

Kullegg San Benedittu  
 Boys' Secondary Kirkop  
 Lesson prepared by: Ms Lara Anne Brincat

<b>Date</b>	Tuesday 06/05/08 and Tuesday 13/05/08
<b>Class</b>	Form 2.9
<b>General Aim</b>	These lessons will serve as an introduction to the poem <i>The Song of the Whale</i>
<b>Materials</b>	Adapted from 'Whaling protester in near-miss harpooning' <a href="http://www.breakingnewsenglish.com/0601/060116-whaling-e.html">http://www.breakingnewsenglish.com/0601/060116-whaling-e.html</a>
<b>Learning Outcomes</b>	<p>By the end of the lessons Students will have</p> <ul style="list-style-type: none"> <li>• understood the concept of whale hunting and why it is carried out</li> <li>• discussed the work carried out by organisations such as Greenpeace</li> <li>• read about whaling and the problems that it presents</li> <li>• understood the fact that there are diverging opinions about whaling</li> <li>• acted out a role-play where they have to present differing opinions about whaling</li> <li>• formed a personal opinion about the validity of whaling</li> </ul>
<b>Language Skills</b>	<p>Reading (a newspaper article)          Speaking (role-play and debates)          Writing (poster/points/paragraph writing to express opinion)</p>
<b>Application of Learning Patterns</b>	<ul style="list-style-type: none"> <li>• The Ss will have to work in a team and thus use their learning patterns for the smooth running of the group work</li> <li>• Use of confluence learning patterns: when Ss are imagining that they are whales and during the final role-plays</li> <li>• Use of precision: when reading</li> <li>• Use of sequence: when Ss are prioritising activities</li> <li>• Homework given is aimed to accommodate all learning patterns. Ss will be directed to choose the task that best suits their learning patterns.</li> </ul>

<b>Analysis of Learning Patterns</b>	Class Average:	<b>S</b>	<b>P</b>	<b>T</b>	<b>C</b>
		26.45	18.7	26.85	25.7
	<p>The Students' scores indicate that there is a high prevalence of technical learning patterns followed by sequence and confluent patterns. Students who use Confluence on a Use First Basis will find the role-play and the first activity relatively easy. Since precision skills have to be developed, students will not only be accommodated in this lesson. They have to make use of these patterns while reading the newspaper article. Since there are a lot of students with a high technical reasoning score, there can be difficulties in working in a group. Students have to be made aware that they are going to use all their scores to contribute to the group. The groups are diversified as much as possible with a strong presence of confluence and a S with a high level of precision</p>				

# Lesson 1

<b>Aims</b>	<b>Activities</b>	<b>T</b>	<b>Communication</b>
<p>To introduce lesson aims</p> <p>To introduce whale hunting</p>	<p>Ask Ss to find their group (see grouping sheets for list of Ss)</p> <p>Ask Ss to get out their score charts</p> <p>Tell Ss that today they are going to work as a group on several activities to help Ss develop their patterns and use them in a group</p> <p>Tell Ss to take a look at the score and compare them to their group members</p> <p>Show Ss the pictures of whale hunting. Tell them</p>	10	<p>Encourage Ss to work as a group. Encourage Ss to notice that they can use their patterns to help all group members</p> <p>Technical reasoning and high confluence can hinder group work</p> <p>Ss should notice that there is a presence of High Precision in the group and also other members have a high confluent score</p> <p>Brainstorming denotes confluence. Give hints to</p>

<p>Ss imagine that they are whales (empathising)</p>	<p>that today we are going to speak about this type of hunting. Elicit why whales are hunted.</p> <p>Ss discuss the questions in group (Activity 1 <i>I'm a whale</i> ) Ask for feedback</p>	<p>5  8</p>	<p>help Ss</p> <p>This activity requires use of confluence learning patterns. Direct Ss attention that they need to use this pattern</p>
<p>To discuss the work carried out by Greenpeace</p>	<p>Elicit work carried out by Greenpeace activists using pictures where necessary. Encourage Ss to discuss the importance of their activities and to prioritise them by giving them a number. They have to reach a consensus within the group</p>	<p>5</p>	<p>This activity requires use of sequential learning patterns and they have a time limit of about 5 mins (to limit Ss with high precision in their reasons and discussions)</p>
<p>To formulate an opinion about environmental issues To take part in a debate</p>	<p>Ss read the statements in activity 3 and choose the ones that they agree with. They have to ask the group members for their opinions and try to persuade them that their opinion is the right one.</p>		<p>This activity requires use of confluence for the improvisation and also of precision for the ability to expound on an idea. Set a time limit for Ss. Give a demonstration for Ss who need examples. Ss who feel that they are confident can start immediately.</p>

<p>To read about an accident during a protest</p> <p>Reading for specific details</p>	<p>Pre-teach this vocabulary: Protests, harpoon, human shield</p> <p>Ss read the newspaper article on their own and answer the questions (T/F) Correction and feedback in class.</p> <p>.</p> <p>.</p>	<p>10</p>	<p>Although precision is needed to find the answers, Ss do not need to write much. This facilitates the majority of Ss who have a high technical score.</p>
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<p>To take on roles To express opinions To develop fluency skills</p>	<p>ideas which the question can be based upon.</p> <p>Give a Role-Card to each student. Ss read the role-card and go over vocabulary that presents difficulty.</p> <p>Explain to Ss that they have to imagine that they are going to become the person presented on the card. They are going to speak using the person's opinion. They have to present their ideas in the group and make sure that they convince other members</p> <p>Sample Role-card (to be written on board)</p> <p><b>Thai Mai- a Japanese restaurant owner in New York. Believes that whales should be killed for meat. Whale meat is a special delicacy at her restaurant.</b></p>	<p>10</p>	<p>This activity requires confluence. Some Ss might feel lost and might need more guidance to what they have to actually say. Tell Ss that they have been given a suggestion sheet which they can use for the activity.</p> <p>Provide an example with sample role card to facilitate this activity. Thus Ss with a high score in sequence will have a clear and concrete example.</p>
<p>Examining learning</p>	<p>Distribute the homework sheets among the Ss and read them with the Ss. Tell them that they have a</p>		<p>The aim of giving the Ss a choice of tasks is to facilitate all learning patterns and to encourage Ss to make use of the learning pattern they feel</p>

<p>patterns</p>	<p>choice and that they have to make their choice on their learning patterns. Go over the learning patterns needed to carry out the task and write them on the board. Give some time for the Ss to discuss the tasks with the group members and to clarify any difficulties they might have.</p> <p>NB: Ss will lose marks if they do not stick to the format of the task that they have chosen (for e.g. They choose to create a poster and yet they write a long paragraph in the poster)</p> <p>Ss fill in the sheet with their choice and reason for this choice.</p>	<p>most comfortable using. The 4 learning patterns have been catered for (confluence patterns are present in all of the tasks):</p> <p>Poster: technical reasoning (writing is limited and Ss have to create something)  Paragraph: Precision (writing in more depth)  Sequence: creating points  Confluence: presenting in oral form and acting in front of others.</p> <p>All work can be accompanied by visual cues</p>
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