships</li> <li>Being capable of understand and use the vocabulary and concepts related to dating violence from a website.</li> <li>Being able to extract important information from an article.</li> <li>Being capable of writing a letter of advice following a provided model and using the relevant vocabulary to persuade the audience</li> <li>Being capable of judge mass media signs of gender violence and form an opinion on the topic</li> </ul>	
<b>ACTIVITY:</b>  <b>Pre-task</b>  Brainstorming ideas on what teen dating violence is.  Provide SS laptops and in pairs ask them to look for information about what gender violence is. Students have to	<b>TIME:</b>  5 minutes  15 minutes	<b>GROUPING:</b>  Whole class activity  T-SS interaction  SS-SS interaction, pair-work activity  T monitors if they need help.	<b>MATERIALS:</b>  Blackboard  Laptops Website : <a href="http://www.shelterhousemidland.org/index.php/is-this-abuse/signs-of-teen-dating-violence">http://www.shelterhousemidland.org/index.php/is-this-abuse/signs-of-teen-dating-violence</a>

<p>create a mind-map with the main ideas of this website</p> <p><b>Main task</b></p> <p>Then, provide them a model of a letter of advice. Show them the common structure and the main vocabulary used to persuade the audience.</p> <p>Ask them to write a letter of advice offering their support and advice to a girl or boy who has suffered from gender abuse</p> <p><b>Post-task</b> Watch a video on gender abuse and ask focused questions on the topic:</p> <p><i>What kinds of gender abuse could you identify from this video?</i></p> <p><i>Do you think that Bella Swan, the main character of</i></p>	<p>20 minutes</p>		
<p>3.28 minutes</p>	<p>group -work activity T-SS interaction Teacher monitors if they need help</p>	<p><b>(Appendix 4. A)</b></p>	<p><b>Video web page:</b></p> <p><a href="http://youtu.be/smzOSTX_4aQ">http://youtu.be/smzOSTX_4aQ</a></p> <p>watch?v=smzOSTX_4aQ</p> <p>Projector</p>
<p>20 minutes</p>			

<p><i>twilight film suffers from gender abuse?</i></p> <p><i>Do you think that when someone controls you is because he/ she loves you?</i></p> <p><i>Do you believe that being jealous is a sign of love?</i></p>			
<p><b>EVALUATION CRITERIA</b></p> <ul style="list-style-type: none"> <li>• To recognise teen dating violence signs in student's first relationships</li> <li>• To learn vocabulary related to the gender violence and the main concepts</li> <li>• To obtain main information from a text</li> <li>• To write a letter of advice using the vocabulary acquired in this unit and following the structure provided to write a letter of advice.</li> </ul>			
<p><b>ASSESSMENT AND FEEDBACK:</b> The assessment of this lesson will be covered by means of the written productions in the letter of advice. Students will be provided with a checklist (<b>Appendix 4.B</b>) including teacher expectations for their writings.</p> <p><b>HOMEWORK</b> <b>E-PORTFOLIO:</b> Students will have to answer some questions to reflect on teen dating violence, and they have to watch a video about a real instance of violence. (<b>Appendix 8.D</b>)</p>			



<b>TITLE OF THE UNIT: Define yourself!</b> <b>TITLE OF THE LESSON: Body image</b> <b>GRADE: 2° A</b>		<b>TIME: 60 minutes</b> <b>NUMBER OF STUDENTS: 18 (2°A)</b>	
<b>LEARNING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• To make students aware of the how beauty ads influence people's self-esteem</li> <li>• To learn how to judge images from the mass media</li> <li>• To help students to develop their speaking and writing skills through an audiovisual aid such a PPT presentation.</li> <li>• To help SS to develop their communicative learner's strategies to persuade an audience.</li> <li>• To create awareness of how physical discrimination and bullying through a role-playing activity</li> </ul>		<b>EXPECTED LEARNING OUTCOMES:</b> <ul style="list-style-type: none"> <li>• Being able to be aware of how beauty ads could influence on society</li> <li>• Being capable to judge ads beauty images from the mass media</li> <li>• Being able to develop their written and communicative skills sharing information with the classmates through a PPT presentation</li> <li>• Being able to avoid physical discrimination and bullying through a role- playing activity</li> </ul>	
<b>ACTIVITY:</b>  <b>Pre-task</b>  Put students in groups of 4 and ask them to create a min-map on what <i>body image</i> means. Then, ask students to share their findings with the class. Check their answers and show a definition of <i>body image</i> to them:  “How you think and feel about your body. Body image involves your perception, imagination and emotions. Our body image may not be accurate. Many people think they are overweight/underweight when they are not. A positive body image exists	<b>TIME:</b>  15  Minutes	<b>GROUPING:</b>  Group-working activities  T-SS interaction.	<b>MATERIALS:</b>  <b>Web page to create mind-maps:</b> <a href="https://bubbl.us">Bubbl.us</a>

<p>when we feel satisfied and happy with our body. A negative body image is when you feel dissatisfied and unhappy with your body or appearance. It is about feelings and thoughts more than perceptions”. (Source: Better Health Channel - <a href="http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/rf_youngpeople?open&amp;cat=Young_people_(13-19)_-Body_image">www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/rf_youngpeople?open&amp;cat=Young_people_(13-19)_-Body_image</a>)</p> <p><b>Main-task</b></p> <p>Hand out cards of beauty products advertisements. Organise students in pairs Provide one laptop per a pair of students. Ask students to create 2 PPT slides describing the Advertisements. Show them a model (<b>Appendix 5.A</b>) on how they have to carry out the activity. Ask them to share their descriptions with the class. Provide them a Glossary(<b>Appendix 5.C</b>) on concepts that could help them to develop their own language and learning strategies to carry out the activity.</p> <p><b>Post-task</b></p> <p>Play a video on physical discrimination and bullying awareness.</p> <p>Then ask them to put a piece of paper and write down if they were discriminated like the girl of the video and how they felt about it.</p>	<p>40 Minutes</p> <p><b>3.13 minutes</b></p> <p><b>5 minutes</b></p>	<p>Pair - work activity</p> <p>SS-SS interaction</p> <p>T monitors if they need help</p> <p>Whole class activity</p> <p>T-SS interaction</p> <p>Individual activity</p> <p>T monitors if they need help</p>	<p>Laptops</p> <p>Cards (<b>Appendix 5.B</b>)</p> <p>dictionaries</p> <p>Glossary (<b>Appendix 5.C</b>)</p> <p><b>Video:</b></p> <p><a href="https://www.youtube.com/watch?v=dik1oNlvSng">https://www.youtube.com/watch?v=dik1oNlvSng</a></p>
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<p>Finally, ask them to share their thoughts on the video or telling their personal experiences related to the topic. Give each student 30 seconds to talk about it.</p>	<p><b>15 minutes</b></p>	<p>Whole class activity T-SS interaction</p>	
<p><b>EVALUATION CRITERIA</b></p> <ul style="list-style-type: none"> <li>• To be aware of the how beauty ads and images influence people's self-esteem</li> <li>• To evaluate images from mass media</li> <li>• To develop and practice students speaking and writing skills through supporting their discourse through a PPT presentation.</li> <li>• To develop students communicative learning strategies to persuade an audience</li> <li>• To be aware of how physical discrimination and bullying can dramatically change victim's lives through a role- playing activity</li> </ul>			
<p><b>ASSESSMENT AND FEEDBACK:</b></p> <p>This unit will be evaluated taking into account student's attitude, participation student's commitment and work working in the provided tasks. Additionally, the Checklist (<b>Appendix 5D</b>) to evaluate these activities will be shared with the students to help them to perform the activities successfully as well as to solve doubts. Both activities: <i>Beauty ads and self-esteem</i> and <i>we are human beings</i> will be taken into account to the final grade.</p>			
<p><b>HOMEWORK:</b> Students have to work in groups of 4 and write a script for a role- playing activity in which one of the students plays the role of the victim and the rest of members of the group play the roles of the aggressors who make bullying to the other student.</p> <p><b>E-PORTFOLIO:</b> Students have to answer some questions related to the concepts of this lesson. They will have to watch a video on physical stereotypes and answer some questions dealing with the topic (<b>Appendix 8.E</b>). The checklist (<b>Appendix 5.D</b>) to evaluate the role-playing activity will be uploaded to the assessment section in the e-portfolio as a guide for students to perform the activity. Students will upload their role-playing activities to the e-portfolio in the section devoted to this lesson.</p>			

