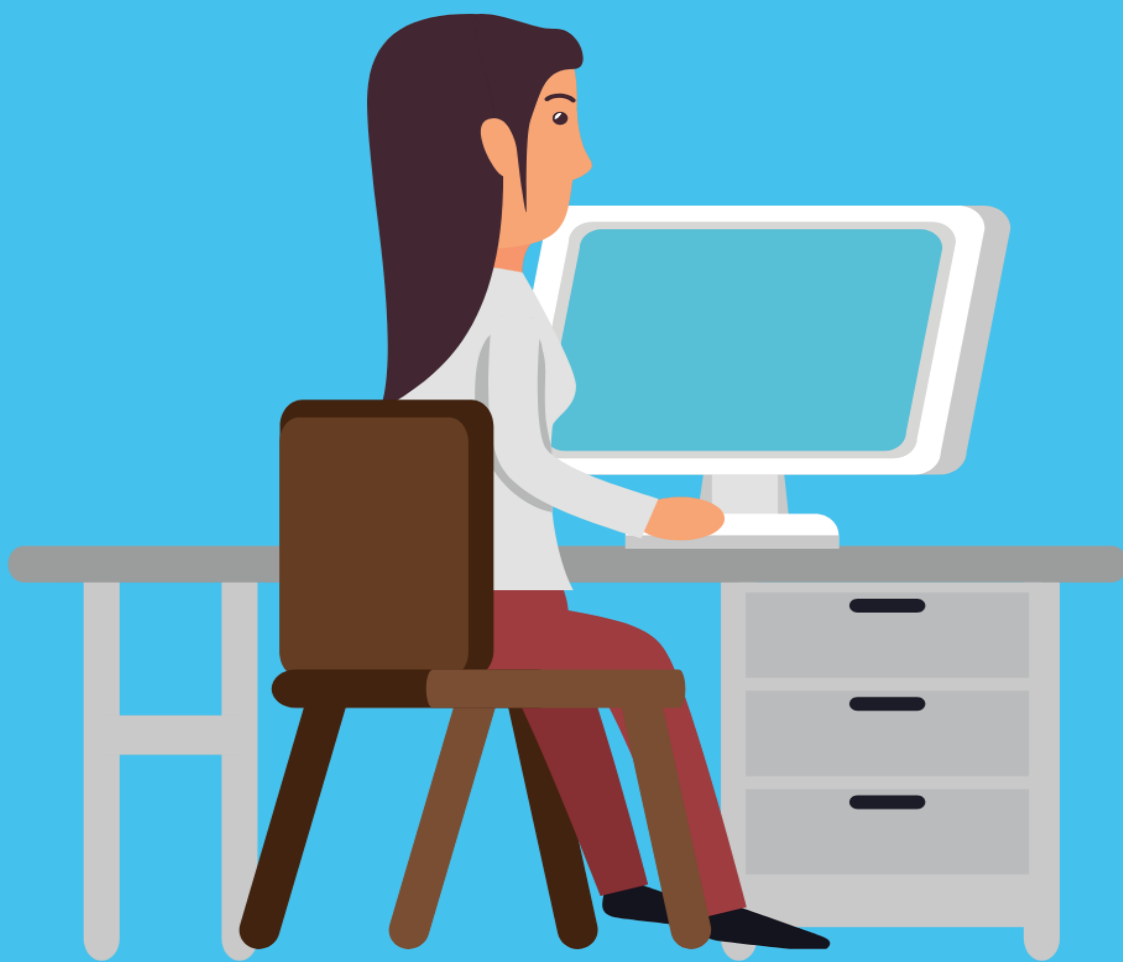


**A TEACHING MATERIAL FOR EFL  
CLASSROOMS**

# **DIGITAL STORYTELLING FOR ENGLISH LESSONS**

**REZA ANGGRIYASHATI ADARA  
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**TEACHING MATERIALS**  
**Digital Storytelling for English Lessons**

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**ISBN.** 978-602-50886-2-9

**Cetakan Pertama:** Pertama, September 2019

**PUBLISHER**

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## PREFACE

Finding a book which provides a hands-on guide on teaching English as a foreign language (EFL) is a tremendously difficult. Despite some helpful feedback in teachers' forums or similar teaching websites, there seems to be lack of step by step guidance for either novice or seasoned EFL teachers who are in need of variety in their teaching routine.

Furthermore, there seems to be lack of books which specifically help EFL teachers to combine technology such as digital storytelling in their classrooms. It seems EFL teachers need to do everything based on trials and errors.

In regards of the above points, we wrote this book as a hands-on guidance for EFL teachers who want to use digital storytelling in their classrooms. Thus, this book is not a rigid theoretical background but a step-by-step guide book to help EFL teachers get through their lesson planning hassles.

As fellow teachers, we knew how clueless we could be when we are out of ideas in teaching students. Thus, this book was written with you, teachers, in mind. Therefore, you are more than free to 'spice' your classrooms with additional ideas. We hope this book can help you.

Last but not least, we would like to express our gratitude to KEMENRISTEKDIKTI (Ministry of Research, Technology, and Higher Education) of Indonesia that had funded our research. In addition, we would like to thank Universitas Islam "45" Bekasi that had given us opportunity to thrive as lecturers and Indonesia Endowment Fund for Education (LPDP) that had funded our higher education.

Bekasi, September 2019

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## Contents

<b>Preface</b> .....	1
<b>Contents</b> .....	2
<b>Introduction</b> .....	3
<b>LESSON 1</b> Hobbies .....	5
<b>LESSON 2</b> Talking about jobs .....	9
<b>LESSON 3</b> Talking about heroes in your life .....	14
<b>LESSON 4</b> Being safe online.....	20
<b>LESSON 5</b> Festivals around the world .....	23
<b>LESSON 6</b> Depression.....	30
<b>LESSON 7</b> Places in the city .....	35
<b>References</b> .....	38

# INTRODUCTION

Incorporating technology to EFL (English as a Foreign Language) classrooms is beneficial for ESL learners. It is because integrating technology might not help language acquisition of ESL learners but also develop students' motivation and confidence (Lacina, 2004; Lin, 2009). By using technology, teachers can provide important contextual cues in the forms of video or pictures to help students understand new concepts (Brzek & Duckworth, 2011) as visual information might help scaffolding process between everyday language and more difficult academic language (Cruz, 2004). In addition, Tsou *et al* (2006) argue that technology should be incorporated to language classroom because it will prepare students for real life situation. Thus, technology should be incorporated to EFL classrooms because it will benefit students.

