ONLINE EDUCATION: NEW CHALLENGES
WENDY ARNOLD

ENGLISH FOR PRIMARY WHAT AND HOW YOU CAN TEACH CHILDREN ONLINE

23 JULY 2020

OVERVIEW

- **ONLINE SAFEGUARDING\PROTEGER EN LÍNEA PROTECCIÓN DEL NIÑO**
- **ABOUT THE HANDS UP PROJECT AND USING STORIES TO TEACH LANGUAGE**
- **USING FACEBOOK LIVE**
- **MATERIALS**
- **AFTER THE FB SESSION**
- **QUESTIONS AND ANSWERS**

ONLINE SAFEGUARDING

CHILD PROTECTION

PROTEGER EN LÍNEA

PROTECCIÓN DEL NIÑO

BRITISH COUNCIL'S CHILD-PROTECTION POLICY

The British Council is committed to:

- valuing, respecting and listening to children

- ensuring all necessary checks are made when recruiting staff

- maintaining strong child protection systems and procedures for staff

- training its staff and providing a common understanding of child protection issues to inform planning and practice

- sharing information about child protection and good practice with children and parents/carers

- sharing information about any concerns with the relevant agencies and involving parents and children appropriately

- providing effective management for staff through clear processes, supervision and support.

https://www.britishcouncil.org/about-us/how-we-work/policies/child-protection

POLÍTICA DEL BRITISH COUNCIL DE PROTECCIÓN AL NIÑO

- El British Council está comprometido a:

- Valorar, respetar y escuchar a los niños.

- Asegurar que se hagan todas las revisiones que sean necesarias cuando se contrata personal.

- Mantener sistemas fuertes de protección al niño y procedimientos para el personal.

- Formar a su personal y brindar un entendimiento común de los asuntos de protección al niño para informar la planificación y la práctica.

- Compartir información acerca de la protección del niño y la buena práctica entre niños y padres/cuidadores.

- Compartir información acerca de cualquier preocupación con las agencias relevantes e involucrar a padres y niños apropiadamente.

- Brindar una gerencia efectiva para el personal a través de procesos claros, supervisión y apoyo.

ONLINE SAFEGUARDING

- No photos or videos of children's faces should go online

- No identification of where the child is from should go online, e.g. name of school

WHAT YOU CAN DO

- Take photos and videos but just don't include the children's faces (take photos of their hands holding materials, or video from the back of the class)

- Use audio recording apps

- Be creative! Get children to think of ways they can be recorded but without their real faces, e.g. making masks, wearing sunglasses, wigs

- For a VERY special occasion like a school play make sure that the parent's have all signed a permission form

- THINK BEFORE YOU POST! What is your data privacy strategy?

https://yltsig.iatefl.org/2017/07/01/online-safeguarding-in-primary-elt-why-you-shouldnt-post-a-childs-face-online/

PROTEGER EN LÍNEA

- No deberían estar en línea ni fotos ni videos de las caras de los niños.

- No debería estar en línea la identificación del lugar de donde el niño es, ej. nombre de la escuela.

LO QUE PUEDES HACER

- Toma fotos y videos pero no incluyas las caras de los niños (toma foto de sus manos agarrando los materiales, o videos detrás de la clase)

- Utiliza aplicaciones de grabación de audio.

- ¡Sé creativo! Pon a los niños a pensar en formas en que puedan ser grabados pero sin sus caras reales, ej. haciendo máscaras, usando lentes de sol, pelucas

- Para una ocasión MUY especial como una obra de teatro en la escuela asegúrate de que los padres hayan firmado una autorización.

- ¡PIENSA ANTES DE PUBLICAR! ¿Cuál es tu estrategia de privacidad de datos?

ABOUT THE HANDS UP PROJECT AND USING STORIES TO TEACH LANGUAGE

https://www.facebook.com/handsupproject

https://handsupproject.org/the-hands-up-story/

The Hands Up Project

@handsupproject · Charity Organization

The Hands up project tells stories and teaches English language to young learners in Gaza and the West Bank, and to Syrian refugee children in Jordan.

USING STORIES TO TEACH LANGUAGE

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_D467_Storytelling_handbook_FINAL_web.pdf

https://handsup4.files.wordpress.com/2015/12/stories-alive-story-based-activities-for-young-learners.pdf

Story telling, an introduction

Selecting story books

Developing language learning skills

Classroom management

12 stories with story notes for teacher's and activities for Ss

Worksheets

Sheet music

Picture story = 6 to 8 pictures which can be photocopied and cut into individual images

Story summaries – each with 6-8 main events, for copying and cutting up

Chants

Readers' theatre scripts

Teachers' notes, rationale and ideas of different ways to use materials

USING FACEBOOK LIVE

DECIDE HOW YOU WANT TO USE FB LIVE!

PLAN

PLAN

PLAN

BEFORE YOU GO LIVE!

OPTIONS

You can:

- have a 'live' session, which appears in 'real' time BUT it not really interactive. There is time lag of up to 1 minute between you asking a question and audience sending a message on a chat box

AUDIENCE ENGAGEMENT AND TIME DELAY

- Keep the audience engagement level really short and simple

- There is a time delay between you as the presenter asking a question and the answer coming through by text message of up to 1 minute!

