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Digital Video Lesson plan

A 4 day lesson plan.

**Lesson Plan**

This lesson plan is designed to be used in an ESL classroom environment. This lesson plan will be focused ONLY on Watching, Listening and Speaking. It consists of 1 single unit and it will be divided in 4 days.

Some of the activities: watch a video, listen for main ideas and details; discrete listening cloze exercises; ask probing questions; report details objectively; giving oral summary.

Get more information on social issues and American culture.

**Summary:** All of us have heroes/role models in our lives. These heroes/role models range from family members like mother, father, siblings to scientists, peace makers and so on. The focus on this lesson though will be on the term “Heroes” and the reason why they have almost become extinct in the eyes of American society. Different cultures will be brought up and compared.

**Objectives:**

Students will become familiar with terms: Hero/Heroine/Role Model.

Students will get a chance to get a different perspective of heroes different from theirs.

Students will be able to extend their vocabulary.

Students will make a presentation on their own hero.

Students will be able to debate about the “Hero” issue.
Resources:

2) On line resources www.myhero.com , computer lab.
3) You tube video.

Day 1

Anticipating the issue

1) Divide the students in pairs and tell them to look at the cartoon on page 57. Ask them to predict what this unit will be about. The cartoon reads: “Very good. Gary:” “A hero is a celebrity who did something real.”” There is a picture above it with students and teacher in a classroom setting.

2) What is the message or humor of the cartoon?

3) What do you know about heroes and/or role models?

4) Show the video on youtube.com

After 2-3 minutes encourage the students to share their ideas with you. You can also use this opportunity to ask each of them about the meaning of words like: hero/heroine/role model. Write the definitions on the board. Ask students to give you some qualities of heroes and write those on the board as well.

As a class, come up with a final definition or description of a hero. Have students come up with some names of heroes. Why are they considered heroes? Make a distinction between heroes and celebrities. Make sure to approach these distinctions in a positive
manner. The students might have some celebrities who are heroes or vice-versa. Be sure
to make the distinctions before you ask them to name heroes and celebrities.
Discuss the video and allow students to share their ideas.

IT IS TIME TO READ. - Background reading page 58
The teacher reads the background reading aloud to the students and asks them to take
down notes and words that sound unfamiliar to them. Ask the students to close the book
when you do this activity so they can focus on the listening completely. Then divide them
in 2 groups and let them share notes and check the spelling of the possible new glossary.
Then the teacher goes around and checks and then it is time to define all the new words
the students caught or didn’t catch. Books can be opened again so spelling check can
occur. The new words are in bold in the textbook. The teacher might want to read the
background 2 times if necessary.

Summarizing the issue
Work in small groups. Summarize the issue presented in the background reading. This
can be done in a written form or as a speaking assignment for each student.
The outline they should follow:

1) the issue (state in your own words)
2) examples of past heroes
3) examples of present-day role models
4) Problems with heroes/role models today.

Values Clarification
Put students in small groups or pairs depending on the class size. Discuss and answer the following questions:

1) Do you have any heroes or role models? Who are they? Do you look up to them?
2) Do you consider athletes to be heroes/role models? What about corporate leaders?
3) In your opinion, have we lost our heroes? Do people need heroes? Why or why not?

This should be the end of day 1. Assign homework: Do a scavenger hunt. Write the website on the board [www.myhero.com](http://www.myhero.com) and give them a handout as well. They need directions to complete this assignment successfully. The handout material can vary from very easy to difficult. The teacher should be a good judge of that. An example would be:

Find heroes under these thematic units:

1) Heroes in sports
2) Heroes in the entertainment world
3) Heroes in history
4) Heroes celebrated in schools
5) Heroes in fiction
6) Heroes in science etc.

**Day 2**

Exchange greetings with students and ask them about the previous evening or activities and then give a short vocabulary quiz from the background reading so they can be fully prepared for the upcoming activities. The quiz is multiple choices. (Handout attached)
on page 10). After they do that you can reinforce it with: make a sentence with each word – Say the sentences out loud as well.

Collect the homework assignment and check them at home.

Listening – The students should be ready for the listening after the activities and work they conducted at home.

