

Discovering and Preventing Violence Around Us: An English Inquiry

Lengua Extranjera | Inglés | Aprendizaje Basado en Indagación

Descripción

This lesson plan is designed to engage secondary students (12-15 years old) in identifying different forms of violence in their environment through the English language. Using the Inquiry-Based Learning methodology, students will explore real-life scenarios, formulate questions, and collaboratively investigate the causes and signs of violence as well as strategies to avoid it. The focus on English as the medium encourages language development while addressing a critical social topic relevant to their everyday lives. Students will connect vocabulary and expressions related to violence and prevention with their own experiences, empowering them to recognize and respond appropriately to violence in their communities. This approach promotes critical thinking, active participation, and meaningful language use, making the learning process both practical and impactful.

Objetivos de Aprendizaje

- Identify and describe various types of violence found in daily environments using English vocabulary and expressions.
- Formulate questions and hypotheses about causes and prevention of violence through collaborative inquiry.
- Analyze real-life situations to recognize signs of violence and propose strategies to avoid it.
- Communicate findings and reflections clearly in spoken and written English.

Recursos Necesarios

- Whiteboard or blackboard and markers/chalk
- Projector or screen to show a short video (3-4 minutes) about types of violence
- Handouts with vocabulary lists and inquiry questions (printed, one per student)
- Worksheets for group activities and reflection (printed, 1 per group and individual)
- Sticky notes or index cards for brainstorming
- Audio player or computer for video playback
- Optional: Tablet or computer with internet access for quick research (if available)

Requisitos Previos

- Basic English vocabulary related to emotions, behaviors, and social situations.
- Previous experience forming simple and complex questions in English.

- Familiarity with working in pairs or small groups and sharing ideas.
- Understanding of general concepts related to respect and kindness in social interactions.

Actividades

Fase de Inicio

Tiempo estimado: 10 minutos

Propósito de la sesión:

Docente: “Today, we are going to explore how to identify violence around us and how to avoid it, using English. This is important because understanding violence helps us protect ourselves and others.”

Estudiantes: Listen and prepare to participate actively.

Activación de conocimientos previos:

Docente: “Let’s start with a quick question: What kinds of violence do you know about? Think of examples in your community or school.”

- Students write down one type of violence they know on a sticky note.
- Then, the teacher collects some notes and reads them aloud in English, writing keywords on the board (e.g., bullying, physical violence, verbal abuse).

Motivación y enganche:

Docente: “Did you know that many people experience violence every day without realizing it? Let's watch a short video to see some examples.”

- Teacher shows a 3-4 minute video illustrating different types of violence (age-appropriate, with subtitles in English).
- Students watch attentively, noting any new words or situations.

Contextualización:

Docente: “Violence can happen anywhere – at home, school, or even online. Today, we'll learn how to spot it and talk about ways to stop it.”

Estudiantes: Connect the topic with their own experiences and get ready to investigate further.

Fase de Desarrollo

Tiempo estimado: 40 minutos

Presentación del contenido:

Docente: “We will work in groups to ask questions and find answers about violence and prevention. You will use English to discuss and share your ideas.”

Actividad 1: Formulating Inquiry Questions

- **Objetivo:** Formulate questions about violence and prevention (Objetivo 2)
- **Instrucciones:**
 - **Docente:** “In your groups of 3-4, discuss what you want to know about violence around you. Write down at least three questions in English.”
 - Examples provided on handout: “What causes violence?”, “How can we recognize signs of violence?”, “What can we do to stop violence?”
- **Organización:** Grupos de 3-4 estudiantes
- **Producto:** Lista de preguntas escritas en inglés
- **Tiempo:** 10 minutos
- **Rol del docente:** Circula por los grupos, ayuda con vocabulario, formula preguntas guía como “Can you explain this word?” or “Why do you think this is important?”

