

CREATIVE METHODOLOGY FOR THE CLASSROOM

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Program kurzu:

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00-10.30	Introductions and group bonding. Ice breakers and group formation activities	Teaching with no materials 1	Deep learning	Introduction to Task Based Learning	Creativity Strategies: keeping it simple
11.00 - 12.30	Needs analysis and goal setting	Teaching with no materials 2	Working with texts	Teaching Vocabulary	Language play and language learning
PM 14.00 - 15.30	Creativity and motivational issues	Fun in the classroom	Jazzing up your course book	Teaching with realia	Review of week one and goal setting for week two

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00-10.30	Lessons from Multiple Intelligences 1	Lessons from NLP	Creative Listening	Creative Writing	Designing creative tasks
11.00 - 12.30	Lessons from MI 2	Teaching through the Arts	Storytelling	How to cater for kinaesthetic learners	Testing and assessment
PM 14.00 - 15.30	Using music in the classroom	Creativity strategies: risk taking	Poetry and Literature	Spoken Grammar vs. Written Grammar	Course review, including feedback and farewells

SHORT THEORY

„Creativity can be developed. But it is not something that just happens. What is necessary is to use strategies, and have a principled approach.“ (Chaz Pugliese, 2010)

CREATIVE STRATEGIES

- *Simplicity* – less is often more. Keeping things simple in the classroom implies that our teaching focuses on the learner, rather than on the materials to be covered.
- *Combinational creativity* – you don't have to produce something original and innovative from scratch the first time around. Take an exercise or a technique that has been out there for some time and provide variations with the intent of improving the original idea or to make it work in a different context.
- *Ability to play* – is essential because it allows us to pay heed to the child in us. However, in this case it is the capacity to have serious, purposeful fun.
- *Risk taking* – if you're not prepared to be wrong, you'll never come up with anything truly original.

MIXED ABILITY CLASSES

„We all make mistakes. That's why we have erasers on the end of pencils“ (Bonnie Tsai)

1. IMPORTANT NUMBERS IN MY LIFE

- Write 6 numbers on the board which are in some way connected with your life. For example: you write 2 meaning you have 2 children, or number of years you have been teaching etc. Let students guess significance of these numbers in your life by asking you questions. For example: “Do you have 2 children?”, “Is your son 2 years old?” and so on.
- After that you can ask them to do the same thing in pairs.

2. FILL IN THE GAPS in a song lyrics

- Find the song lyrics of a song you think your students might like.
- Prepare three versions of the listening gap filling exercise – in the first version you erase the most known and simple words, in the second more difficult ones and in the last version the words of belonging to higher vocabulary.
- Let the students choose which „level“ they feel ready to cope with.
- Ask students not to let their neighbour with the different level version to see their text.

3. THE POST CARD (co-operative writing activity)

- Give everyone a post card-sized piece of paper.
- Ask students to draw a picture of a place on one side of the paper.
- On the other side, students write: Dear.... – they write one sentence.
- Pass their post card to the person on their right.

- The next person reads the sentence and adds 3 words. This can be an addition to the first sentence, the beginning of a new sentence, or a short sentence on its own.
- Pass their post card to the person on their right.
- This person will read the post card so far and add 8 words.
- Pass the post card.
- The last person will read the post card and write one sentence to complete the post card.
- They sign their name to the card.

(Bonnie Tsai)

MULTIPLE INTELLIGENCES

4. STEPPING OUT – reacting physically to what your partner says.

- Pair the students, assign them roles (A and B) and ask them to stand next to each other, linking arms.
- Tell the As to talk about their day so far.
 - When A uses a tense in the past, the listener (B) takes a step back, and the speaker follows.
 - Let this run for a while, then give them fresh instructions: this time, they talk about their routines. When A uses a tense in the present, the listener takes a step sideways (left or right) and the speaker follows.
 - Let this run for another minute or so, and then tell them to talk about the weekend ahead. When A uses a verb in the future, the listener takes a step forward, and the speaker follows.
- It is important that it is the listener who initiates the movement. If the listener hears a mistake, they still do the movement but very small. If they reckon the speaker is correct, they do it big. This introduces an element of peer-correction.
- After a while, they exchange roles.
- Round off by asking the students whether they felt more comfortable listening (and initiating the movement) or speaking (and following their partner) – or maybe both?

5. PHYSICAL STRESS

- Write up on the board a first set from your list of words. For example: photograph, stereotypical, banana, internet
- Point to one of the words and model its pronunciation. For example:
 - Take one step forward per syllable, with the stressed syllable the longest step: ba NA na
- Now invite the students to do it with you. Go through all the words with your class until you feel they've got the hang of it.
- Put up on the board a new set of words.

