

# TEACHING AT SOCIAL PROJECTS

UNIT 1 . Social vulnerability

UNIT 2 . Volunteer work, social project and context

UNIT 3 . Sensitive listening

UNIT 4 . English language and social inclusion

**VERSÃO DO PROFESSOR**

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# TEACHING AT SOCIAL PROJECTS

This EDF was designed to English teachers who work or want to work in Social Projects. It is in an editable format where you can add your personal answers. It can be used not only by English teachers, but by all kinds of teachers that have the desire to teach in a Social Project, it just need to be adaptable to other language.

## LEGENDA DOS ÍCONES/PRINCÍPIOS



### PRINCÍPIO 1:

Princípio do ensino que desenvolve: avaliar o nível de conhecimento dos participantes sobre o tema.



### PRINCÍPIO 2:

Princípio do caráter ativo da aprendizagem: propor situações problema que permita o diálogo entre os participantes expondo suas idéias e construindo em conjunto os conceitos.



### PRINCÍPIO 3:

Princípio do caráter consciente da atividade: foco na consciência dos participantes, promovendo o modo de ação geral.



### PRINCÍPIO 4:

Princípio da unidade entre o plano material (ou materializado) e o verbal: relação entre abstrato e concreto, trazer material ilustrativo para relação entre teoria x prática.



### PRINCÍPIO 5:

Princípio da ação mediada pelo conceito: contextualização do conceito, verificação final sobre o tema a ser trabalhado.

This material aims to work on important concepts needed by the English language teacher of a social project. During the activities you are going to use some digital tools. It is important to create and save the links, codes and pins before the class. Also, create a Google Classroom and add your students on it.

## REALIZAÇÃO



UNIVERSIDADE  
ESTADUAL DE LONDRINA



meplem  
Mestrado Profissional em Letras Estrangeiras Modernas

Instructions for accessing Google Forms: Send students the link to access the questionnaire in advance so they can respond before the first meeting. It is important for the teacher to evaluate and reflect on the answers, as they will serve as a basis for future discussions. Link: <https://forms.gle/LWadG1JU5Gzzq4WE7> (or **CLICK HERE**)

## UNIT 1 - SOCIAL VULNERABILITY

### AIMS

- To understand what is vulnerability
- To identify moments of vulnerability in your lives and in your classes
- To understand the definition of the term social vulnerability



Answer the Google Forms: [CLICK HERE](#)



Analyze the following comic strips:



Fonte: <https://curtageografia.wordpress.com/2013/07/17/capitalismo-e-globalizacao-emcharges/>  
Acesso em 29 de setembro de 2018.

Disponível em: [www.ivancabral.com](http://www.ivancabral.com)

1) When do you think about Social Vulnerability, what comes to your mind? List three topics:

- 
- 
- 

Possible answers: Poverty, social exclusion, homelessness, etc.

2) Search on the internet and choose one definition that you think is appropriately to the term Social Vulnerability:



3) Discuss in pairs and then share your ideas with the group.

4) Watch this video [\[CLICK HERE\]](#) and answer the question: "What is the value of education for D. Maria?"

4) Send students the link of the video in advance, so they can have more time to discuss and reflect about it. Link: [https://youtu.be/Fb\\_Z-Ty1Eh4](https://youtu.be/Fb_Z-Ty1Eh4) (or [CLICK HERE](#))

5) After all the discussions, how do you define the term "Social Vulnerability"? Write a synthesis on Padlet [\[CLICK HERE\]](#).

5) Create a Padlet ([www.padlet.com](http://www.padlet.com)) with two topics: "Definition of Social Vulnerability" and "English Teaching Initiatives" and share with students the link. Ask them to post on the first topic. The second you will use on page 5. Remember to change the Padlet's privacy so that students can write.



Read the statement and answer the question:

"WE LIVE IN A VULNERABLE WORD" - BRENE BROWN

1) Do you agree with the statement? Why? Why not?

2) Read the definition from CAMBRIDGE dictionary and reflect:

**vulnerable** /'vʌl.n̩.r̩.ə.bəl/ /'vʌn.r̩.ə-/ ■ /'vʌl.n̩.ə-/ adjective

**C2** able to be easily physically, emotionally, or mentally hurt, influenced, or attacked:

*I felt very vulnerable, standing there without any clothes on.*

*It is on economic policy that the government is most vulnerable.*

*Tourists are more vulnerable **to** attack, because they do not know which areas of the city to avoid.*

Fonte: <https://dictionary.cambridge.org/>

3) Have you ever felt vulnerable? How?

Students are asked when do they feel vulnerable. Check possible answers as in their classes, in school meetings, etc.

4) Watch Brown's TED talk, "The Power of Vulnerability" [\[CLICK HERE\]](#) and identify moments of vulnerability in your life (personal and professional). Complete the table about you, then ask your friends.

	YOU	FRIEND 1	FRIEND 2
PERSONAL LIFE.			
PROFESSIONAL LIFE.			

