

Priya's Mask



TEACHER'S GUIDE

SHORT ANIMATED FILM

REGIONAL
ENGLISH
LANGUAGE
OFFICE



U.S. Embassy, India

Priya's Mask



Watch the animated film, "Priya's Mask" at www.priyashakti.com/curriculum



SUMMARY

Priya's Mask is a two-minute film that is also a Public Service Announcement about the COVID-19 Coronavirus Pandemic of 2020. This pandemic has created difficulties for children and teens as their families cope with changes to daily life. *Priya's Mask* aims to bring some insight into the struggles of young people and the effects of the pandemic on their lives. Priya befriends a young girl, Meena, whose mother is a nurse. Priya and Meena fly above the city on Priya's tiger friend, Sahas, encountering Meena's friend before arriving at the window of the hospital where Meena's mother works.



Meena observes the importance of her mother's work and comes to understand how her mother has been sacrificing her time with her daughter for the greater good of society. Meena then organizes her neighbors to come to their windows to applaud Meena's mother as she returns from a long shift at the hospital.

BEST TEACHING PRACTICES

The following are teaching tips that can be used with the activities accompanying *Priya's Mask* as well as those for any other learning materials. They represent best practices in English language teaching, reflecting the research and experiences of leading professionals in the field.

Implementation of these tips does not require additional materials or preparation, but as with doing anything new, you may find that using these ideas becomes easier the more you practice them.

TIP Using warm-ups

A warm-up prepares the students to learn. Warm-up activities help students to activate what they already know about a topic, in this case, the character Priya and the COVID-19 virus. By activating their background knowledge, students are better prepared to bring their own experiences to the lesson.

Furthermore, awareness of the topic also helps to activate vocabulary and content that they may expect to encounter.

TIP Beyond drilling

Drilling vocabulary by asking students to listen and repeat is a very common practice. This can be an important part of the learning process as students need to hear and say vocabulary, especially to ensure good pronunciation. However, drilling vocabulary is only one small step in the process of helping students learn new words. It is important to follow on with activities that give students the opportunity to use new vocabulary in meaningful and creative ways.

TIP Eliciting from students

Research shows that students learn better and remain more engaged when teachers elicit answers from them instead of providing them with answers. This is because students have to think and become active in the classroom instead of simply receiving information passively.

TIP Ways of eliciting from students

Sometimes students are reluctant to speak or volunteer. Be prepared with leading questions to help students. For example, if you are eliciting what is in a picture, you can ask leading questions about it. Ask *Who can you see in the picture? How do you think they feel? What are they doing?* Etc. This will help students overcome a fear of being wrong or shyness about not knowing what to say.

TIP Reviewing items before doing the activity

Students need to understand what they are supposed to do BEFORE listening or watching the video. Therefore, it is important to review the sentences or questions of each activity before students listen or watch. You can do this in different ways, for example, asking students to read silently, reading aloud for the students, asking students to review the items in pairs or groups, etc. before discussing any difficulties with vocabulary or meaning.

TIP Grouping students

You may wish to use different grouping strategies in the classroom. You could ask students to work in pairs, or small groups, or you could divide the class into two or four, depending on the activity. You might also consider ways in which you can help students to support each other by asking more proficient students to work with weaker classmates.

TIP Assigning group roles

When students work in groups, it is important that each student has a role. This ensures that all students remain involved and accountable for the group's success. You can assign the roles of manager, secretary, timekeeper, and reporter. The manager makes sure that each person has a chance to speak and no one dominates the discussion. The secretary takes notes of the ideas or answers. The timekeeper makes sure that all questions or issues are discussed in the time given. Finally, the reporter presents the group's ideas to the class.

TIP Supportive error correction

Making mistakes is an important and natural part of the learning process, so students will inevitably make a variety of errors. Your error correction strategy will depend on the focus of your lesson, but in general it is important to correct errors of meaning or those that lead to misunderstanding. Avoid simply saying *No*, or *That's wrong*. Instead, give students an opportunity to self-correct. Say, for example, *Not quite. Try again*. Or you may repeat the error with a questioning intonation to draw the student's attention to it to help the student self-correct. Ask another member of the class to help.

