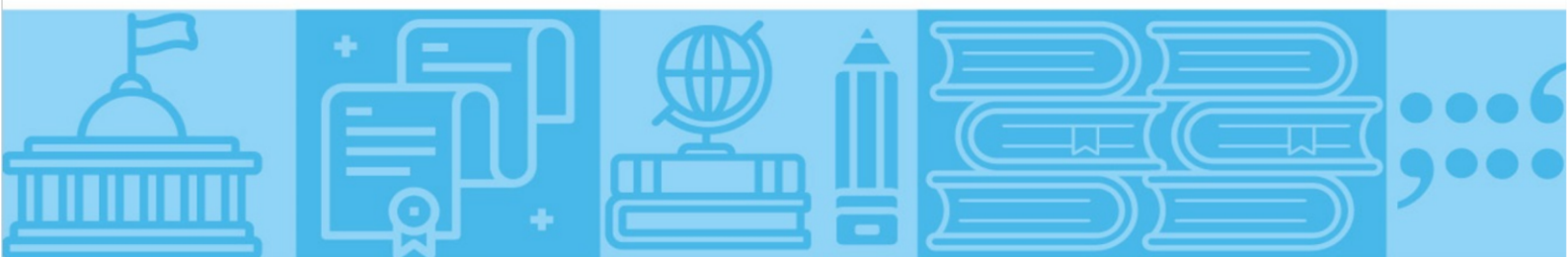


Colección **Actualizaciones Académicas**

Actualización Académica en la enseñanza del inglés en la escuela secundaria

Módulo 4: **La enseñanza del inglés a través de
hechos históricos y actuales vistos a través
del arte**



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Módulo 4: La enseñanza del inglés a través de hechos históricos y actuales vistos a través del arte

Lesson 1: The Counterculture Movement: A Close Look at the Past Days of Rebellion

Introduction

Welcome everyone!!

In this module we are going to bring some historical events to our classrooms and we are going to do it through Art. The idea is to provide our students with interesting topics in order to foster their motivation and also to provide a context to their learning process. Broadly speaking, this module is organized on three main aspects: History, Arts and the classroom. For this reason, you will find in the four lessons the development of historical events seen through photography, films and series, all of them selected to make our lesson more interesting and motivating. Another important aspect to take into account for this module: you will find a lot of activities, some are optional and some are compulsory. Although you are not supposed to do all the activities, it would be advisable to pay close attention to all of them because they will be useful for your final presentation.

In this lesson we are going to deal with what is called the Counterculture Movement of the 60's. First, you will find the historical background. In this part of the lesson you will find activities (Reading comprehension) which may be useful for your own lessons. From this text you will see how to adapt a text for secondary school students. After that you will find a lesson plan in which one of the aspects of the historical background is developed, you will also find the stages of the lesson that are proposed by Jeremy Harmer and examples of activities for each stage. In this lesson plan you will also observe how you can teach History through photos. Finally, you will find some activities for you to complete. (Important: You will find many examples of activities, you will only have to complete the ones that are marked for you to do.)



Objectives:

To understand the importance of History and photography in the teaching learning process.

To see different possibilities to teach English taking the aspects mentioned above.

To analyze a lesson plan.

Before we continue with our lesson, let's introduce ourselves:

My name is Verónica Meli, I am from San Martín, Mendoza. I have taught English for 30 years and I have been lucky because I have taught in primary, secondary levels and at College. Although I love English, my passion is teaching English Literature and History. I hope you also enjoy this module and I also hope you find it interesting and useful for your own practice.



Getting to know each other (Compulsory Forum)

Now, it is your turn. Introduce yourself and write some expectations as regards this particular Module and the Actualización. (Your answers should not exceed 40 words.)

Thanks!!

Some Considerations about this Module

This module has been designed taking into account three important axes in the teaching learning process of the English Language: **secondary school students**, the **method** that we are going to follow and the **importance of providing a cultural context** to our students. Therefore, you will find the way we can teach through History and Art and also the way we can plan your lessons.

As regards the method, we have chosen to follow the communicative approach. This approach sees language as communication and for this reason teachers should provide students the possibility to communicate in the classroom. Another important aspect of this approach is that its objective is the communicative competence, so it is important to focus on the use of language and not on the structure of the language, that is to say, its grammar (here it is important to say that we are not going to set the grammatical aspects aside, but it won't be our focus.) According to Jeremy Harmer (2007: 52), when discussing the way students learn, he says that Dick Allwright and his colleagues (who had the task of improving the English language skills of students) started to question the ways they had been teaching. For example, they had asked students to study grammar; they had explained vocabulary and taught paragraph organization. But it didn't seem to be working and it did not 'feel right'. How would it be? They wondered if they abandoned all that and instead devoted all their efforts to exposing students to English and getting them to use it. The hypothesis they were working on was, in Allwright's words, that *"If the language teacher's management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself."* (Allwright 1979:170, en Harmer, 2007).

Having stated the method we are going to use, we are going to present the way in which a lesson is planned. According to Jeremy Harmer, the best model of lesson planning is the following: ESA which stands for Engage, Study and Activate. Harmer explains that **Engage** is the part of the lesson in which teachers try to catch the students' attention and, in doing so, appeal to their emotions. (Harmer, 2001: 22) The second stage of the lesson, **Study**, consists of activities in which students are focused on the structure of the language and the way it works. At this point it is important to highlight the fact that grammar should be inferred by the students. Finally, in the stage called **Activate** the teacher designs activities to get students using the language as freely as they can. (Harmer, 2001: 22) All these stages will be developed deeply in the following lessons of the module.

As it was stated before, teachers should present a context to introduce the topic and provide students the possibility to communicate in the classroom. One way of achieving this is to include the awareness and development of the fifth skill: Culture to our lessons. The teaching learning process in an English class has as one of its main objectives the development of the four macro-skills, i.e. the receptive skills: listening and reading, and the productive skills: speaking and writing. Some years ago the interest of a new skill started to gain importance, this fifth skill is culture. The

integration of this skill gave teachers the opportunity to teach within a context, and in doing so, they could focus their teaching in this context and leave aside the focus on grammar. Why is culture so important? According to Douglas Brown (2007: 188), “Culture is a way of life. It is the context within which we exist, think, feel and relate to others.” And taking into account this, language could not be taught in isolation, if we want our students to acquire the language, then we should provide them with this cultural context. For example, we can include History, Arts, Music in our lessons, or we can include the native speaker's customs, norms, etc. Another benefit teachers can obtain in doing so is that students will be focused on the topic and not on the grammatical structures. In doing so, they will be not only learning, but acquiring the language as well. Actually, this allows teachers to use indirect learning in their lessons and this is extremely important if we want our students to acquire the language. Taking into account what has been stated, the purpose of this module is to learn how to include context in our lessons, specifically *History seen through different expressions of Art*.

At this point you may wonder about the criteria which have been taken as regards the selection of the historical points we are going to deal with which are: The Counterculture Movement of the 1960's, Feminist Movement and LGBTQ+ Movement. They are mainly related to the students' motivation and the integration of culture as a fifth skill. If we take into account the characteristics of teenagers, we will see that one of the most relevant ones is their commitment to human rights and if we take into account the importance of including a cultural context in the classroom, we will get better communicative situations in the classroom. For these reasons, the historical events that have been chosen are those which originated some of these rights and they present a great opportunity to take these iconic events as the cultural context to develop the teaching-learning process.

Finally, the decision of presenting certain historical points through art: photography, films and series is also based on the way teenagers learn. The importance of pictures as you have just learned in the previous module gives teachers the chance to speak the students' language.

Importance of Photography to Interpret History

“Photographs can provide glimpses into lives past, long-ago events, and forgotten places. They can help shape our understanding of culture, history, and the identity of the people who appear in them.

Photography has been utilized in these ways, and perceived as a tool of accurate and objective documentation, because of its inextricable connection to the real world: light-sensitive film records what is before the camera's lens.

