



SMILE

## ACTION-ORIENTED SCENARIO: PUBLIC ART WALK IN THE NEIGHBOURHOOD

Have you ever wished your students could practice their language skills in real-life and meaningful contexts? Engaging learners with their surroundings can make language learning both fun and memorable. A way to achieve this is by incorporating action-oriented scenarios (Piccardo & North, 2019)<sup>1</sup>, such as a Public Art Walk in the Neighbourhood, into your teaching. This scenario will get students to explore local artwork and develop authentic communication skills while viewing their community with fresh insight and greater awareness.

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### Level

Upper Primary / Lower Secondary

### Language Level

A2 (CEFR)

### Duration

5-6 lessons

### Topics

Art, Culture, Neighbourhood, Local Community

### Learning Outcomes

- Authentic communication
- Cultural awareness
- Vocabulary expansion

### References

Piccardo, E. & North, B. (2019). *The action-oriented approach: A dynamic vision of language education*. Vol. 72. Multilingual Matters.

<sup>1</sup> According to Piccardo & North (2019), action-oriented scenarios involve learners in authentic, purposeful language use within real-life contexts.

# Public Art Walk in the Neighbourhood

Here's a simple, step-by-step guide for a 5-6 lesson sequence that will help you engage your students in both language learning and cultural discovery.

## Implementation Stages

| Stage                                     | Activity   |
|---|--|
| <b>Stage I: Engage</b><br>(Lesson 1)      | <b>Pair Work Activities (in class):</b><br>Learners examine images of public art, sort and order pictures into categories (graffiti, sculptures, mosaics), match descriptions with images, and express preferences (see Appendix 1 for materials).<br><br>This helps learners practice vocabulary for describing and comparing items.  |
| <b>Stage II: Activate</b><br>(Lesson 2)   | <b>Field Work in Small Groups:</b><br>Learners conduct a neighbourhood art walk, using a checklist to observe and document examples of public artwork by taking photos of what they see (see Appendix 2). As preparation, they can plan out a route in class with their partners using language, like „First we can go ..., Then we can walk by the ...“<br><br>This encourages learners to explore their community and use their language skills in real-life settings. |
| <b>Stage III: Create</b><br>(Lessons 3-5) | <b>Collaborative Production</b><br>Learners select 4-5 examples of what they found on their walk, design a 'virtual art tour' - a multimodal presentation using PowerPoint or Book Creator. They write and revise descriptions, and record audio narrations.<br><br>This allows learners to create a multimedia project, blending language skills with creativity.   |
| <b>Stage IV: Share</b><br>(Lesson 6)      | <b>Presentation</b><br>Learners choose between a digital presentation (e.g., on a Padlet wall) or a physical display (e.g., a hallway exhibition with QR codes) to share their work, receiving feedback from peers and the school community (see Appendix 3).<br><br>This provides an opportunity for learners to showcase their work and engage with a wider audience.  |

This structured approach not only encourages language practice but also empowers students to take pride in their local community. Why not try it in your next language lesson?

Materials can be found in a separate PowerPoint document:

- Appendix 1: slides 3-6
- Appendix 2: slide 8
- Appendix 3: slide 10