<b>TITLE OF THE UNIT: Define yourself!</b> <b>TITLE OF THE LESSON: Women across different cultures</b> <b>GRADE: 2° A</b>		<b>TIME: 60 minutes</b> <b>NUMBER OF STUDENTS: 18 (2°A)</b>	
<b>LEARNING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>To be aware of how women are discriminated all around the world</li> <li>To know, reflect upon and form an opinion on gender discrimination analyzing different newspaper's headlines</li> <li>To learn how to recycle information used in the previous task to carry out and activity based on gender discrimination.</li> <li>To be able to paraphrase, learn new vocabulary words and construct a whole article through a jigsaw activity</li> </ul>		<b>EXPECTED LEARNING OUTCOMES:</b> <ul style="list-style-type: none"> <li>To be able to learn how women are discriminated across the world</li> <li>To be able to reflect and form an opinion on gender discrimination</li> <li>To be capable of recycle information to perform an activity</li> <li>To be able to paraphrase and learn new vocabulary through a Jigsaw activity</li> </ul>	
<b>ACTIVITY:</b>  <b>Pre-task</b>  <i>Looking for Equality land:</i>  Show SS newspaper's headlines of gender inequality and violence from all around the word. Prompt SS to share their thoughts and their comments on	<b>TIME:</b>  15 minutes	<b>GROUPING:</b>  Whole class activity T- SS interaction	<b>MATERIALS:</b>  Projector, newspaper's headlines. <b>( Appendix 6.A)</b>

<p>the topic.</p> <p><b>Main-task</b></p> <p>Organize SS in groups and hand out activity sheets with handprints. In these handprints SS what kind of things women from all around the world could do if they would live in <i>Equalityland</i>, a world in which sexual abuse, gender discrimination and gender violence does not exist. Tell SS that the future is in their hands and they have the power to avoid inequality from all around the world.</p> <p>Ask SS to use future tense to accomplish this activity.</p> <p>Ex: <i>In Equality land</i></p> <p><i>Women in Kuwait will vote.</i></p> <p><i>In Equality land women in China <u>will</u> <u>born</u></i></p>	<p>30 minutes</p>	<p>Group-work activity</p> <p>SS- SS interaction</p> <p>T monitors if they need help</p>	<p>Laptops</p> <p>Dictionaries</p> <p>Activity sheet</p> <p><b>( Appendix 6.B)</b></p>
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<p><b>Post-task</b></p> <p>Jigsaw activity: Hand out parts of the same newspaper's article on women discrimination from all around the world to each of the member of the same group. Then, hand out the other parts of the article to the rest of the groups.</p> <p>Give SS an activity sheet to indicate the instructions SS have to follow to complete the task.</p> <p>In this activity SS have to ask question to complete the whole article. SS have to paraphrase their section of the article to other groups.</p> <p>Then SS return to their groups and try to summarize the whole idea of the article.</p>	<p>20 minutes</p>	<p>Whole class activity</p> <p>SS-SS interaction</p> <p>T monitors if they need help</p>	<p>Newspaper's article : <b>( Appendix 6.C)</b></p> <p>Activity sheet <b>( Appendix 6.D)</b></p>
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**EVALUATION CRITERIA:**

- To be conscious of women discrimination from all around the world
- To analyze different newspaper's headlines and being able to express an opinion using English as a tool for communication
- To recycle information and vocabulary used in a previous task to perform an activity based on gender discrimination.
- To paraphrase and learn new vocabulary words to construct a whole newspaper's article in a cooperative way

**ASSESSMENT AND FEEDBACK:**

The assessment of the Jigsaw activity will be provided through the checklist (**Appendix 6.E**) uploaded to the e-portfolio

**HOMEWORK:** Students have to watch a video on women discrimination in India and answer some focused questions related to the video (**Appendix 8.F**)

**E-PORTFOLIO:** Students will upload the Jigsaw activity to the e-portfolio

<b>TITLE OF THE UNIT: Define yourself!</b>		<b>TIME: 60 minutes</b>	
<b>TITLE OF THE LESSON: Reflections on gender awareness</b>			
<b>GRADE: 2° A</b>		<b>NUMBER OF STUDENTS: 18 (2°A)</b>	
<b>LEARNING OBJECTIVES:</b> <ul style="list-style-type: none"><li>• To show Gender awareness through their final reflection on this topic</li><li>• To use English as a tool for communication to express their opinion and collaborate with their partners</li><li>• To use the ICTs to create a PPT presentation and record their voices through a cellphone explaining the main aspects of students ' reflections.</li><li>• To create a proposal for future improvement to solve a gender issue analyzed in classroom.</li></ul>		<b>EXPECTED LEARNING OUTCOMES:</b> <ul style="list-style-type: none"><li>• To be able to show awareness on gender issues through a final reflection</li><li>• To be able to use English as a tool for communication to share their thoughts with their partners and express personal opinions</li><li>• To be capable of using ICTs to summarize and explain the main topic dealt with in classroom</li><li>• To be capable of creating a proposal for future improvement to avoid gender discrimination</li></ul>	
<b>ACTIVITY:</b>  Organize students in groups of four and ask them to review their individual reflections on gender issues shared through the e-portfolio	<b>TIME:</b>  20 minutes	<b>GROUPING:</b>  SS- SS interaction  T monitors if students need help	<b>MATERIALS:</b>  Laptops



Ask students to create a PPT presentation explaining the main features of the chosen topic dealt with in classroom about gender matters. Students will have to share their reflections with their classmates and elaborate a future for improvement	<b>40 minutes</b>	SS- SS interaction  T monitors if students need help	Laptops
<p><b>EVALUATION CRITERIA:</b></p> <ul style="list-style-type: none"> <li>To demonstrate Gender awareness through student's final reflection</li> <li>To use English to share thoughts and opinion in a cooperative way</li> <li>To use the ICTs to create a PPT presentation and record their voices through a cellphone explaining the main aspects of students' reflections, taking into account spelling, vocabulary, grammar and pronunciation.</li> <li>To create a proposal for future improvement to solve a gender issue analyzed in classroom showing their understanding and social commitment to the chosen topic.</li> </ul>			
<p><b>ASSESSMENT AND FEEDBACK:</b></p> <p>Students will be assessed through a checklist (<b>Appendix 6.A</b>) that will be shared in the students' e-portfolio. The reflection will constitute a 50% of the final mark .</p>			
<p><b>E-PORTFOLIO:</b></p> <p>Students have to upload their PPT presentations and the students' voice recording explaining the main aspects of their presentation to the student's e-portfolio.</p>			