Photographs can also be powerful tools for telling stories and chronicling events. Their context and presentation can greatly influence the way we understand everything from historical narratives to current cultural issues and situations. In the late-19th and early-20th centuries, photographers, scientists, and social historians gathered together photographic images into archives cataloging people, places, and natural phenomena". ([*Photography Explore the many different ways photography has been used to document and interpret the modern world*](#). Moma Learning, s.f.)

Now, let's have a look at the years of social revolution when the young generation of the 60's started to question the values and customs of the previous one. The main aspects which they were against had to do with the claim of human rights. They were against the injustices that African-American people suffered, the Vietnam War and the lack of voice in Universities.



Counterculture Movement in images, [here](#).



Read more about this movement [here](#).

Let's Explore a Lesson Plan

After reviewing the historical topic, it is time to turn to the second part of this lesson in which you are going to analyze a lesson plan. This lesson is focused on the historical period we saw in the previous part of the lesson. The intention of this is to teach a grammatical topic from the point in history that has been chosen and, at the same time, to present this topic through the art of

photography. At this point, it is important to remember the importance of images in the process of learning for adolescents. It is also relevant to remember the reason for seeing History through photography. On the one hand, we have the students' interests and, if we take into account these interests, we will motivate them and attract them to our lesson. On the other hand, we have the notion/fact that photography has been the art that has been able to achieve the synthesis of historical events, as the article we mentioned above says, ***"Photographs can provide glimpses into lives past, long-ago events, and forgotten places. They can help shape our understanding of culture, history, and the identity of the people who appear in them".*** (Photographs. Explore the many different ways photography has been used to document and interpret the modern world. Moma Learning, s.f.)

Another important aspect to consider is that you will find a text for students in the lesson plan. This text has been adapted from an authentic one, the one that you have seen about the Counterculture Movement. Below, you will find some techniques to adapt and use authentic texts in the classroom.



How to adapt an authentic text for secondary school students

The importance of using authentic text in the classroom comes from the fact that it has been written or spoken to convey a message in real communication rather than language teaching in the classrooms. Any texts developed for the former purpose—even if they are not produced by native speakers—could be considered authentic texts. Now, when dealing with authentic texts teachers should ask themselves some questions before using such texts:

Is the text interesting to students?

Can the text be exploited for teaching purposes?

What skills can be developed?

Is the text too easy/difficult for students? Is the text too short/long?

Is the text easy to follow? Is it too difficult to follow?

Does it have too many new words?

These questions will give teachers some clues as regards the need to adapt an authentic text. For example, texts should be used with certain specific teaching purposes, it is not just a question of reading a text. Another aspect is the difficulty of

texts. If a text is too easy for students, they will lose interest because it is not challenging. On the other hand, if the text is extremely difficult, students will perceive it as an impossible task to do and they will be discouraged. The same happens with the number of new vocabulary, the type of vocabulary and the complexity of structures.

So, one way of using authentic texts, for example History texts, is to adapt them to fit the students' needs. One way to achieve this is through simplification and elaborative modification:

Use of transparent words.

Use of vocabulary that is already known by the students.

Use of simpler sentences and structures.

Sometimes simplification is achieved by expanding the sentences because it is necessary to explain some concepts for students' level or preserve the context needed to understand the new concepts.

Taking into account the previous considerations, we present the following lesson plan. The following step will be to analyze and answer some questions about the plan. At the same time, remember to take all these aspects into account for your final presentation.



Lesson Plan

Context: The Counterculture Movement

Vocabulary: Related to the context

Grammar: Reported Speech- Sentences

Recent work: Reported Speech- Commands

Warm-up

The students see some photographs about the counterculture revolution and they write key words about what they see, and the words they can read in the posters.

They answer questions about the photos:

- When did these events take place?
- Describe the people that appear in the photographs.
 - o What are they doing?
 - o How do they feel?
 - o Name the symbols that appear in the pictures. What do they mean?
 - o Can you name a song, movie in which you can find the same meaning?

Presentation

Text: Students read a text about the counterculture movement.

1- Pre-reading questions:

- a. Read the title and predict the content of the text.
- a. What do you know about the counterculture movement?
- b. What did the people in the photos do?
- c. Would you support the cause? Why/Why not?

2- Read the text.



The Counterculture Movement (Remember that his text has been adapted for students)

The term counterculture refers to a theme of conflict between the values of the total society and the values and customs of a group of people that are different and opposed to those accepted by most of society.

The counterculture movement in the USA started in the fall of 1965 when young people from the suburbs of San Francisco left their comfortable bedrooms and decided to migrate to the Haight-Ashbury district to live at the edge of poverty. This group of young people was known as hippies, and they were the ones who

protested and rebelled against the values and norms of the previous generation. For this reason, if the norm was to waste consumption, hippies lived with bare necessities. If the dominant culture did not pay attention to the Vietnam War, hippies were against it and claimed peace and love. If American culture were interested in ethnic work, hippies were unemployed.

This reaction against the values and lifestyles of the previous generation has its stem in the different situations which the new generation considered a threat to human and civil rights. This new generation was against the segregation of African American people, the actions of the Vietnam War, the student protest in Berkeley University asking for freedom of speech. Therefore they started various peaceful protests against these events which they thought to go against the equality and rights of Americans.

While anti-war protests were almost commonplace during the Vietnam War, the Counterculture Movement was one of the most iconic groups making their voices heard.

Music-Woodstock:

During the late 1960's and early 1970's, the genre of psychedelic rock emerged as the popular type of music for participants of the Counterculture movement. Among the most representative singers and bands which were present in the festivals we can mention, Jimmy Hendrix, Janis Joplin, The Who, Creedence Clearwater Revival. All of them were influential during the counterculture movement, and made clear their protest in favor of human rights. These singers and bands participated in the Woodstock Music Festival where they had the opportunity to protest for human rights.

Another important band which was also influential during this period was The Beatles. The band eventually was perceived to be the embodiment of the ideals of the Counterculture Movement.

3- Post reading:

- a. Look at the photos and match them with the historical events.
- b. Answer the following questions.
 - a. Why was the movement called counterculture?
 - b. Who were the people who started the movement? Why did they start it?
 - c. Name the events they were protesting against.
 - d. Was their protest violent? Look at the photos and provide examples.
 - e. Why was Woodstock important for the movement?

Students read an extract from [Mario Savio's speech](#), a student of Berkeley University. Then, they extract some sentences. Write the sentences on the board. Below, you will find the sentences that will be used for students to deduce the grammar. The teacher writes the reported statements. For example:



"I just **want** to say one brief thing about something the previous speaker **said**."

Mario said that he **wanted** to say one brief thing about something the previous speaker **had said**."

Students look at the examples above and answer the following questions:

What is the difference between the sentences?

What happens with the tenses?

Here, students deduce the grammatical rule. Finally, the teacher writes the rule with the students.

In the box below you can find the extract to work with the students. From this text you can take examples to present the topic. And then, use different sentences to practice. (The highlighted sentences have different tenses in order to have many examples for the presentation stage. It is also important to say that they have been chosen as an example.):



You know, I just want to say one brief thing about something the previous speaker said. I didn't want to spend too much time on that 'cause I don't think it is important enough. But one thing is worth considering.

He's the -- He is the nominal head of an organization supposedly representative of the undergraduates. Whereas in fact under the current director it derives -- its authority is delegated power from the Administration. It is totally unrepresentative of the graduate students.

But he made the following statement (I quote): "I would ask all those who are not definitely committed to the cause to stay away from demonstration." Alright, now listen to this: "For all upper division students who are interested in alleviating the TA shortage problem, I would encourage you to offer your services to Department Chairmen and Advisors." That has two things: A strike breaker and a fink.

