

LEARNING AND EVALUATION  
SITUATION

INTENSIVE ENGLISH

A black rectangular board is centered on a light brown, textured background. On the board, there is a bundle of approximately 15-20 light-colored sticks, possibly cinnamon sticks, tied together with a piece of twine. Below the bundle, there are several smooth, light-colored stones or pebbles of various sizes, stacked in a small pile.

*Sticks, Stones and  
Words:  
How Can We Work  
Against Bullying?*

Teacher's Guide Developed by  
Teresa Longo

## Preparing Phase: Task 1

### *Knowledge is Power & Setting and Achieving Your Goals*

**Purpose:** Before students are introduced to the unit, *Sticks, Stones and Words*, they will be given the opportunity to think about what constitutes bullying and what they would like to learn about bullying. They will also be informed about their individual responsibility to monitor their learning throughout the unit by filling out a self-evaluation handout (**Handout 2**) which serves as the closing of each task.

**Step-by-step procedure:**  
(approximately 15 minutes)

- 1) T explains that they will engage in a new Unit.
- 2) T explains that this unit is very relevant to the students' age group.
- 3) T asks students to think about things that affect them to generate interest, activate prior knowledge and discover the scope of their vocabulary.
- 4) T acknowledges answers.
- 5) If students' answers do not relate to bullying in some way, T prompts students by asking questions such as, *Who has a best friend? Why is he/she your best friend?* If students respond, *He/she is funny, nice etc*, T asks, *Are you friends with everyone who is funny, nice etc? Why/why not?*
- 6) T acknowledges answers.
- 7) T explains that the upcoming unit will deal with relationships between people and more specifically, the way some people treat and are treated by others.
- 8) T distributes **Handout 1**, *Knowledge is Power*.
- 9) T explains that some relations between people are considered bullying.
- 10) T reads instructions asking students to fill out the sections, *I think bullying is...* and *Things I want to know about bullying*. The remaining sections, *I learned bullying is...* and *I can help work against bullying by...* are filled out at the end of the Unit.
- 11) Students fill out chart.
- 12) T distributes **Handout 2**, *Setting and Achieving Your Goals*.
- 13) T explains that in order to be successful goals must be set; this is the first step in achieving them.
- 14) T reads instructions.
- 15) Students set their goals.

## Carrying Out Phase: Task 2

### *Words Hurt, Video*

**Purpose:** To provide students with an opportunity to develop 3 ESL competencies. Students use strategies to react to messages, initiate the transmission of messages and maintain oral interaction. They engage in meaningful classroom exchanges where they employ functional language to communicate personal messages and feelings about the effects of bullying. They explore texts and derive an understanding of those texts. They use strategies such as the use of prior knowledge, inferencing and resourcing as they prepare to listen to the text and they demonstrate their understanding by fulfilling given tasks and using the functional language (target utterances) related to emotions meaningfully.

**Step-by-step procedure:**  
(approximately 45 minutes)

- 1) The expression, "Sticks and stones may break my bones but words can never hurt me" is written on the blackboard to introduce topic.
- 2) Realia, sticks and stones, is placed on a desk to generate interest. Flashcards, **Visual Aid 1 (Appendices)**, are displayed on the blackboard.
- 3) T directs their attention to the board and asks a student to read it.
- 4) T asks if anyone has ever heard of the expression to discover the scope of their vocabulary and to activate prior knowledge.
- 5) T explains that this is an expression that children often chant.
- 6) T takes a stick and taps it on him/herself and says, *If I do this hard enough, I could get hurt*, to introduce topic.
- 7) T picks up a stone and asks, *What if I threw this at someone? Would they get hurt?*
- 8) Students respond.
- 9) T asks, *What about words? Can we hurt people with what we say?*
- 10) Students respond.
- 11) T asks, *What kinds of things do we say that can hurt people?* To activate prior knowledge and discover the scope of their vocabulary.
- 12) Students respond.
- 13) T asks, *How can these words make someone feel?* to elicit vocabulary related to feelings.
- 14) T writes elicited vocabulary items on the board.

