



# TEACHING HEALTH AND LIFE SKILLS USING PICTURE BOOKS

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# IN THE SUBJECT ENGLISH CURRICULUM IT STATES:

**Relevance and central values:** *Prevent prejudice*

**Core element, Encountering English-language texts:**

*... texts underline and convey a message.*

*By reflecting on, interpreting and critically assessing different types of English language texts, pupils should acquire language and knowledge about culture and society (own translation).*

**Cross-curricular topics, Health and life skills:**

*To develop pupils' ability to express themselves in writing and orally, in English. This lays the foundation for being able to express ones' own feelings, thoughts, experiences and opinions. The training can provide new perspectives on different ways of thinking and communication patterns, and on one's own and others' way of life and life situation (own translation).*

# FEELINGS

Pre-taught vocabulary such as

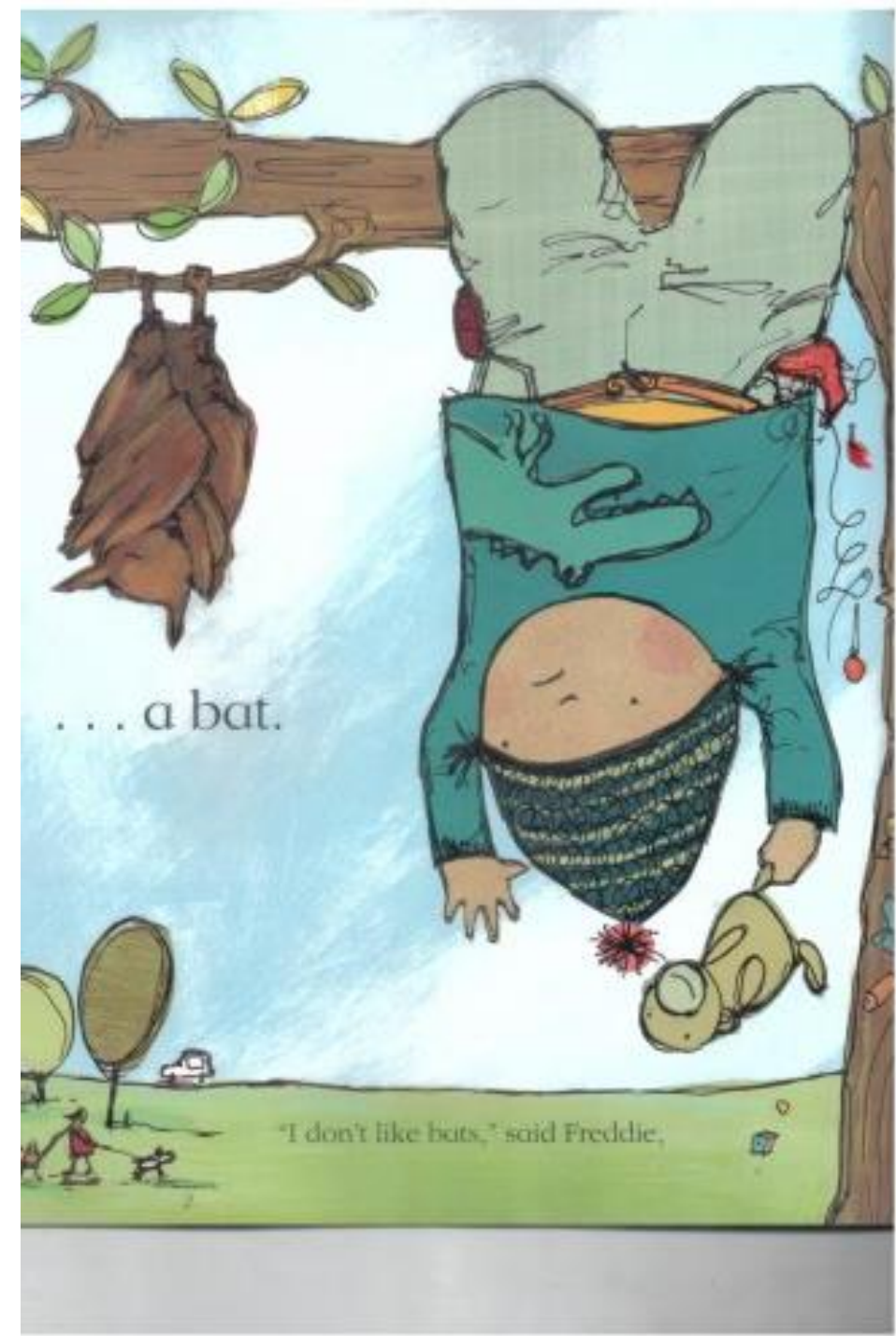
I am happy, You are sad,  
She is cross, that will be revisited and built on whilst working with *Freddie and the Fairy*