Digital storytelling is one of the latest technology developments that can be used for EFL teaching. Digital storytelling can be defined as a combination of traditional storytelling and technology such as digital images, graphics, music, animation, and sound (Lambert, 2002; Porter, 2005). There are a lot of reasons of why integrating digital storytelling can be beneficial for EFL learners. Firstly, digital storytelling can enhance students' oral and written fluency (Vinogradova, 2011). Secondly, a study of Wang and Zhan (2010) found that students whom are familiar with digital storytelling can remember materials quicker and apply the knowledge easily. Through direct learning process, digital storytelling can raise students' interests and motivation as well as helping students obtaining the 21<sup>st</sup> century literacy skills (Robin, 2006; Verdugo & Belmonte, 2007).

Nevertheless, despite the benefits of digital storytelling, some language teachers might find it difficult to incorporate digital storytelling to EFL classrooms. Therefore,

this book is written as a practical guide for EFL teachers that want to involve digital storytelling to their classrooms. To help the organisation of this book, it will be divided based on topics which will cover four basic skills of English; listening, speaking, reading, and writing. To help teachers, links to the particular websites and stages to do the activities will be given.

# Lesson 1

## Hobbies

Lesson objectives : students will be able to make a digital storytelling about hobbies that they like to do in their spare time.

Equipment : internet connection, computer, LCD, board game, whiteboard, marker.

### Warm up

In this stage, teachers elicit students' knowledge on activities they consider as hobbies. Teachers can show some flashcards which contain pictures of people doing activities such as reading, writing, dancing, singing, or else. Besides that, students can do another activity such as Pictogram. In this activity, a student is asked to go to the front of the class. He/she will be given a sheet of paper which contains an answer like one below.

singing

Next, the student is told to draw the answer on the whiteboard while other students will guess it.

### Presentation

In this step, teachers should elicit more students' attention to the topic. They can do it by playing a video related to hobbies such as one below <https://www.youtube.com/watch?v=xzI28Nq5vio>. This video is about unique hobbies that people do. Teachers can encourage students to talk about their hobbies in pairs or groups. Students are encouraged to ask using following questions to each other;

- What do you like to do in your spare time?
- What are the most interesting things you do in your free time?



In the presentation stage, teachers can ask students to guess what they are going to study. Next, teachers should tell students what they are going to do as the production stage. For this lesson, students should do a video which explains their hobbies and why they do them. This task can be done in pairs or groups.

### Practice

During practice, teachers should encourage students to initiate a conversation that will be used as the main focus of their digital storytelling.

### Activity 1

In the first activity, teachers ask students to make a survey about their classmates. They will ask each other' favourite hobby and list down things they consider as boring or fun like the chart below.

#### WHAT DO YOU DO IN SPARE TIME?

No	Name	hobby(ies)	I think it is....

