

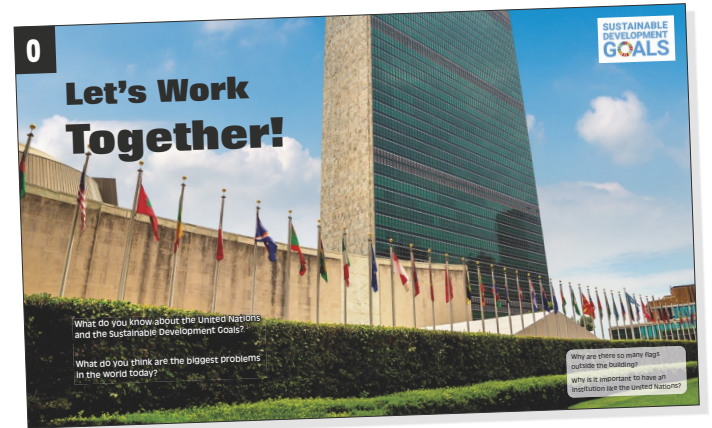
# What's Inside?

## Unit 0

In this unit, you will learn about the Sustainable Development Goals, SDGs. You will understand why the UN started the Goals, why they are important now, and how they can change our future. You will also learn how you can become a global citizen and help solve problems in the world.

## Units 1 to 9

Each unit is divided into spreads. Let's take a look at them.



## Unit Opener:

This first spread introduces the unit topic and the SDGs you will learn.



Look at the unit title to give you a clue about the topic.

Look at the SDG icons to know which ones you will be studying throughout the unit.

What examples of gender inequality can you mention?  
How can you make a difference to women's rights?

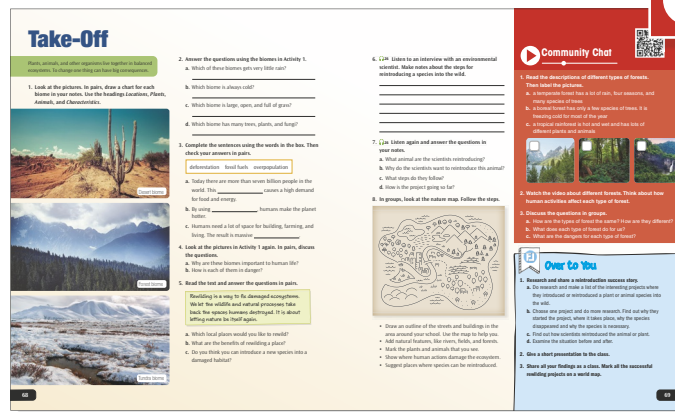
Why are the women in the picture protesting?  
Why do you think gender inequalities exist?

The big questions make you think more about the SDGs and the topics you will study.

The trigger questions are linked to the picture. Think about it when you answer them.

## Take-Off

Learn new topic vocabulary and how to use it.



Do a project without your teacher's help to show your understanding.



Scan the QR code and watch a video about the topic of the unit and how different people build their life around it.

### Over to You

- Research and share a reintroduction success story.
  - Do research and make a list of the interesting projects where they introduced or reintroduced a plant or animal species into the wild.
  - Choose one project and do more research. Find out why they started the project, where it takes place, why the species disappeared and why the species is necessary.
  - Find out how scientists reintroduced the animal or plant.
  - Examine the situation before and after.
- Give a short presentation to the class.
- Share all your findings as a class. Mark all the successful rewilding projects on a world map.

# World View

Learn about what is going on in the world around you.

Read a text related to the SDG icon.

**World View**

**Global**

**A Delicate Balance**

**Local**

**Mini-Project**

**#Documenting OurWorld**

Scan the QR code and watch a documentary video.

Get a **global** view of a topic and answer questions about the text.

Do a mini-project related to the topic in the text. You will take a **local** view and solve a problem in your own country or region.

**Mini-Project**

All animals on Earth have the right to live as they want. Animals can feel happiness. They can also feel pain and suffering. It is our duty to respect the rights of all life on Earth, but only a handful of countries recognize this. Many more allow the suffering to continue.

You are going to research and compare the animal rights laws in your country to those in another country. Follow the steps:

- Research the existing animal rights laws in your country. Make notes about:
  - The difference between animal rights and animal welfare
  - existing laws to protect animals
  - animal cruelty in your country
- Now research another country and compare the results.
  - Make a fact file to compare the two countries.
  - Form groups and share your findings.

Name	
Country	
As much as the other side	

# Tune In!

This is your opportunity to listen to people from diverse contexts telling you how they face global challenges.

**Tune In!**

**Focus on Language**

**Over to You**

# Have Your Say!

Use your speaking skills to communicate your ideas effectively.

**Have Your Say!**

**Focus on Language**

**Speaking Box**

Learn more about language and practice how to use it.

Use the new speaking skills you learned in the mini-project.

**Speaking Box**

When we give personal descriptions, we don't just say how a place looks. We talk about what it means to us, how it makes us feel, and why it is special. We use informal language, like we're talking to a friend. All this makes our descriptions more meaningful and personal.

**Mini-Project**

The world is full of wonders. But these wonders are not only the big, spectacular places we hear about on the news. They are also the places that are closer to our homes and to our hearts.

You are going to work as a class to make an audiovisual guide about some special or important places where you live.

**Part One: On Your Own**

- Make a list of places. Are any of them special to you? Choose one place from this list.
- Research the place by visiting it reading about it online, or interviewing others.
- Make notes about why this place is special to you.
- Draw a picture of the place.
- Now, go online and find an audio QR-code generator. Record your introduction to a QR code. Save the code. Print it out or give it to your teacher to print.
- Add the QR code to your display.

**Part Two: As a Class**

- Make a multimedia gallery of local places and invite

## Real-World Skills

Learn the 21<sup>st</sup> century skills that you will use at school and in your everyday life.

**Creativity**

1. Read the information about creativity. Are the statements true or false? Discuss your ideas in pairs.

**Creativity** is a process that forms new or original ideas or objects. It happens in all areas of the world across forms of people. With creativity, we can solve complex problems, think of new ways to do things, and create things of value for the world. It can help us react to problems, take risks, and work together for a better world. Today, creativity is one of the most valuable skills of all industries.

2. Read the quotes about creativity. Discuss them in groups.

3. In groups, answer the questions.

4. Read the descriptions. Write the words in bold in the correct place on the diagram.

**Over to You**

1. You are going to use the creative process to solve a problem. In groups, read the situation and discuss it. Then follow the steps.

