



IO1 Building Basic Skills Toolkit

Session Plans for Drama Resources

Introduction

The aim of the Artistic Licence Basic Skills Toolkit is to build simple skills and competences in marginalised adult and migrant learners through various creative methods, including 6 drama, 6 music and 6 storytelling modules. These session plans present different activities at different levels and methods for using a range of resources to explore alternative education strategies. Marginalised adult and migrant learners without language of the host country will learn how to interact outside the home, integrate and take first steps to finding employment..

These lessons are developed with an existing learning group and written to deal with the issues they encounter in a style that works for them. They are intended to be adapted for the particular group and can easily be delivered in this very basic form or expanded to be more creative and complex,

Account should be taken of the kind of people in the group, their level of understanding and how comfortable they will be to join in the activities. Gender is often more of an issue than in the host countries, as different religions and backgrounds dictate social behaviour. For instance women may come from very different backgrounds; some have academic qualifications gained in their home country and others have never had the opportunity to attend a school with their focus being entirely at home., They may lack motivation or confidence to learn a language that is vital to live a more inclusive life in Europe. Lessons based on real-life, ordinary events are more likely to interest them as they seek to make a home in their host country. Practising role-plays based on a trip to the GP or taking a bus, buying food and interacting with those they meet facilitates opportunities to increase a learner's confidence in a supportive, non-threatening environment. It also allows the group to exchange their personal experiences with others and form friendships so not feeling so isolated in their situations

Module 1 Acting

Acting out our requests is an ancient method of communication. It is as old as time, running through every age and culture. This is something we all do as we holiday abroad or talk with friends from other countries. It is quite simply the best way of getting a message across and helps us to obtain some simple vocabulary. We do it because we need to find out or do something and it is the same for the migrant learner, the best way we can all understand. Acting based learning techniques provide an excellent alternative for education of migrant and adult learners in the margins of exclusion. Acting strategies are proved by variety of sources to be very effective in capturing learners' attention and increasing their motivation to learn. They can be particularly effective in supporting foreign language learning, especially important while working with groups of migrants from different countries. Acting helps also to communicate cultural values and differences in an accessible and entertaining manner. Through acting activities migrant learners may easily acquire a greater confidence and be more at ease with living in a community day to day, travelling on public transport, dealing with money, asking directions and socialising in their host countries.

The lessons are planned as an entire group session as learners may not be equipped with their language skills to speak correctly to each other. It is encouraged to provide a box of dressing up clothes. It is sometimes entertaining to break the ice if learners take these modules as play acting and sometimes easier to 'hide' behind a character. The facilitator will need to lead on this and dress up to match the subject matter they are dealing with. It is not essential to the activities to do this, but it is helpful to at least use some props such as hats, umbrellas or walking sticks.

The 6 activities can stand alone. They are planned as a progression and the tutor is encouraged to bring to each session some references and from the previous session. The final session is a celebration of their learning and an invitation to take their learning to a new level

Activity 1

Title	Getting Around	
Target Group	Marginalised migrants, adult learners, job seekers.	
Duration	30-50 min, depending on the size of the group	
Learning Outcome	Speaking allowed and learning vocabulary and recognising the written word	
Level(s)	Basic Remembering and Understanding	
Purpose	Resources/ Materials Needed	
<p>The purpose of this activity is to develop learners' ability to find their way around their local community. In this exercise, participants learn how to ask for directions and to understand the answer. Learners are encouraged to think ahead about how to approach a stranger in the street, how body language is important and which props such as carrying a map may be helpful. This activity is simple to understand as it is a common experience. Additionally, participants practice their listening and speaking skills. The activity suits all language competence levels and it can be adapted to different scenarios and themes of the classes.</p>	<ul style="list-style-type: none"> ● A room with chairs arranged in a semi-circle and free space, ● Papers and pens for learners ● Sticky tape ● Prearranged list of questions and phrases. ● A printed map of the high street with adjoining roads and key buildings. ● List of basic pleasantries ● Flip chart and marker pens ● Optional - Clothes to dress up as different characters, coats, hats scarves, dresses, walking sticks and umbrellas 	

Instructions for facilitator

Getting Around aids the learner in finding their way around their locality and helps them integrate with the group as they need to work together and help each other. We have all asked directions before and this activity introduces the method of acting as a way of gaining confidence by providing learners an opportunity to integrate with other members of the group. This activity aims to teach them strategies on how to start a conversation with strangers in the host country. Learners practice their speaking and listening skills. Every member of the group needs to be able to ask simple questions and respond. We will look at the whole experience of asking directions and how to make sure the stranger in the street knows why they are being approach. We will look at forward planning, practice, body language and props.

