
One Day Workshop Modules

Time: 5 hours

The major AIMS of this module are:

- Develop self-esteem of the learners who face challenges in learning
- Improve the level of confidence of the learners in using English
- Enhance the innate linguistic competence of the learners

The major OBJECTIVES of this module are:

- To help the learners overcome their inhibitions in using English
- To encourage the learners to interact in English while expressing their ideas /views
- To provide learners opportunities for participating in various performances in English
- To promote English language comprehension using various inputs

Theme I - Family

Activity - 1 Clap and Tap



Objective: Help the learners develop a sustained focus of the mind, body and voice.

Learners are asked to sit in a circle. The teacher claps twice and taps with both hands on her head. Then, clap, clap, tap knees, and so on. The learners follow what the teacher does. Teacher increases the speed as the learners get used to the teacher's instruction. If a learner makes a mistake, s/he is out. After 2 or 3 minutes, let a learner take the role of the teacher/leader.

Then the teacher instructs the learners that one clap means stand, two claps mean stand on one leg and three claps mean sit. The teacher or one of the members of the group stands in the centre and claps accordingly. The learners must listen very carefully to the claps. If they fail to do the correct action, they will be out of the game.

Activity - 2 Family Fruit Salad



Objectives: Help learners develop awareness about the members of the family.
Listen and understand simple instructions in English.

Learners are asked to sit in a circle on their chairs. The teacher asks them who are there in their family. Elicit responses. Then she assigns roles to everyone by fixing the roles: grandfather, grandmother, father, mother, brother, sister. All the members are given any of these roles and then the teacher says, 'When I say 'brother' all the members who got the role of brother must quickly change their seats. When I say 'grandfather and grandmother' they have to change their seats among themselves. Then the teacher removes a chair and continues the game. When the teacher says 'family' everyone should change seats. After one round of the game, the learner who doesn't get a seat should lead the game and try to occupy a seat.

Activity - 3 Family Photo20
minutes

Objectives: Help learners develop awareness about the members of the family.
Listen and understand simple instructions in English.

The teacher divides the learners into four groups. Then the teacher asks them to pose for a sequence of photos as the members of a family. The groups have to present three different family scenes. It can be a scene in which all the members are engaged in some sort of work in the kitchen or in the reception room or on the veranda of the house.

The teacher acts as the photographer and takes the photograph.

After each scene, she asks them about the scene they have presented and what role each member has acted.

Activity - 4 Act Out25
minutes

Objectives: Read simple words/ phrases in English and act out what is written on it.

Materials: A bowl with strips of paper in which household chores are written.

The learners are asked to stand in a circle.

Teacher keeps a bowl at the centre on a chair/stool. (The bowl contains paper strips in which actions related to household chores like: cleaning the floor, making tea, cutting vegetables, peeling onion, making fruit juice, etc. are written.)

Let each learner come forward and take a paper strip.

He/She acts out what is written on the strip.

Others should view the action and write on a piece of paper what they have understood from the action.

Let the learner who acted read out what he/she has got.

Check how many learners have guessed it right.



Activity - 5 Find the Change

Objectives: Observe keenly and read simple words in English.

Materials: Paper cards with family member words written on them.

Learners are divided into two groups with equal number of members.

Let the groups stand face to face.

Ask the learners: Shall we play a game?

The groups shall select a leader and give a name for their group.

Ask one group to 'turn back' and not to look back what the other group is doing.

Now, the teacher asks the members of the group facing her to take a card each and read silently what is written on it. (The cards contain the names of members in a family viz. father, mother, grandfather, grandmother, uncle, aunt, son, daughter, cousin, etc.)

Let the members stand with the cards in their hand facing the other group. The teacher asks the other group to turn about and look at the group holding the cards. Allow them 15 seconds to watch the cards.

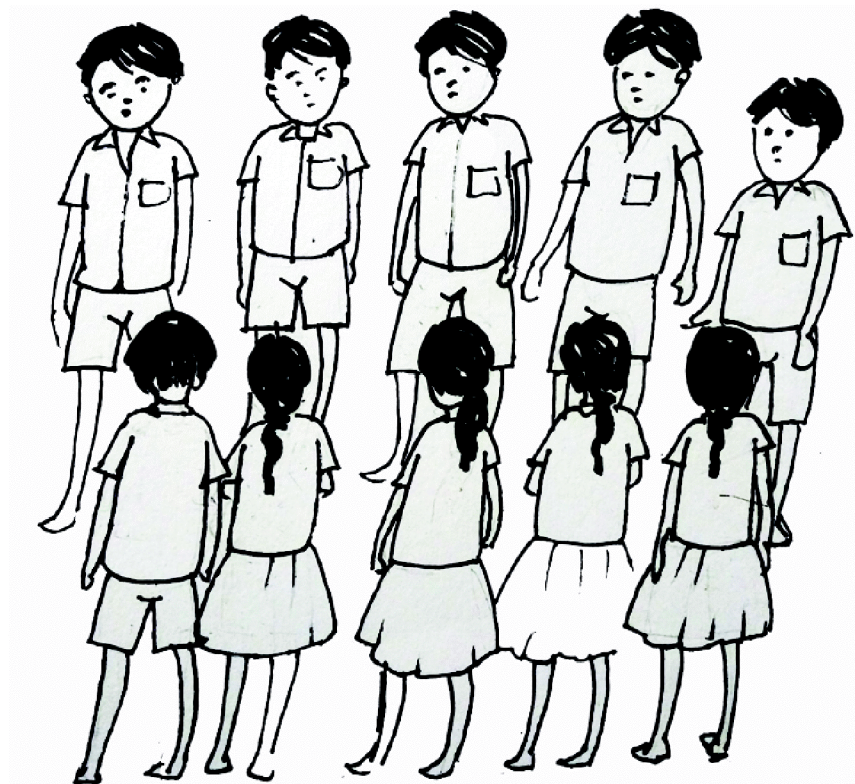
After the allotted time, let the group turn back again. Then, the group holding the cards should change their cards among themselves. They should stand again holding new cards.

Ask the other group to turn back and arrange the group as they have observed it first.

The group will be given 5 points for each correct answer.

They lose 2 points, if they guess it wrong.

The game can be continued with the other group holding the cards.



Activity - 6 The Finger Family45
minutes**Objective:** Listen to simple songs in English and recollect the lines.**Materials needed:** Chart papers, sketch pens

Learners stand in a circle. Teacher plays a video of 'A Family Song'.

Link <https://www.youtube.com/watch?v=3xqqj9o7TgA>

Learners listen to the song and identify the lines of the song.

Repeat the video and let the learners sing along with it.

Now, the learners are divided into 5 member groups. Chart papers and sketch pens are provided.

Let them write down the words related to the family members that they can identify from the song.

Play the song again and ask them to write the first two stanzas.

Let the groups present the song by singing it together.

Play the song again and ask the learners to edit what they have written.

Daddy finger, daddy finger, where are you?

Here I am, here I am

How do you do?

Daddy finger, daddy finger, what's your name?

Thumb I am, Thumb I am

Call me thumb.

Mommy finger, mommy finger, where are you?

Here I am, here I am

How do you do?

Mommy finger, mommy finger, what's your name?

I am called index finger

You know me.

