

Secondary ELT Methods I: Developing Oracy Skills

LEUNG Chau Yi

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Secondary 2 English Language ~ Unit Plan

Module: Bullying

Cycles: 1

Total no. of lessons: 3

Tasks/ Major Activities:

1. Watch a video about bullying
2. Play a vocabulary matching game about bullying
3. Listen to an interview about how teenagers think about bullying
4. Watch a video of an actual discussion conducted by form 6 students
5. Watch a video of Amanda Todd who is a victim in bullying
6. Discuss the issue with peers and think about the solution to stop bullying
7. Evaluation students' oral performance

Learning Objectives:

By the end of the unit, students will be able to:

1. use the vocabulary to discuss about bullying;
2. pronounce the vocabulary about bullying;
3. listen for key words, main ideas and phrases in an authentic speaking context;
4. Give response with appropriate set phrases during oral discussion;
5. cultivate a correct value towards bullying

Target learning vocabulary:

1. The noun about person in bullying;
2. The noun about punishment in bullying;

3. The adjective about feelings in bullying;
4. The verb about behaviour in bullying;

Assessments:

1. Short quiz
2. Listening question paper
3. Group discussion task
4. Evaluation and analysis of other groups' speaking performance

Teaching materials:

1. Blackboard
2. Computer
3. Supplementary worksheet
4. Video clips
5. Short quiz paper
6. Listening question paper
7. Discussion task sheet
8. Timer

Procedures:

Sequence	No. of lessons	Learning Activities	Remarks
1	0.5	<p><u>Introduction to the topic</u></p> <p>- check students understanding about bullying, watch a video of a news report from FOX to understand how people feel and suffered from bullying;</p>	

2	1.5	<u>Listening</u> - learn the vocabulary about bullying - an interview about how teenagers say about bullying	- Supplementary worksheets
3	1	<u>Oral practice</u> - learn the responding skills in speaking - discussion about holding an anti-bullying event	- Supplementary worksheets

Listening Teaching Plan

Level of students: F.2

Topic: Bullying

No. of lessons: 2 (double lessons)

Duration: 80 minutes

Prior knowledge:

1. The skill of understanding implied meaning and speaker's feelings.
2. The skill of distinguish facts and opinions.

Learning objectives (Not more than 3 in total):

At the end of this unit, students should be able to:

1. Mastering the skill to listen for key words, main ideas and phrases in an authentic speaking context;
2. Mastering the skill to make inference by employing prior knowledge and contextual clues while listening.
3. Learning some vocabularies related to the topic.

Time [in minutes]	Procedure of use [state each teaching step you will take to help students learn]	Interaction mode	Purpose [explain why / how each step can help students learn; show your understanding of the teaching cycle you have learnt from the course; include references when appropriate]	Resources [refer to the relevant teaching materials as an appendix]
2 mins	Pre-listening stage: 1. Asking students about their understanding of bullying. - <i>Do you know anyone who has been suffered in bullying in school?</i> - <i>Have you witnessed any bullying in school?</i> - <i>If yes, what did the bullies do to the students?</i>	Ss→T Ss → Ss	1. To stimulate students' interest; to scaffold students to today's lesson; peer sharing the ideas about bullying 2. To inform the learning objectives and topic to students; to remind students to be well-prepared for the following learning activities.	1. computer 2. short quiz worksheet 3. blackboard
2	2. Informing students the topic of the lesson is about	T→Ss		

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mins	bullying. - <i>Today's lesson is about bullying.</i> - <i>In this lesson, you are going to watch a news report about a boy who had been bullied by others in school.</i> - <i>After watching the news report, I would like all of you to finish a short quiz about the video so as to grasp the idea of bullying.</i>			4. vocabulary worksheet 5. The card game
3 mins	3. Distributing the short quiz question paper to students and provide a few minutes for students to read the questions. (appendix 1) - <i>The kid was bullied _____.</i> <i>A. at school</i> <i>B. in street</i> <i>C. at home</i> - <i>What did the bully do to the kid? _____</i> <i>A. hug and kiss him</i> <i>B. punch and kick him</i> <i>C. help and play with him</i> - <i>In what condition could the boy feel safe? _____</i> <i>A. When people stopped bullying him</i> <i>B. When the teachers were around him</i> <i>C. When he was alone</i> - <i>What did the boy think about the bullies? _____</i>	T→Ss	3. Allow students to familiarize with the questions in the short quiz; practice the skill of identifying main ideas and key words in the audio tape; to grasp the concept of bullying. 4. To practice the listening skills; explore the topic about bullying through the medium of spoken language. 5. To provide time for students to answer the questions. 6. To check students' understanding to the teaching topic and their ability in listening for key words; consolidate students' listening skills by replaying the news report. 7. To broaden students' vocabulary exposure by teaching the vocabularies about bullying; to learn the pronunciation of the vocabulary; to learn the word stress so as to assist students' listening skill in recognizing the key words. 8. To consolidate students' understanding of the vocabulary; allow peer learning and exchange of knowledge; to stimulate students by rewarding them 9. To provide reference for students' further learning.	

