

# SATEAL

Scottish Association for Teaching English as an Additional  
Language



**Newsletter 2010**

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As I am retiring from the SATEAL committee, this will be the last newsletter I will be editing. Many thanks to the people who have contributed to the past newsletters, Elspeth Stewart, Moray especially. If there are no contributions from other SATEAL members, it is difficult to produce a newsletter that reflects what is happening all over Scotland. **Please** send in articles, resource evaluations, book recommendations etc. for the next edition.

Send contributions direct to: [christinewilmot1@hotmail.co.uk](mailto:christinewilmot1@hotmail.co.uk)  
until further notice

## Report on the SATEAL Conference

March 2009  
Auchterderran Centre, Fife



Beath High School Senior Girls Choir got the conference off to a brilliant start with their lovely singing.

Mick Waters presentation

## **Changing (class)Rooms**



Mick's presentation was brilliant! He talked about the need to build a curriculum that works and developing a modern world-class curriculum that will inspire and challenge all learners and prepare them for a future.

SATEAL Conference (cont)

He spoke of making learning irresistible. He showed a picture of young children enraptured as they looked at bubbles, that they all found them irresistible and because of that, none of them were distracted or fidgety, and that's what learning should be like.

Mick also spoke about the pupil who when asked by the teacher to write about what the future is about, wrote this:

*I've been sitting and wondering what the future will be like.*

*It took me quite a long while.*

*When I finished I realised a lot of the future was gone.*

*So a lot of the future is in the past.*

The teacher was annoyed with the pupil for doing so little. Most of the other students had written what they thought the future held for them. Mick said that he thought that this pupil had answered the question very philosophically!

From the evaluations, SATEAL members were all inspired by Mick's input into the 2009 conference.



Mick Waters and most of the SATEAL committee!

SATEAL Conference

# Workshops Kirsten Darling

Kirsten Darling talked about her experience with a bilingual pupil that she had in her P5 class. She said that she was able to relate to how she must feel because of how she had felt when on a visit to another country, she was relieved to see something that she recognized, an HM store and that even though she doesn't normally shop there, she went in and even bought a few things! Upon her return she got her Nepalese pupil to celebrate her culture and show the class how she wrote and show photographs of her family. Eventually, with confidence boosted by enthusiasm from the other children in the class, she and her cousin performed a Nepalese dance in front of the whole school. Kirsten went on to say what a great opportunity it was to have a pupil in the class who could enrich the children from Cowdenbeath, who would probably, otherwise not have even known where Nepal was!

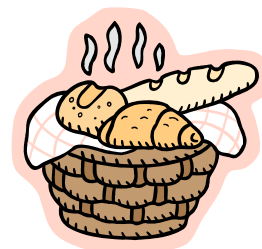


It was so refreshing to listen to Kirsten talk about her experience of having a bilingual pupil in her class, in such a positive way

**Editor**

## SATEAL Conference (cont)

Lunch: As always, absolutely fabulous!



# Delivering ESOL to Isolated Learners

## Lynda Killer

In this workshop, Lynda talked about how she started her students doing an e-diary. She realized that she could only support them two periods a week and that they would have to do a fair amount of self-study. In order to help them do this, after a few weeks of course delivery using a combination of direct teaching and guided self-study, she introduced the idea of a learner diary. The first few weeks of entries were not analysed, but used in combination with tutorials, as a form of “Diary training” The guidelines were these:

### Guidelines for writing your e-diary

During the Higher ESOL course I will be asking you to keep a diary. This diary should be e-mailed to me each Tuesday, and the content will be discussed with you in a personal tutorial once a month.

You may write about any aspects of learning English – what happens in class, how you are coping with the self-study part of the course, how you feel about your progress in relation to the criteria for the different parts of the course, and how you feel about English in general. This diary can help you to reflect on and evaluate your own process of learning. It may be used to effect changes in the teaching of the course. It will contribute to an increased self-awareness of your role as a learner, and hence could lead to the development of improved study skills and language skills.

In your diary, when writing about classes or guided self-study, try and include the following: Date, topic of the lesson and skill area (reading, writing, speaking or listening)

What was the aim of the lesson?

Have you learnt anything new?

Is there anything still unclear? If so please explain what you still need to know.

Please include comments about how you are coping with both classes and self-study.

Please comment on all four-skill areas – your progress and problems.

If you have a problem please explain what you plan to do about it. Ask for advice if you are unsure.

Your diary may also be used for analysing needs and setting goals.

## **SATEAL Conference cont)**

For your first diary entry I would like you to consider what you feel are your main needs in each skill area – reading, writing, speaking and listening. Then please comment on any other thoughts that you have either about learning English in general, or about the Higher ESOL course. What are your feelings about doing part of the course by guided self-study?

The students were then given more specific things to comment on.

