English Studies Year 12

Common Module – Texts and Human Experiences – sample program

*I Am Malala* by Malala Yousafzai and Christina Lamb

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# *I Am Malala* – prescribed text for the Common Module – Texts and Human Experiences

**A quick overview: *I Am Malala* is a prescribed text set for study in the Common Module, Texts and Human Experiences, for Year 12 English Studies. In this module students are guided to explore a series of short texts as an introduction to the key module ideas, then the prescribed text as a case study of how a composer represents individual and collective human experiences. Activities focus on close reading, discussion and the development of a personal response through analytical and creative writing.**

# English Studies – Year 12

Table 1 – class details

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher | Class | Year | Term and duration | Start date | Finish date |
| [The class teacher would record their name and the details of their class in the corresponding section] | [Class name and code] | [Year group] | The first term of Year 12 study (this is mandated by NESA) 30 hours (36 x 50 min periods) | [Specify the start date including the relevant term] | [State the finish date including the relevant term] |

# Guide for using this sample program in schools

This resource has been designed for use by the teachers of English Studies. The content in this resource booklet has been prepared by the English Curriculum team, unless otherwise credited. Please note that the teaching resource provides a range of activities and resources; teachers are encouraged to adjust and differentiate based on student needs. The teaching resource is accompanied by a student resource booklet which contains the readings, links to third-party content and activities referred to in the teaching program.

# Lesson sequence overview

The following information is a guide to the organisation and conception of this teaching resource. Note that resources are found in the accompanying student resource booklet.

Table 2 – unit or lesson sequence overview

|  |  |
| --- | --- |
| Requirement | Details |
| Prescribed or set texts | Students study one prescribed and one related text for the Year 12 Common Module. They will experience a range of other short texts. Note that the related text is only assessed in the internal school assessment task in term 4.  Yousafzai M and Lamb C (2015) *I Am Malala*, Weidenfeld and Nicolson/Orion, GB. ISBN: 9781474602112  Stimulus materials:   * Poem – ‘The One Who Goes Away’ (Bhatt 1995) * Speech – [I Have a Dream](ttps://www.americanrhetoric.com/speeches/mlkihaveadream.htm) (King 1963) * Variety of texts – film trailers, Ted talks, news articles, webpages (see throughout and in References list). |
| Assessment outline | Podcast presentation (multimodal assessment task) |
| Technology in focus | This resource makes use of the following educational technology platforms:   * YouTube videos for presentation of texts * learning activities for reflection and collaboration drawn from the department’s [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/). |
| Focus outcomes | **ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  **ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences  **ES12-7** represents own ideas in critical, interpretive and imaginative texts  **ES12-10** monitors and reflects on own learning and adjusts individual and collaborative possesses to develop as a more independent learner |

[English Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

## Sample program title

Year 12 English Studies – Mandatory Common Module – Texts and Human Experiences – sample program for prescribed text

## Rationale

This lesson sequence supports students to explore the representation of human experience in the prescribed text *I Am Malala* (Yousafzai and Lamb 2015) and a range of short related texts from a variety of forms, modes and media. These texts aim to deepen students’ understanding of how texts represent individual and collective human experiences. Students will consider how purpose, perspective and context influence the way that individual and collective human experiences are represented. This examination will further develop students’ skills and ability to make informed judgements about texts investigated and evaluated in class, as well as their related texts.

This learning matters because composers like Malala Yousafzai, Christine Lamb and the authors of the short texts set for investigation, provide arousing insights into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, enabling students to perceive the world and human experiences differently. The learning experiences here are also significant because they explore how composers of significant texts challenge individual and collective assumptions about human experiences, igniting new ways of thinking about the world, enabling students to have increased opportunities to develop empathy for the attitudes and the views of others. Students will be provided with opportunities to reflect personally about the representations of human experiences illuminated in their studied texts.

**Advice for teachers:** this teaching resource contains many possible activities for this module, and it is not envisaged that a single class can use them all. It is advised that each school decides on elements of the content to cover based on the needs of your students and other school-specific information.

## Prior learning

Students studying the Common Module in Year 12 have developed understanding and skills related to the representation of key ideas through their study of texts in Year 11. In particular, their work on composer’s intentions, context and relationship to a specific audience in the Year 11 Common Module, then in the Elective Modules, will prepare them for the consideration of the prescribed text and various related texts studied here. The close study of a variety of types of texts in Year 11 would have prepared students for the analysis and appreciation of the textual and language features of a significant text in the Year 12 Common Module.

**Teacher note:** the school teacher would include references to the scope and sequence and relevant learning from previous years learning or units as a reminder of how, where and why this learning builds directly onto prior learning. For students this helps them make connections and transfer knowledge while lowering cognitive load.

# Resource overview

The following sections will help you plan your teaching with this resource.