TIP Making predictions

Asking students to make predictions before they watch, listen to, or read something is an important part of learning. This helps them to activate what they know and understand about a story or topic so that they are better able to anticipate or understand the information. It helps them to think of ideas or vocabulary they may expect to hear so they are better able to follow along.

TIP Using illustrations to support learning

Illustrations in textbooks are often more than decorative. They not only engage the students, but they also facilitate the teaching and learning process. It is helpful to direct students' attention to illustrations before asking them to do an activity. Eliciting the language and characters they know as well as the meaning of the scene can prepare them to listen more effectively.

TIP Setting Listening Tasks

Before playing the video or any listening text, it is always helpful to give students an achievable listening task **BEFORE** they listen. For the first time they listen, this can be a simple focus question that they can easily answer. When playing the video again, you can ask more detailed or challenging questions.

TIP Pausing or playing the video again

It may be useful to play the video or segments of the video more than once, giving students a question or task each time. Ask easier or general questions the first time, more difficult questions later. You can also ask them to view the video silently, focusing on what they see rather than hear. Similarly, you may wish to pause the video to answer questions or to give students a chance to notice important things.

TIP Checking answers

Students will be more engaged if you use a variety of answer checking techniques. For example, you may elicit answers from volunteers or call on individual students to share their answers. In some instances, you may want to put students in groups or pairs to compare and discuss their answers and then elicit responses from the groups.

BEFORE YOU WATCH

Warm-up

- Ask students if any of them have ever heard of Priya and her tiger Sahas. If they have, ask them to tell the class what they know about them.
- If students are not familiar with Priya and Sahas, direct their attention to the cover of their materials. Ask them to describe the picture, focusing on Priya and Sahas.
- Explain that Priya is a young woman who fights for justice and the common good. Tell students they are going to watch a short film about how she is helping people to manage the impact of COVID-19 on their lives.
- Ask students what they know about COVID-19. Encourage them to share how it has impacted their lives.
- Be sure to correct any false information, e.g. the virus is transmitted by food. If you need more information, please visit one of the following websites:
 - The World Health Organization: <https://covid19.who.int/>
 - The Indian Ministry of Health and Family Welfare: <https://www.mohfw.gov.in/>
 - The Centers for Disease Control in the United States: <https://www.cdc.gov/>

A. Meet Priya

- Direct students' attention to Priya on the page. Ask students to describe her. Accept all answers.
- Tell students to look at the words in the activity. Read the words aloud so students can hear their pronunciation.
- Elicit the meanings of the words. If an incorrect meaning is given, ask if any other students can help correct the answer.
 - If students don't know the meanings of the words, put students in pairs and have them discuss the words or look them up in a dictionary.
- Elicit the meanings of the words and provide any definitions students have not been able to find.
- Ask students to repeat the words after you. Ask them to repeat them as a class and individually to ensure that they are pronouncing them correctly.
- Ask students to work on their own to choose the adjectives they think describe Priya.

WATCH THE VIDEO

A. Using visual cues [0.00-0.14]

- Tell students they are going to watch the first part of the video with the sound off. Explain that they should pay attention to what they see and try to follow the story in general.
- Read through the questions with the class. Discuss any difficulties in vocabulary or meaning.
- Ask students to look at the last question. Elicit which word they will probably need to answer this question (*because*). Emphasize that they should try to remember what they see that helps them to answer the questions.
- Play the video, at least once, while students think about the questions.
- Elicit the answer from the class. Alternatively, you may wish to put the students into groups or pairs to discuss their answers and then elicit them.
- Be sure to ask students what they saw in the video that helped them to form an answer.

B. Critical thinking

- Put students in pairs. Ask them to discuss *why* they chose the adjectives in Activity A.
- Give students time to discuss their ideas. Encourage them to use *because* in their explanations to give reasons.
- Call on several pairs to share their answers with the class.
- Make sure students explain their choices. If they are unable to explain them, draw their attention to Priya's facial expression, her body position, her clothing, etc.