### **Writing your e-diary Part 2**

Now you have become more familiar with writing a diary I would like you to write in more detail. I would like you to divide your comments into three sections

1. Taught classes
2. Guided self-study
3. Out of English class language learning.

I would like you to subdivide the 3<sup>rd</sup> section into 2 parts

- a. In school (other classes)
- b. Outside.

In each of these sections I would like you to comment on

1. What you have done
2. What you have learned
3. Your feelings about your progression in language learning. What are you pleased about? What concerns do you have?
4. What new targets have you set yourself?
5. How will you achieve them?

Please also comment on any other issues related to your experience of learning English. For example:

1. Are you happy speaking in English out of school?
2. Were you able to cope with understanding your subject classes?
3. Were you able to take part in social conversation/discussion with your classmates?
4. Were you comfortable using English in out of school situations?
5. What are you doing out of school to help improve your English e.g. watching TV, reading newspapers etc. Are there any difficulties/concerns about this?
6. What are you most pleased about?
7. What can you do to help keep yourself enthusiastic about learning English?

These activities should help you think more clearly about your progress in language learning, and what you can do to improve it?

# **NALDIC Conference**

November 14<sup>th</sup> 2009

At this year's NALDIC conference held at Reading University, the central theme was, 'Integrated Language, Integrated Curriculum. Each of the three keynote speakers, although taking a different approach to sharing their experiences and knowledge on the difficulties bilingual learners face when accessing the curriculum, managed to shed a great deal of light on not only how we as teachers might alter our approach but indeed of the absolute necessity to tackle the weaknesses which can exist for bilingual pupils in their schools.

Ofelia Garcia's keynote speech can be viewed on the NALDIC website.

Frank Monaghan recommended her new book.

A very informative seminar which like the keynote speeches did much to reaffirm the specialist nature of the work EAL teachers do was that given by, Jonathan Brentnall, EALAW. The seminar entitled, 'Keeping sight of content-driven language in a skills-based curriculum,' addressed how the recent shift in emphasis towards more skills-focused planning could have implications for EAL development in the curriculum. He reminded us that when subject content and learning activities drive language, the focus is not on language development but on subject content concerns and therefore the choice of words and ways of the subject teachers are primarily connected to their subject. The challenge is how to tailor the language so teachers are extending, expanding, and refining learners' language resources.

To help us firstly understand the necessity of not losing sight of content-driven language in a skills based curriculum and secondly showing us practical ways to help cope with this, we were given ten tasks- and we did manage all ten! - The tasks helped re-awaken us to the language hurdles our pupils face in a complex curriculum.

# NALDIC Conference

The first task involved identifying the types of language use in a range of skills, such as Information Processing, Reasoning, Enquiry, Creative Thinking and Evaluating Skills. Another one made us take a closer look at the specific subject area skill of Geography. Focusing on key vocabulary, Jonathan Brentnall stressed that the EAL teacher or Bilingual assistant faces the challenge to predict what semantic categories of words the subject teacher will use, for instance, "erosion", "erode" wearing away", "wearing down".

Regarding the use of sentence starters for genre frames to support writing, he again emphasised that EAL pupils need support with language in order to complete the sentences.

Finally for the last activity, we looked at four texts about river erosion. These texts were of increasing difficulty levels from a Primary SEN differentiated text to a university level text. We analysed the differences between them by reflecting on "the progression towards greater extension, expansion and refinement of the linguistic resources."

Referring To Halliday & Matthiessen ( 2004), Gibbons, Gerot and Wignell (1994) Jonathan Brentnall gave a thought provoking session, which most importantly, reminded us of the necessity to enlighten class-committed colleagues of the techniques we are aware of to help their pupils overcome these hurdles.

Once again, this year's conference and this very enjoyable seminar were relevant and sensitive to the issues we as EAL teachers face every day and more importantly to the needs of our pupils and the shortcomings of existing systems. The real purpose of the conference however, which it always succeeds in fulfilling, was to leave us glad to be doing what we are doing and highly motivated.

Joan Anderson and Christine Wilmot (Bilingual Support Service East-Ayrshire)

## NALDIC CONFERENCE

Margaret Hawkins, Associate Professor; School of Education, University of Wisconsin Madison

Margaret Hawkins in her presentation, “ Language, Curriculum & integration: A View from a Video Project” took us on a journey through the eyes of a Vietnamese pupil. New to English in an American school, the pupil grappled to understand a homework task: writing a postcard about her favourite place in the town she moved to.

Throughout the day, numerous attempts at trying to get help from several people including her teacher, fail. It is only when she gets home that her sister is able to discuss her ideas with her using her home language.

The use of the video, as we follow the pupil around the school, is a very effective way to make teachers understand the difficulties new English speakers face in the classroom. Thereby encouraging teachers to reflect on how best to support and maximise learning for them.

