

## **75 Minutes**

### **Materials**

- Sellotape, blue tack / sticky stuff (for junk modelling and for the gallery)
- Picture and printouts in black and white (see below)
- Some rubbish
- Instruction handouts
- Instructor sticks – or similar (x 6)

### **Warmer (3 mins)**

- Have music playing as people are walking in – as loud as possible (check whether speakers are available) ... needs to be blank paper as well. Do the first activity.
- After an appropriate amount of time, collect them in. Say that we will revisit these at the end of the session.

### **General Intro (5 mins)**

- Explain the main focus of the session and what is trying to be achieved.
- Explain that there are six stations set up around the room. Say that it might not be possible to get round them all– not to worry it will all be explained.
- There are cards on each which explain what to do – one is a timekeeper / organiser (= instructor stick) the others do the activity. Explain this person must change each time.
- I will monitor and circulate and help if there is any confusion. If you are ever confused about an activity, you can always ask someone from the previous group which has done it.

### **Main Activities (50 mins)**

*= 6 x 8 minutes each. If 30 attendees = 5 per station; if 60 = 10. All manageable. If lots of participants maybe they don't 6 – spend more time per station.*

### **Feedback (10 mins)**

- One person from a group who did one table has one minute to report back about what they did, what they thought about it, whether they liked it, whether they could use it in their classes. Around 1 minute per group.

### **Important Points to Note (5 mins)**

- Go through the slide.

### **Closing (2 mins)**

- Remind people about the activity at the start of the lesson. Tell them that I have stuck them up in a gallery. Invite them to look at the pictures on the way out and discuss them with each other.
- Thanks and end session.

## **Station 1: Rubbish Art**

### **Procedure**

1. Participants look at the 'rubbish' in front of them. This has been collected from around the training venue.
2. Either individually or in pairs, participants should make 'art' out of the materials in front of them (5 mins)
3. When this art has been created, it should be displayed in a 'gallery'. Participants can then ask each other what it is about, or what they think it is about. (3 mins)

## **Station 2: Story Co-Creation**

### **Procedure**

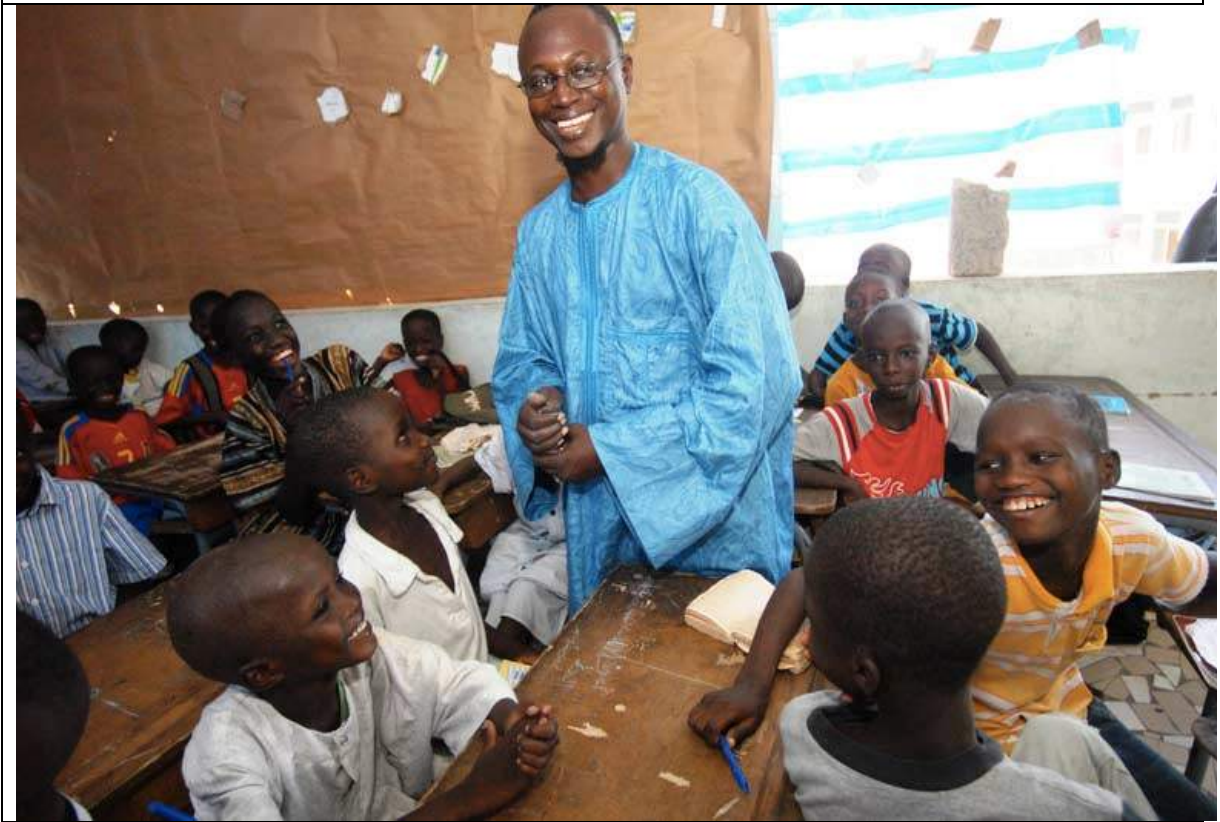
1. Each participant has a blank story booklet. Tell them that they are going to write several short stories together – 'co-created stories'.
2. Participants do part 1 (write the title) individually. Tell them they have 20 seconds to do this. Tell them to be creative – to think of an interesting title. After they have done this, they pass the story to the person on their right. They then draw picture 1 (30 seconds).
3. This then continues for all the different sections – always passing to the right once they have completed a section. The timings are as follows:
  - (1) Title (20 seconds)
  - (2) Draw Picture 1 (30 seconds)
  - (3) Write Paragraph 1 (2 minutes)
  - (4) Write Paragraph 2 (1 minute 30 seconds)
  - (5) Draw Picture 2 (30 seconds)
  - (6) Write Paragraph 3 (2 minutes 30 seconds)
4. At the end, you will have a set of completed short stories to read and enjoy – everybody will have contributed one section.

