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Jamie Keddie plans some practical activities for using YouTube.

In Issue 55, we looked at YouTube as a source of material for the classroom. Here, we are going to see a few teaching ideas which make use of specific video clips.

In each case, the clips discussed can be found by typing the words in inverted commas into the search window at www.YouTube.com.

Clip 1: **'Sneezing Panda'**

Cover the title so that the students can't see immediately what is going to happen. Start the clip and pause it straight away so that they just see two pandas in the zoo – mummy panda and baby panda.

Find out if anyone has seen the clip before and make sure they don't tell the others what happens.

Ask your learners to guess what happens next. After a few suggestions, which can be written on the board, dictate the following (don't forget to provide sound effects):

- *Baby panda burps and mummy panda gets a fright.*
- *Mummy panda is sick on baby panda's head.*
- *Baby panda coughs and mummy panda gets a fright.*
- *Mummy panda hiccups and baby panda gets a fright.*
- *Baby panda sneezes and mummy panda gets a fright.*

Let your learners compare what they have written and get them to repeat the sentences back to you. After you have drilled them a few times (perhaps concentrating on pronunciation of the third person singular –s), see if your learners can remember all five sentences from memory.

Finally, have your learners decide which sentence describes the true outcome of the clip before watching it in its entirety.

Clip 2: **'World Freehand Circle Drawing Champion'**

Again, you will need to cover the title first. Start the clip with the sound down. You will see Canadian maths teacher Alexander Overwijk cleaning the blackboard in front of his class.



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Pause the clip and tell your students that Alexander has a special talent that he is going to demonstrate to his students. Ask them if they can guess what he is going to do.

Write your students' suggestions on the board (concentrating on the *going to* form) before playing a bit more of the clip. Alexander starts to do some strange warm-up exercises that should get your students thinking even more. Pause the clip a second time and elicit more suggestions.

Before you watch the video through to the end, take it back to the beginning and this time play it with the sound up. As a listening exercise, your students' task is now to work out what is going to happen by focusing on what Alexander is saying.

Once you have played the clip through to the end and your learners have seen a man draw a perfect circle, get three or four volunteers to come to the front of the class and attempt to do the same on the classroom blackboard or whiteboard. Have a class vote to decide who drew the best circle and who drew the worst one.

Clip 3: 'Mr W'

Give out a handout with the following text (or dictate it to your learners) and go over any unknown vocabulary or language:

- I think I was always misunderstood.
- People just didn't seem to like me.
- I think I annoyed them; I got on their nerves.
- I don't know why. That's just the way it was.
- Maybe I was too intense.
- Maybe I came on too strong.
- I don't know, I really can't say.
- Yeah, it was lonely, really lonely, but you get used to it after a while.

- And then one day, everything changed.
- Somebody finally accepted me for what I am.
- Since I got this job, life is completely different.
- I finally feel useful – good at something.

Ask your learners if they can guess who is speaking and what he or she is talking about. After a few suggestions, let them hear the whole clip but don't let them see the screen. Ask the following questions:

- *What do you think this man looks like?*
- *Why do you think he was lonely and misunderstood?*
- *Who do you think finally came to accept him?*
- *What accent does he have?*

After exploring these ideas, get your learners to write a short story which describes the man's life.

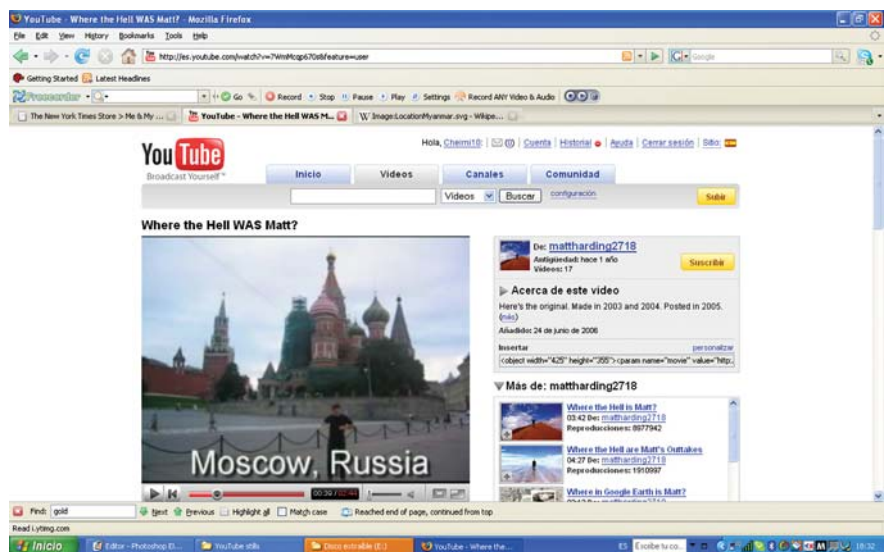
Once everyone's stories have been shared and compared, play the clip again from the start and see if your learners understand this advert (I am not going to say anything else because I don't want to spoil it for you).

Clip 4: 'Where the Hell WAS Matt?'

In this clip, we see video games developer and YouTube celebrity Matt Harding dancing in 20 different geographical locations. Before you let your learners see the clip, give them the following geography exercise:

Match the cities or places on the left with their countries on the right.

