
EXHIBITION FOR THE BLIND

Type of modul	Project work
Level	A1+
Target group	12–15-year-old learners
Written by	K. Szabó Ilona, Helen Sherwin

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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A teljes programcsomag elérhető: www.educatio.hu címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértők: Faragó Livia, Tartsayné Németh Nóra

Szakmai lektor: Fischer Júlia, Gorszkiné Siró Enikő

Idegen nyelvi lektor: Peter Doherty, Kornél Zathureczky

Alkotó szerkesztő: Sákovics Livia

Felelős szerkesztő: Burom Márton

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Szerzők: Csibi Erzsébet, Fehér Judit, Helen Sherwin, Huny Márta, K. Szabó Ilona

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	In this module, Ls in groups of 4, create an exhibition for a blind audience where exhibits can be felt, listened to, smelt and tasted, but not seen. Each group selects and researches its own exhibition topic. In Lessons 1-4, Ls learn about being blind, write blind-friendly place descriptions, create “Feely trails” and produce 1-2 exhibits of their own choice. In Lesson 5, each project group is guided blindfolded around another group’s exhibition, experiencing it through senses other than sight.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To develop Ls’ reading, writing, speaking, listening skills ■ To develop Ls’ abilities to plan, manage and assess a task ■ To develop Ls’ research skills ■ To develop Ls’ skills in autonomous learning ■ To develop Ls’ oral presentation skills ■ To develop Ls’ co-operative skills ■ To develop Ls’ awareness of “otherness”
TIMEFRAME	5 lessons
TARGET GROUP	12-15-year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can:</p> <ul style="list-style-type: none"> ■ give simple descriptions, both oral and written, of people, places, objects and pictures using – simple present, simple prepositions of place, simple descriptive adjectives ■ talk about a past events and facts using the simple past ■ give simple oral instructions ■ use social English (greetings, farewells, give thanks etc.) ■ understand short simple written texts

LINKS OF THE MODULE

Cross-curricular links

Hungarian Language and Communication

Man and Society – Ls learn about “Being different” – about blind teenagers in Hungary and experience being blind themselves

Geography – Ls learn about the Amazon rain forests, Bethlehem, London

NB: Since Ls select their own topic, the cross curricular links are defined by the Ls themselves.

Links with other modules

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FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- Describing a picture, object, collage, a person, a place, a model
- Interacting orally in these situations – interview, a radio play, a quiz, playing a game, giving and understanding simple instructions
- Giving short rehearsed presentations of their exhibits and understanding their peers’ presentations
- Reading for specific information from short simple descriptions & instructions on how to carry out tasks
- Writing these text types – describing a picture/place/person/past events; a simple dialogue; a quiz; instructions for a game

General educational skills

- Developing research skills
- Planning, managing, evaluating a group task
- Developing co-operative skills
- Developing Intercultural awareness (of being different)
- Developing decision making skills

EVALUATION

- L’s assessment: in Lesson 5, Ls assess each others’ exhibitions by completing the 5.3 Project assessment form

SUGGESTIONS

- Timing of project lessons: This particular project should be dealt with over four-five weeks i.e. one lesson a week. This is for two reasons – to give Ls time between project lessons to do the necessary out of class research (a main aim of this project) & to give Ts time to correct and return Ls written work between project lessons. The module is a dense one. This is why you can find “Time Saver” activities in some of the “Variation” sections of the module (for example, lesson 2, stage 1/lesson2 stage 3). These are shortened versions of the given activities and are designed to save time.
- Independent exhibits: In the exhibition, Ls create 7 to 9 exhibits. 3 of these are ”compulsory” (2 place descriptions + feely trail) with Ls working together with the teacher, 4 to 6 are independent with Ls choosing which exhibit to make, when and how they want to do it. This aims to foster Ls’ skills in working autonomously. However, with Ls doing different things at different times and speeds, they need help in keeping their projects on track. So, every lesson ask them to compare in their groups what they have done and what they still need to do. The easiest way of assessing their progress in this way, is to get them to discuss questions 5-7 on their 1.3 Planning our project forms before and after each independent study period.
- Mixed ability: This is catered for in 2 ways: By the project outcome. Ls are set one general outcome, creating a blind exhibition and are free to tackle it at their own ability level. The amount of help given by the teacher depends on the amount needed by the L.
By task. The Ls are provided with different graded tasks in two ways:
 - ~ more confident English users should produce 2 independent exhibits for their exhibitions and less confident ones only 1.
 - ~ 2.5 How can I? cards. Each project group gets a pack of 2.5 How can I? cards. Each pack contains 13 cards which explain how to make different exhibits for the exhibition and gives the language Ls need. Seven cards marked E describe easy tasks, six cards marked D describe more challenging tasks (linguistically & conceptually). Encourage the more confident Ls to use the D cards and the less confident, the E cards. The amount of time it takes to create the exhibits varies from about 20 minutes (2.5 How can I...things on a string?) to four days (2.5 How can I...make a model?). Ls are NOT required to read and work from every card but only choose the one they are interested in and work from that card.
- The Project file: Take a binder file and divide it into sections – one section for each Project group. During the project, store written work produced by the Ls in A4 plastic envelopes in this file for safe keeping. Also, allocate a “Project shelf” in your room, where project materials (i.e. models) can be placed for safe keeping between project lessons.
- Follow up activity: After the project has finished, invite other classes and teachers to experience it. You could have an open class for your next lesson where Ls act as hosts. Or, if you live near one of the schools for the blind in Hungary, contact one of them and offer to take these exhibitions to them for their English language students – with the agreement of your own Ls of course.