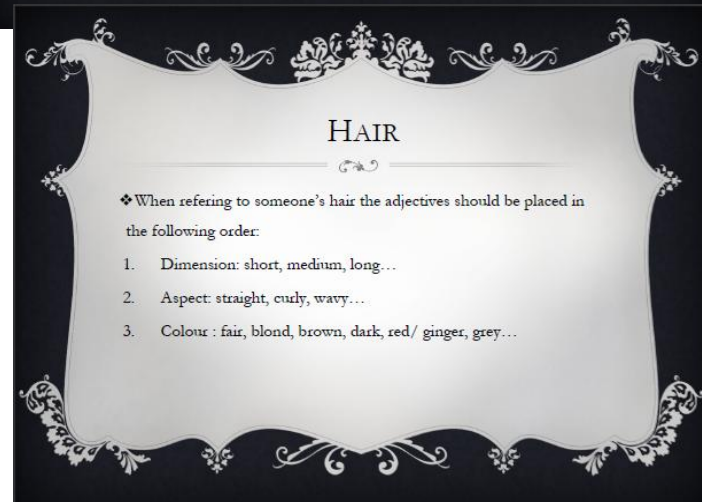
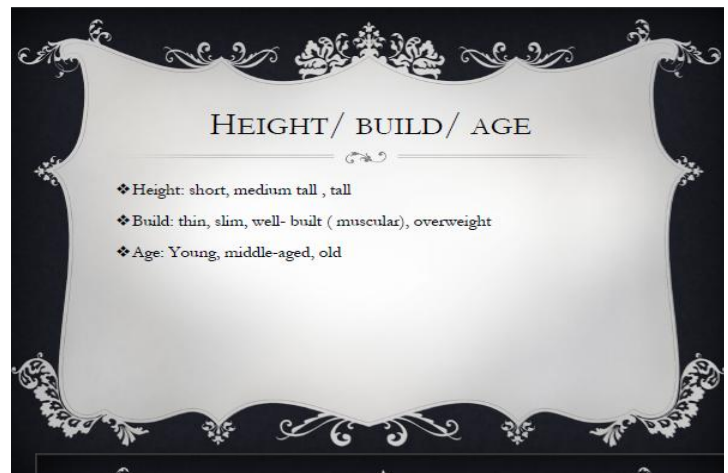
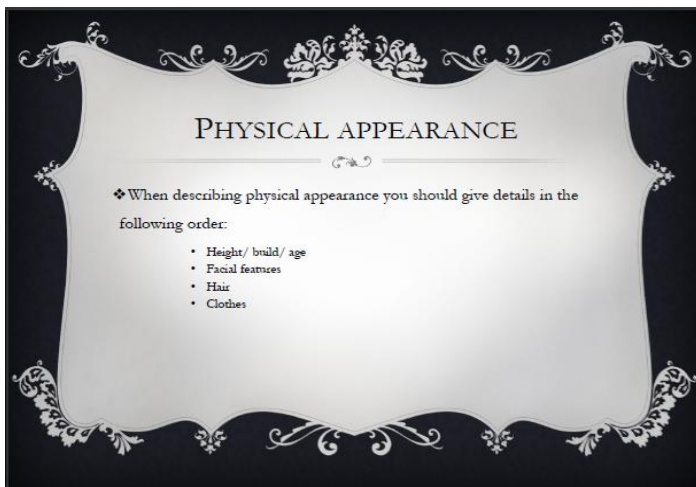
## **WORKS CITED APPENDIX 1:**

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## **APPENDIX 2:** Adapted from:

Ruzinska Ljubica (2012). *Describing people appearance & personality*. [ONLINE]  
Available at: <http://es.slideshare.net/ljubicaruzinska/adjectives-describing-appearance-and-personality>. [Last Accessed 20 April 14].

### **A. UNIT I.HOW DO I LOOK? . PPT PRESENTATION**



## PERSONALITY & CHARACTER:

❖ Negative adjectives: aggressive, bossy, annoying, irritating, arrogant, selfish...

❖ Positive adjectives: Friendly, calm, funny, efficient, clever, charming, brave...

## PERSONALITY & CHARACTER

❖ To describe negative qualities it is more polite to use mild language:

❖ Ex: He can be aggressive at times

## SOME HELP

❖ How old are you?

❖ How do you look like?

- Hair
- Eyes
- Face
- Height

❖ What are your interests?

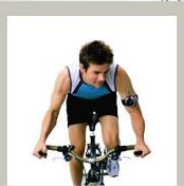
❖ What about your personality?

- Weight
- Complexion
- Clothes

## FIRST COUPLE



## SECOND COUPLE



## THIRD COUPLE

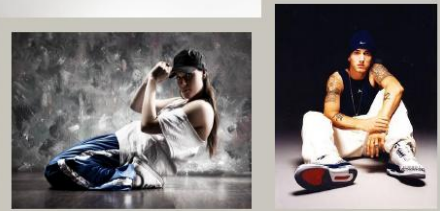




**FOURTH COUPLE**



**FIFTH COUPLE**



**SIXTH COUPLE**



**SEVENTH COUPLE**



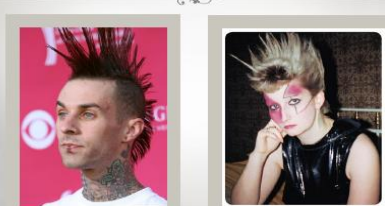
**EIGHTH COUPLE**



**NINTH COUPLE**



**TENTH COUPLE**



### ELEVENTH COUPLE



### TWELFTH COUPLE



### PEER-ASSESSMENT



- Group member made good suggestions
- Group member helped the group work to meet group objectives
- Group member worked well with me and the others
- Group member participated fully and was always on task.
- Group member listened carefully to others' ideas.
- Group member treated others respectfully
- Group member completed assigned tasks on time.

### HOMEWORK

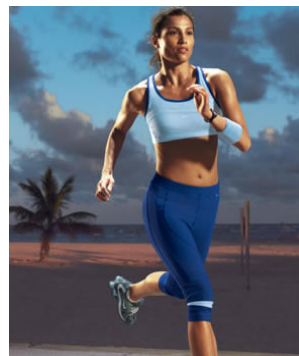
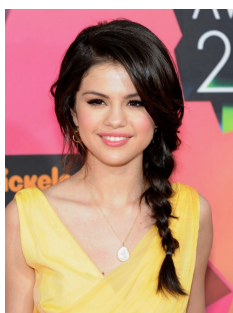
#### FLIPPED CLASSROOM

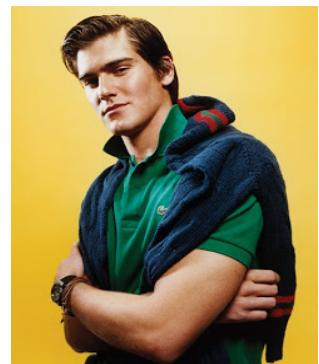
- ❖ Comparatives
- ❖ <https://www.youtube.com/watch?v=BQBhynO67T8>
- ❖ Write 5 comparative sentences



## APPENDIX 2.

### B. UNIT I: HOW DO I LOOK? CARDS










## **APPENDIX 2:**

**Adapted from:** (2010). Peer Assessment Collaboration Rubric. [ONLINE]

Available at: <http://www.intel.com/content/dam/www/program/education/us/en/documents/project-design/density/density-peer-rubric.pdf>. [Last Accessed 14 April 2014]

### **C. PEER ASSESSMENT COLLABORATION CHECKLIST**

	 YES	 NO	 SOMETIMES
Group member made good suggestions			
Group member helped the group work to meet group objectives			
Group member worked well with me and the others			
Group member participated fully and was always on task.			
Group member listened carefully to others' ideas.			
Group member treated others respectfully			
Group member Completed assigned tasks on time.			

