

Webinar for English Club Leaders

Côte d'Ivoire

Welcome

5th November 2021

Facilitator:

Thomas Kral

PhD Researcher & Teacher Trainer

Today's Schedule:

09:00 – 10:30: Session 1

10:30 – 11:00: Break

11:00 – 12:30: Session 2

12:30 – 14:00: Lunch

14:00 – 15:30: Session 3



Objectives for today's webinar

- To share your experience with English clubs
- To raise issues and questions about English clubs
- To exchange ideas and practical tips on facilitating English clubs
- To review principles which make English clubs communicative
- To re-visit / introduce English Club Resource books and highlight some activities

Your questions and issues

- How to motivate teachers to lead English clubs?
- How to motivate students to participate in English clubs?
- How to make club activities more communicative?
- How to increase student talking time?
- Which classroom management ideas are suitable for English clubs?



English Connects

Toolkit for English clubs



<https://www.britishcouncil.com.sn/programmes/education/english-connects>



English Club Resource Book



Author: Jason Anderson
English Connects Project
British Council

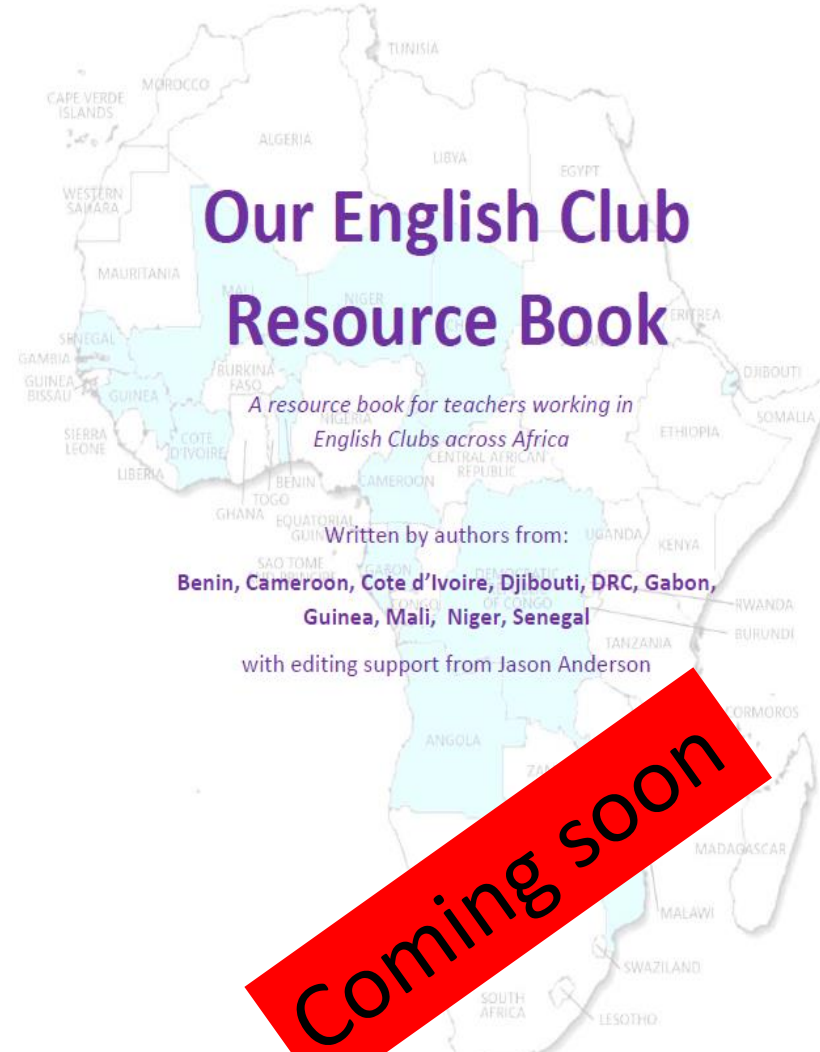
Our English Club Resource Book

A resource book for teachers working in English Clubs across Africa

Written by authors from:

Benin, Cameroon, Cote d'Ivoire, Djibouti, DRC, Gabon, Guinea, Mali, Niger, Senegal

with editing support from Jason Anderson



Coming soon

<https://www.britishcouncil.com.sn/en/programmes/education/english-connects/english-club-resources>

Sharing your experience with English clubs

1. What do you do in your role as an English club leader?
2. How do you organize English clubs?
3. How many students usually attend?
4. What is the level of English most club participants?
5. What motivates students to attend English clubs?
6. What challenges do you face with English clubs?
7. Which topics do English club participants like?
8. Which topics do English club participants dislike?

ask your colleagues advice about English clubs
"...successful English club you...."

Work in small groups (3 or 4 per group).

should...

- make the club fun for students.
-
-
-
-

- treat the club as a class.
-
-
-
-

A good English club should....

- Encourage participants to talk about their lives and their ideas.
- Divide into small groups to discuss questions or to do activities.
- Give participants opportunities to express themselves creatively in English
- Use drama, poetry, storytelling and art or dance, with a post-performance discussion in English.
- Be free from course syllabus, exams and strict learning objectives.
- Be a social, friendly and fun experience.

Adapted from <https://www.teachingenglish.org.uk/article/english-clubs>

The teacher, Aminata, decides to do a role play activity. She asks two students to come to the front to perform the role play. The other students watch. After the two students finish, she gets the class to clap for them, and tells them to sit down. She then asks another pair to come to the front to perform the role play. The other students watch. After they've finished, everyone claps and they sit down. She continues like this. By the end of the English Club about half the pairs have performed the role play.

What advice would you give this teacher?

Pairwork A: Advantages / Disadvantages?



Pairwork B: Advantages / Disadvantages?



Which type of pairwork....

- is 'displaying' student language?
- is more like real-life communication?
- gives more students speaking practice?
- needs more teacher set-up?
- needs more teacher monitoring?



- Picture A shows 'display pairwork'. Only the two students are speaking and showing their skills to the others.



- Picture B shows 'closed pairwork'. It allows more students to practise their speaking skills at the same time, which leads to more learning.



Challenges of closed pairwork:

- 1) students may use their L1 instead of English
- 2) they may talk about something else
- 3) they may make mistakes in their English use
- 4) they may make a lot of noise

Choose one of the problems. How would you overcome it in your English Club?

Challenges of closed pairwork:

1) students may use their L1 instead of English

-the teacher should pre-teach and display key vocabulary and phrases

2) they may talk about something else

-the teacher should walk around, monitor and encourage students to stay on task

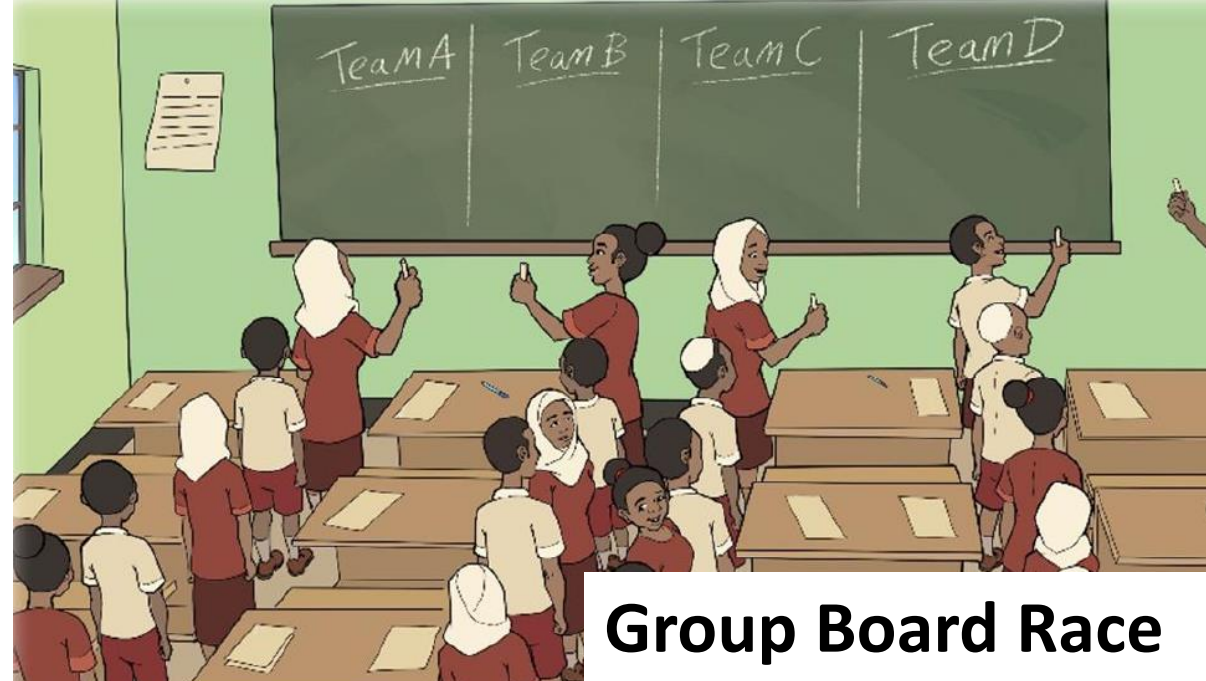
3) they may make mistakes in their English use

-the teacher should make a note of errors and give feedback after the activity without identifying the students who made the error

4) they may make a lot of noise

-this may not be such a big problem; encourage students to speak quietly

Can you organize your students in these ways?
Why / why not?