	<p><i>A. They were bored</i></p> <p><i>B. They were angry</i></p> <p><i>C. They were jealous</i></p> <p>- What did the boy think to himself if he could stand up for other victims? _____</p> <p><i>A. He was stupid</i></p> <p><i>B. He was a bully</i></p> <p><i>C. He was a winner</i></p>			
2 mins	4. Showing the news report about a boy who had been bullied by others in school. http://www.youtube.com/watch?v=xAjLBdnQt6M	T → Ss		
1 mins	5. Providing time for students to complete the short quiz (gibbons).	Ss → Ss		
3 mins	6. Eliciting answers from students and checking answers with students.(appendix 5)	T → Ss Ss → Ss		
	<p>1. <i>A</i></p> <p>2. <i>B</i></p> <p>3. <i>B</i></p> <p>4. <i>C</i></p> <p>5. <i>C</i></p> <p><i>(The news report will be replayed if students have difficulties in listening for the answers.)</i></p>			
15 mins	7. Presenting the vocabularies which are relevant to the	T → Ss		

8 mins	<p>topic and the follow-up listening task. The definitions, <u>the word stress</u> and the part of speech will be taught to students. (appendix 2)</p> <p>About person:</p> <ul style="list-style-type: none"> - <i>Somalia</i> (n.) - <i>self-esteem</i> (n.) - <i>Terrorist</i> (n.) - <i>freshman</i> (n.) <p>About punishment:</p> <ul style="list-style-type: none"> - <i>suspension</i> (n.) - <i>expulsion</i> (n.) <p>About feelings:</p> <ul style="list-style-type: none"> - <i>Resilient</i> (adj.) - <i>worthless</i> (adj.) <p>About behaviour:</p> <ul style="list-style-type: none"> - <i>Shrug it off</i> (v.) - <i>Struggle</i> (v.) - <i>drag him down</i> (v.) - <i>defend</i> (v.) - <i>giggle</i> (v.) - <i>make excuses</i> (v.) - <i>apologize</i> (v.) - <i>intervene</i> (v.) - <i>reinforces</i> (v.) - <i>shove into</i> (v.) - <i>trip</i> (v.) - <i>step in</i> (v.) - <i>retaliate</i> (v.) <p>8. Conducting a vocabulary matching game to consolidate students' learning.</p> <ul style="list-style-type: none"> - <i>Students are given two piles of cards: one is the vocabulary cards and the other one is the explanation</i> 	Ss→Ss		
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mins				
20 mins	Post-listening stage: 1. Eliciting answers of the listening task from students to check their understanding of the audio tape and assess students' performance in listening task. (appendix 6) <i>- In Part 1, it requires students to listen for the key words from the audio tape.</i> <i>- In part 1, what are the keys words in the questions can help you to listen for the answers in the audio tape? E.g. "form", "name-calling", "nationality"</i> <i>- In part 2, students are required to infer the answer with the aid of the contextual clues. For instance, in the question, "the bullying had lasted for..." has guided students to answer something about time.</i> <i>- In this part, what answers have you inferred from the contextual clues?</i> <i>- In part 3, students are required to take notes and summarize the points from the audio tape. For instance, from the examples given in part 3 "self defense yourself", students have to generalize the name of the strategy.</i> <i>- In this part, what have you written for the name of the strategy?</i> <i>(The audio tape will be replayed if students have difficulties in listening for the answers.)</i>	Ss→T T→Ss	1. To check students' understanding of the audio tape; to assess students' performance in the listening task; to consolidate students' listening skills by explaining the questions; to consolidate students' listening skills by replaying the audio tape. 2. To prepare for the speaking activities in next lesson; to consolidate students' acquisition of the vocabularies.	1. Blackboard 2. Supplementary worksheet of the listening question paper
1 min	2. Asking students to study the vocabularies for preparing the speaking activities in the next lesson.			