Brother finger, brother finger, where are you?

Here I am, here I am

How do you do?

Brother finger, brother finger, what's your name?

Middle finger, middle finger

Now you know me.



Sister finger, sister finger, where are you?
Here I am, here I am
How do you do?

Sister finger, sister finger, what's your name?
Ring finger, ring finger
I wear the ring.

Baby finger, baby finger, where are you?
Here I am, here I am
How do you do?

Baby finger, baby finger, what's your name?
That's my name, baby finger
That is my name.

Activity - 7 Choreograph the Song

40
minutes

Objectives: Read and understand songs in English
Present them before the class.

Materials: Masks, placards

Teacher distributes finger masks as the ones shown in the picture made of chart papers. They can also use placards on which 'father finger', 'mother finger', 'brother finger', 'sister finger', and 'baby finger' are written.

Two or three learners sing the first line (the question) in each stanza and the other learners assigned with roles of the five fingers sing the corresponding replies.

Let the learners use their imagination to add movements and use simple properties in presenting the song.



Activity - 8 Collaborative Picture Drawing**40
minutes**

Objectives: Draw and describe a house
Listen to the instructions

Materials: Chart papers, sketch pens

The teacher divides learners into groups of five members. The teacher gives them chart papers and sketch pens. Then the teacher asks them to draw the picture of a house on the chart. Every learner should draw something. Some of them can draw the hedge/fence round the house, the trees nearby, the garden with flowers and any other detail he/she wishes to draw.

After each person has drawn their picture, the teacher can ask what they have drawn. Let the learner say the name of the item they have drawn.

For example: What did you draw?

I drew the windows of the house.

The final product will be a colourful picture of the house and its surroundings.

Then, they have to describe the whole picture in their own words. They should write the description on another piece of chart paper distributed to them.

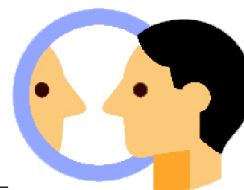
Random presentation.

Ask them to sit in groups and refine the description and present it before the class.



Students' Reflection

30 minutes



A soft music (flute) may be played to the learners for 2 or 3 minutes. Let them listen to it keeping their eyes closed. Once the song is over and the learners are asked to open their eyes. Then, the teacher invites the learners' responses to the following questions one by one.

- * We have done a few activities today. Which of them do you remember now?
- * Which activities did you like the most? Why?
- * Did you feel any difficulties during the workshop?
- * How can we solve these difficulties?
- * Do you think that I have helped you enough?
- * Do you expect more help from me?
- * What kind of help do you expect from me in the future?
- * Will you talk about this workshop to your parents? What will you say?
- * Draw a big tree with large leaves and write your feelings on the leaves

Teachers' Reflection

Please read the following prompts for reflection. Note down your thoughts. The practice of reflection would make you a better practitioner.

- * Which was the best moment of the day?
- * How can I have more such moments?
- * What was the most challenging moment?
- * How will I respond to such challenges the next time?
- * How well have my learners responded today?
- * What can I do to improve their participation?
- * How well have I communicated today?
- * How can I improve it further?
- * How well did my learners listen and understand the instructions given in English?
- * Is their current level as I expected?
- * What support should I provide them to help them improve further?

One Hour Modules - 1

Activity - 1 Who is touched?

20
minutes

Objectives: Listen and understand simple instructions
Develop group dynamics

The group sits or stands in a circle and closes their eyes. The teacher tells them that she will touch one of the learners. The teacher walks around the whole circle and not touches anybody. Then the teacher asks the learners to open their eyes. The learners must look around and try to guess who the teacher touched. They are asked to remember who they guessed but not to reveal it at this point.

The game is repeated. They are asked to close their eyes again. And the teacher goes round and says this time she is going to touch another person. But she touches all.

Then she asks the learners to point at the person whom they guessed the teacher has touched first. Everybody points.

Now, the teacher asks learners to point at the person who was touched the second time.

Then, the learners are asked to raise their hands if they were touched the first time. They discover that no one was touched in the first time. They are asked to do the same for the second time. The group discover that they were all touched the second time.



Activity - 2 Story Time



Objectives: Listen to a story and physically show the actions narrated in the story.

Materials: Copies of the story

Teacher divides the learners into four groups.

Teacher asks the learners to listen to a story that she is going to read out.

Let the groups listen.

Teacher presents the story with proper voice modulation.

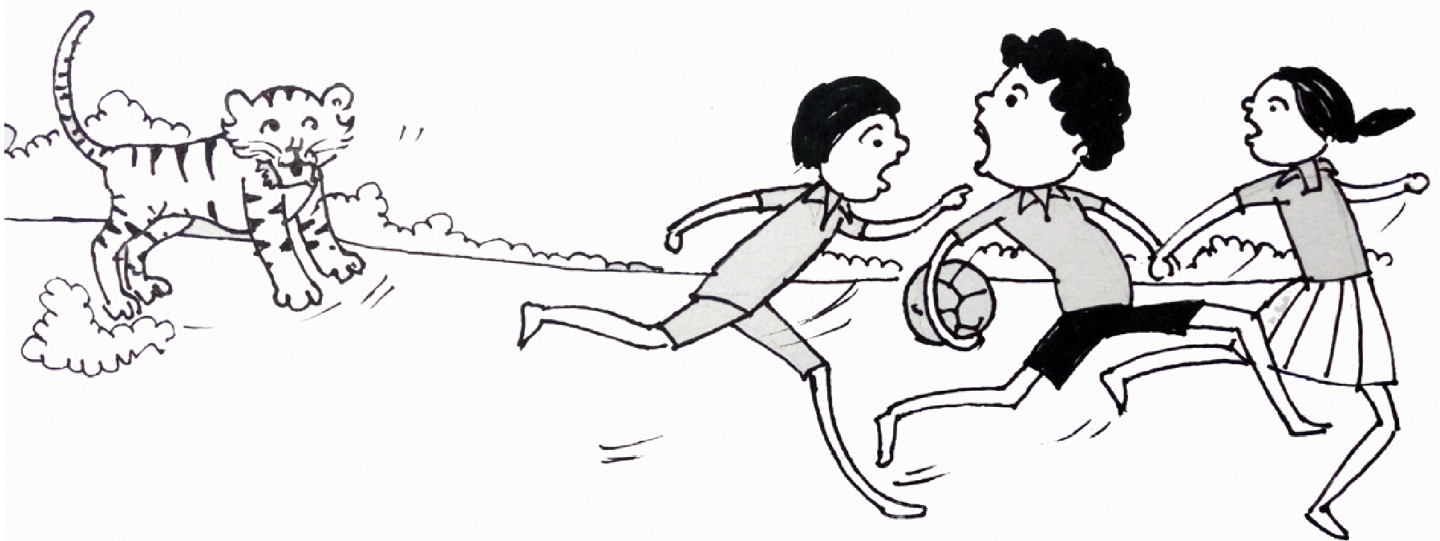
Children were playing in the ground. They were playing hide and seek. Suddenly a tiger ran to the ground. All the children ran for their lives. They hid behind the nearby trees. The tiger looked around. It couldn't find any child. Suddenly the tiger lied on the floor. It started to sleep.

