

ACLE GUIDE TO 21st CENTURY EDUCATION

Primary School

NAME:

LANGUAGE GAMES^(A1)

The following games are appropriate for primary school students.

1-2-3, REPEAT AFTER ME!

There are up to four teams. One person from each team will come up and sit on a chair. The teacher will say: "1-2-3, repeat after me!" and then will start the competition by naming one thing from a category. The students in the chair must continue the category (e.g. "1-2-3 Repeat after me! Pizza!" Then the students will continue the category of food.) When the students can no longer name a word from the category, the round ends. The students that were able to name a word from the category will get a point and then everyone will change. A new student from each group will come up to represent their team.

BODY PART TAG

Students walk around the room. Shout out a formation, i.e. "3 noses," for which students must form groups with three touching noses. Continue with other body parts. Stronger students can take your place as announcer, and you can add elimination after a few rounds for students who hesitate or can't make the correct number of group members.

CATEGORIES

Make a list of ten words for a number of categories depending on which vocabulary you are learning (e.g. fruit, classroom objects, animals, verbs, words beginning with A). With students in teams, give each team a different category. They have one minute to think of words related to the category. After one minute, one team at a time shouts out the words they have written. Respond yes or no depending on whether they are on your list or not. Teams score one point for each word and a bonus of five if they get all ten. Select a different category for the next team and repeat. You could use the opposing teams as timekeepers and scorekeepers.

CHAIN DRAWINGS

Give each student a piece of paper and some coloured pencils. Tell them that you are going to play some music and you want them to draw whatever comes into their heads. As the music is playing, all students should be drawing. After 20 or 30 seconds, stop the music. Students stop drawing and pass their picture to the person to the left of them in the circle. Play the music again and they continue with the drawing the person next to them had started. Stop the music again, and pass pictures on. Continue until the end of the song, at which point each student will have a picture with several contributions. You can have students do several activities with the pictures: (a) Label everything on the picture. (b) Describe the picture to the group or a partner. (c) The picture is actually a postcard. Write the postcard to a friend telling them all about the place where you are on holiday. (d) If there are people in the picture, ask students what they are saying. (e) Imagine the picture was a photo taken yesterday at 5 p.m. Describe what was happening. (f) Put the pictures up around the room and create your own art gallery.

CONCENTRATION

Students sit in a circle. "Concentration. Are you ready? Let's go!" Everybody slaps their knees twice and then claps their hands twice. Do this several times to set the rhythm. When you clap your hands again, say quickly "names of colours". Continue to set the rhythm and each time everyone claps their hands, the students take turns around the circle saying a colour twice. If they hesitate or make a mistake, they are eliminated. This game can be played with other vocabulary sets: foods, clothes, numbers, body parts, sports, classroom objects, animals, etc.

CRESTS

Have students make crests, drawing in each of the squares something that speaks to their identity. Then have students share the results in pairs or small groups. *Variations:* Students draw four places they would like to go; four places they would like to live; four things they would like to buy; four people who are important to them, etc. See template.

CROSSFIRE

Students stand in a circle with the teacher in the middle. The teacher points to two students and asks a question. The students want to be the first to say the correct answer. If she is faster and the answer is correct, her opponent is out. If she is wrong, her opponent has a chance to fire back with the correct answer. If they are both wrong, they are eliminated.

DRAW THE TEACHER

Divide the class into two teams, and draw two ovals on the board; these are the heads. One student from each team comes up to the board and takes a piece of chalk. Announce what they need to draw, i.e. "Draw my eyes." Continue with the other the other facial features and body parts. *Variations:* Students draw one of their peers or a celebrity.

EYES CLOSED

Have students stand up and close their eyes. Call out the target vocabulary and students act out the words (commands, present continuous, nouns that can be mimed.) Incorrect actions mean the student is out. They then sit down and help you catch other students (or become the caller) until only one student is left and wins the game.

FINISH LINE

In this game, the goal is not to reach the finish line (which means to have a score of 10). Divide class into teams. On the board, draw a race track and mark off ten spaces for each team along the track. Field a question to the first team. If they get it correct, they stay where they are. If they get it incorrect, they move one space forward. Continue with the other teams until you have a winner.

FORTUNE-TELLERS

The classic paper fortune-teller can be used for practicing colours, numbers, and asking/answering questions. See template.

HIDE YOUR FRIEND

In groups of 5-6, students must 'hide' one of the group members with their bodies. The teacher and audience try to see pieces of the hidden person (shoes, an ear, etc.) and call out what they can see as the group adapts to hide the whole person. Extension: When the group succeeds, remove a person so they have to hide the person with 4, 3, 2 students.

HOT SEAT

Split the class into teams. Sit the students facing the board. Take an empty chair—one for each team—and put it at the front of the class, facing the team members. These chairs are the 'hot seats'. The first member of each team sits in the chair so they are facing their teammates and have their back to the board. Write a target language word clearly on the board. The rest of the using team describe the word. synonyms, antonyms, definitions, etc. The students in the hot seat listen to their teammates and tries to quess the word. The first hot seat student to say the word wins a point for her team. Play continues with the next students and a new word.

MATHS ARCHERY

Draw an archery target on the board with a variety of numbers. Choose a student to be an archer; he/she can shoot three imaginary arrows at the board, i.e. pick three of the numbers. The class must work out the sum of those numbers. The fastest student becomes the next archer. *Variation:* Rather than numbers, put simple math problems on the archery target. Answers must be in English.

MINGLING

Students walk around the space and try to find as many things they have in common with each other. The first student to find something in common with five different people is the winner. They must shout "Five!" and tell you the five things, e.g. I have the same colour hair as Jacopo, Giulia and I both have one brother, Alessio and I both play the guitar.

MR. ROBOT

Students sit in a circle. In the middle of the circle there is a hat that the robot wants to wear. The teacher is the robot in the first round and must stand at the other side of the room. The robot says "I am a robot. I want to wear the hat. Help me!" The students will take turns giving the robot instructions on how to reach and put on the hat. The robot will repeat all of the instructions in a robot voice. Students take turns giving the robot commands until he/she reaches the hat and puts it on. Then students can take turns being the robot. Students can use the following instructions, which need to be pre-taught:

> Walk Stop. Turn right/left/around. Pick up the hat. Put on the hat. Take big steps/small steps/three steps.

OPPOSITES GAME

Have students walk around in an open space. Explain that they need to do or mime the opposite of what you say and shout the opposite word. After a few rounds, start eliminating students who make a mistake. Students who are eliminated can also take your role. Examples (depending on level):

> alive/dead hungry/full old/voung strong/weak together/separate asleep/awake bad/good beautiful/ugly top/bottom left/right *tired/energetic* stop/start delicious/disgusting up/down beginning/end love/hate exciting/boring forward/backward

PLIP PLOP

Revise the use of the comparative form by writing some common pairs on the board and ask students to use these pairs make comparisons. to Now substitute the pair for the words "plip" and "plop". Compare two things (e.g. wine and water) by saving, for example, plip is more delicious than plop. Encourage students to guess what plip and plop are. If nobody is correct you can provide further examples, such as plip is stronger than plop, plip is more expensive than plop, etc. The first student to correctly guess the pair wins a point. After five examples, if nobody has guessed correctly, reveal the pair and keep the point. As an extension, put students into groups and have them come up with their own comparatives to test other teams.

PREPOSITION BASKETBALL

Choose a spot in the classroom and randomly place several different objects there (pens, rubbers, books, etc.) Put a small box, bag or the bin in the centre to represent the basket. Students take turns attempting to throw a wadded up piece of paper into the basket. However, points are not scored by successful baskets, but by successfully describing the final location of the 'ball,' e.g. The ball is behind the red pen./The ball is under the teacher's desk," etc. Bonus points can be given for getting the ball in the basket.

QUESTION BALLS

Get your students to think of questions and answer stems, and write them up on the board but not in the right order. Quickly pass two balls (or scrunched up paper) around the class/a circle. When you stay stop, one of the students with a ball must ask a question and the other student must answer correctly to stay in the game. To make the game more challenging, erase the questions and answers from the board.

WHO HAS GOT ...?

Students sit in a circle. Describe one student in the circle based on his/her clothing. Call on the first student to raise a hand; he/she needs to identify the person being described and then repeat the description in the third person.

THE WITNESS

Prepare a series of four or five pictures of different people in a PPT presentation (for example: four men with beards or moustaches of differing ages). Divide class into pairs. One student is a witness and the other is a police officer. Show all witnesses one of the pictures (Have the police officer turn so that she cannot see it.) The police officer must ask the witness to describe the person, e.g. hair, age, clothes, height, weight, and take notes. Now give the police officers the line up. Which one did the witness describe?

YOUR MAJESTY

the Choose one student to be king/queen and 'sit on a throne' which faces away from the rest of the students. Then choose a servant from the class by pointing to him/her. The servant creeps up behind the king/queen and says, "Good morning, your majesty" in a silly voice. The king/queen says, "Who are you?" and the servant describes himself/herself. The king/gueen then has three chances to quess the servant's identity. Then swap out the king/queen and servant.

SCAVENGER HUNT

1.	2.	3.	4.
5.	6.	7.	8.
	5.		
9.	10.	11.	12.
13.	14.	15.	16.

CLASSROOM SCAVENGER HUNT

1.	2.	3.	4.
Ask your teacher one question in English.	What do you see out the window?	How many chairs are there in your classroom?	Who do you sit next to?
5.	6.	7.	8.
What are three things in your pencil case?	What is something blue in your classroom?	How many boys are in your classroom?	What is something red in your classroom?
9.	10.	11.	12.
What are two things on your teacher's desk?	What are three things in your school bag?	What is your teacher wearing today?	What is something big in your classroom?
13.	14.	15.	16.
What is behind you?	Where is your teacher?	How many girls are in your classroom?	Where is the ?

LIBRARY SCAVENGER HUNT

1.	2. 3.		4.
What do you see on page of ?	Find a book about animals. What's the title?	Find a biography. What's the title?	How many computers are in your library?
5.	6.	7.	8.
Find a storybook. What's the title?	Find a book about a ghost. What's the title?	Which magazines can you find in your library?	Find the encyclopedias. What is one entry under the letter E?
9.	10.	11.	12.
Find a map of Poland. What's the capital city?	Who is the author of ?	Find a book in English. What's the title?	Find a book in French. What's the title?
13.	14.	15.	16.
What is the title of one DVD/video cassette that you can find in your library?	What do you see on page of ?	Find the encyclopedias. What is one entry under the letter J?	Who is the author of ?