**GROUP MEMBERS:**

## **APPENDIX 3: LESSON 2 WHAT IS A STEREOTYPE?**

### **A. STEREOTYPES: ACTIVITY PAGE**

#### **COMPARATIVES**

**Make sentences using the comparative form according to your own point of view.**

**Eg. Women are weak. Men are strong.**  
**Women are not weaker than men.**

1. Women are clean and hardworking. Men are lazy and messy.

-

2. Women stay at home. Men go out all the time.

-

3. Women cook and do housework. Men do not cook, sew, or do crafts.

-

4. Women don't play sports. Men are sportive.

-

5. Women are bad at math. Men are good at math

-

6. Women make less money. Men make more money.

-

**Make sentences using SHOULD and give advice about stereotypes.**

**E.g. We should consider women as good as men.**  
**I think we shouldn't consider women weaker than men.**

.....

.....

.....

.....

.....

.....

.....

### **APPENDIX 3: B. RUBRIC TO ASSESS THE ADVERTISEMENT**

Created through:

- © 2000-2008, ALTEC (e.g. 2011). . [ONLINE] Available at:  
<http://rubistar.4teachers.org/index.php?skin=es&lang=es>. [Last Accessed 15 August 14].

CATEGORY	4	3	2	1
<b>Content</b>	Shows full understanding of the topic and the Ad does not contain stereotypes	Shows a good understanding to the topic	Shows a good understanding of parts of the topic	Does not seem to understand the topic very well
<b>Creativity</b>	Uses an original PPT presentation	Uses a good PPT presentation	Uses a good PPT presentation but not original at all	Uses a weak PPT presentation
<b>Vocabulary</b>	Uses appropriate vocabulary learnt in the lesson to persuade de audience. Extends audience vocabulary defining new words	Uses appropriate vocabulary learnt in the lesson but not extends audience vocabulary defining new words	Uses appropriate vocabulary does not include any vocabulary learnt through the lesson	Uses words that are not understood for the audience without explanation
<b>Uses complete sentences</b>	Always ( 99- 100% )of the time speaks in complete sentences	Mostly ( 80- 98)of the time speaks in complete sentences	Sometimes (70- 80%) of the time speaks in complete sentences	Rarely speaks in complete sentences
<b>Pronunciation</b>	Speaks clearly all the time (100%- 95%) and mispronounces few words	Speaks clearly all the time (100%- 95%) but mispronounces words	Speaks clearly most of the time (94%- 85%) and mispronounces most of the words	Often mumbles or cannot be understood
<b>Volume</b>	Volume is loud enough to be heard by the audience of the presentation	Volume is loud enough to be heard by all audience members at least 90% of the time	Volume is loud enough to be heard by all audience members at least 80% of the time	Volume is to soft to heard by the audience
<b>Collaboration with peers</b>	Almost always listens to, shares with and supports the efforts of others in the group.	Usually listens to, shares with and supports the effort of others in the group	Often listens to, shares with and supports the effort of others in the group	Rarely listens to, shares with and supports the effort of others in the group

## **APPENDIX 4 : LESSON 3 TEEN DATING VIOLENCE**

### **A . MODEL FOR A LETTER OF ADVICE**

- Adapted from: Turcotte Mike (2011). *How to write a letter giving advice*. [ONLINE] Available at: <http://es.slideshare.net/MikeTurcotte/how-do-i-write-a-letter-of-advice>. [Last Accessed 6 July 14].
- Hkedcity (2011). *A letter of advice*. [ONLINE] Available at: [http://www2.hkedcity.net/sch\\_files/a/ps/ps-engl/public\\_html/Bestwriting/S3\\_09-10\\_Best\\_Writing\\_Collection.pdf](http://www2.hkedcity.net/sch_files/a/ps/ps-engl/public_html/Bestwriting/S3_09-10_Best_Writing_Collection.pdf). [Last Accessed 2 September 14].

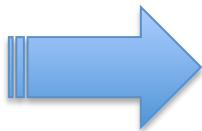
#### **What is a letter of advice?**

It is a letter that is usually sent by the reader of a newspaper or magazine. It is used to offer advice to other reader's concerns on a specific topic. Nowadays, it is sent by email and therefore, other readers have the opportunity to answer and give advice to other readers from all around the world

#### **First paragraph:**

Make the purpose of your letter clear and show understanding.

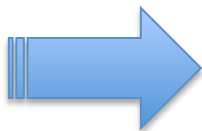
##### **EXAMPLE:**



I am sorry after hearing about your problems. Maybe I can give you some advice and things will get better soon.

#### **Body paragraph:**

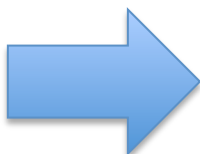
Give your advice to help him/her to solve this problem



Your first problem is about your English schoolwork. I think you are afraid of learning English so you get low marks in English tests. I suggest that you could give yourself more chances to listen to and learn English, such as watching TV programmes in English. It is not a problem if you don't know the meaning of the words. If you keep on watching them, you will have great improvement in English.

#### **Conclusion:**

Hope everything will be fine



Hope my advice works. Write to me again if you have further problems. Yours truly


**APPENDIX 4**

**B. CHECKLIST FOR WRITING LETTER OF ADVICE**

	ALWAYS	SOMETIMES	NEVER
Does the student show awareness of gender violence through this letter?			
Does the students organize his/her letter according to the provided model?			
Has the student used the vocabulary learnt throughout this unit?			
Does the student write the letter accurately?			
Does the student use cohesive devices in his/ her writing?			
Has the student understood what a letter of advice means?			
Has the student organized her/his writing in paragraphs?			
Has the student given advice to the reader in a respectful way?			

## **APPENDIX 5**

### **A. LESSON 4 BODY IMAGE: MODEL AND QUESTIONS FOR THE ACTIVITY: BEAUTY ADVERTISEMENTS AND SELF-ESTEEM.**



Get Lucky!  
XXXXXX

**Lucky You**  
**LUCKY BRAND**

NEW FRAGRANCES FOR MEN AND FOR WOMEN

BILLARD'S • CARSON PIRIE SCOTT

How is the image of women / men represented in this ad?  
What is the slogan of this ad? What kind of adjectives are used to describe women or men?  
Do you believe that real beauty is represented in this ad?  
Do you think that these images have been retouched or manipulated?  
What kind of language is used in this ad to persuade the audience to buy the products?  
Have you found any difference between the representation of women from 1940s to nowadays representation of women/ men through ads?  
What is your personal opinion on this ad?

## APPENDIX 5 LESSON 4 BODY IMAGE

### B. CARDS FOR THE ACTIVITY: BEAUTY ADVERTISEMENTS AND SELF-ESTEEM









In just 4 weeks - 4 signs of aging visibly repaired.



- Noticeably reduces wrinkle length & depth
- Visibly lifts sagging contours & revives youthful bounce
- Smooths uneven skin texture

© Origins

The illustration represents average results. Results may vary.

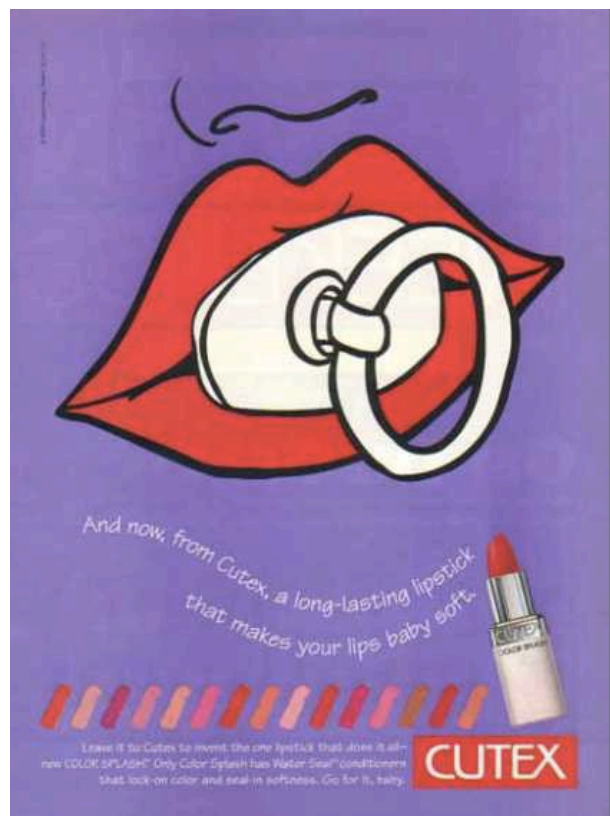
**AVON FOR MEN**  
 ENJOYS CHOOSING IT... HE ENJOYS USING IT!

