

Visualization

Level: All

Age: 8- 12

Organization: whole class

Aims: To listen to a description and create a picture in your mind; to develop the imagination; to settle the class and create a quiet, reflective mood.

Language focus: *In the example:* present simple, present continuous, can (for ability). places, adjectives of description, adjectives of feeling. *Alternatives:* any familiar language and vocabulary.

Materials: *Essential:* none/*Optional:* a CD of slow, relaxing music

Procedure

1. If you have music, play this softly as a background to the activity.
2. Ask the children to put down their pens, relax and close their eyes. Ask them to try and imagine the scene as you describe it, e.g. *It's a beautiful, sunny day. You're at the seaside. The sun is shining brightly and the sea is deep blue-green. You're lying on a towel on the sand. Your whole body feels warm. You can feel the sand in your fingers - it's soft and warm. You can hear the sound and rhythm of the waves breaking on the beach - splash, splash, splash. You can hear the sounds of birds in the sky. In the distance you can hear some small children playing. Now a dog is barking and you can hear the engine of a small boat passing by.*
3. When you finish, give the children a few moments to come out of the fantasy you have created and back into the world of the classroom. If you like, you can ask questions about the visualization, e.g. *Where were you? What could you see/hear? How did you feel?*

Comments and suggestions

- This activity is not suitable for all classes - you need to have a good and trusting relationship with the group.
- It is important either not to include unfamiliar language or to make sure that any language is comprehensible, eg *Now a dog is barking .. . (Woof! Woof!)*
- It helps to modulate your voice softly and rhythmically and to speak quite slowly as you describe the scene you want the children to imagine.

- With younger children it is advisable to keep the visualization short.
- You need to plan when you do the activity carefully. The children are unlikely to be able to switch suddenly from a very lively activity to a quiet, reflective one and so you need to lead them to this gradually.
- As you do the activity, notice the different responses of the children. Although some may feel restless and find it hard to create pictures in their minds, you can tell that others can Imagine the scene very vividly.