

How language can have inclusive and exclusive social effects, and...

understand how language can have inclusive and exclusive social effects, and can empower or disempower people

Learning intention

- understand how language can have inclusive and exclusive social effects, and can empower or disempower people

Teach and model

- identifying language that seeks to align the listener or reader; for example, “of course”, “obviously”, “as you can imagine”
- identifying the use of first person (“I”, “we”) and second person (“you”) pronouns to distance or involve the audience
- identifying language used to reference or indicate shared assumptions

Check understanding

- Explain the main idea in how language can have inclusive and exclusive social effects, and... using an example.
- Show the idea in a second way: with words, a model, a diagram or symbols.
- Apply the idea to a short unfamiliar situation and justify the result.

Teaching cautions

- Ask the student to explain their choice, not only state an answer.
- Check that key vocabulary is understood in a new example.
- Mix representations so the skill is transferred rather than copied.

Quick lesson sequence

- Connect to prior knowledge and introduce the key vocabulary.
- Model one clear example, then solve a second example together.
- Finish with an independent check and a short student explanation.