

Community Building



- Getting Started (section in ESL Manual)
- Into the Box (PPT presentation for instructors)
- People and Places
- Car Survey
- My name is Angelina Mango
- Tell Me About Your Children Survey

into the box, out of the box grids, graphs and ESL literacy

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who, when, why

Using grids as basic graphic organizers provides opportunities for basic level literacy learners (in any language) to contribute content /information and to raise topics and questions of interest as part of the process of developing oral and written language.

(e.g. getting to know one another, listing languages spoken, favourite activities)

Use of grids can accommodate multiple levels of ability, fluency/comfort with reading and writing

- draws on learner input: knowledge, experience, interest

who, when, why

- can be used anytime - developing predictable format[s] and predictable, recurrent classroom events
- expandable/extendable: multiple possibilities for building varied kinds of language/literacy practice and use
- enables learners to see spoken language in print
- enables learners to take on multiple roles - as scribes, readers and generators of information.

for example, using grids to:

- assess learners' knowledge of [key] vocabulary
- engage learners actively in reading and writing process through active participation in development/completion of grid
- enable basic learners to have time to read, copy, practice
- enable more advanced learners to use key vocabulary to develop (oral and written) sentences, questions, paragraphs

Examples of Grids

Early Community Building
One Question Surveys

Introducing a Basic Grid

- Model the concept and language of question asking and question answering by engaging some of the more proficient students.
 - Hi, My name is Heide? And you? I'm from Germany, and you? I really like lemon ice-cream. And you?
- Draw a basic grid and fill in the information for a couple of the students so everyone sees the connections.
- Invite individual students to ask others. Model if someone is stuck.

Introducing the Basic Grid (3)

- If a person seems overwhelmed or anxious, allow the person to say "pass" but come back later and offer gentle encouragement to give it a try
- If you have a multi-level class invite students to expand and explain on basic information by saying "please tell me more"
- Encourage students to do the same as they ask questions of each other
 - NOTE: Saying "tell me more" is easier than asking questions in English and less intrusive but builds the concept of "Small Talk" as part of community building

basic information

name	comes from	likes
Heide	Germany	ice cream
Janet	Rhode Island	coffee

building community

safe questions:

learners control information to be shared

Follow Up to Basic Grid

- Use the grid as a basis to tell your own story and those of your students
- Add details as the class progresses
- Consider **Chalk Talk** (= drawing stick figures to illustrate the person and what (s)he likes.
- Write the story of the people in the class and use as a **Language Experience Story**

Follow Up to Basic Grid (2)

- Bring in pictures of your family and tell your story (use overhead or scan into PowerPoint)
- Invite students to do the same and tell their story in pairs or small groups
- Model the language for students to use
 - *And this is? Tell me more? Where is this? Etc*
- Consider a class project that includes everyone's story

One Question Surveys

Involving Students in Asking
Questions, Collecting Information
and Reporting Results

Where's a good place to take kids in this town?

Date:

Class:

Interviewer:

Name	Places	Why?
1.		
2.		
3.		
4.		

Car Survey



Name	Make	Color	Year	Comments

Car Survey Follow-Up Ideas

- Line up and discussion on oldest cars, newest cars; vote on "coolest cars"
- Discussion and survey on "car trouble" and who in the class can fix what
- Discussion and survey on "Best and most honest mechanics in town"
- Ditto on worst (another grid?)
- Project and Student Guide: What to do when your car won't start

Speaking of Cars ctd

- Information Exchange on car insurance
 - What it is
 - What the law says
 - How to compare prices
- What to do in an accident and how to report it
 - NOTE: Listen to students to see where their interests lie and then go in that direction. Use "idea maps" to illustrate all the ideas around cars, driving, transportation that come up in your discussions and then work with your students to decide where to dig deeper. Then move back to grids and surveys as appropriate

building student participation: routines/recurrent events

- who decides what questions to ask? - how?
- who does the asking?
- who does the answering?
- who does the writing?
- who does the reading?
- → white board, newsprint, post-its

and then?