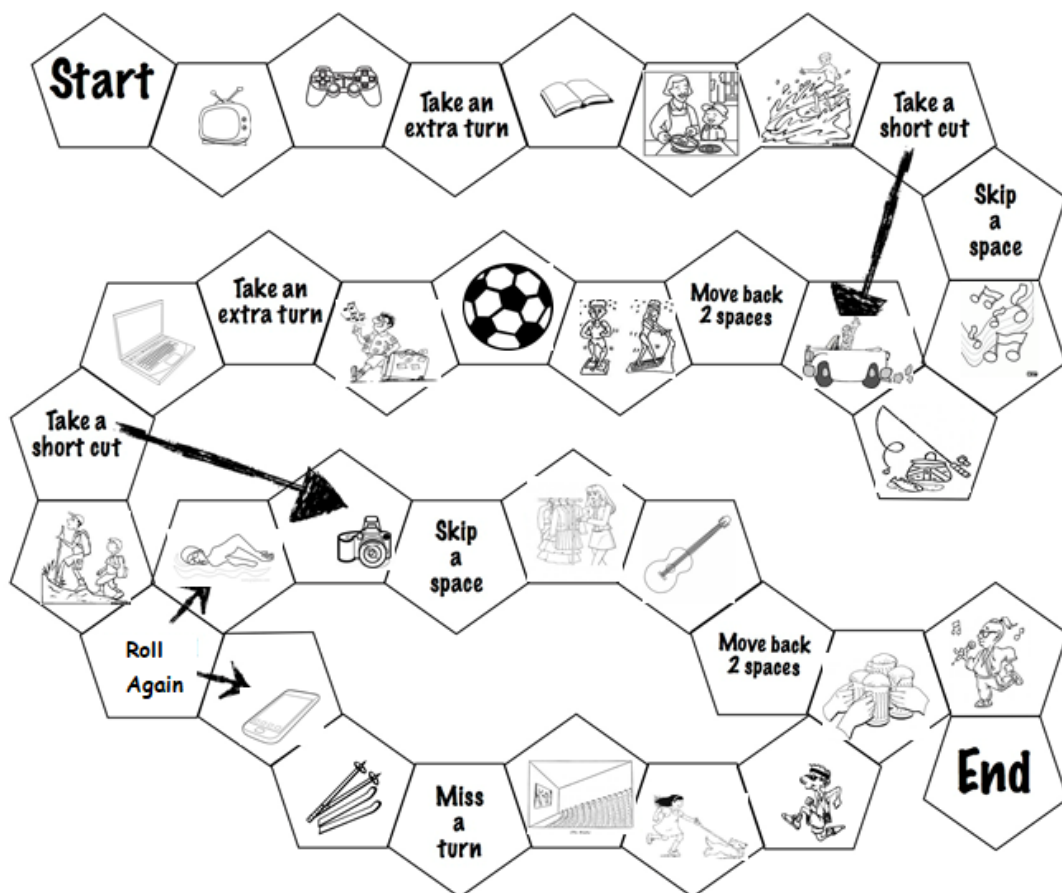
Table 1. Survey Results

Teachers can make the activity more interesting by pretending to invent unique hobbies. Firstly, teachers will invent a strange hobby that is never heard before and ask students to come up with one. In this stage, teachers can also tell students that the more natural approach of asking about someone's hobby is 'what do you do in your spare/free time?' Teachers can show following video <https://www.youtube.com/watch?v=5P0c2bNnjmY> about a group of British students and their hobbies.

### Activity 2

This is a board game activity which focused on giving students more chances to practice their speaking skills. To perform this activity, you should print board games

as needed by your students. This particular board game is used to practice students' understanding of hobbies. Before you do the activity, draw students' attention to the pictures and what they possibly stand for. For example, the picture of computer can mean 'playing online games'. You can elaborate the conversation by telling students to ask each other "What do people like to in Sunday afternoon?" Following is an example of the boardgame that teachers can use. The board game below is downloaded from [www.islcollective.com](http://www.islcollective.com). Besides that, teachers can make their own boardgame to suit the students' needs.



Source: <https://en.islcollective.com/english-esl-worksheets/grammar/verb-phrase/hobbies-boardgame/55969>

### Production

This the last stage where teachers prepare students for their weekly project. Before teachers assign the project to students, it is better to prepare them on steps to video, edit and upload their videos to websites such as [www.youtube.com](http://www.youtube.com). If your

students are already familiar with these steps, you can skip them and directly assign them the weekly project.

This project can be conducted in pairs or groups. Students must ask people in the street and ask them what these people do in their spare time. Encourage students to ask as many people as possible. Tell students that the interviews must be conducted in English. If there is a language barrier, you can encourage your students to explain the terms to their respondents before asking and filming the responses.

## **Lesson 2**

### **Talking about jobs**

Lesson objectives : students will be able to make a digital storytelling that explains their future jobs.

Equipment : internet connection, computer, LCD, board game, whiteboard, marker.

#### **Warm up**

For warming up, there are some activities that can be conducted to elicit students' attention toward topic. Teachers can ask students about their parents' jobs (or their own jobs if students are adults). To enrich the warming up, teachers can make some riddles related to jobs like ones below

"I check patients' teeth. I help people have straight white teeth. I fill cavities. Who am I?"

(A dentist)

"I organize books in the library. I tell people when they are being noisy in the library."

(A librarian)

Teachers can also make a 'twenty question' game with students. In this activity, students must guess what is in teacher's mind by asking questions such as "Do you work with people?", "Are you a nurse?"

#### **Presentation**

After warming up, teachers ask students to guess what they are going to study today. In this stage, teachers must elicit as many jobs as possible. In addition, teachers can introduce various jobs to students by either showing a video related to jobs or flashcards containing types of jobs.

Next, as a part cultural competence, teachers can give 'filling up the lyrics' activity to students. The song used for this activity depends on students' level of English. For example, if the students are children, teachers can choose a fun song designed for them. However, if the students are teenagers or adults, teachers can give them a song like 'Family Man' by Craig Campbell, a country singer.

Before playing the song, teachers can explain the background of country music to students. Country songs usually depict lives of rural people in the United States of America. It is why the lyrics of country songs are usually about simple things such as the lives of blue collar workers. Below is the example of filling up lyrics' activity.

Fill the blanks with the words in the box

**Family Man**  
**Craig Campbell**

I've been working as a \_\_\_\_\_ 1  
At the local \_\_\_\_\_ 2  
I hope they hire me on **full time**  
I've got shoes to **buy**  
And a \_\_\_\_\_ 3.

I drive a **buy** here, pay here truck  
It ain't new, but it is to me  
It ain't much but it \_\_\_\_\_ 4 right up  
And get me from A to B

What puts the dirt \_\_\_\_\_ 5 my nails  
What keeps the \_\_\_\_\_ 6 on my hands  
Family man

They're a world my world \_\_\_\_\_ 7 around  
My sacred piece of solid ground  
The **flesh and bone** that gives me strength to stand  
They are a fire in my drivin' on  
The drive behind my comin' home  
The livin', breathin', reason that I am  
A family man

There's dirty shirts to wash  
Dishes in the sink to do  
And there's how many times  
Does 17 go into 52  
There's bedtime prayers to pray  
Sleep tights and I love you's

revolves

calluses

underneath

fires

mouth to feed

temp

factory

And then there's a pair of eyes  
I get to lose myself into

What keeps me keepin' the faith  
What makes me believe I can  
Family man

They're a world my world revolves around  
My sacred piece of solid ground  
The flesh and bone that gives me strength to stand

Before playing the song, teachers should tell students to read the text and fill the blanks by listening to the song. In addition, teachers should tell students that they could only listen to the song twice before discussing the answer together. Besides that, teachers can explain the meaning of words in bold to students. For example, teachers can discuss if students relate to being a temporary worker and how hard it is to find a permanent job. This might lead to a better discussion to see the similarity between the lives of US people and ones in their own country. If time allows, discuss more phrases such as 'flesh and bone', 'sleep tight'.

Next, teachers elicit students' attention to how people explain their job. It is not natural for native English speakers to ask 'what's your job?' because the more natural approach is 'what do you do?' Show them how to ask and answer question. For example,

Teacher: Ask me 'what do you do?'

Student: What do you do?

Teacher: I am an English teacher.

