

## Background Information Sheet

Name	Class	Date	Lesson Type	Length
Lim Elizabeth Jung	208WD	06-17-2020	TBL	25min

Lesson	
<b>Topic</b>	Role Play: Good Parenting
<b>Main Aim</b>	Students will practice their speaking fluency
<b>Secondary Aim</b>	Students will learn to speak and express their opinion about good parenting through role play.
Materials and References	
<a href="https://www.youtube.com/watch?v=_RGZ3Y0gdmc">https://www.youtube.com/watch?v=_RGZ3Y0gdmc</a> 10 parenting tips for happy kid   Good parent vs bad parent [2:57]	

Student Profile			
Level	Under Intermediate		
Age	Adult	Number of Students	6
Detail	This is a general English class and students are highly motivated learners. The students are not married nor have children yet, but they will find out how parenting is important and what we need to know through role play. They will learn communicative speaking by being active in the role play.		
Assumptions about students' knowledge as required for this lesson:			
Students know good parenting and bad parenting from their childhood experience.			

Anticipated Difficulties and their Solutions:
Time management -> count the time of students' discussion with their pairs and manage a smooth transition Focus on the topic -> find any distractions during task preparation and remind the students to focus Nervousness -> Relax and re-read the TBL information sheets

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to give instructions without any big mistakes.

<b>Stage Name:</b> Pre Task <b>Purpose of this stage:</b> Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must be given a communicative task e.g. discuss, arrange/sort, create a list, etc. The aim is to relax students, activate their background information, and gather useful ideas for the lesson.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Time	Interaction	Procedure
30sec	T-S	<p>Today we are going to learn about what good parenting is by sharing and discussing our childhood experiences in 3 pairs. We will role play as child and parent and will vote the best child and best parent actors.</p> <p>Watch this short video for 2:57 minutes. As you watch, note your good or bad memories with your parents.</p>
3min	S	<p>Play the video for 2:57 minutes. Students watch and learn what kind of parenting is good or bad.</p> <p>Let's brainstorm ideas about parent-child scenarios of possible bad happenings, such as wetting the bed. Call out your ideas and I will write it down.</p>
3min	S-S	<p>Create a list about the possible bad happenings.</p> <p>Decide who acts as the child and the parent amongst each student pair.</p>

<b>Stage Name:</b> Task Preparation		
<b>Purpose of this stage:</b> This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Time	Interaction	Procedure
1min	T-S	Now It's Time to prepare the role play. Move back your desk and make a bigger front stage for role players. Decide on your scenario and practice what good parenting looks like. (a good parent's response to a child's problems)
5min	S-S	You have 5 minutes to prepare.
1min	T	ICQ : What is the topic of the role play? (Good parenting) Is there one parent and one child per student pair? (Yes)  Students begin preparing their role play in pairs. Monitor and offer tips or suggestions.  Announce when there is 2 minutes remaining. If students are still discussing their roles when time is finished, simply announce that preparation time is over. Time's up! If you haven't finished everything yet, don't worry – just listen and talk spontaneously.  Let's begin. (Gesture to each pair to begin their role play.) Be sure to be active in your motions! Exaggerate your roles!

<b>Stage Name:</b> Task Realization		
<b>Purpose of this stage:</b> This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Time	Interaction	Procedure
7.5 min	S-S	<p>Each pair begins their role play as child and parent.</p> <p>Students engage in the role play, taking turns spontaneously. Monitor how effective they are at presenting clear, persuasive statements.</p> <p>Encourage more active movement during their role play.</p>

<b>Stage Name:</b> Post Task		
<b>Purpose of this stage:</b> To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Time	Interaction	Procedure
1 min	T	Now talk to your partner about what you learned about good parenting and what you will do as a future parent.
2 min	S-S	Students discuss with their partners.
1 min	T	<p>Vote on who the best parent and child actors are.</p> <p>Announce the winner and offer brief encouragement to the class.</p> <p>Well done to everyone! You all did so great as good parents and troublesome children.</p>

## Instructor's Comments and Assessment

<b>Pros</b>		
<b>Cons</b>		
<b>Change</b>		
<b>Overall Comments</b>		
<b>Grade</b>		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
<b>Instructor</b>	<b>Student Signature</b>	<b>Date</b>
Taute, David		