**Explore the Skill**

1. Before you watch the video, discuss the questions in groups.

2. Watch the video about creativity. Make notes on your notes.

3. Think about Patrick's creative ideas to help prevent the natural environment. Which other activities can you think of to help on the topic?

4. Answer the questions. Then share them with the class.

5. In your groups, discuss a topic about creativity and prepare a short presentation. Give your presentation to the class.

Scan the QR code and watch an animated video related to the skill.

**Over to You**

1. You are going to use the creative process to solve a problem. In groups, read the situation and discuss it. Then follow the steps.

A member of the city council comes to you to ask for your help in renovating an old part of your town, the old canal. It is in a good area downtown. But people don't like visiting it because it is all dirty and polluted. The council wants to clean it up because they believe that the area can attract lots of tourists. The city council member asks for your creative ideas.

2. In groups, discuss the stimulus.

- Think about the problem and make a list of the things that can keep people away from the area.

Discuss or solve a problem in the *Over To You* section using your new real-world skills.

## Express Yourself!

Here you will find writing tips, features, and language models that will give you the confidence to produce your own texts.

**Express Yourself!**

1. Think about some of the posters you see every day. Discuss the questions in groups.

2. In pairs, look at the poster and answer the questions.

3. Look at three key features for a poster. Discuss the questions in groups.

4. Make an effective poster to promote or protect an issue. Follow the steps in your groups.

**Poster Checklist**

- Is the title clear?
- Do the colors catch the eye?
- Is it easy to read?
- Do the photos support the text?
- Does it make you think?
- Do you know what to do next?

A poster is a good way to give people important information. A well-designed poster grabs people's attention and gives them a clear message. To make a good poster effective, choose a style that is easy to read with colors that go well together.



**MYM Box**  
Look at the *Make Your Mark* box to learn about the language to use when expressing your ideas.

## Make Your Mark Project

Throughout the unit, you will work on a project. Find out about a problem in your community, be creative, and get involved by proposing solutions.

In **Phase 1**, you do research and put together information. Then you evaluate it and choose what you can use to solve the problem.

In **Phase 2**, you decide what you want your project to look like and start planning.

In **Hands On!** you and your class decide which solutions worked best. Here you have the chance to take a project into your community or school.

**on Your Forest**

You are going to send a petition to your local government to ask them to do more to protect forests where you live.

**Phase 1: Research and Evaluation**

1. Do some research. Think about these questions:

- What kind of forest do you live in?
- What plants and animals live there?
- What makes the forest important to you?

2. Get your group's knowledge by thinking about the consequences of human activities.

3. Show your critical thinking skills to evaluate your research.

**Phase 2: Planning**

1. Show your findings in groups.

2. Decide what you want to achieve.

**Phase 3: Action**

1. Write your petition.

2. Show your results with the class. Plan to share your findings with the class.

**Phase 4: Evaluation**

1. What did you learn from the project?

2. How did you feel about the project?

3. How did you feel about the project?

**Why do we need to protect forests?**

1. What are the reasons?

2. How can we protect forests?

**Hands On!**

Write a letter to a local newspaper or environmental website explaining your research and campaign. Ask if they can publish your work to protect local forests.

This tells you what topic you will be making your mark on.

This tells you what your task is.

In **Phase 3**, you take your solution or ideas into the real world to test it.

The big question gets you thinking about how to solve the problem. Ask yourself this question all the time to make sure your project answers it.

In **Phase 4**, you take the feedback from the previous phase and make changes to your project. Then you present it to your class.

# Get Ready!

With these activities you will develop the skills and strategies necessary to succeed in international certification exams.

Listen to three audios and complete the activities.

Look at text or picture prompts and use your skills to speak about the topic.

Complete these activities to show your understanding of different kinds of texts.

Use what you know about writing to write a text in response to a prompt.

# Expand, Explore, Excel!

Have some fun while completing different kinds of activities and small projects, like investigating case studies, creating posters, playing games, and analyzing poems and artworks.

Show your understanding of the part you play in this world and become a better global citizen.

This section develops girls' life skills like problem-solving, negotiation, self-esteem, and communication.

Learn more about how thinking like an entrepreneur can help you develop yourself.

Get in touch with your feelings and how you express your emotions.

Discover how music, dance, literature, and painting are the portrait of modern societies.

Discover that science is everywhere and in all the things we do. Maybe in the future, you can become a talented biologist or chemist. How about an astronomer?

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SUSTAINABLE  
DEVELOPMENT  
GOALS





0

# Let's Work Together!

What do you know about the United Nations and the Sustainable Development Goals?

What do you think are the biggest problems in the world today?

Why are there so many flags  
outside the building?

Why is it important to have an  
institution like the United Nations?



# Take-Off

A global citizen is someone who knows about the wider world. They play an active role to make our world a fairer place for all.

1. In pairs, read the text. Then discuss the underlined words.

## Who are you?

You are more than a body. What makes you who you are? Your identity is what makes you different from eight billion other people in the world. You experience things that no one else does. These experiences form your beliefs. These beliefs form your values. Your values are the things you think are important. These values affect your actions, the things you do that make the world a better place. We all have responsibilities and choices. Your choices make your mark on the world. So, who are you?

2. Read and complete Sara's file with the ideas in the box.

clean up the park   generosity   help my family  
learn from mistakes   sporty



**My identity:** I'm Sara Gomez. I'm 13. I live in a quiet town with my family and have lots of friends. I ride my bike to school every day. I spend long hours at the club. I'm

1) \_\_\_\_\_.

**My beliefs:** Practice makes perfect. Always try your best.

2) \_\_\_\_\_.