It started snoring. Children were surprised. One of the children came out from behind the tree. He started walking towards the tiger. Then one by one all the children followed him. They all stood in a circle round the snoring tiger. Children looked at the tiger very closely. Suddenly the tiger opened its eyes. Children were frightened. They tried to run. But the tiger shook hands with one of the children. He said he also wanted to play with them. All the children were happy. One child sat on the tiger's back. They started to sing and dance.

Then the teacher says them to listen to the story again and act out the actions narrated.

Teacher reads out the story again.

Learners in four groups are asked to act out the actions narrated in the story.



Activity - 3 House on Fire

Objectives: Identify things in a house
Explain the logic of selecting things

Tell the learners a story about a house that caught fire. The fire broke suddenly and the people ran to and fro to put out the fire. One of the houses belongs to you. You have a few minutes left to take your belongings with you.

Name any five things which you would take. (Keep in mind that you have to carry the things all by your own, without anyone's help.)

Let each learner write down 5 things that he/she would take.

Learners read out the items they have written and explain why they have selected these things.

Let the learners sit in groups of 5/6 members each.

Encourage the learners to challenge the members of the explaining group by asking questions like:

Why did you take?,

Why didn't you take?,

What is your opinion about taking? etc.

Let the members of other groups answer the questions.

Each question carries 10 marks. Each answer carries 5 marks.

One Hour Modules - 2

Activity - 1 Buzz... Buzz...



Objectives: Listen and understand simple instructions
Develop concentration

Ask the group to stand up and to form a circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. Of course, there is a catch. At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number. The next person just continues the series as normal.

For example: 1 - 2 - 3 - buzz - 5 - 6 - 7 - buzz - 9 - 10 - 11 - buzz - 13 - buzz - 15 - buzz ...

Activity - 2 Thumbs Up, Thumbs Down



Objectives: Listen and understand simple statements
Respond to statements in a positive or negative manner

Teacher asks the learners to stand in a circle. She stands in the centre of the circle and says. I will tell you some of my opinions. If you agree with me you should show thumbs up sign and if you disagree show thumbs down.

- Boys should do cooking.
- Girls and boys should help their parents in all household works.
- Teachers should wear uniform.
- Driving license should be given at the age of 25 only.
- Schools should start at 7 in the morning and end at 1 pm.
- Learners must not come to school by bus; they should walk.
- Every learner must get up at 5 in the morning.

Teacher can also say sentences which creates confusion among the learners.

Sentences like:

- Onion floats in water.
- Lemon sinks in water.
- Coconut floats in water.
- You cannot read while writing.
- You cannot drive while drinking.

Activity - 3 Sports Gallery

Objectives: Read simple words/phrases
Present what they have read as a still

The teacher asks the learners to list out different sports skills.

Let the learners read out the items they have written.

Teacher may write on paper strips those items relevant for the game.

Batting

Bowling

Hammer throw

Pole-vault

Penalty kick

Goalkeeper saving a goal

Shooting a bullet

Shooting an arrow

Running a race

Playing hockey

Serving a tennis ball

Serving volley ball

Swimming

Now, teacher asks the learners to come forward and take a paper strip and present the item written on it as a still.

They have to mimic for at least 10 seconds. When a learner shows a still others can say what he is doing and stand in that pose.

After a while, teacher speeds up the game by calling out the items at a speed. Learners may present the still according to the speed of the teacher calling out.

One Hour Modules - 3

Activity - 1 Let's Predict



Objectives: Think logically and predict

Teacher says that she is going to tell a story.

The learners have to listen to the story and respond logically.

He/She interacts with the whole group and elicits responses.

I am going to tell you a story. It is a story about a family.

There are members in the family. (five)

They are (father, mother and three sons)

One of the sons is very (brilliant)

He stories. (writes)

Father and motherhim. (loves)

He to school every day. (goes)

He studies his every day. (lessons)

Activity - 2 Story Time



Objectives: Read and comprehend a simple story

Teacher distributes/ projects the story, 'Right and Wrong' and asks the learners to read it silently.

RIGHT AND WRONG

In a family there were five children. The eldest one was eighteen and the youngest was nine years old. Their parents were farmers and always spent their time in their little farm. The children were quite naughty and would create problems very often. The parents found it difficult to control them. They had a big issue at home for many days then. Whenever sugar was stored in the container one of the children stole it. Nobody knew who stole the sugar.

One day the other children caught the youngest boy while he was stealing sugar from the container at night. They reported it to their parents. But the parents said that he was a little child and it was not a serious issue. But another night, the child was again caught for stealing the toys of others. Again the parents didn't mind it though the others reported the robbery. Then again the child was caught for stealing the money of his father.

This time, the other children asked the father to send the youngest child to the house of the strict master in the village. But the father refused to do so. Then the other children said that they would go away from the house if the child was not punished.

The father said, "You are wise brothers. You know what is right and what is not right. But your poor brother does not even know the right from the wrong. Who will teach him if I do not? I am going to keep him here even if all the rest of you leave."

Tears rolled down the cheeks of the youngest child. After that he never stole anything in his life.

After reading the story, let them listen to the teacher.

Teacher reads the story slowly and audibly.

Teacher pauses at certain places and the learners have to say which word suits the place.

Teacher can do this activity in groups also.

One Hour Modules - 4

Activity - 1 Be Like Them

20
minutes

Objectives: Work together as a team
Follow instructions and act accordingly

Teacher asks the whole class to stand in a line. Teacher has to stand at the front of the line. Teacher starts walking and asks the learners to follow. After walking one round she gives instructions like:

Walk like your grandfather.

Run like your brother.

Jump like your sister.

Walk like an elephant.

Fly like a bird.

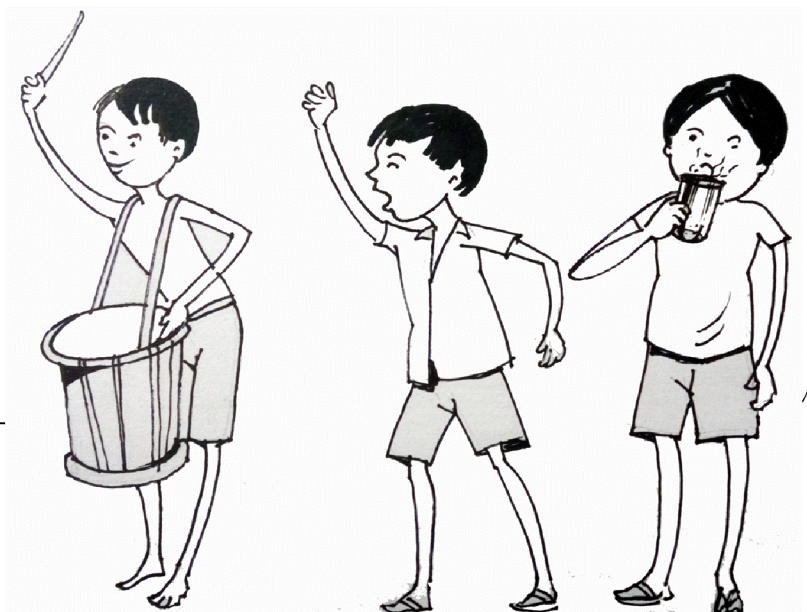
Stand on a football.

