

Sociology
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Using Picturebooks in University CLIL Environments

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INTRODUCTION

Content and Language Integrated Learning (CLIL), an educational approach that integrates language learning and subject learning, has become increasingly popular amongst English curricula within Japanese universities. While CLIL has many benefits, there are also limitations in how accessible content can be for students with lower levels of English fluency. One way to maintain authentic texts in CLIL classrooms and enhance students' comprehension is through the inclusion of picturebooks as introductory texts to the topics. Instead of being relegated as simply children's literature, picturebooks should be viewed as an additional mode of information in classrooms, including CLIL environments. While some picturebooks are written for emergent readers, a variety are also being written for advanced readers on a multitude of specialized topics. Picturebooks contain engaging and accessible content that can be used to address new target vocabulary, grammatical structures, and content information. Moreover, the images provide an additional layer of context to the subject matter that can aid in reading and content comprehension. Picturebooks' versatility allows them to be used across different subject areas and levels of language fluency, making them an ideal tool for CLIL teachers. However, university educators may not be familiar with the modern picturebooks that could be relevant to their curricula.

The examples of materials used in this presentation are from my university's CLIL program for first-year university students. The picturebooks are ones that I have chosen that could seamlessly be incorporated within our curriculum. Although the topics are specific to our CLIL program, any educator can take inspiration from these examples and find picturebooks that align with their curricula, regardless of their students' fluency levels.

Pre-Reading Warm-Up

1. Look at this person.
2. What five adjectives would you use to describe this person?
3. What job do you think this person has?
4. Would you ask this person to help you if you were in trouble? Why or why not?
5. Switch dolls with another group. Answer the previous questions about the new person. Continue until you have seen all six of the dolls.
6. Did your opinion of each person change throughout the activity? What influenced your answers?
7. When was a time you wrongly judged someone based on their looks? Have you ever been judged based on how you look? What happened?

SOCIOLOGY

Module Overview

The Sociology Module delves into human social relations, emphasizing social norms and their influence on behavior and societal roles. It also examines how society and culture shape these norms.

Key Concepts: social roles and social norms; media impact on society; changes in societal values.

Language Goals: Express opinions and provide relevant examples; compare and contrast reasons and behaviors; list pro and cons

Book Summary

My Teacher Has Tattoos—Darren López; Bhagya Madanasinghe
My Teacher Has Tattoos is a fictionalized account drawing from the author's personal experience as a tattooed teacher. The book explores the stigma pertaining to tattoos and how some believe only gang members have tattoos. Instead of only focusing on gang-related tattoos, the book delves into what tattoos mean to different cultures and individuals. It also cautions readers against believing stereotypes and encourages them to look at alternative points of view.



Connection Questions

1. What social norms should different professionals follow?
2. Why was Xavier shocked when he realized his teacher had tattoos?
3. What examples of cultures using tattoos are talked about in the book?
4. What stereotypes and labels are discussed in the book?
5. Do you think people's perceptions of tattoos in Japan have changed in the last 10 years? Do you think tattoos will ever be accepted as a social norm in Japan? What are some restrictions people with tattoos face in Japan? Do you think this is an example of discrimination? Why or why not?

Post-Reading Research

1. Choose one of the following cultural groups: Taino, Hindus, Buddhists, Borneans, Egyptians, Maori, Inuits, Scythians, Piets. Research their relationships with tattoos.
2. What kinds of tattoos are/were popular within these groups? Who was most likely to have tattoos (e.g., men, women, wealthy people, gang members)?
3. What is the significance of tattoos to this group of people? Do the tattoos denote status, wealth, job, or religion? Are/were tattoos considered a social norm with this group of people? For the cultural groups that existed in ancient times and continue in the modern era, have their views of tattoos changed over time?
4. Visit the following website to learn more about tattoos in different cultures: <https://www.smithsonianmag.com/history/tattoos-worldwide-history-144038580/>

HEALTH

Module Overview

The Health and Medicine Module goes into depth about the human body, its systems, and functions. It also teaches students about germs, vaccines, and diseases.

