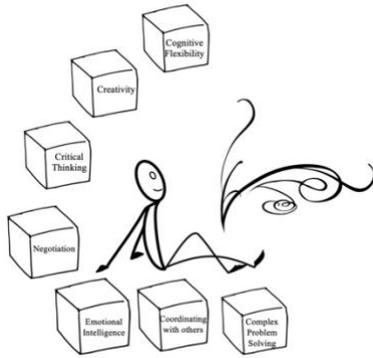# Scaffolding with Irony (University)

Donna Lee Fields, Ph.D.

theory behind the scaffold...

Adding humour to a lesson is always a recipe for success. Humour changes the dynamic of the class and helps students to see their lessons with a different frame of mind. This scaffold uses irony - the highest form of humour - to help make potentially dry material more inviting and accessible.

The use of humour is engrained in our cultural perspectives. Edward T. Hall, one of the pioneers of cultural studies for the purpose of preparing us for and appreciating the differences in peoples across the globe, elucidates the varying uses of humour in different environments. American humour, for instance, is binary and is either present or absent. In the Far East, on the other hand, one encounters a wide spectrum of subtle degrees of humour that are commonly present.*

In cultivating global citizens, it is important that our students know the differences of humour in different cultures – between irony and simpler forms of humour - so that they can react to it appropriately. It's yet another way of appropriately and knowledgeably interacting with the people around us in this interconnected world.

On a more visceral level, humour brings enthusiasm, positive feelings and optimism to the classroom. Irony generates cognitive activity and changes the vibration of the class. Using humour and irony in conscientious ways will help students to approach their lessons with a different frame of mind - one more relaxed and receptive; once they are more receptive, they can produce more meaningful verbal exchanges about the topic at hand and internalise new information more deeply.

In putting this activity together, you'll have the opportunity to play with language in creative ways. You'll prepare questions from a lesson, unit, or project your students are about to begin. Each question will include multiple choice answers - one that is *most* appropriate, and the rest as absurd as you like them to be. (Remember, we want to cultivate a learning environment in which there are no 'correct' answers, but only those that are more justifiable than others.)

You can begin by explaining to your students that they're going to take a short quiz. Very briefly, accept their groans of disapproval, knowing that they are going to start laughing very soon. As their amusement rises, so will their receptivity of new concepts and language that you surreptitiously present in the *faux* quiz. In other words, the quiz is an introduction (a scaffold) to the unit. They are introduced to the information as they take the quiz!

*Hall, Edward T. (1973). *The Silent Language*. New York. Anchor Books

step by step:

1. Write 10-15 questions related to the unit you're about to begin. For each question, offer multiple choice answers - one appropriate and the others written with irony (to the point of being absurd).

This is the first page of the unit your students are about to begin.

This is part of the faux *quiz you give them before they begin the unit.*

Lesson 1: The cost of cybercrime and hacker motivation

Introduction
This lesson introduces the subject of cybersecurity to your learners. They will begin to understand the difference between cybersecurity and network security and understand that although networks are wonderful inventions, they can make an organisation vulnerable to attack. They will get a sense of the size of the problem and learn how important it is that we understand a hacker's motivation and take the subject seriously.

Learning objectives
- To be able to define the terms cybersecurity and network security, explain their importance, and distinguish between the two
- To be able to describe the features of a network that make it vulnerable to attack
- To understand the impact of cybercrime on businesses and individuals
- To be able to analyse an attack on a company and identify what motivated the hackers

Key vocabulary
Cybersecurity, network security, cyberattack, cybercrime, network, white hat, black hat, grey hat, hackers, hacktivist, malware, exploit, phishing

Preparation
Subject knowledge:
You will need to have a basic understanding of the features and vulnerabilities of a network and be able to define cybersecurity and network security.

You will need:
- Slides (ncce.io/cyb2-1-s)
- Worksheets:
  - Video comprehension worksheet (A6) (ncce.io/cyb2-1-a6-w)
  - Plenary worksheet (ncce.io/cyb2-1-aP-w)
- Security definitions
  - Booklet (ncce.io/cyb2-rd)
  - Teacher answer booklet (ncce.io/cyb2-rda)
- Internet access and these online resources:
  - Cybersecurity breaches infographic
  - https://threatmap.checkpoint.com

What is cyber crime?

a) The use of a computer as an instrument to learn fraudulent pieces of music.
b) The use of a computer as an instrument to further your attempts to illegally upload a composition you have been trying to teach your town orchestra.
c) The use of a computer as an instrument to further illegal ends, such as committing fraud, trafficking in child pornography and intellectual property, stealing identities, or violating privacy.

What is the distinction between crime and cybercrime?

a) Cybercrime existed before criminals knew how to use the internet.
b) Criminals normally steal a person's identity but do not violate their privacy.
c) Cybercrime represents an extension of criminal behaviour alongside some novel activities.

2. To make the activity communicative in pairs or groups of three (3), students take turns reading the questions aloud along with the multiple-choice answers. ¡The other group members take turns a) identifying the

most appropriate answer, and b) explaining why another one cannot be appropriate.

3. The activity continues until all the questions have been asked and answered in the manner outlined above. Those groups who finish before others, read the text in the unit and write their own *faux* questions.