**My values:** kindness, solidarity, 3) \_\_\_\_\_.

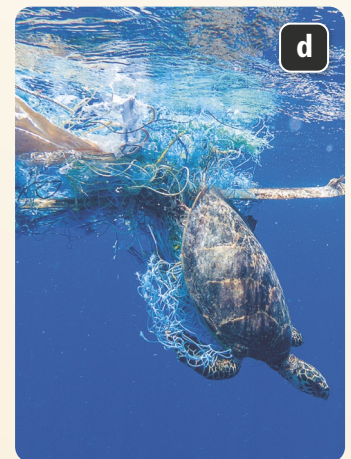
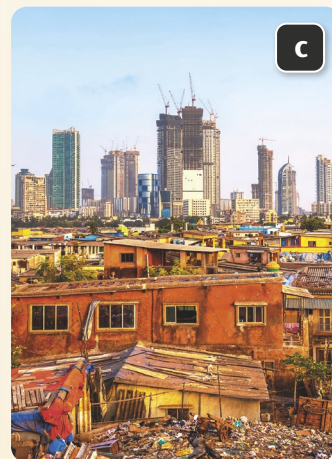
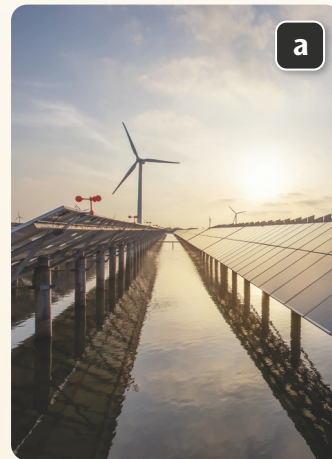
**My actions:** work together at home, community work organized by the club: read to old people every Friday,

4) \_\_\_\_\_ once a month.

**My responsibilities:** go to school, study, 5) \_\_\_\_\_.

- Think about the questions. Then, in your notes, create your personal file using Sara's to help you.
  - What are your three most important personal values?
  - What responsibilities do you have at home, at school, and in your community?
  - What actions can you take to make the world a better place?
- In groups, make a definition for *global citizen*. Share your definition with the class.
- In your notes, label the pictures using the names of four of the Sustainable Development Goals in the box.

Clean Energy   Gender Equality  
Life Below Water   No Poverty



- Look at Activity 5. In your notes, rate your knowledge of the issues from 0 (basic) to 10 (advanced).



## Focus on Language

### Asking *Wh*- Questions in the Present

**What** are the Sustainable Development Goals?

We use *Wh*- questions to find out more information about something.

To ask *Wh*- questions in the present, we can use: *Wh*- words + helping verb + subject + main verb.

<i>Wh</i> - Word	Helping Verb	Subject	Main Verb
What	do	I	do (in summer)?
Who		you	follow (on social media)?
Where		we	go (on the weekend)?
Why		they	walk (to school)?
When	does	he she it	study (for school)?
How many (books)			have (at home)?
What time			get up (every day)?

### 7. Complete the sentences using the correct *Wh*- words.

- We use \_\_\_\_\_ to ask about a person.
- We use \_\_\_\_\_ to ask about a place.
- We use \_\_\_\_\_ to ask about a time.
- We use \_\_\_\_\_ to ask about a number.
- We use \_\_\_\_\_ to ask about an object or an action.
- We use \_\_\_\_\_ to ask for a reason.

### 8. In your notes, put the words in order and write the questions.

- do / What / do / we / have to / our / to help / planet / ?  
We have to use clean energy sources.
- do / people / Why / in poverty / live / ?  
Because they don't have the money for their basic needs.
- your mother / Where / work / does / ?  
She works at the United Nations Headquarters.

### 9. In pairs, complete the questions with a *Wh*- word. Then check (✓) the correct answers.

- \_\_\_\_\_ is the UN?  
 An international organization.  
 A global government.
- \_\_\_\_\_ are the UN Headquarters?  
 In New York City.  
 In Switzerland.
- \_\_\_\_\_ is the leader of the UN?  
 The President.  
 The Secretary-General.
- \_\_\_\_\_ is the date of the presentation of the SDGs?  
 In 2015.  
 In 2000.
- \_\_\_\_\_ do the Sustainable Development Goals exist?  
 To introduce new laws that countries must follow.  
 To create a common path to a better world.
- \_\_\_\_\_ Sustainable Development Goals are there?  
 17.  
 193.

### 10. 🎧02 Listen to a podcast about the UN and the SDGs. Then check your answers in Activity 9.

### 11. In pairs, discuss and answer the questions.

- What is the purpose of the SDGs?  
 \_\_\_\_\_  
 \_\_\_\_\_
- How can you personally contribute to the goals?  
 \_\_\_\_\_  
 \_\_\_\_\_

The United Nations is an important international organization that works to make the world better, fairer, more peaceful, and more sustainable. It protects human rights and helps people when there is a crisis.

1. In pairs, discuss why the UN is important.
2. Read the text and highlight the most important facts in each paragraph.

## The Importance of the United Nations

### What Does the UN Do?

After the Second World War ended in 1945, a new organization called the United Nations (UN) was created. Today, it has almost 200 countries as members. Let's see what the UN does to help us.



### Protect Human Rights

The UN believes that everyone should have basic rights. They made the Universal Declaration of Human Rights in 1948. It is now part of international law. It says that people should be free, have their own thoughts, opinions, and beliefs, and go to school and work.

### Deliver Aid

The UN helps people around the world. When there are natural disasters, like floods and earthquakes, or wars, they give food, medicine, and money to those who need it.



### Keep Peace and Security

The UN tries to stop fights and make sure everyone is safe. They help people and countries talk to each other and find peaceful solutions. They also work to remove dangerous nuclear weapons and other weapons of mass destruction.

### Promote Sustainable Development

The UN also believes in a sustainable future. In 2015, it developed the Sustainable Development Goals. All the UN countries agreed to work together to make the world better for everyone.

The world changes a lot. And there is more to do. The UN, its member countries, communities, and people like us work toward a better future.



3. Read the article again. Answer the questions.

a. When is the United Nations created?

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b. What is the main idea of each paragraph? Look at the facts you highlighted in Activity 2 to help you.

---



---

c. What can happen without the UN?

---



---

d. What extra information do you want to have in the text to know more?

---



---

4. In pairs, discuss what the four categories mean. Write the correct category for each of the UN actions.

Aid   Human Rights   Peace and Security  
Sustainable Development

a. Send food to a country that has suffered an earthquake

---

b. Develop clean energy sources

---

c. Eliminate nuclear weapons



---

d. End modern slavery

---

# Tune In!

Model United Nations (MUN) is like a role-playing game in which students act as diplomats from different countries. They discuss global issues and try to find solutions, just like the real United Nations does.

1. **Discuss the question in pairs.**
  - a. Why do you think Model UN is important?
2.  **Listen to Kim talking to Alex about joining Model UN. Do you think it is a good idea to join? Why?**
3.  **Listen again and complete the sentences in your notes.**
  - a. Kim is going to ...
  - b. At Model UN they talk about ...
  - c. Kim is the ... at Model UN.
  - d. There are about ... students who take part.
  - e. Today's meeting is about ...
4. **Answer the questions in your notes.**
  - a. Why does Kim enjoy taking part in Model UN?
  - b. Do you want to take part in Model UN? Why? Why not?
  - c. How can Model UN make a difference at your school?
5. **In pairs, choose one of the roles and role-play a discussion between the two students.**
  - a. Write notes and plan what you want to say.
  - b. Start your discussion in a respectful way.