## **Station 3: Picture Dictation**

### **Procedure**

1. The group should be divided into pairs. Participant 1 is the 'describer' and Participant 2 is the 'drawer'. In larger groups, participants can work in 3s/4s with one describer and many 2-3 drawers.
2. Participant 1 chooses a picture but keeps it secret. They then 'dictate' this picture to the drawers, who must try and create the same picture. Drawers are allowed to ask questions. (6 mins)
3. When complete, participants compare their pictures with the original. Participants discuss the similarities and differences. (2 mins)





## **Station 4: Listen to the World**

### **Procedure**

1. All the participants get up and go outside. They walk around for four minutes.
2. Participants write down **all** the sounds they hear. Every single one – animals, voices, traffic etc. all the different sounds that they hear, and where they heard them.
3. They return to the class, and should be ready to share with the rest of the class.
4. In groups of 2-3, participants discuss these questions (4 mins):
  - What was the sound you heard the most?
  - What was the most interesting sound?
  - What was the most unusual sound?
  - What sound is easiest to make with your own voice? Can you do it?

## **Station 5: Running Dictation**

### **Procedure**

1. Stick up a short text on a wall (or even better, outside the classroom) which is perhaps 10 metres away from the participants.
2. Divide the groups into pairs.
3. One participant in each group is the 'runner'. They have to run and read the text, remember as much as they can, then run back to their partner, who is the 'writer'. The runner dictates what they can remember, and the writer writes it down. They ask for clarification as necessary.
4. The runner then goes again, remembers more, and comes back. The process is repeated until the text is complete. (6 mins)
5. The participants then compare their text with the original. (2 mins)

## **Station 6: Picture Discussion**

### **Procedure**

1. Participants work in pairs. They take one minute to look at a picture, and discuss what they think it is saying, where it is, what they like about it, what they don't like about it etc.
2. After a minute, pass the picture on and repeat with a different picture.
3. Participants discuss which of the pictures they like most in a group situation.







## **OFFICIAL INFO**

### **Engaging young learners through pictures, music, stories and the natural world**

In education systems around the world, teachers have become too dependent on ‘the curriculum’ and ‘the coursebook’ to the detriment of the actual learning: the emphasis is on the *product* rather than the *process*. This workshop argues that if you focus on improving the process, the product will inevitably improve. The huge possibilities provided by our immediate surroundings, and from the world of the arts, are too often side-lined, and indeed ignored. In Africa specifically, instead of accessing the visually rich and striking cultural, social and physical surroundings, learners sit in dark classrooms using materials which are often unfamiliar and irrelevant.

This workshop makes a call to change this scenario, to make the learning experience more like children’s everyday experiences. Together, we will explore ways in which all five senses can be stimulated in order to learn English more effectively: using nature to develop listening skills, songs to improve writing, pictures to enhance grammar, and stories to cultivate soft skills such as teamwork and critical thinking. As this workshop will show, such activities do not need to replace existing curricula – they can complement them – and create a better learning environment for all.