



Script scenario P4S29Y3: “**UNDER THE EUROPEAN UNION UMBRELLA. Right to decide.**”

The scenario is divided into three parts: Feminism (women rights to decide), LGBT+ rights and Euthanasia (right to a dignified death). The scenario could be extended with more topics such as the health system in the European Union, labour rights in Europe, etc. (also could be treated more depth the parts from the scenario).

The scenario P4S29Y3 will need 5-6 (or 7) hours (according to the activities to do. Optional activities could need 1 more day). Teacher could adapt the activities (order and number) according to the deeper study of the scenario. Some activities could be done and not others (for example, I propose to do at home some activities, it is optional). The same for the activities proposed to do at home (some of them scale-up activities). Activities can be done in groups (pairs ) or individual  . Teacher could propose the way of work. Most of the activities have different possible answers.

IMPORTANT: In any case, it would be interesting to establish discussions between students with the entire class. In this case, some activities could not be carried out, prioritizing the possible debates that arise in the group.

In case teacher wants to follow the entire scenario, the activities proposed for each session will be the below:

1st teaching period

1st Activity:

Activity number: -

Time: 5'

Type of activity: Speaking activity. Introducing the scenario. Teacher explain the text “**Introduction**” (Alternatively: students can read the text). Possible discussion about the text. Solving doubts.

Class organisation: The entire group.

Actions/Tasks: Teacher introduces the topic. Discuss about the topic. Solving doubts.

2nd Activity:

Activity number: - + Introductory activity “**The #metoo movement**”.

Time: 10'

Type of activity: Reading/Speaking activity. Introducing the topic. Essay activity (searching for information and writing activity)

Class organisation: In pairs (or optional individually) to do the essay or the entire group to do a discussion about the #metoo movement.

Actions/Tasks: Teacher explain the text “**Feminism. Rights of equal opportunities and decision-making for women**” (Alternatively: students can read the text). Possible discussion about the text. Solving doubts.

After that, students have to do the activity “The #metoo movement”. This activity could be finished at home or it’s possible to stablish a discussion in class (in this case, could be tot necessary to do the written activity).

3rd Activity:

Activity number: Activity 1: “**The gender pay gap**”

Time: 15’

Type of activity: Assignment activity. Searching for information and drawing a map.

Class organisation: In pairs (optional individually).

Actions/Tasks: Teacher explain the Activity 1: “**The gender pay gap**”. Students have to go to the done webpage and draw with different colours the gender pay gap in Europe, following the instructions. The Europe map is attached.

4th Activity:

Activity number: Activity 2: “**Conclusions about the gender pay gap map**”

Time: 10’

Type of activity: Essay activity (writing activity). Activity 2: “**Conclusions about the gender pay gap map**”

Class organisation: In pairs (optional individually).

Actions/Tasks: Teacher explain the Activity 2: “**Conclusions about the gender pay gap map**”. In the activity students have to write their conclusions related to the map done in the previous activity.

5th Activity:

Activity number: Activity 3: “**Composition by gender of the governments in Europe countries**”

Time: 15’

Type of activity: Essay activity. Searching for information and writing activity. Activity 3: “**Composition by gender of the governments in Europe countries**”

Class organisation: In pairs (optional individually).

Actions/Tasks: Teacher explain the Activity 3: “**Composition by gender of the governments in Europe countries**”. Students have to search for some information (on the net) about the composition, by gender, of five European countries (one from Northern Europe, one from Eastern Europe, one from Mediterranean Europe, one from Central Europe and one from Atlantic Europe). After that, they have to compare the studied countries. They have to check the parity in the governments and they have to write their own conclusions. The activity could be finished at home.

6th Activity:

Activity number: -

Time: 5’

Type of activity: Speaking activity.

Class organisation: The entire group.

Actions/Tasks: Teacher should summarize the contents worked. Solving doubts. Possible discussion.

2nd teaching period

1st Activity:

Activity number: -

Time: 5'

Type of activity: Speaking activity. Solving doubts and activity review.

Class organisation: The entire group.

Actions/Tasks: Teacher solve doubts related to the previous day and about the activities done at home.

