





Lesson Plan

Lessons 1 - 2




Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|--|---|--|-------------------------------|
| Arousing interest in detective stories | <ol style="list-style-type: none"> Students are divided into 3 groups. In each group, everyone acts as a character in a story with a detective case and one of them is the murderer. Students elicit questions they need to ask for clues and write them on the board for reference. Examples of questions: <ul style="list-style-type: none"> - What is your name? - Why were you at the party? - What is your relationship with the victim? - When did you last see him / her - What were you doing when you heard the scream? - What is your opinion on Miss Iris? Students interview one another in the group to gather information and clues. Students solve the case in their groups. | <p>Questioning</p> <p>Peer Learning</p> |  | |
| Introducing the features of a detective story | <ol style="list-style-type: none"> Students watch a short video clip¹ showing different settings of detective stories (e.g. a bar, a school, an amusement park, a baseball field, a house, an airport, a mall, a library...). Students summarize the possible settings and the types of detective stories (e.g. murder case, stealing, missing person, mysterious event, anonymous letters being sent to a character). | <p>Hands-on Experience</p> <p>Peer Learning</p> |   | Video clip |
| Consolidation | <ol style="list-style-type: none"> Students identify the features of a detective story—there must be a puzzle, secret or mysterious problem to solve. Students in groups brainstorm the type of detective story that they are going to create. | Summarizing |  | |

¹ <https://www.youtube.com/watch?v=k-AXqp9TuAY>



Lesson 3

Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|--|--|--|------------------------------------|
| Qualities of a good detective: critical thinking and questioning skills | <ol style="list-style-type: none"> Students brainstorm the qualities of a good detective (e.g. good questioning skills, observational skills, analytical skills, critical thinking skills...). Activity: What's in the box? <ul style="list-style-type: none"> Students look at a picture of a box/bring a real box to the class with something inside (e.g. students' homework). Students ask questions about the object in the box. They can only make the final guess once. Students categorize the questions into different question types. Students learn other types of questions which are not asked through examples given by teachers. The student who can figure out what is in the bag wins. Students summarize the order of the questions / the effectiveness of different types of questions asked during an interrogation. | <p>Brainstorming</p> <p>Peer learning</p> <p>Questioning</p> |   | A box with an object inside |
| Different types of hidden messages | <ol style="list-style-type: none"> Students look at a picture with 6 hidden words and an equation with a hidden message. They need to find out as many hidden words as possible from the picture and the hidden message for the equation. Students look for more types of hidden messages that they can use in their detective stories. | Peer learning |  | Different types of hidden messages |



Lesson 4




Procedure

| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|---|--|---|---|-------------------------------|
| Detective game: solving the case | <ol style="list-style-type: none"> 1. Students read a new detective story: This time the murder has been committed in the maths department! A body has been discovered surrounded by mathematical objects and only the hard-working maths teachers were at school, doing long division sums for fun at the weekend. One of them must be the murderer. 2. Students learn about the suspects with pictures and descriptions provided. 3. Students write the corresponding descriptions with pictures of the suspects. 4. Students look at the clues provided. 5. Students solve the puzzles with the incident report within the time limit. | <p>Authentic Motivation and Stimulation</p> <p>Observation</p> |  | |
| Reflections and Summary | <ol style="list-style-type: none"> 1. Students do reflections after solving the case. They summarize the skills they need or apply when they are looking for the clues and conclude the qualities of a good detective. (e.g. observational skill, inductive skill and deductive skills...). 2. Students conclude clues that help to find the suspects (e.g. fingerprints, witness, items left, no alibi, secret message). 3. Students discuss with their group members to produce some clues for their detective story. 4. Students find out more about chromatography technique by themselves. | <p>Hands-on Experience</p> <p>Peer Learning with Discussion</p> |  | Video clip |

Lessons 5 - 6

Procedure


| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|--|---|---|---|-------------------------------|
| Creativity and communication (fluency, originality) | <ol style="list-style-type: none"> Students are formed into 3 groups. Each group receives 12 picture cards. Students elicit elements of a detective story / case from students: <ul style="list-style-type: none"> - suspect (who?) - motives (why?) - what the suspects did (what / where / how?) Students flip the picture cards one by one and take turn to tell the story using the cards. They have to form a story with the elements told from their team members. Students form their detective story / case within their group with the elements of a detective story in a logical order. They need to tell at least the elements mentioned above logically. Students share their story to the other group. | <p>Brainstorming</p> <p>Peer Learning with Discussion</p> |   | A box with an object inside |