Walk on a rope.

Walk playing the drum.

Walk shouting slogans.

Walk drinking hot tea.



Activity - 2 Freeze and Justify20
minutes

Objectives: Develop improvisation skills
Describe the scenes presented

Teacher divides the learners into groups of five members. Ask them to plan any activity they do at home involving all the members. Allow 5 minutes to plan. They can use minimum properties to suggest their roles and the scene.

Let Group 1 present the scene. They can use simple dialogues if necessary. If they can't miming is enough. Allow them one minute for presentation. When the teacher claps they have to freeze while enacting the scene.

Then the teacher asks the group:

What is the scene about?

Who are the ones in the scene?

Why did you select this scene for presentation?

One by one, the other groups present and interact with the teacher based on the above questions.

Activity - 3 Make me Laugh20
minutes

Objectives: Develop improvisation skills
Develop problem solving skills

The learners are asked to stand in a circle. Teacher asks one learner to sit blindfolded on the chair in the middle of the circle. He shouldn't smile and has to keep a stern or peaceful expression that does not change. Any learner can come forward and say something in English to make this learner smile. They should not touch the learner. They have to make him smile in 30 seconds. If the learner who sits blindfolded smiles, ask another one to sit in the centre. Let all the learners get a chance to say something to the learner in the centre.



One Hour Modules - 5

Activity - 1 Fables in a Minute

20
minutes

Objectives: Work together as a team
Develop creativity

Materials: Paper strips with titles of fairy tales

Learners are divided into five groups. Teacher goes to each group and hands over the paper in which a famous fable is written on it. Other groups shouldn't know what story each group has received.

Each group has to mime the story they got and other groups should guess the story presented.

The following stories can be used. (Teacher is free to select other stories.)

The Thirsty Crow

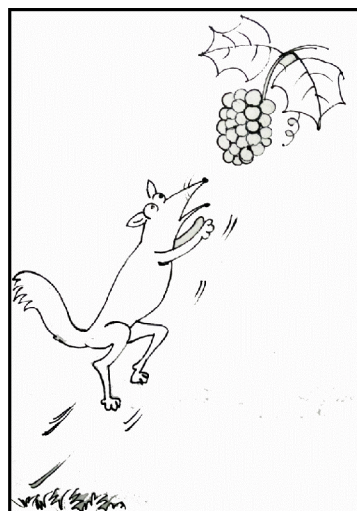
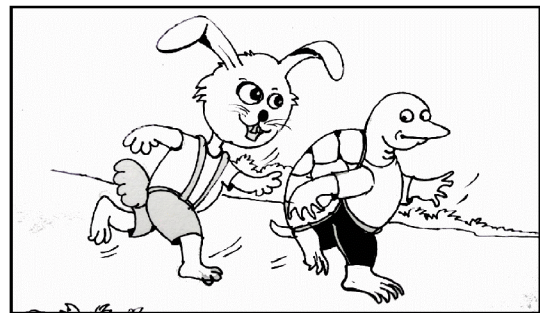
The Greedy Woodcutter

The Hare and the Tortoise

Sour Grapes

The Boy who cried Wolf

The above stories are given in the Appendix.



Activity - 2 Two Friends

Objectives: Work in pairs
Interact meaningfully in a given context.

Materials: Paper strips on which a context is written

Teacher asks the learners to sit in pairs. Each pair gets a paper strip on which an imaginary context is written. Teacher asks them to imagine the context where they meet each other and plan a meaningful exchange between them.

The pairs have to present the conversation as a role-play.

The contexts that can be used:

At the hospital

At the railway station

At the super market

At the play ground

At the post office

At the office

At the beach

At the hotel

At the school

At the cinema theatre

If there are more than twenty pairs more than one pairs can be given the same context.

One Day Workshop Modules

Time: 5 hours

Theme II - Travel

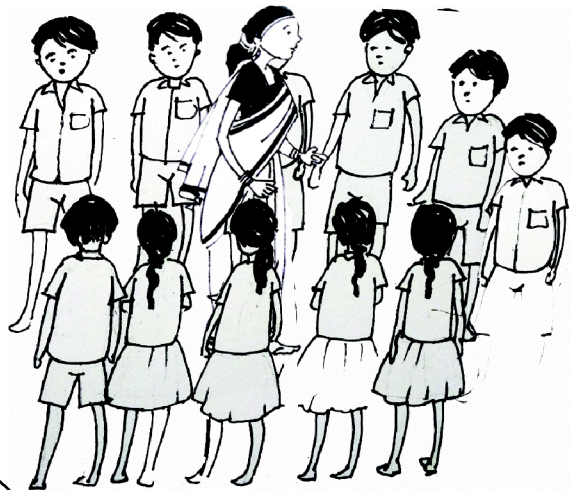
Activity - 1 Count Up Count Down

30
minutes

Objective: Help the learners develop a sustained focus of the mind, body and voice

Learners are asked to sit in a circle. The teacher claps twice and taps with both hands on her head. Then, clap, clap, tap knees, and so on. The learners follow what the teacher does. Teacher increases the speed as the learners get used to the teacher's instruction. If a learner makes a mistake, s/he is out. After 2 or 3 minutes, let a learner take the role of the teacher/leader.

Then the teacher instructs the learners that one clap means stand, two claps mean stand on one leg and three claps mean sit. The teacher or one of the members of the group stands in the centre and claps accordingly. The learners must listen very carefully to the claps. If they fail to do the correct action, they will be out of the game.



Activity - 2 Grab the Chair

15
minutes

Objective: Develop the skill to work in a group

Let the learners sit on chairs in a circle.

One learner is asked to stand in the middle of the circle.

All others may sit on chairs in a circle. One chair should be kept vacant.

As the teacher claps, the learner who is standing has to rush to the chair to sit on it.

Then others should change their seats to their next (either all to their next left chair or to their next right chair)

They can create confusion about the vacant seat.

This may be replayed with two or three different learners at the centre.

Activity - 3 Where do you want to go?

30
minutes

Objective: Help the learners to make simple sentences

Let the learners sit on chairs in a circle.

Teacher says, 'I want to go to Delhi. I want to visit Rajghat. I like to visit Rajghat because it is the burial place of Mahatma Gandhiji.'

Now, the teacher asks the question to two or three learners, 'Where do you want to go?'

If they answer correctly teacher can ask them, 'Why?'

Every learner should say a place they wish to visit. Let them say a place near to their locality too.

Teacher can help them, if necessary.

Activity - 4 I Love..., I can..., I Hate....

30
minutes

Objective: Help the learners to make simple sentences
Read and comprehend the sentences created by others.

Materials: Paper, sketch pens

Teacher distributes pieces of paper to everyone. Then the teacher exhibits a slide/chart on which the following sentences are written,

I love _____.

I can _____.

I hate _____.

