

Pros and cons

Important – please read

This lesson has been created for teachers working in face-to-face classrooms where Covid-19 restrictions are in place. The guidance at the start of the lesson plan is designed to provide suggested ideas for managing pair work and group work in a physically distanced classroom environment. It is a general guide, and your situation may be different. You may need to adapt the lesson to the context you are working in.

There is also an online version of this lesson plan, which you could refer to if you are working in a 'hybrid' learning situation. Hybrid learning is the method of teaching remote and in-person students at the same time via virtual instruction.

Topic

Pros and cons of the pandemic

Aims

Students will:

- communicate their feelings about different aspects of the pandemic
- develop listening skills by watching a short animated video
- expand vocabulary to express emotions
- learn to describe positive and negative aspects of an issue.

Age/level

Secondary students at CEFR level B1 and above

Time

45–55 minutes

Materials

- Student worksheet
- Link to video: <https://www.bbc.com/news/uk-england-bristol-53553784>
- Video equipment (this depends on how you intend to show the video)

Introduction

Many young people felt angry, depressed and frustrated during the pandemic, especially when schools were closed and they weren't able to do 'normal' activities. In this lesson, students listen to what others felt in an animated video. Next, they explore and share their own emotions. Finally, they consider what was positive (as well as negative) about the pandemic and create a new voice-over for the video.

Guidance for communicative activities in face-to-face, physically distanced classrooms

Make sure you are familiar with the rules for face-to-face teaching in your school

These lesson plans are designed to include opportunities for students to work in pairs or groups to develop their communication skills. This is likely to present a number of challenges, as there may be different physical-distancing rules you may need to follow in your classroom to protect the safety of students and teachers. Procedures and rules will vary but may involve some of the following:

- reduced class sizes so that desks can be placed up to two metres apart
- student 'bubbles', in which groups of up to ten pupils are able to work together safely
- clear plastic screens placed around students' desks to allow for safer interaction
- hybrid learning situations, where some students are physically present in the classroom and others join the lesson remotely
- policies on handouts and worksheets, where it is not possible to give learners a physical worksheet.

All of the issues above will bring new challenges and influence the way you teach. The ideas below are intended to help you manage your lessons effectively and ensure that students have sufficient opportunity to communicate as much as possible during the lesson.

Suggestions for communicative activities

A key purpose of communicative activities, such as pair work and group work, is to ensure students have an opportunity to practise their productive skills at the same time as other students in the class. However, due to restrictions, this may not be possible in the normal way. To avoid your classes being too teacher-centred, we have suggested some ideas below that can replace more traditional group- and pair-work speaking activities.

Where you see the  symbol on the lesson plan, this tells you that the instructions include a group- or pair-work activity. Refer to the suggested activities below for ideas, the instructions on the lesson plan or use your own ideas.

Using written dialogue in place of spoken dialogue for simple tasks

- Pen and paper. In low-resource environments, ask students who are physically in the classroom to communicate using pen and paper. For example, where students have been asked to give an opinion, they write this in larger than normal writing on a piece of paper and hold it up for their partner to read. Their partner then responds by writing on their own piece of paper.
- Sticky notes. Ask students to write comments on sticky notes, or on small pieces of paper, and take turns to stick them to a board in the classroom or on a 'post-it' wall. This gives students the opportunity to write their opinions, ideas or responses to a question and share them with the rest of the class. The teacher can read comments and focus on any follow-up language work, respond to the students' writing or extend the discussion as a whole class. If working in a hybrid situation, where some of the students are learning simultaneously in a remote environment, they could do the same activity using an online 'wall', such as [Padlet](#). Alternatively, they could write their

comments and ideas into a shared online document, which could be displayed on a computer, via a data projector in the classroom, or read out by the teacher.

- **Using messenger applications.** In contexts where students have access to an internet connection, students could use a messenger tool such as WhatsApp to write messages to each other online. Again, with hybrid learning situations, this pair-work activity could be done between a student physically in the classroom and a partner learning remotely. If students are working in larger groups of four or five, they can create a closed group with the students they are working with.
- **Collaborative writing.** An online solution, which may be effective in a hybrid learning situation, is to use an online messaging board such as [Padlet](#) or a shared document in [Google Docs](#). The teacher asks a simple open-ended question, for example 'What are some of the advantages/disadvantages of learning from home?' Having shared the link with the students, the teacher gives a word limit and a time limit for students to add their comments to the messaging board or Google doc for their group. The teacher follows up with whole-class feedback, responding to the comments and asking students to clarify orally.

Using voice recording tools for spoken communication

- **Recorded voice messages.** If resources and connectivity make this possible, using voice recording tools can be an effective way to encourage dialogue between students for pair-work activities. Make sure all your students have access to a mobile phone before doing this type of activity to ensure everyone can participate. Ask students to record their turn and send via SMS or a messaging application to their partner to respond and build a recorded dialogue. Alternatively, an online voice recording tool like [Vocaroo](#) is a simple way to create voice recordings and share via SMS or an online messaging application. Most basic mobile phones have a built-in voice recorder, so it might be possible to share one or more phones and for the teacher to pass it between pairs or small groups of students, who listen and respond or add their comments.

