

## Oral Presentation Series – Social Inequalities

### 1<sup>st</sup> lesson (2 - 3 hours)

Level : B2+

Age group : 16+

#### Objectives

- Learn & discuss about the various types of social inequalities
- Learn vocabulary related to social inequalities
- Ss familiarize with ideas related to social injustice and inequalities
- To present the 'change effect' art can have

#### Steps

##### 1. Warmer

- a. **Prepare** some candies or stickers for your Ss. Once they enter the classroom, have them sit in pairs. Distribute the candies/stickers unevenly among them : to some give a lot, to some few, to others none. Ask them if this is fair or not. Ask them to discuss this question in pairs and then as a whole class.  
*Do they think the candies/stickers should be redistributed? If so, in what way?*
- b. **Cut out** and give them this phrase jumbled up and ask them to put the pieces in the correct order. Group Ss in 3. The word file can be found among the documents of this lesson plan.

*As long as poverty, injustice and gross inequality persist in our world, none of us can truly rest.*

#### Nelson Mandela

- Ask Ss what the phrase is about and what the lessons will focus on. What kind of social inequalities can they think of?  
Help them come up with the main categories of inequalities (economic, gender, racial).

2. **Quizlet** : Put them in different pairs and ask them to study some relevant vocabulary on quizlet <https://quizlet.com/57491305/social-inequalities-quiz-2-flash-cards/> and compete with each other playing the 'match' activity. Or <https://www.eslgamesplus.com/quiz/social-inequality-vocabulary-for-advanced-english-learners/>

**From this point on, we are going to loosely make use of Alexis Kokkos' technique of 6 stages he has formed in his quest for transformative learning through the use of art.**

3. **Ppt** : In **the first stage**, the teacher tries to explore the need for a critical examination of a participant's habit of mind.

Put the Ss in groups of three now. Show them the ppt and when you start showing the artworks, pause every now and then to start a discussion. While showing the first slide of artworks always – with no indication what the theme is - ask them to discuss and decide on the theme each time. Show them, for example, the first picture every time and have them guess and discuss what type of social inequality it represents.

- What do they think the artwork represents?
- What main concepts does it want to convey?
- Why?
- What is their opinion about the main concept it conveys?

Then show them the same one but with the description and discuss a bit more. Is there a particular aspect you find that the students have challenging views about? Note it down, discuss it further with them and agree with them to research more about it.

Later, discuss also the effect that these artworks have while raising awareness on various issues.

In the end of the ppt, show them the video and ask them to write down the most surprising facts they watched. Then discuss them. Finally, have a panel discussion about the three questions.

**Stage two** : Leave Ss in their groups and ask them to write down a short text . 'What do social inequalities mean to you? Which one is most evident in your social context?' This is done so that later these first thoughts can be compared with the Students' ideas in the final stage.