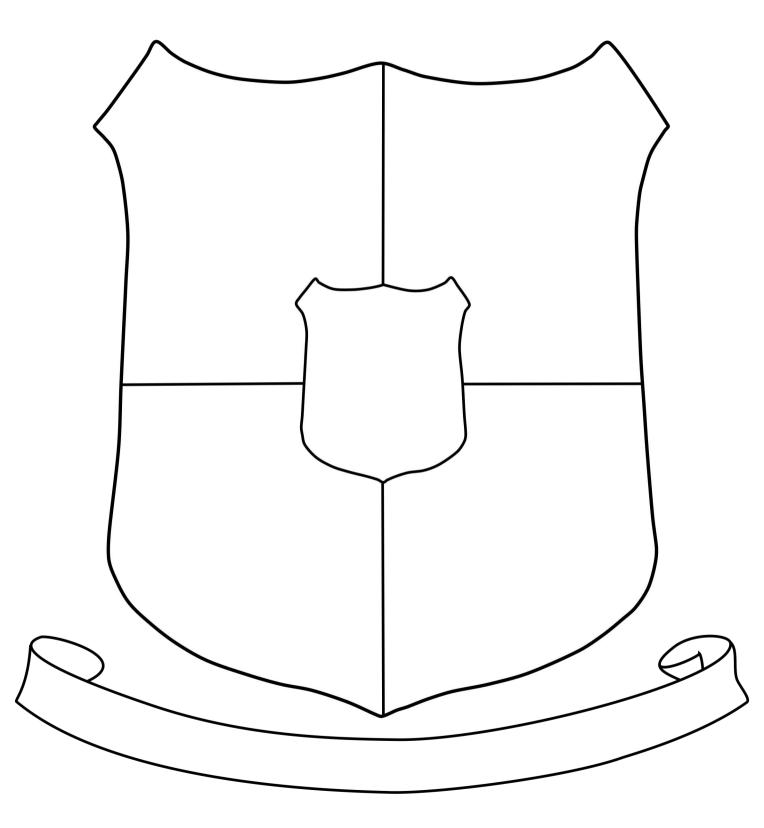
NATURE SCAVENGER HUNT

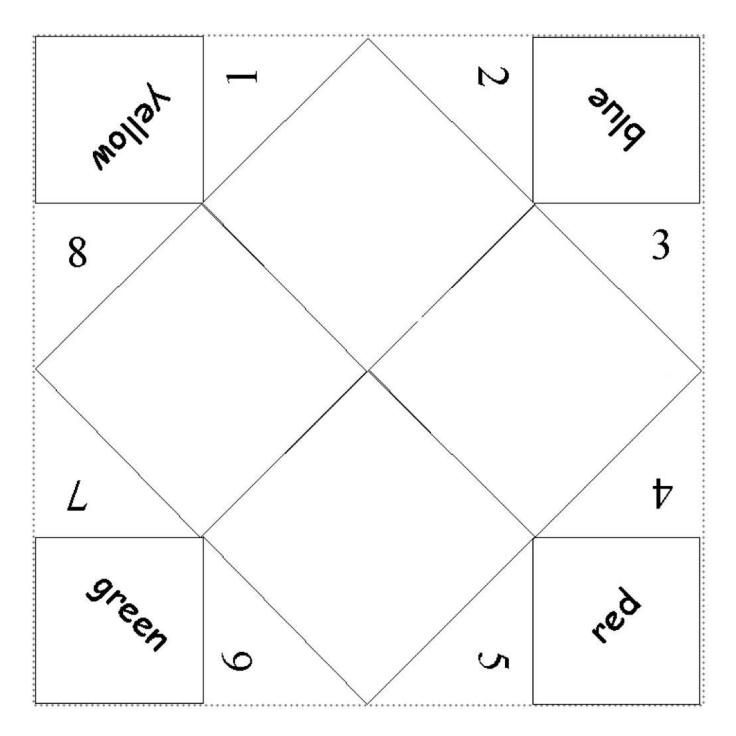
2.	3.	4.	
Find something that smells nice.	Make a leaf/bark rubbing here:	Write your name with sticks, rocks or leaves.	
6.	7.	8.	
Find something smooth.	Find something rough.	Find a leaf and draw it here:	
10.	11.	12.	
Find something short.	Pick up a piece of litter and put it in the bin.	Find something round.	
14.	15.	16.	
What colour is the sky today?	How many trees are in the garden?	Find a flower. What colour is it?	
	that smells nice. 6. Find something smooth. Find something short. 10. 10. 10. 10. 10. 10. 10. 10. 10. 10	that smells nice.rubbing here:that smells nice.rubbing here:6.7.Find something smooth.Find something rough.10.11.Find something short.Pick up a piece of litter and put it in the bin.Find something short.Pick up a piece of litter and put it in the bin.14.15.What colour is theHow many trees	

SCHOOL SCAVENGER HUNT

1.	2.	3.	4.
Write a short love letter and leave it somewhere in the school.	How many classrooms are in your school?	What is the school custodian doing?	Ask a school custodian, "What is your favourite colour?" Answer:
5.	6.	7.	8.
What are three objects in the gymnasium?	Make a Conga line in the gymnasium while singing an English song.	How many flags hang at the front of your school?	What is your headmaster/ headmistress doing?
9.	10.	11.	12.
What is your headmaster/ headmistress' name?	Which rooms are next to the ?	How many trees are in the garden?	Find something made of
13.	14.	15.	16.
How much does a bottle of water cost in the vending machine?	What's on the menu today in the school canteen?	What snack(s) did your friend bring to school today?	How many floors does your school have?

Design Your Own Crest





- 1. Cut out the square above around the dotted lines.
- 2. Valley fold paper from corner to corner, making a triangle.
- 3. Valley fold the triangle from corner to corner, making a smaller triangle.
- 4. Unfold.
- 5. Fold the four corners to the center of the square (where the X crosses)
- 6. Flip paper over
- 7. Fold the four corners to the center of the square (where the X crosses)
- 8. Fold and unfold the bottom edge of the square up to the top.
- 9. Fold and unfold the left edge of the square over to the right
- 10. Push the four corners of your square into the center and then slide 4 fingers into the flaps of your fortune teller.

SONGS^(A1)

The following songs and attention grabbers are appropriate for primary school students.

ATTENTION GRABBERS

AYE, AYE, CAPTAIN http://tinyurl.com/aclesponge 12345 Tutor(s): Are you ready, kids? Campers: Aye, aye, Captain! Tutor(s): I can't hear you!

Campers: Aye, aye, Captain!

CIRCLE CHANTS

Tune of 'I Like To Move It" Let's make a circle, circle (x3) Let's make a... CIRCLE!

MAKE A CIRCLE, A BIG, BIG CIRCLE

Make a circle, a big, big circle, Make it big and round A big, big circle!

MAKE A CIRCLE

Make a circle, make a circle, Make a circle (x3).

FOLLOW ME

Come and follow me in a line, in a line. Come and follow me. We will stop this way. (Then strike a pose.)

GREAT BALLS OF FIRE

Tutor(s): (high pitch) Goodness! Gracious! Campers: Great balls of fire!

HANDS ON TOP

Hands on top. Everybody stop! *(while putting hands on head)*

I'M LOVIN' IT! http://tinyurl.com/aclelovin Call: Bah da ba ba bah!

Response: I'm lovin' it!

LOOK AT ME

Hey, hey look at me. Make yourself look just like me. *(Then strike a pose)*

SHAKE YOUR BODY

Shake, shake, shake your body, Shake, shake, shake your body, shake.

Shake, shake, shake your feet, Shake shake shake your feet, shake.

Continue with other body parts

THIS CAMP IS BANANAS http://tinyurl.com/aclebananas

This camp is bananas, B-A-N-A-N-A-S! <u>Giacomo</u> (camper) is bananas, B-A-N-A-N-A-S! <u>Sanremo</u> (town of camp) is bananas, B-A-N-A-N-A-S! My body is bananas, B-A-N-A-N-A-S!

TOUCH YOUR KNEES

Touch you knees, everybody freeze.

WE WILL ROCK YOU

Tutor(s): We will, we will... Campers: Rock you! Rock you!

SONGS

AROUND THE CIRCLE

Walk around the circle. (Walk in a circle.) Walk around the circle. Walking, walking, We all fall down. (Everybody falls to the ground.) (Everybody stands up.) Gallop around the circle. Gallop around the circle. Galloping, galloping, We all fall down. (Everybody falls to the ground.) (Everybody stands up.) Tiptoe around the circle. Tiptoe around the circle. Tiptoe, tiptoe, We all fall down. (Everybody falls to the *around.*) (Everybody stands up.) Hop around the circle. Hop around the circle. Hopping, hopping, We all fall down. (Everybody falls to the *around.*) (Everybody stands up.)

BODY SHAKE

Arms, arms, arms, arms, Legs, legs, legs, legs, Feet, feet, feet, feet, Head, head, head, head. Eyes, ears, mouth, nose. WOAH!

BOOM, CLAP

Boom clap The sound of my heart The beat goes on and on and on and on and Boom clap You make me feel good Come home to me, come home to me now

CHILI CHILI

Hands up *(Put hands in the air.)* Chili chili Chili chili chili Hands Down *(Put hands near knees.)* Chili chili Chili chili chili Turn Around (*Spin around.*) Chili chili Chili chili Touch the ground *(Reach towards your feet.)* Chili chili Chili chili Hey, _____ Don't be afraid, Show us how you boomerang! *(The person called-on does a dance move.)* Boomerang Chili Add other dance moves, Frankenstein, etc.

DOWN, DOWN, BABY

Down, down baby, down by the roller coaster Sweet, sweet baby, I'll never let you go Shimmy, shimmy, cocoa pop, shimmy, shimmy, pow! Shimmy, shimmy, cocoa pop, shimmy, shimmy, pow! Let's get the rhythm of the head, dingdong Let's get the rhythm of the hands, clap clap Let's get the rhythm of the feet, stomp stomp Let's get the rhythm of the heart, boom, boom Put it all together and what have you qot? Ding-dong, clap clap, stomp stomp, boom boom Put it all backwards and what have you got? Boom boom, stomp stomp, clap clap, ding-dong!

ELEPHANT

An elephant goes like this and that *(Pat knees.)* He's terribly big *(Hands high.)* And he's terribly fat *(Hands wide.*) He has no fingers *(Wiggle fingers.)* And he has no toes *(Touch toes.)* But goodness gracious, What a long nose! (Curl hands away from nose.)

EVERYWHERE WE GO

Teacher chants, students repeat... Everywhere we go! (Everywhere we go) People want to know (People want to know) Who we are (Who we are) And where we come from (And where we come from) So we tell them (So we tell them) We're from _____ (We're from _____) Mighty mighty (Mighty mighty _____) And if they can't hear us (And if they can't hear us) We shout a little louder (We shout a little louder)

GET YOUR BODY MOVING

Get, get, yo body, body, mo-o-oving Get, get, yo body, body, mo-o-oving Get, get, yo body, body, mo-o-oving Get, get, yo body, body, mo-o-oving

Everybody here, let me see you dip Let me see you dip Let me see you dip

Everybody here, let me see you push it Let me see you push it Let me see you push it

Everybody here, let me see you bounce Let me see you bounce Let me see you bounce

Everybody here, let me see you pull it Let me see you pull it Let me see you pull it

GOOD MORNING!

G-O-O-D-M-O-R-N-I-N-G Good morning, hey hey, good morning Woo woo woo *(Repeat, getting louder every time)*

GOOD MORNING TO YOU

To the tune of "Happy Birthday" Good morning to you, and how do you do? I'm happy to see you, good morning to you!

GLAD YOU CAME

The sun goes down, The stars come out, And all that counts Is here and now.

