

Module 1: Our new business

Project
Activity Bank

business

Contents

Project	03
Activity bank	14
Section 1	14
All about me collage	14
All about me profiles	17
Section 2	20
Family matters	20
Job role challenge	23
Section 3	27
Questioning hobbies	27
Charades/Pictionary game	31
Section 4	33
Scavenger hunt	33
Daily routine walking dictation	36
Review	38
Noughts and crosses revision game	38
My things	40
Hot seat vocabulary game	42

Project

Our new business

Time: Approx. 4 hours

Project learning outcomes

Learners will be able to:

- explore the questions: What am I good at? What are my good points? (What positive qualities and characteristics do I have?) What am I interested in?
- discover positive elements they have in common with their peers
- generate ideas for a business, based on their common interests
- develop their ideas in groups for a class presentation
- present and explain their business ideas to the class
- evaluate and reflect on the project.

Note: If you think this project will be too challenging for your learners, use the Yearbook project from Module 6. They can start their yearbook and add to it throughout the year.

Life skills

Ls build confidence and self-esteem by identifying their own positive qualities and applying these to a constructive venture

Ls build positive relationships and find aspects in common with their peers.

Suggested learner materials

- Prepare a list of ten positive things about yourself (see Question and plan, Step 2).
- If available, images of activities associated with small-scale initiatives
- A set of cards with phrases for reaching agreement.

Suggested group roles

Decide how many Ls there will be in each group and what roles you can assign. Try to ensure that every L is responsible for some aspect of the project.

Project leader: monitors the group activity, ensuring it stays on track

Communication leader: leads the discussion around questions on the board (using phrase cards for inviting contributions)

Research leader: notes down information from group discussions and reports back to the class

Presentation leader: introduces the group before they make their presentation (as well as taking part in the presenting).

Gender balance

Change leadership roles for every project. Ensure females and males have equal opportunities to lead projects and take on additional leadership roles.

Introductory video

A short, animated video featuring the character, Aly Soltane, from SB 7, Module 1, and his (fictional) cousin, Yasmine. In the video, Aly asks Yasmine what she wants to be when she is older and is pleased to discover that they would both like to have their own businesses. They discuss things that they are good at and interested in, finding several things in common, then let their imaginations take over and come up with an idea for a business that they could create together.



Transcript

- Aly: What do you want to be when you grow up, Yasmine?
- Yasmine: I don't know yet. But I would like to have my own business ...
- Aly: Wow – me too! But I don't know what.
- Yasmine: No, I don't either. But I want to do something I'm good at and interested in.
- Aly: What are you good at? Tell me some things!
- Yasmine: Mmm... let me think. I think I'm good at making new friends. I like meeting new people. I'm good at maths and being tidy. What about you?
- Aly: Mmm... I don't know really...
- Yasmine: Go on! Everyone is good at something!
- Aly: Well... I think I'm good at sport, especially playing football ...
- Yasmine: That's true. Go on ... think of some more things ... you're good at lots of things.
- Aly: Mmm... I suppose I'm good at teaching – I help my brothers and sister with their school work all the time ... and I enjoy it – I like seeing them learn and understand things.
- Yasmine: So that means you are kind and patient too – you have to be patient to be a good teacher.
- Aly: Yes, that's true. I like meeting new people too ... and making new friends, like you...
- Yasmine: I'm interested in sports too. I also like making things and I'm good at doing things on my computer.
- Aly: Yes, I'm good with computers too.
- Yasmine: We've got a lot in common! We both like sports, we're good at meeting new people and making new friends and using our computers. We should start a business together! We could make something and sell it or provide a service that people need.
- Aly: I like the idea of a business that helps children like my brothers and sister.
- Yasmine: Well, we both love sport – so it could be something about sport. And it should be something that people need. What do children need around here?
- Aly: I know – football training! For girls as well as boys. When my little sister wanted to play football, there was nowhere for her to learn. I could be a football coach for boys *and* girls.
- Yasmine: You'd be really good at that. I could be the business manager! I could make a website and advertise your lessons on social media! Lots of children will want to join. Aly, we are going to be entrepreneurs!

Viewing tasks

Use the Module 1 video. Work through the tasks below.

Before viewing

1. Ask Ls: What would you like to be when you grow up/are older? They discuss in pairs, then share answers as a class.
2. Introduce the video and explain that Ls are going to watch Aly and his cousin Yasmine discussing the same question. Ask Ls to predict what Yasmine will say and share answers as a class.

While viewing

1. Ask Ls to complete the sentence:
When she grows up, Yasmine would like to have her own

Answer: business

2. Play the first part of the video. How does her answer compare to their predictions?
3. Ask Ls if they know what a business is. **Elicit** or tell them that it is the action of selling things (goods) and services. Elicit or give some examples from their community. Do they know anyone who has their own business? What kind of business?

4. Play the next part of the video, up to ...Tell me some things! Ask Ls to complete Aly's question: What are you -----?

Answer: good at

5. Ask Ls to copy Yasmine's answer. In pairs, they predict the words to complete the gaps:

I'm good at making ----- . I like meeting new ----- . I'm good at ----- and being ----- .

Answers: friends / people / maths / tidy

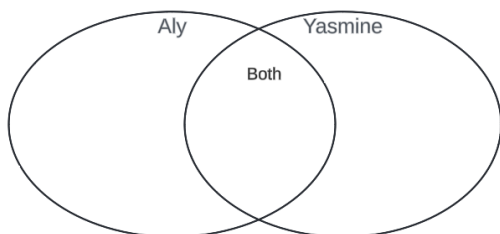
Then they listen (up to What about you?) to check their predictions.

6. Write these items on the board in a jumbled order:

playing football / teaching / kind / patient / meeting new people / making new friends / computers / sport / making things

Read the items with Ls, checking understanding: Which are activities? Which are adjectives to describe someone?

7. Draw a large **Venn diagram** on the board and ask Ls to make a large copy in their notebooks (use a whole page). Write 'Aly' at the top of the left circle, and 'Yasmine' at the top of the right. Explain to Ls that they will watch the next part and write the items mentioned by each character in the correct circle. If an item is mentioned by both characters, it should go in the overlapping section in the middle.



8. Play the video up to: I'm good with computers, too. Get Ls to listen first, then work in pairs to complete the **Venn diagram**. Play the extract again for checking (or as many times as necessary).

Answers: Aly: playing football / teaching / kind / patient / meeting new people / making new friends; Yasmine: making things; Both: sport, computers

9. Focus Ls on the overlapping section and ask: So, what do Aly and Yasmine have in common?

Answer: sport and computers

10. Play the video up to: understand something. Ask: What else do they have in common? Ask pairs to discuss, then check, and get Ls to add these items to the overlapping section.