OPTIONAL ACTIVITY

Ask pairs or groups to brainstorm other adjectives to describe Priya. You can make it a game and have teams of students race to create the longest list of words.

OPTIONAL ACTIVITY

Ask students to write sentences about Priya using the adjectives they chose. Encourage them to use *because* in their sentences.

B. Comprehension

- Tell students they are going to watch the same segment of the video again, this time with the sound on.
- Explain that they are going to tick the true sentences.
- Read the sentences with the class. Discuss any difficulties with vocabulary or meaning.
- Play the video so students can tick the true sentences.
- Elicit the answers from students.

ANSWERS

Sentences 1 and 3 are true.

- Elicit from students what they heard that helped them to identify the true sentences. Write the phrases or information on the board.
- Write the following sentence on the board:
We used to go to the park together and play.
Underline used to go.
- Ask students if the girl is talking about the past or the present (*the past*). Ask if this action still happens today (*no*).
- Explain that we use *used to* to talk about things that happened in the past a lot but don't happen now.
- Write the following phrase on the board:
But now I barely see you. Underline barely and elicit its meaning. (*scarcely, hardly*)

OPTIONAL ACTIVITY

Ask students to think about things they used to do but no longer do. You may wish to specify a time period, for example, when they were very small children, or before the COVID-19 pandemic caused changes to the way they live. You can conduct this as a speaking activity in pairs or groups, or you may wish to have students write sentences and then discuss their ideas as a class.

C. Comprehension [0.15-0.44]

- Tell students they are going to watch and listen to the next part of the video and answer some questions.
- Read through the first three questions with the students. Discuss any difficulties in meaning or vocabulary.
- Ask them to predict who the girl misses. Accept all answers and write them on the board.
- Read the fourth question and the adjectives.
- Ask students to repeat the adjectives after you. Have students repeat them chorally and individually to check they are pronouncing them correctly.
- Elicit the meaning of the adjectives. If students are not sure, put them in pairs to discuss them and look them up in a dictionary.
- Explain that when students watch the video, the girl will have more than one feeling.

WATCH THE VIDEO

Warm-up

- Elicit ways that students will be able to determine the girl's feelings, for example, her facial expressions, things she says, or things she does.
- Play the video, at least once, for students to watch and think about the answers to the questions.
- Elicit the answers to the first three questions.

ANSWERS



- 1 The girl's name is Meena.
- 2 She misses her friends.
- 3 She misses them because she has no one to tell her feelings to.

- For the fourth question, put students in groups to discuss their ideas about which adjectives describe Meena. Remind them to think about what they heard or saw that led them to their choices.
- Have a member of each group report the adjectives they chose and why.

ANSWERS

Question 4 suggested answers



Sad: Meena misses her friends.

Lonely: Meena cannot tell her feelings to anyone.

Amazed: Meena is surprised to see Priya and Sahas fly from the sky. She also gasps in wonder as she gets on Sahas' back.

Adventurous: Meena decides to go for a ride on Sahas although she has never ridden a tiger before.

- Put students in pairs or groups and ask them to retell to each other the events of the story so far.
- Walk around the room and check that students are using English as much as possible. Do not worry too much about any errors of language you may hear unless these errors lead to misunderstandings.
- If you do hear any errors that are being made by multiple students, for example, verb tenses, subject-verb agreement, specific pronunciation difficulties, or incorrect vocabulary usage, make a note of them as you circulate. Then, you can address them with the entire class by offering some additional practice.

A. Using visual cues [0.45-1.10]

- Direct students' attention to the pictures below the questions.
- Elicit what they can see in the first picture. Ask leading questions if students are reluctant to speak.
- Accept all correct answers even if they do not seem relevant to the story, for example, *The kite is pink.*

- Repeat the process with the second picture. Again, use leading questions if students are reluctant to speak. For example, *ask Who can you see in the picture? Why do you think Priya and Sahas are taking Meena past this home? What do you think the girl in the picture is doing? Etc.*

- Tell students you are going to play the next segment of the video with the sound off and that they should answer the questions.

- Before you play the video, ask students to read through the questions. Discuss any difficulties with meaning or vocabulary.