I'd like to say one other thing about a union problem. Upstairs you may have noticed they're ready on the 2nd floor of Sproul Hall, Locals 40 and 127 of the Painters Union are painting the inside of the 2nd floor of Sproul Hall. Now, apparently that action had been planned sometime in the past. I have tried to contact those unions. Unfortunately -- and [it] tears my heart out -- they are as bureaucratized as the Administration. It's difficult to get through to anyone in authority there. Very sad. We're still -- We are still making an attempt. Those people up there have no desire to interfere with what we are doing. I would ask that they be considered and that they not be heckled in any way. And I think that -- you know -- while there is unfortunately no sense of -- no sense of solidarity at this point between unions and students, there at least need be no -- you know -- excessively hard feelings between the two groups.

Further Practice

The students complete some reported sentences from Savio's speech.

The students correct some wrong sentences from Savio's speech.

Production

The students look at some pictures and they imagine what those people said in that particular situation taking into account the historical context they saw in the reading section.

Closure

The students imagine what the generation of the 50's would have said about the generation of the 60's and they report the statements.

Example with the students:

- They are lazy!! → They said that they were lazy.
- They will ruin our country. → They said that they would ruin their country.



Important!! Remember to provide a guide to your students so that they can do the activities.



Closing the lesson



Now it is time to recapitulate:

During this lesson we have:

- ✓ Studied the characteristics of the counterculture movement.
- ✓ Seen the rights the youth of the 60's fought for.
- ✓ Seen all these events through photographs.
- ✓ Analyzed photographs and their importance for History.
- ✓ Provided activities taking into account the context.
- ✓ Analyzed a lesson plan.

Congratulations!! You have finished this first lesson. For this reason we will leave a present for you, and you can also use it with your students.

As we have seen in the historical background, the counterculture movement started as a reaction against the people from the 50's and their way of life and values. We also said that this movement was peaceful and the protests were made through music. One of the most important singers of those times who criticized the lack of rights during the 60's was Bob Dylan.



So, as a present, we leave you this song and how you can use it in your classrooms.

Blowing In The Wind (Live On TV, March 1963)

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

1- Listen to the song.

2- What aspects of the historical events does Bob Dylan criticize in this song?

Activities



Analyzing the Lesson (Optional activity)

You have to answer in the Forum (Your answers should not exceed 40 words. Due to: two weeks):

Analyze the lesson plan and answer the following questions:

What is the context of the lesson?

Is the context present throughout the lesson? Give examples.

Is the lesson focused on grammar? Support your answer.

What do you think about the lesson? Support your answer.

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Créditos

Autores: Meli, Verónica

Meli, Verónica (2023). Clase Nro.2: The Counterculture Movement: A Close Look at the Past Days of Rebellion. La enseñanza del inglés a través de hechos históricos y actuales vistos a través del arte. Buenos Aires: Ministerio de Educación de la Nación.



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Módulo 4: La enseñanza del inglés a través de hechos históricos y actuales vistos a través del arte

Lesson 2: Feminism Seen through Films

Introduction



Objectives:

At the end of this lesson you will be able to:

- Understand the importance of films in the EFL classroom.
- Establish connections between the historical background and the films.
- Propose activities for the EFL classroom.
- Become aware of women's rights.

In this lesson, we are going to see a controversial part of History that has its first manifestations in the past and it is still present in our days: feminism and women's rights. As we have stated at the beginning of this module, the historical topics that we intend to develop to include in our lesson in secondary schools should be interesting for students and have a cultural context. For this reason, we have chosen the feminist movement, especially the second wave. At the same time, the objective of this lesson is to see this segment of history through the art of cinema.

It is important to highlight that this topic is also relevant because it is anchored in one of the main educational axes developed in Argentina: that is ESI (Educación Sexual Integral) in our schools. There is a National programme (Programa Nacional de Educación Sexual Integral -PNESI-, de la Dirección de Educación para los Derechos Humanos, Género y ESI, del Ministerio de Educación de la Nación) that articulates the teaching of these contents in our schools. The idea is to make sure that all students have access to information and knowledge on an equal basis. One of the themes to be taught is the importance of women's rights. This lesson could be framed under the ESI (Lineamientos Curriculares para la Educación Sexual Integral/Ley Nacional N° 26.150: 2006) since it develops and

focuses on some of the contents proposed for secondary schools. ESI is based on five axes: the respect for diversity, the value of affectivity, the exercise of rights, the care of body and health and the guarantee of gender equality (2010: 10). As you will see later on, this lesson deals with some of the previously mentioned axes. Another important aspect to take into account is that ESI proposes to work with this program by organizing cross-sector spaces to develop these topics, that is to say, that these contents can be taught within the English Language curricula. The program also considers the possibility of working with these topics in a workshop or projects (2010: 14). At the end of the present lesson you will realize that you may also use the content of this lesson to work and articulate your lessons with the ESI program.



The lesson is divided in three parts:

The **first part** is related to the lesson plan and its stages. As we have seen in the first lesson we are going to focus on the ESA structure, proposed by Jeremy Harmer and following the communicative approach.

The **second part** is devoted to the use of films in the classroom. In this section you will find activities for different parts of a lesson plan. This includes the historical background and this is seen through a film.

The **third one** has to do with the historical background. This comprises the different periods since women started to fight for their rights. Then, you will see the different waves of feminism and the movements and rights they achieved in each period. In order to introduce the historical background to your students we suggest a warm up activity which will engage students before we go to History. It is important to make clear that the historical background will be developed together with the activities that will be proposed for the lesson plan. So, you will find the last two parts of the present lesson intermingled.

It is important to explain that the activities that are proposed in this lesson are examples that you can apply to your lessons, you do not need to complete the activities in the first and second part.

The Lesson Plan: The Teaching Sequence Elements

In this section of the lesson we will concentrate on the importance of the elements of the teaching sequence. As it was stated in the previous class of this module, the first thing teachers have to do is to expose students to the language. To achieve this, students need to be motivated, be exposed to language and given the chances to use it. Therefore, we can say what elements should be present in our classrooms. According to Jeremy Harmer (2001), there are three elements and he calls them: *ESA* (this stands for: Engage, Study and Activate).

Engage

Jeremy Harmer explains that Engage (and also known as the warm up part of the lesson), “is the point in a teaching sequence where teachers try to arouse the students’ interests, thus involving their emotions.” (2001)

Actually, we can state that if lessons are uninvolving students will switch off from what is being taught. The reasons why they do this may be: They are bored or they are not emotionally engaged with the lesson. On the other hand, if this part of the lesson is amusing, moving, stimulating or challenging, students will be engaged and they will be present throughout the whole lesson.

Some examples of materials and activities that can be used to *Engage* students are: games, music, discussions (when they are challenging), stimulating pictures, stories, anecdotes. When teachers do not use these activities and materials, they can *Engage* their students with the Topic, or cultural context that we saw in the previous lesson.

Study

As regards this element of the teaching sequence, Jeremy Harmer says, “Study activities are those where students are asked to focus on the language (or information) and how it is constructed”. (2001)

This part of the lesson is that teachers can study evidence (seen in the warm up or engage stage) and students discover grammar for themselves, teachers can have their students work in groups

studying a reading text or vocabulary. Here, it is important to remember that teachers should provide examples so that students can infer the grammatical rules.

Some examples of this area of study are: the study and practice of sound and pronunciation, the study of a grammatical item, the study of a particular function of the language (how to invite someone, how to decline an invitation, etc.), the study and practice of paragraph organization.

Activate

The last element is described by Harmer as,

“the exercises and activities which are designed to get students using the language as freely and ‘communicatively’ as they can. The objective for the students is not to focus on language construction and practice specific bits of language (grammar patterns, vocabulary or functions) but for them to use all and any language which may be appropriate for a given situation or topic.” (2001)

Therefore, in this stage of the teaching sequence teachers should provide students the possibility of using real language without any restriction. Typical Activate exercises include: role-plays, advertisement design, debates and discussions, describe and draw, story and poem writing, among others.