2nd Activity:

Activity number: Activity 4: ***“Some stories in which women’s rights are violated”***

Time: 10'

Type of activity: Essay activity. Reading and writing activity. Possible discussion.

Class organisation: In pairs (or optional individually) to do the essay or the entire group to do a discussion about the two real stories.

Actions/Tasks: Teacher explain the two stories (Alternatively: students can read the stories). After that, students have to write their opinion about them and if it could happen in Europe, or possible discussion about the stories. Solving doubts.

3rd Activity:

Activity number: Activity 4.2: ***“All women in Europe have the same rights?”***

Time: 10'

Type of activity: Essay activity. Reading and writing activity. Possible discussion.

Class organisation: In pairs (or optional individually) to do the essay or the entire group to do a discussion about the news stories.

Actions/Tasks: Students have to go to the done Webpage and they have to answer the proposed questions. It could be possible to stablish a discussion, answering the proposed questions, with the entire group.

4th Activity:

Activity number: -

Time: 5'

Type of activity: Reading/Speaking activity.

Class organisation: The entire group.

Actions/Tasks: Teacher explain the text "**The induced abortion**" (Alternatively: students can read the text). Possible discussion about the text. Solving doubts.

5th Activity:

Activity number: Activity 5: "**Induced abortion legal or banned?**"

Time: 5'

Type of activity: Essay activity. Searching/Writing activity.

Class organisation: In pairs (optional individually).

Actions/Tasks: Students have to go to the done Webpage and have to write five countries (from the World) in which induced abortion is banned, five in which is allowed just to save the woman life, five in which is allowed just to preserve health, five in which is allowed because broad social or economic grounds and five in which there are no restrictions (usually on request by doctors).

6th Activity:

Activity number: Activity 6: "**Induced abortion in Europe**"

Time: 10'. Activity could be finished at home.

Type of activity: Assignment activity.

Class organisation: In pairs (optional individually).

Actions/Tasks: Teacher explain the Activity 6: "**Induced abortion in Europe**". Students have to go to the done webpage and draw dots with different colours according to the induced abortion laws in Europe, following the instructions. The Europe map is attached.

7th Activity:

Activity number: Activity 7: "**Induced abortion**"

Time: 5'

Type of activity: H5P Activity. Wordsearch activity.

Class organisation: In pairs (optional individually).

Actions/Tasks: Teacher explain the Activity 7: "**Induced abortion**". Students have to find in the Wordsearch 7 European countries (from the list done), following the instructions. There are more countries in the list (satisfying the conditions proposed) that countries in the Wordsearch. Students have to find (according to the Webpage proposed) 2 European countries in which induced abortion is banned (Andorra, Malta), 1 in which is highly restricted (Poland), 1 in which can be done because social or economic grounds (Finland), 2 in which can be done according to mandatory waiting period (Spain, Germany), and 1 in which can be done because distress causes (Italy).

8th Activity:

Activity number: Activity 8: "**What do you think about induced abortion**"

Time: 5'

Type of activity: Essay activity. Writing activity giving the opinion. Possible discussion.

Class organisation: In pairs (or optional individually) to do the essay or the entire group to do a discussion about the news stories.

Actions/Tasks: Students have to write their opinion related to induced abortion. It could be possible, not to write but to discuss in class.

9th Activity:

Activity number: - + Activity 9: "**What do you think about the Female Genital Mutilation**"

Time: 5'. The activity should be finished at home.

Type of activity: Reading/speaking activity + Essay activity (writing activity giving the opinion). Possible discussion.

Class organisation: The entire group. Activity 9: in pairs (or optional individually) to do the essay or the entire group to do a discussion about students' opinion.

Actions/Tasks: Teacher should explain (or students read) the text: "**Female genital mutilation**", and watch the video about "**Waris Dirie' experience**". Possible discussion. After that teacher should explain the activity 9: "**What do you think about the Female Genital Mutilation**". Students have to write their opinion related to the female genital mutilation (if written activity, should be done at home). It could be possible, not to write but to discuss in class.

3rd teaching period

1st Activity:

Activity number: -

Time: 10'

Type of activity: Speaking activity. Solving doubts and activity review.

Class organisation: The entire group.

Actions/Tasks: Teacher solve doubts related to the previous day and about the activity 9.

