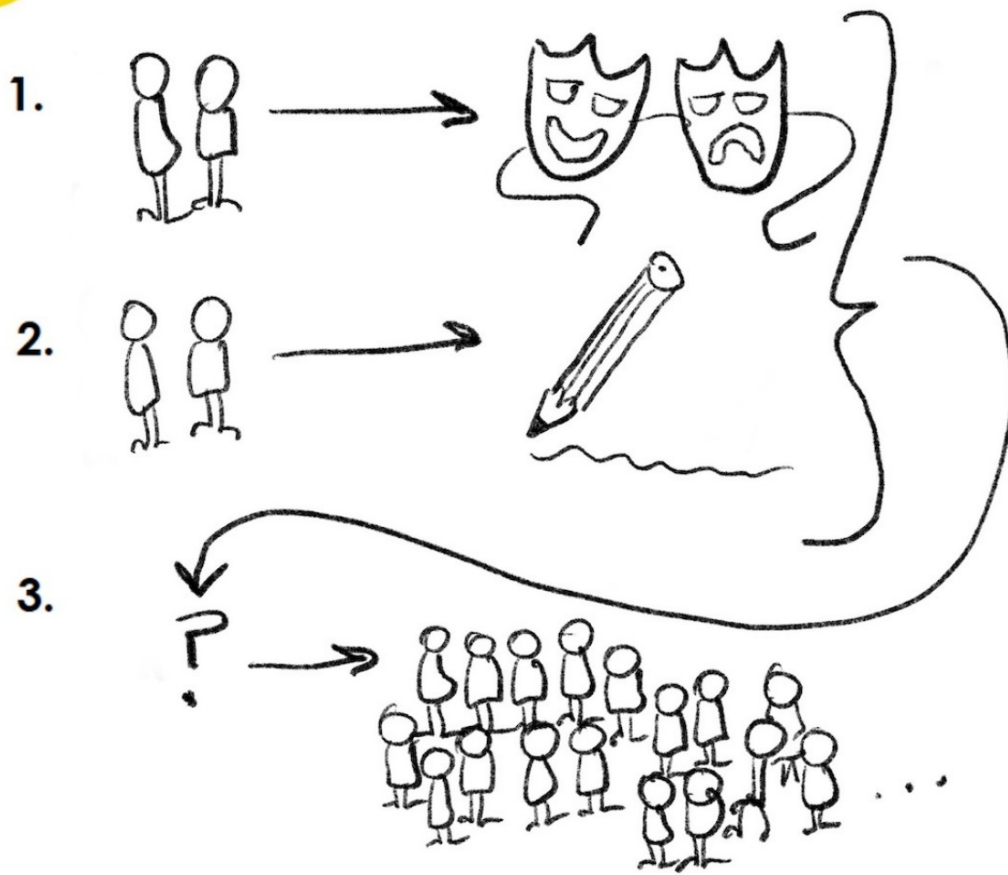




Getting Creative in Low Resource Contexts

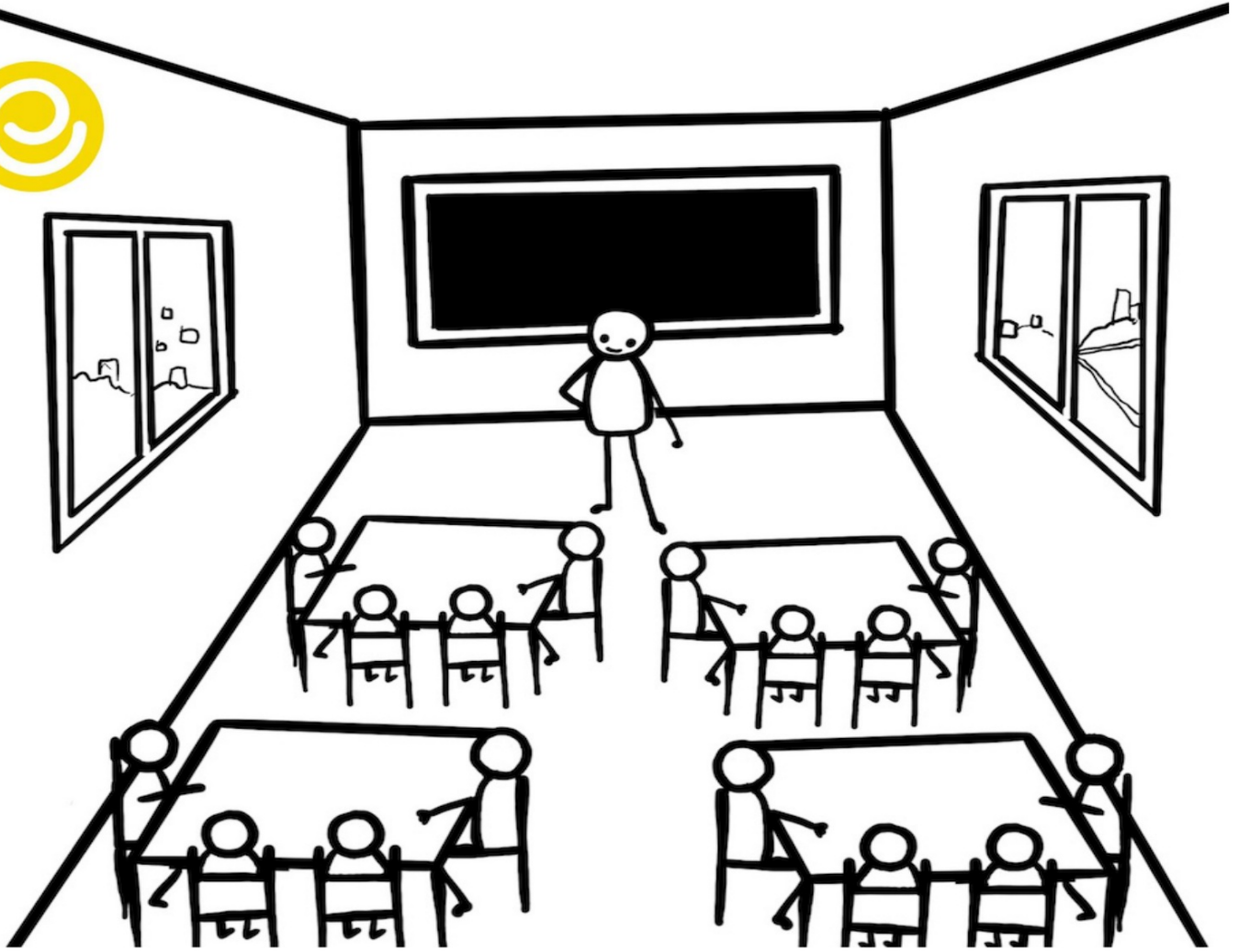




Getting Creative in Low Resource Contexts

1. Explore the students as a resource in creative drama activities using few or no other resources.
2. Explore how we can use the world around us in creative art activities using few resources.
3. Understand how these activities can be used in large classes.







Where/who are the resources in low-resource classrooms?

The students, teacher, the immediate environment, the board

What are the elements of creativity?



Encourage students to observe



Apply certain constraints



Foster a sense of wonder and curiosity

Class sizes are often BIG!

Set up the activity clearly

Make it student-centred

Make it task-driven

Include peer correction and review



Drama in the classroom - using improv(isation)

Improv is the opposite of working with a written script where actors memorise a dialogue. Improv is 'acting on the spot' or 'acting without preparation.' It often means acting with nothing. It generates a lot of speaking and movement - great for the EFL low-resource classroom!





Working within constraints

Rule 1

Accept and build on the contributions of your group whatever they may be - **don't block the scene!**



Image adapted from Powtoon



My hamster escaped!
We just missed the last train.

What a terrible day at work!
My dog ate my homework!

slobber detention biscuit

Yes, and....

Yes, and....

Yes, and....

Yes, and....

Yes, and....

Extension:

- Students generate their own prompts to give to another group.
- Students are given some key words that they must use in their dialogue
- Students write their dialogue down and give it to another group to peer correct
- Students rewrite the dialogue by changing 'yes and' to 'yes but'



My dog ate my homework.

Yes, and she ate my history project, too!
I can't believe she did this to me! ✓

Yes, and now your teacher will mad. ↑
She'll never believe you!

Yes, and my teacher gives me detention ↑
every day for the rest of the week.

Yes, and you won't be able to go to the
party that everyone's going to because your
parents won't allow it. ✓

Yes, and all my friends will lose 'sevasmo' for
me! (respect)

Flip it! Yes, but.....

Yes, but she only ate half of it.
You can give the other half.

Yes, but the other half is wet
and stinky and smells of dog
biscuits!

Yes, but our teacher won't
notice because she always
wears a peg on her nose!



