

LET'S CELEBRATE DIVERSITY!*

Competences:

Read different types of texts written in English as a foreign language.
Write various types of texts written in English as a foreign language.



Good morning students, how are you?

Today, we are going to work with the platform “I learn at home”.

(Hoy, vamos a trabajar con la plataforma “Aprendo en casa”).

For this we will carry out the following activities:

ACTIVITY:1

A story about diversity

LET’S SELF-ASSESS!

¿Cuánto sabes comunicar en inglés sobre la discriminación? Marca con una “X” donde creas conveniente. Aquí no hay respuestas correctas o incorrectas, lo importante es que seas honesta/o contigo misma/o al responder.

Can I do it?		Not at all	Somewhat	Well	Very Well
1.	Can I understand a story in English about a person who faced discrimination?				
2.	Can I use the simple past to write a story in English about a person who was discriminated against?				
3.	Can I connect events in a story in English using sequence words?				
4.	Can I pronounce words well and use appropriate intonation when I read a story about discrimination in English?				


LET'S OBSERVE AND READ!

LOOK!

What is **discrimination**? Read the following definition¹:

"Discrimination is when a person is treated differently (not in a good way) because of some aspect of their identity."

Kidshelpline



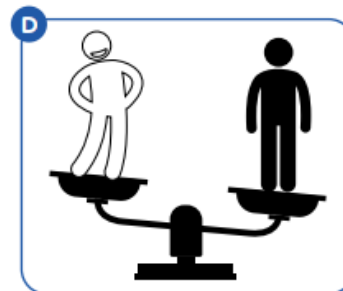
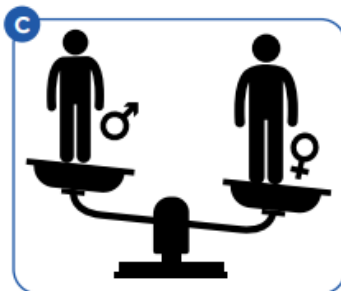
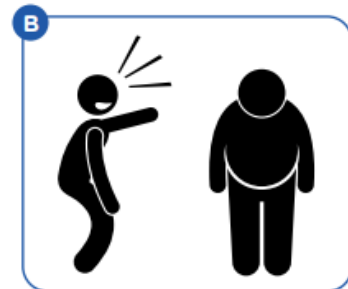
OBSERVE – **EXERCISE 1**

Match the type of discrimination with the correct image. Follow the example:

Example:

Ethnic/racial discrimination: D

1. Disability discrimination
2. Body size discrimination
3. Gender discrimination
4. Economic discrimination



Read the following definition² and look at the three examples:

Stereotypes are ideas or beliefs that people have about someone or something, especially an idea that is wrong.

Cambridge Dictionary



Stereotypes can be hurtful and can impede our success.

All girls are bad at science



All teenagers are rebels.



All boys are messy.



OBSERVE – EXERCISE 2

Match the type of discrimination with the correct stereotype. Number one is the example:

TYPE OF DISCRIMINATION	STEREOTYPE
1. Ethnic/ racial discrimination	• A. People think she is lazy because she is fat.
2. Disability discrimination	• B. People think she is bad at science because she is a girl.
3. Body size discrimination	• C. People think he is a criminal because he is black.
4. Gender discrimination	• D. People think she doesn't belong at the party because she was poor.
5. Economic discrimination	• E. People think she can't work because she has a disability.

READ*

Read the stories of Jose, Gina and Bruno:



Jose the farmer's son

This is the story of Jose. His parents were poor farmers and they worked hard to send their son to a new school in the city. He **didn't have** any friends because people thought he was dishonest and jealous of them.

One day, one of his classmates lost her calculator and everybody blamed Jose because he was poor and he looked different. Jose told everyone that he **didn't do** it, but nobody believed him. He felt terrible.

The next day, the principal told everyone that José **didn't steal** the calculator. It was in the girl's backpack the whole time. Then, the principal asked everyone to apologize to Jose.

Later on, everybody realized that Jose was a noble and kind person. They just had to get to know him better.

Moral of the story: Take time to get to know people!

Gina is so cute!

This is the story of Gina. She was a 14-year-old girl with a speech disorder. All of her friends helped her with her homework and the teachers always gave her easy tasks. People thought she was shy, fragile and incapable of doing anything by herself. Gina felt useless.

One day, Gina stood up and said that she wanted to be the delegate of the class! Then, she said that she was capable of doing many things and that she **didn't** like to be treated like a child.

After that, she became the class delegate and did a great job. Finally, everyone realized that she was a smart and responsible girl. She was capable of doing anything she wanted to do.

Moral of the story: Give everyone the same opportunities!

Bruno loves to dance

This is the story of Bruno. He was a 15-year-old boy who loved to dance ballet. The boys thought he was weird and too delicate because they thought that ballet was only for girls. Bruno felt awful and didn't want to go to school.

One day, everyone saw Bruno on the cover of the newspaper. He won an important dancing competition. Then, they realized that Bruno was very determined and hardworking and that ballet was hard.

After that, his classmates understood that every person in the world deserves to be treated with respect and empathy. It doesn't matter if you are different.

Later on, they discovered that Bruno was a very compassionate, fun and loyal friend. They are very proud of him.

Moral of the story: Everyone deserves respect and love!

LET'S UNDERSTAND!

UNDERSTAND – EXERCISE 1

Make the sentences TRUE about José, Gina and Bruno. Follow the example:

Example:

Bruno's parents were farmers. Jose's parents were farmers.