4) Send students the link of the video in advance, so they can have more time to discuss and reflect about it. Link: <https://youtu.be/iCvmsMzIF7o> (or [CLICK HERE](#))



## What is Social Vulnerability?

1) Play this game and learn a little bit more:

Kahoot: [CLICK HERE!](#)

2) Complete the definitions according to the game:

1) To play Kahoot access <https://create.kahoot.it/share/saude-de-populacoes-vulneraveis/b120325b-3a06-4056-b8aa-434975ec5bf5> (or [CLICK HERE](#)) and click on "Start", then on "Classic Mode". Ask students to access [www.kahoot.it](http://www.kahoot.it) and type the pin of the game that will appears for you. Tell them to take notes (if possible) or memorize the definitions during the game. Pay attention that your link is different from students' link of Kahoot.

TERM	DEFINITION
VULNERABILITY	
INDIVIDUAL VULNERABILITY	
SOCIAL VULNERABILITY	
INSTITUCIONAL VULNERABILITY	

3) Read the excerpts below from Lenharo and Cristovão (2018) and answer the questions:

"Ampliar a participação social dos alunos é de fundamental importância para indivíduos sob condição social vulnerável, para que superem as barreiras impostas pela ideologia dominante" (p. 370).

Experiências mostram que estimular a participação dos jovens como protagonistas resultam na mitigação das condições sociais vulneráveis, segundo Abramovay et al. (2002)" (p. 374).

a) How can we identify social vulnerability in the classroom?

Possible answers: We can identify social vulnerability in the classroom by listening to the students and their contexts.

b) What is the role of the English teacher in this case?

c) Search for English teaching initiatives in the context of social vulnerability. How are they doing the difference in the student's life?

c) Share with students the link of the Padlet you created on page 4. Tell them to post their ideas on the second topic "English Teaching Initiatives".

Share your findings with the group, then post on Padlet: [CLICK HERE](#)

## Suggestions of texts for further information:

CANÇADO, T. C. L.; SOUZA, R. S.; CARDOSO, C. B. S. Trabalhando o Conceito de Vulnerabilidade Social. XIX Encontro Nacional de Estudos Populacionais, ABEP, São Paulo, 2014.

COSTA, M. A.; SANTOS, M. P. G.; MARGUTI, B.; PIRANI, N.; PINTO, C. V. S.; CURTI, R. L. C.; RIBEIRO, C. C.; ALBUQUERQUE, C. G. Vulnerabilidade Social no Brasil: conceitos, métodos e primeiros resultados para municípios e regiões metropolitanas brasileiras. IPEA, Rio de Janeiro, 2018.

LENHARO, R. I.; CRISTOVÃO, V. L. L. Multiletramentos no ensino de língua inglesa em um contexto de vulnerabilidade social. Linguagem & Ensino, Pelotas, v.21, n.1, p.367 – 402, jan./ jul. 2018.

SANTOS, P. L. As representações da língua inglesa no discurso de jovens carentes: um estudo crítico. 2011. Dissertação (Mestrado) – Universidade Estadual de Campinas. Campinas, São Paulo.



Post your final impressions about the topic:



**Mentimeter**

[CLICK HERE](#)

- 1) Type 3 words related to social vulnerability:
- 2) How do you see yourself as an English teacher in a context of social vulnerability?

## Self-assessment

I CAN	VERY WELL	WELL	NOT SO GOOD
UNDERSTAND WHAT VULNERABILITY IS			
IDENTIFY MOMENTS OF VULNERABILITY IN MY LIFE			
IDENTIFY MOMENTS OF VULNERABILITY IN MY CLASSES			
UNDERSTAND THE DEFINITION OF THE TERM SOCIAL VULNERABILITY			

## UNIT 2 - VOLUNTEER WORK, SOCIAL PROJECT AND CONTEXT

AIMS:

- To understand the context in which you are;
- To identify actions carried out in existing social projects;
- To identify the difference of concepts (volunteer work and social project);
- To reflect on actions / concepts to be developed in your final plan.



What is the meaning of these words?

1.) Explain the concepts, then share with the group.

Possible answers: Volunteer work is a type of work that the professional doesn't earn money. Social Projects are organizations that fight against the social question.

Volunteer work: \_\_\_\_\_

Social Project: \_\_\_\_\_

2.) Let's learn a little bit more about these terms on Quizlet:

[CLICK HERE](#)

2) Quizlet is a platform that students can learn and play. Ask student to access the link and study the definition of the terms. You can send this as a homework or ask them to access before the class. Link: [https://quizlet.com/\\_8iw1ee?x=1jqt&i=29qlwy](https://quizlet.com/_8iw1ee?x=1jqt&i=29qlwy) (or **CLICK HERE**).

3.) Find Someone Who – Discover more about your classmates:

WHAT?	WHO?	HOW?
HAVE YOU EVER WORKED ON A SOCIAL PROJECT?		
HAVE YOU EVER DONE ANY KIND OF VOLUNTEER WORK?		
HAVE YOU EVER BEEN A STUDENT OF A SOCIAL PROJECT?		
DO YOU THINK IT IS IMPORTANT TO BE PART OF THESE INITIATIVES?		

4.) In your opinion, what is the relation between social projects, volunteer work and English teaching? Share with the group.





