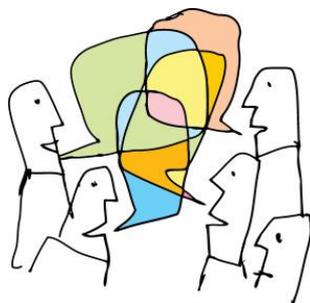


UMD ESOL Conversation Program Spring 2012 Supplementary Guideline Part B

Written and Compiled by Clare Cheng and Xiaolu Li



Week 6 does not have accompanying supplementary guidelines.

Week 7

Perseverance

“Observe the great ant,” the great Oriental conqueror Tamerlane told his friends. In relating a story from his early life, he said, “I once was forced to take shelter from my enemies in a dilapidated building, where I sat alone for many hours. Wishing to divert my mind from my hopeless situation, I fixed my eyes on an ant carrying kernel of corn larger than itself up a high wall. I counted its attempt to accomplish this feat. The corn fell sixty-nine times to the ground, but the insect persevered. The seventieth time it reached the top. The ant’s accomplishment gave me courage for the moment, and I never forgot the lesson.”

Arthur Rubinstein, the great pianist, once said, “If I neglect practicing one day, I notice; two days, my friends notice; three days, the public notices.” It is the old principle “Practice makes perfect.” In any of the arts, when the artist ceases to practice, we know the result.

(Excerpt from *Stream in the Desert*)

Week 8 does not have accompanying supplementary guidelines.

Week 9 Controversial Issues

1. Ground rules

Before launching into your chosen activity, it is important to establish ground rules which are designed to provide a safe environment for language learners to express their opinions. These can include:

- Only one person to talk at a time – no interrupting.
- Show respect for the views of others.
- Challenge the ideas not the people.
- Use appropriate language – no racist or sexist comments.
- Allow everyone to express his/her view to ensure that everyone is heard and respected.
- Language learners should give reasons why they have a particular view.

Depending on the sensitivity of the issue, you might find it appropriate to split the class into smaller groups. This will ensure that greater confidentiality exists and enables less confident language learners to express their opinions in a less-pressured environment.

A particularly effective way of creating ownership of a discussion or activity is to get the class to draw up the ground rules at the beginning. The class is then able to regulate its own learning process.

2. Role of the volunteer

It is important that you are flexible in your choice of approach as well as clear about why you are using a particular approach on a given occasion. Any of these roles may be appropriate at a particular time depending on the topic, age of the language learners, previous work done and other factors. You may wish to discuss the roles with your group/partner or invite language learner(s) to take one or more of the roles themselves. The six roles are:

- *Committed* – volunteer is free to propagate own views. Care needs to be taken with this role, however, as this can lead to a biased discussion.
- *Objective or Academic* – volunteer transmits an explanation of all possible viewpoints without stating own position.
- *Devil's Advocate* – volunteer adopts provocative and oppositional stances irrespective of own viewpoint. This enables the volunteer to ensure that all views are covered and challenged if a consensus view emerges early on. It also helps to challenge language learners' existing beliefs.
- *Advocate* – volunteer presents all available viewpoints then concludes by stating own position with reasons. The volunteer can then make the point that it is important for pupils to evaluate all viewpoints before forming their own opinions.
- *Impartial Chairperson* – volunteer ensures that all viewpoints are represented, through language learners statements or published sources. Volunteer facilitates but refrains from stating own position.
- *Declared Interest* – volunteer declares own viewpoint so that language learners can judge later bias, then presents all available positions as objectively as possible.

Resource: Oxfam GB 2006.

3. Activity Guidelines: Making good Simulation (empathetic procedure)

Background, organization and resources

In this activity, participants take part in a 'sentencing circle', an experimental approach to sentencing that has been tried out in Canada. Once a defendant has been found guilty of an offence, all the people who have been affected by the offence take part in decisions about the sentence. The process in reality may take six or seven hours. Sometimes, sentencing circles recommend to a judge novel forms of sentence. Prison sentencing is much reduced. One offender, whose drunk and dangerous driving had caused the death of his father, had to spend the next year or so explaining his crime and waywardness to public meetings of young people as part of his punishment. There are up to 10 roles in the activity, which aims to mirror the sentencing circle process. The activity is an illustration of a technique to enable participants to empathize with someone else's point of view.

Aims of the activity

- To enable learners to consider and understand a range of viewpoints in relation to crime
- To provide an example of a technique that can be adapted for other issues.