Extension:

- Groups of 4/5
- Reveal all the prompts on the board
- Learners need to create a 'yes, and' dialogue using all the provided prompts
- They can write it, speak it, act it out...

Blend it!

My dog ate my homework.
I'm late for school.
I can't find my clean trousers.
I've left my trumpet on the bus.



I can't believe this. My alarm didn't go off and I'm late for school! Can you tell the school bus to wait for me?

The school bus already left. And guess what, I've left my trumpet on there!
The bus driver will never give it back!



Let's reflect!

1. What resources were used in the activity?
2. How was the task student-centred?
3. How were the students helped to be creative? Think about observing, constraints and fostering a sense of wonder!



Working within constraints

Rule 2 - no questions allowed!

Think of a time when you had to ask lots of questions.
What was the situation?
Who were you asking the questions to?

Parents/guardians and child

Teacher and student

Shop assistant and customer

Doctor and patient



Extension:

- Group 1 watches Group 2's performance and writes down the questions that the performers wanted to ask.
- In groups or pairs, students recreate the dialogue using only questions.



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Rule 3

Be specific and to the point - it can be hard to follow a very long contribution. Keep contributions brief so that your group can bounce off each other.

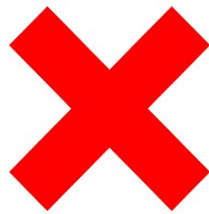


Image adapted from Powtoon



5 words or less
The best party ever!!

A - 'remember that party?'

B - 'the best party ever?'



Extension:

- Students write their dialogue in full, then reduce it to 5 words or less.
- Students give their story to a partner who builds up the utterances into longer sentences e.g. 'remember that party' becomes 'hey, Claire, remember that amazing party we went to in the summer?'
- Students create their own prompts in groups and give it to another group to respond to.
- Students work in groups of 5, write a line, and pass it to the person on their left. They end up with 5 different stories/ dialogues.



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Rule 4

Introduce a clear location and time period.



Image adapted from Powtoon



The Room

Players



Watchers

Where are the players?

Are they in the same place?

Which objects did they use?

Extension:

- As the players act out the scene, they add one line of speech to help the watchers guess where they are.
- As the players act, they manipulate 2 objects that should be the room and 1 object that shouldn't e.g. a lawnmower in the kitchen! The watchers guess which object shouldn't have been there.



Let's reflect!

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Silent dictation

Extension:

- Pairs
- They write the story together and finish it...what's in the box? What happens next?
- Change pairs to find similarities/ differences & peer correction.

- Learners can create their own mime to act to another pair of students
- They can write it, speak it, act the next bit out...



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Blind dictation

ears

whiskers

eyes

nose

chin

mane

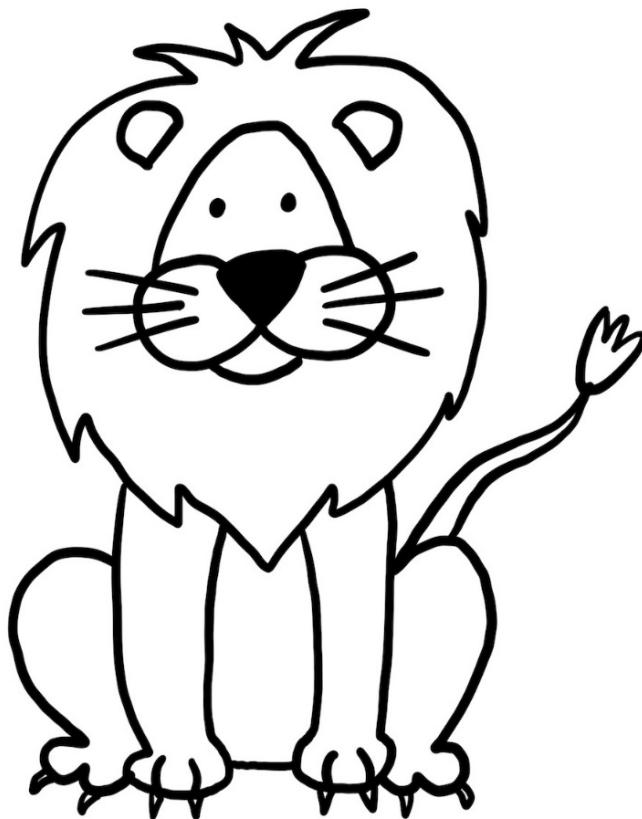
back legs

paws

claws

front legs

tail



Extension:

- Groups of 4/5
- Put all the drawings in the centre of the table
- Learners need to find parts of the animal. *There's/are its...*
- They can draw their own animals and do the same again in their groups.
OR
- They draw an animal with another part
- After drawing they name the unusual part



Let's reflect!

