



# Comics for Inclusive English Language Learning Compendium: A Guide for Teachers on using the CIELL App

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Download the [CIELL Learning Resources](#) from the project website.



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## Introduction

Multilingualism is one of the European Commission’s priorities and the need to learn a second language is crucial for many to access work, education and civic engagement. The EU considers literacy to be one of the 8 key competences for lifelong learning: “the ability to communicate and connect effectively with others, in an appropriate and creative way” (EC, 2019, p. 6). Accreditation of languages is also important to the EU and they have worked with Cambridge Assessment and created the [Common European Framework of Reference for Languages](#) (CEFR, 2020) which is “an international standard for describing language ability” and can be used by employers and language teachers to understand language levels on a scale of 1 to 6.

### The CIELL Project

The Comics for Inclusive English Language Learning project (see [CIELL website](#)) has developed the CIELL mobile application (App) and this document is a guide to the App for teachers of English as a foreign language. The project is a collaboration between language teachers, a comic artist, and learning technology researchers from Germany, Cyprus, Greece and UK.

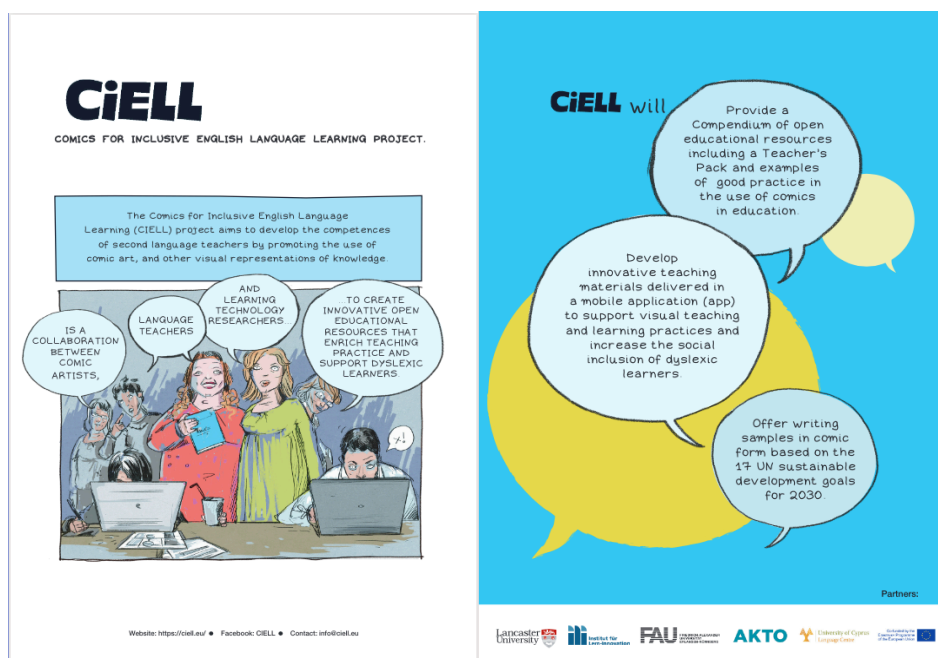


Figure 1. CIELL Project Information Leaflet.

The aims of the project were to develop the competences of second language teachers by promoting the use of comic art, and other visual representations of knowledge, see Figure 1. To this end we have developed innovative teaching materials including writing samples, comics, an infographic, assessment tasks and wrapped these all together in a mobile App.



These teaching materials are also novel in being gamified, this means that the learners interact with the App in a game-like manner which is intended to increase the App's appeal and increase the learners' motivation and engagement.

### *The Learning Materials*

The App includes resources for learning to structure writing as part of writing tasks, for example, writing opinion essays, reviews, and articles for IELTS or Cambridge Proficiency examination. The essays are generally directed towards the B2+ level ([CEFR, 2020](#)). The App could also be used as a basic resource to help students improve the organisation of their writing - especially those that face writer's block as it can help them understand what to write and where to start.

All the comics have been based on the [United Nations Sustainable Development Goals](#) and you can see the logos for each goal in Figure 2. These 17 goals set out global challenges for sustainable development as part of [Transforming Our World: The 2030 Agenda for Sustainable Development](#). All countries of the United Nations are committed to implementing these goals by 2030, e.g. eradicating poverty, gender equality, and protecting the planet from degradation. As a result, these topics are relevant worldwide and can be the source of discussions related to economic, social and environmental issues in developing and developed countries around the world.



Figure 2. [United Nations Sustainable Development Goals](#)

The comics and writing samples created by the CIELL project and included in the CIELL App are free for teachers to use within their teaching activities, in and out of class, or can be used by learners on their own. The UN partnership with UNICEF has created the [World's Largest Lesson](#) website which also offers open resources for teachers. These resources which are available in over 25 languages can be used with different age groups, and for different learning objectives.



## *The CIELL App*

The mobile application (App) has been developed to support the needs for ‘anytime, anywhere language learning’ while being inclusive for learners of English who have dyslexia. While it is not possible to be inclusive of all people at once, it has been designed to be as ‘dyslexia-friendly’ as possible. It promotes visually-enhanced learning of writing structures through the use of graphic art specifically digital comics and an infographic.

The App can be downloaded from the [Google Play](#) (for Android devices) and [Apple Store](#) (for iOS devices) or can be accessed through a [web browser](#). Other [Learning Resources](#) are available on the project website.

## The Learning Design of the CIELL App

The CIELL project App is based on four pillars:

- a) Informal, mobile learning,
- b) Inclusion,
- c) Visual representation (comics and an infographic), and
- d) Gamification.

The CIELL App redefines pedagogy from a novel point of view: taking into account the need for more flexible and informal learning (mobile learning), inclusive learning (taking into account learning challenges such as dyslexia or poor memory), and gamified learning (that challenges the learner to progress by completing tasks related to 17 sample essays and offers rewards in the form of points and badges). This visual pedagogy aims to ease challenges for those undertaking language certifications. The app is an experiential language learning approach that has the potential to assist language learners but does not have a formal syllabus. In the next four sections explain what we mean by: informal, mobile learning; inclusion; visuals; and gamification.

### *What do we mean by informal, mobile learning?*

The European Commission places importance on validation of informal learning as well as formal learning recognising that we can learn in informal ways, for example, expanding our knowledge by following our interests or through gaining experience. These activities may be undertaken without the deliberate intention of acquiring knowledge and skills, however, the new knowledge and skills may transfer into formal learning environments.

Formal learning (in class) can also make use of open educational resources which are free to use, such as the CIELL App. These resources can enrich the content of the curriculum and engage learners in diverse ways to address their needs and priorities through the use of technology-enhanced learning approaches.

Mobile learning is a step towards providing an educational system that offers several options for learners and educators: anytime, anywhere learning on the go, self-paced and flexible approaches, inside and outside of classrooms (formal and informal learning). “Devices are



increasingly multi-functional, with the ability to support speaking, listening, watching, reading, writing, searching for information, performing calculations, playing games and much more” ([IITE, 2010](#)).

### **What do we mean by inclusion?**

A key concept of the project is **inclusion**, or inclusive learning. The United Nations defines inclusion as:

*a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. ([United Nations, 2016, para 11](#))*

Inclusiveness refers also to the content of the writing samples that are written in reference to UN goals (e.g. inclusive education, inclusive societies) and the mode of delivering the content which is mobile learning. A main aim is to support those with specific learning difficulties such as dyslexia, which is very common within the population and within the language learning classroom. As a result, we have designed the App to be as dyslexia-friendly as possible.

According to the [British Dyslexia Association](#):

*Ten percent of the population are believed to be dyslexic, but it is still often poorly understood. With the right support, the strengths and talents of dyslexic people can really shine.*

They go on to explain that:

*Dyslexia is a neurological difference and can have a significant impact during education, in the workplace and in everyday life. As each person is unique, so is everyone's experience of dyslexia. It can range from mild to severe, and it can co-occur with other learning differences. It usually runs in families and is a life-long condition. It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields. ([British Dyslexia Association](#))*

### **What do we mean by visuals?**

By visuals we mean comics and infographics that can be used to communicate knowledge visually, however there are additional benefits in using visuals:

*From Maxine Greene's work, we know that engaging with the arts can evoke a state of "wide-awakeness" — fostering creativity as well as developing the language and consciousness to see the potential for transformation in the world. ([Peppler, Powell, Thompson & Catterall, 2014, p.364](#)).*



A growing body of research shows that graphic novels are also excellent resources for learning and communication not only for children but also for advanced learners (Themelis & Sime, 2020). Indeed, there are increasing resources available for teachers. For example, the [Comics Uniting Nations](#) website provides a range of comics related to the UN sustainable development goals.

On a larger scale, the British Council has a [Comics and Graphic Novels](#) library which offers access to over 16,000 online comics and graphic novels. The British Council also posts videos to encourage language teachers to learn how to draw (e.g. people, actions, and animals) so that they can make their teaching more engaging and fun. Activities for students are also available and tools to help them create their own web-stories in the form of comics.

The [British Council](#) (2019, para. 2) claims that manga and graphic novels are valuable teaching vehicles for learning English:

*English language graphic novels have been endorsed by The Scottish Office NATE, The Reading Agency, and the Quality and Curriculum Authority in meeting the needs of students studying English, and it is claimed that it is an excellent educational aid for learning English as a second language.*

Manga comics are available for the works of Shakespeare, and popular classics such as Jekyll and Hyde, Crime and Punishment, The Picture of Dorian Gray, and a full range of Sherlock Holmes books.

Graphic novels based on classic books can provide access for struggling readers to literary references and stories ([Redford, 2017](#)). They can also strengthen vocabulary and develop confidence and enjoyment of reading.

