

**Gifted Education School Network 2021/22**

**Domain: Affective Education**

**Lesson Design**

*Acknowledgement: This lesson example was adapted/adopted from the tryout by Dr Fung Sze Ki Marianna of Munsang College Primary School.*

<b>School</b>	Munsang College Primary School
<b>Target/ Level</b>	Primary 5
<b>Mode of implementation</b>	Level 1 School-based whole-class teaching
<b>Subject</b>	English Language
<b>Topic</b>	Emotional Needs of Others (Affective elements: Awareness, Acceptance, Sympathy and Care)
<b>Lesson Time</b>	35 minutes/ lesson (1 period)
<b>Learning Objectives</b>	(1) Be aware of different emotions (2) Be able to explain the emotions of the characters (3) Be able to comfort or encourage the characters
<b>Prior knowledge of students</b>	Different adjectives for describing emotions (Pre-lesson learning task)
<b>Major differentiated instruction strategies deployed</b>	(1) Address diversity in learning styles and preferences by using audio-visual materials and different learning platforms (2) Provide two different learning tasks for students to choose from (choice board)
<b>Features of the example</b>	(1) Address diversity in learning styles and preferences by using audio-visual materials and different learning platforms (2) Provide two different learning tasks for students to choose from (choice board)
<b>Affective elements/ value related to gifted students</b>	Concepts relating to affective elements of the lesson: <ul style="list-style-type: none"><li>● Resilience to adversity</li><li>● Social-emotional learning</li><li>● Active praising / encouragement</li><li>● Learning from failure / meeting new friends</li></ul>

**Background of curriculum development/ Objective of the lesson:**

- The teacher extracted relevant movie clips relating to events of adversity faced by the main character when attending a new school. Students learnt to read others' mind from the movie clips and analysed others' emotions.
- Students learnt ways for comforting others and provide support through writing a message or drawing a card to express empathy and care to others.

## Flow of Learning and Teaching :

Activities	Rationales and Tips for Implementation
<b>Respond to Learning Objective 1: Be aware of different emotions</b>	
<p><b>1. Pre-lesson learning task</b> (Estimated length: 10-15 minutes)</p> <p>Students watch a video tailor-made by the English teacher to learn about the adjectives for describing emotions with narration from a native English speaker.</p> <p>They complete a quiz on the meaning of the adjectives. (Activity 1 – Google Form, Questions 1-6) <a href="https://forms.gle/RmVeQJ5cbtEAQMG39">https://forms.gle/RmVeQJ5cbtEAQMG39</a></p> <p>They think about their personal experience and share their moments of excitement. (Activity 1 – Google Form, Question 7)</p>	<ul style="list-style-type: none"> <li>- <b>(Affective Elements – Introducing Emotions)</b> To introduce and familiarise students with the adjectives for describing emotions</li> <li>- (Motivation) To arouse students’ interest using a video</li> <li>- (Implementation) To check students’ understanding</li> <li>- <b>(Affective Elements – Emotions of Oneself)</b> To understand self-concept and reveal their personality</li> <li>- (Motivation) To personalise the learning task.</li> <li>- (Implementation) Such personal experience may help students to transit to the exploration and understanding of emotions of other people</li> </ul>
<p><b>2. Lead-in</b> (Estimated length: 5 minutes)</p> <p>The teacher mentions the learning objectives and the outline of the lesson.</p> <p>The teacher gives a very brief general comment on students’ performance in the quiz.</p> <p>The teacher invites 2-3 students to share their personal experience input in the pre-lesson learning task.</p>	<ul style="list-style-type: none"> <li>- (Implementation) To give students a brief idea of the lesson</li> <li>- <b>(Affective Elements – Emotions of Oneself)</b></li> </ul>