Introduces a man's world of good grooming in handsome new red and white packaging. Great news is Avon's refreshing After Shave—After Shower Spray with spicy scent men like. And Avon brings a wide selection of shaving creams, razors, aerosols—after shave lotions, hair care and deodorant products. Men feel perfectly groomed all day.

**AVON**

AVON CALLING... a visit with your good, thoughtful Avon Representative who bring you some good grooming products for the







**A RADIANT FOUNDATION**  
*is a must for SPRING . . .*

It takes a translucent, fresh complexion to wear the grey that is fashion news this Spring. Helena Rubinstein has the right foundation in tones to make the new neutrals becoming to you.



L' O R É A L PARIS

LASHES THAT BLOW YOU AWAY  
 THE NEW **GLOBE-BRUSH**

CAPTURES EVERY LASH  
 TO LOOK LONGER, FANNED OUT

NEW TELESCOPIC  
**EXPLOSION**  
 MASCARA

+ NEW GLOBE-BRUSH



Because you're worth it.  
 L' O R É A L

Now, Aura is our science.

NEW  
**TEINT MIRACLE**  
 NATURAL LIGHT CREATOR - BARE SKIN PERFECTION

Aura is natural light emanating from beautiful skin. We can reproduce this.  
 10 years of research, 7 patents pending.  
 Lancôme invents its 1<sup>st</sup> foundation that recreates the aura of perfect skin.  
 Instantly complexion appears naturally bare, beautifully flawless and  
 luminous, as if it were with a glow of its own light.



LANCÔME  
 PARIS

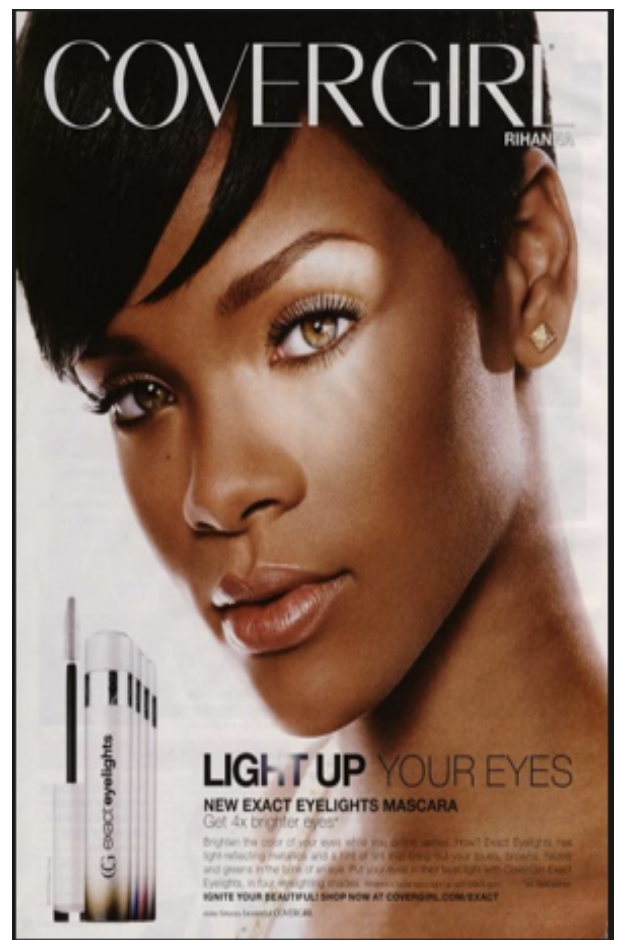
Julia Roberts



☐ flawed?  
☐ flawless?

Is beautiful skin only ever spotless? Join the beauty debate.

[campaignforrealbeauty.co.uk](http://campaignforrealbeauty.co.uk)  Dove



# COVERGIRL

RIHANNA

**LIGHT UP YOUR EYES**  
NEW EXACT EYELIGHTS MASCARA  
Get 4x brighter eyes

Brighten the color of your eyes when you wake up. How? Exact Eyelights has light-reflecting ingredients and a 10% of 10% light-reflecting your eyes. Brighten, brighten and give you the look of an angel. But you don't want to look like an angel. You want to look like Rihanna. So you need to try Exact Eyelights. In this eye-opening shade, there's a whole new world of eye makeup.

UNITE YOUR BEAUTIFUL SHOP NOW AT COVERGIRL.COM/EXACT

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## Love & Kisses

FOR BABY-CLEAR SKIN

His Baby Boy and his Best Girl. And what a girl! Why, when she cuddles her face near baby's, her complexion looks equally kissable.

And why? Because it has that something men adore... a firm-but-soft... a natural sparkle... the skin health that is promoted by a soap pure-enough-for-baby's-skin!

You have that pure soap when you pick up a creamy cake of Ivory. And what's it going to do for you? It will keep your face from looking rough and dry when you put on rouge and powder. Ivory doesn't "dry out" even a baby's skin, so give yourself Ivory-ness! It's the way Ivory babies keep skin that are dewy-clear and silky-smooth...

Tonight start with Ivory. Be ambitious. Try for that Ivory baby-clear skin... so you can even hear him say, "Your complexion is so lovely, dear!"

If YOU want a baby-clear, baby-smooth skin, use the baby's beauty soap... **IVORY SOAP**

99 44/100% PURE

## NIGHTMARE BRINGS "DREAM-GIRL HANDS"!

LOOK, GEORGE, NOW I'VE SNAGGED THIS TUCKER BY HANDS ARE SO ROUGH! GEE--WHAT CAUSES THAT BARBARA?

IT'S DREAMS, WHAT DISEASE-WASHING DOES TO MY HANDS! MIM--SOUNDS AS IF YOUR SOAP IS TOO DRYING!

THAT NIGHT! BARBARA'S DREAM  
OH, BARBARA, BE CAREFUL! HUNTING YOUR HANDS! TO MAKE HANDS ROUGH AND UGLY!

NEXT DAY:  
LOOK, YOUR HANDS ARE SO SMOOTH... DID YOU WEAR RUBBER GLOVES FOR DISHWASHING?

GOODNESS, NOT! I JUST USE IVORY AND IT'S SO ECONOMICAL, BARBARA!

