CRITICAL CREATIVITY IN ACTION

Teacher's Manual

OFFICE OF ENGLISH LANGUAGE PROGRAMS

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This material is adapted from Intention: Critical Creativity in the Classroom (Burvall and Ryder, Blend Education, 2019). The authors have given permission for the contents to be CC BY-NC-ND 4.0.

OFFICE OF ENGLISH LANGUAGE PROGRAMS
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BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS
UNITED STATES DEPARTMENT OF STATE
WASHINGTON, DC

WHAT IS CRITICAL CREATIVITY?

Welcome to Critical Creativity! In your Critical Creativity kit, you will find a 50-card deck containing 49 activities and one reference card. The activity cards are based on the critically acclaimed book Intention: Critical Creativity in the Classroom (Burvall and Ryder, Blend Education, 2019). Critical Creativity is based on learners using creative expression to demonstrate deeper thinking and the nuances of understanding content. When we make connections, transform knowledge, and articulate the reason behind our creative choices, learning becomes more sticky, meaningful, and authentic.

> CRITICAL CREATIVITY HAPPENS WHEN STUDENTS USE CREATIVE EXPRESSION AND CRITICAL THINKING WHILE LEARNING, AND RESULTS IN A DEEP UNDERSTANDING AND MA OF SKILLS, CONCEPTS, A KNOWLEDGE IN ANY CON AREA.

WHEN STUDENTS MAKE CONNECTIONS, TRANSFORM KNOWLEDGE, ARTICULATE THE REASONS BEHIND THEIR CREATIVE CHOICES, LEARNING BECOMES MORE STICKY, MEANINGFUL, AND AUTHENTIC.

The activities presented provide a catalog of field-tested, student-centered activities, lessons, and experiences ready for integration into any learning environment. Each card features a pathway for facilitating the thinking and making for language development and applying creative and critical thinking skills. Creativity is domain agnostic, meaning these strategies can easily be applied to any discipline or content and with any age group. In addition to the K-12 classroom, they are ideal for adult learning experiences such as professional development or academic conferences. The key is flexibility — the same strategy may be used for numerous specific topics in the curriculum. Simple directions provide the creative constraints and allow for remixing by the teacher/facilitator.

CREATIVE THINKING AND BEING ARE THE SKILLS OF THE CENTURY.

The need for cognitive agility and flexibility is ever increasing in our uncertain and exponentially changing world. We need to be chameleons who can learn, unlearn, and relearn anew. When we are able to remix a concept, we have truly learned it. Thus, all learning should involve some aspect of creativity — whether it be thinking about something differently or making something tangible to bring life to knowledge. Education should inspire us to want to wonder and learn about things on our own. It should point us in the direction of tools (hardware, software, and mindware) that we can use to facilitate our lifelong learning pursuits.

HOW TO GET THE MOST OUT OF THE DECK

1. Check for Language Focus: the card features icons indicating if the main language learning focus is reading, writing, listening, or speaking.
2. Think about the Thinking: each card highlights one or more “thinking strategies” participants can practice during the activity. You may explicitly share these with learners as well as use them to guide your choices.
3. Check your Resources: use the visual icons on each card to help you prepare for the activity. Most are low-tech and involve basic resources such as writing materials or everyday objects.

The Critical Creativity Activity Cards are a flexible collection of literacy strategies designed to help EFL teachers add opportunities for creative thinking to their classrooms. Each card features icons that represent the literacy skills and critical thinking skills most developed by that strategy. The front of each card includes a brief set of directions for the activity. The back of each card includes reflection questions.

The color of each card indicates the level of Bloom's Revised Taxonomy (A Taxonomy for Learning, Teaching, and Assessing, 2001) to which the activity most belongs. The front of each card provides the title of the activity, a brief set of directions explaining how to conduct the activity with students, and an icon to help you find the activity easily in the deck. The back of the card includes three critical thinking questions to ask students during and/or after they complete the activity. The icons across the top of the card indicate the language learning focus of the activity (Reading, Writing, Listening, Speaking). The icons across the bottom of the card indicate the specific critical thinking skills students will practice during the activity (Remember, Understand, Apply, Analyze, Evaluate, Create). The icons also indicate the dimension of knowledge students will exercise (Factual, Conceptual, Procedural, Metacognitive).

IDEAS FOR ADULT LEARNERS

The Critical Creativity Activity Cards are particularly useful as engaging "hooks" at the beginning of a session or transition to another topic, or as metacognitive tools for reflection. In collaborative group settings, strategies such as pair/share or gallery walks are highly encouraged to allow all members to share their own work and thoughts and learn from and appreciate those of others. They can be used for professional development, teacher training, and team meetings.

Choose topics common to the group, such as pedagogy, teaching philosophies, community/culture, learning as a concept, or language in general. For example:

Mundane Marvels: Use found objects to create a metaphorical sculpture illustrating your personal philosophy of teaching and learning. Share your philosophy and reasoning behind your creative choices.

- 5x5 Ideas: Use this strategy to develop a new lesson plan or learning experience. Teams create the word bank using free association and use pairs of words as inspiration for the new idea.
- Line and Caret: Work through issues and challenges by first identifying them with this creative wordplay technique. Explain what you would like to see "less of" and "more of" in your classroom or community and share with the rest of the group.

- Color Palette: How would you describe your community or classroom culture using color as metaphor? Teams could create palettes, assigning custom names to each color, as they think about the process of language learning, for example.
- Cut-Up Creativity: Each participant may write an opinion statement about teaching or a factual statement from their curriculum or about their culture. Teams cut up each sentence into separate words and proceed to create poetic statements from the pieces.

IDEAS FOR ADVANCED LANGUAGE LEARNERS

The Critical Creativity Activity Cards offer you choice and voice — students can practice and demonstrate their language capabilities through the lenses of creativity and critical thinking.

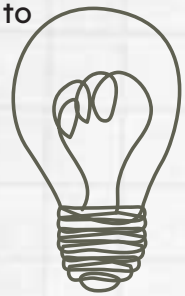
SUGGESTIONS:

Decide whether you want students to work alone, with a partner, or with a small group. Most activities can be adapted to any number of people.

- Choose a current topic you are teaching, recent events in the news, or pop culture phenomena. Then apply the strategy to that content. For example, you could direct students to sum the articles up with Emoji Role Play, or practice their nuanced vocabulary with Say It in 4 Ways.
- Be sure students always justify their reasoning behind the creative choices they make. They can do this by writing or speaking.
- Guide students on how they can share their creations with their peers.

IDEAS FOR K-12 TEACHERS

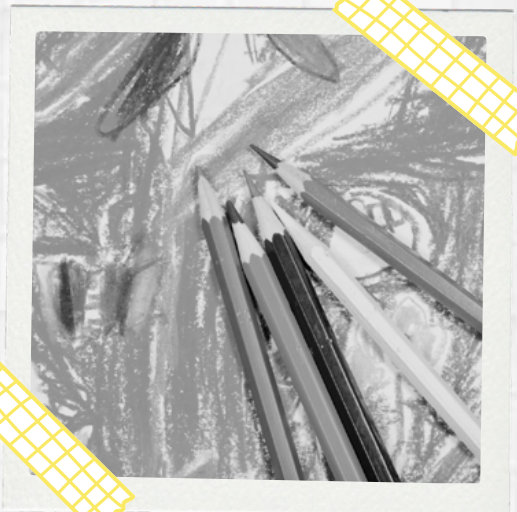
The Critical Creativity card deck is designed for ease of use in a classroom setting. Visual icons and color coding serve as quick clues as to what kinds of thinking and language skills each strategy addresses and what materials might be needed. All lessons are “pathways to understanding,” and facilitators are encouraged to adjust and remix them as they see fit.



SUGGESTIONS:

Most activities can be adapted to any number of people, so you can decide whether it is more suitable for students to work as a team, a partner group, or individually.

- If you have access to technology (such as the Internet or mobile devices with camera apps), you can augment any lesson idea to include archiving with photos, sharing out work to social media, researching on a browser, collaborating on a digital document, vlogging, etc.
- One idea for extension is to connect with another class in a different school, perhaps in a different country.
- Consider documenting student work as it is in progress as well as the final product and reflection and sharing to the professional learning community @IntentionBook on Twitter.
- Consider creating “Critical Creativity Inspiration Boxes” with craft supplies or a designated area for shared art supplies that are used often (colored markers, modeling clay, colored paper, scissors, etc.).
- Offer students the opportunity to use the card deck autonomously, choosing an activity they would enjoy doing in order to demonstrate their understanding of the content.

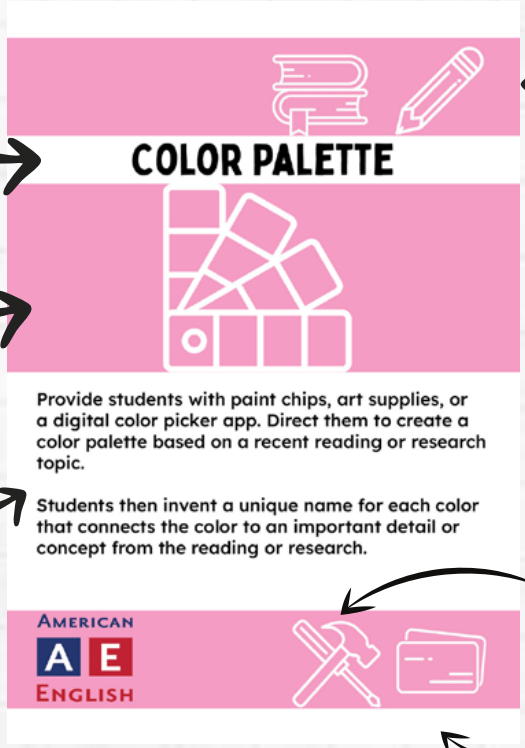


CARD DECK FEATURES

Each activity can be applied to almost any topic and can be used with a wide range of age groups and ability levels. They are also well-suited for faculty meetings and professional development. The key is flexibility — the same strategy may be used for numerous topics in the curriculum.

The majority of the activities can be accomplished with limited resources (paper, writing utensils, colored pencils, crayons, etc.). Technology is not required to complete any of the activities. However, access to digital devices such as mobile phones, tablets, or laptops can greatly enhance student experiences. The sharing of work is always encouraged, be it in a gallery walk or a digital slideshow.

FRONT CARD



LANGUAGE SKILLS ICONS

CARD TITLE

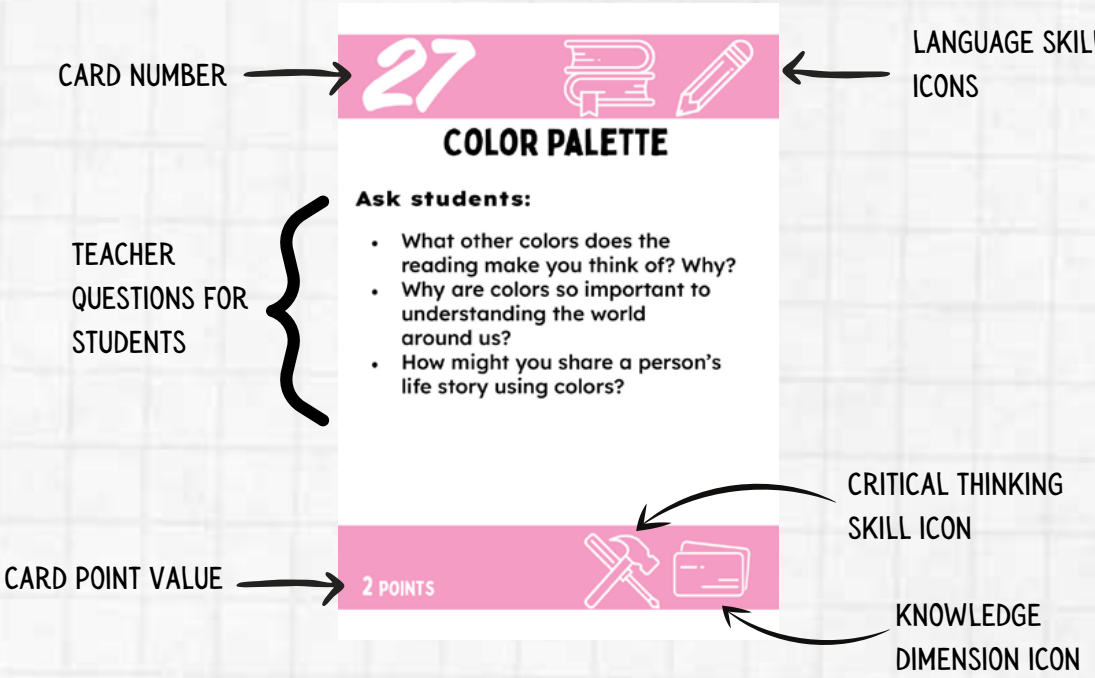
CARD COLOR (PRIMARY CRITICAL THINKING SKILL)

TEACHER DIRECTIONS

CRITICAL THINKING SKILL ICON

KNOWLEDGE DIMENSION ICON

BACK CARD



GAMIFICATION

The Critical Creativity Activity Cards are designed to provide a more engaging and playful lesson-planning experience for teachers. In addition to the creative activities, titles, and icons, the cards have been numbered and assigned point values. There are 49 numbered activity cards. Each activity card has a point value of 1, 2, or 3 printed on the back of the card.

POINTS

The point values are determined using the following criteria as guidelines. There may be some exceptions, and these point values can be adjusted based on teacher experiences.

1 point = faster pace, less preparation needed, lower degree of rigorous thinking involved.

2 points = moderate pace, typical preparation needed, typical degree of rigorous thinking involved.

3 points = slower pace, more preparation needed, higher degree of rigorous thinking involved.

ICON KEY

Here you'll see the icons and color-coding used for each card.

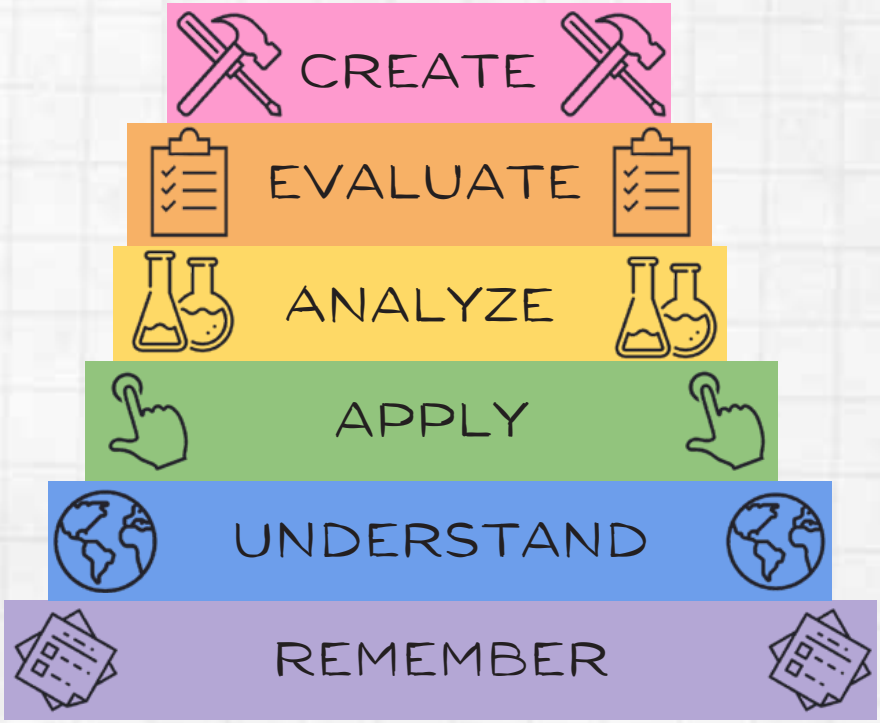
LANGUAGE SKILLS

READING WRITING SPEAKING LISTENING

KNOWLEDGE DIMENSIONS

FACTUAL CONCEPTUAL PROCEDURAL METACOGNITIVE

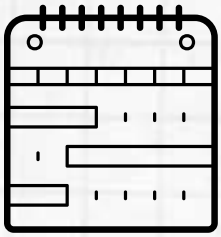
COLOR CODING FOR CRITICAL CREATIVITY ACTIVITY CARDS



The Critical Creativity Activity Cards are color-coded using the revised Bloom's Taxonomy (2001). For more on Bloom's Taxonomy, see the Vanderbilt University Center for Teaching guide: cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

WAYS TO PLAY THE CARDS

10-POINT WEEK



Select 10 points worth of activities from the deck. This should provide approximately four days worth of learning experiences for your students and include a variety of complexity.

SWEET 16 CALENDAR

In American culture, reaching 16 years of age is considered an important milestone. This is similar to the quinceañera in Latin America. Shuffle the deck and deal out sixteen cards in a four-by-four grid. Each row represents a week of activities. Rearrange the grid until you have approximately 10 points worth of activities for each week.

COMPASS

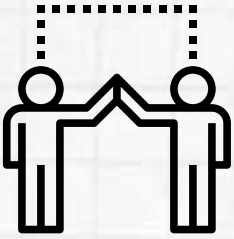
Deal out four stacks of two cards each. Arrange those stacks in the four cardinal directions of a compass: North, South, East, West. At the end of your next lesson, ask a student to choose a direction. Reveal the cards stacked in that direction. Then conduct a vote amongst the class to choose which of the two activities should take place during the next class. Replace the flipped cards with two new cards from the deck and repeat this process at the end of the following class.

ROUND THE CLOCK

Deal out twelve cards face down and arrange them as a clock face. Repeat this process twice, stacking the cards on top of one another. You should now have twelve stacks of three, face down, arranged as a clock face. Starting with 12 o'clock, flip the top card. If you like this activity, keep it revealed. If you'd like to change it, swap this card with the next in the stack.

Move to another hour and repeat this process until you have twelve activities revealed. Use this set of twelve to plan your activities for the next two or three weeks.

