教案七：中二英文科—Don't laugh at me

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Objectives

By the end of the lesson, students should be able to

1. use imperatives beginning with 'Do' and 'Don't' to express requests and commands (Knowledge dimension);
2. appreciate how rhyme, rhythm, intonation and stress are used to create an effect and convey emotions in poems and songs (Experience dimension); and
3. understand that they should treat others kindly regardless of appearance, background, socio-economic status, ability, etc (Interpersonal dimension).

Teaching materials (Not Provided)

1. A song " Don't Laugh at Me "
2. Worksheet
3. Song Sheet

No. of periods required

A double period

Procedure

1. Ask students what kind of people they like to make friends with. Then ask if there are any people they do not like and how they treat such people.

2. Introduce the song 'Don't laugh at me'.Tell students to find out from the song how some people are treated by others and for what reasons.

3. Distribute the worksheets. Some of the words in the lyrics of 'Don't laugh at me' have been left out. Play the song. Students have to fill in the missing words while listening.

4. Go over the answers with students using the Song Sheet. Explain difficult vocabulary where necessary. Expressions such as 'cry myself to sleep', 'chosen last', 'call me names', 'get your pleasure from my pain' can be dealt with. Introduce the issue of bullying and relevant terms such as 'bully', 'victim' and 'bystander'/'onlooker'.

5. Ask questions about the song to check understanding.

   e.g. In the song, who are treated unkindly?
   How are they treated?
   For what reasons are they so treated?
   How do the victims feel?
   What don't the victims want the others to do to them?

6. Elicit students' reactions to the song through a series of carefully planned questions, or simply spend some time brainstorming and write students' responses on the board.

7. Tell the class a student has just been bullied in the school playground. Invite some students to be bystanders at the bullying scene. They will sit at the front of the classroom. After they have introduced themselves, their classmates will ask questions about the scene. Students may need help with the formulation of questions.

   e.g. How was the student ill treated?
   Why do you think s/he was treated that way?
   How did you feel when you saw what happened?

8. Draw students' attention to the structure of imperatives (Imperatives begin with either a verb or 'Do' for emphatic purpose while negative imperatives begin with 'Don't'). Exercises follow.

9. Students then form into groups of four/five and imagine they are either victims in the song or in real life. They discuss and write down what they think the bullies should do by changing all the negative imperatives in the song into positive ones. Encourage them to share with the class.

   e.g. Don't laugh at me./ Don't call me names. → Do play with me. / Say something nice. / Be kind to me.
   Don't get your pleasure from my pain. → Do help me when I'm in trouble.

10. Students imagine they are bullies, who, on knowing how the victims and bystanders feel and what harmful effects their behaviour has on the victims, regret what they have done and decide not to do the same again. Each student has to write a piece of diary to reflect on this process of change as homework.