



SESIÓN N°: 30 **LET'S STOP VIOLENCE AGAINST WOMEN AND GIRLS!**

STORY TIME 2*

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 DO NOT TOLERATE VIOLENCE!

LISTEN AND READ*

Listen to and **read** the story.

Do not tolerate violence!¹
This is the story of a friend's friend.

Sandra was shy but very friendly.

Sandra had been in love with Mario forever.

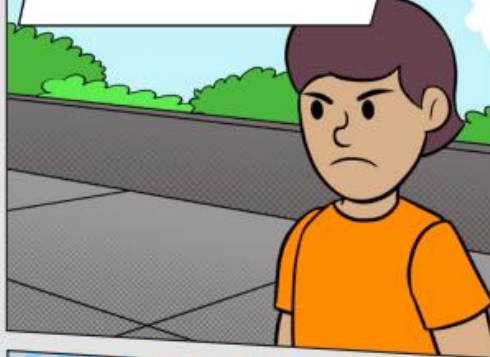
A.

Eventually, Sandra and Mario became boyfriend and girlfriend. Sandra felt they were soul mates.

At the beginning, everything was perfect. Mario was charming and Sandra was on top of the world. They went out for long walks. They had fun together.

But as time went on, things started to change.

Mario was not the person she thought she knew. Mario started to act differently.



At first, Mario did not like what Sandra did or said. Sandra liked to hang out with friends, but Mario didn't like that.



Then, Mario did not like the way Sandra dressed.



B.

He did not like what Sandra did in her freetime either. Sometimes Mario embarrassed Sandra in front of others.

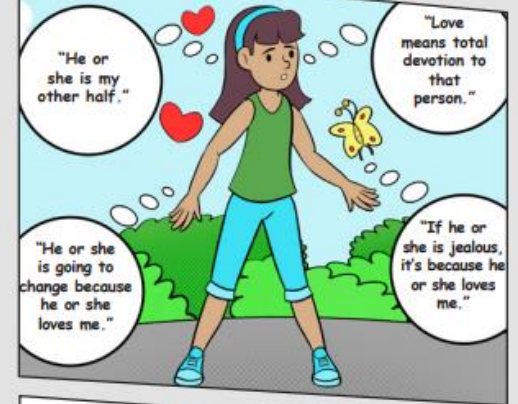


At school everybody was worried for Sandra. Sandra was not happy with Mario anymore. She was anxious and stressed out.

However, she believed Mario was her other half, her one true love. She tried to convince herself that this was normal.



There are so many myths about love.



"He or she is my other half."

"Love means total devotion to that person."

"He or she is going to change because he or she loves me."

"If he or she is jealous, it's because he or she loves me."

It's important to recognise how these myths about love can disguise violence and abuse. Do you know the kinds of violence that usually happen in boyfriend-girlfriend relationships?



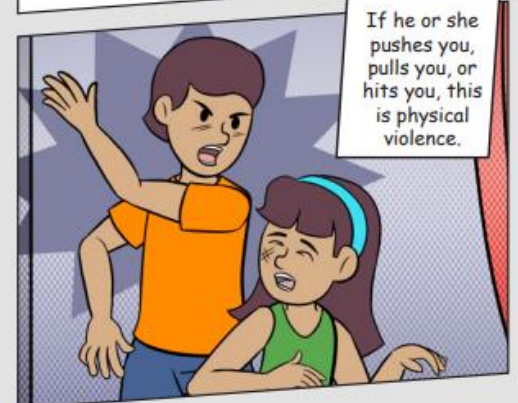
Nevertheless, this is not true love.



YOU CANT DO IT!!!

LISTEN TO ME!!!

If he or she is jealous, controlling, offends you, humiliates you in front of others, or makes you feel bad about the decisions you make, this is psychological violence.



If he or she pushes you, pulls you, or hits you, this is physical violence.

If he or she tells you things that make you feel uncomfortable, touches you without your consent, or blackmails you into having a sexual relationship, this is sexual violence.



? ?
How can you recognise a healthy relationship? ? ?



You have time to spend with your friends and family.



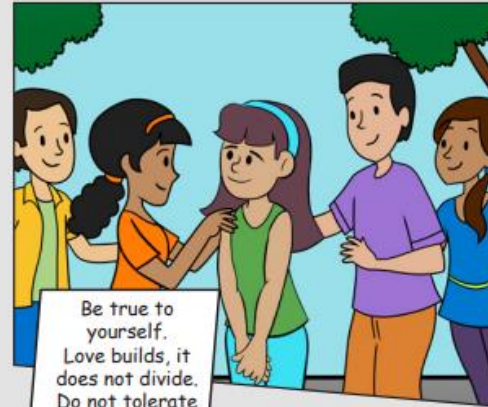
He or she respects your decisions.



You do activities together and help each other.

c.

You talk with each other in order to find a solution to disagreements or problems.



Be true to yourself. Love builds, it does not divide. Do not tolerate violence!

If you are a victim of violence or if you know a victim of violence, call 100.