**Student A**

You are the president of your school's Model UN. You want more people to join you.

You know about Model UN. But you want to take action, not just talk about it.



**Student B**

6. **In groups, plan what you want to discuss at a Model UN meeting at your school. Follow the steps.**
  - a. Read the categories and complete the chart with at least two topics you want to discuss about for each one.
  - b. Share your ideas with your class. As a group, choose the most interesting topics.
  - c. Give each classmate a topic and plan when each one needs to speak.
  - d. As a class keep a record of your comments and the possible solutions.

## WHAT I WANT TO SAY



### Problems in Your School

- ① \_\_\_\_\_
- ② \_\_\_\_\_

### Problems in Your Community

- ① \_\_\_\_\_
- ② \_\_\_\_\_

### Problems in Your Country

- ① \_\_\_\_\_
- ② \_\_\_\_\_

### Global Problems

- ① \_\_\_\_\_
- ② \_\_\_\_\_

# Have Your Say!

1. Complete the questionnaire using your own words. Then, in pairs, ask and answer the questions.

•••🔍

a. What is the capital city of \_\_\_\_\_?

b. When do \_\_\_\_\_ go to \_\_\_\_\_?

c. Where is \_\_\_\_\_ from?

d. How many \_\_\_\_\_ are in \_\_\_\_\_?

e. Who is the president of \_\_\_\_\_?

f. Why is it important to \_\_\_\_\_?

2. What do you think a good question is? Discuss your ideas in pairs.


3. 🎧 04 Listen to a quizmaster giving top tips to ask good questions. Check your answer in Activity 2.

4. Can you remember the top tips to ask good questions? Make a list and compare it in pairs.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

5. Look at the questions. Why are they NOT good questions for a quiz about the UN? Share your ideas in pairs.

- a. What about the UN?
- b. What are the Sustainable Development Goals and why are they important?
- c. Who is the most famous singer?
- d. Thinking about poverty, energy, equality, employment, and life, what are some of the SDGs?
- e. Why doesn't the UN help people in need?



## Speaking Box

Quizzes are good for your brain. Asking questions helps you to find out new information. Answering questions helps you to remember new information and use it later. When you present a quiz, you have to give the person time to answer the question. When you answer questions, organize your ideas as much as you can. When you need more time to think, stop before you answer. Try not to use verbal fillers like, "Um", "Ah", and "You know."

6. Write five questions for a quiz about the UN and the Sustainable Development Goals. Use *Wh-* words from the box.

How How many What When Where Why

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

7. In groups, take turns asking the questions in Activity 6.

8. Write a short quiz to find out how much your family and friends know about the UN.

- a. Write your list of good questions. Check the correct use of *Wh-* words.
- b. Ask your questions to different people. Make notes on the answers.
- c. Share your quiz with the class.

# Critical Thinking

1. Read the information about critical thinking. Answer the question in pairs.

- a. How can critical thinking help you become a better learner?

**Critical thinking** means asking questions about the information you read or hear. When you think critically, you study all the information, and you can reach a conclusion. You think for yourself, and don't believe everything you read or hear. It helps you understand yourself and your own values, beliefs, and identity.

2. Read the pieces of information. What is not right about them? Write some ideas.



3. In pairs, share your notes from Activity 2. Then discuss the questions.

- a. How do you know that these pieces of information are not real?  
b. What happens when people do not think critically?

4. Use critical thinking. Follow the steps to study the pieces of information in Activity 2.



5. Read the headline and opening paragraph of the article. Do you believe it? Analyze it and write a short report.

Home About us Services Contact Search ...

## Students: Get Ready for Longer School Days

After receiving the new school reports, the US government now analyzes a change in the school schedule. They want students to be at school 12 hours a day. They think summer vacations are too long. So, they plan to make vacations shorter, only two weeks.

- In your report, include:
  - the problem
  - the evidence
  - how good your sources are
  - your conclusion: Is it real?

1

# How Equal Are We?

What examples of gender inequality can you mention?

How can you make a difference to women's rights?



Why are the women in the picture protesting?

Why do you think gender inequalities exist?



# Take-Off

We sometimes think sex and gender are the same thing. Sex is biological. Gender refers to non-biological characteristics, such as behavior. Society and culture influence gender. This often tells us the roles and responsibilities of men and women.

## 1. Match the definitions and the statements.

**a** **Gender bias**  
The preference of one gender over another or certain expectations about how men and women should act.

**b** **Gender discrimination**  
The act of giving more or fewer opportunities to people based on their gender.

**c** **Gender inequality**  
When people of different genders do not have the same rights and opportunities.

- \_\_\_ In more than 60% of countries in the world, girls and boys do not have the same access to schools.
- \_\_\_ In many books, doctors are men and nurses are women.
- \_\_\_ A job ad posted online says that the position is only for men.

## 2. In pairs, discuss what is happening in the pictures.



## 3. Look at the pictures in Activity 2 and read the definition of stereotype. Then answer the questions in your notes.

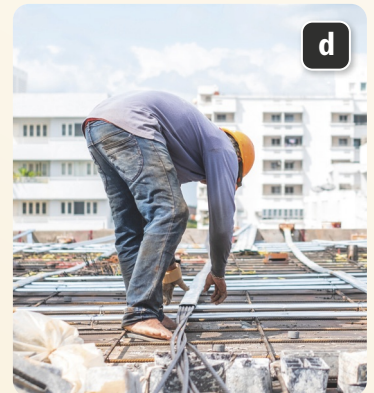
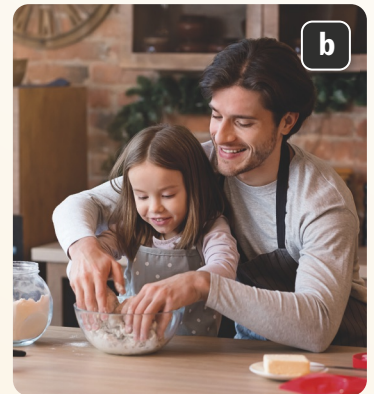
- a. What stereotypes can you see in the pictures?
- b. What stereotypes do they break in the pictures?
- c. What stereotypes about boys and girls can you think of that aren't true?

