

Intermediate – Share and exchange new ideas

Aim: to encourage students to share and exchange new ideas

Lead-in: Write *BRAINSTORM* in big letters on the board. Elicit from students what they understand by the term brainstorming. Ask them what they do when they brainstorm and write aspects of brainstorming around the word (e.g., share ideas, listen to ideas, talk, think of new ideas, etc.).

Erase the board and write the following objects: elastic band, paper clip, clothes peg, tin can. Explain to students that they are going to do a quick experiment. They need to think of as many unusual uses for each item as they can. Allow one minute for them to do this alone.

Now put students into pairs and ask them to compare their initial lists and see how many more uses they can find.

After a further three minutes, stop students and ask them to read out their lists. Vote for the best unusual use.

Choose A Scenario: Ask students to work in groups of three or four. Encourage them to read scenarios (A–C) and decide together which one interests them the most before they approach it.

Once students have chosen, encourage them to read the scenario carefully again and write down the points that they need to find ideas for, discuss and agree on. They should write a short reminder heading for each aspect and write all their ideas under each heading. Point out that they should think of lots of different ideas, not one big one.

Remind students to consider the Reflection Point this is a negotiating task – and to write down all the ideas, good or bad, and then make a final decision.

Go around checking and encouraging students as they work.

Reflection Point: Y | a A ~ } E a q * A } A @ A [a a A A
 O c] | a q A t A c a ^ } o c e A @ } A [~ A i a q . q | { A q a A
 • c e ^ A a e E A [a q] c @ A a e A e A [[a E a A
 • [{ ^ c a ^ . A q A a a A c e A } [a q ^ A [[a A q A ^ a A
 q A a a c ^ | A a a e A c } q * a q a A . ^ & c a * A ^ } E
 c a q * A A ^ A A [[| c a q A [A c e ^ ~ A @ a A c e A
 ^ c a ^ | a [a ^ A c e A A e A q a A } ^ c a ^ | a [a ^ q A
 a e ^ e E

Class discussion: Put groups together who chose the same scenario. Ask them to compare their ideas and see if the other group thought of any different ideas and whether the idea they chose was the same.

Ask students if seeing the other group's work has given them any new ideas and to say what new ideas they would like to add to theirs now.

Ask students the following questions:

- How did working in a group help you with ideas?
- How easy was it to understand the other group members' ideas?
- What did you do when something wasn't clear?
- Did everyone else understand your ideas
- How did you decide which ideas from your lists to choose in the end?
- Was there a leader in the group? Why?/Why not?
- Why do you think some people get stressed in some situations and others don't?
- Imagine any of these scenarios happened to you, would you feel stressed?
- Why do you think physical activities and things that make you happy make stress go away?

Work alone: c e \ A c a ^ } o c e A @ } A [~ A i a q . q | { A q a A
 • & ^ } a q A [{ c e O E P [, ^ c a ^ | E c A A ^ A c ^ A q ~ | a A
 a e {] o q A [{ ^ ~ } A a o A a e A a q a ~ a q | A q a A c } A
 • c e ^ A c a e A a e , a c e @ a A [~] A q a A ^ A A [] | c a A
 [] A c { E

When they have finished, encourage different groups to present their final idea. Encourage a class discussion using the following questions:

- Which ideas did you think of individually
- How did these ideas change after you discussed them?
- Were your ideas better or not as good?

Extension: Write the following on the board:

- homework
- school projects
- organising a party
- deciding on a school trip

Ask students which of the above tasks brainstorming would be suitable for, and which it would not be very suitable for (e.g., *suitable: organising a party, deciding on a school trip, school projects*; less suitable: *homework*)

Encourage students to think of an area of their school life, home life or social life they'd like to improve (e.g., messy bedroom, grades, sports techniques, clothes, etc.).

Ask them to think of ways to improve the area which are simple and don't cost money. Then ask them to discuss and brainstorm different ways with a partner. Encourage them to think of as many different ways as possible.