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## *Unit 9 – Affluenza*

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**Unit Overview:** Students continue their study of globalization with a specific focus on consumerism and resource use and distribution through text-handling and oral and written production exercises; international mindedness continues to be built as students gain proficiency in written and oral production.

### ***Lesson 9-1: Day 1 Introduction and Diagnosis***

**Objective(s), skills attained & motivation:** to build text handling skills (Paper 1 preparation)

**Homework:** Look up/study meanings of vocabulary words and practice using them in sentences.

**Vocabulary: 9:1**

abundance (n)

affluence (n)

(to) carpool (v), carpool (n)

comparable (adj.)

(to) empower (v)

immunity (n)

influenza (n)

marketing (n)

(to) mortgage (v); mortgage (n)

(to) pinch (v); pinch (n)

rat race (n)

simplicity (n)

(to) spend (v)

treadmill (n)

(to) warrant (v)

**Materials list:** individual internet access

**Directions:**

Vocabulary list: have vocabulary list written on board, replacing the previous vocabulary list.

Direct students to <http://www.pbs.org/kcts/affluenza/diag/diag.html>. Individually or in pairs, ask them to work through the two quizzes: “What Is It?” and “Do You Have It?”

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Ask students to report back to the class:

- Did anything about “What Is It?” surprise them?
- What was their “Do You Have it?” score? Ask students who scored 10-15 (No dangerous signs of Affluenza) sit in one place; those with 16-22 (mild Affluenza) to sit together, and those with scores of 23-30 (Cut up your credit cards and call a doctor!) to sit together. Get class reactions to the groups: any surprises? Anyone misdiagnosed?

Discuss the neologism “Affluenza”: what two words is it made from? What do you think the meaning is?

### ***Lesson 9-2: Day 2 What is Affluenza?***

**Objective(s), skills attained & motivation:** to practice interactive oral production skills.

**Homework:** interview

**Vocabulary:** pronunciation drill; see below.

**Materials list:** lesson plan found on [www.pbs.org/kcts/affluenza/treat/tguide/tguide1.html](http://www.pbs.org/kcts/affluenza/treat/tguide/tguide1.html); video of Affluenza (available for purchase from <http://www.bullfrogfilms.com/>); video viewing equipment; enough class copies of the family interview worksheet found at <http://www.pbs.org/kcts/affluenza/treat/tguide/tguide1b.html> to give two copies to each student.

#### **Directions:**

Start with pronunciation of vocabulary introduced on Day 1. See Suggested Teaching Strategies below.

Share background information provided in the Affluenza Teacher’s Guide (<http://www.pbs.org/kcts/affluenza/treat/tguide/tguide1.html>).

Start video and run for about 6 minutes until screen reads “So what keeps us on the work-and-spend treadmill?” Elicit answers to questions given in the Affluenza Teacher’s Guide (<http://www.pbs.org/kcts/affluenza/treat/tguide/tguide1.html>).

Distribute two copies of the Family Interview worksheet to each student. Ask students to fill out one copy according to their own life experiences (and tell them to ignore the fact that it

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is in past tense—explain that we collecting data from the present time for comparison purposes).

Tell students that their homework is to interview an adult (a family member or another adult) about how they grew up, answering the questions on the worksheet according to an adult’s life experience. They can phone or email their interviewee or interview him/her in person. Student must bring their answers to the next class.

### **Lesson 9-2: Day 3 What is Affluenza?**

**Objective(s), skills attained & motivation:** to practice written production (Paper 2 preparation)

**Homework:** none.

**Vocabulary:** questions session; see below.

**Materials list:** Class Notes and/or PowerPoint slides; writing paper

#### **Directions:**

Invite questions about vocabulary: clarifications of meaning and usage. See Suggested Teaching Strategies below.

**CN 9:1, PPT 9:1, slide 1:** have students begin writing assignment. Collect drafts at end of class and tell class that they will give peer feedback in the next class.

**Suggested Teaching Strategies:** Vocabulary questions: don’t “spoonfeed” students definitions for every vocabulary word; try to make this more of a session on usage than on meaning. If asked for the meaning of the word, elicit an initial guess so that the class has a starting point and then elicit other definitions from the class, confirming those definitions that are correct and identifying any that are incorrect.

### **Lesson 9-2: Day 4 What is Affluenza?**

**Objective(s), skills attained & motivation:** to practice written production (Paper 2 preparation)

**Homework:** none.

**Vocabulary:** vocabulary story; see below.

**Materials list:** Student Activity book; writing paper

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### Directions:

Vocabulary story: see Suggested Teaching Strategies and Assessment below.

**Activity 9:1:** students should give feedback to two other students using forms in the activity book. See Suggested Teaching Strategies below.

Collect drafts and feedback for use in next class.

**Suggested Teaching Strategies:** For the vocabulary story, distribute writing paper and select eight words (randomly, from out of a hat) from the vocabulary list. Write words on the board and tell students they have 15 minutes in which to compose a story about anything they want using all eight words (or as many of them as they can). They get one point for each correctly used word (maximum 8 points). They can use any form of the word, but to get they must use it correctly within the sentence (e.g., with the appropriate preposition, etc.) and the usage must show that they know what it means. Unacceptable: “‘Err’ was Betty’s favorite word.” They can ask for help with phrasing, grammar as needed (and they do! This really helps to build other lexis that they want/need), but they may not ask about/get help on the eight vocabulary words.

Collect at the end of 15 minutes; be strict about the time—some stories may be unfinished, but students will get points for all the words they are able to use within the given time. Keeping students to the time limit will gradually train them to get something on paper relatively quickly—a good planning/drafting skill for timed IB examinations; students will also be able to see their own improvement: they will be able to write more and better in the given amount of time.

For peer feedback, have students tear out peer feedback sheets (Activity 9:1). Distribute feature articles written last class so that each student has another student’s article. Explain that students should read the articles and answer the questions on the feedback sheet. When they are finished giving feedback, collect both the draft and the feedback sheet, stapling them together. When at least two students have finished giving a first set of feedback, redistribute the writing (with one feedback sheet stapled to it) to another student so that the writing has a second reader and a second round of feedback. Continue to collect and redistribute until all of the students have given and received two rounds of feedback.

### **Lesson 9-2: Day 5 What is Affluenza?**

**Objective(s), skills attained & motivation:** to practice written production (Paper 2 preparation)

**Homework:** none.