

Module 4: Student Vocal Interactions

Read the information below in 15+ languages by selecting your preferred language using the translation tool in the top left corner of the screen.

https://www.youtube.com/embed/ieXpOXYI_fc?si=LuYk4M3f8evPzDIA

<https://www.youtube.com/embed/nuESjKQru08?si=rg3oWlzJJ5sFz9Kb>

https://www.youtube.com/embed/6npbNfAS1I0?si=_F1KL8VI6ObNV_Xb

Class 1: Debate

Objectives: To help children practice speaking by introducing them to different methods.

How do I go about it?

- **Starter (5 mins):** Facilitator can make the students stand or sit in their place. Facilitator will use a phrase and a command. The phrase is 'Simon says' which is followed by a command 'any verb (laugh loudly, clap your hands or sing a song)'. Students have to 'do the action' when both the phrase and command are given. Facilitator will start by giving a command like "Simon says touch your nose." Teacher can keep going. Students are not supposed to do any action if the command is given without the phrase. That is "jump right and left side". If they do, students are out of the game.

- **Discussion (10 mins):** Facilitator explains the rules and how to participate in a debate.

Facilitator can use the following points for the explanation if needed:

1. There are two teams in a debate. One who speaks 'for' the topic and one who speaks 'against' the topic.
2. The team supporting the topic must not shift its point of view.
3. If a speaker makes a statement, they must be able to provide reasons to support the statement.
4. Facts presented in a debate must be accurate.

- **Activity (35 mins):** Facilitator can conduct a small debate among the students. Make them into small groups of 3-4. The topic: "If I rule the world, I will make a rule that students should only study for 4 days a week and rest 3 days should be to have fun." Speak against and for the topic.

Note for teachers: (While doing these activities please keep referring to Module 1,2,3 and ask questions connecting to Module 1,2, and 3. So children are getting a repeat of the concepts taught. This process will help them understand and remember the concepts well.)

Plenary (5 mins):

- What are the points to remember while participating in a debate?

Question for takeaway reflection (5 mins):

- Give a small story to the children. You can show a video story for this.
- Ask the students to give a good review and need to improve review about the story.
- Story link is in the Resources section.
- Sit with your friend. Take anything, fruit or vegetable that's near you. Talk for 1-2 minutes about the positive and negative about the thing.

What materials do I need?

Resources:

<https://www.youtube.com/embed/QUTYxwTsbIM?si=mWMgkfC4FXRz74oL>

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 2: Picture Describing

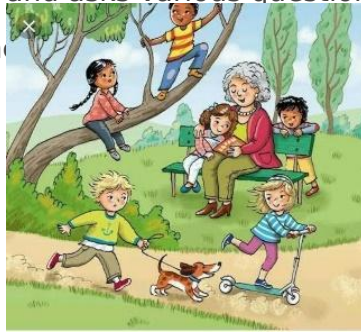
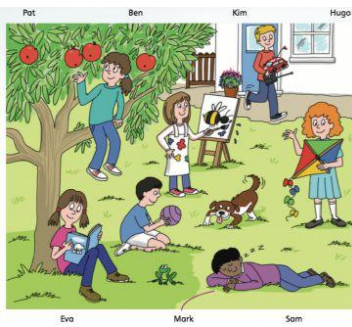
Objectives:

- To help children practice speaking by introducing them to different methods.
- Helping children to increase vocabulary by using pictures.

How do I go about it?

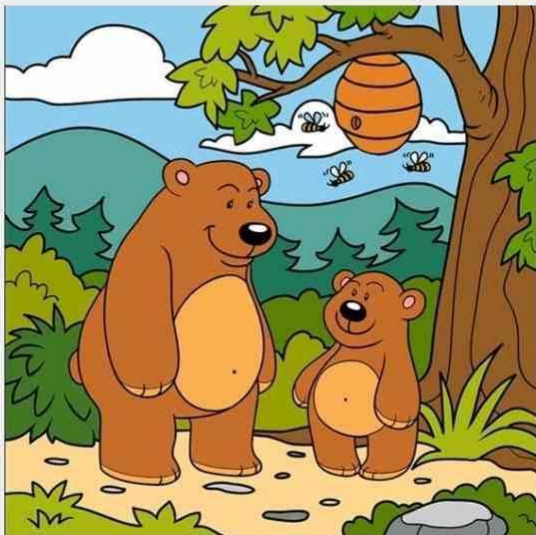
- **Starter (10 mins):** Freeze Frame: In this game, the facilitator can send a message to each student separately. Facilitator has to give an action to any one student. The student has to do the action and other students have to guess what he is doing. The action should be 20 to 30 seconds long.
 - **For example:**
 - You are getting late to school and you are not able to find your homework notebook.
 - You are waiting for your school bus in the bus stop.
 - Your cooking tasty food in the kitchen.
- **Discussion (2 mins):** Facilitator can explain what to do in the activity.
- **Activity (40 mins):**