- 15) T explains that they will watch a very short video commercial called, *Words Hurt*, which is approximately 30 seconds and contradicts this expression.
- 16) T distributes **Handout 3**, *Words Hurt*.
- 17) T reads the instructions.
- 18) T explains, *We can use **many** words to express ourselves. The purpose of this activity is to expand your language repertoire and vocabulary to make learning meaningful by stating the task's purpose.*
- 19) T asks students, *What kind of strategies will you be using?* to make students aware of strategies that will facilitate them in the task.
- 20) Students respond.
- 21) T plays video (**Visual Aid 2**) twice.  
retrieved from <http://www.youtube.com/watch?v=1j6YA03hm4k>
- 22) Students view the video and fill out **Handout 3**, *Words Hurt*.
- 23) After completing the task, students share their answers with the person next to them. They must add to their list and refer to their dictionary. Synonyms are encouraged.
- 24) T reconvenes the class and asks students to share their answers.
- 25) Vocabulary items are written on the blackboard. Words that are synonymous are written beside each other.
- 26) T tells students to add words that are not on their list so that they can create an extensive word bank.
- 27) Students add to their list.
- 28) Students fill out their self-evaluation using **Handout 2**.

## Carrying Out Phase: Task 3

### *Sharing Feelings, Finding Solutions*

**Purpose:** To give students the opportunity to reinvest their learning of vocabulary items related to feelings previously gathered and learned in an interactive task. This task also occasions students to share their ideas, think about a given situation critically and consider feelings which transpire in such situations and possible solutions. Target/functional language includes expressions such as *I feel...*, *I don't like it when...*, *I think I/we should...* etc. This task allows for the opportunity to observe C1 and C2.

**Step-by-step procedure:**  
(approximately 30 minutes)

- 1) T explains that they will have the opportunity to use the words they have just written down in their word bank.
- 2) T distributes **Handout 4** *Sharing Feelings, Finding Solutions*.
- 3) T reads instructions.
- 4) T writes the functional language and the roles on the blackboard.
- 5) T models the example with a few students to clarify instructions.
- 6) T creates groups of 4 using popsicle sticks to create an inclusive classroom.
- 7) T instructs them to get into their groups.
- 8) T distributes Visual Aid 3, Situations.
- 9) T circulates to ensure on-task behavior.
- 10) After approximately 10-15 minutes, T reconvenes.
- 11) T gives a new set of instructions orally: *"Student A (bully) and C (teacher) join another team. Your task is to share the problems, how the situations made everyone feel and your solutions. Is there anything else you could do to solve these situations?"*
- 12) T asks students, *"How many problems or situations will you be discussing in your new teams?"* to check comprehension.
- 13) Students respond, *two*.
- 14) T circulates as students engage in task.
- 15) T reconvenes the class.
- 16) Some students share their peers' situations; this strategy is an indicator of whether or not students paid attention to their peers during the group activity.
- 17) Students fill out their self-evaluation using **Handout 2**.

## Carrying Out Phase: Task 4

### *Opening Up: Journal Writing Activity*

**Purpose:** To give students the opportunity to personalize the topic. Students will reinvest their understanding of vocabulary related to feelings and will communicate a personal experience through guided writing. This task occasions the observation of C3.

**Step-by-step procedure:**

(approximately 15-20 minutes)

- 1) T explains that they will continue to engage in the Learning and Evaluation Situation, Sticks, Stones and Words so that they can be better prepared for their **final task: creating a blog**.
- 2) T explains that before learning more about the final task, they must complete other tasks.
- 3) T says that they have just looked at various bullying situations, enacted and discussed them.
- 4) T explains that they will now write about a personal situation in which they were either being teased, teasing someone or watching someone getting teased.
- 5) T distributes **Handout 5**, *Opening Up: Journal Writing Activity*.
- 6) T reads instructions aloud.
- 7) T models by using a real-life or fictitious situation.
- 8) T circulates.
- 9) T collects booklets to read journals and give feedback.

## Carrying Out Phase: Task 5

### *Anti-Bullying Motivation, Video and A Closer Look*

**Purpose:** To provide students with an opportunity to develop 2 ESL competencies, *To interact orally in English* and *To reinvest understanding of oral and written texts* by providing them with learning situations that maximize the use of functional language and vocabulary presented and that occasion meaningful interaction with peers. Students will be able to use newfound vocabulary related to the forms of bullying and subsequently infer and learn the names of the types of bullying.