Educational research indicates that there can also be significant performance improvements when an art integrated curriculum is used, in different levels of education:

Memories associated with arts exposure are powerful - arts experiences are thought to elicit emotional cognition, employ creative thinking pathways, and recruit cognitive processes that inherently facilitate long-term recall. Strong correlational evidence suggests that involvement in the arts improves students' academic outcomes and memory of learning events. ([Hardiman, Johnbull, Carran, & Shelton, 2019](#), p. 25).

In his book, "Unflattening", Nick Sousanis argues for the value of visual thinking in teaching and learning as it can help us to understand multiple perspectives ([Sousanis, 2015](#)). He argues that words and images are equal partners in meaning-making and that understanding is always an active process of evaluating different perspectives. Sousanis stresses that images can help to counteract narrow, rigid thinking which is based on understanding only a single perspective. This kind of thinking is what he calls flatness, and in his book, which is written entirely in comic form, he calls for unflattening. He encourages us all to consider multiple



perspectives and to use both words and images to produce new knowledge. This is the underlying theoretical basis for using comics and an infographic in teaching writing.

### *What do we mean by gamification?*

Gamification is typically defined as the use of game design elements in a non-game setting to change behaviour and increase the motivation, engagement and knowledge retention of the learner. For example, by using points, badges and feedback on performance. Another element is the freedom to choose your own path through the learning material and to select your own learning objectives. In game language this is the freedom to explore in the direction that interests you and decide upon your own quests.

These game design elements increase persistence and engagement, encourage knowledge retention through practice and create feelings of achievement through reaching goals. Educational research suggests that gamification can make a learning exercise more attractive and encourages engagement by learners.

Zainuddin and colleagues recently published a meta-analysis of 46 papers on gamification published between 2016 and 2019. What was consistently found was that high engagement and high motivation correlates with high performance. This is not surprising, but it means that if the CIELL App with its gamification can increase motivation and engagement then the performance of the learners is likely to improve ([Zainuddin, Chu, Shujahat, & Perera, 2020](#)).

Within language learning literature, motivation is a critical component in successful foreign language learning and has been the subject of intensive research in recent decades ([Lamb, 2017](#)). For example, research indicates that gamification of tasks can improve writing (Lam, Hew, & Chiu, 2018).

## How to Use the CIELL App in and out of the Classroom

The aim of the app is to teach a writing frame or basic writing structure with an introduction, paragraphs and conclusion, see Infographic in Figure 3. While writing may be varied, a common approach to writing an introduction is: rephrase the topic, and answer the question being asked. A paragraph structure should include a topic sentence, explanation, examples and an optional concluding/linking statement. This so-called TEEL structure is explained clearly in a video from [RMIT University](#), Australia.

The Infographic is a mnemonic device that helps students (with or without dyslexia) to remember and recall how to organise their writing. This mnemonic makes use of an appealing visual to aid memory of the writing structure. The use of a simple mnemonic can help learners to overcome writer's block, that is, when they do not know where to start or what to write.

The App can be used in the classroom to promote individual practice, peer interaction and collaboration, group or class discussion and can be used for homework activities. It was designed for individual use on a mobile device (such as a phone or tablet) but can also be





used from any browser on a laptop or desktop computer by individuals, pairs of learners or small groups.

While the App focuses on supporting writing, it can also be integrated into classroom activities to prompt discussion, encourage dialogue, and motivate reading. The comics are also available without text so that students can create their own wording that follows the sequence of the infographic and the storyline of the comics.

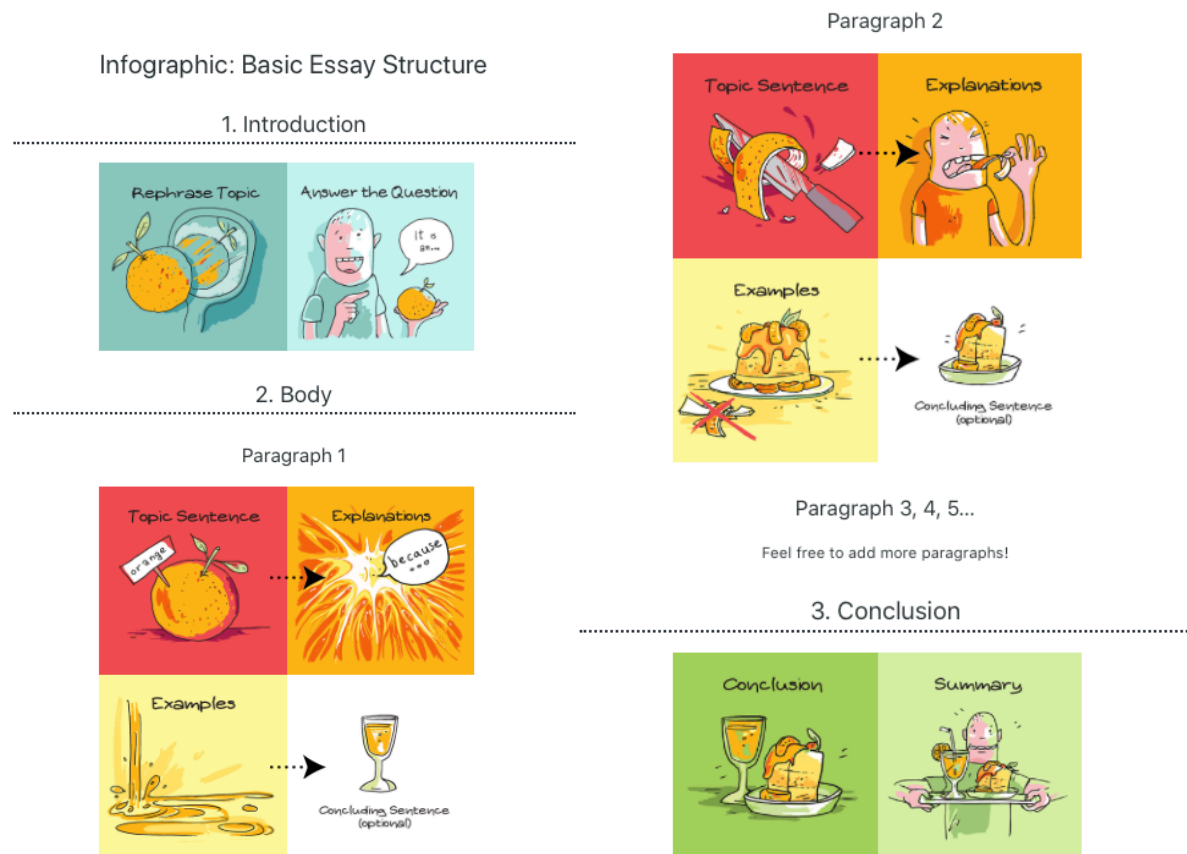


Figure 3. Orange Juice Infographic: Basic Essay Structure

The next three sections focus on how the App may be used for: peer learning in the classroom; flipped learning in and out of class; and autonomous learning.

### *Peer learning in the classroom*

The effectiveness of peer interaction has long been established, and research shows that content learning and metacognitive regulation is enhanced as a result (Backer, Keer, & Valcke, 2015). Falchikov (1986) suggests that this is because it encourages reflection and learning of the criteria for success.

The CIELL App can be used to improve engagement and collaboration between learners, including those with learning challenges and learners with less difficulties. It can help to build teams, enhance empathy and social consciousness when learners work in small groups of two or three students.



The CIELL App can be used in the classroom for group activities to promote language learning together. There are many possibilities, for example, learners could:

- listen to a story together then attempt the assessment tasks provided in the app (e.g. multiple-choice tasks, or puzzle tasks), see Figures 5, 6, 7 and 8.
- write a story together using the infographic with its generic writing structure, see Figure 3.

Alongside the 17 sample essays based on the UN goals, we have provided the comics without text, see Appendices. These blank comics can be used in class, for example two learners could work together to write their own text for the essay.

### *Flipped learning in and out of class*

Since 2014, the flipped learning approach, or flipped classroom has become a popular teaching method in English language teaching as it has great impact on students' motivation, language understanding and use in class ([Hsieh, Wu & Marek, 2017](#); [Turan & Akdag-Cimen, 2019](#)).

Flipped learning reverses the role of homework and classroom activities. Rather than acquiring new knowledge in the classroom, which is practiced at home, in a flipped approach, the learners acquire knowledge at home, for example by using the App and practices the skills in class, where the teacher can easily monitor and correct them ([Hsieh, Wu & Marek, 2017](#)). For example, students can read a comic from level 1, memorise the infographic and then write an essay in class.

The CIELL App could also be used as a homework activity to learn about a particular social, economic or environmental issue and then discuss the issue in class thereby developing language skills as well as awareness of topical issues, such as gender equality or water pollution.



Find out more about [UN Sustainable Development Goal 1](#).

Figure 4. UN Sustainable Development Goal Logo and link to YouTube video from App.

Videos that explain each of the 17 UN Sustainable Development Goals are available on YouTube and can be reached through a link on the App. Students can also engage more actively via social media by following @GlobalGoalsUN on [Facebook](#) and [Twitter](#). Other resources based on the UN Sustainable Development Goals, that can be used to support in-class and out-of-class activities are available from the UN's website [The World's Largest](#)



[Lesson](#). For example, there are a range of resources on Gender Equality: a [poster](#), [Gender Equality Comic](#) and [From where I stand \(Vimeo video\)](#).

### *Autonomous learning outside the classroom*

The CIELL App could be used by anyone interested in improving their reading and writing skills or in learning about the UN Sustainable Development Goals. It is user-friendly and could be used anywhere, anytime by autonomous learners as a supplementary resource for learning English as a foreign language. For example, it can be used while commuting to work for free reading, listening to the narrated comics or testing knowledge of the writing structure. As a result, learners can be exposed to the infographic, comics and narratives that have the potential to enhance vocabulary, improve reading and develop writing skills through memorising a basic writing structure that could be used during exams.

