



LESSON PLAN 7

FIND SOMEONE WHO...

– INTEGRATION

ABOUT THE LESSON PLAN

DURATION: 30-40 minutes

If the group needs more time, the lesson can take longer.

MASTERIAL REQUIRED: a handout or just imagination of learners, chairs, a jar/ basket with ready-to-use questions; a pen and a piece of paper for a peer language support leader

OBJECTIVES:

The exercise aims to integrate all learners and consolidate basic vocabulary of the country of residence, which is quite important for a small talk or daily communication. The questions refer to our hobbies, families, work, interests, travels and many other things. Bearing in mind one of the project objectives that is peer language support the exercise is useful as not only does it consolidate the vocabulary and allow learners to revise it, but also it aims to find common roots, stories, concerns, thus making solid bonds between families with migrant backgrounds, regardless of age.

LEARNING OUTCOMES:

- Learners will be able to understand and pertinently use the basic vocabulary from everyday communication about:
 - families,
 - interests, hobbies,
 - abilities, skills, preferences,
 - routines,
 - or even education, work experience or achievements – in a more linguistically advanced environment and only among adult migrants.
- The questions will be also formulated in different tenses, just to highlight the difference.

LEARNING CONTENT

At the beginning of the lesson learners should get to know each other better through some selected ice-breaking activities and energizers. Both learners or an educator can propose some of them. This approach will help build the student confidence and gain their mutual trust.

In order to consolidate/ revise the vocabulary there will be a peer language support leader – EDUCATOR (chosen by the given community) who will be obliged to jot down various vocabulary by topics/ substantive content and (as a result) prepare a kind of glossary for all migrant learners.

- The questions will refer to everyday life; they will be divided by age groups (e.g. children of migrants) and adults.
- The level of difficulty of particular questions will also differ depending on the given group's language level.
- The questions will also cover some grammatical issues (depending on the given topic).

EXAMPLES:

- Target group: children; the questions will refer to: interests, hobbies, pets, favourite subjects, likes and dislikes, appearance etc.
- Target group: youth; the questions will refer to: interests, favourite subjects, preferences, plans for future, ways of spending free time etc.
- Target group: adults; apart from the above questions, the queries will also concern education, work experience, useful skills/ abilities, important achievements etc.

In the learning environment there should be one more person than the total number of chairs. All chairs shape a circle. One person in the middle asks a question and people who identify themselves with the answer change their seats. The person who is not able to change their seat in time stays in the middle and continues the game, asking another question from the question pool. The question can be chosen from the pre-prepared cut-outs.

ALTERNATIVE

The learners form pairs. They try to find out some information about their classmates. They are given handouts with questions and they tick names in the table next to the questions. Apart from the answer Yes or No, they should also ask about more details (e.g. Why don't you like walking?). After 5-minute dialogues, the learner starts the conversation with a person they have not talked to yet and tells them how many things they have in common with people from the group.

RESULTS

- a useful glossary for learners (by topics)
- some visuals/ graphs of the most difficult vocabulary prepared by learners with manual/ artistic abilities and hung on the information board
- post-it notes with the most difficult words (if someone wants, they can create a short story including this word or give a definition/ “a devil definition” of this word) [a devil definition – a funny definition with some characteristic associations]
- post-it notes with grammar tips
- closer bonds/ peer integration

TIPS FOR FURTHER READING

Author's content (author – a language support leader in the given group/ community).

HANDOUTS

See Handout 7