BACK UP SYSTEMS

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Reading for specific information</p> <p>Developing Ls' planning skills</p> <p>Developing co-operative learning</p> <p>Raising Ls' awareness of "otherness"</p>	<p>Read and match – Ls read texts and match them with the appropriate pictures.</p> <p>Introducing the project – Ls learn about project and brainstorm blind friendly ideas for project.</p> <p>Ls decide on exhibition topics and start planning their exhibition.</p>	<p>Vocabulary for talking about being blind – blind, sighted, blind friendly, Braille, feel the dots, guide dog, white stick, feel, taste, hear, smell, etc.</p> <p>Vocabulary for talking about exhibitions – exhibit, fun, unusual, informative etc.</p>	<p>1.2 Reading A – Learning</p> <p>1.2 Reading B – Free Time</p> <p>1.2 Reading C & D – Around the town & Shopping</p> <p>1.2 Reading E – At Home</p> <p>1.2 Reading task sheet</p> <p>1.3 Planning our project form</p> <p>Big sheets of paper</p> <p>Marker pens</p> <p>Blu-Tack</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
2	<p>Writing a description of a place</p> <p>Reading for specific information</p> <p>Developing Ls' research skills</p> <p>Developing Ls' planning skills</p> <p>Developing co-operative learning</p> <p>Raising Ls' awareness of "otherness"</p>	<p>Ls learn how to write a place description through a reading race, ordering texts, gap fills.</p> <p>Ls do research on, then write a place description.</p> <p>Ls start preparing their independent exhibits.</p>	<p>Organising paragraphs Linking sentences with – because, so, and, firstly, secondly, thirdly</p> <p>Varied language input provided by 2.5 How can I...? cards include – Giving instructions – walk forwards slowly/ with this game you have to; Presenting exhibits – Our next exhibit is a ..and it's in our exhibition because..; Describing a picture – in the bottom right corner there's a.. There's a plane next to....; Describing people – He's cool, he's got fair hair. He likes chilling out..? Doing an interview – Can I ask you some questions? What do you like doing in your free time?; Question forms for quizzes –What can you smell?;</p>	<p>1.3 Planning our project form</p> <p>2.1 Rainforest text</p> <p>2.1 Bethlehem text</p> <p>2.3 East End gap fill</p> <p>One set / project group of the 2.5 How can I? cards consisting of:</p> <p>2.5 How can I ... game?</p> <p>2.5 How can I ...feely picture?</p> <p>2.5 How can I ...model?</p> <p>2.5 How can I ...collage?</p> <p>2.5 How can I ...braille?</p> <p>2.5 How can I ...mystery person?</p> <p>2.5 How can I things on a string?</p> <p>2.5 How can I ...noisy, smelly, yummy, feely quiz?</p> <p>2.5 How can I ...interview?</p> <p>2.5 How can I ...food quiz?</p> <p>2.5 How can I ...feely trail?</p> <p>2.5 How can I ...present?</p> <p>Blind Friendly Ideas posters</p> <p>Reference books, materials and information that Ls have brought from home</p> <p>Post-it notes</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Listening for specific information</p> <p>Reading for specific information</p> <p>Writing creatively</p> <p>Developing both autonomous & co-operative learning</p> <p>Raising Ls' awareness of "otherness"</p> <p>Developing Ls' research skills</p>	<p>Ls do a TPR activity – going on a feely trail</p> <p>Ls create their own feely trails</p> <p>Ls work independently and create exhibits for their exhibitions</p>	<p>Words and phrases for a feely trail – OK..come with me .. let's go.. Walk forwards slowly put out your left hand... Keep your eyes closed. What do you think it is? Etc.</p> <p>Varied language input provided by 2.5 How can I...? cards – see Lesson 2 above for details</p>	<p>These pretend objects for the feely trail – a tree branch, rain, boa constrictor, piranha fish, insects, chocolate / aspirin</p> <p>1.3 Planning our project form</p> <p>One set / project group of the 2.5 How can I? cards (for a list of the 13 cards, see Lesson 2 above)</p> <p>Blind Friendly Ideas posters</p> <p>Reference books, materials and information that Ls have brought from home</p> <p>Post-it notes</p> <p>Materials that Ls need for exhibits – paper, glue, scissors, card, tape recorders etc.</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Developing oral presentation skills</p> <p>Reading for specific information</p> <p>Developing Ls' planning and task management skills</p> <p>Developing co-operative learning</p> <p>Raising Ls' awareness of "otherness"</p>	<p>Ls do blind TPR activity – following directions with their eyes closed.</p> <p>Ls work independently and create exhibits for their exhibitions.</p> <p>Ls start working on presenting their exhibitions.</p>	<p>Words and phrases for giving directions – Take two/ three steps backwards. Take two/ three steps forwards..Turn right ..Turn left.. etc.</p> <p>Varied language input provided by 2.5 How can I...? cards – Lesson 2 above for details</p> <p>Words and phrases for presenting exhibitions – i.e. Good morning and welcome to our cool exhibition. Our exhibition is about ... And we've got 8 exhibits for you today. Etc.</p>	<p>One set / project group of the 2.5 How can I? cards (for a list of the 13 cards, see Lesson 2 above)</p> <p>1.3 Planning our project form</p> <p>Blind Friendly Ideas posters</p> <p>Reference books and materials Ls bring from home</p> <p>Materials that Ls need for exhibits – paper, glue, scissors, card, tape recorders etc.</p> <p>Exhibits completed by Ls</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<p>Developing Ls' oral presentation skills</p> <p>Developing these oral skills – describing a place, person, model or picture; doing an interview, a radio play; playing a game, a quiz</p> <p>Listening for specific information</p> <p>Raising Ls' awareness of “otherness”</p> <p>Fostering Ls' self-assessment skills</p>	<p>Ls set up and practise exhibitions.</p> <p>Ls present exhibitions.</p> <p>Ls evaluate the exhibitions they visited.</p>		<p>Exhibits Ls have created</p> <p>5.3 Project assessment form</p> <p>Giving Directions poster</p> <p>One set / project group of the 2.5 How can I? cards (for a list of the 13 cards, see Lesson 2 above)</p> <p>“I liked...” and “I didn't like” posters</p> <p>Post-its</p>