Both of the above activities could be done effectively in hybrid learning situations.

- If you are working in a low-connectivity context and have access to cassette recorders and blank cassettes in your school, using these to record students speaking is a possible solution. Ensure there is a quiet space where they can do this. Divide students into groups and invite them to record themselves individually. Play back the recordings as a whole class to evaluate communicative competence and focus on any common errors.

Setting up traditional group- and pair-work activity

- If none of the above are possible, consider ways of rearranging your classroom by moving desks and chairs to the side of the room or to the middle of the room for speaking activities in groups or pairs. Arrange students so that they are able to speak at a recommended distance from each other and also from the other groups.

This is a small selection of ideas that may be used to encourage student-led communication in physically distanced face-to-face classrooms or in hybrid learning contexts. If it is possible where you work, we recommend that you work with your colleagues to create a list of activities and ideas for your own context. We also recommend that you join the [British Council teacher community](#) on Facebook to share ideas and collaborate with a global group of teachers.

Procedure

Stage	Instructions
1. Lead-in (5–10 mins)	<ul style="list-style-type: none"> Write this question about the pandemic on the board: 'How did you feel during lockdown?' Ask students to draw an emoji on a piece of paper in secret. On the count of three, everyone holds up their emoji for others to see. Ask individual students what aspect(s) of lockdown made them feel that way.
2. Listening (20 mins)	<ul style="list-style-type: none"> Introduce the short animated video. <p><u>Option 1: Viewing the video as a whole class</u></p> <ul style="list-style-type: none"> Explain that in the video, five animals (tiger, orangutan, lemur, elephant and whale) describe how they feel being locked in. Play the video on a data projector or on their phones. (If there is no access to either, students can watch at home, using the flipped learning method – see option 3 below.) Tell students to watch the video for gist. Ask: <i>Do the animals say mostly positive or negative things?</i> (Answer: entirely negative!) Set the next task (exercise 2 on the student worksheet). Hand out the student worksheet and give students time to read the expressions. Check they understand the meanings. Ask students to watch the video again, this time for detail. Ask: <i>Who says what?</i> Tell them to write the initial of the animal next to the expression. Check the students' answers. <p><u>Answers</u></p> <ol style="list-style-type: none"> Tiger Orangutan Elephant Whale Tiger Elephant <p><u>Option 2: Students view the video on a mobile device in class</u></p> <p>The same as option 1, but students watch the video on their own mobile device. Make sure they use headphones.</p> <p><u>Option 3: Students view the video before class at home</u></p>

In the preceding lesson, give students the student worksheet and the link to the video and tell them to watch it in preparation for the class. They should watch and answer the following question:

- Do the animals say mostly positive or negative things?
- Ask students to read the expressions on the worksheet and tick which emotions they've felt at some time or other during the pandemic. They then compare with a partner.
If following 'Option 3' above, students check their understanding of the expressions and complete exercise 2 on the student worksheet.
- (Optional) Follow-up class discussion:
Ask students to give you a personal example of something they felt at a certain time. Tell them to use expressions from the video, e.g. *It feels almost surreal when ... / It's very repetitive when ... / You feel a bit sorry for yourself when ...*

3. Discussion and game (10–15 mins)



- Explain that a survey of teenagers was carried out, asking them what they think was positive about the pandemic. Point to the list, revealing their answers.
- Ask students to tick the extent to which they agree with each point of view.
- Ask them to compare their opinions with a partner and to explain why they agree or disagree. (Note that if students can't work in pairs, read the list aloud to the whole class and ask people to raise their hands or use an emoji.)
- Introduce expressions that we use when giving an alternative point of view, for example:
 - On the one hand ..., on the other hand ...
 - However, ...
 - But on the positive side ...
 - On the bright side, though ...
 - At least ...
- Give an example and elicit more examples, for example:
 - Student A: It felt almost surreal when everyone was locked inside their home.
 - Student B: That's true, but on the positive side, I bet the animals enjoyed it!
 Or:
 - Student A: I just felt a bit rubbish at home without my friends.
 - Student B: Me too. But at least we could contact each other via the internet!
- Play 'Devil's advocate'. Put students in pairs. Explain that one student has to say something negative. In reply, the 'advocate' must give a positive response. They change roles after two sentences and continue. (In classes without physical

	<p>contact, ask students to write – or record – four negative sentences about the pandemic and send them to a partner, who adds a positive point and returns it.)</p>
<p>4. Write an audio script (10–15 mins)</p> 	<ul style="list-style-type: none"> • Tell the class to form pairs and write a new audio script for the animals in the video. Explain that the new script must include some positive points of view! • (Optional) Students record it and present it to the class if possible. • Alternatively, students can make a completely new vox pop video, collecting a selection of opinions from five people, like the original video (but more positive).

Lesson plan written by:

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