Activities	Rationales and Tips for Implementation
<p>The teacher introduces the movie, Inside Out.</p> <p>The teacher gives anchored instructions with reference to the story, highlighting the problem faced by Riley.</p> <p>E.g. Riley had complex feelings after moving to a new place. <b>If you were one of her classmates, would you understand her feelings?</b></p>	<p>To provide students with an opportunity to share their own emotions revealed in their personal experience</p> <ul style="list-style-type: none"> <li>- (Implementation) To give students a brief idea of the film</li> <li>- <b>(Affective Elements – Emotions of others)</b> To direct students’ attention from emotions of oneself to emotions of others</li> <li>- (Motivation) To personalise the learning task</li> <li>- (Motivation) To capture students’ interest and motivate them to solve the problem</li> </ul>
<b>Respond to Learning Objective 2: Be able to explain the emotions of the characters</b>	
<p><b>3.1 Awareness and acceptance of others’ emotions – Watching and discussing the first film segment (Estimated length: 12-15 mins)</b></p> <p>Students watch the first segment which is about Riley’s first day at the new school.</p> <p>Students individually answer questions on Nearpod. Each of them has to answer one assigned question. The questions are assigned to students based on their ability. Question 4 is for students with higher ability.</p> <p>Q1</p> <p>How did Riley feel when she talked to her parents before leaving home? Why?</p> <p>Q2</p>	<ul style="list-style-type: none"> <li>- (Motivation) To arouse students’ interest using a selected film segment</li> <li>- <b>(Affective Elements – Emotions of Others)</b> To draw students’ attention to different emotions of the characters</li> <li>- <b>(Affective Elements – Emotions of Others)</b> To let students think from the viewpoints of different characters and show care and sympathy to others’ misfortune</li> </ul>

Activities	Rationales and Tips for Implementation
<p>How did Riley feel when she was sitting in the classroom? Why?</p> <p>Q3</p> <p>How did Riley feel when the teacher told her to introduce herself? Why?</p> <p>Q4 Challenging question</p> <p>How did her feelings change when she talked about her past experience? Why?</p> <p>The teacher invites students to share their ideas with the class. Then, she invites other students to express their opinions on their classmates' ideas.</p>	<ul style="list-style-type: none"> <li>- <b>(Differentiated Instruction)</b> To consider the ability of students in answering questions</li> </ul>
<b>Further respond to Learning Objective 1: Be aware of different emotions (Focus on different characters instead of one character)</b>	
<p><b>3.2 Awareness and acceptance of others' emotions – Watching and discussing the second film segment (Estimated length: 12 mins)</b></p> <p>Students watch the second segment which is about having dinner with family members.</p> <p>Students analyze the feelings of different characters by referring to their utterances. They play an interactive game on <b>Quizizz</b>.</p> <p>The teacher displays the scoreboard and the chart showing students' performance. The teacher discusses students' weaknesses.</p> <p>The teacher further asks students to account for the feelings of different characters.</p> <p>Voting</p> <p>If you were Riley's new friend, would you suggest her expressing her own feelings to her parents?</p> <p>The teacher summarizes this part by linking the answer to learning of problem solving or emotional control.</p>	<ul style="list-style-type: none"> <li>- (Motivation) To arouse students' interest using another selected film segment</li> <li>- <b>(Affective Elements – Emotions of Others)</b> To help students link utterances with emotions</li> <li>- <b>(Affective Elements – Emotions of Others)</b> To direct students to think about the feelings of different characters based on their utterances</li> <li>- <b>(Affective Elements – A Reflective Question for Riley's New Friend)</b> To state the importance of expressing one's feelings</li> </ul>
<b>Conclusion:</b>	

Activities	Rationales and Tips for Implementation
<p>Giving a message of encouragement (Estimated length: 1 minute) The teacher shows that she understands students' feelings when they lose in competitions or when their work was not recognized. She reminds them to learn from failure and actively change themselves for improving oneself.</p> <p>Introducing the extended task (Estimated length: 2 minutes) The teacher introduces the extended task briefly.</p>	<ul style="list-style-type: none"> <li>- <b>(Affective Elements – Emotions of the Gifted)</b> To consider and comfort the affective needs of the gifted</li>   <li>- (Implementation) To give students a brief idea of the extended task</li> </ul>
<b>Respond to Learning Objective 3: Be able to comfort or encourage the characters</b>	
<p><b>4. Extended Task:</b> <b>Care – Comforting or encouraging the characters</b> <b>(Estimated length: 10-15 minutes, after the lesson)</b> Students choose one of the following learning tasks:</p> <p>If you were Riley's new friend, what would you give her? Draw a picture or take a photo of the object that you would give her and explain why you would like to give it to her.</p> <p>If you were Riley's new friend, how would you comfort her? Write a short message in the caring card.</p> <p><b>(Padlet:</b> <a href="https://padlet.com/skfung/ya8x5437y5nbqdpj">https://padlet.com/skfung/ya8x5437y5nbqdpj</a> )</p>	<ul style="list-style-type: none"> <li>- <b>(Affective Elements – Comforting or Encouraging Others upon Considering their Emotions)</b> To allow students to think creatively about what they can give to someone to comfort them</li>   <li>- <b>(Differentiated Instruction)</b> Using differentiated instruction (choice board) to allow students to choose the tasks based on their ability and interest.</li> </ul>