

THE KIDS CLUB

MODULE 1

This Module is the first contact the children have with **YOU, OTHER CHILDREN** and **A NEW LANGUAGE**. The activities have to be especially "FUN", diverse and not too demanding. In the first lesson, we recommend that you do not use too much English, but concentrate instead on teaching the **KEY WORDS** (in Bold Capitals). Simplification is important at this stage to build up the children's confidence for speaking and singing.

LESSON 1a.

WHAT IS YOUR NAME ?

If possible, try to prepare the room in advance. Flags, posters or pictures of English-speaking countries on the walls, some samples of the flashcards and games as well... A circle of chairs (or cushions !!!) in a corner, one or two tables in another corner, crayons/felt-tips on the tables... a tape-recorder playing The KIDS CLUB tape No. 1 softly in the back-ground....

1) Children enter. You greet them all with **HELLO !** (and a big smile !). Shake their hands and guide them to a seat. If the children have to wait for their friends, you can use the corner with the seats as a Library: put several **ENGLISH** magazines (Travel Agents Brochures, Fashion Magazines...) on the floor. To break the ice, ask the children to start colouring in the first activity sheet. If possible, have an English (and/or an American) Flag to show them, so they can colour in correctly: **THE UNION JACK** (and/or **THE STARS AND STRIPES**) and name the colours: **RED, WHITE AND BLUE**

2) When all the children are assembled, introduce yourself again and explain the aims of The KIDS CLUB. Ask if anyone has been to an English-speaking country and what they liked or remember most about their visit. Topics can include food, singers & pop music, monuments, words they know, etc...

3) Children should then sit around in a circle, preferably with name badges on them, so they can be taught to ask and reply to :

WHAT IS YOUR NAME ?

Children should repeat this several times to familiarise themselves with the sound and should be able to ask each other their names as well as answer with:

MY NAME IS...

Help them with the pronunciation and give them lots of praise !

4) SONG - WHAT IS YOUR NAME ?

Use this song to consolidate what the children learnt in the previous activity:

WHAT IS YOUR NAME ? WHAT IS YOUR NAME ? WHAT IS YOUR NAME ?
WHAT IS YOUR NAME ?

MY NAME IS ANNA, MY NAME IS ANNA, MY NAME IS ANNA, MY NAME
IS ANNA ... (Sung to the tune of THE FARMER'S IN HIS DEN)

5) COUNTING - Teach the children how to count to 10, using fingers first, then possibly by showing them number flashcards (older children only). Playing a simple game of "HOW MANY FINGERS ?" where you put up several fingers at a time can be very effective.

6) "MR WOLF" Game:

The children are standing at one end of the room.
You are standing in the middle of the room, facing them.
They ask you: WHAT IS YOUR NAME ?
You answer: MY NAME IS... CLAIRE !

The girl named Claire has to run across the room to the other side without THE WOLF catching her! You can call out several names at a time to give the children more of a chance and to speed up the game a bit.

In a smaller hall, this can be played with the children sitting in a line so when you call out a name, that child has to run all the way round the line back to his/her place with you trying to chase him/her ! If you answer with your own name, all the children have to run to a designated safe area before you can catch them !!

7) A GAME OF SIMON SAYS. You call out various commands and the children must only react if you say "SIMON SAYS" first. Eg. you say "Simon says SIT DOWN !" and everyone should do so. Then add the following commands: STAND UP ! JUMP UP & DOWN ! STOP ! DANCE ! DON'T MOVE !. Do all the actions with them until they learn to recognize the words. (Technically, a child is "out" if they do the action without "Simon says" but the objective of the game is to have fun and learn the words so it is best to keep the whole group going).

8) ACTIVITY SHEET:

a) PERSONAL DETAILS - a sheet for the children to fill in and put in their KIDS CLUB files.

b) MAPS AND FLAGS

9) Quickly review everything they have learned so far and then teach them how to greet their parents.

HELLO DADDY ! HELLO MUMMY !

MODULE 1, LESSON 1 - OPTIONAL

10) ROLE-PLAY - (If time permits and the children seem ready to absorb more vocabulary. If not introduce it at another time). For this role-play, either use an assistant, (willing parent ?!!) or a very bright child whom you can prompt each time.

The man is reading a newspaper and the woman is carrying a handbag. (The use of props such as scarf, hat and handbag for the lady and a newspaper and moustache for the man is advisable).

Mr. John Smith and Mrs. Linda Taylor bump into one another in a street (literally !). The woman drops the handbag when the collision occurs:

Mrs Taylor: OH, SORRY ! EXCUSE ME !

Mr. Smith: OH, SORRY ! (The man recognizes the woman)
AH! HELLO LINDA ! (The woman recognizes him)

Mrs. Taylor: HI JOHN ! HOW ARE YOU ?

Mr. Smith: I'M VERY WELL, THANK YOU. HOW ARE YOU ?

Mrs Taylor: VERY WELL, THANK YOU. (She looks down)
OH, MY BAG !

(The man picks up the bag and gives it to Mrs Taylor, saying)

HERE YOU ARE, LINDA

Mrs Taylor: THANK YOU, JOHN. GOOD BYE !

Mr. Smith: GOOD BYE, LINDA. SEE YOU SOON !

Mrs Taylor: SEE YOU SOON !

Ask the children if they understood what went on and then re-enact explaining the words and their meaning. Act out once more and then ask for volunteers to act out the scene. Reversing the roles and asking a boy to play the woman usually works very well !

Now you can ask the children to gently bump into one another then, recognizing who it is, say:

HELLO, HOW ARE YOU ?.....GOODBYE !.....

If you have some time left but think that your children are too young for a "Role-play", here is another activity: Put the children into pairs and ask them to dance around the room while you play some music.

When the music stops, the children have to find their partners and say: HELLO ! HOW ARE YOU ? GOODBYE !