On day 2 of the conference we used 2 tools: the iceberg and problem posing with a code.

Iceberg

Purpose and advantages of the Iceberg
To analyse commonly held, often superficial ideas.
To encourages students and teachers to look ‘below the surface’.
To provide a more complex understanding of important issues.
To challenge dominant ideas.
To consider alternatives views.
To develop discussion skills at all levels.
To generate content for literacy work.

What you need

Online - Google Jamboard, an iceberg image, Zoom or similar.
Offline - nothing

Instructions.

1. Think of a statement that would be good to explore. Something has come up in class. It works best of the statement is a ‘throw away comment’. It can be a good tool for myth or stereotype busting.
2. Upload an image of an iceberg to a Jamboard or draw one freestyle using the pen tool. Write the statement to be explored on the tip.
3. Share your screen.
4. This is not a question and answer session, but you can frame the discussion with some questions. For example,
   - What’s underneath this statement?
   - How many ways can we explain it?
   - Where does this view come from?
   - What different ideologies or forces are underneath the statement.
   - Who has this idea and why?
5. Write what students say on sticky notes and position them on the iceberg underneath the tip. Contributions can be in different languages which can be explained later.
2. Problem posing with a code

Purpose and advantages of problem posing.
To explore and analyse common problems, causes and consequences.
To safely explore difficult problems by depersonalising or generalising them.
To see the structural causes of the problems we face.
To develop solidarity.
To think concretely about how to tackle issues.
To plan action.

The action stage can lead to a lot of literacy work, e.g. letters, petitions, leaflets.

What you need
Online - picture ‘codes’. You can either use Jamboard or share a picture on your screen.
Offline - a set of problem posing questions

Instructions
1. Identify a problem that the group can relate to and develop a picture code to represent the problem. Rough line drawings can work just as well as the ones we’ve used today so don’t worry if you can’t draw.
2. Show the students the picture and let them look at it for a minute or two
3. Take students through a 5 step set of structured questions, giving them time to respond and reflect. For the process to be a success it’s important to agree what the problem is right from the beginning.
4. The stages are 1. Describe the picture, 2. Recognise the problem, 3 Identify with the problem, 4 Explore deeper structural issues and causes and 5, Explore alternatives, ways of changing.
5. Use the attached question sheet and go through the stages systematically. This is not a free for all discussion but should be quite tightly facilitated.
6. Make notes on the action phase.
7. Follow up with an action matrix or table to identify what action is to be taken, by who, and when. Actions can be class campaigns but can also be finding out more information, inviting someone to come to talk to the group, joining with another ESOL class to discuss or setting a date to return to the same issue.

NB you can do these activities in breakout rooms in groups if your students can access the Jamboard links.

You can find more information about how you can use these tools offline on the EFA
EFA Annual Conference 2020-Participatory ESOL and Coronavirus

website and Facebook page and the Our Languages website.

https://efalondon.org/
http://ourlanguages.co.uk/

Please like and follow our Facebook page and join the EFA Participatory ESOL Facebook group