## READ THE TESTIMONIALS BELOW:

“O conhecimento trazido [pelo Projeto Imagine] vai além do que eles aprenderiam em uma sala de aula, ou até mesmo em um ambiente como o que eles estão inseridos.” **(Diretora e professora da Escola Itinerante - Projeto Imagine – UFSC em conjunto com suas instituições parceiras)**

“Depois do contato com o TecEscola comecei a revisitar minhas ideias e a buscar novas teorias de ensino aprendizagem, além de começar a fazer experimentos de aplicação de novas tecnologias.” **(Professor participante do projeto TecEscola realizado pela B2W Digital e a ONG Recode em parceria com a Secretaria de Estado de Educação do Rio de Janeiro)**

“Olá queridos alunos (as), responsáveis, e funcionários; bom dia! Passando aqui para parabenizar este lindo e maravilhoso projeto, que é carregado de riquezas culturais, que se preocupa com as crianças, adolescentes e jovens do nosso estado de São Paulo. Por quase 10 anos fiz parte desta linda equipe chamada “Amigos do Guri”. Realmente “AMIGOS”, parceiros e preocupados com uma única causa que é o desenvolvimento integral da população infante juvenil do nosso estado. Gratidão à todos(as) que compõem esta organização, em especial à equipe Regional Marília da qual fiz parte até janeiro/2019. Parabéns pelo trabalho, que as vezes é árduo, mas com um resultado muito gratificante: crianças, adolescentes e jovens empoderados dos seus direitos e deveres, sobretudo vidas transformadas pela música. Existe coisa melhor que isso???? Forte Abraço à todos(as)!!! Saudades!!!” **(Tathiana Valladão Delfino Carli - Ex- funcionária do Projeto Guri mantido pela Secretaria de Cultura e Economia Criativa do Estado de São Paulo)**

Trabalho em um projeto social há 4 anos e desde o dia em que comecei atuar como professora de um projeto minha visão do mundo escolar se modificou completamente. Os alunos se comportam de maneiras diferentes, os conteúdos e as aulas também precisam ser diferentes. Esses estudantes passam a maior parte de seu tempo fora de casa, durante a metade de um dia estão na escola, na outra metade estão no projeto, meu maior desafio como professora é tornar minhas aulas significativas e atraentes com os poucos recursos que temos, atendendo alunos que muitas vezes já chegam cansados, com problemas familiares e com uma certa carência. O público dos projetos são alunos em vulnerabilidade social e isso me fez perceber que meu papel como educadora vai muito além de ensinar um conteúdo, ele configura-se também em aprender com o outro, em escutar e em melhorar minhas interações diárias. Lidar como os alunos do projeto sem dúvidas me fez uma pessoa melhor, mas empática e compreensiva. **(Thais Cunha – Professora de Espanhol – A Casa do Bom Menino de Arapongas – Projeto Crescer)**

Open the link for the JAMBOARD **CLICK HERE** and answer the questions:

- 1 - Write a synthesis of the narratives
- 2 - How do you characterize your participation in Edhucca social project?





Read the excerpt and circle the characteristics of the context:

“O contexto de geração de dados da pesquisa foi o seguinte: oferecemos um curso de LI para os alunos de um colégio estadual situado na zona sul de Londrina – PR, membros do projeto de cidadania BCA (Basquete e Cidadania em Ação), em que os alunos consideram a prática de basquete não só como um esporte, mas como uma atividade circunscrita em um ideal mais amplo de cidadania. O projeto é coordenado por uma professora de inglês da escola e ex-atleta de basquete, que promove treinos na quadra da escola para alunos a partir do sexto ano do ensino fundamental, tanto para meninos quanto para meninas. Além disso, os alunos se engajam em atividades como rifas, bazares e venda de pizzas para arrecadar fundos para a compra de materiais necessários à prática esportiva, como uniformes e demais equipamentos” (LENHARO, CRISTOVÃO, 2018, p. 389).

1) Come back to the projects that you searched on Unit 1 and find:

a) What is the context of the projects? Identify their characteristics.

b) How these projects relate with teaching English in a social vulnerability context?

c) Identify their English actions and make a list.

- 
- 
- 
-



Read these excerpts and answer the questions:

“O senso comum, amalgamado ao conhecimento científico ressignificado pelas pessoas comuns, concebe projeto social como ação que visa *melhorar a vida das pessoas*, buscando aproximá-las do que é considerado o *bem viver*” (BONFIM, 2010, p. 3).

“São chamados incluídos aqueles que vivem nos centros geográficos e simbólicos: moram em bairros definidos por projetos urbanos, estudam em escolas orientadas por projetos educacionais, fazem projetos de suas carreiras profissionais, trabalham nas empresas que se organizam pelos projetos de gestão. E excluídos são os que vivem nas periferias: beneficiam-se dos *projetos sociais* nos distintos campos da assistência, educação, saúde, cultura, socioambiente, enquanto dispositivos de realização das políticas públicas promovidas pelo governo em sua relação com a sociedade civil” (BONFIM, 2010, p.6).

“O trabalho voluntário representa uma das bases de sustentabilidade das ONGs” (SILVA, 2017, p. 2).