Actividad 2: Investigating and Discussing

- **Objetivo:** Analyze situations and propose prevention strategies (Objetivos 1 y 3)
- **Instrucciones:**
 - **Docente:** “Now, each group will receive a short written scenario describing a situation involving violence. Read it carefully and discuss: What type of violence is this? What signs do you see? How could this be avoided?”
 - Students read, discuss in English, and write short answers on worksheet.
- **Organización:** Grupos de 3-4 estudiantes
- **Producto:** Answers to questions about the scenario in English
- **Tiempo:** 15 minutos
- **Rol del docente:** Observa interacciones, corrige pronunciación, formula preguntas guía para profundizar comprensión.

Actividad 3: Sharing and Reflecting

- **Objetivo:** Communicate findings clearly in English (Objetivo 4)
- **Instrucciones:**
 - **Docente:** “Each group will now share their scenario and answers with the class. Speak clearly and explain your ideas.”
 - After each presentation, classmates can ask one or two questions in English.
- **Organización:** Plenaria
- **Producto:** Oral group presentations and Q&A

- **Tiempo:** 15 minutos
- **Rol del docente:** Facilita la discusión, modera tiempos, destaca el uso correcto del idioma y el contenido.

Diferenciación:

- **Para estudiantes que terminan antes:** Pueden crear un pequeño cartel en inglés con consejos para evitar la violencia, usando dibujos y frases simples.
- **Para estudiantes que necesitan más apoyo:** Se les ofrece vocabulario adicional y ejemplos de preguntas y respuestas; pueden trabajar con un compañero más avanzado.

Transiciones:

Docente: “Great work, everyone! Now that we have shared our ideas, let's think about what we learned and how we can use this knowledge in our daily lives.”

Fase de Cierre

Tiempo estimado: 10 minutos

Síntesis:

Docente: “Let's create a quick mind map on the board together. What are the main types of violence we discussed? What are some ways to prevent them?”

- Students contribute keywords and the teacher writes them, forming a visual organizer.

Reflexión metacognitiva:

- “What new words or ideas did you learn today about violence?”
- “How can asking questions help us understand difficult topics better?”
- “What will you do if you see or experience violence?”

Retroalimentación:

Docente: Provides positive and constructive feedback on language use and understanding, highlighting good examples from presentations and discussions.

Transferencia:

Docente: “Next time, we will explore how to express feelings and ask for help in English if we or someone else face violence.”

Tarea o reto:

Docente: “For homework, write a short paragraph in English about a situation where you or someone you know avoided violence. Use at least three new words we learned today.”

Evaluación

Tipo de evaluación: Diagnóstica en la activación de conocimientos previos (Inicio), formativa durante las actividades de desarrollo (observación, preguntas guía, presentaciones), y sumativa en la síntesis y reflexión final (Cierre).

Criterios de evaluación:

- Identifica correctamente diferentes tipos de violencia usando vocabulario en inglés (Objetivo 1).
- Formula preguntas claras y relevantes para indagar sobre la violencia (Objetivo 2).
- Analiza situaciones y propone estrategias de prevención en inglés (Objetivo 3).
- Comunica ideas y resultados de manera clara y adecuada en inglés, oral y escrito (Objetivo 4).

Instrumentos sugeridos:

- Lista de cotejo para evaluar participación y uso del vocabulario durante actividades en grupo.
- Rúbrica simple para evaluar claridad y contenido en las presentaciones orales.
- Observación directa durante discusiones y formulación de preguntas.
- Evaluación de los productos escritos: preguntas elaboradas, respuestas a escenarios y párrafo de tarea.
- Autoevaluación breve al final mediante las preguntas de reflexión.

Evidencias de aprendizaje:

- Preguntas escritas por grupos relacionadas con el tema.
- Respuestas escritas y orales sobre los escenarios de violencia.
- Presentaciones grupales en inglés que muestran comprensión y comunicación.
- Mapa mental colectivo que refleja síntesis del aprendizaje.
- Párrafo escrito de tarea que demuestra integración del vocabulario y conceptos.