## The Comics, the Assessment Tasks and Gamification

### *The Comics*

The CIELL App contains 17 writing samples on topics related to the 17 UN sustainable development goals. These writing samples have been transformed into comics by Eleni Tsampra, see Appendices 1 to 17. Blank versions of the comics, with no text, are available on the [CIELL project website](#).

There are two types of comics (and writing samples):

1. comics with narratives that follow the writing structure illustrated in the **Infographic**, see Figure 3.
2. comics that have alternative structures that illustrate other formats that can be used.

All essays include an audio recording with a range of different readers so that the narratives and issues discussed are accessible to struggling readers and provide listening practice with a range of different accents.

### *The Tasks*

Each comic has between 4 and 8 tasks, which test and reinforce retention of knowledge about the writing structure illustrated in the infographic. There are 4 types of task:

1. **Task: Matching Panel** - Multiple choice questions where the learner chooses an answer from a selection of *comic* panels. Questions are related to understanding of the structure of the comic, see Figure 5.
2. **Task: Image choice** – Multiple choice questions where the learner chooses an answer from a selection of *infographic* panels. Questions are related to understanding of the structure of the infographic, see Figure 6.
3. **Task: Puzzle** – Drag and drop the *comic* panels into their correct order, e.g. the panels of the introduction, paragraph, or the conclusion, see Figure 7.
4. **Task: Puzzle** – Drag and drop the panels of the *infographic* into their correct order, e.g. the panels of the introduction, paragraph, or the conclusion, see Figure 8.



### Task: Matching Panel

Choose the panel that matches



Choose one of the following panels

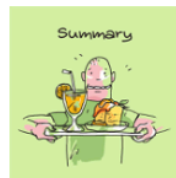


Check your answer

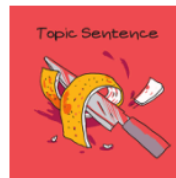
Figure 5. Matching task: Choose a panel in the comic that matches the infographic panel.

### Task: Image Choice

Choose the images that do not belong in the introduction.



Choose the images that do not belong in the main body paragraph



Choose the images that do not belong in the conclusion



Check your answers

Figure 6. Image Choice Task based on the infographic.

## Task: Puzzle

Drag and drop the panels into the correct order.



Figure 7. Drag and drop puzzle task based on comic.

## Task: Puzzle

Drag and drop the panels into the correct order.



Figure 8. Drag and drop puzzle task based on infographic.

## Gamification

Gamification is implemented in the App through game-design elements: points, badges and exploration or freedom of choice. Points are awarded for successful completion of tasks. Badges are awarded in the form of bronze, silver, gold and platinum stars for reaching particular levels of achievement. To achieve freedom of choice, learners are able to choose their own path through the learning material by selecting any of the 17 comic (at level 1 or level 2) that interests them, from the Home page, see Figure 9. The Home page displays the logo of the UN Goal most closely related to each comic.



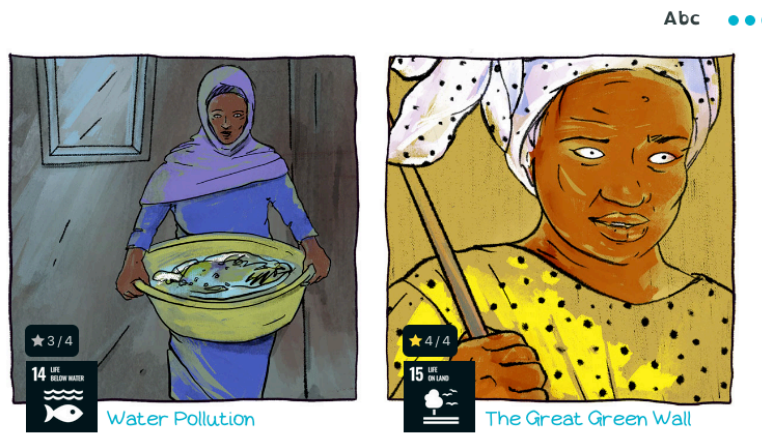


Figure 9. The Home page showing the number of tasks completed and the stars achieved.

### Badges

Badges in the form of stars are awarded as follows:

Bronze Star – when 10% tasks for the comic have been completed successfully.

Silver star - when at least 49% tasks for the comic have been completed successfully.

Gold star - when at least 86% tasks for the comic have been completed.

Platinum star - when all tasks on all comics have been successfully achieved.

Figure 9 shows that the learner has achieved a silver star for Water Pollution as 75% tasks have been completed correctly (i.e. at least 49%) and a gold star for Zen Gardens as 100% tasks have been completed (i.e. at least 86% tasks).

### Points

The learner can find out how many points have been accumulated from successfully completing tasks. This information is shown in slightly different forms on: the Home screen (see Figure 9); the Navigation menu (see Figure 10); and the All Tasks page (see Figure 11). The number of attempts is not recorded, and the task may be repeated any number of times.

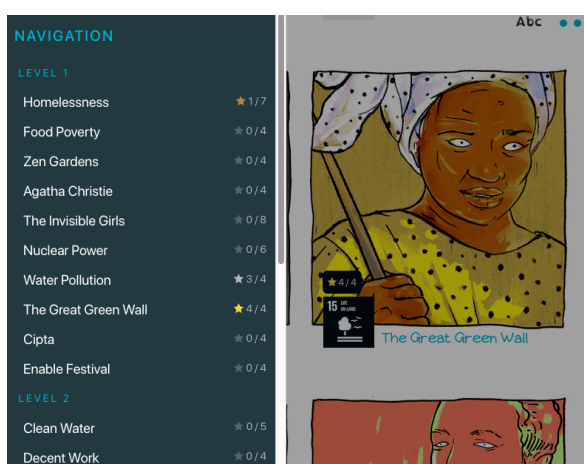


Figure 10. The Navigation menu showing the number of tasks completed and the stars achieved.



The Navigation menu can be accessed from the top right of the screen (indicated as 3 dots), see Figure 10. It provides quick navigation between comics and shows the badges and points gained so far. The Navigation menu also gives access to the All Tasks page, see Figure 11. The All Tasks page lists all comics and all tasks in the app showing what tasks have, and have not, been completed. Figure 11 shows a short section of the All Tasks page with two of the 17 comics. It displays the badge gained and lists the tasks with a tick signifying that the task has been completed successfully and a point gained.

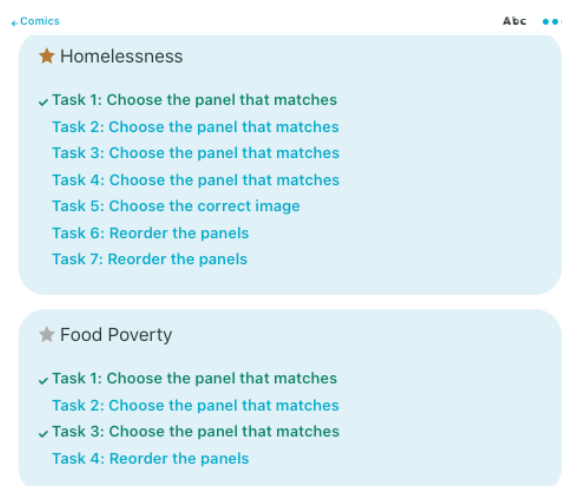


Figure 11. A short section of the All Tasks page showing two of the 17 comics.

### Exploration and Free Choice

Free choice in the App means that learners can explore the comics in any order. Two levels of comics are indicated but this is not a level of difficulty. The level 1 comics follow the writing structure illustrated in the infographic, the level 2 comics do not follow the same structure and are more varied in their composition. This means that the learner can choose an issue or comic that appeals to them, and this may encourage engagement. Similarly, the learner can choose to complete the tasks, or not. The App does not strictly guide learners, it gives them the freedom to explore the comics in the App in any order.

It is also possible for teachers to use the App for in-class activities and for homework as discussed above, or for the learner to set their own objectives. For example, to memorise the mnemonic in the infographics to learn the essay writing structure; to understand the content of the comics and an issue related to the UN sustainable development goals; or simply to engage in reading.



## The Writing Samples: Essay Structure & Type

Ten essays follow the basic essay structure shown in the infographic, see Figure 12, i.e. essays 1, 2, 3, 4, 5, 7, 14, 15, 16 and 17. The remaining seven essays illustrate alternative essay structures, see Table 1 below for further details.

