

Lesson Plan

Instructor: Juno Lee

Date: 10/14/13

Length: 50 min.

Target: Low Intermediate level ESL students

Objectives:

- SWBAT summarize in their own words about the smoking ban in UH
- SWBAT to present their own thoughts and feedback about the smoking ban verbally and on paper.

Materials:

- Audio Recording
- Video Clip: UH smoking ban the teacher recorded
- Power Point
- Work Sheets
 - True/False Worksheet
 - Fill-in-the-blank Worksheet
- Pencil or Pen
- Black Sheets of Paper (enough for whole class)

Procedure:

TIME	STUDENT ACTIVITY	TEACHER ACTIVITY
1 min	Greetings	<ul style="list-style-type: none">- T will greet the class by saying "Good Morning (or Good Afternoon) Class"- T will go over the agenda of the class
10 min	Draw by following directions (Ice Breaker): <ul style="list-style-type: none">- Each student will be given a blank sheet of paper.- Ss will follow the teachers directions and draw a picture- After the Ss finish drawing, they will show their drawing to each other- The Ss will discuss as a class on what exactly they drew	<ul style="list-style-type: none">- T will hand out black sheets of paper to Ss- T will give specific directions on what to draw. <p>Steps given to Ss:</p> <ol style="list-style-type: none">1. "Draw a circle in the middle of the paper"2. "Within the circle, draw a tube facing diagonally"3. "On one end of the tube, draw dark clouds coming out of the tube"4. "Draw a line diagonally over the tube" <ul style="list-style-type: none">- After the Ss are done drawing, T

		<p>will have them compare their drawings with one another.</p> <ul style="list-style-type: none"> - T will ask Ss on what they think they drew.
5 min	Pre-topic Discussion <ul style="list-style-type: none"> - Ss will listen to the keywords read by the T - Ss will discuss as a class on what the topic is using the keywords and the earlier activity 	<ul style="list-style-type: none"> - T will show keywords on PPT - T will read each keyword aloud - T will ask Ss on what they might think today's topic is about using the keywords and the earlier activity
7min	Topic Discussions (opinions) <ul style="list-style-type: none"> - As a whole class, the Ss will discuss the topic of the "Restaurant smoking ban" - Ss will give their own opinion about the ban 	<ul style="list-style-type: none"> - Introduce the topic of "UH Smoking Ban" - Start discussion on the topic by asking, "What do you think about the ban on smoking in UH?"
4 min	Pre-listening exercise <ul style="list-style-type: none"> - Ss will be handed a "True or False" worksheet - Ss will look over the worksheet briefly - Ss will be given 2 min. to finish the worksheet 	<ul style="list-style-type: none"> - T will hand the students the "True or False" worksheet - T will have Ss look over the worksheet briefly - T will give Ss 2 min. to complete worksheet
8min	Listening Exercise #1 (True/False WS) <ul style="list-style-type: none"> - Ss will turn over the Pre-listening True and False WS to reveal the same "True/False WS" <ul style="list-style-type: none"> - Ss will listen to a recording of the news - After it has been played, Ss will do the WS individually - After the Ss finish the WS, they will compare their answers with the Pre-listening Exercise, and later as a class - After going over the answers, Ss will discuss on the answers they got in the "Pre-listening exercise worksheet" compared to answers to the "Listening exercise #1 worksheet" 	<ul style="list-style-type: none"> - T will have Ss turn over the Pre-listening True and False WS to the reveal the same "True/False WS" - T will let Ss know that this is for a listening exercise - T will get the recording of the news ready <ul style="list-style-type: none"> - T will play a recording of the news - After the recording is done playing, T will have Ss do the WS - After the Ss finish the WS, T will have them compare their answers with the Pre-listening Exercise, and later as a class - T will open a discussion on why they thought the answers were the way they marked in the Pre-listening worksheet

5min	Listening Exercise #2 (Fill in the Blank) <ul style="list-style-type: none"> - Ss will be given a second WS - Ss will briefly look over the WS - Ss will listen to the recording of the news again - After it has been played, Ss will do the WS individually - Ss will be called upon to give their answer 	<ul style="list-style-type: none"> - T will pass out "Fill in the Blank WS" to Ss - T will have students look over the WS <ul style="list-style-type: none"> - T will play the recording of the news - After the recording, T will have the Ss do the WS - After the Ss finish the WS, T will call on Ss randomly to get answers from them
10min	Writing Activity <ul style="list-style-type: none"> - Ss will take out a sheet of paper - Ss will be given instructions on what to write on 	<ul style="list-style-type: none"> - T will tell the Ss to bring out a sheet of folder paper - T will show a video clip of the actual news - T will instruct students to think of the following and write down their thoughts - A. "How will the smoking ban affect you?" - B. "Positives and Negatives of the ban?"

True or False Worksheet

- Smokers will need to leave campus to smoke ☒ True ☐ False
- The smoking ban on UH will happen in 2 years ☐ True ☒ False
- There are 360 schools with all-out smoking bans ☐ True ☒ False
- The ban includes all tobacco products ☒ True ☐ False
- School officials want to create a stressful atmosphere ☒ True ☐ False
- The ban affects everyone, except staff and teachers ☐ True ☒ False

Fill in the Blank Worksheet

Smokers will need to leave campus to light up -- and even those who use electronic cigarettes will have to find someplace else -- starting next semester when a new policy goes into effect at the University of Hawai'i at Manoa.

There are a little more than 1,100 schools with all-out smoking bans nationwide and UH Manoa will become one of them on January 1, 2014. The ban includes all tobacco products -- including cigars, cigarettes and the smoke-free alternative, e-cigarettes.