COLLEAGUE CHALLENGE



Remove one card and set it aside. Deal the remaining cards out between yourself and a colleague into two player decks. Draw three cards from your player deck to form your hand. Select one activity card from your hand to challenge your colleague to conduct with their learners OR to complete themselves as professional development. At the same time, reveal your challenge for your colleague. If the point values match, proceed to completing the challenge in an agreed-upon time frame. If they do not match, discard those cards, draw a replacement card, and play another. Repeat this process until your cards match in value.

At any time, you and your colleague may choose to stop drawing cards, discard your hands, and agree that you will both complete whatever activity card was set aside before the deal.

FIVE-POINT PARACHUTE

Sometimes teachers find it helpful to have an activity ready in case of an emergency or unexpected change in plans. Select five points worth of activities to set aside in a folder or envelope to use at a moment's notice. It may be helpful to make notes of several Five-Point Parachute combinations that could be helpful.

THEMATIC SETS

Use the following lists to create thematic units and potential projects. The card numbers help identify the cards you need more quickly.

MUSEUM

- Card 2: Hashtag Museum
- Card 23: Tableau
- Card 42: One Word to Rule Them All
- Card 11: Data-Viz Tableau

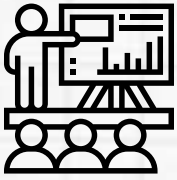
ART GALLERY

- Card 31: Say It in Clay
- Card 33: Metaphorical Fashion
- Card 5: The Shape of a Story
- Card 27: Color Palette

BOOKSTORE

- Card 3: Human Magnetic Poetry
- Card 34: Words and Remixes
- Card 26: Book Cover Makeover
- Card 45: Same Ingredients, Different Dish

COMMUNITY MEETING



- Card 46: Binary Voting
- Card 48: Think Like A . . .
- Card 36: Two Images, One Question
- Card 39: 5x5 Ideas

IN THE NEWS

- Card 4: Potent Quotables
- Card 49: Three Objects, One Question
- Card 47: In Other Words . . .
- Card 7: Score the News

MUSIC FESTIVAL

- Card 6: Playlist a Life
- Card 25: Found-Type Poetry
- Card 12: Song Catching
- Card 8: Dancing Dialogues

CONSTRUCTION SITE

- Card 30: Constructing Concepts
- Card 35: Are You Listening?
- Card 9: One-Phrase Campaign
- Card 32: Mundane Marvels

4-SKILLS MATRIX

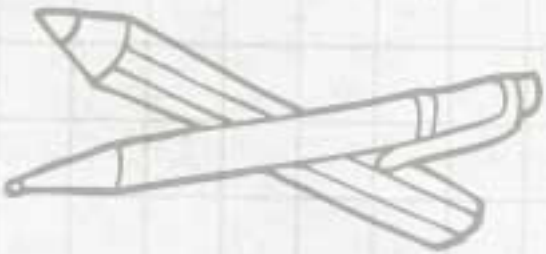
While the emphasis in teaching with these activities should be on critical thinking skills, below you can find activities for the specific skills of reading, writing, speaking, and listening. Each chart contains the card number and the title of the card. The activities are color-coded according to the primary Bloom's Taxonomy critical thinking skill.

READING

3	Human Magnetic Poetry
4	Potent Quotables
7	Score the News
8	Dancing Dialogues
10	Line and Caret
14	Meaning in the Lines
18	Build a Bridge
20	Tag Wall
21	Letter Detective
37	Icon Challenge
38	Book Spine Poetry
40	Metaphorical Menu
43	Question Storm
25	Found-Type Poetry
26	Book Cover Makeover
27	Color Palette
28	Board Game Remix
29	Cut-Up Creativity
30	Constructing Concepts
31	Say It in Clay
32	Mundane Marvels
36	Two Images, One Question
46	Binary Voting
47	In Other Words...
49	Three Objects, One Question

WRITING

1	Visual Verse Volley
2	Hashtag Museum
3	Human Magnetic Poetry
4	Potent Quotables
6	Playlist a Life
9	One-Phrase Campaign
10	Line and Caret
	Song Catching
13	Fragrant Flashback
14	Meaning in the Lines
15	Multi-Sensory Journaling
18	Build a Bridge
19	Parody Lyrics
20	Tag Wall
21	Letter Detective
24	Three of Me
26	Book Cover Makeover
27	Color Palette
28	Board Game Remix
29	Cut-Up Creativity
33	Metaphorical Fashion
34	Words and Remixes
39	5x5 Ideas
40	Metaphorical Menu
41	Wonder Walk
42	One Word to Rule Them All
43	Question Storm
45	Same Ingredients, Different Dish
47	In Other Words...
48	Think Like A...



SPEAKING

8 Dancing Dialogues
9 One-Phrase Campaign
11 Data-Viz Tableau
12 Song Catching
16 Say It in 4 Ways
17 Q-Lisions
18 Build a Bridge
19 Parody Lyrics
22 Imagiphor
23 Tableau
24 Three of Me
30 Constructing Concepts
31 Say It in Clay
32 Mundane Marvels
33 Metaphorical Fashion
34 Words and Remixes
35 Are You Listening?
36 Two Images, One Question
42 One Word to Rule Them All
43 Question Storm
44 Emoji Role Play
45 Same Ingredients, Different Dish
48 Think Like A...
49 Three Objects, One Question

LISTENING

5 The Shape of a Story
6 Playlist a Life
7 Score the News
11 Data-Viz Tableau
12 Song Catching
15 Multi-Sensory Journaling
16 Say It in 4 Ways
17 Q-Lisions
19 Parody Lyrics
23 Tableau
24 Three of Me
35 Are You Listening?
36 Two Images, One Question
41 Wonder Walk
44 Emoji Role Play
45 Same Ingredients, Different Dish
49 Three Objects, One Question

TOOLS FOR CRITICAL CREATIVITY

duct tape

sticky notes

newspapers

headphones

tape measure

sculpting clay

pebbles

colored pencils

blocks

paper clips

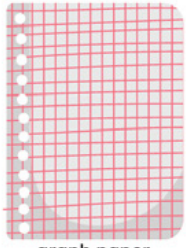
markers

marbles

glue stick

string or floss

crayons


graph paper

magazines

golf ball

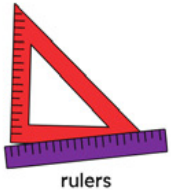
toy bricks

cookies

yarn

folders

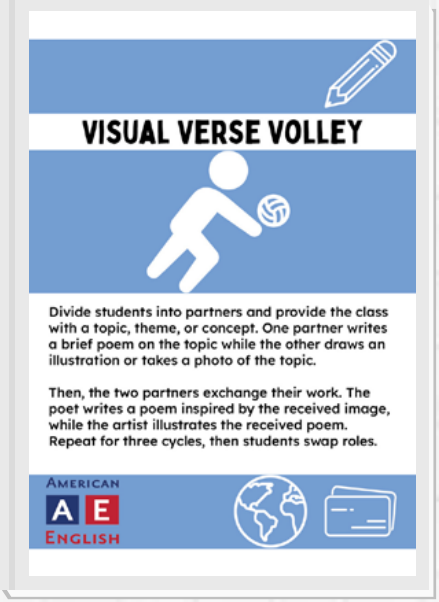
masking tape

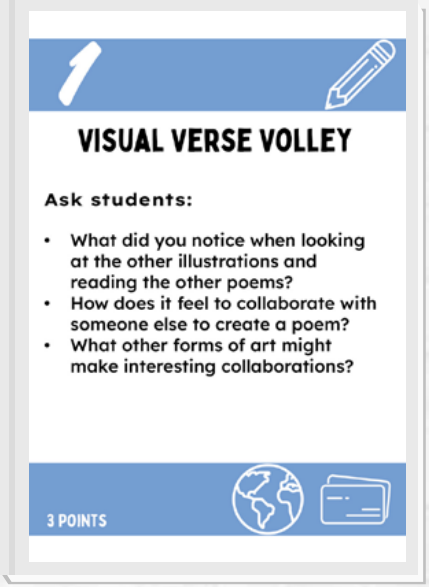

rulers

CARD 1 VISUAL VERSE VOLLEY

WRITING UNDERSTAND FACTUAL

Visual Verse Volley asks students to collaborate with others through a series of back-and-forth creative exchanges. Students will create original art and poetry that demonstrate their language and critical thinking skills, while building on the ideas of their partners. Each volley poses creative constraints and opportunities for students to showcase their skills. Students must also use visual, spatial, and verbal thinking to present their interpretations and perspectives.





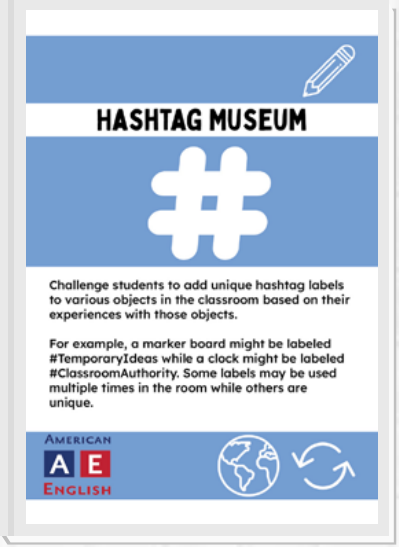
Extensions & Ideas

- Use the poems written by English Access Microscholarship Students published on AmericanEnglish.state.gov here and encourage your students to write their own after reading these!
- Read this article: An American Poetry Project for Low Intermediate ESL Adults.
- Learn and discover more poetry by visiting the website of The Poetry Foundation.
- Read this article, Poetry for the People, to learn about poet laureates in the United States. Share your new knowledge with your students!

CARD 2 HASHTAG MUSEUM

WRITING UNDERSTAND CONCEPTUAL

Hashtag Museum draws upon students' prior knowledge, both academic and social, to make connections to the current content. Successful hashtags make use of puns, humor, and associated meanings. Successful puns and allusions require a deeper understanding of both the content and the reference than just surface knowledge. This activity challenges students to synthesize this humor, context, and factual understanding into a single insightful hashtag.



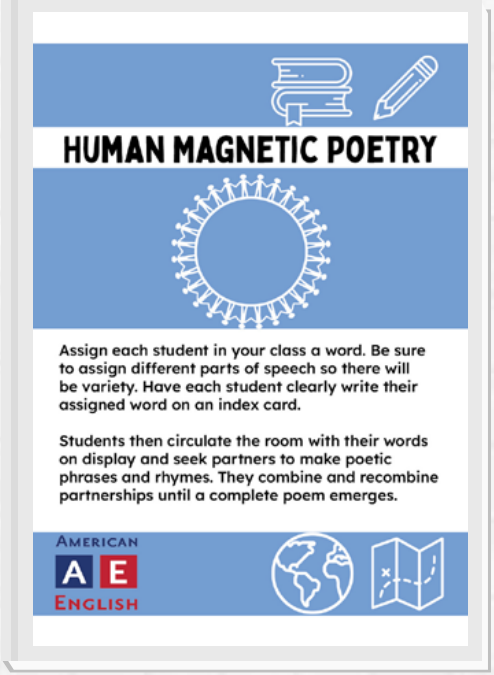
Extensions & Ideas

- To dive deeper, print or share this article from the Smithsonian about the history of hashtags. Use this article as a pre-activity for students to develop background knowledge, or as a post-activity to enhance knowledge: A Decade Ago, the Hashtag Reshaped the Internet.
- View this webinar to learn more about the value of humor and language play in the classroom: The Role of Humor and Language Play in the English Language Classroom.
- Check out this article from the English Teaching FORUM for additional ideas on incorporating puns into teaching English as a way to build metalinguistic awareness: Laughing All the Way: Teaching English Using Puns.

CARD 3 HUMAN MAGNETIC POETRY

WRITING READING UNDERSTAND PROCEDURAL

Cut-up and magnetic poetry are two techniques that involve physically remixing words to create poetic phrases. This idea can become more physical and personal when students use their whole bodies to move the words around. In Human Magnetic Poetry, students bring poems to life by creating meaningful poetry word-by-word through physical collaboration with their classmates.



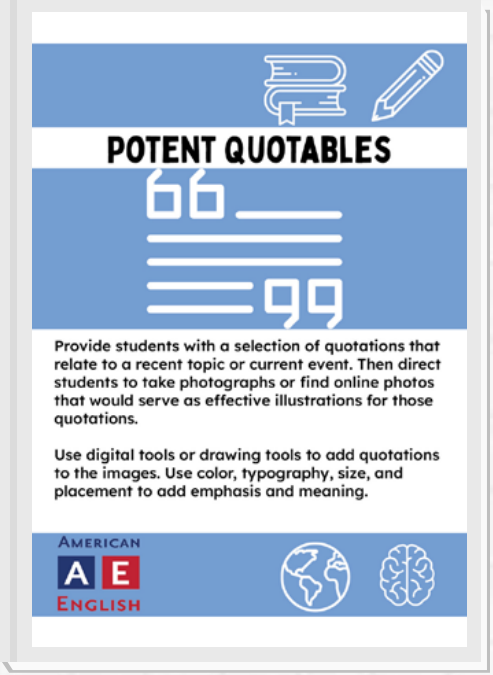
Extensions & Ideas

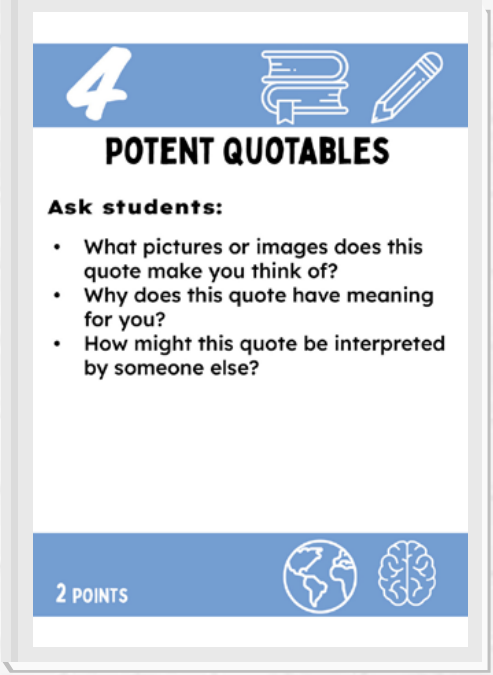
- Try using words from the Averil Coxhead's High-Incidence Academic Word List (AWL), TOEFL words, or words from a reading assignment to provide context to this activity.
- Learn more about magnetic poetry here: The Past and Future of Magnetic Poetry, the Populist Product that Began With a Sneeze.
- Here is another lesson idea using magnetic poetry in a virtual setting: Build-Your-Own Online Magnetic Poetry Kit With Google Drawings.

CARD 4 POTENT QUOTABLES

WRITING READING UNDERSTAND METACOGNITIVE

Create a thought-provoking, inspiring, or otherwise meaningful visual piece by using principles of composition and graphic design to fuse a powerful quote with a purposeful image. Potent Quotables asks students to interpret key quotations from notable figures and to demonstrate the depth of their understanding through visual representation for an audience.





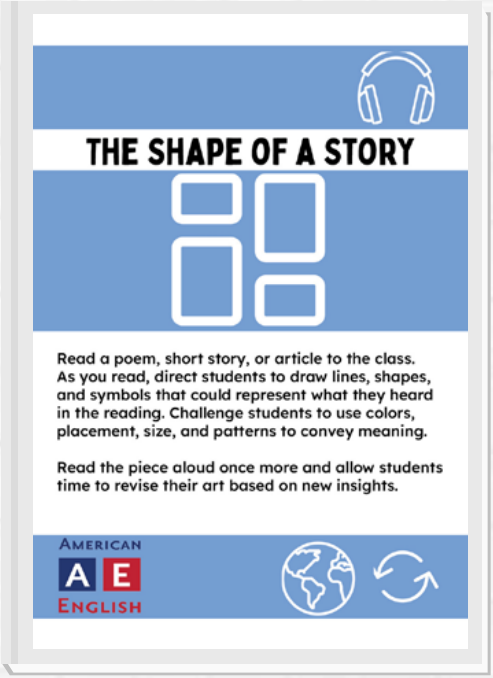
Extensions & Ideas

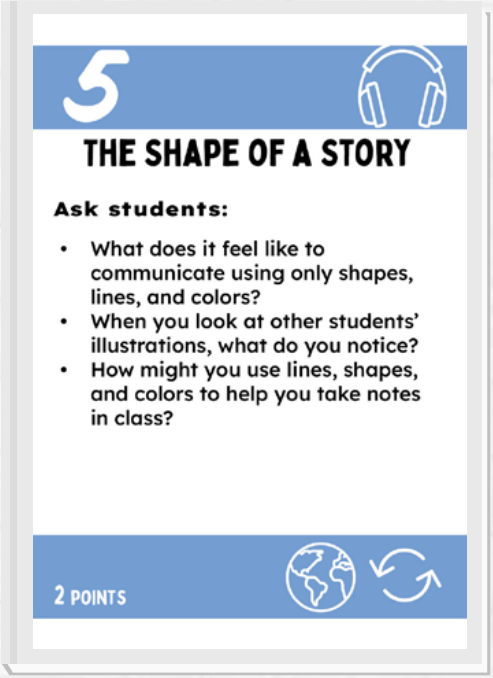
- Read the English Teaching FORUM article Famous Quotes for Theme Analysis to delve deeper. The article presents a step-by-step procedure for using quotes for critical thinking and theme analysis; the author gives examples, provides sources for quotes, and suggests follow-up activities.
- This English Teaching FORUM article provides some quotes on teaching and learning that you could use: On Teaching and Learning.

CARD 5 THE SHAPE OF A STORY

LISTENING UNDERSTAND CONCEPTUAL

In The Shape of a Story, students will listen to a poem, short story, or article while taking active notes without words. Students will make a story into a work of abstract art filled with shapes, lines, and colors.