“O projeto social é uma ação planejada que nasce dessa necessidade de se intervir em uma determinada realidade ou problema e tem um propósito quando criado, o de transformar realidade estudada, sendo uma alternativa para enfrentamento da chamada questão social” (DAMASIO, 2016, p. 9).

1) Do you agree with the first excerpt? Why? Why not?

2) Being an English teacher, how can you minimize segregation between “incluídos” and “excluídos”?



Read these excerpts, think about a topic that can be worked in an English Class in an social project. After that, post on our Google Classroom.

“A escola é um lugar de apropriação da leitura de mundo” (NASCIMENTO, 2011, p. 98).

“O sistema escolar público não contempla as necessidades de formação humana, solidária e conscientizadora” (NASCIMENTO, 2011, p. 106).

“A escola tem como papel propiciar ações para a efetivação dos direitos sociais” (SANTOS, 2008, p. 2).

## Self-assessment

I CAN	VÉRY WELL	WÉLL	NÓT SO GOOD
UNDERSTANDING THE CONTEXT IN WHICH I AM IN			
IDENTIFY ACTIONS TAKEN IN EXISTING SOCIAL PROJECTS			
IDENTIFY THE DIFFERENCE OF CONCEPTS (VOLUNTEER WORK AND SOCIAL PROJECT)			
REFLECT ON ACTIONS / CONCEPTS TO BE DEVELOPED IN MY FINAL PLAN			



Listening: Send the students the audio in advance and ask them to take notes. Create an activity on Google Classroom for students post their summaries. During the class, ask them to discuss their ideas in pairs and after write a summary of it to post on Google Classroom. Link: [https://listen.stitcher.com/yvap/?af\\_dp=stitcher://episode/60198039&af\\_web\\_dp=https://www.stitcher.com/episode/60198039](https://listen.stitcher.com/yvap/?af_dp=stitcher://episode/60198039&af_web_dp=https://www.stitcher.com/episode/60198039) (or **CLICK HERE**).

## UNIT 3 - SENSITIVE LISTENING

### AIMS

- To reflect on the role of the English teacher in contexts of social vulnerability;
- To understand the importance of listening and comprehend your students;
- To reflect on activities to develop on contexts of social vulnerability.



What is the role of the English language teacher in contexts of social vulnerability?

1.) Brainstorming your ideas on Jamboard: [CLICK HERE](#)



Analyze the comic strip below and discuss with your classmates:

1.) How do you describe this teacher?

1) To brainstorm ideas, you can use the same Jamboard created on page 8 or create a different one.

2.) What most caught your attention in this comic strip?



Fonte: <https://entraemcena.com.br/relacao-professor-aluno/>



Listen to this podcast from Freedom Writers Foundation<sup>1</sup> and write a summary on Google Classroom about how to understand young people and their stories:

[CLICK HERE](#)

<sup>1</sup> Freedom Writers Foundation is a non-profit organization created to «inspire young, underprivileged students to pick up pens instead of guns.» It was founded by Erin Gruwell, and John Tu (cofounder of the Kingston Technology Company) is a benefactor. (<http://www.freedomwritersfoundation.org/>)



Read the excerpts below to answer the questions, then discuss with the group:

“Nos processos formativos fora da escola, como vemos, através das histórias de vida, tomamos consciência da importância de atos, vozes, obras aparentemente insignificantes, mas fundadoras de um ser mais reflexivo, de mudanças e de relações de abertura para com o mundo” (NASCIMENTO, 2011, p. 85).

“Sensibilizar o olhar para as relações e criar espaços de escuta – onde as angústias e queixas possam ser acolhidas e transformadas, onde as demandas e os sintomas possam ser diagnosticados e identificados, onde os conflitos possam ser trabalhados, onde as escolhas, decisões e soluções possam ser pensadas coletivamente – são elementos essenciais para os educadores, para que todos os indivíduos que pertençam a tais espaços possam ser valorizados enquanto sujeito, a partir de sua história pessoal, da valorização do percurso que constroem com seus pares, com os diferentes profissionais da instituição e com o conhecimento” (LEVISKY, 2008, p. 36).

1.) In your opinion, what is the importance of listening and understanding the students?

Possible answers: When you listen to your students, you are able to know them better and be prepared to deal with difficult situations that might appear in the class.

2.) What kind of activities the teachers can propose to students to valorize them?

3.) Open the QRcode below and watch the video. What kind of impact does the teacher caused on their students' life? How did she listen to them? Talk to a partner.



3) Send students the link of the video in advance, so they can have more time to discuss and reflect about it. Link: <https://youtu.be/miz1V13QWsU> (or **CLICK HERE**).



How to work with sensitive listening in the classroom? Read Bintliff's suggestions below and answer:

1.) Have you ever worked with activities like these on English class?