Key Concepts: Lifestyle diseases vs. communicable diseases; antibiotic vs. antiviral; bacteria vs. viruses; immune system; vaccination process

Language Goals: Discuss various illnesses, symptoms, and cures/reliefs; discuss how habits and lifestyles affect health; -ion = process; time phrases

Book Summary

Blood! Not Just a Vampire Drink—Stacy McAnulty; Shawna J.C. Tenney
Blood! Not Just a Vampire Drink is a picturebook that takes a humorous approach in explaining the blood's vital functions—including its crucial role in immunity, oxygen transport, and nutrient distribution. Beyond blood, the book also provides a detailed overview of the cardiovascular system, identifying various anatomical parts essential for blood flow.

Pre-Reading Warm-Up

1. Name at least four different parts of the circulatory system.
2. Describe the circulatory system's purpose.
3. What are the eight different blood types? Why is it important to know your blood type?
4. Name three medical conditions that are related to blood.

Post-Reading Research

1. Choose one of the following blood diseases: Hemophilia; Leukemia; Sickle Cell Disease; Anemia; Multiple Myeloma; Lymphoma
2. What are the symptoms of this disease? What causes the disease? How does the disease affect a person's quality of life?
3. What are the cures or treatments for this disease?
4. What demographic of people is more likely to suffer from this disease? Are there any famous cases of people with this disease?

Connection Questions

1. Name five important functions of blood.
2. Where specifically is blood made? Which body parts produce the most amounts of blood?
3. Why do you think babies' hearts beat faster than adults?
4. How does blood affect the body's homeostasis? How does blood protect the body against infections?
5. What major job do white blood cells have? What major job do red blood cells have?



ECONOMICS

Module Overview

The Economics Module provides students with a foundation to understand the economy and variables that impact it.

Key Concepts: Supply and demand; value vs. price; economic bubbles; consumers and producers; expansions and recessions

Language Goals: Cause and effect; strategic reading and notetaking skills; discourse analysis (e.g., economists as social scientists or hard scientists)

Book Summary

Little Daymond Learns to Earn—Daymond John; Nicole Mills
Little Daymond is an autobiographical picturebook that introduces readers to the concept of investment capital, supply, and demand. It also includes references to different aspects of creating a business, such as production, advertising, and analysis. *Little Daymond* covers financial literacy and what options a person has with the money they have earned—to spend it, save it, donate it, or invest it.

Connection Questions

1. What were some things Daymond needed to start his company? How much investment capital did he have to start the business?
2. What roles do the four children perform in the creation of their small business? Why are these roles important in a business model?
3. Daymond starts his business at the fair because he wants to buy a poster of his favorite pop star. He said that she is everyone's favorite celebrity. Therefore, her goods are in high demand. He and his friends create goods related to her. How does the popularity of a celebrity impact the supply and demand for related merchandise? What strategies can entrepreneurs use to capitalize on such trends in a competitive market?

Pre-Reading Warm-Up

1. What are some ways the media affect consumers' buying habits?
2. Give an example of a time you bought something related to pop culture.
3. Have you ever had buyer's remorse? What did you buy, and why did you regret it?
4. How much investment capital does a person need to start a business?
5. List five different steps a new business must take to become successful.

Post-Reading Research

1. Go to the following website: <https://www.j-startup.go.jp/startups/>
2. Look at five different startup companies. Label each company's business category. What types of products or services does this company provide?
3. Go to each company's website. Rate each website based on design and available information.
4. Would you like to work for any of these companies? Why or why not?
5. Which of these five companies do you think will survive 5 years? Which do you think will survive 10+ years? Please explain your reasoning.