Extensions & Ideas

- Try downloading audiobooks from AmericanEnglish.state.gov to use for this activity! With teens, try using American Teens Talk. Visit the link here: American Teens Talk! and click on each name to find the downloadable text and audio file.
- You can also do this activity with current event topics. Visit https://learningenglish.voanews.com/.
- Explore the intersection of music and art by "drawing" your music on Google's Chrome music lab: https://musiclab.chromeexperiments.com/kandinsky/.
- Learn more about Wassily Kandinsky and see his work online at the Museum of Modern Art: https://www.moma.org/artists/2981.

CARD 6 PLAYLIST A LIFE

LISTENING WRITING UNDERSTAND CONCEPTUAL

Playlist a Life asks students to interpret the life of a subject through a musical lens. Students must identify lyrical, tonal, or thematic connections between music selections and the biographical history of a given subject. This activity challenges students to make connections between seemingly unrelated contexts. Requiring students to conduct biographical research pushes students to think critically about the relationship between an individual's youth experiences and adult achievements. Crafting a playlist based on these understandings demands students take a deeper look at the music they know and apply it to solving a problem.

Extensions & Ideas

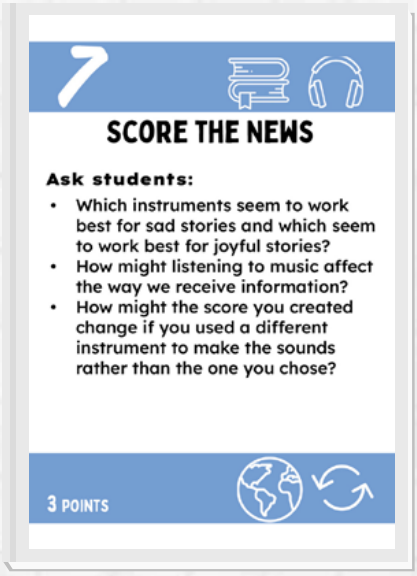
- You can find songs to use by visiting AmericanEnglish.state.gov! Check out three volumes of Sing Out Loud:
  - Sing Out Loud: American Rhythms
  - Sing Out Loud: Traditional Songs
  - Sing Out Loud: Children's Songs

  Songs can be downloaded individually or as an entire album.
- For additional ideas on using music in the classroom, see this English Teaching FORUM article for three activities that integrate music with English language learning: Listen to the Music: Using Songs in Listening and Speaking Classes.

CARD 7 SCORE THE NEWS

LISTENING READING UNDERSTAND CONCEPTUAL

Score the News asks students to identify the factual information of a news story and use original music to relate the underlying importance or impact of that news to an audience. This activity challenges students to find the connections between information and emotion and experience the value music brings to context and meaning.



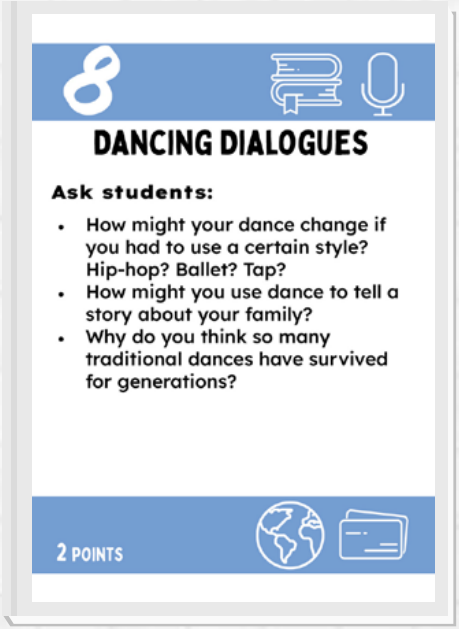
Extensions & Ideas

- After finding stories related to a particular country or region, ask students to incorporate music styles and instrumentation associated with that particular culture.
- Publish student compositions online and deliver them to the original news agency for critique and feedback.
- Research the professional world of musical scoring by listening to podcasts such as Edmund Stone's The Score or WNYC's RadioLab, and apply one of the techniques discovered.

CARD 8 DANCING DIALOGUES

READING SPEAKING UNDERSTAND FACTUAL

Dancing Dialogues challenges students to think of rhythm, movement, and song as tools for expressing understanding. Students must find ways to act out the actions of an event while using the intensity of the movements to express themselves in the dance.



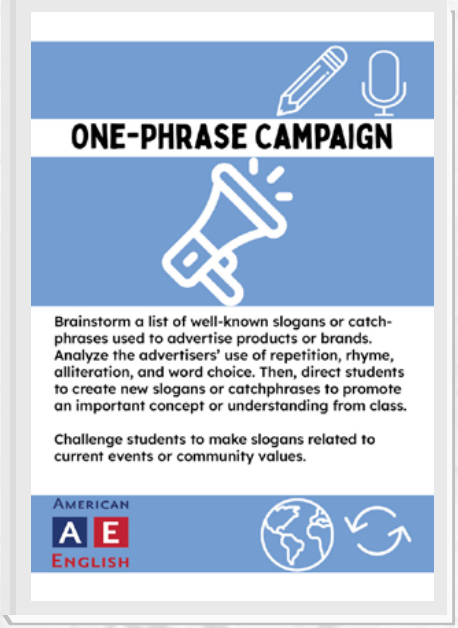
Extensions & Ideas

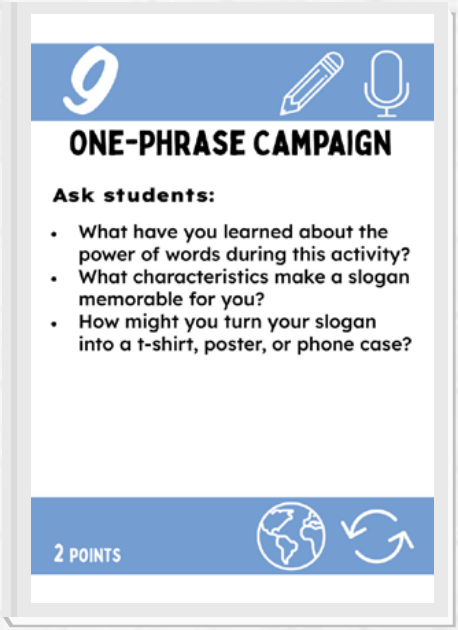
- For younger learners, try the teaching technique Alphabet Dance from the AE Teacher's Corner.
- To enhance the activity, read this article from English Teaching FORUM: Get Up and Sing! Get Up and Move! Using Songs and Movement with Young Learners of English.
- Get tips for adding movement to learning activities no matter what your classroom structure is! Read Teacher's Corner: Movement in the Classroom.

CARD 9 ONE-PHRASE CAMPAIGN

WRITING SPEAKING UNDERSTAND CONCEPTUAL

In One-Phrase Campaign, students create one or more one-phrase slogans to advertise a product, an idea, a cause they care about, or something they have recently learned. Learners can try making a visual or musical advertisement for an extra challenge. Students will notice the aspects of language that influence others, particularly in advertising. By creating slogans about topics they are learning in class, they are learning key summarizing skills.





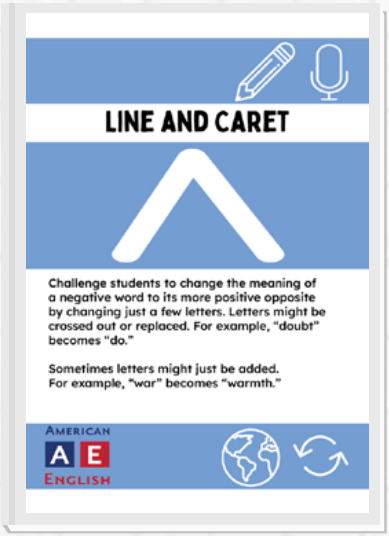
Extensions & Ideas

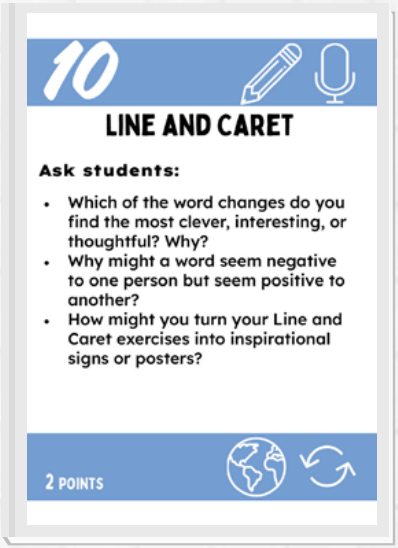
- Have students compare and contrast slogans written in English to those in their native language. How are the slogans similar? How are they different?
- For advanced learners, consider the strategies discussed in this article from English Teaching FORUM: Clause Relationships and Macro Patterns: Coherence, Cohesion, and the Writing of Advanced ESOL Students.

CARD 10 LINE AND CARET

WRITING SPEAKING UNDERSTAND CONCEPTUAL

Line and Caret is a form of wordplay that inspires students to consider dichotomies and think conceptually. Students are challenged to work within self-imposed creative constraints. It is a bit of a game to see how little can be changed to produce the greatest impact. If used as a “less is more” activity, the emphasis is on reflection and articulation of an opinion — that is, what do we want to see “less of” and “more of”? Students should come away with an appreciation of the fragility and malleable nature of language as they play with making small changes to words that in turn create a significant impact. They may see how simple messages can reveal great truths or challenge viewers to think about grand concepts (media literacy).





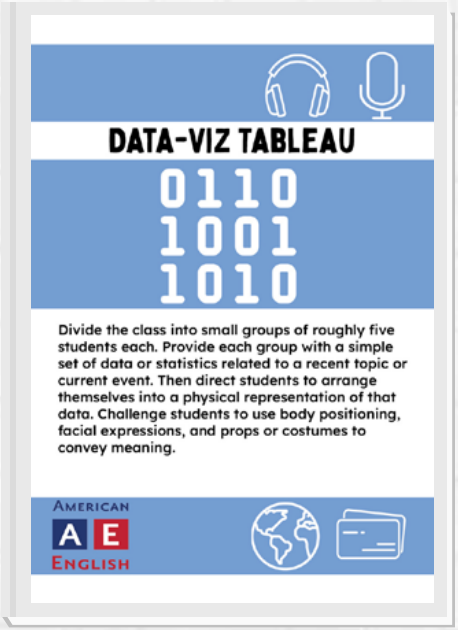
Extensions & Ideas

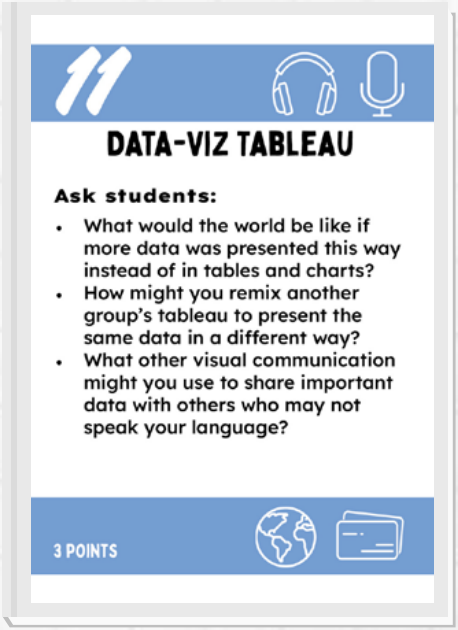
- Students can practice their language skills using this exercise, which gets them thinking about meaning, context, and nuance of the vocabulary, as well as word structure.
- Students may illustrate their word remixes in any number of ways: on the index card itself, as a poster, or as a photo with typographic overlay, for example.
- If students have a drawing app, they might digitally draw their word remix, which can then be shared on social media.

CARD 11 DATA-VIZ TABLEAU

LISTENING SPEAKING UNDERSTAND FACTUAL

Data-Viz Tableau requires students to identify context clues and central figures of a set of data by acting out what is typically only on paper. This activity challenges students to think kinesthetically and visually at the same time. While it lends itself to more literal thinking, more successful Data-Viz Tableau scenarios push students to demonstrate layers of intention, considering the composition of the scene, the point of view from which a scene might be portrayed, and the emotions present.





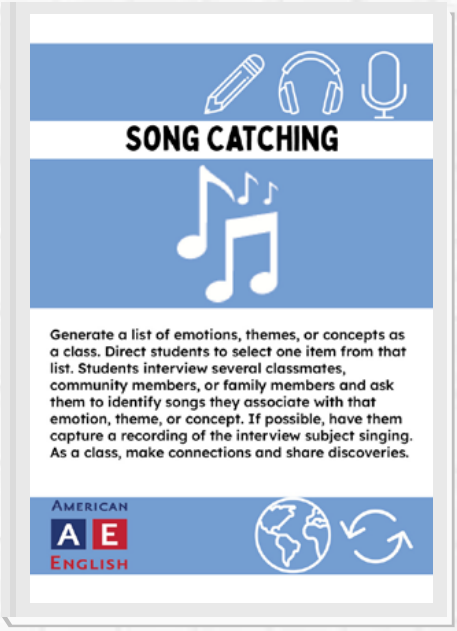
Extensions & Ideas

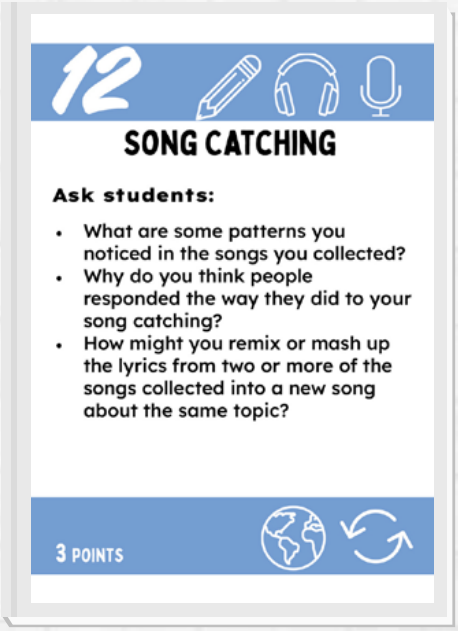
- Portray the climactic scene of a novel, the central conflict of a film, or the setting of a short story using this technique.
- You could expand on the theme of visualization by teaching descriptive writing through visualization and the five senses. Read more in this article from the English Teaching FORUM: Teaching Techniques: Teaching Descriptive Writing through Visualization and the Five Senses.

CARD 12 SONG CATCHING

LISTENING SPEAKING WRITING UNDERSTAND CONCEPTUAL

Song Catching challenges students to illustrate their understanding of an emotion, concept, or theme by relying upon the ideas of others and making connections between those ideas and their own. They must be able to convey that understanding to others to ensure the song's recording suits the purpose.





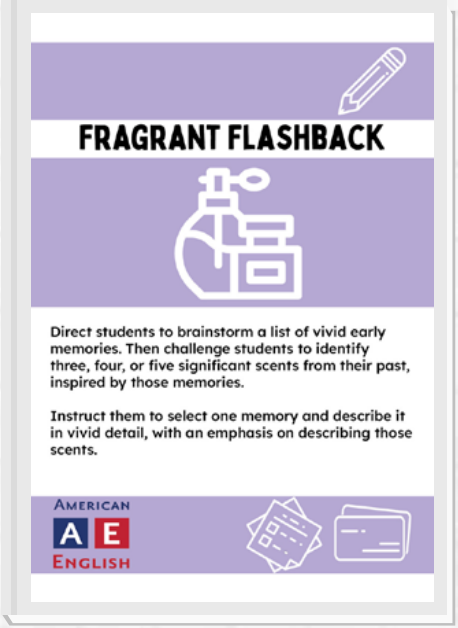
Extensions & Ideas

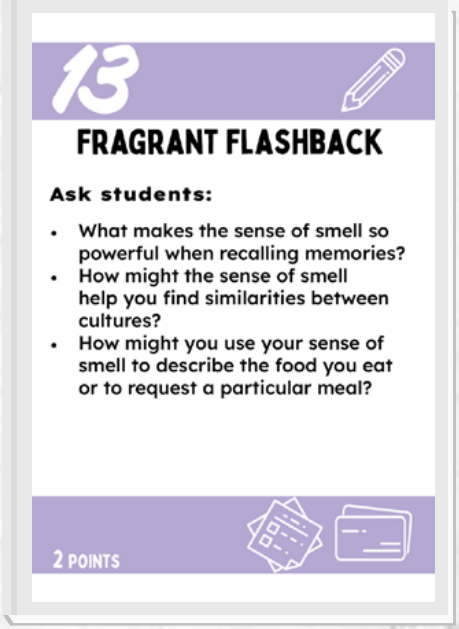
- Collect songs to relate to the protagonist of a novel, the speaker of poem, or the feelings one associates with the writing process.
- Collect songs that relate to revolution, democracy, and citizenship. Song catch in order to determine what songs are most culturally relevant to the school and/or local community.
- Investigate patterns that emerge throughout the song-catching collections. Use those patterns to formulate hypotheses or position statements regarding attitudes toward a particular concept or feeling.
- Challenge students to go out and catch songs prior to any discussion of concepts or themes. Make the connections between the random songs caught and the content.
- Put a twist on Song Catching by recording any music you hear or discovering people listening to it as well. Take note of the extent to which people are able to sing the music they hear.

CARD 13 FRAGRANT FLASHBACK

WRITING REMEMBER FACTUAL

Fragrant Flashback challenges students to use their sense of smell to help them develop their writing abilities. Scents, fragrance, and odors are powerful reminders of our pasts. Furthermore, remembering a scent can usually inspire memories of flavors, textures, sights, and sounds. In this activity, students turn their memories of smells into inspiration for memoirs and personal storytelling.