Here are some ways your curriculum can focus on listening to your students:

1. **Cooperative Learning.** Consistently incorporating high-quality cooperative learning strategies enable students to have voice (Ladson-Billings, 1994). There are many other forms of cooperative learning; choose one and stick to it! If students know a cooperative structure is following a mini-lesson, they know that they will have a way to voice their ideas to others and you have an opportunity to listen and learn from their thinking. Recommended cooperative learning resource: [\*Kagan Cooperative Learning\*](#)

2. **Storytelling.** Create activities that involve storytelling. Storytelling activities always feels different than just sharing our personal narrative writing, because with storytelling, students are able to be creative and draw connections to their experiences that don't have to fit a specific writing model. Students build on their stories with partner practice and they always develop creative ways to capture audience attention.

3. **Restorative Justice Talking Circles.** Incorporate restorative justice talking circles. In a talking circle norms are established by the group. The norms usually focus on the ways the community can listen respectfully and support one another. A talking piece, an object of significance chosen by Circle members, is passed around inviting equal participation. If a student holds the talking piece they are invited to speak, while all others listen to and support the speaker. As the talking piece makes its way around the circle, students all have an equal opportunity to share or pass. Talking Circles have been shown to build connectedness (Bintliff, 2016; Boyes-Watson, 2008; Boyes-Watson & Pranis, 2015; Riestenberg, 2012). Circles can also be used as a structure to promote the sharing of writing, thoughts about a lesson, or reflections on a community or class activity. A wonderful book that I recommend to get you started with Talking Circles is [\*Circle Forward\*](#) by Carolyn Boyes-Watson and Kay Pranis.

4. **Student-Led Service-Learning or Action Planning Around Social Justice.** What better way to engage student voice than to listen to students as they work to strategically create a means of improving their community? Much service-learning is designed by educators based on building or program goals. But when your students choose their own topics, work together, act, and then publish their findings, it creates a great opportunity to listen to your students' ideas and concerns about social justice within their own community. Two recommended service-learning guide books are *Service-Learning by Degrees* by Alice Terry and Jann Bohnenberger and *The Complete Guide to Service Learning* by Cathryn Berger Kaye. Teaching Tolerance's [\*Perspectives for a Diverse America\*](#), a free on-line curriculum that includes a section entitled "Do Something", which provides wonderful ideas for social justice action projects.

Fonte: <https://medium.com/@heinemann/listening-an-essential-social-justice-practice-f220d20d7314>



## 2.) Analyze the lessons plans below and try to identify Bintliff's principles:

### Lesson plan 1:

MATERIAIS DIDÁTICOS COM FOCO NA DIVERSIDADE ÉTNICO-RACIAL

**ARTISTIC AND CULTURAL HERITAGE IN BAHIA**  
*Luciene Santos de Jesus*

**Short bio:** Luciene is a teacher who has always tried to work on creative activities with objective to strengthen the identities of public school students.

**Theme:** Cultural Diversity.

**Title:** Artistic and Cultural Heritage: Sisterhood of Good Death Celebration (Festa da Boa Morte).

**Public:** High School students.

**1. Description:** The approach to cultural diversity as an educational principle concerns affirmation, recognition and respect for differences. This concept comes in opposition to the tolerance discourse or the false idea of equality within cultures or between cultures.

**2. Main aim:** Reflect on social issues such as cultural diversity, race, ethnicity, gender, resistance and religious prejudice.

**3. Subsidiary aim(s):**

- Understand that society is made up of plural identities.
- Make a conceptual map of the text.
- Search about cultural events in other states and countries and the socio-historical context.
- Produce posters with information in English.

**4. Content:** Task-based approach.

**5. Materials:** Cardboard, marker, brown wrapping paper roll.

**6. Assessment:** Present the poster to the class and discuss its content.

**7. Suggested time:** 60 minutes.

MATERIAIS DIDÁTICOS COM FOCO NA DIVERSIDADE ÉTNICO-RACIAL

**PRE TASK:**  
**Suggestion for the teacher:** What students understand about cultural diversity?  
 Make questions:  
 1. What makes us different?  
 2. What do you mean by cultural diversity?

**INTRO:**  
 Have you heard of the Good Death Festival in Brazil?

This is an extremely important topic and should be discussed in the classroom, as students should be aware of the country's cultural diversity and know the origin of folk festivals, cuisine, beliefs and cultural manifestations, further strengthening the valuation process local customs, opposing the attempt to unify a mass culture imposed by the media.

**Suggestion for the teacher:**

- Break away from monocultural ideas and anti-democratic thinking, since cultural diversity is still associated with the other, the exotic and the different.
- The teacher will be able to make a brief discussion about the concept of cultural diversity and present on the concept of critical multiculturalism. Organize some slides with the concepts.

**DEVELOPMENT:**  
**STEP 1:** Read the text carefully - Find important information in the text, clarify unknown words, consult dictionaries, critical evaluation of the text.  
**STEP 2:** Moment of reflection and discussion about the text.  
**Suggestion:** make a diagram on the board with the topics surrounding the text.

Sisterhood of Our Lady of the Good Death.

---

Culture and tradition.

---

Group of women who met secretly to plan the collection of money destined for the freedom of slaves.

---

Is a great symbol of resistance against slavery.

MATERIAIS DIDÁTICOS COM FOCO NA DIVERSIDADE ÉTNICO-RACIAL

Violence and disrespect for human life.