For example: *Freddie is grumpy, He is upset, She is embarrassed*



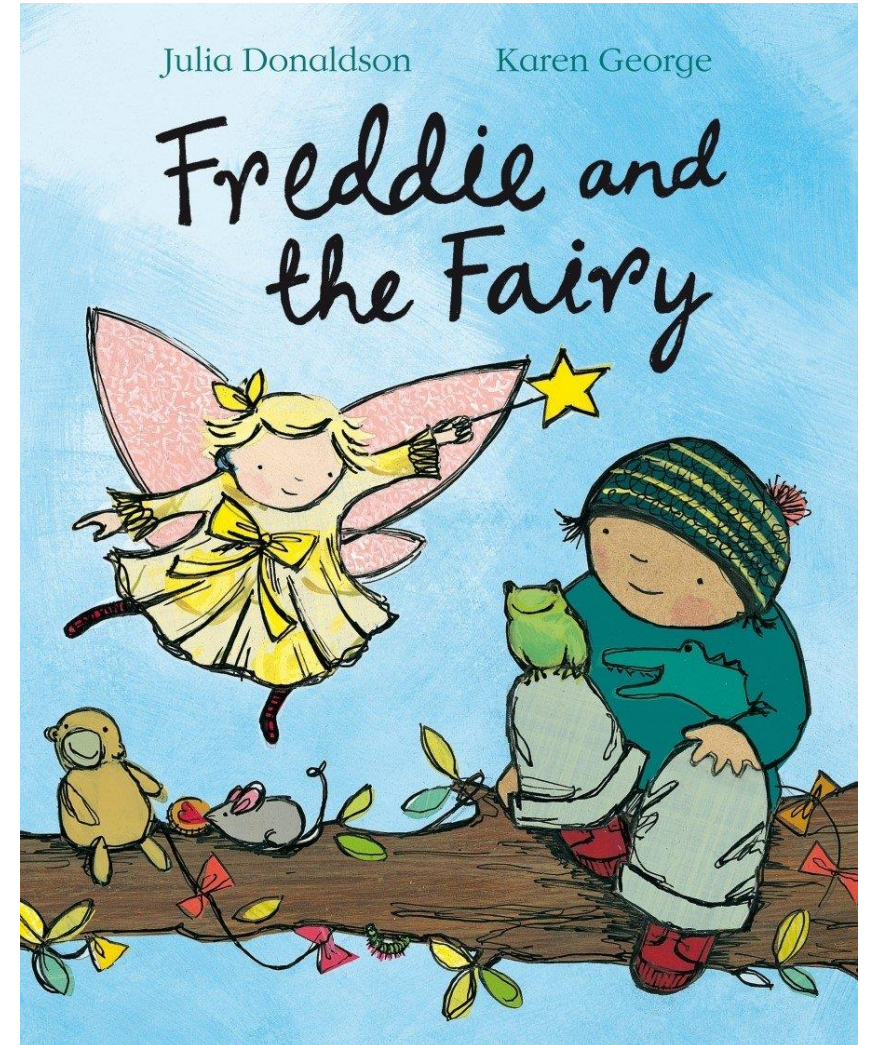
# PRE-TEACH AND WORK WITH KEY VOCABULARY

- ❖ stuck
- ❖ tangled
- ❖ to set something/someone free
- ❖ to grant a wish
- ❖ to conjure up
- ❖ to mumble
- ❖ Others?



