|  |
| --- |
| **Background information**  There is much discussion about how to refer appropriately to people with specific needs. Here is a comment made by one person who is deaf:  *“I am Deaf, not hearing impaired, or hearing disabled, or anything like that. “Deaf" is a term of identity used by deaf people who use sign language, we consider ourselves a linguistic minority and not disabled. "Hearing impaired" and other such terms that imply that something is broken are offensive. I know that some deaf people, especially those who don't use sign language, don't mind the term "hearing impaired" and might even prefer it, as they do not identify as being Deaf… Unless there's been some kind of accident that damages the speech anatomy, deaf people CAN speak. Whether with voice or with hands, we can speak. Perhaps hearing people cannot understand what's being said, but that doesn't mean that we can't speak.”* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name/type of activity** | **Aims** | **Procedures** | **Materials** | **Time** |
| **Display lesson aims** | **Lesson aims:**   * To introduce and practise the use of the present continuous for descriptions * To raise awareness of different ways of communicating * Learn a traditional song about expressing feelings | Display the aims on the board before the start of the session. Go through the session aims with the learners and answer any questions about today’s session or about what they learnt in the previous session. | W/B | 5 mins |
| **Warm up** | * To review vocabulary from sessions 1 and 2 | * Put different colours around the room. Tell the learners they have to stand next to a colour and say the colour, what it makes them think of and/or an emotion which could be represented by the colour. | - Colour flashcards | 10 mins |
| **Differences** | * To raise awareness of different ways of communicating | * Ask questions to the whole class:   How did the gorilla communicate to the keepers?  Why can people find communicating challenging (difficult)? e.g. *they* *speak different languages, one person is deaf or blind, geographical distance…*  Does the gorilla manage to communicate with the keepers? – How?  Does the gorilla manage to communicate with Little Beauty? – How? |  | 5 mins |
| **Sign Language** | * To raise awareness of the existence of several sign languages * To enable learners to communicate colours in BSL (British Sign Language) | * Tell them that there is a real gorilla called Koko who knows how to communicate through sign language. You can show them the picture of Koko and the kitten again from session 1 to remind them. Tell the learners they are going to learn how to use sign language just like the gorilla in the story. * Display the colour flashcards on the board and number them. * Show them the different signs for colours and drill them with the class as you would for new words. * Put the class into groups and designate a colour to each group. * Let each group practise signing their colour. * Touch each colour flashcard in turn and as you do the groups should sign their colour. * Swap the colours until each group has signed all the colours. * Then put the learners into pairs. Distribute sets of colours flashcards to each pair. * Learner A picks a colour card and learner B has to sign it. * Learner B signs a colour and learner A has to find the right card. * Then they swap roles.   This link will give you the demonstration of how to sign colours. You can either show your learners this site or learn the signs and demonstrate yourself.  <http://www.british-sign.co.uk/learn_signs_colours.php> | - Colour flashcards (one set for the class and several sets of small cards for each pair) | 20 mins |
| **Chinese Whispers** | * To give learners the opportunity to reflect on the challenges of communicating without a spoken language * To practise simple colours from the BSL (British Sign Language) | * Put your learners into two rows as for Chinese Whispers and ask them all to turn around and face the back wall. . * Tap on the first person’s shoulder from each team and sign a colour to them. They in turn tap the shoulder of the person standing next to them and sign the same colour. This continues until they get to the last person who has take a crayon and scribble in the right colour. * There should be no speaking in this activity to help learners reflect on communicating without spoken words. * Afterwards sign the colours to the whole class and ask them to say the colours in English. Then you say the colours and the whole class signs them. | crayons and paper | 10 mins |
| **If you’re happy and you know it.** | * To teach learners a traditional song related to expressing feelings | * Get the whole class to stand and practise the actions for the song.   *Clap your hands*  *Stamp your feet*  *Nod your head*  If you’re happy and you know it clap your hands.  If you’re happy and you know it clap your hands.  If you’re happy and you really want to show it.  If you’re happy and you know it clap your hands.   * You can change the traditional song by replacing the adjectives with other emotions and asking the learners to suggest different actions e.g.   If you’re angry and you know it shake your head / stamp your feet…  If you’re sad and you know it rub your eyes / go to sleep …   * You can hear the tune of the song here:   <http://www.britishcouncil.org/kids-songs-happy.htm> | - | 20 mins |