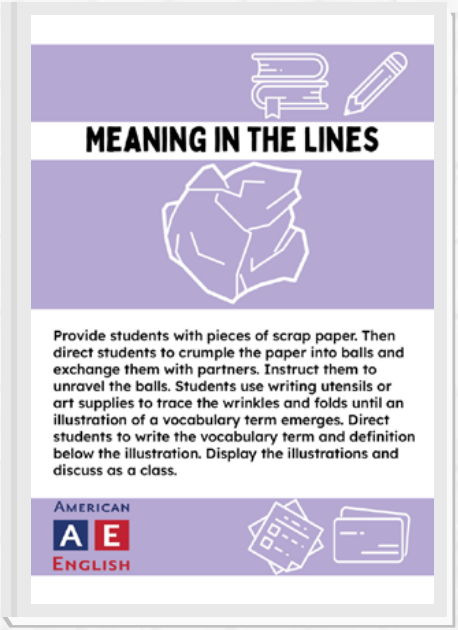
Extensions & Ideas

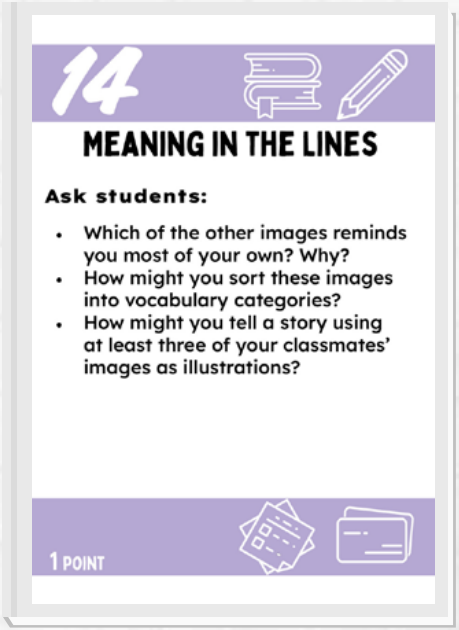
- As a warmup, consider using photos to teach descriptive writing techniques. Try out this Teaching Technique from English Teaching FORUM: Teaching Students How to Write a Description with Photos.
- Read this Teaching Technique in English Teaching FORUM to learn more about descriptive writing using senses: Teaching Descriptive Writing through Visualization and the Five Senses.

CARD 14 MEANING IN THE LINES

READING WRITING REMEMBER FACTUAL

Meaning in the Lines challenges students to use their visual and spatial reasoning abilities to make connections to their language skills. Students identify illustrations of their vocabulary terms by tracing the abstract lines in a wrinkled piece of paper. Similar to how we can find familiar shapes in the clouds, this activity asks students to find knowledge in an unexpected place.





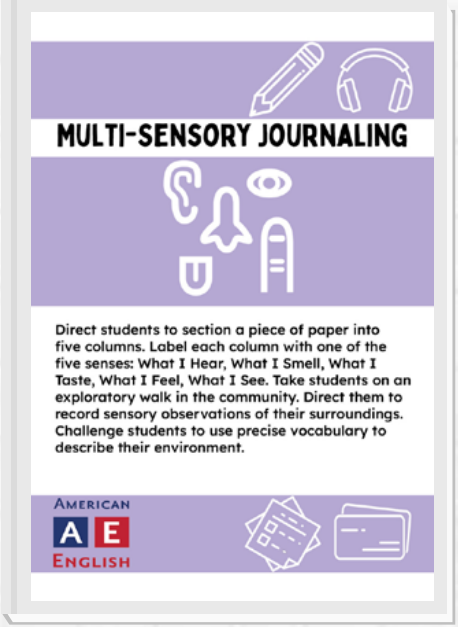
Extensions & Ideas

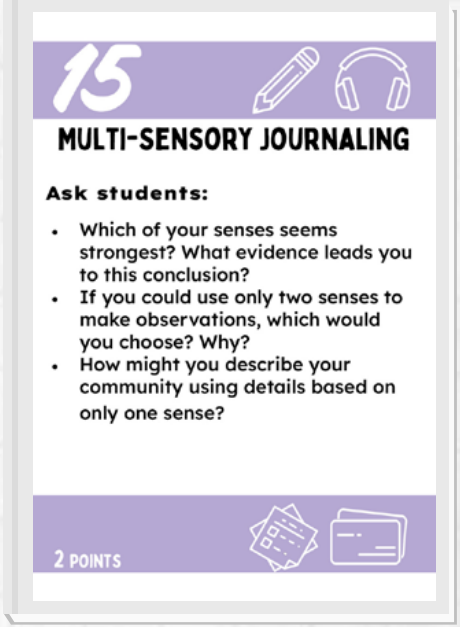
- Read these articles in English Teaching FORUM for more fun ideas to teach vocabulary: Vocabulary Practice Games and Teaching Techniques: Speed Drawing for Vocabulary Retention.

CARD 15 MULTI-SENSORY JOURNALING

LISTENING WRITING REMEMBER FACTUAL

Multi-Sensory Journaling asks students to use all five of their senses to develop their language and critical thinking skills. Students record observations of their surroundings. As they record their observations, students are challenged to add more details and use more descriptive vocabulary. Making decisions about effective word choice increases students' abilities to create rich and detailed descriptions.





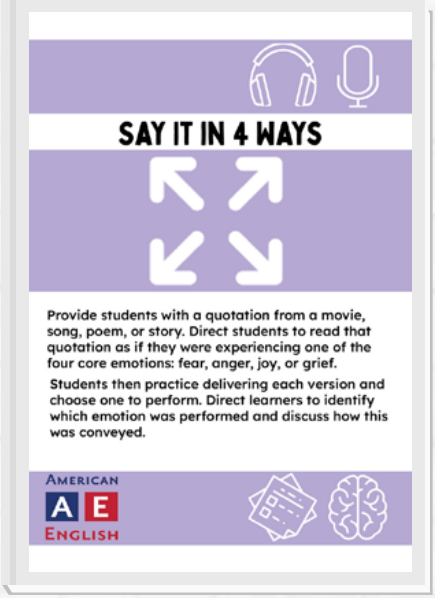
Extensions & Ideas

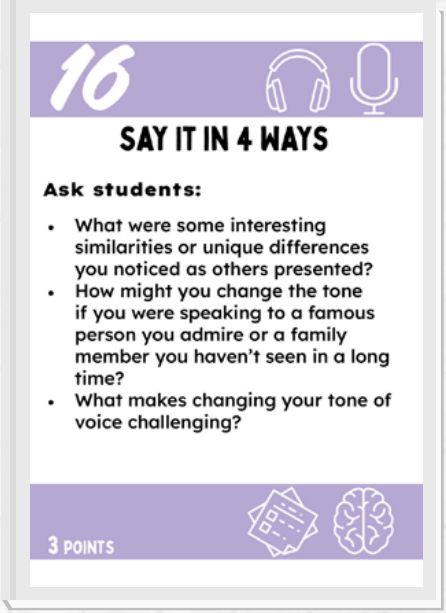
- Read this Teaching Technique in English Teaching FORUM to learn more about descriptive writing using senses: Teaching Descriptive Writing through Visualization and the Five Senses.
- Have students continue to practice descriptive writing with this activity from the English Teaching FORUM: Teaching Students How to Write a Description with Photos.

CARD 16 SAY IT IN 4 WAYS

SPEAKING LISTENING REMEMBER METACOGNITIVE

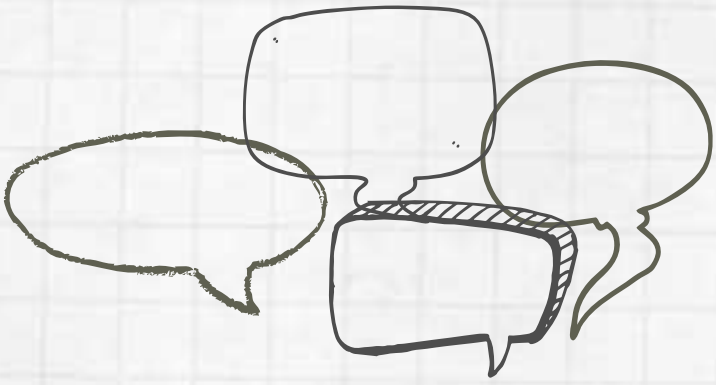
In Say It in 4 Ways, students practice interpretation, designing for different contexts, speaking, and listening as they recite a chosen quotation in different ways, changing tone, emphasis, timing, pitch, and even body language. Students hone their presentation/performance and inferring skills as they learn how paralinguistic elements and contextual cues are as important as text.





Extensions & Ideas

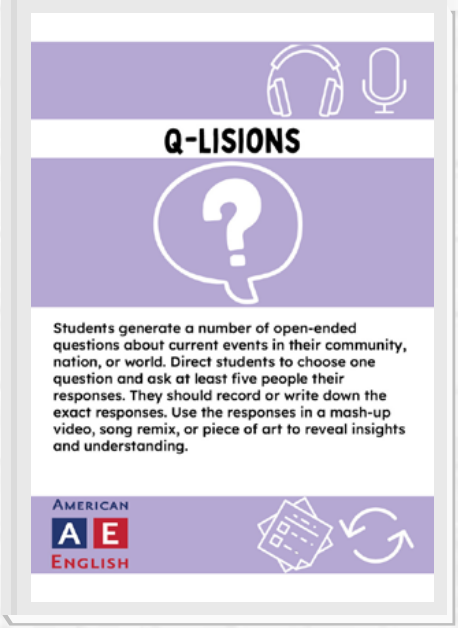
- Watch the AE Webinar "Proverbs & Quotables: Using Very Short Texts in Language Learning," and download the supplemental resources for this webinar.
- This English Teaching FORUM article provides some quotes on teaching and learning that you could use: On Teaching and Learning.

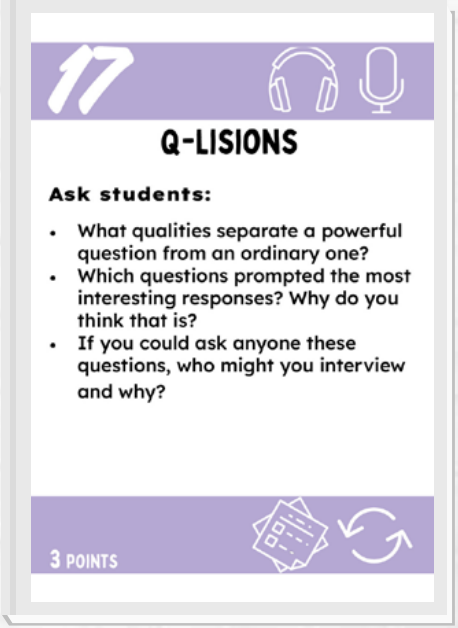


CARD 17 Q-LISIONS

SPEAKING LISTENING REMEMBER CONCEPTUAL

Q-Lisions asks students to consider the perspectives and opinions a given population may share regarding a philosophical, ethical, moral, artistic, or personal question. Students must apply visual skills of juxtaposition and sequencing in order to create tension and interest for the viewer, while also demonstrating an understanding of the interviewees' positions and tones.





Extensions & Ideas

- Try downloading audiobooks from AmericanEnglish.state.gov to use for this activity! With teens, try using American Teens Talk. Visit the link here: American Teens Talk! and click on each name to find the downloadable text and audio file.
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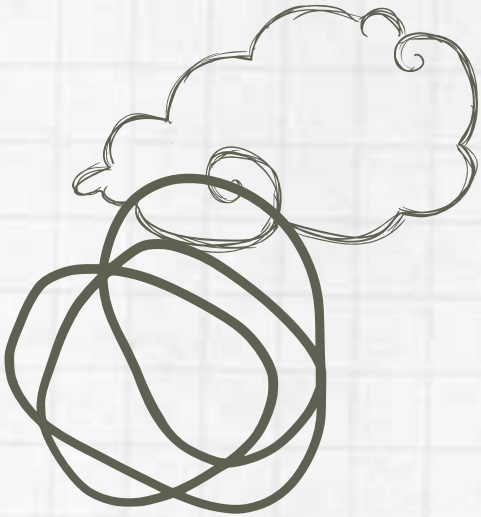
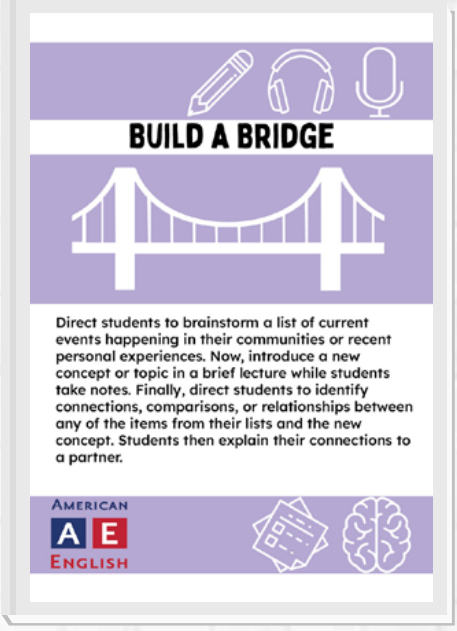
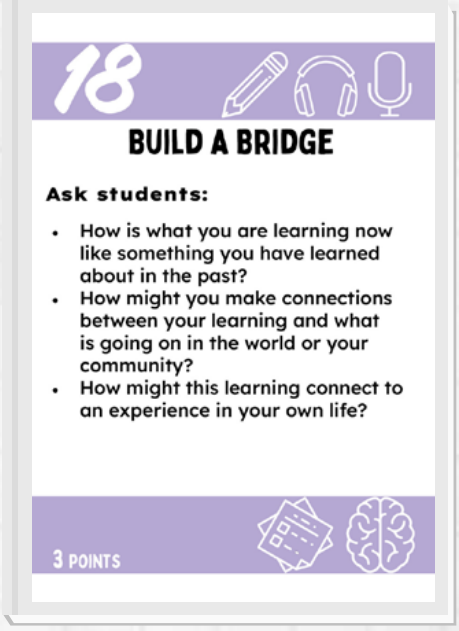


CARD 18 BUILD A BRIDGE

SPEAKING WRITING LISTENING REMEMBER METACOGNITIVE

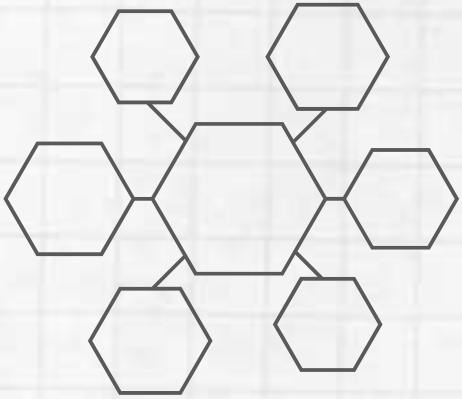
In Build a Bridge, students practice comparing and describing by drawing connections that are not only articulated but represented with physical manipulatives. Students visualize their thinking process and use their model as a springboard for discussion.





Extensions & Ideas

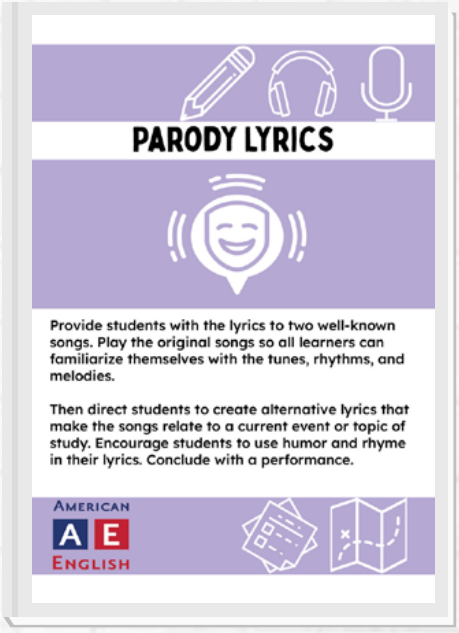
- Make connection maps using string to connect pieces of paper or try using hexagonal shapes, where the sides connect to the related topics.
- Use articles from English Teaching FORUM for this activity. Here are some to try!
  - Fast Food and Globalization
  - A Cycle of Life in Nature
  - Just Off Main Street

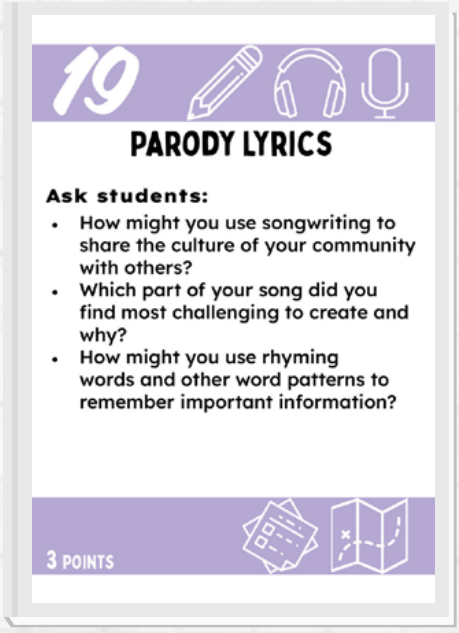


CARD 19 PARODY LYRICS

SPEAKING LISTENING WRITING REMEMBER PROCEDURAL

Delivering effective parody lyrics requires students to integrate essential content knowledge and comprehension while applying language devices, such as puns, allusions, juxtaposition, irony, and rhyme scheme.





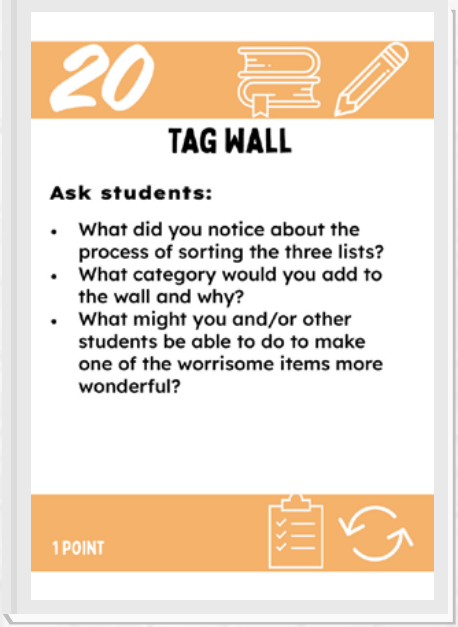
Extensions & Ideas

- Students can work with peers from another school or class by composing the lyrics together using digital collaboration tools. Then each school produces a distinct music video. Students can then analyze the interpretations of the lyrics. (This would be a great activity for a virtual exchange between Access classes, too!)
- Older students may create lyrics and/or videos to teach younger students. They can either use the content they are studying (if it can be made relevant for younger students) or draw from the content of the lower grade. If they create videos, students from both grade levels can act in the production.
- Start a YouTube channel for your class. Organize the videos into thematic playlists and amplify student work on social media. The authentic feedback they will receive will be worth it.