School officials say they are trying to create a healthier campus with a policy that will apply to everyone. All students, staff, contract workers and visitors who are on campus property, even those in dorms and inside their cars, will be expected to comply.

Name: _____

UH Smoking Ban: Fill in the Blank Worksheet

Directions: Fill in the missing key words by listening to the audio clip.

Smokers will need to leave _____ to light up -- and even those who use electronic
_____ will have to find someplace else -- starting next _____ when a
new policy goes into effect at the University of Hawai'i at Manoa.

There are a little more than _____ schools with all-out smoking bans nationwide and UH Manoa will become one of them on January 1, 2014. The ban includes all _____ products -- including cigars, cigarettes and the smoke-free alternative, e-cigarettes.

School officials say they are trying to create a _____ campus with a policy that will apply to everyone. All students, staff, contract workers and visitors who are on campus property, even those in dorms and inside their cars, will be expected to comply.

Name: _____

UH Smoking Ban: True /False Worksheet

Directions: After listening to the audio clip, decide which statements below are true by circling the number.

- | | | |
|---|------|-------|
| 1. Smokers will need to leave campus to smoke | True | False |
| 2. The smoking ban on UH will happen in 2 years | True | False |
| 3. 3There are 360 schools with all-out smoking bans | True | False |

- | | | |
|---|------|-------|
| 4. The ban includes all tobacco products | True | False |
| 5. School officials want to create a stressful atmosphere | True | False |
| 6. The ban effects everyone, except Rue and Staff | True | False |

SLS 313

Juno Lee

Mini Lesson Plan Listening Reflection

I thought me and my partner did really well to prepare for this listening mini lesson. We met three times just to make sure we did everything correctly. This was a good experience for me as I learn how to be more creative on the PowerPoint slide when making the lesson plan with my partner. By having a partner in the mini lesson plans helps me be more interactive with other people.

I thought the lesson plan presentation was pretty good and we were giving good eye contact and we both had good posture. We were interactive with our students and classmates. The objectives of the lesson were pretty clear, reasonable, and active. By choosing this UH ban topic for the listening lesson plan. I think it helps the student to be more focus on the activities.

We did use the materials well that goes with the topic. The part we pick to teach in class went really well. I thought we were well organized and reasonable with our mini lesson plan.

I think I still need to work on my focus to the class more than looking to the screen. Sometimes I get nervous when it is the first time I'm doing a presentation in any class. When I am teaching young kids in Sunday school I don't get nervous. Only in front of adults I get nervous because I always think they are judging me. For me to be a better teacher I must overcome these tendencies.

Rationale

The lesson plan that I and my partner produced is structured to help develop the students listening skill with the use of audio and video from a local news station. The topic that we have chosen to focus on is the "University of Hawaii, campus smoking ban". The lesson is formatted in a Pre-During-Post (PDP) framework where it facilitates the students to engage them into the topic that is intriguing because it is in the community of where the Ss study and learned. This will also motivate the Ss to be more involved with the activities.

The first two sections (Pre) of our lesson plan are composed of two activities, a "Draw by Following Directions" activity, and a topic discussion. The "Draw by Following Directions" activity is used in our lesson plan as a sort of icebreaker to start the class off by doing something entertaining, and at the same time vaguely introduced the topic. This activity activates the Ss comprehensive listening skill and stimulates their creative-thinking process that will help them to develop thoughts and ideas of what

the topic of the day could be. The drawing supposed to come out like a cigarette butt cross out. After the Ss will compare with each other drawings and get excited of what kind of topic they are about to learn. Here comes the topic discussion where the topic is fully introduced by the T. During the topic discussion the teacher will elicit opinions from students based on the topic of the smoking ban in UH. There are four listening dimensions that are observed in these activities: “Individual”, “Strategic”, contextual and “Cross-cultural”.

The next three sections (During) of our lesson plan are composed of two worksheets the Ss will use for their listening exercises. The first activity the students will get a true and false worksheet. The T will go over T/F worksheet with the Ss. The Ss only have a limit time to finish it. After the pre-listening exercise the Ss will turn over their worksheet to see the same T/F worksheet. Now the Ss will listen to the news clip and after the audio clip the Ss will do the T/F worksheet. By doing the worksheet it also checks Ss were listening and understanding the audio clip of the smoking ban. Then Ss will compare the answers with the listening exercise with pre-listening T/F worksheet. Just in case some of the Ss don’t understand the video. The T will have an open discussion on why the answers were mark in the pre-listening worksheet. By doing this open discussion it will have other Ss helping others who doesn’t understand the audio clip. The T will give out a fill in a blank worksheet to Ss. They will listen to the audio clip of the UH smoking ban and fill in the missing words. By doing this exercise will check the Ss listening skills. The listening dimensions that were observed in all (During) activities: “Contextual”, “Individual”, “Strategic”, and “Critical”.

The post activity would be a writing activity. If there is still time in class we will do this activity. Ss will watch the actual news clip of the UH Smoking Ban, and later will be asked by the T “How will the smoking ban affect you?” and “What are the positives and negatives of the smoking ban? And if there is not much time the Ss can do this for homework. This lesson plan objectives is to help Ss improve their listening skills and feedback on the topic. I think every lesson should have a topic for Ss to focus on.

References:

<http://www.hawaiinewsnow.com/story/23602550/uh-manoa-campus-plans-total-tobacco-ban>)

Flowerdew, J. & Miller, L. (2005) *Second Language Listening: theory and practice*,
Cambridge University Press, New York.