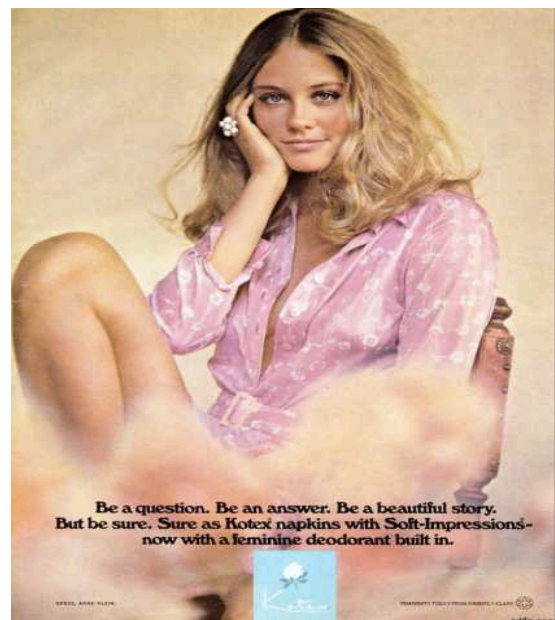
A WEEK LATER:  
LIBBY'S RIGHT! HEAVY DUTY MAKE MY HANDS LOOK HEAPS NICER... I HOPE BARBARA NOTICE.

BARB LITTLE HANDS--SO SMOOTH--DARLING, SO YOU HAVE NOTICED THE DIFFERENCE!


PURE IVORY COSTS NO MORE TO USE FOR DISHES THAN MANY STRONG PACKAGED SOAPS

Keep dish-washing hands smooth with Ivory Soap... 99 44/100% pure.

Dish-washing isn't what hurts and ages your hands. It's the kind of soap used. Strong soap is the villain of the dishpan. Now, if you use pure Ivory, you've got as nice and gentle a soap as you'd use at your washbowl. Naturally, your hands will thank you! They'll get smoother and whiter--soon they'll look like "Lady-of-Leisure Hands." And don't forget--Ivory is downright economical to use--the Large Bar of Ivory Soap lasts like everything!



Be a question. Be an answer. Be a beautiful story. But be sure. Sure as Kotex napkins with Soft-Impressions--now with a feminine deodorant built in.



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# I LOVE MY BODY

BY VICTORIA™

Is your body strong? Is it sexy? Is it bold or flirty? Now in 7 styles there really is a Body by Victoria® bra for every body. **Now with Memory Fit™!**



*See the TV ad*



MEET OUR NEWEST BODIES

7 bodies, 7 bras, 7 ways to love your body. Hear all about it from our models.

FIND YOUR PERFECT BRA

Discover your perfect Body by Victoria® bra.




# COVERGIRL



THREE SMOOTH MOVES TO SENSATIONAL LOOKING SKIN

- COVERGIRL COSMOOTHERS COFFEE CREAM: Smooths or beautifully, conceals fine lines & wrinkles.
- COVERGIRL COSMOOTHERS HYDRATING MASCARA: With fast-drying formula for a beautifully defined look all day.
- COVERGIRL COSMOOTHERS PRESSED POWDER: With conditioning and shimmer.

www.covergirl.com



*(Unretouched photos taken of Nicole over a period of less than 12 weeks.)*

## The New Theory of Evolution for Women

Call Now for your **FREE EAS Fitness Guide** (a \$19.99 Value) **1-800-297-9776 (Dept #FT02).**

EAS is the leader in performance nutrition for active individuals like you. By using the EAS proven program which combines Myoplex Shakes and Bars, exercise and proper nutrition you may achieve the same results as Nicole. For more information visit us at [www.eas.com](http://www.eas.com) or call toll free 1-800-297-9776 (Dept #FT02). EAS products are available at fine nutrition stores everywhere.

**EAS**  
The Performance Nutrition Advantage™

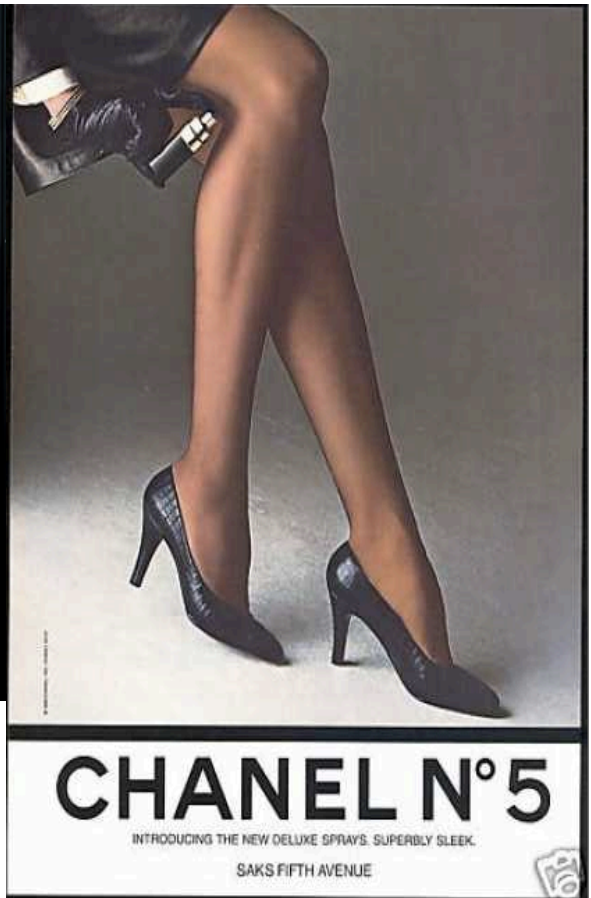


## CAN SHE MAKE YOU LOSE CONTROL?



**NEW LYNX DRY FULL CONTROL**  
48HR ANTIPERSPIRANT

[WATCH THE VIDEO](#)



## **APPENDIX 5 LESSON 4 BODY IMAGE**

### **C. GLOSSARY FOR THE ACTIVITY: BEAUTY ADVERTISEMENTS AND SELF-ESTEEM**

- *Digital manipulation of images*: It is an application to edit images in order to create an illusion or reception. It is also known as retouching.
- *Gender*: Socially constructed roles and features related to men and women
- *Sex*: Biological and psychological characteristics by which women and men are defined
- *Gender stereotypes*: Specific characteristics that the society associate to individuals depending on their sex as a way to simplify reality. Gender stereotypes can be positive but they are mostly negative because they usually determine men and women lives.
- *Gender inequality*: Difference between individuals due to their gender.
- *Sexism*: Discrimination or prejudice based on people's sex or gender.
- *Sexual objectification*: Treating a person like an object or as an instrument for sexual pleasure.
- *The beauty myth*: It is about how images of women are used to control women's self-esteem and their power.
- *Self-esteem*: It is what people think about themselves. It is the positive or negative evaluation of the self.
- *Consumerism*: Too much emphasis, mainly from the mass media on the consumption of goods. It is associated to a false need to buy products that people do not really need.
- *Advertising tool*: techniques and materials used to sell goods and services
- *Flaw*: A feature that causes imperfection in something.
- *Weak*:
  1. Lacking on strength, force, intensity or ability to produce and effect.
  2. low in intelligence, ability or skills.
- *Miraculous*: Performed by or involving a supernatural power
- *To persuade*: To make a people believe something by them a good argument to do it. It involves using a persuading language or ideas to convince an audience.

### **Sources used to elaborate the glossary:**

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- **The Beauty Myth.** (2014, September 6). In *Wikipedia, The Free Encyclopedia*. Retrieved 14:45, September 13, 2014, from [http://en.wikipedia.org/w/index.php?title=The\\_Beauty\\_Myth&oldid=624461114](http://en.wikipedia.org/w/index.php?title=The_Beauty_Myth&oldid=624461114)
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- **miraculous.** (n.d.). Dictionary.com Unabridged. Retrieved September 13, 2014, from Dictionary.com website: <http://dictionary.reference.com/browse/miraculous>
- **Persuade** . Cambridge Advanced Learner's Dictionary & Thesaurus © Cambridge University Press, September 13, 2014, from <http://dictionary.cambridge.org/es/diccionario/britanico/persuade>



## **APPENDIX 5: LESSON 4 BODY IMAGE**

### **D. CHECKLIST FOR THE EVALUATION OF THE ROLE PLAY PERFORMANCE: BULLYING AWARENESS**

	Always	Sometimes	Never
Does the student represent his/her role properly?			
Has the message on bullying awareness been transmitted clearly?			
Has the student mispronounced some words?			
Has the student shown a good body language and eye contact?			
Has the student's speech been represented in a coherent way?			
Has the student collaborated with the classmates throughout this activity?			
Has the student shown comprehension playing his / her role?			