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Appendix 1 – short listening quiz

Short listening quiz – news report

Choose the best answer from the questions and write the representing letter on the line.

1. The kid was bullied _____.
A. at school
B. in street
C. at home
2. What did the bully do to the kid? _____.
A. hug and kiss him
B. punch and kick him
C. help and play with him
3. In what condition could the boy feel safe? _____.
D. When people stopped bullying him
E. When the teachers were around him
F. When he was alone
4. What did the boy think about the bullies? _____.
A. They were bored
B. They were angry
C. They were jealous
5. What did the boy think to himself if he could stand up for other victims? _____.
D. He was stupid
E. He was a bully
F. He was a winner

Appendix 2 – vocabulary table

Vocabularies

Vocabularies:	Explanations:
About person:	
1. Somalia (n.)	a country in Africa
2. self-esteem (n.)	belief and confidence in your own ability and value
3. freshman (n.)	a student in the first year of high school, college, or university
4. Terrorist (n.)	someone who is involved in terrorism
About punishment:	
5. suspension (n.)	a punishment in which a person is temporarily not allowed to work, go to school, or take part in an activity
6. expulsion (n.)	forcing someone, or being forced, to leave a school, organization, or country
About feelings:	
7. worthless (adj.)	having no value in money
8. Resilient (adj.)	able to quickly return to a previous good condition
About behavior:	
9. Shrug it off (v.)	to not worry about something and treat it as not important
10. Struggle (v.)	to experience difficulty and make a very great effort in order to do something
11. drag him down (v.)	it makes them feel unhappy or ill:
12. defend (v.)	to protect someone or something against attack or criticism
13. giggle (v.)	to laugh repeatedly in a quiet but uncontrolled way, often at something silly or rude or when you are nervous
14. make excuses (v.)	to give false reasons why you cannot do something
15. apologize (v.)	to tell someone that you are sorry for having done something that has caused them problems or unhappiness
16. intervene (v.)	to intentionally become involved in a

	difficult situation in order to improve it or prevent it from getting worse
17. reinforces (v.)	to make something stronger
18. shove into (v.)	to push someone forcefully, in an unpleasant and threatening way
19. trip (v.)	an occasion when you knock your foot against something and fall or lose your balance, or someone causes you to do this, when you are walking or running
20. step in (v.)	to become involved in a difficult situation or argument in order to help find a solution
21. retaliate (v.)	to hurt someone or do something harmful to them because they have done or said something harmful to you

Appendix 3 – Vocabulary card game

Vocabularies

Vocabularies:	Explanations:
22. Somalia (n.)	a country in Africa
23. Terrorist (n.)	someone who is involved in terrorism
24. Shrug it off (v.)	to not worry about something and treat it as not important
25. Resilient (adj.)	able to quickly return to a previous good condition
26. Struggle (v.)	to experience difficulty and make a very great effort in order to do something
27. drag him down (v.)	it makes them feel unhappy or ill:
28. defend (v.)	to protect someone or something against attack or criticism
29. self-esteem (n.)	belief and confidence in your own ability and value
30. worthless (adj.)	having no value in money
31. giggle (v.)	to laugh repeatedly in a quiet but uncontrolled way, often at something silly or rude or when you are nervous
32. make excuses (v.)	to give false reasons why you cannot do something
33. apologize (v.)	to tell someone that you are sorry for having done something that has caused them problems or unhappiness
34. intervene (v.)	to intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse
35. reinforces (v.)	to make something stronger
36. shove into (v.)	to push someone forcefully, in an unpleasant and threatening way
37. trip (v.)	an occasion when you knock your foot against something and fall or lose your balance, or someone causes you to do this, when you are walking or running
38. step in (v.)	to become involved in a difficult situation or argument in order to help

	find a solution
39. freshman (n.)	a student in the first year of high school, college, or university
40. retaliate (v.)	to hurt someone or do something harmful to them because they have done or said something harmful to you
41. suspension (n.)	a punishment in which a person is temporarily not allowed to work, go to school, or take part in an activity
42. expulsion (n.)	forcing someone, or being forced, to leave a school, organization, or country

Appendix 4 – listening question paper

Listening exercise:

Part 1 - WHAT TEENS SAY ABOUT BULLYING

Grace Pastoor, a junior at St. Louis Park Senior High, interviewed the victims in bullying, Fahima Adan and Nathan Schneider, about their opinion on bullying. Listen to the interview and fill in the tables below.