My universe Will never be the same. I'm glad you came, I'm glad you came!

Dah-dah-dah-dah...

I LIKE THE FLOWERS

I like the flowers I like the daffodils I like the mountains I like the rolling hills I like the fireside When the lights are low Singing A doo wap, *(This song can be sung in a round)*

KEEP DANCING

Keep dancing (x3) Hey! Arms up Legs down Slide in Slide out To the right To the left Show me how you move now! Hey!

MONTHS OF THE YEAR MACARENA

January, February, March, April May, June, July, August, September. October, November, December All the months of the year!

ONE FINGER, ONE THUMB

One finger, one thumb, keep moving One finger, one thumb, keep moving One finger, one thumb, keep moving We'll all be happy and bright.

One finger, one thumb, one arm, keep moving

One finger, one thumb, one arm, keep moving

One finger, one thumb, one arm, keep moving

We'll all be happy and bright.

One finger, one thumb, one arm, one leg, keep moving One finger, one thumb, one arm, one leg, keep moving One finger, one thumb, one arm, one leg, keep moving We'll all be happy and bright.

One finger, one thumb, one arm, one leg, one nod of the head, keep moving One finger, one thumb, one arm, one leg, one nod of the head, keep moving One finger, one thumb, one arm, one leg, one nod of the head, keep moving We'll all be happy and bright.

One finger, one thumb, one arm, one leg, one nod of the head, sit down, stand up, keep moving

One finger, one thumb, one arm, one leg, one nod of the head, sit down, stand up, keep moving

One finger, one thumb, one arm, one leg, one nod of the head, sit down, stand

up, keep moving We'll all be happy and bright.

PACHA MAMA

I wanna be free, So free, Like the flower and the bee, Like the bird in the tree, Like the dolphin in the sea.

I wanna fly high, so high, Like an eagle in the sky, And when my time has come, I'm gonna lay down and fly.

Pacha Mama, I'm coming home, To the place Where I belong (x2).

Repeat chorus

SHAKE YOUR BODY DOWN

Circle left, do-oh, do-oh Circle left, do-oh, do-oh Circle left, do-oh, do-oh Shake your body down

Circle right, do-oh, do-oh Circle right, do-oh, do-oh Circle right, do-oh, do-oh Shake your body down.

Circle in, do-oh, do-oh Circle in, do-oh, do-oh Circle in, do-oh, do-oh Shake your body down

Circle out, do-oh, do-oh Circle out, do-oh, do-oh Circle out, do-oh, do-oh Shake your body down

Swing your partner, do-oh, do-oh Swing your partner, do-oh, do-oh Swing your partner, do-oh, do-oh Shake your body down

WALKING IN THE JUNGLE

Walking in the jungle (x2) We're not afraid (x2) One step, two steps, three steps forward One step, two steps, three steps back.

What's that? It's a frog/monkey/bird/elephant/lion.

We're not afraid!

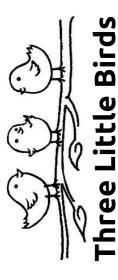
Repeat with jumping/hopping/skipping/flying.

WHAT'S THE WEATHER LIKE TODAY?

What's the weather like today? It's snowing, it's snowing (x2)/Let's build a snowman, 1, 2, 3 (x2)

What's the weather like today? It's sunny, it's sunny (x2)/Let's go swimming, 1, 2, 3 (x2)

What's the weather like today? It's rainy, it's rainy (x2)/Let's splash in puddles, 1, 2, 3 (x2).



[Everybody] "Don't worry about a thing, 'Cause every little thing is gonna be alright. Singing' "Don't worry about a thing, 'Cause every little thing is gonna be alright!"

[Group A]

[Group B]

Rise up this morning, Smiled with the risin' sun,

Three little birds

Sit by my doorstep

Singing sweet songs

Of melodies pure and true,

Saying, ("This is my message to you")

Singing, "Don't worry (Don't worry) 'bout a thing, ('bout a thing) 'Cause every little thing is gonna be alright.

Singing, "Don't worry (Don't worry) 'bout a thing, ('bout a thing) 'Cause every little thing is gonna be alright. 'Cause every little thing is gonna be alright. 'Cause every little thing is gonna be alright.

This is my message to you, don't worry (x2) This is my message to you.

DRAMA ACTIVITIES^(A1)

The following drama activities are appropriate for primary school students.

ALIEN, LION, COW

In a circle, teach and practice three actions/sounds: (a) ALIEN: index fingers on head like antennas and say "Bleep bleep" (b) LION: right hands forward making a clawing action and roaring (c) COW: hands on stomach with two fingers pointing out like an udder, leaning forward and saying "moo". On vour cue, each student decides to become one of the three and freezes as an alien, lion or cow. The group with the fewest students is eliminated and sits in the middle of the circle. This game can be played with other vocabulary that students can physicalize (action verbs, other animals, sports, professions, etc.)

CIRCLE MIME

Students sit or stand in a circle with you in the centre. Give each student an easily demonstrable word. The first student steps into the circle and either mimes the meaning of the word with body/hand movements or says the word with a voice reflecting the meaning of the word, e.g. "Slow" mimed or said very slowly. After the first player's turn, he/she steps back into the circle and the other students step in together and repeat the word and action. Then the next player goes, and the activity continues. Keep the movement around the circle fairly rapid.

DRAMA FREEZE

Announce an animal/action/object that students need to make. Count down from three and have them freeze in position and say what they are.

LOST IN THE FOG

Ask each student to choose a partner. One person in each pair should be the ship's pilot while the other should be the on-shore coastguard. Invite a number of pairs to play. It is a matter of judgement how many—or how few—pairs you choose to have on the floor at any one time. The ship's pilots must spin around and keep their eyes shut, simulating the problem of being in thick fog without radar. The coastguards must talk to the pilots by 'radio' and attempt to auide them safely through the hazards and into the 'harbour'—a safe area which you specify. The following phrases, which should be pre-taught and may be written on the board, will help them:

Go forward. Stop. Turn left/right. Straight on. A bit farther. Careful.

MICROPHONE

Show students an imaginary microphone or an object that could stand in for a microphone. Explain that this microphone is only for English. Pass the microphone around, with students taking turns to say vocabulary words or expressions that they need to practice. If they make errors of pronunciation or arammar. thev can't Dass the microphone to the next person but must repeat according to your model.

MYSTERY BALL

Have students stand in a circle and mime passing a normal-sized ball around the circle. Then add an additional instruction each time the ball goes around, having students repeat the instruction as they pass it on, e.g. It's heavy, heavier, light, small, smaller, big, enormous, hot, cold, slippery, sticky. spiky, etc.

SCRIPTS

Put students into groups according to the number of characters in a script.

Have them practice in their groups while you monitor for understanding, pronunciation, intonation, etc. Then have students perform for the class, and ask the audience follow-up questions. Three examples are provided in the handout:

- 1. My Mama is a Llama
- 2. At the Circus
- 3. Nature Hunt

My Mama is a Llama

Characters: A baby llama, a red dog, a green frog, a yellow monkey, a Mama llama

Baby Llama Red Dog	I am a baby llama. Are you my Mama? No, I am a red dog. I am not your Mama. (Gia aia a) Your Magaa in a llagad Your Magaa in a llagad (v2)
Everyone Baby Llama	(<i>Singing</i>) Your Mama is a llama! Your Mama is a llama! (x2)
•	Are you my Mama? No. Lam a groop frog. Lam pot your Mama
Green Frog	No, I am a green frog. I am not your Mama.
Everyone	Your Mama is a llama! Your Mama is a llama! (x2)
Baby Llama	Are you my Mama?
Yellow Monkey	No, I am a yellow monkey. I am not your Mama.
Everyone	Your Mama is a llama! Your Mama is a llama! (x2)
Baby Llama	Are you my Mama?
Mama Llama	Yes, I am your Mama! (<i>Baby and Mama llama hug</i> .)
Everyone	Your Mama is a llama! Your Mama is a llama! (x2)

Language

Colours, animals, possessive adjectives, indefinite articles, questions, present simple with 'to be'

Extension Ideas

Have students make a comic book of the story.

At the Circus

Characters: 1 clown, 2 ringmasters, 8 animals

Ringmaster 1 Animals	Welcome! I am a ringmaster. These are my animals. Hello!
Clown	I am the clown. <i>[Clown honks his nose.]</i>
Ringmaster 2	I am a ringmaster, too. Are you ready for our show? Please clap. <i>[Encourage audience to clap.]</i>
Monkey 1	I am a red monkey.
Monkey 2	l am an orange monkey.
Monkeys	We are monkeys!
Ringmaster 1	<i>[The clown holds the hoop/rope.]</i> Jump over the hoop/rope.
Monkeys	[The monkeys jump over the hoop/rope.] Over! Hurray!
Llama 1	I am a purple llama.
Llama 2	I am a yellow llama.
Llamas	We are llamas.
Ringmaster 2	Go under the hoop/rope.
Llamas	[The llamas go under the hoop/rope.] Under! Hurray!
Elephant 1	I am a gray elephant.
Elephant 2	I am a pink elephant.
Elephants	We are elephants.
Clown	Stand on the hoop/rope.
Elephants	[The elephants stand on the hoop/rope.] On! Hurray!
Lion 1	I am a green lion.
Lion 2	I am a blue lion.
Lions	We are lions.
Clown	Go in front of the hoop/rope.
Lions	[The lions pass in front of the hoop/rope.] In front of! Roarrrrrrr!
Clown	My turn!
	[Ringmaster 1 holds up the hoop or makes a loop of the rope, but when the clown attempts to go through, he removes it and the clown falls. Everyone laughs and the animals help the clown up.]
Ringmaster 2	Thank you for watching our show!
Song	Going To The Circus Going to the circus (x2), Gonna see some monkeys (x2), Ooh-ooh-ooh ahh-ahh-ahh, Ooh-ooh-ooh ahhhhh (x2)! Repeat with elephants, lions, birds, etc.

Language

Colours, animals, possessive adjectives, indefinite articles, questions, imperatives, present simple with 'to be,' singular/plural, prepositions of place

Extension Ideas

Have students make a comic book of the story.