## APPENDIX 6

### UNIT 5: Women across different cultures

#### A. Activity 1: newspaper's headlines

## Sexual violence in India is a patriarchal backlash that must be stopped

Narendra Modi's denouncement of the mistreatment of women in his country is welcome, but urgent reform is needed

## Pregnant women in workforce face more discrimination

The discrimination of pregnant women working has increased according to a report from Australia's Fair Work Ombudsman

## Unequal pay for women: 'I was told men should make more'

Guardian US and ProPublica readers share their stories of finding out that they were paid less than their male colleagues

## Spain Struggles to Tackle Domestic Violence

## Sexual abuse crosses the gender divide

The Vanessa George case has revealed that it is not just men who abuse

## SOURCES OF THE JOURNAL ARTICLES:

- Priya Virmani, (at 07.00 BST on Tuesday 17 June 2014. It was last modified at 16.31 BST on Tuesday 1 July 2014.). Sexual violence in India is a patriarchal backlash that must be stopped. *Theguardian.com*.  
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From: <http://www.theguardian.com/money/2013/nov/06/pregnant-women-workforce-discrimination-fair-work-ombudsman>
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[http://www.fongdcam.org/manuales/genero/datos/docs/3\\_PROYECTOS\\_ACTIVIDADES\\_Y\\_RECursos/ANALISIS\\_DE\\_GENERO/MATERIALES\\_ANALISIS\\_DE\\_GENERO/Hacer\\_los\\_derechos\\_realidad.pdf](http://www.fongdcam.org/manuales/genero/datos/docs/3_PROYECTOS_ACTIVIDADES_Y_RECursos/ANALISIS_DE_GENERO/MATERIALES_ANALISIS_DE_GENERO/Hacer_los_derechos_realidad.pdf)

**APPENDIX 6 :**

**B. ACTIVITY SHEET UNIT 4: Women across cultures**  
*land*

**ACTIVITY:** *Equality*

**ADAPTED FROM:** ( Amnistía Internacional, 2014 pp. 76)

**Group members:**



EQUALITY LAND A WORLD WHERE GENDER  
DISCRIMINATION, GENDER VIOLENCE AND GENDER  
STEREOTYPES DO NOT EXIST IMPLIES....



## **APPENDIX 6**

### **LESSON 5: WOMEN ACROSS DIFFERENT CULTURES**

#### **C. JIGSAW ACTIVITY**

##### **Source:**

Agence France-Presse in New Delhi. Indian politician's 'accidental rape' remark adds to rising public anger. *Theguardian.com*. Sunday 8 June 2014 15.46 BST ,  
.From:<http://www.theguardian.com/world/2014/jun/08/indian-minister-rape-remark-anger-violence-women>

##### **Group A**

A minister from the ruling party of the Indian prime minister, Narendra Modi, has said rapes happen "accidentally", amid renewed outrage over attacks against women.

In the latest controversial remarks by a politician, Ramsevak Paikra, the home minister of central Chhattisgarh state, who is responsible for law and order, said on Saturday that rapes did not happen on purpose.

"Such incidents [rapes] do not happen deliberately. These kind of incidents happen accidentally," Paikra, of the Bharatiya Janata party (BJP), which also rules at the national level, told reporters.

Paikra, who had been asked for his thoughts on the gang-rape and hanging of two girls in a neighbouring state, later said he had been misquoted. His original remarks were broadcast on television networks.

##### **Group B**

The remarks come just days after Babulal Gaur, the home minister of the BJP-ruled Madhya Pradesh state, said about rape: "Sometimes it's right, sometimes it's wrong". Gaur made the remarks on Thursday amid growing anger over the gang-rape and murder of the girls, aged 12 and 14, in the northern Uttar Pradesh state late last month.

Modi, whose party came to power in a landslide election victory, has so far stayed silent over the rapes.

India brought in tougher laws last year against sexual offenders after the fatal gang-rape of a student in New Delhi in December 2012, but they have failed to stem the tide of violence against women across the country.

## Group C

The chief minister in Uttar Pradesh, Akhilesh Yadav, already under fire over his handling of the double gang-rape, accused the victim's families of coming under the influence of a rival political party. Yadav also hinted that his government had taped phone calls between the families and a politician from the Bahujan Samaj party (BSP).

"We have phone records of a BSP MLA [member of the state legislative assembly] ... The BSP asked them [the families] to return the compensation offered by the state," Yadav told the Hindustan Times in an interview published on Sunday.

The brother of one of the victims dismissed Yadav's claims, saying the family was not "under the influence of any party, including the BSP".

Yadav's father, Mulayam Singh – leader of the Samajwadi party – was the target of public anger in April when he told an election rally that he opposed the recently introduced death penalty for gang-rapists, saying "boys make mistakes". Women's groups criticised the comments as evidence that politicians were unable to stem sexual violence because they lacked respect for India's women and were ignorant of the issues

## Group D

The uproar came as police said a 30-year-old Malaysian woman was raped in a car last Thursday in the western state of Rajasthan. The woman was drugged and raped by a man that she had met to discuss business projects – the latest in a series of sex attacks on foreigners in India.

"As she came to us, we rounded up the accused and placed him under arrest. We have seized his car and also recovered a pistol from the vehicle," Amandeep Singh, a senior state police official, told AFP on Sunday.

Earlier this year, a Danish tourist was gang-raped at knifepoint after losing her way in central Delhi.

Politicians also came under fire after the fatal gang-rape in Delhi in 2012, a crime that angered the nation and shone a global spotlight on India's treatment of women. Several politicians have sought to blame the rise in the number of rapes on western influences such as short skirts and tight jeans, while the head of a village council pointed to fast food, which he claimed led to hormone imbalances among men.

## **APPENDIX 6**

### **LESSON 5: WOMEN ACROSS DIFFERENT CULTURES**

#### **D. WORKSHEET FOR JIGSAW ACTIVITY**

### D. WORKSHEET FOR JIGSAW ACTIVITY

**Date:**

A) Read your part of the article and write down the main ideas of your section.

This image shows a blank sheet of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- [illegible]







**APPENDIX 6****LESSON 5: WOMEN ACROSS DIFFERENT CULTURES****E. CHECKLIST FOR JIGSAW ACTIVITY**

	Always	Usually	Never
Does the student cooperate with the classmates in group's discussion?			
Does the student show interest in participating in this activity?			
Has the student contributed to the task paraphrasing his/her part of the story to his/her classmates?			
Has the student understood the main ideas of the article?			
Has the student spoken in English to communicate with the classmates throughout this lesson?			
Does the student summarize the main ideas of the original article accurately?			
Has the student shown awareness and respect for women discrimination across other cultures?			
Has the student participated actively in this lesson?			
Has the student collaborated with the classmates to construct the whole newspaper's article?			

## **APPENDIX 7**

### **LESSON 6: REFLECTIONS ON GENDER AWARENESS**

#### **A. CHECKLIST FOR FINAL REFLECTION ON GENDER ISSUES**

	Always	Sometimes	Never
Does the student participate in the e-portfolio sharing his/her reflections with the classmates?			
Does the student show that she/he master the elected topic through the PPT presentation?			
Does the student help other students through the e-portfolio?			
Has the student shown gender awareness in his/her reflections of the e-portfolio?			
Has the student presentation shown an organized structure?			
Has the student participated actively in the elaboration of the portfolio?			
Has the PPT presentation been presented creatively?			
Has the student pronounced properly throughout the PPT presentation?			
Has the student used the vocabulary learnt throughout the unit?			