Interviewee 1 - Fahima Adan

Student's profile	
Name	Fahima Adan
Form	_____ in St. Louis Park (1)
Nationality	_____ (1)
Before getting bullied, she always wears: _____ (1)	
How did she get bullied?	
1. <u>Name calling</u> : she was being called as a _____ .(1)	
2. <u>Stereotyping</u> : misunderstanding that she was trying to _____ .(1)	
How did she respond to the bullying? _____ (1)	

Interviewee 2 - Nathan Schneider

Student's profile	
Name	Nathan Schneider
Form	_____ in St. Louis Park (1)
Nationality	N/A
When did he get bullied? _____ (2)	
How did he get bullied?	
1. <u>He was recognized as a</u> _____ <u>and</u> _____ <u>kid.</u> (2)	

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2. Stereotyping: he was known as an .(1)

3. students in the class forbid him to .(1)

How did he respond to the bullying?

1. Struggling with .(1)

2. He believes that people do not themselves.(1)

3. Because of the _____, he believe he is _____, he
deserves to be bullied. (2)

Part 2 - INSIDE THE MIND OF A BULLY

After interviewing some victims in bullying, Grace Pastoor also interviewed the bully, Ian Grinde. As Grace was drafting the news report, some words are missed due to the technical problem. Listen to the interview and help her fill in the blanks.

From a bully to a hero - A story of blocking seats on the bus (10 marks)

Ian Grinde, who is a Junior in St. Louis Park admitted that he was a bully. The story began in his 4th grade on the school bus. On the bus, there was a student who looked

_____ from others. At that time, that students was not popular on the school bus, he did not find any companion to _____ him.

Ian discovered this kid and started bullying him

by _____. At that moment, Ian found _____ from bullying others. He felt _____ even the kid was upset by his behavior. The bullying had lasted for _____.

After a few years, when Grinde grew up, he knew that he was wrong. He felt _____ about what he had done. He would like to _____ for it and did not _____ it happen again. In order to compensate his fault, he turned from a bully to a hero. He knew that the best way to help the bullied is to _____ them. By simply saying “Hey, I’ve got your back” is enough to help them.

Our role model - Arden Crusciel (6 marks)

Arden Crusciel is just a freshman in St. Louis Park. After a few months of studying in St. Louis Park, he spotted several types of bullying are happening in schools.

According to Arden, he saw students are bullying others

by _____, _____ the tree
and _____ the hallway.

Disagreeing with the bully, Arden, as a freshman, _____ to stop the bullying. When he saw a kid who was excluded by others, he invited the kid to sit in his spot. Although Arden was questioned about his behavior, he ignored the opinions from others. He just did not _____ about what did other think about him. Arden only believes that stopping bullying verbally can make a _____.

Part 3 - PUNISHING BULLIES

After the interview, Grace Pastoor concluded some points to punish bullies. Listen to the report and fill in the blanks.

Suggested ways to avoid bullying in schools: (5 marks)

1. _____ Defense: supporting people by saying “ I’ve got your back”
2. _____ is necessary: when people are bullying you, self defense yourself.
3. Adopt positive behavior interventions: _____ and _____
4. _____ : forbidding bullies to participate in every group activity.

Appendix 5 – short listening quiz answer

Short listening quiz – news report

Choose the best answer from the questions and write the representing letter on the line.

6. The kid was bullied A .
- A. at school
 - B. in street
 - C. at home
7. What did the bully do to the kid? B
- A. hug and kiss him
 - B. punch and kick him
 - C. help and play with him
8. In what condition could the boy feel safe? B
- G. When people stopped bullying him
 - H. When the teachers were around him
 - I. When he was alone
9. What did the boy think about the bullies? C
- A. They were bored
 - B. They were angry
 - C. They were jealous
10. What did the boy think to himself if he could stand up for other victims? C
- G. He was stupid
 - H. He was a bully
 - I. He was a winner

Appendix 6 – listening question paper answer

Listening exercise:

Part 1 - WHAT TEENS SAY ABOUT BULLYING

Grace Pastoor, a junior at St. Louis Park Senior High, interviewed the victims in bullying, Fahima Adan and Nathan Schneider, about their opinion on bullying. Listen to the interview and fill in the tables below.

