

Around the World in a Week

Plan and weekly updates

September 2015 - March 2016

(August: Community Development Worker's own planning, ideas, meeting with the school to make suggestions)

<p>September Week 1</p>	<p>Putting forward idea, the project and its aims</p> <p>Meet learners Discuss the vision and brainstorm ideas Learners come up with ideas in small groups as to how they think the project could look. Record names of interested ESOL learners Feedback to the group</p> <p>Update from this session:</p> <p>All learners were positive, however a little reticent, not convinced they are able to deliver to groups of children, using their second language. Lots of motivation needed to help learners believe in themselves, over the next few weeks in order to get the project off the ground.</p>
<p>Week 2</p>	<p>Understanding prior knowledge of the ESOL group and sharing experience/good practice</p> <p>Talk about different ways of engaging children, experiences that learners have of working with children - what works and what doesn't. Guide learners but let them make decisions themselves to form the basis of the project.</p> <p>Outcomes of brainstorming and discussions:</p> <ul style="list-style-type: none">• Hold workshops for children on different countries• At the end of the week learners will be in the hall when all children can pop down and meet people from

	<p>countries not represented during their class workshops</p> <ul style="list-style-type: none"> • Quiz to be developed for the hall session • Teacher to develop a passport to give to the children so that they can travel around the world in a week, writing facts they have learnt and colouring in flags etc.
Week 3	<p>Discussion with school involving the Headteacher, Deputy Head and P6 teacher who has a responsibility for equalities and diversity.</p> <p>Update from this discussion:</p> <p>School extremely positive about the project, discussed ideas and talked about the benefits to school, ESOL learners and children. Elaine to develop the passport from my ideas, which I need to send over.</p>
	<p>Action: Contact Polish parents at the school</p>
Week 4	<p>Feedback to learners re meeting with the school</p> <p>Planning</p> <p>Learners work in groups to write a plan of ideas and what they want to be included in their projects T to work with pairs discussing appropriate topics. Bring the class together as a whole and board ideas</p> <p>Update from this session:</p> <p>Topics decided so far: Language: greetings, numbers, were the main focus Location of countries/ geography (school asked to include this and learners also think it is important) History Culture: national dress, food, festivals Famous sites and people Traditional games</p>

	<p>Agreed that focus would be different for each learner depending on what is important for their country and culture</p>
<p>Week 5</p>	<p>Recap Group ideas together</p> <p>Discuss what has been agreed so far. Talk to the learners about engaging children: interaction, asking questions, TTT. Learners work on their own and then in small groups, to discuss how they will present the topics.</p> <p>Feedback to class and board ideas</p> <p>Update from this session:</p> <p>Ideas discussed:</p> <p>Drilling/oral practise of greetings, use of resources Realia Arts and crafts/origami Games and small competitions Quizzes Power Point Handouts Dancing and singing Acting</p>
<p>Week 6</p>	<p>Engagement and classroom management</p> <p>Model activities to help learners gain awareness of how to engage children and help them to learn new language through fun activities, drilling and competitions.</p> <p>Activities to teach children</p> <ul style="list-style-type: none"> - Use Turkish to show the learners how they can teach numbers 1-5

	<p>Cover 5 different activities:</p> <ol style="list-style-type: none"> 1. Use flash cards and drill numbers in a circle. Teach learners how to drill, going back and reinforcing numbers learnt. 2. Play a circle game where those holding a certain numbers jump up when called, shouting out the number as they jump up. They then swap places with the other with the same number. The learner without a chair calls out the next number in Turkish. 3. Numbers around the room - shout out a number and learners run to the number 4. Chinese whispers with numbers - learners run to the table to collect the number they think they hear at the end of the line. 5. Shout out a number and learners make groups of that amount of people. <p>Handout: Details of the activities for learners to read at home</p> <p>Learners feedback on what they think worked and what didn't and give other ideas and suggestions.</p> <p>HOMEWORK: Prepare a small activity to teach an aspect of their language. 5 words only if vocabulary. To be delivered next week</p>
Week 7	<p>Action: Meet Polish parents at the school</p> <p>Learners practise teaching new language to the group.</p> <p>Learners start to practise taking small activities and thinking about how to give instructions. T to speak individually to learners as they prepare their activities.</p>
Week 8	<p>Learners teach a language point e.g. numbers, food, greetings as discussed 2 weeks ago.</p> <p>Other class members complete the activities and give feedback to the presenters. Peer ideas and support throughout the class.</p> <p>T take notes and give constructive feedback</p>

