

Go-Giving Teacher-Resource Workshop

Use Whatcha Have. Give Whatcha Got.
Take Whatcha Need.

How's that for a workshop title under ten words? A more complete banner might be: Use What You Have / Give What You Got. / Take What You Need. / Share What You Own. / Hear What You Want. / Learn What You Can. / Teach What You Know.

As the world (economy, administrators, mentors, learners, and everyone else) “matures,” the need to “put it all together” grows. So many of us seem to want to “make it come out even,” to match our offerings to others’ necessities and desires; to save time, energy, and money; to preserve, distribute, grow, and go beyond our *Life’s Work*—in the presenters’ case, *Our Language-Teaching & Learning Legacies*.

We (veteran educators, go-givers) propose to lay it all out there: samplings of over 45 years of collected concepts, ideas, experience, and materials (game boards, picture books, puzzles, card decks, posters, photos, videotapes/CDs, handouts, and many more reuseables) for attendees to choose from, hear and suggest creative uses for, and take away to contribute to the greater good. Organizing outlines to complete will be supplied—along with logistics for group interaction that mirror the excitement organized communication tends to provide. Come catch us in a generous mood.

50-Word Summary for Conference Book:

We (veteran educators, go-givers) propose to lay it all out: samplings of collected concepts, ideas, materials (games, books, puzzles, cards, visuals, reusables) to choose from, discuss uses for, and take away for the greater good. Complete thought-stimulating outlines through creatively designed collaboration. Catch us in a generous mood.

A Possible Source of Philosophy

(taken from <http://www.thegogiver.com/>)

***The Go-Giver*, by Bob Burg, tells the story of an ambitious young man named Joe who yearns for success. Joe is a true go-getter, though sometimes he feels as if the harder and faster he works, the further away his goals seem to be. And so one day, desperate to land a key sale at the end of a bad quarter, he seeks advice from the enigmatic Pindar, a legendary consultant referred to by his many devotees simply as *the Chairman*. Over the next week, Pindar introduces Joe to a series of successful “go-givers”: a restaurateur, a CEO, a financial advisor, a real estate broker and “The Connector,” who brought them all together. Pindar’s friends share with Joe the *Five Laws of Stratospheric Success* and teach him how to open himself up to the power of giving. Joe learns that changing his focus from getting to giving—putting others’ interests first and continually adding value to their lives—ultimately leads to unexpected returns. Imparted with wit and grace, *The Go-Giver* is a heartwarming and inspiring tale that brings new relevance to the old proverb “give and you shall receive.”**

Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
Partial “Answer Key” for Materials-Giveaway Workshop

A = Cluttered Pictures

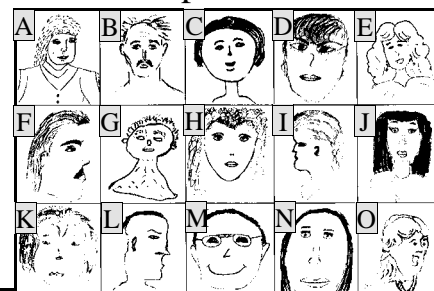
Available Materials

Possible Uses & References

A

Cluttered Pictures = Scenes with Many Things (Going On) in Them; Pages with Many Unique Items of the Same Kind

- Classify Sounds.** Participants make phonics charts (initial and/or final consonants? vowel sounds?) for items (and activities named by *-ing* gerunds?) in scenes (*Idea B = Phonics Pictures* on pages 4-6 of *Doing Without the Photocopier*)
- Classify Item Names.** Participants (in groups?) put names of items (and activities named by *-ing* gerunds?) into “Kinds of Nouns” Charts (*Activity Two = “Classifying Kinds of Nouns”* in *Kinds of Nouns Idea Book*, p. 12) (*Idea Kk = Classifying Clutter* on pages 59-63 of *Still Doing Without the Photocopier*)
- Tell Activities.** Individuals, pairs, or groups describe activities that *are going on now / were going on before / will be going on at a specified time in the future.* (*Idea E = Grammar Pictures* on pages 13-15 of *Doing Without the Photocopier*). One way of doing so is for each person to contribute a sentence or two; the next speaker or writer paraphrases the previous contributor’s idea(s) before adding new ones. The sentences are put together into an organized activity-scene description.
- Tell the Point.** Developing writers create a useful caption (a phrase or main-idea sentence) for each picture (*Idea O = Picture Captions* on pages 43-45 of *Doing Without the Photocopier*). As the captions are read aloud, listeners try to match them with the corresponding scenes on display.
- Pick Out One Item.** Find clutter pictures with many *separate* (numbered or lettered) items of the same kinds, such as *pages from picture dictionaries or elementary workbooks, reference pages of world flags and the like, ads for different models/types of the same product, photos of merchandise displays, etc.* Participants write a specified number of precise short paragraphs to describe “the item they want” or “the item they are thinking of.” Then they trade papers and pages of visuals; readers try to identify the items from their descriptions.
- Eliminate All But One Thing.** Alternatively, speakers/writers might describe *one* item at a time, using only *negative* statements—telling the features that it does *not* have. Readers try to find the chosen item of each paragraph by the process of elimination.



