

Lesson 3 - Respect and Kindness

French Line of Enquiry for the Week (Y8 Medium Term Plan), in previous non-character based learning - To what extent does the study of French markets challenge our perceptions of French food/drink and its vocabulary?

Focus of learning on:

- * Differences between time statements and sequencing words.
- * Past tense using 'je' subject pronoun and 'avoir' auxiliary verb with past participle.
- * Production of a written account describing three past meals.

Lesson Hypothesis

"Being a good listener means being respectful and constructive in your feedback."

Guiding Questions

- * *What makes a bad listener?*
- * *Have you ever been a bad listener? Why, what did you do?*
- * *How would you feel talking to a group of bad listeners?*
- * *How might having attentive, friendly faces change your experience when speaking?*
- * *Does "feedback" always have to be spoken? How can we show that we are listening instead?*

The Big Picture - Critical Learning

Building on the two previous character lessons on courage and confidence, and respect and patience, students will continue to reflect on their own actions affecting the feelings and performance of others. They will be given the opportunity to think of appropriate listening responses to hypothetical situations then to apply their reasoning to making deliberate choices when listening and responding to their own classmates. They will focus on active listening skills which are an integral part of developing empathy through practice.

Learning Intentions

- * To identify possible positive and negative behaviours of a listener and a speaker.
- * To connect how these behaviours would affect the person being listened to, both in a conversation and during a presentation.
- * To develop their communication skills as speakers and listeners through a partnership drawing exercise using descriptions.
- * To understand the concept of "active listening" and to make the connection between being an active listener and being a better language learner.
- * To demonstrate active listening skills when listening to student created sentences in the target language.

Success Criteria

- * Students will be able to connect the importance of listening and listening skills to good communication and language learning.
- * Students will be understand and be able to demonstrate some active listening skills in the classroom setting - Body language (eye contact, body mirroring, posture), facial expressions and lack of distracting behaviours, questioning to clarify when necessary, summarising.
- * Students will be able to respond appropriately to others' work and be active listeners if necessary.

Learning Strategies, Materials and Key Words

Materials:

- * Paper, pencil and rubber for each student to carry out the drawing/description exercise (or mini whiteboards and whiteboard markers if they are available)
- * Completed opinion sentences from previous learning, individual to each student, following previous learning closely (Je, avoir, past participle, or J'aime, infinitive structures.)
- * Short vocabulary lists available for students with literacy needs.

Key Words:

- * Respect
- * Active Listening
- * Communication
- * Courage
- * Respect
- * Kindness

(All previous Character Key Words, covered in previous lessons, will be displayed in the classroom, added to each week)

Lesson 3 - Respect and Kindness

Do now task: (Approx. 5 mins)

Think of and write (in full sentences) in your books three ways in which we might show respect or patience to/with other people at home. (i.e. helping a younger sibling to read.)

Do now task extension:

How might you show respect or patience in school? Give two examples.

Introduction of lesson hypothesis: (Approx. 5 mins) - see Guiding Questions
Introduction of key words

Listening Exercise: (+/- 25 minutes including teacher guidance)

Active listening exercise part 1: (5 mins)

Students will be divided into pairs and given the task of drawing the same design on a piece of paper. Both students will not be able to see each others' paper and one student will decide on the design and describe it to the second who must draw it as far as they understand it from the description. The second student must not speak, and must try to avoid eye contact with their partner, looking down at only their own sheet of paper.

To keep the exercise from devolving into an art competition, they will be asked to use only triangles, rectangles, squares, circles and lines - the picture must be random and not attempting to depict a real-life object.

Exercise debrief: (Approx 5 mins)

How do the pictures compare?

Was it hard to understand what your partner meant? Why?

Did you feel frustrated?

Do you think you spoke clearly and made sense with your instructions?

Why do you think your pictures don't match exactly?

Active listening exercise part 2: (5 mins)

Change the roles between the pair. Who was listening is now giving instructions, etc. The same exercise is carried out, this time with the students allowed to ask questions, discuss and maintain eye contact/use facial expressions. "Do you mean...?" "Did you say...?" "Is there a square in the top left hand corner?".

Exercise debrief: (Approx. 5 mins)

Are the pictures more similar, or even worse than before?

Why do you think this is?

What sort of questions did you have to ask?

Was it easier or harder to understand? Was it easier to pay attention and listen to what was being said when you could ask questions?

Were you still giving instructions and listening, or were you working as a team instead? Does this go against what you were supposed to do?

Class discussion - self reflection: (3 mins)

What was the difference between the first exercise and the second?

Did you show respect and patience when you asked questions? How?

When do you have to be an active listener in the language classroom?

Can you be an active listener when watching a presentation? Do you have to speak and ask questions to listen well?

How can you be a good listener?

AfL

Teacher to circulate during activities and gather anecdotal evidence of participation and attention to learning during the different parts of the activity - both action and discussion.

Side coaching during the activity.

Self and Peer Evaluation through BBB and WWW strategy as part of debrief.

Ensure that "student two" doesn't take too active a role in the development of the picture. Discuss taking it too far and becoming too active, to the point the picture is no longer the creation of "student one".

Personalisation

Some students may need guidance in answering questions, or may benefit from a visual example of the task they are attempting to complete (i.e. a completed picture of appropriate shapes)

Keeping the pictures simple and limiting them to basic shapes increases the ease of participation for all students.

Discussion and conversations skills for kinesthetic learning, with verbal expression and written responses to tasks.

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Using Target Language and Active Listening: (15 mins)

In pairs: These should be different pairs to those used in the previous exercise, closely linked by language ability so comments and clarification questions of higher ability students can be in TL.

Students are given the task of carrying out a short conversation on three previous meals using questions formed in week two (*qu'est-ce que tu as mangé...*) and sentences created earlier in the week.

Students should focus on their active listening skills to be able to form a short summary of their partner's three described meals in English.

As a group: Students should be divided into groups of mixed ability, students should be separated from their partner from the pair work (4 or 5).

Using summaries of their own previous meals, students deliver a short presentation on their meals and opinions to their group.

Here the teacher should encourage students to think about how they are going to be good listeners in a group/presentation situation rather than in a conversation.

How were you showing yourself to be a good listener in the pair work?

Was it different for the group work? Why?

How did you feel when people were listening to you? Were you nervous?

How does listening like this show respect and kindness to your fellow students?

Ask volunteers to share their experiences as speakers and as listeners.

Thoughts, feelings and what could have been better, what went well.

Short French questions for active listening should be made available for students to use the target language as listeners - "Oui?" "Vraiment?", Pardon?, Quand?, Qui? Pourquoi?", etc. Students should be encouraged to use these by the teacher during the exercise.

Personalisation

As a reach/extension task, students of stronger ability might try to briefly summarise their partner's meals in the "il/elle" subject pronoun with avoir and past participle. (GP 3/4)

Key language and conversations of varying degrees of detail should be available for students.

AfL

Self and peer evaluation throughout.

Students given the opportunity to respond to their feelings on the task in written form, using the lesson's key words.

Consolidation: (5 mins)

Hypothesis - brief discussion and written response

As a whole class - Students are asked to respond to the original lesson hypothesis with reference to the tasks carried out, whether they agree or disagree, offering opposing opinions and arguments.

Students should be asked to produce a written response to the lesson hypothesis based on the discussion.