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|---|--|--|--|-------------------------------|
| Creativity, critical thinking skills, observation skills | <ol style="list-style-type: none"> Students imagine that they are the detectives and a robbery incident has been reported. 3 other students act as the witnesses. Students who act as the detectives brainstorm questions in groups. The detectives are going to get information from 3 different witnesses and form a logical case: <ul style="list-style-type: none"> - suspect (who?) - motives (why?) - what the suspects did (what / where / how?) Students who play as the witnesses watch a video of a crime scene². Each witness who is provided with background information writes at least four facts about the case including at least two false statements about the description of the scene on the task sheet. The detectives interview the witnesses separately to get as much information as possible about the crime. The detectives discuss among themselves and draw a picture of the criminal or a diagram of the crime-scene reconstruction. Students draw the conclusion that sometimes the witnesses may not tell the truth because of their personal motives. | <p>Hands-on Experience</p> <p>Peer Learning through Discussion and Questioning</p> |    | Video clip |

² <https://www.youtube.com/watch?v=77M5zPFfCnU&feature=youtu.be>

Lesson 7



Procedure







| Learning Focus (Time) | Activity / Content | Learning & Teaching Strategies | Elements of GE | Learning & Teaching Resources |
|-------------------------|---|--|---|---|
| Creating stories | <ol style="list-style-type: none"> Students draft their detective story with the use of the elements introduced: <ul style="list-style-type: none"> - suspect (who?) - motives (why?) - what the suspects did (what / where / how?) Students suggest the witness's statement, sequence of events and setting of the crime scene for their story. Students create relevant materials and items for the detective scenes | Peer Learning through Hands-on Experience and Discussion |  | <p>Color paper</p> <p>Stationery for coloring</p> |

Lessons 8 - 9

Procedure

Note: The two lessons are identical to allow the three groups of students to have the chance to play different role

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| Familiarizing with the stories (10 minutes) | <ol style="list-style-type: none"> 1. Separate students into two rooms according to their roles. 2. Scene Room is for the group which creates the case. They have to finish the tasks: <ul style="list-style-type: none"> - set up the crime scene according to the floor plan - put the clues into the crime scene (prepare 2 different color paper strips for 2 different groups) 3. In the Standby Room, a briefing session is held for the detectives. <ul style="list-style-type: none"> - Detectives read the background information of the case. - Teacher then asks what the students would do to solve the case. Examples include: <ul style="list-style-type: none"> • get into the crime scene and look for clues and secret messages • write questions and interview the witnesses and suspects to get more information • draw a mind map using 5W to tell the key points in the story (murderer, weapon, place) • write the sequence of events - Ask students how they should act as detectives / what manners are needed <ul style="list-style-type: none"> • do not change the setting of the scene • use gloves to collect the evidence and put them into the plastic bag | Questioning |   | |

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| Preparation for setting and solving the scene (10 minutes) | <ol style="list-style-type: none"> 1. In the Scene Room, after setting up the crime scene, teacher can put blockers around it. 2. Group A go to the crime scene and find the clues. Group B interview the witnesses and suspects. 3. After 5 minutes, the two groups swap and repeat the steps. | Peer Learning |  | |
| Detective discussion: solving the case (12 minutes) | <ol style="list-style-type: none"> 1. The detective groups gather all the information they have got and decode the secret messages. 2. Draw the mind map with 5W. 3. If necessary, detectives can have follow-up interviews with the suspects and witnesses. 4. Write the sequence of events. | Peer Learning and Observation |  | |
| Presenting the solution (8 minutes) | <ol style="list-style-type: none"> 1. Students present the mind map and the sequence of events. 2. Students explain the reasons behind their conclusions. | Presenting |   | |
| Summarizing and programme evaluation (10 minutes) | <ol style="list-style-type: none"> 1. Students share what they have enjoyed in the programme. <ul style="list-style-type: none"> - What do you enjoy most in the programme? (e.g. working with peers; appreciate the creativity of classmates...) - What do you find most difficult in the programme? (e.g. unable to articulate in English; not easy to persuade classmates to take my own ideas...) 2. Invite inspectors to give feedback to students. | Reflecting and Presenting |   | |