

# **MMM DÍJ Nyelvtanári Pályázat**

2018

Fekete Gergő  
ELTE Radnóti Miklós Gyakorlóiskola

## Áttekintés

**Projekt címe:** Tanulás és globális felelősségvállalás: esettanulmány a *Girl Rising* c. film feldolgozásáról

**Projekt helyszíne:** Budapest XIV. Kerületi Szent István Gimnázium

**Projekt dátuma:** 2017. március 6-22.

**Projekt résztvevői:** 13. évfolyam (1-es csoport)

**Online felület:** A pályázatban szereplő képek és illusztrációk a következő Padlet linken érhetők el: <https://padlet.com/fekete0831/17b1ymlstvbpb>

**Mellékletek:** A tanórák részletes óravázlatai a mellékletekben érhetők el

„Let us remember: one book,  
one pen, one child, and one teacher  
can change the world.”

„Egy gyermek, egy tanár,  
egy könyv, egy toll  
képes megváltoztatni a világot.”

*Malala Yousafzai*

## **1. Inspiráció, a projekt alapötlete**

Jelen projekt megvalósulását általános- és középiskolai órai élményeim ihlették. A mai napig tisztán emlékszem azokra az órákra, amikor – általában tanítási szünetek előtt, az „utolsó órákon” – egy DVD-vel – netalántán kazettával – érkezett meg a tanárunk. Hangosan vagy csak magunkban, de felkiáltottunk: „Ez az, filmezünk!” A kezdeti lelkesedést aztán meglehetősen hamar felváltotta a következő vagy egy ehhez nagyon hasonló látvány: a diákok többsége fekszik a padon, páran a fejüket támasztják, valaki mobilozik, mások üres tekintettel bámulnak a TV-re vagy a kivetítőre. Csengetés után aztán felpattantunk és a nap folytatódott tovább. Visszatekintve, nem igazán voltak hasznosak ezek a „45 percek”, de egyikünk sem panaszkodott, hiszen ezek az alkalmak lehetőséget adtak arra, hogy túléljünk egy tanórát mindenféle energiabefektetés nélkül.

Pár évvel később aztán bekerültem az egyetemre, elkezdtem tanórákat megfigyelni, és holott láttam a fent leírt szituációkhoz hasonló jeleneteket, mégis több volt azokból az alkalmakból, amikor ennek az ellenkezőjét tapasztaltam: film- vagy videóalapú órákat szorgalmasan jegyzetelő, jelentkező diákokkal, akiket érdekelt az, ami ki volt vetítve. Ugyanakkor időközben lehetőségem adódott külföldön tanulni, utazni, és cserediákként hamar ráéreztem, mi is az a globalizáció: mik az okai, milyen következményei vannak és egyáltalán nekem mint nyelvtanárnak mi közöm van hozzá. Szintén egy-két évvel később, a 2015-ös Digitális Nemzedék Konferencia egyik előadását hallgatva fogalmazódott meg bennem a kérdés: ha a 21. század diákjai annyira érzékenyek mindenre, ami a médiával vagy technológiával kapcsolatos, hogy tudnám összekapcsolni az angolóráimon a filmipar remekműveit a világot érintő globális problémákkal úgy, hogy maximalizáljam a tanulási potenciált és ne csak arra sarkalljam a tanulókat, hogy megtanulják az új szókinccset vagy nyelvtant és megismerjék a filmet, de tegyenek is valamit a folyamat végén, amivel felhívják a figyelmet a filmben – vagy videóban – tematizált problémára?

Az itt bemutatott projekttel erre kerestem a választ. Négy hetes időintervallumban így heti 1 vagy 2 tanórát a *Girl Rising* c. film „Afghanistan” fejezetének szenteltünk. Célom az volt, hogy a filmrészletet mind tartalmilag, mind nyelvileg a lehető legjobban ki tudjam aknázni valamint a tárgyi tudás, a különféle készségek (pl. kritikus gondolkodás, kooperáció) és az attitűdök (pl. kíváncsiság, empátia, globális érzékenység) elsajátítása után a tanulók ne álljanak meg, hanem egyrészt akarjanak többet tudni, másrészt ragadják meg az előttük álló tömérdek lehetőség egyikét, gondolok itt a közösségi médiára, és cselekedjenek: foglalják össze a filmben látottakat valamilyen formában és tudatosítsák a filmben fellelhető problémák létezését és megoldási módjait másokban is, hiszen nem csak az osztályterem 4 fala között lehet (kell) ezekkel foglalkozni.

Angol- és némettanárrá válásomat nagyban befolyásolta az a nézet, melyet először Alan Maley-től olvastam: nyelvtanárként szerencsésnek tekinthetjük magunkat abból a szempontból, hogy az oktatás tartalma – pl. a feldolgozott szövegek, videók – nincs olyan szorosan behatárolva, mint például egy fizika- vagy kémia tanár esetében. A tanított tartalmat szabadon választhatjuk, alakíthatjuk, és ha ez a lehetőség a kezünkben van, miért ne fordítanánk figyelmet a világ különböző pontjain lévő problémákra? De melyekre is gondolok pontosan?