## **Practice**

### **Activity 1**

In this stage, you need to prepare students to ask and answer questions related to jobs. After you show them how to answer questions about jobs, they have to ask and answer questions to each other. Prepare a set of flashcards like one below:

Soldier	Librarian
Teacher	Secretary
Shopkeeper	Businessman
Doctor	Author

**Table 2. Flashcards**

Cut the flashcards and give to students. Tell them to ask and answer question like the example you give above. Their answers can be taken from the flashcard given or they can invent by themselves. Give students 10 minutes to ask around.

## Activity 2

Next you prepare students to explain their job desks. Firstly, give example by explaining to students what you do. Following is the example:

“I am an English teacher. I teach English to students. Besides teaching, I prepare lesson plans and score my students’ works.”

In order to help students understand more about job desks, you can do ‘matching’ activity like below:

Dentist	Fix teeth, fill cavities, put on braces.
Nurse	Help doctors, help patients, check blood pressure, giving shoots.
Librarian	Keep books organized, keep files in order.

**Table 3. Matching Activity**

Divide students into groups. Cut the flashcards and mix the jobs and the jobdesks. Tell students to match the jobs with the jobdesks. Elicit more jobdesks with students. You can tell students to discuss jobs and their jobdesks within the groups.

## Production

This stage is to prepare students for digital storytelling making. Firstly, you ask students their career aspirations. You can start by showing a video like [https://www.youtube.com/watch?v=W\\_WY3BozxXY](https://www.youtube.com/watch?v=W_WY3BozxXY) about a group of British kids talking their career aspirations. You can write down these career aspirations on the board to help students visualizing their project.

Tina

Chef

Ali

Scientist

Ahmed

Businessman

Sasha

Flight attendant

Next, you can show following video about an interviewer asking about dream jobs to people on the street, <https://www.youtube.com/watch?v=wL3CFtW8WE0>. Then you explain students' weekly project, talking about career aspirations with people. Students can do it in pairs or groups. They have to ask people about their dream jobs. After that, they can talk about their career aspirations in their videos.



**Lesson 3**  
**Talking about**  
**heroes in your**  
**life**

Lesson objectives : students will be able to make a digital storytelling about the heroes in their lives.

Equipment : internet connection, computer, LCD, board game, whiteboard, marker, a ball for practice.

**Warm up**

This stage is designed to make students aware of the topic of this session. Following is one of activities teachers can use to elicit students' awareness of the topic. This is one of popular songs about hero. Before playing the song, ask students to close their eyes and imagine what makes someone a hero. Ask them if they think they are heroes.

Next, you can print following lyrics and distribute to students. Tell them they have to fill the lyrics by listening to the song. There is a box below the lyrics to help students. Remember to tell students to read the lyrics first before you play the song. You need to ask students if there are any words that they don't understand. You can discuss the vocabulary first before listening to the song.

Hero

Mariah Carey

There's a hero

If you look \_\_\_\_\_ (1) your heart

You don't have to be \_\_\_\_\_ (2)

Of what you are

There's an answer

If you \_\_\_\_\_ (3) into your soul

And the \_\_\_\_\_ (4) that you know

Will \_\_\_\_\_ (5) away

And then a hero comes along

With the \_\_\_\_\_ (6) to carry on

And you cast your fears aside

And you know you can \_\_\_\_\_ (7)

So when you feel like hope is gone

Look inside you and be strong

And you'll finally see the truth

That a hero lies in you

It's a long \_\_\_\_\_ (8)

When you face the world \_\_\_\_\_ (9)

No one reaches out a hand

For you to hold

You can find love

If you search \_\_\_\_\_ (10) yourself

And that emptiness you felt

Will disappear

And then a hero comes along

With the \_\_\_\_\_ (6) to carry on

And you cast your fears aside

And you know you can \_\_\_\_\_ (7)

Reach	Road	Within
Inside	Afraid	Survive
Strength	Alone	Sorrow
Melt		

So when you feel like hope is gone

Look inside...

### **Presentation**

After you discussing the answers, ask students if they know what the song is all about. Students must come up with heroes. Teachers can ask students what makes someone a hero. Write a list on the board. The list can be like one below.

*Strong*

*Smart*

*Has superpower*

After eliciting the characteristics of superheroes to students, you remind them that heroes come in any shape, size and age. Heroes do not have to possess superhuman qualities such as flying, lifting heavy objects or else. This unit is designed to celebrate unsung heroes around us. Who are heroes in your life? Are they your parents, your teachers, shopkeepers who help you when you need them?

Following is a video about a kid who talks about what makes someone a hero and examples of real life heroes. <https://www.youtube.com/watch?v=tgF1Enrgo2g>. Play the video and list down things students get from the video about the characteristics of heroes such as strong, compassionate, extraordinary, or awesome. Ask students if they know someone in their lives who have those characteristics and can be considered as heroes. Can they be heroes in their own lives?

Then, tell them that the weekly project of this unit is making a video about real life heroes in their lives.

### **Practice**

#### **Activity 1**

This stage is designed to help students elaborating the characteristics of heroes that they will need when they make their own video. To help them, teachers can show some texts about real life heroes. Following is a text that teachers can use to teach this

topic to students. This text is more suited to intermediate or advanced level students. If you have alternative text that suits your students' level better, it is more than welcome if you want to choose that one.

After students read the text, tell them to pay attention the bold words. Students must find the synonyms of those words by matching with the next box.

## 1. Thomas Clarkson

### The activist who was edited out

The name William Wilberforce is **synonymous (1)** with the abolition of British slavery, but it was Thomas Clarkson who **instigated (2)** the cause. In the years before the slave trade was **outlawed (3)**, Clarkson gathered evidence to show the **inhumanity (4)** of conditions by sneaking onboard slave ships. He became a target for rich slave owners who tried to **assassinate (5)** him and shut down his campaign, way before Wilberforce even heard of it. It was only when Clarkson realised he needed someone in government to help him that the young MP got involved, and the men became great friends. But after Wilberforce's death, the politician's sons wrote a biography claiming Clarkson was just **a hired hand (6)** who carried out errands for their father. Their book became a key source for historians and the myth that Wilberforce acted **singlehandedly (7)** was soon settled as fact.