This element ensures students to use their knowledge in the safety of a classroom and prevents them from finding language acquisition problematic.

The ESA elements should be present in every lesson if we want our students to acquire the language use. Nevertheless, this does not mean that these elements have to follow the same order because our lessons would be predictable and they would turn out to be boring for students. That is to say, we should start with the Engage stage in order to catch our students attention, then continue with the Study and Activate stages, but then we may continue with another item so we go to the Study stage again, and so on, depending on the objective of a specific lesson.

Importance of Cinema in the EFL Classroom

You may wonder... Why is cinema important for the development of English class? There are four main reasons why cinema is relevant in the teaching-learning process. These are: **motivation, authentic and varied language, visual context and variety and flexibility.**

- **Motivation** has to do with the fact that students are familiar with films, in fact, watching movies is part of their everyday life. At the same time, it is interesting and amusing to bring part of their life outside school into the classrooms.
- The other element that shows the importance of using films is that it provides the possibility to teach/learn with **authentic material**. It gives us the possibility to use English in 'real' situations outside the classroom. And also the students can see natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.
- The visuality of film makes it an invaluable language teaching tool to understand more by interpreting the language in a full **visual context**. Film assists the learners' comprehension to listening to language exchanges and seeing such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.
- Finally, film can bring **variety and flexibility** to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice.

The Roles of Women in Different Centuries

Now, we are going to focus on the historical background and facts. From this part of the lesson you will find activities which exemplify the different stages of a teaching sequence. You are not supposed to complete these activities, they are examples. Now, it will be important for you to understand them so that you are able to complete a lesson plan at the end of the lesson.



Before reading the text, we are going to reflect on some issues about women's roles, this activity could also be useful to do with your students:

Mention women's roles during the 19th Century.

Mention women's roles during the 20th Century.

Check your answers with the following text.

Mention women's role during the 21st Century.

Briefly explain how these roles have evolved through the different Centuries.

During the **19th century**:

- Women were expected to do the cooking, cleaning and taking care of their children.
- They were not allowed to speak in front of men.
- They could not vote, sue or own a property.
- They did not have the same opportunities as men.
- They had to be feminine, submissive and women's proper role was to love, honor, and obey her husband

During the early decades of the **20th century**:

- We can see the emergence of a new image of women in society. They left aside their demure, frail and female stereotype from the previous century.
- They wore short hair and short skirts.
- They smoked, danced in public, and held jobs.
- Nevertheless, the image of the 1920's flapper was restricted to a small portion of the population: mainly white, young, and middle-class communities.
- Women from other ethnic backgrounds still lived struggling in their new roles as mothers and professionals.

- Women constituted a small part of the professional population.
- The increase of working women was reflected in the film industry, but they also continued reinforcing outdated stereotypes about women's place in society: the plots were about poor women who seek a better life by marrying rich men, or women who could gain happiness only by marrying their rich bosses.
- Women in the early twentieth century were perhaps most active and influential as writers and artists.

Some Ideas to Take to our Classrooms

Now that we have seen women's roles in different centuries we will focus on the way these roles have changed and how they are in our days. To do so we propose a short lesson based on the video in which Emma Watson delivers a speech on Gender Equality and Women's Rights. This speech was given in 2014, during the “HeforShe” campaign.



Pre-watching activities:

Answer the following questions:

What is feminism?

What is gender equality?

Is it good for a girl to be bossy? Is it good for a girl to be muscly? Why?/Why not?

Check your answers with your students.

Invite them to watch the video. Ask them to take notes: they will write only key words related to the questions.

You can make the following matching activity to reinforce vocabulary and meaning of key words before watching the video:

To be sexualized

The right of different groups of people to have a similar social position and receive the same treatment.

Equality

The male sex or the female sex, especially when considered with reference to social and cultural differences rather than

Gender

The advocacy of women's rights on the basis of the equality of the sexes and gender.

Feminism

To see someone or something in sexual terms.

Check with your students if the answers and key words were mentioned in the video.



Emma Watson's Speech on Gender Equality

https://www.youtube.com/watch?v=iRr9v_shgbY



After watching the video the students will answer the following simple questions:

How old was Emma when she started questioning gender equality? Why?

Name three events that Emma Watson had to endure as regards gender inequality.

Is feminism considered to be a positive or a negative word according to Emma?

Has any country in the world achieved gender equality?



The Feminist Movement: Historical Background

Now, it is time to move to the historical background. And then we will be ready to work with the relation between History and films.

The feminist movement started in Ancient Greece and continues nowadays. And from the very beginning of this movement, feminism is based on the belief that women are equal to men, consequently the aim of this movement has always been the struggle to find political, economic and equality of women. Feminism is separated into three waves: The first wave feminism, these women's struggle was concerned with property rights and the right to vote. The second wave feminism focused on equality and discrimination. And the third wave feminism, which started in the 1990's, included those women who had been set apart because they were not white or straight (History.com Editors,s/f).

First Wave Feminism: Women's Suffrage and The Seneca Falls Convention

The first wave feminists protested and fought for their right to vote. In 1848 they organized the Seneca Falls Convention where they presented the "Declaration of Sentiments". In this document

they proclaimed the equality between men and women and they demanded their right to elective franchise, that is to say, their right to vote (Block, Sharon; Alexander, Ruth; Norton Mary Beth. 2013). Although there were many people who were against the idea of granting women the right to vote, the resolution passed and the women's suffrage movement began and dominated many decades.

The first wave feminists started to gain different rights in different parts of the globe. At the beginning of the 20th century they obtained their first right with the passing of the 19th Amendment: Women's right to vote and, later on, they obtained the Equal Pay Act (History.com Editors, s/f).

The 19th Amendment: Women's Right to Vote and the Equal Pay Act

Slowly, suffragettes began to have a voice: In 1893, New Zealand became the first sovereign state giving women the right to vote, followed by Australia in 1902 and Finland in 1906. In a limited victory, the United Kingdom granted suffrage to women over 30 in 1918.

In the United States, women's participation in World War I, to take the posts that had been left by men who went to fight, proved to many that they were deserving of equal representation. In 1920, thanks largely to the work of suffragists like Susan B. Anthony and [Carrie Chapman Catt](#), the 19th Amendment passed. American women finally earned the right to vote. With these rights secured, feminists embarked on what some scholars refer to as the "second wave" of feminism.

Women and Work

After the Great Depression, women began to enter the workplace, when many male breadwinners lost their jobs, forcing women to find "women's work" in lower paying but more stable careers like housework, teaching and secretarial roles.

During World War II, many women participated in the military or found work in industries previously reserved for men. Following the civil rights movement, women sought greater participation in the workplace, with equal pay at the forefront of their efforts.

The Equal Pay Act of 1963 was among the first efforts to confront this still-relevant issue.

Second Wave Feminism: Women's Liberation

Although women had succeeded in gaining some rights there remained cultural obstacles. For this reason, the 1963 publication of *The Feminine Mystique*, Betty Friedan—who later co-founded the National Organization for Women—argued that women were still relegated to unfulfilling roles in homemaking and child care. In 1971, feminist Gloria Steinem joined Betty Friedan and Bella Abzug in founding the National Women's Political Caucus.

In 1972, the Equal Rights Amendment was passed by Congress. This sought legal equality for women and banned discrimination on the basis of sex. Nevertheless, this Amendment was never ratified and it did not become law (History.com Editors, s/f).

Third Wave Feminism: Who Benefits From the Feminist Movement?