FIND THE ICON ON YOUR FACEBOOK PAGE
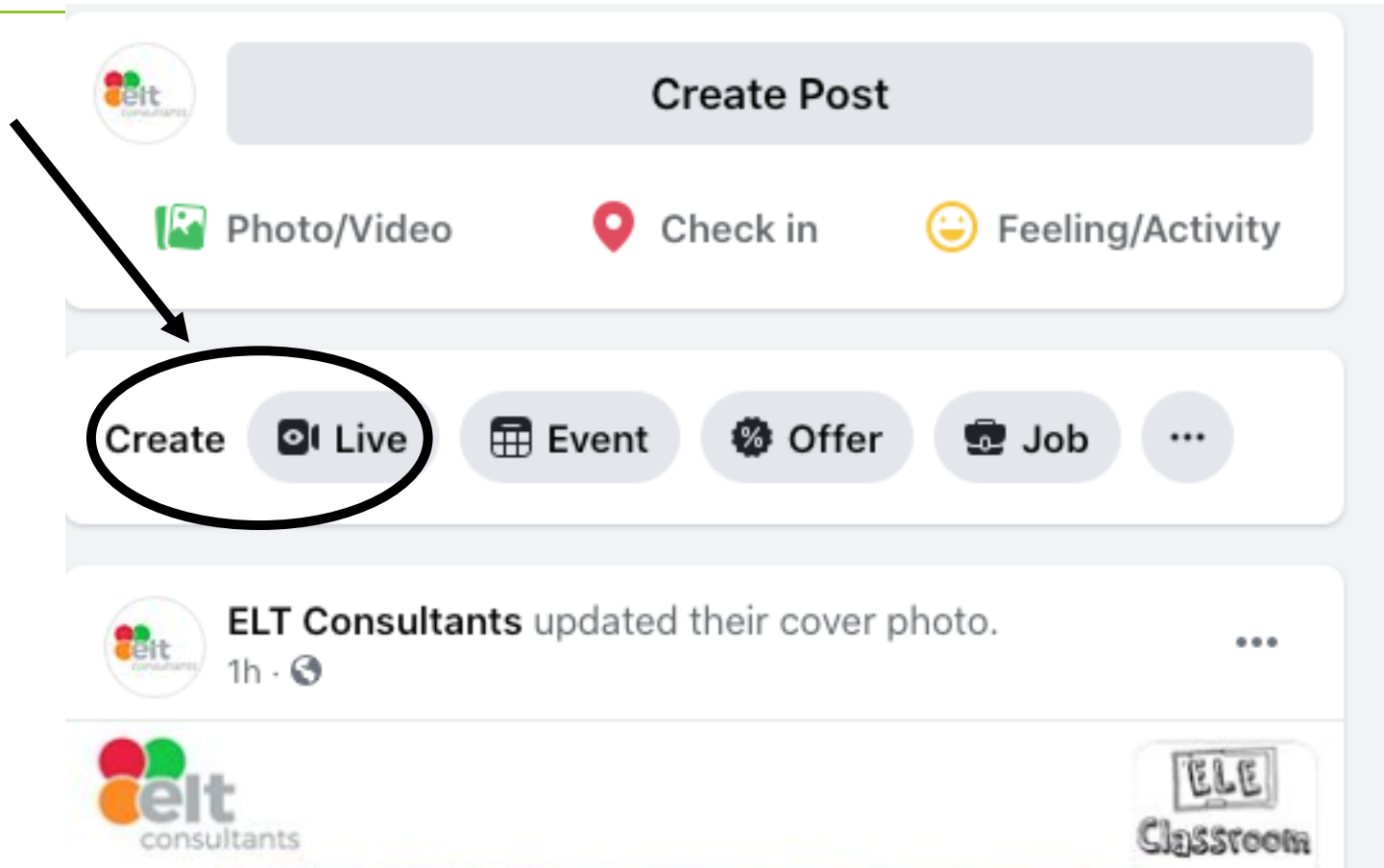
ORGANISE YOUR SETTINGS

Go Live Now

Schedule a Live Video

Upcoming Live Videos & Events

Post

ELT Consultants

Share to a Page You Manage

ELT Consultants

Live video title (optional)

Say something about this live video...

Crosspost to More Pages

Share to Page's Groups

Audience Settings

Gaming

Publish as a test broadcast
Test broadcasts can only be seen by admins or editors of your page.

Go Live

Use this URL so viewers can find all of your Page's live videos in one place.

https://www.facebook.com/237033193050401/live/   Copy

Get Started
Choose how you want to start setting up your live video.

Use Stream Key

Use Camera

Use Paired Encoder

Ensure any pre-recorded content is clearly distinguishable from live content, and includes appropriate disclosures about being pre-recorded in the description or through graphics. You can also share pre-recorded content on Facebook by uploading the video as a post on your timeline instead of streaming as a live video on Facebook Live.

Setup Options

Use a Persistent Stream Key
This can be reused every time you go live. You can only broadcast one live video at a time with your persistent stream key.

Use a Backup Stream
Once a backup stream is added to your live video, it cannot be removed. It will not affect your stream if you choose not to use it.

Live Stream Setup
Copy and paste these settings into your streaming software.

Server URL
rtmps://live-api-s.facebook.com:443/rtmp/   Copy
This may be referred to as "URL" or "Address" in your streaming software.

Stream Key
3087031921383833?s_bl=1&s_sc=308703203138382   Copy
Stream keys are valid for 7 days. Once you start to preview the broadcast you have up to 5 hours to go live.

Event Logs

Settings

Stream

Viewing

Allow viewers to rewind
Live videos longer than 8 hours can't be rewound.

Turn on auto-generated captions
Captions are automatically created during your live video and can let more people follow along.

Comments

Quick Access to Your Live Videos
Let viewers know where to find your live videos.

Show Live Tab on Page
Anyone who visits your Page will be able to see your live videos in the live tab. Your live tab URL will always stay the same.

https://www.facebook.com/237033193050401/live/   Copy

Live Video URL
Copy the link for this live video.