## 2. Alan Turing

### The confidential code-breaking mastermind

Turing's mathematical genius allowed the secret team of code-breakers at Bletchley Park to **decipher (8)** Germany's '**uncrackable (9)**' Enigma Code, shortening the war and saving untold thousands of lives. Since it used electronic devices running algorithmic programs at extremely high speeds, this war-winning work can also be considered the dawn of the computer age. But after the war Turing's achievements remained **classified (10)**, and in 1952 he was convicted for an "act of gross **indecent (11)**" for his homosexuality. As an alternative to prison, he accepted chemical castration – and in 1954, tragically, committed suicide. In 2013 the Queen granted Turing a **posthumous (12)** royal pardon. (Kolbe, 2017)

1. **Synonymous**
2. **Instigated**
3. **Outlawed**
4. **Inhumanity**
5. **Assassinate**
6. **A hired hand**
7. **Singlehandedly**
8. **Decipher**
9. **Uncrackable**
10. **Classified**
11. **Indecency**
12. **Posthumous**

- A. Someone paid to help.
- B. Doing alone.
- C. Translate from another code.
- D. Killed.
- E. Being recognized after death.
- F. Similar.
- G. Forbidden.
- H. Secret information.
- I. Can't be broken into.
- J. Cruel or inhumane.
- K. Provoked or started.
- L. Indecent behaviour.

### Activity 2

This activity is designed to reinforce your students' ideas of heroes. Prepare several questions regarding the above text. Here are some questions you can give to students:

1. Who is Thomas Clarkson?
2. What makes Thomas Clarkson famous?
3. Why did Thomas Clarkson become the target of rich slaveowners?
4. Who is Alan Turing?
5. What makes Alan Turing famous?
6. Why did Alan Turing get convicted?

### Activity 3

This activity can be used as a way to make students interact more with their classmates. This activity is better for small or medium sized class with around 10-20 students in a class. If the size of class is bigger, teachers need to find other activities that suit their classes' sizes.

Tell students to form a circle. Before the class starts, prepare a ball. After students are in a circle, explain to them that they have to answer your questions. Write these questions on the whiteboard.

1. Who is a hero in your life?

2. What makes him/her hero?

Practice first before you start throwing the ball. After students have practiced enough, start throwing the ball. Student who gets the ball must answer the questions. The next throwing can be done by students.

### **Production**

This weekly project must be done individually. Thus, students need to prepare their project very well. Tell them that they have to prepare the narration before the filming begins. To help your students, provide them with these prompts that they can use as a guide to make a good narration.

1. Who is your hero? (Give reasons why you know your heroes)
2. What did they do so you call them heroes? (Accomplishments or deeds that make them heroes in your eyes)
3. Why did you look upon or admire your heroes? (Give reasons why you thought they are heroes)

Encourage students to elaborate their ideas of heroes in their lives. Make sure that their narrations are grammatically correct. Teachers can use this opportunity to strengthen students' grammatical competence.

**Lesson 4**  
**Being safe**  
**online**

Lesson objectives : students will be able to discuss and provide solutions how to be safe online in their mini talk show.

Equipment : internet connection, computer, LCD, board game, whiteboard, marker, cartons, markers (students can bring them from home).

**Warm up**

Almost everyone uses internet nowadays. However, it does not internet is a safe place for everyone, especially for impressionable young people who might be easily duped by online predators. This unit is designed to help students being safe online.

Firstly, tell students to make a survey on how long they stay online for a day. Following is the example of how students can answer their questions.

Name	How long do you stay online for a day?
Tina	10 hours

**Table 4. Interviews Results**

**Presentation**

After doing the survey, you can elicit students' knowledge on online safety. To provide them with more background on online safety, you should play this video <https://www.youtube.com/watch?v=HxySrSbSY7o>. This video is about how to be safe in the internet. Before you play the video, tell students to write down points made in the video as they will be discussed later. Following are some notes that students may make.

- *Don't put things that may embarrass you later.*
- *Don't share private information.*

- *Trust your instinct. If someone in the internet makes you feel uncomfortable, you should avoid them or talk to trusted adults such as teachers or parents.*
- *Don't meet online friends alone. Bring your friends or do it in public.*
- *Don't bully people online. If you are bullied online or cyberbullied, report to adults.*
- *Check your private setting of social media. Don't let strangers see your private information.*
- *Never share your passwords to strangers.*

## **Practice**

### **Activity 1**

As students finished writing their notes, divide them into groups and tell them to discuss what their friends do to be safe online and more ways they keep their private information safe in the internet.

After students finish discussing their answers, walk around to check their answers. You can make your own presentation or download similar presentation about how to stay safe online like following presentation <https://en.islcollective.com/english-esl-powerpoints/material-type/activities-promoting-classroom-dynamics/internet-safety/93968>.

### **Activity 2**

Give each group a piece of carton and tell them to prepare markers. In this activity, each group must make a poster on how to stay safe online. Give students around 15 minutes to prepare their posters. After students making their posters, provide the place where they can hang their posters. Tell students that they have to rate which poster they think as the best. To avoid conflict of interest, tell students that they cannot vote their own posters. If it is possible, prepare gifts for the best poster.

### **Activity 3**



Ask students if they know anything about 'talk show'. If they are less familiar with talk show, you can show following video of a successful talk show in the USA, The Ellen Show. <https://www.youtube.com/watch?v=mNIXRXikYDc>. This video is about Ellen DeGeneres, a talk show host who surprised her faithful audience. After watching it, list down things they usually find in a talk show.

- *A host.*
- *Audience.*
- *A guest or guests.*
- *Host asking the questions to the guests.*

Then, ask students to imagine who they will invite if they have their own talk shows, what kind of questions they will ask to their guests. Tell them to list guests of their future talk shows. Encourage them to make possible questions for their future guests. Give them 10 minutes to discuss possible questions.

