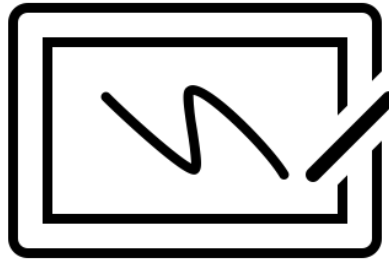


# Good afternoon!

Please have a seat, grab a mini white board, and write down  
3 ways to start your ESL lesson.



# Small games Big gains

Anneke Salden & Tom Vandevelde



Roeland  
CREATIEF TALEN LEREN

## About us



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# Roeland



Language  
vacations for  
youngsters



Full immersion  
Quality  
Creativity



“Be playful, yet effective.”



# The Great Teaching Toolkit

## A Model for Great Teaching

01



Great teachers understand the content they are teaching and how it is learnt

02



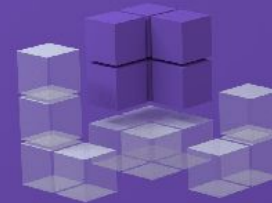
Great teachers create a supportive environment for learning

03



Great teachers manage the classroom to maximise opportunity to learn

04



Great teachers present content, activities and interactions that activate their students' thinking

## Session overview

### Playful, yet effective techniques:

- Start of lesson
- Introducing a topic
- During the lesson (questions/checking for understanding)
- End of lesson

4.1

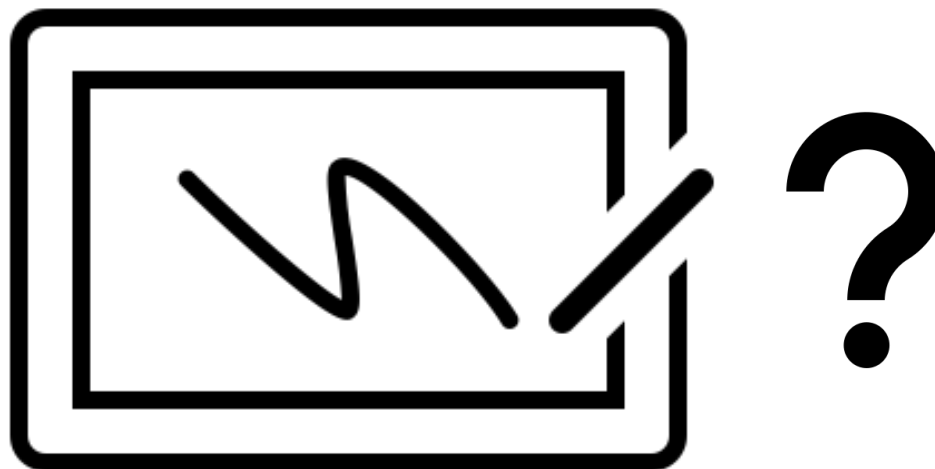
Activate hard thinking: structure  
(objectives, key ideas, scaffolding)

# 1. Lesson starts

Retrieval practice



## Start of lesson routines



# Unanimo

## Goal:

Retrieval practice, revisiting key ideas

## DIY:

- Simply use MWB's or a piece of paper
- Adjust the number of answers



3

Maximise the opportunity to learn  
(minimise wasted time, clear instructions)

4.2

Activate hard thinking: explain clearly  
(prior knowledge, modelling)

# Unanimo Reversed

## Goal:

Expanding vocabulary, broad  
introduction to a theme



# Unanimo Reversed

Write down 5 sports. (Try to be unique.)

1. soccer

2. baseball

3. volleyball

4. swimming

5. tennis

1. tennis

2. table tennis

3. football

4. volleyball

5. martial arts

# Unanimo Reversed

Write down 5 sports. (Try to be unique.)

1. soccer

2. baseball

~~3. volleyball~~

4. swimming

5. tennis

1. tennis

2. table tennis

3. football

~~4. volleyball~~

5. martial arts



# Unanimo Reversed

## Goal:

Expanding vocabulary

## DIY:

- Use MWB's: erase all double entries
- Adjust the number of answers



# Balderdash!

## Goal:

Expanding vocabulary



## Balderdash!

How would you **define “blandishment”**? Please write a definition on your MWB. If you do not know the answer, simply invent one.