PROCEDURE

LESSON 1: HOW CAN BLIND PEOPLE SEE?

Aims of the lesson:

- to read for specific information
- to help Ls plan more effectively
- to develop Ls' ability to work as a group
- to help Ls understand about "otherness" through reading and talking about being a blind teenager

Materials and resources: 1.2 Reading A – Learning (1 copy), 1.2 Reading B – Free Time (1 copy), 1.2 Reading C & D – Around the town & Shopping (1 copy), 1.2 Reading E – At Home (1 copy), 1.2 Reading task sheet (1 copy per pair of Ls), big sheets of paper (one per project group), marker pens, 1.3 Planning our project form, Blu-Tack

Before the lesson:

1.2 Reading A – Learning, contains the braille alphabet, plus two braille words. You need to make the words readable by touch for your class by pushing a nail up through the heavy dots on the paper. Do not pierce the light dots.

You need to separate into two 1.2 Reading C & D – Around the town & Shopping as this contains two separate reading texts.

Blu-tack the reading texts around the classroom walls – 1.2 Reading A – Learning, 1.2 Reading B – Free Time, 1.2 Reading C & D – Around the town & Shopping, 1.2 Reading E – At Home.

Classroom arrangement:? No special classroom arrangement is required. In this lesson, Ls work at their desks, mingle around the classroom and work in groups of four. Arrange your classroom accordingly.