Nature Hunt

Characters: Three explorers, a ladybird, a beetle, a fox, a bear

Explorer 1	We are on a nature hunt.
Explorer 2	We want to find animals.
Explorer 3	Let's look at the list.
Explorer 2	What is the first animal?
Explorer 1	The first animal is red with black spots.
Explorer 3	It is small and has wings.
Explorer 1	Look! There it is.
Ladybird	Hello. I am a ladybird. I have got 6 legs. I am small and I am
	beautiful. I live on flowers and plants.
Explorer 2	What are you doing?
Ladybird	I am eating little insects.
Explorers	Disgusting!
Explorer 2	What is the second animal?
Explorer 1	The second animal has got six legs.
Explorer 3	It has got pinchers
Explorer 1	Look! There it is!
Beetle	
Deelle	Hello. I am a beetle. I have got a hard shell. I am very strong and very intelligent. I live under rocks.
Explorer 2	What are you doing?
Beetle	I am carrying this big rock.
Explorers	You are very strong!
Explorer 2	What is the third animal?
Explorer 1	The third animal has got red hair.
Explorer 3	It has got a bushy tail.
Explorer 1	Look! There it is!
Fox	Hello. I am a beautiful fox. I am very fast. I live in a den under a
	free.
Explorer 2	What are you doing?
Fox	I am hunting for my dinner.
Explorers	Good luck!
Explorer 2	What is the fourth animal?
Explorer 1	The fourth animal is very big.
Explorer 3	It is very strong.
Explorer 1	Look! There it is!
Bear	Hello. I am a big bear. I am strong. I am scary. I am fast, and I am
	hungry.
Explorer 2	What are you doing?
Bear	I ameating YOU.
Explorers	
LYPIOLEIS	

Song

Walking in the jungle (x2) We're not afraid (x2) One step, two steps, three steps forward One step, two steps, three steps back. What's that? It's a frog/monkey/bird/elephant/lion, etc. We're not afraid! *Repeat with jumping/hopping/skipping/flying.*

Language

Animals, ordinal numbers, present continuous, questions, adjectives, prepositions

Extension Ideas

Have students make a comic book of the story.

What's the Weather Like Today?

	PRIMARIA	MEDIA	SUPERIORE	
Level	1 2 3 4 5	123	1 2 3 4 5	
Material(s)	Flashcards; weather	window template	; weather report worksheet; script	
	template			
CLIL Link	Science			
Learning Outcomes	Students will:			
	practice working in groups			
	 learn and practice vocabulary related to the weather and seasons 			
	 learn/practice the numbers 1-50 			
	 read the temperature with a thermometer 			
	 observe and record the weather through the four seasons 			
	 understand the role of meteorologists 			

• make a weather report and present it to the class

Notes

• This project takes place over approximately five lessons. Students will also need a few minutes of lesson-time to observe the weather during all four seasons.

Introduction

(100 minutes)

• Introduce key vocabulary and the question "What's the weather like today?" with the flashcards and the following actions, make sure that the students repeat frequently and with different intonations:

What's the weather like today?

It's sunny. (arms above head in a big O) It's rainy. (wiggle fingers and bring arms down) It's hot. (wave hand by face) It's cold (give yourself a big hug) It's snowing. (pretend to throw a snowball) It's cloudy (draw a fluffy cloud with your fingers) It's windy (wave your arms around the wind) It's stormy (wave your arms and stomp your feet angrily) It's partly cloudy (cover your face with your hands and pop your head up)

• Play a version of *Drama Walk*: Students walk around and, as a group, ask "What's the weather like today?" You say a type of weather, and students act it out.

• Teach "What's the Weather Like Today?"

What's the weather like today? It's snowing, it's snowing (x2) Let's build a snowman, 1, 2, 3 (x2)

What's the weather like today? It's sunny, it's sunny (x2) Let's go swimming, 1, 2, 3 (x2)

What's the weather like today? It's rainy, it's rainy (x2) Let's splash in the puddles, 1, 2, 3 (x2).

- Play *Four Seasons* in order to review the target vocabulary and concepts: Begin by brainstorming activities associated with different seasons of the year and the types of weather that occurs in each season. Next ask students to imagine it is summer, for example. They act out a typical summer activity. Then call out a weather type associated with that season. Students continue to act out their activity but adapt as if this weather is occurring. The weather can change more than once within a season. Repeat this with each season. Ask students questions about what they are experiencing, e.g. *What does the weather sound like? What does the weather feel like? Does it have a smell? A taste? What do you see?*
- Use one of these games to introduce/review the numbers 1-50:

Play *Body Parts Mingle*: Students walk around the room. When you should "10 arms!" or "12 legs!" they have to form groups with the correct number of body parts and shout the number.

Play *Circle Count*: Students stand in a circle. They need to count to 50, going round and round the circle, with each student saying the subsequent number. Set 5 'dangerous' numbers (10, 20, 30, 40, 50), which eliminate any student who has to say one of them; eliminated students sit and play continues.

- Give students the Weather Window template to complete. They will need to cut the shutters out and put the words in the inside of the doors. If card is available, mount the doors on card to make it sturdier. Check comprehension with the students while they make the craft. Display the Weather Windows in the classroom.
- Formative Assessment for the Introduction: Students should be able to answer the question "What's the weather like today?" orally and in writing and recognise different types of weather. Additionally, they should be able to say the numbers 1-50 and complete their Weather Window.

Development

(100 minutes plus 10 minutes a day for one week of each season)

Guided

- Hand out the weather report worksheet. Instruct students to listen without writing anything and do a quick comprehension check, asking them, for example: "Point to *It's sunny*."/"What's the weather like in Picture 2?"/"What's your city/town?"/"What are the four seasons?"/"Which season is it?" N.B. Higher-level students can field questions like "What's the weather like in Winter/Spring/Summer/Autumn as well as about the clothes one wears in the different seasons.
- Then explain the following: You are going to become meteorologists. Meteorologists have a very important job; they study the weather. You are going to observe the weather and temperature everyday for one week every season and record the information on your weather report.
- Put students into groups of 3-4; the groups should work together until the end of the project. Each student can fill out his/her worksheet but they should compare answers. Orally check their answers and remind them to complete the worksheet over the next four days (or the next four lessons if they can't use the class-time of other teachers). (N.B. If you don't have access to a thermometer in your classroom, you can show students the temperature on the Internet and project it onto the LIM, via a weather app on your phone, or simply by writing the day's average temperature on the board for the students to copy.)

• Have students do a weather report for a five-day period during each season.

Independent

- Once they have recorded the weather for five days, have students form their groups again; they will now use the information they have discovered to create a weather report. Start by showing them a fun example: http://tinyurl.com/kaqmzwz
- Then distribute the script template and read through it with students, checking comprehension by having them orally complete it for the current weather. Students then use any two days of their choice from their weather report to complete the script.
- Have students practice reading the script several times. Each student should take a turn speaking. As they rehearse, give students feedback on their pronunciation and intonation.
- Time permitting, have them create a poster that shows Italy, their town/city, and the weather on the days in question.
- Tell students that they will perform their weather reports for the class during the next lesson; encourage them to memorise their part of the script.
- Formative Assessment for the Development Phase: Students are able to write their weather report script; collaborate in groups; improve their fluency and pronunciation through rehearsal.

Conclusion

(50 minutes)

- Have students perform their weather reports, recording them on your SmartPhone/camera in order to evaluate them for the summative assessment.
- Sing "What's the Weather Like Today?" and, time permitting, have students copy the lyrics and illustrate them.

• Summative Assessment for the project: Use the rubric to evaluate each student.

Extension Activities

• This link leads to an extension activity about the water cycle:

http://www.glasgowsciencecentre.org/science-bites/water-cycle-in-a-bag.html

This song can help students remember the water cycle

The Water Cycle (*To the tune of "She'll Be Coming Round the Mountain"*)

Water travels in a cycle, yes it does! Water travels in a cycle, yes it does! It goes up as evaporation. Then forms as cloud as condensation. Travels down as precipitation, yes it does!



My Weather Report

NAME OF CITY/TOWN:			QNA JTAQ JMIT
CITY/T			ТЕМРЕ ВАТИВЕ
0WN:			SUNNY
			CLOUDY
SEA			STORMY
SEASON:			MINDY
			KAINY
			SNOWY



Print both pages. I used colored paper for the first one.

Color the pictures. You have space to write your name.

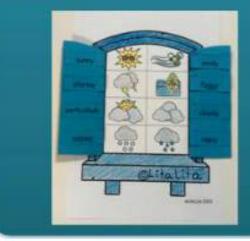
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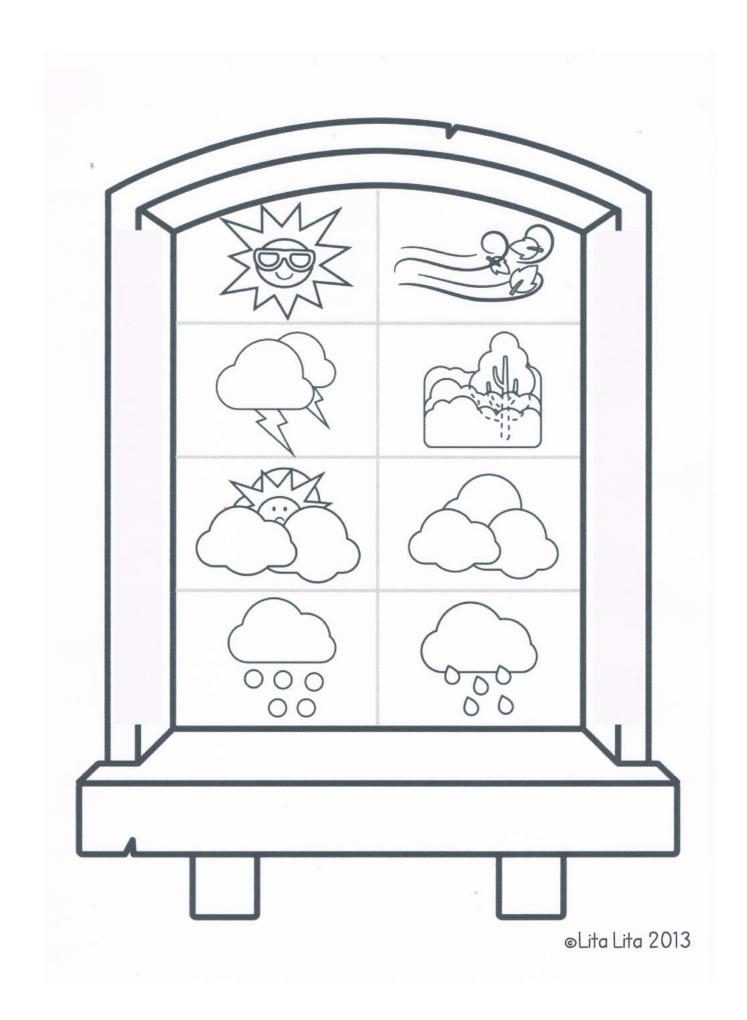
Cut out the words and the shutters. Glue the shutters on the windows.

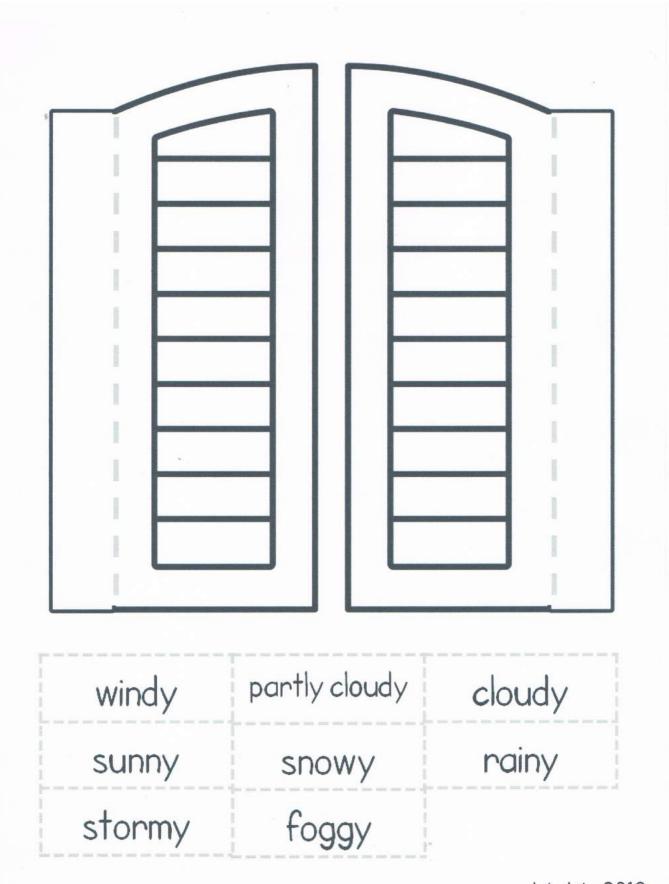
Fold the - - - line. Glue the weather words.





