



with **Teach
DAVE**

masterclass

Learning for Life!

Session 3: 16th June 2021



macmillan
education



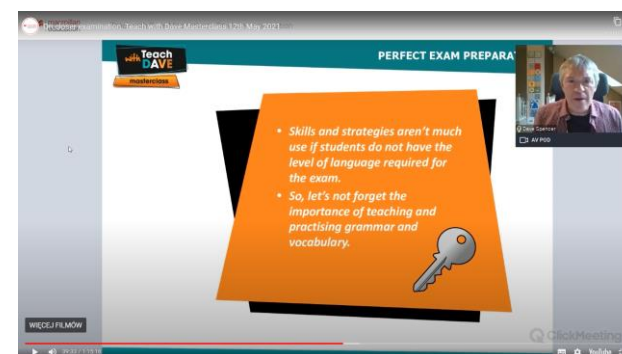
DAVID SPENCER

After studying languages at Oxford University, David Spencer trained to be a Secondary School teacher. He then moved to Spain where he has been living and teaching ever since. He continues to teach teenage students every day in a school near Madrid. Dave began writing courses for Macmillan in 1994. His brand new series for teenagers is a multi-level course designed to prepare teenage students for exams and life after school. Dave has given talks to teachers in twenty-eight countries. You can follow him on Facebook **at facebook.com/teachwithdave.**



COMING NEXT WEEK

POST-WEBINAR PACK



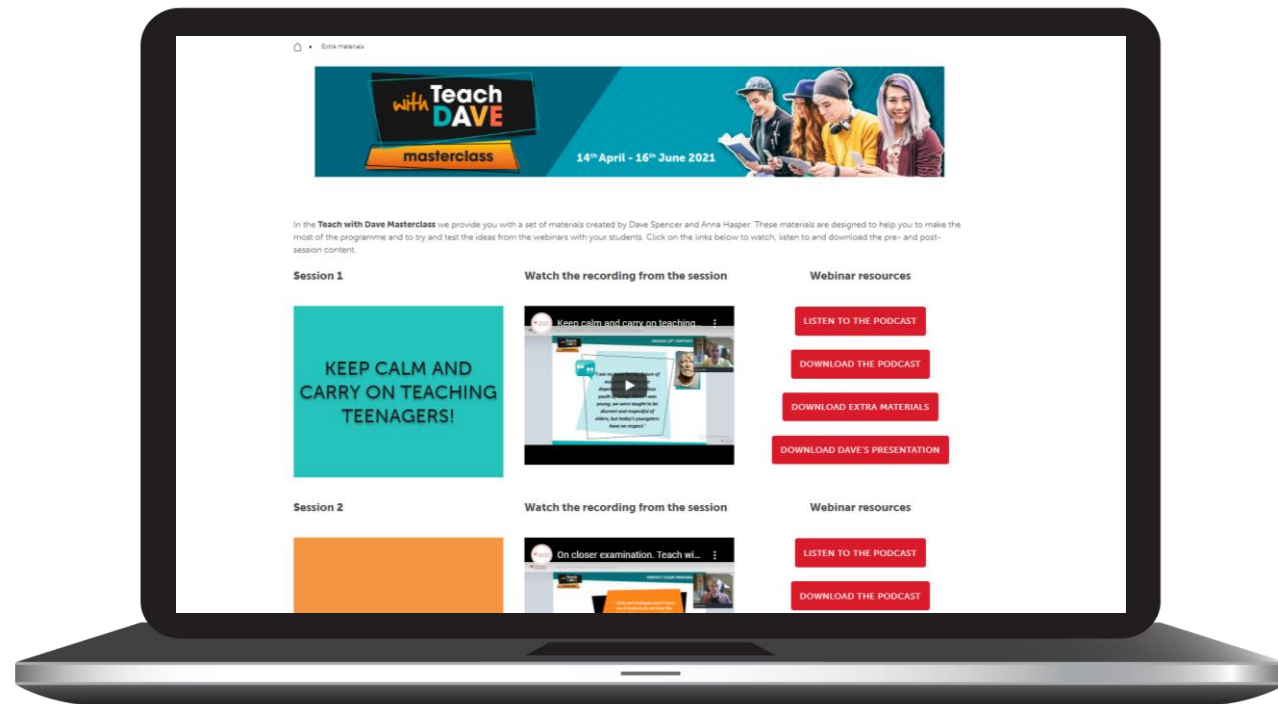
1 A HANDOUT with different activities to try and test with your students

2 A PODCAST with Dave Spencer and Anna Hasper

3 A RECORDING of the session and **THE PRESENTATION**



COMING NEXT WEEK



4

A PERSONALISED CERTIFICATE

The link to the certificate and all the post-webinar assets will be sent next week in an email. Please check your mail boxes next week.