Before the listening it would be a good time to explain certain names like: Lou Gehrig, John Kennedy, Babe Ruth and Khrushchev.

1) Listening for the Main Idea.

Listen to the commentary. Check the statement that summarizes the commentator’s viewpoint. There are 3 options. Choose only one. Page 61. Play the tape/cd.

2) Listening for details. Read the following questions and answers. Listen to the commentary again and circle the best answer. Then compare your answers with those of another student. Listen again if necessary. Page 62

Sometimes the quality of the tape might not be that great and the speakers might have different styles of speaking and that does cause more problems with ESL learners but if you can play the tape 2 times or even give hints sometimes, that should be helpful.

3) Text completion and discrete listening.

Read the text of the commentary. Try to fill in the missing words in the text as you remember them. Use your knowledge of text structure, vocabulary and grammar to help you. Then listen again to the commentary to check your answers, stopping the tape as you fill in the blanks. If the students have different answers than the original
text, they should check with the teacher if there are other acceptable alternatives. - page 36.

**Homework assignment:** Create a presentation outline. My Hero! Encourage students to incorporate new vocabulary in their presentation. Give them some guidelines on how to present:

1) Do not read from the paper
2) You can have some notes
3) Keep eye contact
4) Run your presentation no more than 5 minutes
5) Be original - no copy and paste from websites. Paraphrasing is the word. They can go back to www.myhero.com and read summaries on different heroes so they can create an idea and then create their own. (handout attached on page 11-12)

**Day 3**

It would be a good idea to start this activity with **Celebrity ID game.**

Summary: An icebreaker/warm up activity where each person has a label with a famous celebrity or character name on their back. Everyone mingles, asking “yes” or “no” questions to gain clues about the name posted on their backs. [http://www.group-games.com/ice-breakers/celebrity-id-game.html](http://www.group-games.com/ice-breakers/celebrity-id-game.html). The teacher should prepare the labels/post-its ahead of time. Allow 10 minutes for the students to mingle and ask questions. This is a very good activity to get the students excited and interested.

**Presentation time!**
This activity might take up to an hour or more depending on the size of the class. There are two options how to manage this activity:

1) if class is small – have each student present and then students ask questions

2) if class is big – divide the class in 2 groups and let the students run the show by listening and asking questions. The teacher in the mean time walks around with a notebook in his/her hand and takes notes or help students if they need any.

**Homework assignment:** Interview someone – Survey questions. *(Handout page 13)*

**Day 4**

Warm up activity: Bring in a handout of the Mariah Carey Hero Lyrics *(handout page 14-15)*. Give one copy to each student but leave the title blank and pair the students up and let them read the song first and then bring forth ideas about the title. In the end ask each pair to come up with a short verse, either in the beginning or the end and when finished one student from each pair reads it aloud. You can bring a laptop and all can listen to the song on www.youtube.com.

A 10-15 minute discussion should follow:

Do you think Americans need heroes and role models? Why? What would happen to a society without role models? Are Americans depicted as an individualistic society in this song?

How do people in your country view this issue?

**Speaking**

**Case Study. The story of Julia Ann McGee. Page 67-68**
Followed by Role Play.

This case is a true case that was originally broadcast on the radio by Frank Deford. The case describes a situation in which heroism interferes with professionalism and raises the issue of whether or not special consideration should be given a high-school hero.

First, write new vocabulary on the board (key words, idioms)
Tenure, makeup work, intimidate, hue and cry, petition, bullet, insubordination, dereliction, testimony, dismissal, ineligible, stature & benefit. Discuss with students, give synonyms or antonyms if needed and then allow the students to read the story one time. Five minutes should be enough for this activity.

Role play. The situation: After a bullet was fired through Ms. McGee’s car windshield, a local television station considered broadcasting an interview program in which the various people involved in this case could express their views of the situation. Television journalists will interview the various people involved in the story on tomorrow evening’s news program.