## **2. A projekt alapköve: a film**

A *Girl Rising* [előzetest lásd: [Padlet](#)] egy 2013-ban készült dokumentumfilm, mely a nők oktatásának fontosságát dolgozza fel 9 fiatal lány történetén keresztül, akik saját országaikban (Haiti, Nepál, Etiópia, India, Egyiptom, Peru, Kambodzsa, Sierra Leone, és Afganisztán) már egészen fiatalon a nemi erőszak, rabszolgasors vagy éppen a szexkereskedelem miatt nem tanulhatnak, megvonva tőlük az oktatás legcsekélyebb lehetőségét is. Talán ebből a pár példából is jól látható, hogy nem könnyed témákkal foglalkozik a film, de azt gondolom, középiskolás tanulók esetében sikerrel alkalmazható.

A közoktatási rendszert és az akkori tanmenetet figyelembe véve rá kellett jönnöm, hogy a film minden egyes fejezetének feldolgozására nem lesz időm, így Amina, az afgán lány történetét választottam két okból is. Egyrészt rám ő gyakorolta a legnagyobb hatást, amikor először láttam a filmet, másrészt pedig egy csereprogramnak köszönhetően jó kapcsolatot ápolok egy afgán lánnyal, akiről a pályázat során még szót ejtek.

### **3. Az „építkezés”**

#### **3.1 A kezdetek: alapozás – (1. sz. melléklet)**

A projekt elejétől fogva úgy gondoltam a gyerekekkel való közös munkára mint egy építkezésre: lépésről-lépésre haladva jutottunk el egy jól látható végtermékhez, mely felkelti mások érdeklődését, önállóságot kínál a berendezést illetően, lehetőséget ad „vendégek” fogadására, és nagyon hosszú ideig hasznosítható.

Mivel a film témájából és képi világából adódóan is intenzív és kemény, nem szerettem volna a projektet azonnal a fejezet megtekintésével kezdeni. Ebből a megfontolásból egy, az oktatás témájához szorosan kapcsolódó, ám nem a filmből származó animációs videóval indítottunk (*Alike*, 2016, lásd: [Padlet](#)), mely az oktatás és a munka világát mutatja be egy apa és fia történetén keresztül. A videó elején mindketten élénk kék és narancssárga színben pompáznak, ám a klip végére a monotonitás és a rosszul működő rendszer miatt elveszítik színüket, melyek a kreativitást, az érdeklődést és a lelkesedést szimbolizálják. A fő kérdés itt a következő volt: helyes képet fest-e le az apa és fia története a mostani társadalomról, a munka világáról és a diákok helyzetéről? A válasz egy 90%-os igen volt: számos diák számolt be arról, hogy különösen középiskolai tanulmányaik utolsó évében „veszítik el színüket” a dolgozatok, érettségi és egyéb tesztek közepette. A beszélgetés egy nyitva hagyott kérdéssel zárult: ez a teljesítménycentrikus oktatási rendszer-e az a rendszer, ami a mai oktatást kell, hogy megalapozza? Szándékosan hagytuk nyitva a kérdést a válaszok zápora után, mert úgy gondoltam, jó alap lesz a filmhez való munkához.

#### **3.2 Lábazat – (2. sz. melléklet)**

A következő órát egy „múzeumlátogatással” kezdtük. Kilenc képet [lásd: [Padlet](#)] tettem ki a terem falaira, melyek a filmben előkerülő országokat és az ottani életet mutatták. A feladat az országok felismerése volt, majd ezen információ birtokában néhány, az országot érintő komolyabb probléma (global issue) gyűjtése. Ezzel, az előző órához hasonlóan, a vizualításra helyeztük a hangsúlyt, illetve a tanulók előzetes tudását sikerült feltérképezni. Ezt követték rövid szövegrészletek az egyes országokról, mely számos ismert és új információval szolgált a gyerekeknek. Az előzetesen összegyűjtött ötleteket most mindmap formájában a táblán összevetettük az új információkkal. Egészen eddig, a csoport nem tudta, melyik filmmel fogunk foglalkozni, így ezután vetítettem le a *Girl Rising* előzetesét, ami rögtön felkeltette érdeklődésüket. Ezt tovább fokozva, hiányos statisztikákat próbáltunk kiegészíteni a nők oktatását illetően. Ez volt az első sokkoló élmény a

csoporthoz. A tippelés után láthatták, hogy az írni és olvasni nem tudó 15 év feletti lányok száma a statisztika készítése idején (2013) majdnem az 500 milliót is eléri [lásd: [Padlet](#)]. Az előző órához hasonlóan ezt az órát is beszélgetéssel zártuk, ahol jó volt látni, hogy használták az új információkat érveléseik során és mennyi kérdés fogalmazódott meg bennük. Én lelkesen jegyzeteltem.

### 3.3 Kezdődik a falazás – (3. sz. melléklet)

A nagybottól a kisebbig haladás elvét követve ezen az órán kizárólag Amina történetével foglalkoztunk. Vetítés előtt egy páros olvasási feladatot kaptak Afganisztánról, melyben a pár tagjainak más-más információt kellett egymástól kideríteni. Ezzel biztosítottuk, hogy a filmrészletben előkerülő információk ne legyenek teljesen újak.

A fejezetet előkészítő kérdések után aztán következett maga a filmrészlet, ami a legérdekesebb élmény volt. Az egyébként élénk, eleven társaság némává fagyott. Mivel a saját tapasztalatomból kiindulva erre a reakcióra számítottam, nem terveztem beszélgetést az óra végére. Helyette kilépőkártyákat (exit card) [lásd: [Padlet](#)] állítottam össze, amin a következő két mondatot lehetett befejezni. A következőkben néhány válasz is látható.

