






## Lesson Plan

### Lesson 1





#### Procedure

Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
<b>The meaning of “strange” (5 minutes)</b>	<ol style="list-style-type: none"> <li>1. Students experience an unexpected context. To create an unexpected context, students are asked to take out their English Language textbook while the teacher browses the drives in the computer and shows students the Chinese e-book.</li> <li>2. Students experience and understand the meaning of ‘strange’.</li> <li>3. Students listen to teacher’s strange experience.</li> <li>4. Students share their own strange experiences with their peers.</li> </ol>	Questioning		
<b>Strange and unexpected events in a story (15 minutes)</b>	<ol style="list-style-type: none"> <li>1. Students form into groups of 4.</li> <li>2. Each group receives a new version of the story about “Snow White”.</li> <li>3. Students read and describe Snow White in the new version with appropriate adjectives.</li> <li>4. Students point out some strange areas about Snow White in the new version</li> <li>5. Students with higher ability could further explain why the story events are strange to them in terms of the responses of the characters / the personalities of the characters.</li> </ol>	Group Learning Task	 	

Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
<b>Characterization: Personality vs appearance (10 minutes)</b>	<ol style="list-style-type: none"> <li>Students form into groups of 4.</li> <li>Each group receives a new version of the story about "Snow White".</li> <li>Students read and describe Snow White in the new version with appropriate adjectives.</li> <li>Students point out some strange areas about Snow White in the new version</li> <li>Students with higher ability could further explain why the story events are strange to them in terms of the responses of the characters / the personalities of the characters</li> </ol>	Questioning		Video about different fictional characters
<b>Consolidation (5 minutes)</b>	Through direct sharing, students consolidate the findings that an experience of a character becomes strange upon conflicts between the personality and the responses of the character.	Self-reflection with Teachers' Facilitation		

## Lesson 2






### Procedure


Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
<b>Review on the characters shown in the video (5 minutes)</b>	<ol style="list-style-type: none"> <li>Students in the groups of 4 choose one character from the video watched in the previous lesson.</li> <li>Students describe the personality of the character with the events / behaviour of the character as supporting evidence.</li> <li>Each group is responsible to analyse the character with the following requirements on a mind map: <ul style="list-style-type: none"> <li>- come up with at least 3 adjectives describing the appearance and 3 adjectives describing the personality.</li> <li>- provide reasons / evidence. (Students may suggest more than the required number of adjectives).</li> </ul> </li> </ol>	Peer Collaboration	 	Mind map
<b>How characters speak (10 minutes)</b>	<ol style="list-style-type: none"> <li>Students read a line spoken by a particular character in the video and guess who the character is.</li> <li>Each group gets one name of the character randomly and reads the same sentence with the one of the character. Other students make a guess at who the character is, with reasons provided.</li> <li>Students recall the idea of 'strange' – when a character does or says something that he/she would not do or say normally</li> </ol>	Role-play	 	Mind map

Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
<b>Write with strange elements (15 minutes)</b>	<ol style="list-style-type: none"> <li>1. Each group of students receives a set of sentence strips about a simple event.</li> <li>2. Students rewrite the sentences by changing the setting or the actions taken by the character (e.g. Mr. Bean rescued injured passengers from a plane crash).</li> <li>3. Every group has to write at least one sentence. Students can write more if they want.</li> <li>4. Students of other groups evaluate the sentences by pointing out “the strangeness” of the sentences with evidence.</li> </ol>	Group Writing Task		Video about different fictional characters
<b>Consolidation (5 minutes)</b>	Students will find that strangeness could happen through changes in personality, context, or events encountered etc.	Self-reflection with Teachers' Facilitation		

## Lesson 3

### Procedure

Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
<b>Strange elements of a story (10 minutes)</b>	<ol style="list-style-type: none"> <li>Based on the story “Snow White”, students role-play the story into a short strange one by turning the wicked queen into another character, e.g. Snow White with Spiderman.</li> <li>Students have to show the personality of the characters through speeches, dialogues, physical movements during the role-play (for students with lower ability, the teacher could provide them with question words).</li> <li>Students could assign their own members to role-play the characters, others will be generating ideas or providing support throughout the process.</li> <li>Students share with another group.</li> </ol>	Story Improvisation	    	
<b>Writing a short strange story (15 minutes)</b>	<ol style="list-style-type: none"> <li>Within each group, students write a short story on a strange experience of two characters which are not relevant to each other. They have to consider the following: <ul style="list-style-type: none"> <li>How these two characters could be related in the story? (Then, they identify the relevant “W” and “H” questions)</li> <li>Why is it strange to put them in the same story?</li> </ul> </li> <li>Students take up the following roles with mutual agreement (each student can take up no more than two roles): <ul style="list-style-type: none"> <li>Group Leader</li> <li>Illustrator</li> <li>Ideas Generator</li> <li>Writer</li> </ul> </li> <li>Students write the dialogues between 2 characters they have chosen.</li> <li>Students receive different levels of guidance from the teacher.</li> </ol>	Group Writing		

Learning Focus (Time)	Activity / Content	Learning & Teaching Strategies	Elements of GE	Learning & Teaching Resources
<b>Peer evaluation (5 minutes)</b>	<p>Students role-play their story to other groups. Students comment on their peers' story on the following guiding questions:</p> <ul style="list-style-type: none"> <li>- How are the two characters related in the story?</li> <li>- Why is the story strange?</li> <li>- Are there any suggestions for improvement?</li> </ul>			
<b>Consolidation (5 minutes)</b>	<p>Students reflect on the process of creating a story on a strange experience.</p>	<p>Self-reflection with Teachers' Facilitation</p>	