

Pros and cons of lockdown

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Pros and cons of lockdown

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

- Pros and cons Powerpoint
- 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.

Procedure

Before the lesson	<p>CHECKLIST</p> <ul style="list-style-type: none"> • Always make sure you are familiar with the online platform you are using. <ul style="list-style-type: none"> - Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems. - Do the students need a URL to join the online classroom? Do they all have this? - Do you know how to 'mute' the students' microphones if you need to? - Do you know how to share what is on your computer screen so that the students can see it? - Do you know how to use 'breakout rooms' if you have this facility? Is this enabled? • Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson. • Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. • Most online platforms have support videos or tutorials available online. Do you know where to access these? • Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.
1 Lead-in (5-10 minutes)	<ul style="list-style-type: none"> • Show students slide 2. Tell students they need a pen and paper. Tell them to draw an emoji on a piece of paper. On the count of three, everyone holds up their emoji to the camera for others to see. • Ask individual students what aspect(s) of lockdown made them feel that way. You could also put your students into smaller groups in breakout rooms (if you have that option) and ask them to compare their emojis and explain why they chose them to their group. Then you can bring students back to the main room and ask if anyone had similar emojis.

**2 Listening
(20 mins)**

- Show students slide 3 and introduce the short animated video. Tell them they are going to watch the video, and to answer the question on the slide (*Answer: Entirely negative!*). There are a couple of options here:

Option 1: Viewing the video as a whole class

- Explain that in the video, five animals (tiger, orangutan, lemur, elephant and whale) describe how they feel being locked in.
- Set up the video on your computer and share your screen (and audio!) with the students in the class.
- Set the next task (on slide 4). You will need to make a copy of slide 4 for your students and send it to them before this activity (or through the chat), so that they can download it and have the questions open on their computer while they watch the video.
- Play the video again, and students should write the appropriate letter next to each sentence
- Check the students' answers.

Answers

1. Tiger
2. Orangutan
3. Elephant
4. Whale
5. Tiger
6. Elephant

Option 2: Students view the video separately

The same as option 1, but send the link to the video (either before class, or through the chat), so that students can open it on their own device. They will need to wear headphones. Give enough time to watch the video before going through the answers after each task.

Option 3: Students view the video before class at home

Before the lesson, send students the Powerpoint or the student worksheet, and the link to the video and tell them to watch it in preparation for the class. They should do the tasks from slide 3 and 4 and be ready to check answers in the online class.

- Ask students to read the expressions on slide 4 and think about which emotions they've felt at some time or other during the pandemic. They then compare with a partner. If you have the option to use breakout rooms, put students into pairs for this activity. If not, you could nominate students to speak about which emotions they have felt, and when.

	<ul style="list-style-type: none"> • (Optional) Follow-up class discussion: Nominate 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. <i>It feels almost surreal when ... / It's very repetitive when ... / You feel a bit sorry for yourself when ...</i>
3 Discussion and game (10 - 15 minutes)	<ul style="list-style-type: none"> • Show slide 5. 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 think about the extent to which they agree with the answers. • If you can use breakout rooms, make a copy of slide 5 to send to students (or put the 8 sentences in the chat), so that students have access to it once they are in the breakout rooms. Put students into rooms in pairs and ask them to discuss each idea and compare the extent to which they agree or disagree with each one. Set a time limit, and then bring them back to the main room for feedback. • If you don't have access to breakout rooms, read each sentence out one at a time, and ask students to write "don't agree" or "partly agree" or "totally agree" in the chat. After each sentence, ask students with different opinions to give their reasons why. Do this for each of the 8 sentences. • Show slide 6, which introduces expressions that we use when giving an alternative point of view, for example: <ul style="list-style-type: none"> - On the one hand ..., on the other hand ... - However, ... - But on the positive side ... - On the bright side, though ... - At least ... • Ask if students can add any further expression to the list. • Tell students that they are going to give an alternative opinion to the ones heard in the video. Give an example and elicit more examples, for example: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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!

	<ul style="list-style-type: none">• Play 'Devil's advocate'. Tell students to write down four negative sentences about lockdown. They can use the ideas already discussed, or come up with new sentences.• If you have breakout rooms, put students into pairs. Explain that one student has to read out their first sentence. In reply, the 'advocate' must give a positive response. They change roles after two sentences and continue.• If you don't have breakout rooms, once students have all written their sentences, ask one student to read their first sentence, and then nominate a different student to respond. That student should then read out their first sentence and so on. Make sure everyone has a chance to read a negative sentence and to respond with a positive one.
4 Write an audio script (10 - 15 minutes)	<ul style="list-style-type: none">• Show slide 7. If you have the option of breakout rooms, tell the class you will put them into pairs and they must write a new audio script for the animals in the video. Explain that the new script must include some positive points of view! Set a time limit, and then bring students back – nominate some pairs or ask for volunteers to read their scripts.• If you don't have breakout rooms, students can work on a collaborative document to write the script together, and then read it out. Students can either open their own document to share with their partner or you could set this up before the class.• (Optional) Students record their script and share it with the class (or upload it to a class platform/ blog)• Alternatively, for homework, students can make a completely new vox pop video, collecting a selection of opinions from five people, like the original video (but more positive). They can then share these in the next class.

Contributed by

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