CARD 20 TAG WALL

READING WRITING EVALUATE CONCEPTUAL

Tag Wall asks students to practice their language sorting skills while sharing their personal perspectives on current events. Students generate lists of current topics or events happening in the world. They then sort the events into groups based on their feelings or attitudes toward the events.



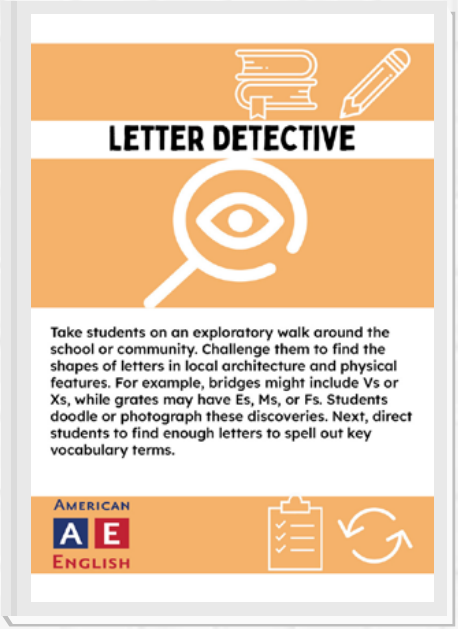
Extensions & Ideas

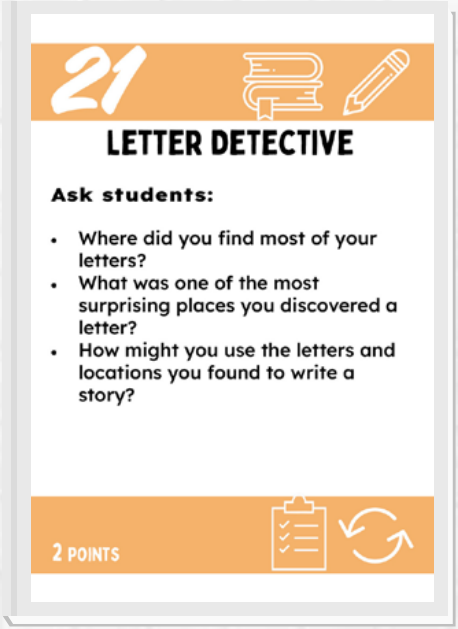
- To do this virtually, set up a Padlet board with the three categories. Direct students to add their ideas, images, and/or recordings to each category. Then in your face-to-face or virtual class, discuss as a group the results.
- The webinar called "Voice of America: Current Event Activities in the English Language Classroom" provides other examples of ways to use current events in the classroom, as well as how to use Voice of America resources.

CARD 21 LETTER DETECTIVE

READING WRITING EVALUATE CONCEPTUAL

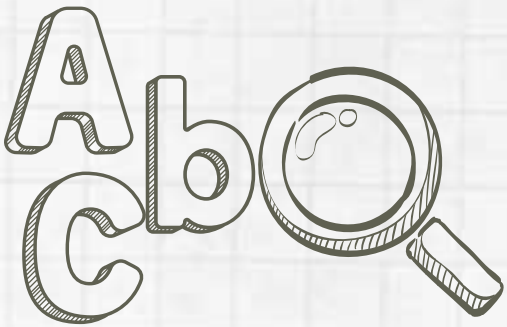
Letter Detective challenges students to identify unexpected sources of language in the world around them. As they explore a location, students discover the shapes of letters formed in the architecture and physical features of that space. Students then use these found letters to spell out vocabulary and inspire dialogues.





Extensions & Ideas

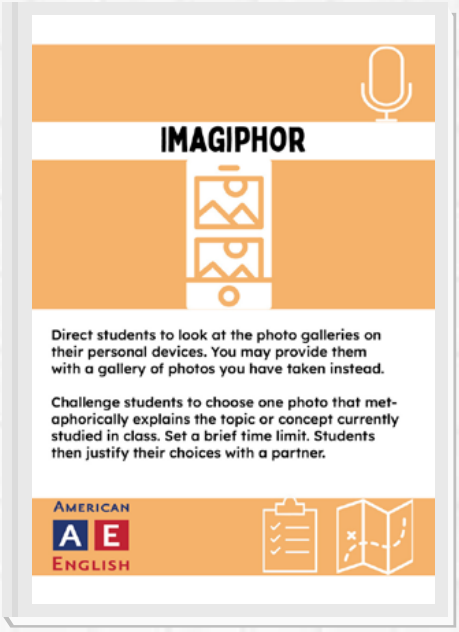
- To do this virtually, have students do an image search by using Google Images, Pinterest, or any search engine.
- The English Teaching FORUM activity Alphabet Connect: From The Lighter Side of TEFL has students connect the letters of the alphabet to create the name of an animal that lives in the forests of Southeast Asia and Africa.

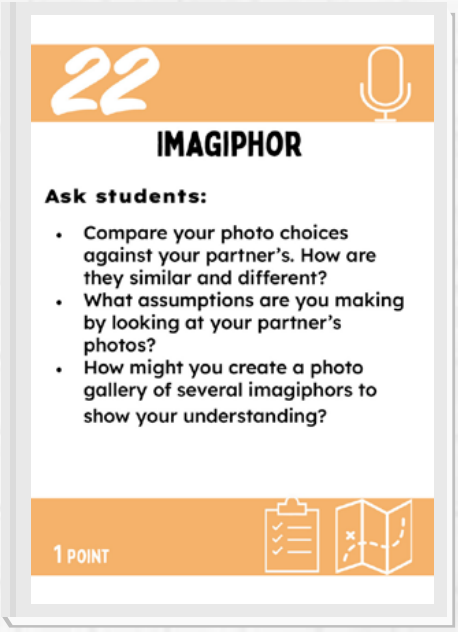


CARD 22 IMAGIPHOR

SPEAKING EVALUATE PROCEDURAL

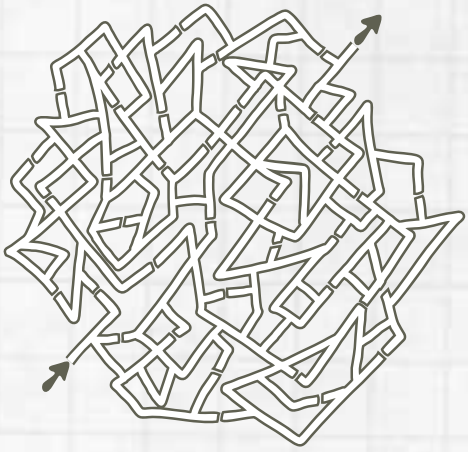
Imagiphor taps into metaphorical and visual thinking. Students identify images that are representative of a concept, but go beyond literal interpretation into a deeper, more metaphorical connection which demonstrates their understanding.





Extensions & Ideas

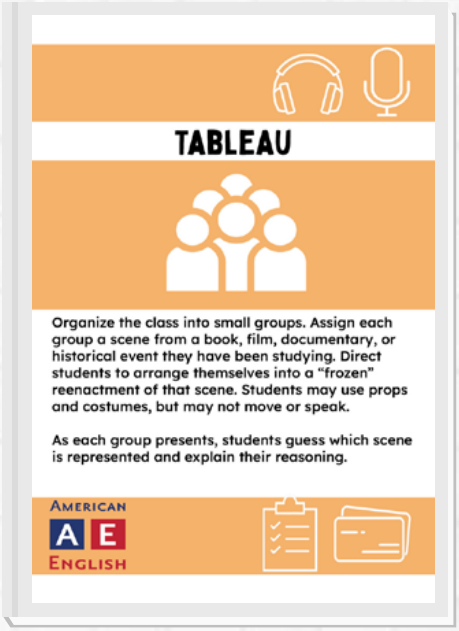
- This is a great activity for a warmup, icebreaker, or exit ticket. Ask students to find images relating to what they will learn, what they'd like to learn, or what they recently learned in class.
- If students don't have a mobile device, have them search a school computer or look through classroom books for an image.

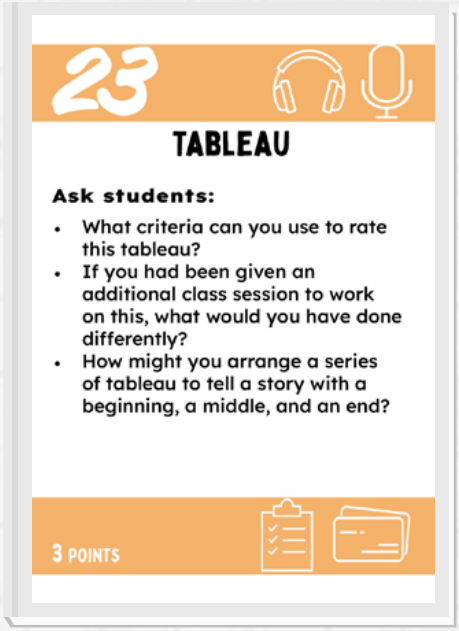


CARD 23 TABLEAU

LISTENING SPEAKING EVALUATE FACTUAL

This strategy allows for quick collaboration in a small team and physical movement and performance for the larger group. Pop culture topics can be used if the goal is team bonding or to demonstrate the technique, but more-relevant subjects can better demonstrate the usefulness of the strategy.





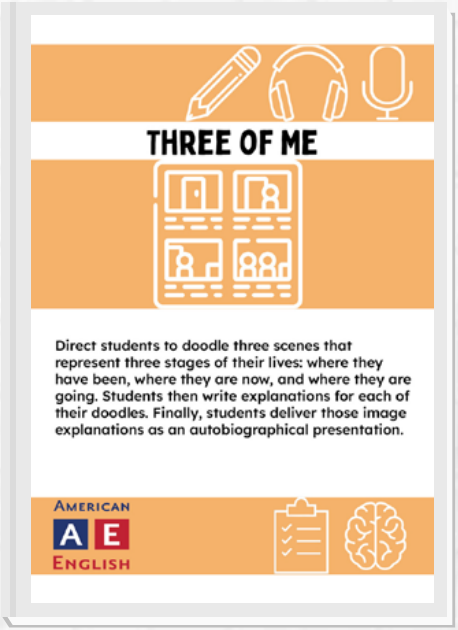
Extensions & Ideas

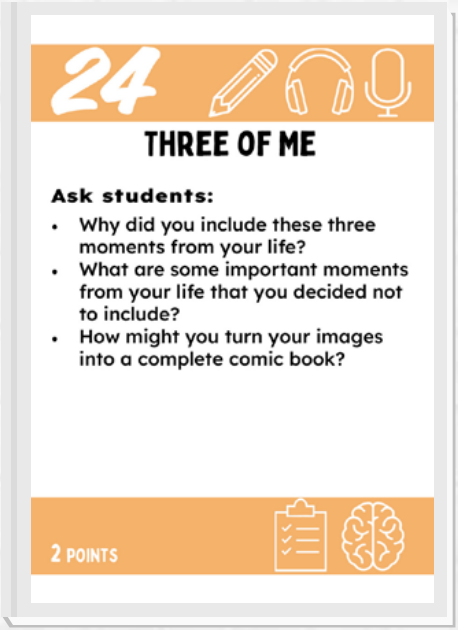
- Portray the climactic scene of a novel, the central conflict of a film, or the setting of a short story using this strategy.
- This English Teaching FORUM article on teaching drama with children outlines the benefits of drama activities for language learning and suggests several other drama activities: Using Drama with Children.

CARD 24 THREE OF ME

LISTENING SPEAKING WRITING EVALUATE METACOGNITIVE

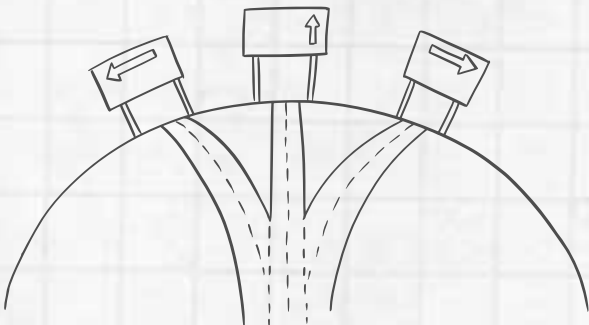
Three of Me asks students to create storyboards that share autobiographical experiences. Students create illustrations that depict their past, their present, and their possible future as well as descriptions for each image. Three of Me helps students develop the ability to tell stories chronologically and to make connections between their experiences and their language.





Extensions & Ideas

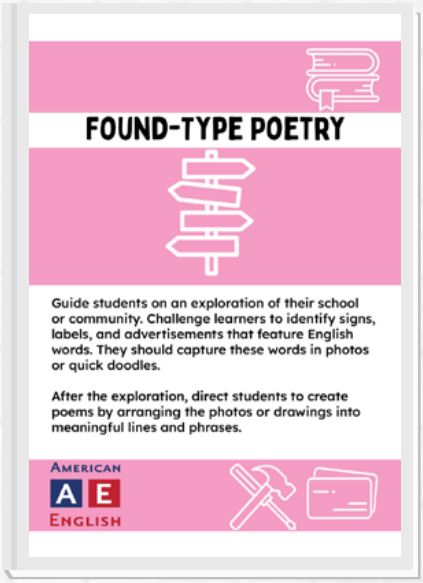
- Watch the AE Webinar "Multi-Modal Writing: Promoting Digital Literacy in the English Language Classroom" and download the supplemental materials for a larger lesson on storyboard writing.
- Have students create a storyboard using a platform called Storybird after reviewing this English Teaching FORUM article as a guide: Teaching Techniques: Using "Storybird" in Young Learners' Creative Writing Class.

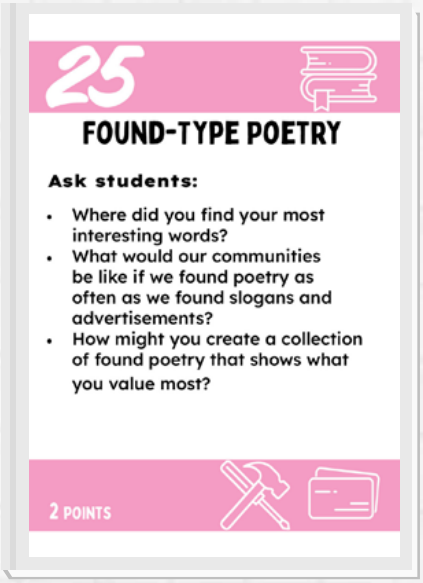


CARD 25 FOUND-TYPE POETRY

READING CREATE FACTUAL

While there are numerous styles and processes to create found poetry, this version gives students the opportunity to interact with their environments as they hunt for examples of typography in signage. They use photography to capture the visual artifacts and piece words and letters together to spell out their poem.





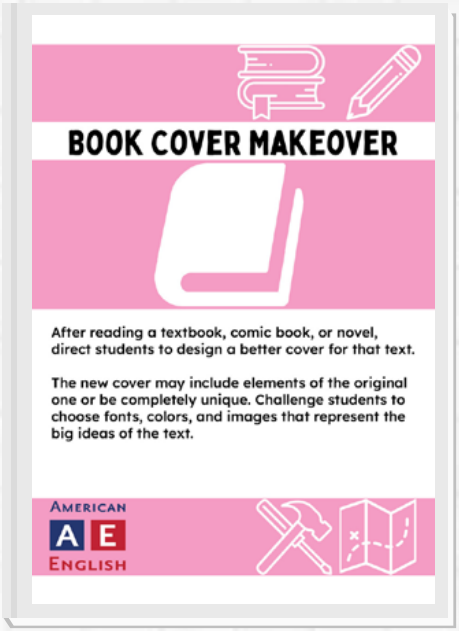
Extensions & Ideas

- Try a collaborative poem. Students could pair up, form small groups, or even write a class poem using the words they collect.
- Instead of students creating a poem from their own images, ask students to pool together images and develop a word bank from which all students may draw. (A shared digital folder works well for this, or the images could be printed.) Each student then composes a poem from the crowdsourced collection of typographic artifacts.

CARD 26 BOOK COVER MAKEOVER

READING WRITING CREATE PROCEDURAL

Book Cover Makeover challenges students to create alternative book covers for the texts they read. Students choose fonts, colors, and images that represent the big ideas of the text. This activity helps students develop their language skills through context clues, summarization, and analysis while learning the book cover design process.



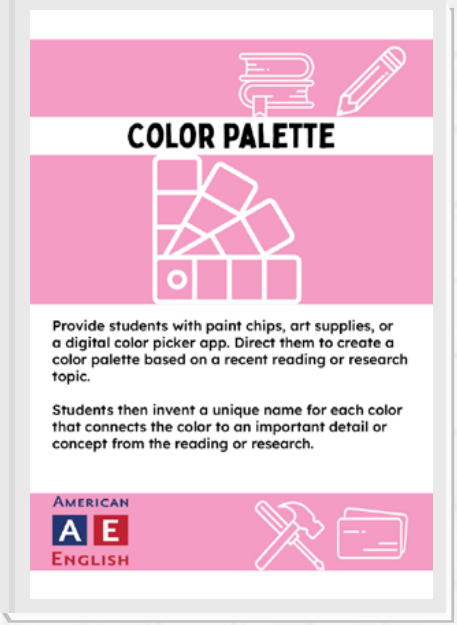
Extensions & Ideas

- Have students visit http://bookcoverarchive.com/ and ask them to identify their favorite and least favorite book covers. Ask them to describe what attracts or detracts them to the covers they chose.
- For a no-tech version, have students draw on paper or paste cut-out words and images from magazines.