ZOOLOGY

Module Overview

The Zoology Module focuses on introducing students to the various ways animals can be classified, habitats and ecosystems, and the dangers that threaten animals and their homes.

Key Concepts: Habitat loss; invasive species; classifications and features; predator vs. prey

Language Goals: Describe characteristics of animals and habitats, explain ecosystems and food chains, differentiating between fact and theory

Book Summary

Lights On! Glow-in-the-Dark Deep Ocean Creatures—Donna McKinney; Daniela Ferretti
Lights On! is a nonfiction picturebook that highlights the various ecosystems in the deep ocean and the bioluminescent creatures that live there. The book details how the different animals use their bioluminescence to either hunt for prey or defend against predators. *Lights On!* also briefly touches on various factors that threaten these delicate ecosystems.

Pre-Reading Warm-Up

1. List four different ways that predators capture their prey.
2. List four defense mechanisms some animals have.
3. List five different water habitats. What kinds of animals live in each habitat?
4. What do you think is the most powerful water-dwelling animal? Which water-dwelling animal do you think is the best hunter?
5. What are some ways humans negatively impact water habitats?

Post-Reading Research

1. Choose one of the following five zones: Epipelagic Zone; Mesopelagic Zone; Bathypelagic Zone; Abyssopelagic Zone; Hadopelagic Zone
2. Research what this zone's name means. What are the features of this zone?
3. What types of flora and fauna live in this zone? List at least five lifeforms. Are any of them endangered?
4. Do the animals in this zone migrate to other zones or do they stay stationary?
5. What are some dangers to the ecosystems in this zone? Are there any invasive species? Have humans negatively affected this zone?

Connection Questions

1. All of the animals mentioned in the book are bioluminescent. How do the predator animals use their bioluminescence to their advantage? How do the prey animals use their bioluminescence to their advantage?
2. Why do you think most mammals are not bioluminescent? What would be the pros and cons of different mammals being bioluminescent?
3. Compare and contrast the deep-sea ecosystems to the coral reef ecosystems. Think about the differences in temperature and air pressure as well as the flora and fauna.



LITERATURE

Module Overview

Unlike the other modules, the Literature Module focuses on historical context instead of theory or practice. The students learn about 19th and 20th century American writers and the various factors that impacted their writing.

Key Concepts: Culture and racial identity; Romanticism vs. Realism; Harlem Renaissance; American Civil War; the Roaring Twenties

Language Goals: Compare and contrast people and situations; Describe influences and personal philosophies

Book Summary

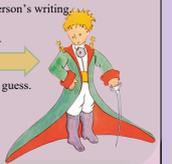
In Search of the Little Prince: The Story of Antoine de Saint-Exupéry — Benba Landmann
In Search of the Little Prince is a whimsical biography of Antoine de Saint-Exupéry that highlights his fascination with stories of adventure and aviation from a young age. The book delves into his adventurous spirit and how his involvement with the World Wars affected his storytelling.

Connection Questions

1. Antoine de Saint-Exupéry wrote his most famous story *The Little Prince* during World War II. How did the historical and emotional backdrop of World War II influence the themes and messages presented in *The Little Prince*?
2. Why do you think his fairy tale became so popular? Why do you think *The Little Prince* is still popular around the world?
3. How did Saint-Exupéry's love for aviation affect his writing and his life?
4. Compare and contrast Saint-Exupéry's story with the types of stories that were popular in the United States before and after the American Civil War.

Pre-Reading Warm-Up

1. List 10 different things that may influence a person's writing.
2. List 5 different inventions/types of technology.
3. Have you seen this character before?
4. What happens in his story? If you don't know, guess.
5. Who wrote his story?



Post-Reading Research

1. Pick a famous Japanese storyteller. You can choose a director, artist, author or musician.
2. Look up information about this person's life.
3. What influenced this person's writing (e.g., war, technology, nature, religion)?
4. Are there any recurrent themes in this person's writing (e.g., love, identity, social issues)? What genre of stories does/did this storyteller make?
5. Write a short biography of this storyteller. Use the examples from the module to help you with the biography structure.

