




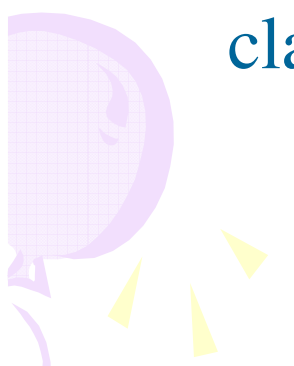
***‘Quality English Language Education  
at Pre-primary Level’ Project***

***Exposing Children to English through  
Interactive English Language Activities***



# Objectives of this workshop

In the workshop, participants will:

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- understand what interactive activities are and the value of using interactive activities in the pre-primary classroom; and
  - try out and gain useful ideas in using interactive English language activities in the pre-primary classroom.
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# Programme Rundown I

Time	Activities
14:15 – 14:30 (15 mins)	Introduction Ice-breaker Debriefing
14:30 – 14:35 (5 mins)	What are interactive activities? Why do we conduct interactive activities?
14:35 – 15:00 (25 mins)	Small group activities (Rotation): Station A (Cookie Run!) Station B (Tic-tac-toe with Milk and Cookies) Station C (Who's the Cookie Thief?)
15:00 – 15:15 (15 mins)	Wrap up

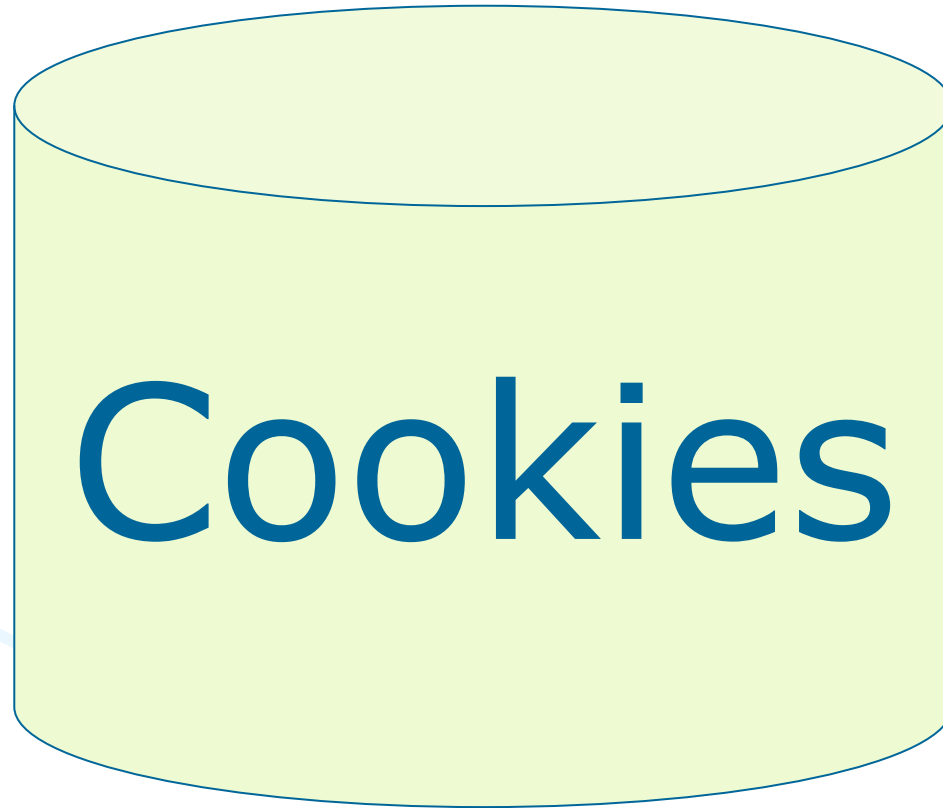
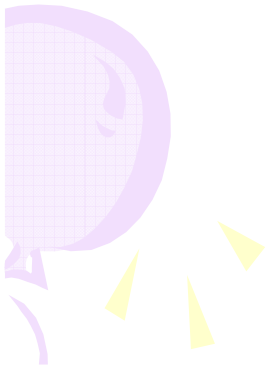
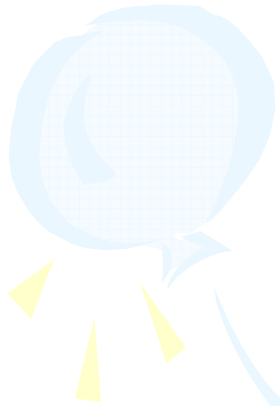


# Programme Rundown II

Time	Activities
15:20 – 15:35 (15 mins)	Introduction Ice-breaker Debriefing
15:35 – 15:40 (5 mins)	What are interactive activities? Why do we conduct interactive activities?
15:40 – 16:05 (25 mins)	Small group activities (Rotation): Station A (Cookie Run!) Station B (Tic-tac-toe with Milk and Cookies) Station C (Who's the Cookie Thief?)
16:05 – 16:20 (15 mins)	Wrap up

# Ice Breaker

Cookies



# Who Took the Cookies from the Cookie Jar?

A: Who took the cookies from the cookie jar?  
(Name).

