

Specific explanation: The activity requires the teacher/facilitator to get the group to focus on a variety of tasks in a quick succession. This requires high energy and mobility on the part of the teacher.

Follow-on activities: The participants can be asked to bring a picture of their choice for their partner for them to practice descriptive writing. They may give cues or hints for writing the narration.

Evaluation of the activity: At the end of the activity the participants would have learnt about descriptive vocabulary and narrative structure. The teacher can collect the write-ups and put the best ones on display on the class board. These could be changed weekly if the activity is carried out for a few weeks.

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Tiny Tales

Ruchi Kaushik

"I should have treated her better", he regretted with tears rolling down his cheeks.
"There is no use now", said a stranger who overheard him at her funeral.

(Composed by Deewanshu Gupta, 1st year B.Com. (Hons.), Shri Ram College of Commerce)

Task: Let us learn to write tiny tales!

Skill focus: Speaking, writing

Sub-skill focus: Creativity, practising brevity in writing

Level: Tertiary

Task type: Group work

Time needed: 30-40 minutes

Objective: To learn descriptive writing

Methodology:

1. Divide the class into groups of 4-5 students each.
2. Tell them that they have to collaborate in their respective groups to write a short story where every thought, word and punctuation mark has to contribute towards creating the dramatic effect required in a story.
3. Make some chits and write the names of some interesting themes on them such as love, hope, despair, etc.
4. Distribute the chits to the groups by a draw of lots.
5. Now ask each group to think of a story based on the theme they have been allotted.
6. Finally, ask them to compose it into a tiny tale.
7. Invite responses. Ask the students to not only share the final version of their story, but also the thought process that went into the making of the tiny tale.

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I like to...

Manu Gulati

Name of the activity: I like to...

Skill focus: Listening and speaking

Level: Classes III, IV and V

Type of participation: Individual/pair/group

Time allotted: 40 minutes

Objectives: To enable the learners to

1. Express their liking verbally
2. Ask verbally about their friends' liking.

Methodology:

1. Show pictures of various food items to the students.
2. Discuss the names of these items and brainstorm on the theme "Food".