## Guiding questions

Students will reflect on their learning experiences in diverse ways, but will need to exhibit a deeper understanding of the following issues:

* What makes us human?
* What are human qualities?
* How does storytelling impact the way that humanity sees their world?
* How and why do composers use genre, form, language, mode and structure to represent the intricacy of individual and collective human experiences in texts?
* How and why do composers use texts to raise awareness about the anomalies, paradoxes and inconsistencies in human behaviour and motivations?
* How do the compositional choices of composers shape the emotional experiences and perceptions of their readers?
* How do your selected representations of the human experience challenge responders to view, think and reflect differently about the world and themselves?

## Assessment for learning activities

Formative assessment activities in this unit include:

* comprehension and reflection questions on ‘What makes us human?’
* a documentary pitch
* module description/syllabus deconstruction
* short Related Text 1 – research about the author’s context and interview questions
* poetry annotation
* metalanguage analysis activity
* guided discussion to determine existing knowledge of Afghanistan and Pakistan
* human experiences table
* prescribed text analysis activities
* reflection and comprehension questions on documentary
* study guide on *I Am Malala*
* responses to TED Talks
* creative writing tasks on the human experience.

## Assessment as learning

Journal/learning log – teachers will guide their class to reflect on the human experiences explored in their class lessons. Plutchik’s Wheel of Emotion will be used to track these emotions.

Weekly reflection questions for students:

* What is the purpose of my learning this week?
* What do I now know?
* How has my understanding of the concepts in this module changed or improved?
* How could I improve my work?
* Have I accomplished my weekly learning goals?

## Assessment of learning

Podcast presentation, multimodal assessment task

## Terminology

This language must be explicitly taught throughout the lesson sequence. Students must have opportunities to develop, refine and apply this learning.

Table 3 – important vocabulary

|  |  |  |  |
| --- | --- | --- | --- |
| Concepts and ideas | Unit and text ideas | Language form, features and structures | Literacy focus areas |
| * Human experiences * Representation * Code and convention * Argument * Narrative and storytelling | * Analysis of how a non-fiction text allows a well-known composer to communicate ideas about her life. * Investigation of how the codes and conventions of this type of text are used to position the reader. | * Prose non-fiction * Biography * Non-fiction narrative structure * Descriptive and emotive language * First person characterisation | * First person recount enhanced by descriptive and emotive language * Non-fiction narrative structures * Complex sentences for the expression of considered response to texts. |

# Teaching and learning sequence

## Building understanding and engagement

Table 4 – teaching and learning sequence for building understanding and engagement