Group: (Name) took the cookies from the cookie jar.

B: Who? Me?

Group: Yes, you.

B: Not me.

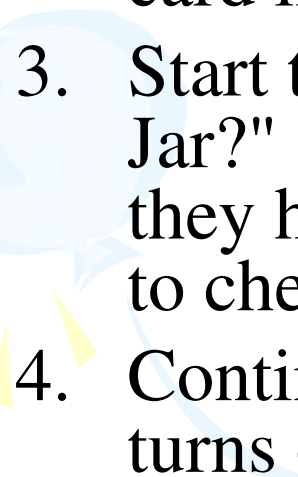

Group: Then who?

B: (Name).

Group: (Name) took the cookies from the cookie jar.



# Who Took the Cookies from the Cookie Jar? (variation)

1. Give one game card to each player.
  2. Each player, without looking at the card, puts the card in front of them.
  3. Start the "Who Took the Cookie from the Cookie Jar?" chant. When it's someone's turn to answer if they have the cookie or not, they turn the card over to check, and then answer.
  4. Continue back and forth until one of the players turns over the cookie card.
  5. Each time a student turns over a card, the suspense builds.
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# Debriefing

When can this game/activity be carried out in the everyday routines?

What game/activity did we do?

Can you think of other activities based on this chant?





# Interactive activities should...

engage and involve  
children as active  
participants

promote reciprocal  
or mutual influences

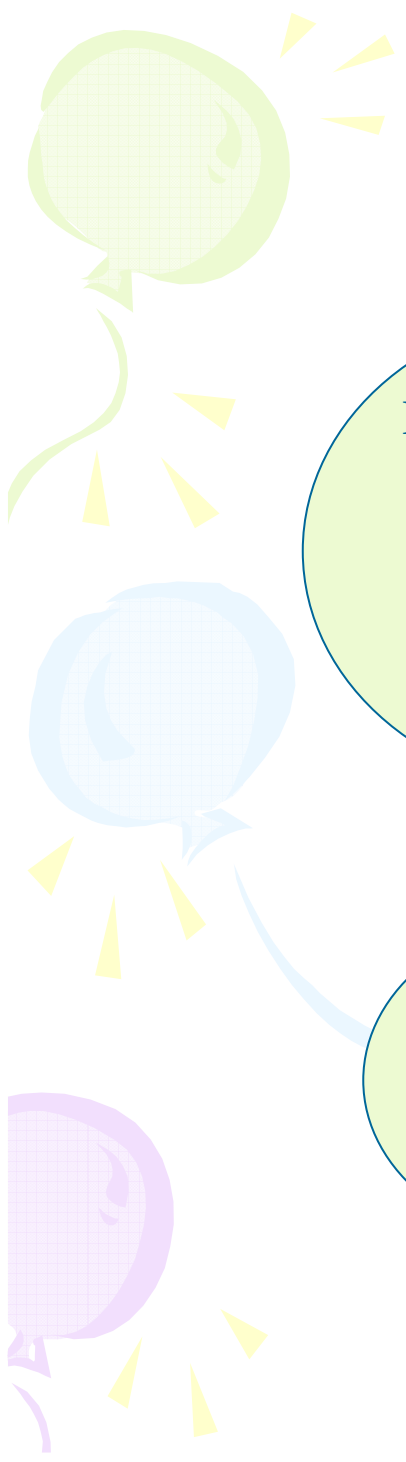
be child-  
centered and  
teacher as a  
facilitator

be a platform  
for socialising  
and learning

be authentic  
and in context

be hands-on and  
enjoyable

# Why?



**Enhance language skills such as listening/ speaking/ reading**

**Sustain children's interest**

**Learn life skills such as co-operation**

**Extend learning**

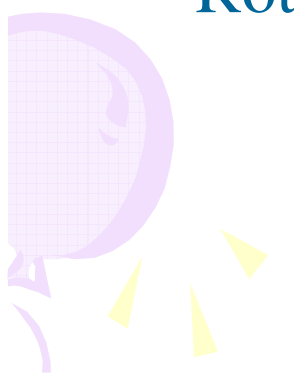
# An example - Who Took the Cookies from the Cookie Jar?

