



## Use of ICT in support of language teaching and learning

**Title:** A Brave New World—Privileges and How to Fix Society

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**Short description:** In this learning activity, students explore the concept of privilege through group work, discussions, text analysis, and listening exercises, together with media and written production.

**Language activity is designed for** English.

**Age group:**

- 0-5
- 6-10
- 11-18
- 19-25
- 26-64
- 65+

**Level:**

- A1
- A2
- B1
- B2
- C1
- Teacher trainees

**Learning outcomes:**

- Develop pupils' awareness of social equity and equality
- Empower pupils to take a stand on societal issues
- Being able to choose material to investigate living conditions, societal issues, and cultural aspects in English-speaking countries
- Being able to present findings as well as discuss (in speaking and writing) how their findings influence their view of society and themselves



**Skills:**

- Listening
- Speaking
- Reading
- Writing
- Interaction
- Vocabulary
- Grammar
- Mediation
- Pronunciation
- Intercultural
- Plurilingual

**ICT tool(s) used:** Canva (optional), Padlet, Edpuzzle, Socrative

**Duration in minutes:**

- 15-30
- 30-60
- 60-90
- 90-120
- 120+

**Timing:** Fall semester (but can work anytime during the year). Approximately 10-12 classes (one class being between 60 and 80 min)

**Description of each stage of the activity:**

**Step 1 - Introduction: 2 classes**

1. Brainstorm on the whiteboard—what is privilege? Start with what they know and build on it.
2. Students go through a checklist of privileges to visualise what they have now, [here](#).

## Privilege Checklist

Statement	Yes/True	No/False
1. Did your parents only have to work "regular hours" (Mon-Fri, 9-5) to support your family?		
2. Do you feel safe from sexual assault regardless of where you go in the world?		
3. Can you show affection for your romantic partner in public without fear of ridicule or violence?		
4. You have never been diagnosed as having a physical or mental illness/disability.		
5. Was English the primary language spoken in your family/household while growing up?		
6. Did you have more than fifty books in your house while growing up?		
7. Is it easy to find the kinds of hair products you need and/or cosmetics that match your skin colour?		
8. Were you proud of your clothes or house while growing up?		
9. You have NEVER had your mistakes attributed to a negative stereotype about your race/gender/ethnicity.		
10. Can you legally marry the person you love anywhere in the world?		
11. Did you always have adequate access to healthy food while growing up?		
12. You have NEVER been told that your race/gender was the reason you got a job outside of your ability and qualifications.		
13. Do you feel safe calling the police if trouble occurs?		
14. Do you find it easy and quick to see a doctor whenever you feel the need?		
15. Do you feel comfortable being emotionally expressive/open?		
16. Is your race, gender, religious group and or sexual orientation well represented in your work organization?		
17. Does your work/organization automatically give you time off for your religious/cultural holidays?		
18. Do you feel comfortable and safe walking home alone at night?		
19. Were you able to go on a family vacation as a child without financial or time constraints?		
20. Is there adequate or accurate representation of your race, sexual orientation, gender, and/or disability in the media?		
21. Was most of your history lessons about your ancestors portrayed in a positive light?		
22. You or your parents have NEVER gone through a divorce/separation.		
23. Can you cross the street without looking for curb cuts, ramps, snow debris, or puddles?		
24. Are you assumed to be healthy because of your size?		
25. Can you buy a house or condo without specialized features like extra wide doors, lowered counter tops or elevators?		
26. Can you walk into almost any store and with relative certainty be able to find clothing that fits and is flattering?		
<b>TOTAL</b>		

3. 4 corners activity: an ethical dilemma in which the pupils take one stand and position themselves in the corner of the classroom that best matches their opinion on the dilemma. A couple of pupils can then explain why they chose the option that they did.
4. Show a YouTube video about identifying privileges (the school that wanted to end racism, from a British documentary) [here](#). Discuss the reactions students have!
5. Gapminder—do the quiz “You are probably wrong about” [here](#) (to check the students’ world view)
  - \*Optional 1: Privilegepromenaden, [here](#) or [here](#)
  - \*Optional 2: Kahoot has several free quizzes about privilege; pick one!
6. At the end of class 4, a reflection (exit ticket, Socrative) - let the pupils summarize what they have learnt so far or write what they would like to know more about connected to the topic.