- Before the class the facilitator prepares a simple map of the local high street
- The facilitator should remember to assess the level of language competences of the learners. At the beginner level, this should only included short simple questions and answers. However, the facilitator should encourage learners to include some pleasantries and ask for clarification. as they progress.
- The facilitator should assist learners during the session to make sure that every student understands the purpose of the activity.
- The facilitator explains the activity including cultural norms on how to start a conversation with a stranger in a host country. He/she explains to learners that they will develop a simple dialogue on how to greet, ask a question and bid goodbye to a stranger.
- The facilitator can begin by showing the map of the high street with a few key buildings which can be written on the board. These can be spoken by the facilitator and repeated by the group
This will be followed by simple directional phrases. These can be spoken by the facilitator and repeated by the group

Examples of a questions and answer may be

Q. Where can I find the Post Office?

A. It is straight on down the high street on the left

When the group appears confident the group works in pairs asking the questions and giving the answer.

When each pair are confident, they deliver their Q and A in front of the group.

- The facilitator asks the group what would make them nervous of doing this and seeks to address it. Two volunteers are asked the simple rehearsed question and answer. The facilitator then acts out an example of approaching a stranger in a way that makes them feel uncomfortable. Head down, no eye contact etc

The facilitator then shows a way of approaching a stranger with map, in hand and an open friendly expression and posture.

The facilitator asks for two volunteers to act this in front of the group inviting them to use the dressing up clothes if they wish.

- The group moves on to include new buildings and new simple directions These are all rehearsed in pairs with one or two pairs acting this out to the group.
- Learners then make a 'street' using chairs with labels giving the names of the buildings. One learner walks the street reading the names as he goes.
- By the end of the lesson learners have become familiar with two or three questions and answers, the name of directions (left/ right) and the name of a few buildings. Members of the group are encouraged to 'walk' in the street and deliver the questions and answer which they then follow. The learners are given a copy of a map of their high street with the key buildings and name and the key direction phrases and simple pleasantries.

Variations to the Activity

- The lesson can be expanded so as to improve the vocabulary of those who already have some basic knowledge.
- The language can include more complex sentences using vocabulary about distance, transport, walking time, colour etc
- The 'street' can become more complex and learners can take it in turns to walk the street and go to the buildings following instructions called out by the group, dressing up as different characters
- The facilitator could write a short script to be performed as a sketch to include a scenario about making a journey, getting lost and asking for directions several times. The learners could all take part as different characters in the street.

Activity 2

Title	Money and Maths	
Target Group	Adult, marginalised migrant learners	
Duration	40 -50 min, depending on the size of the group	
Learning Outcome	Understanding money and numbers	
Level(s)	Basic Remembering and Understanding	
Purpose	Resources/ Materials Needed	
<p>The purpose of this activity is to support learners in building their confidence in using money and expressing simple mathematical calculations, The activity helps to stimulate learners' basic maths leading them to be able to understand prices of everyday things and familiarise them with notes and coins. In this activity learners create simple sentences and learn to recognise written and spoken prices easily. This activity allows learners to acquire new vocabulary and grammar structures on which they can build. The facilitator can introduce slang around money which they are likely to come across in their community</p>	<ul style="list-style-type: none"> • A room with chairs arranged in a semi-circle and free space • Real or fake money • Handout with pictures of notes and coins with the proper names and slang terms • Paper and pens for learners • Sticky tape • Flip chart and marker pens • Optional - Clothes to dress up as different characters, coats, hats scarves, dresses, walking, sticks and umbrellas 	
Instructions for facilitator		

The activity aims to present money and maths on a very basic level but it is important not to make the activity appear too childish. Migrant adults encounter difficulties in this area the early days in the hosting country. and this can be intimidating. Learners will develop their vocabulary on this theme and be able to express simple calculations.

Instructions to deliver this activity:

- Before the classes the facilitator conducts brief internet research. There may be simple teaching videos in the host country the facilitator may use These need to be carefully considered before use so as not to deliver too much information for the level of the learners or to use complicated expressions or jargon or to be in a dialect that it not local to the learners community. It may be necessary to write numbers and words 1-20 on the board for reference. The chairs are arranged in a semicircle with small table or chair in the middle containing the 10 props of the same item.
- The activity starts from a short vocabulary and number assessment so the facilitator can ascertain the level of understanding and speaking of the learners. The facilitator uses 10 suitable props. They may be 10 books, 10 apples, 10 balloons, 10 cups of water or whatever is appropriate. The exercise is an ice breaker to help the learners relax and work together. The facilitator asks each of learners to first name the prop and a number.