- Ask the students to work in pairs, link arms and model the pronunciation themselves.
- With higher levels, you can also work with phrases:
 - You could have fooled ME!
 - You can say THAT again!
 - Get OUT of here!
 - Thank you SO much!

LESSON REVIEW

6. A COFFEE CUP

- At the end of a lesson, ask the students to draw a coffee cup on a blank sheet of paper.
- Tell them to draw the cup in the middle but not to take up the whole sheet.
- Ask them to draw the steam that comes out of the cup.
- On the steam, invite them to write some new language they learned in the lesson that they would like to remember.
- When they're ready, invite them to exchange their coffee cups with a partner, and compare the language on the steam.
- Now tell them what your objectives were – and wrap up the lesson.

7. LAST STOP

- Ask the students to draw a train at least six coaches long on a blank sheet of paper.
- Ask them to write in the coaches what they would like to remember from the lesson that's just finished. For example, if the lesson was on „obligations“, they might write:
 - supposed to
 - expressions with must
 - have to
- Allow some time for this. When they're ready, ask the students to compare notes.
- Now draw your own train to „take home“ from the lesson.
- Share these with the students, and invite comments.

(Chaz Pugliese: Being creative. The challenge of change in the classroom. Delta Teacher Development Series, 2010)

Some nice sayings from the course:

„If you don't look you can't see.
„Teacher enjoy yourself or you bore me!“
„Students want to be wowed.“
„If you can't do anything else you sure can be a teacher.“ ☺

„Creativity needs to be embraced, welcomed, invited. It implies that we should believe in what we do.“

“Success depends less on materials, techniques and linguistic analyses and more on what goes on inside the people in the classroom.“ (Earl Stevick)

„Teach simply but not simpler“ (Albert Einstein)

„We shall know a word by the company it keeps“ (J. R. Firth)

„It's not HOW smart you are, it's HOW you are smart.“

My proposal of creative lesson:

HELP!

Level: intermediate

Time: 45 min.

Aims: to practice structures used for asking for and giving advice

Preparation

- song Help! by the Beatles to be played at the beginning of the first part of the lesson
- yellow and green colour papers
- the handouts for the pair-work with written (the best would be to have authentic ones) texts with both: people asking for advice to their problems and „experts“ giving them advice containing some (or all) of the following phrases:

ASKING FOR ADVICE

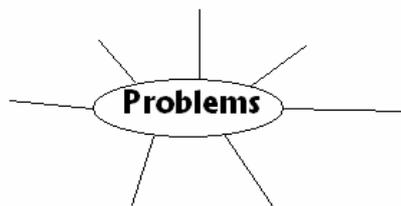
- What do you advise me to do?
- What can I do about it?
- What would you recommend?
- What do you think I should do?
- What do you suggest?
- What would you do in this situation?

GIVING ADVICE

- I think you should...
- Why don't you?
- If I were you, I would....
- You'd better.....
- It might be a good idea to.....
- I advise you to.....
- Have you thought about.....?

Procedure

1. Play the song by the Beatles while the students are entering the classroom.
2. Write on the board the following examples of real life „problems“ (taken from www.advicebox.org)
 - a. When´s the best and cheapest time to go to London, any tips?
 - b. What should I name my facebook summer photoalbum? Help!
 - c. How do you clip a vicious cat´s claws? Any ideas?
3. Ask the students to read the questions written on the board and get them think about the above questions and ask them the following ones:
 - a. Can you predict the topic we are going to deal with today?
 - b. Which of these problems could you solve?
 - c. Can you think of other possible problems people usually have?
4. Brainstorm ideas from the students on the question 3c by writing the word „problems“ in the middle of the board and put arrows around it.



5. Divide the students into pairs and give each pair the handout. Ask them to match the problems to their solutions. When they have done this, ask them to underline the phrases they think are used when people ask for and give advice. Elicit phrases from the students and let them write them on the board.
6. Divide the students into the groups of 4. Give the groups 3 min. time to think up a problem which they would like somebody to help them solve (it can be their real problem or an imaginary problem) and another 10 min to put this problem on the yellow paper using the phrases from the board.

7. When they have completed the task, ask them to pass their problem to the group on the right. Now each group will make up and write on the green paper the „expert“ answer to the problem (again: using the phrases from the board).
8. When they finish, each group will return both the yellow paper and the green one to the group who „needs help“. Ask the groups to read their texts aloud and give their opinion on the solutions.