

Be Myself

Teacher's words: In the first lines of the poem "Solitude" written by Ella Wheller Wilcox says, "*Laugh, and the world laughs with you; weep, and you weep alone.*" You are your own master. Nobody can please everyone in the world; so be yourself but learn merits from someone superior to you. Get rid of bad behavior whenever seeing others' defects. Always reflect on yourself but remember to be yourself.

Abstract

English curriculum needs to be reformed with the progress of cultural and economic environments. English competency becomes the index of a nation's competition. English ability of students in senior high school is getting M-shaped year by year. This teaching plan mainly focuses on the oral expression and writing skills. The designer is an experienced English teacher in senior high, worried about students' English competency; therefore, trying hard to adapt a picture storybook made by the computer techniques to make the teaching materials more vivid and get closer to students' life experience. With the technological help, Teacher encourages students to think critically, logically, and then creatively.

This teaching plan adopts "Cooperative learning" to cultivate students' motivation and interest in learning. "Communicative approach" is preferred while using this teaching plan, which mainly trains students' creative thinking, oral practice and writing ability. Based on the illustration of the picture storybook, it helps students establish the concepts of sexes, and cultivate students' loving thinking, from marine creatures to human beings. The story of "Missile and Michelle" is so inspiring that students can learn from how to "Be Myself" to the further level; that is, to have the empathetic and sympathetic attitudes toward various genders, people, races and cultures.

Teaching Plan

Teaching domain	English writing		
Designer	A senior high teacher	Grade level	Grade 2 nd in senior high school
Teacher	A senior high teacher		
Materials	Picture storybook	Issue discussion	Gender education & life education
Teaching approaches	Communicative approach, cooperative learning	Date	
Time required	2 teaching hours (100 minutes)	Classroom	Class 204
Teaching focus	<ol style="list-style-type: none"> 1. There are different characteristics between two genders. 2. Whatever the gender is, everyone is unique and deserves being respected. 3. Value oneself and then have the sympathetic and empathetic attitudes toward people. 4. Write a passage to tell a complete story based on the picture storybook. 	Assessment	<ol style="list-style-type: none"> 1. Role play 2. Learning sheet 3. Discuss voluntarily
Materials source	Self adapted	Related domain	Nature science
Teaching research	<p>1. Material analysis</p> <p>(1) With the picture storybook, students can combine their experience with the pre-preparatory knowledge, distinguishing the male creatures from female ones. Students can deliver their own viewpoints about genders in class. Through the creatures in the ocean, students know the concepts and characteristics of two genders in the world. People, both male and female, by all means have their rights and they are born equal. These materials are supposed to cultivate students' empathetic and sympathetic attitudes toward others and people with different genders; what's more, students will treasure lives and become more tolerant with people with different cultures and different sexes.</p>		

	(2) The PowerPoint of my work “Missile and Michelle” is a flexible teaching material. Teacher can show it in class, depending on students’ English levels to decide which version to be used. There are three versions to choose from, the Chinese one, the English one, and the one with pictures only.	
Objectives		
1. Know the new words and phrases 2. Know ego’s gender and play their own roles properly. 3. To understand personal oneself well both mentally and physically	1-1 Know the new words and the phrases. 1-2 Read the new words and phrases correctly. 1-3 Understand how to use these new words and phrases well. 1-4 Know how to use the new words and phrases to make sentences and combine them into a paragraph. 2-1 Understand his/ her role well in the group. 2-2 Play his/ her role properly and accept others willingly. 2-3 Develop the empathetic and sympathetic attitudes toward people inferior to them. 2-4 Get the identity from not only peers but also the elders. 3-1 Know oneself well and build up students’ self-confidence. 3-2 Value oneself and respect others and their ideas and thoughts. 3-3 Be willing to help others at any time and in any place. 3-4 Protect oneself from being hurt both physically and mentally. 3-5 Express one’s ideas and feelings beyond the limitation of gender. 3-6 Respect others’ privacy and don’t violate human rights.	
Objectives	Teaching procedure	Assessment