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
Partial “Answer Key” for Materials-Giveaway Workshop
B = (Pics of) Individual Items

Available
Materials

Possible Uses & References

B

Pictures of Individual Items of a Category
(e.g., *Food, Substances, Furniture, Household Items, Playthings, Structures, Kinds of Weather, Activities, etc.*)
—or
Actual Objects
(e.g., *Miniatures, Small Parts, Containers of Substances, etc.*)

1. **Communicate Info.** Start passing each picture or item around the room; each person repeats the “significant message” (the most important info) about it as s/he shows it to the next person. (*Idea T = Vocabulary Chain* on pages 58-60 of *Doing Without the Photocopier*)
2. **Classify Items.** Participants (in pairs or groups) put names of items into “Kinds of Nouns” Charts. Remember that gerunds (uncountable nouns) can name activities. (*Activity Two = “Classifying Kinds of Nouns”* in *Kinds of Nouns Idea Book*, p. 12)
Also, individual items can be classified by meaning categories, such as *Kinds of Food* (*Beverages, Main Dishes, Carbs, Produce, Desserts*, etc.); *Kinds of Animals* (*Mammals, Birds, Reptiles*, etc.); and so on. Each group shows and explains its categorization decisions to others, who may suggest different ways to classify.
3. **Remember Vocabulary.** Allow time to examine the items; then cover or put them away. Participants list them from memory. (*Activity 1 = “The Game of Memory”* in *Chatzka Games*, pp. 7-9) (*Idea Ll = Odds & Ends* on page 66 of *Still Doing Without the Photocopier*)
4. **Tell Changes.** Arrange two sets of items on two separate tables; each of two teams studies their items. Then the teams exchange positions and make changes to the other group’s items. Finally, they return to their original tables and write down the changes they notice. (*Activity 2 = “The Game of Observation”* in *Chatzka Games*, pp. 10-11)
5. **Associate Items.** Participants arrange all the items of a collection in order according to the characteristics they have in common (how each one might be associated with the previous one). After explaining their rationale to others, they see if their listeners can put them back in the same order. (*Activity 3 = “Object Associations”* in *Chatzka Games*, pp. 12-14)
6. **Help Others Identify Items.** Each person gets (a picture of) an item but doesn’t show it to others. S/he prepares (and/or writes) a detailed description of the thing that does not include its name. With everything collected and spread out on a table, each person in turn describes his/her item. Listeners identify—and name—it. Alternatively, each person hears an oral—or reads a written—description of an item to retrieve from the table. (*Activity 4 = “The Whatchamacallit Game”* in *Chatzka Games*, pp. 15-20) (*Idea P = Chain Writing with Visuals* on pages 46-48 of *Doing Without . . .*) (*Idea Ll = Odds & Ends* on page 67 of *Still Doing Without . . .*)

Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
Partial “Answer Key” for Materials-Giveaway Workshop
C = Visuals of the Same Kind

Available
Materials

Possible Uses & References

C

Visuals of the Same Kind with Similarities & Differences e.g., Pages of a Calendar, Picture Postcards, One-Frame Cartoons (With or W/O Captions), Nature Scenes, Structures, Interiors, Animals, Vehicles, Plants, etc.

