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?

www.britishcouncil.org
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

www.britishcouncil.org
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.
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
GO ONTO THE FB LIVE AND SEE WHAT THE OPTIONS ARE

DECIDE HOW YOU WANT TO USE FB LIVE!
PLAN
PLAN
PLAN
BEFORE YOU GO LIVE!

www.britishcouncil.org
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

www.britishcouncil.org
ORGANISE YOUR SETTINGS

[Diagram of Facebook Live settings page]

- 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.

**Use Stream Key**
- Use Camera

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

**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**
- Server URL
  https://live-api.s.facebook.com:443/tmp/

- Stream Key
  30870319213838337b_b16c&sc=3087032031383832

- Stream keys are valid for 7 days. Once you start to preview the broadcast you have up to 6 hours to go live.

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

- Live Video URL
  Copy the link for this live video.

**Use Data**
- Use data to evaluate the impact of your live broadcasts.

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

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 YOUR SCREEN? THIS FUNCTION WORKS NOW!
PLAN OTHER WAYS FOR YOUR AUDIENCE TO ENGAGE
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.
HOW ARE YOU GOING TO USE YOUR MATERIALS? WILL YOU NEED A BACKGROUND?
NADA ES BASURA!
### RAMADAN SCHEDULE

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

*The Hands Up Project Facebook<br><br>[https://www.facebook.com/search/top/?q=the%20hands%20up%20project](https://www.facebook.com/search/top/?q=the%20hands%20up%20project)
ADVERTISE THE EVENT

Create Post

Photo/Video  Check in  Feeling/Activity

Create  Live  Event  Offer  Job

ELT Consultants updated their cover photo.

1h · 
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
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:
COLLECT YOUR MATERIALS TOGETHER

Level 4

Download Resources

English for Palestine 4a Pupil's Book and Workbook 36.42MB

English for Palestine 4b Pupil's Book and Workbook 38.15MB

English for Palestine 4 Teacher's Book 7.59MB

English for Palestine 4 Flashcards 42.30MB

English for Palestine 4 Posters 107.56MB

English for Palestine Level 1-12 Wordlist 0.68MB
WHAT DO YOU WANT TO TEACH?
WHAT MATERIALS DO YOU HAVE?

UNIT 13

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**

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**

<table>
<thead>
<tr>
<th>In the morning...</th>
<th>I wash my hair.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get up.</td>
<td>In the evening...</td>
</tr>
<tr>
<td>I brush my teeth.</td>
<td>I go to bed.</td>
</tr>
<tr>
<td>In the afternoon...</td>
<td>I do my homework.</td>
</tr>
<tr>
<td>I clean my shoes.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 1 10 minutes**

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.
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...

1. Get up at 7:30.
2. Brush teeth in the morning and the evening.
3. Wash face in the morning and the evening.
4. Clean shoes in the morning.
5. Go to bed at 8:30.
6. Do homework in the afternoon.

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

**ACTIVITY 2 5 minutes**

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.

**Language Building 7 minutes**

Before the lesson:
Prepare wordcards: /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.
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
AFTER THE FB LIVE SESSION
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 CREATERS 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