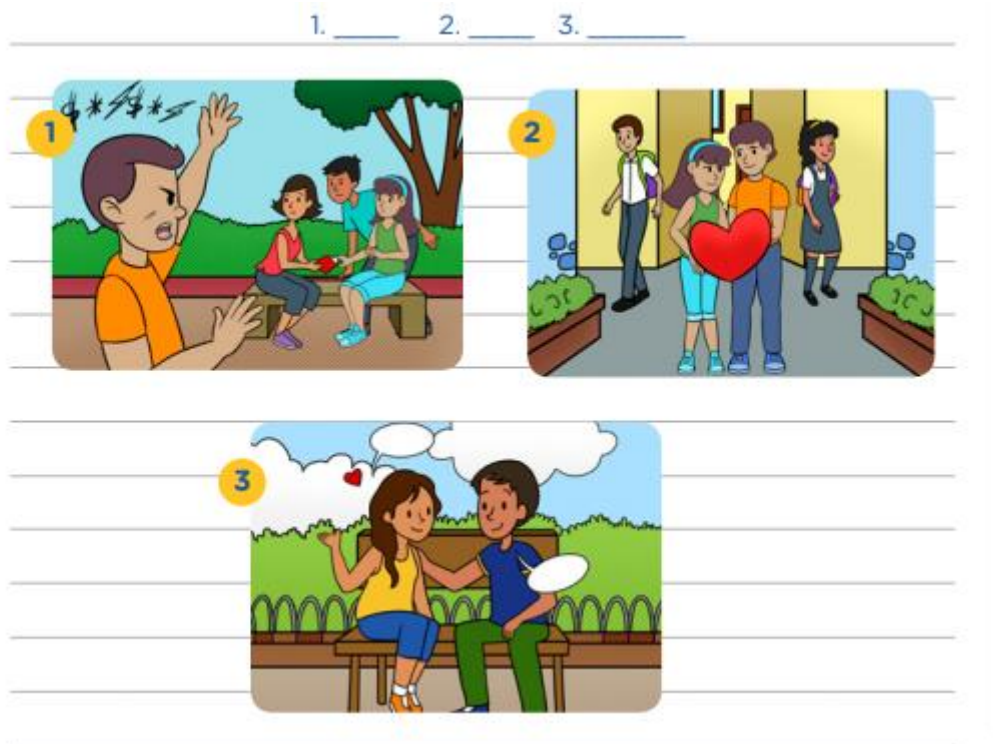


LET'S UNDERSTAND!

UNDERSTAND – EXERCISE 1

Look at the pictures. **Go back** to the story. **Match** the pictures with the correct part of the story: A, B or C

1. _____ 2. _____ 3. _____



The illustrations are as follows:
1. A boy in an orange shirt is shouting and gesturing towards a group of four people sitting on a park bench. There are lightning bolts in the sky above them.
2. A boy in an orange shirt is holding a large red heart in a hallway. A girl in a blue dress is standing next to him. Other people are visible in the background.
3. A boy in a blue shirt and a girl in a yellow shirt are sitting on a park bench, talking. There are thought bubbles above them, one containing a red heart.

Choose the best option:

What is the message of the story?

- Violence is present at schools.
- True love respects you.
- True love has no eyes.
- End violence against girls and women.

ACTIVITY: 2 LET'S CREATE!

DO IT YOURSELF! – D.I.Y.

DRAW TWO SCENES THAT COMPLEMENT PARTS OF THE STORY.

First:

Select two parts of the story:

- One about the problems Sandra had.
- One on what a healthy relationship should be like.

Second:

Create your own drawings that represent what it says each of the parts of the story you selected.

Third:

Match your drawings with the part of the story that corresponds to it.

Cualquiera sea la forma, al elaborar tus dibujos toma en cuenta las siguientes características o criterios a continuación:

Características o criterios
1. Las partes que seleccionaste de la historia corresponden con uno de los problemas que vivió Sandra en la historia y cómo debería ser una relación saludable.
2. Los dibujos creados representan con claridad el texto de las dos partes seleccionadas de la historia.

LET'S SHARE!

Muestra todo lo que elaboraste a quienes te acompañan, a los miembros de tu familia y a tu profesor(a) si están en contacto. Recuerda guardar tu producción en el portafolio. Después volverás a utilizar esta información.







LET'S REFLECT!

¿Qué te pareció la historia? ¿Por qué? Relaciona las siguientes frases para expresar aquello que represente mejor tu opinión en inglés. Si deseas usa un diccionario o mira el glosario al final de este documento.

MY OPINION ABOUT THE STORY		
		...it was interesting.
I liked the storybecause...	... it was boring.
I didn't like the story		... it was difficult to read.
		...it was easy to read.

En castellano, escribe lo que piensas de la historia. Si estuvieras en la situación de Sandra, ¿qué harías? Si conocieras a alguien que vive lo que Sandra vivió, ¿qué harías?

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 los eventos más importantes de una historia en inglés?				
2. ¿Puedo expresar en dibujos lo que dice un texto en inglés?				
3. ¿Puedo reconocer el mensaje principal de una historia en inglés?				
4. ¿Puedo expresar por qué me gusto o no una historia en inglés?				

Glosario

INGLÉS	CASTELLANO
anxious	ansiosa/o
as time went on	luego de un tiempo
be in love with	estar enamorada/o de
Be true to yourself.	Sé honesta/o contigo misma/o
blackmail	chantajear
charming	Encantadora / encantador
consent	consentimiento
disguise	disfrazar
disagreement(s)	desacuerdo(s)
embarrass	avergonzar
eventually	finalmente
hang out	pasar el rato

INGLÉS	CASTELLANO
it was boring.	estuvo aburrido.
it was difficult to read.	estuvo difícil de leer.
it was easy to read.	estuvo fácil de leer.
it was interesting.	estuvo aburrido.
jealous	celosa/o
on top of the world	en la cima del mundo / muy feliz
one true love	único verdadero amor
other half	otra mitad
soul mate	alma gemela
stressed out	estresada/o
pull	jalar
push	empujar
shy	tímida/o