

Lesson notes

My story behind the picture

Lesson Aim	For students to develop their creativity and critical thinking skills: (analysis of facts, stating evidence, work on powerful questions and focus on a story)
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The lesson is divided into three parts:



Part	Activity	Interaction	Aims
Part 1.	Describe the picture	Work in pairs	For students to say what they can see in the picture and help each other if there is any vocabulary they are unsure of.
Procedure:	The teacher asks the students to answer the following questions: <ul style="list-style-type: none"> • How many students can you see? • What's the weather like? 		

	<ul style="list-style-type: none"> • Where are they sitting? • What are they doing? • what are they wearing? 		
Notes	<p>As teachers we have lots of opportunities to exploit pictures to teach a language. This activity is a typical language activity in which students need to describe what they can see in the picture and if they are a lower level students they are likely to be supported by the teacher in the form of questions.</p> <p>These questions are very concrete questions and they do not require critical thinking or creative skills. Still, it is a common practice activity in a language classroom at lower levels.</p>		
Part	Activity	Interaction	Aims
Part 2.	Describe what you can't see in the picture.	Individually and in pairs	For students to 'go outside the box' and make guesses about things they can't see in the picture.
Procedure:	<p>The teacher asks students to answer the following questions:</p> <ul style="list-style-type: none"> ▪ How would you explain the fact that they are not talking to each other? ▪ What will happen if it starts raining? ▪ What is happening around them? ▪ How would you explain the reason for them being together on the bench? 		
Notes:	<p>Having focused on more concrete questions, students could be challenged to reflect on and discuss what they can't see in the picture.</p> <p>This kind of questions need to be pre-planned and need to focus on what is not obvious from the picture. If they are well prepared, they are likely to lead to a more effective group discussion.</p> <p>The questions in part 2 are very different to questions from part 1. They encourage critical thinking and creativity. They are open-ended and there is no right or wrong answer.</p> <p>Powerful questioning helps the teacher-coach improve students' critical analysis of the given topic.</p>		
Part	Activity	Interaction	Aims
Part 3.	Create a story	Teamwork	For students to collaborate in teams and brainstorm their ideas and agree on a story behind the picture.

<p>Procedure</p>	<p>Having brainstormed their ideas in pairs, students get into groups and agree on a story behind the picture.</p> <p>Before they start to work in teams, the teacher reminds the students the roles and rules of engagement of team work:</p> <p>Roles</p> <ul style="list-style-type: none"> ➤ Rapporteur ➤ Secretary/Note taker ➤ Who does what <p>Rules of engagement</p> <ul style="list-style-type: none"> ➤ Agree ➤ Support ➤ Have the right attitude ➤ Set time ➤ Responsibility <p>The story should be no longer than 200 words.</p> <p>Having written the story, one person from each team reads the story to the others in the class and after all students decide on the most interesting story behind the picture.</p> <p>Having completed the task, the students are asked the following powerful questions:</p> <p>In groups students reflect on the following powerful questions:</p> <ol style="list-style-type: none"> 1 Facilitate awareness: Is it common nowadays to talk more online than face to face? 2 Stimulate imagination: If you had a chance to take a more positive picture, what would it look like? 3 Putting the pressure on: What would you suggest to the people sitting on this bench? 5 Lighten up: What is the danger of chatting too much online rather than face to face? 6 Encouragement: is it important to consider the way we communicate with each other and spend time together?
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Part	Activity	Interaction	Aims
Part 4.	Self- assessment questionnaire	Individually	For students to reflect on how well they collaborated in their teams and whether they need to take action to improve.
Procedure	<p>Students receive a self- reflection form which they need to complete individually.</p> <p>The questionnaire is based on the CAN DO STATEMENTS - the Cambridge Life Competencies framework.</p> <p>In this task the focus is specifically on Collaboration.</p>		