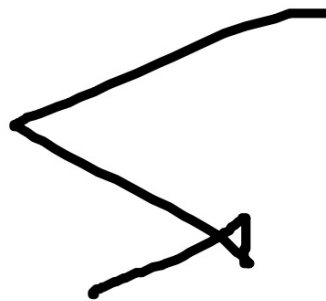
1. What resources were used in the activity?
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Observing the world around us

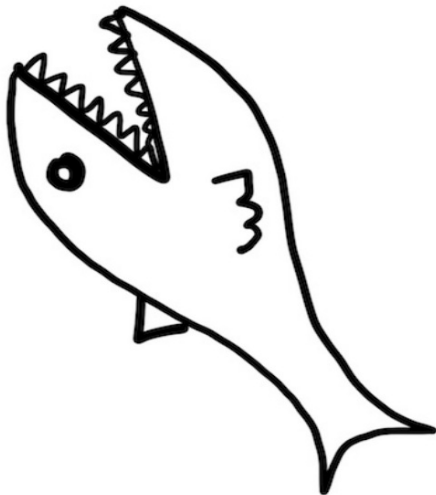
Look = to see something

Observing = a mental process involving visuals and thought





***Upside down fish
refuses to fit in with the rest
of the shoal!***



Extension:

- Groups of 4/5
 - Put all the drawings in the centre of the table
 - Learners need to create a story using all the pictures
 - They can write it, speak it, act it out...
-
- Students display their drawings around the classroom
 - Others visit and provide a title for the artwork
 - Write on board
 - Learners guess which title matches which image



Let's reflect!

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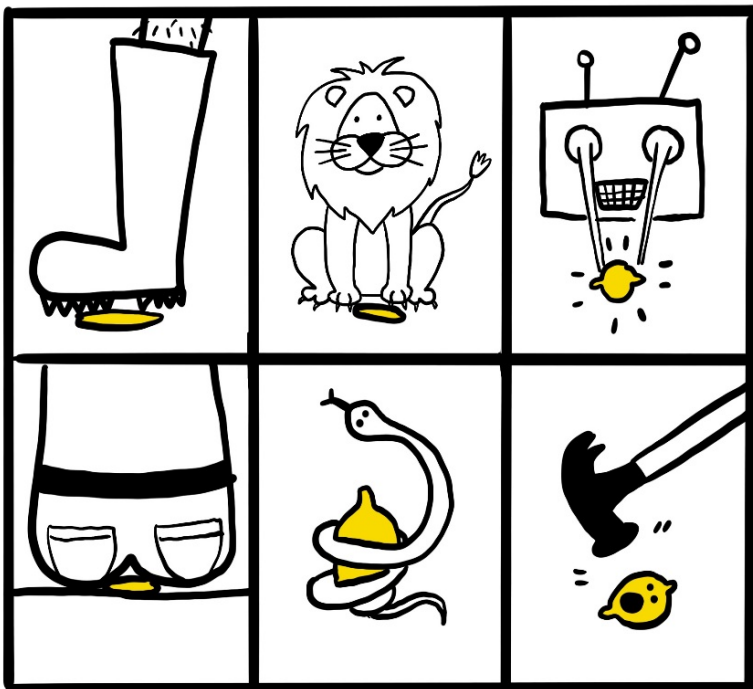
100 ways to...

...squeeze a





Extension:



- Groups of 4/5
- Students look at everyone's pictures and together finish the sentence, "You/A 'X' can..."
- They need to send the best 5 examples to win a competition.
- They decide which ideas to send, and why (ranking).
- Present to another group.
- The other group decides which is the best **one** giving reasons why.



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Advice for teachers of BIG classes!



Plan how to **set up clearly** and check instructions.



Consider giving students **roles within a group** to ensure maximum participation.



Use **pair and group work**, and get pairs/groups to share with other pairs/groups. This will allow you to monitor.



Do the **task first and deal with language later** (task-driven). This means that you can feed back on students' immediate language needs.



When groups present their work to each other, make sure the students who are **listening/watching also have something to do**.



Encourage **peer feedback** (provide checklists or correction codes on the board).



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