- determining focus - eg:
- question formation
- particular grammar form (tenses, pronouns, word order)
- information gaps (grid/text)

- follow up - typing, recycling, reusing...

resources

1. Teaching Adult ESL Literacy Study Circle

http://www.iu13.org/aded_sepdc_ESLsctD.pdf

2. ESOL resources: <http://www.brown.edu/lrri/esol.html>

3. Lessons and ideas on sites developed by Literacywork International

- Bright Ideas: A Curriculum for Low Literate Refugees
www.clese.org

See also the "People and Places" Unit that offers ideas as to how to integrate grids into Community ESL

- Community Civics and Project-based Learning

www.bordercivics.Org

PEOPLE AND PLACES

Building A Sense Of Community through Questions, Grids And Surveys

Heide Spruck Wrigley

Literacywork International

The development of communication skills demands that students use English for meaningful purposes and in interaction with others. Grids, one question surveys, and student projects are excellent ways to engage students, promote English language use and connect them with special places and services in their community.

Simple surveys focused on personal communication allow students to provide information about themselves and find out more about others. They provide the basis for both social interactions, such as conversations with English speaking neighbors or co-workers and can be used as a foundation for filling out job application or offering information in an employment interview. Group surveys allow members to get to know each other while asking and answering questions and offer a group profile that serves as a starting point for “who we are.” Such a profile offers various jumping off points for discussion of work experience, family issues, and cross-cultural comparisons.

Simple surveys focused on data collection outside of the instructional setting allow students to identify topics of interest and then ask questions of English speakers with whom they may not be in daily contact (although classmates and friends can provide initial practice). Survey results can be summarized and analyzed, offering opportunities to do math.

Discovering and discussing landmarks in the town or city in which students live helps build connections to the community and a sense of pride and belonging.

Questions about places of interest and subsequent visits form the starting points for community projects. They help link students to both the immediate neighborhoods where they live or work or go to school, to the ethnic communities of which they are part and to the wider region.

Discovering and discussing landmarks in the town or city in which students live helps build connections to the community and a sense of pride and belonging.

WHAT'S YOUR FAVORITE?

Quick English Warm Up

Talk with others in the class and find out more about people's favorites.
What is your favorite?

- Color
- Food
- Type of Car
- Type of weather
- Month of the Year
- Movie or TV show
- Song
- Thing to do on a Sunday
- Place to dream about
- Game to play with your grandchildren
- Place at home
- Place in your neighborhood
- Place in your town
- Place in the U.S. (a place where you would like to go)
- Place in the world (place you like to dream about)

ASK SOMEBODY ELSE

Favorites

Name	Place in your neighborhood	Place to dream about	Place in the United States	Place in town
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Name	Place in your neighborhood	Place to dream about	Place in the United States	Place in town
9.				
10.				
11.				
12.				
13.				
14.				

ASK SOMEBODY ELSE

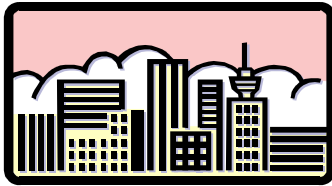
When you were little, what was your favorite:

Name of Interviewee	Place to visit	Day of the Year	Class in School	Game to Play
1. Example <i>Heide</i>	<i>Grandmother's house</i>	<i>Christmas Eve</i>	<i>Didn't like school</i>	<i>Hop Scotch</i>
2.				
3.				
4.				
5.				
6.				
7.				

ASK SOMEBODY OUTSIDE OF CLASS

What is Your Favorite:

Name	Place to get together with others?	Way to learn about the news?	Story to tell your children	Memory of Mexico?
1.				
2.				
3.				
4.				
5.				
6.				
7.				



HELP FOR IMMIGRANTS AND REFUGEES IN OUR TOWN

Where can you get information about	Source of information	Language(s)
What's happening in your town?		
What's happening in the world?		
What's happening back home?		
Health care?		
Immigration problems?		
Legal problems?		
Family problems?		
Consumer problems? (Who have been cheated)		
Eye Problems and glasses?		

THERE'S A PLACE FOR US ...

Think about where you live. What are some of the important places (fire station, court house, police station, schools, parks, library, church, restaurants, clinic, and stores)? Write down the three places you think are the most important for people in your community. Explain why.