SOCIOLOGY

Module Writing Assignment

Changing Attitudes
What do the following things become okay or not okay in Japan? If something is still not okay in Japan, when do you think it will become acceptable? Write at least 2 sentences for each question.

Key points:
I believe that ... become acceptable in Japan because ... For example, ... is not the usual pattern of behavior in Japan because ... For example, ...

5. Showing tattoos in public
Japanese translation: 刺青を公共の場で見せる事

I think showing tattoos in public is not acceptable because many people think they are yakuza when they see people who show tattoos. In fact, many hot spring facilities prohibit it when they take a bath.

Student 1

Showing tattoos in public is acceptable but some places such as hot springs and pools are prohibited. In my opinion, showing tattoos in public is okay because it's individuality. For example, if I show tattoos such as hot springs and pools, I don't feel disgusted.

I think it's still a long way off for people with tattoos to be able to use swimming pools and hot springs in Japan. My mother also has tattoos, so I'm not prejudiced against them myself, but I think ordinary people feel scared when they see them.

Student 2

I think people without tattoos see that few people think terrible. But it is not all people. So, I cannot say it is good or bad.

It doesn't become okay in Japan because it means that related danger group sometimes. However, I think that it should be admit because it is used by people as fashion.

Student 3

Student 4

Student 5



CLIL Excerpts

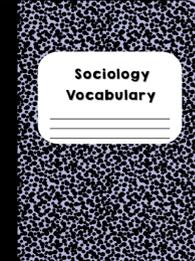
Much of sociologists' attention is paid to identifying social "norms." These are rules for behavior present in people's minds that guide and control their interactions. The laws of the state

make up one kind of social norm, but they are by no means the only kind of rules people follow. Others include social etiquette, rituals, and fashion. Not all norms apply the same to every member of society at the same time. Individuals differ in the way that they interact with others, such as mother and son, boss and worker. People adjust their interactions depending on the situation. That is, they behave according to their position, or "role" (son, boss, worker, etc.). For sociologists, a role is a position that has certain attributes and expectations. That is, different roles

have expectations to which people feel an obligation to conform. People follow groups of norms and expectations that apply to a role. Examples of social roles in various societies include those of parent, child, university student, doctor, government official, and white-collar worker.

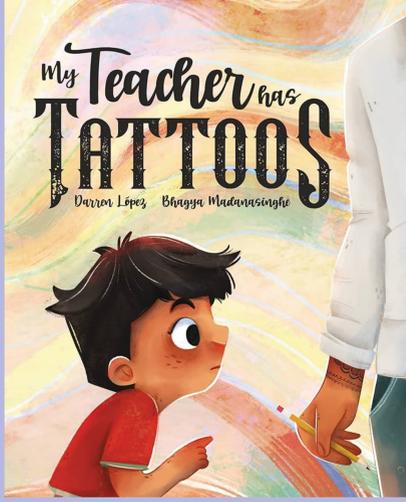
My Teacher Has Tattoos 1

Self-expression
Positively
To celebrate
Immediate
Negative
Humilful
Impactical
Conversation starter
Practical
Applications
Stereotypes
To roll up one's sleeves
To mark
Mansmade structures
Jail



My Teacher Has Tattoos 2

To whisper
Gang
Mjo
Earshot
To hang out
Jantime
New York Yankees
To pick up
To be hard of hearing
Grumpy
To lean in
Nervous
Outfield
To be down something
To have something on one's mind