|  |  |  |  |
| --- | --- | --- | --- |
| Syllabus outcome and content | Teaching and learning – learning goals and guiding questions | Evidence of learning – assessment and feedback practices | Evaluation, differentiation and/or adjustments |
| ES12-7 represents own ideas in critical, interpretive and imaginative texts  Students: engage personally with texts   * explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations * explore literary and multimodal texts that represent ideas through imaginative and expressive forms   ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner.  Students: respond to and compose texts   * create texts reflecting on their own learning, considering how processes can be adjusted to ensure better learning outcomes | **Introduction to the Common Module**  Emotional Literacy and The Plutchik Wheel of Emotions  Prior to completing the introductory activities and the module description deconstruction students need to understand the Emotional Literacy underpinning this unit and The Plutchik Wheel of Emotions (Plutchik 1980). See link below to a video overview that can be used throughout the module. The wheel could also be used to monitor individual and collective human emotional experiences. Encourage students to colour code their classwork each lesson using pencils/sticky notes.  Definition of emotions  View the following video on [Emotional Literacy & The Plutchik Wheel of Emotions](https://www.youtube.com/watch?v=IIPq_Bxsh-k) (2:30) (Izella 2017) that explains Robert Plutchik’s Wheel of Emotions. Get students to form small groups and brainstorm some of the possible ways this wheel could be used as a reflection tool to gauge individual and collective emotional responses to this unit.  Now is the perfect time to introduce students to [The English Textual Concepts and Learning Processes](http://www.englishtextualconcepts.nsw.edu.au/) (English Teachers Association NSW and NSW Department of Education 2016) that underpin their learning. Concepts such as: argument, representation, character, narrative and point of view are critical to the understanding of the module. Learning processes of: understanding, engaging personally, connecting, engaging critically, experimenting and reflecting are also important to the students’ experience of learning.  Students also need to revise critical Stage 6 Literacy and important metalanguage that will be used throughout the course.  See the [glossary for English Studies](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/glossary) in the Stage 6 syllabuses (NESA 2017).  Journal/learning log: teachers will guide their class to reflect on the human experiences explored in their class lessons. Again, Plutchik’s Wheel of Emotions will be used to track these emotions.  Create a weekly learning log  Weekly reflection questions for students:   * What is the purpose of my learning this week? * What do I now know? * How has my understanding of the concepts in this module changed or improved? * How could I improve my work? * Have I accomplished my weekly learning goals? | Students have formed into groups and have brainstormed innovative ways that Plutchik’s Wheel of Emotions could be effectively used as a reflection tool to gauge individual and collective human experiences.  Students can explicitly articulate and show to the class, understanding about the range of human emotions that individuals and collective groups can feel as they engage with their world.  The teacher engages the class in a lesson to explore The English Textual Concepts and Learning Processes.  Notes and practice exercises using important metalanguage.  Students use a weekly log to reflect on their learning (Resource 1). |  |
| ES12-7 represents own ideas in critical, interpretive and imaginative texts  Students: engage personally with texts   * explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations * explore literary and multimodal texts that represent ideas through imaginative and expressive forms   Students: understand the connections between language, context and meaning   * critique a variety of texts and consider how language forms and features are selected and used to convey meaning | **Orientation to the module concept: human experiences**  What makes us human? (Resource 2)  Prior to deconstructing the module description, it is essential that students reflect upon the notion of what makes us human. Students will view the [Official Trailer for the film HUMAN](https://www.youtube.com/watch?v=0-Retnj3TsA) (2:31) (Arthus-Bertrand 2015)   * What is the purpose of this film trailer? * What type of documentary is this film? * Who is the film’s target audience? * How does the filmmaker use representation, light, filming techniques and sound to communicate aspects of human experience?   Play the [TED Talk: Yann Arthus-Bertrand captures fragile Earth in wide-angle](https://www.ted.com/talks/yann_arthus_bertrand_a_wide_angle_view_of_fragile_earth?language=en) (14:36). (Arthus-Bertrand 2009)  This talk by Yann Arthus-Bertrand shows 3 of his projects based on habitat and humanity, ‘The Earth Above the Ground’, ‘6 Billion Others’ and ‘Home’.   * How does this TED Talk enhance your understanding about humanity and human experience? * What motivates Yann Arthus-Bertrand as a filmmaker? * How does this TED Talk use representation, light, filming techniques and sound to communicate aspects of human experience? * In your opinion, which text most effectively conveys human experience to the audience? The TED Talk or the film trailer? * Use Plutchik’s Wheel of Emotions to convey the range of emotions experienced in this lesson. Use coloured pencils to track your emotions at various intervals in the lesson.   Play the [TED Talk: What does it mean to be human](https://www.youtube.com/watch?app=desktop&v=tnVL50Lbslk) (3:08)? (Khan 2017)  Students use the weekly log to reflect on their learning. | Students view the film trailer and TED Talk and answer all questions in their workbook. Then students will discuss their responses with the class and will take time out to write in their class journals about the individual and collective responses to the film trailer.  Students jot down a range of human experiences and emotions in their workbook.  Enrichment extension: Students view the whole film *Human* by Yann Arthus-Bertrand and/or TED Talk: What does it mean to be human? by Sajjad Khan as an optional enrichment activity.  Students use a weekly log to reflect on their learning (Resource 1).  Optional extension: students compose a persuasive documentary pitch. |  |
| ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences  Students: understand the connections between language, context and meaning   * appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts   Students: respond to and compose texts   * use language accurately and appropriately to communicate own ideas in a variety of contexts * develop and use appropriate vocabulary and skills in using accurate spelling, punctuation and grammar | Introduction of the course outline, and module description engagement (Resource 3).  Lesson starter: use an engaging or provocative short text (a film?) with which you are familiar. While viewing, students will jot down the range of human experiences and emotions conveyed in the text. Students will then list a juxtaposing set of emotions and experiences.  Give the class 5 minutes to create a persuasive documentary pitch based on this list. Use an example such as *Supersize Me* to provoke discussion about documentaries and human experiences.  Engagement with the module description: Students should be ready to deconstruct the module description. Review with the class the textual concepts and learning experiences already covered and how all the texts already explored in class have represented aspects of the human experience, Hand out the module description and get the class to highlight key aspects of the module description. In groups they must devise a list of focus questions to share with the class. If possible, drop the questions into a Google Drive document. Teachers might like to guide the class, if they have missed any key areas of the module description. Use an explicit teaching strategy like TAPPLE questioning to test your students’ understanding of the module description. Here is an instructional video for teachers who are not familiar with the explicit teaching strategy:  [TAPPLE Questioning](https://www.youtube.com/watch?v=86Gr5j26HW8&t=177s) (9:03) explained (DataWORKS 2013)  Provide the following information:   * the school’s assessment schedule including related texts, formative and summative assessment * the summative podcast assessment task. Ensure that time is allocated to support students with the technical aspects of the task. Please note that not all communities and students have equitable access to technology. Within the assessment task a list of alternative presentation modes have been included to assist with task differentiation * scope and sequence for the course * the English Studies syllabus documents * Word chart.   Students could finish this activity by composing creative responses relevant to their personal experiences.  This activity could allow students to convey their new understanding of the concept ‘Human Experiences’. Activities to effectively engage your students could include: imaginative writing, journal writing, oral storytelling, engagement with guest speakers and reflection activities to maintain student interest in the course.  Students complete daily/weekly student learning log reflections. | Students highlight the module description (Resource 3) or have them complete the task in a shared Google Drive document created for the class, with a list of focus questions formed from the rubric. Check for student understanding using an explicit teaching strategy – use TAPPLE questioning.  Students will be provided with assessment materials, a course scope and sequence, metalanguage lists and relevant syllabus extracts.  Students will use a word chart to develop their understanding of language. The chart should expand and enrich the student’s key metalanguage.  Students use a weekly log to reflect on their learning (Resource 1). |  |