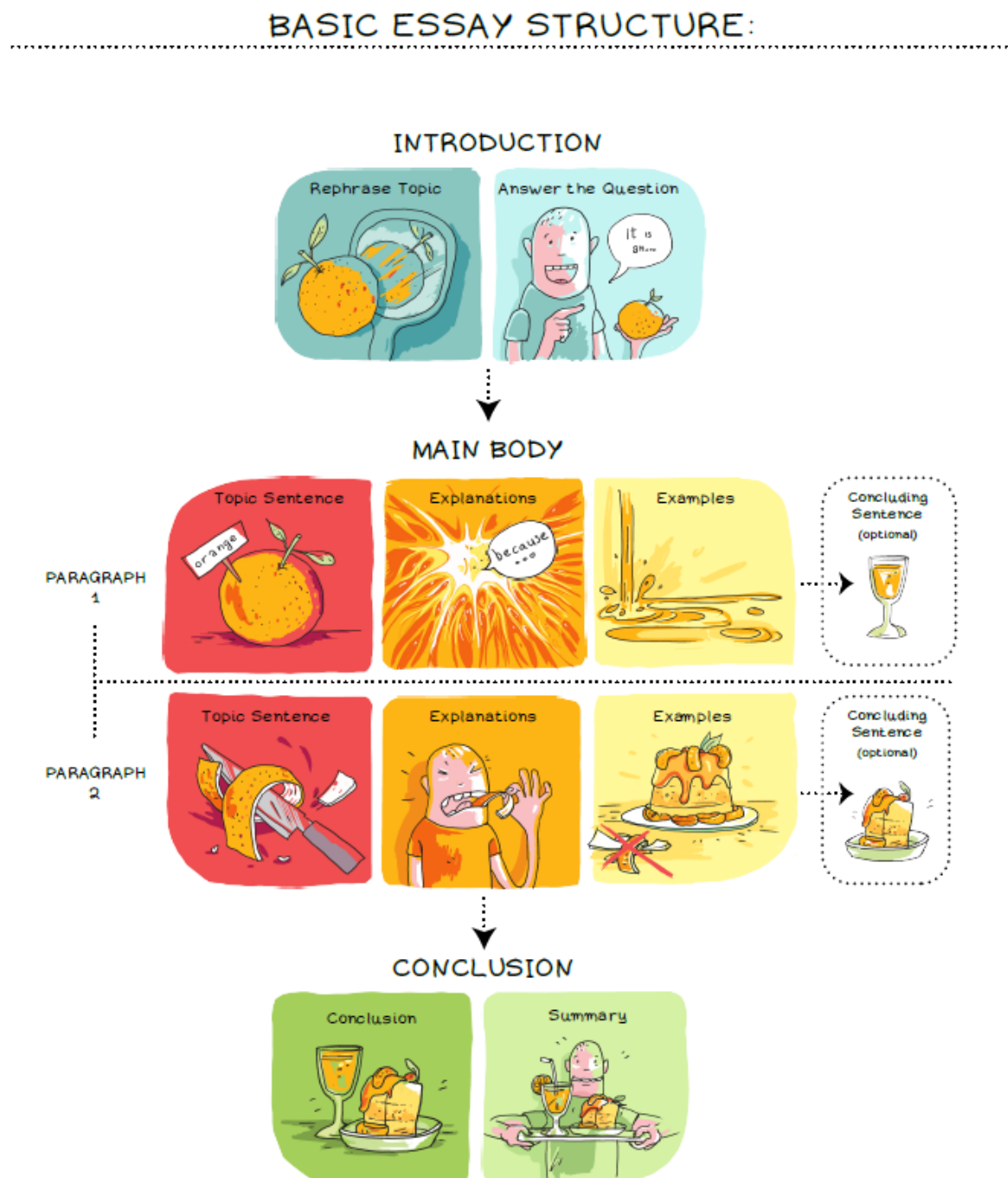


Figure 12. Infographic showing essay structure for Level 1 essays.





Table 1 shows the types of the essays which include sample writing of articles for magazines, reviews of films and books, problem and solution essays, compare and contrast essay, agree or disagree essay, and discussion and opinion essays. The opinion essays are described as ‘level 2’ as they do not follow the basic essay structure illustrated in Figure 12.

Table 1. The Types and Structure of the 17 Writing Samples (the structure of Level 1 essays is shown in infographic in Figure 12, level 2 essays have various structures).

UN Sustainable Development Goal	Comic	Article	Review	Problem & Solution	Compare & Contrast	Agree or Disagree	Discussion & Opinion
1 Poverty	Homelessness			Level 1			
2 Zero Hunger	A place at the Table		Level 1				
3 Good Health & Wellbeing	Zen Gardens	Level 1					
4 Quality Education	Agatha Christie	Level 1					
5 Gender Equality	The Invisible Girls				Level 1		
6 Clean water and sanitation	Clean Water						Level 2
7 Affordable & clean energy	Nuclear Power					Level 1	
8 Decent work & economic growth	Decent Work						Level 2
9 Industry, innovation & infrastructure	Economic Growth						Level 2
10 Reduced Inequalities	Reduce Inequality						Level 2
11 Sustainable cities and communities	Transport						Level 2
12 Responsible production and consumption	Overproduction						Level 2
13 Climate action	Climate Action						Level 2
14 Life below water	Water Pollution			Level 1			
15 Life on land	The Great Green Wall	Level 1					
16 Peace, justice & strong institutions	Cipta		Level 1				
17 Partnerships for the goals	Enable Festival		Level 1				



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Turan, Z. & Akdag-Cimen (2019). Flipped classroom in English language teaching: A systematic review. *Journal of Computer Assisted Language Learning*, 33(5-6), 590-606. <https://doi.org/10.1080/09588221.2019.1584117>

Zainuddin, Z., Chu, S. K. W., Shujahat, M., & Perera, C. J. (2020). The impact of gamification on learning and instruction: A systematic review of empirical evidence. *Educational Research Review*, 30, 100326. <https://doi.org/10.1016/j.edurev.2020.100326>

## Other Resources

### *Interesting projects and websites related to teaching with comics*

1. The [EdComix](#) project aims to create a methodology to make the most of comics as a pedagogical tool for inclusive English language learning, and to provide teachers and students with the tools to create their own comic pages for innovative pedagogy.
2. The UN [World's Largest Lesson](#) website promotes the use of the Sustainable Development Goals in learning. They offer open resources for teachers to use with different age groups and for different purposes, for example, individual practice, class activities and discussions. There are resources available in over 25 languages.
3. The British Council has a [Comics and Graphic Novels](#) library with access to over 16,000 online comics and graphic novels.
4. The [Comics Uniting Nations](#) website provides comics related to the UN goals.
5. There is a [Graphic Novel reading list](#) for struggling and dyslexic readers.
6. The [ercComics](#) project funded by the European Research Council has created 18 webcomics about science topics (for example, Fake News and the spread of information through social network). These comics are available in English, Italian and French.

### *Interesting websites related to dyslexia and mobile apps*

1. For guidance on "[How teachers can help learners with dyslexia](#)" see the Voices Magazine, by Bríd Ní Chatháin (2015).
2. The British Council has a range of [mobile apps](#) for learning English, suitable for different age ranges and different purposes (e.g. learning grammar or vocabulary).
3. Guidance on writing can also be found on British Council site for [CEFR level B2](#).
4. Guidance on writing can also be found on British Council site for [CEFR level C1](#).



### **Further readings**

Aguirre, S. (2018). The comic pair: A study on comic persuasion in the early comedies of Aristophanes. *Synthesis-La Plata*, 25(2), E044-e044.

Foulsham, T., Wybrow, D., & Cohn, N. (2016). Reading without words: Eye movements in the comprehension of comic strips. *Applied Cognitive Psychology*, 30(4), 566-579.

Sermon, P. (2018). From Edwardian selfie to telepresent comic. *IAFOR Journal of Cultural Studies*, 3(1), 39-54. <https://doi.org/10.22492/ijcs.3.1.03>

Urban, A. (2012). *Literacy in ACTION: Using theatre to read the word and the world through critical pedagogy, Image Theatre and Comic Creation with Youth*.  
<https://doi.org/10.7939/R35S6M>

### **Interviews and videos**

Comics as A Pedagogical Tool. Interview with Nick Sousanis

In this interview Dr Nick Sousanis talks about his book “Unflattening” and how we construct knowledge and how comics can be used for teaching purposes in the classroom:

<https://www.aprendercolaborando.com/comics-as-a-pedagogical-tool-interview-with-nick-sousanis/>

Thinking in Comics | Drawing Workshop with Nick Sousanis.

Dr Nick Sousanis talks about how comics can enrich critical thinking through visual thinking and how comics can be used as a teaching tool in the classroom:

[https://www.youtube.com/watch?time\\_continue=42&v=Hw6Zc4A3SfE&feature=emb\\_logo&fbclid=IwAR1vFuVd616PrsLITxloP2pHJYa5mQNeK3iYUoXh16FJY0jLZLG5j23U7vo](https://www.youtube.com/watch?time_continue=42&v=Hw6Zc4A3SfE&feature=emb_logo&fbclid=IwAR1vFuVd616PrsLITxloP2pHJYa5mQNeK3iYUoXh16FJY0jLZLG5j23U7vo)

Designing Multimedia Instruction to Maximise Learning - Dr. Richard E. Mayer Lecture.

This video provides a concise overview of Richard Mayer’s cognitive theory of multimedia learning and provides evidence-based principles for the design of learning materials that have been derived from experiments on how students learn:

[https://www.youtube.com/watch?time\\_continue=19&v=p5i3f9E53Og&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=19&v=p5i3f9E53Og&feature=emb_logo)





## Part B – The Writing Samples and Related Resources

### 1 – Homelessness



UN Sustainable Development [Goal 1](#) -  
End poverty in all its forms, everywhere.

Level 1 (see Fig. 12 Infographic) – Problem & Solution

#### *Sample Question*

Homelessness is a serious issue in every part of the world. How could we resolve the issue in big cities?

#### *Sample Answer (A problem & solution essay)*

The number of people living without homes is increasing not only in developing regions but also in the richest countries. Governments, NGOs, and international organisations, such as UNICEF and the UN, try to raise awareness about homelessness. Everyone has the right to housing; therefore, we should work towards ending homelessness. Scotland and Finland have made great progress to resolve this issue.

Housing is a human right. Society must take care of those who cannot take care of themselves. Night shelters and short-term hostels are not effective methods, it is better to build permanent shelters to accommodate homeless people. The ‘housing principle’ model in Finland is a great example. A homeless person in Helsinki can stay in temporary accommodation for free. Once a homeless person gets their life back on track, a flat is given to them as a reward. Consequently, this intervention has ended the problem in the region.

A key to a flat is not the only solution needed, services and social connectedness play a crucial role as well. A person needs health and social services as well as a supportive community to tackle the reasons for homelessness. For example, in Scotland, the “Social Bite” café provides jobs and training for homeless people and the “Social Bite Village” offers accommodation and encouragement. While different approaches are needed for different people around the world, this is a promising model that could be used elsewhere.

In conclusion, homelessness is a serious urban social problem. Governments, NGOs, International organisations, and private actors can offer housing, services and social connections so every human being has a home.

