Actividad 1: *The impact of social issues today*

PROPÓSITO

Se espera que los estudiantes aprendan a escribir un informe sobre temas sociales. Para ello, ejercitarán el campo léxico y la estructura de este tipo de texto para luego redactar su propio informe, basados en la información contenida en un texto.

OBJETIVOS DE APRENDIZAJE

OA 2: Producir textos orales y escritos claros en contextos relacionados con sus intereses e inquietudes, con el fin de expresar una postura personal crítica que respeta otras posturas.

OA 3: Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

ACTITUDES

- Valorar las TIC como una oportunidad para informarse, investigar, socializar, comunicarse y participar como ciudadano.

DURACIÓN

5 horas pedagógicas

DESARROLLO

Conectándose con la lectura de un informe

- El docente indica a los alumnos que comenzarán leyendo un informe corto acerca de los problemas que viven los ciudadanos en situación de calle en Estados Unidos. Antes de la lectura, escribe unas preguntas en la pizarra y les solicita responderlas en forma oral, para que se conecten con el tema central de esta actividad; a saber, la pobreza y la búsqueda de la igualdad en la sociedad actual: *Get in pairs and discuss the following questions*. *Take notes in your copybooks.*
    a. *Have you ever heard the word "homelessness"? Can you define what it means?*
    b. *What are the reasons why a person can be homeless? For your answer, consider the following concepts: income – unemployment – catastrophe – debt – support.*
    c. *What do you think is the impact of experiencing homelessness on adults and children? For your answer, consider the following concepts: – quality of life – physical and mental health – nutrition – hygiene – self-esteem – education and school success.*
    d. *Why is it important to learn about homelessness? For your answer, consider the following concepts: compassion – care – stereotypes – empathy – solutions.*

- El profesor registra las respuestas en la pizarra y los jóvenes, en parejas, organizan y esquematizan esa información en un diagrama como el siguiente.

Definition

Reasons

Homeless person

Experiences

Solutions

Interpretando por medio de la lectura

- Ahora les dice: *Now you are going to read a report which advertises what has been done in a community to help homeless people in the United States*. Al leer, ejercitan la habilidad de inferir palabras según el contexto de producción y así comprender la idea general. De ser necesario, el profesor responde las dudas que surjan mientras leen el texto, y les explica que estos pasos previos les permitirán analizarlo después más profundamente.

> Conexión interdisciplinaria
> Lengua y Literatura
>
> OA3
> Analizar críticamente textos de diversos géneros discursivos no literarios orales, escritos y audiovisuales.

Built for Zero

Homelessness is a solvable problem that has lost its sense of urgency. Built for Zero is a rigorous national change effort designed to help a core group of committed US communities end chronic and veteran homelessness.

Overview

*Built for Zero (formerly **Zero: 2016**) is a rigorous national change effort working to help a **core group** of **committed** communities end veteran and chronic homelessness. Coordinated by Community Solutions, the national effort supports participants in developing real time **data** on homelessness, optimizing local **housing** resources, tracking progress against monthly goals, and accelerating the **spread** of proven strategies.*

The Challenge

*Roughly 84,000 Americans experience chronic homelessness every night, meaning they have been homeless for at least a year and suffer from a **disabling** health condition. Meanwhile, roughly 40,000 veterans are also homeless in the very country they fought to defend. These individuals **face** drastically reduced **life expectancies** and poor health, so they frequently attend the emergency service.*

Our Goals

To meet the goal of 100,000 Homes Campaign, a national movement that helped communities find homes for 105,580 homeless Americans in four years. To achieve this, we are:

- *Helping a committed group of U.S. communities do whatever it takes to end veteran and chronic homelessness.*
- *Creating a national **tipping point** to prove that success is possible, ultimately motivating all communities to end chronic and veteran homelessness.*

Achievements:

- *More than 96,000 people housed since January 2015, including more than 60,000 veterans.*
- *Eight communities have measurably and sustainably ended veteran homelessness.*
- *Three communities have measurably and sustainably ended chronic homelessness.*
- *More than 64 participating communities have now gathered data on their local homeless populations.*
- *More than 33 participating communities are driving measurable reductions in homelessness, month over month.*

Join the movement

If your community is working to end chronic and veteran homelessness, don't do it alone! Join Community Solutions and more than 60 other communities across the country in the Built for Zero Collaborative.

