

EDUCATIONAL SCENARIO II

1. GENERAL INFORMATION

Author

Nikol Nake, ID number: 1563201900125

Title

A day at the beach

Short description

The educational scenario focuses on the topic of “the beach”. The students are getting familiarized with the vocabulary related to the topic, they share with the class their own experience of a day at the beach which they consider worth-mentioning, and then have to efficiently produce a short paragraph describing a day they spent at the beach, using the vocabulary they learnt and the Past Simple tense. This scenario is not linked to a particular textbook.

2. Rationale

The topic of the educational scenario is “the beach”. The topic was selected due to its simplistic nature, which would help students produce a short text, describing activities by using the Past Simple tense. The scenario mainly follows the Audiolingual method, but there are also elements of the communicative learning approach. The first activity, along with a PowerPoint presentation, is a brainstorming activity. Students should talk about an experience they had at the beach which they considered remarkable, as well as share with the class their ideas on activities that might take place at the beach. This activity promotes the active involvement of the students in the learning process (Cullen, B., 1998) and increases their motivation and confidence (Slavin, R.E., 1995), while also preparing them for the next activity. The second activity, which is based on the Audiolingual method, is a writing activity, according to which students have to produce a short paragraph describing a day they have spent at the beach, using specific pattern drills and phrases (Yule, 2010) that were mentioned during the previous activity. The teaching has elements of both student-centered and teacher-centered techniques. Students are given a topic that is motivating and interesting to them, as it is a topic which includes summer activities and the scenario is taught by the end of the school year, and they are free to use their own ideas on their writing. On the other hand, the teacher is the one who gives the instructions on the structure of the activities and is in charge of the classroom. The learning is both inquiry-based and guided. The teacher asks questions, such as “When was a day at the beach that you had fun?” or “How did you spend your day there?”, and thus directs the students to their answers (Lee, 2012). At the same time the teacher gives specific guidelines to the students on how to fulfil the activities and provides them with his/her own material and tools to impart knowledge. The materials used for the scenario are a PowerPoint presentation, which contains useful ideas and phrases on describing a day at the beach, along with a handout, which a writing activity is included.

3. Scenario implementation context

Target audience

The educational scenario is designed for a class of twelve students of the 4th grade in the elementary school of the Hellenic American college of Athens. Their age is about 9-10 years old and their English level according to the CEFR is A1 (CEFR, 2020). All the students are Greek, so their mother tongue is the Greek language. The students of this class are considered EFL (English as Foreign Language) students.

Language proficiency level

The language proficiency level the scenario is designed for is A1 according to the CEFR (CEFR,2020). However, the Common European Framework does not apply to the level of the students accordingly, since at the specific school (Hellenic American College) the students are divided into ESL, ENL and EFL students.

Estimated duration

One teaching hour session, which is estimated to be 40 minutes.

Implementation requirements

Prerequisite skills and knowledge

Students are already familiar with vocabulary related to simple outdoors activities, such as playing with their friends or going on vacation, and thus the purpose of the scenario is to revise that vocabulary and make it more specific to the field of “the beach”. In terms of Grammar, students have been taught the Past Simple and the formation of both regular and irregular verbs throughout the school year. To this extent, the scenario focuses on the implementation of the knowledge they have already acquired. Learners do not need any other prerequisite skills, since the scenario is implemented individually and no digital skills are required.

Required materials, tools and equipment

For the implementation of the scenario, the material needed are a computer and a PowerPoint presentation, which introduces the vocabulary related to the topic, and gives information on how the students should work on the paragraph they are asked to write. Furthermore, students are given a handout on which they have to write their paragraph and which includes useful questions and a word bank.