Word Count = 264.





## **Resources**

[https://www.huffpost.com/entry/4-simple-ways-to-end-homelessness\\_b\\_58a45fe9e4b080bf74f04294](https://www.huffpost.com/entry/4-simple-ways-to-end-homelessness_b_58a45fe9e4b080bf74f04294)

Finland:

<https://www.theguardian.com/cities/2019/jun/03/its-a-miracle-helsinkis-radical-solution-to-homelessness>

Scotland:

<https://social-bite.co.uk>

<https://social-bite.co.uk/the-social-bite-village/>





## 2 – Food Poverty



United Nations Sustainable Development [Goal 2](#) –  
End hunger, achieve food security and improved nutrition  
and promote sustainable agriculture.  
Level 1 (see Fig. 12 Infographic) – Review

### *Sample Question*

A film magazine is running a series on International Cinema. It has invited readers to send in reviews of films set in their own country. You decide to send in a review of such a film considering how effectively the film illustrates particular aspects of life and attitudes in your country.

### *Sample Answer (A review)*

“A Place at the Table” is a film directed by Lori Silverbush and Kristi Jacobson, featuring Jeff Bridges and chef Tom Colicchio. The film is derived from a book entitled “A Place at the Table: The Crisis of 49 Million Hungry Americans and How to Solve It”, edited by Peter Pringle. True stories are used to illustrate the challenges and consequences of food poverty in the United States. The film won the Pare Lorentz Award in 2013 because it raises awareness of this important social issue.

The documentary portrays the lives of those facing food insecurity. In the USA, one in four children are malnourished, and do not have a healthy diet. For example, Rosie, a young girl from Colorado, feels hungry all day long and cannot concentrate on doing her homework. She relies on receiving food from friends and neighbours. Thus, lack of proper nutrition can affect many aspects of social life such as school performance.

The film also asks why so many people do not have access to affordable, quality food in one of the richest countries in the world. For example, it shows the life of a police officer whose monthly salary is so low that he must visit a food bank to survive. This real-life example confronts viewers expectations and helps them understand that some people in employment can struggle to find reasonably priced produce.

“A Place at the Table” highlights issues around food insecurity and healthy eating in the USA. It questions the values of American society where so many children go hungry and working people rely on food banks. I would recommend this powerful documentary to anyone who wants to understand the social implications of food poverty.

Word Count = 283.





### *Resources*

A Place at the Table Official Trailer (2013):

<https://www.youtube.com/watch?v=DKOiT1vY7v0>

[https://en.wikipedia.org/wiki/A\\_Place\\_at\\_the\\_Table](https://en.wikipedia.org/wiki/A_Place_at_the_Table)







### 3 – Zen Gardens



United Nations Sustainable Development [Goal 3](#) –  
Ensure healthy lives and promote well-being for all at all ages.

Level 1 (see Fig. 12 Infographic) – Article

#### *Sample Question*

A travel magazine has asked readers to send in articles on their favourite travel destination. You decide to write an article in which you describe your favourite place, explain why it is your favourite and assess its significance for the wider community.

#### *Sample Answer (An article)*

My favourite travel destination is Ryōan-ji Zen gardens found in northwest Kyoto, Japan. The Zen temple and Japanese rock garden were created by Buddhist monks in the fifteenth century to help them meditate and find peace. As a UNESCO World Heritage Site, it has special significance for humanity.

The Zen gardens are designed to be a place of natural beauty. Located within a Buddhist temple, they represent Japanese culture and aesthetics. For example, sand or gravel is raked to symbolise ripples in water. Rocks are placed on top of the sand to make a soothing image. Upright or vertical stones can be used to represent trees, while flat, horizontal stones denote water and arching stones embody fire. Walking in Kyoto gardens, visitors can gain a better understanding of the Japanese concept of harmony.

The gardens have a worldwide significance, promoting inner peace and contact with nature. They help people of all ages to enjoy the tranquillity and beauty of these Japanese gardens. For example, the famous Harvard professor and Zen Buddhist monk, Shunmyo Masuno describes Zen gardens as a ‘dialog with the space’. The gardens assist in the development of a sense of respect for all things and connectedness with nature. They can help people realise the importance of respect for other humans and the environment at large.

In conclusion, the Kyoto Zen gardens are pleasing to the eye due to the natural patterns, sophisticated design, and symbolism. They are important to the wider community as they help to promote peace and connectedness with all living beings on earth.

Word Count = 259.





### *Resources*

<https://www.japan-guide.com/e/e2099.html>

<https://japanobjects.com/features/garden-design>

Read more at Gardening Know How: Japanese Zen Gardens: How to Create A Zen Garden <https://www.gardeningknowhow.com/special/spaces/japanese-zen-gardens.htm>

<https://www.orientalarchitecture.com/sid/215/japan/kyoto/ryoan-ji-temple>

The character - Shunmyo Masuno

[https://en.wikipedia.org/wiki/Shunmyō\\_Masuno](https://en.wikipedia.org/wiki/Shunmyō_Masuno)

YouTube Video “Shunmyo Masuno: The Art and Philosophy of Zen Garden Design”:

<https://www.youtube.com/watch?v=vikIWEnLK04>





## 4 – Agatha Christie



United Nations Sustainable Development [Goal 4](#) – Quality education.

Level 1 (see Fig. 12 Infographic) – Article

### *Sample Question*

A magazine has asked readers to send in articles on their favourite authors. You decide to write an article in which you describe your favourite author. Explain the reason for your choice, and assess the author's significance for the wider community.

### *Sample Answer (An article)*

My favourite author is Agatha Christie who created the genius and eccentric detective, Hercule Poirot, 100 years ago. UNESCO acknowledges that she is the most translated author in the world to date. Despite her learning difficulties (dysgraphia) she was a prolific writer and is known for her: 66 detective novels; 14 short stories; the world's longest-running murder mystery play called “The Mousetrap”; and six romance novels. The Queen awarded her the title: Dame Commander of the Order of the British Empire for her contribution to literature.

Her talent, persistence and hard work, despite her learning difficulties, make her exceptional. The learning challenges that Agatha Christie experienced could not be diagnosed in the 1900s. Agatha often described herself as the “slow one in the family” and always found writing and spelling very tiring. She learnt to read in English and French, although her handwriting and spelling errors were numerous. Her first book, “The Mysterious Affair at Styles” was rejected by six publishers, but she kept trying. Finally, when her books were published, readers adored her creative imagination, mysterious narrations and amazing characters.

As a famous novelist, playwright, and short story writer Agatha Christie is called the queen of crime mysteries. As a matter of fact, she continued to write, experimenting with different types of thriller and murder mystery stories for all her life. Her crime novels have produced some of the most recognizable characters in British literature such as Miss Marple and Hercule Poirot. The New Yorker Journal states that detective stories were invented by Edgar Allan Poe, but Agatha Christie revolutionised murder mysteries and they have become firmly rooted in British culture.





Agatha Christie could be a role model for all of those who struggle with writing. Miss Marple and Hercule Poirot are widely recognized characters and their stories are read in many languages across the world.

Word Count = 307.

### **Resources**

<http://dyslexiahelp.umich.edu/success-stories/agatha-christie>

[https://agathachristie.fandom.com/wiki/Agatha\\_Christie](https://agathachristie.fandom.com/wiki/Agatha_Christie)

<https://www.newyorker.com/magazine/2010/08/16/queen-of-crime>

<https://cecilesune.com/did-you-know-that-agatha-christie-had-a-learning-disability-called-dysgraphia/>

<https://www.agathachristie.com/about-christie/how-christie-wrote>

<https://pictolic.com/en/article/amazing-facts-about-the-life-of-agatha-christie>

<https://www.theguardian.com/books/2009/feb/24/agatha-christie-home>

<https://www.nytimes.com/2009/03/19/garden/19ROOMS.html>

The character - teacher of Agatha Christie inspired by British suffragette, Emmeline Pankhurst: <https://www.thoughtco.com/womens-suffrage-activists-3530534>

The London Underground - <https://www.theguardian.com/travel/gallery/2013/jan/09/150-years-london-underground-pictures>





## 5 – The Invisible Girls



United Nations Sustainable Development [Goal 5](#) –  
Achieve gender equality and empower all women and girls.

Level 1 (see Fig. 12 Infographic) – Compare & Contrast

### *Sample Question*

Due to different gender roles and poverty, teenage boys and girls face different challenges at home and in school especially in developing countries. Do you agree with this statement? Give examples to support your views.

### *Sample Answer (A compare & contrast essay)*

In 2016, the UN conducted research in Zimbabwe, Pakistan and Nicaragua, to investigate the perceptions and experiences of adolescents on issues such gender quality. Teenagers face challenges that make girls' rights and dreams invisible. Researchers found that girls drop out of school and vanish from public records because of reasons such as poverty and gender expectations.

Girls claimed that it was a challenge to stay in school. Girls linked education to increasing life opportunities and improving their ability to obtain employment and earn money to survive. Due to poverty and societal factors, they often focus on household chores, have limited time to study and marry young. For example, where finances are limited parents may choose to educate their son rather than their daughter. As a result, girls have difficulty in realising their dreams of a better life through education.

Often, boys face a different set of expectations. Boys are expected to be the 'breadwinners' and are sent to school so they can get a better job. Due to different gender norms, boys marry at an older age and stay in education longer than girls. For example, parents of girls may expect a man to pay a good 'bride price' before he can marry their daughter. Consequently, boys have more support to stay in school and make their dreams come true.

To sum up, both boys and girls perceive education as a potentially life-changing process. As a result of hardship and different gender roles, many girls stop attending school and become invisible.

Word Count = 250.





### ***Resources***

Counting the Invisible: Girls' Rights and Realities, Report from a 3-year study of adolescent girls' rights in Nicaragua, Zimbabwe and Pakistan that was published in 2016.