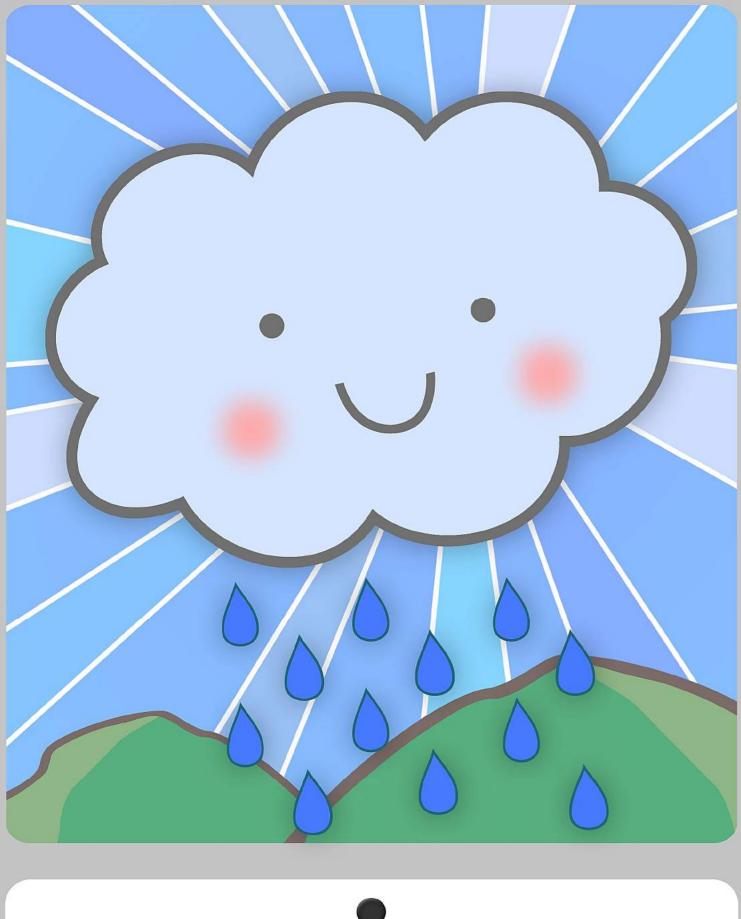
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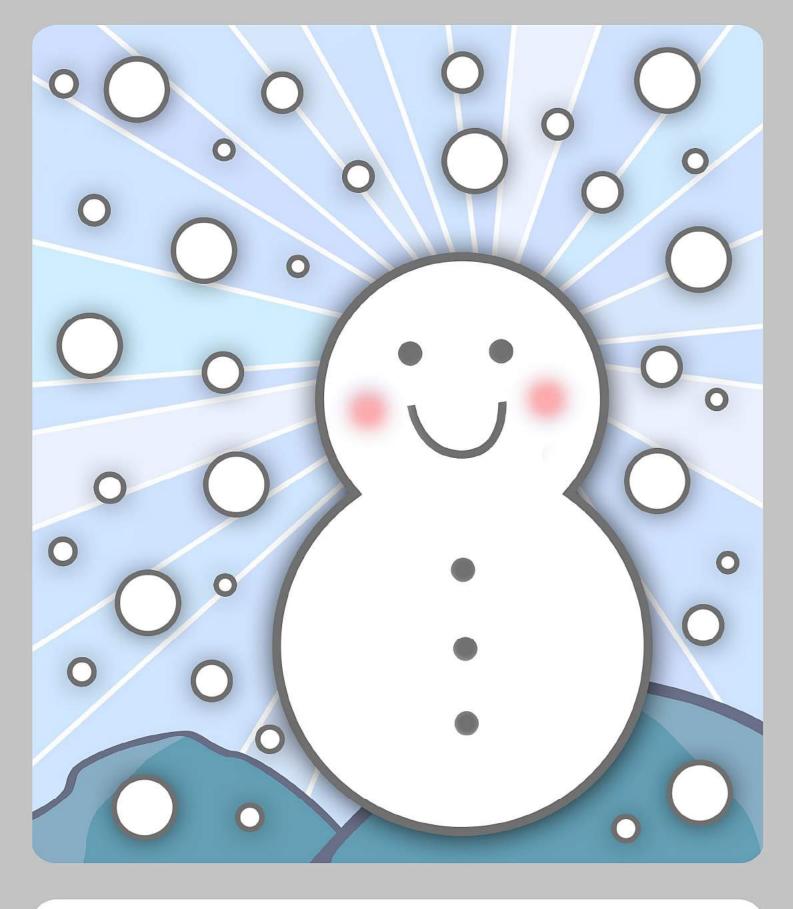


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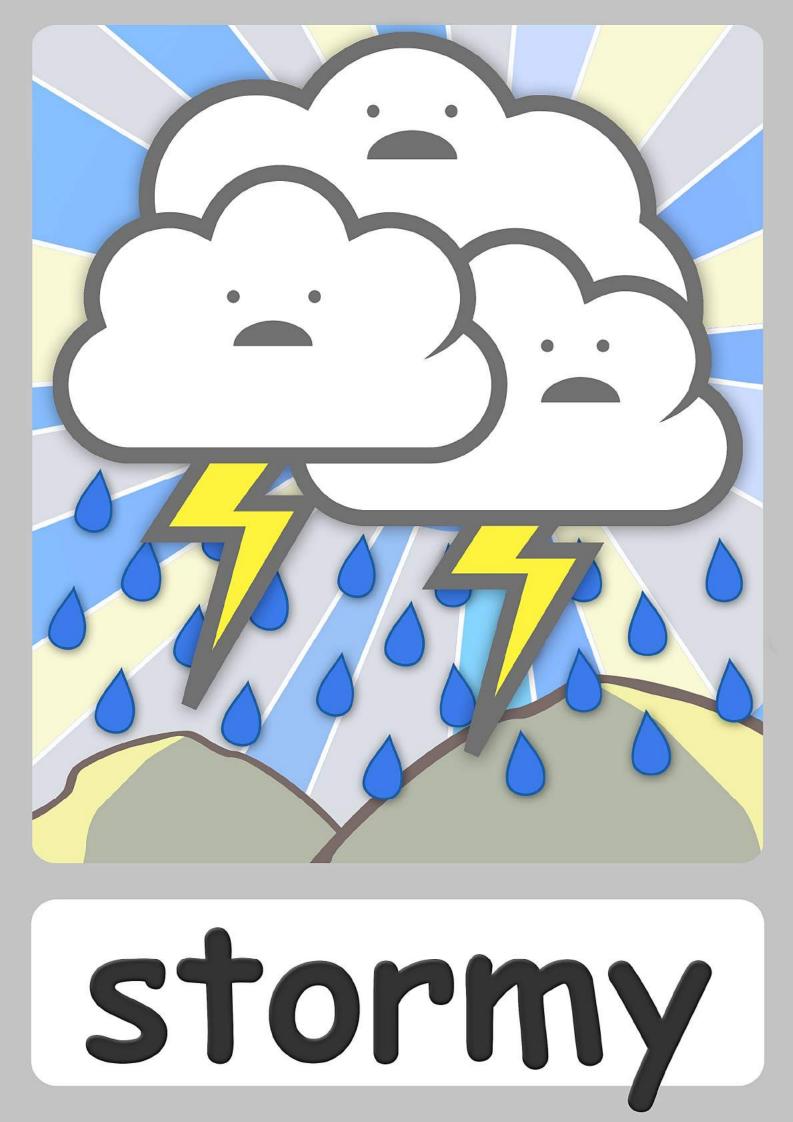