RECENT SHIFTS IN THE EDUCATIONAL NEEDS OF TEENAGERS

Some teenagers may feel school doesn't
prepare them for life after school

**What we learn at school
is a waste of time!**

**It has nothing to do with
life after school!**





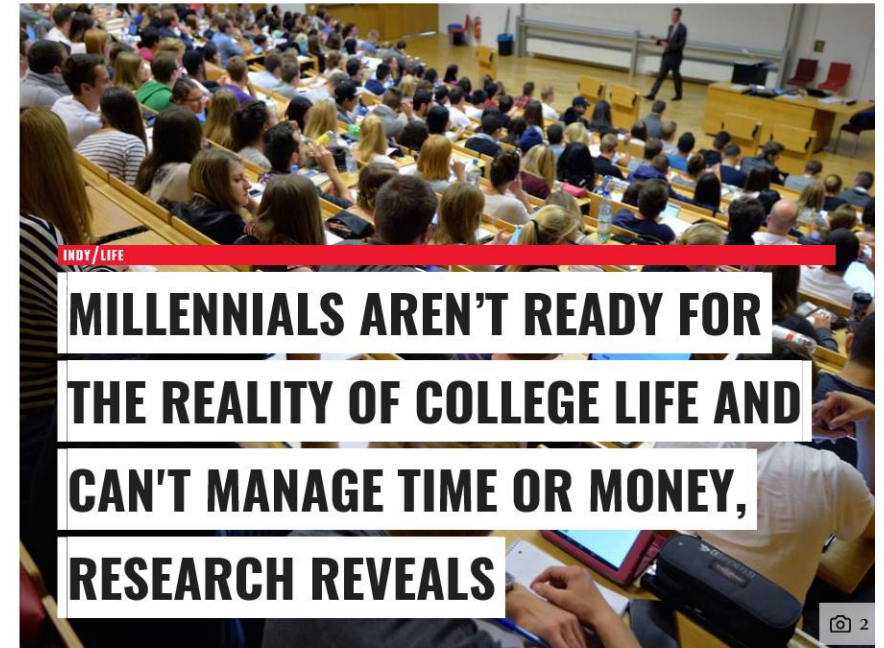
Some universities may feel school doesn't prepare teenagers for life there

STUDENT › Student Life › Studies

Students are not being prepared enough for higher education, say university admissions officers

Private school head says many UK exam systems 'are just not preparing students to make that leap from secondary to higher education'

Aftab Ali Student Editor | Tuesday 7 June 2016 14:32 | [1 comment](#)



Getty

Young people are heading off to university ill-prepared

The Independent, UK:
Dave Maclean, 4th July 2017; Aftab Ali, Tuesday 7 June 2016

Some businesses may feel school doesn't prepare teenagers for the world of work



Developing the Talents of the Next Generation

The youth unemployment rate (16.6%) is almost three times that of total adult unemployment (6.2%) - ONS

Stronger links between business and the education system will help young people make the transition into the workplace. Our 2014 Workforce Survey suggests the following measures are needed to achieve this.

High quality experience of work in all schools

76%

of businesses say lack of work experience is the reason young people are unprepared for work

48%

offer work experience placements

WELCOME



Those that don't, report the following barriers:

25%

cost and time

23%

burdensome school requirements

22%

lack of information about what's involved

Universities, colleges and schools focused on employment, supported by business

54%

of firms believe graduates are not prepared for work

88%

of firms believe school leavers are not prepared for work



Reasons for this include a lack of:

57%

soft skills such as communication, team working, resilience

46%

careers advice

53%

focus in educational establishments on the skills needed for work

Support for businesses to offer more opportunities for young people

27%

of firms have not recruited a 16-24 year-old in the last year

Only

39%

currently offer apprenticeships



An additional **32%**

would consider offering them in future

54%

say funding for additional training would encourage them to hire more young people



Many experts believe a traditional approach to education is no longer valid in today's rapidly changing and uncertain world

'PROGRESSIVE'	VERSUS	'TRADITIONAL'
Questioning		Memorising facts
Understanding principles		Retaining knowledge
Active participant		Empty receptacle
Deep Learning		Surface Learning



There is generalised concern about the present and future state of the world in general

PHYS.ORG

Topics

Week's topLatest newsUnread newsSubscribe

NanotechnologyPhysicsEarthAstronomy & SpaceTechnologyChemistryBiologyOther Sciences

14K

496

Share

Email

JANUARY 13, 2021

Worried about Earth's future? Well, the outlook is worse than even scientists can grasp

by Corey J. A. Bradshaw, Daniel T. Blumstein and Paul Ehrlich, The Conversation

Expert prognosis for the planet—we're on track for a ghastly future
 JAN 13, 2021

One Planet Summit kickstarts year of crucial environment talks
 JAN 09, 2021

Coronavirus is only one of 10 catastrophic threats facing humans right now
 APR 22, 2020

Nature loss means deadlier future pandemics, UN warns
 OCT 29, 2020

Plan urgently needed to meet threats to human survival
 APR 22, 2020

Unprecedented energy use since 1950 has transformed humanity's geologic footprint
 OCT 16, 2020

Source: <https://phys.org/news/2021-01-earth-future-outlook-worse-scientists.html>

SOME RECENT REACTIONS TO THESE NEW EDUCATIONAL NEEDS

Personal, Social, Health and Economic (PSHE) Education

This subject is taught in UK schools to focus on issues 'central to young people's well-being'

European Commission for Education – Key Competences

These key competences aim to strengthen 'knowledge, skills, and attitudes that will help learners find personal fulfilment and, later in life, find work and take part in society'



The Collaborative for Academic, Social, and Emotional Learning (CASEL)

Committed to ‘advancing equity and excellence in education through social and emotional learning.’

Edutopia

Concentrating on ‘project-based learning, social and emotional learning, comprehensive assessment, teacher development, integrated studies, and technology integration’.

Programme for International Student Assessment (PISA)

Adding a Creative Thinking test to its Maths, Reading and Science tests in 2022: 'we are sending a clear message that all students should learn how to think autonomously, believe in their creative potential, and express their ideas with confidence and openness to feedback.'



Harvard Graduate School of Education – Project Zero

Promoting Visible Thinking Routines: 'At the core of Visible Thinking are *practices that help make thinking visible: Thinking Routines* loosely guide learners' thought processes and encourage active processing.'

UNESCO Global Citizenship Education

Global Citizenship Education 'aims to empower learners of all ages to *assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. GCED is based on* the three domains of learning – cognitive, socio-emotional and behavioural.'

The United Nations 2030 Agenda

This focuses on 17 Sustainable Development Goals and states 'Education is ***a human right and a force for sustainable development and peace. Every goal in the 2030 Agenda requires education to empower*** people with the knowledge, skills and values to live in dignity, build their lives and contribute to their societies.'



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



HOW ARE THESE IDEAS FILTERING INTO THE TEACHING OF ENGLISH TO TEENAGERS?

