CREATING IMAGINED AND REAL COMMUNITIES THROUGH CLASSROOM ACTIVITIES

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My rationale

• Being a teacher in Brazil for more than 12 years now has made me realize how important it is to provide meaningful, attainable, fun and appropriate activities to suit students’ age needs.

• Engaging, fun, dynamic, cultural and interesting activities make students be willing to learn even more.

• Allowing students to see language through different lenses.

• Getting the affective filter lower and students’ concentration span higher.
Do teachers of EFL have to face a bigger challenge concerning students’ level of motivation and exposure to the second language?

How do you create real meaningful and memorable classes for students of EFL?

Share one successful activity that you were able to observe students’ motivation and passion towards learning English.

What kinds of communities can we create so that learners have opportunities to interact meaningfully with others in the second language?
Kathleen Graves
The Language Curriculum: A social contextual perspective. 2009

REAL
Community

and

IMAGINED
Community
Real communities

Joe Biden
Imagined communities
By the end of this presentation...

• 2 examples of imagined communities

• 2 examples of real communities

• **S.A.R.S. = Select Adapt Reject Supplement**
  (Richard Acklam)
IMAGINED COMMUNITIES
1. Imagined Community
GROUPS

DORMITORIES
RAPUNZEL
Leader: Vivian
POCAHONTAS
Leader: Tânia
TINKER BELL
Leader: Roberta
HERCULES
Leader: Jeff
ALADDIN
Leader: José Vitor
TARZAN
Leader: José Vitor
<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
<th>Activity</th>
<th>Place</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:20</td>
<td>All Groups</td>
<td>Assembly / Welcome</td>
<td>Mirror Room</td>
<td>Bruna</td>
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<tr>
<td>8:20 – 9:00</td>
<td>Cinderella</td>
<td>Tiana’s Dinner</td>
<td>Cafeteria</td>
<td>Roberta</td>
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<td>Peter Pan</td>
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<td>Tânia</td>
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<tr>
<td></td>
<td>Pinocchio</td>
<td>Gaston’s Club</td>
<td>Conference Room</td>
<td>José Vitor</td>
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<td></td>
<td>Puss in Boots</td>
<td>Animation Studios</td>
<td>Room 21A</td>
<td>Fernanda</td>
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<tr>
<td>9:00 – 9:40</td>
<td>Cinderella</td>
<td>Animation Studios</td>
<td>Room 21A</td>
<td>Fernanda</td>
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<td>Peter Pan</td>
<td>Gaston’s Club</td>
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<td>Puss in Boots</td>
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<td>Tânia</td>
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<tr>
<td>9:40 – 10:20</td>
<td>Cinderella</td>
<td>Magic Playground</td>
<td>Gym</td>
<td>Roberta</td>
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<td>Peter Pan</td>
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<td>Tânia</td>
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<td>Puss in Boots</td>
<td>Gaston’s Club</td>
<td>Conference Room</td>
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<td>11:00 – 11:30</td>
<td>Cinderella</td>
<td>Gaston’s Club</td>
<td>Conference Room</td>
<td>José Vitor</td>
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**FRIDAY EVENING**
Magic Playground
Morning Ceremony
2. Imagined Community

Cooking Class
Cooking Class
Lesson Plan – Cooking Class
REAL

COMMUNITIES
1. Real Community

Flat Stanley Project

www.flatstanleyproject.com
2. Real Community
Video Clip
One Direction - One Thing.mp4
What’s the name of the red bus?
Where was this video clip shot?
How many boys are jumping on balls?
One of the guitar straps has the colors of a Caribbean island. Which island is it?
What’s the name of the bodyguard company?
What numbers are on the bus plate?
What’s the color of the couch?
Is there a dog in the video clip?
7 seconds
<table>
<thead>
<tr>
<th>#</th>
<th>Song</th>
<th>Band / Singer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Turn Up The Light</td>
<td>Chris Brown</td>
</tr>
<tr>
<td>2</td>
<td>Super Bass</td>
<td>Nicki Minaj</td>
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<tr>
<td>3</td>
<td>Merry The Night</td>
<td>Lady Gaga</td>
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<tr>
<td>4</td>
<td>Give Me Your Heart</td>
<td>Demi Lovato</td>
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<tr>
<td>5</td>
<td>Give Me All Your Luvin</td>
<td>Madonna</td>
</tr>
<tr>
<td>6</td>
<td>Set To The Fire</td>
<td>Adele</td>
</tr>
<tr>
<td>7</td>
<td>We Found Love</td>
<td>Rihanna</td>
</tr>
<tr>
<td>8</td>
<td>It Will Rain</td>
<td>Bruno Mars</td>
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<tr>
<td>9</td>
<td>Wish You Were Here</td>
<td>Avril Lavigne</td>
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<tr>
<td>10</td>
<td>Best of You</td>
<td>Foo Fighters</td>
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</tbody>
</table>
S.A.R.S.

Select
Adapt
Reject
Supplement
Food for thought

Education is meaningful to an extent that it engages learners in reflecting on their relationship to the world and it provides students with a means to shape their world.

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