We are able to empathize with the pupil as we see an alien and unfamiliar world through her eyes and hear incomprehensible noise through her ears.

Margaret also used the following diagram in her presentation, which is part of a longer document to support teachers who have EAL learners in their classroom. Margaret has kindly agreed for us to reproduce the diagram and quotes in the newsletter.

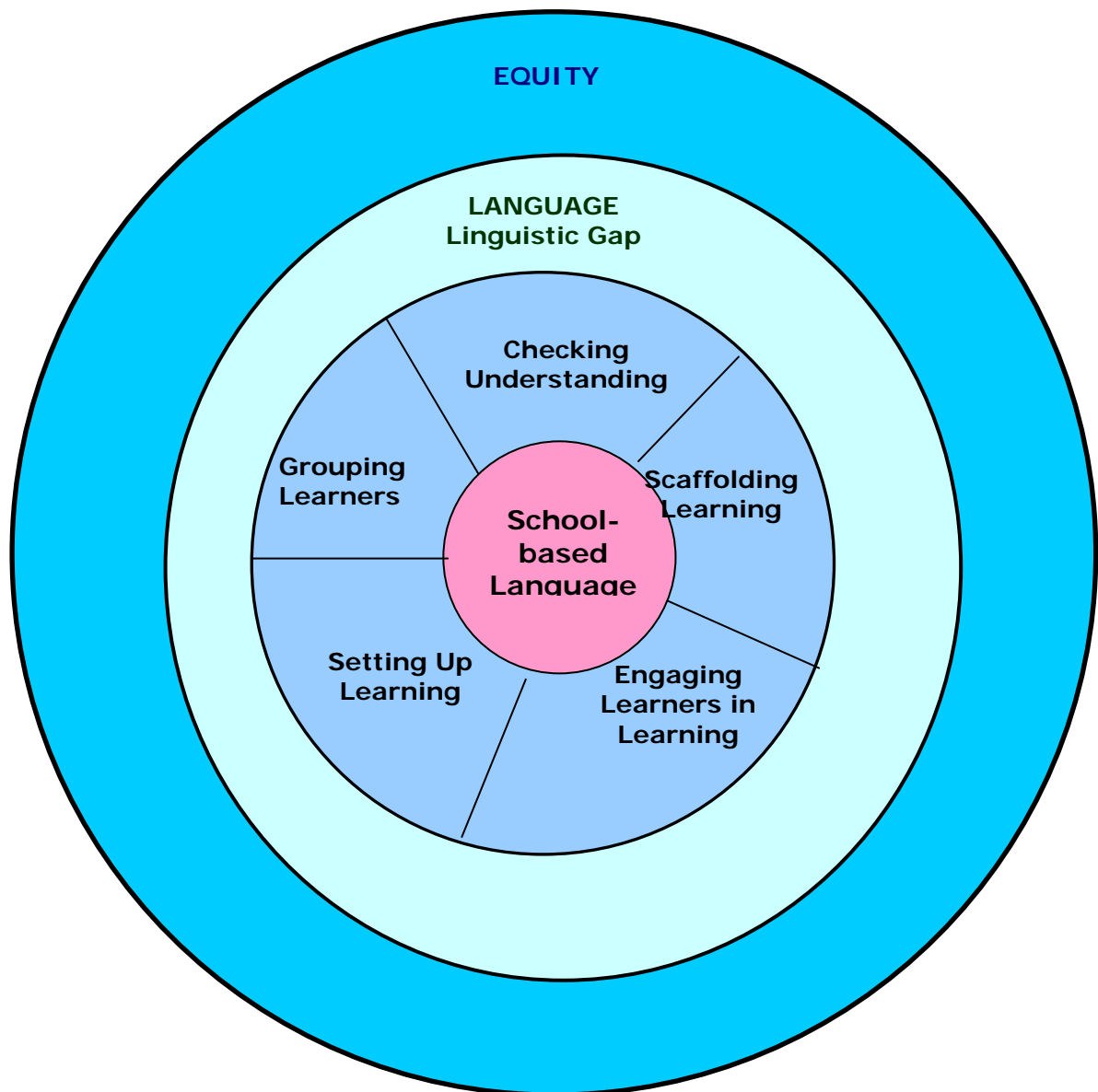
Christine Wilmot - East-Ayrshire

“ The Teacher Framework identifies five areas within lessons during which language may impede access to instruction.”

“ We call these areas leverage points because when you address the language gap, they have the potential to shift the flow of the lesson and thus to leverage greater participation- be it increased levels of interaction in the classroom or deeper understanding of instructional aims. Greater participation, we believe, leads to more equitable opportunities for learners to learn.”

“The following diagram illustrates the way in which the elements of the framework are linked. School-based language functions as a central element for the five leverage points. Instruction that provides access to the language of each leverage point so that students can fully participate in learning activities bridges the language gap, thus leading to greater educational equity.”

