



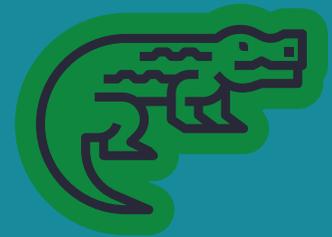
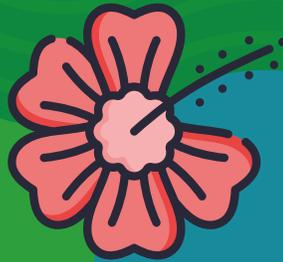
ALCALDÍA DE
BARRANQUILLA

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

21st Century **KIDS**



**A2 Secondary
Teacher's Guide**

Do you hear the roar? / Alcaldía de Barranquilla. – Barranquilla, Colombia :
Alcaldía de Barranquilla ; Soy Barranquilla ; Soy Bilingüe, 2022.

24 páginas : ilustraciones, gráficas ; 24 cm. – (21 st century kids.
A2 Secondary)
ISBN 978-958-789-426-4 (PDF)

1. Inglés – Enseñanza elemental – Barranquilla (Colombia). 2. Bilingüismo en
niños – Enseñanza.

(428.007 H435 ed. 23) (CO-BrUNB)

2022, primera edición



Vigilada Mineducación

www.uninorte.edu.co
KM 5 Vía Puerto Colombia, AA 1569
Área metropolitana de Barranquilla, Colombia

© Secretaría Distrital de Educación de Barranquilla, 2022
Martha Cecilia Delgado Cañas, Emily Olivia Gibbons,
Stefani Pacheco González, Leidy Viviana Torres López

Do you hear the roar?, Teacher's Guide
Colección 21st Century Kids

Directora Académica del Proyecto: Paige Michael Poole

Diseñadora gráfica y diagramadora: Gloria Pilar Lizcano Cabrales

Imágenes tomadas de:

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Emily Gibbon, Paige Michael Poole, Leidy Viviana Torres López

Este material fue financiado por la Secretaría Distrital de Educación de Barranquilla.

Hecho en Colombia
Made in Colombia





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** These materials will help you teach English in a way that will allow your students to explore, understand, and participate in their local and global communities.

Are you ready to start? Let's go!



¡Soy Isa la Iguana y te doy la bienvenida a **21st Century Kids!** Estos materiales te ayudarán a enseñar inglés de una manera que les permitirá a tus estudiantes explorar, entender y participar en sus comunidades locales y globales.

¿Estás listo? ¡Vamos!





Do you hear **the roar?**



Learning Objective: By the end of the lesson, students will be able to talk about minorities' struggles and festivities using different verb tenses.





DBA 9° Ciencias sociales

7. Evalúa cómo todo conflicto puede solucionarse mediante acuerdos en que las personas ponen de su parte para superar las diferencias.

- Explica las consecuencias de aquellas acciones que pueden causar sufrimiento a otras personas.
- Plantea argumentos sobre los discursos que legitiman la violencia con el fin de rechazarlas como alternativa a la solución de conflictos.

Pre-task

Activities 1, 2, and 3

Synchronous: Tell students that in today's class they will be talking about human rights and the experiences of different minority groups. Ask students to answer the questions in Activity 1 individually (5 minutes).

Then, assign students a letter (A or B) for Activity 2. Students with the letter A will read "A Black History Month Event." Students with the letter B will read "A Pride Parade." Tell students to read the text and answer the questions in Activity 2 only for the letter they were assigned (10 minutes).

Then, ask students to work in pairs. In each pair, there should be a student who had letter A and a student who had letter B. Have students explain the information from their reading and instruct them to use the information from their classmates' text to fill in the other part of the table (10 minutes).

After this, have students share their answers as a class to confirm them (5-10 minutes).

Asynchronous: Ask students to complete the activity individually. Ask students to send a summary of their text in a shared platform or using a Google Document. You could also ask them to do a voice summary using Vocaroo or WhatsApp.





Activity 1

Answer the questions below individually.

Student A



Do you know of any important Black person in Colombian history?

Do you know what Black history is?

Student B



Do you know of any famous queer person in Colombia?

**Queer: an umbrella term that refers to people from the LGBTQIA+ community.*

Do you know why people celebrate Pride in June?