<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
Myself	Food (3 weeks)	Animals	Transport

<b>Food (Week 2)</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Circle Time</b>		<b>Game: Tic-tac-toe with Milk and Cookies</b>			
<b>Free-choice Activities</b>					<b>Game: Who's the Cookie Thief?</b>
<b>Snack Time</b>			<b>Tasting Cookies</b>		
<b>Music</b>	<b>Chant: Who Took the Cookies from the Cookie Jar?</b>				
<b>Physical Education</b>				<b>Game: Cookie Run!</b>	



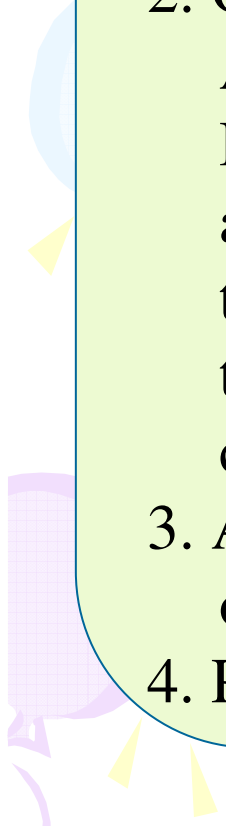
# Let's try it!

- In small groups, let's try out the **THREE** activities within 25 minutes.
  - Please look at the number written on your game card. Find your group members.
  - Group 1 – Station A  $\rightarrow$  B  $\rightarrow$  C
  - Group 2 – Station B  $\rightarrow$  C  $\rightarrow$  A
  - Group 3 – Station C  $\rightarrow$  A  $\rightarrow$  B
  - Rotate when you hear our cue.
- 



# Station A

## **Game: Cookie Run!**

1. Spilt the group into two teams. Each child will hold some coloured cookie cards.
  2. One team will go first.  
A leader needs to run to the other side of the room. He or she is shown a pattern (e.g., red, yellow, red) and is required to memorise it. He or she runs back to his/her team and say the pattern out loud. The teammates will re-create the pattern using their cookie cards.
  3. Audience checks the answer. If the team is correct, one point is awarded.
  4. Play alternates between teams.
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# Station B

## Game: Tic-tac-toe with Milk and Cookies

1. Lay picture cards face down on a pile.
2. Let one team be the cookie and the other team be the milk.
3. On your turn, turn the top picture card over, say the name of the picture. If you're correct, you may place yourself on the big tic-tac-toe plate.
4. Play alternates between teams.
5. To win, a team must get three in a row and then say 'Tic-Tac-Toe!'.



# Station C

## Game: Who's the Cookie Thief?

1. With a partner, examine the fingerprints on the cookie jars.
2. Compare them to the fingerprint cards to find which person stole the cookies from that jar.
3. Complete the recording sheet with your partner.



# Interactive activities tried out today...

- Who Took the Cookies from the Cookie Jar?
- Cookie Run!
- Tic-tac-toe with Milk and Cookies
- Who's the Cookie Thief? 



Let's think about how to adapt these interactive activities to suit other themes.




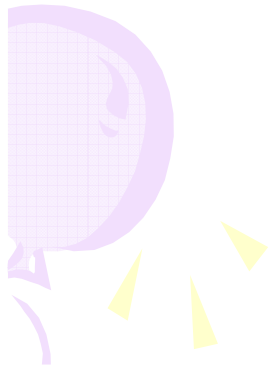




# Interactive activities tried out today...


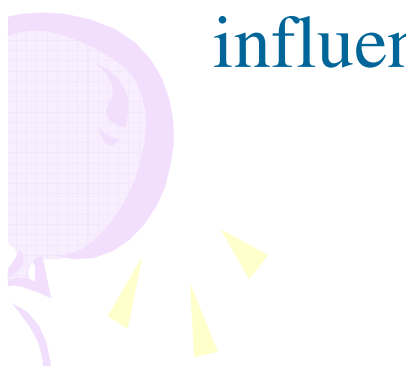
Different types of interactions:

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- Teacher-child interaction
  - Peer interaction
  - Interaction with the environment