Answer: both good at making friends and meeting new people

11. Explain that Yasmine has suggested that they start a business together. Ask Ls: What is Aly's idea for a business? (Clue – it is a service) What does he want to be? Write these words as prompts on the board:

manager	football	business
training	teacher	coach

Play the video to: boys and girls. Ask Ls to choose the correct words from the board to answer the questions.

Answers: football training / football coach

12. Explain that Yasmine wants to be the manager of their business. Ask Ls: What will she do to make the business succeed/do well? Tell them to listen until the end and complete the phrases:

_____ a website /
_____ on social media

Answers: make / advertise

Differentiation

Challenge: Ls could answer some of the questions as open questions (without the gap fills and board prompts).

Example

1. What would Yasmine like to have when she is older?

4. What is Yasmine good at?

Extra questions could also be added, e.g.

What service does Yasmine's aunt provide?

Life skills

Critical thinking: predicting answers, then listening to check

Respect for diversity: testing assumptions and understanding personal biases.

Question and plan

1. Put Ls into groups of four. Write the project roles on the board (**Project leader, Research leader, Communication leader, Presentation leader**). Ask groups to decide who will take each role.
2. Ask Ls to work alone and write down ten positive things about themselves. They should focus on personal qualities, interests and talents. Remind them to think back to Aly and Yasmine's conversation in the video.
3. **Monitor** and circulate, giving support with vocabulary as needed. Give Ls enough time to complete the activity (this may vary according to your Ls).

Differentiation

Support: before Ls write their ten things, offer support by brainstorming useful vocabulary and phrases – elicit what vocabulary they know and input new lexis as appropriate. Share your own list as an example, drawing attention to useful language structures, for example:

I am friendly/confident/sporty, etc. (I am + adjective)

I'm good at drawing/science/cooking/basketball, etc. (good at + noun/verb+ing)

I know a lot about wild animals/plants/sports, etc.

I am a good friend. / I like helping people. etc. (like + verb+ing)

I'm interested in... (interested in + noun/verb+ing)

4. Ask Ls: How did you feel about making the list? Was it easy or difficult? Why?

Note: Some Ls may feel self-conscious about stating talents and good qualities. Explore why this might be and encourage them to be confident and proud of their good points.

5. Now ask Ls to compare their lists within their group. They identify all the points that they have in common (the same or similar).
6. Give the groups around 5 mins for this discussion. Input some functional language.

Example

I'm good at (+ noun/verb+ing). What about you?

We are both good at/interested in (+ noun/verb+ing)

I know a lot about...

7. Ask **Research leaders** to be ready to give some examples of points their group has in common. Then share feedback as a class.

Life skills

Critical thinking: establishing positive points about yourself and in common with each other

Cooperation: activities are set up to encourage effective teamwork and social engagement

Self-management: developing self-confidence and relating to others

Communication: working effectively with others

Respect for diversity: promoting a positive learning climate

Participation: activities encourage useful language for inviting contributions, e.g. I'm good at... What about you?

Research

1. **Elicit** and write Aly and Yasmine's business idea from the video on the board. Ask Ls:

What are four things that Aly and Yasmine have in common?

What was their business idea?

What other information helped them create their idea?

Elicit the answers:

Answers: They both like sports / are good at making new friends and meeting new people / are good with computers. Football training for boys and girls. Aly was good at teaching his younger brothers and sisters. Yasmine's computer skills could help her create a website. Both children like meeting new people – this quality would be important for this type of business.

2. Tell Ls that they are going to think of ideas for creating a business together in their groups, based on the things they have in common. For homework, they are going to start thinking of ideas. Ask:

What things do you have in common with your group?

What products or services could you create together, based on your skills?

Explain that Ls will share their ideas in the next project lesson.

Note: If preferred, rather than creating a small business idea, Ls could create a fund-raising activity (e.g. making something to sell or providing a service) or a community venture (e.g. helping other children play sports; creating artwork for their school). The teacher could decide which type of venture is most appropriate for their class and context.

3. Follow-on project lesson: If available, project images of activities associated with small-scale initiatives, e.g. a litter-picking service; looking after pets; painting and selling t-shirts; baking and selling cakes; running errands for people who are housebound; creating artworks; creating a small garden on a disused area (e.g. in school); creating something useful from recycled objects, etc.

Ask Ls:

What activities do you think these photos show?

What skills do you think these children/people need?

Give groups a few minutes to discuss and ask **Project leaders** to prepare to report back to the class. Ask Ls which activities are similar to ones they had thought of for homework.

4. Explain that each group will now choose one of their own ideas to develop and present to the class in the final stage of the project. They should negotiate and reach agreement on the most suitable idea.

Ask:

Which idea do you like best? Why?

How does it use your common skills?

How can you develop this idea?

How can you present it to the class?

Ask **Communication leaders** to organise a group brainstorm using these questions. Give them a set of cards with phrases for reaching agreement.

5. Set a time limit for the brainstorm. Again, tell **Project leaders** that they are responsible for keeping the discussion on track and giving time reminders.
6. Start the activity, circulate, **monitor** and support. At the end of the activity, make sure all groups are clear about which idea they are going to develop and how.

Life skills

Creative thinking: generating ideas for creative small-scale ventures; enhancing enjoyment and relevance of learning by focusing on positive personal qualities; developing an entrepreneurial spirit

Critical thinking: assessing ideas according to the project task; recognising and valuing other viewpoints

Cooperation: activities are set up to encourage effective teamwork and social engagement

Negotiation and Decision-making: deciding on a common idea on which to work together

Participation: activities encourage useful language for reaching agreement, e.g. What do you think? That's a good point ... I see your point but...

Produce and improve

1. Ls work together to develop their ideas. Write the following questions on the board to guide them:

Describe your main idea.

Explain how it uses your common skills.

Why do you think people need or want this product/service?

How will you tell people about it?

2. Ls decide on the best way to communicate and present their ideas, e.g. by creating a poster; a video; a role play; a PowerPoint presentation, etc. Encourage Ls according to what facilities are available to them.
3. Ask Ls to decide among themselves who does what tasks. Everyone should have an area of responsibility, e.g. writing the text, collating visuals, directing the role play, etc. Ask the **Project leader** to ensure that everyone has a role.
4. Give the groups some time to practise their presentations. Input some useful functional language or prompts, e.g.

Speaker 1: Hello, my name is... and this is (introduce group members). We are going to tell you about our (business) idea. We want to make/create/build a... We had this idea because we are all good at/interested in...

Speaker 2: Thank you ... I'm going to talk about..., etc.

Circulate and **monitor**, giving support with language and **pronunciation**, as needed.

Differentiation

The length and level of the group presentations can be adapted according to Ls' language ability and levels of confidence.

Support: provide prompts or a framework to add their individual ideas to (see Step 4 above).

