

Entry Level – 4.2 – Lesson Plan – Taking Turns

Lesson Objective and Assessment Criteria covered	<p>Lesson Objective: <i>To think about how we behave positively and supportively during speaking and listening activities.</i></p> <ul style="list-style-type: none"> Behave positively and courteously throughout.
Delivery	<p>These activities aim to help learners to explore ideas around politeness, positivity, and appropriate turn-taking. There are lots of ways you can adapt these games and activities to suit the needs of your learners – we have tried to highlight a few options for you below.</p> <p>Positive or Negative?</p> <ol style="list-style-type: none"> Choose learners from the group to help model some of the statements/questions and responses in EL – 4.2 - Activity – Taking Turns. The rest of the group decide if each response has a positive or negative tone and whether it is courteous or impolite. For example: Question/Response 1a, learners might suggest that the response isn't really negative, but it's not very polite, either. Demonstrate Question/Response 1b and encourage learners to explain why this is a more supportive response. Learners can suggest, after each 'impolite' or 'negative' response, what the speaker <i>could</i> have said instead. <p>Alternative 1: You could turn this modelling activity into more of a game by cutting out the questions/responses and handing them out to learners. They can experiment by mixing and matching questions and responses and observing the effects.</p> <p>Alternative 2: Use the accompanying 'negative habit' cards to further demonstrate 'impolite' behaviour. You could give one to each learner modelling for you e.g. The learners modelling 1a might have 'Interrupt your partner'. This will give the observing group something further to discuss.</p> <p>Circle Game Play this game to practise asking and answering questions and taking turns to respond.</p> <p>Entry Level 1:</p> <ol style="list-style-type: none"> Learners stand in a circle and you stand in the middle. Go around the circle, throwing a soft ball (or bean bag or soft toy) to each learner and

ask them a question.

2. Learners catch the ball, answer the question, and then throw the ball back.
3. Start by going around the circle in order and asking everyone the same question.
4. Once the learners are more confident, change the order by throwing the ball randomly, and by asking different questions.
5. Questions should be factual and could be based on everyday life (e.g., 'Where do you go to school?'), things learners have done (e.g., 'Can you swim?') or favourites (e.g., 'What is your favourite colour?').
6. Throughout, highlight and praise positive and courteous responses.

Entry Level 2:

1. Learners stand in a circle and you stand in the middle. Go around the circle, throwing a soft ball (or bean bag or soft toy) to each learner and asking them a question.
2. Learners catch the ball, answer the question, and then throw the ball back.
3. Warm up by going around the circle in order and asking everyone the same question.
4. Move on to changing the order by throwing the ball randomly, and by asking different questions. Questions should be factual and could be based on everyday life (e.g., 'Where do you go to school?'), things learners have done (e.g., 'Can you swim?') or favourites (e.g., 'What is your favourite colour?').
5. Learners should then respond by asking a question back before they throw the ball back. E.g., 'Where do you go to school?', 'Hamilton Primary School,' 'Do you enjoy going to school?'
6. Initially, learners may just ask the same question back. Encourage them to ask related but different questions. E.g., 'What is your favourite colour?' 'I love purple.' 'Do you wear purple clothes?'
7. Throughout, highlight and praise positive and courteous responses.

	<p>Entry Level 3:</p> <ol style="list-style-type: none"> 1. Learners stand in a circle. Include yourself as part of the circle. Use a soft ball (or bean bag or soft toy) to throw to learners whose turn it is to respond to different questions. 2. Questions should be factual and could be based on everyday life (e.g., 'Where do you go to school?'), things learners have done (e.g., 'Can you swim?') or favourites (e.g., 'What is your favourite colour?'). 3. Start by throwing the ball to a learner and asking them a question. The learner answers the question and then throws the ball to someone else in the circle with a follow up question. 4. Initially, learners may just ask the same question back. Encourage them to ask related but different questions. E.g., 'What is your favourite colour?' 'I love purple.' 'Do you wear purple clothes?' 5. With practise, the group should be able to build up a chain of related questions and responses. E.g., 'Where do you go to school?' 'Hamilton Primary School.' 'Do you enjoy going to school?' 'I love it, but I don't enjoy PE very much. Do you like PE?' 6. The group should aim to collaboratively build up the longest chain of questions and responses that they can, or the activity could be made competitive – if a person hesitates, they sit down, and the last two remaining standing are the winners. 7. Throughout, highlight and praise positive and courteous responses. <p>Further Support: You can display our EL – 4.1 – Activity – Questioning Grid to support learners to build their question chains.</p> <p>Extension Activity: You can increase the challenge by including more complex rules to the game, for example: you cannot ask the same question twice; each person can only be asked two questions per 'round' (to encourage collaboration and everyone having a turn).</p>
<p>Additional Resources</p>	<p>EL – 4.2 - Activity – Taking Turns EL – 4.1 – Activity – Questioning Grid</p>