## Extending understanding through short texts

Table 5 – teaching and learning sequence for extending understanding through short texts

|  |  |  |  |
| --- | --- | --- | --- |
| Syllabus outcome and content | Teaching and learning – learning goals and guiding questions | Evidence of learning – assessment and feedback practices | Evaluation, differentiation and/or adjustments |
| ES12-7 represents own ideas in critical, interpretive and imaginative texts  Students: engage personally with texts   * explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations | Building the field for short related text 1: ‘The One Who Goes Away’ (Bhatt 1995)  About the poet (refer to information and research activities in Resource 4).  Activities for Sujata Bhatt Interview  Students listen to Sujata Bhatt’s [interview](https://poetryarchive.org/interviews/interview-sujata-bhatt/) (9.10) (Bhatt n.d.) and answer the following questions:   1. According to Bhatt, how does poetry ‘enrich our inner being’? 2. How does she plan a new poem? 3. Why has she chosen to write in English? 4. What is the relationship between her speaking voice and her writing voice? 5. How do different cultures influence her work? 6. How do Bhatt’s compositional choices shape the emotional experiences and perceptions of the reader? 7. How does her poetry challenge responders to view, think and reflect differently about the words and themselves? 8. Does her poetry raise awareness about the anomalies, paradoxes and inconsistencies in human behaviour and motivations?   Students then research Sujata Bhatt’s life and describe the impact of major life changes.  Extension activity: students imagine they are Sujata Bhatt and compose an imaginative diary entry, describing how her life has changed over the years. | Students listen to Sujata Bhatt’s interview then engage with comprehension activities, reflection tasks, research tasks and imaginative writing. |  |
| ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences  Students: understand the connections between language, context and meaning   * identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech | Poetry deconstruction: ‘The One Who Goes Away’ by Sujata Bhatt (Resource 5).  Provide students with a copy of the poem.   * In groups, students will read the poem a couple of times, silently; then aloud. Encourage students to take out Plutchik’s Wheel of Emotions and have students read the poem using different emotions and intonation. How does this impact the way the students make meaning from the poem? How do you think Bhatt intends the poem to be read? Can you provide reasons for your response? * Students will individually annotate the poem using a shared Google Drive document or Genius Web Annotator. * Students will work in groups and be guided by their teacher to collectively annotate the poem using markers and butcher’s paper or using a shared Google Drive document or Genius Web Annotator. * Students combined annotations will be shared with the class as a group resource. * Students reflect on the intended audience of the poem and the poet’s deliberate use of colloquial language. Students construct a STEEL paragraph (or other similar paragraph structure template). * Who is the intended audience of the poem? * Why do you think that Bhatt has deliberately used a colloquial register to convey individual and collective human experiences? * Students will use paragraph templates to write the introduction and first paragraph to the following essay question: How does Sujata Bhatt’s poem ‘The One Who Goes Away’ effectively represent the human experience? * Alternatively, students will compose a 500-word mini essay response. These essays will be peer reviewed.   Students to complete Weekly Learning Log. | Students annotate Bhatt’s poem.  Students will use Plutchik’s Wheel of Emotions and reflect on how different readings of a poem can impact meaning.  Students construct a STEEL paragraph and a mini essay.  Students will work in pairs to peer review their essay using one of the 2 peer marking scaffolds.  Students will use the prediction chart to help them identify the way they make connections between prior knowledge and experiences and new texts. Students learn that prediction is a powerful tool for comprehension and the development of understanding.  Students will create their own questions about Bhatt’s poem. This will enable students to personally engage with the poem and bring a new level of understanding to the poem. Students could form into groups to explore the questions they have and have not asked.  Students use weekly log to reflect on their learning (Resource 1). |  |

