



STOP BULLYING / Séance 3 - Understanding a true story



Step 1 - contrôle de vocabulaire – 10 '

Step 2 - correction hwk – 10 ' => exercice à trous sur le lexique (fiche distribuée fin séance 2)

Step 3 - CE - the sad case of Megan Meier – 15 ' + 10 '

- Donner l'article à lire en autonomie - 5'

- Ex n°2 (take brief notes) => / travail en autonomie - 5'

- Mise en commun 5'

=> Projection de l'exercice sur vidéo projecteur

=> L'élève qui propose sa réponse va l'écrire sur l'ordinateur

- Ex n°3 - Right or Wrong? Justify – 10'

Confronter les avis des élèves à l'oral => do you agree ? Do you share his/her opinion?

Step 4 : expression orale – 25'

≡ Chaque groupe reçoit un tableau différent en fonction de ses besoins, et qui récapitule les points à développer dans le podcast.

≡ Chacun va utiliser ses notes (ex n°2) pour compléter le tableau (ex n°4 – cf fiche élèves) pour enregistrer un podcast afin de rendre compte de l'histoire de Megan.



≅ En fonction des besoins des élèves une causerie grammaticale ou un rappel plus complet (cf fiche outil) sur le prétérit peut s'avérer nécessaire.

4) Oral Expression: Complete the grid down below. Then use your notes to present Megan's case in a podcast.

Groupe A (Groupe en autonomie)

Name of the victim	
Age	
Place of living - State - Country	
Nationality	
Place of death	
Details on death	
Reasons for death	
Person involved	
Evidence	
Your opinion on this case	
Other information	

4) Oral Expression: Complete the grid down below. Then use your notes to present Megan's case in a podcast.

Groupe B (Groupe intermédiaire)

Name of the victim	
Age	
Place of living - State - Country	
Nationality	
Place of death	
Details on death	
Reasons for death	
Person involved	
Other information	

4) Oral Expression: Complete the grid down below. Then use your notes to present Megan's case in a podcast.

Group C (Groupe en demande)

Name of the victim	
Age	
Place of living - State - Country	
Nationality	
Place of death	
Details on death	
Other information	

Exemple du tableau complété par un élève.

Grille d'évaluation pour le podcast

Name
MP3 Player n° File n°

Niveau A2: Relater un événement, faire part de réactions simples

Niveau B1: relater les détails essentiels d'un événement, donner brièvement raisons et explications relatives à des actions, opinions.

<input type="checkbox"/> Niveau B1 validé	<input type="checkbox"/> Niveau B1 en cours de validation	<input type="checkbox"/> Niveau A2
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Consigne : respect du sujet, durée de la prestation, prise de notes uniquement, utilisation d'expressions appropriées.	0	1	2	3	4
Compréhension globale : l'ensemble est facile à comprendre ou présente des difficultés de compréhension pour l'auditeur	0	1	2	3	4
Grammaire + Vocabulaire : les structures grammaticales et lexicales utilisées, des plus simples aux plus complexes.	0	1	2	3	4
Phonologie : prononciation correcte, fluidité des propos	0	1	2	3	4
Langue : seul l'anglais doit être utilisé, y compris dans la phase de préparation.	0	1	2	3	4
TOTAL					

Grille d'évaluation pour le podcast

Name
MP3 Player n° File n°

Niveau A2: Relater un événement, faire part de réactions simples

Niveau B1: relater les détails essentiels d'un événement, donner brièvement raisons et explications relatives à des actions, opinions.

<input type="checkbox"/> Niveau B1 validé	<input type="checkbox"/> Niveau B1 en cours de validation	<input type="checkbox"/> Niveau A2
---	---	------------------------------------

Consigne : respect du sujet, durée de la prestation, prise de notes uniquement, utilisation d'expressions appropriées.	0	1	2	3	4
Compréhension globale : l'ensemble est facile à comprendre ou présente des difficultés de compréhension pour l'auditeur	0	1	2	3	4
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TOTAL					



1) Read the story

The sad case of Megan Meier

Recently, 13-year old girl from Missouri named Megan Meier committed suicide in her bedroom inside her parents' home. A police investigation found that Megan's death was caused by stress due to a cruel cyber-bullying incident.

