

UNIT 16 SIZE DISCRIMINATION

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to the conversation between Naomi and Alicia.
- Answer multiple-choice questions to show understanding of the conversation.
- 🗣️ Consider four alternative opinions about being overweight, and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn informal expressions for agreeing and disagreeing.
- Extend the Topic by taking a “Happiness Survey” and discussing the results.
- Read a Culture Corner extract about types of discrimination.
- Share ideas about ways people can improve themselves.
- Watch a follow-up video extract from Andrea giving her views about real beauty.
- Take the Unit Test.

Authors’ Introduction

Go to impactseries.com/issues to listen to Junko’s unit introduction.

The Issue

In this unit, a woman who is overweight decides to accept her body. Alicia used to hate her body. She was always on a diet and afraid to talk to guys. However, since she attended a meeting held by an organization that fights size discrimination, she has been confident about herself. She has accepted her body and she is feeling happy. A lot of people worry about being overweight. How much does our weight affect our health and happiness? Should it?

Questions Raised

- Do you feel people are too worried about their weight? Do you think too many people are on diets? Is being slim always good?
- Is there such thing as size discrimination in your country? At school? At work? How do people feel about it?
- Is looking good important to feeling good? Or are other good qualities more important than looks or size?

To Keep in Mind

- This is a rather sensitive issue. Many students, especially girls, feel they are overweight even if they are not. Both these students and those who are really overweight might feel uncomfortable talking about this topic.
- Teachers and students might not feel comfortable using the word *fat*. Use *heavy* or *overweight* in that case.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs. Don’t spend too much time here—do this part lightly. The two sentences here are rather abstract. Make sure students understand the meaning of them.

🗣️ **Teaching tip:** After the students have worked in pairs, you could ask volunteers for their answers.

Situation

→ Consider having students go over the five questions in the Check Your Understanding section (page 71) before listening to the recording. Have them make guesses. Then have them listen to the recording and read the Situation at the same time. Check how many answers they could guess right.

🎧 **Teaching tip:** Have students work in pairs. One student will be Naomi, and the other, Alicia. They will have a conversation just like the dialogue but in their own language. They will not translate the dialogue; they will just talk like the two women. Tell them to do it naturally and realistically, as if the students have become Naomi and Alicia.

Check Your Understanding

Answer Key

1. b 2. c 3. c 4. c 5. a

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss the opinions of Susan, Yeon-Suk, Luis, and Ken. Have students do Activity A individually. Then have them move to Activity B and share their opinions in pairs.

🎧 **Teaching tip:** For A, a rating of 1 means it is the strongest of the four opinions. Make sure your students give only one 1, one 2, and so on.

✍️ **Culture point:** Mass media is largely responsible for the young women's myth, "thin is beautiful." However, there have been changes in the modeling world and beauty contests. In some countries people reject models who are too thin. They require them to have a certain minimum weight. Recently, in the UK, a large woman who weighed 80 kilograms (176 pounds) won second prize in the Miss World competition. People are starting to realize what a healthy body really is.

Extending the Topic: Happiness survey

→ Have students write their initials in the "opinion boxes," indicating their degree of agreement. Both partners should write their initials in the boxes. Students complete the second exercise (the top three happiness factors) the same way. Then ask two pairs to get together and compare their answers.

Culture Corner

Have students work in pairs or groups of three. Students read through the "Types of Discrimination." Give them an opportunity to ask about unknown words. You may need to give some examples to help them with vocabulary. Then write a few questions on the board for discussion. For example: Have you experienced (seen or had happen to you) discrimination with any of these types of discrimination? What happened? How did you feel? What did you do?

Sharing My Ideas: Self-improvement

→ Choose

Begin by having students choose a topic. Then explain that they are going to give a presentation on self-improvement in the area that they chose.

→ Prepare and Rehearse

Your students can use the Speaking notes and Language Hints to prepare their presentations. Encourage them to include their own experiences, successes, or failures. Go over the Presentation Tip before students begin making their notes, since it relates to note-taking.

When students are ready to rehearse, put them in pairs and remind them to do the Listener task. Allow plenty of time to make improvements to their notes before moving on to Step 4.

Sample Presentation

How to Stay Healthy

My advice to everyone is to get a good night's sleep. If you do this, you will feel energetic and you will be active. That means you use a lot of calories, so you can be slim. Moreover, you will have a better complexion. Good sleep not only makes you healthy but also beautiful. Another piece of advice is to eat breakfast every day. In my experience, when I skip breakfast I feel weak in the morning, and tend to eat a big lunch. Skipping breakfast can mess up your diet and health. I believe that getting a good night's sleep and eating breakfast are the most important things to stay healthy.

→ Present

Have students change partners, or put them in small groups. Encourage students to take notes, because the Listener task asks them to give their opinion on the presenter's advice.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

1 – The presenter's advice was clear.

★ ★ ★ ★ ★

2 – The presenter talked about his or her own experiences.

★ ★ ★ ★ ★

3 – The presentation was well organized.

★ ★ ★ ★ ★

4 – The presenter made eye contact with the audience.

★ ★ ★ ★ ★

5 – The presenter did not read word for word from the Speaking notes.

★ ★ ★ ★ ★

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Andrea's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer key

Andrea

These days we're told that beauty is having a certain kind of hairstyle or wearing a certain kind of clothes. But I really feel that the real root of beauty lies in self-confidence. Once you have that, your general physical appearance will start to match your psychological appearance. If you really think about it, the most beautiful people you know are those people that kind of exude self-confidence and believe in themselves.

For this reason, even though the young woman in this scenario may not be changing, people will see her in a different light, because she believes a different thing about herself. And that's that she is who she is. She's not dissatisfied with that. She's OK with that. And I think that's the secret to success.

Video Script

As much as we're told that beauty is having this kind of hair style or wearing these kind of clothes, I, I fully believe that the real root of beauty lies within self-confidence. And that once you have that, your, your general physical appearance is going to match that psychological appearance that you have. And if you really think about it, the most beautiful people you know are those people that kind of exude self-confidence and believe in themselves.

And for this reason I think that the young woman in this scenario is going to, even though she may not be changing, she will be, people will see her in a different light because she believes a different thing about the, herself. And that's that she is, she is who she is, and she's not dissatisfied with that. She's OK with that. And I think that's the secret to success.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students match three words with their definitions.

C. Expressions: The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

A.	1. d	2. a	3. b	4. c	5. d
B.	1. d	2. b	3. c		
C.	1. c	2. b			

LINKS

If you would like the class to do additional research on size discrimination, here are some useful links:

Fact Sheet: Size Discrimination:

<http://loveyourbody.nowfoundation.org/factsheet4.html>

Strategies for dealing with size prejudice in the workplace:

http://www.bbwmagazine.com/work_3_0008.htm

Fighting Size Discrimination and Prejudice:

http://www.naafa.org/press_room/discrimination_prejudice.html