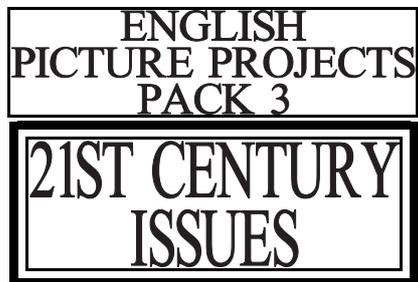


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By Harry Jivenmukta

Teachers Notes

Picture Projects are a very stimulating way to introduce new topics to students or to encourage students to increase their skills in:

describing, using imagination, memories and feelings, working with another person or in a group, researching, assimilating information, speculating and suggesting outcomes, expressing opinions in a logical and effective manner.

Each sheet contains one topic area and contains a picture and four sections:

- ⌘ Study The Picture
- ⌘ Use Your Imagination
- ⌘ Working With A Partner
- ⌘ Wider Issues

The Picture. The teacher can use the picture to ask students to describe what they can see. This can be done in two ways: by distributing a sheet to each student and asking for a general description or a description of certain aspects of the picture; by not immediately distributing the sheets but showing the picture to each student for a few seconds and then playing a memory game of what students can remember.

Study The Picture.

The teacher asks the students to study the picture and consider the points in that section. These points are simple and general in nature and are designed to encourage involvement by all students. The teacher can ask each student to elaborate on any points made if necessary.

Use Your Imagination.

This section allows the student to use his or her imagination and develop the topic in an open way.

Working With A Partner.

This section requires the student to listen and record or consider another person's viewpoint. Teachers can ask for either a spoken or a written report back. It also allows the student to understand other viewpoints and assess the merits of these.

Wider Issues.

This section asks students to discuss the wider implications of the topic. The teacher can ask students to undertake further consideration of the topic including research, reading or studying from other sources, and wider project work.

These projects packs can be used either as a verbal or a written exercise or both. The teacher can expand the topics into projects or simplify them for classroom or single homework assignments.

The teacher may choose to use only one section or a choice of sections from the whole sheet. The topics are designed so that each section is complete in itself. This allows for multi-ability, and varying classroom time allocation.

All sheets are similar in layout allowing for comparison between topics or cross-referencing.

Solar Powered Bike

1



The solar power supplies a small motor which helps you pedal up steep hills, and powers lights at night.

Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ Solar powered machines are the future
- ⌘ Solar power is over-hyped and in reality is not an effective way to power machines
- ⌘ I wish I had a solar powered bike
- ⌘ I care about the environment
- ⌘ I don't think small efforts like this make any difference to the environment

Use Your Imagination.

Imagine you owned a solar powered bike. You are going on a five day cycling holiday. Write about what happens on the way. How does the solar power help you? How is the bike different from an ordinary one - weight, looks, etc.? Who are you travelling with? Where are you going? What is the weather like? What major incidents or events happen on the way/

Working With A Partner.

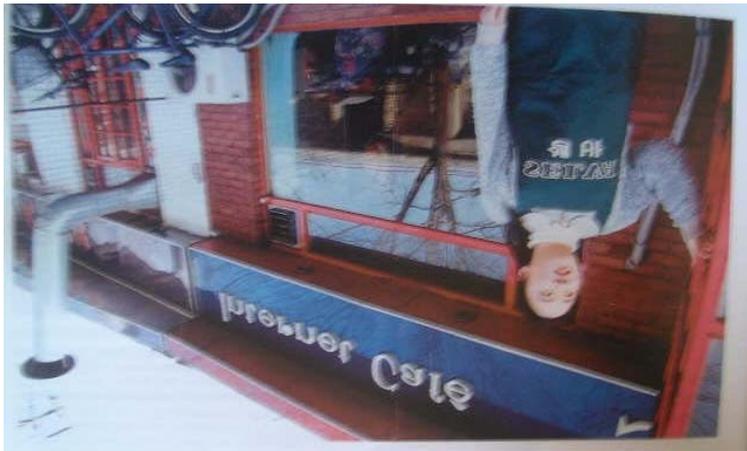
Draw an illustration of how a solar powered bike might work. Remember to include the solar panels, a motor, lights, and wiring.

Discuss the idea of solar powered transport with your partner. Is it a good idea? Is it the power of the future? What if you live in a country where the sun does not shine very much? Are some countries better suited than others to use solar power? Make a list of these.

Wider Issues.

As a group discuss the advantages and disadvantages of the following types of energy production:

- ⌘ Wind power,
- ⌘ Nuclear power,
- ⌘ Wave energy, (energy harnessed from the waves in a sea or ocean).



Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ The Internet is fantastic
- ⌘ I would like to spend a lot of time in an Internet Cafe
- ⌘ The Internet is not as good as people say it is
- ⌘ The Internet signals the end of books, magazines, and newspapers
- ⌘ If you're not on line, you are like a dinosaur

Use Your Imagination.

You visit an Internet cafe to use the Internet to talk to a friend in another country. Who is the person? How did you meet? What sort of things do you discuss on line?

Imagine you come across a completely new person on the Internet. Which five questions would you ask to find out about them?

- 1
- 2
- 3
- 4
- 5

Working With A Partner.

Together, make a list of Internet sites which you use regularly, or which you might be interested in accessing in the future. Ask your partner why he or she likes the Internet, and what are the negative aspects of it.

Wider Issues.

How does the Internet affect use of other media, like newspapers, magazines, and sending letters?

Is the Internet a good place to shop? Discuss this.

The Family Business

3



This family business in India involves buying a bicycle rickshaw and earning money by ferrying people around town. It is like a taxi service, but cheaper and a bit slower.

Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ What a good idea
- ⌘ You have to be physically very fit to do this job
- ⌘ Many people have no choice in poorer countries
- ⌘ Compared to many people in India this family is quite well off
- ⌘ We should try this in the UK (it already exists in a very small way in a few towns!)

Use Your Imagination.

You are one of the people in the picture. You have to go out every day to the city, a few miles away, and ferry people around. Write about a day in your life as a bicycle rickshaw driver. Include; who your passengers are, where they are going, how hard the job is, how much you earn, who else you meet, etc.

Working With A Partner.

Discuss the family and their business. How do you think the family in the picture differ from a family in the UK? Make educated guesses about things like their;

- ⌘ home - type of house, size, furniture,
- ⌘ school - level of education, time spent there, etc.,
- ⌘ diet - how much food they eat, what types of food,
- ⌘ wealth - how much money they have, are they rich or poor.

Wider Issues.

What do we mean when we talk of rich and poor? Can we compare poor people in the UK with poor people in countries like India?

Is bicycle rickshaw transport an effective way to travel in some countries?

Escaping To A Better Life

4



Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ These people are desperate to escape from something
- ⌘ They are trying to escape from a sinking ship
- ⌘ They are refugees
- ⌘ They are not refugees, but want to come to the West for a better lifestyle
- ⌘ They are just enjoying themselves

Use Your Imagination.

Imagine you are one of these people. What is happening? Why are you trying to get somewhere else? Who are the other people?

Imagine you are a refugee? Why are you trying to escape? Where are you from, and where are you trying to go? Write about how you arrive at your destination and what you find there.

Working With A Partner.

Using newspapers, television news, and asking other people, find out why people sometimes have to flee from their own country. Make a list of news stories which relate to people trying to get away to a better place.

Are there any refugees living in your area? Find out where they are from, and why they came to the UK.

Wider Issues.

Most nations of the world agree to accept refugees who are fleeing from their own country for a variety of reasons. Some people who are not in fear of their lives use these outlets to go to other countries to work and make a better life for themselves.

- ⌘ Should the UK allow refugees into this country?
- ⌘ How can the UK ensure that only refugees come here and not bogus asylum seekers?
- ⌘ Why should there be borders at all?
- ⌘ Should all nations open their borders and allow anyone to travel anywhere unhindered?



Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ I'm glad not to be travelling in that car
- ⌘ Weather extremes are very exciting
- ⌘ Call me boring, but I prefer to be safe
- ⌘ Only some countries have extremes of weather
- ⌘ The UK never has extremes of weather

Use Your Imagination.

Imagine you are in one of the cars in the picture. What does the impending cyclone make you feel like? Are you; excited, afraid, worried? What can you do to protect yourself?

Imagine another type of weather extreme. Write about your experiences. Choose from:

- ⌘ Storm - snow or rain,
- ⌘ Earthquake,
- ⌘ Flooding,
- ⌘ Extreme heat - in a desert or very hot country.

Working With A Partner.

Find out about weather extremes in the UK. Referring to books, newspapers, or TV programmes, make a list of when and where these weather extremes happened and what the results were.

Choose another country. Find out about the types of weather in this country. How are people affected by the weather they experience?

Wider Issues.

Are some countries affected more adversely by extreme weather than others?

How does the weather in a country affect other things, like;

- ⌘ design of buildings,
- ⌘ clothing,
- ⌘ hobbies,
- ⌘ etc.

Standing In Line

6



Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ I'm glad not to be at the end of that line
- ⌘ They are waiting for tickets for a concert
- ⌘ The people are looking forward to something
- ⌘ The people are probably refugees queuing for food
- ⌘ This picture sums up African poverty.

Use Your Imagination.

