

Learning Activities

by Tony Stockwell



NOTE

Learning dialogues are an important part of each course as they contain all the information to be taught. In order to be successful, they must be accompanied by the other important elements of the course. These include posters containing key elements, learning activities for transfer and presentation, all of which are set out and explained in the teacher's manual which is created in the form of a Learnflow for each course.

The following elements are essential:

Text Dialogues

Learning Posters

Learning Activities

Selected Music

Detailed Lesson Plan

LEARNING ACTIVITIES

Betty has been asked
to conduct a five-day course
for 12 of her colleagues.

She has decided to incorporate
game-like LEARNING ACTIVITIES
in the course.

At her next meeting
she asks her two friends
about their experience
with learning games.

* * *

Betty

I am going to use
learning activities
in my 5-day course.

I have already bought some books
in the hope of getting
some ideas.

Tony

Learning activities
are an important part of the cycle
in the ELABORATION and
TRANSFER phases.

LEARNING ACTIVITIES

ELABORATION and
TRANSFER

They contribute
to the learners' success.

Betty

Can we exchange ideas
with regard to learning activities
on the basis of our experience?

Tony

We can set up
a catalogue of learning games
in order to assist
in the orchestration
of your course.

Jean

The information
presented in the text
is REWORKED and exemplified
during the ELABORATION PHASE.

REWORKED

ELABORATION PHASE

At this point
the learner becomes aware
of information
which has been stored
at a SUBCONSCIOUS level.

SUBCONSCIOUS

Many of the activities
are devised to TRIGGER OFF
such information.

TRIGGER OFF

Tony

The TRANSFER PHASE allows us
to use the KNOWLEDGE GAINED
in a NEW CONTEXT,
to develop IDEAS
and form OPINIONS.

TRANSFER PHASE
KNOWLEDGE GAINED
NEW CONTEXT
IDEAS
OPINIONS

Betty

It is important that the activities
ADDRESS THE INTELLECT
of the learner.

ADDRESS THE INTELLECT

Tony

Infantalisation means childlike.

Game-like activitiescreate emotional situations

but the POINT and CONTENT
of the activity
should be OBVIOUS.

POINT and CONTENT

OBVIOUS

Childish activities

would have a negative influence.

Betty

ORCHESTRATION relates to
the planning and structuring
of activities,

ORCHESTRATION

DICTATING THEIR USAGE
and ENSURING

DICTATING THEIR USAGE

A BALANCED lesson plan.

ENSURING BALANCE

Jean

It appears to me that VARIETY
is a KEY FACTOR that
we should strive for.

VARIETY
KEY FACTOR

Tony

Orchestration of lessons
avoids extremes or monotony.

It is not an advantage
to have a large number
of hyperactive activities
one after the other,
nor is it conducive
to the learning process
to have
a series of passive activities
going on for hours.
Activities which relax
can be used as preparation
for the passive concert.

Jean

There are
many types of activities
which induce relaxation.
Learning games
just as autogenic training
and other exercises
can promote relaxation.

I am referring mainly
to mental relaxation.

After a squash game
you would be physically exhausted
but mentally relaxed.

Tony

Activities should be tailored
to meet the requirements
of the learner.

Age must be taken
into consideration.

Betty

Free time activities
are particularly useful
in achieving
physical and mental relaxation.

Tony

Relaxation is important
in passive concerts.
Activities which take place
before a passive concert
should be chosen to contribute
to physical relaxation.

Jean

Learning activities

are nothing more
 than exercises or tasks
 in the form of games.
 Social behaviour
 during learning games
 differs considerably
 to that found when
 conducting written exercises.

Betty

Games reduce stress.

Obvious mistakes
 are easily played down.

Tony

Activities can be conducted
 in PAIRS or in GROUPS.

PAIRS AND GROUPS

Jean

The trainer
 finds it easier
 to MONITOR
 the activities of the groups,
 ASCERTAIN their REQUIREMENTS
 and, if necessary,
 address individuals.
 Misunderstandings and mistakes
 are noted and
 can be corrected later.

MONITOR

ASCERTAIN REQUIREMENTS

INDIRECT CORRECTION techniques
are used for this purpose.

INDIRECT CORRECTION

Betty

One form of indirect correction
would be to repeat the answer given
making the necessary changes.

Tony

You can give
an encouraging response and
rephrase the question
to someone who knows
the correct answer.