STAGE 1	Close your eyes – Warmer
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding simple instructions Developing awareness of "otherness"
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Ask Ls to close their eyes and give them some simple everyday classroom instructions to start them thinking about being blind. i.e. *Open your maths books at page 50; Get red and a blue pencil out of your pencil cases; Open your exercise-books, copy down these words from the board.*
2. Ask Ls *What problems did you have?* and elicit suggestions.
3. Ask *How can we solve these problems?* and elicit solutions.
4. Establish that when people can't use their eyes, they use other senses – for example, they feel things instead of seeing them. This project is about how the blind “see”. Teach words “Blind” and “Sighted”.

LEARNERS' ACTIVITIES

1. Ls listen and do.
2. Ls suggestions might include *Couldn't recognise maths book, Couldn't distinguish colours, Couldn't copy from board.*
3. Ls suggestions might include: *Mark maths book in some way, Mark pencils in some way i.e. one cut for red, two for blue, teacher should read words aloud not write on board.*
4. Ls listen.

STAGE 2 Read 'n Match – While reading

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading for specific information
Developing awareness of “otherness”

ORGANISATION Pair work, whole class

AIDS AND MATERIALS 1.2 Reading A – Learning, 1.2 Reading B – Free Time, 1.2 Reading C & D – Around the town & Shopping,
1.2 Reading E – At Home, 1.2 Reading task sheet

TEACHER'S ACTIVITIES

1. Ask Ls these questions *Do you know a blind person? Who? Where do blind teenagers go to school?* and briefly discuss the answers together.

LEARNERS' ACTIVITIES

1. Ls respond as appropriate.

2. Tell Ls that they are now going to read about blind teenagers in Hungary and show the Ls the 1.2 Reading texts you have blu-tacked around the classroom walls. 2. Ls listen and watch.
3. Put Ls into pairs and give each pair 1.2 Reading task sheet. Ask Ls to match the pictures on 1.2 Reading task sheet with the 1.2 Reading texts. For example, picture 1 shows a pedestrian lights crossing which is mentioned in 1.2 Reading C – Around the town. So the answer to number 1 is C. 3. Ls listen to instructions.
4. Tell Ls that the Word Box at the bottom of 1.2 Reading task sheet can help with new words in the 1.2 Reading texts. 4. As above.
5. Start the activity and set a time limit of 7 minutes. While Ls are completing the activity go round and help where necessary. 5. Ls complete reading task in pairs.
6. Check answers together. Solution:
1.C 2.D 3.C 4.D 5.A 6.A 7.B 8.A 9.B 10.D 11.E 6. Ls give check answers as whole class.

STAGE 3	What's the project?
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Sharing ideas in groups
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	big sheets of paper (one per project group), marker pens, 1.3 Planning our project form, Blu-Tack

TEACHER'S ACTIVITIES

1. On the board blu-tack a big sheet of paper and write "A Good exhibition" at the top. Ask Ls *Have you ever been to an exhibition? What is it? What makes a good exhibition?* and write Ls' ideas on the paper. Write key words, not whole sentences.

2. Ask Ls *Why is an exhibition for the blind different?* and as Ls answer, write this on the board:

<i>Touch</i>	<i>Smell</i>	<i>Hearing</i>	<i>Taste</i>
<i>Feely ideas</i>	<i>Smelly ideas</i>	<i>Noisy ideas</i>	<i>Yummy ideas</i>

3. Tell Ls that for this project, they work in project groups of 3-5.

They're going to:

a) Make an exhibition for the blind with 7-9 exhibits.

b) Write 2 descriptions of a place and a "trail". You will teach them how to do this.

c) Make 4-6 independent exhibits – this means Ls make these by themselves. Every learner makes one exhibit some learners make two.

d) In the final lesson, the groups visit each other's exhibitions blindfolded.

Explain that Ls have five lessons for this and work at home and in class.

Show them the class project file and the project shelf (see *Suggestions* in Information Table for ideas about this) and explain that for safe keeping, you will keep their written work in the project file, and store things they make on the project shelf.

4. Put Ls into project groups of 3-5 Ls. It's important to have an even number of groups as in Lesson 5, project groups work in pairs. Give each project group a 1.3 Planning our project form, ask Ls to name their group and write their project group's name and the date on their forms.