Interviewee 1 - Fahima Adan

Student's profile	
Name	Fahima Adan
Form	<u>Junior</u> in St. Louis Park (1)
Nationality	<u>Somalia</u> (1)
Before getting bullied, she always wears: <u>a head scarf</u> (1)	
How did she get bullied? 1. Name calling: she was being called as a <u>terrorist</u> .(1) 2. Stereotyping: misunderstanding that she was trying to <u>bomb the class</u> .(1)	
How did she respond to the bullying? <u>ignore it/shrug it off</u> (1)	

Interviewee 2 - Nathan Schneider

Student's profile	
Name	Nathan Schneider
Form	<u>Senior</u> in St. Louis Park (1)
Nationality	N/A
When did he get bullied? <u>freshman year in science class</u> (1)	
How did he get bullied?	

1. He was recognized as a **short** and **odd** kid.(2)
2. Stereotyping: he was known as an **outcast/easy mark for people to pick on**.(1)
3. students in the class forbid him to **speak/say anything**.(1)

How did he respond to the bullying?

1. Struggling with **depression**.(1)
2. He believes that people do not **defend/stand up for** themselves.(1)
3. Because of the **self-esteem**, he believe he is **worthless**, he deserves to be bullied. (2)

Part 2 - INSIDE THE MIND OF A BULLY

After interviewing some victims in bullying, Grace Pastoor also interviewed the bully, Ian Grinde. As Grace was drafting the news report, some words are missed due to the technical problem. Listen to the interview and help her fill in the blanks.

From a bully to a hero - A story of blocking seats on the bus (10 marks)

Ian Grinde, who is a Junior in St. Louis Park admitted that he was a bully. The story began in his 4th grade on the school bus. On the bus, there was a student who looked

different from others. At that time, that students was not popular on the school bus, he did not find any companion to sit next to him.

Ian discovered this kid and started bullying him by blocking the seats from the kid. At that moment, Ian found enjoyment/happiness from bullying others. He felt giggle even the kid was upset by his behavior. The bullying had lasted for the whole year.

After a few years, when Grinde grew up, he knew that he was wrong. He felt regret about what he had done. He would like to apologize for it and did not wish it happen again. In order to compensate his fault, he turned from a bully to a hero. He knew that the best way to help the bullied is to stand up for them. By simply saying “Hey, I’ve got your back” is enough to help them.

Our role model - Arden Crusciel (6 marks)

Arden Crusciel is just a freshman in St. Louis Park. After a few months I studying in St. Louis Park, he spotted several types of bullying are happening in schools.

According to Arden, he saw students are bullying others by preventing a boy to sit with them, shoving them into the tree and tripping them in the hallway.

Disagreeing with the bully, Arden, as a freshman, stepped in to stop the bullying. When he saw a kid who was excluded by others, he invited the kid to sit in his spot. Although Arden was questioned about his behavior, he ignored the opinions from others. He just did not care about what did other think about him. Arden only believes that stopping bullying verbally can make a difference.

Part 3 - PUNISHING BULLIES

After the interview, Grace Pastoor concluded some points to punish bullies. Listen to the report and fill in the blanks.

Suggested ways to avoid bullying in schools: (5 marks)

5. Verbal Defense: supporting people by saying “ I’ve got your back”
6. Physical force is necessary: when people are bullying you, self defense yourself.
7. Adopt positive behavior interventions: suspension and expulsion
8. Social shaming : forbidding bullies to participate in every group activity.

Appendix 7 – list of set phrases in discussion

List of useful set phrases in discussion

Making Introduction:

- Today I am going to talk about.....
- What do you think about ...?
- What's your opinion on this?

Making agreement in discussion:

- I agree with you
- The most convincing argument is that...
- I think you are right.
- That's (quite) right. .
- I agree completely.
- I'm of the same opinion as ...
- It is absolutely right to say that...
- I do not think anyone would disagree with the statement that...

Making disagreement in discussion:

- I disagree with you
- No, I (completely) disagree with you.
- That can't be right!
- I cannot (fully) agree with you.
- I am not convinced by ...

Giving opinions:

- In my opinion, I think
- An additional argument I would like to present is that...
- I think/feel/find/suppose (that) ... I
- Well, if you ask me, ...