- 1) Life Skills / 21st Century Skills / Global Skills / Soft Skills / Transferable Skills
- 2) Thinking Skills / Critical Thinking / Creative Thinking
- 3) Social and Emotional Learning / Capabilities and Character
- 4) Global Citizenship / Sustainability



IN BROAD TERMS, HOW CAN WE INCORPORATE THESE THINGS INTO OUR LESSONS?

Amongst other things, we can...

- include interesting reading and listening texts which explore these different areas and inform our students
- use these topics as a springboard for meaningful speaking and writing tasks
- encourage critical and creative thinking, particularly around these topics
- encourage respect and collaboration in the classroom
- serve as role models of respect, patience, tenacity...



Life Skills
21st Century Skills
Global Skills
Soft Skills
Transferable Skills



GREAT LEARNERS GREAT THINKERS

TRANSFERABLE SKILLS

Lesson aim: To assess your own transferable skills

Video: Working at sea

SEL Social and emotional learning: Recognising strengths and weaknesses

1 **SPEAKING** Answer these questions about the three jobs below.

Firefighting • Deep-sea fishing • Construction

- How dangerous do you think each job is?
- What dangers does each one involve?
- What qualities or skills do you think you need to be able to do the jobs?
- What are the positive aspects of doing the jobs?

2 **VIDEO** Watch a video about a younger fisher with the sound off and answer the questions.

- What dangers, or potential dangers, can you see?
- What positive aspects to the job can you find?

3 **VIDEO** Watch the video again and answer the questions.

- What do people want the young woman to do and why?
- What is the attitude of some men towards what she does?
- How does she feel about their attitude and what effect does it have on her?
- What aspects of nature does she mention?
- How does her job help her to relax?

4 Read this text about 'transferable skills'. The words in **bold** are things we can use in almost any job. How important do you think each skill is for the young fisher in the video and why? Give examples.

TRANSFERABLE SKILLS

Your personal qualities are very important, for instance being **patient**, **well-organised** and **responsible**. Most teachers will also look for people who are **ambitious** and **inquiring** (wanting to continue learning and improving). **Problem-solving** is another important transferable skill, being able to react to difficult situations in a positive way and find solutions. There are other general skills that can be important, for example **mathematical** and **IT skills**, and **dexterity** (being good with your hands) can be useful in many subjects. Meanwhile, very few people work completely alone, so in order to be successful you need interpersonal skills such as **communication skills**, **leadership** and **teamwork**.

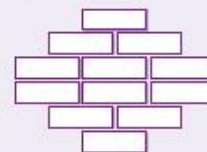


GREAT THINKERS

Diamond Ranking

5 **SPEAKING** Follow the instructions.

- Separate the different transferable skills in the text in 4 into two groups: the six skills you think are the most important and the six least important ones for the job of a research scientist.
- Look at the **diamond** diagram and rank your group of most important skills. Choose the most important one and put it in the top position. Then put the next two most important skills in the second line and the last three in the third line. Then do the same for the ideas that were not so important in the bottom half of the diamond.
- Work with a partner and compare your diamonds.



6 Make a list of the transferable skills mentioned in the text in 4 and give yourself a mark from 5 (brilliant) to 1 (weak) for each one. Add any other skills you have which are not in the list.

When you score a 3 or more, think of an example to justify your answer, based on the things you do at school, in your free time or at home.

When you have less than a 3, what could you do to improve that skill?

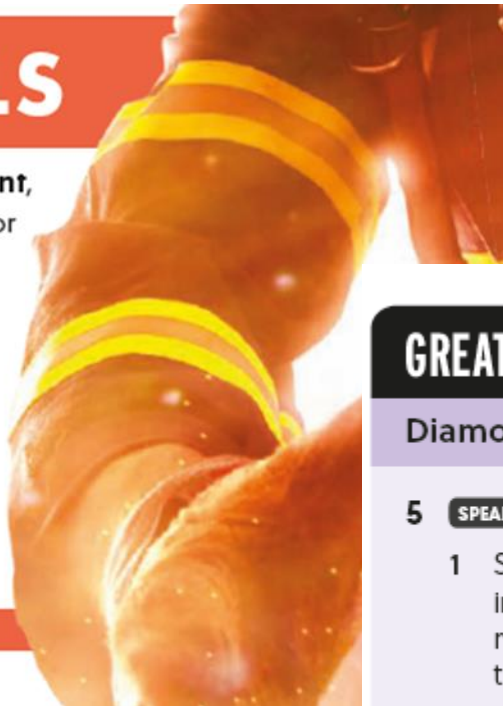
GREAT LEARNERS **SEL**

Great learners are reflective.

How easy or difficult did you find it to reflect on your own strengths and weaknesses? Why is it important to be able to reflect on these things?

TRANSFERABLE SKILLS

Your personal qualities are very important, for instance being **patient**, **well-organised** and **responsible**. Most teachers will also look for people who are **ambitious** and **inquiring** (wanting to continue learning and improving). **Problem-solving** is another important transferable skill, being able to react to difficult situations in a positive way and find solutions. There are other general skills that can be important, for example **mathematical** and **IT skills**, and **dexterity** (being good with your hands) can be useful in many subjects. Meanwhile, very few people work completely alone, so in order to be successful you need interpersonal skills such as **communication skills**, **leadership** and **teamwork**.



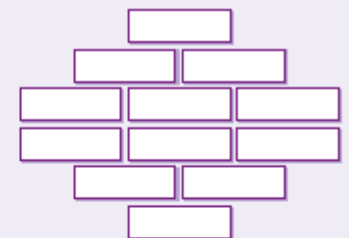
GREAT THINKERS



Diamond Ranking

5 **SPEAKING** Follow the instructions.