2nd Activity:

Activity number: -

Time: 10'

Type of activity: Speaking/reading activity.

Class organisation: The entire group.

Actions/Tasks: Teacher explain the texts "**LGBT+ RIGHTS**" and "**Some previous concepts**" (Alternatively: students can read the text). Possible discussion about the text. Solving doubts.

3rd Activity:

Activity number: Activity 10: "Match sentence with the correct concept"

Time: 5'

Type of activity: Match activity + Multiple choice activity.

Class organisation: In pairs (optional individually).

Actions/Tasks: Students have to match concepts with the correct sentence related to “previous concepts”.

4th Activity:

Activity number: -

Time: 10’

Type of activity: Speaking/reading activity.

Class organisation: The entire group.

Actions/Tasks: Teacher explain the text “**What does LGBT+ mean?**” (Alternatively: students can read the text). Possible discussion about the text. Solving doubts.

5th Activity:

Activity number: Activity 11: “**Match each word with the correct definition**”

Time: 5’

Type of activity: Matching activity.

Class organisation: In pairs (optional individually).

Actions/Tasks: Students have to match each word with the correct definitions related to the text “**What does LGBT+ mean?**”

6th Activity:

Activity number: -

Time: 5’

Type of activity: Speaking/reading activity.

Class organisation: The entire group.

Actions/Tasks: Teacher explain the text “**LGBT+ flag**” (Alternatively: students can read the text). Possible discussion about the text. Solving doubts.

7th Activity:

Activity number: Activity 12: “**LGBT+ rights in the World**”

Time: 5’.

Type of activity: Searching for information and essay (writing) activity.

Class organisation: In pairs (optional individually).

Actions/Tasks: Teacher should explain the activity. Students have to go to the proposed Webpage and they have to write 5 countries in the World in which LGBT+ people could be sentenced to death, 5 countries that criminalises LGBT+ people and 5 countries that criminalises the gender identity/expression or trans people.

8th Activity:

Activity number: -

Time: 10'

Type of activity: Speaking activity.

Class organisation: The entire group.

Actions/Tasks: Teacher should summarize the contents worked. Solving doubts. Possible discussion.

4th teaching period

1st Activity:

Activity number: Activity 13: "**What do you think about these two real stories?**"

Time: 10'

Type of activity: Reading/Speaking activity. Essay (writing) activity. Possible discussion in class.

Class organisation: In pairs (or optional individually) to do the essay or the entire group to do a discussion about the two real stories.

Actions/Tasks: Teacher explain the two stories (Alternatively: students can read the stories). After that, students have to answer the proposed questions about both stories. Alternatively, possible discussion about the stories with the entire group (speaking activity). Solving doubts.

2nd Activity:

Activity number: Activity 14: "**LGBT+ rights in Europe**"

Time: 15'

Type of activity: Searching information and drawing activity.

Class organisation: In pairs (optional individually).

Actions/Tasks: Teacher explain the Activity 14: "**LGBT+ rights in Europe**". Students have to go to the done webpage and draw with different colours the European countries according to their LGBT+ rights (green same sex couple marriage and adoption are allowed, yellow same sex marriage is allowed but not adoption and red same sex marriage is banned), following the instructions. After that, students have to put dots with different colours according to other LGBT+ rights in Europe (following the instructions). The Europe map is attached.

3rd Activity:

Activity number: Activity 15: "**The LGBT+ members have the same rights in all Europe?**"

Time: 5'

Type of activity: Essay (writing) activity. Possible discussion in class.

Class organisation: In pairs (optional individually) to do the essay or the entire group to do a discussion about students' opinion.

Actions/Tasks: Students have to write their opinion related to the LGBT+ rights in Europe. It could be possible, not to write but to discuss in class.

4th Activity:

Activity number: OPTIONAL ACTIVITY: Activity 16: "**Optional activity about LGBT+ rights (short film)**"

Time: 30'. Activity should be finished at home.

Type of activity: Watching a short film activity + Essay (writing activity).

Class organisation: In pairs (optional individually). The sort film could be watched with the entire group.