Challenge: Ls can expand their presentations with more details, as appropriate.

Perform

1. Explain that each group will now present their idea to the rest of the class. Give Ls the following questions to ensure that they actively listen to each presentation:

What do you like about each idea?

Which idea is the most useful/creative/unusual? etc.

Which is your favourite presentation? Why?

Also remind Ls to write down their own individual questions for the presenting group to answer after their presentation.

2. Remind Ls to be respectful while others are presenting, e.g. to be quiet, give them their full attention and to raise their hands if they have a question.

3. Ask **Presentation leaders** to introduce their group and invite them to share their ideas through whichever presentation method they have chosen. Remind them to tell the class that there will be a chance to ask questions after the presentation.
4. At the end of each presentation, be sure to give some positive feedback to each group and allow a little time for the class to ask questions. Save the questions in step 1 for a feedback stage at the end.

Differentiation

Challenge: Ls could expand the project into producing business plans, creating advertisements (using a range of media, depending on available facilities) or pitching their idea to 'investors'.

Life skills

Critical thinking and Self-management: presentation activity encourages development of self-confidence

Cooperation: activity encourages effective collaboration

Communication: presenting ideas clearly and effectively to an audience.

Evaluate and reflect

Ask Ls to evaluate and reflect on the project: for example, by discussing and making notes based on the following:

- Three things I did well in the project
- Two things I want to try again
- One thing I would like to work on
- One thing I want to know more about.

Optional: What are the possibilities of taking the business idea forward?

Module 1

Activity bank



Section 1

All about me collage

Time: Approx. 45 mins

Because this takes so long, maybe better assign for homework.

Language/Skills aims:

- to encourage Ls to express themselves creatively through words and visual images
- to develop speaking and listening skills by creating and presenting a collage or picture that represents their identity.

Life skills

Exploring and celebrating the concept of identity: What elements make up your personal identity? How do these compare and contrast with your peers?

Building self-esteem and self-confidence by celebrating unique qualities and interests

Creativity: innovative thinking and articulating ideas

Critical thinking: choosing what information to include

Cooperation: active listening

Communication: developing self-confidence through personal representation

Respect for diversity and Empathy: developing tolerance of differences between peers.

Preparation

- Prepare magazines, stickers, printed images, glue, scissors and poster boards (or recycled cardboard) or large sheets of paper (or recycled paper) for each L. Alternatively, ask Ls to bring magazines, newspapers and printed images from home.
- Low-resource option: ask Ls to draw images in notebooks or on recycled paper.
- Prepare a collage or drawing of your own as a model.
- Ensure enough space in the classroom for Ls to work comfortably and present their collages.

Procedure

1. Explain that Ls will create a collage that represents how they are using the materials provided. Show Ls your pre-made example as a model.
2. Ask Ls: What information do you want to put in your collage/picture? **Elicit**: adjectives to describe 'me'; important relationships (family, friends, etc.); special talents or abilities; hobbies and interests; details about home/school; special places, etc. Let Ls guide this stage and input ideas as necessary.
3. Ask Ls to create **word clouds** in their notebooks to represent the categories: nouns, verbs and adjectives to describe the people, activities, places and characteristics that mean something important to them. **Model** creating your own word cloud on the board first as an example.
4. **Monitor** and circulate, inputting necessary vocabulary and encouraging Ls to expand their word clouds where appropriate. Get them to compare their words in pairs when they have finished.
5. Distribute the materials and allow Ls time to create their visuals, using their **word clouds** as a guide. **Monitor** and circulate, encouraging Ls to be creative and include elements that are meaningful to them.
6. On completion, prepare Ls to present their collage/pictures to the class. **Model** presenting your own collage first, using accessible functional phrases, e.g.

This is a picture of... It shows my hobby, which is... I like... so this picture shows...

I am... so I chose this picture because...
7. **Elicit** phrases used and write on the board as prompts. If necessary, practise using **choral drills**. Then give Ls some time (as appropriate) to practise their mini-presentations in pairs.
8. Ask Ls to present their work to the class (smaller classes) or to a group of 4–6 (larger classes). They should explain the different elements they chose and why those elements represent them.
9. Give Ls a listening task to encourage them to listen actively to the presentations, e.g.

Write down two things that are similar to you.

Write down one thing that was different.

Ask further questions after each presentation to promote interaction, e.g. What was your favourite picture? Why?

10. Praise all presentations.

Differentiation

Support: Model activity stages. **Monitor** and circulate to provide extra support, offering language support and relevant suggestions or examples.

In steps 2–3: adjust the number of categories, and words required in the **word cloud** stage.

Presentation: Ls select the number of images to talk about according to their ability.

Classroom management tips

Make sure Ls have adequate space for materials to create collages.

Model steps 3 and 6 to ensure Ls know what to do and stay on task.

Organise the presentations in groups of 4–6 (at tables or flexible seating) if your class is large or get Ls to present individually to the class if the class is small or if you decide to limit the number of presentations.

Encourage attentive listening during presentations by giving Ls specific listening tasks (see step 9).

After the activity

Display the collages in the classroom or hallway to celebrate learner creativity and identity.

Extension

Pair Ls up to discuss common themes or elements in their collages.

Get Ls to write a short paragraph describing their collage and what it represents to them.

Tech option

Allow Ls to incorporate digital elements or multimedia into their presentations, e.g. create digital collages using software or apps if available (e.g. Canva; Collage Maker etc.). They could then present using a projector or screen.

Note: This activity could be done in collaboration with the art teacher to save time.

All about me profiles

Time: Approx. 45 mins

Note: This is part of the Yearbook project

Language/Skills aims:

- to practise vocabulary and language to describe personal information by creating and presenting a personal profile
- to encourage Ls to represent and present themselves creatively
- to practise speaking and writing skills.

Life skills

Creativity: self-expression; articulating ideas about oneself

Critical thinking: evaluating ideas to represent oneself

Self-management: developing self-confidence and self-awareness

Communication: developing effective self-presentation

Participation: active listening.

Preparation

- Prepare a profile template that can either be photocopied or copied by Ls from the board onto recycled paper or notebooks. (See Basic profile template example below/adapt as required.)
- Prepare your own profile as a model for the activity.

- If facilities allow, provide old magazines to decorate profiles (or get Ls to bring from home, along with photos and other relevant images).

Procedure

1. Explain that Ls will create a profile about themselves using a template (either copied from the board or a photocopy). Ask:

What information will you include in your profile?

What would people like to know about you?

Get Ls to discuss in pairs, then share ideas as a class. **Elicit** name; age; interests; favourite things, places, people; a profile picture, etc.