## Discovering the prescribed text

Table 6 – teaching and learning sequence for discovering the prescribed text

|  |  |  |  |
| --- | --- | --- | --- |
| Syllabus outcome and content | Teaching and learning – learning goals and guiding questions | Evidence of learning – assessment and feedback practices | Evaluation, differentiation and/or adjustments |
| ES12-7 represents own ideas in critical, interpretive and imaginative texts  Students: engage personally with texts   * explore ideas and perspectives in a range of texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations * engage with literary texts that represent ideas through imaginative and expressive language | Malala’s Yousafzai’s Context – part 1  Introductory activity: students are posed the following question: What is fundamentalism?  Students are to research this question and write a definition, with 3 examples of fundamentalism within society. Teachers should facilitate the research direction to include how an individual can interpret texts in a literal fashion.  Part 1: exploring extremism. Research and class discussion.   * What is a fundamental extremist? When posing this question to students, some may say terrorists. The teacher should then pose the question, are fundamental extremists in more than one religion, and in more than one culture? * Buddhist Extremism * The KKK – Fundamental Christian Extremism * Kach and Kahane Chai: fundamental Jewish Extremism   Part 2: Defining the Taliban and their origins – view [The rise of ISIS](https://www.youtube.com/watch?v=pzmO6RWy1v8) (6:18) (Vox 2015) or similar history clip.   * Students are to create summaries. * Students research the origins of the Taliban, and how it is different from Al Qaeda and ISIS.   Students complete daily/weekly student learning log reflections. | Students develop their understand of context, including the historical, cultural and the composer’s personal context.  Students reflect and respond to driving question. |  |
| ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  Students: engage personally with texts   * engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation * read, view and listen to texts to connect, interpret, and visualise ideas * integrate prior knowledge with new information to predict, construct or confirm understanding | Malala’s Yousafzai’s Context – part 2   * Direct students to the map of Swat, Pakistan and surrounding areas on the 11th printed page of the autobiography, as well as the timeline of important events in Pakistan and Swat on the 275th page in the autobiography. * Teacher to guide a discussion to determine any existing knowledge of Afghanistan and Pakistan (see Resource 6 – KWHL table). * If possible, view documentary *He Named Me Malala* (Guggenheim 2015) ([Trailer for the documentary film He Named Me Malala](https://www.youtube.com/watch?v=vE5gSHJkusU) (2:30)) and respond to comprehension and reflection questions, including pre, during and post-viewing questions (Resource 7). * The teacher provides opportunities for the class to research the historical, political, economic and religious history of Malala’s homeland in Pakistan (Swat). * Students divided into 4 groups. Each group will be allocated a category to research (historical, political, economic and religious). This information will be translated into a visual literacy artefact such as a poster, collage, mind map or zine.   Useful resources:  [Life in the Swat Valley](https://pulitzercenter.org/stories/life-swat-valley) (Buneri 2011)  Students complete daily/weekly student learning log reflections. | Students complete KWHL table.  Students complete viewing questions.  Students research and represent their findings visually. |  |
| ES12-7 represents own ideas in critical, interpretive and imaginative texts  Students: respond to and compose texts   * select text structures, language and visual features to communicate and effectively represent ideas | Responding to short texts for context:  [My Daughter, Malala](https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala) (16:23) (Yousafzai Z 2014) – Malala’s father’s TED Talk.  Activities:   1. Students view and/or listen to Malala’s father’s TED Talk. 2. Ziauddin Yousafzai describes the culture in tribal societies. Explain in your own words. 3. How is traditional tribal culture different to the thinking in Western society? 4. Students compose a timeline detailing the events of Malala’s life. 5. Students respond personally and creatively in the form of a poem or piece of imaginative writing incorporating the personal experiences felt from the point of view of Malala and her parents.   Students complete daily/weekly student learning log reflections. | Students respond to the questions.  Students create a visual representation of important events in Malala’s life.  Students compose creative compositions (poetry or prose).  Students use a weekly log to reflect on their learning (Resource 1). |  |
| ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences  Students: engage personally with texts   * explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations   ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner  Students: respond to and compose texts   * create texts reflecting on their own learning, considering how processes can be adjusted to ensure better learning outcomes | Interviews with, and articles about, Malala  Teachers will select from the following texts to view/read with their class:  [The Incomparable Malala Yousafzai (8:09)](https://www.youtube.com/watch?app=desktop&v=A6Pz9V6LzcU) (Ellen 2015)   * Describe Malala’s reactions to being shot. * What moral lessons can be learned from Malala’s experience? * Why is Malala grateful for her parents, particularly her father? * Describe Malala’s attitude when she heard she won the Nobel Prize. * Malala’s passion relates to education, specifically for whom and why?   My Next Guest Needs No Introduction (Letterman 2018)  Watch an excerpt from [Letterman’s Interview with Malala](https://www.youtube.com/watch?v=OB_Tq_vNb6E&t=49s) (1:15), the full film is available on Netflix.  Students are to watch the extract at 16:12–24:27 and then answer the following questions:   1. What does Pashtun mean? 2. How old is Pashtunwali? 3. What are the features of the Pashtunwali ethical code surrounding hospitality and asylum? 4. How is this value system different or similar to your own system within your home? 5. How are the values surrounding ‘justice’ changing in the Swat Valley? 6. Write your response to Malala’s ability to forgive and sympathise with those that wish to hurt her, such as the gunman who shot her? When reflecting on what she said, draw on her value system as a member of the Pashtun people.   Read the news article [In fighting for girls’ education, UN advocate Malala Yousafzai finds her purpose](https://news.un.org/en/story/2017/10/567872-interview-fighting-girls-education-un-advocate-malala-yousafzai-finds-her) (UN News 2017).  Comprehension questions:   1. Why did the Malala fund commence? 2. Explain how research has been a contributing factor in establishing this fund. 3. Malala has described inequality throughout the world whether through gender or age. Whom will this fund help? Explain its purpose. 4. Which countries and who will be responsible for its distribution? 5. Malala wants change. Describe how change will occur. 6. In Malala’s travels, she was particularly inspired by true stories. Describe one of these. 7. Malala has key messages to world leaders. Explain these responsibilities. 8. How does Malala envisage the role of men in education for all? 9. Explain how relationships and education are important to Malala. 10. Malala is resilient and courageous. Describe her message(s) to the world. 11. Synthesise your answers to compose a feature article describing Malala’s values and inspiration in establishing ‘The Malala Fund’.   Students complete daily/weekly student learning log reflections. | Complete comprehension tasks.  Students use a weekly log to reflect on their learning (Resource 1). |  |
| ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  Students: respond to and compose texts   * integrate relevant information and ideas from texts to develop and discuss their own interpretations * compose more sustained texts that explore the main ideas in texts | Exploring Malala’s Nobel Peace Prize speech  Show the class Malala Yousafzai’s Nobel Peace Prize Lecture 2014 (28:28), (Nobel Prize 2020).  A [transcript of her speech](https://malala.org/newsroom/archive/malala-nobel-speech) (Yousafzai M 2014) is also available from her website, Malala.org.  As a class, you can deconstruct the language forms, features and structures of Malala’s speech.  Students can then respond to questions on Malala’s values, morals and beliefs expressed in her speech:   * What are some of the emotions Malala has experienced? Provide examples. * What was the metaphor Malala uses to thank her father? How does this image apply to Malala? * What is significant about Malala receiving this award? * Who was Malala named after? What does the word, Malala mean? * How did Malala become satisfied with her name? * Whose experiences are represented by Malala in her speech? * What does Malala see as a blessing? What does she mean by this? * Describe Malala’s experiences of growing up in Swat. Why is it referred to as her paradise home? * What did Malala hope to achieve through her education? * How did her experiences of life in Swat change? * What were Malala’s 2 options? What choice did Malala make? * Where did Malala dedicate the prize money to and why? * Who inspires Malala? How are the experiences of these leaders similar to Malala’s? * What are Malala’s hopes and dreams for the future?   Students complete daily/weekly student learning log reflections.  Extension activity – students are to use quotations from the speech as a stimulus for their own persuasive speech (see Resource 8). | Students discuss, share thoughts and answer questions in discussion and in writing.  Students compose a persuasive speech. |  |