LEARNERS' ACTIVITIES

1. Ls' answers might include: *It's a collection of things around a theme*

A Good Exhibition

~ Interesting

~ Varied

~ Fun

~ Informative

~ Unusual

~ Eye catching

~ Colourful

2. Ls possible answers: *Blind people can't see the exhibits and so use their hands, ears, touch, smell to enjoy the exhibition.*

3. Ls listen.

4. Ls get into project groups and give themselves names i.e. *Girls Aloud, Gangster Rappers, The Groovies, Chocolate Lovers*. They write this and the date on their 1.3 Planning our Project form.

5. Brainstorm ideas for blind friendly exhibits to start off the project. For this, give each project group one big sheet of paper & pens and give each group a different sense to work with (hearing, smell, touch, taste). Ask them to write their sense at the top of their sheet and under it “Feely ideas / Smelly ideas/ noisy ideas, yummy ideas” etc. depending on the sense they have.
5. Project groups get a big sheet of paper and a marker pen. On the paper they write one of these titles at the top:
Touch *Smell* *Hearing* *Taste*
Feely ideas *Smelly ideas* *Noisy ideas* *Yummy ideas*
6. On the board write “Our School”. Say *Imagine that your Blind exhibition topic is Our School. Write down in nice big letters, 6 “blind friendly” ideas for this exhibition. Use your own ideas and the ideas you read about earlier. Groups with Touch write feely ideas, Smell, smelly ideas, Hearing, noisy ideas and Taste, yummy ideas. You’ve got 4 minutes. Go!*
 Monitor and help as necessary.
 NB: Ls can do this in Hungarian if you feel their English is insufficient.
6. Ls write blind friendly ideas for their sense on their posters. Their ideas will vary but might include:
Feely ideas: Braille writing (Ls write information in Braille), feely quiz (Ls guess what certain objects are), feely trail (see Lesson 2 for information on this), a collage, models made from papier maché, clay, plasticine etc.
Smelly ideas: Ls smell and guess what things are, i.e. from the school tuck shop.
Noisy ideas: give information orally but in an interesting way i.e. with sound effects, guess the sound, record a song, rap, make your own music, perform a play.
Yummy ideas: Ls taste different types of food, feel things with their tongues etc.
7. After 4 minutes, ask Ls to blu-tack their sheets of paper on the classroom walls. Call these papers – Blind Friendly Ideas posters.
7. Groups blu-tack posters onto classroom walls.
8. Tell Ls to mingle round in pairs, reading all the Blind Friendly Ideas posters. Each pair should choose the idea they like the best.
8. Ls in pairs mingle and read other group’s posters, selecting the blind friendly idea that they like the best.
9. Briefly feedback on the best ideas. Tell Ls to use any of these ideas in their projects. Leave the posters on the wall throughout the project and add any new ideas when the class thinks of them.
9. Ls discuss best ideas with teacher.

VARIATION FOR STAGE 4, STEP 3

AIDS AND MATERIALS

5.3 Project assessment form

DESCRIPTION

After you have introduced the project to the Ls you might like to show & talk through with them the 5.3 Project assessment form to inform them how their exhibitions will be assessed. This may help to focus their work.

STAGE 4	Let's plan!
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning Co-operative learning
ORGANISATION	Group work
AIDS AND MATERIALS	1.3 Planning our project form

TEACHER'S ACTIVITIES

1. Ask project groups to select an exhibition theme. They can choose their own or you can give them one. Sample themes might include *A place - country, city; Nature - jungle, seaside etc.; Weather; Music; Art; Inventions; Sports and games; Religion; Films; Books – Harry Potter; People – a famous person, our family, people from different countries; History – the Second World War etc...*
2. Remind Ls of the A Good Exhibition poster from Lesson 1, Stage 3 and encourage them to choose a topic that has potential for these things.
3. Ask Ls to start planning their exhibition by discussing questions 1, 2 & 3 on their 1.3 Planning our project forms (*1. What do we have to do? 2. What do we want in our exhibition? 3. Where can we get information?*)
Reassure Ls that this is just a first plan, with general ideas, and things may change.
4. After 10 minutes, tell Ls *Next lesson you are going to write about a place to do with your exhibition, for example, about Hollywood and you do this in pairs. Decide now with your partner, where you want to write about and for homework, collect information about that place.*
5. At the end of the lesson, collect in 1.3 Planning our project forms and place them for safe keeping in the project file.