In addition, use this stage to tell students what they will do for their weekly project. Divide them into pairs. Tell students that they must make a video where they pretend to be a talk show host and a guest in an episode about online safety. You can show following video about a group of ESL students who made a mock 'talk show' as a way to practice their English. <https://www.youtube.com/watch?v=jGeSOJxutHU>.

Give students around 10 minutes to make questions related to online safety. Use this opportunity to check their questions. If time allows, let one or two groups to perform in front of the class as the example to other students.

## **Lesson 5**

### **Festivals around the world**

Lesson objectives : students will be able to report a festival by using digital storytelling.

Equipment : internet connection, computer, LCD, board game, whiteboard, marker.

#### **Warm up**

As a warm-up activity, teachers can play this video about festivals celebrated in the United Kingdom. [https://www.youtube.com/watch?v=\\_jXKtoc85Pc](https://www.youtube.com/watch?v=_jXKtoc85Pc). Before playing the video, tell students that they have to write down festivals they see in the video. Following is an example of a student's note.

- *Guy Fawkes's night.*
- *Pancake day.*
- *Valentine day.*
- *Halloween.*
- *Christmas.*
- *New Year 's Eve or Hogmanay in Scotland.*

#### **Presentation**

This unit is designed to introduce students to various festivals celebrated around the world, especially ones in English speaking countries. This unit can also be used as a way to build students' cultural competence. Language and culture are related with each other. Learning language will be more interesting if students feel closer to the culture of people who use the target language. In addition, students can discuss local festivals to find similarities between their cultures and the target language's culture.

After playing the video and writing notes on it, teachers divide students into groups. In this stage, teachers introduce more about festivals and why people celebrate it. Firstly, give students following questions.

1. Do you have a special event that you always celebrate?
2. Have you ever felt grateful of something and want to share it with people around you?

Tell students that festival can be one of ways to celebrate lives. When people feel grateful of their crops or other blessing from God, they will make a festival to celebrate it with others. In addition, festivals can outlets to showcase local culture and improve tourism aspect of a place. As a weekly project, tell students that they have to make a digital storytelling about a local festival.

### **Practice**

#### **Activity 1**

In this stage, teachers should introduce more festivals to students. There are many ways that teachers can do to introduce various festivals. To save time, teachers can find a task from the internet. Following is an example of the task that teachers can give to students.

# FESTIVALS AROUND THE YEAR

Match the festivals to the pictures. Then read the definitions about some of them and write the name of the festival on the line.



1 Mardi Gras

2 Christmas

3 Halloween

4 Columbus Day

5 St Patrick's Day

6 Independence Day

7 Mother's Day

8 Thanksgiving

9 Easter

10 New Year's Day

11 April Fool's Day

People celebrate the arrival of spring by outdoor events on the first day of May:

The official US holiday that celebrates the 'nation's birth' with fireworks, outdoor meals, flags and speeches:

A popular carnival in the USA held in New Orleans during the week before the first day of Lent:

The tradition, giving cards and presents to fathers, began in America in the 20<sup>th</sup> century:

The day of love and romance in February, when people give cards, letters, flowers or small presents to

The first day of the new year when people often make resolutions:

The national holiday in Ireland, when people celebrate the national saint of the country traditionally wearing a shamrock: \_\_\_\_\_

A special day in February, when a small animal comes out of its hole after its winter sleep and sees its own shadow, goes back down its hole, there will be six more weeks of winter: \_\_\_\_\_

A night in the end of October, when people once believed that ghosts could be seen. Now, it is the time to have parties and play 'trick or treat':

One of the most important holiday for many Americans by remembering the early days of Pilgrims in America with a traditional dinner:

Source: <https://en.islcollective.com/download/english-esl-worksheets/vocabulary/dates/festivals-around-year-reading-matching/68710>

## Activity 2

This activity is designed to check students' knowledge of festivals around the world. Thus, this activity will be similar to a quiz show. Divide students into several groups. Provide each group with a piece of carton or a small whiteboard which can be erased. The questions of this quiz should be related to festivals that have been introduced by students in the previous activity. These are some questions which can be given to students:

1. Which festival is used to celebrate romance?
2. What festival celebrates the first day of year?
3. Which festival celebrates a national saint of Ireland?
4. What day is used to celebrate fathers?

## Activity 3

This activity is designed to find similarities between a popular festival in Mexico, Día de los Muertos (Day of the Dead) and one that students might encounter in their country. Besides introducing students to other people's culture, students can use this activity to understand more about people's lives outside of their circle. Teachers can show following video to help students understand more about the festival. <https://www.youtube.com/watch?v=8FHRhH9k-PY>.

After showing the video, teachers must remind students that Día de los Muertos is not Mexican Halloween. The former is used to celebrate the dead family members while Halloween was started because people were afraid of evil spirits. To provide more insights, teachers can distribute following text to their students.

### **5 Facts about Día de los Muertos (The Day of the Dead)**

What do sugar skulls, marigolds and monarch butterflies have in common? Just like pumpkins, witches and black cats are quintessential symbols of Halloween, these objects are associated with a different holiday: *Día de los Muertos*, or Day of the Dead.

With the help of the Smithsonian Latino Center, Smithsonian Insider has rounded up five things you should know about this holiday:

### **1. It's not the same as Halloween**

While Halloween is celebrated Oct. 31, *Día de los Muertos* is celebrated right after, on Nov. 2. Many communities that celebrate *Día de los Muertos* also celebrate Halloween.

### **2. It originated in Mexico and Central America**

*Día de los Muertos* originated in ancient Mesoamerica (Mexico and northern Central America) where indigenous groups, including Aztec, Maya and Toltec, had specific times when they commemorated their loved ones who had passed away. Certain months were dedicated to remembering the departed, based on whether the deceased was an adult or a child.

