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:**

<table>
<thead>
<tr>
<th>Sequence</th>
<th>No. of lessons</th>
<th>Learning Activities</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.5</td>
<td><strong>Introduction to the topic</strong>&lt;br&gt;- check students understanding about bullying, watch a video of a news report from FOX to understand how people feel and suffered from bullying;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Listening</strong></td>
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<tr>
<td>---</td>
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</tr>
</tbody>
</table>
| 2 | 1.5 | - learn the vocabulary about bullying  
- an interview about how teenagers say about bullying | - Supplementary worksheets |
| 3 | 1 | **Oral practice** |   |
|   |   | - 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.

<table>
<thead>
<tr>
<th>Time [in minutes]</th>
<th>Procedure of use</th>
<th>Interaction mode</th>
<th>Purpose</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 2 mins            | Pre-listening stage: 1. Asking students about their understanding of bullying.  
- *Do you know anyone who has been suffered in bullying in school?*  
- *Have you witnessed any bullying in school?*  
- *If yes, what did the bullies do to the students?*  | 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  |  |  |
Today's lesson is about bullying.
- In this lesson, you are going to watch a news report about a boy who had been bullied by others in school.
- 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.

3. Distributing the short quiz question paper to students and provide a few minutes for students to read the questions. (appendix 1)
   - The kid was bullied ________________
     A. at school  
     B. in street  
     C. at home

   - What did the bully do to the kid? __________
     A. hug and kiss him  
     B. punch and kick him  
     C. help and play with him

   - In what condition could the boy feel safe? _________
     A. When people stopped bullying him  
     B. When the teachers were around him  
     C. When he was alone

   - What did the boy think about the bullies? _________
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 2 mins | 1. A. They were bored  
        B. They were angry  
        C. They were jealous |
| 1 mins | 4. Showing the news report about a boy who had been bullied by others in school.  
      [http://www.youtube.com/watch?v=xAjLBdnQt6M](http://www.youtube.com/watch?v=xAjLBdnQt6M) |
| 3 mins | 5. Providing time for students to complete the short quiz (gibbons).  
       6. Eliciting answers from students and checking answers with students. (appendix 5)  
       1. A  
       2. B  
       3. B  
       4. C  
       5. C  
       *(The news report will be replayed if students have difficulties in listening for the answers.)* |
| 15 mins | 7. Presenting the vocabularies which are relevant to the |
topic and the follow-up listening task. The definitions, the word stress and the part of speech will be taught to students. (appendix 2)

**About person:**
- Somalia (n.)
- self-esteem (n.)
- Terrorist (n.)
- freshman (n.)

**About punishment:**
- suspension (n.)
- expulsion (n.)

**About feelings:**
- Resilient (adj.)
- worthless (adj.)

**About behaviour:**
- Shrug it off (v.)
- Struggle (v.)
- drag him down (v.)
- defend (v.)
- giggle (v.)
- make excuses (v.)
- apologize (v.)
- intervene (v.)
- reinforces (v.)
- shove into (v.)
- trip (v.)
- step in (v.)
- retaliate (v.)

8 mins 8. Conducting a vocabulary matching game to consolidate students’ learning.
- Students are given two piles of cards: one is the vocabulary cards and the other one is the explanation
<table>
<thead>
<tr>
<th>Time (mins)</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>While-listening stage:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1. Distributing the listening question paper to students (appendix 4)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2. Briefly explaining the listening skills required in each part.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Part 1: listening for key words and phrases</td>
<td></td>
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<tr>
<td></td>
<td>- Part 2: inferring the meaning with the aid of the contextual clues and students’ prior knowledge</td>
<td></td>
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<tr>
<td></td>
<td>- Part 3: note taking and summarizing skill</td>
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<tr>
<td>10</td>
<td>3. Giving 10 minutes for students to read the questions.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>4. Playing the audio tape to students. (appendix 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://minnesota.publicradio.org/display/web/2011/05/16/youth-radio-bullying">http://minnesota.publicradio.org/display/web/2011/05/16/youth-radio-bullying</a></td>
<td>(the audio tape will be divided into 3 parts so as to correspond the questions designed in the listening paper)</td>
</tr>
<tr>
<td>5</td>
<td>5. Giving 5 minutes for students to tidy up their answers.</td>
<td></td>
</tr>
<tr>
<td>T→Ss</td>
<td>1. Allow students to familiarize with the questions in the listening paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. To assist students in answering the questions in the paper; to explicitly mention the required listening skills in each part; to raise students’ awareness of the required listening skills so as to answer the questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. To let students to be well-prepared for the listening tasks; to practice the listening examination procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. To practice the listening examination procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. To practice the listening examination procedures.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1. Listening question paper</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2. Computer</td>
<td></td>
</tr>
<tr>
<td>mins</td>
<td>Post-listening stage:</td>
<td>Ss⇒T</td>
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<td>------</td>
<td>-----------------------------------------------------------------------------------</td>
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</tbody>
</table>
| 20   | 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)  
- In Part 1, it requires students to listen for the key words from the audio tape.  
- In part 1, what are the key words in the questions can help you to listen for the answers in the audio tape? E.g. “form”, “name-calling”, “nationality”  
- 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.  
- In this part, what answers have you inferred from the contextual clues?  
- 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.  
- In this part, what have you written for the name of the strategy?  
(The audio tape will be replayed if students have difficulties in listening for the answers.) |            | 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 min| 2. Asking students to study the vocabularies for preparing the speaking activities in the next lesson. |            |                                                                      | 2. Supplementary worksheet of the listening question paper |
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