Jean

If the point is
of no major importance
it could be corrected
at a later point in time.

Tony

Learning activities
stimulate the mind
as well as the spirit.
A new emphasis
is placed on competition.
The element of chance or luck
can be utilised.

Superior knowledge
does not guarantee
winning a game.

Losing a game is much easier
especially when the team
can carry the loss.

Jean

Does that mean
that traditional
written and oral exercises
are no longer used?

Tony

They are valuable
and can be included
in the elaboration and
transfer phase.

But they are not used
as frequently.

Betty

Locale learning

is more efficient than
taxonomic learning.

Tony

The CONTENT of the activities
corresponds to the material

CONTENT

presented in the texts.

LOGICAL STRUCTURE

is essential.

You can't be expected to add,
if you don't know numbers.

In the elaboration phase
activities are designed
to rework and exemplify material.

In comparison,
those used in the transfer phase
are designed to create responses.

Betty

Then we must set up
a catalogue of learning games.

Jean

A sort of "gamegramme".

Two important FACTORS

relating to activities are:

the ATMOSPHERE they create and
whether they induce
physical or

mental RELAXATION.

When scheduling activities,
it is important to know

whether they are

ACTIVE OR PASSIVE.

LOGICAL STRUCTURE

FACTORS

ATMOSPHERE

RELAXATION

ACTIVE OR PASSIVE

Tony

Active refers to physical movement,

whereas passive means

that you sit or stand

without any physical exertion.

Now we can start to define

TYPES OF GAMES.

Let's think in CATEGORIES.

TYPES OF GAMES

CATEGORIES

Jean

CARD GAMES and

BOARD GAMES could be

two categories.

CARD GAMES

BOARD GAMES

Betty

SPEAKING,

READING and

WRITING GAMES

relate to language.

SPEAKING

READING

WRITING GAMES

Tony

NUMBER GAMES,

MIMING

DRAWING GAMES

demand intuition and creativity.

NUMBER GAMES

MIMING GAMES

DRAWING GAMES

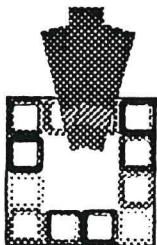
Jean

Let's have a cup of coffee

while we draw up our "GAMEGRAMME".

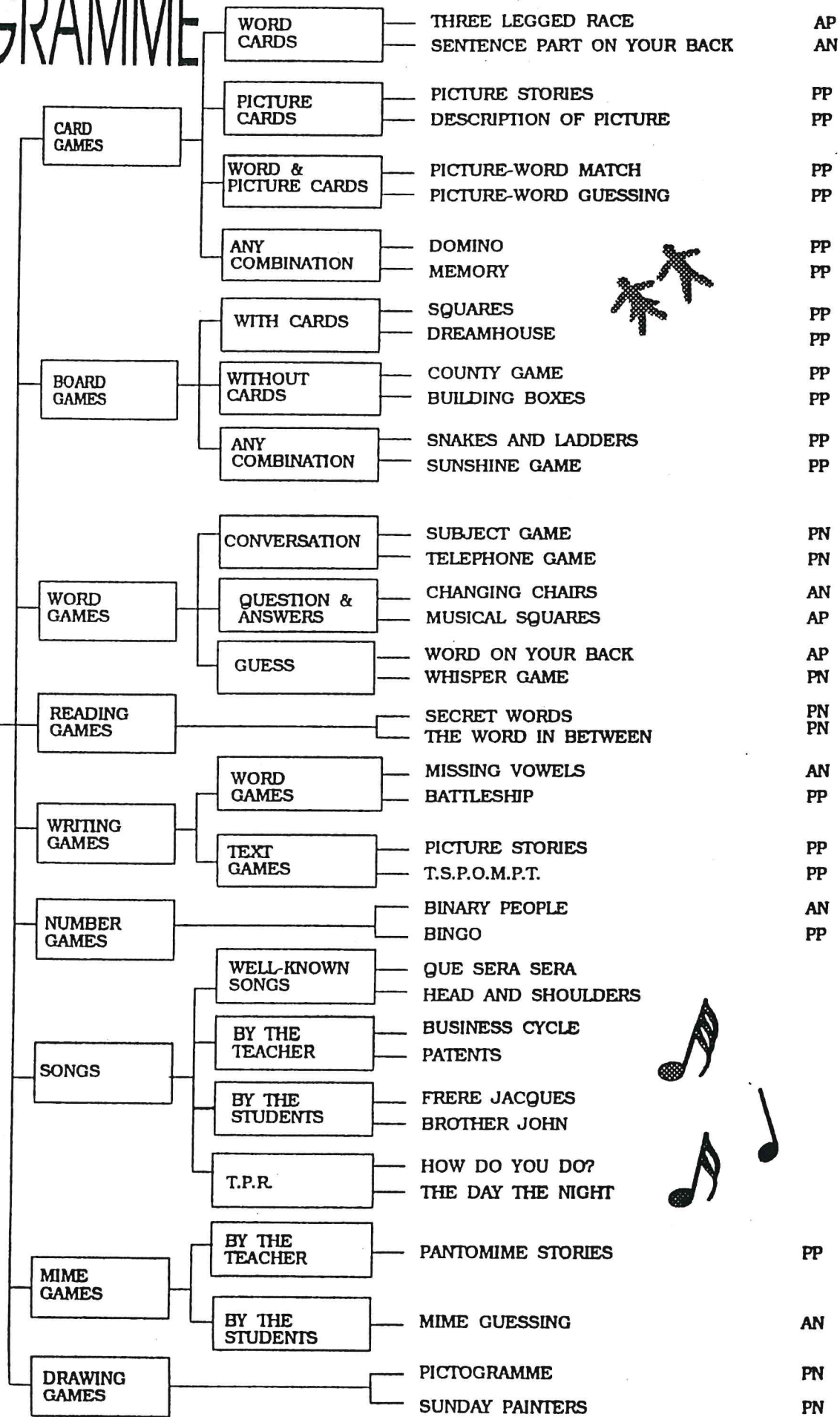
"GAMEGRAMME"

