



SESIÓN N°: 29

MY PROJECT*

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".

ACTIVITY:1 CHANGE THE WORLD

LET'S SELF-ASSESS!

Los adolescentes pueden cambiar el mundo y resolver problemas colaborando y siendo creativos, ¿qué problemas afectan hoy a tu comunidad? ¿Qué fuentes de información son confiables para aprender más sobre estos problemas? ¿Cómo puedes ser parte de la solución? ¿Cuál es tu plan de acción? ¿Puedes comunicar en inglés las formas en las que podemos resolver problemas en nuestra comunidad y crear conciencia?

Expresa cuánto sabes en inglés con las frases en la parte superior de la tabla. Marca con una "X" donde creas conveniente. Aquí no hay respuestas correctas. Solo responde con honestidad.

Can I do it?	Not at all 	Somewhat 	Well 	Very Well
1. Can I identify key details in an interview?				
2. Can I match the global problems with the actions taken by the activist?				
3. Can I give advice about how to deal with a problem using "should", "shouldn't"?				
4. Can I write an interview in English to raise awareness about a specific problem in my community?				

LEAD IN

Match the phrases with the pictures that best represent them. Follow the example:

1 Fight for equality for girls and women in the world. 2 Use your creativity to solve problems in the world. 3 One child, one teacher, one book and one pen can change the world. 4 Find a current problem in your community and solve it.

A B C D

Note: A red arrow points from the example phrase '1' to illustration C.

LISTEN AND READ*

Listen to and read the interviews with Malala¹ and Jose Adolfo:

Malala Yousafzai: A young education activist from Pakistan

“One child, one teacher, one book and one pen can change the world.”



Hi Malala, welcome to our TV show *Teens Have a Voice*.

Thank you for the invitation.

You are a very popular activist for education. Why did you decide to be an activist?

Well, in Pakistan many girls don't study or work. Many marry at a young age. Only 66% of girls in Pakistan finish primary school. This is the story of many girls in the world and we shouldn't stay silent.

Of course, education is a universal right. What activities do you do to raise awareness about girls' education?

I gave my first speech when I was 11 years old and I started a blog to talk in favor of girls and women. Unfortunately, I was attacked because I spoke out about the importance of education for everyone. but, luckily I survived. After that, I

wrote a book called *I Am Malala* to tell my story and help others stand up for girls' rights.

You are really brave, Malala. Now, tell us more about you. What is your mission?

My mission is to bring justice and equality for all girls and women in my community and in the world. Everyone should have the same opportunities.

Malala, thank you very much for your time. Do you have any final message to share with us?

Yes, my favourite quote is: "One child, one teacher, one book and one pen can change the world".

That's a great message! Thank you for coming and keep speaking up for girls!

Thank you.

Jose Quisocala : A young banker from Arequipa, Peru

“Use your creativity to change the world”



José Adolfo is fifteen years old and he is a banker from Arequipa.

Welcome to our radio show *Young Leaders*. It's really nice to meet you.

Nice to meet you, too. I'm happy to be here.

Please, tell us about the problem you identified in your community.

Well, in my community, there are many teenagers and kids that quit school to work.

That's terrible! And what did you do?

I decided to start a students' bank called Bartselana because I wanted to help my community. I think all children and teenagers should go to school.

Oh! I understand. So they had to work because their families needed money.

That's right! They needed to make money and save money too. So, with the help of my school, we set up a kiosk where teenagers and kids sold used paper and plastic to recycling centres.

That's very clever!

When teenagers and kids open bank accounts in Bartselana Students' Bank, they receive debit cards. After that, the money from the plastic and paper they sell is deposited into their account. So far, over 3500 students have accounts at the bank.

Fantastic! The bank helps children and teenagers to continue their education and it helps the environment, too.

It's a win-win situation. You should tell your children to open an account, too.

That's a good idea! Do you have a message for Peruvian teenagers?

Use your creativity to change the world! Mahatma Gandhi said "If you want to change the world, be the change".

Thank you very much for coming and please keep changing the world.

We need more young innovators like you to solve the problems in our community.

Thank you for the invitation.

NOTE

Mahatma Gandhi was a leader of India's independence

LET'S UNDERSTAND!