## Close study of the prescribed text

Table 7 – teaching and learning sequence for close study of the prescribed text

|  |  |  |  |
| --- | --- | --- | --- |
| Syllabus outcome and content | Teaching and learning – learning goals and guiding questions | Evidence of learning – assessment and feedback practices | Evaluation, differentiation and/or adjustments |
| ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  Students: engage personally with texts   * read, view and listen to texts to connect, interpret, and visualise ideas | Malala – big ideas and human experiences  Introduce the class to the big ideas that are important to Malala throughout her autobiography (see Resource 9):   * religion * culture * education * family * political turmoil * peace and harmony * activism.   Teacher leads discussion to identify these ideas and the associated human experiences. View the visual representation of her life on [The Malala Fund website](https://malala.org) for inspiration.  Students can brainstorm other texts they know which have dealt with these ideas and human experiences then write a brief reflection on their personal connection to these ideas. | Students begin work on the table in Resource 9.  Students write a personal reflection on the ideas and human experiences brought up in this activity, with possible reference to a related text. |  |
| ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  Students: respond to and compose texts   * integrate relevant information and ideas from texts to develop and discuss their own interpretations | Introductory questions for reading   * Discuss the structure of the autobiography. Create a visual representation showing the structural features of this text. * Photo of Henna decoration: describe this photo. Why do you think she used this at the beginning of her text? * What can you predict about Malala’s character from this text?   Preface:   * Explain what is significant to the main characters, Malala, her mother and her father? Malala Yousafzai, her mother, Toor Pekai, and her father, Ziauddin? * What emotions do these characters experience and why? * What do we learn about Malala’s character and dreams? * What has changed? Explain these differences between life in England and Pakistan. * What has stayed the same for Malala? * What is the ‘Malala Fund’ and explain its impact on the world? * What does Malala mean when she says, ‘my life has changed but I have not’? | Students create a visual representation in a medium of their choice.  Questions for group and class discussion and individual written response. |  |
| ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  Students: respond to and compose texts   * integrate relevant information and ideas from texts to develop and discuss their own interpretations | Close study questions  Students complete the close study questions based on their reading of the autobiography (see Resource 10).  Note: this is a very extensive set of questions. You may wish to choose a selection of them to suit your class.  Students complete daily/weekly student learning log reflections.  Students read the epilogue and discuss what the composer meant by the title: One child, one teacher, one book, one pen.  Extension activity – personal response:  Students are to write a personal reflection on who has inspired them to achieve their dreams. | Questions for group and class discussion and individual written response. |  |
| ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences  Students: understand the connections between language, context and meaning   * explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidence (ACEEE001) * identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech | Critical analysis of the text  With teacher facilitation, students will have the opportunity to identify specific textual and language features of the text, as well as the most prominent themes within the text.  Core language features include:   * metaphor and extended metaphor * simile * symbolism * memoir * irony * maxim * epigraph * imagery * cultural context * allusion * intertextuality.   Students then complete a summary table of language features used throughout the text (see Resource 11). | Students complete analysis task in Resource 11 – textual and language feature analysis. |  |

## Connecting, assessing and evaluating

Table 8 – teaching and learning sequence for connecting, assessing and evaluating the course

|  |  |  |  |
| --- | --- | --- | --- |
| Syllabus outcome and content | Teaching and learning – learning goals and guiding questions | Evidence of learning – assessment and feedback practices | Evaluation, differentiation and/or adjustments |
| ES12-7 represents own ideas in critical, interpretive and imaginative texts  Students: respond to and compose texts   * select text structures, language and visual features to communicate and effectively represent ideas * use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts | Memoir and creative writing   1. Memoir writing   Students can spend some time in class and outside of class reflecting on any life experiences that may have impacted on them. They choose a significant moment in their life and write a creative non-fiction memoir about it.  This can be shared as a blog or in their books (with students sharing their work with their partner).   1. Creative writing   Show students a series of photographs conveying different human experiences.  Examples include the photos of [Life in the Swat Valley](https://legacy.pulitzercenter.org/reporting/life-swat-valley) (Buneri 2011)  Students use the images as stimulus to write creatively.   * Use sensory imagery to describe the setting. * Who is in the picture and what are they doing? * Where are they going? * What emotions does this image covey? * What ideas or themes does this image suggest?   Students can select a series of their own images and use them as prompts for creative writing on the human experience conveyed.  Creative writing on the human experience using quotations: Write the following quotation on the board:  ‘For us...that doorway was like a magical entrance to our own special world.’ (Yousafzai and Lamb, 2015:2).  Students use this quotation as a central idea to compose their own short story.  Students complete daily/weekly student learning log reflections. | Creative writing. Student participation through self-reflective practice.  Descriptive paragraphs are composed.  Creation of an imaginative story.  Students use a weekly log to reflect on their learning (Resource 1). |  |
| ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences  Students: understand the connections between language, context and meaning   * explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidence (ACEEE001) * identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech | Related text – Emma Watson speech  Connecting ideas and features to the prescribed text. Students will compare ideas and rhetorical features in order to deepen engagement with and understanding of the prescribed text. This can also serve as a model for choosing and dealing with the required related text for the assessment task.  Students watch [Emma Watson’s HeForShe campaign launch speech](https://www.youtube.com/watch?v=Q0Dg226G2Z8&t=9s) (11:47) (HeForShe 2014)  Students can highlight and annotate any literary and persuasive features within the transcript (see Resource 12 for language feature support).  Follow up activities:   * Find and compare a common rhetorical feature to the 2 texts. * Experiment with rewriting a sentence or paragraph in one text in the style of the other. * Experiment with using new rhetorical features in own writing. * Evaluate the ways in which the 2 texts approach similar human experiences in similar or different ways (requires analysis of form and composer’s context and purpose). | Annotations of the transcript.  Notes of follow-up activities.  Imaginative writing. |  |
| ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  Students: engage personally with texts   * integrate prior knowledge with new information to predict, construct or confirm understanding   Students: respond to and compose texts   * integrate relevant information and ideas from texts to develop and discuss their own interpretations | Summarising human experiences in the prescribed text including further analysis prompts.  Brainstorm the issues from the memoir that affect the experiences of the main characters.  In pairs, students can create a word cloud of main ideas and vocabulary.  The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts and colour schemes. The images you create with Wordle (for example) are yours to use however you like. You can print them out or save them to your own desktop to use as you wish.  Possible issues to investigate include: war, human rights, gender equality, religious freedom, poverty, freedom of speech, censorship, education.  Find examples of other non-fiction texts to show current human experiences.  Teacher to bring up and model the deconstruction of a current news item connecting to various issues that Malala faced in the memoir.  For example, see the article, [Afghan forces free Taliban hostages in rescue operation](https://news.sky.com/story/taliban-take-at-least-100-hostages-despite-ceasefire-with-afghanistan-president-11477359) (Sky News 2018).   * Explain the issue investigated in the article. * How have the language and structural features conveyed human emotions in this article? * Outline the people affected by this issue and describe their various experiences. * Use the article as a creative writing prompt. Imagine you are one of the people involved in the article, such as a soldier and/or survivor. Choose one of these people and write a journal entry from their perspective, conveying their human experience and emotions. * Students are to find their own news items and respond to the above questions on their selected texts. * Teacher to model exam style short answer questions on unseen texts (Paper 1, Section 1) using news articles. Students in pairs could write their own exam style questions and swap with another pair.   Students complete daily/weekly student learning log reflections. | Brainstorm and mind-mapping notes on summary activities.  Creative writing based on prompt and practice exam style short answer responses. |  |
| [Align to appropriate outcome content] | Submission of log and assessment.  Students submit (a selection of) their weekly reflection log questions.  Students complete and submit the podcast multimodal assessment task for this module (see accompanying resource).  Student evaluation – Resource 13. |  |  |