---

A patriarchal society.

---

Contempt for value, manifestations, rituals and celebrations of some religions, socially discriminated groups. socially discriminated groups.

---

**STEP 3:** Review of concepts discussed - concepts presented in the intro and topic diagram. Using their notebooks, students must produce a mental map of the text and concepts learned.

**ASSESSMENT:**

- It is expected that students understand the ethnic and cultural differences from the subject addressed, and express an attitude of respect for cultural diversities;
- Divide the class into groups, each being responsible.
- Students should research about typical cuisine, dances, popular festivals, religious events. The potential of each group is fully exploited.

**Homework:** Creating a poster and search about cultural events in other states and countries and the socio-historical context.

- Produce in a group a poster with the theme: Diversity Culture in the world.
- Posters must be presented in the classroom.
- The teacher should evaluate poster exposure and presentation.

**NOTE TO TEACHER:**  
 The teacher must be able to consider differences as contributing factors to the identity formation process, because there is no other possibility to build this vision, except through the school's daily practice and reflection on these issues. Therefore, the suggestion is to expand the discussion by holding a forum at the school with guests to discuss the topic.

**Interdisciplinary relations with Portuguese and History**

- Search for the term "diversity and multiculturalism" in dictionaries.
- Reading texts related to the subject.
- Presentation of works in the form of seminars.

MATERIAIS DIDÁTICOS COM FOCO NA DIVERSIDADE ÉTNICO-RACIAL

- Search for similar examples of resistance, such as Sisterhood of Good Death
- Production of a text on the subject:

Artistic and Cultural Heritage: Sisterhood of Good Death Celebration

**Reading suggestions**  
 CANDAU, Vera Maria. Multiculturalismo: diferenças culturais e práticas pedagógicas. Petrópolis: Vozes, 2008.  
 MUNANGA, Kabengele (org.). Superando o racismo na escola. 2.ed. rev. Brasília: Ministério da Educação, 2005.  
 MUNANGA, Kabengele & GOMES, Nilma L. O negro no Brasil de hoje. São Paulo: Global, 2006.

## Lesson Plan 2:

MATERIAIS DIDÁTICOS COM FOCO NA DIVERSIDADE ÉTNICO-RACIAL

### "MY PEOPLE"

Aline Carvalho

**Short bio:** Aline has been an English teacher for twenty years. Currently she works at IFF and is a postgraduate student at UFRJ. The focus of her research is on racial issues.

**Theme:** Identity.

**Title:** My people.

**1. Description:** A 50-minute English class emphasizing on how language (understood as a social practice) can be a powerful way of changing stereotypes about black people.

**2. Main aim:** Discuss the historical construction of black people as non human and contrast with the poem My people.

**3. Subsidiary aim(s):** Promote the self-esteem of black students (and the awareness of all others).

**4. Content:**

- Practice the present simple and continuous;
- Skills involved: speaking; reading; listening and writing.

**5. Materials:** Handout.

**6. Assessment:** Students should react to the poem using language to express themselves.

**7. Suggested time:** 60 minutes.

#### PRE TASK:

Teacher asks students to close your eyes and think of a beautiful person. After one minute, students are invited to share their ideas.

The purpose of the activity is to see how their ideas of beauty may be based on eurocentric patterns.

#### INTRO:

Pair work – What are people doing in these pictures? What kinds of images of black people do they show? Discuss with a partner. The purpose of the activity is to reflect on common stereotypes historically related to black people.

MATERIAIS DIDÁTICOS COM FOCO NA DIVERSIDADE ÉTNICO-RACIAL

#### DEVELOPMENT:

**STEP 1:** Pre-reading - Learn from students' background concerning black African American poets and introduce them to Langston Hughes.

**STEP 2:** Reading - Make students reflect on how Langston Hughes uses language to exalt black people.

**STEP 3:** Students should reflect about the poem in a critical way.

#### ASSESSMENT:

Explain the task – tell them to react about the poem. They can write a parody, draw a work of art, etc.

#### NOTE TO TEACHER:

Attached to the plan there is a handout to help the teachers and to give students the activity proposed.

## Lesson Plan 3:

MATERIAIS DIDÁTICOS COM FOCO NA DIVERSIDADE ÉTNICO-RACIAL

### SULWE STORYTELLING

Flávia Cristina Martins de Oliveira

**Short bio:** I am an English language teacher. I have experience in all segments of education. I am a specialist in English Language, School Management, and Psychoanalysis. I have a master's degree in Language and Culture from UFBA and I am a doctoral student by the same program. I conduct research in the area of teacher training, mainly linked to the theory of social representations, and psychoanalysis aimed at education. Currently I am dedicated to my doctoral research.

**Theme:** Identity.

**Title:** Sulwe Storytelling.

**Public:** 6th year students of Ensino Fundamental II.

**1. Description:** A storytelling task based on the book Sulwe, which discusses ethnic-race identity and self-esteem.

**2. Main aim:** Enable students to discuss and reflect about ethnic-race diversity and identity.

**3. Subsidiary aim(s):**

- Develop black students' self-esteem;
- Raise students' awareness about bullying issues;
- Develop students' empathy;
- Learn vocabulary related to description.