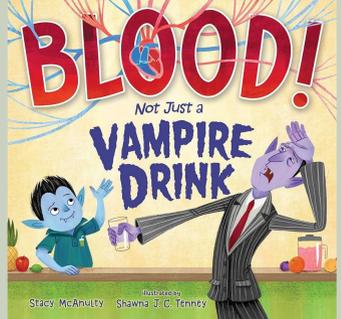
HEALTH

CLIL Excerpts

University classes on health usually cover topics such as stress, exercise, disease, and various issues related to personal and public health. Personal health refers to individual physical, mental, and emotional well-being, as well as maintaining a healthy body. Personal health can be affected by many

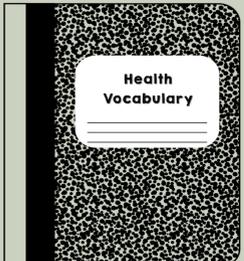
things both inside and outside the body, such as food, bacteria, viruses, temperature, and stress. A healthy body has various ways to protect itself. The immune system, for example, fights diseases caused by bacteria and viruses. The body also is able to repair damage caused by cuts or burns. When there is bleeding, for example, blood will harden to slow down and stop bleeding. Another important mechanism for protection is "homeostasis." Homeostasis refers to the body's ability to maintain the balance of its internal systems so that they function correctly. There are many ways that the body regulates or controls

its internal systems, but the best-known example is temperature control. The human body is able to maintain a normal temperature of around 37 degrees even when the temperature in the environment is hotter or colder.



Blood! Not Just a Vampire Drink 1

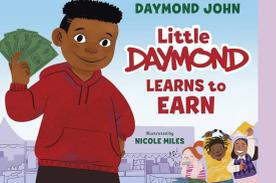
Oxygen Nutrients
Infections Fluid
Scalp Arrium
Ventricle Arteries
Cardiovascular systems
Four-chambered muscle
Beats per minute (BPM)
Arteries Capillaries
Venules Veins
Blood vessel Plasma
Red blood cells White blood cells
Platelets Carbon dioxide
Hemoglobin Ocellated
Disease Scalf
Chewing Protein



Blood! Not Just a Vampire Drink 2

Leukocytes Erythrocytes
Bone marrow Beasbone
Pelvis Spine

ECONOMICS



CLIL Excerpts

READING PASSAGE

In general, wealth comes from selling goods and services, which other people buy with money. This is the basis of the economy. The economy of a country or region is the whole system by which goods and services are produced, sold, and bought. Economists often focus on the creation of wealth through the production of goods and services. Goods include such objects as apples, cars, and computers. Services are things that people do for others—for example, schools (education), banking (financial services), and dental care. People who buy these goods and services are called consumers. Producers of similar goods or services, for example car companies such as Toyota and Nissan, compete with each other for consumers. All the companies producing a particular kind of product or service are grouped together in what is known as an industry.

LISTENING PASSAGE

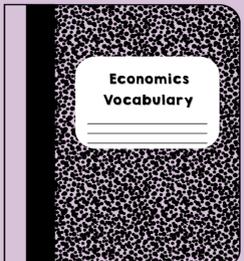
Today, we're going to look at how demand can suddenly change. For instance, it can shoot up like a rocket or drop like a stone because of world events. A well-known example of this in Japan involves television. When something is introduced on television, such as when a new food item is featured on a popular TV program, it disappears from supermarket shelves. Lots of people suddenly want to buy it. This is a good illustration of the power of the media, especially television.

LISTENING PASSAGE

All right class, I have an opening question for you: How many of you know the name "F. Scott Fitzgerald." Raise your hands. Hmm, everyone. How many of you have read one of his books, other than the one I assigned you to read for next week? No one? Don't you think that's strange? Here we have one of the most famous American novelists of the first half of the 20th century and everybody has heard of him, but few have ever read his work. This actually ties into the first observation I'd like to make: even in his own time, F. Scott Fitzgerald was as much a symbol of his era as he was a prominent writer. Much of Fitzgerald's fame rests on the romantic story of his life, and only his book The Great Gatsby is recognized as a complete artistic success. So, thinking about that book, what is the era that Fitzgerald is most connected with?