# USING A PICTURE BOOK: PRE-READING ACTIVITIES

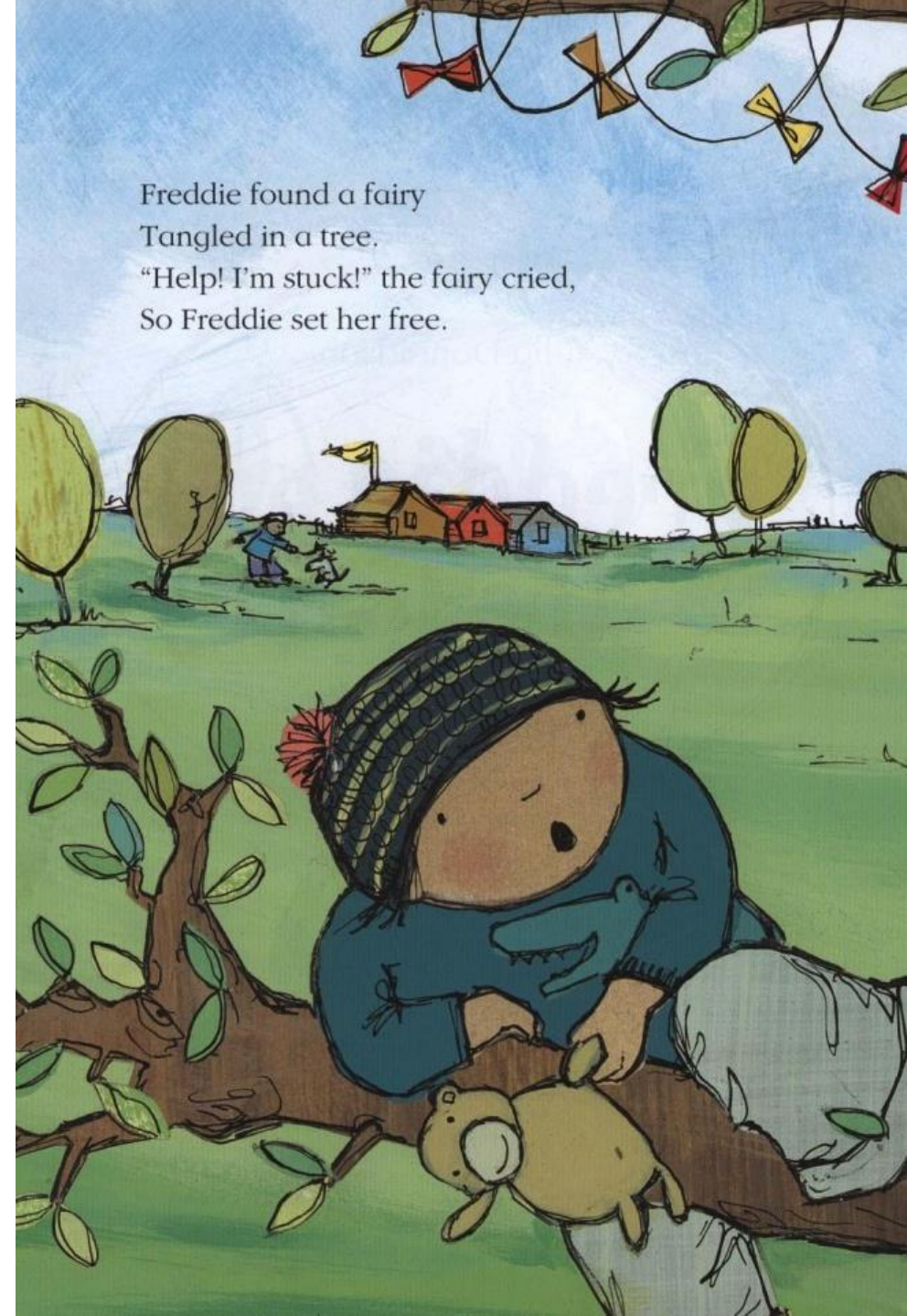
- ❖ Introduce the story.
- ❖ Talk about the cover, front and back.
- ❖ Who is the story about?
- ❖ Predict who else may be in the story and what will happen.