- 1 Separate the different transferable skills in the text in 4 into two groups: the six skills you think are the most important and the six least important ones for the job of a research scientist.
- 2 Look at the **diamond** diagram and **rank** your group of most important skills. Choose the most important one and put it in the top position. Then put the next two most important skills in the second line and the last three in the third line. Then do the same for the ideas that were not so important in the bottom half of the diamond.
- 3 Work with a partner and compare your **diamonds**.





EXAMPLE LIFE SKILLS AREAS TO EXPLORE WITH TEENS

- Healthy eating
- Ethical shopping
- Time management
- Communication skills
- Intelligent use of social media
- Spending and saving money
- Building self-confidence
- The importance of hobbies
- Public speaking
- Friendship and loneliness
- Physical exercise and its benefits



Thinking Skills

Teacher, you opened my eyes to the world and showed me how to question things and think critically...



I was happy until I met you!!



5



Critical thinkers

In your opinion, should school start later to allow teenage students to sleep more?

What makes you say that?

Use ideas in the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas with a partner.



Reading

1 **SPEAKING** Look at the title of the text and the photos above. What arguments do you think the text is going to give for schools starting later for teenagers?

2 Read the text and check your predictions.

3 **QUESTIONS** Read the text again and answer the questions.

- 1 What do schools in East Sussex, Paris and Singapore have in common?
- 2 Why do teenagers generally fall asleep later than adults?
- 3 Why is the experience of a school in North Tyneside important?
- 4 What effect did new school times for teenagers have in Seattle?
- 5 How can new school times affect teenagers' eating habits?
- 6 Why do some people think it's good for teenagers to get up early?
- 7 What negative effects can later school times have on teenagers?
- 8 If schools can't start later, how could they help with students' tiredness in the morning?

4 What do the underlined words in the text mean? Guess and then check in your dictionary.

5 **CRITICAL THINKERS**

In your opinion, should school start later to allow teenage students to sleep more?

What makes you say that?

Use ideas in the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas with a partner.

Home Sleep advice Blog Contact

Should school start later for teenagers?

What time do you have to get up during the week? Would you prefer to spend an extra hour in bed? If so, there's good news for you. Many scientists and researchers think that secondary school should start later in the morning.



At one secondary school in East Sussex the director is thinking of changing the timetable to allow students to sleep an extra hour. At the moment, students must arrive at 8.25 am and they can't go home until 3 pm. But with the new timetable they might start at 9.25 am and finish at 4 pm. In 2018, the French education minister approved an idea where older students in Paris can start school at 9 am instead of 8 am. Meanwhile, in Singapore, they are considering putting back the start of lessons by 45 minutes. At the moment, many schools there begin at 7.30 am.

People are rethinking school hours because they have found that when you are a teenager the biological rhythms of your body (called circadian rhythms) are different. The release of melatonin, a chemical in the brain that controls sleep, happens later in the day than in adults. This means that teenagers find it hard to sleep in the evening and don't wake up completely until later in the morning. So, to help students pay more attention in class, they think schools ought to start later.

There is some evidence that a later school start does help. At a school in North Tyneside, teenage students don't have to start lessons until 10 am. In 2010, when the school changed to this later start, the percentage of good exam grades rose from 34% to about 50%. And it isn't only a question of student assessment. The quality of students' sleep can also change significantly when they get up later, helping their general health. This was discovered in a study carried out by the University of Washington in 2018. It focussed on a group of teenagers in the US city of Seattle. A later start also means teens have more time for a healthy breakfast before school. All things considered, the more that teenagers sleep, the healthier and happier they seem to be.

However, not everybody is in favour of changing school times. Some think that getting up early is part of the discipline that we all have to learn as we grow up. They say that if teenagers feel tired in the morning, they should go to bed earlier and catch up on sleep at the weekend. Also, starting school later means finishing later. That means you have less time for extra-curricular activities, hobbies, dinner, homework and time with your family. And we mustn't forget that any change to the school timetable has a big effect on parents and the typical working day for all sorts of employees.

For these reasons, it may be a problem to start school later. But there are other things that can help. Some people think that the first class of the day shouldn't need too much mental effort. So they say that, if possible, the day ought to begin with a subject like PE, not maths or physics. Anyway, whatever time school starts and whatever your first lesson is, experts recommend getting eight to nine hours' sleep on weekdays. And remember – you'd better not sleep in class. Not many teachers like that!

GREAT THINKERS



Think-Question-Explore

- 4** Read the title of the text in 5 and answer the questions.
- 1 What do you **think** you know about the problem of plastic in the environment?
 - 2 What **questions** do you have about this topic?
 - 3 How could you **explore** to find more information and the answer to these questions?

GREAT THINKERS



Sentence-Phrase-Word


4 **SPEAKING** Follow the instructions.

- 1 Choose one **sentence** from the video that you think talks about a key concept. You don't have to remember the sentence exactly. Just write down a basic idea that you heard and that you think was important.
- 2 Choose one **phrase** from the video text that moved you, interested you or provoked you. The phrase doesn't have to be exactly what you heard.
- 3 Choose one **word** from the video that you think was central to the idea(s).
- 4 Share your sentence, phrase and word with other students. Are they similar or different? What important ideas or themes come out of your discussion? What are your main thoughts about the smartphone scheme at Michaela Community School?

GREAT THINKERS



Circle of viewpoints

- 5 **SPEAKING**  Work in groups of three and do this role-play activity.
- 1 One of you is Mat, one of you is Mat's child (now a teenager), and one of you is one of the hackers. Think about how you feel about what happened and why. Prepare what you want to say, and any questions you want to ask, from the point of view of your character.
 - 2 Discuss the crime using your ideas in 1.
 - 3 When you finish, discuss if or why you think it can be useful to see things from other people's point of view.



**Social
and
Emotional
Learning
(SEL)**

Social and Emotional Learning (SEL) in a nutshell

Being able to understand and manage your emotions can help you to express how you feel and what you want or need more effectively.

This in turn can help you to understand and manage other people and their emotions.