Group Board Race



Onion Ring



Mingle Activity

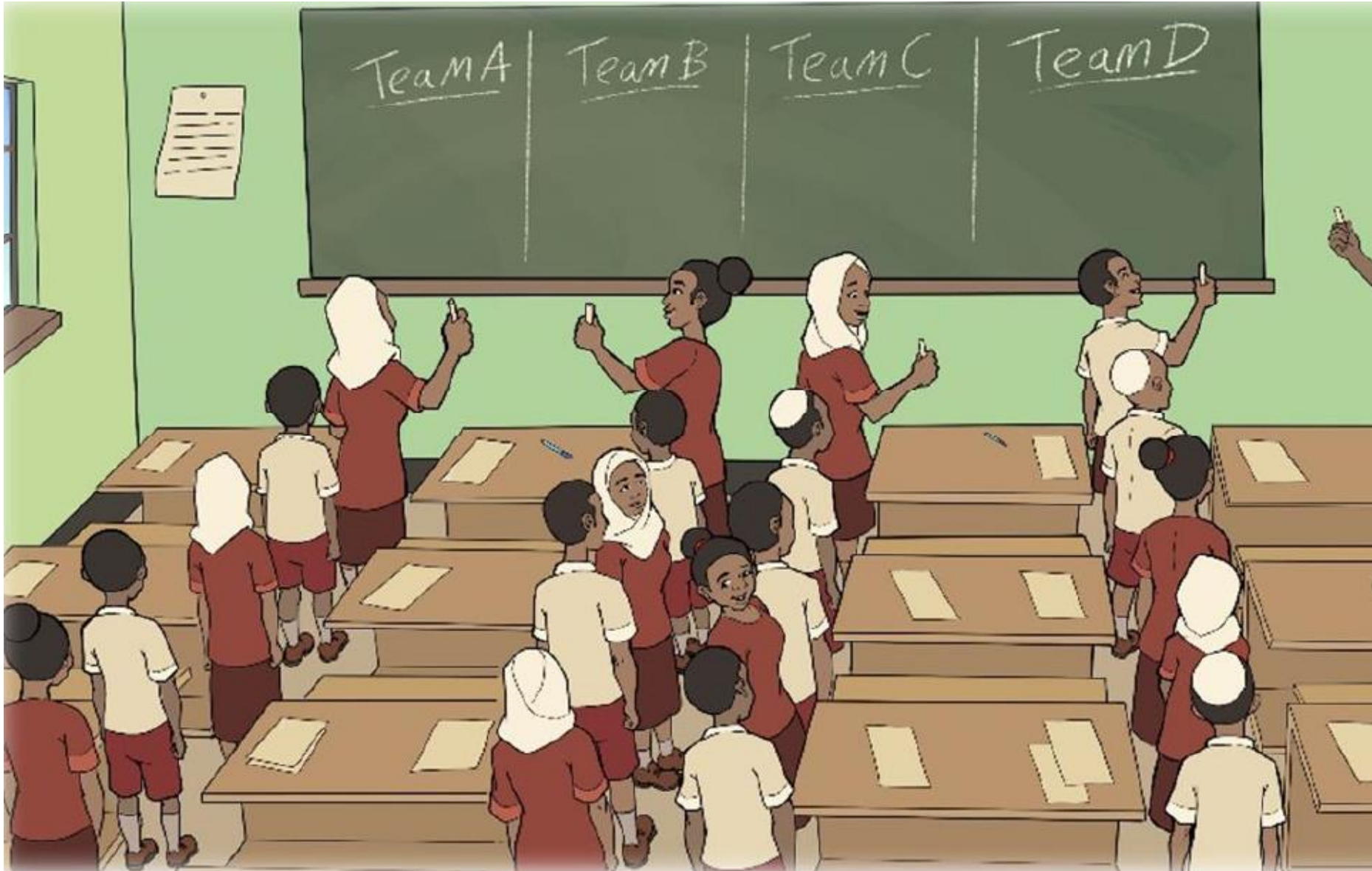
Mingle



Onion Ring



Group Board Race



Communicative or not? Why?

1. Students work in pairs to improvise a role play at the doctor's surgery.
2. Students read a text aloud from their textbook.
3. Students work in small groups to write a ghost story.
4. Students perform a skit that the teacher has written beforehand.
5. Students work in pairs. One student describes their best friend. Their partner has to draw their best friend from the description.

Communicative or not? Why?

1. Students work in pairs to improvise a role play at the doctor's surgery.

- *Yes. The students are creating language and are all speaking.*

2. Students read a text aloud from their textbook.

- *No. They are just repeating.*

3. Students work in small groups to write a ghost story.

- *Yes. They are creating language.*

4. Students perform a skit that the teacher has written beforehand.

- *No. They are just repeating.*

5. Students work in pairs. One student describes their best friend. Their partner has to draw their best friend from the description.

- *Yes. They need to come up with the language and actively listen.*

What is wrong with this picture?
Give the teacher some advice.



What is wrong with this picture?
Give the teacher some advice.

- Elicit student interest in the topic
- Provide key vocabulary for the topic
- Give students a clear, specific task
- Provide phrases/language needed to accomplish the task
- Give students time to prepare before speaking
- Monitor and support them as they prepare



Provide key
language

Classroom Language Poster

English (say this!)

French (avoid this!)

Useful expressions:

That's it

C'est ça!

I agree!

Je suis d'accord!

Useful sentence stems:

I said...

J'ai dit

In my opinion...

À mon avis...

Useful questions:

What do you think?

Qu'est-ce que tu penses?

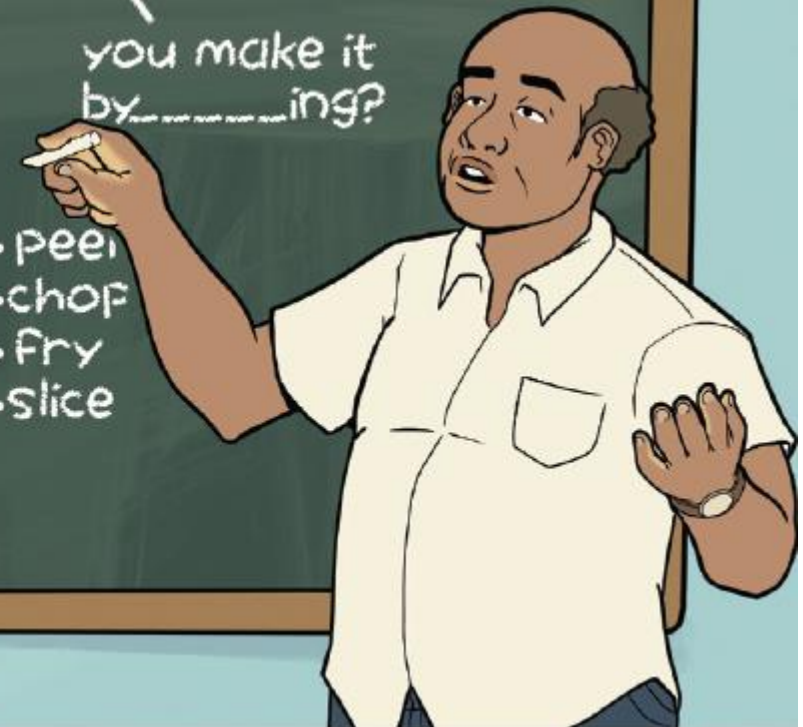
Is it correct?

Est-ce correct?

How do you spell that?

What's the meaning of?

Could you repeat that, please?



Toolkit for English clubs



Contents

Introduction	2
1. Guessing activities	4
2. Vocabulary activities	14
3. Question activities	21
4. Dictation activities	29
5. Discussion activities	40
6. Stories and sketches	47

(Adobe PDF 869KB)

https://www.britishcouncil.com.sn/sites/default/files/k177_toolkit_for_english_connects_final_web.pdf

Three true one false (page 7)

Topic: Education

- I studied economics in university.
- I have two Masters degrees.
- I am a teacher of English, French and German.
- I am a PhD researcher in a UK university.