- Play the video with the sound off while students listen.

- Give students time to answer the questions. You may wish to put students in pairs or groups to do this. Encourage them to think about what they saw that led them to their answers.

- Check the answers as a class, calling on different students to share their responses and opinions. Be sure to ask them to share the visual cue that led them their answer.

- Accept all possible answers and allow students with different answers to share their ideas.

ANSWERS

Possible answers

- 1 To communicate with their friends and family.
- 2 Meena's friend.
- 3 She's surprised because Meena is flying by on a tiger.
- 4 She's at her home and she wasn't expecting to be close to someone.

OPTIONAL ACTIVITY

Ask students to create their own narration for this segment of the video. Put students in groups to create the dialogue or narration. Play the video a few more times for students to get ideas and practice. Call on groups to take turns sharing their narrations and/or dialogue while the video plays. If necessary, use supportive error correction techniques to address any errors.

If you choose to do this activity, be sure to follow up and ask groups to compare their ideas with the actual narration/dialogue of the segment, which is heard in Activity B.

B. Comprehension [0.45-1.10]

- Tell students they are going to watch the same segment of the video again, this time with the sound on.

- Explain that students are going to listen and choose the correct answers to complete the sentences.

- Read the sentences with the students and discuss any difficulties in vocabulary or meaning.

- Elicit what is special about the answer choices for numbers 1, 3 and 4. (There are rhyming words, i.e., songs/strong, Leena/Reena, hi/bye). Point out that students will have to listen carefully, but also remind them to pay attention to what they can see in the video.

- Play the video for students to watch and listen. Play the video again as necessary since the segment is short.
- Give students time to choose their answers.
- Put students in pairs or groups to check their answers.
- Elicit the answers.

ANSWERS



- | | |
|--------------------|---------------|
| 1 be strong | 3 kite |
| 2 Leena | 4 hi |

C. Comprehension [1.11-1.32]

- Tell students that the next segment is extremely short, only 20 seconds.
- Direct students' attention to the picture and elicit what they can learn from it.
- Be prepared with leading questions if students are reluctant to speak. For example, ask *Where do you think Priya and Meena are? Are they on the inside or the outside of the building? How does Meena seem to feel about being at this place?*
- Before playing the video, read the questions with the students and discuss any difficulties with meaning or vocabulary.
- Play the video one time or more while students think about the questions.
- Elicit the answers, calling on different students to share their ideas.

ANSWERS



- 1 She takes Meena to the hospital
- 2 She takes Meena there so that she can see what her mother is doing and how important her mother's work is.
- 3 Meena's mother is a nurse.

D. Critical Thinking

- Ask students to think about the short segment they have just watched.
- Elicit Meena's mother's job again (*nurse*).
- For support, write Priya's quote on the board: *Your mother is the hope these patients need.*
- Direct students' attention to the pictures.
- Elicit what the students can see in the picture. Again, ask leading questions if necessary. For example, ask *Do you think the patients are very ill? What makes you think so? How is Meena's mother helping them?* Etc.
- Put students in groups or pairs to discuss their ideas.
- Elicit answers from different groups.

OPTIONAL ACTIVITY



Put students in groups and ask them to brainstorm the words for other workers who are important in the fight against COVID. Ask them to be creative and think about the entire workforce of the hospital and healthcare industry, for example, not only doctors and nurses, but also those who clean the hospitals or manufacture the protective equipment for the healthcare workers. You may conduct the activity as a race or competition, with the group who comes up with the most ideas in a set time period.

WATCH THE VIDEO

Warm-up

- Put students in pairs or groups and ask them to retell to each other the events of the story so far.
- Walk around the room and check that students are using English as much as possible. Do not worry too much about any errors of language you may hear unless these errors lead to misunderstandings.
- If you do hear any errors that are being made by multiple students, for example, verb tenses, subject-verb agreement, specific pronunciation difficulties, or incorrect vocabulary usage, make a note of them as you circulate. Then, you can address them with the entire class by offering some additional practice.

OPTIONAL ACTIVITY



As an alternative warm-up activity, ask students to think about their favorite part of the video so far. Call on volunteers to share their ideas. Ask them to give reasons if they can.