2. Show Ls your own example, pointing out specific language and features for inclusion.
3. Get Ls to make notes first. **Monitor** and circulate, giving vocabulary and language support, as needed. Encourage Ls to be creative and thoughtful in their choices of content.
4. Hand out profile templates or ask Ls to copy an example from the board onto recycled paper or notebooks. Allow Ls adequate time to work on their profiles. Depending on available facilities and time, Ls could decorate profiles with drawings, photos or cut-outs from print media.

5. After completing, divide Ls into groups of 4–5, using a **grouping** technique. Each L presents their profile to the group. They should explain their choices (e.g. profile picture, interests) and share interesting facts about themselves as presented in their profile. Give Ls time to practise their presentation first in pairs/groups of three. Input useful language, board prompts or a framework for the presentation, as appropriate, e.g. Hello, my name is... and this is my profile. I am... years old and I like... Here you can see a picture of...
6. **Monitor** and circulate, giving **pronunciation** support, as needed.
7. When presenting, encourage Ls to ask each other questions about the profiles, e.g. How old is your brother/sister/cousin/best friend? When did you start swimming/playing basketball etc.?

Classroom management tips

Monitor progress during the creation phase to ensure Ls stay on task and have the support they need.

Differentiation

Provide templates with varying levels of structure to accommodate different L needs (or time constraints).

Allow Ls to adjust the content and number of sections, creating their own new sections if they wish.

Extension

Display the profiles around the class. Get Ls to walk around finding answers to questions, e.g.

Find someone who has two interests in common with you.

Find someone who has an older brother.

How many classmates are the same age as you?

Get Ls to create fictional profiles for famous people.

Tech option

Use digital platforms, e.g. Canva, Adobe Spark, or other online tools that allow for creative customisation of personal profiles. Digital profiles could then be displayed as a slideshow or gallery.

Important: Ls should not be encouraged to create social media profiles due to the minimum age restriction (13 years). Make sure any learner profiles created online are stored on a secure platform with restricted access.

Basic profile template (adapt as necessary)

Name:

Class:

My picture

My family and friends

Where I live / My favourite places are...

I really like...

...is important to me.

I the future I would like to...

Section 2

Family matters

Time: Approx. 30 mins

Language/Skills aims:

- to build vocabulary and develop speaking skills by getting Ls to discuss different types of family and issues around household tasks
- to develop understanding of different types of families and their roles, and to challenge gender-based stereotypes in household tasks.

Life skills

Promoting understanding and acceptance of different family structures, which supports Ls who may feel marginalised because of their family circumstances

Critical thinking: evaluating gender roles within households

Cooperation: cultivating respect for others

Self-management: developing self-confidence and social awareness

Communication: developing non-discriminatory ways of communicating

Respect for diversity: appreciating different family structures; challenging stereotypes in household responsibilities

Empathy: fostering a deeper understanding of family diversity.

Preparation

- Prepare packs of 5 large cards on recycled card (e.g. A4 size – one pack for each group of four Ls). Write one of the following family types in large letters on each card: nuclear family/blended or step family/extended family/one parent family. If resources are unavailable, write the words for family types on the board.
- Flashcards showing household tasks: revise known vocabulary or introduce new lexis, as appropriate. Examples: cooking/cleaning/looking after young children/helping with homework/fixing things/taking children to school/paying the bills/doing the shopping/washing clothes, etc. If flashcards are unavailable, write the words for household tasks on the board.

Procedure

1. Family types: Put Ls into groups of four, using a **grouping** technique. Give each group a set of cards, explaining that each word describes a different type of family. Ask Ls to pick up each card one at a time and discuss: What do you understand by each word (on the cards)? Alternatively, write the words on the board for Ls to discuss in groups.
2. Ask Ls to share their thoughts as a class. Then read out the following definitions and ask Ls to hold up the card with the corresponding word. Alternatively, get Ls to come up and circle the correct word on the board.

A family group of two parents and their children (**nuclear family**)

A family where one or both parents have children who are not related to their husband or wife (**step or blended family**)

A family with either a mother or a father but not both (**one parent family**)

A larger family group that included grandparents, aunts, uncles, cousins, etc. (**extended family**)

Classroom management tip

Monitor and circulate during discussions, promoting respectful dialogue about family roles and stereotypes. This can be a sensitive area for Ls who may not be part of conventional family set-ups: ask Ls to work in smaller or single-sex groups if you feel this would help.

- Optional discussion: If you feel it is appropriate, continue the discussion about family types with your class (in L1 if necessary).

Point out that the lesson so far has shown that there are different types of families, and each one is as special and unique as the other.

Ask Ls what the kindest way is to behave towards classmates from different types of family (**elicit**: be kind, understanding, non-judgemental).

Some Ls may even be willing to share their own family experiences, but only allow the discussion to take this course

if Ls are very comfortable with each other and have the maturity to listen with empathy. Let Ls volunteer any contributions they want to make and do not nominate.

- Household tasks: Present the vocabulary for household tasks using flashcards or by miming the activities for Ls to guess. Write the target vocabulary on the board.
- Divide the board into columns and write a family member in each one, e.g. mother/father/daughter/son/grandfather/grandmother. In pairs or small groups, ask Ls to discuss which family member would likely perform each task. Ask Ls to consider abilities rather than stereotypes (time limit: approx. 7 mins).
- Get Ls to share ideas as a class. Write their ideas under the appropriate columns, but acknowledge different opinions by writing the same task in two different columns if necessary. It is important to emphasise that there are no right or wrong answers in the discussion, just different points of view.

7. Ask Ls to discuss the choices shown on the board in pairs or small groups.

Ask:

How did you decide who does each task?

Where do you think your ideas come from?

Could the tasks be shared (or rotated) among different family members? Why? Why not?

Differentiation

Monitor and circulate during discussions, giving language support where appropriate.

Support: Allow the use of L1 if it helps Ls to express their views but give language input by **reformulating** their responses in English.

Challenge: encourage some Ls to take on leadership roles in guiding discussions about gender roles and family dynamics.

Extension

Invite Ls who have done household tasks that challenge gender stereotypes to share their experiences (e.g. a female L who has fixed a leaky tap, or a male L who has changed a diaper).

Role play: get Ls to work in pairs or small groups to create a role play where they imagine asking a member of their family to do a task often not associated with their gender.

Classroom management tips

Clearly explain the activity steps and expectations to maintain engagement.

Monitor group interactions to ensure all Ls participate and contribute.

Use positive reinforcement to encourage respectful dialogue about family roles and stereotypes.

Ask Ls to work in mixed-ability groups, so more able Ls can give support to others.

Tech option

Use digital flashcards and virtual whiteboards for task assignment.

Job role challenge

Time: Approx. 35 mins

Language/Skills aims:

- to develop language skills through listening and comprehension tasks
- to challenge stereotypes about gender-exclusive jobs by exploring examples of jobs that have traditionally been done by men or women
- to promote critical thinking about gender role stereotypes.