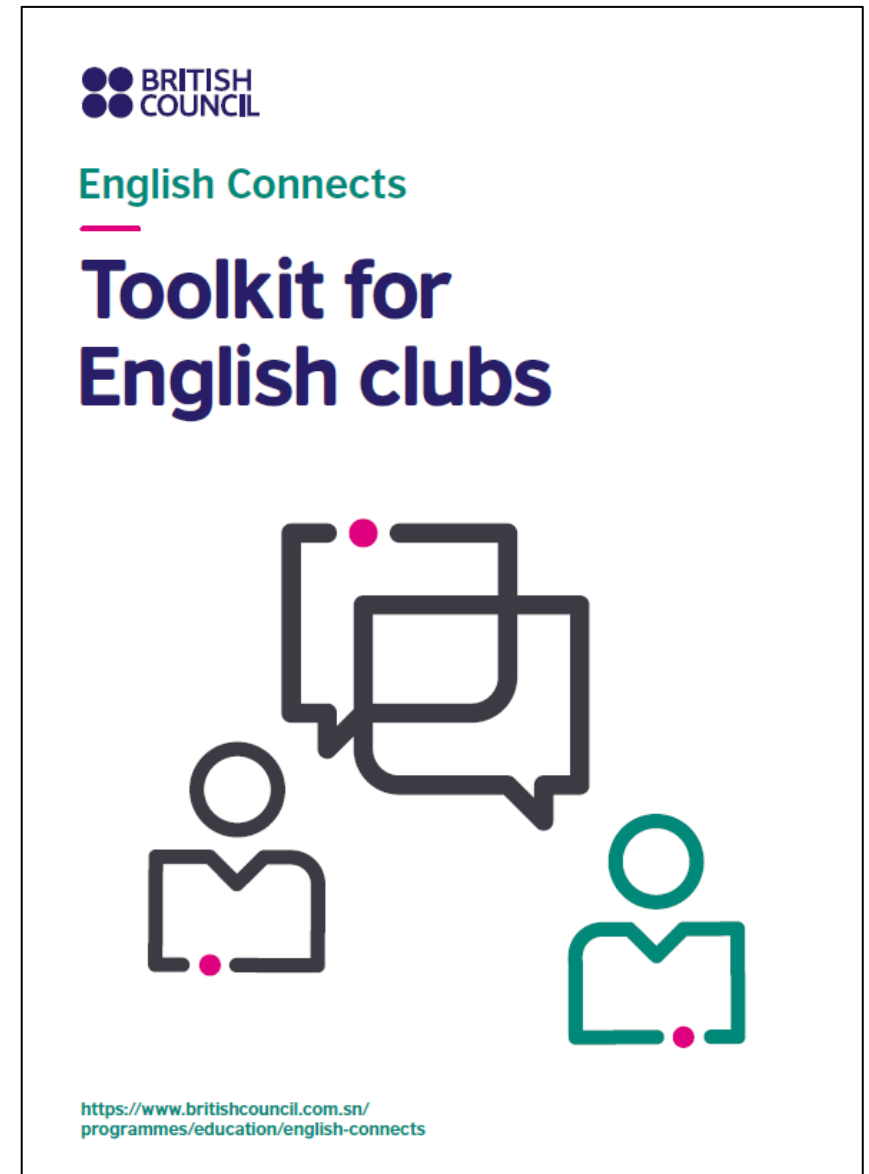
Three true one false (page 7)

ANSWER

Topic: Education

- I studied economics in university. 
- I have two Masters degrees. 
- I am a teacher of English, French and German. 
- I am a PhD researcher in a UK university. 

- Three true one false (p.7)
- From A to Z (p.15)
- Pictionary (p.16)
- Back to the board (p.19)
- Find someone who (p.22)
- Opinion polls / Self-directed interviews (p.23)
- Johari window (p.24)



Johari Window (p. 24)

You/Your partner	✓	✗
✓	<u>Three foods/drinks you both like</u> 1. 2. 3.	<u>Three foods/drinks you like but your partner dislikes</u> 1. 2. 3.
✗	<u>Three foods/drinks you dislike but your partner likes</u> 1. 2. 3.	<u>Three foods/drinks you both dislike</u> 1. 2. 3.

3.5 Johari window

Materials: Board and chalk or whiteboard and pens, paper and pens/pencils

(p. 24)

Stages:

1. Draw the following grid on the board and ask the learners to copy it down:

You/Your partner	✓	✗
✓		
✗		

2. Put the learners into pairs.
3. Explain that they need to interview their partner and complete the grid with the information they find out.
4. In the top left box they write three things that they both like, and in the bottom right corner three things they both dislike. In the top right box they write three things they like but their partner doesn't, and in the bottom left box three things their partner likes but they don't.
5. Monitor and help if you are asked.

English Club Resource Book



Author: Jason Anderson
English Connects Project
British Council

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Unit 2: Practical role play.....	17
Unit 3: Class debate – City/town or country life?	25
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(Adobe PDF 6MB)

https://www.britishcouncil.com.sn/sites/default/files/british_council_english_resource_book_31_3_2021_print-compressed.pdf



Tip: Small groups are better!

Why?

 **Tip: Small groups are better!**

The problem with large groups is that only a few strong students participate. During the preparation stage, using smaller groups will encourage more students to contribute ideas. Then, they can work together as a 'team' during the debate, discussion or activity.



Tip: Avoid correcting students in front of the whole class

Why?



Tip: Avoid correcting students in front of the whole class

If you hear errors during performances, try not to correct them directly. Why? Because the students may lose confidence and feel shame. They forget about the correction at such moments. Instead of this, you can make a note of one or two errors (and also some praise) per pair on a piece of paper. Give this to them after they've finished.

Error correction – 3 correct 2 with errors

1. I dance three times a week.
2. I am quite good to run.
3. You can swim in the sea.
4. I like it because I can meet new people.
5. It takes two years for be good at guitar.

Error correction – 3 correct 2 with errors

1. I dance three times a week.
2. I am quite good ~~to run~~ at running.
3. You can swim in the sea.
4. I like it because I can meet new people.
5. It takes two years ~~for~~ to be good at guitar.

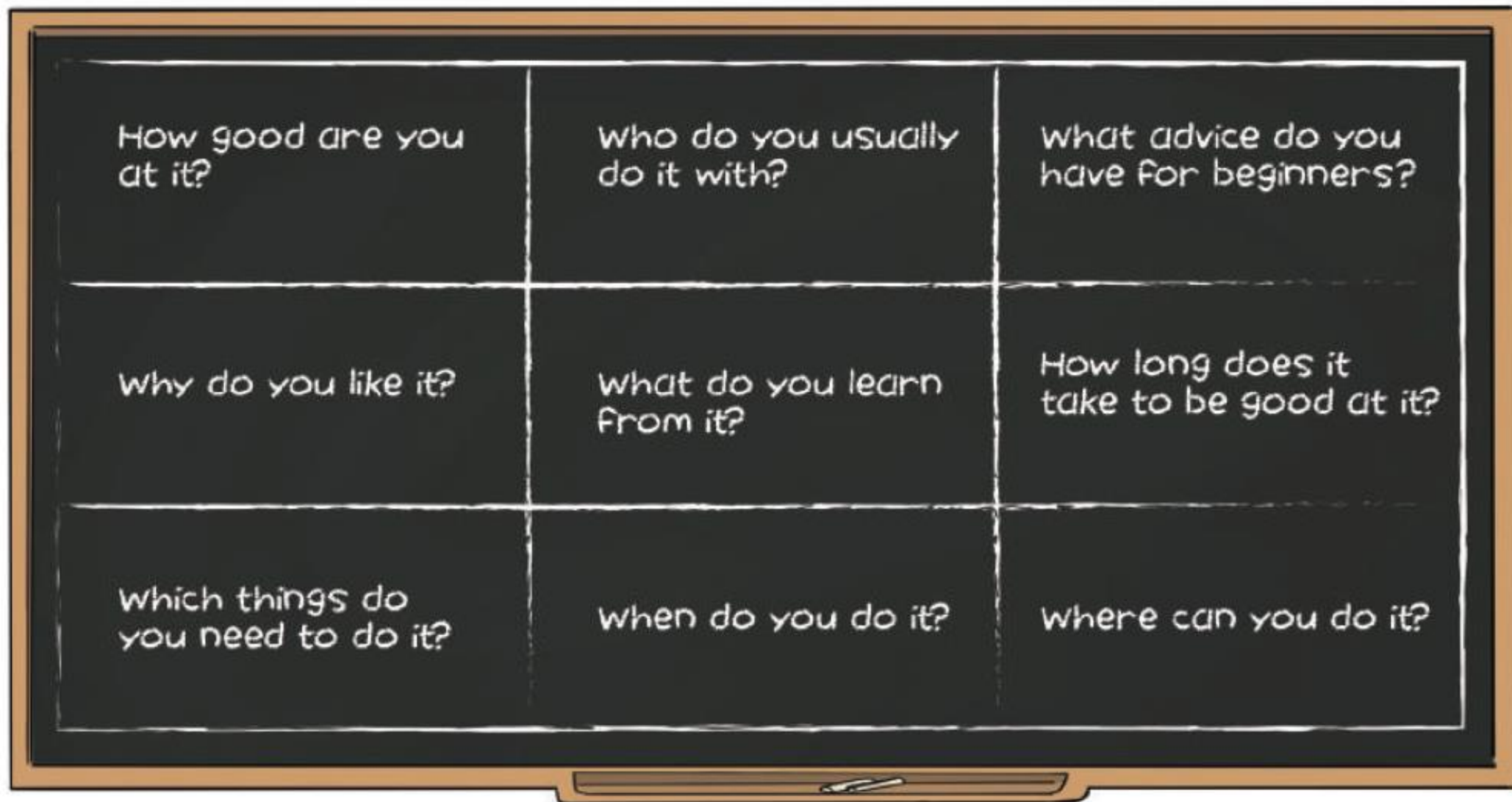
Assessment of learners' level, needs and interests

Douala Secondary School, Cameroon	
ENGLISH CLUB APPLICATION FORM	
DATE:	
NAME:	AGE:
CLASS:	LEVEL:
REASON FOR JOINING THE CLUB:	
PERSONAL INTERESTS:	
SIGNATURE:	
Welcome to our English Club!	