For example The facilitator gives an apple to the first learner in a circle of chairs and says . 'I give you 1 apple.' The learner turns to the next and takes another apple from the chair and passes 2 apples saying 'I give you 2 apples' and so on until reaching 10. The items get increasingly difficult to hold.

Different items are added to the table to a total of 20. The facilitator writes each item in the board giving the name. The learners repeat these words.

The exercise continues as before with each learner selecting one or two props and passing to the next person, Saying I 'll give you 1 apple and 2 books which equals 3 and so this continues. The learner turns to the next person, 'I give you 1 apple plus 2 books plus 4 pens which equals 7. This continues until all the items are used and everyone has been included.

The facilitator moves on to show the real or fake money. The pictures of each are on the board. The facilitator repeats the names and asks individuals to do the same until everyone is confident with identifying the money.

The circle exercise is repeated with just the notes are placed in the table

The UK version would be £1 coins

I give you £1

I give you £1 plus £5 which equals £6

This continues until all the learners have taken a turn.

The exercise can be repeated in reverse

'I have £34. I take away £4 and I give you £30 '

The exercise can be repeated using both coins and notes

The facilitator shows a picture of the local market and explains that there are a few strange names that they will hear relating to money

The UK version would include:

£1 = a quid

£5 = a fiver or 5 quid

£10 = a tenner or 10 quid

If time allows, practice these terms in pairs

Variations to the Activity

As a variation of this exercise, the facilitator can prepare more complex calculations and include more extensive vocabulary around money. The facilitator may choose to repeat this activity starting with the person holding 20 items. Turning to the next person saying 'I have 20, items but I take away 5 pens so I give you 2 books plus. 3 apples plus 4 bananas plus, 1 glass, plus 3 scarves and 2 mugs which equals 15.

This exercise can be repeated with money.

A market stall can be set up. Learners may use the dressing up clothes and make some purchases of the props. The facilitator should act as the stall holder and the learners the shoppers.

Two tables are set up. One with the props and one with all the money.

Some new vocabulary is introduced:

Shopper -'I would like 3 apples and one book please'

Stallholder (facilitator) can clearly see the money available and can ask for simple sums that do not require change. 'That is £3.90 please'.

The shopper gives the correct money

For the more advanced group, after the scenario is acted out the facilitator and one of the learners can be given sheets to work through in pairs where they are required to make transaction between each other using the correct money and giving change and including slang.

Activity 3

Title	Out Shopping	
Target Group	Adult, migrant learners	
Duration	45 min	
Learning Outcome	Making simple purchases	
Level(s)	Basic Remembering and Understanding	
Purpose	Resources/ Materials Needed	
<p>The purpose of this activity is to develop language competences. This activity will equip learners to make simple purchases in a small shop. It is relatively easy to make purchases in a supermarket, but this exercise requires some simple vocabulary, interpersonal skills and an understanding of local etiquette such as queuing and exchanging pleasantries. Additionally, they build on the Maths and Money Skills and practice their listening and speaking abilities. verbal and nonverbal communication.</p>	<ul style="list-style-type: none"> ● A room with chairs. free space and a table. ● Pictures of different kinds of shops ● Fake or real money ● Some grocery items ● A shopping bag ● Paper and pens for learners ● Sticky tape ● Flip chart and marker pens ● Optional - Clothes to dress up as different characters, coats, hats scarves, dresses, walking sticks and umbrellas. 	

Instructions for facilitator

The facilitator must gauge the level of understanding of the groups vocabulary and the use of money The group may or may not want to enter into the spirit of the activity assuming certain character types and using props and costumes:

The facilitator may begin with a short clip from a sitcom showing people going into a typical local shop.

- The lesson can begin with facilitator asking the group about what they eat for an evening meal and about cooking in their own country.

The group could be asked for suggestions of things they may buy and a shopping list made. The facilitator may fill in any gaps with new vocabulary. These words can be repeated as a group and as individuals until the group is confident.

Introducing opening phases and pleasantries used while entering a shop addressing the shopkeeper. These should be written on the board and be repeated until everyone is confident. This should be followed by phases to request an item.