The benefits of the feminist movement, especially the second wave, have not reached the concerns of women of color, lesbians, immigrants and religious minorities. Even in the 19th century, [Sojourner Truth](#) lamented racial distinctions in women's status in a speech before the 1851 Ohio Women's Rights Convention. She explained that although she is a woman she has worked as hard as a man. In fact, the rights that had been achieved by the feminist movement did not take into account women who were not white and well-educated. Actually, that is the achievement of this third wave because it became more conscious of race. Up to that moment, feminism was only concerned with white, well-educated women and the movement neglected racial disparities within gender. Connected to what it has been stated, Kimberle Crenshaw, a gender and critical-race scholar, coined the phrase “intersectionality” in 1989. The term refers to how different kinds of oppression – like those based on gender and race – intersect with each other. That is to say, that women from minorities not only suffered gender but also racial, social, sexual or religious discrimination. The phrase “third-wave feminism” was coined in 1992 by Rebecca Walker, a 23-year old black bisexual woman (Human Rights Careers, s/f).

#MeToo and Women's Marches

By the 2010s, feminists protested against sexual assault and cases of misogyny and, again, this group stated the need of ensuring women equal rights. The #MeToo movement gained new prominence in October 2017, when the *New York Times* published a damning investigation into allegations of sexual harassment made against influential film producer Harvey Weinstein. Many more women came forward with allegations against other powerful men—including President Donald Trump (History.com Editors, s/f).

Let's See How we can Take this Topic to the Classroom through Films

The objective of this part of the lesson is to provide examples of activities with the historical background and two films that are related to two different waves of feminism. The films are: *Enola Holmes I* and *Matilda*. Then, you will have to complete a lesson plan with the activities suggested in this part.



- Watch the videos/trailers and think about them from the following questions:
- These activities are also suggested for you to work with your students.



Enola Holmes

<https://www.youtube.com/watch?v=1d0Zf9sXIHk>



Matilda

<https://www.youtube.com/watch?v=aa74Gwy2WmM&t=36s>

- a- Have you seen the films? Did you like them?
- b- Who are the main characters in both films?
- c- Are they men or women?
- d- Do you know their stories?
- e- Are the movies set in the same period of time? Explain.
- f- What do they have in common?
- g- In what way is gender inequality seen in both films?
- h- In what way is feminism seen in the films? Explain.
- Watch the film and answer these questions: (In this point we make reference to one film because you can use this activity with any movie you choose for your lesson or you can work with one film at a time and after that you can have your students compare them. For example, they can think about the role of women in the different films and explain the historical facts that make them different).
- a- Who is the main character?
- b- Describe the main character?
- c- What historical aspects can you see reflected in the movie? Can you find an aspect that differs from the historical background? The women in the stories represent the feminists of the first or second wave.

d- Describe the character's personality, challenges, thoughts and feelings. To what extent this description matches the women that were part of the feminist movement.

e- Choose a shape and a color for each character. Support your answers.

- Listening: Watch an extract of the movie and fill in the gaps.
- Read a part of the movie script and act it.
- Read an extract of the script and change something in the plot/setting/mood.
- Debate:
 - Divide the students into two groups.
 - Assign them two opposite positions as regards the topic of feminism. (One part of the class will be against feminism, the other part will have to look for arguments in favor of feminism.)
 - Ask them to gather information as regards the two positions.
 - Provide an example of the content of their case. You may use the following model:
 - i. Introduction: The case your group is making must be outlined in the introduction. This involves stating your main arguments and explaining the general thrust of your case. This must be done briefly since the most important thing is to get on and actually argue it. It is also a good idea to indicate the aspects of the subject to be discussed by each of the team members. Ask your students to use historical aspects as well as examples from real life.
 - Debate: At this point, teachers should monitor the debate, letting the two parts express their arguments for and against. Conclusion - At the end, once everyone has spoken, it is useful to briefly summarize what your group has said and why.
- Read the following quotes from Matilda and Enola Holmes and...
 - Guess from what film has been taken.
 - Who said that? In what circumstances?

- Explain why the person said that.
- Why is the quotation important to the topic of feminism? Relate the quotation to the historical background.
- *"I mean, take a look at you and me. You chose books - I chose looks. I have a nice house, a wonderful husband... and you are slaving away teaching snott-nosed children their ABCs."*
- *"A: You're very brave!*
B: Not as brave as you."
- *"You don't know what it is to be without power."*
- *"The Choice Is Always Yours. Whatever Society May Claim, It Can't Control You."*
- *"I have no gloves."*
- *"Paint Your Own Picture. Don't Be Thrown Off By Other People."*
- *"School? It's out of the question. Who would be here to sign for the packages? We can't leave valuable packages sitting out on the doorstep. Now, go watch TV like a good kid."*
- *"There Are Two Paths You Can Take... Yours, Or The Path Others Choose For You."*
- *"You have to make some noise if you want to be heard."*
- *"I'm smart; you're dumb. I'm big; you're little. And there's nothing you can do about it."*

The examples above show some aspects we can work with our students. Now, it is also important to think about not only about the advantages we can get from them but also some challenges we may encounter when having our students work with these kinds of topics.

On the one hand, this experience may be enlightening for our students since many of them still bring prejudices as regards gender equality. It may be a means to become aware of the situation of women since the XIX Century and their fight to gain equality. At the same time, this awareness may lead to gain consciousness as regards not only gender equality but also human rights in general.

On the other hand, we have to think about the challenges we may have when dealing with these topics. First of all, we have to take into account those students who still have prejudices regarding this topic. So, we have to be careful when working with them in a way that will prevent them from feeling uncomfortable. Apart from that, we should take into consideration the age of the students. For example, for students of 1st and 2nd year we would work only with the historical background, or with facts. While when we work with older students the contents as well as the activities would be more complex and challenging.

Disregarding the challenges that we may encounter if we treat this topic in our classroom, it is essential to include these topics and articulate them with other subjects within projects to raise awareness of gender equality in our students.

Closing the Lesson



In this lesson we have seen:

The historical events that marked the fight for women's rights.

The roles that women were assigned in the last centuries and its evolution.

The importance of films in the EFL Classroom.

The way in which we can teach language through History and Art.

The importance of becoming aware of the women's fight for their rights and their achievements.

Congratulations!! You have finished the second lesson. For this reason we will leave a present for you, and you can also use it with your students.

This time it is a female singer, a singer who has had a voice as regards women's rights. Taylor Swift has created some of the most empowering songs ever written. One of them is *The Man* and it belongs to her album *Lovers*.



So, as a present, we leave you this song and how you can use it in your classrooms.

Taylor Swift - The Man

<https://www.youtube.com/watch?v=AqAJLh9wuZ0>

Listen to it and think: What aspects of gender equality does Taylor Swift denounce in this song?

Activities



Now, Let's Activate our Knowledge! (Compulsory activity)

You will have to answer in the forum. You should not exceed 40 words. (Due to: two weeks after you have seen the lesson).

Now, it is your turn. Look back at the activities and say where they can go in a lesson plan. Support your answer.

Lesson Plan

1- Activities for the Engage Stage:

a- Warm-up:

b- Presentation:

2- Activities for the Study Stage:

3- Activities for the Activate Stage:

Reading Material

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Meli, Verónica (2023). Clase Nro.2: *Feminism Seen through Films*. La enseñanza del inglés a través de hechos históricos y actuales vistos a través del arte. Buenos Aires: Ministerio de Educación de la Nación.



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Módulo 4: La enseñanza del inglés a través de hechos históricos y actuales vistos a través del arte

Lesson 3: LGBTQ+ and *Heartstopper*

Welcome to our 3rd Lesson!!



Objectives: At the end of this lesson, you will be able to:

Develop awareness on specific social issues (such as bullying) facing youth among LGBTQ+ people.

Relate the historical background and the series *Heartstopper*.

Provide activities for the EFL classroom.

In our third lesson we are going to focus on the most important historical events which were the very first steps in the LGBTQ+ fight for their rights. As we have seen in our previous lesson, this one is also within the framework of ESI (Educación Sexual Integral) in our schools. This is a National Law and this Law proposes a programme (Programa Nacional de Educación Sexual Integral -PNESI) that articulates the teaching of these contents in our schools. In this case, the articulation of this topic with our subject would be useful to raise awareness on social issues such as bullying. It is also important to highlight that this topic may be framed within one of the axes that ESI perspective provides: *respect for diversity*. It would also help students to find emotional support, in case they need it, in a space in which it has not been proper to “talk” about these kinds of issues.

