Drawing & Doodling in the FL Classroom

Voces Summer CI Conference

Allynn Lodge

Wednesday, July 22, 2020 11:00 am

<u>Due Friday, April 8th (You have two days):</u>
Create a doodle for your assigned verb. Write big, use color, and be creative with the letters so that people can guess the meaning of your verb and can read it from the back of the room. Take a look at the example below, which was about outer space. (***To be clear, you will not write the word "Google," but instead will write the word you were assigned below).** You have two days to work on this assignment, so give it your best.
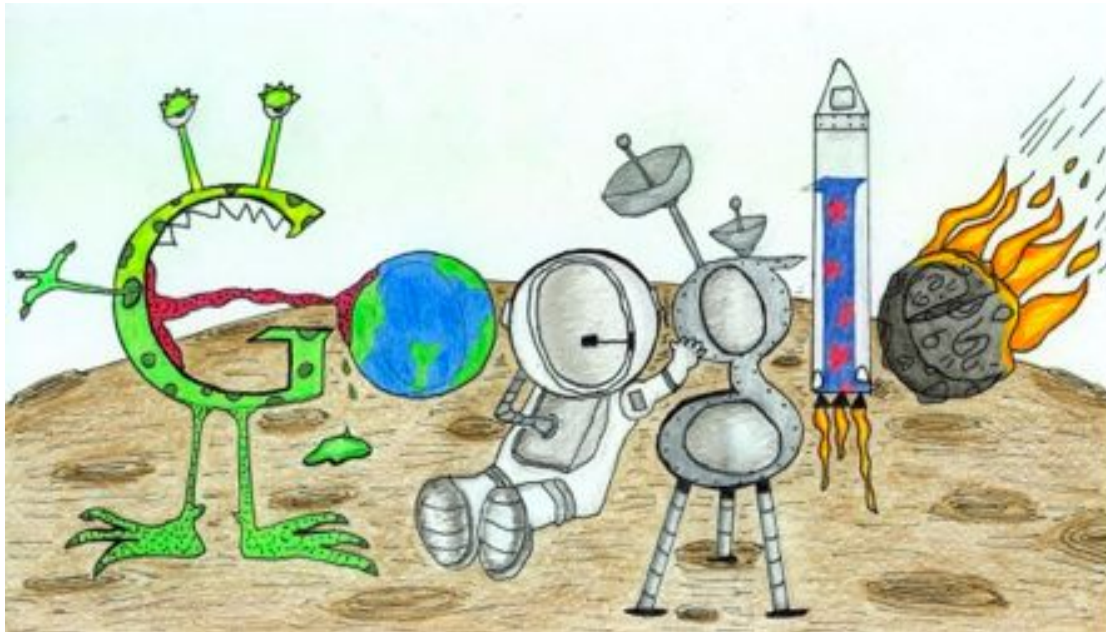
1. Christian - CHANTER - to sing
2. Elizabeth - DANSER - to dance
3. Mimi - GAGNER - to win
4. Connor - JOUER - to play
5. Ryker - GOÛTER - to taste
6. Nicole - PARLER - to talk
7. Serena - ECOUTER - to listen

Por y Para

Community

- Draw your weekend
- Special person interview (Visual notetaker)

Comprehensible Input

- Visual notes ("La llegada de Maria")
- 8 boxes + captions (MovieTalk, Classwork)
- 4 moments + captions (Homework)
- Class Mural (5 scenes)

Communication

- Circumlocution or Drawings for Flipgrid, Oral presentations

After Covid

- Frases Locas (Before / After)
- 9 Panel Comic - *No one knows this about me, but… / If I were invisible, I'd...*
- Pictionary Mania (Eyes Closed, Wrong Hand, Draw Backs, Limp Wrist)

Thank you for attending my workshop on Drawing and Doodling in the Foreign Language Classroom.

I'll use the remaining slides to briefly recap what I presented, and to touch on a few things that I didn't get to present! First and foremost, I hope that you'll take away that drawing can bring a sense of levity and joy to the classroom, while also allowing students to pursue serious academic goals. In addition to being a form of self expression, drawing provides a means for students to conceptualize words and process challenging concepts.