<i>A mai óráról arra fogok emlékezni, hogy...</i>	<i>Egy dolog, amit a mai órán tanultam...</i>
<ul style="list-style-type: none"><li><i>büszke vagyok, hogy lánynak születtem.</i></li><li><i>mi jellemzi Afganisztán kulturális és történelmi hátterét.</i></li><li><i>nők ezrei mennyire nincsenek megbecsülve a világban.</i></li></ul>	<ul style="list-style-type: none"><li><i>az a „maim” és a „shroud” szó jelentése.</i></li><li><i>az a felismerés, hogy milyen szerencsés helyzetem van.</i></li><li><i>az az, hogy bármi lehetséges, ha nagyon akarjuk.</i></li></ul>

### 3.4 Tetőfedés – (4. sz. melléklet)

Habár az építkezés hasonlatnak megfelelően ebben a szakaszban kerültünk a legmagasabbra, a motiváció szempontjából ez az óra volt a legalacsonyabb. Legalábbis kezdetben. A filmből vett szókinccs gyakorlására fektettük a hangsúlyt az óra elején, ami néhány diáknak meglehetősen nehéz volt, viszont a nyelvi feladatok után következő beszélgetés felvillanyozott mindenkit. Itt láttam igazán, mennyire megfogta őket a történet és mennyi kérdés merült fel bennük. Az előző órák hasonló tapasztalatai miatt lehetőséget adtam nekik, hogy írjanak legalább 1 olyan kérdést, ami nagyon foglalkoztatja őket Amina történetével és a benne felmerülő problémákkal kapcsolatban. Ezek után pedig – sajnos csak képek segítségével – bemutattam nekik Sameát, az afgán barátomat. Samea Kabulban, Afganisztán fővárosában született és nőtt fel és amióta ismerem, a női jogok elkötelezett

aktivistája. Megismerkedésünk idején az ENSZ Permanent Mission of Afghanistan programjánál gyakornokoskodott, ezért úgy véltem, tökéletes információforrás lenne a gyerekek számára. Az előbb említett kérdéseket tehát összegyűjtöttem és továbbítottam Sameának, aki egy 25 perces felvételen megválaszolta a kérdéseket.

### 3.5 Bútorozás, költözés – (5. sz. melléklet)

Az utolsó alkalom tehát a válaszok meghallgatása volt, majd reflektálás szóban és írásban is. Érdekes és motiváló volt hallgatni a véleményeket. Ami leginkább megragadt bennem és azóta emlékszem rá, az a következő két mondatrészlet: 1) „*It’s really shocked me. (...) Watching this film chapter made me interested and I will watch the full movie and I will take (sic) some research about this topic. I need to know more.*” [~Sokkoló élmény volt. A filmrészlet kíváncsivá tett. Meg fogom nézni az egész filmet és utána fogok nézni ennek a témának. Többet kell erről tudnom.] 2) “*I’ll try to be more informed about these happenings.*” [~Igyekszem jobban informálnak lenni ezekről a dolgokról.]

Pontosan ezt szerettem volna elérni: hogy ők is akarjanak többet tudni, ők is akarjanak utánanézni és válaszokat kapni. Ugyanakkor arra is szerettem volna őket ösztönözni, hogy ezt az élményt, az új, eddig szerzett tudást megosszák másokkal és felhívják a figyelmet ezekre az egyáltalán nem könnyed témákra. Felajánlottam hát nekik, hogy az Angoltanárok Nemzetközi Egyesületének (IATEFL) „Global Issues” érdekcsoportjának Twitter oldalán megoszthatják gondolataikat egy-egy Tweetben, melynek eredménye, a teljesség igénye nélkül a következő:

- *Don’t be afraid to come out of the shroud – show your face to the world. #Ihavethepowertochange #womenforwomen*
- *Silence can be ignorance. Stand up and make a change #fightforwomen #womensrights #keepfighting*
- *There is no heavier shroud than possibilities taken away without any resistance.*

Mint közösségi média koordinátor, naponta egy-egy Tweet-et közzétettem. Számos lájk és megosztás volt a reakció, amik egészen a film készítőihez is eljutottak. Hetekkel a Tweet-ek után egyenesen Amerikából, a *Girl Rising* csapattól kaptam megkeresést, hogy osszam meg velük a projekttel kapcsolatos tapasztalataimat és számoljak be a posztok mögött rejlő órai eseményekről, ami egy Skype beszélgetés keretei között meg is valósult.