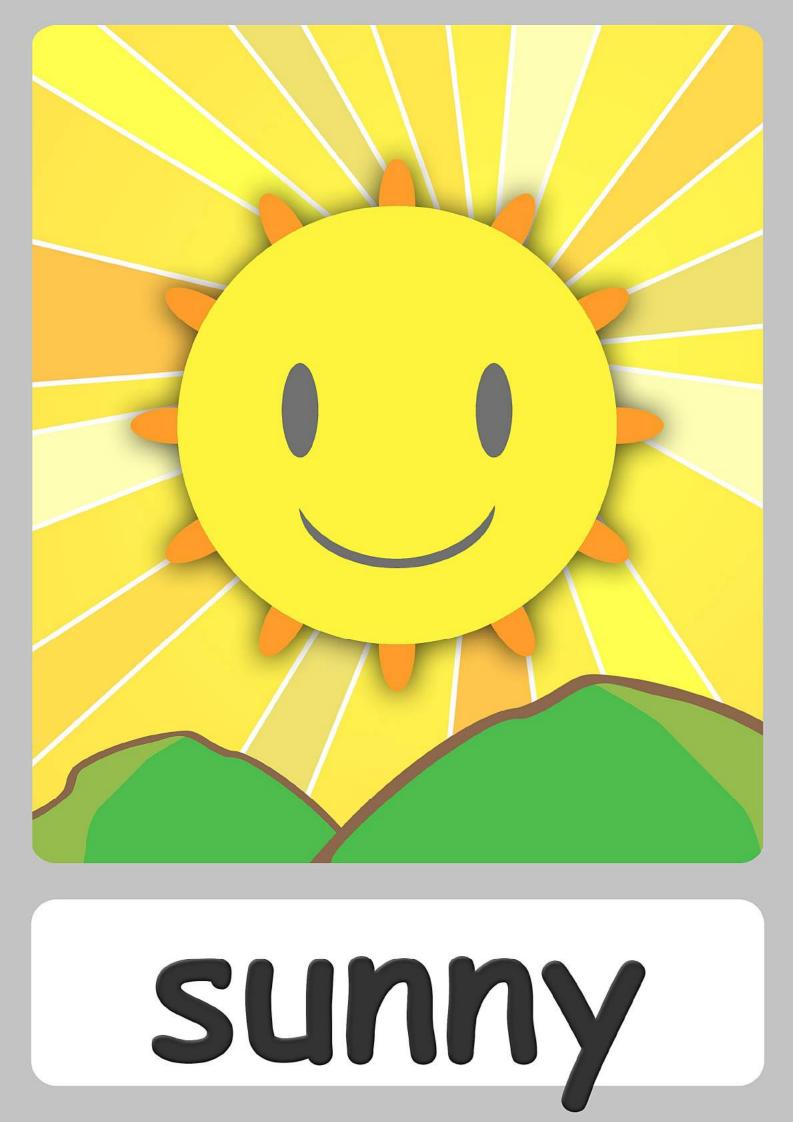


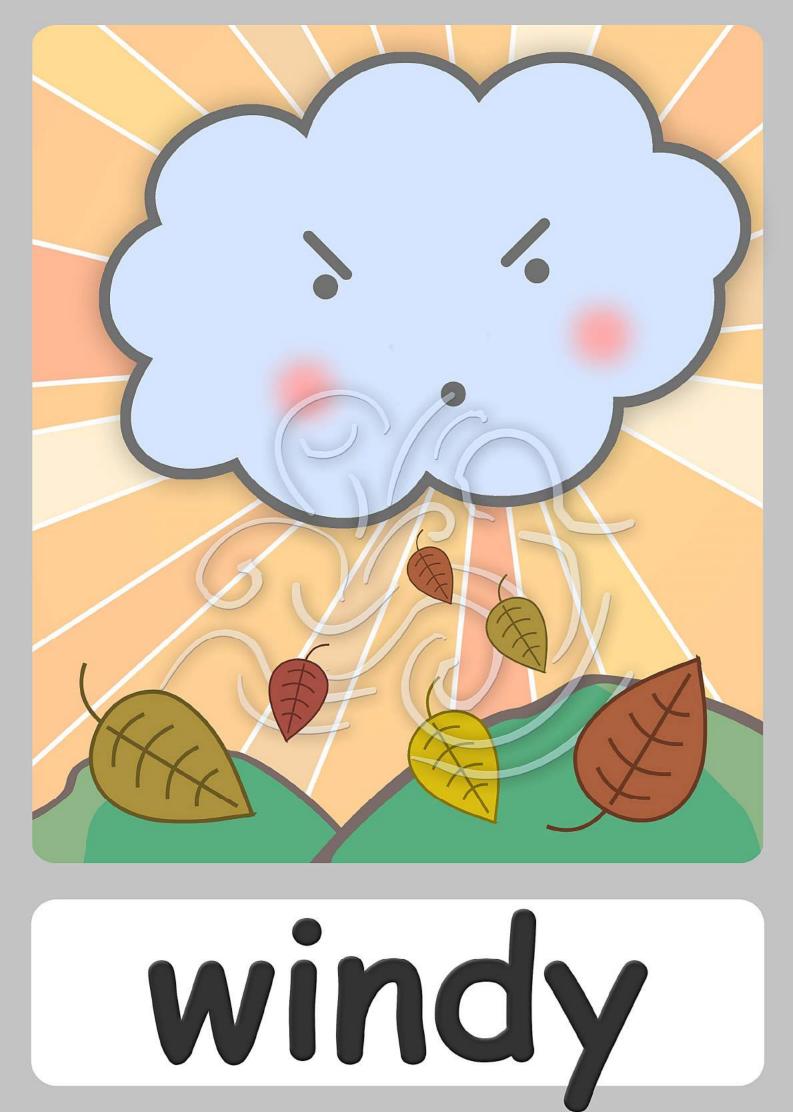
rainy











Weather Report Script

Good morning/afternoon and welcome to this special weather report with _____(group members).

Today we are telling you about the weather in _____ (town/city) for the next two days.

Tomorrow it is _____(type of weather) so don't forget your _____(item of clothing). The temperature is _____ (temperature).

On _____ (the day after tomorrow) the weather is (type of weather). The temperature is (temperature).

Have a good week and stay tuned for our next weather report.



Habitats

	PRIMARIA	MEDIA	SUPERIORE
Level	1 2 3 4 5	123	1 2 3 4 5
Material(s)	Habitats presentation;	phylo cards; car	rd/construction paper; mask template;
	poster paper; markers	; glue	
CLIL Link	Geography/Science/Ar	t	
Learning Outcomes	Students will:		
	become more	sensitized to the	eir natural environment
	 learn and pr 	actice vocabula	ary associated with animals and their
	habitats		
	• practice basic	research skills	
	 practice the p 	resent simple, a	djectives, colours, have got, singular and

- plural
- create a representation through drama and art of habitats and animals

Introduction

(50 minutes)

- Brainstorm habitats and animals that students already know and write the vocabulary on the board. Ask follow-up questions: *Which animal is this? What is its habitat? What does this animal eat?*
- Play *Drama Walk* in order to reinforce the vocabulary: Students mingle in an open area. When you call out one of the animals, they need to mime being that animal and say the animal's name.
- Use the PowerPoint presentation to introduce the names of the habitats: Water, Desert, Grasslands, Forests, Arctic, Urban habitats.
- Quiz the students as you go through the slides, checking that they can place animals in their habitats and remember the target vocabulary.
- Sing an adapted version of *Walking in the [Jungle]* to further reinforce the target vocabulary, substituting the habitat and animal for each verse:

[Walking/Swimming] in the [forest/arctic/water, etc.] (x2) We're not afraid (x2) One step, two steps, three steps forward. One step, two steps, three steps back. What's that? It's a [frog/monkey/bird/elephant/lion] We're not afraid!

• Formative Assessment for the Introduction: Students should be able to identify some animals and habitats and sing the song *Walking in the [Jungle]*.

Development

(100 minutes)

Guided

- Brainstorm a variety of animals with students, eliciting their names by acting like the animals.
- Play Animal Charades: Divide the class into equal groups and call one student up from each group, one at a time. Whisper an animal to the student, who must act it out for the class to guess on the count of three. Choose the first student with his/her hand up to guess the animal. Focus on the correct use of the present simple in the questions and answers, e.g. "Are you an elephant?" "Yes, I am."
- Introduce the phylo card, preferably projecting the template on the LIM. Choose an animal with which the students are familiar and complete the phylo card together for this first animal.
- Divide students into six groups, assign each group one of the habitats, and give each student two phylo cards. Have them write their habitat on their phylo cards and explain that each student in the group needs to choose two animals that live in their habitat; all of the animals should be different. Either using the Internet or books in the library, they then need to research their animals in order to complete the cards.
- Orally go through the results of their cards then collect them for marking.

• Time permitting, sing the adapted version of *Walking in the [Jungle]* again to recap the vocabulary.

Independent

- Return the phylo cards to the students and explain that, in their groups, they now
 need to design a poster (the larger the better) showing their habitat and each make a
 mask representing one of their animals (See template.) Distribute paper, glue, scissors,
 markers as needed. Encourage students to use simple English sentences like: "Can I
 have the glue?" "Where are the scissors?" while working in their groups.
- Students need to also complete the following script for their animal and rehearse saying it after you provide them an example; they should also act like their animal. Monitor pronunciation and intonation and set memorization of the script as homework for the conclusion of the project.

Hello. I am a/an	·
I live in the	habitat
I have got	
l can	•

• Formative Assessment for the Development: Students should be able to identify some animals and habitats and complete their phylo cards; collaborate in groups to make their habitat poster and their animal mask; repeat their script.

Conclusion

(50 minutes)

- Set up the six habitats in different spaces of the classroom (or other space in the school) and invite parents and/or other classes to take a tour of the habitats. Students should stand in their group and introduce themselves and their habitat as visitors arrive at their station. Monitor the reenactment and help where necessary.
- Lead the students in a final version of *Walking in the [Jungle]*.
- Summative Assessment for the Project: Use the rubric to evaluate each student.

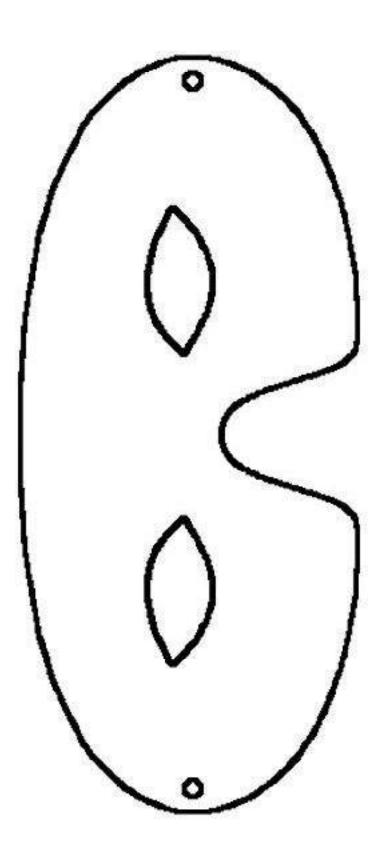
Extension Activities

• Organise a visit to a zoo and have students complete a scavenger hunt and/or phylo cards for the animals they see.

PHYLO CARD



NAME:
DRAW YOUR ANIMAL IN ITS HABITAT:
ANIMAL NAME:
HABITAT:
ANIMAL DESCRIPTION:
SPECIAL ABILITY:



Classroom Art Gallery

	PRIMARIA	MEDIA	SUPERIORE	
Level	1 2 3 4 5	123	1 2 3 4 5	
Material(s)	Video guide to art ga	allery; art galle	ry worksheet; paper and	l art supplies
	(e.g. coloured pens/p	pencils, card, cr	rayons, glue, coloured ti	ssue, scissors
	etc.); printed exampl	es of art works	s to hang on the walls; A	-B dialogues
	PowerPoint presenta	ation; music fo	r musical chairs; art galle	эгу
	brochures; camera o	r Smartphone		
CLIL Link	Art/Graphic Design/I	Т		
Learning Outcomes	Students will:			
	 learn about d 	ifferent artists	and their painting style	S
	 create an orig 	ginal piece of a	rt	
	 critique piec 	es of art th	rough visual analysis	and express
	opinions			

- learn and practice vocabulary associated with art, art materials, and art galleries
- learn to describe works of art
- learn to plan and host an event and simulate a gallery tour

Note

This project works best in collaboration with the art teacher/department, with students creating an original piece of art to display in their gallery. This can be done during their art lesson. If this is not possible, they can create something at home, or you can use the musical chair drawings from the introduction of this lesson plan.

Introduction

(100 minutes)

• Introduce the project by doing *Scribble Drawings*: Scribble all over the board with chalk/whiteboard maker. Challenge one student to find a picture/object within the scribble. When they have found something, they outline it with a different coloured chalk/marker. Other students must guess what picture they have found. The first student to guess correctly can draw the next picture within a new scribble. After a few rounds of this, give each student a piece of paper and ask them to scribble over it. Swap papers with someone else in the room. They repeat the board activity by finding

something within the scribble on their paper. They can colour it in and decorate their drawing.