**Step-by-step procedure:**  
(approximately 45 minutes)

- 1) Plasticized flashcards (**Visual Aid 4**) are displayed on the blackboard to introduce topic.
- 2) T revisits previous lessons to check for comprehension, activate prior knowledge and link lessons. T asks questions such as, "*What kinds of feelings did the girl in the commercial experience? You can refer to your word bank on Handout 3. "Who is affected by bullying? Is it just the victim?"* etc.
- 3) T points to the flashcards on the blackboard and asks, "*If you take a look at these images, what do you think we will learn about today?"*
- 4) Students infer the topic of the lesson, *types of bullying*.
- 5) T acknowledges answers and says, "*Exactly. Bullying is an extremely vast topic and so we will learn about different kinds of bullying. Therefore, taking a closer look at these different types of bullying will help you for your final project.*"
- 6) T explains, that they will watch a video (**Visual Aid 5**) called *Anti-Bullying Motivation*, that it is approximately 5 minutes, and that it will be played twice.
- 7) T distributes **Handout 6**, *Anti-Bullying Motivation Video*.
- 8) T reads instructions.
- 9) T explains, "*The purpose of this activity is to learn about different forms of bullying and therefore, how people bully, and to expand your language repertoire and vocabulary.*"
- 10) T asks, "*What kinds of strategies will you be using?"*
- 11) Students respond, "*Using what we know*" etc.
- 12) T plays video twice.

- 13) Students engage in task.
- 14) After the viewing, T explains that they will be given another 5 minutes to complete the task on their own before sharing their responses with a peer.
- 15) T tells students to share their answers with the person next to them. They must add to their list and refer to their dictionary. Synonyms are encouraged.
- 16) T reviews answers. Vocabulary items are written on the blackboard. Synonyms can be written beside each other. T tells students to add words that are not on their list.
- 17) T distributes **Handout 7, A Closer Look**.
- 18) T reads the instructions.
- 19) T circulates as students engage in task.
- 20) T reconvenes the class. Some students share their answers.
- 21) Students fill out their self-evaluation using **Handout 2**.

## Carrying Out Phase: Task 6

### *DOs and DON'Ts*

**Purpose:** To provide students with an opportunity to cultivate 2 ESL competencies, *To interact orally in English* and *To reinvest understanding of oral and written texts* and the Cross-Curricular Competency, *To exercise critical judgment*. Students will engage in meaningful interaction and subsequently reach a consensus as they use functional language related to offering advice (modals) in order to define the many facets of bullying and offer certain items of advice for a given situation.

**Step-by-step procedure:**  
(approximately 30 minutes)

- 1) T explains that they will continue to have an opportunity to use the vocabulary they have just learned related to the different types and forms of bullying, in addition to reusing the vocabulary related to feelings from their word bank on **Handout 3, Words Hurt** (from a previous lesson).
- 2) T asks students, "*What should you do if someone bullies you every day for your lunch?*"
- 3) Responses may vary, example, "*You should tell your teacher*".
- 4) If students' responses do not include the modal, the teacher asks them to form a complete sentence in which case, the modal will be used.
- 5) T emphasizes the modal and writes it down on the blackboard.
- 6) T asks, "*What shouldn't you do?*"
- 7) Answers may vary.
- 8) T emphasizes modal and writes it down on the blackboard.
- 9) T explains that the next task will help them for their final project as it will focus on offering pieces of advice. T explains that when someone is feeling sad, intimidated etc. (learned vocabulary related to feelings), they may need some help and guidance.
- 10) T distributes **Handout 8, DOs and DON'Ts**.
- 11) T brings their attention to the Toolbox and explains that certain expressions are used when giving advice.
- 12) T writes the functional language on the blackboard to facilitate the task and ensure that the functional language is being employed.

- 13) T reads instructions.
- 14) T asks two students to model using the example from a previous lesson, (See **Handout 4, Sharing Feelings, Finding Solutions**) to concretize instructions.
- 14) T creates groups of 4 using popsicle sticks.
- 15) Once students are in their groups, T distributes **Visual Aid 6, Situations**.
- 13) T circulates to ensure on-task behavior and to monitor the use of functional language.
- 14) T gives other instructions orally: *"The shortest and tallest students in each team stand up. Join another pair who is sitting. Your task is to discuss your situations and answers. How does the victim feel? What is your advice? Is there anything else you could suggest as pieces of advice?"*
- 15) T asks students, *"How many situations will you be discussing in your new teams?"* to check comprehension of task.
- 16) T circulates.
- 17) T reconvenes the class. Some students share their or their peers' situation.
- 18) Students fill out their self-evaluation using **Handout 2**.