Megan developed a relationship on MySpace with an individual who she thought was a new boy in the area. But *it turned out to be a hoax* by a woman from the neighbourhood called Lori Drews (Drews' 13-year old daughter had been friends with Megan, but had gotten into a fight with her). Unfortunately, Megan did not know who was writing to her.

Lori Drews pretended to be a boy on line and Megan believed that she was developing a *love affair* with this boy. After some time, Lori Drews, still pretending to be the boy, sent Megan messages telling her she was fat and ugly and not a good person. Megan was devastated and took her own life. After her death, *the plot* involving Lori Drews was revealed by police, who found the messages on Megan's computer.

New standpoints, February-March 2010

HELP BOX: *It turned out to be a hoax*: cela se révéla être un canular / *a love affair*: une histoire d'amour / *the plot*: l'affaire, le complot.

2) Now take brief notes:

Full name:

Age of victim:

Cause of death:

Person responsible for her death:

Reason for death:

Hoax:

Place of death:

3) Are the following statements Right or Wrong? Justify:

a- Lori killed Megan with a gun. R W

.....

b- Megan was the victim of cyber-bullying. R W

.....

c- Megan and Lori's daughter were good friends when Megan died. R W

.....

4) Oral Expression: Complete the grid down below. Then use your notes to present Megan's case in a podcast.

Group A

Name of the victim	
Age	
Place of living - State - Country	
Nationality	
Place of death	
Details on death	
Reasons for death	
Person involved	
Evidence	
Your opinion on this case	
Other information	

4) Oral Expression: Complete the grid down below. Then use your notes to present Megan's case in a podcast.

Group B

Name of the victim	
Age	
Place of living - State - Country	
Nationality	
Place of death	
Details on death	
Reasons for death	
Person involved	
Other information	

4) Oral Expression: Complete the grid down below. Then use your notes to present Megan's case in a podcast.

Group C

Name of the victim	
Age	
Place of living - State - Country	
Nationality	
Place of death	
Details on death	
Other information	



STOP BULLYING / Séance 3 - Understanding a true story



Observez: *Yesterday afternoon, I called my friend. She didn't answer my phone call.
I prayed that I was dreaming when I saw the ambulance in the road.*

a- Quelle expression indique le moment de l'action? _____

b- Décrivez la forme verbale en -ing : de quels éléments est-elle composée ?

A quel temps est l'auxiliaire ? _____

Comment appelle t-on ce temps ? _____

Quand l'emploie-t-on ? _____

c- Identifiez les autres verbes employés. Surlignez-les.
Parle t'on d'évènements présents ou passés ? _____
Comment appelle t-on ce temps ? _____

d- Connaissez-vous les infinitifs de ces verbes ?

e - Comment forme-t-on ce temps ?
A la forme affirmative ? _____
A la forme négative ? _____
A la forme interrogative ? _____



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e - Comment forme-t-on ce temps ?
A la forme affirmative ? _____
A la forme négative ? _____
A la forme interrogative ? _____

POUR CONCLURE

Le **prétérit simple** est le temps du récit. On l'emploie pour

Forme :

. Les verbes réguliers :

base verbale + _____ Ex : _____

Forme interrogative : (Mot interrogatif) + _____ + sujet + _____ ?

Forme négative : Sujet + _____ + _____

POUR CONCLURE

Le **prétérit be + V-ING**. On l'emploie pour

Forme :

Sujet + _____ + _____ Ex : _____

Forme interrogative : (Mot interrogatif) + _____ + sujet + _____ ?