### Stereotype

An idea that we believe to be true about a person or thing. When we stereotype someone, we believe they will act or behave in a certain way.

## 4. In your notes, label the pictures using the words in the box.

domestic work    manual labor  
raising children    running a business



## 5. In your notes, write about who stereotypically does the jobs from Activity 4 where you live. Compare your ideas in groups.

6. In pairs, look at the pictures. Then discuss the questions.

- What do you think domestic helpers do?
- Who usually does this type of work in your country?



7. In pairs, read the chores in the box. Then answer the questions in your notes.

cook dinner do the dishes dust sweep the floor  
vacuum the carpets walk the dog wash clothes

- Which chores do you do at home?
  - Which chores do you expect a domestic helper to do?
8. 🎧<sup>05</sup> Listen to David, a domestic helper. In your notes, write a list of the chores he mentions.

9. 🎧<sup>05</sup> Listen again. Then answer the questions.

- What does David like about the job?  
\_\_\_\_\_
- What stereotypes about the work does he want to change?  
\_\_\_\_\_
- How does David's experience compare with your own experience of household chores?  
\_\_\_\_\_
- Do you have a different opinion of household chores after listening to David?  
\_\_\_\_\_



## Community Chat



- In pairs, discuss what a stay-at-home dad does.
- Complete the questions with the correct *Wh*-word. Then watch the video and answer the questions in your notes.
  - does Eric do?
  - does he work?
  - does he start the job?
  - does he like this job?
- In pairs, make a list of the jobs Eric does. Then complete the steps.
  - Find out how much Eric can be paid for these jobs in a company.
  - Think about how much a stay-at-home parent should be paid.
  - Compare the numbers and share your ideas with the class.



## Over to You

- In pairs, look at the picture and discuss the questions.
  - Do you agree with what the picture shows? Why?
  - Where can you see gender inequality or gender bias where you live?



- Research the challenges men and women in your community face.
- Make an infographic and present it to the class.

# World View

Gender equality means that men and women are treated as equals. It also prevents violence and discrimination against women at home, in the community, and in the workplace. When there is gender equality, we can have a safer, happier, and healthier world for everyone.

## 1. Before you read the article, discuss the questions in pairs.

- What skills do you need to become a firefighter?
- Can women be good firefighters? Why? Why not?
- Why are so few firefighters women?
- What percentage of firefighters in the US do you think are women?

## 2. Read the text. Then answer the questions in your notes.

- What is Greyber's vision for the world?
- What prejudices does she fight against?
- How does she challenge stereotypes?

## Fighting Fires ... and Stereotypes

### A Different Camp

*Fire Camp* is a free, three-day camp for young girls who want to be firefighters. It is run by volunteers from the Portland Fire Department. They want to encourage more young women to join them. At this camp, girls learn how to throw ladders, rappel down buildings and, of course, put out fires. But, there is more to being a firefighter than that. Many fire stations get calls about traffic accidents, people getting locked out of their homes, and cats stuck in trees! These situations need lots of different skills. We need women and men with these skills in the fire service.

### A Man's Job?

In the United States, only 4% of firefighters are female. Many people see firefighting as a man's job, but camps like *Fire Camp* want to change that. Jen Ward ran the camp in 2021. She told the girls, "Don't let anyone tell you that you can't do what you want."



Global

Today, we do not say "fireman" anymore. We say "firefighter." Darcia Greyber told her father, "I want to be a firefighter," when she was just 10. A fire captain heard that and said, "Girls can't be firefighters." Greyber proved him wrong. She was a firefighter for 20 years. Her dream is to live in a world where no one tells people that they cannot do something because of their gender. She challenges stereotypes and proves that women are just as good at firefighting as men are. Darcia now helps to run *Fire Camp*. She shares her skills and passions, and shows others that they can be whatever they want to be.

”

**These volunteers work hard to keep us safe. But they also fight for equality and inspire others to do the same.**

”





## #Documenting OurWorld

### 3. Write *T* (true) or *F* (false). Check your answers in the text.

- Volunteers run *Fire Camp*. \_\_\_\_
- Fire Camp* encourages girls to become firefighters. \_\_\_\_
- Firefighters only put out fires. \_\_\_\_
- Fire Camp* wants girls to know that firefighting is a man's job. \_\_\_\_

### 4. In groups, discuss the questions.

- What can we do to encourage girls to become firefighters?
- What other jobs don't women usually do? How can we encourage more women to do those jobs?
- What jobs do men not do? Why not? What can we do about it?



## Mini-Project



## Local

Worldwide, only 20% of politicians are female. Out of almost 200 countries in the world, fewer than 25 have a female Head of State. Gender discrimination and gender bias can appear all around us. It can be so common that we don't even realize it is happening. But, if we can spot it, we can stop it.

You are going to do some research to spot gender discrimination and gender bias in your community.

- Research where there is gender bias in your community. In groups, follow the steps to complete your project.
  - Think about your school, your town, and your country. Think about the leaders and decision-makers whose decisions influence your life.
  - Make a list of ten jobs that are stereotypically "important", e.g., president, council leader, bank manager, coach of a sports team.
  - Research who does these jobs where you live and identify if there is a gender imbalance in any of these roles.
  - Create an image that represents your findings.
  - Share your findings with the class.
- What can you do to reduce gender inequality in your community? Discuss your ideas with the class.

### 1. Look at the picture. What problems do you think this girl faces?



### 2. Watch a video about Alisha, a 15-year-old girl from India. As you watch, check (✓) the problems you hear.

- forced marriage
- violence
- lack of education
- financial abuse

### 3. Watch again. In pairs, answer the questions.

- What risks to women does the video mention?
- How does Alisha take on these challenges?
- Do these problems affect women in your community?

### 4. In groups of four, choose one question each and lead a roundtable discussion.

- What can we do to help girls like Alisha?
- What are the consequences of lack of education in adults?
- Why don't some boys and girls go to school?
- What advice can you give Alisha?

# Tune In!

1. In pairs, look at the pictures and words. Then discuss the questions.



assertive bossy controlling emotional  
natural leader passionate

- a. What do you think the words mean?
  - b. Which words match which picture?
  - c. Are the words positive or negative?
  - d. Do you associate them with men or women?
2. 🎧06 Listen to two conversations in which some people talk about their bosses. Answer the question in your notes.
- a. In the first conversation, is the boss a man or a woman?
  - b. In the second conversation, is the boss a man or a woman?
  - c. What differences do you hear in the descriptions of the two bosses?