Making contrast and comparison:

- The main reason, however, is that...
- I would also argue that...
- Yes, but ...

Drawing conclusion:

- To conclude/ In conclusion
- To sum up

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Discussion topic 1

Read the below scenario and discuss about the following points In the discussion, each student will have to talk for three minutes:

Situation:

It is one year after Amanda Todd’s death. The members of the parents-teacher association of Amanda Todd’s school are planning an “Amanda Week” aimed at giving anti-bullying awareness education and raise concern in curing mental health problems. As members of the association, you are meeting each other to discuss the details related to the commencement of activities and other details.

In the discussion, you may discuss about:

1. What are the main concerns of the week?
2. What kinds of activities are going to be held?
3. What kinds of resources are required?
4. What sorts of promotion methods might you want to adopt?
5. Other relevant details.

Appendix 9 – discussion rubric

Discussion rubric			
	Excellent 2 point	Fair 1 point	Need improvements 0 points
Content Understanding (comprehension of the content under discussion)	<ul style="list-style-type: none"> - A significant understanding to the discussion topic - Support arguments with relevant examples and information - The explanation is concise and precise 	<ul style="list-style-type: none"> - A general understanding to the discussion topic - Support arguments with some facts and examples - Ideas are correct but not concise 	<ul style="list-style-type: none"> - A poor understanding to the discussion topic - Lack of information and examples to support the arguments - Ideas are extremely limited and difficult to understand
Interaction with Others	<ul style="list-style-type: none"> - Replies to others are responsive to the statement and indicate that the student understood it and thought about it. - The student acknowledges the statements of others in a way that builds a consecutive interchange between participants. 	<ul style="list-style-type: none"> - The interactions of the student are appropriate - The student participates in the group but does little to involve others or encourage others to think critically. - The student attends to the discussion but contributes little new knowledge or ideas. 	<ul style="list-style-type: none"> - The interactions of the student are inappropriate - The student makes a personal attack; language might suggest bias toward a group member or others - Discussion does not take into consideration the ideas/comments by the group; there is little attempt at

	<ul style="list-style-type: none"> - When disagreeing, the student does it respectfully. The nature of the disagreement is stated and an invitation to respond extended. - When conflicts arise, the student attempts to resolve them 		collaborative thinking.
Language	<ul style="list-style-type: none"> - The student uses precise vocabulary and syntax. - The student defines or clearly explains language or concepts that might be unfamiliar to others - The student uses English conventionally without grammatical or typographical errors. 	<ul style="list-style-type: none"> - The student uses general vocabulary and tends to express ideas wordily. - Although correct, language might not be equally understandable to all members of the group - The student occasionally misspells words and makes grammatical errors. 	<ul style="list-style-type: none"> - The student uses language that others in the group are unlikely to understand. - Language choices are vague, abstract - The student makes lots of grammatical errors

Source: Wegmann Online Disucssions Rubric

http://topr.online.ucf.edu/index.php/File:Wegmann_Online_Disucssions_Rubric.pdf

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Appendix 10 – transcript of the listening material

Source: MPRNews

<http://minnesota.publicradio.org/display/web/2011/05/16/youth-radio-bullying>

Bullying in schools through the eyes of teens

May 18, 2011

by Grace Pastoor, for Minnesota Public Radio

St. Paul — A Minnesota Public Radio News investigation looked at bullying in the state and what state law and school policies can do to prevent it. To paint an accurate picture of bullying, we wanted to also get the perspective of teens.

Grace Pastoor, a junior at St. Louis Park Senior High, interviewed students about how they see bullying and whether they think adults can do anything about it.

WHAT TEENS SAY ABOUT BULLYING

I've heard a lot of adults and experts offer their theories on bullying, but I hardly ever hear teens giving their side of the story. So, I wanted to find out what they think of the bullying problem.

Like most schools, St. Louis Park sees its share of bullying, but nothing above the ordinary. I started by asking students to meet me after school to tell me about their experiences. Fahima Adan is a junior who's originally from Somalia. Most days she wears a head scarf, but she told me about the day she wore a veil called a niqab that showed only her eyes.

"I missed it, you know? I never seen people wear it since I came here," Adan said. "So I just [wore] it to see how I would look on it. And this guy was like, 'terrorist, get out of this country! Are you trying to bomb us or whatnot.' And it was so sad. I can not even harm a fly."