Personalize the club and make it a social space

Household survey	
Name:	
Address:	
Number of people in household:	
Names of parents:	
Occupations of parents:	
Names and ages of brothers and sisters:	
School details:	
Years at current address:	
Languages spoken in the household:	
Previous address (if any):	

Hobbies pair discussion (p. 35)



How good are you at it?	Who do you usually do it with?	What advice do you have for beginners?
Why do you like it?	What do you learn from it?	How long does it take to be good at it?
Which things do you need to do it?	When do you do it?	Where can you do it?

How good
are you
at it?

Who do you
usually do
it with?



Why do
you like
it?



Wh
do
to



Where can
you do it?

Issues pair discussion (p. 40)

Crime, climate change, inequality, poverty, malaria, Covid-19

Why is it a problem?

What is the problem caused by?

Can you provide an example of the problem?

Do you think the situation is getting better or worse?

What, in your opinion, is the best solution?

What can citizens do to reduce the problem?

What can the government do about it?

Who suffers most in society from this problem?

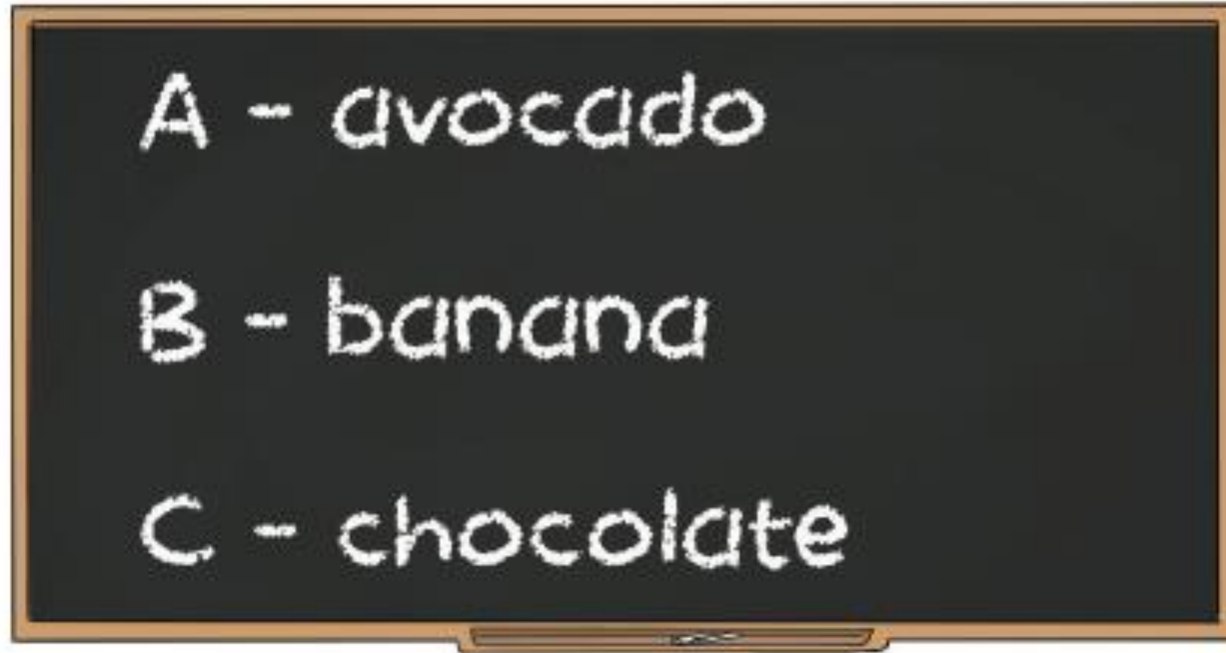
How does this problem affect your family?

1. Warmer: Alphabet Bingo! (10 minutes)



Whole class

Write the first letters of the alphabet on the board. Ask students to name an item of food for the first three letters. For example:



Work in groups of 4–6

Tell students to work in groups of four to six. Each group needs one piece of paper and a pencil or pen. They must think of one food item for each letter of the alphabet, except Q, X and Z. Give them five minutes to finish. Tell them that when they finish, they should shout out: 'Bingo!'

Roleplay – At the market (p.19)

A: Good morning! Can I help you?

B: Yes, do you have any _____ ?

A: Yes. Here they are.

B: How much are they?

A: They cost \$_____ each.

B: That's very expensive!

A: OK. How about \$_____ each?

B: That's a better price. Thank you!

A: How many would you like?

B: I would like _____ please.

A: Here you are. Anything else?

B: Yes, I'd like ...

You can make this more realistic to your country, by including local money, greetings, etc. In some countries, 'please' and 'thank you' may be unnecessary. Feel free to adapt it!

Follow-up

- I like / I don't like (Johari window)
- Recipe – best dish contest
- Chain story memory game... “I went to the market and bought...” (p. 22)

1. Student A begins and says: ‘I went to market and I bought some eggs.’
2. Student B must repeat this and add one item: ‘I went to market and I bought some eggs and a bag of rice.’
3. Student C adds another item: ‘I went to market and I bought some eggs, a bag of rice and a kilo of tomatoes.’
4. They continue like this, with each student adding another item until somebody forgets. If they do, the others can help them!

No writing!

Unit 3: Class debate – City/town or country life?

(p. 25)

Topic focus: Places, lifestyle, culture

Language focus: Giving your opinion, giving examples, explaining

Levels: Intermediate, advanced

Objectives:
Students will be able to express their opinions on a topic of interest.
Students will be able to agree and disagree.
Students will develop their critical thinking skills.

Basic description:
In this unit, students first review useful vocabulary for a debate activity on the topic of town and country lifestyle. They prepare ideas for the debate in small groups and then debate in two teams. After feedback, there is an opportunity for everybody to give their real opinions.

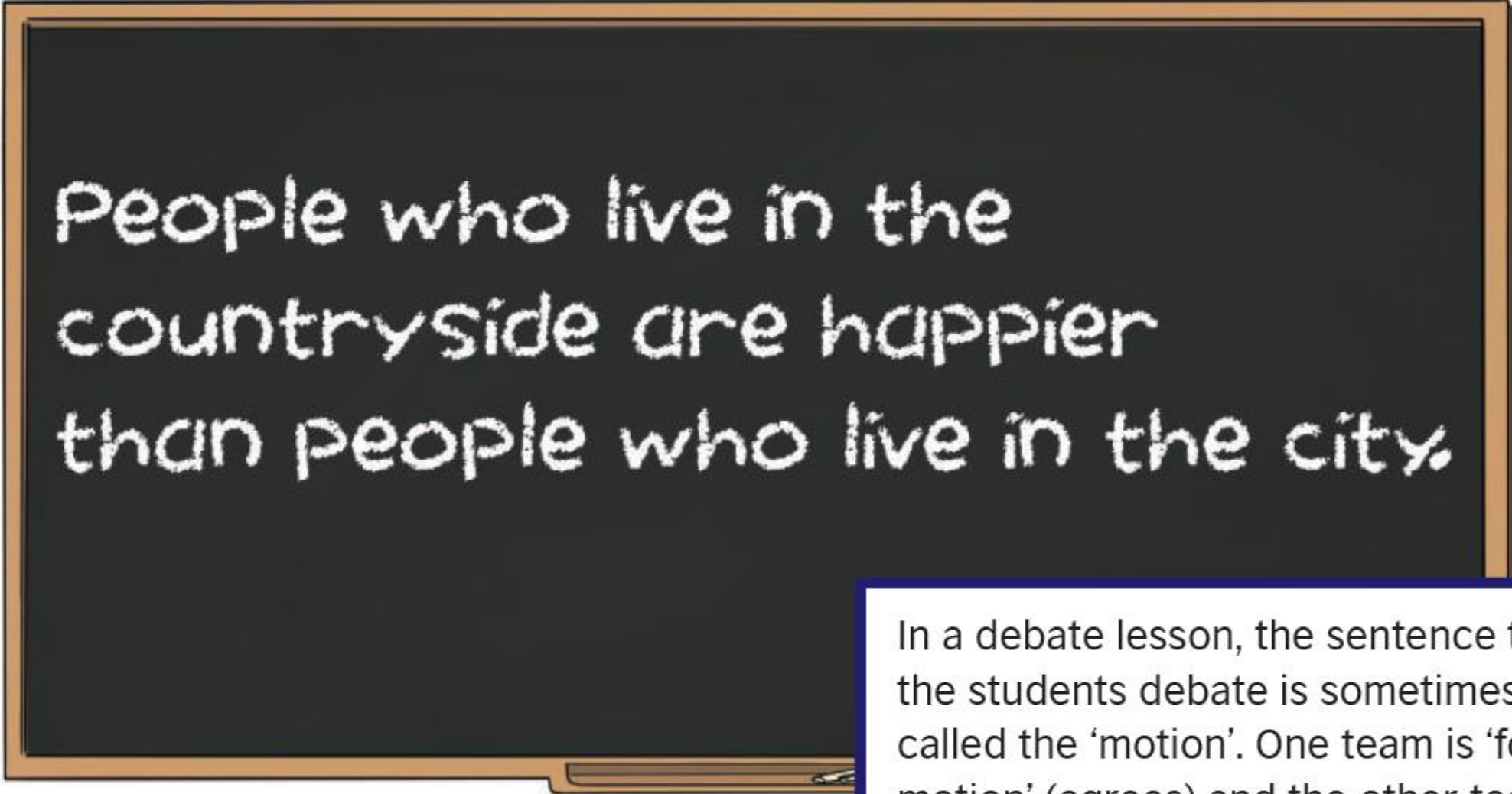
1. Warmer: Sort the words (10 minutes)



Work in groups of 4–6

Play 'Sort the words' to review vocabulary for the debate. Prepare the board with some useful words and three columns:

	Country	←Both→	Town
clean air			
clean water			
community			
electricity			
factory			
farm			
internet			
offices			
pollution			
popular music			
rubbish			
traditional music			



People who live in the
countryside are happier
than people who live in the city.