Our students know a lot about diversity and, even, many of them are LGBTQ+ people. Nevertheless, not many know when this movement started and how difficult it was to gain these rights. For this reason, the purpose of this lesson is to know the landmarks of the LGBTQ+ movement from its beginning up to our days. At the same time we are going to relate the historical events to the famous series *Heartstopper*.

In the previous classes we started from the historical background and then we went to the photographs and movies that reflected those historical events. This time the intention is to start

from visual art and then turn our attention to History. Now, you may wonder why we have chosen this particular series. There are two main reasons to work with *Heartstopper*, the first one is that the series has become very popular among teenagers because it is an adaptation of a comic written by Alice Oseman. The second one is related to the way the series introduces different teenagers who represent members of the LGBTQ+ movement and the way they are presented is appropriate for the students' age.

The series, which is based on a graphic novel series of the same name by Alice Oseman, follows the relationship of Charlie and Nick, two students at an all-boys grammar school called Truham in a small English town. Charlie, Nick, and their friends navigate all the trials and tribulations of modern young adulthood including discovering their identities and exploring their first romantic relationships.

The series features prominent LGBTQ+ representation and has been applauded for its positive and genuine portrayal of a queer love story. Before moving to the series we invite you to watch the following talk and think about some issues of this topic.

Getting Close to the Topic



This is What LGBT Life is Like Around the World

[https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_lif
e_is_like_around_the_world](https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_life_is_like_around_the_world)



Watch the video and think about the situation of LGBTQ+ members nowadays

Reflect about the difficulties they have endured throughout the ages. Think about: family, job, society.

Think about the countries which have advanced as regards this issue. Why is it important?

How would you feel if you or someone you care about were in their shoes?

Heartstopper

Now, it is time to start with the series. In this section of the lesson we are going to get acquainted with the characters of the series and we are going to propose activities for the EFL Classroom.

Here you have a video which is a summary of the first season of *Heartstopper*. In case you have not seen the series, we invite you to watch it in order to understand the characters and how they relate to each other. Nevertheless, it would be advisable, if it is possible, to watch the series or some chapters to fully understand the essence of it.



Heartstopper Season 1 Recap

<https://www.youtube.com/watch?v=On47w0hEZDM&t=7s>



Let's reflect about the series and the issues that it presents as regards the LGBTQ+ people:

You may also use these questions to discuss with your students after watching the series.

- 1- Watch the recap video about the first season of *Heartstopper* and answer the following questions.
 - a. Can you think of a film or series with the same sex-relationship as its main topic?
 - b. Why is it important that same-gender relationships are represented on the screen?
 - c. Now, let's concentrate on the series:
 - i. How do the characters who represent a member of the LGTBQ+ feel at school? Give examples.
 - ii. What is the treatment they receive from their classmates at school? Why?
 - iii. Can they freely say their likes as regards their gender? Why/Why not? What do they have to do in order to live their relationships?
 - iv. Do you think is it fair? Why/Why not?
 - v. Suggest three activities to work with your students. (You can work with the characters, feelings, emotions, topics such as rejection, isolation, love.

Working with the Series in our Classrooms

Now we are going to work with the characters of the series. In this section you will find activities that you may use with your students in the classroom. This section is divided into two parts. The first one is devoted to activities meant for first and second year students, while the second part will focus on bigger students.

First Part

Before you start with the activities, there are some aspects you may take into account. As your students are going to start with the characters, you may show the students pictures of the characters, or you may project the images and give the students copies so they can follow your

instructions easily. You may also have the questions printed together with the pictures. As this is a warm-up activity, you may have the students work in pairs, so they can discuss the questions and, at the same time, you will be fostering communication in the classroom.

Another important aspect to take into account is that it would be advisable to work with the pictures and questions with the whole group in order to motivate your students and to anticipate whether they have understood the topic or not. As regards the game that is suggested in this first part, it will be more practical and useful if you have your students to work in groups.

1. Let's work with the characters:

a. The students look at the characters and they answer the following questions:

- i. Do you know these girls and boys?
- ii. Where have you seen them?
- iii. Have you seen the series?
- iv. Did you like it? Why/Why not?



b. Now, the students answer questions about the characters orally. They choose one of them to work with.

i. What is his name?

ii. How old is he?

iii. Who is he?

iv. What is his favorite activity?

v. What is he good at?

vi. Who is he in love with?

c. Then, they read a written questionnaire about the characters in order to play a game:

i. The students play a game: The course is divided into four groups. They have to complete the questionnaire about the personal information of three characters. In order to do so, each group will be assigned a quotation but they will not know which character had said it. (So, they will get three quotations). In order to discover the characters (and then solve the questionnaire), they will have to look for the quotation they have been assigned in a **QR code**. This code will have the quotation they have been assigned and the picture of the character who said it. Once they have found out the characters, they answer the questionnaire.

The teacher will prepare a **QR code** with the quotation and the picture of the person who said the quotation. Example:



"It's hard to be confident when they all see me as a stereotypical gay boy who can't do sports."

Then, the teacher will stick the QR codes on different walls of the schools. Then, the students have to scan the QR codes until they find their assigned quotation. (Remember that the quotation also has the picture of the character). Once the group has found their three characters, they have to complete the questionnaire about them. The group that finishes first is the winner.

ii. Another way to work with characters in 1st and/or 2nd year is with the verb to be and adjectives. In this case, we propose to play another game. This is a guessing game: The teacher divides the class into groups. Then, one member of the group comes to the front, he/she places a picture of one of the characters on his/her forehead, so that he/she cannot see the character. The other members of the group should give clues about the character's physical appearance or personality. For example: He is tall, he is thin, he can run fast, etc. The student who is at the front has to guess the character. The student who guesses with less tries is the winner.

Second Part

For older students, we can work with deeper and more difficult activities. Nevertheless, it is advisable to start with the activities that were suggested in the first part because students will need

a cultural context or background before they can fulfill more difficult activities. These activities will allow you to get deeper in the topic and then, in the historical background.

1. We can present the historical background (Remember to adapt the texts for your students as we saw in the first lesson) and answer questions.
2. Write true or false.
3. Decide which sentence is correct or not. Order the sequence of events and support their answers.
4. Relate the historical background and the series. For example, ask students to detect the achievements made by the LGBTQ+ movement that are reflected in the series.
5. Compare the situation of LGBTQ+ people in the series and at the beginning of the 20th Century.
6. Design memes, posters, etc. to raise awareness as regards the situation of LGBTQ+ members.

Historical background to Heartstopper

Now, it is time to take a look at the historical background.

The Early Gay Rights Movement

In 1924, Henry Gerber, a German immigrant, founded in Chicago the Society for Human Rights, the first documented gay rights organization in the United States. During his U.S. Army service in World War I, Gerber was inspired to create his organization by the Scientific-Humanitarian Committee, a homosexual emancipation group in Germany.

The Pink Triangle

The gay rights movement stagnated for the next few decades, though LGBT individuals around the world did come into the spotlight a few times. For example, English poet and author Radclyffe Hall stirred up controversy in 1928 when she published her lesbian-themed novel, *The Well of*

Loneliness. And during World War II, the Nazis held homosexual men in concentration camps, branding them with the infamous pink triangle badge, which was also given to sexual predators.

The Mattachine Society

Mattachine Foundation members restructured the organization to form the Mattachine Society, which had local chapters in other parts of the country and in 1955 began publishing the country's second gay publication, *The Mattachine Review*. That same year, four lesbian couples in San Francisco founded an organization called the Daughters of Bilitis, which soon began publishing a newsletter called *The Ladder*, the first lesbian publication of any kind.

