

LESSON PLAN 5

GESTICULATED BIOGRAPHY -INTEGRATION



ABOUT THE LESSON PLAN

DURATION: 30-40 minutes

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

Resources: a handout or just imagination of learners; a pen and a piece of paper for a peer language support leader

EDUCATOR can use a laptop and projector to display visuals, which would be very useful as migrant learners need time to process the information and educators need time to reinforce learning through different activities. EDUCATOR can also prepare some flashcards or other visuals for learners.

OBJECTIVES:

The exercise aims to integrate all learners and gain as much information as possible about the representative of their community, at the same time mastering linguistic skills. The questions can refer to hobbies, families, work, past, education travels and many other things. The exercise also aims to recognize non-verbal language, which is relevant, especially at the beginning of the process of learning the language of the country of residence. The task aims to find/ explore common roots, stories, concerns, thus making solid bonds between families with migrant backgrounds, regardless of age.

LEARNING OUTCOMES:

Learners will be able to formulate some sentences/ statements, tell their personal life stories – BIOGRAPHIES.

The questions will be also formulated in different tenses, just to highlight the difference (for more advanced groups).

LEARNING CONTENT

A peer language support leader (EDUCATOR) explains the title of the lesson and the rules – learners should focus on their life/ biography in order to show/ gesticulate/ reflect through gestures some of its parts.

Main rule

Learners work in pairs. One person asks some questions, the other person shows the answers. If gesticulation is not possible, they can use some words occasionally.

- In order to facilitate the recognition of gestures a peer language support leader – EDUCATOR (chosen by the given community) will be obliged to give some content-related vocabulary by topic, which will be respectively used while elaborating on a kind of ‘topical’ glossary for 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).
- Special lists of topics will be prepared by a peer language support leader – EDUCATOR.

EXAMPLES:

Target group: youth

The questions refer to: interests, favourite subjects, books, films, preferences, ways of spending free time etc.

Target group: adults (alternative: work/ life story)

The queries can also concern education, work experience, useful skills/ abilities, important achievements etc.

Learners work in pairs and take turns interviewing each other. The purpose of the interview is to find out as much personal information as possible about the learner from the pair. The person who answers the questions cannot speak, but only shows the answers. If gesticulation is not possible, they can use some words occasionally.

After 5-7 questions, the learners summarize what they learned about each other and check whether they correctly understood their partner's gestures.

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

TIPS FOR FURTHER READING

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

HANDOUTS

See Handout 5 Example questions