The group may work in pairs to practice these. The groceries provided then should be named by the group if possible, the names written on the board and repeated.

- The shop is set up and learners use all use costumes if they wish take it in turns to enter the shop and converse with the shopkeeper (the facilitator). The learner asks for each item or perhaps asks for an item that is not available and for the price of individual item

The facilitator asks for the total payment and takes the money.

There are more pleasantries and the shopper leaves and chooses the next learner to shop, perhaps passing on a hat or their costume. Some may not be confident and can shop in pairs but all need to participate in some way

If appropriate the television clip can be played again and there can be a discussion about what has been seen.

Variations to the Activity

- This activity can work well on the most basic level or can be taken further to recap on previous lessons, Getting Around and Money and Maths. The facilitator should explain, that the learners don't need to understand every word but rather should concentrate on key-words and expressions and feel confident to point to or act out what they want. The important thing is to make the shopping experience light-hearted and be able to laugh at mistakes and inaccuracies and engage pleasantly with the shopkeeper and other shoppers.

At the end of the activity the facilitator should encourage learners to discuss the local shops. As the exercise progresses more vocabulary can be added to the board.

- The past tense can be introduced

Facilitator 'I bought this dress in the Charity shop. It is my favourite shop in the High Street'

Ask each person

'What is your favourite shop?'

'What did you buy?'

'How much did it cost?'

Vocabulary around value can be added.

'That is too expensive'

'Do you have anything cheaper?'

And Size etc

Activity 4

Title	Travelling on Public Transport	
Target Group	Marginalised adults, migrant learners,	
Duration	45 mins, depending on the size of the group	
Learning Outcome	Building confidence by travelling in the community	
Level(s)	Basic Remembering and Understanding	
Purpose	Resources/ Materials Needed	
<p>This activity can help learners to build confidence and encourage them to move around the locality. This will enhance their ability to be involved in the community in enjoyable local cultural activities and enable job seekers.</p> <p>This can be built around a local event or festival in the near future. The facilitator may bring in posters or flyers. This will engage the learners in a real possible follow up activity such as attending the event together. Learners will have an opportunity to practice key skills from previous lessons. Getting directions, using money making purchases and using pleasantries, helps learners to acquire new vocabulary and practice building more complex sentences.</p>	<ul style="list-style-type: none"> ● A room with chairs arranged in semi-circle and free space ● Pictures of different kinds of transport ● Samples of tickets used locally ● Real or fake money ● Local travel website could be show so the facilitator ● Enough laptops or phones to allow learners to look up information on travel ● Paper and pens for learners ● Sticky tape ● Flip chart and marker pens ● Optional - Clothes to dress up as different characters, coats, hats scarves, dresses, walking sticks and umbrellas. 	

Instructions for facilitator

- The facilitator should gauge the level of understanding of the group before proceeding and be prepared to adapt the activities

Research into a local event posters and flyer would be helpful

Examples of tickets for transport

Methods of booking the event and a link to its website can direct learners to this and also be sure that the information given is up to date make sure the sessions have covered all the information that is appropriate to the group

Map of the transport necessary

Map of the location of the event. The facilitator can research the activity so as to draw on methods of booking entry if required. The event is discussed and the flyer given out. The group is encouraged to go together.

- The activity should be followed by a short summarising discussion on the progress of the groups so far depending on which activities have been completed. The facilitator can encourage the group by expressing the progress so far and reminding them that they are now better equipped to enjoy their local community or attend a job interview

Variations to the Activity

- If the learners have more knowledge the pace of the lesson can be faster. It can include a scenario where the learner has to draw on the more complex parts of previous activities such as asking directions to

the event asking about the best means of transport and directions to the bus or train station.

- The learner may take different modes of transport and make more complicated purchases, tickets and a picnic lunch.

Activity 5

Title	Making an Appointment	
Target Group	Adult, migrant learners	
Duration	20-40 min	
Learning Outcome	Understanding dates and times	
	Basic Remembering and Understanding	
Purpose	Resources/ Materials Needed	
<p>The aim of this activity is to encourage learners to build confidence in using services such as doctors. Learners are most likely to make appointments in person rather than on the phone. Practice in this exercise will increase their oral and writing competences. Additionally, learners who are job seekers strengthen their administration skills in a creative way.</p>	<ul style="list-style-type: none"> • A room with chairs in a semi-circle and free space • Handout with week diary page with time some other appointments already written in • Appointment scenarios, One for each learner • Paper and pens for learners • Sticky tape • Flip chart and marker pens • Optional - Clothes to dress up as different characters, coats, hats scarves, dresses, walking sticks and umbrellas 	

Instructions for facilitator

- The facilitator starts the class by explaining the importance of making appointments and the etiquette which surrounds this issue such as allowing the person in front to make an appointment without crowding them or being able to overhear their conversations

The facilitator can include phases to allow the appointment to be repeated, checked and written down and any clarification about documents required or change of location. The facilitator asks the learners what they need to say, do or ask and makes notes on the board filling in any gaps as needed.

