



# E NGLISCH

Entwicklungsbereich	Mehrsprachigkeit einbeziehen
Titel/Thema	Lesson plan and principles of this lesson
Verfasser(innen)	Jingyi Chen
Erstellungsdatum	Juli 2021



## Lesson plan

Lesson	Content	Media
1	<ol style="list-style-type: none"> <li>1. Introduce International Day of Peace (Sep. 21th)</li> <li>2. Ask students: How do you say peace in your mother tongue?</li> <li>3. Pair work: Match the words with the countries. (See worksheet one)</li> <li>4. Pair work: Listen to the audio/watch the video (see the link)/or storytelling by the teacher and check the answers.</li> <li>5. Invite students to read the picture book 'Can you say peace?' aloud.               <ul style="list-style-type: none"> <li>• Ask students how they feel about speaking a new language.</li> <li>• Ask students what children from different countries have in common.</li> </ul> </li> <li>6. Project: Global Peace Path Group work: Students collaboratively write poems on the topic of peace. They should use their mother tongue and English.</li> </ol> <p>Preparatory steps:</p> <ul style="list-style-type: none"> <li>• Tell students that they are going to collaboratively write poems on the topic of peace. Show them the examples, so they know what a poem looks like and that a poem can be simple or more complex. Don't emphasize rhyming words to keep the task manageable. (See the example)</li> <li>• Brainstorming: Ask students which words come to their mind when they think of peace and war; the teacher collects the words on the board. (e.g.: trust; harmony; tears; fears; pain; sorrow; joy; peaceful; happiness; relax; life; bright; sunshine etc.)</li> <li>• Ask students what a peaceful day looks like and encourage them to describe a scenario. The teacher may invite students to complete the following sentences. e.g.: Peace is when ... Peace brings us ... War brings us ... Peace means ... War means...</li> </ul>	<p>Worksheet 1</p> <p>YouTube Video: <a href="https://www.youtube.com/watch?v=7vi6oKbZea0">https://www.youtube.com/watch?v=7vi6oKbZea0</a></p> <p>Examples of poems</p>
2	<p><b>Project: Global Peace Path</b></p> <ol style="list-style-type: none"> <li>1. Review what students brainstormed in the previous lesson.</li> <li>2. Group students: 2 or 3 students per group</li> <li>3. Tell students the requirements:           <ul style="list-style-type: none"> <li>• At least 3-5 lines (encourage students to write as many lines as possible)</li> <li>• At least two languages should be used, e.g. English and German or English and another language the students speak.</li> <li>• The topic is peace. When students write their pomes, the teacher walks around the classroom and provides support.</li> </ul> </li> <li>4. When the students have finished their poems, the teacher proofreads them. Ask students to write down their poems with multi-color markers and cut them out of the white paper. Then attach their poems to the blanket. (See sample)</li> </ol>	

