

Our Friends in Other Countries

Session 6

TIME

90 min.
including
break



Art of learning

THEME
13



WARM-UP: 'PEN FRIEND' SONG

This will happen:	Students continue with the 'pen friend' song. Verses 1–5 are sung in the round on top of each other and at the same time.
Materials needed:	Song lyrics (resource bank), speakers, and something to play music on. Alternatively, an instrument if any of the adults are able to play.
Preparations in advance:	Listen through the soundtracks. Learn the lyrics and melody well. Practise where in the rhythm the student should start singing and how to get them to start at the right time.
Preparations in the space:	Check the sound is working.
The space looks like this:	Open space.

GUIDANCE:

1. Assemble all the lyrics and melodies from previous sessions by building them on top of each other one by one.
Focus on keeping the rhythm, and helping the groups stay in the right place and with the right tone. Repeat if necessary. Share ideas on how to stay focused on their own task and how not to be influenced by the others around. Finish at a good moment, where students are singing successfully. Alternatively, record the singing during one of the final attempts.
2. Reflect: How does singing on top of each other feel with different lyrics and melodies? How did they do in this session compared to Session 1?

REFLECTION: PEN PAL LETTER 4

This will happen:	Students complete their letters, sign them and seal the envelopes ready to send.
Materials needed:	Letters and any envelopes started in the previous session. Writing tools. Name and address of the pen friend school. A large envelope/box for all the pen friend letters to go in. Any additional letter templates (resource bank).
Preparations in advance:	Print out additional letter templates from the resource bank, if needed.
Preparations in the space:	
The space looks like this:	Classroom with a range of spaces.

GUIDANCE:

1. Hand out the letters and envelopes and writing tools. Explain that students will now finish their letters and that they will write down the last parts of the letter before they are sealed and posted to the pen friend school.
2. Explain that the last thing they are going to include in the letter is a lie about themselves from the session today and they will also write a nice ending for the letter. Invite the students to suggest how to finish the letter (for example, in English, this could be: Please write back soon. Yours sincerely [Johanna]). Agree the ending of the letter in English and write this up.
3. Each student finishes their letter and any drawings they want to include.
4. The letters are sealed and collected to be placed in a large envelope. The class, school name and address is written on the large envelope.
5. The letters are sent to the pen friend school, either by the adult after the session, or by the class going to the post office/box and sending them.

NOTES

Our Friends in Other Countries

Session 6

TIME

90 min.
including
break



Art of learning

THEME
13



MAIN ACTIVITY:

This will happen:	Students make up lies about themselves, write them in English, practise saying them, and record them on a joint video presentation.
Materials needed:	T1306 Profile Sheet (1 for each student). Writing tools. Red pencils (1 for each student). PC or tablet with recording function (Teams/Zoom works fine), for each group of 8–10 students.
Preparations in advance:	Print out the T1306 Profile Sheet (1 for each student). Check that the technique works and that the recording can be saved. Print out additional letter templates from the resource bank, if needed
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. The goal of the session is for students to make a video together, introducing themselves to their pen friend school. It must be done in English. Refer back to the warm-ups and letters they have written with phrases in English. Explain that now they're going to use the same materials and say them in a film (refer back to Session 1 and the information about the students who were lying). Explain that they are not going to tell the truth, they are going to tell each other lies! Ask: What is it to tell the truth? What's a lie? Why do people sometimes tell the truth, and sometimes lie?
 2. The students work in pairs and ask them to help each other to come up with lies about themselves. They can be stupid, funny or perhaps almost true, so that they can trick the students in the pen friend school into believing them. It's up to them! The goal is to come up with great ideas!
 3. Let some students share their ideas with the rest of the group as inspiration.
 4. Give the pairs extra time to come up with ideas. Ask them to write down their ideas in English so that they remember them.
 5. Working in the same pairs, give each student the T1306 Profile Sheet script with the phrases from the warm-up. Explain they are going to try to write down at least 1 of their lies in English, but preferably more. They can use the sheet which has the start of the sentences on it or they can write down their own sentences. They can mix truth and lies on the sheet. They should help their partner with English and if necessary, they can ask an adult.
 6. Each student should choose 3 things they want to say on the film and at least one of them must be a lie. Suggest that they use a Red Pencil and underline the phrases they should NOT say on the film. What's left is what they are going to say in the film.
 7. In pairs or larger groups, ask the students to practise the phrases to say aloud in English. They should help their partner/group members out.
 8. Filming (can be done directly, or with a practice round that is similar but without the recording). Ask the students to line up in groups of 8–10, with a tablet or data recording device at the end of the line (webcam with recording Zoom/Teams, standing on table, is simple and stable). Set it up so the students can see themselves in the film. Explain that when the recording starts, everyone must be silent, so that the speaker can be heard on the recording. The student first in the line reads out/says their 3 sentences, clearly into the camera. As soon as they are finished, they step to the side (but remain silent!) and the next student in the line says their sentences. This continues until everyone is finished, and the recording is then stopped.
 9. Reflection: What did it feel like to speak English in the video? What was it like to speak alone? What was it like to have to be very quiet while others were speaking?
- Congratulate the groups on their hard work, patience and self-control.
- Send the video footage to a pen friend school.

NOTES