- | | |
|--|-----------------|
| <input type="checkbox"/> Agra | India |
| <input type="checkbox"/> Angkor Wat | USA |
| <input type="checkbox"/> Bangkok | Russia |
| <input type="checkbox"/> Beijing | Thailand |
| <input type="checkbox"/> Bengal Jungle | Cambodia |
| <input type="checkbox"/> Delhi | USA |
| <input type="checkbox"/> Hanoi | Myanmar (Burma) |
| <input type="checkbox"/> Impenetrable Forest | USA |
| <input type="checkbox"/> Killimanjaro Summit | India |
| <input type="checkbox"/> Los Angeles, California | China |
| <input type="checkbox"/> Monte Albán | Mongolia |
| <input type="checkbox"/> Moscow | Tanzania |
| <input type="checkbox"/> New York City | India |
| <input type="checkbox"/> Prague | Czech Republic |
| <input type="checkbox"/> Seattle, Washington | Vietnam |
| <input type="checkbox"/> Siberia | Uganda |
| <input type="checkbox"/> Suhbaatar | Russia |
| <input type="checkbox"/> Tsavo | Mexico |
| <input type="checkbox"/> Westport, Connecticut | Kenya |
| <input type="checkbox"/> Yangon | USA |

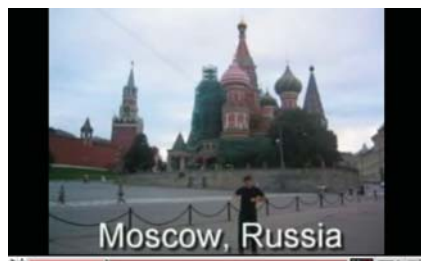


Let your learners compare their results and then go over the answers, one at a time.

Answers

Agra – India; Angkor Wat – Cambodia; Bangkok – Thailand; Beijing – China; Bengal Jungle – India; Delhi – India; Hanoi – Vietnam; Impenetrable Forest – Uganda; Kilimanjaro Summit – Tanzania; Los Angeles, California – USA; Monte Albán – Mexico; Moscow – Russia; New York – USA; Prague – Czech Republic; Seattle, Washington – USA; Siberia – Russia; Suhbaatar – Mongolia; Tsavo – Kenya; Westport, Connecticut – USA; Yangon – Myanmar (Burma)

In each case, find out what your students know about the places and if anyone has been there. An atlas or *Google Earth* would come in very handy at this stage.



Tell your class that they are going to see a YouTube video in which a man called Matt is dancing in all of these locations. Your students' task is to identify the locations and number them in the order that they appear. They can do this by writing the numbers 1 to 20 in the spaces provided on the left-hand side of the exercise sheets. You will probably have to make good use of the pause button during this step. **Note:** Since each geographical location is captioned (see image above) it will be necessary to cover up part of the computer screen.

Once all of Matt's dancing spots have been identified, get your students to turn over their exercise sheets and see how many of the locations they can remember and write down (this could be done in pairs or small groups).

This activity can be followed up by getting your learners to imagine they are going to interview Matt Harding. Ask them to think of six questions each while they watch his video again.

Almost any question that they are likely to have can be answered at Matt's own website: www.wherethehellismatt.com. They could be directed to this site to obtain the answers to these questions themselves for homework.

Clip 5: 'Battle at Kruger'

This video of an unexpected confrontation between a herd of buffalo and a pride of lions at a South African watering hole is the most viewed clip in YouTube's *Pets and Animals* category (25.7 million viewings at the time of writing).

Start by writing *Battle at Kruger* on the blackboard and asking if anyone knows what it is. If anyone has seen it, get them to describe it briefly to the rest of the class.

Show the clip to your learners and then give them the following sentences on separate pieces of paper, jumbled up.

Taken from a vehicle from the other side of the watering hole, the video begins with the herd of buffalo approaching the water, unaware of the lions resting nearby.

The lions charge and disperse the herd, picking off a young buffalo and unintentionally knocking it into the water while attempting to make a kill.

While the lions try to drag the buffalo out of the water, it is grabbed by a pair of crocodiles, who fight for it before giving up and leaving it to the lions.

The lions sit down and prepare to eat, but are quickly surrounded by the reorganised buffalo, who move in and begin charging and kicking at the lions.

After a battle, which sees one lion being tossed into the air by a buffalo, the baby buffalo (which is miraculously still alive) escapes into the herd.

The buffalo chase the remainder of the lions away.

Ask them to put them in the correct order.

Write any new or useful words or language on the board (*charge, herd of buffalo, knock into the water, drag, give up, etc.*).

Make sure that your learners know that the resulting paragraph comes from www.wikipedia.com, the free online encyclopaedia. Show them the whole 'Battle at Kruger' entry (or give out photocopies) so that they can see whether or not they constructed the paragraph correctly.

Get everyone to turn over all of their work and recreate the descriptive paragraph as well as they can in their own words. They can, of course, use any of the new language that has been written on the board.

No internet access in class?

It is worth pointing out that if a teacher has access to a computer in the classroom but no internet access, this does not mean that YouTube clips cannot be shown. There are a number of ways of downloading or 'capturing' YouTube clips prior to the lesson.

www.zamzar.com, for example, allows you to convert YouTube clips into MP4 files. These can then be taken into class on a memory stick, a laptop or even an iPod.

Apart from the fact that this is a safer way of doing things (you never know when you are going to lose that connection), this also allows you to rename the clips. This may be important to the activity. For example, the game will be given away if your learners can see the words 'Sneezing Panda' or 'World Freehand Circle Drawing Champion' at the top of the video.



For more teaching ideas involving YouTube clips, go to www.teflclips.com.



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