Little Daymond Learns to Earn

Business mogul
Entrepreneurship
Entrepreneur
Budgeted
Financial literacy
To earn money or wages
To spend money on a product/service
To save money by buying something later
To donate to organizations that do helpful things
To invest in stocks, bonds, or cryptocurrencies and hope they increase in value



LITERATURE

CLIL Excerpts

READING PASSAGE

After the Civil War, a shift from Romanticism to Realism occurred, especially in the novels and essays of William Dean Howells and Henry James. This shift continued in the 1890s when novels emphasizing a harsher view of reality began to appear, marking the beginnings of American naturalism. Stephen Crane's Red Badge of Courage graphically depicted the Civil War. The novelist Frank Norris was even more naturalistic than Crane, which is to say more "realistic." Norris's works—and Theodore Dreiser's—were often concerned with the Darwinian struggle for survival, and focused upon human greed, depravity, and suffering. This thematic concern was continued by two novelists, Sherwood Anderson and Sinclair Lewis, who chronicled their escape from small-town America and exposed its hypocrisies in Anderson's Winesburg, Ohio (1919) and Lewis's Main Street (1918).

READING PASSAGE

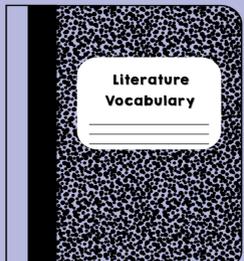
In 1883, Oscar Chopin died of swamp fever, a malarial common in those days, and the next year Kate Chopin returned with her six children to St. Louis. Financially independent and bored with life as a matron in the high society of her hometown, she began to write poetry and short stories and draw sketches in which her characters reflected the mottled ethnic quilt which made up the Louisiana where she had lived. This included Creoles, descendants of the early French and Spanish colonists; Cajuns, offspring of those who had left French Canada a century earlier; freed slaves; and Native Americans of the cities and the backcountry there.

LISTENING PASSAGE

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In Search of the Little Prince: The Story of Antoine de Saint-Exupéry 1

To descend Chateau
To manage Reimaging
Exotic To trace
Onion Audremonde
Pegasus Comet
Interrupted Enigme
Thundering Whizzed
Gazing To pedal
Airfield To poster
Prison Abolisher
To stammer Permission
To rush Inspired
To quiver Lullied
Wandering Signaled
Fascinated To tremble



In Search of the Little Prince: The Story of Antoine de Saint-Exupéry 2

Thimble Duffled
Tactical Reimaging
To borrow Irresistible
Clipping Thrilled
Mission Drills
Barracks Solitude
Fluctuating Skull
Accountant Military
Squidlow (bird) Fan
Adventures Wonders
Postal service To complain
Gust Frost
All that mattered
To halt To enlist
To serve (in the military)

In Search of the Little Prince: The Story of Antoine de Saint-Exupéry 3

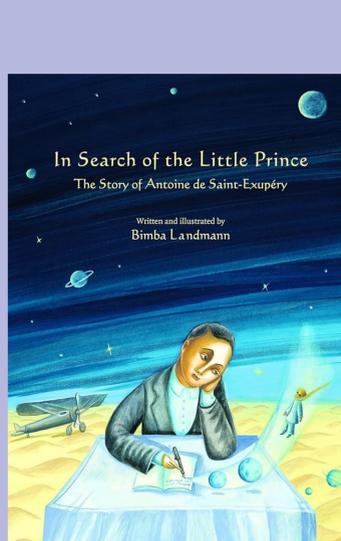
Reconnaissance Disense
Tactical Concrete
To glide Trivial
Outline Horizon
Nested To smooth out
To carpet Constellations
Velvet To tick
Desire To flee
Snail Earm
Piracy Misadventures
Planet Suspended
In touch Continents
Demand (supply and demand)
Desert To refuel
Destination Belonius