LEARNERS' ACTIVITIES

1. Project groups select an exhibition theme.
3. Project groups discuss questions 1, 2, and 3 on 1.3 Planning our project forms.
4. Ls listen and in pairs decide on a place.
5. Ls hand in 1.3 Planning our project forms.

VARIATION FOR STAGE 4, STEP 2 FOR LS WHO HAVE NOT USED PLANNING OUR PROJECT FORMS BEFORE (I.E. IN OTHER PROJECT MODULES).

AIDS AND MATERIALS 1.3 Planning our project forms

DESCRIPTION If your Ls have not used this Planning our project form before (in other project modules), then you might like to discuss questions 1 & 2 as a whole class on 1.3 Planning our project forms, then brainstorm question 3 together and write Ls' ideas onto the board. Possible answers to question 3 might include – my own ideas, talking to parents, family, neighbours, teachers, Internet, books, magazines, getting information from chat rooms etc....

VARIATION FOR STAGE 4, STEPS 1 – 3 FOR LS WHO MAY FIND PLANNING FOR A BLIND EXHIBITION DIFFICULT

AIDS AND MATERIALS 1.3 Planning our project form

DESCRIPTION A Time Saver
Your Ls may find it hard to plan for their blind exhibition by themselves. In this case, you the teacher should take control. Give one theme to the whole class e.g. “A famous person – David Beckham” and the groups should prepare slightly different exhibitions around this same theme. For example, discuss question 1 on 1.3 Planning our project forms (*What do we have to do?*), then brainstorm question 2 together (*What do we want in our exhibition about David Beckham?*) and write Ls' ideas onto the board. Remind Ls of the A Good Exhibition poster (lesson 1) and the Blind Friendly Ideas poster (lesson 1) to help them. Then ask Ls to plan a blind exhibition about David Beckham using the ideas on the board.
NB: This takes 10 minutes rather than 15 minutes as described in Stage 4, steps 1-3.

STAGE 5 Homework

TIME 1 minute

**SKILLS AND COMPETENCIES
IN FOCUS** Developing research skills

ORGANISATION Whole class

AIDS AND MATERIALS -

TEACHER'S ACTIVITIES

1. Ask Ls to:

- ~ research ideas, information and materials about the place they decided on in Lesson 1, Stage 4, Step 4, because they will write a description of this place next project lesson.
- ~ collect other ideas and materials about their exhibition theme.

NB: Stress how important it is for Ls to do research and collect materials from home because the contents of this exhibition are based on research.

LEARNERS' ACTIVITIES

1. Ls listen.

LESSON 2: ABOUT A PLACE

Aims of the lesson:

- to write a description of a place
- to read for specific information
- to raise Ls' awareness about "otherness"
- to help Ls plan more effectively
- to develop Ls' research skills
- to develop Ls' ability to work as a group

Materials and resources: 1.3 Planning our project form, 2.1 Rainforest text (1 copy per project group), 2.1 Bethlehem text (1 copy per project group), 2.3 East End gap fill (1 copy per L), 2.5 How can I....game? (1 copy per project group), 2.5 How can I ...feely picture? (1 copy per project group), 2.5 How can I ...model? (1 copy per project group), 2.5 How can I ...collage? (1 copy per project group), 2.5 How can I ...braille? (1 copy per project group), 2.5 How can I ...mystery person? (1 copy per project group), 2.5 How can I ...things on a string? (1 copy per project group), 2.5 How can I ...noisy, smelly, yummy, feely quiz? (1 copy per project group), 2.5 How can I ...present? (1 copy per project group), 2.5 How can I ...interview? (1 copy per project group), 2.5 How can I ...food quiz? (1 copy per project group), 2.5 How can I ...radio play? (1 copy per project group), 2.5 How can I ...feely trail? (1 copy per project group), the Blind Friendly Ideas posters, reference books, materials, information that Ls have brought from home, Post-it notes

Before the lesson:

Prepare 2.1 Rainforest texts, 2.1 Bethlehem texts in the following way:

- ~ For each project group photocopy one 2.1 Rainforest text & 2.1 Bethlehem text. So for four project groups, you need four 2.1 Rainforest texts & four 2.1 Bethlehem texts.
- ~ Cut up and mix up one 2.1 Rainforest text with one 2.1 Bethlehem text - altogether there are 10 pieces of text, and put these in an envelope.
- ~ Do the same with the remaining 2.1 Rainforest & 2.1 Bethlehem texts.
- ~ You should finish up with one envelope per project group each containing a set of 2.1 Rainforest & 2.1 Bethlehem texts all cut up and mixed up.

