Over the last few months, we have been trying to adapt some of our participatory tools to online learning.

This is some guidance on how to use some of the tools we used in your online ESOL classes.

On Day 1 of the conference we used 2 tools: the picture pack and the card cluster.

1. Picture pack

**Purpose and advantages of the picture pack.**

To express feelings.

To share thoughts and experiences.

To tell anecdotes.

It can allow students to practise narrative discourse markers, once, a few weeks ago, I remember when, etc.

It can encourage quieter students to speak for longer.

NB the purpose is not to describe a picture. The picture is used to stimulate a thought or memory about a specific theme.

**What you need**

Online – a set of photographs with no specific theme. The more random the images the less inclined students will be to give literal descriptions of the pictures.

Offline- nothing

**Instructions.**

1. Share your picture set with your students.
2. You can do this during the lesson using ‘share screen’ and send a link in the chat. You can also send the pictures to students in advance via email or Whatsapp.
3. Set an open question or broad theme. Some examples could be: Coronavirus, solidarity, racism, regret, work, learning English. But there are an infinite amount of possibilities and the theme will depend on your group.
4. Say, ‘Choose a picture that makes you think of an experience you have had with ……..’
5. Students look through all the pictures and choose one that inspires a thought or an anecdote relating to the theme.
6. One by one students have a turn to talk. While they are talking, share the picture they have chosen on your screen. (Sometimes it’s good to set a time limit of 3 minutes per student).
7. When they have finished other students can ask questions.
2. Card Cluster

**Purpose and advantages of the card cluster.**

To structure a comprehensive discussion of any topic.

To pool and share knowledge.

To challenge and stretch students’ and teachers’ ideas on a topic.

To organise and categorise thoughts.

To provide content for a reading activity for follow up lessons.

To develop paragraphing skills (the named clusters can be transferred to ready-made paragraph headings).

To develop oral skills: summarising or giving an overview of a topic.

It can include students’ multilingual resources in the lesson (cards can be written in any language and then translated/explained).

**What you need**

Online - Google Jamboard [https://jamboard.google.com/](https://jamboard.google.com/)

Offline - cards/paper pens

**Instructions**

1. Introduce the theme for discussion.
2. At home students write down three points relating to the theme on a piece of paper. To help students know what to write you can share the following list on your screen while they are writing. Tell students they can use any language.

   - an opinion
   - a fact
   - a question
   - a drawing
   - a statistic

   - a worry
   - a quote
   - a feeling
   - an idea
   - an emoji

3. Give 5-10 minutes for this individual activity- for some students 2 points is fine.
4. Ask a student to read out one of their points. If it is in another language, ask them to explain it or ask another student to translate into English. Write the student’s idea on a sticky note on the Jamboard. Then ask other students to put their hand up if they have any very similar ideas. They read out their points.
one by one while you scribe each one onto sticky notes. Cluster these ideas together on the Jamboard.

5. When the cluster is finished, ask another student to read a different point and repeat the process above.

6. Repeat the process until all the ideas have been included and there are a series of ‘clusters’ on the Jamboard.

7. Together decide on a heading for each cluster and write on a sticky note. Put all headings in the same colour for clarity. Make sure you have reserved a colour for this.

8. Use the finished Jamboard for oral summaries, written pieces, or prepare your own reading text plus activities for the following lesson. You can send students a copy of the finished Jamboard.

9. These are the basic instructions but Jamboard is very versatile. You can share the Jamboard link with students too and they can write their own sticky notes. You can also do this in breakout room discussions with all breakout rooms adding to the same Jamboard, then come back to the main room to cluster and discuss.

You can find more information about how you can use these tools offline on the EFA 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