4. Expected Learning Outcomes

Expected learning outcomes

By the end of the lesson, students are expected to be able to produce a comprehensive short text on a specific topic and use the appropriate vocabulary and grammar. More specific, students should have the capacity to create meaningful sentences and phrases using the words given in the word bank (or come up with their own), and make use of the Past Simple tense, since they have to describe something they have experienced in the past. Furthermore, it is important for the students to learn how to write a paragraph with the correct structure; beginning with a topic sentence, continuing with supporting sentences, and concluding with a concluding sentence. In relation to the learning process, students will get the opportunity to adapt the information given to them in order to describe their own experience. Also, learners will make decisions on which information they want to include in their short text, and they will evaluate and analyze the text they have produced. In terms of social skills, students will be encouraged to share their past experience and their ideas with their classmates and thus will gain more confidence on consulting their teacher and their classmates on what information they should include in the short paragraph.

5. LEARNING ACTIVITIES

Session 1

Activity 1

Description of the activity

For the first activity, students are shown a PowerPoint Presentation, which provides useful tips and vocabulary on the writing activity that follows. During the presentation, the teacher asks students to think of the last time they went to the beach, where it was and how they spent their time there. Also, in the presentation students are provided with the questions they are going to answer in the next activity, and they are asked to think of their own answers and share them with the rest of the class. While the presentation is taking place, the students are allowed to make questions and ask for clarifications on how to do the writing activity.

Estimated duration

The activity is estimated to last 8-10 minutes.

Expected learning outcomes

Through this activity, students are expected to revise their vocabulary on the topic of the beach in a very guided way, following the questions and the word bank provided. In addition, students are expected to practice their speaking skills, as they are asked to share an experience related to the topic that they thought it was remarkable and worth mentioning, as well as share their ideas on what to write in the following activity, with respect to each other's ideas. Finally, by providing them with a sample paragraph, students will be able to produce a short text with the correct structure, and linking words and phrases.

Classroom / teaching organization

The activity requires the participation of all the students in a guided discussion, and thus it is considered to be a group activity.

Teacher's role and actions

For this activity, the teacher acts as a coordinator and a guide, as she leads and directs the discussion in the classroom, and provides the students with useful questions in order to stay on the topic.

Resources - Tools

The tools needed are a computer and an interactive white board for the PowerPoint Presentation.

Activity 2

Description of the activity

After the PowerPoint Presentation, students are given a handout, which contains the main activity of the scenario. For this activity, students are required to follow the questions provided in order (which were also included in the ppt), and produce a short paragraph of about 80-100 words, describing a day they enjoyed at the beach. For the completion of the activity students have to report when was that day, who they were with, how they spent their day there, as well as use ideas of their own. Also, learners are given a word bank in the handout, to use the vocabulary included, to produce their paragraph. Furthermore, students are asked to use the Past Simple tense, as they are describing an experience that took place in the past.

Estimated duration

The activity is estimated to last 25-30 minutes.

Expected learning outcomes

By the end of the activity, students are expected to comprehend how to produce a structured short paragraph and stick to the topic, using related vocabulary. Also, they are expected to know the modifications needed for both regular and irregular verbs to get their Past Simple forms.

Classroom / teaching organization

Individual work.

Teacher's role and actions

During the activity, the teacher acts as a coordinator and as a consultant, walking around the class to check each student's progress, giving advice, and answering students' questions if needed.

Resources - Tools

For the activity, students need the handout with the writing activity that their teacher provides.

IMPACT/REFLECTION

The educational scenario that I designed was appropriate for the level of the students and both the activities were completed by the end of the teaching hour. Throughout the learning process the students showed interest on the topic, as they wanted to share their own experiences. Also, the fact that the topic was taught by the end of the school year played a great role to engage students' interest, as it was related to Summer. In relation to the learning outcomes, a big part of them were accomplished, as most of the students managed to produce a short paragraph in time, answering all the questions provided, using related vocabulary and grammar, and including their own ideas. However,

by the time the students had started writing their paragraphs, I observed that were many of them that raised their hands quite often to ask questions. I realised that this would have been avoided if my instructions at the beginning were more guided. For instance, I should have mentioned -multiple times-, not only at the beginning but throughout the entire time the activity was taking place, that if the students answered all the questions provided in order, they would come up with a complete paragraph. In addition, because of their young age and their English level, I should have clarified that it does not have to be everything true and that if they could not remember a word in English, they could replace that word with something different or closely related to that. Finally, because the main activity was writing, I noticed that not all students write at the same pace, and I should have thought of how to keep the early finishers preoccupied for the rest of the class.