Tasks

Stage 1

Explain that the activity will involve participants taking on the roles of people affected by a criminal act. Their responsibility will be to take part in the decisions about sentencing the offender. Read out or give out copies of the scenario (Handout 1).

Stage 2

Ask participants to volunteer for the roles, give out the role cards copied and cut up from Handout 1, and

allow participants time to consider their attitudes towards Jason's crime.

Ensure that the role of the judge goes to someone capable of chairing the meeting. No one plays the role of Jason, but everyone has a copy of his role card (on Handout 1). Place an empty chair where Jason would sit.

Stage 3

Run the activity for 45 minutes or until a decision is made about the sentence. The judge should chair the meeting and ask each person to speak briefly without interruption from anyone else.

Stage 4

Ask each participant in turn how they feel, in role, about the process that has just taken place. Facilitate a discussion on the following questions:

- What do you think about sentencing circles? Are they better or worse than the system where the judge decides on the sentence?
- Should victims and others affected by a criminal offence have a say in the sentence? Why or why not?
- Did the simulation enable all participants to understanding the points of view of others involved?

Handout 1

Making Good Scenario

Jason Ross has been found guilty of stealing a car and driving it dangerously. He crashed it while being chased by the police. His girlfriend, Beverley, who was injured, has also been found guilty of being an accessory to the crime. Jason has admitted to the crime and the sentencing circle must now reach a decision about his sentence.

The people involved in the sentencing circle are:

Alison Jones, the judge

Beverley Johnson, Jason's girlfriend

Jo Ross, Jason's mother

Robert Johnson, Beverley's father

Bertie Ahmed, the owner of the car that Jason stole

Constable Ferguson, the police officer who arrested Jason

Ms French, Jason's solicitor

Mr Humphrey, the solicitor for the prosecution

Rehanna Subham, a witness to the crash

Kylie Roberts, a neighbour of Jason's family

Angus Brown, Beverley's employer

Making Good Role Cards

Jason Ross	Empty Chair	Allison Jones
Jason Ross – 22 years old, unemployed, from a large housing estate in an inner city. Has admitted to stealing a car, driving it without insurance and crashing it into a tree. Has stolen		You are the judge in this case. You know that Jason could qualify for a custodial sentence, especially since this is not his first offence, and his girlfriend, a minor, was injured. You chair

cars before, but never crashed them. Worried that he might go to prison.	the meeting, hearing from everyone in turn, but leaving Jason to the end.
Beverley Johnson	Jo Ross
You are Beverley Johnson – 17 years old, Jason’s girlfriend, employed in a department store. You have admitted to helping him steal the car and being a willing accessory. You were in the passenger seat, and received cuts to your face and a broken jaw.	You are Jo Ross, Jason’s mother, who he lives with. You are very worried about him and want him to stop stealing cars. You think that Beverley is a bad influence on him.
Robert Johnson	Bertie Ahmed
You are Robert Johnson, Beverley’s father. You blame Jason for the injuries your daughter has sustained and want him to receive a harsh punishment to get him away from Beverley.	You are Bertie Ahmed, the owner of the car, which you bought very recently. It was your pride and joy. You only had third party insurance, so you may not be able to afford to replace it.
Constable Ferguson	Ms. French
You are the police officer who pursued Jason after the report of the theft by Bertie, the owner of the car. You had to assist at the scene of the crash and call the ambulance for Beverley.	You are Ms. French, Jason’s solicitor. You will argue for a non-custodial sentence because he has admitted his guilt.
Mr. Humphrey	Rehanna Subham
You are Mr. Humphrey, solicitor for the prosecution. You will stress Jason’s previous record and the need to deter him from more car crime.	You are Rehanna Subham, a witness. You saw the car being driven erratically and you witnessed the crash. It was terrifying.
Kylie Roberts	Angus Brown
You are Kylie Roberts, a neighbor. You are fed up with car crime on the estate and know that Jason is a ringleader. You want to make an example of him.	You are Angus Brown, Beverley’s employer. You have come to the meeting to say that she is a good worker, liked and trusted by her work colleagues and she gets on well with customers in the department store where she works.

Adapted from Agree to disagree: Citizenship and controversial issues (Julia Fiehn, Learning and Skills Development Agency)

<http://tlp.excellencegateway.org.uk/tlp/xcurricula/employability/resources/documents/Agree%20to%20disagree.pdf>

Week 10 Environment

Future of Our Planet

What predictions can you make about future? Do you think future will be better than today?

