



## Different Truths?

**Age:** Adult

**Level:** B1+–B2

**Global Knowledge or Global Attitudes and Action:**

Global Attitudes and Action

**Standard for Learning Outcome:** Student is encouraged to see roots of commonly accepted "truths," whether in knowledge or identities, e.g. uncovering notions of stereotypes.

**Learning Outcome:** A.D2.S2.LO1 Identify personal responsibility for perpetuating certain views of the world and critically examine these

**Standard for Global Skill:** Student acquires the skills to be a creative citizen.

**Global Skill:** A.D3.S3.LO2 Demonstrate independent thinking

**Sustainable Development Goal:** 4: Quality Education

### Part 1 (15 min)

- A.** Preview the task and check that students understand the words in the box. Tell them to quickly put the words that they associate with women and with men in the corresponding column in the chart. Explain that they shouldn't stop to think about their choices, but they should use the first connection they think of.
- B.** Put students into small groups and ask them to discuss the questions. Then elicit answers from the class. Ask students if they found any of the answers surprising.

### Part 2 (15 min)

- A.** Give students a few minutes to read the text and do the task. Check comprehension of any unfamiliar terms. Then have students discuss their answers in groups. Ask them to cite where in the text they found the information. Then review answers as a class.

**Answer Key: Circle:** An echo chamber is literally an enclosed space where sound bounces off the walls like a ball and repeats itself, but it has another meaning, which is: an environment where people only listen to opinions that are the same as theirs, and don't trust anyone who has a different opinion.

**Underline:** Some examples of echo chambers are: people living in areas where most other people look like them or think the same way they do; people forming social groups with other people like them; people reading publications or watching programs that support their opinions; news on the internet

- B.** Put students into groups and have them discuss the questions. Then elicit answers from the class. Encourage them to listen to other people's ideas respectfully.

**Answer Key: Possible answers**

1. They could include specific news stations or online groups, as well as real-life groups or clubs.
2. One reason is they may feel comfortable staying with people who have the same ideas as they do.
3. One problem is that people may not listen to the opinions of people from other echo chambers.



Adult | Teacher's Notes

**Part 3 (15 min)**

- A.** Ask students to read the questions and think about a specific online or in-person group they are a member of. Give them a few minutes to make notes about their answers. Then put them in small groups and have them discuss the questions. Elicit the answers from the class.
- B.** Tell students to work in groups. Have them read the social media post and take turns responding to it by writing a response to the post on a piece of paper and then passing it to the person on their right. Explain that they should continue the "thread," writing a response to the last post in the thread or to any of the previous posts. Point out that they can agree or disagree with any of the posts, but they should do it in a polite, thoughtful way that invites people to give different opinions and without criticizing the writer. Ask them to read all of the previous posts and consider different points of view before they write their responses. When they have finished, ask if volunteers want to read the group's "threads". Point out that everyone in the group has to agree that they can read the posts aloud. Finally, have students write the best response in the space provided on the worksheet.

**Extension**

- A.** Have students read the text in pairs. Then ask them to summarize what each paragraph discusses. Tell them to include the main ideas in each paragraph.

**Answer Key:**

The first paragraph gives a definition of *cancel culture*.

The second paragraph explains how it works.

The third paragraph gives the pros and cons.

- B.** As a class, brainstorm examples of companies or people that were canceled and write them up. Then have pairs choose a company or person, conduct internet research, and complete the chart. This can also be a homework activity. Invite volunteers to share the information in their chart with the class.