CARD 27 COLOR PALETTE

READING WRITING CREATE FACTUAL

Color Palette asks students to identify the theme of a text based on available evidence and represent that thinking through a collection of custom-selected, custom-named colors. Students must apply metaphorical thinking, descriptive language, and wordplay to effectively convey meaning through a title and a color.



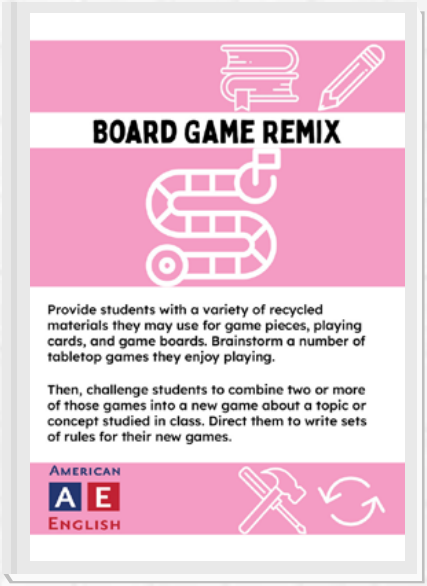
Extensions & Ideas

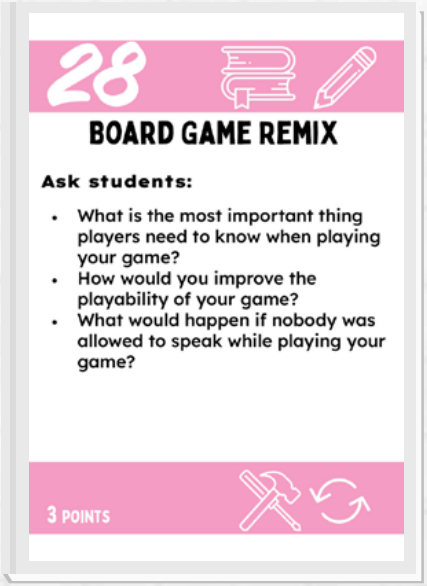
- Encourage students to create a thematic piece of artwork using an intentional color palette.
- Load the color palette into Google Docs or another type of collaborative document by using the hex codes available on https://coolors.co/. Then mark up a selection from a text, related article, or student writing using the colors as highlights to indicate thematic or conceptual connections.
- After creating the first palette, investigate color theory and psychology. Revise the palette to align with the research into traditional color meanings.

CARD 28 BOARD GAME REMIX

READING WRITING CREATE CONCEPTUAL

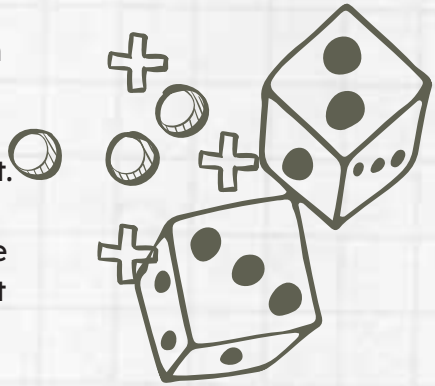
Board Game Remix asks students to identify the stages in a plot, the steps in a process, or the benchmarks in a journey, while demonstrating an understanding of the relationships between each point on those timelines and the challenges and conflicts encountered from point to point.





Extensions & Ideas

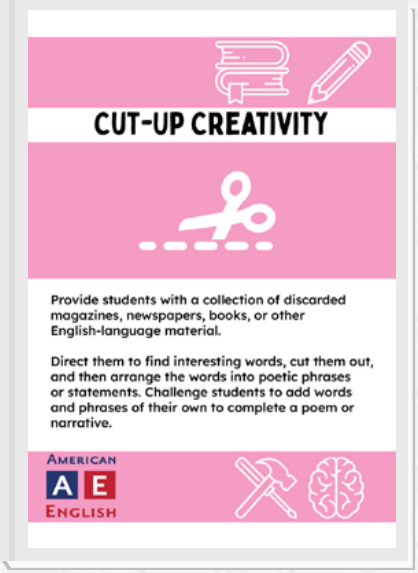
- Develop publishable-quality games and challenge students to market them to other classrooms and students. Consider how raising the stakes of having others play the game to demonstrate their understanding requires more thoughtful attention to the accuracy of the gameplay.
- Design games to emphasize the roles conflict and characterization play in the development of a plot. Challenge students to focus less on the events of the plot line and more upon the motivations of the characters, the sources of conflict, and the impact of resolving those conflicts.

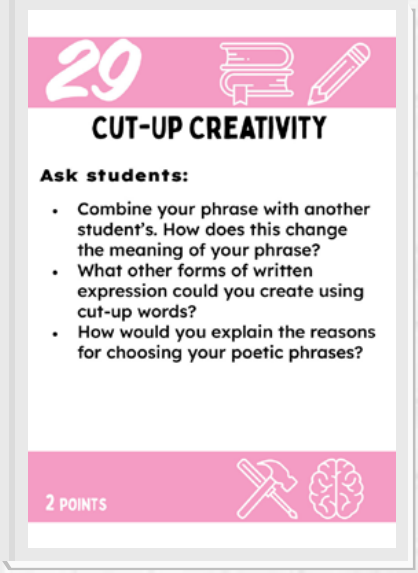


CARD 29 CUT-UP CREATIVITY

READING WRITING CREATE METACOGNITIVE

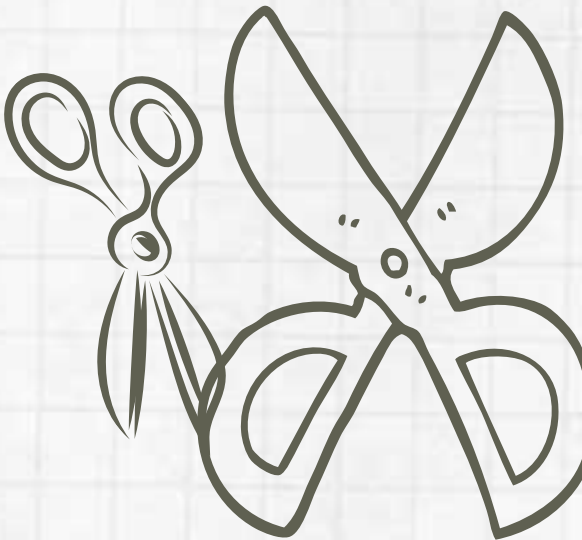
Cut-Up Creativity allows for playing with words and sentence structures to create poetic phrases, poignant statements, or new ideas for further writing. Students may write their own initial statement or hunt for interesting words from existing resources like magazines and newspapers. The strategy reinforces understanding of the parts of speech and syntax in a playful, non-stressful way, with potential to extend into other creative projects such as poem recitation or song lyric composition.





Extensions & Ideas

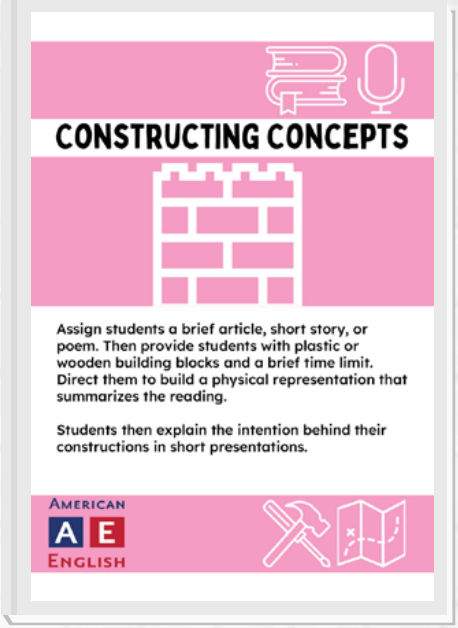
- Try using words from the Original Magnetic Poetry Word List, Averil Coxhead's High-Incidence Academic Word List (AWL), TOEFL words, or words from a reading assignment to provide context to this activity.
- You can reuse these cut-up words in other activities like Book Cover Makeover.

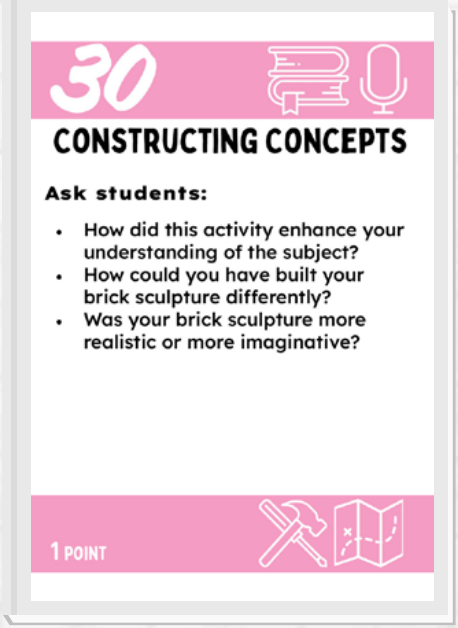


CARD 30 CONSTRUCTING CONCEPTS

READING SPEAKING CREATE PROCEDURAL

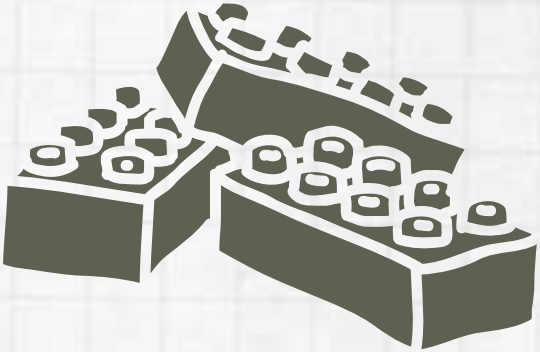
Constructing Concepts requires students to identify the key details and central themes of a text in order to create an effective summary by finding multiple solutions within limited resources and creative constraints.





Extensions & Ideas

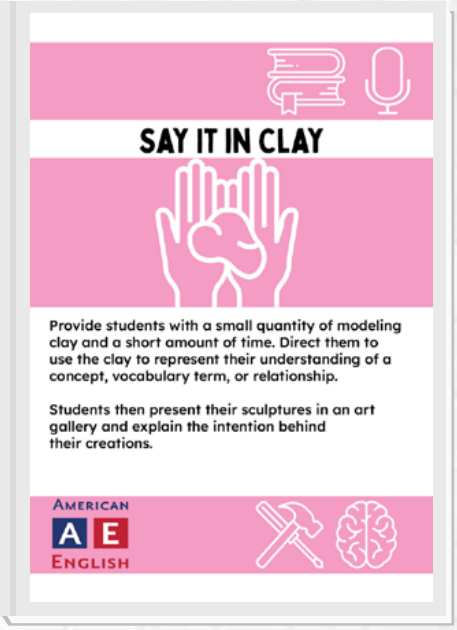
- Find more activities using creative sculpture creation for language learning in Create to Communicate: Art Activities for the EFL Classroom.

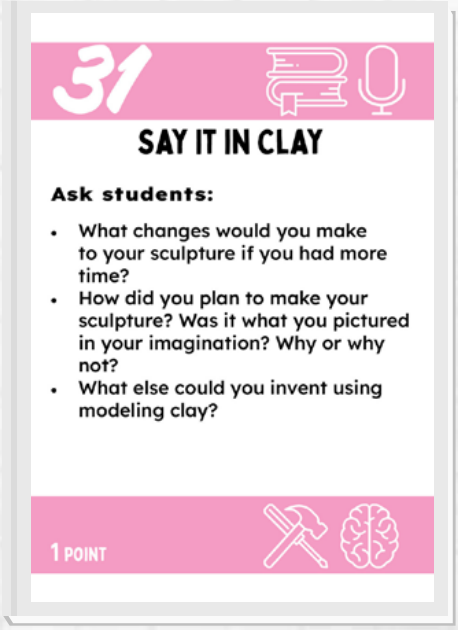


CARD 31 SAY IT IN CLAY

READING SPEAKING CREATE METACOGNITIVE

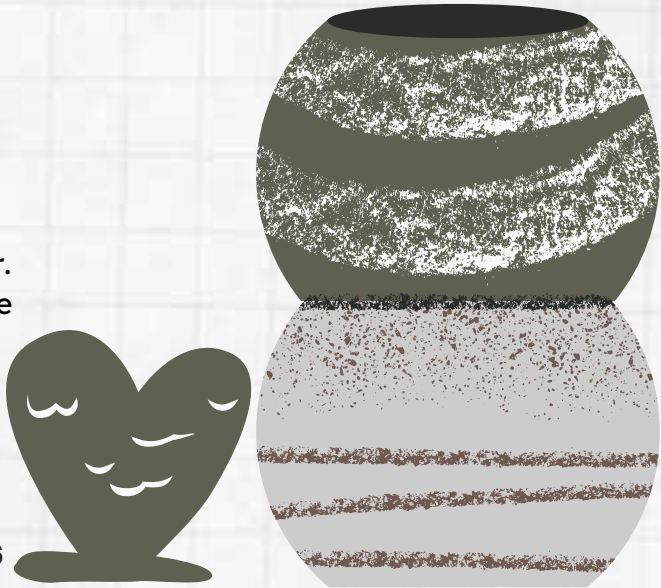
Say It in Clay asks students to represent their understanding of a concept, vocabulary term, or relationship using small amounts of modeling clay. Students present their creations and explain the intention behind these quickly made sculptures.





Extensions & Ideas

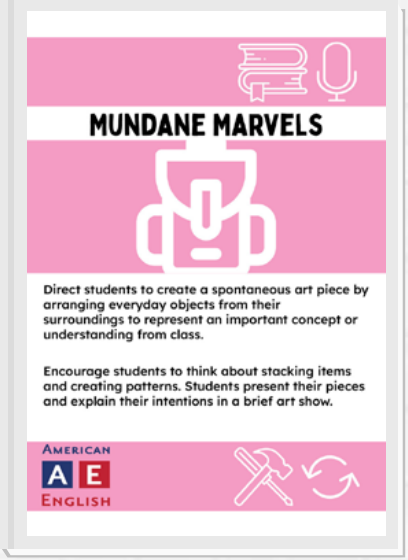
- Find more activities using creative sculpture creation for language learning in Create to Communicate: Art Activities for the EFL Classroom.
- Similarly, drawing can help students practice vocabulary in a creative manner. Read this English Teaching FORUM article on speed drawing for vocabulary retention: Teaching Techniques: Speed Drawing for Vocabulary Retention.

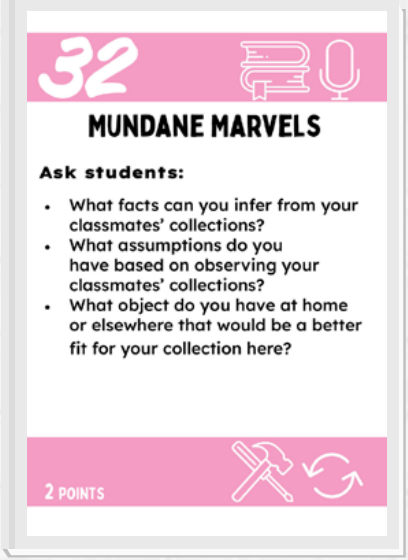


CARD 32 MUNDANE MARVELS

READING SPEAKING CREATE CONCEPTUAL

Mundane Marvels is a strategy that challenges students to create a spontaneous sculpture or other art piece by arranging everyday objects from their surroundings and resources at hand. Working individually or with a team, they metaphorically represent a concept they've learned — perhaps distilling a more complex idea into a "big takeaway" — and share the reasoning behind their choices with others.





Extensions & Ideas

- Take students outside. Consider using natural or recycled objects for this activity.
- For higher level learners, have them read news or other informational articles about well-known or cultural instances of pareidolia (the tendency to perceive a specific, often meaningful image in a random or ambiguous visual pattern). See this article from NASA, Pareidolia: Seeing Shapes in the Cosmos, and share with your students.

CARD 33 METAPHORICAL FASHION

WRITING SPEAKING CREATE FACTUAL

Metaphorical Fashion asks students to determine patterns of meaning, symbolic representations, and overarching ideas, representing content knowledge through clothing. They must work within the creative constraints of the materials available, with knowledge that the garments are intended to be worn. These are to be designed for catalogs and runways rather than costume shows and carnivals.

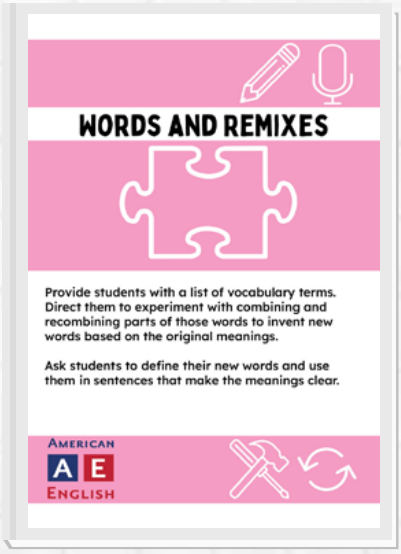
Extensions & Ideas

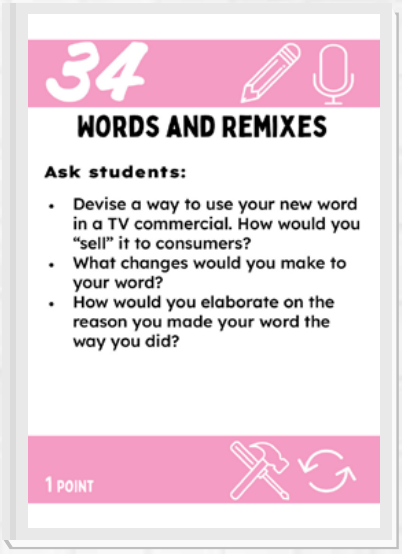
- Use music genres, art genres/movements, or famed artistic works as inspiration. What would a fashion line based on Antonio Vivaldi's The Four Seasons look like? What slogans would an ironic T-shirt collection based on Impressionist artists feature? Drama students could develop costuming for an original play or series of monologues or use message hats as prompts for improvisation.
- Use geographical phenomenon or the planets as inspiration for a thematic fashion collection with special attention to color, texture, and motifs. Put environmental studies into practice by using found objects and other recycled matter as the construction material for garments and accessories. Experiment with items from the hardware store to see how this challenge can reinforce design tech or physics studies.