UNDERSTAND – EXERCISE 1

Complete the texts about Malala and Jose's interviews. Follow the example:



Malala is a **young activist** (example) from Pakistan who believes we should stand up for girls in Pakistan because they can't _____ (1) and many have to marry at a young age. When she was only 11 years old, she _____ (2). She was even _____ (3) by people who didn't agree with her. Fortunately, she _____ (4) and wrote a book about her experience called _____ (5). Her mission in life is to _____ (6).

1. The problem in Joel's community is that _____.
 a. Children suffer from various health problems.
 b. Children suffer from malnutrition.
 c. Children suffer from anaemia and poor nutrition.
2. The project is _____.
 a. To produce delicious snack rich in proteins.
 b. To produce a nutritious snack with ingredients rich in iron.
 c. To produce Chizitos with new ingredients.
3. The ingredients that Joel and his classmates used were _____.
 a. Cañihua, and chicken. b. Cañihua and lamb heart. c. Cañihua and lamb liver.
4. Joel's wants teenagers to _____.
 a. Look for a problem in their community and solve it now.
 b. Find a problem in their community and call the authorities.
 c. Find a problem in the world and change it.
5. Joel's favourite quote is _____.
 a. "Children can change the world".
 b. "You shouldn't wait to change the world".
 c. "One teenager can change the world".

ACTIVITY: 2

DO IT YOURSELF! – D.I.Y.

LET'S CREATE!

CREATE AN INTERVIEW ABOUT A PROBLEM

For many years, we have thought that teenagers are the future, but they are also the present because they can change the world now with their creativity and collaboration. Last week, you created a graphic organizer about a specific problem. Now, you need to create an interview to raise awareness about that problem. This is a great opportunity for you to speak up and start to change the world.

Step 1: Read again your graphic organizer and remember the information from last week.

Step 2: Use the sentences you wrote in your graphic organizer last week, and add recommendation to fight the problem. Follow the example.

Example:

People have few job opportunities because **they drop out of school. We should help people finish high school!**

Step 3: Write your interview. Check the texts in section "Listen and read" above, consider both parts the interviewer and the interviewee lines. Use the following template if you want to:

NOTE

Interviewer = entrevistador
Interviewee = entrevistado

Suggested template

1. Introduction (Greetings and general biographical information).
2. Presentation of the problem in your community. (What is the problem? When did you notice the problem?)
3. Detailed information (What are the causes? Who does the problem affect? Why did you get involved? How did you start? You can use the sentences from Step 2 here).
4. Calls for action (What should be done? You can use the sentences from Step 2 here).
5. Message (What is your personal message to your audience?).
6. Quote (Be creative and look for your own inspiring quote).
7. Farewell.

Your interview should have the following characteristics or criteria:

Characteristics or criteria	Yes	No
1. The interview is about a problem from your graphic organizer from last week.		
2. The interview includes at least three sentences with causes, effects and recommendations to fight the problem.		
3. The interview includes recommendation using "should" or "shouldn't" correctly.		
4. The interview includes a final message and a quote related to the problem.		
5. The interview includes an introduction, description of the problem and a conclusion or closing sentence.		

LET'S SHARE!

Muestra tu idea a tus padres, hermanos, a quienes tengas en casa o a tu profesora o profesor si, están en contacto, y explícales las cinco características que tu entrevista debe tener. Toma nota de los aportes y mejora tu idea para hacer tu entrevista en inglés.



LET'S REFLECT!

¡NOTEMOS ALGO!

Luego de haber realizado las actividades 1 y 2 puedo concluir lo siguiente:

1. "quote":

a. Hechos, datos o acontecimientos verdaderos





2. "fact":

b. Cita o transcripción de lo que alguien dijo o escribió.

3. "Recommendation"

c. Sugerencia o propuesta. En estos casos normalmente se utiliza "should" o "shouldn't" en inglés.

Ahora, reflexionemos: Selecciona la opción que mejor exprese lo que puedes hacer ahora que culminaste las dos actividades de la semana.

¿Lo puedo hacer?	No, necesito ayuda 	Un poco, pero necesito ayuda 	Sí puedo 	Sí puedo y muy bien 
1. ¿Puedo identificar información específica en un texto breve en inglés?				
2. ¿Puedo identificar los propósitos de los jóvenes activistas?				
3. ¿Puedo organizar mis ideas para crear una entrevista breve y sencilla?				

ORGANIZE YOUR ENGLISH PORTFOLIO OR YOUR ENGLISH NOTEBOOK.