**4. Content:** Vocabulary about description.

**5. Materials:** Book Sulwe by Lupita Nyong'o and hand-outs with the activities.

**6. Assessment:** Guided written activity.

**7. Suggested time:** 60 minutes.

#### PRE TASK:

Teacher shows students the cover of the book and asks them to answer activity number 1. Teacher motivates students to give their opinions in English, using vocabulary they already know.

MATERIAIS DIDÁTICOS COM FOCO NA DIVERSIDADE ÉTNICO-RACIAL

#### INTRO:

Teacher goes to activity 2. Students have to circle the words they think will appear in the story. Teacher checks students' guessing and sees the meaning of the words.

#### DEVELOPMENT:

**STEP 1:** Teacher reads the story aloud. Teacher uses the pictures of the book as a resource to help students understand the story.

**STEP 2:** Teacher asks the students to retell the story using the vocabulary learned so far (as much as they can). At this moment, teacher is able to have a discussion about bullying, about what beauty is and about ethnic-race issues.

**STEP 3:** Students go to activity 3.

#### ASSESSMENT:

Activity 4, students write a guided paragraph describing themselves. Teacher can help with the construction of necessary vocabulary.

#### NOTE TO TEACHER:

Teachers who do not have the book Sulwe may play the storytelling video available on YouTube (in case they have access to a computer and projector or TV set) and may write the activities on the board.

#### SUGGESTION:

Teacher may extend the task to a second class in order to correct the assessment and give students the song based on the book. In this case, teacher may reinforce the vocabulary and offer more input with the lyrics.

#### LINKS:

[Sulwe - Read Aloud](#)

[Sulwe's song](#)

3) Create an activity on Google Classroom for students post their summaries. Explain what they have to do and assign this as a homework.

3.) Choose one of the Bintliff's suggestions above and elaborate an "Welcome activity" that aims to listen to your students' backgrounds to develop at the social project on the first day of class. Post your activity on Google Classroom.

4.) Go back to the comic strip at the beginning of the Unit. How should the teacher act at that moment? Record a video on Flipgrid with some suggestions for this teacher.

4) Flipgrid is an app that students can record and edit videos. Tell them that they can use different apps as well. They can send their videos on Whatsapp or post on Google Classroom.

### Self-assessment

I CAN	VERY WELL	WELL	NOT SO GOOD
UNDERSTAND MY ROLE AS AN ENGLISH TEACHER			
UNDERSTAND THE IMPORTANCE OF LISTENING AND COMPREHEND YOUR STUDENTS			
REFLECT ON ACTIVITIES TO DEVELOP ON CONTEXTS OF SOCIAL VULNERABILITY			



## UNIT 4 - ENGLISH LANGUAGE AND SOCIAL INCLUSION

### AIMS

- To reflect about students' beliefs on the importance of studying English;
- To understand the connection of the English language with the social inclusion/exclusion;
- To develop a lesson plan to teach English at social projects (final activity encompassing all Units).



1) What do the students think about learning English?

2) What do vulnerable students think about learning English? Open this QR Code and post some key words. Compare the two words clouds and discuss with a partner their similarities and differences.



Read the two questions with the students and tell them that they are going to answer online. Send them the link [www.menti.com](https://www.menti.com) and the code "21812693" or send them the link: <https://www.menti.com/icfs8m5k3z> (or **CLICK HERE**). To show them the results for discussion, access this link: <https://www.mentimeter.com/s/a353667613886aacec08c6df2f35c402> (or **CLICK HERE**).



Read the excerpt from BNCC and analyze the meme below, then discuss the questions in groups:

*"Aprender a língua inglesa propicia a criação de novas formas de engajamento e participação dos alunos em um mundo social cada vez mais globalizado e plural, em que as fronteiras entre países e interesses pessoais, locais, regionais, nacionais e transnacionais estão cada vez mais difusas e contraditórias. Assim, o estudo da língua inglesa pode possibilitar a todos o acesso aos saberes linguísticos necessários para engajamento e participação, contribuindo para o agenciamento crítico dos estudantes e para o exercício da cidadania ativa, além de ampliar as possibilidades de interação e mobilidade, abrindo novos percursos de construção de conhecimentos e de continuidade nos estudos. É esse caráter formativo que inscreve a aprendizagem de inglês em uma perspectiva de educação linguística, consciente e crítica, na qual as dimensões pedagógicas e políticas estão intrinsecamente ligadas" – página 241 da BNCC.*



Fonte: BNCC (BRASIL, 2018, p. 241)

- 1) What is the English's role beyond the instrumental view?
- 2) What are the vulnerable students' beliefs about study English? List them.



1) Read the excerpts below and answer:

“O ensino de língua estrangeira visa à inclusão do indivíduo (cidadão) numa sociedade globalizada e em constante transformação” (SANTOS, 2017, p. 3).

“A língua é o meio no e pelo qual o sujeito se constrói e é aquilo que lhe possibilita estabelecer relações de sentido consigo e com o mundo” (PEIXOTO, 2017, p. 38).

a) Do you agree with the excerpts? Why? Why not?