In a debate lesson, the sentence that the students debate is sometimes called the 'motion'. One team is 'for the motion' (agrees) and the other team is 'against the motion' (disagrees).

People who live in the countryside are happier than people who live in the city.

For the motion

E.g. There is too much pollution in the city.

Against the motion

E.g. There are no jobs in the countryside.

Writing a skit (p.41)

 Work in groups of 3–5

Write the following on the board. Tell the students to discuss in groups how important they are and to put them in order from one (most important) to six (least important):

What are the ingredients of a good skit?

- good characters
- an interesting situation
- good jokes
- a good performance
- realistic dialogue
- a moral message

Anything else?

If your students are not familiar with skits, change the question to: 'What are the ingredients of a good story?'

Writing a skit

 Work in groups of 3–5

Tell the students to work in groups of three to five. Each group must choose one situation only and write a short skit based on the situation. There should be a role for every group member in the skit. They can make the skit serious or amusing, but it should have an interesting conclusion. They have 20 minutes. Recommend that they spend 15 minutes writing and five minutes practising their performance.

Situation A: Nina is doing very well at school. She wants to go to university, but her father wants her to work in the family shop when she leaves school. Start like this:

Nina: 'Father, here are my exam results.'

Father: 'Well done, my dear! You have got A grades in all subjects.'

Nina: 'Yes! This means I can now go to university!'

(continue the skit)

Situation B: One day John visits the local market on his way home from school and is surprised to see his bicycle for sale! This morning it was at home. Start like this:

Seller: 'Hello. Would you like to buy this beautiful bicycle?'

John: 'Wait ... Where did you get it?'

Seller: 'Do not worry about that. The price is very good.'

(continue the skit)

Jobs (p. 48)

1. Warmer: Board race (10 minutes)

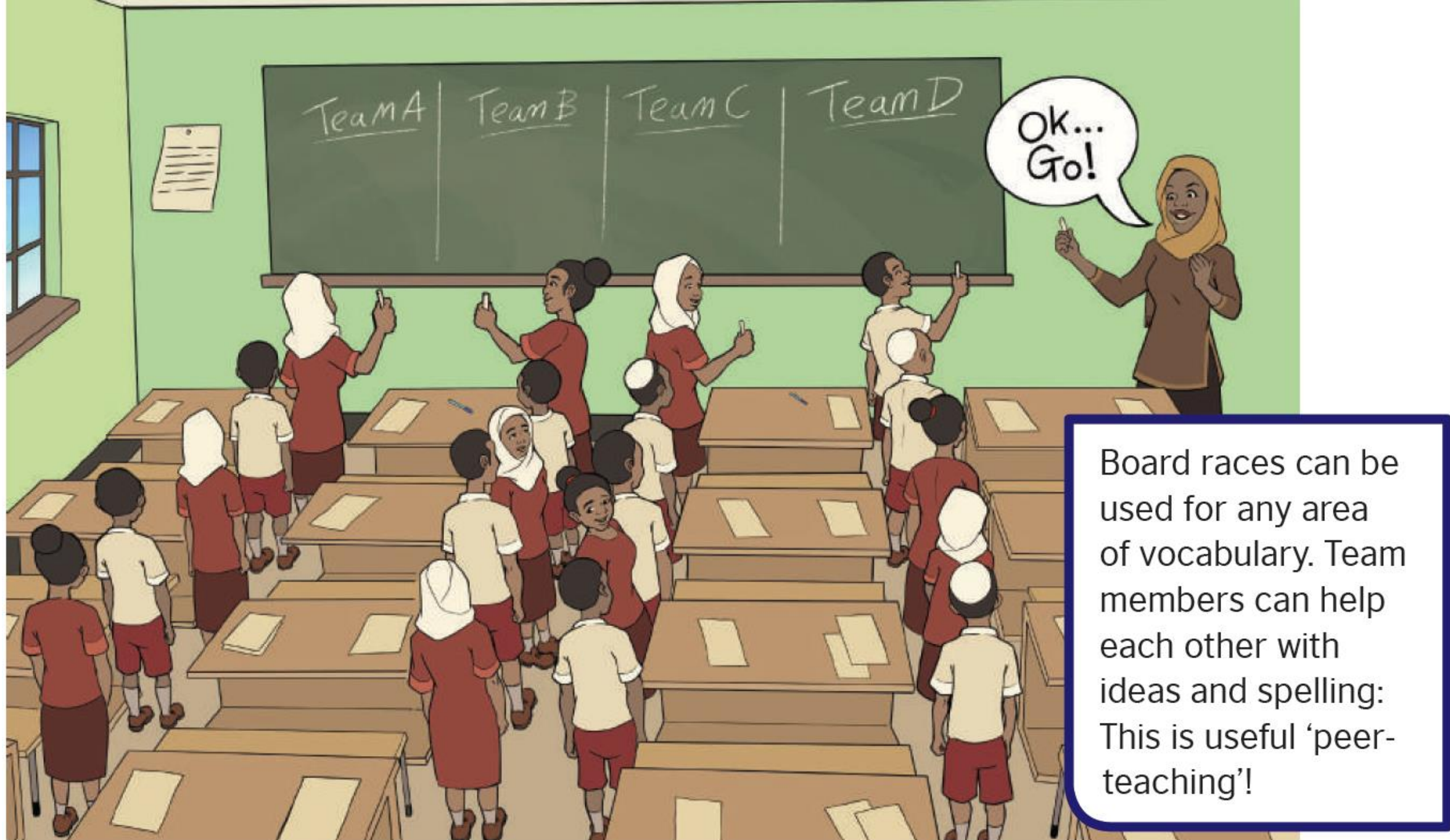


Whole class

Organise the students and board for a ‘board race’ (see Figure 9). Tell them to stand in two to five team lines facing the board. Give the first student in each team a piece of chalk. Give the following instruction:

‘When I say ‘Go!’ the first student must write the name of a job in their team column on the board. Then, give the chalk to the student behind you and go to the back of your team line. The second student does the same. The first team to write ten names of jobs wins the board race.’

Check they understand, and start the game. Say: ‘Go!’



Board races can be used for any area of vocabulary. Team members can help each other with ideas and spelling: This is useful 'peer-teaching'!

Figure 9: Students standing in team lines ready for a board race.

Jobs brainstorming activity

KEY INFORMATION

What does someone have to do in this job each day?

What school subjects do you need to be good at?

What qualifications are important ?

What skills do you need?

Why is it useful in our country?

Advantages of doing this job:

Any disadvantages of doing this job:

Job Interview Questions

What is your ... name and age?
best school subject?

What are your ... qualifications?

Do you have any experience of this job?

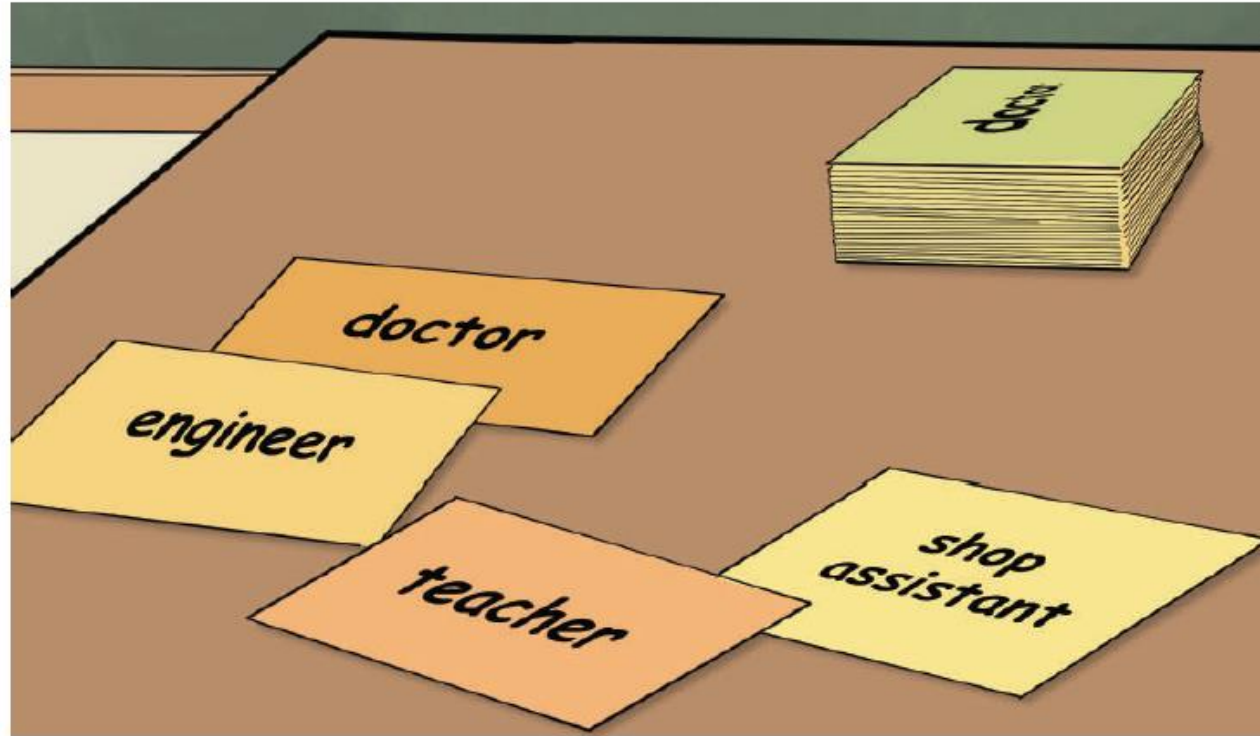
Can you ... use a computer?
speak different
languages?
work in a team?

