EVALUATION SITUATION

ESL PREWORK TRAINING PR**OG**R**AM**

TEACHER’S GUIDE

MCBD06990_0000[1]

JUNE 2010

**j0342941**

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| **➀** **Broad areas of learning** |
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| ⮚ Health and Well-being 🞎 ⮚ Environmental awareness and Consumer Rights |
| ⮚ Personal and Career planning 🞎 and Responsibilities 🞎 |
| ⮚ Media literacy 🞎 ⮚ Citizenship and Community Life 🞎 |
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| Focus of development : Involvement in action in a spirit of cooperation and solidarity |
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| **➁ Cross-curricular competencies** | | | |
| INTELLECTUAL | METHODOLOGICAL | PERSONAL AND | **COMMUNICATION** |
|  |  | **SOCIAL** | **RELATED** |
| ⮚ To use information 🞎 ⮚ To adopt effective ⮚ To construct his/her identity 🞎 ⮚ To communicate | ⮚ To adopt effective | ⮚ To construct his/her identity 🞎 | ⮚ To communicate |
| ⮚ To solve problems 🞎 work methods 🞎 ⮚ To cooperate with others 🞎 appropriately 🞎 | work methods 🞎 | ⮚ To cooperate with others 🞎 | appropriately 🞎 |
| ⮚ To exercise critical ⮚ To use information and | ⮚ To use information and |  |  |
| judgment 🞎 communication tech- | communication |  |  |
| ⮚ To use creativity 🞎 nologies 🞎 | technologies 🞎 |  |  |
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| **➂ ESL Competencies** | | |
| Interacts orally in English | **Listens to, reads and views texts** | Writes texts |
| ⮚ Students participate in | ⮚ Students construct meaning | ⮚ Students write a text 🞎 |
| oral interactions in English 🞎 | of texts 🞎 |  |
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| ⮚ Students build a personal | ⮚ Students demonstrate | ⮚ Students build a personal repertoire |
| Language repertoire and an | understanding of texts 🞎 | of writing resources 🞎 |
| Inventory of strategies 🞎 |  |  |
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| ⮚ Students construct meaning | ⮚ Students monitor own | ⮚ Students monitor own learning 🞎 |
| of the message 🞎 | learning 🞎 |  |
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| **➃ TITLE : SOLUTIONS TO BULLYING** |
| Description: Students will get acquainted with the concept of bullying and the different forms it |
| takes. They will find solutions to different problems. Finally they will prepare |
| an anti-bullying campaign. They will take the role of a letter adviser to give solution to |
| a problem. |
| Cycle : FPT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Duration : \_6 60-minute periods\_\_\_\_\_ |
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| **➄** | Cross-curricular competencies | ESL competencies |
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| Evaluation |  | Active participation in oral interactions (C1) |
| **criteria** | To solve problems | Clarity of the message content (C1) |
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|  |  | Demonstration of understanding |
|  |  | of texts (C2) |
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|  |  | Production of message ( content |
|  |  | and form) (C3) |
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| Evaluation |  | For C1: Rubric |
| **means** |  | Anecdotal record |
|  |  | For C2: Observation Grid |
|  |  | For C3: Observation Grid |

**➅ CLASSROOM ACTIVITY**

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| **Essential**  **knowledge** | **Useful expressions:** capability, agreement, disagreement, expressions promoting exchanges and teamwork.  **Vocabulary related to bullying:** tough, aggressive, violent, mean, furious, mad, angry, fight, fighter, bullying, pick on, trust, don’t care, get to you, fight back, sending to Coventry, nasty, hurt, worry, beat.  **Strategies**: self-monitoring**,** accepting not being able to understand everything**,** scanning, planning.  **Text components:** overall meaning and key elements.  **Types of texts:** information-based text, story, advice column.  **Language conventions:** past tense.  **Cultural products:** animated comic strip, advice column. |
| **Material**  **needed** | **Student’s booklet, the e-book or book *The Bully* by Rita Y. Toews (**<http://www.thebullybook.com/bullying.html#2> ou ISBN 0-9736224-0-7)  **access to a computer lab (activity 3), cardboards, markers, anything suited to create a poster (magazines for pictures, real pictures taken with a camera …).** |
| **References** | **BBC site :** [**http://news.bbc.co.uk/cbbcnews/hi/specials/bullying/default.stm**](http://news.bbc.co.uk/cbbcnews/hi/specials/bullying/default.stm)  [**www.bullying.org**](http://www.bullying.org)  [**www.bullyfreekids.com**](http://www.bullyfreekids.com)  [**http://bullying.co.uk/**](http://bullying.co.uk/)  [**http://www.scre.ac.uk/pdf/bullying/families.pdf**](http://www.scre.ac.uk/pdf/bullying/families.pdf)  [**http://www.police.govt.nz/service/yes/nobully/**](http://www.police.govt.nz/service/yes/nobully/) |

STEP A: PREPARING THE TASK

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| **Role of the students** | **Role of the teacher** | **Evaluation** |
| *Introduction*  Students brainstorm to build up vocabulary related to bullying. | The teacher shows a picture of a bull (Appendix 1) and asks students to identify different characteristics related to bulls (tough, aggressive, violent, mean, furious, fighter…).  Have students make links between a characteristic of a bull and a human by asking these questions:  Can these characteristics be observed on human’s behaviour?  Do you know people around you who act this way?  Explain to the students that they are going to read different texts to understand the phenomenon of bullying during this ES. | At this point, the introduction activity to build up vocabulary with the students.  You could take a few notes about your observations of C1:  Evaluation criteria: active participation in oral interactions. |
| These notes could be written on your anecdotal record. |
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# **STEP B: CARRYING OUT THE TASK**