# Evaluation

Reflection and evaluation are ongoing practices and teachers will evaluate the extent to which the planning of the unit has remained focused on the syllabus outcomes. During (utilising the ‘Evaluation, differentiation and/or adjustments’ column within the teaching and learning sequence table) and after the unit has been taught, both teachers and students should be given the opportunity to reflect on and evaluate student learning and to plan for future learning opportunities. This information should be used to improve the next iteration of the lesson sequence as well as the next learning experiences for the students. Tables 9 and 10 are useful for the ongoing refinement of lesson sequences.

Table 9 – evaluation and reflection

|  |  |  |
| --- | --- | --- |
| Formative assessment evaluation | Summative assessment evaluation | Resources developed and student work samples collected |
| [Write a short evaluation of the formative assessment tasks during the delivery of each task.] | [Write a short evaluation of the assessment task and the associated scaffolds during the delivery of the task. Review the task and the support resources in consultation with the students. Review the assessment data and write a reflection of the success of the sequence and the assessment structures in supporting students to demonstrate their knowledge, skills and understanding.] | [Identify the resources developed throughout the delivery of the lesson sequence. Upon evaluation of the unit these should be reviewed and, where appropriate, added to the collection of resources for future delivery of the lesson sequence.  A range up samples of student work that relate to the teaching program for that year could be stored in an online platform. These can be used in future practice and assist students to reflect on their work and explore the features of exemplar materials. Identify the samples that have been kept and aim to keep a range of grades.] |

## Evaluation and refinement plans

Table 10 – evaluation and areas for improvement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| How did the sequence ‘rate’ in these areas? | Highly appropriate and effective | Appropriate | Inappropriate | Inappropriate and ineffective | Comments and recommendations |
| Time allocated for sequence |  |  |  |  |  |
| Time allocated for each key segment of learning |  |  |  |  |  |
| Student understanding of content |  |  |  |  |  |
| Opportunities for student demonstration of learning |  |  |  |  |  |
| Opportunities for student reflection on learning |  |  |  |  |  |
| Suitability of resources |  |  |  |  |  |
| Suitability of formative assessment strategies |  |  |  |  |  |
| Teaching strategies meet the learning needs of students across varying backgrounds |  |  |  |  |  |
| Teaching strategies meet student learning needs |  |  |  |  |  |
| Teaching strategies meet the learning needs of Aboriginal and Torres Strait Islander students |  |  |  |  |  |
| Integration of visible learning strategies |  |  |  |  |  |
| Integration of digital support resources |  |  |  |  |  |
| Integration of literacy strategies |  |  |  |  |  |
| Integration of numeracy strategies |  |  |  |  |  |
| Cross-curriculum priorities addressed |  |  |  |  |  |
| Prior unit evaluations have been implemented |  |  |  |  |  |

# References

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