教案八：中三英文科—Bad Girls

Objectives

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

1. interpret and express people's feelings through their actions and physical appearance (Knowledge dimension);
2. develop a response to characters, feelings and issues in narrative text (Experience dimension) ; and
3. cultivate relationships in school through discussing the issue of bullying (Interpersonal dimension).

Teaching materials (Not provided)

1. Excerpt from Bad Girls (pp.172-178) by Jacqueline Wilson【Wilson J. (1997). *Bad Girls*. Great Britain: Corgi Yearling.】
2. Ending of the Novel

No. of periods required

A double period

Procedure

1. Ask students if they have seen incidents of bullying and elicit their reactions to such behaviour.

2. Introduce to the class terms such as 'bully', 'victim', 'follower', 'defender', 'bystander'/ 'onlooker', 'pick on', 'name-calling' and 'teasing'.

3. Ask students to read the excerpt in Appendix 1 and make a note of any words used to describe the characters. Tell them the 'I' in the story is 'Mandy'.

4. Then ask them to work in pairs, compare notes and discuss what they think about the characters after which they fill in the given chart with as much of the information as they can.

NAME	ROLE	DESCRIPTION	OPINION

5. Divide the excerpt into 3 parts.

   Part A : " 'Circle Time is going to be our special time ..." to " It started to get really sad and scary. "

   Part B : " I don't want to think about that girl hanging herself ..." to " People laughed more, but Miss Moseley was looking serious. "

   Part C : " 'That's exactly it, though ... " to " Kim's head was bent. "

   Ask students to choose one of the parts and act it out in groups. They have to try and create the mood of the scene by using their voice, expression and actions, if any.

6. Ask the class to take on the role of Kim. Tell them from then on, they have to be that same character and answer questions in the first person. They need to 'get into role' by thinking about who they are and how they feel. Ask the students questions about how they, as Kim, feel after the Circle Time. Students listen carefully to one another. When they respond, they must not contradict what anybody else has said, or add anything unbelievable in the situation. Examples of questions are :

   - Kim, what do you think about the way you treat some of your schoolmates?
   - How do you feel when what you have done hurt other people?
   - What do you think people feel when being hurt?
   - Why did you blush when you heard your name being mentioned in the discussion?
   - How are you going to change the inappropriate way you treat people in future?

7. Ask students to imagine they are Mandy and write the last part of the story as homework. They can base on what they have heard in the 'Multiple role' activity in Step 6 and add any details they deem suitable. They can then compare their version with the original one and share it with the class.

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