These early years of the movement also faced some notable setbacks: the American Psychiatric Association listed homosexuality as a form of mental disorder in 1952.

The following year, President Dwight D. Eisenhower signed an executive order that banned gay people—or, more specifically, people guilty of “sexual perversion”—from federal jobs. This ban would remain in effect for some 20 years.

Gay Rights in the 1960s

The gay rights movement saw some early progress in the 1960s. In 1961, [Illinois](#) became the first state to do away with its anti-sodomy laws, effectively decriminalizing homosexuality, and a local TV station in California aired the first documentary about homosexuality, called *The Rejected*.

In 1965, Dr. John Oliven, in his book *Sexual Hygiene and Pathology*, coined the term “transgender” to describe someone who was born in the body of the incorrect sex.

But more than 10 years earlier, transgender individuals entered the American consciousness when Christine Jorgensen came out as a trans woman, following gender confirmation surgery.

Despite this progress, LGBTQ individuals lived in a kind of urban subculture and were routinely subjected to harassment and persecution, such as in bars and restaurants. In fact, gay men and women in New York City could not be served alcohol in public due to liquor laws that considered the gathering of homosexuals to be “disorderly.”

The Stonewall Inn

A few years later, in 1969, a now-famous event catalyzed the gay rights movement: The [Stonewall Riots](#).

The clandestine gay club Stonewall Inn was an institution in Greenwich Village because it was large, cheap, allowed dancing and welcomed drag queens and homeless youths.

But in the early hours of June 28, 1969, New York City police raided the Stonewall Inn. Fed up with years of police harassment, patrons and neighborhood residents began throwing objects at police as they loaded the arrested into police vans. The scene eventually exploded into a full-blown riot, with subsequent protests that lasted for five more days.

Christopher Street Liberation Day

Shortly after the Stonewall uprising, members of the Mattachine Society split off to form the Gay Liberation Front, a radical group that launched public demonstrations, protests and confrontations with political officials. Similar groups followed, including the Gay Activists Alliance, Radicalesbians, and Street Transvestite Action Revolutionaries (STAR).

In 1970, at the one-year anniversary of the Stonewall Riots, New York City people marched through local streets in commemoration of the event. Named the Christopher Street Liberation Day, the march is now considered the country's first gay pride parade. Activists also turned the once-disreputable Pink Triangle into a symbol of gay pride.

LGBTQ Political Victories

The increased visibility and activism of LGBTQ individuals in the 1970s helped the movement make progress on multiple fronts:

- In 1977, the New York Supreme Court ruled that transgender woman Renée Richards could play at the United States Open tennis tournament as a woman.
- Several openly LGBTQ individuals secured public office positions: Kathy Kozachenko won a seat to the Ann Arbor, Michigan, City Council in 1974, becoming the first out American to be elected to public office.

- Harvey Milk, who campaigned on a pro-gay rights platform, became the San Francisco city supervisor in 1978, becoming the first openly gay man elected to a political office in California
- Milk asked Gilbert Baker, an artist and gay rights activist, to create an emblem that represents the movement and would be seen as a symbol of pride. Baker designed and stitched together the first rainbow flag, which he unveiled at a pride parade in 1978.
- The following year, in 1979, more than 100,000 people took part in the first National March on Washington for Lesbian and Gay Rights.
- Don't Ask, Don't Tell policy:
 - Retired Sgt. Tom Swann wears a "lift the ban" armband to protest the Don't Ask, Don't Tell policy against gays in the military. At center is Navy Capt. Mike Rankin. All were part of the Gay, Lesbian, Bisexual Veterans of America.
 - President Clinton in 1993 passed the "Don't Ask, Don't Tell" (DADT) policy, which allowed gay men and women to serve in the military as long as they kept their **sexuality a secret**. (Gay rights advocates decried the DADT policy)
 - In 2011, President Obama fulfilled a campaign promise to repeal DADT; by that time, more than 12,000 officers had been discharged from the military under DADT for refusing to hide their sexuality.
 - Don't Ask, Don't Tell was officially repealed on September 20, 2011.
- In 2015 the Supreme Court ruled that states cannot ban same-sex marriage, making gay marriage legal throughout the country.
- The Boy Scouts of America lifted its ban against openly gay leaders and employees. And in 2017, it reversed a century-old ban against transgender boys, finally catching up with the Girl Scouts of the USA, which had long been inclusive of LGBTQ leaders and children (the organization had accepted its first transgender Girl Scout in 2011).
- In 2016, the U.S. military lifted its ban on transgender people serving openly, a month after Eric Fanning became secretary of the Army and the first openly gay secretary of a U.S. military branch. In March 2018, President Donald Trump announced a new transgender

policy for the military that again banned most transgender people from military service. On January 25, 2021—his sixth day in office—President Biden signed an executive order overturning this ban.

- On December 13, 2022, President Joe Biden signed the Respect for Marriage Act into law. The law requires that individual states recognize same-sex and interracial marriages that were lawfully performed in other states.

Though LGBTQ+ Americans now have same-sex marriage rights and numerous other rights that seemed farfetched 100 years ago, the work of advocates is far from over.

Victories in Argentina: (Educ.ar, 2021)

- 1992: The first Gay Pride March in Argentina.
- 1997: The March changes date, from June to November in order to protect HIV persons from cold weather. At the same time, this date is important because the first dissident group was created on November 1st.
- 2006: Ley de Educación Sexual Integral N° 26.150. This Law is important for the LGBTQ+ people because one of its main axes is the respect for diversity.
- 2010: Ley de Matrimonio Igualitario N° 26.618. This Law recognizes the right for people of the same sex couples to legally get married.
- 2012: Ley de Identidad de Género N° 26740. It recognizes the right to have their gender identity the way they perceive it.
- 2021: Ley de promoción de empleo a personas travestis, transexuales y transgénero N° 27636.
- 2021: Decreto N° 476. Argentina has been the first country to recognize identity legally.

Closing the Lesson



In this lesson we have:

- ✓ Seen the main points of History, the hardships and achievements of the LGBTQ+ people.
- ✓ Analyzed some aspects of the series *Heartstopper*.
- ✓ Related the series with the historical background.
- ✓ Seen different and varied activities and tasks for our students.
- ✓ Reflected on the importance of teaching-learning within a context (in this case, historical points of the LGBTQ+ movement and the series).
- ✓ Arouse awareness on this controversial and sensitive topic.

Congratulations again!! You have finished the third lesson of this module. And, as you know, we will leave a present for you, and you can also use it with your students.

This song, called *Girls*, is interpreted by Marie Ulven Ringheim known as Girl in Red. In this song you will find more evidence as regards the hardships that the members of the LGBTQ+ have to face and endure. We hope you, and your students, like it.





Girls

<https://www.youtube.com/watch?v=HQYI-kwnipE>



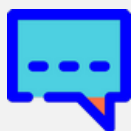
If you use the song, you may ask your students to listen to it and answer:

What feelings does she express in the song?

What situations does she describe?

Are these feelings and situations similar to the ones we saw in the series? Ask them to support their answer.

Activities



Reflect on Historical Background and its relation to *Heartstopper* (optional forum)

Share your answers in the forum. The length of your answers should not exceed 40 words.

This activity is due two weeks after the first presentation of this lesson.

After reading the historical background and seen the series, you may reflect and/or answer these questions:

- a. Name some difficulties/cases of violence and segregation people from the LGBTQ+ movement had to endure.
- b. Name some fulfillments the movement had achieved.
- c. Are these achievements enough? Why/Why not? Support your answer with the situations shown in *Heartstopper*.
- d. Name some achievements that have been fulfilled in Argentina.
- e. How would you relate the series to History? Give three examples.
- f. What is your opinion as regards the use of these kinds of topics in our classrooms?

Reading Materials

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Módulo 4: History Seen through Different Expressions of Art to Work in the English Classroom

Lesson 4: How to Check Understanding through Games

Welcome to our 4th Lesson!!