3. 🎧06 Listen again and complete the chart. Then discuss how word choices and stereotypes are related.

	Conversation 1: They tell us the boss is ...	Conversation 2: They tell us the boss is ...
Someone who cares a lot	_____	_____
Someone who notices what you do	_____	_____
Someone who tells you what you need to do	_____	_____

4. Read the statements. Decide how much you agree with each one using the scale. Then discuss your ideas in pairs.



- a. Men make better leaders than women. \_\_\_\_
  - b. Women are usually too emotional to be leaders. \_\_\_\_
  - c. Women managers are too bossy. \_\_\_\_
  - d. Women are better at creative and social jobs. \_\_\_\_
  - e. Men are better in analytical and leadership roles. \_\_\_\_
  - f. Men are better at making decisions under pressure. \_\_\_\_
5. Choose three statements from Activity 4. Write a sentence in your notes to explain what is wrong with them. Use the questions to help you.
- a. How is it stereotypical?
  - b. How is it negative?
6. 🎧07 Listen to two board members discussing a new candidate for a leadership position. Write down the stereotypes you hear.

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7. 🎧07 Listen again. Write *T* (true) or *F* (false).

- a. The board decides to hire Lina. \_\_\_\_
- b. The board thinks Lina is a good fit for a leadership role. \_\_\_\_
- c. The board thinks Lina is too emotional for the role. \_\_\_\_
- d. The board thinks the team will respect Lina. \_\_\_\_



## Focus on Language

### This, That, These, Those

This book is about gender equality.

That book is about women in history.

We use **this** and **that** to talk about one thing.

We use **this** when the object is near us.

We use **that** when the object is far away.

These students protest against gender inequality.

Those students at the water fountain do not participate in protests.

We use **these** and **those** to talk about more than one thing.

We use **these** when the objects are near us.

We use **those** when the objects are far away.

### 8. Choose the correct option to complete the sentences.

- Hey, look! Are **that** / **those** firefighters women?
- Wow! Who's **that** / **those**?
- Listen, everyone. I want to introduce you to our new team leader. **This** / **That** is Dima. Dima, **those** / **these** are your colleagues.
- That** / **Those** women protest for equal rights.
- These** / **That** are the Headquarters of the United Nations.
- That** / **Those** is an inclusive school.
- Is **this** / **these** a human right?

### 9. Write your own sentences using *this*, *these*, *that*, and *those*.

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### 10. Look at the pictures and write sentences using *this*, *that*, *these*, or *those* in your notes.



### 11. Listen to the news report about a protest. In your notes, write about why the people are protesting and what change they want to see.

### 12. Follow the steps to complete a role-play.

- Imagine your best friend is at the protest.
- Write three questions that you want to know about the protest. Use *this*, *that*, *these*, or *those* in your questions.



## Over to You

### 1. You are going to break the stereotype of a job. Follow the steps.

- Do a survey in your class or family. Make a list of jobs that are stereotypically male or female.
- Choose one and find out more about it.
- Make notes of what you need to do the job well.
- Find examples of both a man and a woman doing the job. Is the stereotype true?

### 2. Make a poster to present your findings to the class.

# Information Station!

## 1. Read the information. In pairs, discuss: Is it true or not?

The language we use where we work is important. It can make people feel valued and included or it can make them feel disrespected and left out. Unfortunately, women at work often face discrimination from the language that people use to talk about them.

## 2. Read the definitions. Then answer the questions in your notes.

**Right** something that you are legally allowed to have or do

**Opportunity** a chance to get a job, achieve a goal, progress, or be successful

**Equal Opportunity** when others give people the same rights and opportunities regardless of gender, race, or ethnicity

**Discrimination** when others treat people unfairly based on race, gender, age, ethnicity, or religion

- How can we link rights and equal opportunities?
- Why are equal opportunities important?
- Is there a lot of discrimination in the workplace? Why?

## 3. In pairs, discuss the questions.

- Do you think *bossy* is a positive or negative word? Why?
- Does the meaning of the word change when we use it to describe a man or a woman?
- Why do you think people don't want to use the word *bossy*?

## 4. Read the text. Why does the author write this?

I'm Not Bossy.

I Am THE Boss!

They say I'm emotional.

They can't handle my passion.

They say I'm difficult.

They want to hide from the truth.

They say I'm aggressive because I don't fit the role they expect from me.

They call me hysterical.

All I do is disagree.

They say I'm awkward but I'm not afraid to be different.

They say I'm controlling.

I can keep on leading.

They call me bossy.

No. I am the boss.

#banbossy

#stopcontrolling



6. In pairs, answer the questions.

- What does the writer want to say?
- Does this text change the way you think about the issue?
- Is it a good example of equal opportunity? Why?
- How does it show gender discrimination?

7. As a class, write a set of guidelines for how to interact and communicate with each other. These rules must:

- not discriminate
- be inclusive for everyone
- give everyone equal rights and opportunities

8. Read the facts. In pairs, discuss and complete them using the numbers in the box. Then compare your predictions with the answers at the bottom.

5 6 17 25 29 33

**un fun facts**

- By the age of \_\_\_\_, most kids believe that men are better leaders than women.
- \_\_\_\_% of women and \_\_\_\_% of men reported being called *bossy* at work.
- \_\_\_\_% of CEOs of the top 1,000 companies in the US are women.
- At middle school, girls are \_\_\_\_% less likely than boys to want to be leaders.
- \_\_\_\_% of women believe their gender stops them from becoming leaders at work.

Answers: a. 6, b. 33, 17, c. 5, d. 25, e. 29

9. In pairs, discuss the questions.

- Do any of these facts surprise you?
- Do you think the statistics in your country are similar or different? Why?
- Do you think these people all have the same rights and opportunities?

10. Make groups with at least one male and one female.

Discuss the questions.

- Do you agree with a #banbossy protest?
- What other words do you want not to use? Why?
- Make a list and share it with the class.
- As a class, create a post to inform about the words that are negative to use.



**Mini-Project**

The organization *LeanIn* started the #banbossy Project in 2014 to encourage more girls to believe they can be leaders. They believe that the use of “bossy,” and similar words, makes girls believe that they can’t be good leaders.

In small groups, use your critical thinking skills to investigate the campaign. Make a short presentation about your findings and your recommendations.

- Find out about LeanIn.org and the #banbossy campaign from various sources. Use the questions to help you.
  - What is LeanIn?
  - Who supports the campaign? Why?
  - Who doesn't support the campaign? Why not?
- Interview your classmates and family to find out their opinions on the campaign.
- Go through your notes and decide if you think the campaign is doing what the organization wants it to. Explain why or why not.
- Present your opinions in a short presentation to the class.