# WIDA Teacher Learning Framework (TLF)



A Framework for Designing Academic Support for Teaching English Language Learners

Used with permission © Hawkins, M. & Katz, A. draft.  
Teacher Learning Framework. Madison WI: WIDA Consortium

# NALDIC Conference

## Yvonne Foley

### “Using a Multidimensional Approach to Meet the Reading Literacy Needs of EAL Pupils.”

Yvonne was at the SATEAL conference in 2009, but I had attended a different seminar, so decided to go to this one and was very glad I did.

Yvonne explained that Pedagogic practice in mainstream classrooms is currently faced with the challenge of how to integrate language and curriculum content. She talked about the research she has been doing and what effect it had on EAL pupils' reading needs.

*“Failure to achieve adequate reading proficiency denies students access to the essential tool for further learning”* Koda and Zehler, 2008; 1)

There were three research questions:

- What reading literacy needs do EAL and mainstream teachers believe bilingual pupils have when they face the reading demands of mainstream English classes?
- How well do EAL and mainstream teachers believe they meet the reading literacy needs of bilingual pupils in mainstream English classes?
- What approaches and methods do EAL and mainstream teacher use to meet the reading literacy needs of bilingual pupils in mainstream English classes?

The methods used were:

- Pre-interviews with mainstream and EAL teachers (lasting about 45minutes to an hour)
- Observations of English lessons (2)
- Post-interviews (non-participatory) with the same teachers after the English lessons
- Samples of the texts and tasks used during the lesson

All the teachers mentioned that they felt it was the learning of the vocabulary that was essential. The EAL teachers referred to the fact that the pupils didn't have background knowledge and long sentences were a problem, also the use of some of the technical words that they didn't know in their first language.

# NALDIC Conference

What also emerged was that both mainstream and EAL teachers lacked confidence. Mainstream teachers felt that they were inexperienced and hadn't the training in how to meet the EAL pupils' needs and EAL teachers lacked confidence because they weren't qualified in mainstream subject knowledge.

A common approach, which was used in the English classes, was reading aloud, followed with discussion of vocabulary and if an EAL pupil was in a low ability class, often the model that the rest of the pupils provided was not a good one.

The text used was "The Boy in the Striped Pyjamas" and all skills were utilized.

A task based approach (Willis and Willis, 2007) was used.

There were 4 stages:

- Pre-cycle
- Talks-cycle
- Language-cycle
- Recycling

Sample tasks were: predicting (KWL chart) questionnaire: using vocabulary in the text, skimming, T/F quiz, Scanning: Factual questions and Discussion questions. The language-cycle tasks were consciousness-raising, working out the writer's reason for verb choice (e.g. repetitive phrases) and the Recycling was a diary entry or role-play. All of these had the cognitive, linguistic, socio-cultural and developmental multidimensional aspects.

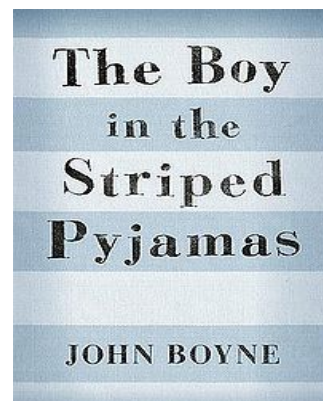
It was found that this method had an impact on the EAL pupil's other writing.

What was interesting was the lack of confidence of both the EAL and mainstream teachers, showing the need for initial training and continued CPD for them all.

The seminar was well received by the audience and an English teacher was keen to try some of the same methods with his class.

Yvonne is in the process of developing an integrated scheme of work. Watch this space!

*Susan McLaren (Editor)*



# Inclusive Story Telling

This began when the P7 class teacher told me the school was in the middle of a two-day story telling focus to develop listening and talking skills at one of my primary schools. I had arrived on my round of schools with another plan but was happy to adapt and thought quickly about how I could include the recently arrived Latvian pupil. Since the class were practising stories and poems to retell, we went to the computer. I looked up the word traditional in Latvian and my pupil found a traditional stories site in google. (Latvian). He chose the story he liked, remembered and had heard at school. He began to try and tell it to me with limited vocabulary grasped from his prior knowledge and using actions. We also used the translate facility. Some of the translated words needed imagination to work out what they should be for example 'shields' in connection with window I decided must mean shutters, common on European houses. Such is the problem of translation sites.

I wrote down the gist of the story. The story Zeltņa Putns means Golden Bird, a Grimm's Fairy tale. I could have just looked up an English version but the Latvian version is quite different in many details, more direct, funny and interesting. The first sentence translates: One father, three sons. Two geniuses, one stupid. The characters and relationships are immediately different. Similarly a signpost indicates: This way for horses and men, this way for donkeys - not in the English version. I contacted an older Latvian pupil I knew at another school to help me finish the direct translation (which became an impromptu vocabulary extension exercise for him too). Then I numbered the sections in both the English and Latvian to keep track. I got this sorted out during the lunch hour.