#### 4. Összegzés

Visszakanyarodva a bevezetőben leírt szituációhoz, azt gondolom, sikerült elkerülni. Fontosnak tartom kihangosítani a diákok számára, hogy a nyelvtanulásként elkönyvelt heti  $n$ -szer 45 perc nem csak arról szól, hogy igeidőket és szókincset tanulunk. Sokkal inkább szól arról, hogy mit tudunk ezzel kezdeni, mire tudjuk használni. A nyelvvel tudunk útbaigazítani és tudunk rendelni az internetről is. De tudunk vele filmeket nézni és komoly témákat feldolgozni. De talán ennél is fontosabb, hogy mindennek birtokában tudunk valamit tenni és embertársaink figyelmét felhívni a körülöttünk lévő problémákra, legyen ez az ózonréteg vékonyodása vagy a nők helyzete a világ különböző pontjain. Mindkét példa mindannyiunkra hatással van, hiszen a világ egy sűrű háló. Ha a filmben szereplő lányokkal ellentétben nekünk megadatott, hogy tanuljunk, miért ne segítenénk? Ha ebben a *Girl Rising* a gyerekeknek és a tanárnak is ösztönzést ad és felelős felnőttiségre sarkall, miért ne néznénk meg? És így máris új értelmet nyerhet az „Ez az, filmezünk!”.

Budapest, 2018. március 5.

Fekete Gergő



## Melléklet 1. – Lessons plan\_1

### LESSON PLAN

**Time** 12:35-13:20  
**Date** March 6, 2017  
**Level/ age** Advanced  
**Number of Ss** 16  
**Coursebook** --

**Assumed knowledge** Difference btw. “like” and “alike”, Sts can express their opinion and reflect on their lives  
**Anticipated difficulties** Time management, rapport btw. Sts and me, responsiveness of Sts  
**Materials** Projector, video clip, questionnaires

**Main objective of the lesson:** Establishing rapport between the students and me by watching a short video and reflecting on problems of society the video depicts + starting the 4-lesson unit needed for my own research. This lesson plan is based on a ready-lesson by Kieran Donaghy: <http://bit.ly/2mGgjpz>.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments ( <i>Reflections are italicised.</i> )
Introduction (5')	Introduction, telling Sts what the following 5 lessons will be about, asking for their help	I introduce myself and tell Sts about the whys and hows of the following 5 lessons --> I ask Sts for their help and ask them to put out name cards		<i>No objections to the project.</i>
“like” vs. “alike” (6')	Orientation to video, getting Sts to talk to each other	I put the following sentences on the board: <ul style="list-style-type: none"> <li>• I’m like my brother.</li> <li>• My brother and I are alike.</li> </ul> I elicit the meaning of “like” and “alike” in the 2 sentences --> another example --> Sts write a true sentence about themselves with “alike” --> Sts share their sentences with their partners --> short open-class feedback (OCFB)	Arousing Sts’ curiosity, personalising the task	The word “alike” is the title of the short video Sts are going to watch in this lesson; this is how the 2 sentences should ease the transition to the film
Watching the video_1 (10')	Familiarising Sts with the story of <i>Alike</i> , getting Sts to talk to each other	I tell students that they are going to watch a short video titled <i>Alike</i> --> as they watch, Sts think about how father and son and their lives are	Speaking, fluency, formulating one’s own opinion	At this stage, not the whole video is played, as Sts are going to predict the rest of the story later

Open-class discussion (5')	Getting Sts to think about the video clip they have just seen, reflection	alike --> I play the video until 4:55 --> OCFB What problems does the film illustrate? --> How is colour used in the film?	Speaking, fluency, having a discussion together	If Sts are reluctant to speak, I put them into pairs and ask them to share their opinion among themselves – <i>No reluctance. 1 St dominated the discussion; the other Sts didn't like this. As it turned out, this happens quite often, in other classes, too. Important to keep this in mind in the lessons to come.</i>
What's the rest? (5')	Getting Sts to think about the rest of the story	Sts work in small groups --> they try to predict how the film is going to end --> OCFB	Speaking, fluency, arousing Sts curiosity	I might put their ideas on the board in the form of a mind map, so that we can check their ideas in the next stage – <i>Didn't do this.</i>
Watching the video_2 (3')	Watching the rest of the video	I play the video until the end --> Sts check their ideas		
Discussion (8')	Thinking about the message of the film	Sts work in groups and answer the following questions: <ul style="list-style-type: none"> <li>• How does the film make you feel?</li> <li>• What's the film's message?</li> <li>• Does the film accurately reflect society?</li> </ul>	Speaking, fluency, formulating one's own opinion	Depending on time, we might do this activity together, not in groups, as I find conducting OCFB important in this phase. / In the end, I would like to link the film's message to Sts' lives right now: how do they feel in their current (stressful?) situation? – <i>Sts can relate; several instances of similar experience: tests, exams, pressure to perform well. Lively discussion, good basis for the Girl Rising project.</i>
Rounding off (3')	Rounding off the lesson, distributing questionnaires	I ask Sts to fill in the questionnaire needed for my thesis --> Sts go through the questionnaire and ask questions if they are not sure about something		

## Melléklet 2. – Lessons plan\_2

### LESSON PLAN

**Time** 13:40-14:25  
**Date** March 8, 2017  
**Level/ age** Advanced  
**Number of Ss** 16  
**Coursebook** --

**Assumed knowledge** Sts have some very basic knowledge about different countries, such as India, Afghanistan, Egypt, etc.  
**Anticipated difficulties** Time management, difficulty of reading text, participation (some Sts dominate?)  
**Materials** Pictures, PPT, handout, projector, film trailer