	(The first teaching hour)	
	I. Preparatory activity: (10minutes)	
1-1	1. warm-up activity:	Be able to listen in class carefully. (90%)
1-2	Divide the students into six groups and they should be seated in their own team. First Teacher can raise up a question like this: T: Now let's get started. Can any group member tell us the ocean creatures? If you know any, please raise your hand. (Teacher can get one who raised his/her hand first to answer the question and give the team one point.) S1: Shark. S2: Octopus. S3: Coral. S4: Turtle..... S5: Lobster. S6: Shrimp. S7: Squid. Teacher writes the new word on the blackboard; also Teacher gets students to read the words repeatedly until they know the words very well.	Realize the meaning of every question. (85%)
1-3	After students can recognize every new word, Teacher has every group get one member to come to the front and the six students are asked to stand in a line in front of the blackboard. Teacher will read the new words on the blackboard.	Be able to say the names of marine creatures. (95%)
1-4	T: "Octopus." Students rush to the blackboard and circle the word read by Teacher. (The student who circles the word first is allowed to get one point for his group. This activity can motivate them to get more involved in class. Also it can make them enthusiastic about English class.)	Be able to follow Teacher read every word loud and correctly. (100%)
2-1		Recognize the new words right after Teacher read it. (80%)
2-2		
	II. Developing activity: (25 minutes)	
	1. Teacher uses PowerPoint to show the picture storybook to students.	Understand the plots of the story.(100%)
2-3	<i>David Wible suggests "Language, in this very basic</i>	

2-4 3-1	<p><i>respect, is a set of mapping relations between forms and mappings.</i>” This is the reason why I would like to use a picture storybook to catch the language. From the picture storybook, students can construct their own thinking, and make up the story based on the real images. For the EFL students, the concrete images are easier than the abstract ideas in mind for students to learn.</p> <p>2. Give students 5 minutes to discuss and make up the story.</p> <p>3. Teacher gets every group to have one representative report their story to students. Besides, the student needs to ask two questions according to the content of the story just reported .</p> <p>(The speaker’s voice should be loud enough to be heard by everyone in class. Everyone can answer the questions but the reporter’s group members.)</p> <p>4. Creative thinking activity(10 minutes)</p>	<p>Be able to discuss and make up the story in English. (80%)</p> <p>Answer the question voluntarily. (100%)</p> <p>Discuss and answer question eagerly. (90%)</p>
3-2 3-3	<p>Teacher raises up several questions, getting students to think deeply and discuss with their own group members. The questions are as follows.</p> <p>(1) Abraham Lincoln referred to that people are born equal. Do you agree or disagree with his idea? Why? Or why not?</p>	
3-3 3-4	<p>(2) In the world, there are many countries. Some are patriarchal societies while some are matriarchal ones. Whatever they are, do you think they can achieve gender equality?</p> <p>5.Wrap-up activity (5 minutes)</p>	
3-5 3-6	<p>Teacher can get students to vote for the story they like most. Every student can vote for his favorite story made up by every group except for his own one. The group getting the most votes is the winner and the group members are supposed to be awarded.</p>	<p>Vote for their favorite stories.(100%)</p>
1-1 1-2	<p style="text-align: center;">(The Second teaching hour)</p> <p>II. General activity</p> <p>1. Spelling bee (5 minutes)</p> <p>(1) Teacher limits students to spell some words that can be used in the next activity---writing. Teacher can get</p>	<p>Be able to spell</p>