Life skills

Critical thinking: evaluating stereotypes and their impact on career choices

Cooperation: cultivating respect for others

Self-management: developing self-confidence and social awareness

Communication: developing non-discriminatory ways of communicating

Respect for diversity: promoting gender equality

Empathy: developing a culture that values inclusion.



Preparation

Equipment for the audio recording. Alternatively, the listening text could be read aloud by the teacher.

Procedure

1. Introduce the topic by asking Ls: What jobs did Hedy and Fatma Soltane have? (from SB7, M1, Section 1)

Answers: farmer/English teacher

2. What jobs are there in your family? **Elicit** answers onto the board to pre-teach or revise relevant vocabulary for jobs. Then erase the vocabulary in preparation for the next stage.

Note: In order to be sensitive to individual family circumstances, do not nominate Ls to answer the second question; ask for volunteers instead.

3. **Letter dictation:** Dictate the following (two or three times as necessary) and ask Ls to write down the letters:

f_a_r_m_e_r_n_u_r_s_e_t_e_a_c_h_e_r_p_i_l_o_t_m_a_n_a_g_e_r_d_o_c_t_o_r_e_n_g_i_n_e_e_r

Ask Ls to work in pairs to find (or circle) eight individual words for jobs in the line of letters. Ask them to discuss the meaning of each word; then share answers as a class. Use this stage to ensure Ls understand each word.



Answers: farmer/nurse/teacher/
pilot/manager/doctor/engineer

- Now ask Ls to draw a large **Venn diagram** in their notebooks, labelling the circles 'Men' and 'Women', and the overlapping part, 'Both'. Get them to work in pairs to discuss whether they associate each job with men, women or both men and women. Make it clear that there are no right or wrong answers, it is their opinion that matters.
- Ask pairs to share their diagrams with other pairs, then discuss as a class. Ask: How did you decide where to write each job? Where do you think your ideas come from?

Classroom management tips

Organise Ls into pairs using a **grouping** technique.

If Ls are seated in rows, pairs can compare diagrams with another pair by turning around to face the pair seated in the row behind them.

- Listening: Explain that Ls will now listen to three men and women talking about their jobs. (All the jobs are traditionally associated with the opposite sex.) Ask Ls: Is the speaker a man or a woman? Which job (from our list) is he/she talking about?
- Play the recording, or read it aloud, pausing between speakers for Ls to write their answers.

Answers: Speaker 1: man – nurse;
Speaker 2: woman – pilot; Speaker
3: woman – engineer.

Transcript

Youssef: My name's Youssef, and I'm a nurse. I care for patients in a hospital. I am proud to be a nurse because every day I help people get better. That's why I chose this job – because I wanted a job where I can help people.

Nadia: My name is Nadia, and I am a pilot. I fly planes for a big international airline, and I love my job. My uncle was a pilot and he told me exciting stories about his job when I was a child. When I heard my uncle's stories, I wanted to be a pilot, too!

Sara: My name is Sara, and I am an engineer. I design new products for people to use at home. When I was at school, I was very good at maths, and I always wanted a job where maths is important. That is why engineering is the perfect job for me!

- Play the recording again (or read aloud). This time, ask Ls: Why did each person choose their job?

Answers:

Youssef wanted to help people.

Nadia's uncle was a pilot. He told her exciting stories about his job when she was a child. Sara was very good at maths at school.

- Play the recording again (or read aloud), pausing between speakers for Ls to discuss their answers with a partner. Then play again to check answers.

10. After listening, ask Ls to share their reactions. Ask:
- Were you surprised by any of the speakers? Why?
- Which one surprised you the most? Why?
- Do you know any men or women who do these jobs?
- What other jobs do you think are gender-neutral?
- Which jobs do men and women do now that they didn't usually do in the past?

Classroom management tips

Ask Ls to discuss the questions in pairs or small groups of 3–4. Use single-sex groupings if you feel that girls especially may be more comfortable discussing their views in this arrangement. Then, encourage groups to share and compare their answers.

Maintain a respectful environment where Ls feel comfortable discussing stereotypes and sharing their perspectives.

Differentiation

Support Ls with listening comprehension by playing the recording multiple times or providing additional context clues, e.g. writing prompt words on the board.

Make sure Ls read the listening comprehension questions before the recording is played, so they know what information to listen for.

Extension

Ask Ls to brainstorm and research other professions that historically had gender stereotypes attached to them, and discuss how these stereotypes are being challenged today.

Section 3

Questioning hobbies

Time: Approx. 25 mins

Language/Skills aims:

- to examine issues of gender and disability stereotyping around hobbies by exploring examples that defy stereotypes
- to practise speaking, listening and reading skills by discussing questions and statements about gender and disability stereotyping.

Life skills

Creativity: promoting innovative thinking

Critical thinking: evaluating and challenging ideas around stereotyping

Cooperation: cultivating good relationships with inclusivity in mind

Self-management: cultivating social awareness

Communication: expressing ideas and opinions

Respect for diversity: testing and questioning assumptions

Empathy: understanding and respecting one another

Participation: active listening and effective teamwork.

Preparation

- Select video clips or stills images: engaging and relatable video clips showing boys and girls enjoying activities that defy gender stereotypes, and Tunisian paralympians taking part in sports, e.g.

boys: cooking, ballet, dancing;
girls: football, coding

boys/girls with physical disabilities: sports such as wheelchair basketball; archery.

- Sets of six statements on paper strips (one set per group) for the gender stereotypes discussion (see Procedure, steps 6–7), e.g.

Girls shouldn't do sports or hobbies that boys usually do.

Boys shouldn't do sports or hobbies that girls usually do.

Children with disabilities shouldn't try sports.

Everyone should have the chance to try a sport or hobby they like.

Girls should be able to play football (or do other 'boys' activities') if they want to.

Boys should be able to cook (or do other 'girls' activities') if they want to.

Procedure

1. Introduce the activity by telling Ls that they are going to watch some children/teenagers taking part in their hobbies.

Note: Do not mention at this stage that the images will show activities that defy gender stereotypes – allow the Ls to react spontaneously to what they see.

- 2. Before watching, either write these questions on the board, or dictate for Ls to copy:

What activities are the boys and girls doing?

How do you think these boys and girls feel about their hobbies?

Do any of the images surprise you? Why?

Ask Ls to keep the questions in mind as they watch.

- 3. Show the videos/visuals. Then ask Ls to discuss the questions in pairs. **Monitor** and circulate, inputting useful language and vocabulary as needed.

- 4. Bring the class together and **elicit** Ls' responses to the questions.

Elicit or input words to describe the activities seen and adjectives describing feelings and reactions, e.g. happy, powerful, interested, strong, energetic, excited, enthusiastic, passionate, etc. Write lexis on the board.