Once you can understand other people's feelings and behaviour, you can interact with them more effectively.



CASEL (Collaborative for Academic, Social and Emotional Learning) Framework



GREAT LEARNERS GREAT THINKERS

HAVING GOALS

Lesson aim: To think about having goals in life

Video: Sophie's monthly update

SEL Social and emotional learning: Having long-term goals

1 SPEAKING Ask and answer these questions.

- 1 Why is it important to have goals and objectives?
- 2 What goals have you got?

2 VIDEO Watch the video and answer these questions.

- 1 What three things does the vlogger want to do this month?
- 2 Which thing does she do?

3a VIDEO Watch the video. Are these sentences True (T) or False (F)?

- | | |
|--|-------|
| 1 Sophie doesn't usually vlog about her goals. | T / F |
| 2 The JLPT tests what students know about Japanese culture. | T / F |
| 3 Sophie isn't from the Netherlands. | T / F |
| 4 She wants to find driving lessons in German. | T / F |
| 5 She doesn't think the people at the horse-riding school speak English. | T / F |
| 6 Her driving lessons are in English. | T / F |

3b VIDEO Correct the false sentences in 3a. Watch the video again if necessary.

4 Read the text and check the meaning of the words in bold. Which things in the article are important for you? Why?

THE IMPORTANCE OF SETTING GOALS FOR YOUNG PEOPLE

When teenagers **set** goals they learn the importance of hard work and patience. Here are the top four reasons for teens to have goals.

1 IT DEVELOPS FOCUS

When young people have goals, they have more direction. Teens with goals are **focused** and have more concentration.

2 IT GIVES CONFIDENCE

When young people have realistic goals and **achieve** them, they feel happy and this helps them have more **confidence**.

3 IT MAKES YOU WORK HARD

Young people with goals know what they want and they are happy to work hard to achieve their goals.

4 IT TEACHES RESPONSIBILITY

When teens learn to set goals, they learn that what they achieve depends on their actions.



GREAT THINKERS

Compass points (E-W-N-S)

5 Think about how you can improve your English this year. Set goals using the 'Compass points'.

- 1 **E = Excitement.** What excites you about this idea? What positives are there?
- 2 **W = Worries.** What worries you about this idea? What could be negative about it?
- 3 **N = Needs.** What do you need to know about this idea?
- 4 **S = Steps.** What is your next step to achieve your goal?

6 SPEAKING SEL Share the ideas you thought of in 5. Make a list of steps to take to improve your English.

GREAT LEARNERS

Great learners have short-term and long-term goals.

In this lesson, you are looking at why it is important to set goals. Why do you think it is important to set goals for the future?

Learner profile page 150

Culture exchange



School food in Australia

In Australian schools, there is sometimes a (a) a room where you can eat. This is a place where students can buy something for lunch, like a simple restaurant. It isn't always cheap, but you can choose what you want. If you're hungry, you can buy a warm (b) like a meat pie with vegetables, or lasagne. Meat is popular in Australia and the most popular national (c) are lamb or barbecued sausages. They often sell (d) like burgers, pizzas, kebabs or nachos, too. If you prefer something light you can just pick up a simple (e) like a sandwich, for example. There are always a variety of (f) like fruit salad, cakes or ice cream. At Australian schools they usually eat just two courses. They don't usually have a (g) something light to begin the meal.

Other Australian students take a (h) to school, which their parents usually prepare. They take it in a box. Because of the good weather, it's popular to eat outside. There are usually lots of water fountains around the school, which they call "bubblers". There are often (i) too. These sell drinks or packaged food, but in theory they don't sell unhealthy products.

Collaborative project 2

page 57

Intercultural awareness

Do you think the food that teenagers like is similar in different countries or not? What could explain the similarities or differences?



School food in your country



1 SPEAKING Starting point

What facts do you remember from the Culture exchange text about eating in Australian schools on page 44? Check your ideas by looking back at the text. How similar or different is the information for your school?

2 SPEAKING Project task

Students at an Australian school want to know about school food in your country. Use your own knowledge and experience to explain all about it. Search the Internet for extra information or statistics. Prepare one of these:

- A a poster C a video message
- B a presentation D an information leaflet

Research areas

- where students eat lunch on school days – at home, in a school canteen, in their classrooms, in the street ...
- the time that students eat lunch
- what a typical lunch is – a big meal, a snack, a packed lunch, fast food ... Give details.
- the price of lunch and how you pay for it
- places at or near school where you can buy food or snacks during the day. What you can buy and if it is healthy food only.

3 Think about ...

Digital skills

Don't only research information online. Look also for useful images or graphics that you can use to clarify or illustrate the information in your project. For example, an image of typical dishes or food that only exist in your country would help to make the dish clear to somebody from another country.

Academic skills

On any assignment, it's important to manage your time carefully. Find out when you have to finish the project and how much time you have. Then decide how long each different stage (e.g. research, writing, checking) will take. All team members need to know when to finish their part.

Collaboration

When you work in a team, it's important to respect and respond to other people's ideas.

Useful language

Good idea! That's a good point! I like that idea. That's nice. (And maybe we could also ...) That could work well. (But perhaps we also need to ...)

Intercultural awareness

Do you think the food that teenagers like is similar in different countries or not? What could explain the similarities or differences?

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content ☐ Design ☐ Presentation ☐ Language ☐



Collaboration

When you work in a team, it can be helpful to take action and make suggestions early instead of waiting until problems develop. If nobody else is volunteering, you can politely offer to take the initiative.

Useful language

I don't mind doing ..., I'm happy to ..., Why don't I ...? If you want, I'll ..., Would you like me to ...?, If you like, I can ...

Collaboration

When you work in a team, it's OK to disagree with others. But it's always better to be polite and constructive.

Useful language

I see what you mean, but ..., I agree up to a point, but ..., That's true, but you could also argue that ..., Another way of looking at it is ..., Yes, but it's also true that ...