### **Step 2 - Input**

1. 2 classes reading and listening:
  - a. TED talks with [Jamila Lyiscott](#), [Jamila Gordon](#) or [Chimamanda Ngozi Adichie](#)).
  - b. Use Edpuzzle to create a listening exercise while watching.
2. Reading an academic text: "Just So You Know; I'm Absolutely Completely Normal!" - An Empirical Investigation of Firstness" / "Bara så du vet - jag är fullkommen totalt normal!" - en empirisk undersökning av försthet På svenska, by Lovise Haj Brade <http://dx.doi.org/10.1080/08038740.2015.1045939>
3. Vocabulary work - either the pupils choose words from texts/talks to learn or the teacher and the class together create a vocabulary list to work actively with to expand vocabulary during the project.

### **Step 3 - Work on production**

1. Introduce the group work, the countries, the topics, and the different forms of examinations.
  - a. Group size of 2-6 students (teacher's preference can decide this)
  - b. Countries to choose from (pick one):
    - i. Australia
    - ii. New Zealand
    - iii. India
    - iv. Singapore
    - v. Ghana
    - vi. Nigeria
    - vii. South Africa
    - viii. Zimbabwe
    - ix. Canada
    - x. The U.S
    - xi. Barbados
    - xii. Jamaica
    - xiii. Ireland
    - xiv. The U.K
    - xv. Or use any from the [list of countries](#) ( where English is an official language.



**Step 5 - Evaluation/Reflection**

- Writing an individual reflection OR
- Discuss the project with other students

**Questions:**

- Based on what you have learned from this project, what is privilege?
- Have you learned anything new?
- Which changes do you think are needed to create a better world?
- How could this project be improved for next year?

**Potential challenges/problems:**

Yes:

- It would be nice to collaborate with the social science teachers to get more time to work on the project but also to have the pupils make one project and get two evaluations; however, it may be hard to find a teacher to collaborate with and the time to plan it together, so it could be done only in English.
- Pupils not wanting to film/show their films to others
- Students who don't want any changes.
- The project stretches over a rather long period; it could run out of steam.
- Collaboration with other teachers not always feasible
- Internet connection or other technical troubleshooting—most activities could be done analogically.

**Suggestions for learner assessment/self-assessment/feedback/peer feedback:**

1. Students should make comments on a couple of videos made by classmates.
2. Students should also write a discussion text that will be assessed by the teacher. The instructions for the written assignment could be based on the following questions:
  - a. What do you want to change? How?
  - b. What is your part in the world?
  - c. How can you use your privilege?
  - d. You can ask a number of different questions based on what you have focused on during the lessons. You can have one question or several!

Preferably the instructions should be written in an NDD format (adapted and easy to follow for those pupils who need extra support in organising an assignment)

- What are you going to do?
- What is the purpose?
- How are you going to do it?
- In what order are you going to do it?
- Who is going to do it?
- How long should it take?
- What happens next?

**Post-evaluation of the activity:** see step 5.

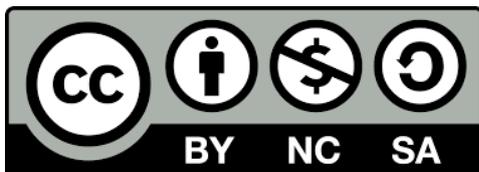
### Personal comments from the authors:

*Teacher's notes:*

- Please consider the organization of presentations before starting the project.
- And the appropriate vocabulary that the students might need in order to participate

For further reading:

- [Toward a Theory of Anti-Oppressive Education](https://projects.iq.harvard.edu/files/deib-explorer/files/toward_a_theory_of_anti-oppressive_education.pdf)  
[https://projects.iq.harvard.edu/files/deib-explorer/files/toward\\_a\\_theory\\_of\\_anti-oppressive\\_education.pdf](https://projects.iq.harvard.edu/files/deib-explorer/files/toward_a_theory_of_anti-oppressive_education.pdf)
- Form of Privilege: <https://mediasmarts.ca/digital-media-literacy/media-issues/diversity-media/privilege-media/forms-privilege>
- If It Were My Home: <https://www.ifitweremyhome.com/>
- Dollar Street: <https://www.gapminder.org/dollar-street>



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