Imagine you are in this queue. Why are you there? What are you expecting? Who are the other people in the queue? How long have you been waiting?

Imagine you are the organiser of the queue. How can you encourage people to stay in line? Why is it important to stay in line? What will you do if people ignore you and rush forward as a group?

Working With A Partner.

What does your partner feel about queuing up for things? Make a list of when you have to wait for something to happen.

Make a list of places in your own town when you have to wait for things to happen.

Wider Issues.

A queue is a sign of incompetence. If things were better organised it would not be necessary to queue for anything. Discuss.

Multiple Marriages

7



Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ I'm going to get married in this type of arrangement
- ⌘ I would never get married
- ⌘ When I get married it will be the biggest day of the life of the whole town
- ⌘ Marriage is a personal thing which cannot be shared within a large group
- ⌘ Getting married like this is very good because it saves money

Use Your Imagination.

Imagine you are getting married. You cannot afford a big wedding and so have the opportunity of being involved in a mass marriage ceremony. How do you feel about this arrangement? How will it differ from a traditional wedding? Does it make the day any less important to you, or does it make the day even more important?

Imagine you are the organiser of this mass marriage ceremony. Make a plan to ensure that everything goes smoothly.

Working With A Partner.

What does your partner feel about marriage? Is it old fashioned, or does it stand the test of time? Why can't people just live together instead of getting married?

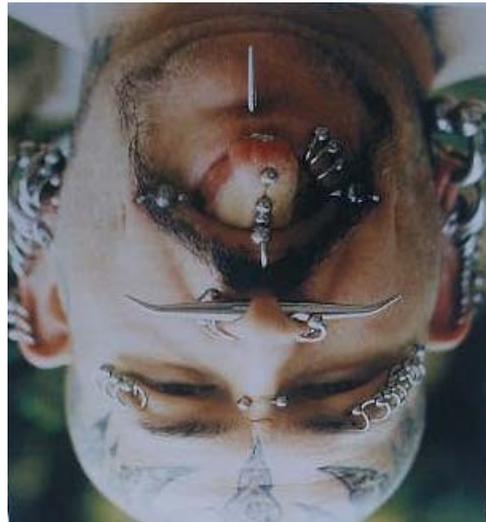
Ask your partner to describe a wedding that he or she has been to, and write about it.

Wider Issues.

Marriage is clearly an old fashioned institution. This is shown by the divorce rate in the UK where about 40% of new marriages end in divorce. Discuss.

Every society has some form of marriage system. It allows society to function better. Do you agree with this opinion?

Body Accessories



Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ Wow!
- ⌘ No thanks, I don't think so
- ⌘ Body accessories are a part of 21st Century life
- ⌘ Body accessories say something about the person who wears them
- ⌘ People should be happy with the way they look

Use Your Imagination.

You have won first prize in a competition, where the prize is three body piercings, (not including ears). If you do not have the piercings done, you lose the £10,000 cash prize which is also yours. Where would you have your piercings done? Somewhere visible, or somewhere where your clothes would hide them? Would you rather lose the cash prize and remain unpierced?

Working With A Partner.

Working together, find out why some people feel the need to decorate their bodies. Besides body piercing, what other types of body accessories are there?

Are body accessories safe?

Do you or your partner have any body accessories? Remember, even earrings are accessories.

Wider Issues.

People have decorated their bodies since the beginning of civilisation and the decorations like the man in the picture are just a continuation of this. Discuss this idea.

In the 21st Century we are going to see people crossing the line between what is acceptable and what is not. This type of body mutilation is one example of what is not acceptable. Do you agree with this viewpoint?



Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ I feel sorry for this boy because he should not have to work at such a young age
- ⌘ Some children never have a childhood
- ⌘ I would rather be him and not have to go to school
- ⌘ Poverty is no excuse for exploitation
- ⌘ I doesn't really matter because so many other people are also in this position

Use Your Imagination.

Imagine that this boy came to live with you in your home. What would he feel like? How does your home differ from his? Which things would he find most surprising about your life? Which things would he not like?

Imagine you went to live with the boy in the picture. How would your life change from what it is like now? Would you be homesick? Which things would you find difficult to cope with?

Working With A Partner.

Find out about child poverty in the developing world. Choose three countries for your research. Make a list of the types of work that children are expected to do at a very early age. Find out about the level of education that children receive in developing countries.

Wider Issues.

Are young people in this country the lucky ones, or do children in developing nations have some things which we do not have in the UK?

How can child poverty be overcome. Think of a strategy for change.

Should all children have the same rights - to education, health; and protection from child labour?



Study The Picture.

When you see this picture what does it make you feel like?

