

## Session 6 Involve and occupy

(60 min session)

**Aims:** To develop trainees' awareness of appropriate task types for YLs

**Materials:** Sample materials for the tasks – food flashcards, *Jet* theme pack survey suggestions, *Footprints 3* Audio CD and Pupil's Book, *English World 1* Audio CD and Pupil's Book, Reading quiz – collections, back to back dictation grids. Involving and occupying definitions texts, alphabet cards, Answer key involving or occupying?

### 1. Introduction to the theory

**Aims:** To provide trainees with a working definition of *involving* and *occupying*.

Read / give out the following as a gapped text. Trainees can choose the way they want to do this depending on their learning mode e.g. T reads aloud the text and trainees listen only, trainees read the text alone or read through it in pairs. You could also do this as a running dictation for kinaesthetic learners.

An \_\_\_\_\_ (1) activity is one which keeps the children busy physically but not busy mentally. An example is reading out numbers in the sequence 1 to 10 as lots of children know this as a chant but they then can't produce the numbers out of sequence. This is why children can often get restless after a few minutes of these types of task. An \_\_\_\_\_ (2) task is one that requires the child to think carefully. Some activities are both involving and occupying e.g. listening to the teacher say numbers out of sequence and picking up a number flashcard or holding up the corresponding number of fingers.

Check answers and elicit further examples of involving and occupying tasks e.g. listen and guess the word is very involving as it is primarily a mental activity. Read and write is involving and occupying as you use your hands to write as well as thinking about what to write.

Ask:

"Why do children involving and / or occupying tasks?"

- They need mental stimulation and challenge.
- They need a physical outlet to use up their energy in a constructive way.
- They work well when their minds and bodies are busy, either in alternation or at the same time.

"What balance should there be in a lesson?"

- Lots. Too much of one thing will make the children get restless or over excitable. E.g. Two games running round the room to find words and pictures

5 – 10 mins

## 2. Applying the theory to practical tasks

**Aims:** To demonstrate a range of children's activities. To enable trainees to analyse what the tasks involve and to say if they are involving or occupying.

Tell trainees you are going to demonstrate that are often used with YL classes. There will be a break after each activity to allow trainees to write down how to do the activity.

### 1. Guess the flashcard

Show a selection of food flashcards and elicit the vocabulary. Put all the cards together and hold them up facing you. Tell the trainees they have to guess which card you can see. The person who guesses correctly gets to keep the flashcard.

### 2. Survey

Tell the trainees that they know the structure 'Do you like + noun?' Tell them to choose their food and write the question 'Do you like + food?' They should then write the names of everyone in the class including them – model how to do this on the board. The trainees should then mill and find out how many people like their food. Give out the Jet magazine handout and tell trainees to discuss in groups how they would like to present their survey findings.

### 3. Shark hangman

Draw a set of 10 steps with a stick person at the top of the steps and the sea at the foot of the steps. Then draw a shark in the sea and write the number of dashes in a word you have chosen and tell the children that they have to guess the word before the stick person reaches the sea. Children take turns to guess letters. When the word includes these letters the teacher writes them in the dashes. When the letter is not in the word the teacher writes this letter next to one of the steps and the stick man moves one step closer to the shark.

### 4. Listen and remember what the child likes and doesn't like

Tell the trainees they are going to listen to a song from a coursebook and try to remember the foods the child likes and doesn't like. Play track 25 from Footprints 3 Audio CD and tell trainees to confer in pairs. Play the track again and then ask the trainees to write down the foods the child likes and doesn't like. Trainees could make a worksheet with pictures of the food and then a box to tick or cross the foods as they listen.

### 5. Put the alphabet in order

Put the trainees into small groups and give each group a set of alphabet cards. Tell the trainees to put the letters in order to make the alphabet – the fastest group will win. Then check the pronunciation of the letters. Children often find this difficult to do and work on this will help to develop the children's ability to spell or know how to spell words. To develop this activity further, you could play Say a letter and the trainees have to hold up the letter.

### 6. Sing a song

Tell trainees they are going to hear a song and then sing it themselves. Set a gist task: What are the animals in the song? Play the CD (unit 8 page 90, activity 4) and check the animals. Also ask what sounds the animals make. Play the CD again and tell the trainees to join in with the animal sounds. Next, play the CD track a line at a time and ask the trainees to sing each line. Finally, go back to the start of the track and tell the trainees to sing along with the whole song.

### 7. Back to back number dictation

Give out the number grids and put trainees in pairs. Demonstrate how to place the partners' chairs: the chairs should be placed back to back so that it isn't possible to see what is on their partner's grid. Tell trainees to write four numbers between 1 and 10 in their number grid. They then work to guess what numbers their partner has got, asking 'Have you got a 6?' etc.

### 8. Reading quiz – about a topic.

Explain that this is a questionnaire that can be used after working on a unit about possessions or collections and hobbies. The quiz can be adapted and be about objects that the teacher has collected together. Trainees work on their own to look at the objects around the room and answer the questions about them.

### 9. Wordsearch

Ask the trainees if this is an activity they have used with children's classes. You could give the trainees a Wordsearch you have made with key words from the course. To make this harder you could provide a definition of the words but not the words themselves.

### 10. Draw food words your group knows / wants to know

Tell trainees they will do this in a different language to their first language e.g. French or Spanish etc. Put trainees into small groups and give them paper and colour pens or pencils. They should all draw pictures of the words their group focuses on. Set a time limit to draw the words e.g. 5 mins max. Then rearrange trainees so there is a person from every group in their new groups. They show and tell their words. At the end ask which new words they learnt doing this activity.