Actions/Tasks: Teacher should explain the activity 16. Students have to watch the short film "**El mundo entero**" by **Julian Quintana** related to homosexuality in YouTube (done link). Remember to activate the English Subtitles). After finishing that, students have to answer some questions related to the short film. Activity should be finished at home.

5th teaching period

1st Activity:

Activity number: -

Time: 5'

Type of activity: Speaking activity.

Class organisation: The entire group

Actions/Tasks: Teacher revise contents done the previous day solving doubts. Solve doubts about activity 16.

2nd Activity:

Activity number: -

Time: 5'

Type of activity: Speaking/reading activity.

Class organisation: The entire group.

Actions/Tasks: Teacher explain the texts "**EUTHANASIA. RIGHT TO A DIGNIFIED DEATH**". (Alternatively: students can read the text). Possible discussion about the text. Solving doubts.

3rd Activity:

Activity number: Activity 17: "**What do you think about the Euthanasia?**"

Time: 5'

Type of activity: Essay (writing) activity. Possible discussion in class.

Class organisation: In pairs (optional individually) to do the essay or the entire group to do a discussion about students' opinion.

Actions/Tasks: Students have to write their opinion related to the Euthanasia. It could be possible, not to write but to discuss in class.

4th Activity:

Activity number: Activity 18: **"Euthanasia in Europe"**

Time: 10'

Type of activity: Searching for information on the net and drawing activity.

Class organisation: In pairs (optional individually).

Actions/Tasks: Teacher explain the activity 18. Students have to go to the proposed Webpage and in a Europe map they have to draw with green colour the European countries in which euthanasia (passive and active) is allowed, with yellow colour the countries in which passive euthanasia is allowed but active is banned, with red colour the European countries in which all types of euthanasia are banned and with a white colour the European countries in which students don't find any information related to euthanasia. Map of Europe is attached. If not finished the activity, it could be finished at home.

5th Activity:

Activity number: Activity 19: **"What are your conclusions about the Euthanasia in Europe?"**

Time: 5'.

Type of activity: Essay (writing) activity. Possible discussion in class.

Class organisation: In pairs (optional individually) to do the essay or the entire group to do a discussion about students' opinion.

Actions/Tasks: Students have to write their conclusions related to the Euthanasia in Europe according to the map obtained in the previous activity. It could be possible, not to write but to discuss in class.

6th Activity:

Activity number: Activity 20: **"The Spanish Euthanasia law"**

Time: 7'.

Type of activity: Explaining/reading activity and Essay (writing) activity. Possible discussion in class.

Class organisation: In pairs (optional individually) to do the essay or the entire group to do a discussion about student's opinion.

Actions/Tasks: Teacher should explain the text **"The Spanish law of Euthanasia (2021)"**, alternatively, students could read the text. Students have to write their conclusions related to the Spanish Euthanasia law. It could be possible, not to write but to discuss in class.

7th Activity:

Activity number: Activity 22: **"Summarize questions"**

Time: 15'.

Type of activity: Essay (writing activity).

Class organisation: In pairs (optional individually).

Actions/Tasks: Students have to answer the proposed questions.

8th Activity:

Activity number: -

Time: 5'.

Type of activity: Speaking activity.

Class organisation: The entire group.

Actions/Tasks: Teacher should summarize the scenario. Solving doubts. Possible discussion.

9th Activity:

Activity number: -

Time: 3'.

Type of activity: Self-assessment activity.

Class organisation: Individually.

Actions/Tasks: Teacher should explain the activity. Activity should be done at home.

OPTIONAL: 6th teaching period+7th teaching period

1st Activity:

Activity number: Activity 21: “**Optional activity about Euthanasia (film)**”

Time: 60'+ extra time (watch the film)

Type of activity: Watching a film activity. Essay (writing) activity. Possible discussion in class.

Class organisation: The entire group. Individual or in pairs is possible.

Actions/Tasks: Teacher should put the film “Mar adentro” from Alejandro Amenábar related to real story about Euthanasia. (Remember to put the English subtitles). Film could be finished in two days. After watch the film, students have to answer the proposed questions related to the film. Teacher should solve doubts. Possible discussion in class.

Suggestions for future development and expansion of the scenario

Prepare a new scenario about other rights such as public health in Europe, migrants rights, etc., or even the topics covered could be deepened.