**Main objective of the lesson:** Getting students to think of certain global problems in different countries, familiarising them with the film *Girl Rising*, and getting them to think of their own life in relation to what has been seen, read, and heard in the lesson.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments (Reflections are italicised.)
Getting started (2')	Opening the lesson	I greet Sts, collect the questionnaires, and hand out the last 2 copies to Sts who were absent last time		<i>Nobody was absent.</i>
Gallery walk (12')	Orientation to the main topic, getting Sts to think about global problems	I put some pictures on the walls before class --> Sts walk around, have a look at the pictures and think of the following questions: <ul style="list-style-type: none"> <li>• Where do you think these pictures were taken?</li> <li>• What comes to your mind when you look at these pictures?</li> <li>• How do you feel about what you see?</li> <li>• What are some of the problems you associate with these countries?</li> </ul> Sts share their ideas with their partners --> OCFB	Arousing Sts' curiosity, focussing their attention to specific countries with specific problems	Depending on time, I might create a mind map on the board with Sts' ideas – <i>Amazing ideas, Sts are well-informed about the countries. Mind map on the BB with their ideas. Nearly everybody participates.</i>

Reading (15')	Extending Sts' knowledge about the individual countries, contextualising the topic	Each St gets a handout with short texts on 5 different countries (the ones in the gallery walk) --> Sts read the texts and underline 1 piece of information they would add to the previous discussion, e.g. a problem, an issue etc. --> Sts discuss this with their partners --> OCFB	Reading	<i>New pieces of information were identified and added. Discussion with neighbours worked well, some boys didn't pay attention but didn't disturb the lesson, either.</i>
Trailer (3')	Familiarising Sts with the film they are going to work with	Sts watch the trailer of <i>Girl Rising</i> and find the issue that holds all of the previously mentioned issues together, i.e. the common thread = educating girls	Listening	The documentary consists of 9 chapter; however, at this stage, Sts do not know which chapter of the film we are going to work with – <i>the leitmotif was found without problems.</i>
Statistics (8')	Getting Sts to think about educating girls in a more focussed way	I show Sts some statistics in which the numbers are covered --> Sts predict the numbers --> Sts think about what happens when girls are not valued and when they are treated equally	Arousing Sts' curiosity, fluency	<i>Sts were quite shocked and couldn't guess the right figures; they weren't even close. Good discussion trigger; the same boy tried to dominate the discussion but was confronted with different opinions from peers – very lively discussion, but not enough time. Sts talked to each other, I was only the facilitator.</i>
If there is time left:				
Discussion (5')	Getting Sts to think of their own life in relation to the film	Sts work in pairs and discuss the questions I present	Speaking, fluency, formulating one's own opinion	The questions come from the <i>Girl Rising Teacher's Guide</i> (2013) and aim at generating discussion specifically before watching the film – <i>No time left for this, Sts focussed on the statistics.</i>

## **Texts on the different countries**

### *Cambodia*

Gender-based violence is rampant throughout Cambodia. Girls as young as age 10 are forced to work as sex slaves, domestic servants, or beggars. Cambodia has been labelled by various international organizations as a key transit and destination point in the global commercial sex trade. Domestic violence is widely tolerated by both men and women, especially by husbands against wives: 46% of Cambodian women believe that wife-beating is justified under certain circumstances. Also, families often consider a boy's education to be more economically rewarding, a belief that over-educating a girl might be a handicap to marriage prospects, and fear that a girl might be abducted or harmed while commuting to school.

### *Egypt*

Egypt has been considered relatively progressive in its region with regard to women, but Egyptian society remains deeply entrenched in customs of patriarchy, including early marriage. Sixteen per cent of Egypt's adolescent girls are married and young brides are much more likely to experience abuse at the hands of their husbands than those who marry later.

Egypt has the most robust education system in the region, with 95.4% of school-aged children enrolled in primary school. Ninety-six per cent of boys are enrolled in primary school, with girls lagging only slightly at 94.7%, although rural Upper Egypt shows a greater gender gap, with up to 11% fewer girls in school.

### *Afghanistan*

About one in five Afghans is a school-aged child. That's one of the highest proportions in the world. At present, only 32% of boys and 13% of girls complete primary school, but Afghanistan is in the midst of massive change. Girls are permitted to go to school again, and today make up roughly 36% of students in the country. There are currently more girls enrolled in school than at any time in Afghanistan's history. Although the numbers are encouraging, school conditions are often poor and nearly half a million girls who are enrolled in school do not regularly attend. Serious barriers to education remain, including the high cost of schooling, limited resources, and the lack of trained female teachers. After the age of 13, female students must be taught by women, but just 30% of teachers are female and the vast majority work in and around urban areas, with more than one third based in the capital, Kabul.

### *India*

An estimated eight million school-age children – mostly girls – are not in school. Many families don't see the need to educate girls, whose main roles will be housekeeping and child rearing, and keep daughters home to take on domestic responsibilities at an early age.

There are too few teachers in India (especially women) and approximately 17% of villages don't have primary schools. Schools in many rural areas have little access to clean water or sanitation, placing burdens on girls entering puberty and causing them to be more frequently absent or to drop out of school altogether.

### *Haiti*

Haiti is the least developed country in the western hemisphere and one of the poorest in the world. The lack of an educated workforce, exposure to frequent natural disasters, and continued political unrest have left Haiti in an economically vulnerable state. Eighty percent of the Haitian population lives below the poverty line, and less than 40% of Haiti's children have regular access to basic health care. More than 200,000 Haitian children have at least one parent infected with HIV or AIDS. Haiti has the highest rate of infant and child mortality in the Western Hemisphere.