<table>
<thead>
<tr>
<th>Vocabularies</th>
<th>Explanations</th>
</tr>
</thead>
</table>

##### 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
<table>
<thead>
<tr>
<th>17. reinforces (v.)</th>
<th>to make something stronger</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. shove into (v.)</td>
<td>to push someone forcefully, in an unpleasant and threatening way</td>
</tr>
<tr>
<td>19. trip (v.)</td>
<td>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</td>
</tr>
<tr>
<td>20. step in (v.)</td>
<td>to become involved in a difficult situation or argument in order to help find a solution</td>
</tr>
<tr>
<td>21. retaliate (v.)</td>
<td>to hurt someone or do something harmful to them because they have done or said something harmful to you</td>
</tr>
</tbody>
</table>
Appendix 3 – Vocabulary card game

**Vocabularies**

<table>
<thead>
<tr>
<th>Vocabularies:</th>
<th>Explanations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Somalia (n.)</td>
<td>a country in Africa</td>
</tr>
<tr>
<td>23. Terrorist (n.)</td>
<td>someone who is involved in terrorism</td>
</tr>
<tr>
<td>24. Shrug it off (v.)</td>
<td>to not worry about something and treat it as not important</td>
</tr>
<tr>
<td>25. Resilient (adj.)</td>
<td>able to quickly return to a previous good condition</td>
</tr>
<tr>
<td>26. Struggle (v.)</td>
<td>to experience difficulty and make a very great effort in order to do something</td>
</tr>
<tr>
<td>27. drag him down (v.)</td>
<td>it makes them feel unhappy or ill:</td>
</tr>
<tr>
<td>28. defend (v.)</td>
<td>to protect someone or something against attack or criticism</td>
</tr>
<tr>
<td>29. self-esteem (n.)</td>
<td>belief and confidence in your own ability and value</td>
</tr>
<tr>
<td>30. worthless (adj.)</td>
<td>having no value in money</td>
</tr>
<tr>
<td>31. giggle (v.)</td>
<td>to laugh repeatedly in a quiet but uncontrolled way, often at something silly or rude or when you are nervous</td>
</tr>
<tr>
<td>32. make excuses (v.)</td>
<td>to give false reasons why you cannot do something</td>
</tr>
<tr>
<td>33. apologize (v.)</td>
<td>to tell someone that you are sorry for having done something that has caused them problems or unhappiness</td>
</tr>
<tr>
<td>34. intervene (v.)</td>
<td>to intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse</td>
</tr>
<tr>
<td>35. reinforces (v.)</td>
<td>to make something stronger</td>
</tr>
<tr>
<td>36. shove into (v.)</td>
<td>to push someone forcefully, in an unpleasant and threatening way</td>
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<tr>
<td>37. trip (v.)</td>
<td>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</td>
</tr>
<tr>
<td>38. step in (v.)</td>
<td>to become involved in a difficult situation or argument in order to help</td>
</tr>
<tr>
<td></td>
<td>find a solution</td>
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<tr>
<td>---</td>
<td>----------------</td>
</tr>
<tr>
<td>39. freshman (n.)</td>
<td>a student in the first year of high school, college, or university</td>
</tr>
<tr>
<td>40. retaliate (v.)</td>
<td>to hurt someone or do something harmful to them because they have done or said something harmful to you</td>
</tr>
<tr>
<td>41. suspension (n.)</td>
<td>a punishment in which a person is temporarily not allowed to work, go to school, or take part in an activity</td>
</tr>
<tr>
<td>42. expulsion (n.)</td>
<td>forcing someone, or being forced, to leave a school, organization, or country</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Student’s profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Form</td>
</tr>
<tr>
<td>Nationality</td>
</tr>
</tbody>
</table>

Before getting bullied, she always wears:  

__________________________ (1)

How did she get bullied?  
1. **Name calling**: she was being called as a ________________ (1)  
2. **Stereotyping**: misunderstanding that she was trying to ________________ (1)

How did she respond to the bullying?  