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| **Role of the students** | **Role of the teacher** | **Evaluation** |
| ***1st period:***  ***Activity 1***  The students make predictions in S.B. p. 2.  The students complete the information from p. 3 of their SB.  **2nd period:**  ***Activity 2 – Part A***  Individually, students read the text in S.B. p.4. As they read the story they identify the information they understand using the reading code.  Students highlight keywords that answer each question from the subtitles.  In S.B. p.5, students complete the information required in each box by writing key words from the text in p. 4  Individually, students find examples from their lives and write it in the last rectangle of SB p. 5.  **Part B**  After doing part A, students can team up to have a discussion about what they have written. They can use the questions and the prompts suggested in their SB p. 6 for help.  ***3rd period:***  ***Activity 3***  Students read the texts in S. B. p. 7. In S. B. p. 8, they identify the victims and their problems. They individually think of possible solutions and their consequences.  In pairs, students compare their solutions using the prompts in their S.B. p.9.    **Optional activity SB p.10**  *My personal action guide*  Students fill out the blank box by giving examples of actions they can take over a bullying situation which can happen to them. They can be the victim or even see someone being bullied.  The students share their answers with their peers. They are encouraged to ask questions to develop ideas.  **4th period:**  ***Activity 4***  Individually, students prepare their draft for the campaign using the planning sheet in their SB p. 11. To do so, they use the information they gathered throughout the ES with the different tasks they have worked on. | Using the e-book *The Bully* by Rita Y. Toews (it is also possible to order the real book – ISBN 0-9736224-0-7), the teacher presents the cover page. Teacher asks students to complete the information on the pre-reading organiser in SB p.2  Then, the teacher reads the story and discuss with the students about their predictions. Did they predict the story right?  The teacher reads the story a second time. Asks students to complete activity 1 from their SB p.3. (to help student complete their chart, the teacher can read the story a few times). Collect all students’ copies for evaluation. Give back their student booklet on the next class to go over with correction.  The e-book can be found on the following site <http://www.thebullybook.com/bullying.html#2> .  Teacher goes over the instructions with the students for this task.  The teacher can use the reading code with :  ? for difficult words  ! for interesting or important information  TS: for text- to-self ( connecting to my personal life)  The teacher listens to the students interacting. If need be, s/he encourage them to develop their ideas.  The teacher brings student’s attention to p. 6 of their SB to look at the questions provided for discussion and the prompts to help them.  Teacher goes over the instructions with the students. Explains clearly that not all the answers are given. They will have to come up with solutions to the problems and the consequences.  Remind them that they will have to discuss to share their solutions and consequences to the problems.  Prompts to help students conducting the activity :  My key words are …  I highlighted …  The victim is …  The problem is …  She could …  He could …  One solution could be …  One consequence is to …  One consequence would be to …  Teacher explains that this could be a good time for them to reflect on their own and see how they could solve such situations. They can go back to previous pages to help them develop their ideas.  The teacher observes the students as they interact.  Teacher explains how to complete the planning sheet. S/he can guide them with some questions:  -Which topic will your campaign be about?  -Who is it going to be prepared for?  -Who do you really want this campaign to be for?  -What picture could illustrate your ideas?  -Is there an object, or person that could describe the intention of your message? | (SB p.2)  C2 Demonstration: predict, identify key elements and overall meaning.   * ***Notice to the teacher:***   ***After discussing the predictions this could be a time to stop and collect the student booklets for your evaluatio . You can continue with a second reading on another class to complete SB p.3***  (SB p.3)  C2 Demonstration: predict, identify key elements and overall meaning  As these tasks are part of an evaluation situation it would be appropriate to take note of any observations which could be pertinent for the final judgement.  Ex.: work with teacher’s support, needs help to do the task, and so on.  Teacher collects students’ booklets and uses the *Observation Grid* to evaluate C2 – demonstration of understanding of texts.  The teacher makes sure that everyone comes up with at least one example.  Rubric for C1  As the evaluation goes on, pay attention to the discussion. The focus has to be on their interaction and not about what is written on their answer sheet.  The teacher uses the *Observation Grid* for C2 – demonstration of understanding of texts, to evaluate this task.  The teacher listens to interactions and notes her/his observations for C1.  The teacher listens to interactions and notes her/his observations on the C1 rubric. |

**STEP C: Final task: Writes text (C3)**

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| **Role of the students** | **Role of the teacher** | **Evaluation** |
| **5th and 6th period:**  **Activity 5**  With the help of their teacher, students look at the example on p. 13 of their SB.  Students prepare to write a text to answer to a bullying situation. He/she will have the possibility to choose among one of the 2 situations suggested on page 12. | The teacher prepares the students to their writing. They look at the example in SB p. 13  The teacher can give details to the students to better understand what is written in this text.  The teacher goes over the instructions to have the students prepare to write in their SB p. 14 to 16.  Make sure students are aware of the information they can take to help them write (e.g. go back to their previous activities).  Remind them that they are taking over the role of Sol Ution (Act. 3) to solve the problem.  Students will have to follow a writing plan, a draft copy and the final copy to complete this whole activity. | S.B. p. 14-16  Evaluation criterion:  Production of message (content and form)  Use the suggested C3 grid to correct. |
| Teacher’s comments | | |

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