GAMEGRAMME



ACTIVE/PASSIVE
ACTIVITIES
PREPARED/
NON-PREPARED

47
6
29



Betty

Good idea.

Tony

We often include hidden content
in activities
in the form of subliminals.
Frequently,
learning activities
contain information,
which has no relevance
to the game itself,
but relates to
a later learning phase.

Jean

In this later learning phase
the participants know
this information
without knowing
where their knowledge derives.

Betty

If however a participant
recognises information
and asks about it,
their curiosity
is immediately satisfied.
Curiosity is thereby encouraged.

Tony

Activities should be

PLEASANTLY DESIGNED.

They should contain

CHEERFUL COLOURS.

PICTURES are of great use.

PLEASANTLY DESIGNED

CHEERFUL COLOURS

PICTURES

Jean

A picture is worth a thousand words.

Betty

Pictures, drawings and graphics

are extremely useful

in the transfer phase

as they give rise to discussion

and allow opinions

to be formed.

COLOUR CODES are often used

e.g. in definition games.

The right answer can be found

not only by providing

a solution

but in the way

the cards are written,

words underlined or

coded by colours.

The teacher need not

read the cards

COLOUR CODES

in order to know
 that they match.
 On the other hand,
 the learner perceives
 the colour codes
 at a subconscious level.

Jean

RELATED PICTURES
 fulfil the same goal.

RELATED PICTURES

Tony

Recently,
 I developed an activity
 of which I was very proud.
 At the next possible opportunity,
 I introduced it
 into my lesson.
 To my astonishment
 the activity was played
 in a completely different manner
 than I had planned.
 That taught me
 two important points.
 RULES for activities
 must be SIMPLE.

RULES
 SIMPLE

Jean

If you need more time
to learn
how to play the game
than you do
to learn its content,
you are defeating the object.

Tony

Exactly.

Secondly it is IRRELEVANT
how the GAME is PLAYED.

It is more important that
it is played

The JOY OF PLAYING
should KINDLE and strengthen
the JOY OF LEARNING.

IRRELEVANT
GAME PLAYED

JOY OF PLAYING

JOY OF LEARNING

GAMEGRAMME

CARD GAMES

AP - Three-legged race

Definition cards are hung on the wall. The corresponding words are printed on a second set of cards. Learners are paired, tied at the ankles and wrists. They take the word card and then try to find the corresponding definition and bring it back to the teacher.

AN - Sentence part on your back

Each word of a sentence is written on a separate card and is then taped to the back of the learner (one to each learner). The learners may only see the cards of the other learners, not their own. The learners must get in the right position in line to reform the sentence. Individuals or teams can prepare and write the sentences.