Collaboration

When you work in a team, it's essential to listen to everyone and let everybody contribute. Sometimes one or two people can dominate in a group, but the best teams have a balance between everybody, even including the quieter members of the team.

Useful language

That's a good idea. But what do you think, (Sara)?, Let's listen to (Oscar), Who hasn't spoken?, It's (Olga's) turn to speak.

GREAT LEARNERS **SEL**



Great learners show solidarity with others

Ethical shopping is closely connected to the idea of solidarity, knowing that other people are being treated well and fairly. Why do you think it's so important to show solidarity with others?

Learner profile

page 143

GREAT LEARNERS



Great learners think globally and act locally.

Think of everyday things you do that affect the planet (e.g. the transport you use, the food you eat, the things you buy). What could you do differently to reduce your negative impact on the environment?

Learner profile

page 143



***Global Citizenship
and
Sustainability***

New buzzwords!

UPCYCLING

FLEXITARIANISM

PLOGGING



GREAT LEARNERS GREAT THINKERS

ETHICAL SHOPPING

Lesson aim: To think about how and why to shop ethically

Video: Buy it. Use it. Use it again!

SEL Social and emotional learning: Being considerate

1 SPEAKING Ask and answer these questions.

- Do you ever buy second-hand or recycled products? Why/Why not?
- We all know the word "recycle". What do you think the word "upcycle" means? Guess.

2a VIDEO Watch this video about a special shopping centre. Watch it without sound and try to answer the questions.

- Why do you think this shopping centre is special?
- What else do you think you know about the shopping centre?

2b VIDEO Watch the video again with sound. Were your ideas in 2a correct? Were you right about "upcycling"?

3 VIDEO Complete the sentences with one or two words or a number. Watch the video again if necessary.

- The shopping centre is in
- There are shops in the shopping centre.
- The shopping centre is next to a
- One of the most popular shops there sells for the home.
- Their bestseller is a lamp made from old
- The shopping centre sold products worth dollars in 2018.
- They say that recycling and upcycling are good for the and

GREAT THINKERS

Think-Puzzle-Explore

4 You are going to read a short text about ethical shopping. Before you read, work with a partner and follow these instructions.

- What do you think you know about this topic? Make a list with ideas.
- What questions or puzzles do you have about the topic? Write them down.
- Now read and explore the text in 5 and see if it answers any of your questions or puzzles. If not, try to explore other sources to find the information.



5a Read the text.

HOW TO shop ethically

Ethical shopping means buying things which were produced according to a set of positive values and/or which do not harm the environment or society. Here are some simple ways to be an ethical consumer.

- Make sure the product was made by people working in fair and decent conditions.
- Buy environmentally-sustainable products from renewable sources.
- Check that no animals were hurt to create the product.
- Find out if the profits from the product are shared fairly with the people who actually created the product (e.g. farmers in developing countries).
- Don't buy something if you don't really need it. Or buy second-hand ("pre-loved") products. Or upcycle old objects and turn them into whatever you want!

5b According to the text, are these things examples of ethical or unethical shopping? Explain why.

- | | |
|--|-------------------------------|
| 1 organic food | 4 recycled paper |
| 2 fast fashion | 5 plastic cups |
| 3 eggs from hens that live freely on a farm in the country | 6 electric cars |
| | 7 cosmetics tested on animals |

6 SPEAKING Work with a partner. Think about your shopping habits. Would you generally say you are an ethical shopper or not? Give examples and reasons for your answer. Decide to make two or three changes to your shopping habits to become a more ethical consumer.

GREAT LEARNERS SEL

Great learners show solidarity with others


Ethical shopping is closely connected to the idea of solidarity, knowing that other people are being treated well and fairly. Why do you think it's so important to show solidarity with others?

Learner profile page 151

GREAT THINKERS




Think-Puzzle-Explore

- 4 **SPEAKING**  You are going to read a short text about ethical shopping. Before you read, work with a partner and follow these instructions.
- 1 What do you **think** you know about this topic? Make a list with ideas.
 - 2 What questions or **puzzles** do you have about the topic? Write them down.
 - 3 Now read and **explore** the text in 5 and see if it answers any of your questions or puzzles. If not, try to explore other sources to find the information.

HOW TO shop ethically

Ethical shopping means buying things which were produced according to a set of positive values and/or which do not harm the environment or society. Here are some simple ways to be an ethical consumer.

- Make sure the product was made by people working in fair and decent conditions.
- Buy environmentally-sustainable products from renewable sources.
- Check that no animals were hurt to create the product.
- Find out if the profits from the product are shared fairly with the people who actually created the product (e.g. farmers in developing countries).
- Don't buy something if you don't really need it. Or buy second-hand ("pre-loved") products. Or upcycle old objects and turn them into whatever you want!

- 6 **SPEAKING**  Work with a partner. Think about your shopping habits. Would you generally say you are an ethical shopper or not? Give examples and reasons for your answer. Decide to make two or three changes to your shopping habits to become a more ethical consumer.

GREAT LEARNERS **SEL**



Great learners show solidarity with others

Ethical shopping is closely connected to the idea of solidarity, knowing that other people are being treated well and fairly. Why do you think it's so important to show solidarity with others?

**YES, THAT'S ALL VERY INTERESTING,
BUT...**

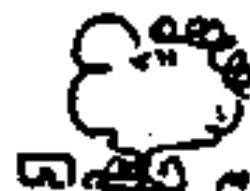
AND SO, CHILDREN, MORE THAN TO TEACH, SCHOOL
IS TO OPEN YOUR MINDS TO THE SEARCH FOR
INFORMATION...TO STIMULATE YOUR
CURIOSITY...TO ENCOURAGE YOUR
QUEST FOR ANSWERS! ARE THERE
ANY QUESTIONS?