Forme négative : Sujet + _____ + _____



STOP BULLYING / Séance 4 - Analysing videos



Step 1 – Rendre les fiches d'évaluation des podcasts et faire écouter un exemple – 10'

Step 2 – Projection des vidéos et trace écrite dans le tableau correspondant à chacune des vidéos - 30'

Video n°1: <http://www.youtube.com/watch?v=nWJut7KQhI4&feature=related>

The characters	<ul style="list-style-type: none"> - The bully(-ies): A group of four teenager boys. The tallest sneers at the victim. He is the leader. - The victim: A ginger-haired boy around 13. He doesn't speak back nor fight back - The witness(-es): A group of 4 teens. One has got his hair dyed blond. He feels comfortable with his difference and he's going to help the victim.
Cause(s) for bullying/situation:	Physical difference: ginger hair. One bully and his 3 friends make fun of the victim. They call him names; make jokes and sneers at him: one puts an orange cap; another one touches his hair while he walks past him.
Type(s) of bullying	Verbal bullying
The consequences or solutions found against bullying	The boy looks sad and helpless. One of the witnesses decides to take a stand against bullying: the next day, he has dyed his hair ginger. The bullies stop taunting the little boy.

Video n°2: <http://www.youtube.com/watch?v=JnP2bVBZ9O8&feature=related>

The characters	<ul style="list-style-type: none"> - The bully(-ies): A group of classmates - The victim: A girl doing well at school - The witness(-es): Classmates and the teacher who doesn't seem to be aware of the situation.
Cause(s) for bullying/situation:	In class, a girl pays attention to the lesson, and answers correctly the teacher's question. Her classmates start writing hateful words on bits of papers they pass her out.
Type(s) of bullying	Verbal/moral bullying
The consequences or solutions found against bullying	The girl throws the papers away in the bin. She tries to ignore her schoolmates but she feels upset

Video n°3: <http://www.youtube.com/watch?v=C7sdUDU0&feature=related>

The characters	<ul style="list-style-type: none"> - The bully(-ies): Two girls who look nice and beautiful, and fashionable. - The victim: A teenager girl, she's plain but pretty. She has no confidence. She is looking at herself in a mirror and doesn't feel nice. She might think she's ugly. - The witness(-es): Students passing by in the corridor. They do nothing.
Cause(s) for bullying/situation:	Physical difference: the girl is plain. She doesn't look much trendy or at least she looks less feminine than her two bullies.
Type(s) of bullying	Cyber-bullying
The consequences or solutions found against bullying	Consequence: The girl feels depressed and tries to commit suicide.

Bonus: Homework for Volunteers - Write a paragraph to present the video of your choice
=> grille d'évaluation proposée à la fin de la séance

Step 3 - Oral expression: reporting a case to the police

- Écriture du script pour saynète dans chaque groupe - 20'
- Utilisation des portables comme outil pédagogique pour accès à Word Reference ou distribution de dictionnaires
- Intervention de l'enseignant à la demande.

Situation: The situation depicted in video 3 has just happened in your school. The police are now investigating on this suicide. In groups of 4, imagine the police interview.

Student A: You are the police officer. Ask questions about the victim's identity and her everyday life at school.

Students B and C: You are two classmates answering the police officer's questions.

Student D: You are one of the teachers. You give your opinion about this situation and say what you witnessed or didn't see.

Step 4: Training and Acting out

Après entraînement et apprentissage de leur rôle, les élèves jouent la saynète et sont évalués. Pendant chaque passage, les élèves complètent une grille de vote pour leur saynète préférée.

Bonus: Homework for Volunteers / Grille d'évaluation

Séquence: Stop bullying

Evaluation n°3 - Bonus

Séance 4 - Homework: Write a paragraph to present the video of your choice

NAME:

DATE:

Grille d'évaluation

Bonus	/4	Syntaxe peut exprimer ses idées	/3	Vocabulaire le vocabulaire est	/3
- devoir particulièrement réussi au-delà des attentes	4	- en développant des phrases complexes	3	- riche et pertinent	3
- tâche remplie	2	- en écrivant quelques phrases complexes	2	- pertinent mais peu varié / quelques maladresses lexicales	2
- quelques maladresses	1	- à l'aide de phrases simples	1	- insuffisant et / ou trop souvent erroné / calqué sur le français	1
		- les phrases sont désordonnées, calquées sur le français et / ou incompréhensibles	0,5 0	- basique et / ou on peut noter présence de mots français et / ou inventés	0
Orthographe	/3	Grammaire	/4	Cohérence des propos	/3
- les fautes ne changent pas le sens des mots	3	- un anglais de bonne qualité	4	- utilisation de quelques mots de liaisons	3
- quelques fautes d'orthographe sans influencer sur le sens du texte	2	- des maladresses mais le paragraphe est compréhensible	3	- peu de liens logiques mais le paragraphe reste cohérent	2
- les fautes changent trop souvent le sens des mots	0	- des maladresses qui empêchent de saisir une ou deux idées	2 1	- difficulté pour suivre le propos	0
		- trop d'idées sont incompréhensibles à cause d'erreurs grammaticales	0		
Total					