# Balderdash!

## Goal:

Expanding vocabulary

## Pointer:

- Add in fun newly-coined words like *masturdating* or *chairdrobe* to spice things up.



# 2. Introduction

Building towards a new topic



# Speaking

Ice breakers & warm-ups

## One-minute speeches:

- Pair up with your neighbour
- Talk about your topic for one minute straight
- No pirates allowed (avoid saying “errrrr”).
- Switch roles after 1 minute

2

Create a positive climate  
(high trust, high motivation, respect)

4.1

Activate hard thinking: structure  
(objectives, key ideas, scaffolding)

## One-minute speech (in front of the group):

- Deliver a one minute speech about your topic
- No pirates allowed (“errrrr”)
- Do not use the verb “to be”

2

Create a positive climate  
(high trust, high motivation, respect)

4.1

Activate hard thinking: structure  
(objectives, key ideas, scaffolding)

# One minute speech

## Goals:

- Scaffolding: practice in pairs, then in front of the group
- No stress (focus on fluency)
- Creating a safe and supportive environment

2

Create a positive climate  
(high trust, high motivation, respect)

4.1

Activate hard thinking: structure  
(objectives, key ideas, scaffolding)

# One minute speech

## Variations:

- Allow the students to come up with topics first
- Work in a specific theme (e.g. animals, food,...)

**Looking for more? Visit Abbie Moore's workshop!**

2

Create a positive climate  
(high trust, high motivation, respect)

4.1

Activate hard thinking: structure  
(objectives, key ideas, scaffolding)



# Literature

Setting the scene

## Setting the scene

- Compare the drawings in group:  
Similarities? Differences?
- Contextual guesswork: answer the questions
- Transition to reading an extract

# Setting the scene

2

Create a positive climate  
(high trust, high motivation, respect)

4.1

Activate hard thinking: structure  
(objectives, key ideas, scaffolding)

4.5

Activate hard thinking: embedding  
(practise until fluent, revisit frequently)

# 3. During the lesson

Activate hard thinking / Check for understanding

## 1. Fill in the blank

- Quick introduction to a new topic

## Fill in the blank

**Complete the sentence:**

“Queen Elizabeth II had two official ...”

## Fill in the blank

**Complete the sentence:**

“Queen Elizabeth II had two official **birthdays.**”

(Yes, really!)

## 1. Fill in the blank

- Quick introduction to a new topic
- Quick exercise



## Fill in the blank

**Add an adverb to the following sentence:**

“She ran.”