AND SO, CHILDREN, MORE THAN TO TEACH, SCHOOL
IS TO OPEN YOUR MINDS TO THE SEARCH FOR
INFORMATION... TO STIMULATE YOUR
CURIOSITY... TO ENCOURAGE YOUR
QUEST FOR ANSWERS! ARE THERE
ANY QUESTIONS?



NO



'I'm an English teacher.
I shouldn't be teaching Life Skills...
I should be teaching grammar, vocabulary,
reading, writing and other 'stuff'!
And, anyway, I don't have time because I have
to prepare my students for exams too!!'

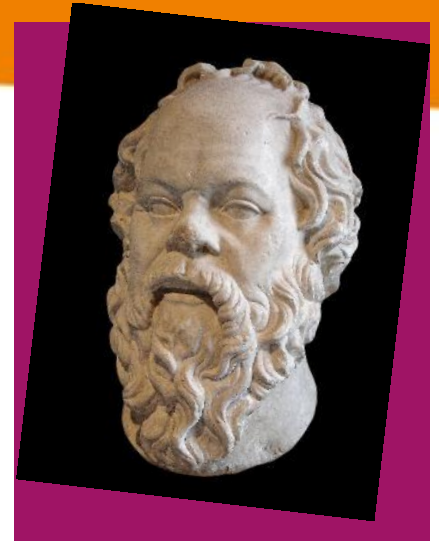


“ ”

‘Children nowadays just love the easy life. They’re bad mannered, show contempt for authority, and disrespect for their elders. They answer back to their parents and they drive their teachers mad.’

“ ”

‘Children nowadays just love the easy life. They’re bad mannered, show contempt for authority, and disrespect for their elders. They answer back to their parents and they drive their teachers mad.’





GREAT LEARNERS GREAT THINKERS

ATTITUDES TO THE YOUNG AND OLD

Lesson aim: To think about the challenges and opportunities at different stages of life

Video: How does it feel to be old?

SEL Social and emotional learning: Keeping an open mind

1 SPEAKING Ask and answer the questions.

- What do you think are the positive or negative aspects of being a senior citizen? Make two lists.
- 'Ageism' is when people treat other people in an unfair or negative way on the basis of their age (e.g. senior citizens). What examples of ageism can you think of?

2 VIDEO Watch the video and answer the questions.

- How do people react to Chris as a senior citizen?
- Is Chris generally happy or unhappy about being old?

3 VIDEO Watch the video again. Complete the sentences with one or two words or a number.

- By profession, Chris is a
- He is years old but uses make-up to appear over
- Chris's doesn't recognise Chris because of the make-up.
- Recent studies say that by being you can add up to years to your life.
- let Chris cross the street.
- As a senior citizen Chris can sit down when using

4 Read the text and answer the questions.

- What negative ideas do people have about becoming old?
- In what ways can negative attitudes be a problem for senior citizens?
- What positive discovery did the research make?

ABOUT STUDIES LATEST NEWS

Ageism in the UK

A study from the Royal Society for Public Health shows that almost a third of people of different ages think that 'being lonely is just something that happens when you get old'. A quarter of millennials believe it's normal for older people to be unhappy.

These negative ideas stop us from thinking of old age as an opportunity for new experiences. And they can lead to increased memory loss amongst senior citizens, a worse ability to recover from illness and a negative body image. But the study showed one positive attitude: 69% of people agreed that 'fundamentally, older people are no different from people of other ages'.



GREAT THINKERS

Sentence-Phrase-Word

5 SPEAKING Follow the instructions.

- Find one sentence in the text that talks about a key concept.
- Choose one phrase in the text that moved you, interested you, or provoked you.
- Choose one word in the text that you think was central to the idea(s) in the text.
- Share your sentence, phrase and word with other students. Are they similar or different? What ideas or themes come out of your discussion?

6 SPEAKING Ask and answer the questions.

- What negative attitudes do you think exist towards teenagers? Are they justified?
- What do you think are the positive attitudes that society should have towards teenagers?

GREAT LEARNERS

SEL

Great learners are open-minded and positive towards others.

In this lesson, you are examining stereotypical attitudes towards teenagers and senior citizens. Why is it important to be aware of and question these stereotypical representations?

Learner profile page 142

NEGATIVE STEREOTYPES	POSITIVE QUALITIES WE CAN SEE EVERYDAY IN THE CLASSROOM
Bad-mannered Contemptuous Disrespectful Frivolous	

JOHN LYDON (AKA JOHNNY ROTTEN)



JOHN LYDON (AKA JOHNNY ROTTEN)



**'Listen, you know this.
If there's not rebellious youth
culture, there's no culture at all.
It's absolutely essential.
It IS the future.
This is what we're supposed to
do as a species, is advance ideas.'**



“ ”

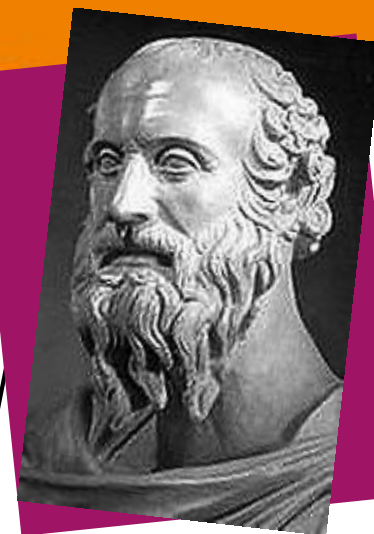
‘The power of youth is the common wealth for the entire world. The faces of young people are the faces of our past, our present and our future. No segment in the society can match with the power, idealism, enthusiasm and courage of the young people.’



DIOGENES (circa 412 – 323 BCE)



**‘The foundation of every
state is the education of
its youth.’**





Various sources and further reading:

<https://www.pshe-association.org.uk/>

https://ec.europa.eu/education/policies/school/key-competences-and-basic-skills_en

<https://casel.org>

<https://www.edutopia.org/social-emotional-learning>

<http://pz.harvard.edu/projects/visible-thinking>

https://www.legofoundation.com/media/1657/creating-creators_andreas-schleicher-assessor.pdf

<https://en.unesco.org/themes/gced/definition>

https://sdgs.un.org/#goal_section



with **Teach
DAVE**

masterclass

Thank you!

