

BLACK FRIDAY E-LESSON INSPIRATION

Internet source: <https://www.youtube.com/watch?v=1oPfVmkFgko>

Overview: CNN interviews co-founder and editor-in-chief of Adbusters, Kalle Lasn. The interview offers an alternative perspective on our consumerist society.

Topics: Black Friday, consumerism, dissenting voices

Level / Context: upper-intermediate to advanced

Duration: 5.15 min

PRE-VIEWING ACTIVITIES

Set the Scene

Ask your students if they have heard about 'Black Friday'. If not, give them some background:

Black Friday is the Friday following Thanksgiving Day in the United States (the fourth Thursday of November), often regarded as the beginning of the Christmas shopping season. It is one of the busiest shopping days of the year when discounts and special deals are offered.

Tell them that as a response to Black Friday, an artist called Ted Dave invented BND. Invite them to come up with ideas about what the letters might stand for. (**Buy Nothing Day**)

'Consequence' collocations

Write 'consequence' on the board, and ask your students to brainstorm words which can stand in front of it. E.g. *political - , immediate - , short-term - , long-term - , psychological - , ecological - , unintended - , far-reaching - , environmental - , adverse - , unpleasant -*. You can also elicit by putting up the initials and giving some clues. Posing a *Group Challenge* can boost energy levels: e.g. *'Can you come up with 7 common collocations in one minute?'*

Then tell them that 'consequence' will be a key word in the clip and ask them to listen for the context it comes up in.

Group Presentations

Give your students some background information on Buy Nothing Day. Form groups of 3-4 and ask each group to produce an A3 size poster promoting the Day (you will need markers and paper for each group). Alternatively, they can come up with a slogan, bumper sticker, or make a recording of a 1-minute ad.

Note: Having produced something of their own around the topic first, will create interest and focus for listening.

POST-VIEWING TASKS

Student-generated comprehension questions

Put them into pairs and ask them to write five comprehension questions. If you feel it's needed, give some examples. E.g. *Who is the man being interviewed? What does the pig represent?* Then listen to their questions and put one question from each pair up on the board. Encourage them to listen to each other and to tick questions on their list that somebody else mentions. They can then respond to some of the questions and choose some as a focus for a 2nd listening.

Role play with a twist

Divide the class into **As** and **Bs** and give them their roles.

As: You're looking for a present for a good friend. The birthday is tomorrow so you really need to buy something now. You enter a shop called 'Great Presents'.

Bs: You're a shop assistant working in a shop called 'Great Presents'. A customer has just entered the shop. Try to talk her/him out of buying anything. Start by saying, 'Hello, what are you doing here?'

Follow-up Search

Assign a key word to different students or groups of students. Ask them to do an internet search and be ready to present 3 pieces of information / ideas based on what they find out. This can be homework, or if technology allows, you can give students 5-minutes in-class time. Then the class listens to their mini-presentations. Key words: *Adbusters magazine, Ted Dave, Occupy Christmas, Voluntary Simplicity, Fair Trade*

Note: It's easy to get lost in detail when doing an internet search. Limiting their presentation to 3 interesting / useful pieces of information encourages them to select and to better process what they read.