Glossary

- ✓ *Goals: objectives, aims*
- ✓ *Disabling: that handicaps*
- ✓ *Ultimately: finally*

✓ *Housed: put into a permanent house*
✓ *Roughly: approximately*
✓ *Tipping point: critical moment*

- Tienen que relacionar el vocabulario de la columna izquierda con las definiciones de la columna derecha. Para ello, deberán inferir el significado de las palabras, basándose en la lectura del texto. Esta actividad les permite fortalecer la autoconfianza, ya que promueve que entiendan sin la ayuda del diccionario.

  Match the following words to the correct definition. Try not to use the dictionary:

a. *Core group*	*1. Indispensable persons or things*
b. *Data*	*2. That there is a solution to it*
c. *To spread*	*3. To cover an area*
d. *Tipping point*	*4. Numbers, percentages, etc.*
e. *Solvable*	*5. The average of time a person or group of people will live for*
f. *Life expectancy*	*6. The time at which a change or an effect cannot be stopped*
g. *To face*	*7. To confront*
h. *Housing*	*8. Places to live in*

- El docente les pide que se reúnan en pequeños grupos, les explica lo que harán y les entrega las instrucciones. En esta actividad, asumirán el rol de un maestro que enseña a un grupo de aprendices, a fin de comprobar lo que entienden al enfrentarse a un texto en idioma extranjero. Para ello, el profesor les plantea preguntas desafiantes sobre las principales ideas del texto: *Get in groups of four and do the following activities:*

  a. Comprehension check
  In your copybooks, write two key questions you would ask a student about a section of the article "Built for Zero" with the corresponding answers:
  Student 1: questions about paragraphs 1 and 2.
  Student 2: questions about paragraphs 3 and 4.
  Student 3: questions about paragraphs 5 and 6.
  Student 4: questions about paragraphs 7 and 8.

  Now, student 1 dictates his questions to the rest of the group, then student 2 and so on. Now write the answers individually in your copybooks. After you have finished, check the answers with the partners who created the questions.

- Esta actividad permite que transfieran lo aprendido al contexto nacional o a su entorno particular, y que se enfoquen en ayudar a buscar soluciones para un contexto local.

b. Reflexion

*Now, discuss the following with your group:*

- *Which actions do you know have been taken in your communities to help homeless people? Have they been successful?*
- *If neighbours become organized: what other ideas can you think of that could collectively help eradicate homelessness? Do some brainstorming, select the best ideas and then present them to the group working next to you. Then, swap roles.*

- El docente presenta un ejercicio práctico con léxico visto previamente y vinculado con el texto leído.

c. Vocabulary practice*:*

- *Choose five terms from the Pre-reading vocabulary section. Write a paragraph in which you use the words in context. Swap with your partner and give each other feedback on your work.*

Procedimientos para escribir un informe

- A continuación, les expone los puntos esenciales para redactar un informe y les adelanta lo que tendrán que hacer a partir del texto **Built for Zero**.
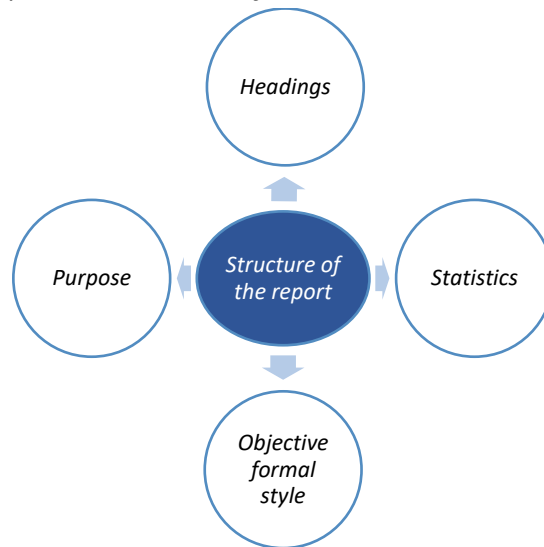
- El docente señala: *Read the model for Report Writing and then find examples from the **Built for Zero** text about the following characteristics of a report:*

  https://www.curriculumnacional.cl/link/https://www.community.solutions/what-we-do/built-for-zero

  a. *Purpose: (summarize in two lines)*
  b. *Statistics: (three examples)*
  c. *Headings: (all headings)*
  d. *Objective formal style: (three examples)*