Girls and women in Haiti face serious risks of gender-based violence and human trafficking. It is difficult to find statistics for rape cases in Haiti, not only because so few rapes are reported, but because those that are reported often go unprosecuted due to disorganization within the police and judicial system. It wasn't until 2005 that rape was legally considered a crime in Haiti.

## Melléklet 3. – Lessons plan\_3

### LESSON PLAN

**Time** 12:35-13:20  
**Date** March 13, 2017  
**Level/ age** Advanced  
**Number of Ss** 16  
**Coursebook** --

**Assumed knowledge** Main theme of *Girl Rising*, basic knowledge about Afghanistan and educating girls in different countries  
**Anticipated difficulties** Time management, some Sts might dominate the discussions  
**Materials** Handout, pictures, projector, PPT

**Main objective of the lesson:** Familiarising students with the Afghanistan chapter of the film, getting them to think about issues mentioned in the chapter, and discussing the content of the chapter in relation to students' lives.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments ( <i>Reflections are italicised.</i> )
Getting started (5')	Recalling what we did in the previous lesson, getting into learning mode	I ask students what we did last time --> we play a round of hangman with the word 'Kabul', which is the capital city of Afghanistan		The hangman activity makes the transition to the chapter students are going to watch in this lesson
Paired reading (20')	Getting students acquainted with Afghanistan, working in new pairs	Before the lesson, I cut pictures of Afghanistan into 2 --> each St gets a piece and finds the other half of the picture --> Sts sit down in pairs (A and B) --> each pair gets a reading text with some information missing from the text (diff. pieces of information for A and B) --> Sts read and ask each other about the missing information	Reading, speaking, collaboration	New words are clarified if needed – <i>A degree of demotivation was noticeable. Some boys seemed bored or were not interested in the topic. They copied the answers or simply did the task in Hungarian. Need to speed things up.</i>
Pre-watching discussion (7')	Getting students to think about issues in the film excerpt	Sts continue to work in pairs --> they discuss questions related to the Afghanistan chapter of the film --> OCFB for 2-3 questions	Speaking, fluency, formulating one's own opinion	<i>Some Sts talked in Hungarian, but the activity went smoothly. Still some need to make them focus on the task.</i>

<p>Watching the Afghanistan chapter (10')</p>	<p>Familiarising students with Amina's story, listening comprehension</p>	<p>Students watch Amina's story and think about the answers they gave to the questions in the previous activity</p>	<p>Listening</p>	<p><i>Utter silence, nobody said anything. Even the boys who were not so interested seemed touched by the chapter. Great moment for the Exit cards.</i></p>
<p>Exit card (3')</p>	<p>Rounding off the lesson, reflection</p>	<p>Each St gets an 'Exit card' and finish one or both of the following sentences: "One thing I am going to remember from today's lesson..." / "One thing I learnt in this lesson..."</p>	<p>Getting students to think about what they have learnt, what they are taking away</p>	

## Paired reading activity for Students A and B

### Afghanistan

#### *Historical and cultural background*

Afghanistan is an ancient civilization and yet one of the world's least developed countries. Nestled in the heart of Asia, Afghanistan connects the West to the East, acting as the gateway to India and an important trade stop on the Silk Road. Hatred among Afghanistan's more than \_\_\_\_\_ major \_\_\_\_\_ groups, each with its own language and customs, led to the epidemic of civil wars that have plagued Afghanistan from antiquity. Foreign intervention has marked Afghan history as well, with both \_\_\_\_\_ and \_\_\_\_\_ fighting to gain control over this strategic location. During the last several decades of war, the infrastructure of Afghanistan has suffered serious damage. Due to continual conflict, more than 425,000 Afghans remain internally displaced, with \_\_\_\_\_ million residing outside of their country as refugees.

After a 10-year war with Russia ended in the mid-1990s, the \_\_\_\_\_, an extremist Islamic group, seized power in Afghanistan and imposed extreme interpretations of sharia (Islamic Law) under which Shiites and non-Muslims were persecuted as heretics, women were banned from working outside the home, girls were banned from school, and movies, TV programs, photographs, and paintings were prohibited. The Taliban harboured (and was financed by) \_\_\_\_\_ and his Al Qaeda organization, which was responsible for the terrorist attacks against the U.S. on September 11, 2001. Following the attacks, the destruction of the Taliban and Al Qaeda became the main goal of the U.S.-led anti-terrorist coalition and the U.S. launched a military campaign in Afghanistan, which eventually led to a shift in political power from the oppressive Taliban regime. Hamid Karzai won the country's first presidential election in 2004 and was re-elected in 2009, but political instability is still the norm and the Taliban has experienced a \_\_\_\_\_. Afghanistan is the world's leading producer of \_\_\_\_\_, a key source of revenue for the Taliban and other anti-government groups; poppy cultivation in Afghanistan increased 57% from 2011 to 2012.

#### *Challenges for girls*

Since the overthrow of Taliban rule in 2001, there have been major improvements in the rights of women and girls in Afghanistan, but the country is still one of the most challenging places in the world to be born a girl. Early and forced marriage, \_\_\_\_\_, the health risks of early pregnancy and childbirth: a girl's life in Afghanistan is too often one of servitude, marked by powerlessness and fear. Girls have been attacked, poisoned, \_\_\_\_\_ with acid and killed simply for attempting to go to school.