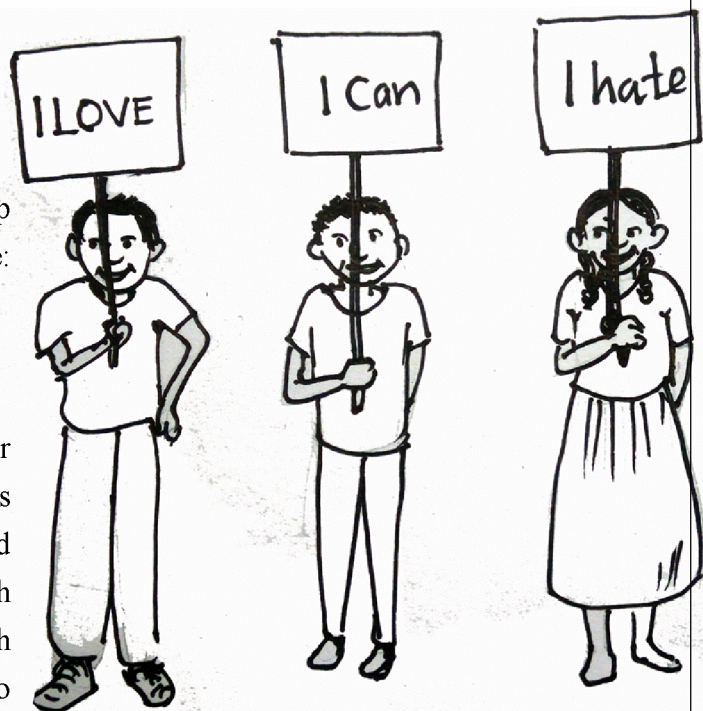
Let the learners fill in the blanks. Help them if they can't write by modelling like:

I love travelling.

I can sing.

I hate spiders.

Let everyone write on the piece of paper they got. They shouldn't write their names on the paper. Collect the papers and distribute them again to learners. Each learner should get a piece of paper which is not written by them. Then they have to read out what is written on the paper and guess who has written it. Only one chance may be given for guessing.



Activity - 5 The Country I Love to Travel

45 minutes

Objective: Help the learners identify a country and its features
Materials: World map, chart paper



Teacher exhibits the World Map (Present it on a slide).
 Asks each learner to locate 5 countries they like to travel.
 Then, divides the learners into 5 member groups and asks the groups to present five countries they like to travel as a team.
 They should also say the reason for selecting those five countries.
 Teacher writes the name of the countries and the reason for selecting the country of the groups and presents them on a chart.
 E.g. Brazil - Neymar
 Australia - Kangaroo

Activity - 6 Pacca Alpaca Song

60 minutes

Objective: Listen to a song and sing together.
Materials: Audio and video of the song

Teacher plays the audio of the song two or three times.
 Asks the learners to close their eyes and listen to the song.
 Then, let them recollect the words they can identify from the song.
 The teacher can help them by showing the picture of Alpaca (Pacca Alpaca)

Then, let the learners sit in 5 member groups.

Asks the learners to list the countries mentioned in the song. If necessary the song can be played again.

After that, let the groups write the song line by line.

Once the groups present the song, the video of the song can be played to them and the lyric can also be shown.

Once the groups are familiar with the lines of the song, they can sing together.

Pacca Alpaca travels the world EE I EE I OH
And on his travels he meets his friends EE I EE I OH
Pacca Alpaca meeting friends around the world 2 (Chorus)

Pacca Alpaca travels to France EE I EE I OH
And on his travels he meets a poodle EE I EE I OH
Pacca Alpaca travels to Brazil EE I EE I OH
And there he meets a crocodile EE I EE I OH
Pacca Alpaca travels to Egypt EE I EE I OH
And on his travels he meets a camel EE I EE I OH
Pacca Alpaca meeting friends around the world 2 (Chorus)

Pacca Alpaca travels to China EE I EE I OH
And on his travels he meets a panda EE I EE I OH
Pacca Alpaca travels to Australia EE I EE I OH
And there he meets a kangaroo EE I EE I OH
Pacca Alpaca meeting friends around the world 2 (Chorus)

Pacca Alpaca travels to Kenya EE I EE I OH
And there he meets an elephant EE I EE I OH
Pacca Alpaca meeting friends around the world 2 (Chorus)

Pacca Alpaca travels to Denmark EE I EE I OH
And on his travels he meets an otter EE I EE I OH
Pacca Alpaca travels to Iceland EE I EE I OH
And on his travels he meets a puffin EE I EE I OH

Pacca Alpaca travels to Malaysia EE I EE I OH
And on his travels he meets a monkey EE I EE I OH
Pacca Alpaca travels to Japan EE I EE I OH
And on his travels he meets a crane EE I EE I OH



Pacca Alpaca travels to Peru EE I EE I OH
And there he meets his friend Alpaca EE I EE I OH

Pacca Alpaca travels the world EE I EE I OH
And on his travels he meets his friends EE I EE I OH
Pacca Alpaca meeting friends around the world 2 (Chorus)

France, Brazil, Egypt, China, Australia, Kenya,
Denmark, Iceland, Malaysia, Japan, Peru.

Activity - 7 Adding Lines to the Song



Objective: Help the students add lines to a song

Materials: Chart paper, sketch pens

Teacher asks the groups, 'What about adding your own lines to the song? What will you add to this?'

Play the song once again and elicit ideas from the group about adding lines.

Distribute a chart each to the groups and ask them to write the lines they wish to add on the chart in their groups.

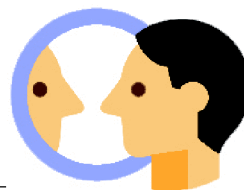
Teacher can walk around the class to monitor the writing and help them to write correctly.

Then, let the groups present their lines through a choral singing of the song.



Students' Reflection

30 minutes



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- * Which activities did you like the most? Why?
- * Did you feel any difficulties during the workshop?
- * How can we solve these difficulties?
- * Do you think that I have helped you enough?
- * Do you expect more help from me?
- * What kind of help do you expect from me in the future?
- * Will you talk about this workshop to your parents? What will you say?
- * Draw a big tree with large leaves and write your feelings on the leaves

Teachers' Reflection

Please read the following prompts for reflection. Note down your thoughts. The practice of reflection would make you a better practitioner.

- * Which was the best moment of the day?
- * How can I have more such moments?
- * What was the most challenging moment?
- * How will I respond to such challenges the next time?
- * How well have my learners responded today?
- * What can I do to improve their participation?
- * How well have I communicated today?
- * How can I improve it further?
- * How well did my learners' listen and understand the instructions given in English?
- * Is their current level as I expected?
- * What support should I provide them to help them improve further?

One Hour Modules - 1

Activity - 1 Walk, Freeze & Circle

20
minutes

Objectives: Help the students comprehend instructions and act accordingly

Round 1

Teacher asks children to stand in a circle.

Asks the children to walk freely when the teacher gives the instruction, 'Walk'.

Then, the teacher suddenly gives one more instruction, 'Freeze'.

At that time, children have to stand like a statue in whatever pose they are.

Again the teacher asks them to walk and they start walking.