URL will appear after live video is created   Copy

DECIDE WHO YOUR AUDIENCE IS
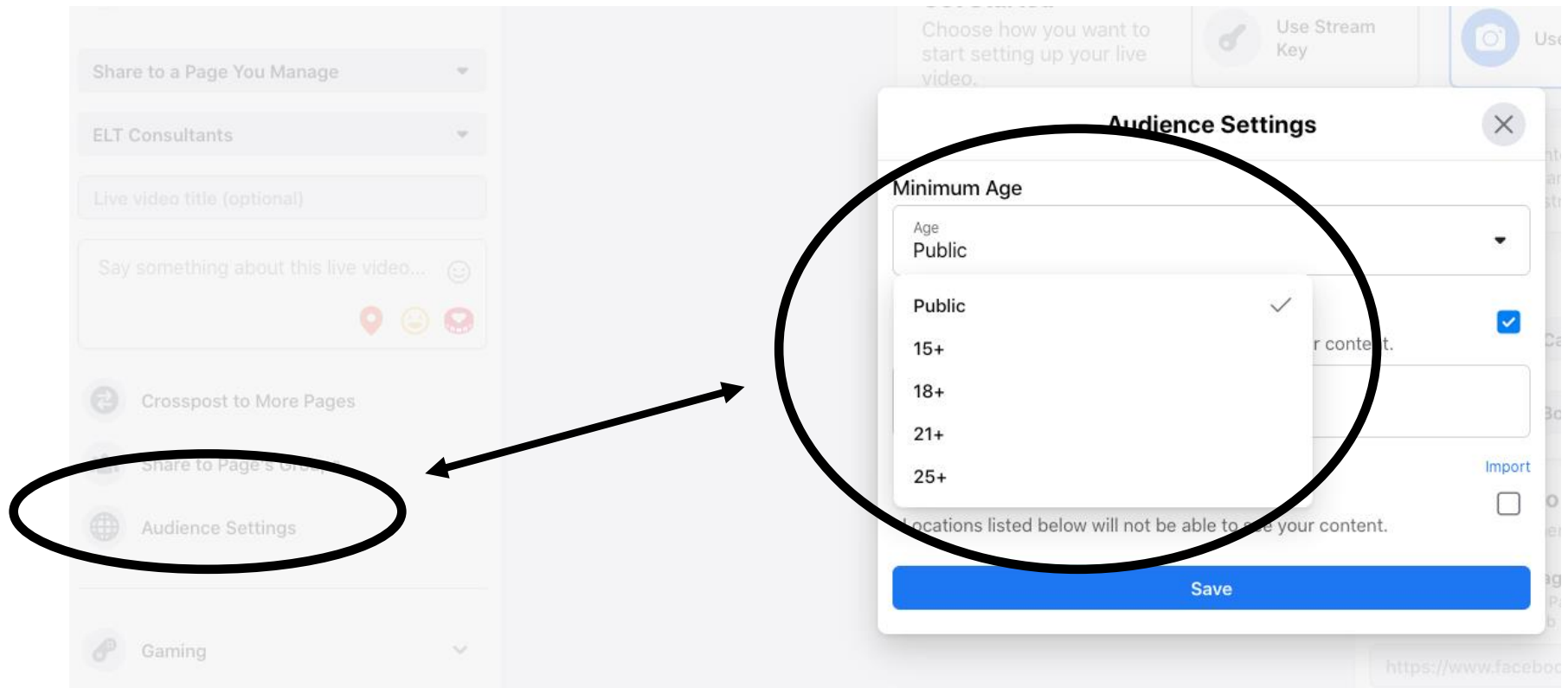
IS THERE ANYONE YOU WANT TO RESTRICT?
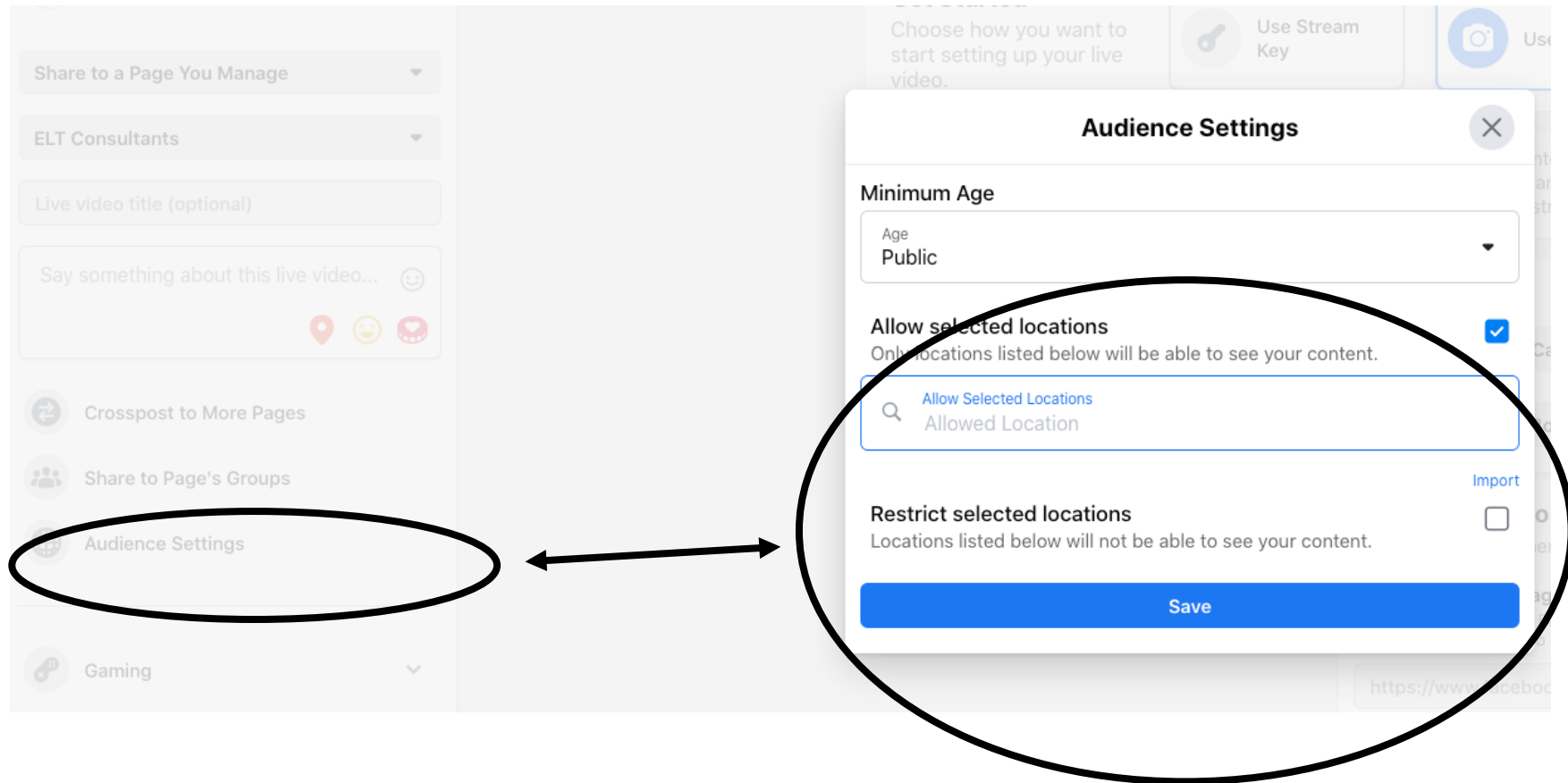
MAKE SURE IT IS CLEAR WHO YOUR AUDIENCE IS

Like · Reply · Message · 16w ·

↳ 1 Reply

Set some rules!