__________________________ (1)

Interviewee 2 - Nathan Schneider

<table>
<thead>
<tr>
<th>Student’s profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Form</td>
</tr>
<tr>
<td>Nationality</td>
</tr>
</tbody>
</table>

When did he get bullied?  

__________________________ (2)

How did he get bullied?  
1. He was recognized as a __________ and __________ kid. (2)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Stereotyping: he was known as an                     . (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. students in the class forbid him to                     . (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did he respond to the bullying?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Struggling with                     . (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. He believes that people do not                     themselves. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Because of the                     , he believe he is                     , he deserves to be bullied. (2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 student 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 makrs)

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 ___________________________ 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

<table>
<thead>
<tr>
<th>Student’s profile</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Form</td>
</tr>
<tr>
<td>Nationality</td>
</tr>
</tbody>
</table>

Before getting bullied, she always wears:
| a head scarf (1) |

How did she get bullied?
1. Name calling: she was being called as a terrorist (1)
2. Stereotyping: misunderstanding that she was trying to bomb the class (1)

How did she respond to the bullying?
| ignore it/shrug it off (1) |

Interviewee 2 - Nathan Schneider

<table>
<thead>
<tr>
<th>Student’s profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Form</td>
</tr>
<tr>
<td>Nationality</td>
</tr>
</tbody>
</table>

When did he get bullied?
| freshman year in science class (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 student 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 makrs)**

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/find/suppose (that) ...
- 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
Appendix 8 – discussion task sheet

**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.
## Discussion rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Fair</th>
<th>Need improvements</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2 point</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Content Understanding</strong></td>
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<tr>
<td>(comprehension of the content</td>
<td>A significant understanding to the discussion topic</td>
<td>A general understanding to the discussion topic</td>
<td>A poor understanding to the discussion topic</td>
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<tr>
<td>under discussion)</td>
<td>- Support arguments with relevant examples and information</td>
<td>- Support arguments with some facts and examples</td>
<td>- Lack of information and examples to support the arguments</td>
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<td></td>
<td>- The explanation is concise and precise</td>
<td>- Ideas are correct but not concise</td>
<td>- Ideas are extremely limited and difficult to understand</td>
</tr>
<tr>
<td><strong>Interaction with Others</strong></td>
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<td></td>
<td>Replies to others are responsive to the statement and indicate that the student understood it and thought about it.</td>
<td>The interactions of the student are appropriate</td>
<td>The interactions of the student are inappropriate</td>
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<td></td>
<td>- The student acknowledges the statements of others in a way that builds a consecutive interchange between participants.</td>
<td>- The student participates in the group but does little to involve others or encourage others to think critically.</td>
<td>- The student makes a personal attack; language might suggest bias toward a group member or others</td>
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<tr>
<td>Language</td>
<td>When disagreeing, the student does it respectfully. The nature of the disagreement is stated and an invitation to respond extended.</td>
<td>When conflicts arise, the student attempts to resolve them</td>
<td>collaborative thinking.</td>
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<tr>
<td>- The student uses precise vocabulary and syntax.</td>
<td>- The student uses general vocabulary and tends to express ideas wordily.</td>
<td>- The student uses language that others in the group are unlikely to understand.</td>
<td>- The student uses language that others in the group are unlikely to understand.</td>
</tr>
<tr>
<td>- The student defines or clearly explains language or concepts that might be unfamiliar to others</td>
<td>- Although correct, language might not be equally understandable to all members of the group</td>
<td>- Language choices are vague, abstract</td>
<td>- Language choices are vague, abstract</td>
</tr>
<tr>
<td>- The student uses English conventionally without grammatical or typographical errors.</td>
<td>- The student occasionally misspells words and makes grammatical errors.</td>
<td>- The student makes lots of grammatical errors.</td>
<td>- The student makes lots of grammatical errors.</td>
</tr>
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</table>

Source: Wegmann Online Discussions Rubric
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
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.

Grace Pastoor is a junior at St. Louis Park Senior High and part of ThreeSixty Journalism, a youth journalism program at the University of St. Thomas.