The roles
Group A – Julia Ann McGee, other teachers at the school, the psychiatrist.
Group b: John Garner, Students from Campbell County Comprehensive High School.
Group C: The school principal, Members of the board of education, Kenneth Smiley Miller, superintendent of schools.
Group D: The newspaper journalists.
The procedure: The class divides into four groups. Each group prepares its view of Ms. McKee’s case (Individuals can prepare arguments based on their particular roles). This activity will take up to an hour but the students will love it because it is very interesting and it is an issue that has sparked a lot of debate. After the whole class is over tell students to do a thorough review because when they come the next morning a test will be given.

This marks the end of the unit. A quiz/test can follow or activities where students can have fun without understanding that their knowledge is being tested. At this point the teacher can also invite a native speaker to share ideas and have a discussion with the class where the teacher just sits back and the students carry on the discussion. This should help students retain the information on the “Hero” issue for a long time and they will feel that they are capable of arguing the topic without being intimidated by the difficult words.

Enjoy every lesson you present. If you are happy the students will feel your energy and follow along. As a final note encourage your students to never stop trying.

*Teachers open the door, but you must enter by yourself.*

-- Chinese Proverb

*It is the supreme art of the teacher to awaken joy in creative expression and knowledge.*

Albert Einstein
1) abdicate
   a) maintain
   b) give up power
   c) support

1) pry
   a) interfere
   b) forgive
   c) tolerate

2) freckle
   a) dimple
   b) scar
   c) brown spot

3) sham
   a) true
   b) fake
   c) imaginary

4) dredge up
   a) discover from past
   b) interview
   c) research

5) look up to
   a) put down
   b) respect
   c) obey

6) buzzword
   a) story
   b) poem
   c) idiom/fashion word

7) fatal
   a) miraculous
   b) critical/deadly
   c) immediate

8) crux
   a) main point
   b) trivial
The material of your presentation should be concise, to the point and tell an interesting story. With most personal skills oral communication cannot be taught. Instructors can only point the way. So as always, practice is essential, both to improve your skills generally and also to make the best of each individual presentation you make.

**Preparation**

Prepare the structure of the talk carefully and logically, just as you would for a written report. What are?

- The objectives of the talk?
- The main points you want to make?

Never read from a script. Rehearse your presentation - to yourself at first and then in front of some friends.

**Making the presentation**

Greet the audience (for example, 'Good morning, ladies and gentlemen'), and tell them who you are. Good presentations then follow this formula:

- tell the audience what you are going to tell them,
- then tell them,
- At the end tell them what you have told them.
- At the end of your presentation ask if there are any questions

**Delivery**

Speak clearly. Don't shout or whisper - judge the acoustics of the room.

Don't rush, or talk deliberately slowly. Be natural - although not conversational.

Deliberately pause at key points - this has the effect of emphasizing the importance of a particular point you are making.
Avoid jokes - always disastrous unless you are a natural expert

To make the presentation interesting, change your delivery, but not to obviously, e.g.:

- speed
- pitch of voice

Look at the audience as much as possible, but don't fix on an individual - it can be intimidating. Pitch your presentation towards the back of the audience, especially in larger rooms.

**Visual Aids**

Visual aids significantly improve the interest of a presentation.

Here are some possibilities:

- Overhead projection transparencies (OHPs)
- 35mm slides
- Computer projection (PowerPoint, applications such as Excel, etc)
- Video, and film,
- Real objects - either handled from the speaker's bench or passed around
- Flipchart or blackboard - possibly used as a 'scratch-pad' to expand on a point

**Finally ...,**

Enjoy yourself. The audience will be on your side and want to hear what you have to say!
Interview a family member, your host family, a person on the college/university campus or even call a friend.

The questions and statements are:

1) "Heroes can be role models, but role models are not necessarily heroes."

2) What is the definition of a hero according to you?

3) A hero is an exceptional person, one who "takes risks for others,"

4) Mothers in the community college classes who are taking care of children, working, and going to school at night represent the idea of a hero.

5) Teenagers should see their parents as role models.

6) Old heroes have been destroyed by the media.

7) The use of drugs has affected the perception of role models in sports.

8) Heroes are only human.

Ask students to bring the answers/findings in the classroom for discussion.
**Mariah Carey - Hero Lyrics**

There's a hero
If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away

[Chorus:]
And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear
[Chorus]

Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
Just hold on
There will be tomorrow
And in time
You'll find the way

[Chorus]