[https://reliefweb.int/sites/reliefweb.int/files/resources/countingtheinvisible\\_zimbabwe.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/countingtheinvisible_zimbabwe.pdf)





## 6 – Clean Water



United Nations Sustainable Development [Goal 6](#) –  
Ensure access to water and sanitation for all.

Level 2 – Discussion & Opinion

### *Sample Question*

Clean water and sanitation are basic human rights. However, there is more and more discussion on how these rights are being ignored or even sabotaged thus preventing government spending to improve civil society. Discuss the main points that support this statement and express your own opinion.

### *Sample Answer (A discussion & opinion essay)*

Clean water and sanitation are basic human rights and necessities. However, billions of people, mostly in developing countries, do not have access to these services making it impossible to live in a healthy environment.

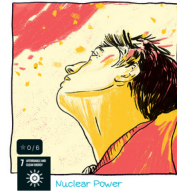
One of the main issues is contamination of the Earth's water. It is known that industries often release toxic waste in water, making it not only unsuitable for household use but also causing detrimental impact on the environment. This problem could be addressed by raising environmental awareness in individuals and industry, by introducing policies that control waste disposal, and by imposing fines on those who ignore them.

Another issue that people are facing is lack of facilities. Especially in rural areas in developing countries, and mainly because of economic problems, there is no infrastructure to obtain water and channel it. Women and children have to travel long distances in order to find water, often from rather unsafe sources, and carry it back home. To solve this problem, governments should invest in water desalination and supply households with water that is clean and safe to drink.

To sum up, undoubtedly toxic waste and poor infrastructure affect access to water and sanitation. However, this issue is important to tackle as more than 800 children die every day from diseases linked to dirty water and poor hygiene. Unless governments protect water supplies and provide hygiene education, millions of people will continue to die every year.

Word Count = 236.





## 7 – Nuclear Power



United Nations Sustainable Development [Goal 7](#) –  
Ensure access to affordable, reliable, sustainable and modern  
energy.

Level 1 (see Fig. 12 Infographic) – Agree or Disagree

### *Sample Question*

The threat of nuclear weapons keeps world peace. Nuclear power supplies cheap and clean energy. The benefits of nuclear technology far outweigh the disadvantages. To what extent do you agree or disagree? Give reasons for your answer and include any relevant examples from your knowledge or experience.

### *Sample Answer (Agree or disagree essay)*

Nuclear power is one of the most important scientific discoveries that could alleviate the energy crisis. However, if it is not used carefully, it may be disastrous for all forms of life on Earth. Nuclear power has the potential to supply clean and cheap energy for the global community, despite the challenges.

Nuclear technology still has challenges related to safety. Unfortunately, radioactive materials have been released into the atmosphere as a result of human error and natural disaster. For example: the major nuclear incident at Chernobyl in Ukraine, in 1986 which was partially due to human error; and the nuclear disaster at Fukushima, in Japan, in 2011, which started with an earthquake and tsunami. These examples show that if it is not handled carefully, there can be serious health risks and detrimental effects to the environment. As a result, nuclear power needs to be safer to reassure the international community and protect the environment.

The generation of nuclear energy is environmentally-friendly, reliable and cost-effective. It is a zero-emission, clean energy, that produces minimal waste and maximum electricity on less land than any other clean-air source. In comparison to solar, wind and water generated energy, nuclear power could be cheaper, more reliable and more productive. For example, generating electricity from wind would require many wind turbines over a large area of land and is dependent on the weather conditions. Consequently, nuclear power is a valuable contributor to the production of energy.

In conclusion, the advantages outweigh the obstacles as nuclear power can provide clean, cost-effective energy. It can provide a reliable source of energy alongside power generation from water, wind and sun.







Word Count = 272.

### **Resources**

Chernobyl (miniseries) [https://en.wikipedia.org/wiki/Chernobyl\\_\(miniseries\)](https://en.wikipedia.org/wiki/Chernobyl_(miniseries))

<https://www.world-nuclear.org/information-library/current-and-future-generation/outline-history-of-nuclear-energy.aspx>

The History of Nuclear Energy.pdf - Department of Energy:

[https://www.energy.gov/sites/prod/files/The\\_History\\_of\\_Nuclear\\_Energy\\_0.pdf](https://www.energy.gov/sites/prod/files/The_History_of_Nuclear_Energy_0.pdf)

When Was Nuclear Energy Invented:

[http://howenergywork.blogspot.com/2015/12/when-was-nuclear-energy-invented\\_95.html](http://howenergywork.blogspot.com/2015/12/when-was-nuclear-energy-invented_95.html)

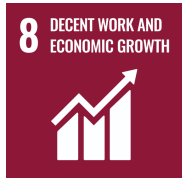
The character - Enrico Fermi:

[https://en.wikipedia.org/wiki/Enrico\\_Fermi](https://en.wikipedia.org/wiki/Enrico_Fermi)





## 8 – Decent Work



United Nations Sustainable Development [Goal 8](#) –  
Promote inclusive and sustainable economic growth,  
employment and decent work for all.  
Level 2 – Discussion & Opinion

### *Sample Question*

“People should realise that decent work and economic growth are closely linked.” Please discuss this statement.

### *Sample Answer (A discussion & opinion essay)*

These days, experts argue that labour productivity has started to increase while unemployment is decreasing. However, the growth in global economy is much slower than in the past and more progress is needed in order to create decent, fair and safe employment opportunities for all.

Firstly, it is important to encourage entrepreneurship. The launch of new businesses, especially ones that combine creativity and innovation, can be very successful. These new enterprises can generate income and benefit not only the entrepreneur but also the people who work for such businesses. Tourism, for example, can be an area to invest in as apart from generating jobs, it also promotes local culture and products.

Job opportunities, though, should be available for men, women, young people, migrants and also persons with disabilities. Inequalities in opportunities and earnings are very often observed in our society and this is something that should be eradicated. According to research, young women are twice as likely as young men not to be in employment, education or training.

It is also important that labour rights and work in secure environments are taken into consideration. For example, forced labour, child labour and modern slavery should be stopped. Employers are interested in quick mass production that brings earnings and will lead, according to them, to economic growth. They forget, though, that only educated and trained individuals can lead a country and its people to success.

In conclusion, I believe that by strengthening full and productive employment and income generation, the overall standard of living will be improved. Governments and individuals should also realise that prosperity will come only if the proportion of people in employment, education and training increases.

Word count = 277.





## Resources

Both places presented have a history in pottery making:

### 1. Sifnos Island, Greece

<https://www.sifnosstoneware.com>

<https://theculturetrip.com/europe/greece/articles/why-sifnos-is-a-haven-for-ceramicists/>

<http://e-sifnos.com/what-to-do-in-sifnos/sifnos-pottery.php>

### 2. Nigeria

LADI KWALI - History and Remains of NIGERIA's Pottery Centre

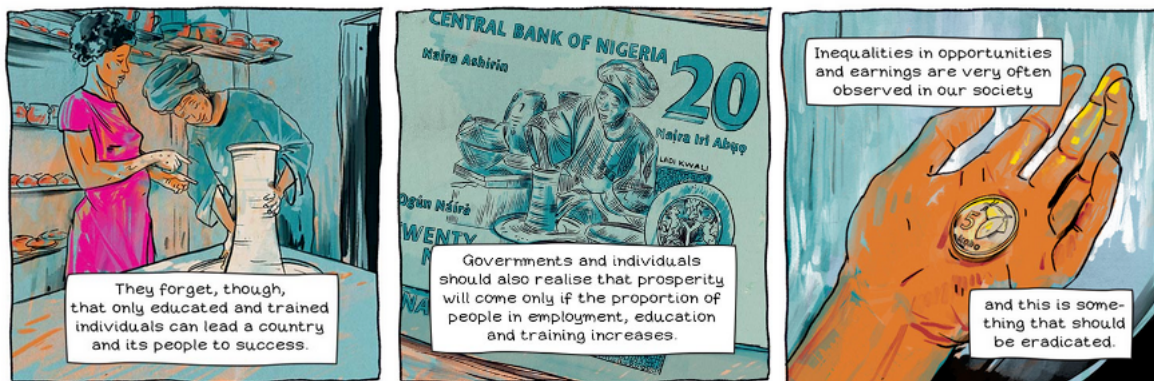
<https://www.youtube.com/watch?v=xcGL3IXSngg>

BWARI POTTERY VILLAGE, ABUJA: <https://planetmeera.com/travel-a-visit-to-bwari-pottery-abuja/>

The character – The Nigerian Girl is the “young” Ladi Kwali: Ladi Kwali was born in the village of Kwali in the Gwari region of Northern Nigeria, where pottery was an indigenous female tradition. From her cultural tradition, where females were primarily responsible for pottery, Ladi Kwali's ceramics became "art objects" and she received many awards. In 1980, the Federal Republic of Nigeria invested on her the Nigerian National Order of Merit Award, the highest national honour for academic achievement.

[https://en.wikipedia.org/wiki/Ladi\\_Kwali](https://en.wikipedia.org/wiki/Ladi_Kwali)

At the end of the story a young Lady Kwali meets her “older self”:

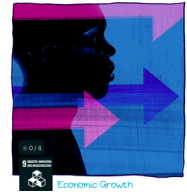


A picture of Ladi Kwali appears at the back of the Nigerian 20 Naira note. The last panel of the comic refers to this note: <https://the234project.com/people/nigeria/1280-2/>

Nigerian coins from the colonial era until now, are popularly known as “kobo”

[https://en.wikipedia.org/wiki/Nigerian\\_naira#/media/File:Nigeria's\\_kobo.JPG](https://en.wikipedia.org/wiki/Nigerian_naira#/media/File:Nigeria's_kobo.JPG)





## 9 – Economic Growth



United Nations Sustainable Development [Goal 9](#) –  
Build resilient infrastructure, promote sustainable  
industrialisation and foster innovation.  
Level 2 – Discussion & Opinion

### *Sample Question*

Developing countries will never be able to achieve economic growth and development. Discuss.