| **Storytime** | * To extract the main verbs from the story   *to need, to want, to ask to sign, to give, to watch, to break, to look, to eat, to love* | * Read the story and stop at the main verbs. As you are reading ask a volunteer to write the verbs onto the board. * When you have finished reading go through the verbs on the board and elicit the meaning. You will have to explain the difference between *to want* and *to need*. | worksheet with sentences from book | 20 mins |
| **Mime and say** | * To introduce and practise new verbs through multiple means   *to watch, to ask, to eat, to sign* | * Explain that they are going to learn 10 verbs - but in different ways. The 1st set is through pictures and mimes. The 2nd lot are too difficult to show through pictures so they are going to sign them. * Put the class into three teams and number the team members. Ask number ones to come to front of the class. * Distribute the first set of picture cards ‘they are watching television’ to the number ones. They shouldn’t know they have different pictures representing the same thing. For some of the verbs the have the same picture. * They have to mime the picture to their team. The first team to guess correctly gets a point. You can award bonus points depending on the length of the answer they give. The aim here is for them to say the infinitive – anything more is a bonus. | W/B | 15 mins |
| **Sign the verb** | * To introduce and practise new verbs through multiple means   *to break*, *to look, to give, to want* | * Put the class into groups of four. * Give out the other verbs from the story and explain the words to the class. * Each group then makes up their own sign for the second set of verbs. * In turn the teams sign their verb signs (at the same time) to the other team who has to guess what verb it is. You can also award points for this activity. Points awarded could include imaginative choice of sign for verbs. |  | 15 mins |
| **Write and draw** | * To introduce the structure;   *I + am + verb + ing* | * Make up your own sentences using the new verbs. * Display the verb flashcards on the right side of the board and put *to need*, *to want* and *to love* onto the left side of the board. * Display the ‘*ing’* flashcard and place it next to the verbs on the right side of the board. * Give examples from the other verbs of how they use ‘ing’ with I. e.g.   *I am giving John my book*.  *I am looking for my pen.*  *I am eating an apple.*   * Say the sentences and sketch the pictures to accompany the sentences on the board. * Elicit that *to need*, *to want* and *to love* don’t usually have ‘ing’ after them. * Distribute the worksheet and monitor to help individuals. | worksheet | 20 mins |
| **Listen to and watch the story** | * To see children signing a story to demonstrate alternative and authentic ways of communicating | * Show the learners an extract from this BBC video clip and ask them if they can guess what the story is.   <http://www.bbc.co.uk/cbeebies/#/lb/tikkabilla/emotiontheatre>   * Ask the learners to choose, extract and copy some of the signs. Can they guess their meaning? |  | 10 mins |
| **Describe the pictures in the storybook** | * Reviewing the structures *is/are* to enable the learners to actively use them | * Complete the sentences on the worksheet. Do the first one together before letting the learners do the second two on their own. Check their answers. * Slowly go through the storybook stopping on each page to elicit descriptions of the pictures providing extra vocabulary where needed and drawing their attention each time to *is* and *are*. e.g.   *Little Beauty is sitting on the gorilla’s head.*  *The gorilla and Little Beauty are watching television.* | Worksheet  Storybook *Little Beauty* | 10 mins |
| **Presentation Invitation** | * To involve learners in the organisation process of a end-of-course presentation * To allow students to reflect on their understanding of the story so far | * Distribute presentation invitations to learners. * Do the date, time and place together on the board for them to copy onto their individual invitations. * Do the last part orally together than get the learners to write a sentence to sum up the story in their own words. You can leave brainstormed prompts on the board to help them. * They can complete the drawing at home. | Invitations | 10 mins |
| **Session review** | * To consolidate the learning that has taken place throughout the session * To allow learners to reflect on what they have learnt * To allow learners to predict what they will learn next. | * Display the lesson aims again * Ask the learners to say;   + what the subjects were in session 3.   + what words they have learnt in the session.   + what structure they use to describe something that is happening, or something they can see and ask for a couple of examples   + what they think they are going to learn in the following session. |  | 5 mins |