Activity 2

Read the text assigned to your letter. Student A will read “A Black History Month Event.” Student B will read “A Pride Parade.” After reading, answer the questions about your text.

Student A

What celebration is explained in your text?

Afro-Colombian month (May)

Why is it celebrated?

Afro-Colombians’ achievements and contributions throughout Colombian history.

What good things are celebrated?

Protecting the Palenque language and greater visibility for Afro-Colombian women, among other things.

There are many successful Afro-Colombians. For example, Nazly Lozano was the first Afro-Colombian woman to become a congress woman in 1962. Betty Garces is a soprano born in Buenaventura who sings opera around the world, and Moises Medrano is a social sciences professional who worked in the Ministry of Culture to help citizens in precarious situations in 2015.

What are the problems we should learn more about?

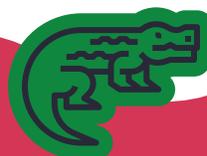
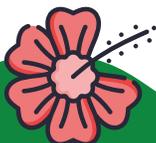
Black Colombians are often very discriminated against.

A large percentage of this population lives in poverty and lacks political power. In fact, even though Colombia was liberated by criollos and Black slaves, it was not until 1990 that Black Colombians achieved more participation in politics.

What is something from the text that got your attention?

Was there anything that surprised you?

Answers will vary.





Student B

What celebration is explained in your text?

Pride

Why is it celebrated?

Pride is a celebration of the LGBTQIA+ community and a fight for their human rights.

What good things are celebrated?

In 1991, Colombia's constitution changed, and Article 13 declared everyone equal under the law. People did not have the legal right to discriminate the LGBTQIA+ community anymore.

In 2016, same sex marriage became legal.

What are the problems we should learn more about?

Discrimination against members of the LGBTQIA+ community, especially against adolescents in school.

What is something from the text that got your attention?

Was there anything that surprised you?

Answers will vary.





Student A



May is Afro-Colombian month. Since 2011, Colombia established May as a month to celebrate Afro-Colombians' achievements and contributions throughout Colombian history. For example, in 2012, the Colombian Minister of Culture invested 16 billion pesos to protect the Palenque language and offer visibility for Afro-Colombian women, among other things.

Why is this so important? Based on a 2005 census, 26-40% of the Colombian population is Black. However, a large percentage of this population lives in poverty and lacks political power. In fact, even though Colombia was liberated by criollos and Black slaves, it was not until 1990 that Black Colombians achieved more participation in politics.

Even so, many social leaders, like Francia Marquez, are Afro-Colombian. This is because Afro-Colombians have tried to be successful despite the obstacles the political, economic, and social systems present them. Francia Marquez is not the only example! There are many other successful Afro-Colombians. For example, Nazly Lozano was the first Afro-Colombian woman to become a congress woman in 1962. Betty Garces is a soprano born in Buenaventura who sings opera around the world, and Moises Medrano





is a social sciences professional who worked in the Ministry of Culture to help citizens in precarious situations in 2015.

We have many Black heroes, but Black Colombians are often very discriminated against. Did you know this? A lot of people prefer to re-post racial problems from other countries on social media, like the United States of America, but do not talk about racial problems in Colombia. As Colombians, we should focus on making Colombia better for everyone by acknowledging our problems!

May is a month to help us reflect and celebrate. It helps us take time to appreciate Afro-Colombians' legacies, recognize problems that affect their community, honor current Afro-Colombian heroes, and work to create a more racially equal country. How will you celebrate Afro-Colombian month?



Sources:

El Heraldo. (26 May 2015). Ocho afrocolombianos en la cima de sus carreras. Taken from:
<https://www.elheraldo.co/tendencias/ocho-afrocolombianos-en-la-cima-de-sus-carreras-196819>

Lopez, N. (28 July 2020). Ocho mujeres afrocolombianas que marcaron la historia del país. Taken from:
<https://www.radionacional.co/cultura/historia-colombiana/ocho-mujeres-afrocolombianas-que-marcaron-la-historia-del-pais>

Urnadecristal. (10 November 2018). ¿Sabías que mayo es el mes de la herencia africana?. Taken from:
<https://www.urnadecristal.gov.co/gestion-gobierno/sab-as-que-mayo-es-mes-de-herencia-africana>





Student B

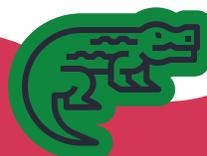


Why pride? Many people don't know the struggle of the LGBTQIA+ community and ask why there is a month when people celebrate Pride in different countries.