### *Sample Answer (A discussion & opinion essay)*

There is no doubt that technological growth has been flourishing in the last few decades allowing access to vast amounts of information and advanced technologies for people in developed countries. However, this is not always the case for developing countries where even basic infrastructure is often not available. Although achieving sustainable economic development in developing countries can be challenging, it is not impossible. Specific actions can help these countries thrive as well.

Firstly, it is important to invest in infrastructure such as telecommunications to promote growth of e-commerce and boost the economy of developing countries. Covid-19 has created not only a health crisis but also economic challenges threatening livelihoods and changing the way businesses and society operate. For example, a UN development project in Uganda has been working with an e-commerce company to create an online platform that connects farmers to market traders so they can sell their fresh produce. Another project brings together market traders and households through online sales and a home delivery service. These projects demonstrate how digital services can help small businesses, keep people in work and support the sustainable development of the economy.

Secondly, manufacturing is an area of great significance as it can also lead to economic development and employment, providing new opportunities to the community and supporting people's well-being. Industry, though, must adopt clean and environmentally sound technologies and industrial processes in order to achieve sustainability.

Finally, to help developing nations catch up, greater investment in scientific research and innovation is needed. Technological progress is important, of course, but innovation is not always technological. Sometimes it is just a matter of rethinking what is possible.





In conclusion, it is clear that sustainable social development and economic growth can be achieved if appropriate actions are taken. Advancement in the above-mentioned areas will not only have a positive impact on society but also on the environment and economy.

Word Count = 313.

### ***Resources***

Uganda e-commerce initiatives

<https://news.un.org/en/story/2020/08/1070102>

How technology is helping the economy in developing countries

<https://borgenproject.org/how-technology-is-helping-economies/>

List of Least Developed Countries

<https://unctad.org/en/Pages/ALDC/Least%20Developed%20Countries/UN-list-of-Least-Developed-Countries.aspx>

ICT and Telecommunications in Least Developed Countries

[https://www.itu-ilibrary.org/science-and-technology/ict-and-telecommunications-in-least-developed-countries\\_pub/80422d55-en](https://www.itu-ilibrary.org/science-and-technology/ict-and-telecommunications-in-least-developed-countries_pub/80422d55-en)

List of Developing Countries

<https://isge2018.isgesociety.com/registration/list-of-developing-countries/>





## 10 – Reduce Inequality



United Nations Sustainable Development [Goal 10](#) – Reduce inequality within and among countries.

Level 2 – Discussion & Opinion

### *Sample Question*

Investing in equal access to education, jobs and public services for young people with disabilities or learning difficulties will help to reduce world poverty. Do you agree or disagree with this statement. Explain the reasons for your opinion.

### *Sample Answer (A discussion & opinion essay)*

In some societies, young people with disabilities and learning difficulties have little to no access to education, jobs or public services. This lack of access contributes to world poverty, however, the situation could be reversed if equal opportunities were provided. This essay presents the arguments to support this opinion.

In the first instance, it should be noted that, there are many millions of people around the world who have a disability or learning difficulty. If all of these individuals are denied equal opportunities in the form of access to schools, local services and consequently, work, this creates unnecessary dependence on the government and their families. Then, it is the government and family members who need to support them financially, socially and emotionally. This can be extremely frustrating for the individuals involved who are able and want to be independent but are denied this chance because the services are not made available to them.

On the other hand, if public services, education and work were available to all, whatever a person's ability, then many more people would have the opportunity to realise their potential. This could mean that a great deal more people have the education they need to get them into a job, earning money and live independently. As a result, this could lead to less reliance on government and state funds while at the same time they would be making a greater financial contribution to the economy. In addition, it would mean there would be more money available to dedicate to people experiencing poverty.

In summary, whilst poverty is a huge challenge to take on, ensuring equal access for those with disabilities and learning difficulties could be one small way to help reduce poverty.

Word count = 285.





## **Resources**

The characters - The boy and his mother inspired by the film: Ray (Ray Charles) - [https://en.wikipedia.org/wiki/Ray\\_\(film\)](https://en.wikipedia.org/wiki/Ray_(film))

Ray Charles Robinson (23<sup>rd</sup> September 1930 – 10<sup>th</sup> June 2004) was an American musician (singer, songwriter, pianist, saxophonist and composer) who had three Number 1 hits and won many music awards. Ray Charles, or “Brother Ray” as he was known to his friends, became blind as a young child and learnt to play the piano using braille music.

[https://en.wikipedia.org/wiki/Ray\\_Charles](https://en.wikipedia.org/wiki/Ray_Charles)

[https://en.wikipedia.org/wiki/Braille\\_music](https://en.wikipedia.org/wiki/Braille_music)

<https://en.wikipedia.org/wiki/Braille>





## 11 – Transport



United Nations Sustainable Development [Goal 11](#) –  
Make cities inclusive, safe, resilient and sustainable.

Level 2 – Discussion & Opinion

### *Sample Question*

Local government should invest money in public transport to make it free and accessible to everyone, no matter their physical ability, age or wealth, and to contribute to more sustainable cities and communities for the future. Do you agree or disagree?

### *Sample Answer (A discussion & opinion essay)*

In some countries public transport such as trains, buses, metro and the underground can be very costly, and often more so than travelling by car. Making public transport free for all could help to make cities and communities more sustainable in a number of ways and some of these will be covered in this essay.

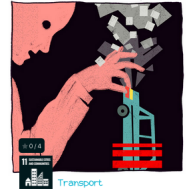
Most importantly, providing free public transport for all could discourage the use of cars and therefore help to reduce the amount of carbon dioxide emissions. This will result in more environmentally-friendly cities and also help to reduce levels of congestion on roads. Currently, the heavy traffic sometimes leads to levels of air pollution that are toxic and unsafe for people's health. In the long-term, such levels of traffic are unsustainable in terms of the damage they do to people's health and many cities simply do not have the space or infrastructure to cope with the ever-increasing number of cars on their roads. Accessible and affordable public transport would help to alleviate the burden cars place on existing road systems.

Currently, in some cities and communities, antiquated, inaccessible and expensive public transport means that some people in society can become isolated. Wheelchair users, for example, may not be able to use certain transport such as the metro because lifts may not be provided. Other individuals, for instance, may not be able to accept certain job offers owing to the high price of travel on trains or buses. This lack of accessibility and the high cost of transport can lead to reducing people's ability to move around, to socialise and even to work.

To conclude, it is clear that free and accessible public transport could be very beneficial to the environment, the economy and the well-being of the people inhabiting each city or community. In Estonia, for instance, the people of Tallinn have already enjoyed several years of free and accessible transport and this has proven to be very successful. Other communities and cities should follow their example if they wish to be sustainable in the future.







Word Count = 340.



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## 12 – Overproduction



United Nations Sustainable Development [Goal 12](#) –  
Ensure sustainable consumption and production patterns.

Level 2 – Discussion & Opinion

### *Sample Question*

Experts argue that today's production and consumption habits are a threat to the ecosystem and human livelihood. To what extent do you agree?

### *Sample Answer (A discussion & opinion essay)*

Nowadays, without a doubt, there is massive availability of products which people love to consume. We purchase food, clothing, electronic gadgets and as a result use energy more than ever before. However, the growing trend of overproduction and overconsumption is threatening the sustainability of the planet.

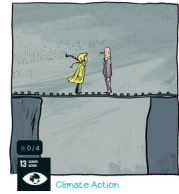
First of all, mass production has led to exploitation of energy and raw materials. Resources such as coal and natural gas are used extensively in manufacturing industries in order to meet high global demand for goods. This, in turn, leads to extreme stress on the planet and degradation of the environment.

Secondly, to make matters worse, we also waste products. It is argued that one third of the food produced for human consumption each year is wasted. Moreover, many countries use more products than can be sustainably produced. Households around the world actually devour almost thirty percent of the global energy and contribute a high percentage of CO<sup>2</sup> emissions as a result.

In conclusion, many people wrongly assume that our planet can provide unlimited fossil fuels and food. We need to understand the environmental impact of manufacturing and food production and start rethinking our behavioural patterns. Radical changes to how we live are needed to lead to a more sustainable lifestyle.

Word Count = 207.





## 13 – Climate Action



United Nations Sustainable Development [Goal 13](#) –  
Take urgent action to combat climate change and its impacts.

Level 2 – Discussion & Opinion

### *Sample Question*

Greta Thunberg is a schoolgirl turned activist who has encouraged millions of young people to join in her school strike for climate change every Friday. Do you believe school pupils are right to skip school in order to protest for climate change?

### *Sample Answer (A discussion & opinion essay)*

Every Friday millions of pupils around the world go on strike for their future, leaving their school to protest for the action needed to reverse and tackle the effects of climate change. Although some schools do not support this, others have allowed their pupils to join the strike. I believe all young people should be given the right to attend these crucial demonstrations. This essay will explain the reasons why I agree with pupils being allowed to take part in these potentially life-saving protests.

It cannot now be ignored that scientists all around the world have declared a climate crisis and state that if humans do not change their ways, the planet could become uninhabitable in the not too distant future. For this reason alone, young people should have the right to protest the lack of action taken by their governments to protect their future.

Moreover, as Greta argues, if the planet changes in the way scientists predict as a result of the accelerated rate of climate change, then a traditional school education will be of little use. It is vital that action is taken urgently if those currently in school are to even have a future. In light of this, recognising and acting in response to the climate crisis could be considered a great deal more important than going to school on Fridays.

To conclude, to a certain extent, school pupils have little choice but to skip school for these protests. If their governments refuse to take action to tackle the climate crisis then the pupils will have to continue protesting until they do. After all, it is essentially their lives they are fighting for.