Adan said she didn't respond to his ignorance.

"I'm not a terrorist. So what would I care, you know?" she said.

Fahima Adan was able to shrug it off, but not all kids are that resilient.

Nathan Schneider is a senior who was bullied in his freshman year. He described himself as "kind of the short, odd kid" that sat alone. He said he was known as an

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outcast and an easy mark for people to pick on, and one day when remembers things got particularly vicious in his science class.

"I remember walking into a science class and immediately people shouting, 'Nathan, be quiet. Nobody wants to hear what you're saying.' And I hadn't even said anything," Schneider said.

Schneider said he struggled with depression, and bullying definitely dragged him down. He knows from personal experience why kids who are bullied might not defend themselves.

"I think a lot of the time, people who don't stand up for themselves maybe can't," he said. "They have some sort of self-esteem issue that says 'I don't deserve for this to stop ... I am worthless, what they're saying is right, I do deserve all this bullying.'"

INSIDE THE MIND OF A BULLY

Many kids were willing to talk about being bullied, but of the 13 kids I approached for an interview, only one agreed to talk about what it was like to be the bully. Junior Ian Grinde admits that he was the bully on the school bus when he was in 4th grade.

Grinde told a story of blocking the seats from a kid on the bus that he described as "a bit different" and that no one liked to sit next to.

"And then he wouldn't have a seat and then he'd be really upset and then we'd giggle about it. That was sort of how it went for the whole year," Grinde said.

Grinde doesn't make any excuses for what he did. He said he was aware of what he was doing and now wishes he hadn't done it.

"I regret it just because he is a bit, you know, different. So I feel bad about that. I've apologized to him before because it was pretty stupid," he said.

Would other students stepping in have helped in that situation? Grinde said there's definitely a right way and wrong way to intervene. He said treating the victim as someone who's weak and in need of defense instead of as an equal, doesn't really help.

"It just reinforces the message that they are a lesser being that they have to stand up for," he said. Grinde said it's better to stick up for someone by saying "Hey, I've got your back."

Although my generation is known for cyber-bullying, a lot of the bullying stories kids told me happened on the school bus. It's another place that's minimally supervised by adults. Freshman Arden Crusciel saw other kids trying to prevent a boy from sitting with them, so he stood up for him.

"I just kept letting him sit in my spot and everyone would ask, 'why are you letting him sit with you?'" Crusciel said.

Crusciel said he asked: "Why do you care?" He said eventually they started to push the kid around and Crusciel decided to step in.

"Maybe pushed them into some water, maybe shoved someone into a tree, maybe tripped them in the hallway, so they kind of just stopped after that," he said.

Shoving someone into a tree isn't embraced by researchers, but stepping in verbally can make a difference. [Canadian researchers](#) found that peer intervention will stop bullying within 10 seconds, two-thirds of the time.

PUNISHING BULLIES

While verbal defense is often the ideal way to put a stop to bullying, Crusciel, Schneider and Grinde all agree that physical force is sometimes necessary. Schools, however, don't take that stance.

Schneider, the boy who was bullied during his freshman year, thinks the school's policy on self defense promotes giving up. He said that if somebody attacks you on school grounds, you are not allowed to physically defend yourself at all.

"Whatever they're doing to you, you cannot fight back, cannot retaliate, cannot defend yourself at all. Otherwise you get in just as much trouble," Schneider said.

Consequences for bullying at my school range from so-called "positive behavioral interventions" to suspension or expulsion. But Grinde, the reformed bully, would like to give other bullies a taste of their own medicine: shame.

"Kids hate being embarrassed," Grinde said. "They hate being outcast." He said if the punishment is a 3-day suspension, it's not a big deal.

"I've been suspended, big whoop. I stay home and I eat chocolate cheerios. I don't feel any 'badness,'" he said.

Grinde said that instead, if the punishment was to sit in a special little room when the other kids go out to play, or every time there's a field trip and they had to explain why they couldn't go on the field trip, he feels that would be something that would work.

"The kings of the social cliques — that sort of person who every time they say something dim-witted with the half a neuron in their brain, everyone around them goes 'giggle giggle giggle' because they're the biggest — kids like that are the ones that need the social shaming because they're usually the ones shaming others," said Grinde.

According to the students I interviewed, most adults don't seem to be on top of bullying. Too often, students think teachers don't notice it, and kids often don't tell their parents about being bullied until long after the fact.

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