## **APPENDIX 8: STUDENTS' E-PORTFOLIO:**

- Martínez Tamara,(2014). *Gender Awareness Reflection e-Portfolio*. [ONLINE]  
Available at: <https://genderawarenessreflectioneportfolio.wikispaces.com/>. [Last Accessed 9 September 14].

### **A. GUIDELINE TO ELABORATE THE E-PORTFOLIO:**

Video available at:

- Brightspace by D2L (2013 April 1) ePortfolio Introduction. [Video file].  
Retrieved from: <https://www.youtube.com/watch?v=TFb0u6dI3u4>

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## E-Portfolio

Editar 0 2 ...

In this section we will include the activities to reflect upon each lesson dealing with gender issues. In this wiki you can find the following pages:

1. Lesson 1: How do I look?
2. Lesson 2: What is a stereotype?
3. Lesson 3: Teen dating violence?
4. Lesson 4: Body image
5. Lesson 5: Gender discrimination from all around the World
6. Lesson 6: Reflections on gender issues
7. Doubts
8. Assessment

Watch this video to understand what is an e-portfolio and how useful it could be for your future. Hope you enjoy it!

ePortfolio Introduction

YOUR PRESENTATION

Lesson 1- How do I look?

Lesson 2- What is a stereotype?

Lesson 3- Teen dating violence

Lesson 4- Body image

Lesson 5- Gender discrimination from all around the world

Lesson 6- Final reflection

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## APPENDIX 8: STUDENTS' E-PORTFOLIO

### B. LESSON 1: HOW DO I LOOK

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☆ Lesson 1- How do I look?

Editar

0

6

...

Famous people.pptx

Details Download 3 MB

click on this file to review the main points of today's classroom!

1.What do you think was the main purpose of today's lesson?

2. Which was your favorite moment in this lesson and why?

3. In this lesson you were describing celebrity cards to look for their perfect couple. Which were the reasons for the elections of your chosen matches?

4. Did you understand the main contents of the lesson ? Please ask your question in the section "doubts" to create a debate and help your partners.

5. Could you explain with your own words what is a stereotype?

6. Could you be friend with someone who had a different dressing style than you?

Discuss

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## **APPENDIX 8: STUDENTS' E-PORTFOLIO**

### **C. LESSON2: WHAT IS A STEREOTYPE?**

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## ☆ Lesson 2- What is a stereotype?

Editar 0 3 ...

1. After, today's lesson you will have a clear idea about what a stereotype is, explain with your own words what is a stereotype.

2. Could you give an example of a stereotype?

3. which was the best moment of this lesson?


4. What concepts have you learnt throughout this lesson ?






5. Are stereotypes negative or positive?. Give an example to clarify your answer.

DO NOT FORGET TO UPLOAD YOUR ADVERTISEMENT!!! :

**Instructions:**

- Press the bottom "file" and upload your video.
- Remember! your advertisement has to be neutral, it cannot contain stereotypes.
- Use a suitable language to sell your product to your partners
- Originality and creativity will be highly valued
- Vote your favorite advertisement in the forum section, and justify your choice.
- Have a look to the assessment section, there you will find the criteria by which your project will be evaluated

 Discuss

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## APPENDIX 8: STUDENTS' E-PORTFOLIO

### D. LESSON 3: TEEN DATING VIOLENCE

Video available at:

- KelseyTVS (2013, November 28). Twilight Abuse . [Video file]. Retrived from:  
[http://youtu.be/smzOSTX\\_4aQwatch?v=smzOSTX\\_4aQ](http://youtu.be/smzOSTX_4aQwatch?v=smzOSTX_4aQ)

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☆ lesson 3- Teen dating violence

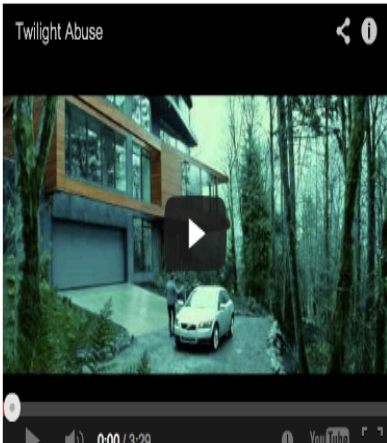
Editar 0 8 ...

1. Summarize with your own words the concept of gender violence.

2. Could you give an example of a sign of gender violence?

3. what would you do if you suffer from teen dating violence?

Twilight Abuse



Analysis of the Clip :Twilight abuse

• What kinds of gender abuse could you identify in this video?

• Do you think that Bella Swan, the main character of twilight film suffers from gender abuse?

• Do you think that when someone controls you is because he/ she loves you?

• Do you believe that being jealous is a sign of love?

Discuss

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## E. LESSON 4: BODY IMAGE

Video available at:

- Timhueer's channel (2011, November 29) SuperBowl Commercial - Dove Self-Esteem. [Video file]. Retrived from:  
<https://www.youtube.com/watch?v=Ile0FSvnyY>

The screenshot shows a web interface for an e-portfolio. At the top, there is a navigation bar with the text 'genderawarenessreflectionportfolio > Página de inicio', a search bar, and links for 'Miembros', 'Proyectos', 'Events', 'Assessment', and 'Ajustes'. The main content area is titled 'lesson 4- Body image' and includes a video player for 'SuperBowl Commercial - Dove Self-Esteem'. Below the video, there are five reflection questions. On the right side, there is a sidebar with a 'Página de inicio' section containing a list of pages, and an 'ASSESSMENT' section with links for 'GLOSARY' and 'Guideline'.

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### ☆ lesson 4- Body image

Do not forget to upload your role-playing activity in this section. Have a look at the assessment section to know the parts that your presentation must contain.

Questions to reflect on body image :

SuperBowl Commercial - Dove Self-Esteem

Watch this video about dove real beauty's campaign, and try to explain with your own words what is the main message of this advertisement.

Questions to reflect on body image :

1. Explain the concept of body image.
2. What was your favorite part of today's lesson? why?
3. Did you understand the main vocabulary used in this classroom? . You can review it in the vocabulary section. If you do not understand some words, or concepts, please contact me through the doubts section, or adding a comment below.
4. Do you think that beauty advertisements reflect real beauty?
5. What could you do to prevent bullying in your high school?

Discuss

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## APPENDIX 8: STUDENTS' E-PORTFOLIO



## F. LESSON 5: WOMEN ACROSS DIFFERENT CULTURES

Video available at:

- Plan International (2012, September 4). Because I Am A Girl: Raise Your Hand Now!. [Video file]. Retrived from: <http://youtu.be/XrCNKX0rFRg>

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☆ Lesson 5- Women across different cultures

Editar04

• Upload the Jigsaw activity sheet performed today in classroom and write down the names of your group members.

Questions for reflection:

Which was the most surprising headline that we analyzed today?


How could you change this reality and promote gender awareness in your day to day?

Which was your favorite part of today's lesson?

Did you understand all the contents of today's lesson?

Watch this video on women's discrimination in India and answer the following questions:

Because I Am A Girl: Raise Your Hand Now!



In this video the Indian actress Freida Pinto, talks about the situation of women in India who are discriminated just for being girls.

1. What women's rights are violated in India?
2. What can women in India do to improve their situation?
3. What does the sentence "because I am a woman, I rise my hand" mean?
4. What role could education play to change this reality?

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