

# The Teacher Development Podcast Episode 7

Chris: When you read a book, what you see a black squiggles on pulped wood or, increasingly, dark pixels on a pale screen. To transform these icons into characters and events, you must imagine and when you imagine you create. Those are the words of British Pakistani author, Mohsin Hamid. Welcome to the Teacher Development Podcast, a podcast from British Council for Teachers in Pakistan. Each episode, we're taking a lesson from the [teachingenglish.org.uk](http://teachingenglish.org.uk) website and talking about how to use it in the classroom and today's lesson is all about imagination and creativity. Let's hear from Fatima.

Fatima: Yeah, I mean, we should encourage our students towards creativity, because every child has its own perception. They have their, I mean, children have their own imagination, and whenever I give them a task, so, I always get different responses. I always get different things from my students. And sometimes I get amazed, like, oh my god, like, how did this idea like, come into my student's mind. So this is how creativity is a much needed thing in today's teaching.

Chris: So the lesson we're going to look at today is called Draw a story. The lesson begins with a story. At the end, the students will create a book which they'll use as a visual aid to retell the story to each other. At the beginning, the teacher will be reading a story to the students. And before you do this, you might want to pre teach some of the vocabulary from the story just so your students will be able to follow what's going on. Now, here's what Gulshan had to say, about keeping your students engaged while listening to a story.

Gulshan: When I tell them a story, I normally ask questions. For example, I have recently attended a webinar. And in with this session, she has a story, she was telling about the storytelling, she was instructing that how students could be engaged by using storytelling techniques. I used this technique in my own classroom, and I loved it. I have gotten a lot of responses in a very positive way. She was talking about that when you tell a story to your students don't tell them each and everything at the at the same time. Tell them one sentence, then tell them about a situation of the story. And then ask questions, ask questions to your students what is going to happen now in this story, then they will respond. Their answers could vary from one to another. And their answers could not be the same as you are going to tell in the story yet, or you have to tell them. But their answers will make sure that they are listening. They are paying attention to your story. Students responses, their engagement, their motivation and their level of interest, will make sure that they are paying attention to the story and they have a great interest.

Chris: So far, then, we've told the students a story. Now the next stage is for the teacher to elicit from the students what the main events of the story are. After this, the teacher can divide the students into groups. In each group, each student will be given a couple of scenes from the story to draw. And hopefully while they're drawing, they

can chat to each other about what's in the pictures, recycling the vocabulary from the stories. After the pictures are finished, they'll be combined to create a picture book. And then the students will use the picture book to retell the story. Now Gulshan thought that her students would love this drawing activity.

Gulshan: They love to draw each and every thing in fact, they enjoy most of the time drawing. Most of the time I observe them that they are doing drawings in other subjects. And in other years as well. They love drawing, they want to draw geometrical shapes as well. They want to draw trees, they want to draw science objects, they have filled their books with drawing shapes. And most of the things are not in their syllabus as well.

Chris: I also asked Gulshan what size group she thought would be appropriate for this activity.

Gulshan: For me, five students is an ideal group size because most of the time, students interact with each other very easily, some of the most intelligent and some of the most slow learners as well, you can put them in one group. And a not very much higher number of children should be in one group or not much less students in one group. So, I think that five students in my group should be an ideal.

Chris: Do you agree with Gulshan? What group size is ideal for your class? Join in the debate. Leave a comment below and tell us. Now the students have made their books and they've retold the story. But what have they learned? Now, you may remember from your teacher training courses about Bloom's Taxonomy. It's usually represented as a pyramid, divided into different categories of thinking. This can help teachers set learning objectives and select activities for classes. Fatima talked about how she uses Bloom's taxonomy to plan her lessons.

Fatima: Bloom's Taxonomy can help can help the teacher to understand I mean, what are the higher order thinking skills, and what are the low order. For example, for example, I'm going to teach a lesson and you know, I have to break down the whole list and into the start and the mid and then at the end, and I will end it with the assessment. For example, I'm telling them the history and like how the country came into being and then have to check their understanding, are they going to understand the lesson or not? So, I will definitely add another question into that. That will be CCU concept taking question. I will start from the lower order thinking skills. And gradually, gradually, step by step, step by step, it will lead my lesson towards the higher order thinking skills until there is the level of creation. So, I think, I think this is how Bloom's Taxonomy can help us.

Chris: And the draw a story lesson is a great example of how to use Bloom's Taxonomy. At the beginning, the students are listening to a story so they're practising understanding and remembering the pre-taught vocabulary. Later on, as they think about what are the important events in the story. They're using the skill of analysis, then they're creating by drawing and retelling the story in their own words. So, you can see that the activities in this lesson move up Bloom's Taxonomy from lower

order thinking skills to higher order thinking skills. Thanks very much to Fatima and Gulshan. If you want to try this lesson. You can find it at [teachingenglish.org.uk](http://teachingenglish.org.uk)  
Please join us again for the next episode of the Teacher Development Podcast.  
Goodbye