BIBLIOGRAPHY

Cullen, B. *Brainstorming before Speaking Tasks*. The Internet TESL Journal, IV (7), 1998

Europe, Council. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Council of Europe, 2020.





Lee, Virginia S. *Inquiry-Guided Learning*. John Wiley & Sons, 2012.

Slavin, R.E. *Cooperative Learning: Theory, Research and Practice* (2nd ed.) Englewood Cliffs, NJ: Prentice Hall, 1995.

Yule, George. *The Study of Language*. Cambridge University Press, 2010.

APPENDIX

1. PowerPoint Presentation

 <p>A DAY AT THE BEACH</p> <p>Write a short paragraph about a day at the beach.</p>	<p>When did you go to the beach?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Last summer <input type="checkbox"/> On Easter break <input type="checkbox"/> During the weekend, etc. <p>Who did you go with?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your parents <input type="checkbox"/> Your best friends <input type="checkbox"/> Your cousins, etc. 
<p>What did you do there?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did you swim? <input type="checkbox"/> Did you make sand castles? <input type="checkbox"/> Did you eat ice cream?, etc. <p>How was the weather?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hot and sunny <input type="checkbox"/> Sunny and windy <input type="checkbox"/> Rainy and cloudy, etc. 	 <p>What did you like about the beach?</p> <ul style="list-style-type: none"> <input type="checkbox"/> There were lots of kids to play with. <input type="checkbox"/> The sea wasn't deep. <input type="checkbox"/> There was sand and not rocks, etc. <p>Was there anything you didn't like about the beach?</p> <ul style="list-style-type: none"> <input type="checkbox"/> It was very crowded. <input type="checkbox"/> The sea was deep, etc.

Sample paragraph

Last summer my family and I spent a day at the beach. I went there during my summer vacation. It was the best vacation of my life. My brother and I were very excited when we reached the beach. The weather was nice. It was sunny and hot. There were many children playing with the waves and making sand castles with their parents. The beach was so crowded. My father and mother sat on the sand under a big coconut tree and took photos of my brother and me swimming in the sea. My brother and I had so much fun. We splashed water on each other and enjoyed the waves. In the evening, we all were hungry and tired, so our father bought us ice cream and fruits. It was amazing!

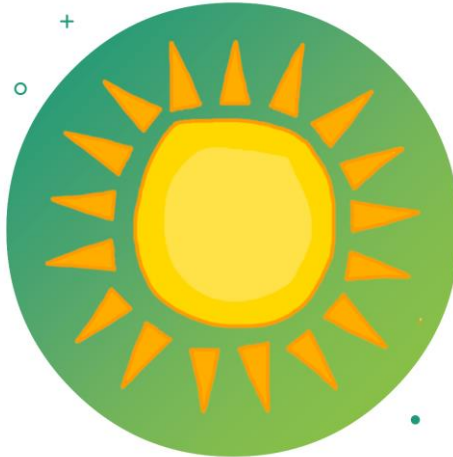
REMEMBER



To use the Past Simple.



To check your spelling
when you are finished.



Here are some words to help you!

sea, sand, beach ball, swimsuit, fish, starfish, crab, dolphin, ice cream, bucket, sand castle, sun, clouds, wind, sun cream, hat, sunglasses, waves
Useful Verbs: go, swim, play, eat, wear, build, see, surf

2. Handout

Name: _____
Date: _____

A day at the beach

Activity 1
Write a short paragraph about a day you spent at the beach.

- ✓ When did you go to the beach?
- ✓ Who did you go with?
- ✓ What did you do there?
- ✓ How was the weather?
- ✓ What did you like about the beach?
- ✓ Was there anything that you didn't like?

[illegible]

REMEMBER:

- to use Past Simple
- to check your spelling

Useful Words:

sea, sand, beach ball, swimming costume,
fish, starfish, crab, dolphin, ice cream,
bucket, sand castle, sun, clouds, wind, sun
cream, hat, sunglasses, waves

Useful Verbs:

go, swim, play, eat, wear, build, see, surf