- Luego reflexionan sobre cómo la naturaleza y la estructura del informe afectan al mensaje del texto y la manera en que se lee.
Now that you have had a first glance on the structure of a report, reflect about the essential question:
  a. *Does the medium affect the message?*
     *For your answer, consider the way in which the same topic of **Built for Zero** could have been developed using another text type such as narrative or a poem.*
  b. *In what way would the message differ?*
  c. *What is the author of this text trying to communicate and persuade/motivate the audience about? In this sense, how is the structure of a report be effective for this type of information?*
- Pueden sustentar y complementar su opinión con la información del sitio web mencionado y luego conversan, a partir del texto, respecto de la situación de su comunidad o región y las organizaciones sociales que trabajan en el tema.

Redactando un informe

- Reciben una guía con las características, los pasos y vocabulario que se emplea en un informe, y redactarán individualmente el suyo, a partir de ese modelo. El docente señala: *Now, study the model for report writing. Pay attention to the structure and the language used. Based on this model, write a brief report on the information from the article **Park Beach Coast Care Project, Australia.***
  - ▪ ***Purpose of your report**.*
  - ▪ ***Statistics** to show results.*
  - ▪ *Clear layout with: **Headings** and numbers or bullet points where appropriate and a **sentence that summarises your opinion** at the beginning of the final section of your report.*
  - ▪ *Use an **objective, direct style**.*

USEFUL LANGUAGE FOR A REPORT

  A. ***Purpose of the report***
     The main/principal aim/objective/purpose of this report is to describe/provide a description of... / to provide/present results of /to assess the importance of...
     In this report I will provide/present results of…
  B. ***Methodology***
     I conducted a survey of / I conducted interviews with local people/shop owners
     I visited two of the most visited/popular...
  C. ***Reporting results***
     The survey revealed that… most of those interviewed expressed the opinion that...
     According to...
     A large/considerable/ number of people/groups of…
     Nearly one third of…

D. Listing

- *The arguments against ... are the following:*
  1. ...
  2. ...
- *The main reasons given for supporting...: firstly, ..., secondly, ...*
- *The points our informants mentioned in favour of/against... were:*
  1. …
  2. …
- *There are several ways in which... might be...*
  1. ...
  2. ...
  3. ...

E. Making recommendations
Taking all this/ the factors/data mentioned into account/ In the light of the results of the survey/questionnaire, ...the most viable solution/option would be/could be
I would therefore recommend. I would make the following recommendations.

- La actividad continúa con la lectura de un texto y orientaciones para el informe que elaborarán y su presentación.

Preparando una presentación oral

- Reciben el texto ***Park Beach Coast Care Project, Australia*** y las instrucciones que lo acompañan. El docente los insta a leer las preguntas antes de leer el texto para que sepan qué información buscar. Mediante las técnicas de *skimming* y *scanning*, se harán conscientes de su capacidad para identificar rápidamente información puntual del texto*.*

- El professor les pide: *Read the text about a community problem and how it was solved. Then, answer the questions below. Read the questions prior to the text to know exactly what information to look for and then skim and scan the text to find the answers. You may need to read the text more than once.*

Park Beach Coast Care Project, Australia

The beach next to Sorrell State School in Australia was not an attractive place. The dunes were becoming eroded and the noxious weed, African Boneseed, was threatening to smother and replace the native vegetation. People had left behind their rubbish and the public toilets were in a bad state of repair.

The teachers and students of the school asked the local Surfboard Club for help and, together, they developed a Management Plan.

The objectives of the Management Plan were to protect the sand dunes from erosion, remove weeds, and

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make the area safe and beautiful to visit. The actions recommended in their Plan included:

Fencing off the dunes and constructing a walkway to the beach.

Removing African boneseed and other weeds and replanting the area with local native plants.

Building a viewing platform that includes access for people in wheelchairs.