- Show the following video about the Louvre to introduce key concepts: https://www.youtube.com/watch?v=xJxH-QuJeXo. Whilst watching, have students look out for common, interesting features of an art gallery (The video shows the layout, brochures, signage, exhibit information, ticket desks, tour guides, interactive features, gift shop, coffee shop—features they will need to include in their gallery. Point these out to students if they don't pick up on them themselves).
- Introduce the idea of turning the school into an art gallery. Ask students: What do we need to create to make it an interesting and exciting place to visit? Which space(s) can we use? You will require an open space with lots of wall space, access to toilets, space to set up a gift shop, ticket office, guided tour desk, etc. Have students brainstorm locations, or walk around the school to find a suitable place. You can also ask students to do this during their break times and report back in the next lesson.
- Attach the pictures to the walls of the classroom. Then introduce the worksheet, go through the vocabulary, and ensure that students understand what they need to do.
- Students walk around the room and look at all of the pictures before selecting one to focus on, for which they need to complete a worksheet. Once they have finished, gather students and have a short discussion about the works. They can feedback what they have written on their worksheets. Example questions: *Which is your favourite? Why? What does it represent? What is happening? What are the differences between painting A and painting B? What style would you like to explore?What artwork would you put on the walls of your house?*
- In partners/small groups, students dramatise pre-prepared A-B dialogues featuring the characters within selected paintings/sculptures (See the PowerPoint presentation.)
- Play *Musical Chair Drawings*: Arrange as many chairs as there are students in a circle. On each chair put a blank piece of paper, and in the centre of the circle put a selection of art supplies: coloured pens, pencils, crayons, scissors, glue, coloured tissue, etc. Students walk around the circle as the music plays. When the music stops, they sit down on the nearest chair and begin to draw. When the music starts again, they put the paper back on the chair and continue walking around the circle. When they music stops, they sit on the nearest chair and continue with a different work. Note: *This can also be done without chairs, simply by placing blank pieces of paper on the floor in a circle*.

- Each student should then take one of the works (It doesn't matter if they contributed to it or not) and prepare a short description of it. Ask them: *What is the drawing about? What does it represent? How does it make you feel? Imagine you have been asked to describe the drawing to a blind person. What would you say?* After sufficient preparation time, choose a few students to present their work to the class.
- Formative Assessment for the Introduction: Students should be able to follow your instructions; complete the art gallery worksheet; and provide basic descriptions of art works.

Development

(100-150 minutes, depending on your expectations)

N.B. Student artwork should be finished before proceeding with the development phase of the project.

Guided

- Put students in groups and give each group a selection of brochures from various art galleries and around five minutes to look over them. Students don't need to understand all of the content of the brochures as long as they take note of their unifying features.
- If you have access to computers and Internet in school, students can do virtual tours of galleries online; alternatively, they can be given the links and take these tours at home. Three examples:

Victoria Art Gallery in Bath. Virtual Tour <u>http://www.victoriagal.org.uk/walkthrough</u> National Gallery in London. Virtual Tour <u>https://www.nationalgallery.org.uk/virtualtour#/central-hall/</u> Louvre in Paris. Virtual Tour <u>http://www.louvre.fr/en/visites-en-ligne</u>

• Collect the brochures in and have a discussion about important things to include in the brochure they are going to create. Ask: *Why do museums and galleries make brochures?*

What do they all brochures include? (Opening times, map, pictures of some exhibits, information about the gallery, focus on a particular artist, etc.)

- Ask students to remember what makes a successful gallery and elicit from them as much as possible from the list below, writing the features on the board for the students' future reference:
 - Framed exhibits, artwork labels (Show them examples.)
 - Guided tours
 - *Signage*. Show examples and discuss which signs are important/useful, i.e. signs for the exit, toilets, times of gallery tours, silence, fire escape, etc.
 - Ticket desk and Gift shop and any other conveniences such as the cloakroom and café
 - Interactive features for visitors. Brainstorm these and have some examples of fun games/activities that some galleries offer. What have the students experienced at galleries before? Quizzes, scavenger hunt, art bingo, etc.
 - Brochure

Independent

- Split students into groups. Each group will be in charge of creating one of the essential features of the gallery as outlined above. They can begin their work in class but, depending on how much lesson-time you can allot, they may need to complete their project as homework. Monitor their group work carefully and, for the tour guides, stress the importance of rehearsing their roles.
 - a. **Guided Tour Group:** One group will be tour guides for the event. They prepare an introduction to the gallery and short speeches to introduce a few of the artworks.
 - b. **Interactive Feature:** One group creates an interactive feature for visitors to the gallery. This could be a quiz, a scavenger hunt, art bingo, etc. The idea is for visitors to engage with the art in a fun, interactive way. One example: students take photos of a very small part of several artworks and create a quiz sheet where visitors have to walk around and find the piece it belongs to.
 - c. **Gallery Signs:** One group is responsible for deciding which public information signs to include within the gallery and for creating them on card.

- d. **Ticket Desk and Gift Shop:** One group is responsible for creating tickets for the event; these will be sold at the door (i.e. for 20 cents). This can be done on a computer (if students have access) or by hand on paper. They can also create items to be sold in the gift shop, e.g. prints of student artwork (photocopies or printed by other means). They are in charge of deciding how much things should be sold for (e.g. 10 cents a print). They should also decide which other gallery services there are, e.g. a cloakroom, a café. Which facilities and equipment/material will they need for these? Make sure that their ideas are feasible and that you can source the required equipment/material.
- e. **Brochure:** One group creates a brochure for the gallery. They can look at the examples for further guidance. What information should they include? Opening times, times of tours, a map, examples of some of the artwork, a profile of some of the artists. If they have access, students can make the brochure with a computer programme such as Microsoft Word or Publisher. If not, it can be created on paper and photocopied.
- Have students frame and mount their artwork (if you/students can provide the material). They glue their artwork onto slightly bigger black paper, which is then put onto thick card (the frame). The frames could be kept uniformly white to create a clean consistent aesthetic to your gallery, or students can choose a colour and/or decorate their frame for a fun, colourful gallery.
- Have students create their artwork label, stating whatever information you specify; they can give their work a name, write their name, the year they were born, the date the art was created, what material was used, etc. They can also include a brief paragraph describing their piece, what it means/represents. This should be done either on a computer or very neatly written onto card, then cut out and framed. N.B. Once all art has been framed put it to one side to keep it safe.
- Have students prepare to describe their artwork to visitors and answer basic questions about the exhibits: What is the artwork about? What does it represent? How does it make you feel? Which other artworks do you like in the gallery? Why?

• Formative Assessment for the Development: Students should be able to collaborate in groups to realize their portion of the event planning; neatly and creatively prepare their artwork for the gallery; describe their artwork and answer basic questions about the exhibits.

Conclusion

• The conclusion to the project should be held outside of lesson-time so that parents can attend. Host the event, with students and visitors realizing their roles:

The group in charge of tickets should decide who will man the ticket desk, run the gift shop, look after the cloakroom and coffee stand, etc.

Tour guides can introduce and open the gallery, and announce the times of guided tours. They can offer one tour in Italian and one tour in English.

Students who created the brochure can have a stall where they give them out, and the same for students who created the interactive feature. They can provide instructions on how to complete the activity.

Allow visitors to mingle to look at the artwork. Students should be available to introduce their artwork, describe it and answer questions about it.

- Hold a Q&A session, allowing parents the opportunity to ask questions of the artists, in English or in Italian.
- Summative Assessment for the project: Use the rubric to evaluate each student.

Extension Activities

- Take your students on a trip to an art gallery and create an art scavenger hunt for them to complete.
- Have students create invites and publicity material for the gallery opening night (e.g. posters to put around school, a notification in the local newspaper, etc.)
- Focus on one particular art style and explore it in more depth (e.g. Surrealism).
- Hold a silent auction where visitors bid for original pieces.

What is the name of the artwork?	
Who is the artist?	
What medium is it?	
What year was it created?	
What style is it?	
What do you see in the artwork? Include colours, shapes, objects. What is the main colour?	
Are there people in the artwork? Describe them. What are they doing?	
What is the biggest thing you see in the artwork? What is the smallest thing you see?	
What do you like about the artwork? What do you not like about the artwork?	
How do you feel when you look at the artwork? What adjectives can you use to describe the artwork?	
Is this artwork similar to another in the room? What are the similarities? What are the differences?	

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PROJECT BASED LEARNING RUBRIC

Creativity	Student demonstrated no level of creativity. 0 Points	Student demonstrated low level of creativity. 1 Point	Student demonstrated average level of creativity. 2 Points	Student demonstrated good level of creativity. 3 Points	Student demonstrated high level of creativity. 4 Points
Participation	Student was not active in the project. 0 Points	Student was rarely active in the project. 1 Point	Student was active most of the project. 2 Points	Student was often active in the project. 3 Points	Student was consistently active in the project. 4 Points
English Writing	Student wrote unclearly and failed to communicate in English. 0 Points	Student wrote unclearly with made many grammatical errors. 1 Point	Student wrote understandably with some grammatical errors. 2 Points	Student wrote well with limited grammatical errors. 3 Points	Student wrote clearly with few grammatical errors. 4 Points
English Speaking	Student failed to speak in English. 0 Points	Student was rarely audible or clear when speaking and made many grammatical errors. 1 Point	Student was sometimes audible and clear when speaking and made some grammatical errors. 2 Points	Student was often audible and clear when speaking and made limited grammatical errors. 3 Points	Student was always audible and clear when speaking and made few grammatical errors. 4 Points
Group Work	Student never contributed to group work. 0 Points	Student rarely contributed to group work. 1 Point	Student occasionally contributed to group work. 2 Points	Student often contributed to group work. 3 Points	Student consistently contributed to group work. 4 Points
				Total Points	/20
	Comments				

MINDFULNESS ACTIVITIES

The following activities are effective ways to help students relax, focus their attention, and regulate their emotions. Try spending a few minutes at the beginning of each lesson with a mindfulness activity and note the results.

7/11 BREATHING

Put on some relaxing calm music. Have participants stand in a circle and take five long deep breaths. They should breathe into their belly for seven counts and breathe out using their lungs to force the air out for eleven counts. Then ask them to walk around the room, paying attention to what they feel, what they can hear, etc.

AFRICAN SAFARI MASSAGE (Storytelling and Drama Module)

This activity entails participants working in pairs to give each other a narrative-based massage. Stand in a circle; participants listen to the narrative and follow your actions.

Today we are going to go on an African safari. *(Gently massage the shoulders.)*

The sun is big and bright in the sky. (*Make a big circle with your hands.*)

It is a big yellow sun and very hot. (*Rub* your hands up and down the side of the spine to create heat.)

Let's get in our car and drive around. (*Rub from the shoulders with the forearms, alternating left and right.*)

Look over there, under the trees. There are elephants with big feet. (*From bottom to the top, walk hands up* They are stomping through the grass. (From the top to the bottom, wiggle fingers down, like long grass.)

Their trunks are going side to side. (Using hands, make U on the back from side to side.)

Above them in the trees, there are monkeys climbing. (*Put your hands on their shoulders.*)

They are running up and down the branches. (*Quickly massage up and down the arms.*)

Keep on driving. (*Rub from the shoulders with the forearms, alternating left and right.*)

Look! There are some antelope. They are jumping. (Put your fingers together and jump them around the back.)

Now you are near the water. (Draw wavy lines with your fingertips from side to side down the back.)

Look at the hippos! They have big, strong mouths with big teeth. (Draw a big circle with your finger and make a stroke for teeth.)