Important places	Why they are important
1.	
2.	
3.	

IMPORTANT PLACES (GROUP WORK)

Work in your group.

Talk with the others and compare your answers. What are the four most important places to know about for people from your country?

Discuss why these places are important. Present your ideas to the class in English.

Important places for _____	Why they are important
1.	
2.	
3.	
4.	

LANDMARKS

Some cities have landmarks or famous buildings, bridges or statues. For example, Paris has the Eiffel Tower, New York has the Empire State Building, and San Francisco has the Golden Gate Bridge. Is there a building, a statue or some other structure in your town that people recognize?

Take a picture or create a drawing and tell others about the landmark. What is it? When was it created? Does it have a special meaning?

DRAW A PICTURE

Draw a picture of **one** of the important places or take a photograph. Tell the class in English why this place is important to you:



GOOD PLACES AND NOT SO GOOD PLACES

Think of the different places in your community. Are there places where you feel:

Scared or tense?

Safe and protected?

Sad or lonely?

Happy and joyful?

Stupid?

Smart?

Powerless?

Powerful?

Talk with others and explain why.

The place	How it makes me feel	Why

PLACES AND FEELINGS

Write about a favorite place or a place that you don't like at all. It can be a place in the U.S. or a place in another country. Describe the place. How do you feel when you are there? What do you remember most about it?

Write 3 to 5 sentences and draw a picture if you like.

Example:

My favorite place is the beach. I like the way the waves come in and the sound they make. They sound makes me feel calm and happy.

I hate the immigration office. People are rude and they talk too fast. It makes me feel stupid and powerless. I get anxious and frustrated every time I go there. I detest that place.



STUDENT PROJECT: COMMUNITY MAPPING

What are five or six places in your neighborhood that newcomers should know? Visit some of these places and make drawings or take pictures. Ask questions and pick up information. Present the information to the class.

PLACES FOR CHILDREN

Tell your children about your favorite place when you were little. Why was it your favorite?

What is your children's (or grandchildren's) favorite place?

What are places that they don't like? Why?

Are there places that make them feel scared or upset? Why?

ASK SOMEBODY ELSE

Ask somebody else. When you were little, what was your favorite place? Where was it? What did you like about it?

Name	Favorite place	Where was it?	What did you like?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

STUDENT PROJECTS: SPECIAL PLACES IN OUR TOWN

1. List 5 interesting places in your town.



2. Choose three places to investigate and study. Work in groups. Each group studies one place and then makes a report.

3. What questions do you have about this place? Write them down.

4. Where can you get information about that place? Write it down

5. When can you visit this place? Who will you talk with?

6. Take pictures of the place and of your group and make a report about the place.

Name of our place _____

People in our group: _____

Questions we have	Where can we find the answer?	Who can help us find the answers?

CLASS SUMMARY

What are some of the favorite places for your group? Create a poster with writings, drawings and photographs. You can also use pictures from magazines, tourist brochures, or other sources. Share the poster with your school.



Car and Truck Survey

Name _____ Date _____

Name	No Car	Make	Model	Color	Year	Comment

Tell Us About It

My Name is Angelina Mango

Name _____

Date _____

Imagine	
1. First name of your favorite movie star or other famous person (opposite gender)	
2. Your favorite fruit	
3. Your favorite number between 0 and 20	
4. A cool job you always wanted to have	
5. A country you always wanted to visit	

I Am _____

Imagine you are a fictional character. Use the information from the chart above to make up a new character and a new life story.

My first name is _____ and my last name is _____.

(1)

(2)

I have _____ children.

(3)

I am a _____.

(4)

I am from _____.

(5)

Conversation

Instructions: Have a conversation with someone. Introduce yourself and ask questions. Answer questions. Use your fictional persona. **Example:** Hello, my name is Brad Orange. What's your name? Nice to meet you. Do you have children? Etc.



Tell Me About Your Children

Name of Interviewer _____

Date _____

Name	No kids	Ages	Names	Favorite Things	Pets?

Challenge: Write about It

Many of the students in our class have children. For example,