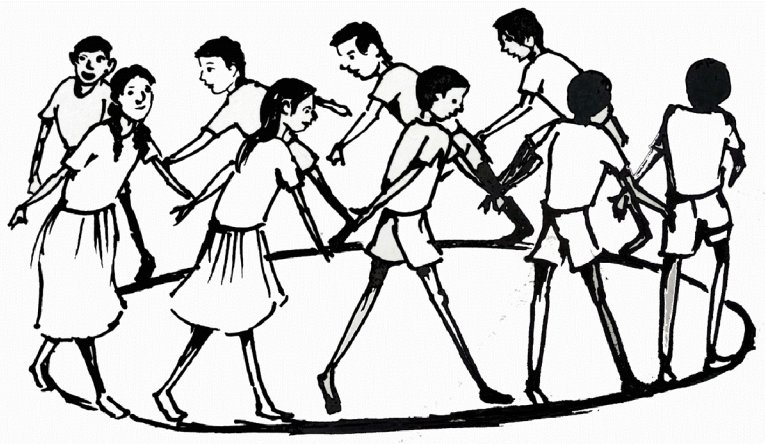
Continue the activity for 2 to 3 minutes.

Round 2

In this round, the teacher uses three commands, 'Walk', 'Freeze' and 'Circle'.

When the teacher says, 'circle', children have to run back to their first circle position and stand still.

These three commands are given at random for two or three minutes.



Round 3

In the third round in addition to the three commands the teacher gives the following commands too.

Walk like a rat. (Children walk like that for 10 to 20 seconds)

Walk like a cat.

Walk like a dog.

Then at times the teacher will say, 'freeze' and 'circle' alternatively.

Then again mixes instructions like:

Walk like a cat. Cry like a cat. Jump like a cat. Run like a cat. Dance like a cat.

Freeze

Walk like a rat. Cry like a rat. Jump like a rat. Run like a rat. Dance like a rat.

Circle

Walk like a dog. Cry like a dog. Jump like a dog. Run like a dog. Dance like a dog.

Freeze

Activity - 2 Come to us, Come to us



Objectives: Help the students identify the features of places in villages and in countries

Children are divided into two groups.

One group is named 'Village group' and the other is named 'City Group'.

The teacher stands in between the groups and says, 'I am a foreign tourist. You can invite me to your place, by calling out to me, 'Come to us, Come to us. We have.....'

Both the village group and city group invite the teacher by saying about the good things they have.

The teacher (as foreign tourist) stands confused as he cannot decide where to go.



Activity - 3 Choral Singing



Objectives: Help the children to present an idea rhythmically.

Materials: Chart paper, sketch pens

Teacher says the groups that she is really confused about where to go.

Teacher asks them to invite her again by chorally singing their invitation.

For this the teacher distributes two chart papers to the groups and asks them to write their invitation in the form of a song.

The song will be something like:

The Villagers' Song

Come to us, come to us
We have green forests.
Come to us, come to us
We have fresh water.
Come to us, come to us
We have pure air.
.....

The City Dwellers' Song

Come to us, come to us
We have big houses.
Come to us, come to us
We have nice hotels.
Come to us, come to us
We have tall buildings.
.....

Let the groups present the song chorally as a choreography using visuals that can convey the meaning of the song.

One Hour Modules - 2

Activity - 1 Collaborative Picture Drawing



Objectives: Form a group and draw a picture collaboratively.

Materials: Chart paper, sketch pens

Divide the learners into five member groups.

Provide each group chart papers and sketch pens.

Let half of the groups draw a village scene and the other half a city scene.

The groups engage in a collaborative picture drawing activity.

When the picture is finished, let the groups exchange the pictures they have drawn.

Then each group has to say 3 or 4 sentences about the picture they have got.

Teacher can model what the groups should speak:

This is the picture of a village by Group 1.

There is a small house in the village.

There are many trees around the house.

A cow is grazing in the field.

There are two boats in the river.

Activity - 2 Let's Describe



Objectives: Help the students describe a picture

Materials: Chart paper, sketch pens

The picture each group has drawn is given back to the groups.

Another chart paper is supplied to each group and the groups discuss how to describe the picture.

They should decide what should be the first sentence and what other details are to be included in the description of the picture.

Groups now exhibit their pictures and the description they have written about it.



One Hour Modules - 3

Activity - 1 Let's Predict

30
minutes

Objectives: Read titles and predict the details of the story.

Materials: Four titles of stories, chart paper, sketch pens

Teacher shows/ projects four titles of stories such as:

The Greedy Mouse

The Foolish Donkey

The Beggar

Two friends

Teacher asks the children questions like:

- Who are the characters in the story?
- What may have happened to the main character?

Let there be a few random responses. Teacher encourages each response by saying, very good, excellent, nice, etc.

Teacher then models:

The greedy mouse is the main character in the story.

He was very small. He was very hungry. He saw a rice bag with a small hole. He went into the rice bag and started eating. He ate and ate. He became bigger and bigger. When finished eating he tried to come out of the hole of the bag.

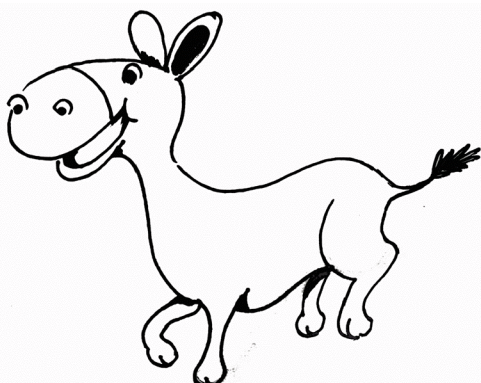
But he couldn't come out. Why?

Elicit responses from children.

Then, the teacher divides the children into three groups.

Ask them to guess what may have happened in the other three stories.

Let the groups present their guesses.



Activity - 2 Story Time

Objectives: Help the students read and enjoy a story

Materials: The story, 'Two Friends'

Teacher speaks about what the groups have presented about the story, 'Two Friends'.
The teacher then invites their attention to the story 'Two Friends' by projecting the story or by distributing the printed text of the story.

TWO FRIENDS

Once upon a time there were two rats. They were good friends. One of them lived in a city and the other lived in a village.

Once the city rat wished to meet his village friend. He sent the message through some rats of the village. The village rat was very happy about his friend's visit. He made preparations to welcome him.

On the day the city rat arrived, the village rat went to the border of the village with a garland in his hand. The village rat hugged the city rat and welcomed him..

The village rat said, 'We have fresh air here. We have healthy food to eat. Our place is full of beautiful sights like forest, rivers, hills, valleys, etc.'

After having food, they went for a walk outside. 'Does the city have such beautiful scenes?' asked the village rat. The city rat then invited the village rat to come to the city and see their comfortable life.

The next day after breakfast the city rat said to the village rat, 'Let's go to the city right now. Give me a chance to show you our wonderful life.'

The village rat readily agreed and went with the city rat to the city. The city rat lived in a big house. At night the village rat was surprised to see, the dining table full of different types of dishes. The village rat has not seen such a variety of food before. The city rat asked the village rat to enjoy the food. Then he started eating. Suddenly, they heard the voice of a cat. The city rat said, 'Quickly hide yourself below the almirah, otherwise the cat will eat us.' Both rushed to the almirah and hid themselves under it. After some time, when the cat went away, they both came out. The village rat was still trembling. The city rat again started eating the dishes and advised his friend too, 'Do not be afraid. It is a part of the city life.' The village rat gathered courage and went to the dining table again.