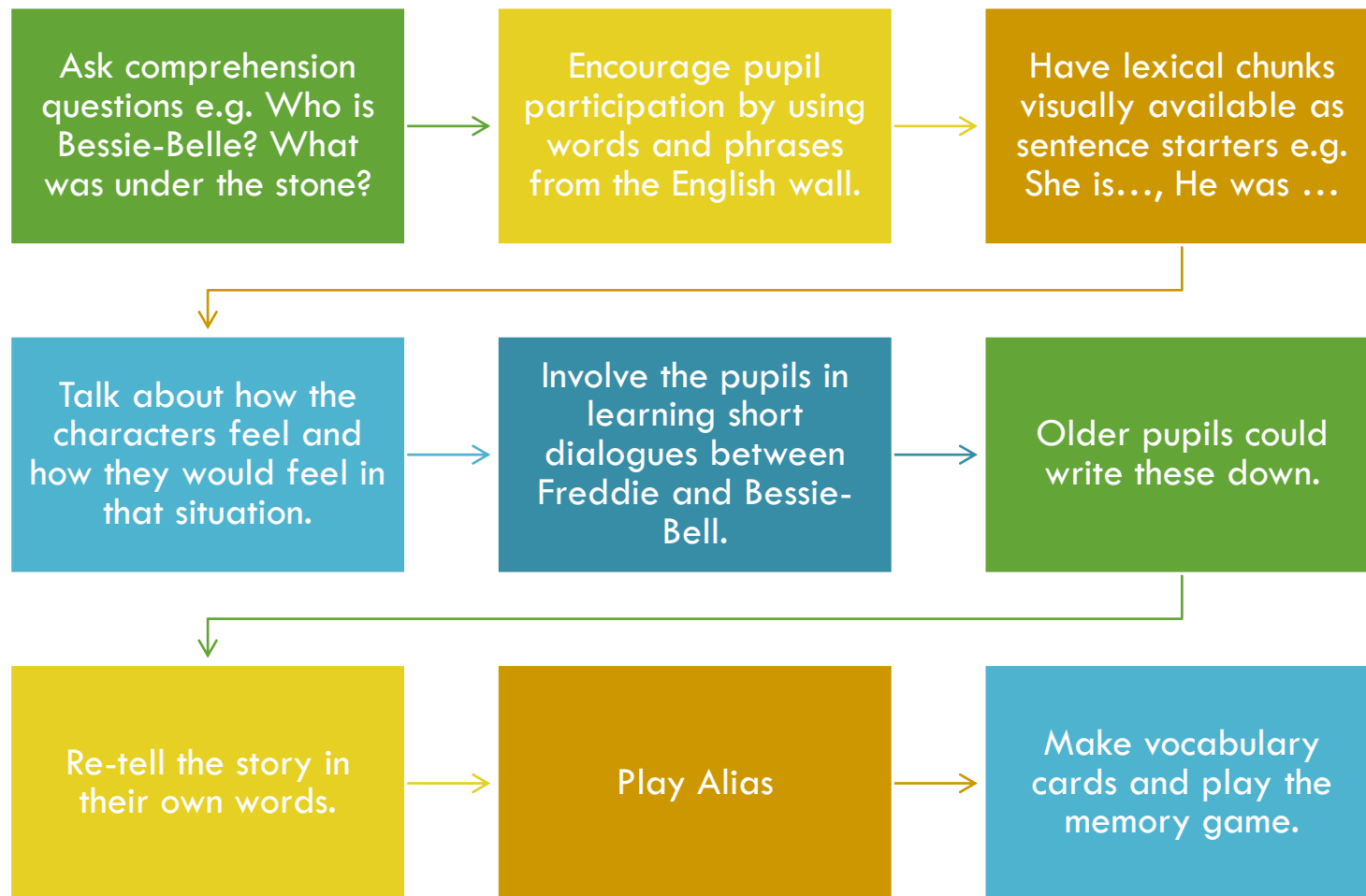
# 'READ' THE STORY AND SHOW THE PICTURES

- ❖ Have objects or flashcards to show or put up on the English wall, to emphasise the pictures in the book, as added support for language learning.
- ❖ Use different voices for the characters and tone to emphasise feelings.
- ❖ Use gestures and facial expressions, all of which will help the pupils to understand what they are hearing.

Freddie found a fairy  
Tangled in a tree.  
"Help! I'm stuck!" the fairy cried,  
So Freddie set her free.



# POST-READING



# THINGS TO REMEMBER FOR ALL PICTURE BOOKS

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**FIRST** arouse interest and  
involvement

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**THEN** draw attention to details of  
language and content

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**READ THE STORY** in different ways

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**FINALLY** pupils use what they have  
learned

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Encourage pupil participation at all  
stages