Objectives:

At the end of this lesson you will be able to:

- Understand the importance of games in the classroom.
- Analyze and use some strategies in order to check understanding and make a revision with your students.
- Think about games to use in your classrooms.

The present lesson aims to show the importance of games in the EFL classrooms. Although games are essential in any part of the lessons, they would be a means to raise interest in the students when we have to make a review of previous topics. When teachers have developed a topic and the students have gone through the stages of practice and production, it may result in a difficult task to review the same topic, for example, before an exam. Actually, in many cases this revision would be monotonous and boring and this would turn into just “switching off” the lesson. So, in order to answer this question you will find the first part of the lesson: how to check understanding (or review) the contents that have been developed. The proposal in this part will be to check the students' understanding through games, at the same time we will see the importance of games in the EFL classrooms. Since the topics that have been developed in the previous lessons are complex and students need to memorize facts and dates, this part will help you to make the revision of your lessons easier to develop and, most important, you will have the full attention of your students.

As regards the second part, you will find the instructions related to your final assignment which will be essential to complete and pass this module.

Using Games to Check Understanding and Go through the Contents of Previous Lessons

Importance of Games in the English Classroom

In this section you will see the role and relevance of games in the process of acquiring the English language. As we have seen since the first lesson, students acquire any language if they are exposed to indirect learning, that is to say, students are interested in the context or the task rather than in the language itself. In doing so, they will learn to use language for the purpose of communication. There exists a factor which proves that the use of games helps students to get involved in the lesson and it is not just for the sake of having fun. It is Krashen's (1982) affective filter hypothesis.

The affective filter hypothesis states that there exist a number of affective variables. These variables are: motivation, self-confidence, anxiety and personal traits and they play a crucial role in the acquisition of any second language. They also may affect the students' learning process positively or negatively. Consequently, if the filter is high and the students feel stressed, inhibited, students will block the knowledge. But, if the filter is low and the students feel motivated, relaxed and confident, acquisition of the language will take place. For this reason, the use of games to check understanding will generate the conditions to lower this filter and make students feel motivated, relaxed and confident. Actually, games can prove to be really useful while learning a language for many reasons which also serve to lower this affective filter:

- Learners understand better when they are active.
- If games are properly designed, they may help in making the teaching-learning process more effective.
- Games provide language practice in all the four skills, namely, reading, speaking, listening, and writing.
- For use of language, these games not only create a meaningful context but also can be fun while learning English.
- Games offer an environment where the learners can practice using new words and are free to express themselves.

- Games can be an efficient way to develop communication skills, strengthen relationships and face the world with confidence.
- Games are highly encouraging and increase cooperation.

According to Jeremy Harmer (2001), games which are designed to provoke communication between students frequently depend on an information gap. That is, one student describes something and the other one has to solve a puzzle, draw a picture, put things in order, find similarities or differences or answer a question. In the following section you will find examples of games.

Ready... Set... Go!!

The following games are some of many you can play with your students. These are arranged in order of difficulty, from the easier to the more complex ones. The first two games can be used to review vocabulary, dates or punctual facts, while the last ones can be used to explain, describe or define.

1- **Musical Envelope:**

How to play:

In an envelope you are going to place: pictures or instructions or questions. Then you have to play music, while the music is on the students pass the envelope hand by hand. When the music stops the person who has the envelope has to open it and choose a piece of paper with the picture, instruction or question, without looking at the inside of the envelope. Then, the student reads the command and answers.

Examples of the content that can be inside the envelope:

a. Look at the picture and:

Describe it. (In the picture there are people, they are in the street, they are holding posters of protest, etc.)

Explain what the people on it are doing.

Express your feelings.

Compare it with a similar event in Argentina.

b. Instructions:

Name three causes of the counterculture movement.

Name three roles of women during the XIX Century.

Name three achievements of LGBT people in Argentina.

c. Questions:

Where did Mario Savio deliver his speech?

What was the symbol of the hippie movement?

What was the name of the musical festival?

What is gender equality?

What did Enola Holmes do that was against the rules during her times?

What is the name of the protagonist of the series Heartstopper?

What does he suffer in school? Why?

2- **Two Truths and a Lie:**

How to play:

First divide the class into four groups. The students have to write sentences about a certain topic, for example, Heartstopper. They are going to write two sentences which are correct and another one which is incorrect. Then, they read the sentences and the other groups should say which sentences are a Lie. The group which has more Lies is the winner.

3- **Jeopardy:**

How to play:

For this game you will need a board which will indicate different categories and different levels of difficulties:

	Counterculture Movement	Feminism	LGBTQ+
100 points			
200 points			
300 points			
400 points			

Each category and number has an envelope with a question on it. The questions which are 100 points are the least difficult, while the questions that are 400 points are the most difficult. The students choose a category and a number, for example: Counterculture Movement/100. So, they take the corresponding envelope and they answer the question. If the student's answer is correct, he/she will get the points he/she bet when he/she chose the category and the points. You can include any question, instruction or picture for them to answer. Even, you can also include grammar questions, for example: Mario Savio said: "It's totally unrepresentative of the graduate students." So, the students see the quotation and they have to report the statement like this: Mario said that it was totally unrepresentative of the graduate students. Then, if the grammar is simple past tense, you may have questions in the envelope, for example: When did Emma Watson deliver her speech? The game ends when there are no more categories and points on the board, and the winner is the one who obtains more points.

4- Los ocho escalones:

This game is an adaptation of the TV Show. First, form four groups of students, then, they will represent their groups taking turns. In this way, the first turn will be played by four representatives of each group. Each member has to answer a question as the ones described in the Jeopardy game. You can start with simple instructions and questions with the first students. In the second turn, different representatives of each group will answer the questions, and so on. The instructions and

answers will be more complex as the students answer the questions. At the same time, the students who answer correctly can move towards the next step. The group that answers all the questions and gets to the eighth step, is the winner.

Closing the Lesson and the Module



In this lesson we have:

- Seen the importance of games in the classroom.
- Analyzed and used some strategies in order to check understanding and make a revision with our students.
- Thought about games to use in our classrooms.

And in this module we have:

- Reflected on the structure and stages of a lesson plan.
- Seen and understand the historical backgrounds of some events through photographs, films and a series.
- Reflected on the implications of each topic.
- Integrated the three axes that we proposed at the beginning of the module: Methodology, History and Arts.
- Discovered the possibility of making transversal projects framed under the ESI.
- Seen different strategies and activities which can be used in the classroom.
- Seen the importance of games in the EFL classroom in order to integrate not only contents but also different skills.

Food for Thought

Throughout this module we have presented many alternatives to work with in our classrooms. We have explored new ways to create a cultural context in order to provide a space to foster interest, participation and communication.

Now, these tools may give way to new ideas to share with your students. So, let's reflect on these questions which can be useful to generate new elements for future research for your practice in the classrooms:

- 1- What aspects can you innovate in your classroom taking the contents developed in this module?
- 2- Is it worthy to include the topics that we have seen in the module? What other topics would be interesting to include?
- 3- What new games can come up with from the ones you have seen in the module?
- 4- How can we adapt games to present a topic or for revision?

Activities



Final Activity (compulsory)

This is your final task. As we have seen in this module, we have three axes: methodology, History and Arts. And in this final lesson we learned how to put these three elements together. For these reasons, you will have to complete the following activity:

Propose a game which includes one of the topics of the three first lessons. Again, you are free to choose the topic you feel more comfortable with.

Remember:

1. You have to state in what stage of the lesson you would place it.
2. You have to explain the game, step by step.
3. You have to support the choice of your game and where you have placed it.

4. Your answer could be done in more than one paragraph but it should not exceed 100 words.
5. You should deliver your answer in box.
6. For your answer use: Calibri, 12, Space: 1,5 and justified text.
7. Due: November 9th.

Thank you!!!

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