I began the presentation by talking about an assignment I call, "Google Doodle" (Slide 2), which I've used in a range of classes (6th grade French to Spanish IV). Students are asked to turn the letters of their assigned word into a representation of the word's meaning. Slide 3 shows examples of 6th grade work ("tener" idioms) and 10th grade work ("por" and "para"). The "Google Doodle" assignment works well for introducing students to new vocabulary at the beginning levels; at the upper levels, you can use this assignment when students are having trouble committing certain words to memory, or to help them conceptualize a complex idea (like "por" and "para"). I am always amazed by the creativity that surfaces out of this assignment. Post student work on the wall of the classroom and then scan drawings into a shared document.

Slide 4 is a list of various activities that involve doodling or drawing. I spoke about "Draw Your Weekend" as a great activity to do on a Monday, but I didn't talk about how this same exercise could work in a remote format. As I think about how this task might play out online, I don't think it would actually involve drawing. The purpose of the task is not to have students process information visually, but rather to help build community. In a remote format, I might have students send me a photo that represents their weekend and I'd compile the pictures into a slide show that we could talk about on Monday.

Next, we discussed "Visual Notes," both as something that can be done while listening to a story, or as an accompaniment to the "Special Person Interview," which was referenced in the previous day's session. Visual Notetaking focuses on doodles, symbols, arrows, X's, emojis, or anything that provides a visual representation of what a student is understanding. Students can include some keywords, but primarily their page should be filled with doodles. This little exercise is really my nod to the kid who loves to doodle in class and needs to keep his or her hand busy in order to concentrate (I was that kid!). The work that comes out of "Visual Notes" can be used to spark conversation. You can collect student work and say, "Hey! I noticed a lot of people picked up on the word _____" and you can show examples of what students drew on the document camera.

During the workshop, we demoed "Visual Notetaking" by listening and doodling to the first 2 minutes of "La Llegada de María" in *Nuestra Historia III* and then debriefing in breakout rooms. It's important to pick a passage that has things that can be represented easily in a visual format, ie, concrete vocab words or specific events. If characters are talking about their opinions, it will be harder to do this exercise. I learned this truth the hard way by trying to do Visual Notes with "Una Experiencia Inolvidable" (also in *NH III*). In that story, the characters are talking about their opinions on art, and it didn't translate well to doodling. Be mindful of what story you pick. I have used this activity to get a sense of "where students are" before beginning a new story, and I have also used this activity after activating new vocabulary. How you use it is up to you. The student work can be used to spark discussion afterward. I recommend letting students listen for about 2 minutes and then stopping. You could choose to only do a 2 minute excerpt from a story, or you could choose to do several excerpts.

I spoke briefly about some more activities (Slide 4), and would like to provide written instructions on the next slides that go into more detail.

8 Boxes + Captions -- This is an activity I did most recently with a Movie Talk, but it could be applied to the stories inside *Nuestra Historia* or *Notre Histoire*. Prior to doing this activity, students had first been introduced to stills of the movie. Then they watched the movie and practiced vocabulary in different ways. Students had also read through the text of the story. So I see this activity as something you can do as reinforcement / review of new vocab and key language chunks. I gave students paper and had them fold it into 8 squares. I stripped the story down to 8 key sentences. I read the first sentence outloud to students and had them illustrate it in the first box (I gave them approx 1 minute of drawing time per sentence). I continued for all 8 sentences. Then I collected student work and distributed mini whiteboards and markers to students. I zoomed in on a student's first picture on my document camera and asked students to give me a caption. I offered them some structure, "Make sure your sentence includes the word _____", but you could also leave it open-ended. After students had written their sentences and were holding up their whiteboards, I would ask 1-2 personalized questions. This most recent MovieTalk featured a dog, so for fun at the end of class, I zoomed in on all the dogs, and we had a good laugh at the different ways students had represented this creature.

4 moments -- For HW, sometimes I'll have students fold a paper into quarters and draw 4 key moments from a story and write a caption on the back. The next day in class, I'll collect the pictures and put them on the document camera. Sometimes I'll give students whiteboards and have them try to caption the image, and we'll compare their captions to the caption the student wrote on the back.

Class Mural -- I'm not entirely sure how this activity will translate to in-person learning with social distancing or to a remote environment, but when you're in person with no restrictions, Class Mural is an easy activity that involves a lot of students. Ask for 2 volunteers -- one person who keeps time (30 seconds), and one person who is the first to draw. Ask that student to draw a quick scene from a story you have been working with. When 30 seconds is up, they give the pen to a new volunteer who comes up to the board and draws another scene. Typically I have 5 students come to the board, so the whiteboard is filled with a montage of 5 moments from whatever story you have been working with. After the whole board is filled with drawings, I'll have 2 more volunteers put the scenes in chronological order, labeling the scenes 1 - 5 (give about 1 minute of time to do this). Next I'll have 5 different volunteers write a caption for each picture.

