

LESSON PLAN (1)

Subject: Literature in English Class : S3E
 Unit : Ecological Justice in World Poetry Date : TBC
 Topic : Climate Change: Introduction to Eco-poetry Time : 70 mins

Prior Knowledge

Students should already know:

1.	the difference between denotation and connotation
2.	how to use Padlet on their personal learning devices (PLD)

Lesson Objectives

By the end of the lesson, students should be able to:

1.	visualise setting and pay attention to atmosphere by drawing on details in the poems (e.g. time, place, physical details, situations, mood of text)
2.	trace the feelings and thoughts they experience in response to the setting, atmosphere and events in the poem by using <i>The Connect Plan</i> framework for analysis

Time	Lesson Development	Resources
10 min	<u>Introduction OR Pre-activity</u> Eco-poetry and the environment: Teacher to use handout on eco-poetry to introduce eco-poetry and key terms to talk about eco-poems.	Handout 1.1: summarised readings + key terms
10 min	<u>Lesson Development OR Main Activities</u> Activity 1: Using a Frame <ol style="list-style-type: none"> Teacher will introduce <i>The Connect Plan</i> framework for analysis. Teacher to briefly go through the three components, highlighting that students will learn to utilise the framework from I-FEEL, to I-FEEL and I-SEE, and eventually the framework in its entirety when reading poems. Teacher to focus on I-FEEL section and emphasise this section as the segment which students are going to engage with first. 	Slide on framework

20 min [10 min]	<p>Activity 2: Line to Image</p> <p>Collaborative learning session: students will be split into groups of 5 for this activity.</p> <p>Using key questions from I-FEEL segment of the framework for analysis, students will:</p> <ol style="list-style-type: none"> 1) Discuss their <u>personal feelings and emotional responses</u> towards “Ice Would Suffice” by Risa Denenberg and support it with key quotes from the text. 2) Make links from the text to themselves by <u>relating the text to their own experiences</u> 3) Look for <u>images that best represent these ideas</u>. 4) Generate <u>personal questions</u> they may have about the text 5) Collaborate and <u>post their responses</u> on Padlet. 	<p>Copies of Denenberg’s poem “Ice Would Suffice”</p> <p>PLD</p> <p>Padlet</p>
[10 min]	<p>Group Presentation</p> <p>Teacher will pick each group to share their responses. They will link the selected images to their responses and support their responses/feelings with key quotes from the text. (around 2 min/group)</p>	
15 min	<p>Introduction of Slow Violence:</p> <ol style="list-style-type: none"> 1. Teacher will flash photos and get students to give a common word that describes the photos (violence). The word will be written on the board. 2. Teacher then flash photos of slow violence and explain how slow violence is taking place in each photo. 3. Teacher will give a handout (a summary of ‘The Unseen ‘Slow Violence’ that Affects Millions’) and use it to introduce the concept of slow violence. <p>Instructing Explicitly:</p> <p>Teacher to emphasise that climate change is an example of slow violence: it happens over long periods of time, beyond our lives. It is different from our typical understanding of violence (wars, explosions, natural disasters, etc which are visible and immediate). We may not be able to physically see climate change as slow violence as it transcends generations of lives and might not affect us immediately (due to power structures that will be discussed in later lessons). Poetry, however, sensitises us to see things we do</p>	<p>Projector</p> <p>Whiteboard</p> <p>Photos</p> <p>Handout 1.2: summary of article</p>

	not see in our present. This experiential power of poetry allows us readers to somewhat experience the time-scale of climate change's slow violence.	
15 min	<p><u>Closure and Consolidation OR Post-Activity</u></p> <p>Post-Activity: Writing Task Students to write a personal response in their literature journals.</p> <p>Instructions: Choose a line or phrase from the poem to encapsulate/express your feelings towards the poem. Explain why it made you feel a certain way.</p>	Literature Journal

Reflections (Choose 1 aspect of the lesson to reflect on – positive or negative one. It can be written in point form – not more than 1 page)

1. What happened? (What did my students do? What did I do?)
2. Why? (Why did I think things happened this way? Why did I choose to act the way I did?)
3. So what? (What have I learnt from this?)
4. Now what? (What do I want to remember to think about in a similar situation? How do I want to act in future?)

NOTE: General guidelines for a double-period lesson – not more than 5 pages for every lesson, excluding references and worksheets/resources (Times New Roman, font size 12)