In Colombia, it was a crime to be gay in 1980. At that time, León Zuleta and Manuel Velandia became the leaders of Colombian's gay liberation movement. In 1981, Manuel Velandia helped decriminalize being gay in Colombia. To celebrate this human rights victory, 32 people marched on June 28th, 1981. This was the first time Colombia joined the international celebration for LGBTQIA+ rights.

In 1991, Colombia's constitution changed, and Article 13 declared everyone equal under the law. People were not allowed to legally discriminate the LGBTQIA+ community anymore. Even so, from 1991 to 2013, same sex unions were still not considered a family under the law. It was not until 2016 that same sex marriage became legal.

Colombian society needs to continue fighting for equality and protection for the LGBTQIA+ community. In 2014, a gay student named Sergio Urrego ended his life after being harassed at his school. In 2020, the principal of the school was finally found responsible for





crimes that violated Sergio's human rights. Did you know 37% of LGBTQIA+ teenagers are harassed because of their sexual orientation and 24% of LGBTQIA+ professionals have been rejected from a job because of their orientation?

Pride month is a time to raise awareness about problems the LGBTQIA+ faces. It is also a celebration of their victories and a reminder that there is a lot of work to do to reach equality. Pride is a celebration of the LGBTQIA+ community and a fight for their human rights.



Sources:

Colombia.co (4 November 2021). LGBT history in Colombia and facts you don't want to miss.

Happy Pride Month! Taken from:

<https://www.colombia.co/en/colombia-travel/lgbt-history-in-colombia-and-facts-you-dont-want-to-miss-happy-pride-month/>

Colombia Diversa. (4 November 2021). ¿Quiénes somos? Taken from: <https://colombiadiversa.org/>

Activity 3

Speaking activity

You will now get together with a classmate who DID NOT have the same letter as you. Your classmate will explain information from the text they read. Use this information to answer the remaining questions from Activity 2.





Task

Synchronous: Have students look at this list:

- a. Raise awareness about a problem
- b. Advocate for tolerance
- c. Learn about civil rights movements
- d. Inform about problems
- e. Raise funds for a cause
- f. Volunteer at an NGO

Read the list aloud for students, so they can hear the pronunciation of the words. Ask them to tell you what these actions mean. If they do not know, ask them to use a dictionary. After this, ask them, “Which of these options is a good action to take to help the minorities we read about?” “How would you carry out the action?” (10 minutes).

Then, have students answer the questions in the Task, Part 1 individually (10 minutes).

After finishing Part 1, tell students that they will work in groups. Group them depending on which students had reading A and which students had reading B. Students should listen to each other’s ideas about what they can do (10-15 minutes).

When they are finished, have students work in groups to use their brainstormed ideas to create an action plan to help these minorities by answering the questions in the various steps of the task (15 minutes).

Finally, have each group present their action plan to the rest of the class (10 minutes).

Note: You should have students work in 4 different groups or in a quantity of groups that would allow you to have them share their ideas within a reasonable frame of time.





Asynchronous: Ask students to read the instructions on their own. Tell them to come up with a plan and record themselves explaining their goal and their action plan. Students can send their plan as a video recorded on Google Meets or use loom.com to share their action plan. They can share the link for their video through a shared Google Drive where all students can watch them.

Create an action plan inspired by the texts you read in the Pre-task to help a minority group.

Part 1 (Individual work)

Choose one of the minorities from the texts. Write it here:



1. Choose one of these actions. Circle the one you choose.

- a. Raise awareness about a problem
- b. Advocate for tolerance
- c. Learn about civil rights movements
- d. Learn about problems
- e. Raise funds for a cause
- f. Volunteer at an NGO (non-governmental organization)

How will that action help the community you chose?

Example: I want to teach about LGBTQIA+ discrimination to advocate for tolerance for our LGBTQIA+ classmates.





2. How do you think this action can help the minority community from the text?

Example: I think that I can help queer teenagers because people usually do not respect them. Homophobic ideas can decrease if we teach about LGBTQIA+ teenagers, their rights, and their experience. I can help make people more tolerant to differences.

