



## What we discovered in the lost city of



1. What does your profile picture look like? Describe it to your partner.
2. Is it a photo, a picture or a cartoon?
3. Why did you choose it?
4. Do you have more than one image or photo? Why?
5. If you don't have your own image, explain why.

- Using appropriate language/register for context
- Managing conversations
- Overcoming own language gaps
- Participating with appropriate confidence & clarity
- Supporting others to communicate successfully

Ask your students to do a photo-based homework exercise. We can change a basic exercise on prepositions of place by asking students to take a photo of their living room or classroom at school. Then students can describe the objects in these rooms. It's a personalised task which also engages students' curiosity because it represents a window into their partners' world.

Mystery is something that always motivates teenagers, they love to learn secrets. Ask them to photograph their breakfast, collect all the images and show them as a group to the class. Can they guess whose breakfast is whose? A simple guessing game makes the class come alive.



## Collaboration

Taking turns in shared activities

Listening to and respecting others' contributions

Sharing ideas

Taking personal responsibility for own contributions to a group task

Managing the sharing of tasks in a project

Evaluating and responding constructively to others' contributions or activities.

**Day-of-the-week group.** Assign each student to a specific partner or group for each day of the week. So if it's a Tuesday, have them get together with their Tuesday group, which is different from the other days. Students can also create each day's defined group.

**Grouped according to interest.** If you're aware of different interests of your students via discussion or a survey, you might want to put them together and have them connect their common interest to the task.

**Rotational system.** Instead of having one partner or group, students can set up in a circle and a portion of each group rotates clockwise while the other portion stays in place.

**Students choose based on random interest.** Have students mix based on something they are personally interested in. You can give them suggestions or categories of interests, and design their task to include that interest.

**Students grouped based on responses.** Give a survey or quiz, and group students according to what they think or how they score.

**Contact list.** Have students create their own contact list of classmates like they might on their phones. Then tell them, "Get with your third contact."

**Use sticks or names from a hat.** Write students' names on popsicle sticks, shake them up in a cup, and pop out the number of names you want in a group. Much like casting lots. Or you can literally pull names from a hat.

**Use a grouping app or website.** Many good apps or websites exist for randomly assigning groups. Try an app like Team Shake or a website like Group Sort.

**Use coloured index cards.** Let students choose coloured index cards from a stack, and sort them based on the colours they picked up. You can even write items on the cards that further indicate tasks or topics.

**Use a pack of cards.** Playing cards are effective and versatile. Pass out cards and group students based on having similar or different suits, black or red cards, cards in a specific order, the same numbers, or any other values you assign to the deck.

**Use synonym vocab word cards.** Have sets of synonyms written on different index cards and randomly pass them out. Then have students find the other person in the room who has the word that means the same as their card. Also try antonyms and definitions!

**Puzzle pieces.** Take small puzzles and have students randomly select a piece. Then have them find the other students who have the rest of that puzzle's pieces.

**Blind Draft:** Captains pick teams but do not know which team they will captain.

**Goes Together:** Students are given a list of words that go together, with each student choosing 1 item. For example: peas and carrots, peanut butter and jam, eggs and ham, etc. Students who yell out peas must find the carrots and so on.

**Popsicle Sticks:** Write student names on popsicle sticks. Randomly pull sticks to form groups.

**Scenarios:** Students first pick a partner. Then give them a scenario such as "You and your partner have to cross a river but only one of you can take a boat. Who will swim and who will use the boat?" Group all of the students who chose boat together and all of the students who picked swim together.



Critical thinking,  
problem-solving,  
decision-making



Understanding links  
between ideas

Evaluating  
texts, ideas and  
arguments

Synthesizing ideas  
and information

Identifying and  
prioritising problems  
to be addressed

Evaluating options

Asking effective  
questions

### Question wall

Call on several students to say a word or two that they remember from a text they've read recently. Next, put a large sheet of paper up on the wall. After they have briefly re-read the text, invite students to go to the paper and write out a few questions about what they've read. When the paper is covered with questions, get students to write out responses (answers, comments, even more questions) next to the questions on the paper. Finish the activity by selecting a few of their questions and comments and calling on students to respond.

### Charting the article

Write a chart on the board that represents a movie you saw recently. The line should flow from left to right, and the line should go up when the movie got interesting, and down when it became dull. Explain to your students what happened during the movie and why you marked the chart the way you did. Write a few phrases and comments on the board next to the peaks and valleys in the chart. Next, tell students to make a similar chart about an article they read in class. Put students in pairs to explain their charts. Finally, call on a few students to explain their charts to the class.

### Summary competition

Assign students to read or re-read an article in your course book. Next, tell them to put their course books away and write a three sentence summary of the text. Place three chairs in front of the blackboard. When everyone is finished writing, select three students to sit in the chairs. Tell them they are going to be the judges. Next, ask five or six students to come up and read their summaries one by one. The judges must decide who has the best summary and tell the class why. Variation: You can assign different groups to write a one-sentence summary of each paragraph.



Creativity & innovation

Participating in creative activities

Creating new content – from own ideas or other resources

Discovering & expressing own personal identity and feelings through creative activities

### Quick Brainstorming

These sessions take only a few minutes. Ideal for the start of a class or for a nice change of pace. Students simply create a list of ideas based on a topic. Afterwards, they compare lists in small groups. E.g. 4 words that start with the letter 'C', 4 things you did before class.

### Brainslipping

For the idea-generation phase, students write ideas on sticky notes, then put them up on the board for others to read and discuss. Perfect for classes that dislike sitting down for the entire class period.

### 3-12-3 brainstorming

Students generate ideas for 3 minutes, combine ideas into solutions for 12 minutes, then present a solution for 3 minutes.

