

Making the Most of the Multilevel Class

Supplement to Podcast 2

CLASS COMMUNITY-BUILDING AND TEAM-BUILDING ACTIVITIES

The following activities help learners get to know each other, build trust and confidence in each other, and establish a sense of class community and teamwork.

CORNERS

- Post signs around the room and direct students to stand next to the sign of their choice. You can have as few as three (e.g. opinions-for/against/no opinion), and as many as 10 corners signs (e.g. colors, types of jobs) depending on the topics. Here are examples of topics for signs:
 - ❖ colors
 - ❖ outdoor activities
 - ❖ opinions about issues of the day
 - ❖ times of year
 - ❖ indoor activities
 - ❖ celebrities
 - ❖ birth months
 - ❖ school subjects
 - ❖ transportation
 - ❖ places
 - ❖ different types of jobs
 - ❖ types of music
 - ❖ times of day
 - ❖ English skills
- Once students are in their corners, direct them to introduce themselves to two or more people.

Expanding the activity:

-You can place prompts under the corners signs so that once students have finished meeting and greeting each other, they can demonstrate their group's knowledge of the topic by brainstorming words and phrases that are used to talk about their corner's topic. E.g. for a Corners on celebrities, the corner labels could be movie stars, singers, models and designers, soap opera stars, and writers. Students could brainstorm different people they know associated with their corner's label.

-You can also post yes/no questions related to each corner's topic under the sign, so that the group can survey preferences, experiences and/or opinions about their corner's topic. (Yes/No questions keep the survey accessible to all levels of learners.)

LINE UP

- Have students line up chronologically by birthday*, date they came to the US, or time they arrived in class, or alphabetically by first name, last name or middle name.
- Once students are in line, have them introduce themselves to the people on either side of them.
- Fold the line in half, and have students meet the people standing across from them. If desired provide a prompt for a question and answer exchange.

Expanding the activity:








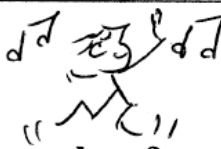

Have students in one line move down one student to continue meeting and talking to each other.

*Note: Not all learners may want to share their ages, so birthdays rather than birthdates are the safer choice for this activity.

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FIND-SOMEONE-WHO MIXER (ADAPTED FOR USE WITH ALL LEVELS)

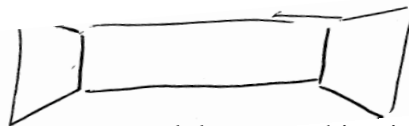
- Provide each learner with worksheet that allows them to mingle with his or her classmates asking questions to find people who match the descriptions on the sheet. Each description should have an image and a text label (see below.) You can help students ask accurate questions by placing the question frame on the sheet. If you want to use more than one type of question, you can put each question frame over one column of visual and text prompts. The prompts should reflect things you know about students in the class. For example:

Are you...	Can you...	Do you
 a 23-year-old woman?	 sew?	 speak Chinese?
 from Mexico?	 sing?	 get up at 4:30 a.m.?
 married?	 dance?	 have five children?

Students should write the name of the person that answers yes in the appropriate square. Once you call time, learners can report back on their findings. *Julio can sing. Marta is married.*

CLASS DRAWING

- Start out by drawing the basic outline of a room on the board. For example:



- Ask for a volunteer to come up and draw one thing in the scene. E.g., *Who can draw a table in the room? Great! Julio, come up and draw a table.*
- As the volunteer draws, talk to the class about what s/he is doing. *Julio is drawing a table. It's a large tree. Who's doing the drawing? What's he drawing? Is he drawing a small tree or a large table? Etc.* When the volunteer finishes, ask her/him to think of something else that goes in the scene. Then have her/him hand the chalk to a classmate and tell that classmate (by name) to draw the new item. *Sara, come up and draw a chair.* Sara can ask Julio where to put the table or check with the class. *Where?*
- The drawing continues until the class can no longer think of things that could go into the picture. Once the picture is completed, have the class acknowledge the artists by name.

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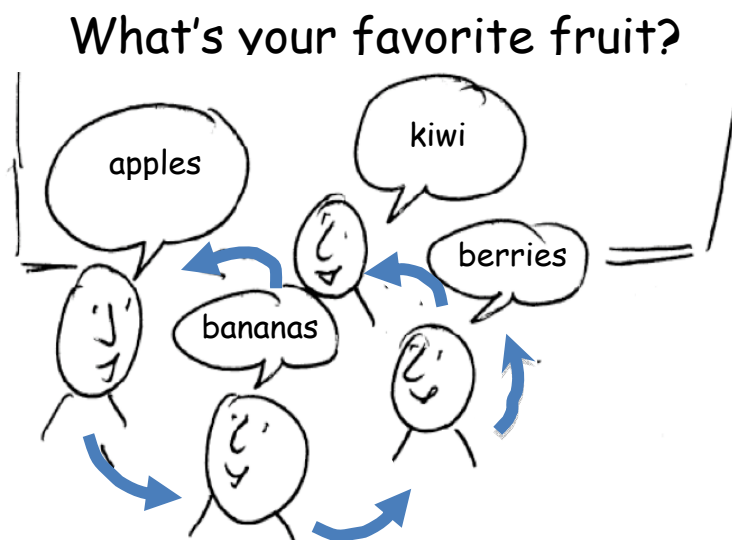
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TEAM-BUILDING ACTIVITIES