PP - Picture Stories

Can be played in pairs or in groups. Learners receive a number of cards which are placed in a pile facing down. In turn they turn over a card continuing the story started by the previous person.

PP - Description of Picture

Picture cards showing certain situations are presented. The learner tells the story by describing the picture.

PP - Picture/Word Match

The picture cards have to be matched with the word cards.

PP - Picture/Word Guessing

On one side of the card, there is a picture on the other side the word. Learner A shows B the picture, B guesses the word. If B guesses correctly, he receives the card and A must use or describe the word. If the guess is incorrect, A tells B the word and B must use or describe it.

PP - Domino

Definition and term, picture and definition, picture and term or a mixture must be matched on the dominos. Game is then played as dominos would be played. Between 20 and 30 terms and definitions will require 15 minutes to play.

PP - Memory

Identical picture cards, identical word cards, picture word cards or a mixture providing that two cards are the same are placed facing down on the floor (the game can be simplified by using two sets of different coloured cards). The players turn a card over and then a second card. If they match, they take the cards and try again. If they don't match, they must give a definition for each card and the cards are turned over and the next player takes their turn.

BOARD GAMES

PP - Squares

The squares around the side of the board can be filled with information relating to the subject being taught. Some of them require the learner to take a card and fulfil a task, answer a question or give a definition.

PP - Dream House Game

A board game played with dice. A house with between 6 and 20 rooms is presented on a board. When the dice is thrown, the participant or the learner takes the card corresponding to the number, gives the definition or fulfils a certain task. This continues until the cards have gone.

PP - County Game

Boards numbered from 1-6 or 1-8 depending on the size of the group are placed on the floor in front of the learners. Two or three learners can share one board. Each learner has a wooden peg which they place on one of the numbers on the board. Someone throws a die. If the number on the die corresponds to the number where you have placed your wooden peg, you must give one piece of information related to a prescribed topic. If two people have chosen the same number, they must alternately state words or phrases related to the prescribed topic. The person who can no longer state another piece of information, must give a definition of the last piece of information given by their competitor (e.g. if the topic is English speaking countries of the world even if all the countries are named, at some point there will be no more to name).

PP - Building Boxes

Building boxes in the form of a pyramid are presented on a board. They are numbered, some contain information, some contain tasks or instructions. With the help of dice, the learner tries to get from the bottom to the apex of the pyramid.

PP - Snakes and Ladders

The usual snakes and ladders game is played, information can be entered into the squares. The snakes and ladders can be changed so as to represent some topics related to the subject being taught. Cards may or may not be used to present further tasks, promote discussion, demand information. Dice are needed, the basic principle remains the same.

PP - Sunshine Game

A snake with 49 squares is presented on a board game. Between 1 and 10 items of information are written into the squares maintaining the correct order. At irregular intervals one piece of information is replaced by a sun. If the learner lands on the sun by throwing a die, they must take a card and fulfil a task.

SPEAKING GAMES

PN - Subject Game

Each person is given a subject which is kept a secret from the others. The idea is to talk about your subject diverting the conversation constantly to it. At the end of the game the learners are asked to stipulate the subject of each member of the group.

PN - Telephone Game

Two people are asked to telephone with each other. Each have different subjects and are asked to completely misunderstand what the other person is talking about.

AN - Changing Chairs

Learners are asked a question. If the answer is correct and it invariably is, on the word "yes" they change chairs. The last person to sit down, receives the next question.

AP - Musical Squares

The same principle as musical chairs. Related information is placed on the square, when the music stops the teachers shouts the other piece of information and the learner tries to stand his foot on the corresponding square. The last person to do so must complete a sentence using both pieces of information.

AP - Word on your Back

A term is written on a card and placed on the learner's back. By asking questions which can only be answered with yes or no, the learner is required to find out what his word is.

PN - Whisper Game

Learners are given a secret word or phrase written on a card. One learner sits opposite the group. On the count of three the group shout their words simultaneously and the person sitting on their own are required to decipher the word and the person saying it. As many attempts as are required, are allowed. Once the word has been guessed, the person whose word has been guessed, exchanges seats with the guesser.

READING GAMES

PN - Secret Words

Each person is given a secret word which appears in the text to be read a number of times. When their word is read, they must start to read and the other person stops. At the end of the game, the group must say which word belonged to which person.