I am at this school on two consecutive days and following the assembly of the second afternoon my pupil and I were to tell the story in both Latvian and English to the class. All the pupils had times for telling their stories. I put key words in both languages on the board for the class to listen out for and encouraged them just to enjoy listening to the sounds and intonation of the Latvian language. My pupil had practised reading it at home and rose to the occasion very well without any fuss, reading expressively and together we told the story to the class in sections in Latvian and English.



The class had an opportunity to hear and pick out key words in Latvian, as well as predicting what might happen next from the English. My pupil was fully included, very happy and the class were great listeners.

# Inclusive Story Telling

The next class time, since the writing focus was on narrative, particularly plot and structure, the class were asked to retell the Golden Bird to each other and then write down the bare bones, the structure of the story. My pupil recalled and wrote the story in Latvian, which I used for vocabulary development in English.

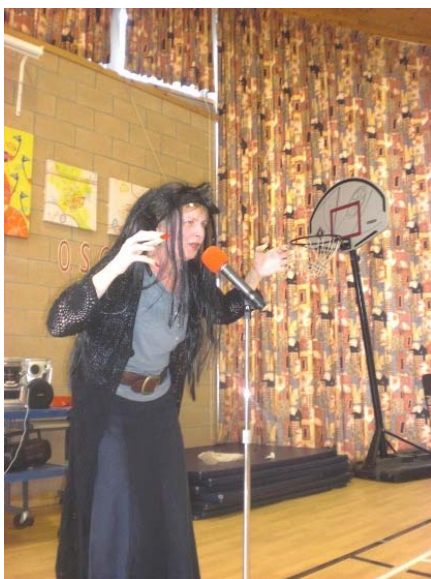
The school had also involved a professional storyteller. A follow up lesson was to create questions to provide an evaluative questionnaire for the whole school to provide constructive feedback, which the storyteller requested. Again the process lends itself very well to supporting an EAL pupil. Initially in pairs, pupils thought up a set of questions -'fat' and 'thin'-and began to discern which would be most helpful. In groups of four they discussed the two sets of questions, ranking and choosing four. With five groups, the twenty questions were displayed and voted on to make a manageable and effective questionnaire. The discussion, thinking skills, collaborative activity and focus on question forms support an EAL pupil very well. Finally, when the class have filled in the questionnaires the P7's have to collate the responses and send them to the storyteller. All of this meets the capacities of Curriculum for Excellence.



filled in the questionnaires the P7's have to collate the responses and send them to the storyteller. All of this meets the capacities of Curriculum for Excellence.

In addition, when the class teacher initially explained what was happening, I chanced to say, I enjoyed story telling and was promptly asked if I would do a session at the assembly the next day. So I spent the evening finding and practising stories to suit all ages including spooky ones and found my long black wig and false finger nails, essential for one story. Having a microphone was great. I enjoyed myself and the pupils appeared to enjoy it too from the responses. They picked up the ways of bringing a story to life with voice, actions, visualising and engaging with the audience for their own storytelling sessions.

28<sup>th</sup> & 29<sup>th</sup> October 2009



Angela Rendall

# **AifL PROJECT REPORT MORAY**

**The schools, which worked on the project, were:  
Elgin High School Forres Academy Moray EAL Service, Beechbrae Education  
Centre**

The class had three bilingual learners (Polish) who were all beginners. They were having difficulty in accessing the curriculum in a class where the attainment level was low, with many pupils having both learning and behavioural difficulties.

- Co-Operative learning, based around a media project, tied into AifL and Curriculum for Excellence meaning that all pupils would be working in a supportive interactive group situation, with clearly defined roles appropriate to their language and social skills. (This had not always been the case)

**The key features of assessment the ASG decide to focus on:**

## **AifL**

- Our classroom assessment involves high quality interactions, based on thoughtful questions, careful listening and reflective responses
- Our pupils, staff and parents are clear about what is to be learned and what success would be like
- Our pupils and staff practice peer and self assessment
- Staff use a range of evidence from day to day activities to check on pupils' progress

•

## **Curriculum for Excellence**

- Learn independently and as part of a group
- Relate to others and manage themselves
- Live as independently as they can
- Achieve success in different areas of activity
- Make informed choices and decisions
- Communicate in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead

The focus for our AifL project was a media topic based around Jurassic Park, which our Forres Academy teacher had used before, incorporating co-operative learning techniques.