After the arrival of the Spanish, this ritual of commemorating the dead was intertwined with two Spanish holidays: All Saints Day (Nov. 1) and All Soul's Day (Nov. 2). *Día de los Muertos* is often celebrated on Nov. 1 as a day to remember children who have passed away, and on Nov. 2 to honor adults.

Today, *Día de los Muertos* is celebrated mostly in Mexico and some parts of Central and South America. Recently it has become increasingly popular among Latino communities abroad, including in the United States.

### **3. It's a celebration of life, not death**

Ancient Mesoamericans believed that death was part of the journey of life. Rather than death ending life, they believed that new life came from death. This cycle is often associated with the cyclical nature of agriculture, whereby crops grow from the ground where the last crop lies buried.

*Día de los Muertos* is an opportunity to remember and celebrate the lives of departed loved ones. Like any other celebration, *Día de los Muertos* is filled with music and dancing. Some popular dances include *La Danza de los Viejitos* – the dance of the little old men – in which boys and young men dress as old men, walk around crouched over then suddenly jump up in an energetic dance. Another dance is *La Danza de los Tecuanes* – the dance of the jaguars – that depicts farm workers hunting a jaguar.

### **4. The *ofrenda* is a central component**

The *ofrenda* is often the most recognized symbol of *Día de los Muertos*. This temporary altar is a way for families to honor their loved ones and provide them what they need on their journey. They place down pictures of the deceased, along with items that belonged to them and objects that serve as a reminder of their lives.

Every *ofrenda* also includes the four elements: water, wind, earth and fire. Water is left in a pitcher so the spirits can quench their thirst. *Papel picado*, or traditional paper banners, represent the wind. Earth is represented by food, especially bread. Candles are often left in the form of a cross to represent the cardinal directions, so the spirits can find their way.

### **5. Flowers, butterflies and skulls are typically used as symbols**

The *cempasúchil*, a type of marigold flower native to Mexico, is often placed on *ofrendas* around graves. With their strong scent and vibrant color the petals are used to make a path that leads the spirits from the cemetery to their families' homes.

Monarch butterflies play a role in *Día de los Muertos* because they are believed to hold the spirits of the departed. This belief stems from the fact that the first monarchs arrive in Mexico for the winter each fall on Nov. 1, which coincides with *Día de los Muertos*.

*Calaveritas de azucar*, or sugar skulls, along with toys, are left on the altars for children who have passed. The skull is used not as morbid symbol but rather as a whimsical reminder of the cyclical nature of life, which is why they are brightly decorated.

(Anderson, 2016)

Following are questions related to the text that you should give to your students. To make it more interesting, put each question on a small carton and stick it around the class. Let students answer the questions by walking around the class.

1. Where did *Día de los Muertos* originate from?
2. How long did indigenous groups use to celebrate the dead family members before Spanish came?
3. What does *Día de los Muertos* celebrate?
4. Why do people put *Ofrenda*?
5. Why do people use Marigold, *Calaveras* and butterflies to celebrate *Día de los Muertos*?

#### **Activity 4**

After answering questions, tell students to discuss these prompts for their weekly project, making a digital storytelling about local festival.

1. Is there any similar festival in your country which celebrates dead people? If the answer is yes, what are the differences or similarities between *Día de los Muertos* and one in your country? Why do people in your place celebrate the dead?
2. If there is no similar festival, what do you usually celebrate in your country? Can you describe the festival? When do people celebrate the festival? What do people do during the festival?





## Lesson 6

### Depression

Lesson objectives : students will be able to make a digital storytelling about overcoming depressing feelings.

Equipment : internet connection, computer, LCD, board game, whiteboard, marker.

#### Warm up

Ask students if they have ever felt some problems too long or too deep to the point their heads become heavy. Ask students if they have encountered problems they can't solve but people think they are just being too much. Although it may be not a precise depiction of depression, having depressions can make us feel heavy, similar like the song that you are going to play to them. This song titled Heavy from Linkin Park. Before you play the song, tell students to read the lyrics closely because they have to fill the blanks by listening to the song.

"Heavy"  
(feat. Kiiara)

[Chester Bennington:]

I don't like my mind right now  
\_\_\_\_\_ (1) up problems that are so \_\_\_\_\_ (2)  
Wish that I could \_\_\_\_\_ (3) things down  
I wanna let go but there's \_\_\_\_\_ (4) in the panic  
And I drive myself \_\_\_\_\_ (5)  
Thinking everything's about me  
Yeah I drive myself crazy  
'Cause I can't escape the \_\_\_\_\_ (6)

I'm holding on  
Why is everything so heavy?  
Holding on  
To so much more than I can carry  
I keep \_\_\_\_\_ (7) around what's bringing me down  
If I just let go, I'd be set free  
Holding on

[Kiiara:]

Why is everything so heavy?

You say that I'm \_\_\_\_\_ (8)

But I'm pretty sure the world is out to get me

It's not like I make the \_\_\_\_\_ (9)

To let my mind stay so f\*\*\* \_\_\_\_\_ (10)

I know I'm not the center of the universe

But you keep spinning round me just the same

I know I'm not the center of the universe

But you keep spinning round me just the same

I'm holding on

Why is everything so heavy?

Holding on

To so much more than I can carry

I keep \_\_\_\_\_ (7) around what's bringing me down

If I just let go, I'd be set free

Holding on

## **Presentation**

Give students few minutes to discuss what the song is all about. Students may come up with being stressed or else. Ask them if they have ever felt the same. Then, elicit the topic of lesson to students. Tell students that this unit is designed to raise students' awareness of depression and its effect on daily life. By helping students understanding depression and other mental illness, students are expected to have more compassion to others and equipped with ways to cope with it. To provide students with more understanding toward depression, you can play this video.

<https://www.youtube.com/watch?v=z-IR48Mb3W0>.

After playing the video, tell students to discuss these questions.

1. What are the differences between being sad and having clinical depression?
2. Why depression can be considered as disability?
3. Have they ever felt depressed? Why?