At this moment, a boy came there with a dog. The village rat being afraid of the dog asked his friend, 'Who is this fellow?' The city rat said, 'He is Jimmy, the son of the master of this house and the dog is his pet. Be quick and hide yourself there.' After their departure, both the rats came out. The village rat was very afraid. He said, 'Friend, I think I should go back now. I am thankful to you for the tasty dishes, but there are too many dangers here. Thanks again.' And he started for the village. On reaching, he sighed and said, 'Oh! Life is precious and where we should live is to be decided wisely.'

Let the children read the story individually first.
Allow 5 minutes time to read.
Then make the children sit in 5 member groups and read and discuss the story.
Allow 5 minutes; ask them how different the story is from what they have predicted.
Let the groups speak about the story as the teacher has spoken about the story, 'The Greedy Mouse'.



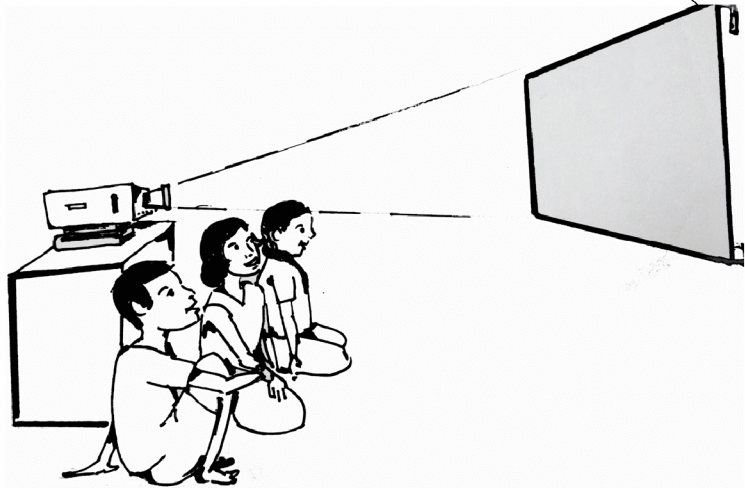
One Hour Modules - 4

Activity - 1 Give me the Word



Objectives: Help the students guess the word/phrase in the story
Materials: Story - Two Friends

Teacher projects/ distributes the story 'Two Friends' to the children and ask them to read it once again.
They are given five minutes to read the story.
Then teacher says, 'Now all of you should listen to my reading of the story. You shouldn't look at the story I have given. But when I read I will stop at certain part of the sentences and you have to guess the next word/ phrase.'



When the children guess the right word/ phrase, the teacher reads that sentence again completely. Teacher reads the story by pausing at crucial vocabulary items and at slots where children can guess the names of the characters and setting etc.

Activity - 2 Writing Dialogues30
minutes**Objectives:** Help the students present a written text orally.**Materials:** Story - Two Friends, chart paper, sketch pens

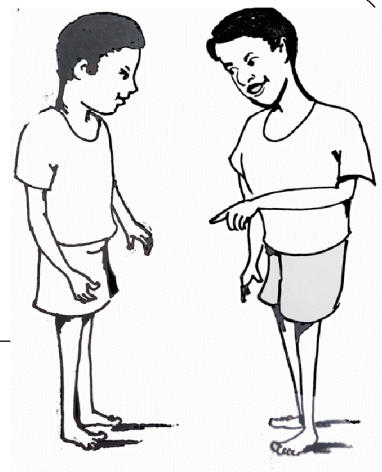
Teacher asks the children to read the story again.

This time they read the story to grasp the dialogues in the story.

They mark the dialogues in the story individually.

Then they are asked to sit in groups and write the name of the characters and their dialogues on a chart.

Let the groups present the dialogues group-wise with proper voice modulation.

**One Hour Modules - 5****Activity - 1 Skit**45
minutes**Objectives:** Help the students work in groups and prepare a skit based on a given text**Materials:** Chart paper, sketch pens

Learners are asked to present the story in the form of a skit.

They are divided into 5 member groups.

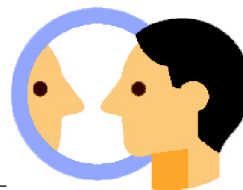
They can make use of the dialogues they have identified.

They fix the events, characters and the dialogues and present the skit.

Minimum properties may be used in the presentation.

Students' Reflection

30 minutes



A soft music (flute) may be played to the learners for 2 or 3 minutes. Let them listen to it keeping their eyes closed. Once the song is over and the learners are asked to open their eyes. Then, the teacher invites the learners' responses to the following questions one by one.

- * We have done a few activities today. Which of them do you remember now?
- * Which activities did you like the most? Why?
- * Did you feel any difficulties during the workshop?
- * How can we solve these difficulties?
- * Do you think that I have helped you enough?
- * Do you expect more help from me?
- * What kind of help do you expect from me in the future?
- * Will you talk about this workshop to your parents? What will you say?
- * Draw a big tree with large leaves and write your feelings on the leaves

Teachers' Reflection

Please read the following prompts for reflection. Note down your thoughts. The practice of reflection would make you a better practitioner.

- * Which was the best moment of the day?
- * How can I have more such moments?
- * What was the most challenging moment?
- * How will I respond to such challenges the next time?
- * How well have my learners responded today?
- * What can I do to improve their participation?
- * How well have I communicated today?
- * How can I improve it further?
- * How well did my learners listen and understand the instructions given in English?
- * Is their current level as I expected?
- * What support should I provide them to help them improve further?

One Day Workshop Modules

Time: 5 hours

Theme III - Film

Activity - 1 Clap Clap Clap

15
minutes

Objective: Help the learners to follow the instructions and act accordingly

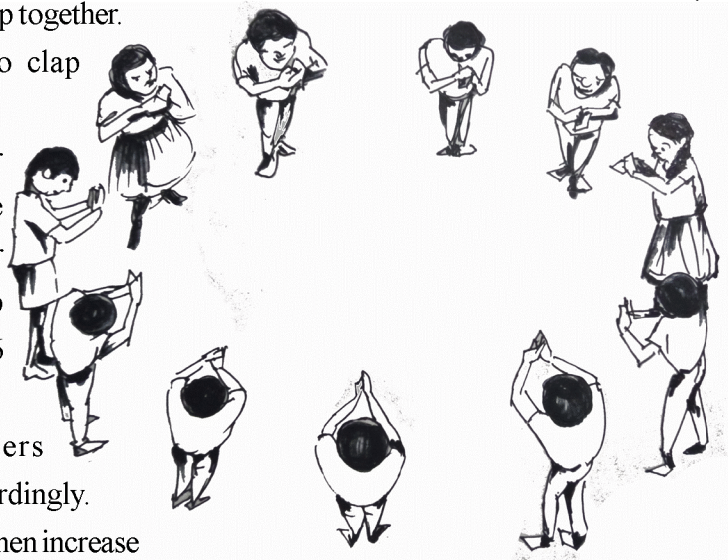
Let the learners stand in a circle and clap together.

Now, teacher asks the learners to clap according to her instructions.

When the teacher says a number between 1 and 5 all the learners have to clap once, when she says a number between 6 and 10 they have to keep silence, 11 and 15 clap twice and 16 and 20, clap thrice.

Teacher says aloud the numbers continuously and learners clap accordingly.

Teacher can start with less speed and then increase the speed of saying the numbers. Continue this game till all the learners follow the directions without fail.