In Search of the Little Prince: The Story of Antoine de Saint-Exupéry 4

To entrust
Shipover
Despite Obstacles
Sandstorms Breakdowns
Schedule Tribes
Territory To approach
To reinvent To invent
Commander To tame
Whispers Infinite
To float Amid
Vast Expanse
Hat Remote
To get down Landscapes
Publisher Warfare
Fruit To resemble
Bashful To soothe

In Search of the Little Prince: The Story of Antoine de Saint-Exupéry 5

Innocence Serllium
Conceive Easy
To imagine To survive
To vanish into thin air
To survive Beloved
Secret To reveal
Essential Irresistible



ZOOLOGY

CLIL Excerpts

LISTENING PASSAGE

Another thing that can impact the balance of the ecosystem is if a new fish species appears, or a native species disappears. This can impact the food web and disrupt the entire ecosystem. One example of this is the lionfish. These fish are native to the Pacific Ocean, but are now damaging coral reefs in the Atlantic Ocean and Mediterranean Sea. Adult lionfish are predators who eat herbivore fish. When lionfish appear at a coral reef, they begin eating the fish that other predator fish usually eat. In a short time, the number of native fish around coral reefs begins to drop because there are not enough fish to eat anymore.

READING PASSAGE

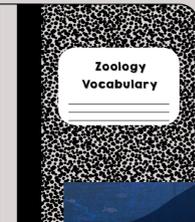
Zoology is the branch of biology that studies animals. Zoologists carefully examine the structure of organisms and place animals into groups based on their characteristics. They also study how animals interact with each other and how they live within their ecosystems by examining their habits and instincts. One of the chief goals of zoology is to understand the evolution and development of particular species. The creatures that zoologists study range from large vertebrate mammals and reptiles such as the elephant and the alligator to small invertebrates such as the worm and coral.

LISTENING PASSAGE

In coral reefs the interdependence of animals, plants, and environment can be clearly seen. Over time and through adapting together, a balance has developed. The number of one kind of plant or animal doesn't change much. However, if the temperature changes, some plants or animals might grow more, or others might die. In fact, this often happens to coral. If the ocean temperature rises even 1 or 2 degrees, coral often die. This affects all of the other species who depend on the coral reef for food or as a place to live. Because there are not enough fish to eat anymore.

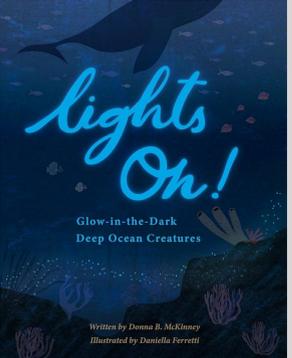
Eights On!: Glow-in-the-Dark Deep Ocean Creatures 1

Surface Zones
Days Gradually
Epipelagic Zone (Sunlit Zone)
Mesopelagic Zone (Twilight Zone)
Bathypelagic Zone (Midnight Zone)
Abyssopelagic Zone (Abyssal Zone)
Hadalpelagic Zone (Trench Zone)
Food Lure
Prey Predators
Hibernation Suffles
Natural camouflage
Habitat Migration
Bioluminescence
Stomach Spatula
Stomach Food



Eights On!: Glow-in-the-Dark Deep Ocean Creatures 2

Internal
Thumbs Descends
Drawn by Preise
Prey Connected to
Suck Meme
Defeat Bioluminescence



LISTENING PASSAGE

Another thing that can impact the balance of the ecosystem is if a new fish species appears, or a native species disappears. This can impact the food web and disrupt the entire ecosystem. One example of this is the lionfish. These fish are native to the Pacific Ocean, but are now damaging coral reefs in the Atlantic Ocean and Mediterranean Sea. Adult lionfish are predators who eat herbivore fish. When lionfish appear at a coral reef, they begin eating the fish that other predator fish usually eat. In a short time, the number of native fish around coral reefs begins to drop because there are not enough fish to eat anymore.