- 5. When discussing the third question, allow responses in L1 to stimulate discussion. **Reformulate** words and phrases as appropriate, considering Ls' language level.

- 6. Put Ls into groups of about four for the second discussion. Hand out recycled paper and nominate one L in each group to copy the table below.



Fair	Not fair

7. Hand out the statements (see Preparation). Read through each one, making sure that Ls understand. Explain that they should discuss each statement, deciding together if it is 'Fair' or 'Not fair' and put it in the corresponding place in the table. If they can't agree or don't know, they should put it in the middle.
8. **Monitor** and circulate as groups discuss the statements. Keep assisting with any words or phrasing as needed.
9. Bring the class together and conduct a summary of Ls' responses to the questions. Make it clear that there are no right or wrong answers – the objective of the task is to question attitudes around activities that have traditionally been gender-specific. If necessary, accept answers in L1 (**reformulating** as far as possible) to encourage discussion.

Note: The intention is that by stimulating discussion, Ls become more questioning of gender and disability stereotypes around sports and hobbies, more open to trying activities that are traditionally associated with specific genders, if they want to, and more accepting of other children who want to try non-traditional hobbies.

10. Round up the activity by asking Ls if they, or anyone they know has a gender-neutral hobby, or one that defies gender stereotypes. Ask: What does everyone need (regardless of gender or physical ability) to do activities they want to do? How can we all help? **Elicit** that the kindest attitude is to be respectful and open-minded about other children's hobbies, regardless of gender or physical abilities.

Differentiation

Support: pause after showing each video or image and **elicit** the activity. Write it on the board.

As you **monitor** discussions, allow the use of L1 and **reformulate**, especially with the last question in step 2. For step 6, arrange mixed-ability groupings so Ls can support each other when reading and analysing the statements.

Classroom management tip

Ensure a respectful and open environment for discussion. Ls, especially girls, may be more comfortable in single-sex groupings for step 6 onwards.

Extension

Create a character: ask Ls to create their own character who defies gender stereotypes and/or has a physical challenge but excels in a hobby. They draw their character and create a profile: name, age, hobby and how their character became interested in their hobby. Provide a template for Ls who need more support. If time allows, Ls could create a collage, write a short story or create a **storyboard** featuring their character.

Hobby showcase: organise a 'Hobby showcase' where Ls demonstrate or talk about their hobbies, especially those that might defy gender norms.

Tech option

Low-tech: in Step 1, if facilities to play video clips or stills images are unavailable, research examples of children or teenagers taking part in activities that defy stereotypes to describe to your class.



Charades/Pictionary game

Time: Approx. 30 mins

Language/skills aims:

- to build vocabulary and practise forming sentences related to hobbies, through an interactive guessing game.

Life skills

Creativity: interpreting target vocabulary through drawing or mime

Cooperation, Communication and Participation: working effectively in a team

Self-management: developing self-confidence through teamwork, drawing and mime.

Preparation

- Whiteboard or large white poster/flipchart
- Marker pens
- Flashcards or word cards showing a variety of hobbies (make your own word cards with recycled card – one hobby per card).

Procedure

1. Review target vocabulary for hobbies by prompting Ls with questions or clues, e.g.
Tell me some hobbies you play with a ball.
Tell me a hobby you do in water.

What hobby do you need a paintbrush for?

Which hobbies involve music?

Accept multiple answers and write vocabulary on the board.

2. Partially erase the words on the board; Ls remember the 'missing' words.
3. Divide Ls into two groups. Ask for a volunteer from each group to come to the front of the class. Explain that they are going to draw or mime something.
4. Show each L a flashcard or word card. They either draw the word on the board or mime for their group.
5. Ask other group members to guess the hobby. Once they guess correctly, ask them to use the hobby in a sentence (using verbs of like and dislike from SB7, M4, Section 3, Activity 2), e.g. I love playing tennis. I enjoy dancing. etc.
6. Play the game with other Ls in the group taking turns. Keep a score for each team, giving one point for the correct word, another point for a correct sentence. Give a bonus point if Ls expand their sentences (see Differentiation), e.g.

I love playing football. I play for the school team.

I don't like basketball, but my sister loves it.

I really enjoy painting. I won a competition last year.

7. At the end of the game, add up the scores. Congratulate the winning team but be sure to praise all Ls for their efforts.
8. Highlight any words or sentences produced that were particularly interesting and/or showed more complex word choices or sentence structures.

Differentiation

Vary the amount and variety of the target vocabulary according to Ls' language level.

Support: if Ls don't know a word, allow them to pass their turn to another L.

Challenge: in Step 6, encourage Ls to expand their sentences as far as possible (see examples above).

Extension

Game: play '10 questions' to guess the hobby, practising question forms (from SB7, M1, Section 3, Activity 2). Put Ls in pairs or small groups. One L thinks of a hobby and the others try to guess. They can only ask yes/no questions, no more than 10 questions and cannot name the hobby until it is time to guess the word, e.g. ~~Do you like football?~~ Do you play the game with a ball? Do you do it outside? Is it a team sport?

Classroom management tips

In a large class, this game could be played in groups of about 4–6, depending on seating flexibility. Ls can choose their own words from the warm-up activity in Step 1. Then they can either mime the word for their group or draw it on (recycled) paper and hold it up. (Miming may be better to keep up the pace of the game.)

Then the group writes a sentence to present to the teacher at the end. Ensure that the groups are mixed-ability. Encourage positive reinforcement and team spirit. Praise all teams' efforts at the end of the game.

Tech option

Use a digital drawing tool or app to draw on a smartboard or tablet.

Section 4

Scavenger hunt

Time: Approx. 45 mins

Language/Skills aims:

- to practise vocabulary related to daily routines by solving clues and finding items collaboratively
- to practise speaking, listening and writing skills by creating short role plays around daily routines.

Life skills

Creativity: creating an imaginary role play about daily routines

Problem solving: using clues to find relevant objects

Cooperation, Communication and Participation: working effectively in a team

Self-management: building self-confidence through teamwork and role play.



Preparation

- Suggestions for ‘Scavenger Hunt’ items: toothbrush, mirror, comb, pencil case, cereal box, face flannel, soap or handwash, small alarm clock (amend as appropriate to your class). These items are to be hidden around the classroom (or space available for the activity).
- Clue cards: to be used by Ls to find the items (suggestion: 2 cards per group, 8 in total). Ideas for clues (adjust according to your space):

It is under the teacher’s desk.

It is on the third shelf, in the big cupboard.

It is behind the red bag, etc.