4. Finish by going over the 'quiz' as a class, with each group taking turns asking the questions and the other groups taking turns answering. As each group answers, you ask another group if they agree with the answer or not. (Note: they must give their response in a complete sentence. (Ex. 'Yes, we agree with the answer because the other two options were not a bit absurd!' or 'No, we don't agree with the answer. We believe the answer is ..._____ because it makes more sense.')

5. *Formative Assessment:* In pairs or groups of three, students write the objectives of the unit/lesson/project, based on the *faux* quiz they just took. (This will give you an indication of whether they understood the valid answers and so the core of the subject.)

6. *Reflection:* Students write 7-10 sentences on the activity - whether it was important for them to both speak and listen during the activity. They comment on the humour and whether that changed their mood towards learning the new information.

find more scaffolds here...
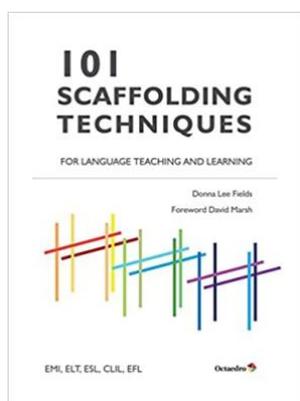
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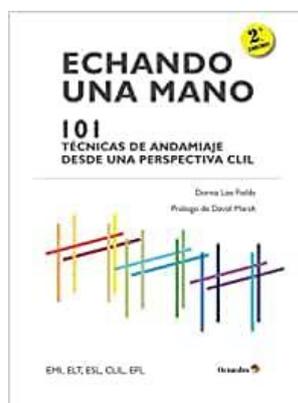
[*amazon.es*](amazon.es)

video explanation of scaffold…

transcript of video explanation…

Hi, I'm Donna Fields and welcome to CLIL Scaffolding 9. It's a series of webinars designed to help give you support for using scaffolding in your lessons. Today we're going to use scaffolding technique #60, that you can find in my book: 101 Scaffolding Techniques for Language Teaching and Learning that has also been translated into Spanish.

A lot of you probably know that the mind learns new knowledge on the foundation of older knowledge. Scaffolding is a way to activate this past knowledge to help students to move forward in their learning.

Today's objective is to use humour to scaffold material. I'm going to show you in a primary and secondary lesson, but you can use it with any group you need it for.

Scaffolding technique #60 is called 'Who's on First?' and it refers to a comedy routine that's funny because of its many misunderstandings. We'll use the same technique to pre-present material to students so that they're distracted a bit from the fact that they're learning content in a language that is not their home language.

Are you ready to see how this works in a secondary classroom? Let's try a history lesson.

We turn all the information into multiple-choice questions.
You can give more options if you want to, challenging them even more. In this case, I've only given two.
The first question is: 'What did the Celtic people do for food?
The first option is: They stole food from their neighbours. The second option is: They raised livestock (sheep, goats and pigs) and also knew a lot about agriculture and metallurgy.

The correct answer is obviously the second. However, the students have to read the first option to know that it's not correct and hopefully they'll find it funny, be surprised, realise that this is not a typical multiple-choice test, and begin to become more involved.

If they insist that the correct answer is Option 1, let them! Probably some Celts did steal from their neighbours. The point is that the students have to justify their answers verbally.

What's more, each question is written deliberately. They both have vocabulary the students will see in the chapter (neighbours, agriculture, metallurgy and livestock, for instance).

You've gone even further because in the textbook the word 'livestock' isn't defined. Here you've defined it for them (sheep, goats, pigs, etc.) so that they have more of a chance of understanding it when they see it later in the chapter.

Th next question: Where did the Celtic people live? The first option is: They lived in fortified settlements called *castors*. Their dwellings were circular. Option 2 is: In large boats with wings.

Again, if they pick Option 2, they just need to justify why they believe the Celts lived in winged boats. In any case, the vocabulary (boats, wings, settlements, castors, dwellings, etc.) is from the chapter. We've just mixed them up into humorous sentences.

Question #3: What was one of the differences between the Celtic and Iberian peoples? Option 1 is: The Celts lived in underwater igloos. Option 2: The Iberians lived in rectangular settlements that were walled.

Again, they can argue that Option 1 could be correct, but they have to understand the sentence to be able to justify it verbally and that's important for them as they'll see that vocabulary in other parts of the chapter, just not in this order!

How about if we try it with primary now. Let's try it with a lower primary math class.**

The first question you might ask them is: What is this? Option 1 is: A purple bicycle. Option 2: A yellow square. Obviously, it's a yellow square but they have to read Option 1 to know that it's not correct and it's vocabulary that's useful to them.

Question 2: I'm sure that you can think of even more imaginative options than this, but Option 1 is: A red mountain with no trees. Option 2: A green triangle. Probably they're going to say 'a green triangle', but they might find the first option amusing in any case.

Number 3 is in the same vein: Option 1: A blue hexagon. Option 2: An ice-cream cone with five sides. First of all, it's not an ice-cream cone and it has *six* sides. Once they realise that, some of them will make the connection that a hexagon has six sides. Let them make cognitive connections by themselves if possible.

And that's it! Another simple scaffolding technique that I hope you can use in your classes. I look forward to any comments you have.

You can find me at these sites:

https://scaffoldingmagic.com/

and

[Linkedin](#)
[Pinterest](#)
[Facebook](#)
[Instagram](#)
[Tiktok](#) (scaffoldingscaffolds)

So all you SUPER TEACHERS out there, I look forward to seeing you next. See you soon. Bye!