Ask the audience NOT to post videos or photos of children no matter how cute or relevant!

WHEN YOU ARE 'LIVE' YOU REALLY ARE LIVE!

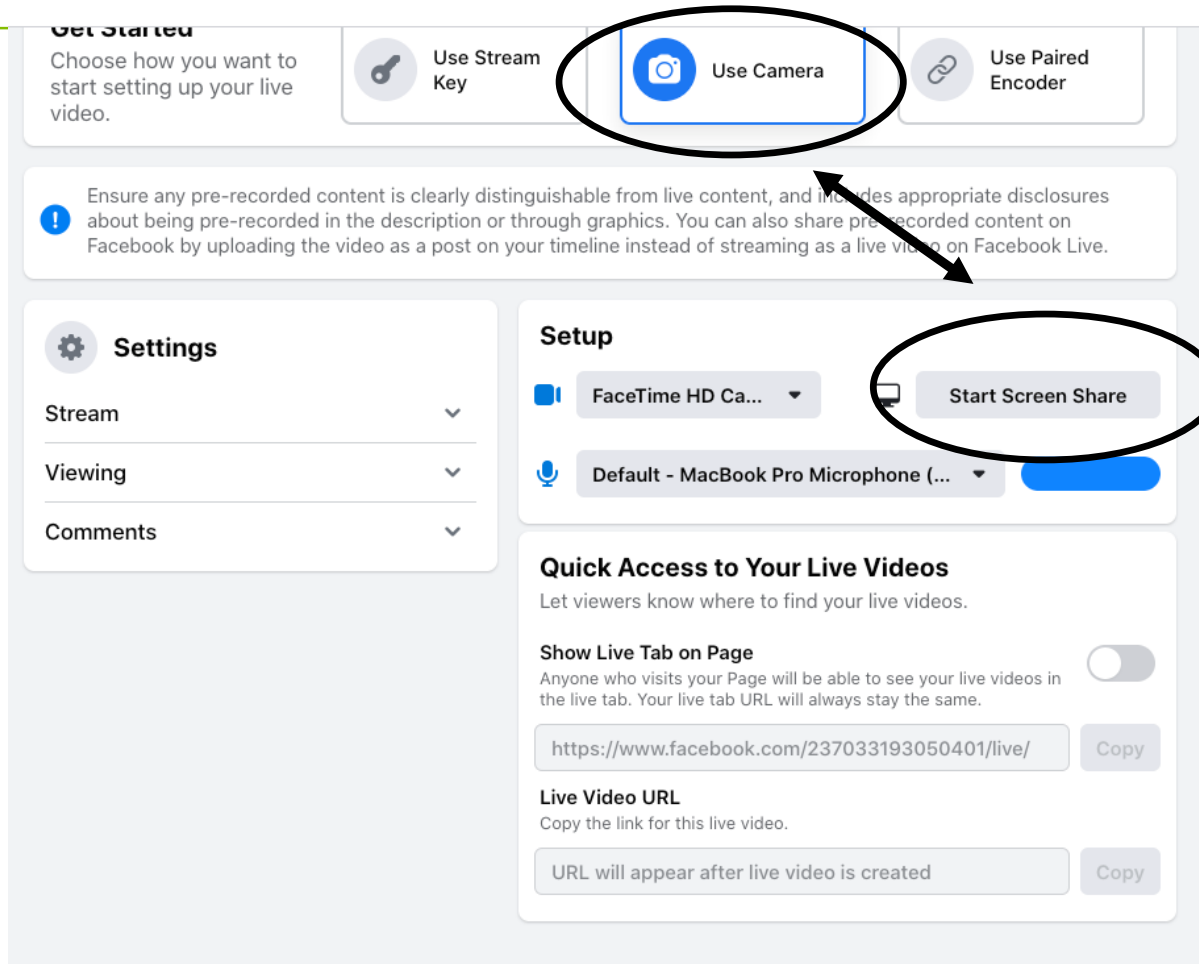**15,405** people were reached

3,729 engagements

591 comments on post

96 shares

Although the link was on the Hands Up Project and Palestinian teachers were the target audience, teachers from Argentina, Morocco, Portugal, Tunisia and elsewhere attended!

So you may want to add age and location restrictions!

DO YOU WANT TO SHARE YOU SCREEN? THIS FUNCTION WORKS NOW!

PLAN OTHER WAYS FOR YOUR AUDIENCE TO ENGAGE

Share to a Page You Manage ▾

ELT Consultants ▾

Live video title (optional)