ROUND ROBIN INTERVIEWS

- Form groups of 4-6 students.
- Assign a facilitator for each group. (If possible, give the role to the higher-level learner in the group.)
- Write a sample prompt such as, “*What’s your favorite fruit?*” on the board. Explain to students that they will take turns answering questions* and that there is no discussion of the answers. Once everyone answers you will give the group 2 minutes to talk about the answers they heard.
- Demonstrate the process with one group. Then ask comprehension questions to verify learners’ understanding. *How many people answer the question?* (Everybody) *How much time do you have for everyone to answer?* (1 min) *Can you talk about someone’s answer?* (Not now.)
- Set a 1-minute time limit and remind the facilitators to be sure everyone takes a turn.
- Call time and put a new question up on the board. Follow the same procedure.
- After students have answered 3-4 questions. Put this question on the board: *What did you learn about your group?* Give some examples of language students can use: *3 out of 4 of us like apples. All of us hate broccoli. We all want to go to China., etc.*
- Set a 2-3 minute time limit for the group to recall and discuss their different answers.
- Call time and ask the facilitators to help the group pick one thing to share with the class about their group. Give the groups another 2 minutes and then have facilitators report back.

* Note: One way to be sure this activity is accessible to all levels is to give each group a set of picture cards that relate to each question. For example, a set of fruit cards for *What’s your favorite fruit?* or a set of country cards for *What country do you want to visit?* In this way learners at the pre-literacy and low-beginning levels can pick a card as their answer.

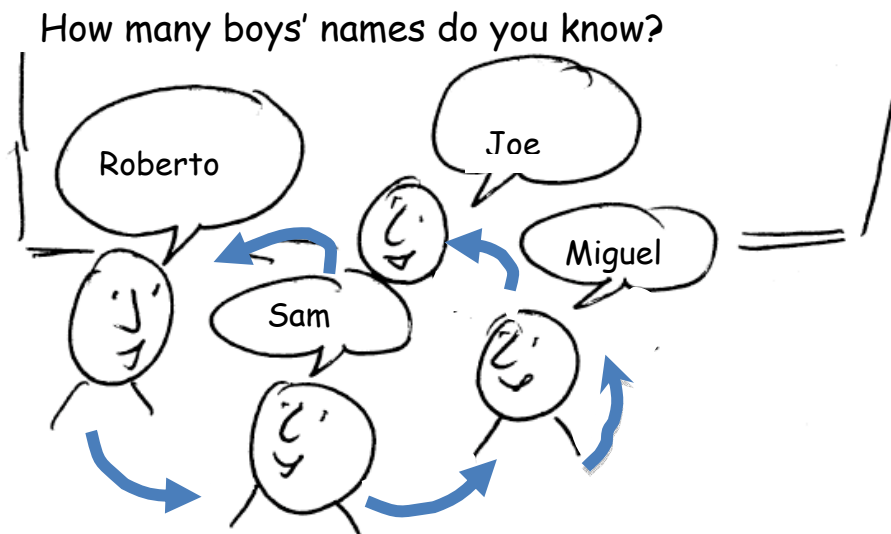


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ROUNDTABLE BRAINSTORM

- Form groups of 4-6 students.
- Have students number-off in the group.
- Provide a sample prompt such as, “*How many boys names do you know?*” and demonstrate the activity with one group.
 - Have student #1 take the pencil and paper and write one item, telling the group what s/he is writing, then pass the paper to student #2, who writes another item and tells the group what it is. Have students continue passing the paper around the group. Call out “time!” when it gets to student 2 for the second time. Tell the class that they want the paper to go around the group as many times as possible before you call time.
- Check learners’ comprehension of the activity: *How many people write on the paper?* (everyone) *Does the paper go around the group only one time?* (No.) *Can you write more than one answer at a time?* (No. You write one answer when you have the paper. You can write another answer when the paper comes back to you.)
- Distribute a paper and pencil/pen to each group. Write the prompt on the board and set the time limit (3-5 minutes). Have #1s begin the activity.
- Call time and ask groups to say the number of items on their list. Acknowledge the groups for working together and ask teams to thank each other for their work.

Note: If you have the groups with the fewest items report back its list first you can insure that all groups will be able to report back. As each group reads off its lists, other groups should listen and check off similar items on their lists. When those groups report back they should only report back items that have not yet been named.



Students continue for multiple rounds within time frame