Blu-tack onto the classroom walls, the Blind Friendly Ideas posters.

For each project group photocopy one set of the thirteen 2.5 How can I...? cards. One set consists of 2.5 How can I....game? 2.5 How can I ...feely picture? 2.5 How can I ...model? 2.5 How can I ...collage? 2.5 How can I ...braille? 2.5 How can I ...mystery person? 2.5 How can I ...things on a string? 2.5 How can I ...noisy, smelly, yummy, feely quiz? 2.5 How can I ...present? 2.5 How can I ...interview? 2.5 How can I ...food quiz? 2.5 How can I ...radio play? 2.5 How can I ...feely trail?

Classroom arrangement: No special classroom arrangement is required. In this lesson, Ls work in groups of four and in pairs at their desks. Arrange your classroom accordingly

STAGE 1	Run! Run! Run! – Writing
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for specific information to order a text
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	Envelopes each containing one 2.1 Rainforest text, 2.1 Bethlehem text, cut up and mixed up - one envelope per group

TEACHER'S ACTIVITIES

Before the lesson, write on the board *My group is...Girls Aloud.. The answer to question...1... is..... Please can I have question...2...?*

1. Open the envelopes containing the cut up 2.1 Rainforest & 2.1 Bethlehem texts, remove the sets and place them in individual piles on your desk. You should have one set per project group. Attach a Post-it note to each set and write the name of a project group on each Post-it. 1. Ls watch.
2. Put Ls into their project groups, tell Ls they are going to play a running game and name each group member A, B, C, D. 2. Ls get into project groups. Ls are named A, B, C, D.

LEARNERS' ACTIVITIES

3. Show Ls the sets on your desk and say:

Each group has one set and in each set there are 2 texts which have been cut up and mixed up – there are 10 pieces of text altogether.

Collect all 10 pieces and put them in order.

You can get a piece of text from me if you answer a question correctly. For example, on “GO!” all learners A come to me, I ask “What’s the capital city of the USA?” Ls A, go back to your groups, ask them this question and together you answer it. Then Learner B from your group, comes to me with the answer. If the answer is correct, I’ll give her a piece of text from your group’s set, and another question. Learner B goes to her group, asks the question and together you solve it. Then C brings me your answer and if it’s correct, I give her another piece of text and another question for the group to solve.

Keep doing this in turn, until you have collected all the 10 pieces of text. Then separate out and order your texts. The first group to finish is the winner.

4. Before you start the race, give one piece of text to each group from their sets. Then start the activity with *Ready, steady, go!*

NB: the groups will go at different speeds, you will be asking different questions to different groups at the same time as handing out sections of texts. This can be confusing so make sure Ls use the words you wrote earlier on the board. *My group is...Girls Aloud.. The answer to question...1... is..... Please can I have question...2...? This will help you organise the game. Do not mix up the sets on your desk.*

3. Ls listen to instructions.

4. Ls play game – collect the pieces of text, one piece for a correctly answered questions, then order the texts.

5. When one group has collected all the pieces of text, stop the game and hand out the remaining pieces of text to groups who have not finished.

5. As above.
Ask groups to separate out and order the texts – they will probably do this as they go along.

The questions you can ask, revise information from lesson and:

1. Write the Braille letter “E”
2. Name three blind computer games – (Solution = Sounds crossword, racers, GaryHun)
3. How can a blind man tell the time? (talking watch)
4. How many blind schools are there in Hungary? (3)
5. What’s the name of the planet in “Terraformers?” (GaryHun)
6. What is “kitapintani a pontokat” in English? (touch the dots)
7. Name 2 Braille games (poker, UNO, Monopoly, Bet torony)
8. How can a blind man recognise food in a shop? (feel and smell the food, take a friend, ask an assistant)
9. Write the Braille letter “I”

6. When Ls have completed the task, check the order together. Rainforest: D H 6. Ls check correct order with you.

A G C

Bethlehem: J E B F I

7. Check any vocabulary with the Ls, helping them guess from context. Unfamiliar words might be: Plants/Christianity/ Muslims/Jews/Shepherds. 7. Ls check unfamiliar vocabulary with you.

NB: The Bethlehem text mentions that there are three Christmases in Bethlehem.

If Ls ask these are – the traditional Western celebration (December 24); Greek Orthodox (January 6; Armenian (January 19).

