



6.2. Session 3: Lesson 3 and Materials

Classroom Teacher	:	Gizem Balta
Theme	:	Teaching writing for social justice: Narrative Essay
Course objective	:	<ul style="list-style-type: none">▪ Raising awareness on social justice issues in the world and in Turkey▪ Sharing ideas about the challenges and tips for creating an outline and writing a narrative essay
Grade/Level	:	Intermediate
Language	:	English
Time	:	60 min.
Classroom Size	:	5

Objectives

Content Objectives	Language Objectives
Students will be able to: <ul style="list-style-type: none">● get information about various social justice events around the world and in Turkey.	Students will be able to: <ul style="list-style-type: none">● practice their speaking skills to communicate effectively,● follow and comprehend the discourse when listening to others,● create effective and well-designed outlines and turn them into a narrative essays.
Social Justice Objectives	
Students will be able to: <ul style="list-style-type: none">● reflect on the social justice issues they have adopted in their essays,● think critically on the concept of social justice by comparing the issues in their essays with those in Turkey,● generate solutions to the social injustices they observe in the world and in Turkey.	



Materials

- Zoom
- Computer or mobile phone
- Essay 1 (Final Draft)

Procedures

Stage	Time (min.)	Interaction	Procedure	Objectives
Pre-speaking	5	T-Ss	<ul style="list-style-type: none"> • Warm-up <ul style="list-style-type: none"> ○ The teacher greets the students. ○ The teacher asks the students about their experiences of online learning. ○ The teacher informs the students about the focuses of the session. 	<ul style="list-style-type: none"> • To create a friendly atmosphere in the virtual classroom • To get students prepared for the class
Stage	Time (min.)	Interaction	Procedure	Objectives
While-speaking	20	T-Ss Ss-Ss	<ul style="list-style-type: none"> • Summarizing the essays <ul style="list-style-type: none"> ○ Each student presents an oral summary of their essay. ○ The teacher initiates a classroom discussion on each summary by asking the following questions: <ul style="list-style-type: none"> ▪ What social justice topic is focused on in this summary (e.g., poverty, gender inequality, etc.)? ▪ What are the reasons behind these social justice issues? 	<ul style="list-style-type: none"> • To improve students' speaking skills by talking about social justice issues • To improve students listening skills when listening to their friends talking social justice issues • To help students identify the reasons for social justice issues • To help students relate the previously discusses social justice issues to the Turkish context • To encourage students suggest solutions to these social justice issues
	15	T-Ss Ss-Ss	<ul style="list-style-type: none"> • Relating the social justice issues to the Turkish context <ul style="list-style-type: none"> ○ The teachers draws the students' attention to the Turkish context by asking the following questions: <ul style="list-style-type: none"> ▪ Have you observed any similar cases in Turkey? ▪ What are the reasons for these cases in Turkey? ▪ What solutions can you suggest to overcome these problems? 	

Stage	Time (min.)	Interaction	Procedure	Objectives
Post-speaking	20	T-Ss Ss-Ss	<ul style="list-style-type: none"> ● Creating an outline and writing a narrative essay <ul style="list-style-type: none"> ○ The teacher starts a discussion on the challenges or difficulties when creating an outline and turning this outline into an essay. The teacher asks the following questions: <ul style="list-style-type: none"> ▪ How was your writing process? ▪ What challenges/difficulties did you have when creating your outlines? ▪ What challenges/difficulties did you have when writing your essays based on your outlines (considering pre-, while-, and post-writing processes)? ▪ What have you done to overcome these challenges/difficulties? ▪ What do you think about giving and getting feedback from your friends and teacher? What challenges/difficulties have you had during this process? ○ The teacher offers some solutions to and tips for the challenges/difficulties the students have experienced. 	<ul style="list-style-type: none"> ● To enable students to reflect on their writing process ● To motivate students to see writing as process but not only as a product ● To encourage students to understand the importance of feedback in writing ● To provide students with useful tips for their subsequent writing processes