A. Using visual cues [1.33-2.00]

- Direct students' attention to the picture below the questions.
- Ask students what Meena is doing (*ringing a bell*). Elicit other information about the picture, including the time of day and Meena's expression.
- Read through the questions with the students and discuss any difficulties in meaning or vocabulary.
- As there are only two questions, and the picture shows Meena's action, you may wish to ask students to write their predictions for the questions on the board.
- Play the video through without the sound.
- Discuss the answers to the questions and compare the students' answers to their predictions if you opted to have the students make predictions.

ANSWERS



- 1 She is ringing the bell for her mother in order to celebrate her.
- 2 Meena's mother feels happy and honored because she has been working hard.

B. Critical Thinking

- Ask students to look at the picture from the video.
- Put students in groups or pairs to discuss their ideas as to why they are wearing masks.
- Call on groups to share their answers.

ANSWERS

Meena and her mother are wearing masks because her mother is a healthcare worker. Although they live in the same house, they are taking extra precautions because of the increased risk of infection healthcare workers have because of potential prolonged and/or repeated exposure.

- Use this opportunity to review the importance of wearing masks to prevent the spread of COVID-19. Point out that it may be very difficult for people to social distance when they live in the same home or when they are very close relations, like mother and child or husband and wife, but that many people wear masks in these situations when they want to reduce the potential risk of transmission if someone happens to be infectious.

C. Comprehension [1.33-2.00]

- Remind students that they saw and heard a short speech from Priya at the end of the video.
- Ask students if they happen to remember any of this from when they watched the video, much as it hasn't been focused on. If students do remember any words or phrases, write them on the board.

- Write the sentences on the board. Then, read them, pausing for the blanks.
- Ask students to work in pairs or groups to make predictions about what words or phrases may go in the blanks. Write them on the board.
- Play the final segment of the video, pausing as necessary or playing it multiple times.
- Check the answers as a class. Call on students to come up and write the answers in the sentences on the board.

ANSWERS

stand / change
beat / virus

OPTIONAL ACTIVITY

Focus on building vocabulary by working with synonyms. Write the key words from the sentences on the board: *stand together*, *change*, *beat*. Ask students to work in groups to think of or find synonyms for these words and phrases. Ask groups to share their ideas with the class. Have students say the sentences using the synonyms. Be sure that students are using the correct meanings of the words as they have more than one meaning. Example answers:

stand together: collaborate, cooperate, team up, work together, support each other.

change: difference, transformation.

beat: overcome, defeat, outdo.

D. Connect to science

- Ask students to retell the story of the video in their own words.
- Review the ways the video mentions as ways to fight against COVID-19, for example, wearing a mask.
- Tell students they are going to think of other things people can do to fight against COVID-19. Put them in groups to discuss their ideas.
- Encourage them to research on the internet, using reliable sources, for example, the reputable health organizations (WHO, CDC, Indian Ministry of Health and Family Welfare) mentioned at the beginning of these materials.
- Give students materials to make a poster or assign it as an optional activity and allow students to work outside of class. If students must do the project remotely, they can each do part of the poster so that they are not exchanging materials or working in close proximity.

ANSWERS

Possible answers



Social distancing - maintaining a safe distance between oneself and others.

Avoiding congregating in crowded indoor spaces, especially those with poor ventilation.

Washing hands is an important safeguard to prevent infection by touching the nose or eyes.

Following any other instructions from public health agencies as more information and research is done.

Priya's Mask

"Priya's Mask" comic book, animated film, and teaching and learning materials were developed in coordination with the North India Office (NIO) and the Regional English Language Office (RELO) of the U.S. Embassy, New Delhi. The project was funded through a grant from the Public Affairs Section, U.S. Embassy, New Delhi. "Priya's Mask" copyright © 2020 by Rattapallax, Inc.

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Special Thanks: North India Office, U.S. Embassy, New Delhi and Maria Snarski.

More information on comic book and animated film at www.priyashakti.com


Center for Disease Control and Prevention

www.CDC.gov

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