Frases Locas -- This a low-prep game that can take a full 50 minute period. All you need to do is prepare a reference sheet that features a key grammatical structure you want to highlight and some vocabulary they can plug in (almost like "Madlibs"). Bring paper that you can hand out to students. On the blank paper, students create their own unique sentence based off the reference sheet and write it at the top of the page. They pass the paper with their sentence on it to the next student who has to draw it. That student fold backs the sentence so that only the drawing is visible and passes the paper to the next student. Each time the paper is passed the students receive either a sentence or a drawing. The paper takes on accordion-like folds each time the paper is passed. At the end, the papers are opened up to reveal the evolution of both the sentences and the pictures. There's so much laughter to be had during this game, and it's a great way to provide students with comprehensible input since the reference sheet you've given them provides accurate language structures. I've had so much success with this game and have been trying to figure out how to convert it to a remote or socially distanced environment -- if anyone has ideas, please reach out! (alodge@thayer.org)

9 Panel Comic -- This is no-prep activity that can take a full 50 minute period and has a similar set up to the previous exercise (**Frases Locas**). Hand out blank paper to students. Have them fold their paper into 9 squares. In the first square, give all students the same prompt. If you are focusing on a key grammatical structure, it could be something like "If I were invisible, I would…" (I used this structure when reviewing imperfect subjunctive and conditional statements with my Spanish 3's). If you want the exercise to be more open-ended, consider a prompt like, "Most people don't know this about me, but..." Students finish the sentence and write their unique version of the prompt at the bottom of the first box and pass their paper to the next student, who draws an image in the first square. They pass the paper again and the next student gets to read and see the first square and write the next sentence of the story/comic in Box 2. Pass again and the next student provides artwork for Box 2. The next student writes the sentence for Box 3, etc. Students love receiving a new comic with each "pass" and enjoy collaborating and doodling. You can go over their work after the exercise is complete, choosing to highlight whatever it is you are focusing on -- community, creativity, grammar, etc.

Pictionary Mania -- This game focuses strictly on vocabulary. I first played it with 6th graders, but have found that it works with high school students as well. It's a great thing to do when you sense you need to liven things up and bring a little play into your classroom. There are aspects of this activity that involve some physical contact, so (1) you must provide a way for students to opt out if they don't feel comfortable, and (2) in this time of covid, this activity will likely have to take a backseat anyway! But the basic premise is that students work in pairs or 3's and have mini whiteboards and markers. They are looking at a master vocabulary list and drawing vocabulary terms for their partners to guess, but there are crazy categories to it (Continued on the next slide…)

Pictionary Mania (Continued)-- The categories are:

(1) Eyes shut (*Ojos Cerrados)* -- Partners take turns. One person draws an image of a vocabulary word on their whiteboard with their eyes shut. The partner tries to guess the word. Usually, I have partners refer to a vocab list or Quizlet set while they work.

(2) Wrong hand (*Otra Mano)* -- Same as above

(3) Draw Backs (*Espaldas)* -- Using a capped marker, one partner draws an image of a vocab word on their partner's back. The partner being "drawn on" holds a whiteboard and marker and attempts to copy down what they feel. As the images emerges, the partner is able to make a guess. Students tend to love this one, but it does involve physical contact, so I also give pairs a way to opt out. Usually, I explain all the categories and have them choose 1 to work with, etc.

(4) People Putty *(Arcilla)*-- This category involves physical contact as well, but can be quite fun. It works well in a group of 3. One person is the artist, one person is clay, and the other guesses. The artist molds the clay into the vocab word to be guessed.

More Tips & Tricks

If you are an artistic person, it may be quite easy for you to draw up little cartoons of the stories you've read or created with your students. Share them on the document camera or in a Google file for review. If you create stories that involve your students, they will LOVE seeing your representations of them! I also think it's a nice idea to add little visuals and drawings to class notes….not just words.

Thanks for attending and reading. Please feel free to reach out at any time: alodge@thayer.org (Allynn Lodge)

Allynn Lodge

alodge@thayer.org