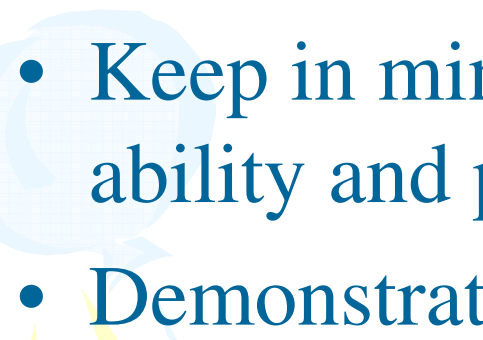
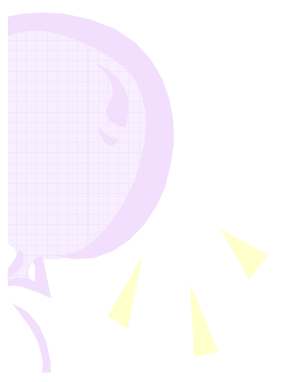


# Implications for practitioners

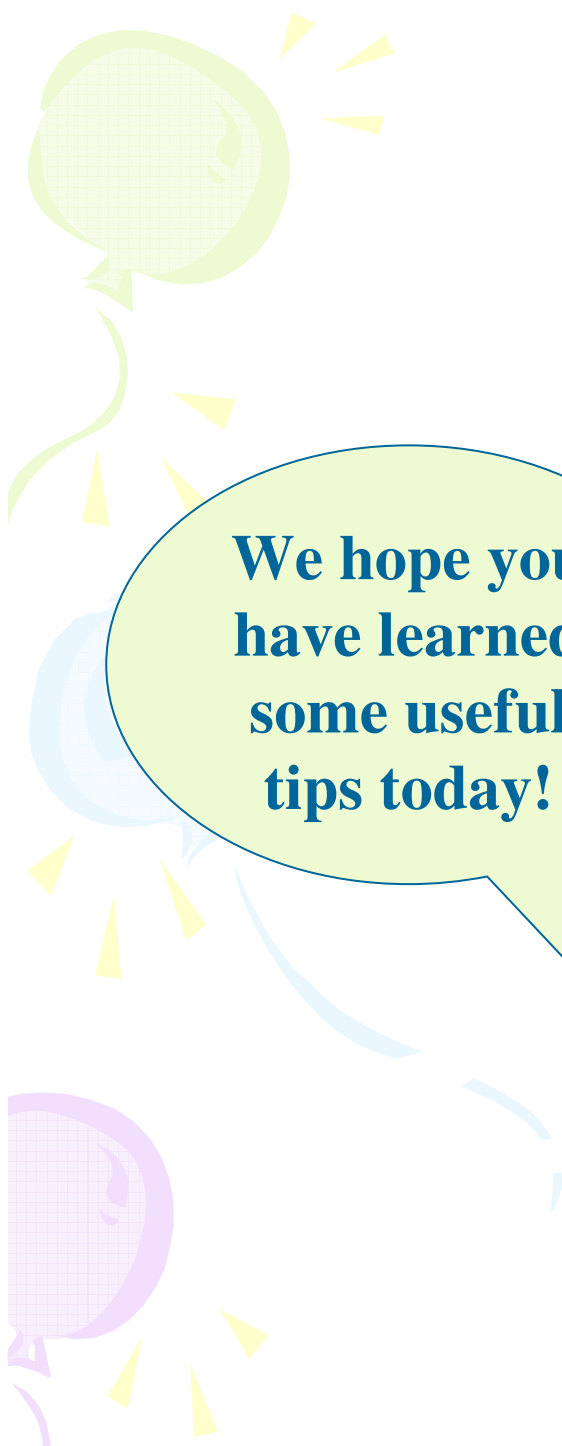
- When designing school plan for English language exposure, teachers should consider incorporating activities of low/high interactivity.
  - Activities of low interactivity can provide children with listening and speaking opportunities.
  - Activities of high interactivity can promote mutual influences and cultivate children's social skills.
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# Remember...

- Interactive activities should be fun and enjoyable!
  - Keep in mind your children's language/physical ability and prior knowledge.
  - Demonstrate the game if necessary.
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# Wrap up

A decorative background on the left side of the slide features a green balloon at the top, a blue balloon in the middle, and a purple balloon at the bottom. Yellow streamers and confetti are scattered around the balloons.

**We hope you  
have learned  
some useful  
tips today!**

**We also  
learned a lot  
from you!**

**Thank you for  
attending our  
workshop!**