Will you ... work hard?
be late?
help your
colleagues?

What are you good at?
What do you find difficult
to do?
Why do you want this job?
When can you start?

4. Final closing activity: What's my job? (10 minutes)

Write the names of five to ten jobs that students know on small pieces of paper (if possible, prepare these in advance). Put the cards in a pile on a desk at the front of the class, face down, so that nobody can see the job names. Invite one student to take a card and look at the job, but say: 'Do not tell us the job name. It's a secret!'



Now play 'What's my job?' Ask the student ten questions to try to guess the job. The student can only answer 'yes', 'no', 'sometimes' or 'it depends'. Here are some useful questions to begin. You can add more:

Is it an outside job? Do you sit down? Do you use a computer? Is maths important for this job? Do you use your hands? Do you wear a uniform? Is the money good? etc.

Mingle and swap job cards



For more advanced groups

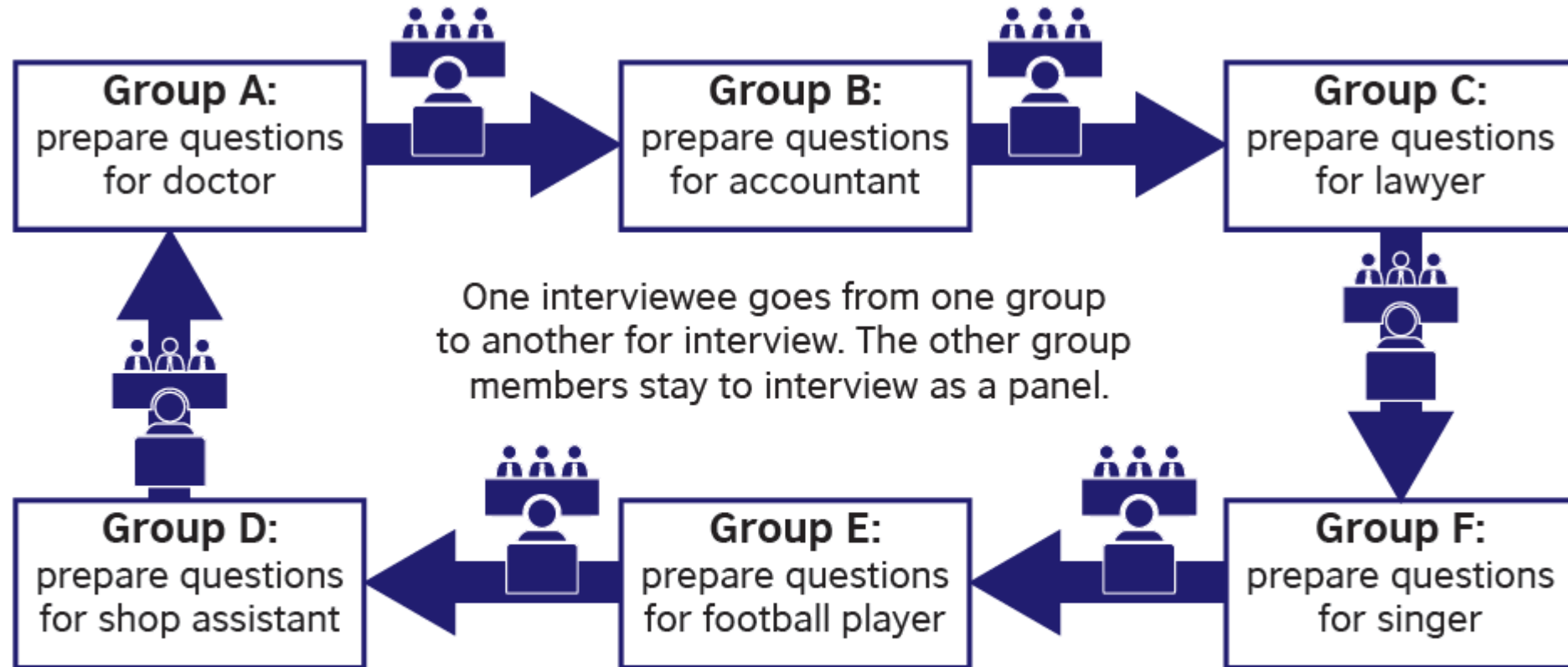


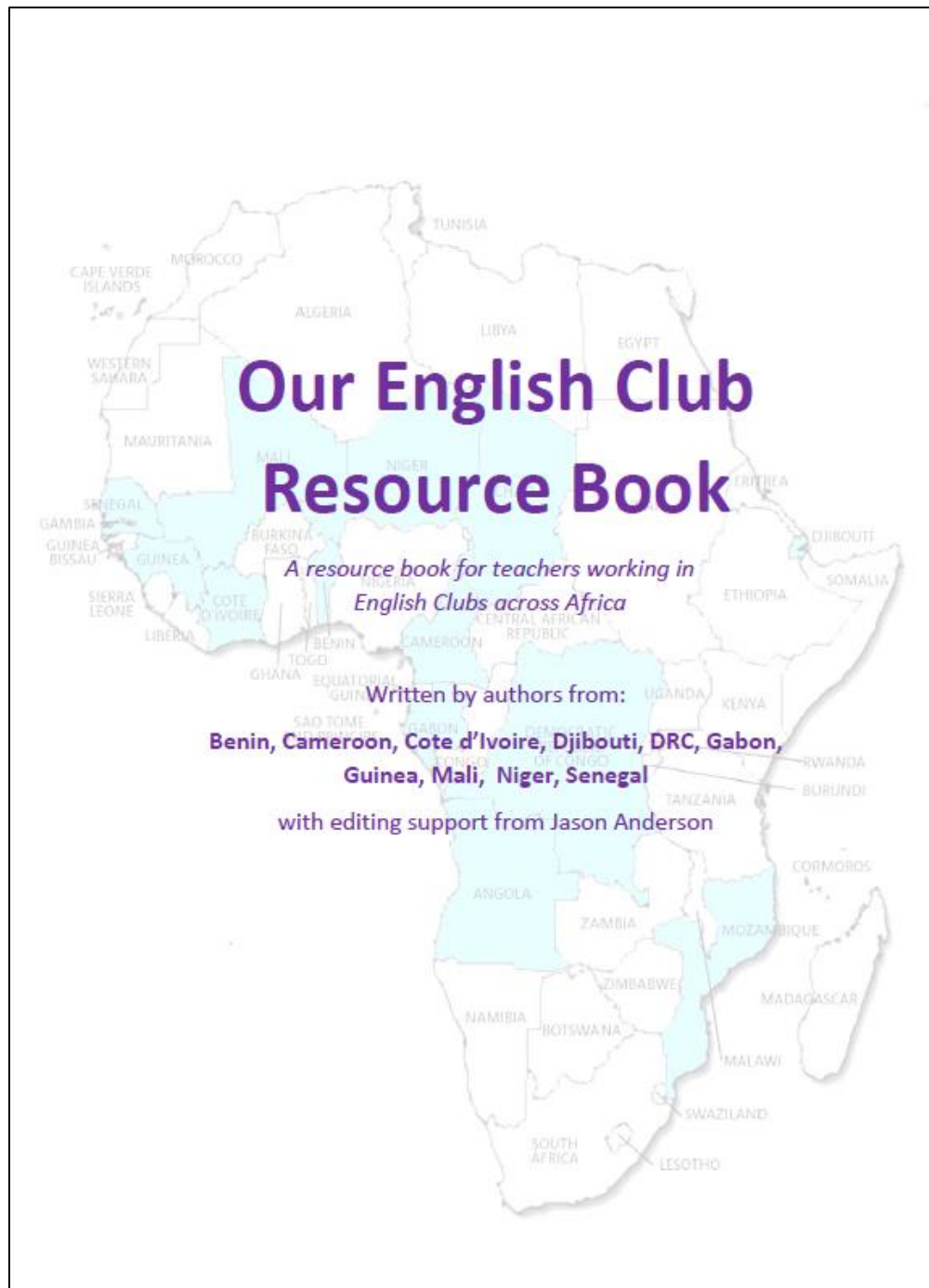
Figure 10: Each group prepares questions specific to one job followed by panel interviews.

