

[REVISED] LESSON PLAN ON BULLYING (SPEAKING AND VOCABULARY)

Student teachers: XYZ and XYZ

Grade: 9th

Date of lesson: XYZ

Predicted learning opportunities (i.e. hoped-for lesson aims) – Learners will be given opportunity to:

- improve their speaking skills on the topic of school life by making comparisons between a physical classroom as opposed to a virtual classroom
- enable students to understand and use the vocabulary items related to bullying
- broaden students' knowledge on the topic of bullying as a warm-up to a reading task

Stage	Time frame (in minutes)	Procedure	Reasons	Possible occurrences	Teacher responses to possible occurrences
1	5	Students will be asked to post a GIF in the chat box which would correlate to the following prompt: 'What comes to mind when you hear the word "SCHOOL"?'. Afterwards, they will be asked to vote for the GIF they like the most.	It serves as a warm-up to introduce the topic of school life and to ease the students into the lesson aims gently.	Not all of the students might participate	The student teachers will post their own GIFs, discuss them and encourage students to take part actively.
2	5	Students will be asked to outline the advantages and disadvantages of school life in 2015 as opposed to 2021, in particular the contrast between a physical and a virtual classroom on the Jamboard (through the use of sticky notes)	Bearing in mind the fact that the pandemic has caused a ripple of changes in the structure of education, this task would serve as a quaint summary and an update to the discussion prompts in the coursebook (pg. 86).	Not all of the students might participate; adding only advantages or only disadvantages.	They are given the opportunity to use the chat box, the Jamboard sticky notes and they can also unmute their mics to speak. If they just focus on the positives, we'll add something negative and vice versa.
3	5	Students will be introduced to the topic of bullying by watching a short excerpt from the movie called "Diary of a	This part is introduced so that the teachers can measure the students' level of comprehension of bullying	Students might not want to share personal experiences	They will be assured that sharing personal information is not required and a correlation with the movie/story will be used in

		<p>Wimpy Kid” and they’ll be shown two illustrations from the same book. Afterwards, they’ll be asked the following questions to prompt a discussion:</p> <ul style="list-style-type: none"> *What's the big guy doing? *Why do you think he's doing it? *What's the "wrong idea"? *Has something like this happened to you? *How did you feel then? *What would you do if something like this happened to you, or to a friend? 	<p>before we delve into the relevant vocabulary (i.e. how familiar are they with bullying?) and to enable students to share their personal experiences by contextualizing them within the framework of a narrative and a movie.</p>		<p>order to expound the notion of a bully/victim</p>
4	5	<p>Students will be given a word search which would contain the following vocabulary: abuse, victim, bully, violence, gossip, insult. They will be asked to circle the word on the Jamboard. The directions will be given there (both horizontal and vertical).</p>	<p>Instead of simply giving students definitions of words, word searches provide a nice way to introduce vocabulary, to draw students’ attention to spelling and to encourage their problem-solving skills (since they resemble puzzles).</p>	<p>Having difficulties to find the words</p>	<p>If students are struggling, the teachers will provide the correct word and ask students to follow their cursor carefully.</p>
5	5	<p>Students will be given a set of photos that they need to match with the vocabulary that was introduced on the wordsearch. The teachers will elicit the definition and the meaning of the words from the context. They’ll be asked CCQ to reinforce the concepts.</p>	<p>Combining visuals with vocabulary aids the retention of the meaning of the vocabulary items introduced and to internalize them accordingly.</p>	<p>The photographs might not match the meaning of the items 100%.</p>	<p>The students will be told that the photographs are not a fool-proof representation of the meaning, but they are simply used a way to guide understanding.</p>

6	5	<p>Students will be shown the illustration from the previous slide with the surrounding text in the book. The learners will be asked to read it silently and to underline the new words, which the teachers will explain afterwards. A quote will be explained to the students with regards to the prevention of bullying: “Be an upstander, not a bystander.”. Then, the students will be given instructions for a homework task to finish the story in their own words (80-100 words) as if they were the main character of the story. They’ll be given three questions to help their thinking process: “*Why is bullying a problem? *How should we react? *Will Greg get bullied?”</p>	<p>Explaining the unknown words will help them in the process of doing their free writing homework task. The point of the quote is to support the view which goes against bullying and how to prevent bullying/stand up to it. The homework is given as an open-ended task which would provide opportunities for a creative expression of their ideas and to develop the value of helping victims who get bullied.</p>	<p>Students might not want to do the given task</p>	<p>They’ll be prompted to think outside of the box and they’ll be reassured that everybody can do the task (key word: adding your own ideas). Possible modifications can be discussed with individual students.</p>
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Some reflection prompts for student teachers to guide their subsequent 2-Step thinking about the student learning that took place during the lesson:

- *What learning (predicted and unpredicted) actually occurred?* **Students used the vocabulary items that were introduced in the lesson appropriately and they shared bullying experiences with us (although we didn’t expect it) and one student showed remarkable sensitivity with regards to the (in)appropriate use of some derogatory terms, such as “nerd”.**
- *In which learners?* **Angela, Jana, Davor.**
- *To what extent?* **Satisfactorily.**
- *How well did you facilitate learning? What did you do to help it happen?* **We used positive reinforcement and responded tactfully to their contributions (more or less).**

Very important to ground your thinking in facts!

Turn an Insult into a Compliment



Turn the negative into something positive, **ONLY** if it does not bother you to do this.

Walk Away



If someone is being mean to you, you don't have to stand there and take it. Walk or run to a safe place and be with adults and kids you trust.

“Empower” Tools

Agree



Go along with what the kid says, **ONLY** if you do not feel bad doing this.

“So”. “Whatever”. “Huh”. “Who Cares”



Say one or two words in a neutral tone. Make sure your words aren't cruel or hurtful.

“STOP!”



Look the kid in the eye and loudly tell him to stop.

Act Silly or Goofy



Use humor in a harmless way. Do not put someone else down to build yourself up.

Change the Subject



Distract the kid by talking calmly about other things.

“Why? Why? Why?”



Ask a “why” question after someone says something mean to you. It distracts the kid who is trying to push your buttons.

MATERIALS USED:

The link to the REVISED JAMBOARD: https://jamboard.google.com/d/1z8GEP0d6Xa_s3UtTJZJMU6Qz2Km2_O5CN2i25y4IKKfA/edit?usp=sharing

The link to the movie (Diary of a Wimpy Kid):

<https://putlockers.fm/watch/Z0v8QLxw-diary-of-a-wimpy-kid.html> (be careful with the ads here!)

The link to the book (Diary of a Wimpy Kid) from which we took screenshots:
<https://www.readingsanctuary.com/diary-of-a-wimpy-kid-pdf/>