In 2009, the Law on the Elimination of Violence Against Women (EVAW) banned and set new penalties for underage and forced marriage, domestic violence, rape, forced prostitution, and other abuses against women, but enforcement has been weak and the law is under threat. The Human Rights Watch organisation estimates at least 600 women and girls are imprisoned for "\_\_\_\_\_" such as flight from marriage, domestic violence, or sex outside of marriage even when it's rape or forced prostitution.

#### *Education in Afghanistan*

About \_\_\_\_\_ Afghans is a school-aged child. That's one of the highest proportions in the world. At present, only 32% of boys and 13% of girls complete primary school, but Afghanistan is in the midst of massive change. After years of exclusion, girls are permitted to go to school again, and today make up roughly 36% of students in the country. There are currently more girls enrolled in school than at any time in Afghanistan's history. Although the numbers are encouraging, school conditions are often poor and nearly half a million girls who are enrolled in school do not regularly attend. Serious barriers to education remain, including the high cost of schooling, \_\_\_\_\_ (including supplies, books, desks and school buildings themselves), and the lack of trained female teachers. After the age of 13, female students must be taught by women, but just 30% of teachers are female and the vast majority work in and around urban areas, with more than one third based in the capital, \_\_\_\_\_. In contrast, in Khost province on the border with Pakistan, just 3% of teachers are female. In neighboring Paktika, this drops to 1%. An additional challenge is the persistent conflict within the country. The gains made by women and girls in the last decade hang in the balance amidst unrelenting struggles for control.



### **Pre-watching discussion questions**

- What are your favourite childhood memories? What does being a child mean to you?
- How old were your parents when you were born? Does the person sitting next to you look ready to be a parent?
- What is a good age to get married? Why?
- Who is going to choose your husband or wife? Why?
- Think about your life on a given day. What would your days look like if you were married and had children?

*Girl Rising Teacher's Guide (2013)*

## Melléklet 4. – Lessons plan\_4

### LESSON PLAN

<b>Time</b>	12:35-13:20	<b>Assumed knowledge</b>	Afghanistan chapter of <i>Girl Rising</i>
<b>Date</b>	March 20, 2017	<b>Anticipated difficulties</b>	Time management, some Sts might dominate the discussions
<b>Level/ age</b>	Advanced	<b>Materials</b>	Projector, handout, PPT, slips of paper
<b>Number of Ss</b>	16		
<b>Coursebook</b>	--		

**Main objective of the lesson:** Watching the Afghanistan chapter of the film for the second time; extending students' vocabulary based on the film excerpt; discussing the main themes, problems, and issues illustrated by the film chapter.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments ( <i>Reflections are italicised.</i> )
Getting started (5')	Recalling the content of the Afghanistan chapter of <i>Girl Rising</i>	I draw 20 lines on the board --> Sts need to recall 20 pieces of information from the film --> 1 piece of information is worth 1 line		This is a good way to fill those Sts in who were absent last time. – <i>It was.</i>
Watching the Afghanistan chapter (10')	Listening comprehension, creating the storyline	Each St receives a handout with phrases from the film --> the order of the phrases is jumbled up --> while watching, Sts need to put the phrases into the right order	Listening	New words are not yet clarified. – <i>This exercise went well. Even though they were familiar with the film, they paid attention and did the task.</i>
Checking the order (2')	Checking previous exercise	We check the order of the storyline together	Every St has the right solution	<i>Not everybody was focused, rather chaotic.</i>
Vocab task (10')	Expanding Sts' vocabulary	The phrases of the previous exercise are now presented in context --> some words are highlighted --> Sts need to provide a definition/explanation based on the context --> OCFB	Vocabulary extension	<i>Not sure how effective this task was. Several students didn't do anything or were simply pretending. Was it too difficult? Or were they simply not in the mood?</i>

Discussion (13')	Discussing the themes, problems, and issues illustrated by the film	Sts work in pairs --> each pair gets a pile of questions --> Sts discuss each question for 2 mins --> OCFB	Speaking, fluency, voicing one's opinion	<i>This task reinvigorated the group; Sts talked about what they were supposed to talk about, and they did it in English. Good to move to the last task.</i>
Writing questions (5')	Reflecting on the issues raised by the film	I introduce Samea to the students, who is an Afghan woman and is happy to answer Sts' questions about Afghanistan and the status of women in Afghanistan --> Sts write questions to Samea	Getting Sts to reflect and think about issues in the film	The questions will (hopefully) be answered in the last lesson (Wednesday) – <i>some general and some very insightful and thought-provoking questions. Excited about the answers.</i>

## Listening comprehension and vocabulary task

1. In what order do you hear the following phrases in Amina's story? Write the numbers next to the phrases. The first one has been done for you.

- \_1.\_ my husband ... might kill me
- \_\_\_ disenfranchised
- \_\_\_ unworthy of a record
- \_\_\_ decipher the scribbles on a bag of rice
- \_\_\_ beneath this embroidered cage
- \_\_\_ chapped from carrying icy mountain water
- \_\_\_ withstood the odds against me
- \_\_\_ wear the shroud of blue

2. Read the following excerpts from the film containing the phrases you put in order earlier. Based on the context, try to figure out the meaning of the highlighted words/phrases.