<p>3-1 3-2</p>	<p>them to pay attention to the pointing stick. When they are pointed, one of the group members is supposed to spell out loud the related word. Namely, they can get one point for the correct spelling, and vice versa.</p> <p>(2) Teacher draws six sections on the blackboard and gets them to write the word they spelled on the section belonging to their own group.</p> <p>2. Story-telling activity(20 minutes)</p> <p>(1) Teacher uses the PowerPoint to illustrate the picture storybook--- <i>Missile and Michelle</i>.</p> <p>(2) Q&A time: Teacher raises up several questions based on the story.</p> <p>(1) Who will hatch their eggs? The male or female turtle?</p> <p>(2) Why do Missile and Michelle want to leave their home on their own?</p> <p>(3) Which marine creature do they first see on their journey?</p> <p>(4) What is the most obvious characteristic of an octopus?</p> <p>(5) As far as you know, when does a peacock show off its beautiful feather?</p> <p>(6) Under what situation does the squid spray the black liquid?</p> <p>3. Writing practice activity</p> <p>Teacher explains the narrative writing skills.(10 minutes)</p> <p>Writing procedure:</p> <p>Opening → Developing details →Closing</p> <p>(1) To teach students writing an English composition, teachers first tell them the correct form of an article. The writing skills cannot be overemphasized because students are EFL students and they need to be guided.</p> <p>(2) There must be a topic sentence in every paragraph. This sentence is the main idea of the first paragraph. That is to say, it is the opening of this passage.</p> <p>(3) Based on the opening paragraph, the writer needs to develop more details in the second paragraph. Giving examples is a good idea for developing this paragraph. In</p>	<p>the words correctly and quickly.(80%)</p> <p>Write the words spelled by them on their own section. (90%)</p> <p>Understand the story by way of the PowerPoint. (100%)</p> <p>Answer the questions loud. (90%)</p> <p>Pay attention to Teacher's lecture.(95%)</p> <p>Be able to catch the point of writing skills in every paragraph.</p>
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<p>3-5 3-6</p>	<p>other words, giving the supporting ideas is the second paragraph mainly focused.</p> <p>(4) Last but not the least, giving conclusions in the last paragraph is essential for the completeness of the passage. If possible, Teacher suggests that students give the conclusion sentence to correspond with the topic sentence in the first paragraph.</p> <p>Teacher gets students to write a passage. Teacher can suggest the passage to begin like this way.(15minutes)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Be Myself</p> <p style="text-align: center;">From the story of “<i>Missile and Michelle</i>” I know how to be myself.....</p> </div> <p>The words on the blackboard listed by the group members earlier can be the reference for students’ writing practice.</p> <p>Homework assignment</p> <p>(1) Finish the passage “Be Myself.”</p> <p>(2) Prepare for what you write to deliver a one-minute speech in class next time.</p>	<p>(90%)</p> <p>Be able to write the passage without difficulty.(95%)</p> <p>Follow Teacher’s instruction willingly. (100%)</p>
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Suggestions

As senior high school English teachers, we are supposed to make every effort to cultivate students’ English competency. While teaching, what I am concerned about is not how many points students score but how well they ‘use’ English. Creativity is the priority of teaching concerned. English oral and writing abilities need to be sharpened up. My suggestions for teaching oral and writing skills are in the following.

1. Multiple teaching materials are required.

In the high-tech age, teaching is no more limited in the textbook. Teachers can get a variety of teaching materials from films, videos, pictures, and the Internet. Real images help students construct a map in mind, which contributes to both oral and writing expressions. Teaching materials very closed to students’ daily experiences are

preferable.

2. Cooperative learning style is suggested.

Students are more likely to be motivated by team work and activities. The team members work together to achieve their goal; therefore, they are inclined to be active and willing to use English.

3. Reciprocal teaching strategy is preferred.

Encourage students to express their thoughts in class. Teacher's lecturing while teaching writing is necessary, but student-centered strategy is also important. When the students are asked to ask questions or to discuss with peers, they are trained to think critically, logically and creatively.

4. Multiple assessments are recommended.

Test-taking will take up too much teaching hours and most students hate the challenging job. Taking fewer tests is more acceptable, and this can increase the interest and motivation of learning English. As far as senior high school students are concerned, most of them have the passive attitude toward learning; so how to get them to turn passive into active becomes what English teachers are most concerned. Teachers are recommended to use multiple assessments during class; that is to say, teachers can design activities for the teaching and assessing purposes, which helps students learn more effectively.

Reference

David Wible (2005). *Language learning and language technology*. Taipei, Crane Co.