Say something about this live video... ☺

📍 😄 ❤️

⇄ Crosspost to More Pages

👥 Share to Page's Groups

🌐 Audience Settings

🎮 Gaming ⌄

Stream Setup   Stream Health   **Polls**   Questions   Feature Link   Help
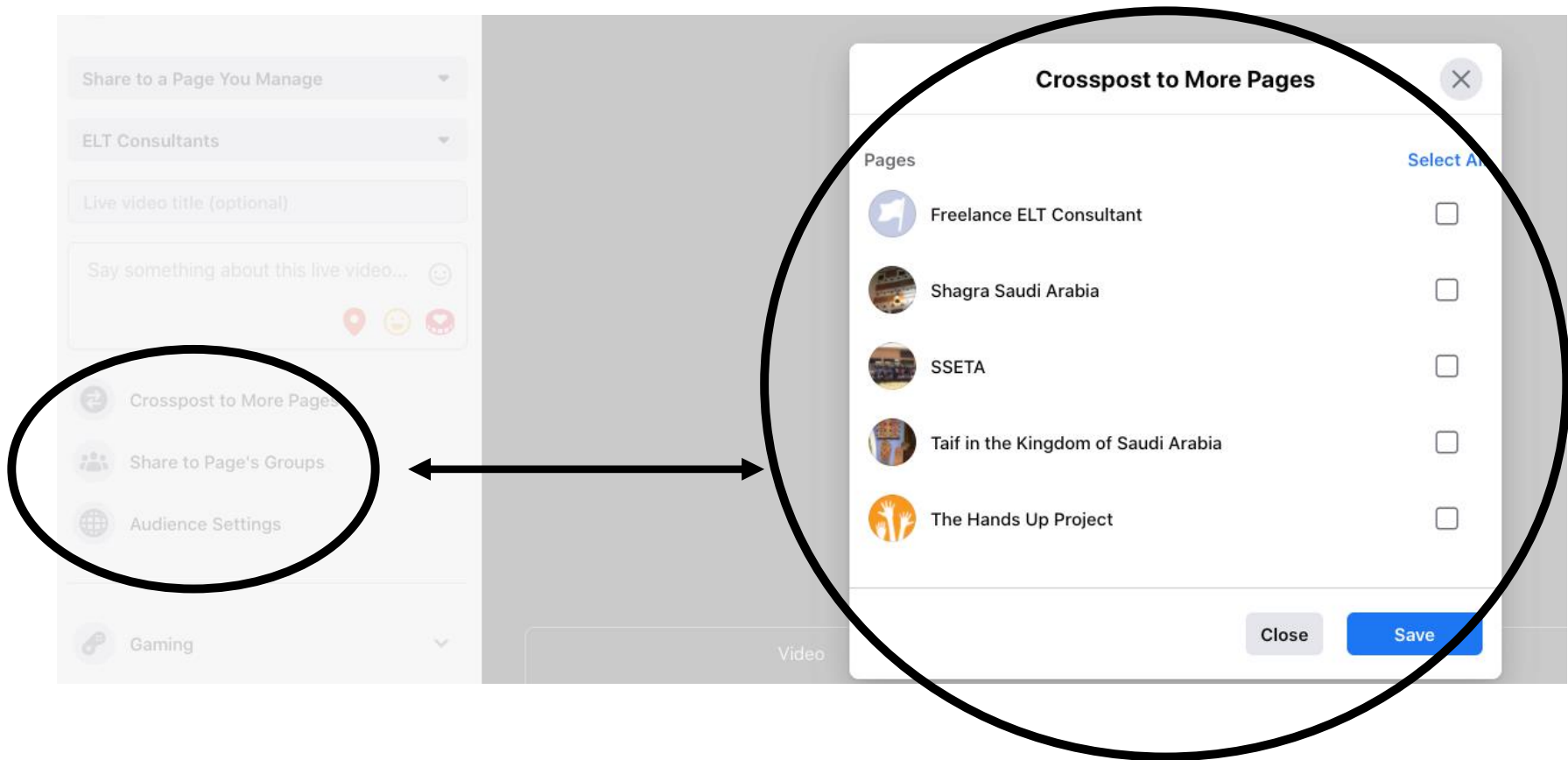
Create a poll

Question

Question

Options

Option   ⊘   🗑

Option   ⊘   🗑

Add an Option

Clear   Save

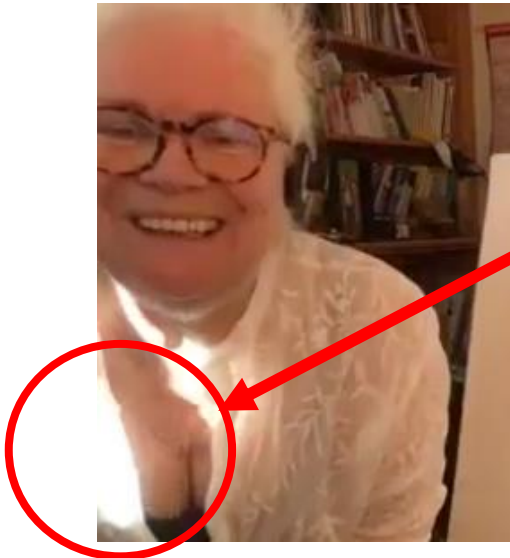# BEFORE YOU GO LIVE SEE WHAT THE AUDIENCE WILL SEE

DO YOU WANT TO CROSS POST TO OTHER PAGES OR GROUPS YOU BELONG TO?

PREPARE WHERE YOU ARE GOING TO PRESENT ONLINE FROM AND WHAT YOU WEAR!