30 mins

## 3. Was it involving or occupying?

**Aims:** To give trainees practice of identifying involving and / or occupying tasks

Tell trainees to look at the activities they have just done and say whether they were

***involving***

***occupying***

***involving and occupying***

Then say whether the tasks would keep a class of children busy. If the answer is 'No', they should think of a way to adapt the activity to make it more involving or occupying.

Demonstrate with activity 1 Guess the flashcard

**Mentally involving** – the children have to understand the concept, remember the word, know how to say it and remember which words have already been guessed.

**Physically occupying** – if you get to hold a card, but not for long.

This activity keeps the children busy if they are motivated, but the involvement is substantially reduced for the children who don't get to guess a word or win a card. They could get bored and go off task.

**Adaptation** – Tell trainees to play this in small groups with one 'child' being the teacher.

Set time limit for discussion of the other seven activities. Monitor and help out as necessary.

45 mins

**Feedback** – use the IWB to speed this up. Focus on differences of opinion and ways to adapt 'weak' tasks that need more involvement or occupying in them.

55 mins

#### 4. Round-up

**Aims:** To review the session content and to provide a change of pace.

Play jump the river, where pupils have to jump to the side of a dividing line that is the 'river'. On one side are involving tasks, on the other are occupying tasks. You could also play this as a race to two chairs with trainees divided into two groups and two chairs placed under involving and occupying titles written on the whiteboard. The two groups line up in front of the chairs and the first player from each group has to run to the correct chair when an activity is read out.

60 mins

**Involving or occupying?**

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## Involve and occupy – activities

After each activity, make some brief notes on how to do it. Leave some space for each one as you will be writing something else **about** the activities later.

### 1. Guess the flashcard

**involving** – the children have to visualise the concept, remember the word and say it, plus which words have already been guessed

**occupying** – not very. The winning children get to hold a card. Children are putting their hands up.

This activity keeps the children busy **if** they are motivated and can do the activity. If not, they can easily get bored and go off task.

Adapt – by playing in small groups with one child ‘being’ the teacher.

### 2. Survey – do you like pizza?

**involving** – the children have to organise the information and make a written record of their findings. They have to decide how to present the information.

**occupying** – the children move from table to table, and write and draw

This activity keeps the children busy because there is lots of variety and challenge in it. Tasks like this help to develop cooperation skills.

Adapt – this activity framework can be used for different topics.

### 3. Shark hangman

**involving** – the children have to guess the word and know how to say the letters of the alphabet. Some children may deliberately make the stickman reach the shark by saying seldom used letters such as q, z etc.

**occupying** – not very. The children put their hands up. One child could write the letters in the dashed word with help from the teacher

This activity keeps the children busy mentally so it has a stirring effect.

Adapt – the children copy the word letter by letter in their exercise book. This makes the activity more calming as well as occupying.

### 4. Listen and remember

**involving** – this is too mentally challenging for most young children, who exist in the here and now. They need to have a physical response to keep them active.

**occupying** – no!

The children will almost certainly go off task as they have nothing to do.

Adapt – make this a listen and ✓ or ✗ the picture, or sort pictures into like and don’t like piles.

### 5. Put the alphabet in order

**involving** – this activity has a very low challenge factor – lots of children ‘know’ the alphabet as a mantra. Ordering the cards gets them thinking a little.

**occupying** – this is a hands-on activity.

Low challenge factor will result in early finishers.

Adapt – spell words with the cards on the floor.

## 6. Sing the song

**involving** – the children have to remember the words and tune and sing in time. The tune acts as a memory as do actions if the song has these.

**occupying** – noisy activity, especially any sound words like the animal calls.

This activity keeps the children busy if they are familiar with (and like!) the song.

Adapt – teach other songs, use mime, draw pictures for different parts of the song, write an extra verse.

## 7. Back to back number dictation

**involving** – the children have to guess the numbers and know how to say them

**occupying** – the children get to move and sit in a different place, plus writing

This activity keeps the children busy as they are guessing. The back to back format makes it harder to cheat.

Adapt play with more numbers or different vocabulary

## 8. Reading quiz – about a topic

**involving** – very. The children need to have the confidence to take risks and learn to think laterally.

**occupying** – the children move and touch things

This activity keeps the children very busy (though they will need some help in developing good seeking strategies or they might give up). They love the realia.

Adapt – do this for other topic areas. The children can write their own quiz.

## 9. Wordsearch

**involving** – yes if they have to guess the words e.g. from a definition. Helps children to check spelling.

**occupying** – yes, in a way.

Wordsearches are often very absorbing, but not in a very stretching way.

Adapt – write definitions for another group.

## 10. Draw food words your group knows / wants to know

**involving** – the children have to activate their language store and work with others. This activity has learner-based input.

**occupying** – drawing is physical, moving around the room is

Learner-focused so it is motivating

Adapt – use for other topics, write the words

# Collections!

Look at the three collections of objects and answer these questions. Put everything back when you finish.

## Collection A: Money

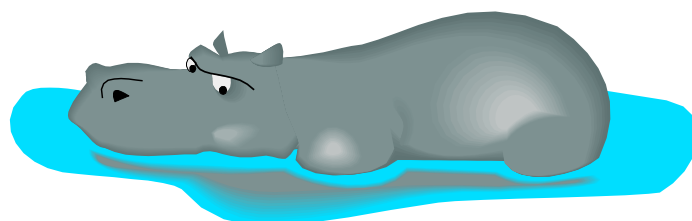
1. My collection has money from six countries. How many countries can you name?
2. What picture is on:
  - a. 1 schilling
  - b. 1 koruna
  - c. 10 pence
  - d. 2 deutschmark

## Collection B: Hippos

3. There are six different kinds of hippos. What are they?
4. How many hippos can you see?

## Collection C: Postcards

5. How many postcards are in my collection?
6. Which places in [name of country] have I visited?
7. Which is your favourite postcard? Why?





Me


Me


My partner


My partner