(附件一)

English Version

Missile & Michelle

Once upon a time, in the Marine Kingdom lived many marine creatures, getting the news about the pregnancy of Mother Turtle. With the approaching of delivering baby turtles, everyone hoped that Mother Turtle could give birth to baby turtles smoothly. The next day at noon there was something wrong with Mother Turtle . Without any hesitation, Father Turtle and Dr. Dolphin sent her to the beach, laying two healthy eggs.

Time flew, and Father Turtle took very good care of them day by day. Through Father Turtle 's careful protection, Brother Turtle was born first, and then his sister was born as well. Mother Turtle decided to name the baby boy Missile and the girl Michelle.

Missile and Michelle were grown up. One day, these brother and sister had got an amazing idea, deciding to leave the home on their own and taking a look at the world outside their hometown.

They were swimming and swimming; far away from their home, they met a young octopus. Michelle held her brother's hand saying "Look! Brother Missile. He has many hands. How convenient it is! If I have as many hands as he , then I can bring quite a few items at one time."

While Michelle was talking about the hands of the octopus in excitement, suddenly, Miss Squid showed up, spraying out her ink immediately. They were in the dark, who shrank their heads into their protective shell. After the ink died away, brave Missile stretched out his head to see what had happened. As a result, Miss Squid disappeared very quickly. "Sister Michelle, Miss Octopus must have thrown a smoke

bomb. Oh! If I can have the bomb, then the enemy cannot find me and I will be the strongest in the world.” said Missile. “Exactly right! In spite of being a girl, she can still be stronger than you. From now on, you cannot bully me just because of your strength.”

Missile and Michelle enjoyed their talking, swimming onto the surface of the ocean. They glimpsed at a peacock in a brilliant dress. Michelle burst into tears, saying “I hate my ugly and heavy green dress. If I were a boy, I could get dressed as beautifully as Mr. Peacock. How wonderful it is!” Michelle couldn’t help but envy him.

At that moment, Missile was looking at the sky, finding a seagull flying over the surface of the ocean with care free. Therefore, Missile imagined in mind “If I could fly as freely as Brother Seagull in the air, then it would be a lot of fun and happiness.”

The sun was setting; meanwhile, Missile and Michelle were both tired and hungry. In the meantime, they saw Brother Seagull as well as his parents flying on the way home. Michelle said, “Although we don’t have any wings to be proud of, our parents still love us.” “You’re quite right. We have to swim home as soon as possible,” said Missile.

Missile and Michelle went all out to swim home, thinking of the delicious dinner made by their mother. Suddenly, they heard the voice of fighting. They rushed to the scene and found that Mr. Peacock was in a rage, staring at his friend. They found the beautiful dress disappeared. Michelle shook her head saying, “In my opinion, fighting will make them ugly. If they could get along with each other, then we could see their beautiful dresses. It’s a pity we are unable to see their beautiful clothes. We still have to go home right now.”

On their way home, Missile and Michelle saw a big net attached to the huge stone. The fierce shark got stuck inside the net. Courageous Miss Squid tried her hard to save the shark, which couldn’t move at all. “She was very brave and deserved our admiration.”

When they were almost home, seeing Parents Octopus crying, understanding Michelle asked “Why are you that sad?” Mother Octopus said “We have no idea where our baby was. It’s very late. We were worried to death for not seeing our baby.

Under such a touching scene, Missile and Michelle missed their own parents more, swimming home quickly and quickly.

Experiencing to leaving home, Missile and Michelle find that nothing is perfect in the world. Although they don’t have merits of other creatures, they still have their own merits. Missile wouldn’t become Miss Squid, neither would be Brother Seagull; similarly, Michelle would not become Young Brother Octopus, and neither would be Mr. Peacock. Eventually, they think “Being myself can lead the best and happiest life in the world. They can live a long life with their beloved parents.