Pupils would learn about media and be introduced to key vocabulary such as close up, long shot, medium shot, zoom etc

# AiFL PROJECT REPORT MORAY

At the start of the project they were introduced to the technology they would use and were encouraged to become familiar with a variety of cameras and videos, in preparation for using them themselves. At this stage co-operative learning strategies were also introduced, with a focus on social skills such as using a quiet voice, obeying a hands up signal for silence in the classroom and signalling to what extent they had understood questions or instructions. They were also introduced to the idea of learning outcomes and success criteria which were to be written up on a separate flip chart for the duration of the project, where the teachers detailed exactly what they would be learning that day and how the pupils would know that they had been successful in achieving these outcomes. Co-operative learning targets were also incorporated and at the end of each session, a plenary would be held, checking on what they had learned throughout the lesson, relating it to what they had already learned and how they could take forward their learning.

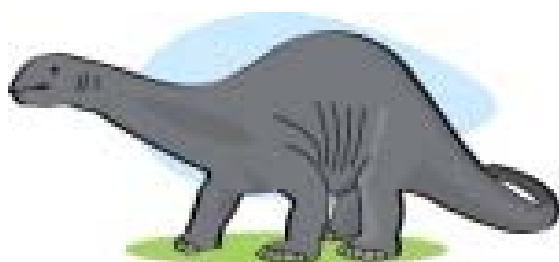
Pupils were introduced to peer and self assessment, where they were asked to assess how successful they had been in achieving targets as individuals and then asked to assess each member of their group, in relation to success criteria questions posed by the teacher. Due to the nature of the class, a reward scheme had been set up to motivate them to behave in the appropriate way.

The media topic comprised of four different activities, which were:

- **analysing and writing poems around the dinosaur theme,**
- **creating posters for Jurassic Park,**
- **producing a film based on a selected dinosaur poem and choosing and analysing “best bits” from Jurassic Park**
- **a presentation.**

Within each group, which rotated until all the groups had completed each activity, pupils were allocated roles such as materials manager, timekeeper, scribe and project manager.

All pupils had responsibility and bilingual pupils were given the opportunity to interact and be actively involved throughout, therefore working towards becoming **“successful learners” “confident individuals” “effective contributors” and “responsible citizens”** Each group was given a dinosaur related name and identity and encouraged to work closely as a team and support each other.



## **JURASSIC PARK - BEST BITS**

Groups worked on clips from Jurassic Park and selected which one they agreed collectively was their favourite, then analysed the clip, focusing on what made the dinosaurs seem real, using the technical vocabulary they had learned from studying the film.

# AiFL PROJECT REPORT MORAY

Each group then made a presentation to the class, to which the Head Teacher and Deputy were invited, where they ran their film and took turns to talk them through their analysis. Feedback on their written related scripts and on their presentation skills was given by the teachers, Pupils were encouraged to evaluate their own work according to specific success criteria and feedback was also given to each group by the other groups in the class, with pointers towards what next steps might be.

## BEST BITS: QUESTIONING SKILLS

The scripts produced by the groups were then used as the basis for focusing on questioning skills. Discussions among the three teachers involved in the project had led to an agreement that both staff, and pupils needed to work in this aspect of AiFL.

As the project had been undertaken with a view to ensuring that the needs of bilingual pupils in the mainstream classroom were met, the EAL teacher explained that beginners to English would often have great difficulty in structuring the question form, in both present and past tense, as for example the structure "What DOES the boy DO" and "What DID the boy DO" does not tie in with the way the question form is made in other languages, where inflection in the voice is often used, rather than having a question structure. Understandably they have difficulty with inserting the word "does" and "did" and are confused with using **does/did**, with "**do**" in the same sentence, as "**do**" stays the same in both the present and past tense question form e.g. "What **does** he **do**" What **did** he **do**" All three Polish pupils in this class had this difficulty to contend with, as well as meeting the AiFL challenge of asking better questions.

Accordingly it was agreed that pupils would be given input on how to ask questions, which were "open", and which developed thinking skills where pupils would be obliged to analyse and evaluate rather than give a simple "yes/no" closed question. This would obviously have implications for the bilingual pupils who would not yet have acquired the academic language structures required to formulate good answers or demonstrate advanced thinking skills though in their first language (though they may well have been able to do so and should be given the opportunity for this, when interacting with pupils who speak the same first language.)

In order to develop these skills in English it would be important that the language required would be considered by the teachers and modelled for them. Working in a group where other pupils were also able to model these structures would also be very beneficial, although in this case the majority of the class would find this challenging and would be relying on staff to model for them and then scaffold their responses by building on what they had said, so help them produce the language required.

In the above lesson, pupils were in their dinosaur groups and were again asked to evaluate and pick out one aspect of their script of "Best Bits" where they felt that had met the success criteria particularly well and relate this, justifying their choice, to the class.

