New things learned or done differently

Important – please read

This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons, and the accompanying PowerPoint has been designed to support the lesson activities.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

New things learned or done differently in the context of Covid-19 and learning from home

Aims

- To provide learners with the opportunity to reflect upon ways of learning online (for school and for fun)
- To help learners develop vocabulary and understand concepts in a visual way
- To reflect upon the 'etiquette' or rules for a live online lesson, and how to use technology in a polite, responsible and effective way
- To promote group work and collaboration skills

Age/level

Primary (8–11 years)
CEFR level A2 and above

Time

60 minutes

Materials

- Accompanying class PDF or PowerPoint
- Classroom rules poster worksheet, which should be sent to learners in advance for them to print out if possible
- Learners will need a pen or pencil and paper or a notebook or a mini whiteboard and pen.

Introduction

With the global Covid-19 pandemic, most children have experienced school closure and learning from home. They have had to get used to new ways of learning very quickly. Those using online platforms have had to learn to use the technology as well as adapting to learning in a home environment. This lesson has been designed to help children think about home as a place for free time †and for school time and how to transfer traditional classroom rules into online classroom rules. The lesson is largely based around the

popular game 'Pictionary', which helps learners reinforce vocabulary and understand new concepts in a visual way.

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.

- Do the learners need a URL or code to join the class? Do they all have this?

- Do you know how to share what is on your computer screen so that the learners can see it?

- Do you know how to mute the learners' microphones if you need to?

- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?

- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!

- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.

- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?

- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?

- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.

- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.

- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.

- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.

- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure

Stage	Instructions

Before the lesson	• Send each learner the PDF of the online classroom rules worksheet and ask them to print it out if possible.
	
	• Send each learner one or two online classroom rules, which they will need for the group-work 'Pictionary' activity. Each member of a small group should receive different rules for the others to guess. Choose from these suggestions or use your own ideas:
	
	   - Mute your microphone when you aren't talking.
	   - Don't eat or drink.
	   - Don't use other devices.
	   - Only post school-related comments – no emojis!
	   - Wear appropriate clothes.
	   - Sit still. Don't walk around.
	   - Watch the screen.
	   - Don't play music.

At the start of the lesson
Slide 1
	• Welcome the learners as they arrive:
	
	   - Check that you can all hear and see each other.
	   - Check that learners can see the first slide.
	   - If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.
	• Tips:
	   - Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as saying what they've done that week.
	   - Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.

Warmer – 'Pictionary' game for revising vocabulary for free-time activities **(5–10 minutes)**	• Show slide 2. Tell the learners that they are going to play a game called 'Pictionary'. Explain that you are going to draw a picture and they have one minute to guess what it is. All the words and phrases are activities that you can learn at home online, with a website, video or app. They should write the English word or phrase on their mini whiteboard or paper. They should wait until you tell them to show the answers. They get one point for each correct answer and

Slide 2	should keep a tally of their score in the corner of their whiteboard or on their paper. Check understanding of the rules.
	• Using a timer to time one minute, draw a picture using the whiteboard function if your platform has this. Choose from the following or use your own ideas:
	- do origami
	- play the piano
	- make cookies
	- do yoga
	- paint a picture
	- dance
	- juggle.
	• At the end of one minute, ask the learners to show the word or phrase they have written on their whiteboard or paper. Choose one or two of the more interesting suggestions to share and then give the correct answer. Continue with two or three more words and phrases. At the end of the game, ask learners to show their scores by holding up the whiteboard or paper. Congratulate them all.
Drawing/speaking activity – things learned at home online (10 minutes) *Slide 3*	• Show slide 3. Tell the learners that they have one minute to draw something that they've learned or something they would like to learn at home online. They should draw on their mini whiteboard or paper. At the end of a minute, they should show the picture to the camera. Invite the class to guess what some of the drawings are and encourage the learners to talk about their pictures. For example: 'I learned how to do origami. I made a box and a flower.' Or 'I'd like to learn to play the guitar, to play my favourite songs.'
	• Have a short discussion as a whole class about the different activities. Was there something that lots of people did or would like to do? Was there something unique?
Teacher-led class discussion – Staying at home: free-time and school-time activities (10–15 minutes) *Slide 4*	• With schools being closed due to Covid-19, home has become a place for both free time and school time. Some children may have found it more difficult than others to cope with this situation. The following activity is designed to prompt a short class discussion about using technology at home and could be an opportunity for the teacher to find out what the learners may need some help with.
	• Show slide 4. Read the phrases one by one and ask the learners if they are things that you do for free time, school time or both. Answers may vary and could be annotated on the slide if your platform allows.
	- 'Mute your microphone': this could be something children do in an online lesson or when using a platform like Skype or Zoom in a free-time situation. Do all the learners know how to do this? When should you mute

your microphone in a lesson (when you aren't talking / when the teacher is talking) and why? (so that you don't make too much noise / to help you be quiet).

