


Lesson Plan




Lesson 1



Pre-lesson Tasks

1. Students read the fable “The Crow and the Fox” and others (teacher provides 3-4 fables more, and asks students to pick one they like most to read). Each student will read at least 2 fables, including “The Crow and the Fox” before the lesson.
2. Students set questions about the story to challenge their peers in the coming lesson (or make suggestions for the characters of the story they like most).

Procedure

Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
Characters of the story (10 minutes)	<ol style="list-style-type: none"> 1. Based on the story “The Crow and the Fox”, Students answer some questions: <ul style="list-style-type: none"> - What do you think about the story? - Which character do you like most? - If you were one of the characters, would you behave in the same way? 2. One student role-plays the fox, one role-plays the crow and another role-plays the goat. 3. Students ask the characters some questions or make suggestions for them. 4. The characters answer the questions. 5. Students summarize the personalities of the 3 characters. 	Hot-seating and Peer Feedback based on Students’ Diversity in Interests and Strengths		<p>Simple and distinctive props for the fox, the crow, and the goat</p> <p>Questions prepared by the students before class</p>

Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
Creating a new story (15 minutes)	<ol style="list-style-type: none"> Students form into 3 big groups according to the characters they like most (the crow, the fox, and the goat). Students do the improvisation (choose a scene from the chosen story) based on their discussion. Students make a new story by changing: <ul style="list-style-type: none"> - the personality of the character and / or the setting - the problems the characters will face if they want to challenge themselves Students synthesize what values they want to convey in the story and highlight the personality portrayed and the interaction / dialogue created (cooperative/antagonistic). Students share with another group on how they change the story. Students give comments to their peers regarding the logical development of the story, the values conveyed, and the creative resolutions at the end. 	<p>Story Improvisation</p> <p>Peer Collaboration</p>	  	A video which shows a certain type of transport

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Values of the story - how is the story related to our daily life (5 minutes)	<ol style="list-style-type: none"> Based on the lesson learnt from the story, group members identify: <ul style="list-style-type: none"> similar personal experiences with happenings in the society reported by the mass media (e.g., newspapers and radio) how they / others can improve / strengthen themselves (e.g. not to be deceived; stay rational in front of incentives) Students discover the lesson / values learnt in the story. 	Questioning		Articles about Employment and Modelling Fraud
Consolidation (5 minutes)	Students reflect on how the activities they engaged have enabled them to achieve the lesson objectives.	Questioning Self-reflection with Teacher's Guidance		

Extended Learning Activities

- Students choose the character they like most from the story.
- Students design a Facebook page to express their ideas and opinions.