1. **Tell the Point.** Distribute (numbered or lettered) pictures to individuals, pairs, or groups, who write a useful caption—a phrase or main-idea sentence(s)—for their visual that “captures its essence,” perhaps on a board. Display visuals. Listeners or readers try to match the captions with the pictures—and improve the writing. (*Idea O = Picture Captions* on pp. 43-45 of *Doing Without the Photocopier*)
Note: If the pictures already *have* captions, these can be cut off or covered—and pasted up or (simplified and) copied in a numbered or lettered list. After participants have created their own captions, their work can be compared with the originals. Alternatively (especially in a reading course or lesson), learners can use “visual clues” to match the pictures with their “real” or adapted captions.
2. **Use Language to Help Others Visualize or Identify.** Distribute numbered or lettered visuals. Participants write or prepare descriptions that begin with the general features that apply to *all* pictures and proceed to the specifics that will identify each *individual* visual’s unique features. As learners read or hear each piece of writing or speech, they try to match it with its picture as quickly as possible, adding questions and/or suggesting editing if possible. (*Idea P = Chain Writing with Visuals* on pages 46-48 of *Doing Without the Photocopier*)
3. **Connect Grammatical Structures to Visuals.** Decide which kind of grammar the collection of visuals is most likely to elicit, such as (*continuous*) *verb forms* for activities; *kinds of nouns, noun markers, there is/are + prepositions* for object arrangements; *adjectives (words, phrases, clauses)* for structures or things of the same kind; *the past tenses* for pictures evoking the past; *the future tenses* for futuristic visions; *modal verb phrases* for situations, etc. Pass the pictures around the room. People work together to write a specified number of sentences about some or all of them. (*Idea E = Grammar Pictures* on pages 13-15 of *Doing Without the Photocopier*) (Speaking Games and Writing Sections of the relevant chapters of *The New Scenario, Books One & Two.*)
4. **Compare & Contrast.** Each pair of participants gets *two* of the visuals. As fast as they can, they compile a list of *similarities* (what the pictures have in common) vs. *differences* (how they *contrast* with each other.) Then they pass on *one* of the pictures to another pair and get a different pic from two other participants. Using their first (edited?) list as a model, they compile two more lists, copying and/or adapting the similarities and differences.



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Partial “Answer Key” for Materials-Giveaway Workshop
D = Sequenced Pictures/Text Segments

**Available
Materials**

Possible Uses & References

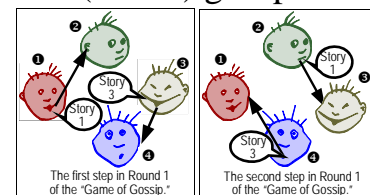
D

**Sequenced
Pictures/
Text
Seqments
(e.g.,
Cartoon
Strip
Stories,
Illustrated
Steps)
AND/OR
Narratives
or Process
Descriptions
(to Be)
Divided into
Segments
(e.g.,
Anecdotes,
Very Short
Stories,
How-To
Instructions,
Directions,
Recipes,
etc.)
AND/OR
(Illustrated)
Pages of a
Short Book,
(to Be)
Taken Apart**

- 1. Tell the Story.** Distribute sequenced picture and/or text stories or process descriptions to participants. If the pieces of info are mostly *pictures*, s/he or they then prepare(s) and/or write(s) a narrative illustrated by the sequence, perhaps including connecting words to clarify the chronological order of the (numbered) events/steps. If the segments are mostly *text*, s/he or they might prepare and/or write(s) an efficiently complete ordered *summary* of the relevant information.

In turn, everyone (shows his/her/their visuals and) retells the info to listeners, who may take notes before asking questions or adding comments to the sequence. After each presentation and/or at the end of the whole activity, listeners can take “an oral quiz” on or be asked to recall what they have learned. (*Ideas V & W = The Expert Game I & II* on pages 64-69 of *Doing Without the Photocopier*) (*Oral Practice & Mini-Speech 5B = Process* on pages 60-62 of the *Speaking Text*)
- 2. Pass It On . . . and On . . . and On.** Each person in a circle of four receives a visual and/or text sequence to prepare a clear, concise, ordered summary of. Simultaneously, the first and third participant retells his/her narrative or set of instructions to the second and fourth person, respectively, passing him/her the corresponding visuals to work with. The next step is for the two *listeners* to become *speakers*. At the same time, they reshew and retell what they have just seen and heard to the first and third participants in the circle. Finally, the first and then the third person summarizes the sequence for the (whole) group.

The same activity steps are then repeated with the second and fourth sequence of visuals and/or text in each group. (*Oral Practice 6A & 6B = the Game of Gossip*” on pages 68-69, 74-75, of the *Speaking Text*)
- 3. Decompose & Reconstruct the Sequence.** Each pair or group receives a visual and/or text sequence to write “an answer key” for—by summarizing the events of the story and/or steps of the process in chronological order. The visuals or texts are then cut apart into segments of one or more events or sentence steps each. Both the visual/text pieces and written summaries are traded for those of another pair or group, who try to put the pieces back in order according to their “Answer Key.” They then prepare their own summaries to present to the whole class. (*Idea J= Dyad Narratives* on pages 28-30 of *Doing Without the Photocopier*) (*Part Six = Narration & Story-Telling* on pages 63-67, 70-73, 76 of *Speaking Text*.)