中文版

米賽兒和米雪兒

從前在一個海洋國度裡，海裡的生物知到海龜媽媽懷孕了，隨著生產的日子一天天逼近，大家都希望海龜媽媽快點生下小海龜。第二天中午媽媽的肚子突然疼了起來，海龜爸爸趕緊和海豚醫生護送海龜媽媽到沙灘上，順利生下兩個健康的蛋。

潮起潮落、時光飛逝…在海龜爸爸細心呵護下，哥哥先出生，後來妹妹也誕生了，海龜媽媽決定把哥哥取名為米賽兒；妹妹取名為米雪兒。

米賽兒、米雪兒兄妹漸漸長大了，有一天這對小兄妹突發奇想，決定獨自離開家，看一看外面的世界。

游啊游，游了很遠後，遇到了一隻章魚弟弟，米雪兒興奮地拉著哥哥的手說：「哥，看啊！我好羨慕他有好多隻長長的手可以拿東西，如果我有那麼多隻手，那麼一次就可以拿很多東西，那該有多方便啊！」

正當米雪兒講得眉飛色舞時，突然烏賊小姐出現了，然後烏賊小姐就使出她的法寶—噴墨汁，小兄妹倆眼前一片漆黑，米賽兒、米雪兒趕快將頭緊緊的縮回龜殼裡，等墨汁散去後，勇敢的米賽兒先伸頭看看究竟發生甚麼事？結果烏賊小姐早已不見蹤影。米賽兒說：「妹妹，剛剛那位烏賊小姐一定是丟了煙霧彈，噫！如果我能跟她一樣也有煙霧彈，那麼敵人就看不到我，那我豈不是所向無敵了嗎？」
「對呀！雖然她是女生，竟然可以比你還厲害，以後不要以為你力氣比我大，就可以欺侮我喔！」

米賽兒和米雪兒越講越得意，兩兄妹不知不覺浮出了海面，來到海邊。他們看到

了海岸上一件美麗動人孔雀衣裳，米雪兒傷心地哭了，她淚眼汪汪地說：「我討厭身上這件又重又綠的醜衣服，如果我是男生，我就可以跟孔雀先生一樣，穿著那件五彩繽紛的衣裳，那該有多好啊！」米雪兒羨慕的不得了！

這時米賽兒抬頭一看，發現一隻海鷗在海面上自由自在的飛翔，於是米賽兒心裡想如果我也能像海鷗哥哥一樣在空中翱翔，那該有多自在！多快樂啊！

天色暗了，米賽兒和米雪兒此時又累又餓，此時看到海鷗哥哥和他的爸爸媽媽正往飛往回家的路上，米雪兒說：「雖然我們沒有像海鷗哥哥一樣神氣的翅膀，爸爸媽媽還是一樣愛我們啊！」米賽兒說：「妹妹你說得對極了，我們還是趕快游回家吧！」

米賽兒和米雪兒奮力的游啊游，想到媽媽準備的豐盛晚餐，更加歸心似箭，突然聽到吵架的聲音，原來孔雀先生和他的朋友都在生氣，彼此瞪著對方，漂亮的衣裳不見了。米雪兒看了以後搖搖頭說：「哥哥，我覺得吵架會變醜，如果他們兩個和平相處，就可以再看到他們美麗的模樣。真是太可惜了，我們還是趕快回家吧！」

米賽兒和米雪兒在回家的路上，看到一快大石頭，大石頭後面有一個大網子。他們發現烏賊小姐竟然想去拯救被困在網子裡動彈不得的大鯊魚！米賽兒說：「我覺得烏賊小姐好勇敢，真是了不起！」

米賽兒和米雪兒快要回到家時，看到章魚爸爸和章魚媽媽在哭，貼心的米雪兒問：「你們為什麼要哭得那麼傷心呢？」章魚媽媽說：「我們的寶貝不知跑到那兒去了？這麼晚了還不回來，我們擔心的要命！」

這個時後米賽兒和米雪兒突然好想念自己的爸爸媽媽，便加快速度游回家。

經過了這次離家的經驗，米賽兒和米雪兒發現其他的生物，雖然有他們沒有的優點，但是也有許多缺點，米賽兒不想當烏賊小姐，也不想當海鷗哥哥了；同樣的，米雪兒也不要做章魚弟弟，更不想當孔雀先生了，最後他們還是覺得當自己最好，可以和爸爸媽媽快快樂樂地活好久好久。