CARD 34 WORDS AND REMIXES

WRITING SPEAKING CREATE CONCEPTUAL

Words and Remixes asks students to define key vocabulary and then apply that knowledge to the development of original terms for familiar and unfamiliar contexts. By creating new words from key vocabulary, remixing words reinforces student understanding of the source terms, while building capacity for divergent thinking. To construct a new word, students must first analyze the origins (etymology) of current vocabulary and be intentional as they remix syllables and roots, prefixes, and suffixes. Storytelling requires students to apply their knowledge to new circumstances in a way that makes sense to an audience.





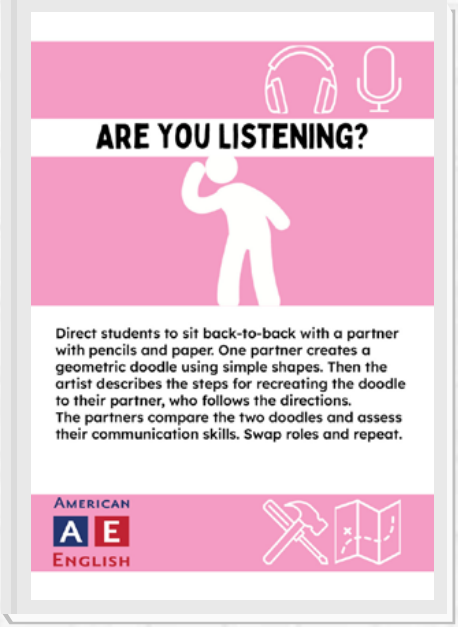
Extensions & Ideas

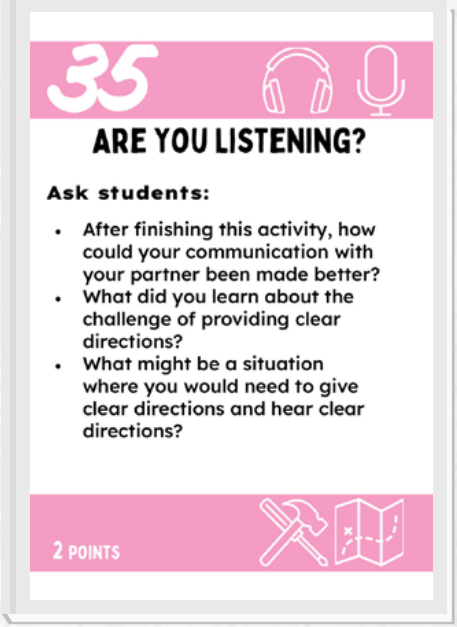
- Have students use the remixed word to explain a concept or a problem.
- Adjust your audience from next year's students to this year's parents and guardians. This can be a powerful way for students to build empathy for their parents and guardians, while engaging the folks at home in their students' thinking.

CARD 35 ARE YOU LISTENING?

SPEAKING LISTENING CREATE PROCEDURAL

In Are You Listening?, students reflect on how well they are able to clearly communicate, as well as listen to and interpret a peer's instructions. These formative self-assessments can be used to prompt a wider class discussion on better phrasing techniques or more concise vocabulary.





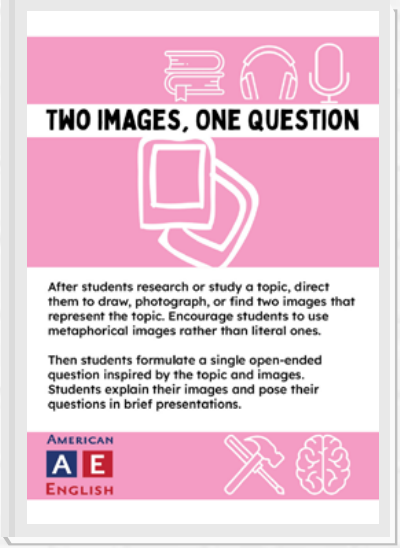
Extensions & Ideas

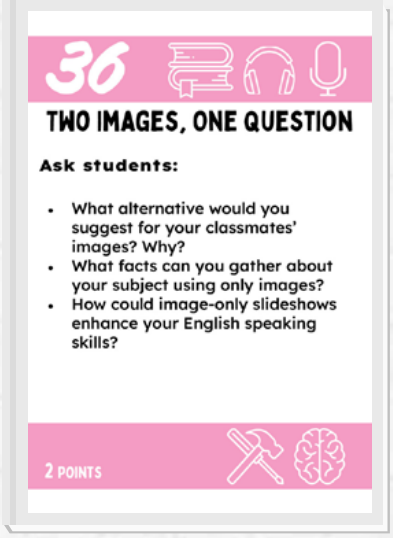
- This is an info-gap activity. Look for others on AmericanEnglish.state.gov: Teacher's Corner: Speaking - Information Gap Activities.
- Read this English Teaching FORUM article on a hybrid info-gap/listening cloze activity: Listening Cloze Meets Info-Gap: A Hybrid Activity to Exploit Listening Materials.

CARD 36 TWO IMAGES, ONE QUESTION

READING LISTENING SPEAKING CREATE METACOGNITIVE

Two Images, One Question presentations rely on students practicing effective research and inquiry techniques, while using visuals to take the place of written summaries or paraphrases of that research. Students must identify appropriate fair-use images that serve as metaphors or analogies for the content. They must determine the most essential information to share with their peers and craft open-ended questions that leave other students thinking about why this information matters.





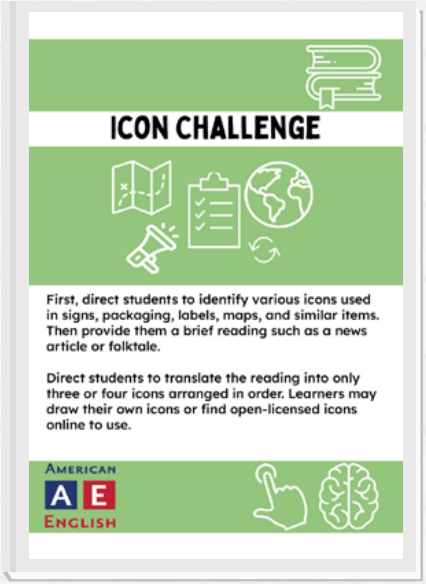
Extensions & Ideas

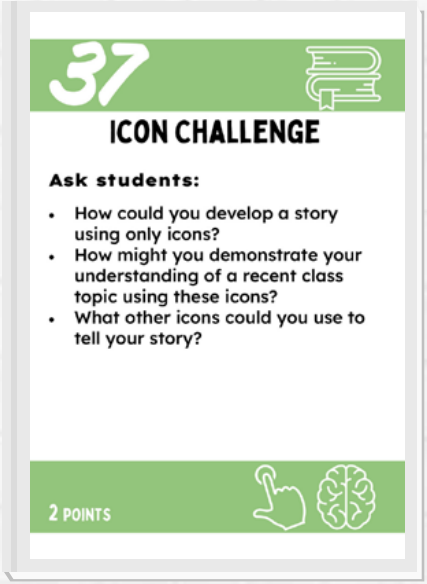
- Read an article or watch a video in the target language and develop a Two-Image, One-Question presentation accordingly. Practice impromptu dialogue as you lead the class in the discussion around the open-ended question. Or, research the etymology of a word or the origins of an idiomatic phrase. Use this structure to share with the class and ask volunteers to use it in an original sentence in the target language.
- Hold a learning fair/presentation of knowledge festival event in which students have the chance to showcase their Two-Image, One-Question presentations.
- Younger students can do this without the use of digital technology. They can showcase their knowledge using bulletin boards or other wall space — perhaps in the main school corridor. They may make posters with annotated images describing key points and then pose the question. Passersby may interact by using sticky notes to record their answers.

CARD 37 ICON CHALLENGE

READING APPLY METACOGNITIVE

The Icon Challenge asks students to translate a story, experience, or other topic of study into a series of icons similar to the ones commonly found on social media or on signage. They must interpret a complex concept in a succinct, comprehensible, and visual way and then justify their choices. Students demonstrate their comprehension of an idea or piece of text by remixing it visually and articulating their reasoning.





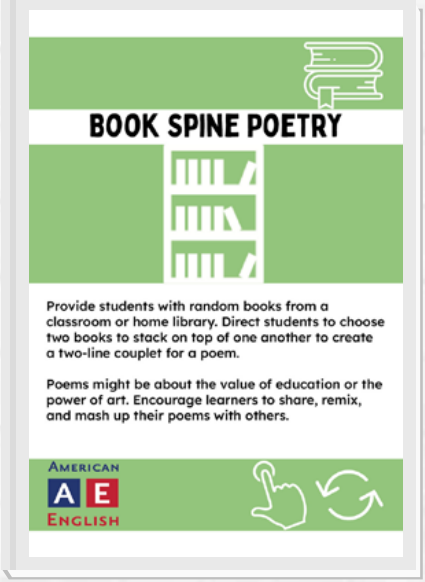
Extensions & Ideas

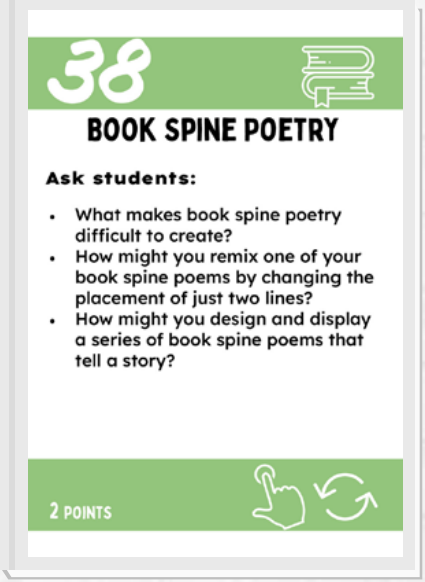
- Students can create short comics using these icons as well. Have them design a four-panel mini comic detailing a memory, a historical event, or a summary of a book they recently read.
- Watch this video on the AE Global Comics YouTube Channel for demonstrations on Mini-Comics: Panels and Perspectives Classroom Activities: Icon Autobiography and Mini-Comics/ Determining Importance.

CARD 38 BOOK SPINE POETRY

READING APPLY CONCEPTUAL

Book Spine Poetry challenges students to create poetry from the titles of books in their classroom, home, or library. By stacking the books in specific arrangements, students are able to use the words printed on the edge of the book to express ideas and summarize other texts. Students learn to consider the different meanings a word might have and how its place in a phrase or sentence can change the impact of a word.



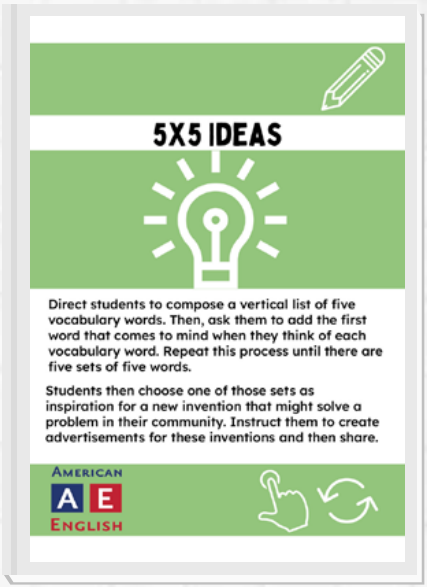


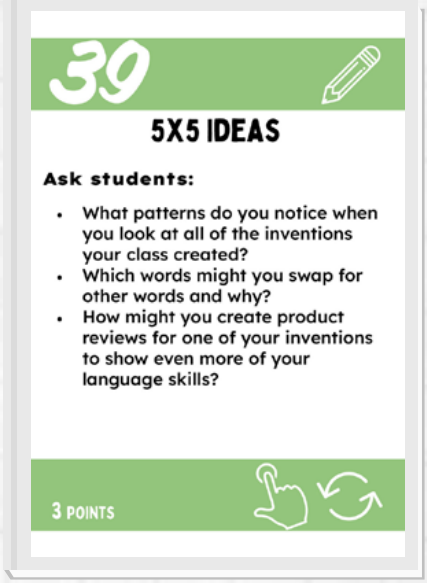
Extensions & Ideas

- Discover book spine poetry by visiting some websites: Marquette University, Nina Katchadourian's Sorted Books Project (the original Book Spine Poetry), and Unsplash.com.
- For increased difficulty, challenge students to create a haiku. Read this article from English Teaching FORUM for inspiration: Developing Voice by Composing Haiku: A Social-Expressivist Approach for Teaching Haiku Writing in EFL Contexts.

CARD 39 5X5 IDEAS

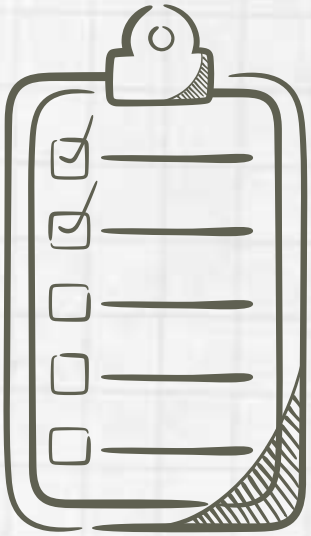
5x5 Ideas is a word game that can be used repeatedly to spot-check vocabulary acquisition while encouraging students to generate new ideas for writing compositions and other projects. Students work alone or in groups using the free association technique to formulate word lists. These vocabulary banks are a useful resource, particularly when students combine terms to create a new idea.





Extensions & Ideas

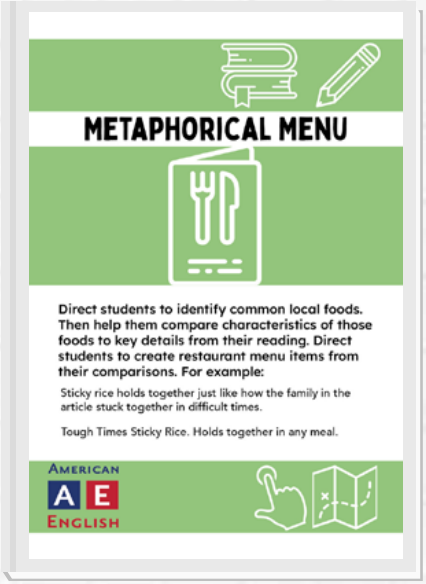
- Read these articles in English Teaching FORUM for more fun ideas to teach vocabulary: Vocabulary Practice Games and Teaching Techniques: Speed Drawing for Vocabulary Retention.
- Instead of having students create an invention, direct them to write and illustrate a short story.



CARD 40 METAPHORICAL MENU

READING WRITING APPLY PROCEDURAL

Metaphorical Menu asks students to compare their understanding of English and American culture to the common foods in their communities. Students create restaurant menu items inspired by these comparisons. Examples might include “Tough Times Sticky Rice,” a dish that holds together no matter how the rest of the meal goes, or “Democracy Stew,” a pot of meat and vegetables and spices voted upon by all the members of the kitchen staff.



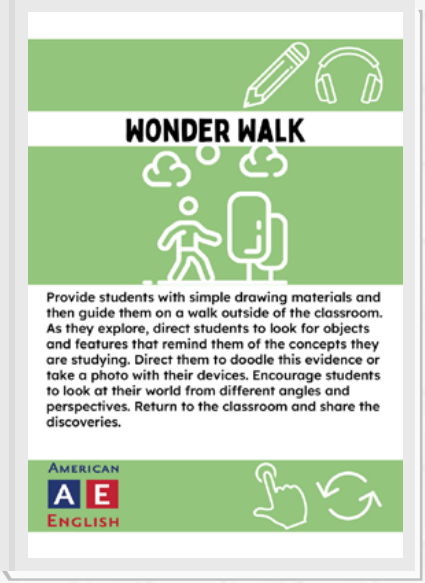
Extensions & Ideas

- Find images of food on Unsplash.com: https://unsplash.com/s/photos/food.
- For another metaphor-based activity, see this example from the English Teaching FORUM Classroom Activities using gardening as a vocabulary theme.

CARD 41 WONDER WALK

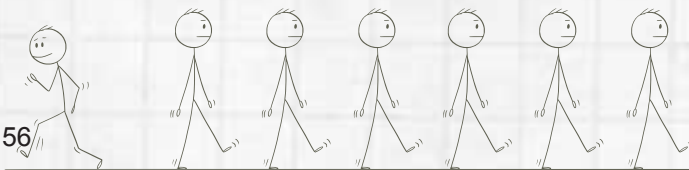
LISTENING WRITING APPLY CONCEPTUAL

Wonder Walk amplifies a traditional scavenger hunt into a creative search for meaning and understanding. Students explore spaces outside of their classroom and look for objects and features that remind them of their studies. Students may doodle or take photos of the objects and prepare to defend their discoveries.



Extensions & Ideas

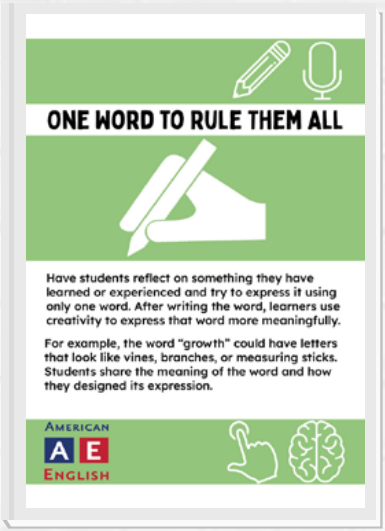
- If you're not able to take students outside, try doing this activity using Unsplash.com.
- Pair with the Parody Lyrics Card (19), and alter the words to the song "Wonderwall" by the band Oasis. Students can name objects they saw on the walk and try to make it work within a rhyme scheme.