<p>A. Changes on Earth</p> <p>Since life first appeared on the Earth four billion years ago, there have been tremendous changes. Ice ages have come and gone and volcanoes have erupted. Earthquakes have shattered ancient mountains and changed the course of rivers. Some species have been displaced by others that are more favored by new environments. Nowadays scientists are studying the changes that are likely to take place in 50 years' time.</p>	
<p>B. The Effects of Overpopulation</p> <p>A rapidly increasing population is one of the causes of social and environmental problems. The population growth brings the problem of consumption. If we cannot feed 6 billion people today, how will we satisfy the needs of 8 billion people or more by 2030? Global food shortages will become much more serious than today, leading to poverty.</p>	
<p>C. Energy Revolution</p> <p>Renewable energy technologies are now ready to be used and will meet the world's energy demand by 2030. We will find new energy sources like wind and solar power that won't pollute and will never run out. They are also less expensive compared to other sources of energy.</p>	
<p>D. High Technology</p> <p>Wireless technology will be everywhere. There will be no wires on and behind your desk. We'll be able to control people around us with a tiny microchip and through the access to the Internet. Here are some more predictions about the future:</p> <ul style="list-style-type: none"> - Electric currents applied to the soil will make valuable plants grow larger and faster. - There will be no streetcars in our large cities. All traffic will be below or high above the ground. - People will be able to see the bus coming closer to their stop by means of a website. 	

Work with a partner and talk about your own predictions which are likely to happen in 50 years' time. Then report what your partner has predicted as in the example.

E.g. A: I believe people will commute from the Earth to space every day simply by pushing a button.

B: My partner said that s/he believed people would commute from the Earth to space every day

simply by pushing a button.

Retrieved from http://egitek.meb.gov.tr/aok/aok_kitaplar/AolKitaplar/ingilizce_7_w/7.pdf

Divorce is bad for the environment

Divorce is bad for the environment. This is the conclusion of a research study carried out by ecologists at Michigan State University in the USA and published in the journal 'Proceedings of the National Academy of Sciences'. Researchers found that divorce has different kinds of negative impacts on the planet, including a higher demand for resources and a lower rate of efficiency in the use of household resources. The research team analyzed data on married couples and their use of resources in 12 countries, including the USA, Brazil, Costa Rica, Ecuador, Greece, Mexico and South Africa. Lead researchers Eunice Yu and Jianguo Liu discovered that divorce led to smaller average household sizes, which resulted in a larger number of total households and thus a greater demand for energy, water, and land.

In many countries around the world divorce rates have been rising. "A married household actually uses resources more efficiently," said Mr. Liu. He added that people seemed surprised by his findings at first, and then after thinking about it, decided it was simple. He said: "People have been talking about how to protect the environment and combat climate change, but divorce is an overlooked factor that needs to be considered." His report states that in America in 2005, divorcees could have saved more than 73 billion kilowatt-hours of electricity and 627 billion gallons of water if they had stayed married. In percentage terms, divorcees used 42-61 percent more resources per person compared with a married person. To help save natural resources, Yu and Liu recommended that governments consider the environmental impact of divorce and separation.

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. Divorced people create a bad environment in schools and offices. | T / F |
| b. Researchers say divorce increases the demand for our resources. | T / F |
| c. The research was carried out on couples in 112 countries. | T / F |
| d. The research team discovered divorce reduced demand for water. | T / F |
| e. Divorce rates are going down in many countries around the world. | T / F |
| f. Divorce is rarely looked at as a factor of environmental change. | T / F |
| g. Divorcees use 14 percent more resources than married people. | T / F |
| h. The researchers urged governments to think about divorce more. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|---------------|-------------|
| 1. conclusion | a. examined |
| 2. impacts | b. look at |
| 3. analyzed | c. effects |

- | | | | |
|-----|-------------|-----------|-----------------|
| 4. | resulted in | <i>d.</i> | call |
| 5. | demand | <i>e.</i> | proportions |
| 6. | rates | <i>f.</i> | fight |
| 7. | simple | <i>g.</i> | findings |
| 8. | combat | <i>h.</i> | missed |
| 9. | overlooked | <i>i.</i> | led to |
| 10. | consider | <i>j.</i> | straightforward |

Retrieved from <http://www.breakingnewsenglish.com/0712/071205-divorce.html>