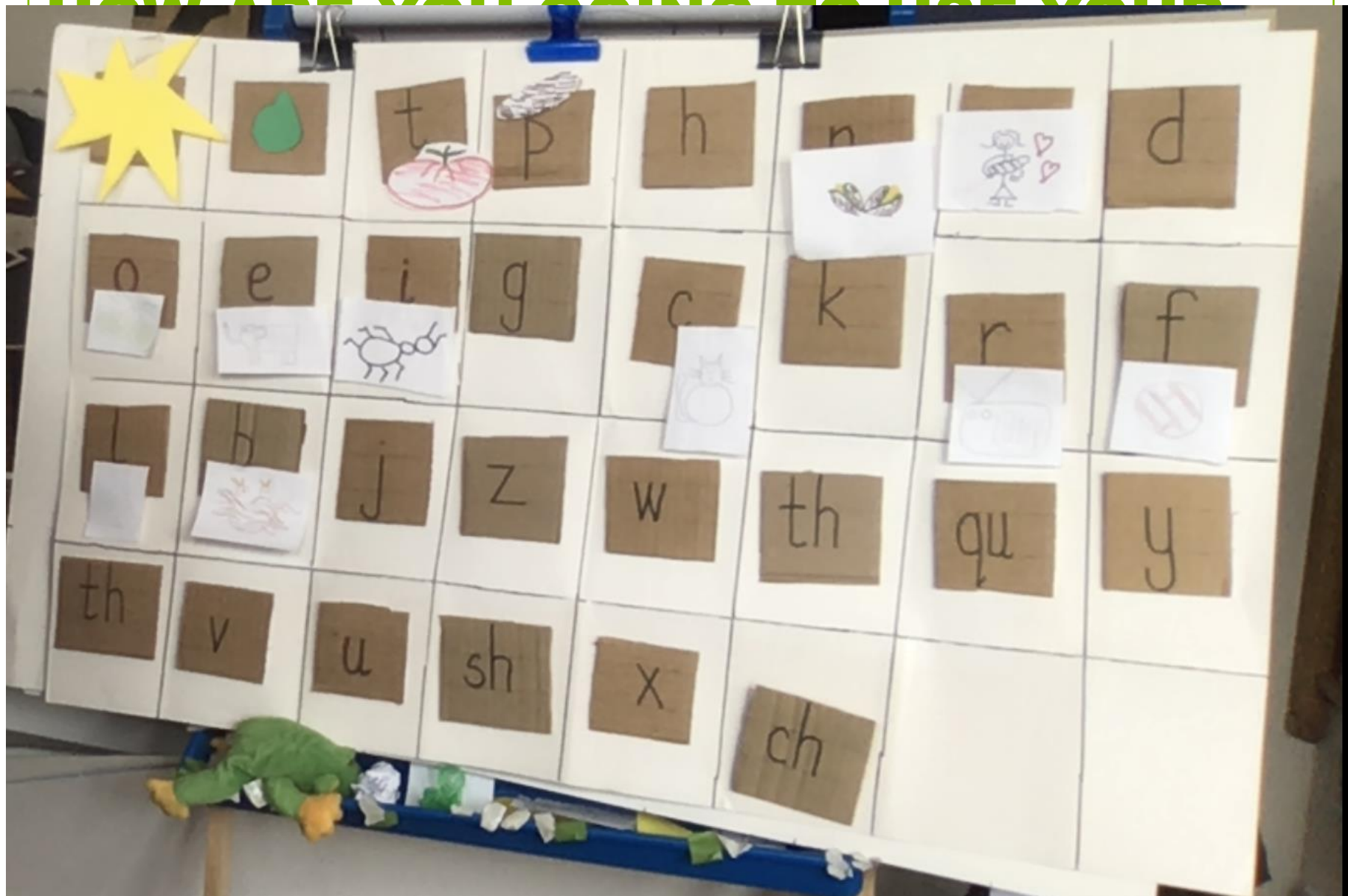Make sure that there is good light BUT not the sun in your face!

Wear sensible clothes! Your audience sees everything.

NADA ES BASURA!

ADVERTISE ON YOUR FACEBOOK WHEN AND WHAT YOU ARE SHARING

RAMADAN SCHEDULE			
	2 pm (UK)	3 pm (UK)	5 pm (UK)
Monday	**Parents and teachers** Learning to Read with *Wendy Arnold* learning how to decode (say) and encode (mean) with letters/sounds**	**Grade 1 children** English for Palestine* (author: *Wendy Arnold*) **Unit 16 – In my country** STOPPED UNTIL AFTER EID	
Tuesday		**Grade 2 children** English for Palestine* (author: *Wendy Arnold*) **Unit 16 – My country** STOPPED UNTIL AFTER EID	**Children-Grades 1 to 3** Listening and Speaking for Reading and Writing with *Miss Wendy Coulson*
Wednesday	**Parents and teachers** Learning to Read with *Wendy Arnold*– learning how to decode (say) and encode (meaning) with the letters and sounds**	1) **Grade 3 children** English for Palestine* (author: *Wendy Arnold*) **Unit 16 – I'm Palestinian** STOPPED UNTIL AFTER EID 2) **Children-Grades 3 to 5** Simple stories with *Thanh* – join Thanh to listen to simple stories to learn English *'A Busy Morning on Eidul Fitr'*	
Thursday		1) **Grade 4 children** English for Palestine* (author: *Wendy Arnold*) **Unit 15 – I can do it!** STOPPED UNTIL AFTER EID 2) **Children-Grades 3 to 5** Simple stories with Thanh – join Thanh to listen to simple stories and *differentiation* to learn English *'A Busy Morning on Eidul Fitr'*	
Friday	**Parents and teachers** Learning to Read with *Wendy Arnold* - learning how to decode (say) and encode (mean) with letters/sounds **	**Teachers and parents** Developing teaching resources for teaching reading and writing *Wendy Arnold***	

*The Hands Up Project Facebook
https://www.facebook.com/search/top/?q=the%20hands%20up%20project