	<p>Update on this session:</p> <p>Learners did very well, however, some found giving instructions challenging. Especially enjoyed Izumi's fruit bowl activity to teach 5 words for fruit in Japanese. Learners gave good peer support and suggested some effective ideas to help each other with their delivery. It was really helpful to each individual who then went away and wrote down instructions for the activities.</p>
Week 9	As last week - more activities and more learners practising
Week 10	<p>Talk about giving instructions (imperatives) How do you give instructions?</p> <p>What is important? Model giving instructions for a particular task, badly and then well. Give learners a set of instructions In pairs, learners order instructions. Add words such as first, then etc... (handout)</p> <p>Learners try giving instructions for simple activities such as making tea.</p> <p>Learners relate what they have learnt to actual activities taking place on the project.</p>
Week 11	<p>Meet with the school to talk about passport idea and how to develop it. Quiz developed</p> <p>Learners start working on Power Point presentations, in class and at home.</p>
	<p>Christmas break Learners to work on presentations at home</p>
January Week 12	<p>How to give presentations What makes a good presentation? Learners discuss in pairs and feedback to the group</p>

	<p>Power Point Presentation skills</p> <ul style="list-style-type: none"> - Projecting voice/ speaking clearly - Using visual aids - Interacting with children (asking questions, asking for volunteers, getting children involved) - Body language - Reading from prompts <p>Demonstrate a bad presentation and ask learners how it can be improved.</p> <p>Actions to progress:</p> <p>Meet Polish parents, give an update, get ideas and offer advice and support re projects Do activities together, discuss games that they children can play together and some Polish language that can be taught. Look at the roles each Polish person will take.</p> <p>Collect bottle tops for the Polish game Print and laminate fruits and numbers</p>
<p>Week 13</p>	<p>Start of Presentations</p> <p>Time for preparation at the start of the class First presentations</p> <ul style="list-style-type: none"> - Feedback from class members who complete a worksheet as presentation takes place to help them give constructive feedback - T feedback/
<p>Week 14</p>	<p>Yxxxx brought in lots of good games etc.</p> <p>Sxxxx showed us a house she had made out of paper to wish people luck at new year.</p> <p>Yxxxx also had a game similar to hacky sack which we decided would be good to make with the children.</p>

	As above
Week 15	As above Actions: Contact the school to get the passport template finalised.
Week 16	Writing lesson plans <ul style="list-style-type: none"> - Discuss how to write a good lesson plan, talk about timing and knowing why you are teaching something, objectives and offering a variety of activities - Learners write a plan to be handed in Actions/updates: Look at lesson plans sent by email and correct where appropriate to hand back to learners for discussion
Week 17	Discuss materials needed <ul style="list-style-type: none"> - Props - Visuals - Realia - Arts and crafts - Boards, computers - IT, TVs What are learners bringing in and what do they need from the school? Availability and food recipes Actions/updates: List made re materials and resources needed from the school. Look at student recipe for the Cook School and correct before sending off to the school
Week 18	Meeting with the school re our plans and what we need from the school Learners work together on workshops in their homes or libraries School to send final timetable

	Meet Polish Parents
Week 19	Look at the timetable and discuss age groups and appropriate activities for this age range. Adapt if necessary.
Week 20	Look at the final presentations, correct English if needed and speak to each learner individually before the start of the presentations.
Week 21	<p>St John's Primary School</p> <p>Visit to the school with learners to look at rooms, space, resources and try out equipment. Ask learners to bring their memory sticks with Power Point etc.</p> <p>Final timetable given to learners</p>