



Ambassadors

Ambassadors go to foreign lands on behalf of their countries. They represent and they report. All this can be recreated in the kingdom of the classroom.

HOW?

1. Students work in groups of four. In each group, one student is nominated to be the *ambassador*.
2. The *ambassadors* leave the classroom together to watch a demonstration elsewhere. A willing colleague could conduct this, or it could be the teacher on video in the Learning Resource Centre overseen by the librarian.
3. Meanwhile, the rest of the class get on with the theory connected with the demonstration, supervised by the teacher in the classroom.
4. While watching the demonstration, the *ambassadors* are expected to make notes so they can repeat and explain the demo to their groups. They may need to see the demo more than once and may need some time to prepare teaching aids.
5. *Ambassadors* return to the classroom by which time, ideally, the theory work has been completed. They now teach the demonstration to their respective groups explaining, and if necessary repeating, the steps.
6. The recipients return the compliment by teaching the theory that they have just learned to the *ambassador*.
7. The teacher then checks everyone's learning. This can be done through a formal test, or by using *Spotlight*, or by the teacher spontaneously dropping on individuals to explain or show the technique.

APPLICATIONS

- Ideal for **Art**, **P.E.** and **Technology** where precise techniques and processes have to be learned.
- In **Science**, to introduce the procedure for an experiment which everyone then has to carry out in the lab.
- Fieldwork techniques in **Geography**, research techniques in **Sociology**.
- Conventions and procedures in **Maths**.
- As a means of introducing new language structures in **MFL**.

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WHY DO IT?

- The activity reinforces interdependent and mutual behaviours which are among the foundation stones of citizenship.
- The tasks require students to internalise, memorise and articulate. These are the basics of the learning process and are deliberately taught in this exercise. If the process is debriefed adequately, it helps students become that bit more self-aware and independent.
- By requiring students to take degrees of responsibility, it addresses the problem faced by many teachers - that students tend not to sustain interest for long when passively watching a demonstration.
- It frees the teacher to become the quality controller, rather than the performer.

VARIATIONS

1. Instead of practical demonstrations, any piece of teaching can be used. On video the teacher can be giving information or explaining a concept or showing something 'in the field' filmed on location. It doesn't have to be practical.
2. Use a commercial video - the easiest option.
3. Instead of watching teachers or videos, ambassadors can carry out research using the Internet, then go back and disseminate the results.
4. A 'star' student who has been briefed by the teacher can lead the demonstration, or it can be led by an older student who has enough knowledge and experience in the area - a sixth former for example.

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