## Carrying Out Phase: Task 7

### *Get Up, Stand Up!*

**Purpose:** To provide students with greater details regarding the integrating task: creating a blog. *Get Up, Stand Up* surveys the interests of the students; they will indicate which types of bullying they would like to learn more about. Teams will be formed by the teacher based on the survey.

**Step-by-step procedure:**  
(approximately 5 minutes)

- 1) T explains that they are nearing the final project: creating a blog.
- 2) T explains that they now know more about different types of bullying and that they will have the opportunity to continue to learn more about them.
- 3) T distributes **Handout 9, *Get Up, Stand Up!***
- 4) T reads instructions and underscores that their choices must be kept private. This helps ensure that students' choices are based on their interests rather than on the influence of their peers.
- 5) Students take a few minutes to indicate their choices.
- 6) T creates teams (not necessarily at the moment) based on these choices.
- 7) T will inform students about the teams soon after.

## Enabling Phase: Task 8

### *Speak Up, Speak Out!*

**Purpose:** To provide students with the opportunity to access and deconstruct media texts, and more specifically, blogs, similar to the ones they are required to produce. This task will be guided by a few questions so as to bring to students' attention the kind of information that might be included in a blog. This task will also facilitate their creative faculties as they take notice of the aesthetic components of the blogs and other useful information.

**Step-by-step procedure**  
(approximately 40 minutes)

- 1) T accompanies students to the computer lab.
- 2) T explains that before disclosing their teams, they will examine some blogs so that they can have a better idea of what is expected.
- 3) T distributes **Handouts 10a-10d**, *Speak Up, Speak Out!*
- 4) T reads instructions on **Handout 10a**.
- 5) T models by eliciting the **main sections** for the first website and writing them down on **Handout 10b**.
- 6) Students continue individually and complete **Handouts 10b-10d**.
- 7) T circulates to ensure on-task behavior and responds to questions if necessary.
- 8) T reconvenes the class and students volunteer their answers.
- 9) Students complete their self-evaluation using **Handout 2**.

## Enabling Phase: Task 9

### *Guidelines and ESL Competency 2 Rubric*

**Purpose:** To provide students with some brief information about the conditions for their blog along with the evaluation criteria for ESL Competency 2, *To Reinvest Understanding of oral and written texts*. This task will guide students towards successfully completing their final project as it will clarify expectations.

**Step-by-step procedure:**  
(approximately 15 minutes)

- 1) T informs students that he/she has created the teams and that he/she will disclose them right after explaining the guidelines and rubric for the blog.
- 2) T distributes **Handout 11**,  *Blogging Guidelines*.
- 3) T explains that the handout includes important information that will ensure that they will be successful in creating the blog.
- 4) T reads guidelines and may then ask questions to check comprehension.
- 5) T distributes **Handout 12**, *Evaluation of ESL Competency 2, To Reinvest Understanding of Oral and Written Texts*.
- 6) T asks a student to read the criteria. T may ask questions to check comprehension.

## Integrating Phase: Task 10

### *Pre-Production I.*

**Purpose:** To provide students with the opportunity to brainstorm and research the topic, assign sections and generate ideas in a cooperative manner.

**Step-by-step procedure:**

(approximately 45 minutes)

- 1) T accompanies students to the computer lab.
- 2) T instructs them to get into their groups.
- 3) T explains that this lesson will give them the opportunity to brainstorm ideas and research their topic.
- 4) T distributes **Handout 13**, *Production Process Checklist*.
- 5) T explains that they will focus on the first stage of the process: Pre-production phase.
- 6) T says that the last item of this phase, writing a script, will be done during another period.
- 7) Students engage in the task.
- 8) T circulates and answers questions if necessary.
- 9) T reconvenes the class and students fill out their self-evaluation using **Handout 2**.
- 10) T accompanies students back to class.

## Integrating Phase: Task 11

### *Pre-Production II.*

**Purpose:** To engage students in the writing process. Students will develop their individual section and subsequently write the remaining two sections collaboratively.

**Step-by-step procedure:**  
(approximately 90 minutes)

- 1) T explains that they will write their first draft for their section.
- 2) T distributes **Handout 14**, *Writing Process Checklist*.
- 3) T instructs students to focus on the stages 1-4 of the process: Preparing to write, Writing the draft, Revising and Editing.
- 4) T reminds students that their section must be a minimum of 50 words.
- 5) T distributes **Handout 15a**, *Working Against Bullying with Words* to begin writing.
- 7) Students engage in the writing process.
- 8) T circulates to ensure on-task behavior and to answer questions if necessary.
- 9) Once students have completed the stages of the writing process, T distributes **Handout 15b** (one per team).
- 10) Students begin the process (stages 1-4) again as a team for the remaining two sections that will be written collaboratively.
- 11) T circulates; this is an opportunity to observe C1.
- 12) T reconvenes class.
- 13) Students fill out their self-evaluation using **Handout 2**.

