

تصفح وحدة "لا، كلاً، ولن" وافهم محتواها - ملف الطالب من صفحة (88-93)

أنظر إلى الانشطة المرقمة من (1-5) وبيّن نوع النشاط مستعينا بالجدول التالي.

3 التكوين	2 الاستكشاف	ردود الفعل الأولية	المراحل الثلاث
		●	النشاط 1
	●		النشاط 2
●			النشاط 3
	●		النشاط 4
●			النشاط 5

كوّن نشاطاً خاصاً بك. (اربط النشاط بالمستوى الذي تدرّسه)
استعن بالجدول التالي:

	1 ردود الفعل الأولية
	2 الاستكشاف

إنه فعلاً مشوّق. لم أعمل شيئاً مثل هذا من قبل أبداً. لقد تعلمنا أشياء كثيرة وكنا نعمل بطريقة متدرّجة.

التحضير والتدرّج في إيصال المعلومة

Planning and scaffolding

Title of the session	Year group	Date	Duration of session	Resources
Bullying	4th year students - 1st group - 2nd group - 3rd group	16/12/2017	15-20 mins	Small white board Pad Interactive whiteboard La Kalla wa lan Portrait

EVALUATION:
The students last week were able to choose the different titles related to bullying, each group choose one title. One group selected bullying against appearance and violence, the other group chose bullying in the cafeteria and spreading rumours. The third group chose bullying after school and mental health. Students were asked to search films that was of interest to them and were asked to vote for the film that we will watch together in the class. The students were asked to translate a poster that was shown to them at the end of class with the title 'how does bullying make you feel'. They were asked to translate at home using sentences with la, Kalla, wa lan. This will be our first speaking practice exercise.

LEARNING OBJECTIVES:
- Students will be able to apply their opinions on the topic and feelings on the topic of bullying.
- Observe a film and learn how to improve or do their films based on what makes a successful film.
- Implementing their ideas using the story board.

KEY QUESTIONS:
- How does bullying make you feel?
- How can you work on your film based on the film you watched?
- What is your opinion on the emotions that a person feels when being bullied?

KEY WORDS:
Depressed, lonely, worried, not safe, fed-up, sad-confused - nervous - suicidal - scared - angry
كئيب ووحيد ، قلق ، عدم الأمان ، ضيق ذرعا (ستم) ، حزين ، مضطرب ، محزون ، اتحاري ، خائف - محضاران (كظم)

Home work
Write a script of your part and send it to the group in Arabic for Arabic speakers or you can start in English and translate it in Arabic.

TIMES	ACTIVITY	LEARNING PROCESSES	AIMS	LEARNING STYLE
01:30-01:40	- show the poster on the board in Arabic. - The non speakers will be given a 5 minute poster	- students will be given 5 min to read with their partner and discuss using LaKallaWalan in relation to the poster and using opinion.	- Student to think about how LaKallaWalan can be implemented with giving opinion in relation to the topic bullying.	
01:40-01:50	- distribute A3 papers	- Students be asked to write their opinions using LaKallaWalan in relation to the words in the poster.	- help students to write structured sentences using their opinions and using feelings. - Improve their level of writing - Adjust spelling and grammar error	G
01:50- 02:00	- go to the board and share what they have written	- Students to discuss and share their sentence		
02:00-	- open film on projector, decided by the students	- Students will be asked to watch a film and be given questions in Arabic for the Arabic speakers and in English for the non speakers - What caught your attention in this film - How do you know it was about bullying - Why did you chose it as the best - How will make your film your stand out	To ensure students think about the factors that make a students think about how to grab audience attention in the film and to think about the props.	I

2	Distribute story boards to the groups	Each group will start writing about the part they have chosen in their film using the story board.	Helping students to implement practical ideas to execute in their film Working as a team and supporting each other Help them to Critically build their ideas, my assistant will help them	G
02:50-02:55	- ask students to come to the board and share what they have written	- discuss with their class the work they have done with their story board	- Students share and build open each other ideas.	UG
2:55-03:00	- distribute diaries.	- write down what they have learnt and benefited from each this lesson - Ways in which they believe the lesson could be improved	- allows them to contemplate on all they have learnt in today's lesson - Gives them a moment to think on what they yet may not understand - Time to ask any questions - Discuss any queries	I

<https://mdstmr.wordpress.com/arabic/a-resource-pack/>