# Mini White Boards

## 1. Fill in the blank

- Quick introduction to a new topic
- Quick exercise

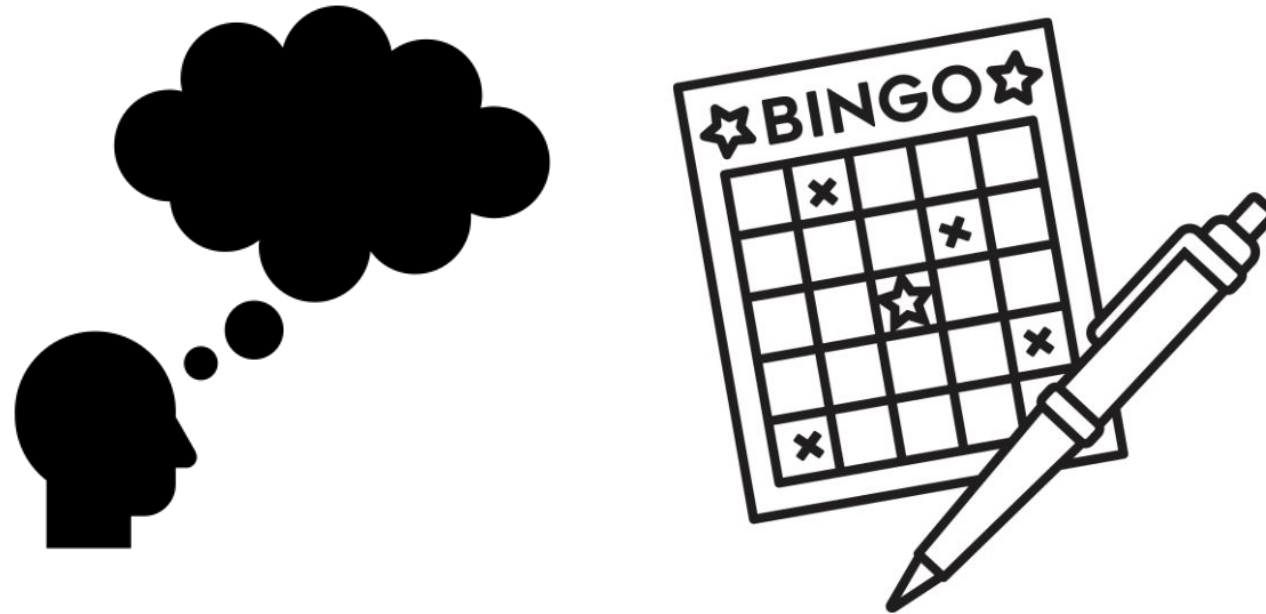
## 2. Check for understanding

- Requires everyone to think
- Allows you to check everyone's answer at once

4.3

Activate hard thinking: questioning  
(check on everyone, elicit thinking)

# Cold call BINGO



4.3

Activate hard thinking: questioning  
(check on everyone, elicit thinking)

# Cold call BINGO

## Take-aways:

- Ask, pause, cold call
- Make it count
- Variants:
  - Each student has their own number
  - Ticket stamps (e.g. 5 answers/student)

4.3

Activate hard thinking: questioning  
(check on everyone, elicit thinking)

# 4. End of class

Recap / Testing / Spaced practice

# Retrieval grid

Cold calling	Roeland	Unanimous
Retrieval practice	MWB's	Scaffolding
Time's Up!	One minute speech	Blandishment

4.3

Activate hard thinking: questioning  
(check on everyone, elicit thinking)

## Take-aways:

- Quick recap
- Exit ticket / halfway through a lesson
- Make it count: BINGO!
- Think, talk, share

# Time's Up!





# Time's Up!

## Goals:

- Spaced practise
- Build motivation

## Pointer:

- Add competition



4.5

Activate hard thinking: embedding  
(practise until fluent, revisit frequently)

# Want to know more?

[www.roeland.be](http://www.roeland.be)

# Roeland

- Register as a volunteer! More information on [www.roeland.be/medewerkers](http://www.roeland.be/medewerkers), visit our booth, or contact [tom@roeland.be](mailto:tom@roeland.be) (ENG/NL) or [jeremie@roeland.be](mailto:jeremie@roeland.be) (FR)
- Book a city visit (FR – Liège, Namur, Lille, Bruxelles / NL - Ghent): check [scholen.roeland.be](http://scholen.roeland.be) or send us an e-mail at [info@roeland.be](mailto:info@roeland.be)

## Volunteering @ Roeland

- Professional development, free of charge
- You choose when you want to volunteer
- Volunteer as a teacher, activity leader or part of the logistics staff
- A volunteer allowance of 150-300 euro per week, depending on the type of camp and your function

## Volunteering @ Roeland

- Want to get to know us/learn the basics? Register as a volunteer and join our **training day on the 29th of April!**
- Not for you? Perhaps you can convince your students to train their English/French/Dutch?


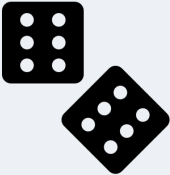


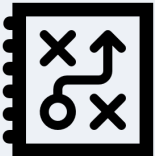

# White board feedback

Leave us a message/review/question!



# Learning through play

A quick guide:

 <p>1. Set a goal</p>	 <p>2. Which games/routines fit my goal?</p>	 <p>3. Required skills/knowledge?</p>	 <p>4. "Scaffolding" (provide support)</p>
 <p>5. Provide clear instructions</p>	<p>Play away!</p>	 <p>6. Evaluate: did I reach my goal?</p>	 <p>7. Spacing: another time, another way</p>