Activity - 2 Give me a Word

20
minutes

Objective: Help the learners identify words related to films

Materials: Gift box

Let the learners sit in a circle.

Teacher gives a gift box to a learner. He/She must pass the box to the next learner as fast as possible. When the teacher says 'STOP' they have to stop passing the box.

The learner who keeps the box in hand has to give a word related to 'films' and the teacher will write the word on the black board.

The game is repeated, and the teacher elicits as many words as possible.

Then the whole class reads each word aloud and try to find their meaning.

Activity - 3 Let's Enjoy a Movie



Objective: Help the learners enjoy a film and describe it.

Materials: Film - The Kid

Learners watch the first 12 minutes of the movie 'The Kid'.

<https://www.youtube.com/watch?v=824AJORlbao>

Teacher asks questions like:

Where does the action take place?

Who are the characters?

Do you think the baby is an orphan? Why?

What is the theme of this film?

Which part of the movie attracted you the most and why?

Teacher gives a brief description about Charlie Chaplin and the film 'The Kid'.

The Kid is an American silent comedy film written, produced and directed by Charlie Chaplin, the world renowned film maker, actor and composer. This was Chaplin's first full-length film as a director. He is the main actor in this film. It was a huge success. The Kid was selected for preservation in the United States National Film Registry. Innovative in its combination of comic and dramatic elements, The Kid is widely considered as one of the greatest films of the silent era.

Activity - 4 Watch Again and Do



Objective: Help the learners identify the details of the film and write them

Materials: Handout

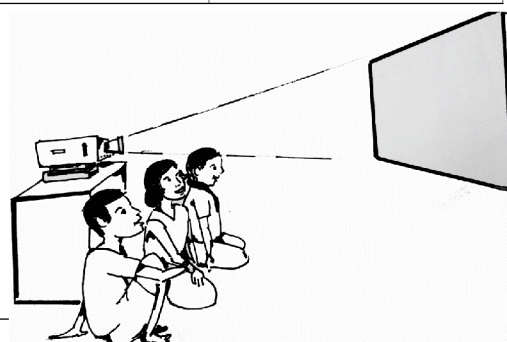
Teacher gives the learners the following handout.

Characters	What they do	Where they stand	Materials used in the scene

Let the learners watch the film once again and fill in the given columns.

Teacher asks them read out the words they wrote in the columns.

When one learner reads, others may note down the missing words in their handout.



Activity - 5 Each One in its Order

20
minutes

Objective: Help the learners compose simple sentences using the words supplied to them

Materials: Word card

Let the learners sit in groups of five members each.

Teacher gives a set of word cards to each group.

Each learner in the group has to select a card.

They have to make a meaningful sentence using these set of word cards.

When the teacher claps, the first group has to come forward and stand in a line facing the class.

They have to arrange the line in such a way that the words they hold, form a sentence.

When the teacher claps the second time they raise their word cards.

Give chance for them to discuss and rearrange the line, if there are any problems in the order.

The whole class claps when they complete their task.

Then the next group comes and stands in order as the teacher gives the instruction. Continue the activity with the other groups. Each group reads aloud the sentence they have made.

Word cards: **Group 1** very, we, much, like, films, Chaplin's

Group 2 silent, a, is, Kid, the, film

Group 3 a, was, director, famous, Chaplin, world, film

Group 4 actor, films, his, in, is, main, the, Chaplin

Group 5 repair, boy, the, broken, and, Chaplin, windows

Group 6 was, 1921, in, released, Kid, the

Activity - 6 Make Sentences and Read Aloud

30
minutes

Objective: Help the learners frame sentences of their own

Let the learners write five simple sentences using the words they wrote in the worksheet.

One of the group members come forward and type these sentences one by one in the laptop.

The completed sentences are displayed on the screen.

All the groups read aloud the displayed sentences.



Activity - 7 Blooming a 'Write up'



Objective: Help the learners compile a write up

Let each group compile a write up rearranging all the sentences they see on the screen. They can avoid the sentences having the ideas repeated in them. They can add new sentences also.

(Topic sentence, conclusion, etc.)

Let each group compile a paragraph rearranging the sentences according to the relevance of them. They read the paragraph aloud.

Activity - 8 Our Magazine



Objective: Help them to compile a magazine

Materials: A4 sheets, chart papers, sketch pens, markers

Provide the groups with A4 sheets to copy their write ups with the title they have given. (Print if possible). Let them design it. They can add pictures to it.

Each group is assigned one extra work like designing a cover page, writing a preface, preparing an index page etc.

When the pages are ready, they staple it and make a book.

Activity - 9 The Releasing Ceremony



Objective: Help them to prepare speeches and present them before the audience.

Materials: Chart paper

They Organise a 'Magazine Releasing Ceremony'. Learners volunteer for delivering welcome speech, presidential address, inaugural address, keynote address, felicitations and vote of thanks.

Give them 10 to 15 minutes to prepare the speeches. Let them prepare very short speeches.

Process the speech.

Conduct the releasing function

At the end of the magazine releasing function, they watch second part of the film 'The Kid' and raise their own comments upon it.

One Hour Modules - 1

Activity - 1 Reading a Picture

15
minutes

Objectives: Work together as a team
Develop creativity

Materials: Paper strips with titles of fairy tales

Learners are asked to look at the picture displayed on the screen.

Let them stand in a circle and identify the sounds that can be associated with the scene.

Let them make the sounds one by one. Give each learner a chance to create a sound.

Let them write the names of the things/animals, etc. they saw in the picture and their sound.

Cow - moo

Crow - caw

Bees - buzz

They can check a dictionary to find out words and their correct spelling.



Activity - 2 Write about Pictures

15

minutes

Objectives: Enable the learners to analyze a picture and describe it.

Materials: Picture

Let the learners watch the poster and make free comments on it.



Let them sit in groups and fill in the worksheet.

Things	Colours	Persons	Written data
	Yellow		Released in 2015

Let them read the words aloud after finishing the task.

Activity - 3 Writing Time



Objectives: Enable the learners to prepare a write up about a picture and present it.

Let each group make two to three sentences about the picture using the words they have written.
Let them read it aloud.

Activity - 4 Predict the Action



Objectives: Help the learners guess an action and make simple sentences using pictures

Materials: Picture

Let them predict the action that may follow the scene depicted in the picture. They can write small and simple sentences.
Screens the question, 'And then what happened?' to urge them to continue.
Let the groups present their prediction.
Other groups listen carefully when one learner is speaking. Be enthusiastic and responsive. Give the learner full attention.
If one part of the prediction is not comprehensible, give the learner enough time to explain.
This will help her understand the relationship between a speaker and a listener and an author and a reader.

One Hour Modules - 2

Activity - 1 Lend Me Your Ears



Objectives: Enable the learners to read and analyse a news report.

Materials: Video

Teacher screens the video of a news story.

<https://www.youtube.com/watch?v=PxjZXdwscpA>

(A news story about learner labour in India)

Let them write the topics discussed in the news.

Let the learners present the topics one by one.

Activity - 2 Main Stories Again



Objectives: Enable the learners to read and analyse a news report.

Materials: Handout

Teacher distributes the hand out given below.

Learners listen the news once again and fill in the table.



Main points	Persons mentioned	Places mentioned