Send students the link of the video in advance, so they can have more time to discuss and reflect about it. Link: <https://youtu.be/Ed1c4AE2Gi4> (or **CLICK HERE**).

b) What does it mean to learn English for citizenship?

Possible answers: It means that we are applying Social Justice concepts in our classes, trying to give opportunities for everyone to participate socially in society.

2) Watch the video and complete the table with two words related to social inclusion: **CLICK HERE**

SOCIAL INCLUSION	

3) How do you see the relation between social inclusion and Social Justice? Do you think teachers have?



Reflect about how can we make students feel included. Read the excerpt below and make a list of characteristics for teaching English in vulnerable contexts considering social inclusion.

“O grande desafio da educação é proporcionar, principalmente àqueles de camadas sociais menos privilegiadas, condições mais justas e equilibradas de participação social” (SANTOS, 2017, p. 39).

Post your list on Google Classroom.

Create a forum or an activity on Google Classroom for the students post their lists. Ask students to comment on their friends' ideas.



1) Analyse the lesson plan on this link: **CLICK HERE**

a) What is its positives and negatives points?

POSITIVE	NÉGATIVE

1) Send students the link of the lesson plan in advance. Ask them to read and analyse. Link: <https://planosdeaula.novaescola.org.br/fundamental/7ano/ingles/lendo-com-um-proposito/1835> (or **CLICK HERE**)

b) Would you apply this lesson plan on a social project? Why? Why not?

c) How would you adapt this lesson plan, considering your context?

2) You arrived at the end!

Read the pedagogical proposal for teaching-learning school content adapted from Gasparin (2012) and thinking about all the topics discussed until now, develop a lesson plan to be used at a social project that encompass the five units (Social Vulnerability; Volunteer work, Social Project and Context; Sensitive Listening; English Language and Social Inclusion). Post your activity on Google Classroom.

Quadro 1: Proposta pedagógica para o ensino-aprendizagem de conteúdos escolares na sala de aula à luz da Pedagogia Histórico-Crítica (adaptado de Gasparin, 2012).

1º momento: <b>PRÁTICA SOCIAL INICIAL</b>	O que os alunos já sabem sobre o tema a ser trabalhado e o que gostariam de saber sobre o novo assunto. Neste momento para o professor a prática é “síntese precária”, sintética de acordo com o domínio da prática em questão, sua formação acadêmica etc. e precária “na medida em que, do ponto de partida, desconhece a parcela da realidade que irá dispor como seus alunos” [...] e para o aluno é “sincrética” pois do ponto de partida “inexistem para ele articulações entre a experiência escolar produzida pela prática pedagógica e suas experiências sociais para além dela”. (MARTINS, 2016,p.28)
2º momento: <b>PROBLEMATIZAÇÃO</b>	Identificar os principais problemas postos pela prática e pelo conteúdo curricular, seguindo-se uma discussão sobre eles, a partir daquilo que os alunos já conhecem; explicar que o conhecimento (conteúdo) vai ser construído (trabalhado) nas dimensões conceitual, científica, social, histórica, econômica, política, estética, religiosa, ideológica, etc., transformadas em questões problematizadoras.
3º momento: <b>INSTRUMENTALIZAÇÃO</b>	Apresentar o conteúdo de forma sistemático-dialógica, contrastando-o com o cotidiano e respondendo às perguntas das diversas dimensões propostas. Neste momento o professor objetiva o ato de ensinar e o aluno passa da síncrese para a síntese.
4º momento: <b>CATARSE</b>	Representar a sua síntese (do aluno), sua nova postura mental; a demonstração do novo grau de conhecimento a que chegou, expresso pela avaliação espontânea ou formal. Neste momento se verifica e se internaliza a aprendizagem.
5º momento: <b>PRÁTICA SOCIAL FINAL</b>	Manifestar nova atitude prática do educando em relação ao conteúdo aprendido, bem como do compromisso em pôr em execução o novo conhecimento. É a fase das intenções e propostas de ações dos alunos, uma prática qualitativamente superior.

2) Create an activity on Google Classroom for students post their ideas. Explain what they have to do and assing this as a homework.

Final questionnaire: Instructions for accessing Google Forms: In the end of the class, send students the link to access the questionnaire and explain that their answers will be used as an evaluation of the material. Link: <https://forms.gle/hUSBPZh45PguuHK2A> (or **CLICK HERE**)

Fonte: PIACENTINI, A. C. G.; FEDERISSIS, I. da S.; ALMEIDA, R. S.; APOLINÁRIO, R. N. N. Formação de professores, sociabilização e empoderamento de adolescentes no ensino-aprendizagem de língua inglesa à luz da pedagogia histórico-crítica. In: PEIXOTO, R. (org.) Formação inicial e continuada de professores: políticas e desafios. Paraná: Editora Bagai,2020.

### Self-assessment

I CAN	VERY WELL	WELL	NOT SO GOOD
Reflect about students beliefs			
Understand the conection of the english language with the social inclusion/exclusion			

Answer the final questionnaire: [CLICK HERE](#)