1. I must wear **the shroud of blue**, a shell. I am a girl masked, muted.
2. As a girl, I was considered **unworthy of a record**.
3. My mother never learnt to read or write. She's never opened a book, never written in a diary, can't even **decipher the scribbles** on a bag of rice.
4. **From the age of 3 years old**, I spent my days working. My hand and face were **chapped** from carrying icy mountain water to wash men's hands.
5. My eyes are hidden beneath **this embroidered cage**.
6. All I felt was impatience. Impatience, because we are poor, because we are silenced, **disenfranchised**, beaten, cut, married as children, sold, raped. When we seek freedom, we are burned. When we speak the truth, we are **stoned**. When we go to school, we are bombed, poisoned, shot.
7. I am the beginning of a different story in Afghanistan. And when my granddaughter explains how I **withstood the odds against me**, it will become legend.

## Discussion questions

- Amina says that she was privileged, because she was able to go to school for a short time. What did education provide for her?
- Do you think Amina's parents had a choice? Did Amina? What if you were her brother? Would you have stood up for her?
- Should the treatment of girls in Afghanistan be attributed to culture or religion?
- Amina's story is heart-breaking, but she perseveres. Describe a situation when you refused to give up.
- What would you say to Amina, or ask her? What have you learnt from her?

*Girl Rising Teacher's Guide (2013)*

## Students' questions addressed to Samea

- Was it hard to leave your country? Did you have your parents' permission?
- Did you go to high school in Afghanistan? Was it hard to fight for your rights? Did you have support from others?
- Did you experience anything bad like the examples in the film?
- Did you have similar experiences like Amina? (early marriage, birth, no education, rape)
- Why and how did you move from Afghanistan?
- Do you still have any close relatives in Afghanistan?
- Is there anything you miss from your home country?
- What is it like to break out and have other chances?
- Do you go back to Afghanistan?
- Was it hard to find your place when you got abroad because of the different culture?
- How did you have the opportunity to learn abroad?
- In the movie, Amina says "do not tell me the blame lies in my religion, in my culture, in my traditions." But what else can you attribute these problems to?
- Do you want to go home and live there?

## Melléklet 5. – Lessons plan\_5

### LESSON PLAN

<b>Time</b>	13:40-14:25	<b>Assumed knowledge</b>	Sts are familiar with the Afghanistan chapter of the film, both in terms of content and language
<b>Date</b>	March 22, 2017	<b>Anticipated difficulties</b>	Time management, lack of video material, difficulty of moving around in the classroom
<b>Level/ age</b>	Advanced	<b>Materials</b>	Vocab cards, projector, feedback sheet, video
<b>Number of Ss</b>	16		
<b>Coursebook</b>	--		

**Main objective of the lesson:** Closing the *Girl Rising* unit: revising newly learnt vocabulary; having a final discussion based on the film and the issues; taking action by composing Tweets; providing feedback on the previous four lessons.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments ( <i>Reflections are italicised.</i> )
Getting started + vocab revision (7')	Opening the lesson, revising newly learnt vocabulary	Each St gets a piece of paper with a word/phrase on it --> Sts walk around, find a partner and explain their word to their partner --> the other person does the same thing --> Sts swap their cards, look for another person, explain their new word and swap again	Vocabulary, working with new people	I might ask for some definitions at the end of the activity. – <i>Task cancelled due to lack of time.</i>
Pair & Share! (8')	Discussing the issues of the film, getting Sts to speak	I present some questions on the board --> Sts discuss the question in pairs --> two pairs share their thoughts and ideas	Speaking, fluency	<i>Task cancelled due to lack of time.</i>
Tweet it! (15')	Taking action	I introduce GISIG to students --> we discuss what Twitter is and how it works --> Sts compose tweets about what they have learnt in the previous four lessons (awareness raising) --> Tweets will hopefully be tweeted on the GISIG website	Writing, awareness raising	<i>All Sts were familiar with Twitter. Some had difficulties with coming up with tweets, but the majority had ideas. Not so much time left for this exercise, but it was enough.</i>

Feedback (10')	Providing feedback on the previous 4-5 lessons, rounding off the unit	Sts receive a feedback sheet --> they fill in both parts	Providing feedback	<i>Fortunately, there was enough time left to do this, as I didn't want them to do it at home. Everybody filled in the feedback sheet.</i>
Q&A (5')	Closing the lesson	Sts have the opportunity to ask any questions		<i>Task cancelled due to lack of time.</i>

As of now, the video from Samea is not yet available. In case I receive it before class, it will be played in the lesson, before the 'Tweet it!' activity. Consequently, the time of the other activities will change accordingly. – *The 25-min recording arrived early in the morning, which meant that the lesson plan turned upside-down. We only had time for listening to the recording, tweeting, and filling in the feedback sheet.*

## **Discussion questions**

- Has it ever occurred to you that you wouldn't or couldn't go to school? How do you think your life would be different?
- How important is it to stand up for something you believe in?
- Do you see any limitations on who or what you can become? What are they? Are the limitations different for boys and girls?
- What is the gender hierarchy in the Hungarian culture? How do the roles of men and women differ?
- Has anything you learnt from the film chapter changed the way you think about your own community? Your country? How?
- How would the world look different if girls had equal access to education everywhere? How would that affect you?

*Girl Rising Teacher's Guide (2013)*