Group quiz activities

(p. 63)

Quiz questions

1. What is the capital city of _____? a. _____ b. _____ c. _____
2. Who is the _____ of _____? a. _____ b. _____ c. _____
3. In which country is _____?
4. What is the name of the money in _____?
5. Which _____ team won _____?
6. Which animal can _____?
7. Who had a hit song titled _____?
8. Which language do most people speak in _____?
9. What are the main ingredients of the dish _____?
10. How many _____ are there in _____?



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Structure of an English club session

- Warmer
- Main activity
- Feedback
- Closing activity
- Reflection/extension

Unit 8: Clothes and Fashion

Authors: Logon Menan Aquilas, Yao N'guessan Séraphin (Cote d'Ivoire)

Topic focus:	Clothes and fashion
Language focus:	Describing items of clothing, asking for and giving reasons
Levels:	Intermediate to advanced
Objectives:	<ol style="list-style-type: none">1. Students will be able to describe what people are wearing.2. Students will be able to ask for and give reasons for choices.
Basic description:	In this unit, students first review useful vocabulary for a skit writing activity on the topic of clothes and fashion. Then, working in small groups, they write their own skits on this topic, perform them, and vote for their favourite skit.

1. Warmer: sort the words (10 minutes)

Work in groups of 4-6. 

Play 'Sort the words' to review vocabulary for writing the skit. Prepare the board with some useful words and two columns as shown below. If necessary, change the names of the traditional clothes to include items well known in your country:

shirt, dress, tights, boots, raincoat, jacket, fur coat, kita cloth, tapa cloth
tie, kamanje cloth, bubu, Baoulé cloth, agbada cloth, trousers, indigo cloth,
bazin cloth

traditional clothes	modern clothes

2. Main activity: writing the skit (25 minutes)

Whole class. 

Write one or both of the following situations on the board. If necessary, change the names of the characters to ones that are common among your students:

Situation A: One day John visits the local market on his way home from school and is surprised to see a variety of traditional and modern clothes. He wants to know the reasons why people wear these different types of clothes! Start like this:

Seller: 'Hello. Would you like to buy this beautiful kamanje cloth?'

John: 'Wait ... why do people wear it?'

Seller: 'People wear kamanje cloth because they want to look unique.'

(continue the skit)

Situation B: Bob is your American pen friend. For his future presentation on African traditions and dressing styles, he wants some reasons why different groups of people like their clothes, both traditional and modern clothes in your country. Start like this:

Bob: 'Hi! Would you like to tell me: What do Agni people like wearing?'

You: 'Agni people like wearing kita clothes.'

3. Feedback to the activity: (15-30 minutes)



Whole class, student performances.

If your English Club is small and there is time for all groups to perform, create one performance area for the class. If you have over ten groups, split the club into two or more ‘mini-clubs’. The mini-clubs should prepare separate performance areas, either in the same room or if you have other spaces, they can perform outside or in different classrooms.

Before the performances begin, give each group a name or number and tell them that afterwards they will vote for their favourite performance. Agree with the students on what ‘criteria’ they should vote for, for example:

- the most original skit
- the funniest skit
- the best acting
- the skit with the most powerful moral

Then begin the performances. Don’t forget to take notes on things you like and suggestions for each group. Avoid correcting their English during the performance – make a note for later!

Put one of these pieces of paper in each corner of the room.

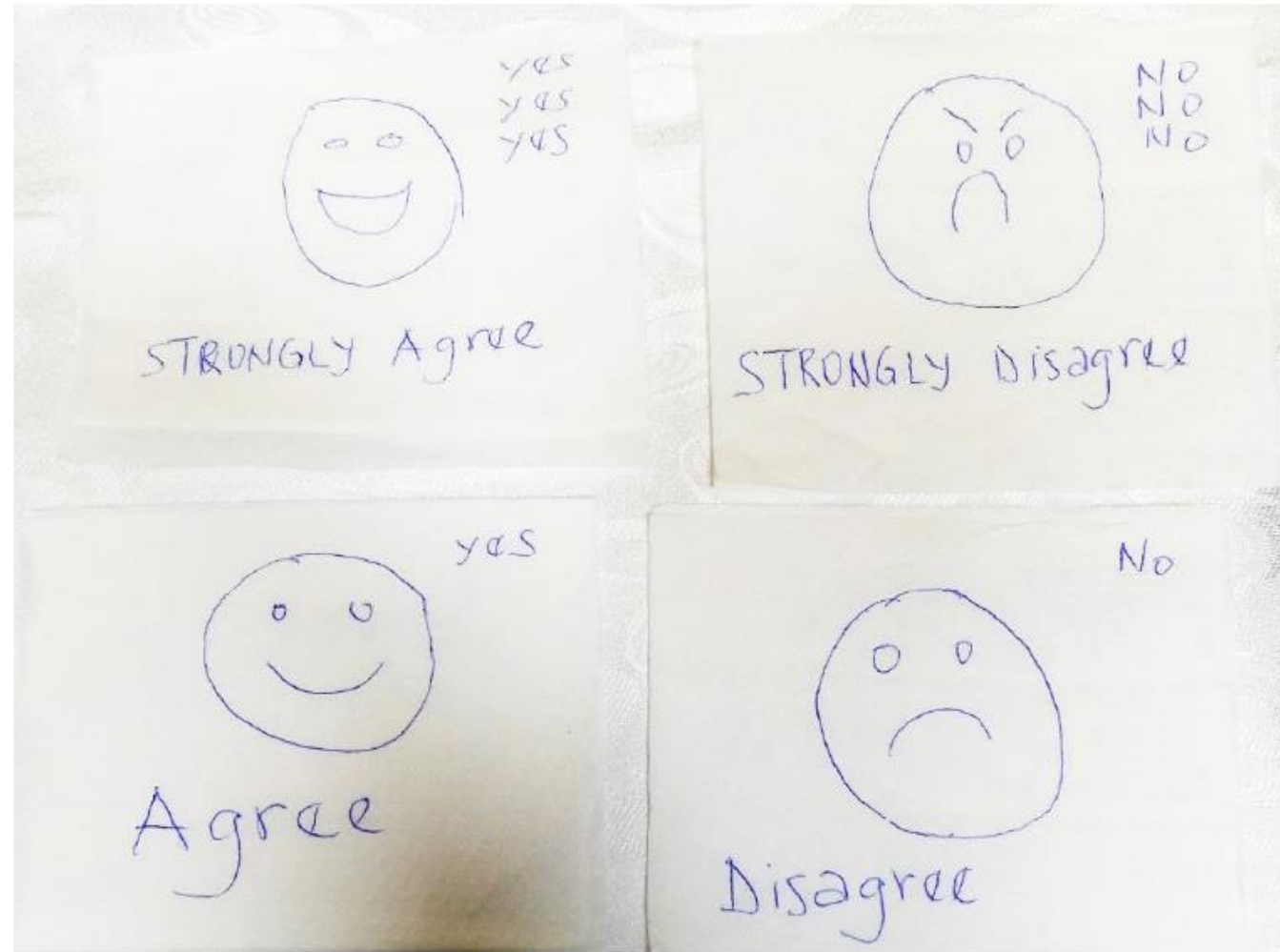


Figure 1: Agreement/disagreement cards.

Tell the learners you will say a phrase and they should go to the corner that reflects their opinion about the phrase (e.g., if they disagree, they should go to the 'disagree' corner).

Now say a statement about clothes, for example:

‘Africans like modern clothes.’

Tell the learners to choose their corner. When they get there, they should talk with the other learners about why they went to that corner. Repeat with another phrase. Example phrases:

‘Traditional clothes are more practical in hot weather.’

‘Western clothes are better for business meetings.’

‘People should wear whatever they want to weddings.’

‘School uniforms should make use of traditional clothes.’

After a few minutes, ask the people standing in each corner to explain their opinion and why they have it.

Extra ideas

For a low-resource version simply indicate which corner is which without using the pieces of paper. You can also give each corner a different word (e.g. trousers, tights, kita cloth, tie).

Unit 9: Health and Lifestyle

Authors: Narcisse Noutai, Marcel Simplicie Aballo (Benin)

Topic focus:	Health and lifestyle
Language focus:	Asking questions and describing health
Levels:	Intermediate to advanced
Objectives:	<ol style="list-style-type: none">1. Students will be able to talk about malaria (causes, symptoms, cure, prevention).2. Students will learn how to avoid malaria.
Basic description:	In this unit, student learn important facts about malaria. They learn how to describe causes, symptoms, prevention and treatment of illnesses, with malaria as the example. They role play a conversation between a doctor and patient and write messages for a sensitisation campaign.

1. Warmer: Learning about mosquitoes (10 minutes)

Whole class. 


Introduce the lesson topic, and ask a few questions to check and build on their knowledge:

Teacher: 'What insect gives people malaria?'

Students: 'Mosquitoes!'

Teacher: 'What do you do when you see a mosquito?'