- Facilitator shows a picture and asks various questions from the picture. Students



- Facilitator can show 3 pictures which are eventful.
- Now the facilitator can ask questions from the picture by pointing the cursor on the particular character in the picture.
- For example:** From pic 1: What is the pink t-shirt girl doing?
- When students answer in full sentence, ask them to say what tense they used.
- For example:**
 - Stu:** She is reading a book.
 - F:** What tense is that?
 - Stu:** It is present continuous tense.
- Spot the difference in these two following pictures. Facilitator shows two similar pictures with minute differences, ask students what are the differences they spot.

Spot 12 Differences in 35 Seconds



- Spot 12 Differences in 35 Seconds.

Note for teachers: (While doing these activities please keep referring to Module 1,2,3 and ask questions connecting to Module 1,2, and 3. So children are getting a repeat of the concepts taught.

This process will help them understand and remember the concepts well.) Questions related to tenses can be asked by the facilitator.

Plenary (5 mins):

Question for takeaway reflection (3 mins):

- Facilitator can give a picture to students as homework and ask them to share what is happening in the picture in the next class.
- If they can write, then write after class hours and share in next class.

What materials do I need?

Resources:

- Pictures are put along with the explanation.

Possible challenges and solutions:

- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 3: Individual Speaking Practice

Objectives: To help children practice speaking by introducing them to different methods.

How do I go about it?

- **Starter (5 mins):** Create a story chain. Facilitator can start by saying a sentence as a beginning of the story. Students can think and be creative here. They can add to the sentences. Facilitator if needed can ask the students what was their favourite part of the

story they created and what they did not like in the story?

- **Discussion (5 mins):** Facilitator can explain that this class is all about practicing to speak individually using different ways.

- **Activity (45 mins):**

- **Talk about an item:** Facilitator can bring few things like a fruit, a vegetable, a notebook, a pen, a water bottle etc. Now the facilitator can ask students to talk about this item in 5-6 lines. The facilitator can check the sentence formation, pronunciation and tense when the children answer.
- **Extempore:** Facilitator can give students a topic on the spot and ask the students to try and talk about the topic in 5-6 sentences. Facilitator can give 1 minute to speak for each child.
- **Talk about yourself:** In 5-6 sentences talk about yourself. You can speak what you like, your hobbies, what kind stories you like to read, what kind of music do you like to listen etc.

Note for teachers: (While doing these activities please keep referring to Module 1,2,3 and ask questions connecting to Module 1,2, and 3. So children are getting a repeat of the concepts taught. This process will help them understand and remember the concepts well.)

Plenary (2 mins):

- Facilitator can give students tips on overcoming stage fright or being shy.

Question for takeaway reflection (3 mins):

- Sit with your friend. Ask them to give you a topic. Now you can speak about the topic in 4-5 sentences. Ask your friend to help you correct any mistakes if you have made. Repeat the same activity now you giving the topic and your friend speaking about the topic.

Possible challenges and solutions:

- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 4: Peer Interactions

Objectives: To help children practice speaking by introducing them to different methods.

How do I go about it?

- **Starter (10 mins):**

1. The facilitator can do an activity which includes movement.
2. Students will be asked to do the opposite action of what facilitator says.
 - Clap and snap,
 - Stand and sit,
 - Wiggling hands fast and slow.

- **Discussion (10 mins):** Facilitator can explain the students that they will be given 10-15 mins to think of a story together in a pair. Facilitator can explain how important it is to listen to others perspective and help each other to learn or revise what has been taught so far.

- **Activity (35 mins):**

- Make a story with your friend. The facilitator can put students in a group of two.
- The following rules to be followed during the preparation:
 - The students will be given 10-15 minutes to prepare.
 - The story should be less than 2 minutes.
 - The story should be presented by both the students.
 - It's up to the students how to present.
 - You can use a small drawing, small paper puppet or a hand gesture.
- The facilitator can use 15 minutes for everyone's presentation. During the presentation the facilitator can give feedbacks on the following points:
 - Sentence formation
 - Pronunciation

- Tense
- Was the presentation well-coordinated?

Note for teachers: (While doing these activities please keep referring to Module 1,2,3 and ask questions connecting to Module 1,2, and 3. So children are getting a repeat of the concepts taught. This process will help them understand and remember the concepts well.)

Plenary (2 mins):

- Facilitator can ask questions on overall basis, that is tenses and sentence formation.

Question for takeaway reflection (3 mins):

- Take a paper. Write down questions or doubts you might have had during the following classes on tenses, sentence formation etc. Facilitator can discuss the answers in the upcoming classes.

What materials do I need?

Resources:

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?