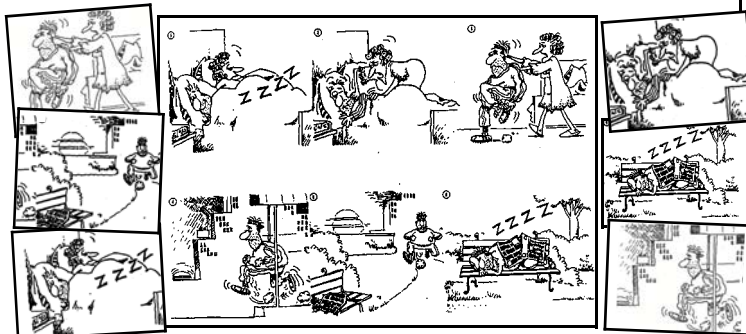
Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
Partial “Answer Key” for Materials-Giveaway Workshop
D = Sequenced Pictures/Text Segments *Cont.*

Available
Materials

Possible Uses & References

D
Continued.
Sequenced
Pictures/
Text
Segments
(e.g.,
Cartoon
Strip
Stories,
Illustrated
Steps)
AND/OR
Narratives
or Process
Descriptions
(to Be)
Divided into
Segments
(e.g.,
Anecdotes,
Very Short
Stories,
How-To
Instructions,
Directions,
Recipes,
etc.)
AND/OR
(Illustrated)
Pages of a
Short Book,
(to Be)
Taken Apart

- 4. Create a Chain.** Each group gets a set of separated visual and/or text segments that could reasonably be arranged in various ways. Using the “chain technique,” they position the parts into a logical or interesting order: each person chooses one “link of the chain” and makes one or two sentences about it; the next repeats, summarizes, and/or improves the first person’s contribution before adding a link of his/her own. The chain continues until the sequence ends, at which point the group reconstructs their creation by numbering/listing the events or steps in order. They mix up and hand the links to listeners to arrange as they pantomime, speak, and/or otherwise act out the events or instructional steps in order. The spectators’/ listeners’ layout is then compared to the original—and the discrepancies discussed. Finally, others arrange *the same* set of segments into a sequence that “makes more sense” to *them*, preparing to “justify” their contrasting decisions.
- 5. Master, Teach, Learn Grammatical Structures through Sequencing.** Decide which kind of grammar or sentence structures the available materials are likely to elicit—such as *the Imperative Form* for how-to instructions, *the Historical Present* or *Past- Time Verbs & Expressions* for narratives, *Connecting Words & Phrases* for chronological sequencing, and so on. Review the relevant grammar. (*Idea E = Grammar Pictures* on pages 13-15 of *Doing Without the Photocopier*) (*Idea F = Grammar Paraphrases* on pp. 13-15 of *Doing Without the Photocopier*)
Each pair receives some or all forms of *one* sequence: the frames or segments (mounted on card stock) cut apart, with the original intact; the series on an enlarged visual; vocabulary lists; reference copies of the materials; and/or the like. Partners work together to create a “presentation.” For example, one person verbalizes the sequence as the other puts the segments into the described order and jots down notes. When everyone is ready, the pairs in turn “present” their sequence to the whole group, using language, visuals, pantomime, gestures, and other helpful means of communication. (*Idea J= Dyad Narratives* on pages 28-30 of *Doing Without the Photocopier*)
At the end of the activity, everyone collaborates to summarize what they have learned or remember, to improve one another’s use of language, and to apply their new knowledge and abilities to “real life.”



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
Partial “Answer Key” for Materials Giveaway Workshop
E = Equivalent Amounts of Info

Available
Materials

Possible Uses & References



**Equivalent
Amounts of
Info (e.g.
Lists of
One-Liners
Like Proverbs
& Quotes,
Pre-
Prepared
Sentence
Strips,
Daily
Calendar
Pages,
Pages of
Small Gift
Books, Sets
of Short
Articles,
Article
Segments,
Greeting &
Business &
Post Cards)**