Students: 'We kill it!'

Teacher: 'Good. Now let's kill mosquitoes like this (the teacher makes the gesture clapping into the air  to kill mosquitoes). Everybody stand up and let's kill the mosquitoes!'

Make sure everybody is participating, make sure it's fun, make sure it's exciting and safe.

2. Main activity: Role play at the doctor's (30 minutes)

2a. Building vocabulary

Work in groups of 4-6.



Tip

During the groupwork, walk around the groups to give advice, encourage less confident students, congratulate good ideas (in low voice), make sure every student is building vocabulary to meet the objectives.

Put students into groups of 4-6. Write the following questions on the board and tell the students to discuss them in groups and make notes on their answers:

Malaria discussion

- a. How do people catch it?
- b. What are its symptoms?
- c. Can it kill people?
- d. Can it be healed?
- e. How can we prevent it?

2b. Feedback to board

Whole class. 

Gather ideas from the students, and write in a table on the board. If necessary, you can also provide some information, but try to get it from the students first.

How do people catch malaria?	What are its symptoms?	Can it kill people?	Can it be healed?	How can we prevent it?
<ul style="list-style-type: none">• mosquito bites	<ul style="list-style-type: none">• headache• fever	<ul style="list-style-type: none">• Yes, it kills many people	<ul style="list-style-type: none">• Yes. Modern medicine	<ul style="list-style-type: none">• Sleeping under mosquito nets

When you have completed the boardwork with appropriate ideas, take a few minutes to check pronunciation and meaning of any new or difficult terms (e.g., stagnant, weeds, vomit). Give the students a few minutes to take any notes they need.

	<ul style="list-style-type: none">• tiredness• loss of weight	malaria.	<ul style="list-style-type: none">• Traditional methods include herbal tea, hot bath, sleep.	near the house.
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Work in pairs.

Tell students to work in pairs to write a conversation between a doctor and a patient suffering from malaria. Provide a simple framework on the board, but let students think of the answers to the questions as they write. The framework you provide will depend on the level of the students. This is for a low intermediate class:

Patient: *Good morning doctor.*

Doctor: *Good morning madam. What's the problem?*

Patient: _____.

Doctor : *I see. Please tell me your symptoms.*

Patient : _____.

Doctor: *OK. I think you have malaria.*

Patient : *Can it be healed?*

Doctor: *Yes. _____.*

Patient: *Thank you. How can we prevent it in future?*

Doctor: _____.



Tip

During the pair work, walk around to give advice, encourage less confident students, congratulate good ideas (in low voice), make sure every student is building vocabulary to meet the objectives.

3. Feedback to the activity: (10 minutes)


Whole class, student performances.



Ask two students to come in front to perform their role play. Confident students may be able to do it without their notes, but allow them to use notes if they want to.



Tip

It is important not to interrupt students to correct mispronunciations. Write them in your notebook and correct them with the whole class later without mentioning the names of students who mispronounced. Start with confident student first. Always remember to praise the students' efforts. 

4. Final closing activity: (10 minutes)

Whole class.



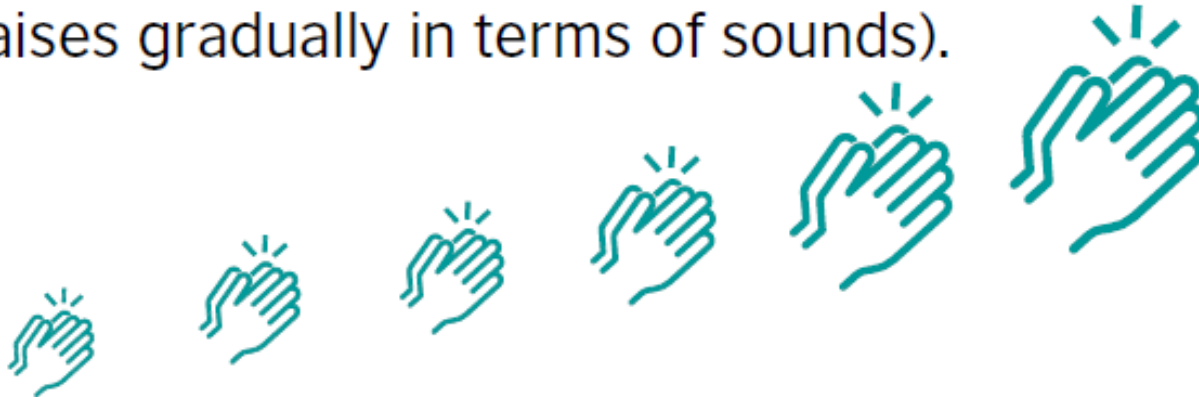
Tell the students that your town/village is going to start a new sensitisation campaign against malaria in the community called: 'Kick back malaria!' The organisers need some posters and messages to advertise the campaign. Ask students to take a piece of paper and write short messages or draw pictures for the campaign (see Figure 1).

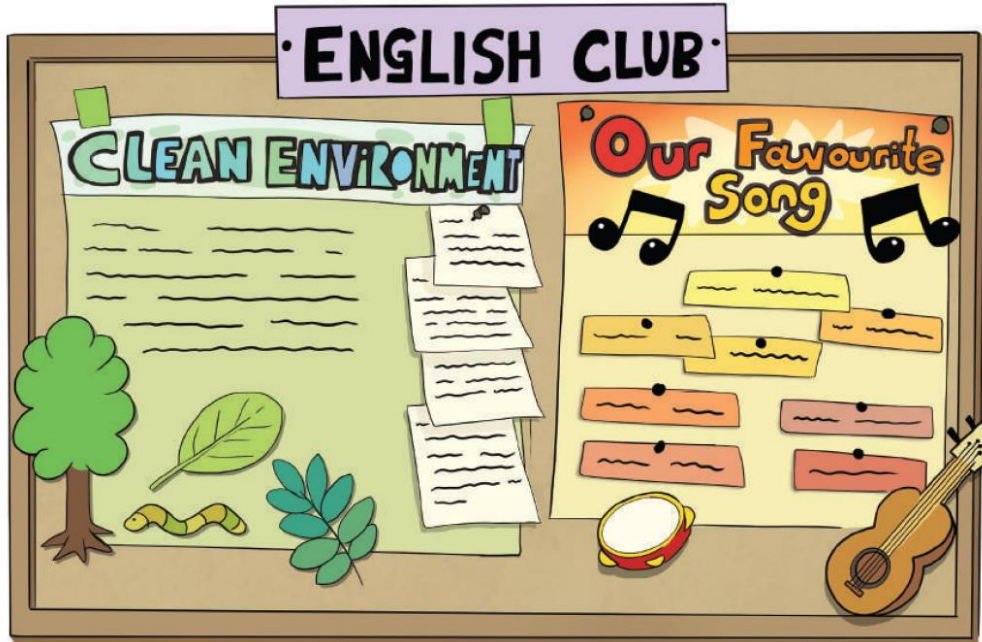


Tip

The messages can be kept in the English club box or put on the walls to raise awareness.

At the very end ask all the students in the room to give themselves a locomotive applause (clapping raises gradually in terms of sounds).

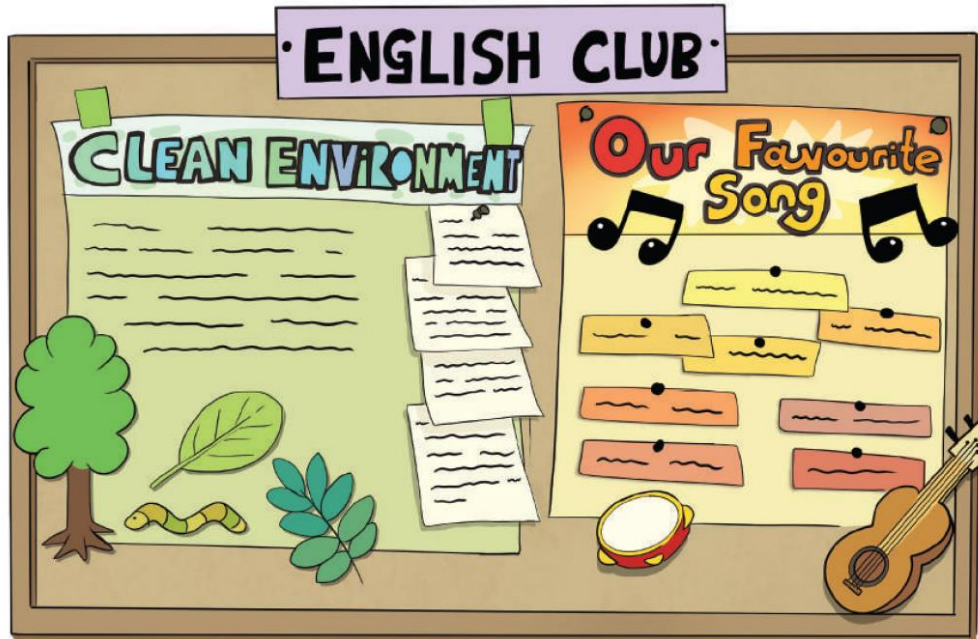




Reflection

What are some key learning points you would like to take away from today's webinar?

What would you like to learn more about in the future?



Thank you – Merci!