Procedure

1. Divide Ls into four teams of four Ls. Explain that they are going to read clues to find things that are important for their daily routine. Each team will find two items, as follows:
 - The team reads the first clue.
 - Two team members remember the clue and go to find the object. The other team members can help them while they are looking.
 - When they find the object, they take it to their team.
 - The team reads the second clue and repeats the procedure; this time, two different Ls go to find the object.
2. Give each team two clue cards. **Monitor** the activity, providing support where necessary.
3. When teams have finished, they name their objects and share with the class. **Elicit** what actions the objects are used for. Write the vocabulary on the board.
4. Explain that each team will create a short role play using the items they found. The role play should depict a morning routine and include vocabulary and phrases related to daily routines.
5. Brainstorm some ideas for the role plays, e.g. an older brother or sister explaining what to do with the item to a younger sibling.
6. Give teams 10–15 minutes to prepare their role play. **Monitor** and circulate, giving support with sentence structure, as needed.
7. When teams have finished writing, they practise performing their role play. Encourage them to add actions.
8. When they are ready, each team performs their role play in front of the class.
9. Afterwards, highlight different scenarios depicted in the role plays, as well as vocabulary and phrases used related to daily routines.

Differentiation

Vary the number of objects and the complexity of the clues according to your Ls' language levels.

Classroom management tips

When you go through instructions for Steps 1 and 2 of the activity, **model** with a confident group first, if necessary.

Ensure Ls have enough space to move around freely when they are looking for the items.

Ensure objects are hidden in safe places that Ls can easily access once they have understood the clue (e.g. not on top of a high cupboard or behind something that could easily fall over).

Encourage positive reinforcement and teamwork by circulating and monitoring groups during the activity.

Variation

If you have a small class, a more competitive version of this activity could be carried out as follows:

1. Give each team a set of clue cards for all the objects.
2. All teams read the clues to look for all the objects hidden around the classroom. Make sure they read the clues one at a time, with one team member going to find the object each time. As they move onto other clues, each team member can take a turn to look for objects.
3. Tell teams to bring items they find to you, the teacher, for verification.
4. Give a time limit, e.g. 5–10 minutes. Teams must try to find as many objects as possible in this time limit. Alternatively, stop the activity as soon as all items have been found and verified. The winner is the team who has found the most objects.
5. Collect all items and redistribute so that each team gets two different objects. Then follow steps 3–9 in Procedure.

Alternatively, if the activities described above are not practical or manageable in your classroom, distribute objects by filling a large bag or box; Ls pick out two per team. Then follow steps 3–9 in Procedure.

Extension

Ask Ls to write a short paragraph describing their morning routine using lexis learned during the activity. If there is time, they could create a **storyboard**, with captions.

Tech option

For the Extension task, Ls can create video diaries or audio voice notes, describing their daily routines.

Daily routine walking dictation

Time: Approx. 30 mins

Language/Skills aims:

- to use vocabulary and phrases related to daily routines and adverbs of frequency through an interactive walking dictation activity
- to use reading, speaking, listening and writing skills through collaborative group work.

Life skills

Critical thinking and Decision-making:

evaluating if given sentences are true for you

Cooperation: taking roles within a team

Communication and Participation: active listening and effective teamwork.

Preparation

- Prepare 6–8 sentences about daily routines on strips of recycled paper, incorporating adverbs of frequency (always, usually, sometimes, never). Create sentences in the first person and make some of them sound true or likely and some false or unlikely, e.g. I usually wake up at 6am. (likely) I sometimes brush my teeth in the morning (unlikely – ‘always’ is more likely).

- Stick the sentences around the classroom (spaced evenly) on walls or furniture. Use something non-permanent for sticking (e.g. sticky tape or tack).
- Paper and pens

Optional: flashcards of daily routines (see Procedure, step 1 below).

Procedure

1. Review key vocabulary and phrases for daily routines and the adverbs of frequency with Ls. Use gestures, mime, flashcards or a quick vocabulary game that Ls already know.
2. Divide Ls into groups of three or four. Explain that they are going to do a ‘walking dictation’ activity.
3. Point out the sentences stuck around the classroom. Ask Ls to tell you how many they can see and where they are. Explain that they are going to dictate these sentences to each other.
4. Explain that one L in each group will be the ‘walker’, another will be the ‘writer’ and the rest will be ‘helpers’.
5. Give instructions for the activity, as follows:
 - The walker in each group walks to a sentence, reads it, memorises it, and returns to the writer.

- The walker dictates the sentence to the writer, who writes it down. The helper(s) will help the writer.
- Groups switch roles after each sentence to ensure all Ls have a turn walking, writing and helping.
- Continue until all sentences have been written down.

If necessary, **model** the activity first with a confident group.

6. Challenge the groups to see who can finish first, but stress that there must be no running (only walking), and all sentences must be copied correctly.
7. After the activity, check sentences as a class, checking for accuracy. Copy the correct sentences onto the board.
8. Ask Ls to read the sentences again, look at the adverbs of frequency used and decide if they are true for them. Hopefully, they will notice that some of the sentences seem false or unlikely.
9. Ask Ls to copy the sentences, ticking the ones that are true for them and correcting ones that are not true by changing the adverb of frequency, e.g.

I usually wake up at 6am. ✓

I sometimes always brush my teeth in the morning.

Differentiation

Adjust the amount and language complexity of the sentences according to your Ls' language levels.

Support: Use simpler sentences and **monitor** groups. Make it clear that it is fine to return to the sentence more than once, in order to memorise it.

Classroom management tips

Provide clear instructions, explain concisely the steps of the activity and expectations for participation. **Model** the activity first with a confident group if necessary. Then get Ls to repeat back the instructions in their own words.

Allocate group roles (walker, writer, helpers) to Ls at the beginning of the dictation activity by giving each group member a number (1, 2, 3, 4), then allocate roles to each number (e.g. '1s' are walkers, '2s' are writers, '3s' and '4s' are helpers). Tell Ls to rotate the roles after each turn (e.g. Turn 2: '2s' become walkers, '3s' writers, '4s' and '1s' helpers). Or allow Ls to choose for themselves after the first round.

Extension

After the dictation activity (and before step 7 correction), groups exchange their final draft with another group for **peer correction**.

Review

Noughts and crosses revision game

Time: Approx. 20 mins

Language/Skills aims:

- to review and practise Module 1 target language structures and vocabulary by answering questions in an interactive game
- to practise active listening and encourage fluency in speaking.

Life skills

Critical thinking: evaluating answers and articulating ideas

Cooperation and Participation: teamwork to achieve common goals

Self-management: perseverance.

Preparation

Create nine short questions or tasks that revise vocabulary and language structures from Module 1. Try to personalise the questions as far as possible, so Ls relate their learning to their own lives, e.g.

Tell me four things you do in your spare time. (Hobbies, Section 3)

Tell me three things you do before you go to school. (Daily routines, Section 4)

Ask me a question about my family. (Wh- questions, Section 2)

Tell me two things about your family.

Note: if you have used a **Word box** with your class to revisit vocabulary, you could refer to those words when preparing to review.