# **AiFL PROJECT REPORT MORAY**

They were then asked to formulate two questions on their script, bearing in mind what an “open” question was, and write them down on the sheet provided. These questions were then rotated to another group, in a co-operative learning “jigsaw” type activity, where pupils then had to read an unfamiliar script and attempt to answer the questions they had been given. These answers were then further rotated, with a different group who had hitherto seen neither the script nor the questions and answers, for correcting, which was very challenging for this class.

The teachers found the book **“Asking better Questions”** to be extremely helpful when looking at different levels of questioning and had actually practiced creating questions on the pupils’ scripts themselves, as potential models for the pupils, which was a very useful exercise, though was not actually necessary on the day, as the pupils coped surprisingly well with forming relevant questions, some of which did meet our targets in teaching them how to “ask better questions”

## **FILM BASED ON DINOSAUR POEM**

In this activity, pupils were to create a film based on a poem selected from the ones they had been studying and run the film with a voiceover reading the poem. This was an exciting and very successful element of the unit. The films were put on to a CD, together with a PowerPoint evaluation of their work, highlighting particularly successful elements of their film, again relating to learning outcomes and success criteria, to which the pupils were encouraged to add.

As a finale to the project, the Head Teacher was invited to a showing of the PowerPoint presentation and then handed out personalized certificates to each pupil, to which individual comments had been added, relating to their contribution to the project as a whole and to particular elements where the teachers had agreed they had been particularly successful. They were also each given a copy of the CD to take home to show their parents.

The positive effect on these pupils, on being congratulated by the Head Teacher and having him comment on their highlighted achievements, was marked, and was extremely rewarding to see, particularly in light of the previous history of many of these pupils.

## **Evaluation and Feedback**

Following the presentation, the pupils were given evaluation sheets to complete, focusing on what they felt they had achieved, what they had done best and how they could build on what they had learned in transferring these skills across the curriculum. Their comments were extremely interesting; they did not all focus on the film making as being the best part of the project as had been expected and the responses from the Polish pupils in particular were particularly interesting, in that they focused more on how they felt their language skills had improved.

It was important to get feedback also from parents and a letter with attached comment sheet was sent out to all parents with a translated Polish version sent to the Polish parents. (Unfortunately though we had very little returned in the way of feedback )

# **AifL PROJECT REPORT MORAY**

Photographs were taken of the displays in the classroom, relating to the project, which were inserted into the parental feedback letter and were also put on to a CD as evidence of work completed by the pupils

Correspondence between the three members of staff involved has also been retained and copied, as evidence of ongoing evaluation of how the project was progressing **as** well as a record of how some of the time was spent, while the project was running.

The overall view was that it had been successful and this could be evidenced through the actual work that was produced but also through observation of the pupils' behaviour where the class became a more cohesive unit, with pupils generally being more supportive of each other and through observation of increased interaction and oral output by the Polish pupils, where they were much more willing to contribute to the work of their group and were also much more confident in responding to questions posed by the three teachers involved.

This was a very positive experience for all concerned, where each member of staff was able to learn from each other and where the profile and language needs of EAL pupils was also raised within the school. A collaborative approach is always supportive both to teachers and pupils and the AifL project has confirmed this view



# Race Equality

Something Else Kathryn Cave and Chris Riddell  
(Picture Puffins) 014 054907 2

# Something Else

A Suggested Lesson Plan for Primary 3 to 4

## Reading the text

Read the first 9 pages.  
Describe Something Else.

Look at all the other animals. Are they all the same? Make a list of all the adjectives that you use to describe them. Did you use any of these words to describe something Else?

How did Something Else get his name?  
How did Something Else try to fit in with the other animals?  
Why didn't it work?  
How do you think Something Else feels?

## Prediction

When the Orange creature arrives at something Else's door and tries to make friends with him, how do you think Something Else feels? What do you think will happen next?

## Read On

### Why does the creature think he is like Something Else?

Why doesn't Something Else agree?

How did the creature feel when he first came to Something Else's door? How does he feel when Something Else tells him "You're not like me?"  
Which words in the story tell us about how he feels? How do you think the creature looked smaller?

Why do you think Something Else runs after the creature?

Look at the picture of something Else's face when the creature is playing badminton. Do they always agree with each other?

**Think about:** Can you be friends with someone who has different ideas and interests to yours?

## A Great Big Welcome

Aim: To develop empathy for Something Else. To build on empathy to produce guidelines for classroom ethos of welcome and acceptance.

- ❖ Encourage children to think about how they would feel in Something Else's shoes
- ❖ Do you think Something Else was fairly treated by the other animals?
- ❖ Imagine somebody new was coming into your class at school. What would you do to make them feel welcome?
- ❖

# Race Equality

- ❖ What ideas could help welcome someone who comes from another country?
- ❖ How could you help a pupil whose first language was not English?
- ❖ What things would you need to show someone who had not been to your school before?