And we drive home, after a lovely safari. (*Rub from the shoulders down the forearms, alternating left and right.*)

BALLOON BREATHING

Have participants hold their hands together in front of their mouth with their palms together. They should take a big deep breath and, as they blow out, imagine that they are blowing up a balloon between their hands. It should take three breaths to blow up the balloon, and they should make their hands wider with every balloon. Once blown up, have them release the

ENERGY BREATHING

Have participants sit upright (or stand) and relax. They should breathe in through the nose, making sure their diaphragm expands, and hold the breath for a moment. When they breathe out through the mouth, they should make a hahaha sound as if they are trying to fog up a mirror. Repeat five times.

GUIDED MEDITATION

Have participants stand in a circle. Focus on the breathing and on using your diaphragm. Inhale for four seconds and exhale for six seconds. Practice for one minute. Now guide participants to become aware of the rest of their body by adding tension and releasing various parts of the body (face scrunched then relaxed, hands clenched then relax, etc.) They should be tense for four seconds then release for six seconds.

A TREE GROWS (Storytelling and Drama Module)

This is a narrative pantomime, told by the leader and enacted by the participants individually. Narrate the story slowly to allow participants to fully realise each step. Participants spread out around the room and make themselves as small as possible (for example, curled into a ball on the floor or crouched in a chair). Once everyone has sufficient personal space, begin: You are an apple seed, crammed tightly into your hard seed pod, and buried under the cold around. It is winter, and you are barely awake. Above you, snow covers the ground. It is totally dark under the ground. Now it is spring. The earth is growing a little warmer, and you start to feel more awake. The snow above you melts and the water soaks into the earth. It feels good. The earth feels warmer, and you are able to pull energy from the soil. It is time to come

you push up against your seed pod and break through, like a bird breaks out of the eaa. You reach upwards into the warm earth. The earth around you is moist, and you soak in the life-giving moisture. You want to push upwards. Finally, with one great push, you emerge from the soil and see, for the first time, the sun! The sun's energy flows into you and you feel stronger and stronger. You stretch upwards and outwards until you are a healthy seedlina. The gentle spring rains nourish and refresh you. Take a moment to enjoy it. Now let's move ahead a few years. You have grown into a strong young tree. You have beautiful green leaves that soak up the sun and make you strong. But you want to grow taller. So with all your energy you push out and up. As the years go by you become a strong, handsome apple tree. You stand proud in the sun and enjoy your own strength and beauty. Now it is fall. You have grown succulent, nourishing apples all over branches. The *vour* strong apples contain seeds that might someday become new apple trees. The apples are heavy. Your branches are strong, but there are so many apples. You feel weighed down. You feel as if your branches might break. Here come some children. You can't talk to them, but vou know they are coming for the apples. They have baskets. They are lauahina and singing. The children pick your and your branches feel apples, light. You know they will take them away and eat them. You know they will throw away the seeds, and that some of those seeds might grow to be new apple trees. Almost all of your apples are gone. But you know you will grow more next year. You feel grateful to those children. You hope they will enjoy the apples. Now it is winter. All of your leaves have fallen. But you know you will grow more next spring. Now it is

VISUALIZATION

Act out the idea of relaxing for the participants and have them follow along. For example, say (and act): *Relax. Take two deep breaths and relax* all of your body: your feet, your legs, your stomach and chest, your arms and wrists and hands. Relax your neck and your face, etc. Then have them close their eyes and visualize what you say. For example: / am walking in a park. I can smell trees and grass. The air is clean and fresh. I stop and smell a blue flower. I hear a bird singing...

ERROR CORRECTION ACTIVITIES

These activities can be used with both primary and secondary school teachers to help them correct their errors in English and to give them strategies for correcting their students' errors.

CHUCK THE SENTENCE

This activity helps students identify and correct common errors. Write errors that you've heard on guartered pieces of scratch paper and put the sentences facedown in a pile. Divide the students into two teams. One student plays at a time by taking one of the cards and correcting it without the help of his/her group. If he/she gets the answer correct, then he/she wins a point for the team and can crumple the paper and aim it in the waste bin for an extra point. If the student fails to correct the sentence, it goes back into the pile, which ends up with the most difficult sentences. Play until all of the sentences have been corrected and crumpled.

GRAMMAR AUCTION

For this activity, you need a list of sentences with common errors as well as sentences that аге correct: the sentences with errors can be ргеprepared and/or come from the participants. The goal of this game is to win as many correct sentences as possible. Each team starts with 100 euros. Begin by reading a sentence that may or may not be correct. Once you have read the sentence, the teams make a secret bid and silently show it to the teacher, deducting this amount from their total. If they believe the statement to be incorrect, they should bid 0 euros. If they believe it's correct, they should bid in the hopes of winning the sentence with the highest bid. When all of the statements have been bought, indicate

which are correct and which are incorrect. The team with the most correct answers wins. In the case of a draw, the team with the most money left over wins.

NOUGHTS AND CROSSES

Create a large 3x3 grid on the floor (using chalk, tape or demarcate floor tiles). In each square put a piece of paper with a common error or incorrect sentence written on it. Divide the class into two teams. Teams take turns picking a square and correcting the error within that square. If they successfully correct the error, a member of their team stands in the square. If incorrect, the other team has a chance to "steal" the square. The first team to have three team members in a row wins. Note: If vou have a very small class this activity can also be done with a grid drawn on the board.

STICKY NOTES

Tape containing some sentences frequently encountered errors to the walls of the room. Put students in pairs and give each pair a number and as many sticky notes as sentences, i.e. if there are ten sentences taped to the wall, each pair should have ten sticky notes. Students walk around the room with their partner and read the sentences containing the errors. Together they write the corrected sentence on a sticky note and stick it on the wall underneath original When the sentence. the have corrected the students all sentences, they sit down. When all pairs have finished, check the sticky notes and give a point to each pair who corrected the error. The winner is the pair with most points at the end.

PRONUNCIATION ACTIVITIES

PRONUNCIATION WAR

Divide participants into teams of approximately four. Write a commonly mispronounced word on the board. In their teams, participants confer on the correct pronunciation and pick a spokesperson. Each spokesperson has the chance to pronounce the word correctly to win a point for her team. Continue with other words, ensuring teams have a different spokesperson each time. Common pronunciation problems for Italian speakers of English include: long and short vowels, sound of -ed on regular past simple verbs, pronunciation of /h/, pronunciation of words that begin with vowels. pronunciation of /th//s//z/, words like beer, bear, bare, etc.

SOUND OF -ED

Italian speakers of English will often mispronounce the sound of -ed on regular past simple verbs. This activity helps them practice the correct pronunciation. Divide the participants into equal teams and show them one of the three sounds of -ed (/t//d//t//id/) and give them a few minutes to brainstorm as many verbs as possible that match the sound. Continue with the other sounds, giving points for each correct verb.

/t/ after unvoiced consonants (walk, talk, wash, etc.)

/d/ after voiced consonants (love, move, try, etc.

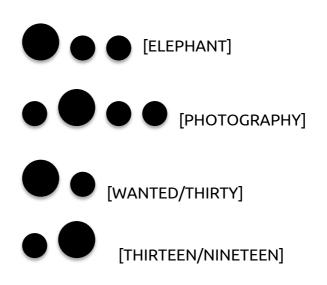
/id/ after 't' and 'd' (want, decide, hate)

STRESS PATTERNS

Split the participants into two teams, and show a numbered set of stress

patterns. Then call out a word. Teams want to be the first to 'buzz in' and say, with the correct stress, which stress pattern matches the correct pronunciation of the word.

Stress pattern examples:



Variation #1: Say and word and have the teams write the stress pattern. Variation #2: Show a stress pattern and have teams generate as many words as possible that fit the pattern.

REFLECTION ACTIVITIES

Reflecting on learning is an important strategy for both teachers and students: it helps reinforce kev concepts and improves long-term retention. Always budget time for end reflection the at of a workshop/module (or lesson). Generic questions include:

- What is one new thing you learned today?
- What is one thing you want to work on?
- What made you feel proud today?
- What surprised you today?
- What are you thankful for today?
- Which activities will you try with your students?
- What will be important to know from the workshop three years from now? Why?

3-2-1

Have participants write three things they've learned in the workshop, two important details/ideas, and one question they still have. Share the results in pairs and with the group.

ADJECTIVES

Brainstorm and write a selection of adjectives relating to feelings on the board. Split the participants into small groups of around four or five. Tell them to choose several adjectives (increase or decrease the number depending on how long you want the activity to take) and think of a time during the workshop when they felt this way. Give students time to plan what they are going to say. After a few minutes, have participants share their results with the group.

BEFORE AND AFTER

Give each participant a post-it at the beginning of the workshop and have them write down something they would like to learn from it. At the end of the workshop, have them look at their post-it, write down something they learned, and then compare their two answers. Finally, create a gallery of post-it notes that the participants can 'walk through'.

CLEAR/CLOUDY

Draw a T-chart on the board and have teachers copy it. On one side of the chart, represented by a sun, teachers write what was clear to them in the workshop. On the other side of the chart, represented by a cloud, they write what wasn't clear to them or what they haven't found convincing. Then have them share the results with the group.

EMOJI

Have participants take out their telephones and choose an emoji that represents how they feel at the end of the workshop. Then, in pairs, they should explain their choice. Feed back a few reflections with the whole group.

GALLERY WALK

Put participants into small groups and give each group a piece of A4 paper. Instruct them to write/draw what they have learned in the workshop. After five minutes, attach the papers to the classroom walls and have everyone wander around with stick-it notes to affix to the posters, extending ideas, adding questions, and/or offering praise.

HAND EVALUATION

See PPT. Participants need a piece of paper. Have them trace around their hand and label it as follows: Something I enjoyed (thumb); Something I would like to point out or emphasize (index finger); Something I didn't enjoy (third finger); Something I will treasure (ring finger); Something they would like to add (little finger); A prediction for their future as teachers (palm). Then have them complete the hand and share the results in pairs or small groups.

HAPPY GRAPH

Draw the two axis of a graph on the board with three circles up the vertical side. Along the horizontal side you can decide how many spaces to include to suit your needs, i.e. you could have one space for each module, one for each day of the course, one for each month of the school vear. Draw three faces in the circles—the top one very happy, the middle one looking unimpressed and the bottom one looking sad. This is the Happy Graph. Ask participants to copy the graph on a piece of paper and to plot their feelings over the course of the horizontal. Walk around the room and ask questions as to why they felt a certain way at a certain time. They can also share the results in pairs or small aroups.

LABYRINTHS

Give each teacher a labyrinth handout and five minutes to trace their route from the starting point into the center of the labyrinth. They can choose to keep in mind a problem that they have or simply let their mind wander. Then reflect: *Did you find your way to the center? How did you feel during the activity (relaxed, frustrated, engaged, focused)? How do you feel now? How is a labyrinth like the journey of life? How is a labyrinth similar to your journey as a teacher? How are they different? If you reflected on a problem, how do you feel about that problem now?*

QUOTATIONS

See PPT. Show participants a few quotations. After a few minutes of silent consideration, have them share their reflections.

SNOWSTORM

Participants write down what they've learned on a piece of paper and wad it up. At your signal, they throw their 'snowballs' in the air and then go and pick one of them up and share the reflection with the group.