Word count = 276.





## 14 – Water Pollution



United Nations Sustainable Development [Goal 14](#) –  
Conserve and sustainably use the oceans, seas and marine  
resources.

Level 1 (see Fig. 12 Infographic) – Problem & Solution

### *Sample Question*

Water pollution has been an increasing problem in our oceans over the last few decades. What causes water pollution? How can we prevent this problem?

### *Sample Answer (A problem & solution essay)*

Water pollution is a global concern. UNESCO claims that there is a deterioration of coastal waters due to pollution that is having a negative effect on fishing which is an important food source. We need to identify the causes of water contamination and support United Nations initiatives that aim to improve the quality of water worldwide.

Pollutants are materials in the water that can cause harm to people and ecosystems. The most common water pollutants are chemicals created by humans such as pesticides, medicines and personal care products. For example, UNESCO reported that pollution was worsening due to the disposal of untreated or insufficiently treated wastewater into rivers, lakes and seas. Therefore, waste products are a common cause of poor water quality around the world.

The UN recommends educational initiatives to reverse the decline in ocean health. UNESCO not only identifies areas for improvement but also offers sustainable solutions such as training in water quality. For example, UNESCO facilitates online and face-to-face training that raises awareness of the health and environmental risks posed by emerging pollutants and teaches safe reuse of wastewater. Thus, through education and skills development, marine water degradation could be reduced and aquatic life protected.

To conclude, water pollution is mainly due to human mismanagement of natural resources. Global citizens could learn about the implications of water contamination and how to protect our oceans for future generations.

Word count = 230.





## **Resources**

World water assessment programme (UNESCO)

<http://www.unesco.org/new/en/natural-sciences/environment/water/wwap/facts-and-figures/all-facts-wwdr3/fact-15-water-pollution/>

WHO Drinking Water report

[https://www.who.int/water\\_sanitation\\_health/monitoring/water.pdf](https://www.who.int/water_sanitation_health/monitoring/water.pdf)

UNESCO International initiative on Water Quality

Emerging pollutants in water and wastewater

<https://en.unesco.org/emergingpollutantsinwaterandwastewater>

The global water quality challenge & SDGs

<https://en.unesco.org/waterquality-iiwq/wq-challenge>





## 15 – The Great Green Wall



United Nations Sustainable Development [Goal 15](#) – Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.

Level 1 (see Fig. 12 Infographic) – Article

### *Sample Question*

An environmental magazine has asked readers to contribute articles on innovative products or services that protect the planet. You decide to write an article in which you describe an environmental intervention, explain why you have chosen it and assess its significance for the wider community.

### *Sample Answer (An article)*

The Sahara desert has been slowly expanding for decades and individuals, international organisations and governments in Africa are combatting land degradation and loss of animal habitats. They are taking steps to reduce the consequences of rising temperatures in the region and promote sustainable agriculture. One of the most important environmental initiatives is “The Great Green Wall” in Africa.

Planting trees from east to west across Africa, eleven countries are growing a world wonder, which saves animals, shelters the land and improves millions of lives. This African-led movement aims at creating an 8,000km living wall of vegetation to protect the landscape, create jobs and fight poverty. For example, Senegal has already made the biggest progress, planting 11 million acacia trees that create a canopy that preserves the humidity of the soil. Thus, less water is needed for land cultivation and the erosion of the soil is reduced.

The Great Green Wall is a global symbol for humanity overcoming one of its biggest threats – desertification. By establishing forests, people can increase food supplies, protect animals, and learn about sustainable forest management. Men and women in the region were taught by experts how to plant trees, protect them from drought and cultivate the land without harming the forest. By improving agricultural practices, Africans can reduce hunger and create more employment while respecting nature and animals.

Increasing temperatures due to climate change has inspired eleven countries in Africa to implement one of the biggest sustainability projects in the world - The Great Green Wall. As a result, Africans can protect life on land, learn about forestry and build a better future for generations to come.

Word count = 271.





## Resources

Why is Africa building a Great Green Wall? (BBC News) – YouTube video

[https://www.youtube.com/watch?v=4xls7K\\_xFBQ](https://www.youtube.com/watch?v=4xls7K_xFBQ)

The Great Green Wall Trailer – YouTube video

[https://www.youtube.com/watch?time\\_continue=35&v=kB1qK\\_yBVxU&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=35&v=kB1qK_yBVxU&feature=emb_logo)

The Great Green Wall: Growing a world wonder

<https://www.greatgreenwall.org/about-great-green-wall>

More than 20 African countries are planting a 8,000-km-long ‘Great Green Wall’

<https://www.zmescience.com/ecology/climate/great-green-wall-04232/>

Food and Agriculture Organisation of the UN: Non-timber forest products from restoration to income generation <http://www.fao.org/3/CA2428EN/ca2428en.pdf>

Regreening Ethiopia's Highlands: A New Hope for Africa – YouTube video

<https://www.youtube.com/watch?v=nak-UUZnvPI>

Can the Great Green Wall change direction?

<https://edition.cnn.com/2016/09/22/africa/great-green-wall-sahara/index.html>

Awareness-raising campaign for farmers:

<https://www.flickr.com/photos/faoforestry/12168916345/>

Great Green Wall: Villagers’ defence against desert – YouTube video

<https://www.youtube.com/watch?v=PUhPys-hfEA>

The character: Thikene Ndiaye - The President of the Women's Committee Fatou Seye:

<https://www.flickr.com/photos/faoforestry/12169562996>





## 16 – Cipta



United Nations Sustainable Development [Goal 16](#) – Promote just, peaceful and inclusive societies.

Level 1 (see Fig. 12 Infographic) – Review

### *Sample Question*

You belong to an English-language reading group which recently read a book in a book contest. You have agreed to write a review of the book for the group's website. In your review you should give your opinion of the format used for the book and say whether you think a book contest could be used to enhance students' interest, in general.

### *Sample Answer (A review)*

UNICEF and the United Nations organised an international comic book contest on the theme of ending violence in and around schools. It was an enormous success; 3,600 superheroes were designed from 140 countries. The selection committee, including Gabriel Piccolo - a famous comic artist, chose 8 comic books. Children from around the world voted online and gave the prize to Rizka, an 18-year-old anti-bullying activist from Indonesia. The story is about Cipta, a young girl who helps students to fight against violence and face their fears. Her superpowers come from art and her magical notebook. When she draws ways to stop Bayangan, the aggressive ghost of shadows, her drawings come alive.

The book is written in an artistic, accessible and fun comic book format. It is easy to read and understand the plot through its colourful images. The comic is available and downloadable from UN websites. The fear of bullying is portrayed as a malevolent ghost, and the story shows how children can overcome their fears. As a result, the comic spreads a universal message about bullying.

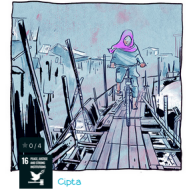
A book contest could be a major source of inspiration. Students usually engage more when there is a prize, or they can work in teams. For example, the UNICEF book contest motivates students to read comics and create new ones. Last year, 23,000 school children voted on the 8 short-listed comics to decide on the winner. Without doubt, the ability to inspire students to draw books is a great achievement.

In summary, Rizka's comic book "Cipta" is a delightful way for students to understand their fears and build confidence at school. The 'End Violence' competition successfully motivated students to read and write about anti-bullying.

Word Count = 281.







### **Resources**

Read the winning comic book from UNICEF's School Superhero Comic Contest:

<https://www.unicef.org/end-violence/school-superhero-comic-contest>

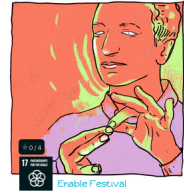
Comics

<http://www.comicsunitingnations.org/comics/>

Earth Day: Launch of UNICEF Climate Comic Book Contest Winner

<https://www.un.org/sustainabledevelopment/blog/2018/04/earth-day-launch-of-unicef-climate-comic-book-contest-winner/>





## 17 – Enable Festival



United Nations Sustainable Development [Goal 17](#) – Revitalise the global partnership for sustainable development.

Level 1 (see Fig. 12 Infographic) – Review

### *Sample Question*

You belong to an English-language reading group which recently attended a short-film festival. You have agreed to write a review of the festival for the group’s website. In your review you should give your opinion of the festival and say whether you think short videos are a good way of disseminating an idea, in general.

### *Sample Answer (A problem & solution essay)*

The 3<sup>rd</sup> of December is the international day of persons with disabilities. The United Nations Department of Economic and Social Affairs collected an international set of short films that were presented at UN Headquarters. The aim of the annual festival called ENABLE is to promote and support a better understanding of issues surrounding disability and the rights and well-being of persons with disabilities.

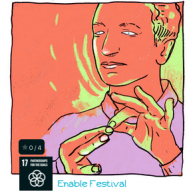
Films from fifteen countries and four continents formed an exciting festival, presenting videos on a range of issues. The films make people aware of the rights of people with a disability in every area of life. For example, a short film from the USA called “*Don’t shoot the messenger*”, explains in an amusing way, the life of a sign language interpreter who must interpret during an argument between a deaf employee and his boss. Consequently, the Enable festival helps spectators reflect on the role of disabled people in society.

Short videos are a great channel to raise awareness of social inclusion. The Enable Festival explains, through everyday experiences, the importance of inclusive education for well-being. For example, the viewer can see the challenges that children in wheelchairs experience accessing schools in the UK. Thus, the Enable festival promotes understanding of the importance of inclusion.

In conclusion, the Enable short film festival is an amusing and educational initiative. It enhances awareness about the rights and well-being of people with disabilities through visual art.

Word Count = 232.





## *Resources*

United Nations Enable Film Festival (UNEFF)

<https://www.un.org/development/desa/disabilities/united-nations-enable-film-festival-uneff.html>