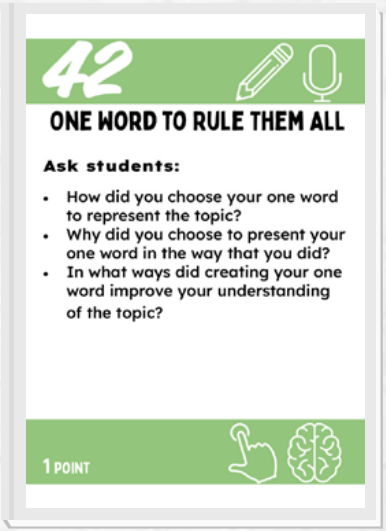


CARD 42 ONE WORD TO RULE THEM ALL

SPEAKING WRITING APPLY METACOGNITIVE

One Word to Rule Them All provides the ultimate creative constraint. It forces students to think about what, to them, is their greatest takeaway from a learning experience. This activity asks students to identify the denotative and connotative meanings of a word, weighing the associations of language against literal definitions. They practice both metaphorical and visual thinking and are challenged to make the abstract concrete.





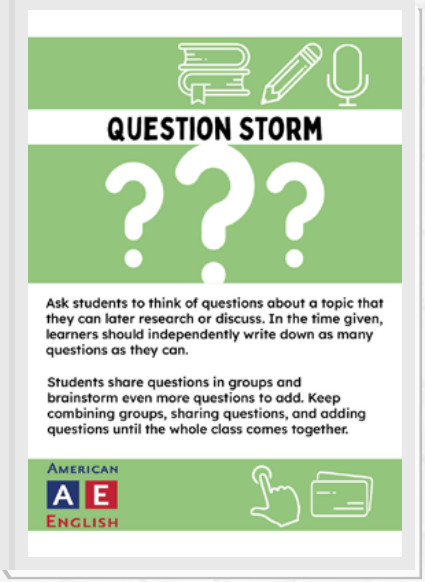
Extensions & Ideas

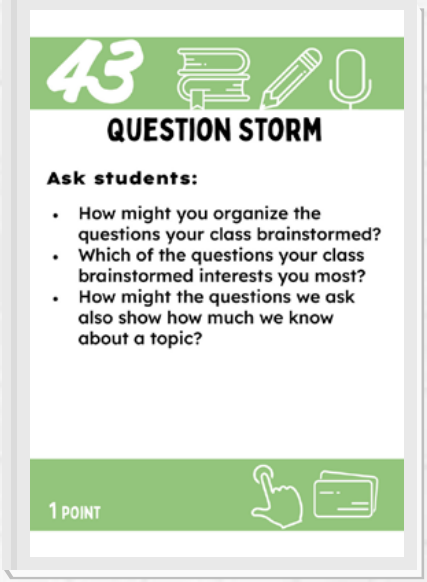
- Use the word as a springboard for lyric composition, dance choreography, a piece of visual art, a poem, or a monologue. Distill a play or sum up a character in one word. Condense each scene in a longer play into one word. Summarize an art movement or an artist's style in one word. Then reference that in the typography and surrounding doodles.
- At the end of a unit or other learning period, all students can create a one-word representation of their greatest takeaway and post as a collaborative grid in the room. Discuss differences and commonalities.
- Create an animation or other type of video with the one-word choice. Speed sketching, in which the entire process of drawing is captured by the camera from a bird's-eye view and then sped up in the editing process, is a technique that would lend itself well to this challenge.

CARD 43 QUESTION STORM

READING SPEAKING WRITING APPLY FACTUAL

In Question Storm, students collaboratively brainstorm questions about a topic. This is a good activity to do before beginning a writing assignment. Sometimes questions are more important (or interesting!) than answers. Usually, brainstorming is a technique where groups think of as many ideas or solutions about a topic as possible in a short amount of time.





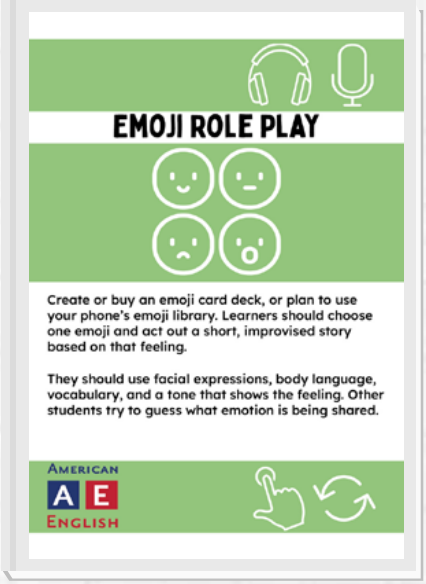
Extensions & Ideas

- Try collaborative mind mapping! Read this article for some ideas: Try This: Collaborative Mind Mapping.
- Read this article from English Teaching FORUM: Real-Life Problem Solving: A Collaborative Learning Activity.

CARD 44 EMOJI ROLE PLAY

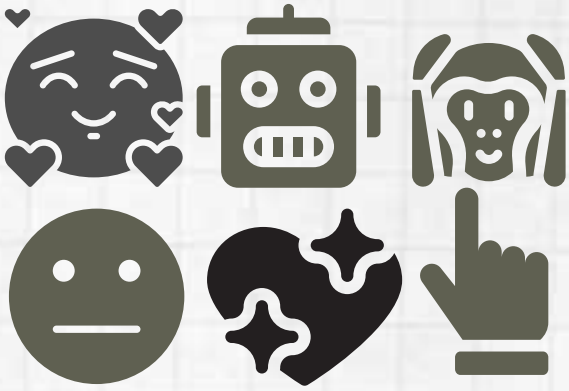
SPEAKING LISTENING APPLY CONCEPTUAL

Emoji Role Play asks students to retell a complete story — identifying protagonist and antagonist, conflict, rising action, climax, and falling action — using only simple visuals in the form of emojis. It requires students to use visual forms of communication to effectively convey meaning to an audience.



Extensions & Ideas

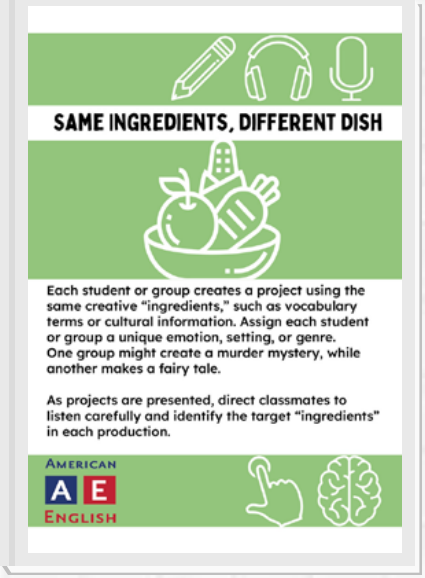
- Design original content-specific emoji sets and use them in lab reports, reading comprehension checks, and peer-editing sessions.
- Conduct visual class discussions using only emojis on social media.



CARD 45 SAME INGREDIENTS, DIFFERENT DISH

SPEAKING LISTENING WRITING APPLY METACOGNITIVE

Same Ingredients, Different Dish requires students to use the same vocabulary and cultural information as their peers to make unique monologues and skits. Students are provided with emotions, settings, or genres from which they are assigned. They then create and perform their productions while the rest of the class listens and watches carefully. The audience keeps track of the target "ingredients" evident in the production.



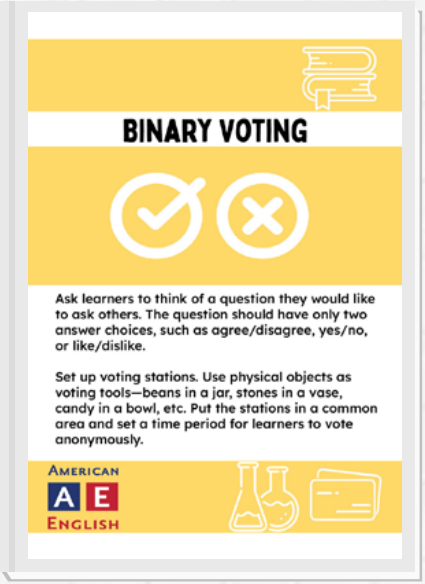
Extensions & Ideas

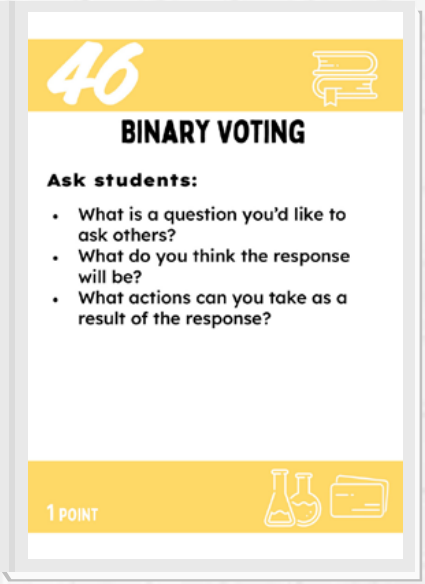
- This collection of short stories could be remixed by students for this activity: Stories About American Life.

CARD 46 BINARY VOTING

READING ANALYZE FACTUAL

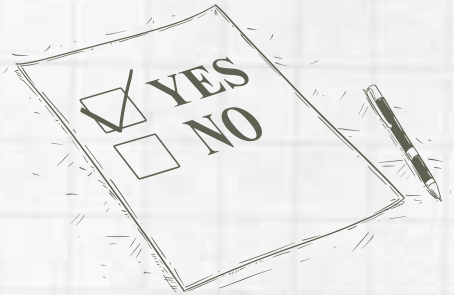
A binary vote is a way to visualize thinking and can be used as an ongoing reading and discussion exercise relevant to any topic of study. It is a tool to gauge sentiment about an artwork, photograph, quotation, story, current event, or issue relevant to the curriculum. Students can read and think about the question at their own pace and, when ready, participate in a class discussion reflecting on the results. Questions can be student-generated as well, empowering learners in their communication with peers.





Extensions & Ideas

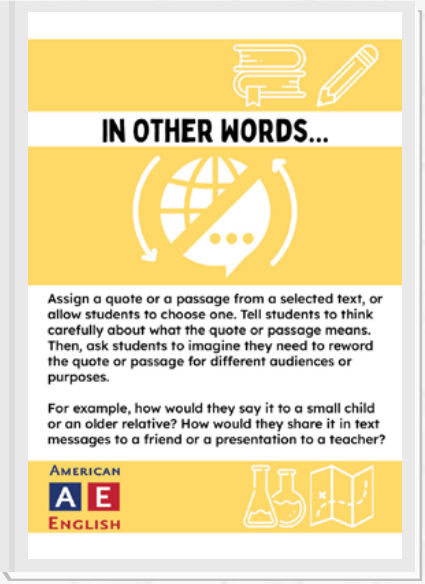
- Use the Picture This card deck from Activate: Games for Learning American English to enhance this activity. Look for and download the Questions Quiz and the Questions, Questions activities.

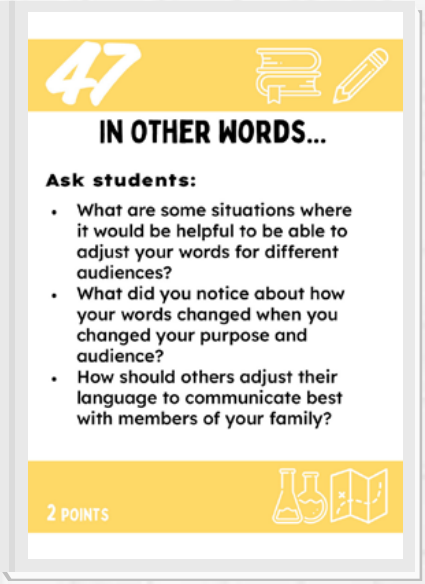


CARD 47 IN OTHER WORDS...

WRITING READING ANALYZE PROCEDURAL

In Other Words... asks students to rephrase a quote or passage from a text for different audiences and purposes. After introducing and discussing the quote, direct students to rewrite the quote for a younger audience, a more formal presentation to an employer, or their friends on social media. This activity challenges students' word choice and audience awareness.





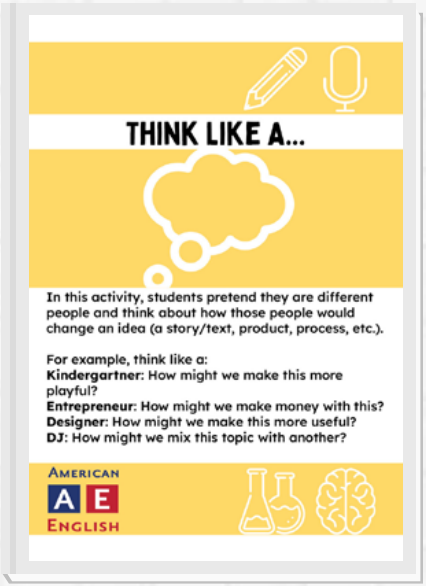
Extensions & Ideas

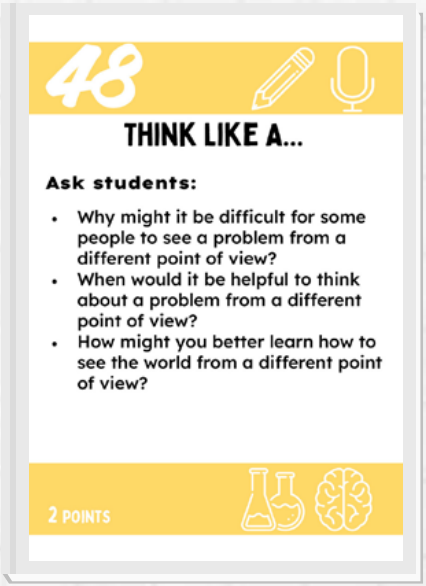
- Use the conversation prompts from Dialogs for Everyday Use, More Dialogs for Everyday Use, Everyday Conversations: Learning American English, or American Teens Talk! for this activity.
- Check out this paraphrasing game for intermediate learners from the English Teaching FORUM: A Paraphrasing Game for Intermediate EFL Learners.

CARD 48 THINK LIKE A ....

WRITING SPEAKING ANALYZE METACOGNITIVE

Think Like A... requires students to adopt different points of view to better analyze the topics they study. Students pretend they are different people and express their understanding of a concept using the language and perspectives of those different individuals. Alternative points of view might include designers, DJs, or entrepreneurs.





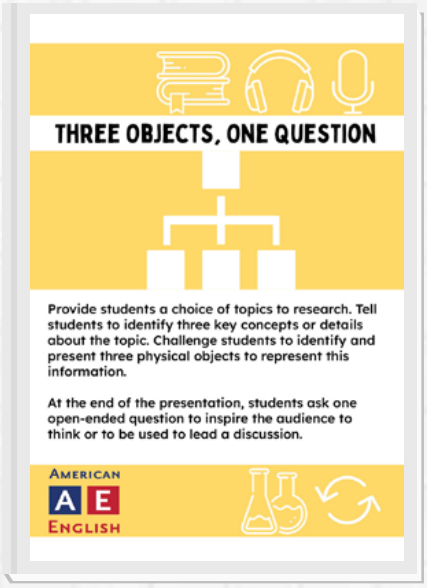
Extensions & Ideas

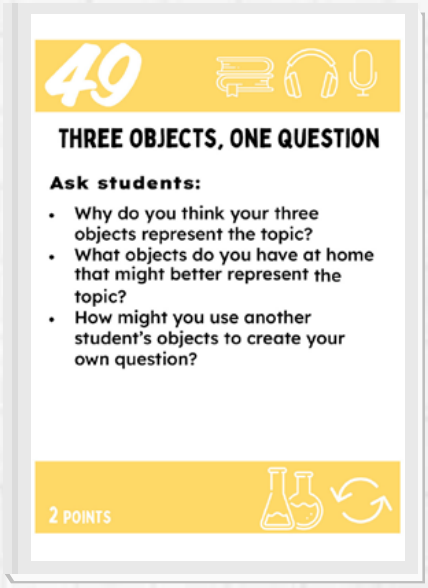
- Use the Guess What? card deck from Activate: Games for Learning American English to enhance this activity.
- Students could read or listen to stories from Voice of America's Stories About the USA, and then look at them from another perspective.

CARD 49 THREE OBJECTS, ONE QUESTION

READING SPEAKING LISTENING ANALYZE CONCEPTUAL

Three Objects, One Question challenges students to make connections between the everyday items in their lives, their new learning about language and culture, and the questions that these connections provoke. Direct students to identify the most important information about a given topic they have studied or researched. Students then select and present three physical objects to represent this information. At the end of the presentation, students ask one open-ended question to inspire reflection or discussion.





Extensions & Ideas

- If your teaching environment does not have objects, you could use the Picture This card deck from Activate: Games for Learning American English.

ACKNOWLEDGEMENTS

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The extensive pilot team, composed of English Language Fellows and coordinated by U.S. Embassy staff and Regional English Language Officers, led by Burvall, included these members. They field-tested the cards and provided valuable feedback:

- Ian Baecht, English Language Fellow, China 2017-2019
- Ellen Berry, English Language Fellow, Peru 2018-2020
- Anna Casey, English Program Coordinator, U.S. Embassy Quito
- Scott Chiverton, Regional English Language Officer
- Jerry Frank, Regional English Language Officer
- Jody Garcia (Cicek), English Language Fellow, China 2018-2019
- Kevin McCaughey, Regional English Language Officer
- Gloria Morales, Director of Bilingualism and Youth Programming, U.S. Embassy Bogotá
- Scott Poteet, English Language Fellow, Mongolia 2018-2020
- Elizabeth Plummer, English Language Fellow, South Africa 2018-2020
- Lisa Pye, English Language Fellow, Ecuador 2017-2019
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