ADVERTISE THE EVENT
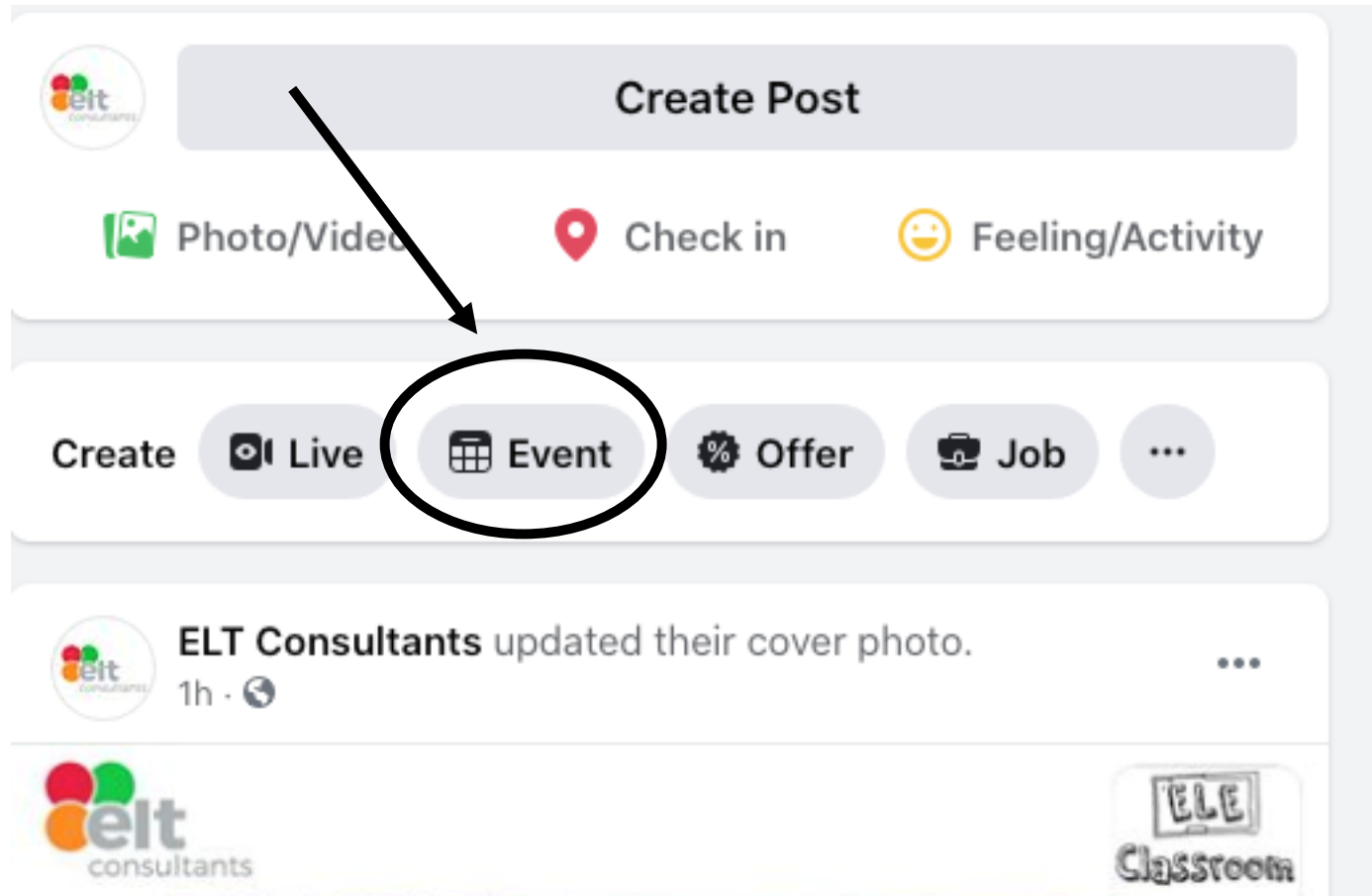
USE ROOMS – I'VE NOT PLAYED WITH THIS YET!

You can:

- Invite a small group of people or have a general 'join' on your FB page

- Share your screen

- You can invite up to 50 people

- You don't need a FB account to join

- There's no limit in time you can talk

https://www.facebook.com/help/messenger-app/819584731857901

MATERIALS

WRITE A LESSON PLAN!!!

Teaching online needs exactly the same kind of thought processes as teaching face to face!

For teaching on Facebook Live for the Hands Up project I used the lesson plans I had written in the Teacher's Book.

So here goes:

Level 4

Download Audio

Download Resources

English for Palestine 4a Pupil's Book and Workbook 36.42MB	View
English for Palestine 4b Pupil's Book and Workbook 38.15MB	View
English for Palestine 4 Teacher's Book 7.59MB	View
English for Palestine 4 Flashcards 42.30MB	View
English for Palestine 4 Posters 107.56MB	Download
English for Palestine Level 1-12 Wordlist 0.68MB	View

WHAT DO YOU WANT TO TEACH?
WHAT MATERIALS DO YOU HAVE?

Good habits

Aims to learn to talk about your daily routine; to say whether you do things or not

Key language I get up. I brush my teeth. I wash my face. I clean my shoes. I do my homework. I go to bed. Do you do your homework in the morning/afternoon/evening? Yes, I do/ No, I don't.

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13 – routines + morning/afternoon/evening), Wordcards (see Language Building for details)

WHAT TEACHING RESOURCES ARE NEEDED?

Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 🎧 32

1 Greet the class. Encourage the children to respond.
2 Ask *What's the time?* Elicit response.
3 Show Unit 13 Poster. Ask *What can you see?* Elicit as much as possible in English (rooms, routines, etc.). Praise the children's efforts.
4 Show Unit 13 flashcards (routines + morning, afternoon/evening) in the order of the recording.
5 Say *Listen*. Play recording, pointing to the flashcards.
6 Point to the flashcards in random order to elicit sentences.

Audio

In the morning...	I wash my hair.
I get up.	In the evening ...
I brush my teeth.	I go to bed.
In the afternoon ...	I do my homework.
I clean my shoes.	

LANGUAGE BUILDING 7 minutes

Before the lesson:
Prepare wordcards: I / brush / my hair / wash / my face / clean / my shoes / go / to bed / get / up / do / my homework

1 Display all the wordcards in random order. Ask children to make six sentences. The class confirm each one and read it aloud.
2 Mix up the cards again and repeat.

ACTIVITY 1 10 minutes 🎧 33

1 Ask children to read the picture labels aloud.
2 Say *Listen* and *find*. Play recording. The children point to each routine as it is mentioned.
3 Say *Listen*. Play recording, pausing after the first sentence. Say *I get up at 7:30. Which picture?* Elicit *Five*. Say *Write*. Model writing *a* in the box by 5.
4 Continue playing recording, pausing after each sentence, so that the children can write in the letter by the correct picture.
5 The children check their work in pairs.
6 Elicit answers, asking a child to write them on the board. The children correct their work.

Audio

Every day …
a I get up at 7:30.
b I brush my teeth in the morning and the evening.
c I wash my face in the morning and the evening.
d I clean my shoes in the morning.
e I go to bed at 8:30.
f I do my homework in the afternoon.

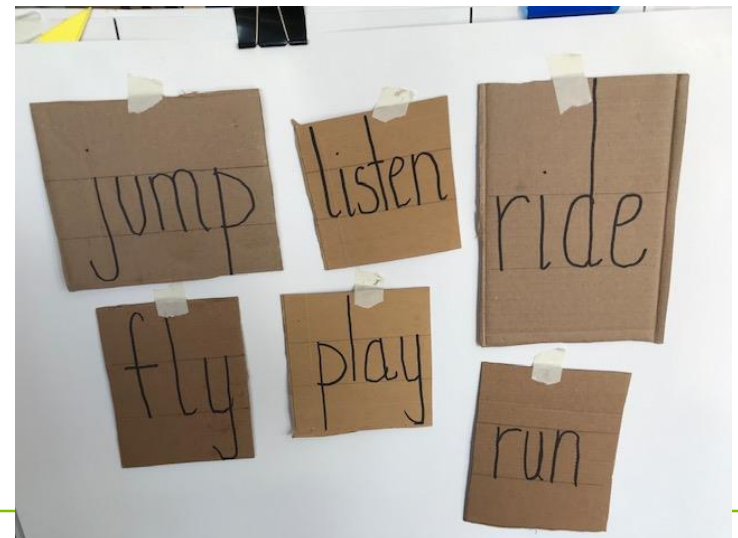**Answers:** 1c   2b   3d   4e   5a   6f

ACTIVITY 2 5 minutes 🎧 34

1 Say *Listen* and *write*. Play recording for Activity 1 again. The children listen to remind themselves of the details of the boy's daily routine.

