

Classroom activities

Edmund Dudley

Italy, October 2018



Classroom activities

In this talk

Ideas connected to creativity

Ideas connected to versatility

Ideas connected to resilience

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Theme word photos

- Give students a theme word, e.g. *Autumn*
- They take a picture outside class to demonstrate the word's meaning – or to show an association they have with the word
- Collect and comment



Graffiti back-stories

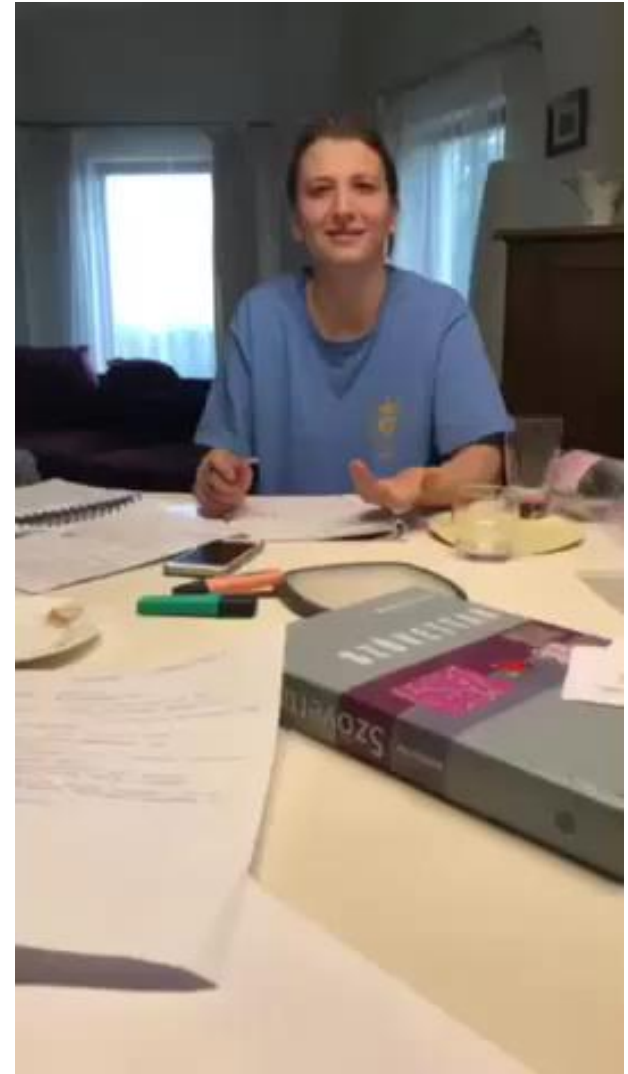
- Get students to take a photo of some street art
- Ask them to invent a remarkable back story for each picture. Ask:
Who was the artist?
What is it about?
Why did they do it? / Who is it for?
What happened as a result?



Display and compare ideas

No comment videos

- Students make a very short video out of class of someone doing an everyday activity
- The video should have no speaking or commentary
- Play one of the videos in class
- Ask students: *What is this person thinking?*
- Play the video a second time, this time with commentary added by the students



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Left hand, right hand

Hi, my name is left

Hi, my name is Right

Left hand, right hand

Hi, my name is left

Hi, my name is Right

- Write two sentences: one left-handed, one right-handed
- Compare the handwriting
- Choose human qualities to describe each set of handwriting
- Imagine a conversation between your left hand and your right hand
- Write the dialogue down
- Switch the pen from hand to hand for each new turn

Bilingual dialogue with three speakers



Step 3

7 **Pairwork** A coppie. Quanto conosci il tuo compagno? Completa la tabella con informazioni su di lui/lei. Poi fai domande per controllare le tue risposte.

Have you got... ? (✓/✗)

any brothers and sisters?	<input type="checkbox"/>	What/name(s)?	_____
any pets?	<input type="checkbox"/>	What/pet(s)?	a dog <input type="checkbox"/> a cat <input type="checkbox"/> a fish <input type="checkbox"/> a hamster <input type="checkbox"/>
		What/name(s)?	_____
an MP3 player?		What/favourite music?	_____
		How many/songs?	_____
a games console?	<input type="checkbox"/>	What/favourite game?	_____
a bike?	<input type="checkbox"/>	What/colour?	_____

A Have you got any brothers and sisters?

B Yes, I have. I've got a brother and a sister.

A What are their names?

Bilingual dialogue with three speakers

Step 3

7 Pairwork A coppie. Quanto conosci il tuo compagno? Completa la tabella con informazioni su di lui/lei. Poi fai domande per controllare le tue risposte.

Have you got...? (✓/X)	
any brothers and sisters?	<input type="checkbox"/> What/name(s)? _____
any pets?	<input type="checkbox"/> What/pet(s)? a dog <input type="checkbox"/> a cat <input type="checkbox"/> a fish <input type="checkbox"/> a hamster <input type="checkbox"/> What/name(s)? _____
an MP3 player?	What/favourite music? _____ How many/songs? _____
a games console?	<input type="checkbox"/> What/favourite game? _____
a bike?	<input type="checkbox"/> What/colour? _____

A Have you got any brothers and sisters?
B Yes, I have. I've got a brother and a sister.
A What are their names?

- Student A: Asks the questions **in English**
- Student B: Answers **in Italian**
- Student(s) C: Translates between the two languages

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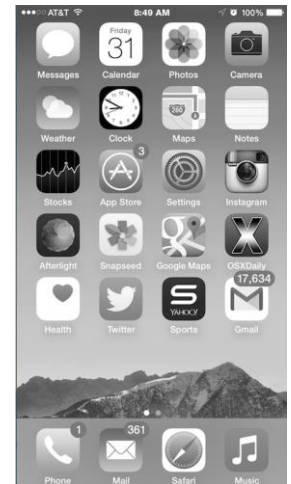
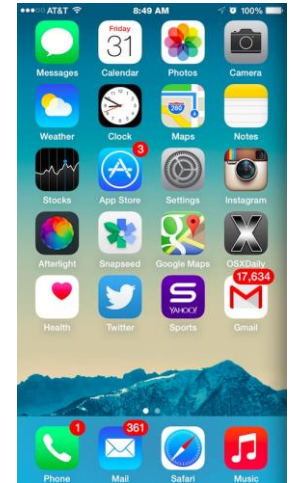
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Try a *greyscale* display

- Get the students to change the screen display on their mobile to black and white ('greyscale')
- Ask them to keep the display like that for 24 hours
- What do they notice about how the change affects their phone use? Did they use their phones less or more? Which apps felt better/worse to use? Why?
- Follow-up: get students to discuss the problem of phone overuse – do they have any suggestions or solutions? Discuss in groups



Signals from the future

Visualisation activity 1

A letter to my nine-year-old self

Think back to when you were nine years old.

Were you worried or anxious about your future learning?

Were you afraid of anything in particular?

Think about the ways you have succeeded since then.

Write a letter to your nine-year-old self.

Explain how you were able to succeed.

Give advice!

Signals from the future

Visualisation activity 2

A letter from my future self

Think about your future learning.

What are you worried or anxious about?

Are you afraid of anything in particular?

Now imagine it's the future. You have managed to succeed.

Write a letter from the future to yourself as you are today.

Explain how you were able to succeed.

Give advice!

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Slides here:

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