

Linking Languages



Topic	Linking languages
Mapping	<p>Global Citizenship</p> <ul style="list-style-type: none">• Exploring children like Preeti's right to begin learning in her own language and decide what to do with her education. <p>Geography</p> <ul style="list-style-type: none">• Inspire life-long learning, and sustainable connections between local life with the wider world. <p>Literacy</p> <ul style="list-style-type: none">• Using roleplay based on stories to see the world through other people's eyes. <p>Art & Design</p> <ul style="list-style-type: none">• Designing and making a "Job Posting" for a local teacher.
Lesson objectives	<ul style="list-style-type: none">• To explore ways in which United World Schools (UWS) supports children like Preeti to access the curriculum through language.• To learn about community bridge teachers, and their role in making education more inclusive.• To situate ourselves and others and create new ways of connecting to the world.

Activities	<p>Asking questions</p> <ul style="list-style-type: none">• What does 'learning in your language' mean to you? Is the language learners speak at home similar or different to the language of the national curriculum? In what ways might teachers help learners to bridge these differences, and why? <p>Intro</p> <ul style="list-style-type: none">• In this lesson, learners meet Preeti from Sankhuwasabha region of eastern Nepal. They learn from her how community teachers help make school a place where she can learn to live Happily Ever Smarter. <p>Main</p> <ul style="list-style-type: none">• Read Preeti's story and watch Preeti's film and discuss. How does Aunt Bhim support Preeti to go to school? What is a community teacher? In what ways do these teachers support girls like Preeti to have a good quality and inclusive education?• In groups of three, roleplay a conversation between: Preeti; Aunt Bhim; and a community bridge teacher. Imagine Preeti has just started attending UWS Helabuwesi and she and her aunt are being welcomed to school by a teacher. What language would they be speaking and why?• Make roleplay cards to prepare for each role. What questions might Preeti, Aunt Bhim, and the teacher ask. For example: Who are you? What part is my right / privilege as a learner / parent / teacher to play? What might Preeti and Aunt Bhim want to say about their lives? What might a community teacher hope for? Write these answers on the cards.• Once prepared, roleplay a conversation and share with the whole class.• As a class, discuss the qualities of a community teacher. Write on the board the knowledge, skills, and attributes you would like to see in a teacher e.g., speaks the local Indigenous language as well as the language of the national curriculum; knows how to help students pass exams; respects Preeti's family; kind ...• From the roleplay and teacher visualisation, design a "Job Posting" for a community teacher at UWS Helabuwesi. <p>Making connections</p> <ul style="list-style-type: none">• What do these words say about Preeti's education? Are they positive? Do they relate more to knowledge and skills, or to attitudes and attributes? How might learners' schools benefit from a community teacher? <p>Whole class</p> <ul style="list-style-type: none">• Share "Job Postings" and make a class display.
Stretch and support	<p>Teacher Attributes</p> <ul style="list-style-type: none">• Draw Preeti's teacher in the middle of a piece of paper and write words to describe them around it. <p>Act out a Teacher meeting with Preeti, Aunt Bhim and a Bridge Teacher</p> <ul style="list-style-type: none">• The roleplay could be developed as a class and acted out by a group of three. Everybody else freezes the action at certain points and discusses what else could be said. <p>UWS's Theory of Change Model</p> <ul style="list-style-type: none">• Read UWS's Theory of Change and incorporate into the roleplay and visualisation
Resources	<ul style="list-style-type: none">• Preeti's story• Preeti's video• Theory of Change PDF (optional)