PN - The Word in Between

Beginning with the teacher two words are given from the text with the word missing in between. The learner must find the word in between. The first person in the group to accomplish this task, then presents two new words with the word in between missing taken from the text.

WRITING GAMES

AN - Missing Vowels

Words are written on cards with the vowels missing, normally the words which the learners "would like to remember" are taken. The learners then decipher the words, giving a definition is necessary.

PP - Battleship

Coordinates are drawn up and specific termini are placed on the top line of the coordinate and on the left hand side of the coordinate in each column. A designated number of words, phrases or termini are entered into the boxes in the middle of the page. By giving the coordinates, the learners try to "sink the ship" of their competitor. If they are successful, the person whose ship has been sunk, must give a definition of the word or phrase entered into the square. If they are not, the opponent must present a definition of the two words entered into the coordinates.

PP - Picture Stories

Cards containing pictures which are loosely related but closely connected to the subject being taught must be placed in some sort of logical order. Thereafter a text or story is created by the learner.

PP - TSPOMPT (Time, Subject, Predicate, Object, Mode, Place, Time)

A language game. A sentence containing a particular structure is presented. In turn the learner gives or writes a word corresponding to the part of the prescribed sentence without knowing what the previous student has written or the next student will write, thereby creating amusing sentences.

NUMBER GAMES

AN - Binary People

A game designed to teach the binary system. Learners stand in rows and on the instruction of the teacher, a certain number is given and students have to sit down and stand up according to the number of impulses they receive from their next door neighbour through a tap on a shoulder.

PP - Bingo

Certain pieces of information chosen from a large number of pieces of information written on cards is entered onto the Bingo card. When their particular piece of information is drawn, they may cross it off. The first person to complete a row, a second row or a full page is the winner.

SONGS

Que sera, sera

A grammar song for the future tense.

Head and Shoulders

A language song for the parts of the body.

Business Cycle

A song written to describe the business cycle.

Patents

A song written to describe patent law.

Brother John

A song written by the students to present the continuous form and the prepositions of the times of day.

Frère Jacques

French version of Brother John.

The Day the Night

A TPR song to teach prepositions, adjectives and nouns.

How do you do?

TPR song to teach greetings.

MIMING GAMES

Pantomime Stories

A pantomime is presented by the teacher; thereafter the students are asked to tell or write the story.

Mime Guessing

Learners mime certain words, phrases or procedures, the other students try to guess them. The person successfully guessing the word, phrase or subject may present the next.

DRAWING GAMES

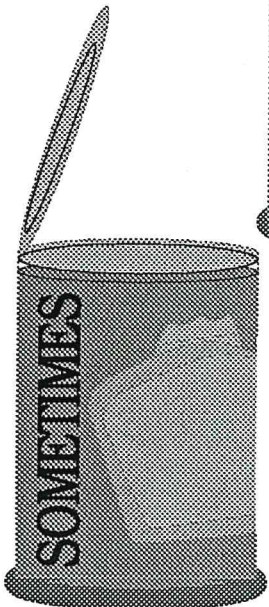
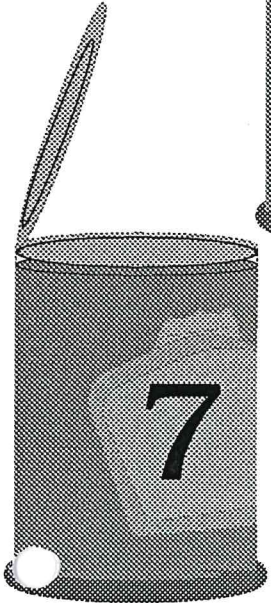
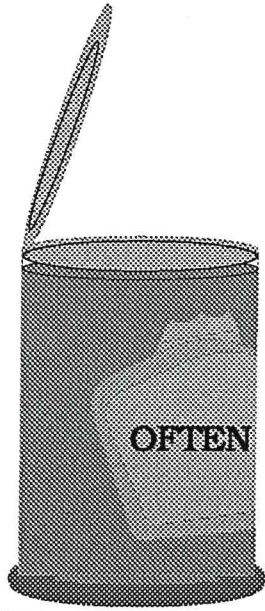
Pictogramme

A text is presented and the participants using matchstickmen and hyroglyphics draw the text and then reiterate the text from their drawings.

Sunday Painters

A subject, theme, phrase or word is presented on a card to a member of a team. They then try to draw the content of the card so that the members of their team can guess it.

START



FINISH



4er