

## TESL LEARNING PLAN

Name:

Topic of lesson:	Body Language of Lying	Subject Area:	TESL
Grade level:	Sec 3	Unit:	Propaganda and Misinformation
Big Idea:	Misinformation/Lying	Essential Questions:	Who <u>is</u> telling us the <u>truth</u> ?
Understandings:	Self-knowledge: students will look back on personal experience with new eyes and readjust their understandings	Relevance:	No one likes being lied to, but many people don't know when they are being lied to. This is especially relevant for students that come from other cultural backgrounds as body language can be different, and learning English is not about merely learning the verbal <u>cues</u> .
Learning activities:		Resources Required: Something to show youtube clip on; a projector and computer, smartboard, or tv	
WARM UP: Students will play two truths and a lie. 6mins		QEP Subject Area Competencies <u>Interacts orally in English</u>	
Lesson Intro: (Also written on board) introduce topic of lying and body language. Ask students how they knew when their classmates were lying in the warm-up. Ask students if there are ways to tell if someone is lying. Compile these on the board. Explain how it is not the same in <u>every language</u> . Tell students we will be learning about spotting lies today. Explain how lying relates to the big unit plan in terms of misinformation and propaganda. 5mins		Student will know (learning objectives): The common physical gestures associated with lying, and that not all communication is verbal	
Watch "How to tell if someone is lying": <a href="https://www.youtube.com/watch?v=GMMakkhrrsjc">https://www.youtube.com/watch?v=GMMakkhrrsjc</a> 3mins		Students will understand (learning objectives): The importance of reading more than just verbal cues in a conversation	
Transcript of clip will be displayed, teacher will ask students to come up and highlight the parts they think are the most important. Students will have a chance to understand what they didn't understand during the video. Students will have a chance to write down anything they found important in their books. Teacher will ask if students have any questions. 8-10mins		Cross Curricular Competencies: <u>Cooperates with others</u> <u>Communicates appropriately</u>	
In groups of four students will each get a different body language gesture: they will discuss whether they believe it belongs to lying or telling the truth. They will talk about times they have witnessed it in their lives. And they will work together to create a sentence that one of them will speak whilst performing the action – if they believe it is an		Broad Areas of Learning: Media Literacy: often people lie on television, politicians for example. Citizenship: personal and professional relationships can be influenced by lying	
		Differentiated Instruction: <u>Video will be followed by transcript.</u> <u>Student will nominate themselves to present instead of being forced.</u> Students will do group work, they can either talk or write whilst working together, teacher will assess engagement.	

**Comment [LJS1]:** This is a good big thinking type question.

**Deleted: se**

**Comment [LJS2]:** This is a good example of creating relevance that is student centered.

**Comment [LJS5]:** Explain these in relation to the learning in this lesson. Just listing it does not demonstrate that you understand what they are and how to address them effectively.

**Comment [LJS3]:** Include some of the content – what are you going to tell them

**Comment [LJS6]:** Explain these in relation to the learning in this lesson. Just listing it does not demonstrate that you understand what they are and how to address them effectively

**Comment [LJS4]:** How will you group them?

**Comment [LJS7]:** Think more about how to differentiate for individual students with unique learning needs.

<sup>1</sup> Based on a modified version of Understanding By Design (UBD)

<p>action associated with lying they will make a false sentence, if they believe it is associated with honesty they will create an honest sentence. 10 mins</p>	<p>Further considerations: <a href="#">How have you incorporated multiliteracies, learning styles, higher order thinking, technology, creativity?</a></p>
<p>Nominated student from each group will perform their gesture. Other students will guess what the gesture is and whether it is a lying or honest gesture. During student presentations the rest of the class will take notes of some form in order to compile a list of body languages. 15mins</p>	<p>FORMATIVE - Assessment FOR learning: Two-fold. Teacher will gather the discussion papers. And take "on-the-fly" observation notes. Record will be kept of which students were talking in each group (ongoing record) this will eventually show who is talking and who is not contributing.</p>
<p>Question time: The scope will now expand to discuss the context in which we lie. Students will be discussing when it is ok to lie, when it is not. Who they think has a responsibility to be honest. Who do we expect to be honest to us? What are the results of being lied to? Task will be done in Hot Potato style. Each group of 4 students will have a large piece of paper with a question on it, they will have 3 minutes to discuss and write down their answers before it moves on to the next group. Teacher will keep time whilst circulating and observing participation. Teacher will check for student involvement in each group. At the end of hot potato each group will read out some of the highlights from their paper. Teacher and students will be able to offer feedback. Teacher will collect each group's paper at the end. 18-20mins</p>	<p>FORMATIVE - Assessment AS learning: Peer-feedback during final discussion – feedback is focused on comprehension of the issue not how it was delivered.</p> <p>SUMMATIVE - Assessment OF learning: Students will be able to use what they have learnt in their final assignment for the unit where they make propaganda videos.</p>

Comment [LJS8]: What are you basing the feedback on?