- 1. Pronounce Effectively.** Distribute one “sentence(s) strip” to each person. (These can be “one-liners” like proverbs or quotes or short bits of wisdom or info of about the same length.) If helpful, review *pronunciation principles*, especially those pertinent to syllable stress/reduction, rhythm, or sentence focus. With help, everyone practices what s/he is going to say. In turn, individuals “present their content.” Listeners take notes and ask relevant questions to demonstrate that they “get it.” A whole-class “follow-up quiz” with review and additional interaction will ensure productive use of the material. (*Idea Nn = Focus on Sentence Focus* on pages 76-78 of *Still Doing Without the Photocopier*)
As is often the case, a “chain feature” may be added to this activity, especially if participants arrange themselves in a circle or line. As soon as each person has completed his/her contribution, the next person repeats, edits, and/or paraphrases what s/he understood—before adding the next piece of info or link in the chain.
- 2. Match Sentence or Segment Parts.** Divide all pieces of material into two approximately equal halves, taking care that they contain sufficient “clues” for matching. (These may be sentence beginnings and endings, [captioned] pictures or one-day calendar pages cut apart diagonally, greeting cards separated on the fold, etc.) Use only enough matching halves as there are participants; distribute them to individuals. Everyone finds his/her partner (the person with the matching half). After writing their names and (the title or important words of) their info on a board, each pair prepares a brief but effective “presentation” on their item. These are “performed” for the whole group in turn. Complete the activity with effective follow-up. (*Idea Y= The Game of Wisdom* on pages 73-75 of *Doing Without the Photocopier*) (*Decks 1 & 2 + Answer Key List of 90 Traditional English-Language Proverbs*) (*Oral Practices 2, 3A = the “Matching Game” . . . of Wisdom*” on pages 18 & 24 of the *Speaking Text*)
- 3. Classify (& Sequence) Info.** Everyone works together to sort equivalent amounts of information into categories—for example, one-liners that refer to *animals, love, money, knowledge*; advice that addresses *diet, health* (organized according to *body parts*), *relationships, money, repairs*, etc. If the material lends itself to *sequencing*, the items or segments can (then) be put into order—such as *the chronological order of day-by-day calendar pages; introduction, set-up, steps, conclusion, review or summary*. Later, the organized segments can be the basis of oral group presentations and/or composition writing.

Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.

Partial "Answer Key" for Materials-Giveaway Workshop

E = Equivalent Amounts of Info, *Cont.*

Available
Materials

Possible Uses & References

E
Continued.
Equivalent Amounts of Info (e.g. Lists of One-Liners Like Proverbs & Quotes, Pre-Prepared Sentence Strips, Daily Calendar Pages, Pages of Small Gift Books, Sets of Short Articles, Article Segments, Greeting & Business & Post Cards)

4. **Do the Expert Game.** Equivalent amounts of information (pieces of advice, practical tips, short biographies, pages from small-chapter books, divisions of an essay or article, and much more) are distributed to individuals, perhaps working in groups assigned subtopics of the content of the activity or lesson. They prepare their presentations, perhaps by making "teaching notes" to talk from. They then communicate their "knowledge in their new areas of expertise" to the other members of their group, who take notes on the main ideas and important supporting details, ask questions for each speaker to add answers to, make comments, and help improve the effectiveness of each "lesson." Later, each group in turn delivers an organized presentation of their material. The activity ends with appropriate follow-up and assessment, such as an oral T/F quiz, a printed multiple-choice quiz for groups to complete cooperatively, summary and review statements from each learner, and/or the like.

In another version of "the Expert Game," each (pair or small groups of) participants circulates around the room imparting their new knowledge to everyone else, who jot down notes to refer to during follow-up assessment activities. (*Ideas V & W = The Expert Game (Small Groups & Whole Class)* on pages 64-69 of *Doing Without the Photocopier*) (*Idea Pp = Spontaneous Speech & Speeches* on pages 83-87 of *Still Doing Without the Photocopier*) (*Biographies: Short, Short Stories Based on the "Messages" of People's Lives*)

5. **Compile & Use a Reading Kit.** Instead of distributing equivalent amounts of info for participants to learn and present *orally*, paste up the pieces or segments on numbered or lettered index cards or card stock. As these are passed around the room, learners (individually or cooperatively) might list main-idea statements or questions with important supporting detail or answers to each question, simply jot down notes to refer to during follow-up activities, complete a previously distributed quiz by scanning for information, and/or fill out a chart template with certain kinds of info. (*Idea L = Reading Kit* on pages 34-36 of *Doing Without the Photocopier*) (*Idea Z = Greeting Card Culture* on pages 76-78 of *Doing Without the Photocopier*)

Number or Title of the Selection	What is the main idea of the reading selection?	What are the important supporting details?	What are your comments on or opinions of the ideas in the reading?

