

A LOT OF REALLY BAD THINGS ARE MORE LIKELY TO HAPPEN ON HALLOWEEN**Level:** B2+**Age:** 16+**Time:** 50-60 minutes

Lesson focus: This Halloween-themed class is based on an article by Alessandra Malito "A lot of really bad things are more likely to happen on Halloween". The class focuses on selected issues around this holiday, ranging from cultural appropriation to theft and car fatalities. Adult learners share their experiences, define any new vocabulary and discuss different ways in which people can protect themselves on this day.

Materials:

- a set of costume pictures
- [Problematic](#) by Bo Burnham (sample 0:52-1:10) - *flexi-stage*
- an article by Alessandra Malito [A lot of really bad things are more likely to happen on Halloween](#)
- a worksheet with the text and questions (answers included)

Learning objectives: to discuss the problems with Halloween, and different ways of preventing bad things from happening; to read for gist and detail, to complain about non-existent problems.

Structure:**1. Lead-in (5'-7')**

Start the lesson by asking and discussing the following questions:

- Have you ever celebrated Halloween? Why (not)?
- If yes, did you get dressed up? What was your costume?
- Is Halloween a common celebration in your country? Has this changed in the last 20 years?

2. Introduction discussion (5'-7')

Show pictures of 'problematic' outfits.

Ask and answer the following questions:

- Do you like these costumes?
- Which one is your (least) favourite?
- What do you think about them?
- Do you find them in any way problematic? If yes, how so?

3. A song snippet discussion - optional (4'-6')

Play the snippet of a song by Bo Burnham *Problematic* (0:52-1:10). Why does he feel bad about wearing an Alladin costume when he was 17?

Explain the meaning of '*in hindsight*' (= in retrospective).

If your students did not see anything wrong with the pictures from a previous exercise, ask them to look at them again and explain the meaning of '*cultural appropriation*' (= the unacknowledged or inappropriate adoption of an element or elements of one culture or identity by members of another culture or identity).

4. Reading for gist (6'-8')

Divide students into pairs or small groups. Ask them to discuss and name other Halloween related problems. If they are not able to think of any other problems, help by focusing them on safety, health, religion, etc.

Discuss students' ideas and read the text (part 1) to check if the author raises the same issues.

5. Reading for detail (5'-7')

Students read the text again and answer the multiple-choice questions.

6. Vocabulary analysis (3'-5')

Match the words with their definitions. Additionally, answer any vocabulary related questions if necessary.

7. Reading for detail (5'-7')

Students work in the same pairs/groups. Discuss how people can stay safe or protect themselves (and others) during Halloween.

Read the text (Part 2) and underline in the text the parts that talk about safety on Halloween. Students check if their ideas were similar to the ones in the text.

8. Vocabulary analysis (2'-3')

Explain any new or unknown words that appeared in part 2.

9. Oral practice (8'-10')

Don't get me started... Students choose one topic at random and complain about it for about 1 minute. Explain the activity by giving an example.

Take a card with a topic that normally has a positive connotation (e.g. candy) and start by saying *Don't get me started on candy...* proceed by complaining about the topic for about a minute.

With weaker groups, you can distribute the topics and give students some time to prepare the answers.

Topic suggestions: *candy, costumes, party, trick-or-treating, pumpkins, etc.*