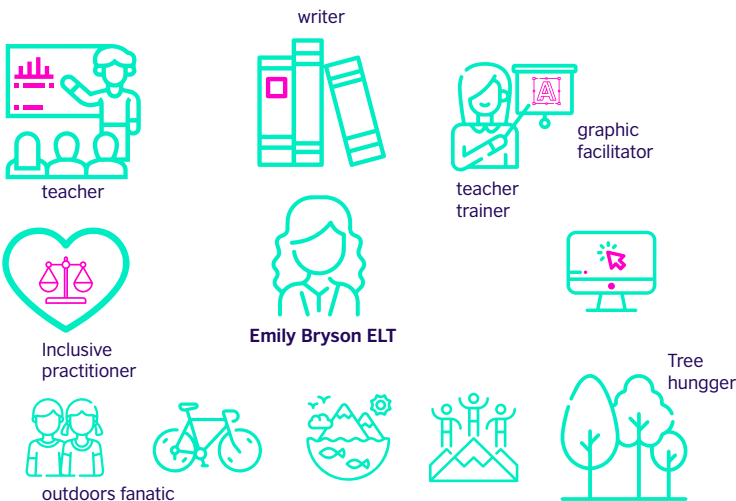


# Sketch yourself

## Introduction

This activity is designed to encourage students to share information about themselves and to become curious about the other students in the class.



It uses the technique of graphic facilitation from Emily's webinar. Students create a graphic like the one here about themselves, and then ask and answer each other's questions about the images on the graphic.

**Webinar time reference:** 00:42 – 02:15

**Level:** Any age or level

**Time:** 15 – 20 minutes

**Aim:** To help students share some information about themselves in a memorable way and get to know each other better.

## Preparation:

- Create a sketch about yourself like the one in the introduction. Include your name and some of your interests and information about you.

## Procedure

- Show students the image that you created about yourself.
- Ask them to look at it and try to guess what the images represent.
- Listen to their suggestions and then use the images to tell them about you.

- Now give them a piece of paper and ask them to create a similar sketch about themselves.
- Once they have finished, put the students into small groups of 4 – 5 and ask them to find out about the other people in their group.
- Once they have finished, ask them to change groups and repeat the process with the people in the new group.
- Get some feedback and ask them what they found out about other people in the group.
- You could take the drawings and use them to help you remember more about your students, or you could hang them up in the classroom, so they can look at each other's drawings.

### Additional resources

#### Happy graph

- This is a valuable warmer activity for any teenage class. It gives the students the chance to get to know you a little more, and it gives you the opportunity to find out about how your students are feeling before you start your lesson.

<https://www.teachingenglish.org.uk/article/happy-graph>

#### Personalised speaking

- People spend a huge chunk of their everyday conversation time talking about themselves and the people they know, so the most natural thing in the world is for us to invite our students to do the same.

<https://www.teachingenglish.org.uk/article/personalised-speaking>

#### David Dodgson: Defining personalisation

- Many teachers will say personalisation is important, but what do we mean by a 'personalised lesson' or 'personalising the learning process?' As ever, it is vital to explore and define this idea before we attach any importance to it.

<https://www.teachingenglish.org.uk/blogs/davedodgson/david-dodgson-defining-personalisation>

## Creating a positive learning environment

- This workshop relates to the “Managing the Lesson” professional practice, as specified in the British Council’s Continuing Professional Development (CPD) Framework for teachers. The aims of this workshop are to exchange ideas about the role and importance of creating and maintaining a positive learning environment, and share useful ideas on how to establish rapport in the classroom.

<https://www.teachingenglish.org.uk/article/jordana-mazzarotto-ana-francisca-rosada-creating-positive-learning-environment>

## Emily Bryson ELT blog

- Emily’s blog has a collection of ideas and articles relating to the use of graphic facilitation techniques.

<https://emilybrysonelt.com/blog/>