# Have Your Say!

1. Study the *Focus on Language* box. Then read the sentences and correct the mistakes in your notes.
  - a. Sheryl Sandberg is the woman who founded *LeanIn*. His book is about women in leadership.
  - b. Trygve Lie, from Norway, was the first leader of the UN. Your title was Secretary-General.
  - c. Kim enjoys taking part in Model UN because it matches my values.
  - d. Darcia Greyber told his father she wanted to be a firefighter.
  - e. Beyoncé and Sheryl Sandberg promote the #banbossy campaign because of her belief that the word has a negative effect on young girls.
2. In pairs, discuss what you know about gender equality in these places.

Chad    United States    Pakistan

3. Listen to three girls talking about the experience of women in their country. Complete the sentences.
  - a. Nasya talks about women's right to \_\_\_\_\_.
  - b. Jade talks about the gender \_\_\_\_\_ gap.
  - c. Ali talks about \_\_\_\_\_.
4. Underline the possessive adjectives. Then answer the questions about the women in Activity 3.
  - a. Who says, "Only 26% of women work in my country"?  
\_\_\_\_\_
  - b. Who says, "Their salaries are decided by their gender, not their work"?  
\_\_\_\_\_
  - c. Who says, "My dream for the future is equal opportunities for our boys and girls to go to school"?  
\_\_\_\_\_



## Focus on Language

### Possessive Adjectives

This is my identity.

That's your responsibility.

His values are strong.

Her clothes are part of her identity.

Our beliefs keep us going.

Their words are stronger than their actions.

We use **possessive adjectives** to show that we own an object or an idea.

We use a **possessive adjective + a noun**.

5. Listen again and complete the chart. Compare your answers in pairs.

Name	From	What They Want People to Know
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Listen to the introductory speech. Make a mind map in your notes. Organize the aspects and the way the speaker uses language.
7. In pairs, discuss why these things are important in an introductory speech.
  - a. Introducing yourself.
  - b. Telling the audience the topic of your speech.
  - c. Giving facts.
  - d. Sharing a vision for the future.

8. Read the phrases people often use in introductory speeches. Match them to the elements in Activity 7.

\_\_\_ ... is very important to me.

\_\_\_ I strongly believe ...


\_\_\_ I want to share something with you.

\_\_\_ My name is ... and I'm from ...

\_\_\_ Today, I'd like to talk about ...

\_\_\_ My dream for the future is ...

\_\_\_ I'm going to talk about ...

9.  Listen again. Are there phrases from Activity 8 Gabriel can use? Make notes on your mind map.

10. Write an introductory speech. Use the phrases from Activity 8. Follow the steps.

- a. Choose one of these topics:
  - Language not to use at school
  - Why stay-at-home dads are great
  - Why women are good firefighters
- b. Include the following in your speech:
  - who you are and where you are from
  - what you are going to talk about
  - your beliefs or values about the topic
  - an interesting fact that gets attention and gives your audience a reason to listen
  - your vision for the future
- c. Write your ideas in your notes. Use the key phrases to create your own speech.



## Speaking Box

An introductory speech is a short speech to grab your audience's attention and make them want to listen to you. It needs to include an introduction to who you are, an overview of your topic, and a reason for the audience to continue to listen.



## Mini-Project

Gender equality is different in various countries and cultures. In some countries, they allow women to work, but women cannot own property. In other countries, girls can go to school, but can only do some jobs. Local society and culture affect how people treat men and women.

You are going to make a short presentation about gender equality in your country.

- Choose a part of your country you want to investigate.
- Research gender equality in your chosen area. Find out what opportunities men and women have for school, jobs, healthcare, and lifestyle.
- Make a fact file to present your findings.
- Plan an introductory speech to introduce your fact file. Remember, you do not need to read out your entire fact file, but you need to give enough information to make your audience want to find out more.
- In pairs, practice reading your speech.
- Present your work to the class.

# Collaboration

1. Read the information about collaboration. Answer the questions in pairs.
  - a. Why is collaboration between countries important for the success of the Sustainable Development Goals?
  - b. Why is collaboration between classmates important for the success of school projects?

**Collaboration** is when you work together to achieve a common goal. When you collaborate, you share ideas and learn from each other. Everyone achieves more because of this. You can improve the quality of your project and work when you talk and brainstorm, share ideas, and work together.

2. Look at the words and match them to the descriptions.
  - a. generous \_\_\_\_\_ someone who can change plans when they find new information
  - b. curious \_\_\_\_\_ someone who asks a lot of questions
  - c. flexible \_\_\_\_\_ someone who can listen to other people's ideas even when they don't agree
  - d. trusting \_\_\_\_\_ someone who believes in their teammates
  - e. organized \_\_\_\_\_ someone who is happy to share ideas
  - f. respectful \_\_\_\_\_ someone who can deal with things effectively
  - g. a good listener \_\_\_\_\_ someone who thinks it's important for the group to succeed, not to get individual credit
  - h. humble \_\_\_\_\_ someone who really listens and doesn't just wait for the chance to speak

3. In your notes, put the words in Activity 2 in order from 1 (most important to be a good team member) to 8 (least important). Explain your order to the class.
4. Think about your own collaboration skills. In your notes, answer the questions honestly.
  - a. Do you work well in groups?
  - b. What do you enjoy about group work?
  - c. What do you not like about group work?
  - d. What makes you a good team member?
  - e. What can you improve?
5. In pairs, think about the best activities to put collaboration skills into practice. Make a top ten list in your notes. Share your ideas with the class.
6. Complete the chart with the pros and cons of the different ways to form groups in class. In pairs, share your ideas.

Ways of Forming Groups	Pros	Cons
You get into groups with your friends	_____	_____
The teacher chooses groups for you	_____	_____
Groups are formed randomly	_____	_____



## Over to You

1. **Work together to solve a problem about stereotypes and present your ideas. Read the text and discuss it in pairs.**

### The Engineer-ess?

The first day Maria Lopez walks into her Engineering class at the National University of Cordoba, she realizes that she is the only girl in her class. “How is this possible?” she asks herself.

Maria wants to challenge the stereotypes. She doesn’t want to live in a world where society tells you what you can be. Why should they pay me less than a man for the same job?,” she said.

In a recent survey of people over 65 years old, 67% says that “women should take care of the house and raise children.” And more than 70% agree that “there are some jobs that men do better than women.”