1. Everyone thought that Jose broke the window.
_____.
2. After the incident, Jose's classmates realized that he was funny.
_____.
3. Gina wanted to be class president.
_____.
4. People thought that Gina was incapable of doing anything and she felt happy.
_____.
5. The boys in Bruno's class thought he was mean.
_____.
6. After the incident, they realized that Bruno was very smart and independent.
_____.

UNDERSTAND – EXERCISE 2

Complete the charts with the correct information about Gina and Bruno according to their stories. Follow the example:

EXAMPLE:

José

- | | |
|---------------------------------|--|
| • Type of discrimination | Ethnic and economic discrimination. |
| • Stereotype | People thought he was dishonest and jealous because he was poor. |
| • Qualities | People realized that he was a noble and kind person. |

Gina

- | | |
|---------------------------------|-------|
| • Type of discrimination | _____ |
| • Stereotype | _____ |
| • Qualities | _____ |

Bruno

• Type of discrimination

• Stereotype

• Qualities

UNDERSTAND – EXERCISE 3

In English, we call the central message of a story the “moral of the story”.

Write a **J** (for José’s story), a **G** (for Gina’s story) or a **B** (for Bruno’s story) for each of the following morals we can learn from their stories. Follow the example:

G Never underestimate a person with a disability.

Don’t judge people because of how they look.

Some people are stronger than you think.

Not giving everyone the same opportunities is a form discrimination.

Everyone deserves respect, not just talented people.

LET’S PRACTISE!

¡NOTEMOS ALGO!

Lee las tres historias otra vez. Presta atención a los verbos en tiempo pasado y escribe al menos tres ejemplos más para cada una de las tres categorías en los cuadros a continuación. Mira los ejemplos:

Regular verbs

• worked

Irregular verbs

• thought

Negative verbs

• didn’t have

Ahora, usando las siguientes tres opciones, completa esta regla sobre cómo creamos el tiempo pasado en inglés.

-ed o -d

regulares

irregulares

didn’t

Recordemos que para crear el tiempo pasado de los verbos _____ **1** en inglés, agregamos _____ **2** al final del verbo. Para los verbos _____ **3**, cada uno es diferente y necesitamos memorizar la forma en pasado simple.

Para crear el tiempo pasado en negativo en inglés agregamos _____ **4** antes del verbo en su forma original.

PRACTISE – EXERCISE 1

Complete the story by putting the verbs in parentheses in the past tense. Follow the example:

Marisol was (be) a heavy girl in school, and people _____ ① (think) that she was lazy and had unhealthy habits.

When the students _____ ② (have) to make groups in class, no one _____ ③ (want) to work with Marisol and she _____ ④ (feel) lonely and discriminated.

One day, the students _____ ⑤ (do) a presentation on their daily meals. Then, they _____ ⑥ (realize) that Marisol was really responsible with her meals and that she exercised often. Marisol was just a little heavy, but she was not lazy or unhealthy at all.

LOOK! Sequence words help the reader understand the order of events that are taking place.

These are some examples of sequence words:

- After that
- Later on
- One day
- The next day
- Then
- Finally (this one usually goes with the last event)

PRACTISE – EXERCISE 2

Put Miguel's story in the correct order by writing numbers from 1 to 5 and then write the moral of the story. Follow the example:

○ **Finally**, everyone learned not to judge people they don't know.

① Miguel always got good grades. But people thought he wasn't good at sports.

○ **After that**, Miguel was accepted on the team and started to train with his teammates right away.

○ **One day**, Miguel told the coach that he wanted to join the football team and everybody laughed.

○ **Then**, Miguel took the ball and showed everyone that he was a great footballer.

What is the moral of Miguel's story?

ACTIVITY: 2

DO IT YOURSELF! – D.I.Y.

LET'S CREATE!

Use the stories of José, Gina and Bruno as examples to write a story that celebrates diversity.

Use the information below to write the story of Miriam.

- **Personal Information** | 14-year-old high school student
- **Type of discrimination** | Body size discrimination
- **Stereotype** | People think she is lazy
- **Qualities** | She is hardworking, organized and very smart.

A. You can do it on a piece of paper, using a pen, colour pencils, pictures, glue, etc.

B. You can do it on a computer, using Microsoft Word, Power Point or any other app of your choice.

Finally, create a video or audio of you reading your fictional story out loud.

Your story should include the following characteristics



STORY	YES	NO
1. The story is about Miriam and it is told in third person.		
2. The story is told in the past tense with both regular and irregular verbs conjugated correctly in English.		
3. The events in the story are correctly connected with sequence words.		
4. The story is 100 - 120 words long.		
5. The moral of the story is explicit and is against discrimination.		
6. The story has to be 100% your original creation (don't copy phrases from the internet or this resource).		
7. For the oral presentation, pronunciation and intonation are clear.		

***Recommendation: Write** a first draft of your story and then revise if it includes all the characteristics above.

















LET'S SHARE!

Muéstrales tu idea a tus padres, hermanas y/o hermanos, a quienes tengas en casa o a tu profesora o profesor, si están en contacto, y explícales las siete características que tu historia debe tener. Toma nota de los aportes y mejora tu idea para hacer tu texto en inglés.



LET'S REFLECT!

Dale un visto bueno a una de las cuatro opciones. Selecciona la opción que mejor exprese lo que puedes hacer ahora que culminaste las dos actividades de la semana.

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ORGANIZE YOUR ENGLISH PORTFOLIO OR YOUR ENGLISH NOTEBOOK.