Monitor this discussion carefully.... Misconceptions, stereotypes and prejudices may well emerge, but can be challenged through ongoing questioning.

Why do they think that the boy who comes to the house is “weird – looking?”  
How do you think the animals will react to the boy? Why?

Follow up Activities:

We are all different

Aim: To develop a sense that a child’s unique identity is composed of many different elements. Individuals will share some of these elements, but be quite distinct in other areas.

- ❖ As children to rank themselves in order of height starting with the tallest down to the smallest
- ❖ Now rank the children again according to hair colour. Are you standing next to the same person?
- ❖ Now rank again in order of length of hair. How has this changed the groupings?

We all see the world in our own way.

Aim: to celebrate diversity in creativity. There are as many ways of seeing the world, as there are eyes to see it.

- ❖ Give each child a small piece of paper.
- ❖ Ask them to draw a common object e.g. Cat, bird, boat, car and colour it in carefully.
- ❖ Ask child to draw in secrecy, not letting their neighbours look at their drawing but do not tell them why.
- ❖ Make a display of all the drawings.
- ❖ Compare the drawings noting similarities and differences.
- ❖ Discuss how it would be if we all saw the world in exactly the same way

Same and Different

Aim: to explore how agreement on one issue does not necessarily mean that people will agree on everything

- ❖ Working in pairs, children find three ways in which they share an interest or taste and one way in which they do not.
- ❖ Classroom displays could be made using simple Venn diagrams. E.g. Likes football, eats pizza, likes rabbits etc.

Many thanks to Ingrid Todd (Gypsy Traveller teacher, Fife) for this lesson which she made to go with this excellent book to use for Educating for Race Equality in-service. We have used it many times with much success.

*Editor*

# Great Resource

BritLit (part of British Council site)

[www.teachingenglish.org.uk/try/britlit](http://www.teachingenglish.org.uk/try/britlit)

BritLit :The aim of BritLit is to help teachers from around the world to exploit English literature in the ELT classroom as a language tool. Here you can find a range of materials based around the works of various authors. Each BritLit resource kit contains a range of materials to help students understand the context of the literature as well as the language and the works themselves. Find out more about the [BritLit kits](#).

Many of the BritLit Kits contain complete texts, tasks for students, teachers' notes as well as audio recordings of interviews with the authors and readings of the text.

- [Resource kits for Primary learners](#)
- [Resource kits for secondary level](#)
- [Resource for Teenagers](#)
- [You can download all the resources for free just click on the links above and they will appear in a list.](#)

Bev Clunie (Fife BSS)

I have also used the resource and found the Teenagers stories fantastic, providing a unit of work, which can last a number of weeks. The students I've used it with thought the stories and activities were great. *(Editor)*

Great resources from the National Strategies, which you can download free. A lot of things that you to use with in-service, also with students. Found great reading activities, mysteries, with card sort and also Venn diagram activity to look at similarities and differences between 3 places to visit, why a village shop closed down and the reasons for the success of the Roman Army.  
*Editor*

# Resources

I saw these three programmes (Islam and Science) and was also very impressed. I hope they'll repeat on BBC 1 or 2 sometime. There is also an excellent website with a downloadable teachers pack of science investigations based on the discoveries and inventions of Muslim scientists.

Its called 1001 inventions

[www.1001inventions.com/media/teachers-pack](http://www.1001inventions.com/media/teachers-pack)

The site includes a link to a clip of the above mentioned programmes.

Catharine Driver

## Toilet trouble

The trick with the toilets was to be in and out quick  
For the smell it was hell and it made some folk sick  
But today was the day that things went wrong  
For a bright Chinese lad called Christopher Wong  
He only went in for a pee did he,  
But so did Danny, a racist, plus three.  
The four of them stood and they watched Chris pissin'  
But before he could leave they started to diss him.  
They laughed at his eyes, his hair and his skin  
Then the four of them started pushin' and shovin'  
Now Chris was used to the abuse of his features  
But this unfair attack he reported to teachers  
Danny was excluded for a week and two days  
But this didn't stop him, he was stuck in his ways.  
Many years later came Danny's downfall  
When he fell from a ladder whilst cementing a wall.  
Through the glass roof of a toilet he fell  
As he crashed through the glass it, cut him up well  
He landed on the floor on this day of his hell  
Lying bleeding and broken in the filth and the smell  
The ambulance arrived with life-saving speed  
And the chap who helped Danny was an expert indeed.  
He rigged up a drip for the blood it was draining  
He knew just what to do; he'd had plenty of training  
Danny was off work for a week and two days  
The day of his downfall nothing more than a haze  
But he remembered the help he'd received on that floor  
And the skills that had dragged him back from death's door  
So he sought the paramedic as he thought that he ought

(from TES )

I thought this poem was great for Race Equality. <i>Editor</i>
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