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3	<p><b>Pre-reading:</b></p> <ol style="list-style-type: none"> <li>1. Intro: background information; illustrator’s website (<a href="https://www.freyablackwood.com.au">https://www.freyablackwood.com.au</a>)</li> <li>2. Show students the cover page of the picture book ‘My Two Blankets’ and ask them to predict the story. Guide students to find out all the details like the paper umbrella the girl on the left is holding and think about what’s the relation between it and the real umbrella the other girl is holding. (The girl holding the real umbrella uses the paper umbrella to teach the girl in red how to say ‘umbrella’ in her language.)</li> <li>3. Show students the first two pages and ask guiding questions. (6Ws) <ul style="list-style-type: none"> <li>• Why does Cartwheel’s auntie call her Cartwheel? (Cartwheel is also the name of her movement. Cartwheel likes doing a cartwheel.)</li> </ul> </li> <li>4. Show students the next two pages and ask them to compare them with the previous ones. Ask students: If they were Cartwheel, how would they feel?</li> </ol> <p><b>While-reading:</b></p> <ol style="list-style-type: none"> <li>5. Storytelling by the teacher. Students orally discover the story with the teacher. The teacher can ask students questions while s/he is reading the story in order to engage them. E.g.: Where is Cartwheel? How’s she feeling?</li> </ol> <p><b>Post-reading activity:</b></p> <ol style="list-style-type: none"> <li>6. Make copies of 5-6 pictures from the book and attach them to the board. To consolidate their understanding, invite students to arrange scrambled pictures that are attached to the board and retell the story.</li> <li>7. Invite students to share their feelings about this story. Do they like it or not? Why?</li> <li>8. Ask students what Cartwheel’s blanket is.</li> <li>9. Show students the cover page of the German version “Zuhause kann überall sein” (<a href="https://kompetenz-online.at/2019/01/10/buch-tipp-zuhause-kann-ueberall-sein/">https://kompetenz-online.at/2019/01/10/buch-tipp-zuhause-kann-ueberall-sein/</a>) and discuss the main idea with students.</li> </ol>	Picture book
4	<ol style="list-style-type: none"> <li>1. Group Work: Play the video and ask students to find out the words which describe how Cartwheel feels and divide them into the positive feelings and the negative feelings. (feel strange; feel alone; feel like I wasn’t me anymore; feel safe; was scared; felt warm; glad; feel sad; feel like me again; felt silly) (see worksheet 3)</li> <li>2. Think – Pair – Share: What does “feel like me” mean? Ask students to describe when they feel like themselves and when they don’t. For example, when they are shopping and try on some clothes, sometimes they feel like “it is so me”.</li> <li>3. Creative Writing: <ul style="list-style-type: none"> <li>• Student A is Cartwheel or Handstand, who is a Sudanese boy who also came to the country to be safe and who also does not know how to speak the language.</li> <li>• Student B is the other girl or boy: Like the other girl in the picture book, there is also a local boy who is willing to make friends with Cartwheel or Handstand.</li> </ul> </li> </ol>	<p>YouTube Video:  <a href="https://www.youtube.com/watch?v=DdEG3s8s9Yw">https://www.youtube.com/watch?v=DdEG3s8s9Yw</a>  Worksheet 2</p> <p>Worksheet 3</p>

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	<p>Task 1: They write each other a letter or a thank-you note.</p> <p>Task 2: They can share one piece of paper and 'send each other SMS messages', that is, taking turns to write down a few sentences and create an ongoing conversation.</p> <p>The teacher can walk around the classroom and join the groups. Listen and observe for a while in every group and provide support when needed.</p> <p>(see worksheet 4)</p>	
5-6	<p><b>Make our 'new blankets'!</b></p> <ol style="list-style-type: none"> <li>1. Put students into groups and give them paper and multi-color markers.</li> <li>2. From their mother tongue (if not German), ask students to choose at least 10 words that make them feel warm and safe and write them down.</li> <li>3. From German, ask students to choose at least 10 words they like, or they are familiar with.</li> <li>4. From English, ask students to write down at least 10 words or phrases they have learned from the picture books or in the previous classes.</li> <li>5. They write down all the words on paper and cut them off. Then they should attach all these words to their blankets. They can decide how they 'weave' their new blankets with these words. (see sample)</li> </ol>	<p>Blanket</p> <p>Scissor</p> <p>Multi-color markers</p> <p>Blank paper</p> <p>Double adhesive tape</p>

**Note: Depending on the class and how the activities are conducted, the Global Peace Path project and the creative writing might take more time (e.g. another 2-3 lessons).**

#### References:

Cummins, Jim: Inclusion and language learning: Pedagogical principles for integrating students from marginalized groups in the mainstream classroom. *Inklusion im Englischunterricht*, 2015, p. 95-116.

Tomlinson, Carol Ann. *How to differentiate instruction in mixed-ability classrooms*. ASCD, Virginia USA, 2001.

UNESCO, Tenth meeting of the Working Group on Education for All (EFA): Concept paper on marginalization. 2009b, December, p.9-11 (as cited in Cummins, 2015, p. 95).

### Principles of this lesson

- **Flexible grouping:** In a differentiated classroom, the teacher should use various forms of grouping. The teacher should give "a blend of whole-class, group, and individual instruction." (Tomlinson 2001, p. 5) Therefore, students have the chance to experience different working groups, talk to each other and really know each other. Hence a sense of community can be built gradually, especially for students who suffer from social discrimination or racism.
- **Look for positives and civic engagement:** The collaborative poem-writing-task and blanket-making-task are designed to draw on the strengths of multilingual students. Teachers should look for their positives, affirm them and guide other students to do so.
- **Identity affirmation:** Encourage students to use their L1s and compare their L1 with German or English to develop language awareness. When the students have completed their tasks, their poems and blankets should be displayed in public.
- **Scaffolding:** Always show students examples in order to make sure they understand the instruction. Allow students with migrant backgrounds to use bilingual dictionaries or e-resources (if they have access to them) to construct meaning.