IF YOU ARE NOT GIVEN MATERIALS MAKE THEM! OR USE REALIA
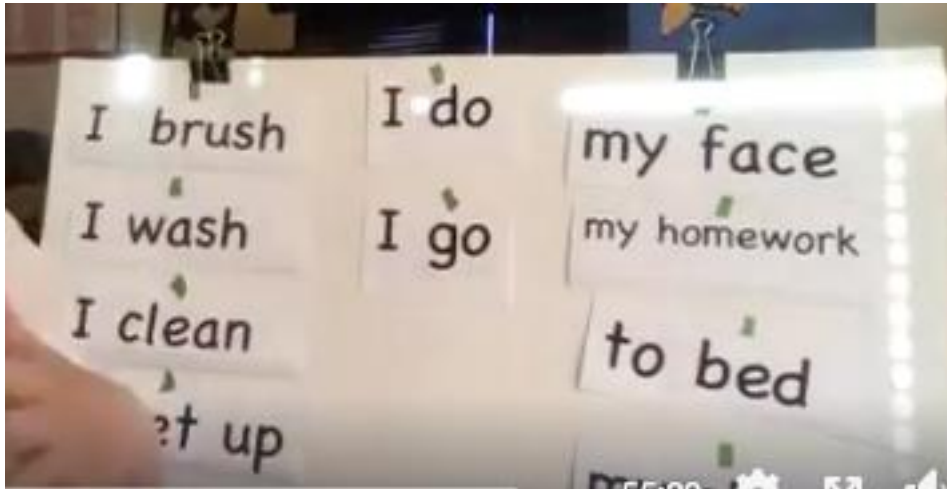
You can make word cards using a font like 'comic sans' size 200

IT TAKES ABOUT 1-2 MINUTES BEFORE YOUR AUDIENCE STARTS TO COME IN. DON'T FORGET YOUR AUDIENCE CAN SEE AND HEAR YOU ALL THE TIME. GREET YOUR AUDIENCE AS THEY COME IN!

SEE CLIP NO. 1

IF YOU HAVE A COURSEBOOK USE IT!

IF YOU HAVE A TEACHER'S BOOK USE IT!

SEE CLIP NO. 2

ENGAGE THE SS USING THE COURSEBOOK
VISUAL AND TEXTUAL LITERACY

SEE CLIP NO. 3

PLAY GAMES WITH THE COURSEBOOK VISUALS OR ANY VISUALS YOU HAVE

I SAY YOU POINT (FOCUS ON LISTENING)

I POINT YOU SAY (FOCUS ON SPEAKING)

[SEE CLIP NO. 4](#)

PHONICS – I SPY WITH MY LITTLE EYE (I SEE SOMETHING)

SEE CLIP NO. 5

BE PLAYFUL! MIMING

SEE CLIP NO. 6

IF YOU ARE SHARING YOUR OFFICE YOU WILL GET SOME BACKGROUND NOISE!

SEE CLIP NO. 7

IF YOU KNOW A SONG THAT MATCHES THE LANGUAGE USE IT!

SEE CLIP NO. 8

LINK LETTER AND SOUNDS

SEE CLIP NO. 9

ENCODING/COMPREHENSION

SEE CLIP NO. 10

LESSON 3

- RECYCLE LESSON 1 – What do you do every day?

I wash my/brush my/clean my/do my   go to/get up

- RECYCLE LESSON 2 – Do you …. at +time/in the morning/afternoon/evening?

Yes, I do/No, I don't

- LESSON 3 – How often do you ….?

I … always / sometimes / never … wash my/brush my/clean my/do my go to/get up….

Recycle- days of the week

https://www.facebook.com/watch/?v=344460909843793

INTERACT WITH YOUR AUDIENCE ... KEEP CHECKING THE CHAT BOX AND RESPOND

SEE CLIP NO. 11

IF YOUR AUDIENCE IS MULTI-CULTURAL ACKNOWLEDGE CULTURAL DIFFERENCES

SEE CLIP NO. 12

DON'T FORGET TO MAKE IT EVEN MORE AUTHENTIC! EXTEND THE CONCEPT

SEE CLIP NO. 13

GRADE 4

LESSON 1

LESSON 2 - https://www.facebook.com/watch/?v=555462208434159

LESSON 3 - https://www.facebook.com/watch/?v=344460909843793

LESSON 4

LESSON 5

LESSON 6

EXTENSION - https://www.facebook.com/watch/?v=2617452948579923

DON'T JUST USE A COURSEBOOK, USE STORIES TOO

SEE CLIP NO. 14

STORYTELLING (NO BOOK), USE PROPS

SEE CLIP NO. 15

WHAT YOU CAN DO AFTER YOUR SESSION

ALL FB LIVE SESSIONS ARE RECORDED!

YOU CAN:

- EDIT THEM

- PUT THEM INTO A VIDEO LIBRARY AND SHARE THEM

- DECIDE TO MAKE A SERIES OF FB LIVE SESSIONS AND WATCHERS CAN CHOOSE TO WATCH ALL THE EPISODES TOGETHER

- GO TO THE CREATER STUDIO AND LOOK AT THE ANALYTICS OF THE FB LIVE SESSION

- DOWNLOAD THE RECORDINGS AND PUT THEM ON AN SD CARD FOR TEACHERS WITHOUT INTERNET TO USE ON THEIR COMPUTERS OR PHONES

QUESTIONS AND ANSWERS

THANK YOU