- When everyone is confident the facilitator provided each person with a diary page. He/She takes the role of the receptionist and each person approaches the desk with their own request and engages in making an appointment asking for clarification and confirmation of the date and time. Each learner is given simple written note

For example:

“I would like to see the doctor urgently as I have a very high fever.” The group practice this in pairs. I would like to make an appointment for today please

The learner approaches the reception desk with their diary page and makes the appointment

Variations to the Activity

This activity is relatively short but can be expanded into a more complex situation such as making a collection of appointments in different locations such as a specialist hospital appointment with different departments. This could be also in the context of the benefits office or for a job interview, or whatever is appropriate for the group.

The activity can go back to recap on travel arrangements required to attend the event.

Activity 6

Title	Getting to Know Others	
Target Group	Marginalised adults, migrants and jobseekers	
Duration	50 min	
Learning Outcome	Being able to socialise	
Level(s)	Basic Remembering and Understanding	
Purpose	Resources/ Materials Needed	
<p>The aim of this activity is to assist learners in everyday conversation . It is aimed at celebrating all they have learned so far and getting to know other learners on a more personal level They will understand more about local etiquette and will be more comfortable in a social situation.</p>	<ul style="list-style-type: none"> ● A room with semi-circle of chairs and free space ● Learners will have been asked to bring something to the lesson, either some food from their own country, a musical instrument, an article they can show or to dress in something that tell us more about their origin. ● CD of music to play in the background to relax the atmosphere ● Tea cups/plates etc ● Certificate for each learner. ● Paper and pens for learners ● Sticky tape ● Flip chart and marker pens ● Optional - Clothes to dress up as different characters, coats, hats scarves, dresses, walking sticks and umbrellas. 	

Instructions for facilitator

This activity concentrates on developing acquaintances and friendships of learners and help them practice their communication skills and realise that their contribution as a member of a group has value.. They are also encouraged to be proud of their own culture and be willing and able to show others something of interest about themselves. This is aimed at building self-esteem and demonstrating that their host country is interested in them and in their journey

- The facilitator explains that this activity is about getting to know each other in the community and beginning with getting to converse about every day and domestic things. This exercise will not only serve to encourage greater bonds between the group members but will assist in getting to know neighbours and work colleagues.
- The facilitator writes some common introductory sentences on the board These can be chosen as appropriate to the group mindful of any sensibilities and what would be polite to ask or discuss in the host country and asks the group to repeat them until they are confident.

These can be:

‘Hello my name is John I live in the apartments by the park, I am here with my wife Mary and our two boys Tim and Robert’

‘I am attending the Community Centre to improve my English’

‘What is your name?’

‘Do you work in the town?’

The learners then work in pairs and learn a few things about their neighbour and then introduce their neighbour to the group.

The facilitator has previously asked for learners to bring something to assist them in talking about themselves.

Those who are able, show their item and if possible, the learners ask a few questions. Discussion is encouraged.

- Refreshments are served and should include some dishes prepared by the learners. If possible, there can be music from the learners. They should relax and enjoy themselves.
- The facilitator closes the session by congratulating them on their work and encourages them to keep practicing and take their learning to a higher level.
- A 'certificate' or congratulations card, created by the centre is given to each learner.

Variations to the Activity

This exercise can easily be used on different levels.

Before the refreshments are served the facilitator may extend the lesson. The group may be quite sociable and eager to arrange to continue to stay in contact. In which case a volunteer could suggest an activity they could all join in on such as the event mentioned previously or to other activities at the centre. They could arrange the appointment between them, talk about the costs, make travel arrangements, (perhaps looking things up on a website), give detailed direction and talk about what they know about each member of the group or talking about yourself for 1 minute, talking about the locality or interviewing a member of the group.

There could be conversation about modern-day popular culture in order to get more into the bloodstream of the host country.