## Integrating Phase: Task 12

### *Pre-Production III.*

**Purpose:** To engage students in the final stage of the Writing Process: Publishing.

**Step-by-step procedure:**

(approximately 30-45 minutes)

- 1) T commends students on the success of their first draft.
- 2) T explains that there is one more stage of the Writing Process they must complete before going to the computer lab and activating a Blogger account: Publishing.
- 3) T distributes **Handout 16a**, *Making your Words Stick*.
- 4) T reads instructions.
- 5) T explains that the final drafts of the two sections they have worked on collaboratively will be written on a separate handout.
- 6) T circulates as students write the final drafts for their individual section.
- 7) After students are done, they get into their groups.
- 8) T distributes **Handout 16b** (one per team).
- 9) T circulates.
- 10) Students submit their final copies.
- 11) T evaluates students' individual sections for C2 (see **Handout 12**).

## Integrating Phase: Task 13

### *Production I.*

**Purpose:** To guide students through the process of opening up a Blogger account and to give students the opportunity to transcribe their final drafts onto the computer.

**Step-by-step procedure:**

(approximately 60-75 minutes)

- 1) T returns their final copies and informs students that they will begin working on their blog.
- 2) T underscores that this lesson will focus on opening up a Blogger account and on posting their final copies on the computer; students will not be preoccupied with choosing colors or images for their blog as they will have time to do that at home.
- 3) T asks students to bring their Student Handouts to the computer lab.
- 4) T explains that they will sit next to their teammates during the lab lesson.
- 5) T accompanies students to the computer lab.
- 6) T explains that they will begin by opening up an account and subsequently entering their final drafts as posts.
- 7) T distributes **Handout 17**, *Start Talking by Getting Things Started* and **Handout 18**, *Start Blogging, Start Talking*.
- 8) T guides them through the instructions. T reminds students that they must fill out the information at the bottom of **Handout 17**.
- 9) T circulates as students engage in task.
- 10) Students fill out their self-evaluation to conclude the lesson.
- 11) T explains that they can decide on colors, images etc at home. If necessary, the teacher will reserve more computer lab time for this.
- 12) T explains that they can click on **Layout** for fonts, colors and templates. T asks students to highlight **Layout** on **Handout 18** in the event that they do not remember how to modify the appearance of their blog.

## Extension: Task 14

### Bridging the Gaps, Self/Peer Evaluation and Enacting a Bullying Situation

**Purpose:** To give students the opportunity to evaluate themselves and their peers and an extended occasion to reinvest their understanding in meaningful interaction. Students will use what they have learned in a creative manner by fabricating and subsequently enacting a bullying situation.

**Step-by-step procedure:**  
(approximately 75 minutes)

- 1) T commends students on their blogs and explains that they will receive their evaluation within the next few days.
- 2) T asks students to return to **Handout 1**, *Knowledge is Power* and fill in the remaining two sections: *I learned bullying is* and *I can help work against bullying by*.
- 3) Students complete the handout.
- 4) T explains that they will conclude the unit by enacting a situation.
- 5) T gives instructions orally: *"You will work with the team members from your blog project and you will enact a situation in front of the class. Your skit should be about 4 minutes. Make sure we understand the situation by including the 5 Ws (Who, What, When, Where and Why) and How. Also, your skit should include vocabulary related to feelings and language related to offering Advice. You can refer to your Student Booklet while preparing your skit.*
- 6) T writes down the *5 Ws, How, Feelings* and *Advice* on the blackboard to guide students.
- 7) T explains that they will have about 20 minutes to prepare their skit before enacting it in front of the class.
- 8) T circulates as students engage in task.
- 9) T reconvenes the class and students present.
- 10) After students have finished presenting, the teacher reconvenes the class.
- 11) T explains that the LES on bullying has come to a close.
- 12) T commends them on their work and explains that they will have to evaluate themselves and their teammates.
- 13) T distributes **Handout 19**.
- 14) Students fill out their self/peer-evaluation.

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