Step 4: Training and Acting out / Grilles d'évaluation

Séquence: Stop bullying

Evaluation n°4

Séance 4 - Step 3 - Oral expression: leading a police interview

NAME:

DATE:

Grille d'évaluation

Playing the role of the <u>police officer</u>		Leading the interview		Total
You are a good actor	5	As a professional officer	5	
You are a bit shy	3	You made it but with hesitation	3	
You have to improve	1	You tried but was not at ease	2	
You said almost nothing	0	You didn't make it	0	
Asking questions		Phonetics		
You asked questions with no mistakes	5	You have an authentic accent	5	
You asked questions with rare mistakes	4	You have a good accent	4	
You asked questions with a few mistakes	3	You have a French accent	2	
You asked questions with a lot of mistakes	2	It is hard to understand you	1	
Too many mistakes to be understood	0			

Séquence: Stop bullying

Evaluation n°4

Séance 4 - Step 3 - Oral expression: reporting a case to the police

NAME:

DATE:

Grille d'évaluation

Playing the role of <u>the teacher / a classmate</u>		Reporting the case		Total
You are a good actor	5	As a good witness	5	
You are a bit shy	3	You made it but with hesitation	3	
You have to improve	1	You tried but was not at ease	2	
You said almost nothing	0	You didn't make it	0	
Answering questions		Phonetics		
You answered questions with no mistakes	5	You have an authentic accent	5	
You answered questions with rare mistakes	4	You have a good accent	4	
You answered questions with a few mistakes	3	You have a French accent	2	
You answered questions with a lot of mistakes	2	It is hard to understand you	1	
Too many mistakes to be understood	0			

Step 4: Training and Acting out / Grille de vote (à coller sur le cahier)

Séquence: Stop bullying

Evaluation n°4 - Bonus

Séance 4 - Step 3 - Oral expression: voting for the best scene and actors

Grille de vote

Vos camarades jouent la scène d'interrogatoire. Entourez la note pour chacune des catégories et attribuez-leur une note en fonction de leur prestation.

Groupes	Scénario	Jeu des acteurs	Mise en scène	Prononciation	Note Obtenue
1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	



STOP BULLYING / Séance 4 - Analysing videos



A) Look at the three videos and complete the grids:

Video n°1: <http://www.youtube.com/watch?v=nWJut7KQhI4&feature=related>

The characters	<ul style="list-style-type: none">- The bully(-ies): - The victim: - The witness(-es):
Cause(s) for bullying/situation:	
Type(s) of bullying	
The consequences or solutions found against bullying	

Video n°2: <http://www.youtube.com/watch?v=JnP2bVBZ9O8&feature=related>

The characters	<ul style="list-style-type: none">- The bully(-ies): - The victim: - The witness(-es):
Cause(s) for bullying/situation:	
Type(s) of bullying	
The consequences or solutions found against bullying	

Video n°3: http://www.youtube.com/watch?v=_C7sd_UDU0&feature=related

The characters	<ul style="list-style-type: none">- The bully(-ies): - The victim: - The witness(-es):
Cause(s) for bullying/situation:	
Type(s) of bullying	
The consequences or solutions found against bullying	

!! Bonus Homework for Volunteers !!

Write a paragraph to present the video of your choice.

B) Reporting a case to the police – Prepare your oral expression

Situation: The situation depicted in video 3 has just happened in your school. The police are now investigating on this suicide.

Student A: You are the police officer. Ask questions about the victim's identity and her everyday life at school.

Students B and C: You are two classmates answering the police officer's questions.

Student D: You are one of the teachers. You give your opinion about this situation and say what you witnessed or didn't see.

In groups of 4, write the dialogue corresponding to the police interview. Each of you will play one of the characters.

C) Get ready to act out the scene in front of the class.