Maria wants to live her dream. “Life is different now,” she says. “I just want to be myself, not listen to negative stereotypes.”

2. **Form groups and meet your team members.**
  - a. Say what you want to learn from this project.
  - b. Mention one or two things you are good at that can be useful in this project, e.g., researching, interviewing.
3. **As a group, decide how to complete your project.**
  - a. Choose a stereotype that exists today and you want to break. Each person in the group investigates a different aspect:
    - What is the stereotype and where does it come from?
  - b. Plan who can do what: research, interviews, art and design, and presentation.
4. **Create a presentation and share your findings with the class.**
5. **Reflect on the group work. Think about the process.**
  - a. The advantages and disadvantages of collaboration
  - b. What you learned about working in a group

## Explore the Skill

1. In your notes make a list of jobs in which you think collaboration is important. Work in pairs.
2. Watch the video of a manager explaining why it is important to collaborate. As you watch, think about the question: Am I a natural collaborator?
3. Complete the sentences using information from the video.
  - a. When we collaborate, we hear different
  - b. When we collaborate, we create more
4. Look at your list in Activity 1. Add some jobs based on what you learned from the video.
5. How can we become better collaborators according to the video? Write your answers in your notes. Compare them in pairs.
6. In pairs, choose one of the statements. Plan and do a short debate.
  - a. Group projects are better than individual projects at school.
  - b. Group projects are a waste of time. It’s more efficient to work on your own.
7. In pairs, discuss the questions.
  - a. What do modern companies look for?
  - b. Is collaboration something you can develop?
  - c. What are the benefits of good collaboration for a company?
  - d. What are the benefits of good collaboration for an individual?
8. How can you be a better collaborator? In your notes, set a target for yourself.

# Express Yourself!

## 1. In pairs, discuss the questions.

- What is the difference between a blog and a magazine article?
- What blogs do you read?
- What hobbies do you have that you can write about?

## 2. Read the blog post and identify the following features.

Highlight them in different colors.

- The title
- How the writer catches your attention
- The main idea
- Information that supports the main idea
- A summary or conclusion

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**BLOG**

## All I Want for Christmas Is Gender Equality

Christmas is close. The nights are longer. It's time to think about Christmas shopping. But when I walk around the mall, I think I'm in like the 1920s, not the 2020s. The gifts are more advanced, but people's ideas about boys and girls are the same than in the last 100 years.

I mean, pink for girls and blue for boys is outdated, right? The stores downtown don't think so. In the boys' section, there is the latest game console. Cool. But why is it for boys? And right next to that section is the girls' section. Can you guess the top selling gifts for girls? A drawing tablet and an instant photo printer.

Sure, they're nice gifts. But is that what adults really think about kids these days? Do they still think that boys are into video games and girls are into drawing and taking photos?

What about all the girls who are into video games? Like me. How can we achieve gender equality when people feed us these images of what they expect us to like, just because we're girls?

So, all I want for Christmas this year is for people to actually stop, look, and listen to what we're doing. I want them to stop basing their ads on 100-year-old ideas of boys and girls. And, by the way, I want a new console.

Thanks for reading, guys. Merry Christmas to you all!

## 3. Do you agree or disagree with this idea from the blog post? Share your answer with the class and try to give some examples.

“ People's ideas about boys and girls are the same than in the last 100 years. ”

## 4. Read again. Then discuss the questions in pairs.

- Do you trust the writer? Why?
- Do you want to read more posts by this writer? Why?



People use blogs to share their opinions. It can be about something serious or personal, or something that is just fun. They sometimes include photos or drawings to make the blog attractive. It is informal and more like having a conversation with someone.

## 5. Write your own blog post about gender stereotypes in your country. Follow the steps.

- Step 1** Think about what stereotypes are common where you live. What do you want people to know? What change do you want to see? Make notes.
- Step 2** Decide what you want to say. Write one or two sentences.
- Step 3** Plan an outline of your blog post.
- Step 4** Write a title that gets people's attention.
- Step 5** Write a first draft. Remember to include: a catchy introduction, facts to back up your main idea, and a summary or conclusion.
- Step 6** In pairs, read each other's drafts.
- Step 7** Give two pieces of feedback. Be kind! Include:
  - something you enjoy about the post
  - an idea to make it better, e.g., a title, reordering of ideas, or a stronger word or fact
- Step 8** Write your blog post using your classmate's feedback to make it stronger.

## 1 Phase Research and Evaluation

Think about the chores that your family has to do around the house. What do you have to do every day and every week? Think about how to share the work in a fair way.

1. **Observe your family and make notes about who does what chores.**
2. **Write some questions and interview your family members.**
  - Ask them about which and how many chores they do. Do they think it is fair?
  - Answer the questions yourself. Be honest!
  - Write some conclusions based on your findings.
3. **Show your findings visually. Create a pie chart, a graph, or an infographic.**
4. **Think if it is fair. How can you show if it is fair or unfair?**

## 2 Phase Planning

Start planning how to share the work. How can everyone agree?

1. **Make notes on what needs to change. How can you show your family members that they need to do more (or less)? How can everyone benefit from these changes?**
2. **Decide how to show your findings to the class.**

You can choose:

- a family chore chart
  - a diary
  - a to-do list
  - another way you think can work well in your family
3. **Share your ideas in pairs and ask for feedback to make your idea better.**



## on Your Family

You are going to create a plan to share your family's household duties.

How can we make family life fairer for everyone?

## Hands On!

You made your home fairer, but you can do the same at school. What changes can you make? Collaborate to design a fair system and keep it going for the rest of the year.

## 3 Phase Real-World Solutions

How does your plan work in real life? How can everyone be happy?

1. **Work with your family to make a plan.**
  - Brainstorm the chores that each member needs to do.
  - Discuss how long they take and how often you need to do them.
  - Discuss who does them now and why.
  - Now divide them fairly.
  - Don't forget about other responsibilities, like school, work, and homework.
2. **Create a calendar or diary. Ask your family for feedback.**
3. **Make any final changes to make sure it is fair for everyone.**

## 4 Phase Presentation

Think about what information you want to share with the class and how you want to present it.

1. **Make a display that shows the process of your project. Show all the steps and your work.**
2. **Plan a short presentation to explain your plan. Think about these questions to help you:**
  - How fair is your home life today?
  - Why is it like this?
  - How can it be better?
    - What's your hope for the next year?
3. **Invite your classmates to ask you questions about your project.**