- ⌘ I feel sorry for this woman
- ⌘ Poverty is everyone's enemy
- ⌘ I feel guilty that I have so much whilst some others have virtually nothing
- ⌘ Poverty is a fact of life
- ⌘ Nothing can be done

Use Your Imagination.

Imagine that you are on holiday in a developing country and you come across a woman like the one in the picture. How do you feel? What can you do for her immediately? Is there any long term help you can give her? Should you just enjoy your holiday and ignore her; there are so many people like her.

If you were a person in the same position as the woman in the picture and you saw a rich tourist, what would you feel like? What help would you want from the tourist? What could you reasonably expect?

Working With A Partner.

Select one poor nation and write up a report about its poverty. Find out things like

- ⌘ life expectancy,
- ⌘ birth rates,
- ⌘ the growing population,
- ⌘ diseases and illnesses.

Wider Issues.

Poverty can never be eradicated, and will always be with us. Do you agree with this statement?

To describe a person or people well, you will need to use your powers of observation to record these details.

- ⌘ Physical features - height, looks, body shape, stature,
- ⌘ Clothing,
- ⌘ Posture,
- ⌘ Speech,
- ⌘ Mannerisms,
- ⌘ Their job,
- ⌘ How they affect other people.

Each of these headings could be the basis for a paragraph, but remember that you are not simply producing a 'Wanted' poster. You will need to make your description come to life and probably the best way to do this is to select those aspects of appearance and personality which are unusual and interesting and develop these more fully in your writing.

Attempt these exercises, using a variety of starting points; i.e. paragraph 1 could be a physical or facial description or an aspect of the person's behaviour.

Describe one of the following people:

- ⌘ Yourself,
- ⌘ Your favourite popstar,
- ⌘ Someone you look up to,
- ⌘ Choose someone else.

Speak clearly, taking care that everyone can hear you. However, bear in mind your audience; if it's a one-to-one talk, don't start off as if you are giving a lecture in a hall!

Be enthusiastic, show that you are interested - especially at the beginning of your talk. You need to gain the attention of your audience and maintain their interest in what you have to say.

Be positive and friendly; look at your audience - eye contact is important.

Be ready to pause after making an important point - allow what you have said to sink in! Be prepared to respond to any questions as you go along, especially if your talk is on a complicated topic. By all means refer to your notes, but don't try to learn your talk off by heart. This is the road to disaster! There is also a real danger of your losing the track of your delivery if you are interrupted by a question from the audience.

If you are using pictures or other materials to show the audience, decide how you are going to use them. If you choose to pass them round, be sure that you do not rush ahead with the rest of your talk while the audience is still examining one of your visual aids.

Be ready to respond to questions at the end of your talk. Adopt a positive approach here and invite questions from the audience. You will find two general areas of interest.

- ⌘ Questions asking for a personal response - such as 'Why have you chosen this topic?'
- ⌘ Questions which ask you to go into more explanatory detail on something you have said, e.g. a particular event or incident you mentioned.'

Dealing with such questions is an important part of your talk. Remember that if you have prepared thoroughly you will have the knowledge and information to hand, so listen and think carefully before you answer, then speak up clearly and confidently. Above all, value the question and be seen to take it seriously.

Finally, keep a sense of humour, be positive and friendly; try not to be too intense and withdrawn - be approachable!

Prepare and give a short talk on one of the following:

- ⌘ A day out,
- ⌘ The things you are good at,
- ⌘ Your least favourite thing,
- ⌘ The best day of your life ,
- ⌘ A dream you had,
- ⌘ The environment,
- ⌘ Choose a topic yourself.

Types of written work include:

- ⌘ Essays - of various lengths and different types
- ⌘ Reports - as if you were writing for a newspaper or magazine
- ⌘ Letters - of different types
- ⌘ Interviews and conversations
- ⌘ Dialogue and plays
- ⌘ Diaries
- ⌘ Summaries
- ⌘ Diagrams and charts - e.g. plots, family tree, journey.
- ⌘ Responses to books or articles you have read
- ⌘ Projects
- ⌘ Other personal research work.

Choose one major event in your life and write about it in two different styles, using the guides above to help you.

Remember what it is you are being asked to describe and do not be sidetracked into writing a vague and rambling piece founded on only one part of the topic.

Remember to follow your plan carefully.

Develop each part of your plan as fully as possible.

For each feature, list a number of adjectives to develop your description more fully. The use of adjectives is most important for descriptive essays.

Involve all your senses, not just sight - remember sounds, smells and movements. Describe each in as much detail as possible.

Make use of contrasts. For example, compare a scene before and after the event.

Use comparisons to enrich your writing.

Taking one major incident you remember write about it in detail. Remember to follow the guidelines set out above to help you.