Procedure

1. Tell Ls that they are going to play a revision game. Divide the class into two teams. One team is 'Noughts' (O) and the other team is 'Crosses' (X).
2. Draw a large 9-square grid on the board. Number each square 1–9:

1	2	3
4	5	6
7	8	9

3. Explain the game:
 - The first team starts by choosing a number on the grid. The teacher reads out the question corresponding to that number.
 - One L in the team volunteers an answer by raising their hand.
 - The other team listens to the answer and decides if it is correct or not. If it is incorrect,

the other team has the chance to answer it correctly and win the square.

- If a team wins a square, the teacher puts either a '0' or a 'X' in that square.
- Teams must aim to get '3 in a row' (000 or XXX) horizontally, vertically or diagonally on the grid.
- The winning team is the first to score three in a row, or the team who wins the most squares after all 9 questions have been answered.

X	0	0
4	X	6
7	8	X

4. Decide which team is going to go first (e.g. flip a coin or throw a dice).
5. Play the game. Give Ls a few seconds to choose their square, then accept answers.
6. At the end, get Ls to clap the winning team. Praise both teams.

Classroom management tips

For large classes, divide each '0' or 'X' team into sub-teams of about four Ls. Then rotate the questions, asking a different sub-team to pick a square to answer each time (rather than opening every question to the whole team). This ensures more interaction during the game in larger classes. **Model** the activity with a confident group or L before you play.

Differentiation

Create simpler revision questions or more complex ones as appropriate for your Ls. Put Ls in mixed-ability teams so that they can learn from each other.

Extension

Keep Ls in the same '0's and 'X's teams. Ask them to create their own quiz questions to test the other team in a new game.

My things

Time: Approx. 25 mins (depending on number of items)

Language/Skills aims:

- to review and practise Module 1 question forms by Ls asking and answering questions about objects that mean something to them
- to review and practise target language structures and vocabulary generated by the questions
- to practise speaking and active listening through asking questions
- to encourage Ls to build relationships by sharing personal information about themselves.

Life skills

Celebrating who you are and what is important to you

Building relationships and empathy towards each other by sharing personal information

Creativity and Critical thinking: choosing what objects to include and what questions to ask

Cooperation and Participation: exchanging personal information and active listening

Communication: sharing personal information

Respect for diversity and Empathy: developing tolerance of differences between peers and building relationships.

Preparation

- Personal objects: ask Ls to bring a bag of about eight objects connected to Module 1 themes (family, hobbies and daily routines) that mean something to them, e.g. photos, small items of clothing or equipment linked to hobbies or daily routines, something small belonging to a family member, etc. Encourage Ls to be imaginative and choose interesting objects if possible.
- Prepare your own bag of personal objects to use as an example.

Procedure

1. Remind Ls of Module 1 themes – family, hobbies and daily routines.
2. Show Ls your bag of personal objects. Allow a couple of Ls to feel it and try and guess what's in it. Then ask another confident L to put their hand inside and take an object. They hold it up so the class can see it.
3. Ask the L to ask you a question about the object, e.g.

for a photo: Is this your grandfather?

for a small toy: Is this your daughter's toy?
4. Answer the question. Then ask other Ls to suggest follow-on questions, e.g.

Where does your grandfather live?
What's his name? etc.

How old is your daughter? What does she like doing? etc.

5. Write the questions on the board. Then repeat the process for the other objects in your bag, eliciting more questions and modelling answers. Use this stage to practise pronunciation through choral drilling if necessary.
6. Now ask Ls to do the same activity in pairs with their own bags of objects.
7. Each L asks their partner to pick an object, asking and answering questions in the same way.

8. **Monitor** and circulate, giving support with question forms and vocabulary, as needed. Take an interest in the objects Ls have brought to class and ask them questions, too.

Classroom management tips

Ask Ls to bring in small portable objects to class that can easily be carried in a small to medium sized bag. **Model** the activity with a confident L first (see Steps 2 and 3).



Differentiation

Support and Challenge: Ls can use simpler or more complex language in their questions and answers according to their language level. Put Ls in mixed-ability pairs so that they can learn from each other.

After the activity

Ask volunteers to share what they found out about their partner.

Examples:

Tell me something interesting / surprising about your partner.

Tell me something you didn't know before.

Extension

Ls take photos of their objects to make a photo collage. They label the objects and write a couple of sentences describing why they are important to them. Alternatively, Ls can draw the objects.

Hot seat vocabulary game

Time: Approx. 20 mins (depending on number of vocabulary items and turns)

Language/Skills aims:

- to review and practise target vocabulary by getting Ls to think of word associations, using synonyms (words with similar meaning), antonyms (words with opposite meaning) and description in an interactive game
- to generate more vocabulary and encourage fluency in speaking.

Life skills

Creative thinking: imaginative thinking; associating ideas and themes; articulating ideas

Cooperation and Participation: teamwork to achieve common goals

Self-management: perseverance.

Preparation

Choose the target vocabulary for the game. Choose vocabulary that targets key themes in Module 4 (e.g. family; introductions; hobbies; daily routines). You can focus the target lexis on specific parts of speech (e.g. nouns, verbs or adjectives), key phrases (e.g. Pleased to meet you! I love dancing. Etc.) or a mixture of both.

Procedure

1. Put Ls in teams of 4–6.
2. Invite one L from each team to the front to sit with their backs to the board (in the ‘hot seat’).
3. Write a word on the board. (Ls in the ‘hot seat’ must not look at the word!)
4. Explain the game:
 - Teams must describe the word to their teammate in the ‘hot seat’, without saying the word or using their first language (these are the ‘Golden Rules’!).
 - Teams can use any other words as well as mimes and gestures.
5. Practise the activity.
6. Play the game several times. Ask different Ls to sit in the ‘hot seat’. Record the points on the board.
7. At the end, count the points. Get Ls to clap the winning team. Praise all teams.



Classroom management tips

Play the game in teams of 4–6 (at tables or with flexible seating) if your class is large or with one or two Ls in the 'hot seat' (competing against each other) if your class is small.

Model the activity with a confident group or L before you play.

After the activity

Erase the target vocabulary from the board. Ask Ls what they were and how to spell any single words.

Differentiation

Support: the game can be played by showing flashcards instead of writing words on the board, making it slightly less challenging. Ls in the 'hot seat' must still guess the correct word to describe the flashcard. Ls can use single words, gestures and mimes.

Challenge: Ls describe the target word in full sentences.

Put Ls in mixed-ability teams so that they can learn from each other.

Extension

Brainstorm words and phrases Ls used to help their teammates guess the target vocabulary.

Get Ls to create **mind maps** or lists, including synonyms and antonyms.

Ls create sentences, dialogues or role plays, using the target vocabulary.