- 'Watch a video online': this could be something that a teacher has asked children to do or, maybe more often, something that they choose to do in their free time. Do you like watching YouTube videos? What's your favourite type of video?

- 'Share your screen': this is probably more common for children in an online lesson. However, it's possible that they do this in a free-time situation too, for example hosting an online quiz.

- 'Research a project online': this is most likely to be done for school but it could also be a project that children do for their own enjoyment. Do they know how to research? What sort of websites should you use to research?

- 'Use the raise hand option': this is most likely to be used in an online lesson. Does your platform have this function? Do all the learners know how to use it? Why is it important to raise your hand? (to show the teacher that you want to talk / not to interrupt other people). Check that learners also know about the lower hand option and other buttons on your platform.

- 'Post a comment': this could be a comment that they are asked to post in the chat in an online lesson or a comment that they post on a website or video in their free time. Do they all know how to post in the chat on the platform that you're using? Do they ever comment on websites? If they are a member of LearnEnglish Kids, they can write comments and practise their English https://learnenglishkids.britishcouncil.org/.

'Pictionary' game for classroom rules **(5–10 minutes)** *Slide 5*	• Show slide 5. Tell learners that when we're in an online classroom, there are rules to follow, just like when we're in a school classroom. The rules tell us what it's OK to do and what it's not OK to do. Some of the rules are the same as in a school classroom and some are different. • Tell the learners that they are going to play 'Pictionary' again, but this time the thing that you are drawing is a classroom rule. • They should raise their hand if they have an idea of the answer, either using the raise hand button or by raising their hand in front of their camera. Remind them not to shout out the answers and to mute their microphone. • Draw a symbol for 'raise hand' to illustrate the rule 'Raise your hand if you want to talk'. • Keep taking suggestions until the class has guessed the rule correctly, or if nobody can guess after a minute or two, invite them to say 'I give up'. Accept different ways of describing the same concept, for example 'Put your hand up when you want to speak' or 'Raise your hand – don't interrupt'.

	• Continue in the same way, drawing pictures for
	- Listen to other people. (you could draw an ear with arrows from other people)
	- Be on time / don't be late. (you could draw a clock at 9 o'clock with a tick and another clock with ten past nine with a cross)
Group-work activity – 'Pictionary' for classroom rules (10–15 minutes) *Slide 6*	• This activity will ideally be done in groups of two or three in breakout rooms, if the platform you're using has this function and your learners are comfortable and responsible when working in breakout rooms. However, it could also be done as a whole-class activity.
	• Before putting the groups in the breakout rooms, give them some tips for drawing. For example, draw stick people instead of detailed people to go faster. For things it's OK to do, they can draw a tick, a thumbs-up or a happy face. For things it's not OK to do, they can draw a cross, a thumbs-down or a sad face.
	• Put the learners in their groups in the breakout rooms and tell them to look at the rule(s) that you sent them before the lesson, but not to tell or show the others. They should decide who is going first, second, third. The first person uses the whiteboard function if possible or alternatively draws on their mini whiteboard and shows the camera. The other members of the group try to guess. If you don't know the answer, say 'I give up.'
	• You may wish to remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc.
	• Visit each breakout room as soon as possible to make sure the learners are successfully managing to do the activity and that each group member is having a turn at drawing.
	• Monitor the learners during the activity by regularly moving between breakout rooms. If your platform has the function, turn your camera off while you monitor, so as to disturb the learners less when you enter a room.
	• After ten minutes, bring the groups back to the main room and invite some of the students to say the rules that they drew or guessed.
Group-work activity – making a poster (10 minutes) *Slide 7*	• Show slide 7. Tell the learners that they are going to go back to their breakout rooms and try to think of some more classroom rules with their group.
	• They should say which rules they think are the most important. They are going to write them on the poster which they should have printed out. If they don't have the blank poster, they can write on a piece of paper. If they have time, they can draw pictures.
	• Put the learners back into their groups and follow the same instructions as given above for using breakout rooms.

	• After ten minutes, bring the groups back to the main room and ask them to hold their posters up to the camera.
Setting homework (5 minutes) *Slide 8*	• Tell the learners that they can finish any drawing or colouring on their posters for homework. If feasible, you could ask the learners to send you a photo of their poster, and you could post them on a virtual 'wall' using a tool such as Padlet.
	• Show slide 8. Suggest to learners that if they want to learn some more new things online, they can watch one of the How to… videos on the LearnEnglish Kids website or YouTube channel. Next time, they can tell the class which video they liked best.
At the end of the lesson *Slide 9*	• Praise the learners for their participation and work, and tell them you're looking forward to seeing them again in the next lesson.
	• Make sure they know how to exit the platform, and wait until they all leave before leaving yourself.
Further ideas and resources	• To read more about 'Pictionary': https://www.teachingenglish.org.uk/blogs/larry-ferlazzo/four-games-vocabulary-development
	• Word games for free-time activities: https://learnenglishkids.britishcouncil.org/word-games/free-time-1 https://learnenglishkids.britishcouncil.org/word-games/free-time-2

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