## Practice

### Activity 1

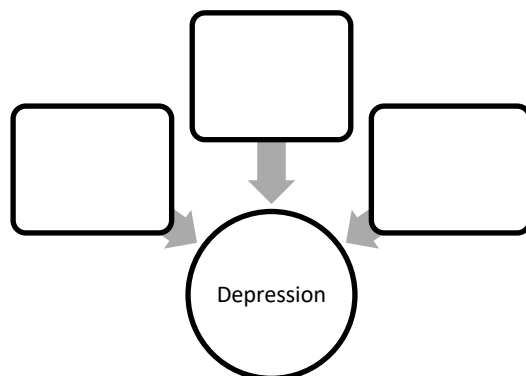
This activity is a survey where students need to address when and why they can get depressed. Teachers should remind students that depression is something real and someone can't just snap out of it. If it is severe, someone needs to go to professionals to get medical treatment. However, acknowledging moments when students feel sad or depressed might help them understanding this topic better.

Name	When do you think you get depressed?	Why do you think you get depressed?
Tina	When I got bad scores.	I think I could do better.

Table 5. Interviews' Results

### Activity 2

This is a mind-mapping activity. Divide students into groups. Tell them to make a mind-map about the possible causes of depression.



### Activity 3

Before you distribute the text, ask students to imagine how a depressed person looks like. This text is written by a teen diagnosed with clinical depression. Tell students to read following text and answer provided questions.

## This Is What Teen Depression Looks Like

I want you to picture a person with depression. Are you seeing the dark bedroom, filthy sweatpants, empty eyes, poor health and general lack of **prosperity**?

You know what I see when I picture depression? A blonde, blue-eyed teenage girl. She gets awesome grades, loves to paint, go to football games, drink Starbucks, Instagram and giggle with her friends. She can quote *Harry Potter*, obsesses over makeup tutorials and cannot wait for college. She looks back at me every morning in the mirror.

Since I was diagnosed with depression five years ago, I have noticed a lot of stigma surrounding it. Even the image that pops into view when depression is mentioned is an **inaccurate** generalization. Anyone can have depression — from celebrities, to hairstylists, to that guy next to you in algebra. It isn't just the gloomy kids. This illness is pervasive and the amount of misconception is **astounding**. So I am going to share some of my experiences to help clear the air.

We live in a time that demands instant **gratification**. We have Nyquil, cough syrup and various other insta-cures for our ailments. Unfortunately, antidepressants are not to depression as ibuprofen is to headaches. Depression is often a long journey. Medication and therapy help, but do not make it disappear. The only "cure" is to accept depression and try to make positive, healthy choices.

The worst part of a depressive episode is when someone asks questions like "Why?" "What happened?" or "Was someone mean to you?" Sometimes, there is an **antecedent**, but more often than not, depression just hits you. It feels like riding a bike, and in the blink of an eye, you're trying to pedal through quicksand with no tires. Moreover, it is almost impossible to explain, so trying to answer these questions makes you feel like even more of a failure. It can be frustrating as a friend or family member to read this — advice is much easier to give when there is a definitive issue at hand. The best thing you can do when you are trying to help someone with depression is to simply be there.

(Jamison, 2017)

Find the synonym of words in bold

1. Prosperity
2. Inaccurate
3. Astounding
4. Gratification
5. Antecedent

According to the writer, what should you do if someone you know is depressed?

---

What would do if you are depressed? How do you overcome it?

---

### **Production**

This stage is used to prepare students for the weekly project, making a digital storytelling about a day when they get depressed and how they overcome it. Students should do this project in pairs or groups. Help them to pinpoint their ideas.

**Lesson 7**  
**Places in the**  
**city**

Lesson objectives : students will be able to make a digital storytelling about a famous place in their town or country.

Equipment : internet connection, computer, LCD, board game, whiteboard, marker.

**Warm up**

In this stage, teachers can elicit the meaning of places in city to their students. Teachers can ask students to make survey on ‘what is your favourite place in the city/ town?’

No	Name	Place
1.	Tina	City park

Table 6. Survey Results

**Presentation**

After conducting the survey, ask students to name places in their city/town. Following is the example:

*Library*

*Park*

*School*

Next, teachers can show this video to help students understanding vocabulary related to places in the city. <https://www.youtube.com/watch?v=9xBTXX7DgBc>. The video can be shown to any levels or age of students. However, it is more suitable to beginner level and younger students. Teachers can choose other videos which might suit their students better.

Before playing the video, teachers can tell students that they are going to learn about places in the city. In addition, as a weekly project, students should make a digital storytelling about a famous place in their city.

## Practice

### Activity 1

For the practice stage, teachers should review students' understanding of places in the city by doing this quiz. Divide students into groups. Tell them that they have to answer questions related to places in the city. Following are examples of questions that teachers can give to their students.

1. What is a place where you can send letters or parcels?
2. What is a place where you can buy drugs or candies?
3. What is a place where you can see statues or paintings?

### Activity 2

This is a role play activity. In this activity, teachers must prepare students for their weekly project. Teachers can show following video about a woman describing places in her city, Brighton. <https://www.youtube.com/watch?v=RWimZZ0Mk1A>. After showing the video, tell them to write places they heard from the video and the functions of those places. For example:

*Language school: People learn English here.*

Ask students to discuss their answers within their groups. In addition, teachers can ask students if they have found similar places in their city.

Teachers divide students in pairs and tell them that they have to pretend to be a guide and a tourist. As a guide, students must explain places to the tourists. On the other hand, tourists must ask questions to a guide. Following are some examples of question a tourist can ask to his/her tour guide.

1. What is the name of this place?
2. What can we do here?
3. Why is this place famous?

### **Production**

In this stage teachers can ask students to write the text that they will use for their digital storytelling. This project can be conducted in pairs. Teachers should encourage students to use a place that is rarely mentioned by people so that they can show other sides of their city to people outside of their city.



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978-602-50886-2-9

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