Beautifying the toilet area by painting murals on the water tanks.

Planting shade trees around the carpark.

Making a picnic and barbecue area.

Providing more rubbish bins.

Organising regular litter clean ups.

Building a community notice board next to the car park.

The students wrote letters and gave talks to local service clubs, such as Lions and Rotary, and to the local Sorrell Council. Members of these groups combined to form the Park Beach Coastcare Group. They made applications to the government and received a grant for $5500 to implement their Management Plan.

In addition, the group organises regular community celebrations in the area for Clean Up Australia Day *and Ocean Care Day. They have cleaned graffiti from the sandstone cliffs and are monitoring the effects of releasing African Boneseed-eating beetles in the area.*

The co-ordinator of the Park Beach Coastcare Group said:

The project offers a unique opportunity for the children at Sorrell School to learn about the local environment, the problems of environmental degradation and the care, patience and commitment required over a long period to rehabilitate damaged land. The project also offers the opportunity for the school to co-ordinate resources and community groups to achieve their aims. Management Plans were collated and discussed at school. The children drew up the Management Plan for the area.

Source: K. Willing, Tasmanian Coastcare Co-ordinator, Australia.

- *Answer the following questions:*
a. *Explain, using your own words, what the problem of the beach next to Sorrel school was.*

b. *What was the main aim of the Management Plan?*

c. *Make a drawing of how the area would look after the actions taken by the Management Plan. Then, label each part of your drawing with the corresponding action.*

d. *When you have finished, compare your answers with your partner and present and explain your drawing. Then swap roles.*

e. *Finally, based on the structure of the report that you studied, mark and underline the different parts of the article which correspond to the **purpose of the report, methodology, reporting results, listing** and **making recommendations.** Compare and correct your answers with your partner.*

- Los estudiantes comparan sus respuestas con un par y ambos presentan y explican su dibujo, en inglés. Esta actividad les permite practicar la oralidad y la exposición acerca de un tema un receptor lo entienda, y observar ambos procesos de la comunicación al asumir los roles de receptor y locutor del mensaje.

A continuación, basados en el video *The man clearing 9,000 tons of trash from Mumbai's Beaches* (link: https://www.curriculumnacional.cl/link/https://www.youtube.com/watch?v=JtGsdiYdObQ), tomarán notas y redactarán un informe según la estructura estudiada. Así pueden integrar las habilidades de *listening* y *writing* de manera integrada y natural. También ejercitan la comprensión oral, el sintetizar la información y transformarla en un informe. Es la culminación de los pasos previos; ponen en práctica las habilidades de aplicación y creatividad al decidir qué antecedentes son más relevantes para incluirlos en su escrito.

Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Escriben un breve informe, ajustándose a la estructura y las características del género discursivo.
- Comunican oralmente las conclusiones de un artículo y demuestran conocer el propósito, a la audiencia y el género discursivo.

Es importante que comprendan la estructura de un informe. Para reforzarlo, se les puede mostrar otros ejemplos y pedirles que identifiquen propósito, lenguaje utilizado y estructura. Asimismo, fortalecen su expresión escrita, pues deben redactar párrafos con los tiempos verbales requeridos, el léxico adecuado para el tema y los conectores que estructuren la información de manera clara y precisa, de acuerdo con el propósito que ellos mismos establecieron para su informe. Si fuese necesario, cabe ayudarlos a consolidar las estrategias de redacción correspondientes.

Respecto de los videos de *YouTube*, hay que recordar que se puede ralentizar su velocidad, dependiendo del contexto y las necesidades del curso; también se les puede agregar subtítulos como apoyo, si se considera pertinente para la actividad. Al recurrir a elementos relacionados con la tecnología –como videos o páginas web–, los jóvenes pueden potenciar y emplear capacidades con las cuales han trabajado en esta y otras asignaturas. Asimismo, pueden promover la entrega de trabajo a través de la "nube", para que los pares puedan retroalimentar sus trabajos y compartir lo realizado con otros grupos.

En cada unidad, el profesor privilegia prácticas que apoyan las habilidades de expresión oral y escrita, las vincula con las distintas necesidades, aptitudes y motivaciones de los jóvenes y las adapta al particular contexto de su aula escolar.