Three horizontal lines for writing a response.

Part 2 (Group work)

Discuss your ideas with some classmates. What ideas do they have? Take notes.



Classmate	Community they wish to help	Idea And Goal
Example: Maria	LGBTQIA+ community	She wants to make brochures about the psychological effects that homophobia has on teens and how it can cause depression.





Classmate

Community they wish to help

Idea And Goal

Blank space for writing in the 'Classmate' column.

Blank space for writing in the 'Community they wish to help' column.

Blank space for writing in the 'Idea And Goal' column.

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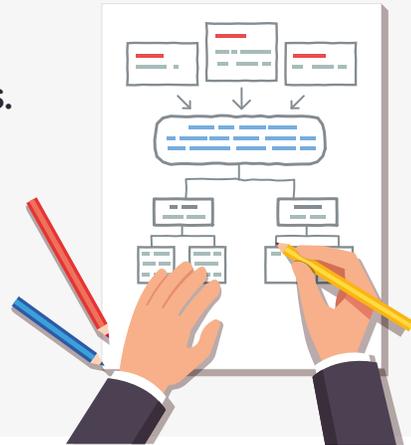




Part 3 (Group work)

Discuss your ideas with some classmates.
What ideas do they have? Take notes.

Organize your ideas into an action plan.



- Choose one of the ideas discussed in your group to implement. Write it here.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

- **1. What is your goal?**
- **Example:** *Promote tolerance*
- _____
- _____





2. What will you do first?

Example: We will research and organize information about the effects of homophobia in students and present it to our class.

3. What will you do next?

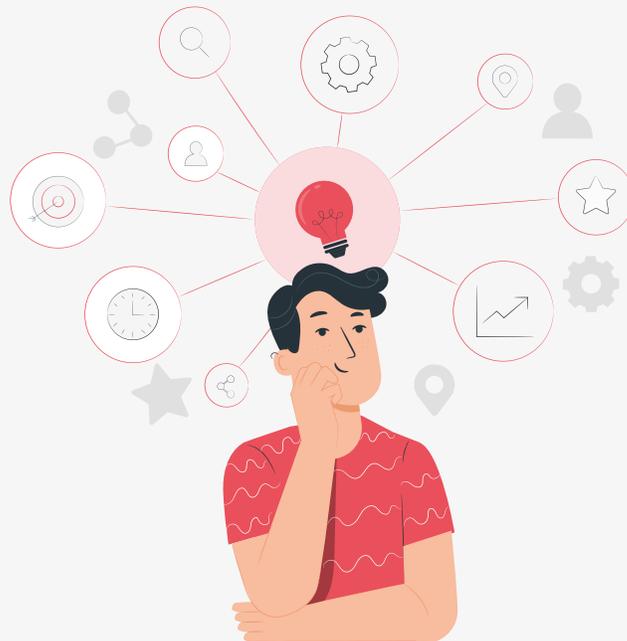
Example: We will create and share a brochure about ways we can help LGBTQIA+ students feel welcome and safe. This will help their classmates and teachers avoid using LGBTQIA+ slurs.