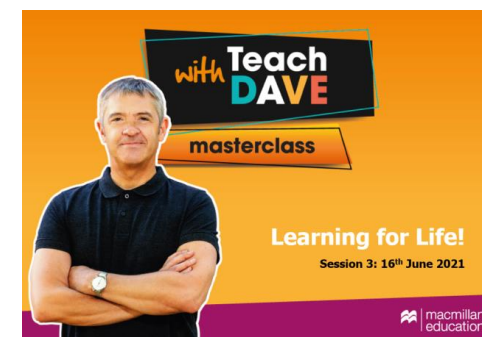
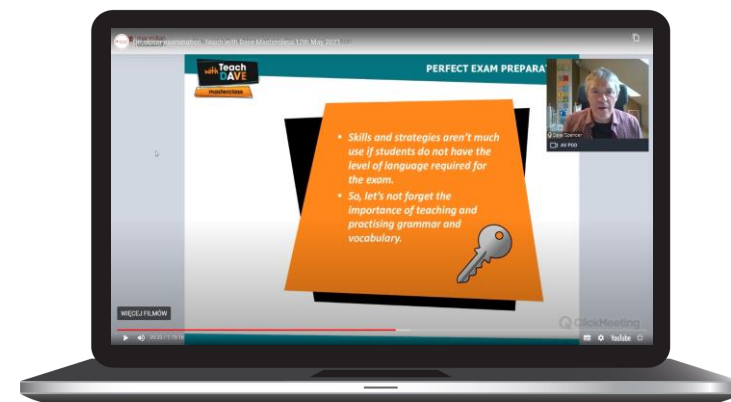


Follow me at
facebook.com/teachwithdave



COMING NEXT WEEK

POST-WEBINAR PACK



1 A HANDOUT with different activities to try and test with your students

2 A PODCAST with Dave Spencer and Anna Hasper

3 A RECORDING of the session and **THE PRESENTATION**

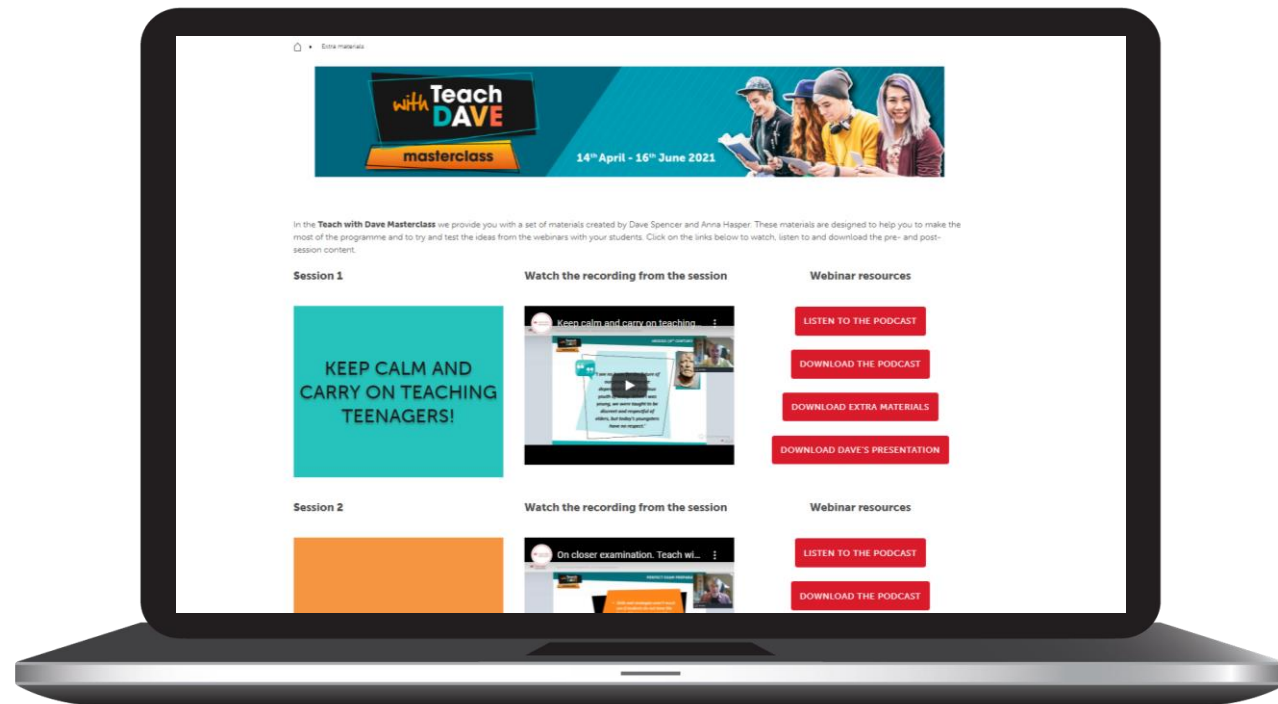


COMING NEXT WEEK



4

A PERSONALISED CERTIFICATE



The link to the certificate and all the post-webinar assets will be sent next week in an email. Please check your mail boxes next week.



COMING SOON

Teach with Dave & NILE

an exclusive Teacher Professional Development Day

- a day of practical sessions with Dave Spencer and the experts from NILE
- a goodie bag with CPD materials
- a certificate from NILE and Macmillan Education



macmillan
education



PART OF THE INTO GROUP

The details of the even will be sent
to your mailbox.

[illegible]

Follow Dave Spencer at
facebook.com/teachwithdave

Follow Macmillan Education at
facebook.com/macmillaneducation