### Brainwalking

Students write their ideas on large pieces of paper posted on the walls, then walk around to add comments to each others' ideas.

### Visual brainstorming

Students draw pictures that suggest a solution to the problem, then discuss in small groups.

### Rolestorming

Students work in groups to do role plays that are suggested by the problem statement. The teacher can provide role cards for each group, or students can develop the roles themselves, leading to a discussion of various solutions.

### Rawlinson brainstorming

Each student creates a problem statement. Students take turns reading out their problem statement and the other students write two-word phrases that suggest a solution. Finally, each student uses the two-word phrases to generate solutions.

### Negative brainstorming

Students start from a problem statement that is the opposite of the real one e.g. "*How can we make our city more dangerous?*" Students brainstorm answers, then use the answers as a springboard for solutions to the real problem.

### Didactic brainstorming

Begin with an abstract question that is closely related to the problem statement. E.g. *What is happiness?* Students discuss the question in groups and list a few answers. Then, the true problem statement is revealed *How can we make our classes more enjoyable?* Students brainstorm a number of answers.



Learning to learn,  
self-efficacy,  
study skills



Practical skills  
for participating  
in learning –

Showing a positive  
mindset for  
learning (English)

Reflecting on and  
evaluating own  
learning success

**Workstations** – often used with exam revision for example, so instead of giving everyone the exercise we put vocab on one table, grammar on another table, a reading comprehension text on another, and we ask students in small groups to move around. We can ask them at the beginning at which table they want to work on.

**Lesson junction** – The teacher gives a junction in the lesson where students decide where they want to go next.

## Control & autonomy in the classroom

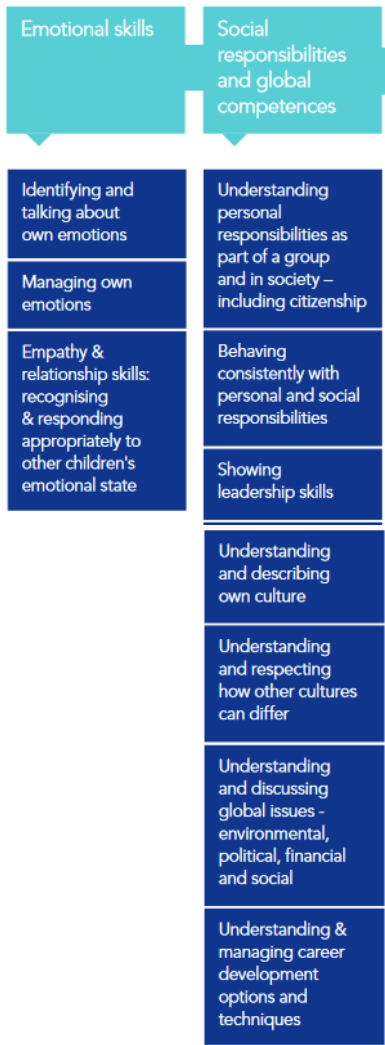
- Using workstation areas - groups of students rotate around each station.
- Lesson junction:

Listen to a song about  
summer holidays and  
complete the words.



Read story about what  
went wrong on my  
holiday.

Listen to a woman  
talking about a very  
strange travel  
experience.



1. Safe spaces
2. Regular self-reflection
3. Mindfulness

**7 Things Mindful Teachers do**

1. Approach everyday things with curiosity – and savour them.
2. Forgive their mistakes big or small.
3. Show gratitude for good moments and grace for bad ones.
4. Practice compassion and nurture connections.
5. Make peace with imperfection – inside and out.
6. Embrace vulnerability by trusting others.
7. Accept and appreciate that things come and go.

**References:**

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Encouraging creativity in the classroom, Modern English Teacher, 20 (3), July, 2011.

Teaching teenagers beyond the course book, Modern English Teacher, 23 (3), July, 2014.

Preparing 21<sup>st</sup> century Students for a global Society, National Education Association.



Thinking and learning skills				Social skills			
<b>Creativity &amp; innovation</b>	<b>Critical thinking, problem-solving, decision-making</b>	<b>ICT literacy</b>	<b>Learning to learn, self-efficacy, study skills</b>	<b>Communication</b>	<b>Collaboration</b>	<b>Emotional skills</b>	<b>Social responsibilities and global competences</b>
Participating in creative activities	Understanding links between ideas	Using digital and online tools	Practical skills for participating in learning –	Using appropriate language/register for context	Taking turns in shared activities	Identifying and talking about own emotions	Understanding personal responsibilities as part of a group and in society – including citizenship
Creating new content – from own ideas or other resources	Evaluating texts, ideas and arguments	Following safe online practices – to protect yourself and your school	Showing a positive mindset for learning (English)	Managing conversations	Listening to and respecting others' contributions	Managing own emotions	Behaving consistently with personal and social responsibilities
Discovering & expressing own personal identity and feelings through creative activities	Synthesizing ideas and information	Behaving appropriately to others online – 'netiquette'	Reflecting on and evaluating own learning success	Overcoming own language gaps	Sharing ideas	Empathy & relationship skills: recognising & responding appropriately to other children's emotional state	Showing leadership skills
	Identifying and prioritising problems to be addressed		Identifying and articulating learning goals	Participating with appropriate confidence & clarity	Taking personal responsibility for own contributions to a group task		Understanding and describing own culture
	Evaluating options		Identifying and using effective learning techniques	Supporting others to communicate successfully	Managing the sharing of tasks in a project		Understanding and respecting how other cultures can differ
	Asking effective questions		Seeking help from other people or resources		Evaluating and responding constructively to others' contributions or activities.		Understanding and discussing global issues - environmental, political, financial and social
			Making notes, storing & retrieving information				Understanding & managing career development options and techniques
			Preparing for and taking exams				