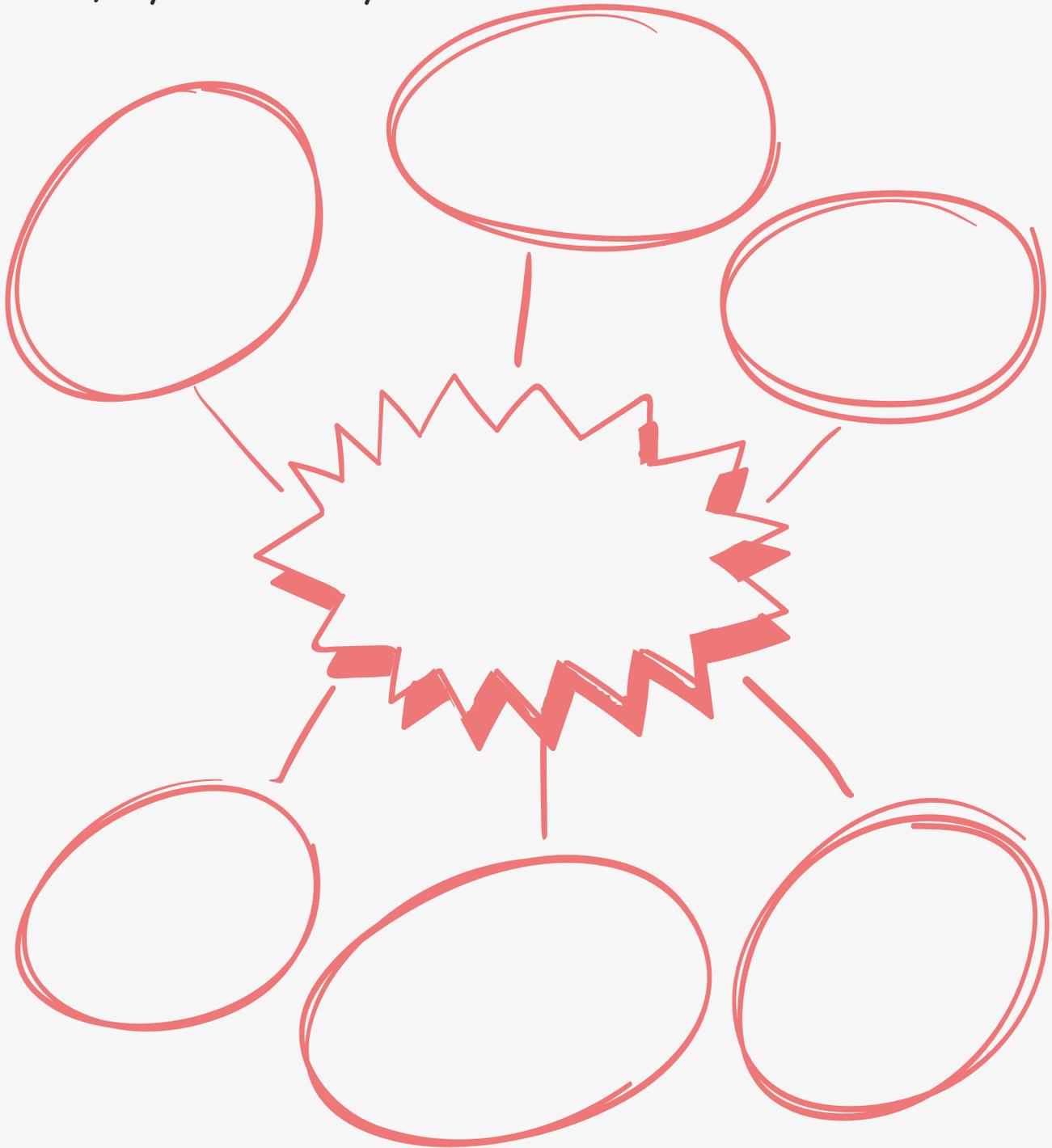
4. How will you check that your plan works?

Example: After a month, we will show a short LGBTQIA+ positive video in class. For example, the short film: *In a Heartbeat*. We will ask students what they think about it and see if they remember what we taught them in our brochure.





You can use this graphic organizer to share your action plan with the class, or you can create your own!





Share your action plan with the class! As you listen to your classmates, take notes.



Group

Community

Action to take

Empty space for writing the Group name.

Empty space for writing the Community name.

Empty space for writing the Action to take.





Post-task

Synchronous: Have students answer the questions in the Post-task Activity based on what they heard from their classmates (5-10 minutes).

If they are having a hard time, give them an example:

"Melissa suggested having a week where we read books from Black Colombian writers. This will raise awareness about the Afro-Colombian community and successful writers. I think this is a great idea. We can talk with the literature teacher to add them to the curriculum."

"We usually read a lot of white writers and we can end up thinking that books are naturally "white" tools with white protagonists. Although these books can be good, there is also a chance to explore more diverse books."

If there is time, consider putting students in pairs to share their answers before moving on to a whole group discussion (5 minutes).

Have students share their reflections with the rest of the class (5-10 minutes).

Asynchronous: Students will complete the activity individually. You could use a platform like Padlet or an online forum for students to read and comment on each other's reflections.





Reflect on what you heard from your classmates.

1. What ideas do you think will work best?

Empty response box for question 1.

2. Why do you think these ideas are important?

Empty response box for question 2.





3. What was the most important thing you learned today?