VARIATION FOR STAGE 1, STEPS 1 – 5

AIDS AND MATERIALS

Envelopes each containing one 2.1 Rainforest text, 2.1 Bethlehem text, cut up and mixed up - one envelope per group.

DESCRIPTION

A Time Saver

This activity is quicker and quieter than the one described in Stage 1, Steps 1-5. But, it is less fun.

Put Ls into their project groups and give each group an envelope containing the cut up and mixed up texts. Ask the groups to separate out and order the mixed up texts. Then check the order together (Step 6)

NB: This takes 3 minutes rather than 10 minutes as described in Steps 1-5.

STAGE 2 Let's write: Language focus

TIME 4 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Analysing the organisation of a text

ORGANISATION Whole class

AIDS AND MATERIALS 2.1 Rainforest text, 2.1 Bethlehem text

TEACHER'S ACTIVITIES

1. On the board write up these prompt questions: 1) *Why is it important?* 2) *What is interesting for me?* 3) *What is it like?* 4) *What can you see there?* 5) *Where is this place?*
2. Ask the groups to match the paragraphs in their ordered 2.1 Rainforest & Bethlehem texts to these questions by asking, for example, *Which paragraph answers "What is interesting for me?"*.
3. Check their answers together.
2.1 Rainforest text: D-5 H-3 A-1 G-4 C-2
Bethlehem: J-5 E-3 B-1 F-4 I-2
4. Write the prompt questions on the board again but this time in this order and ask Ls to copy them down into their exercise-books. Tell Ls that when describing a place, they should answer these questions.
Where is this place? B) What is it like? C) Why is it important
What can you see there? E) What is interesting for me?

LEARNERS' ACTIVITIES

1. Ls watch.
2. Ls match paragraphs to prompt questions.
3. Check answers together.
4. Ls copy prompt questions into exercise-books.

STAGE 3 The East End – Language practice

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading a text and filling in the gaps

ORGANISATION Pair work

AIDS AND MATERIALS 2.3 East End gap fill

TEACHER'S ACTIVITIES

1. Give a copy of 2.3 East End gap fill to each L and ask them to fill in the gaps. They should work in pairs and can help each other. This exercise is to focus on the language they will need to use in their own descriptions. The 2.1 Rainforest text and 2.1 Bethlehem text provide the language model for the 2.3 East End gap fill so tell Ls to use the 2.1 Rainforest and 2.1 Bethlehem texts to help themselves.
2. When Ls have finished, check answers together.
1. is 2. was 3. is 4. can 5. firstly 6. secondly 7. like 8. thirdly
9. where 10. because 11. Perhaps
NB: 5, 8, 9 are already filled in on the Ls copy of 2.3 East End gap fill.
3. Highlight grammar points relevant to your group. We suggest highlighting:
Sentence linkers (because, so) make the writing sound more fluent.
2. We list ideas using*Firstly*..... *secondly*..... *Thirdly*.

LEARNERS' ACTIVITIES

1. Ls complete gap fill.
2. Ls check answers as whole class.
3. Ls watch and listen.

VARIATION FOR STAGE 3, STEPS 1 – 3

AIDS AND MATERIALS

DESCRIPTION A Time Saver
The 2.3 East End gap fill activity is just extra language practice to help Ls write their own place descriptions. Leave it out or set it for homework if you want to save time.
NB: You can save 5 minutes.

STAGE 4 Let's write – Writing**TIME** 16 mins**SKILLS AND COMPETENCIES
IN FOCUS** Writing a description of a place
Developing co-operative learning**ORGANISATION** Pair work**AIDS AND MATERIALS** Blind Friendly Ideas posters, 2.3 East End gap fill**TEACHER'S ACTIVITIES**

1. Remind Ls that for their exhibitions, they have to write blind friendly descriptions of a place and that now in pairs in their project groups this is what they are going to do. Ask them to get out the information they researched at home about a place.
2. First, say *Look at your East End gap fill. How can we make this blind friendly?* Write any new ideas Ls have onto the Blind Friendly Ideas posters you blu-tacked on the walls at the start of class.
3. Ask Ls in pairs in their project groups, to discuss the places they will describe, by answering the prompt questions on the board. Encourage them to do this in English and go round giving language support. Also, encourage them to make notes. Each pair writes one description, so each project group produces two descriptions in total.
4. Ask Ls in pairs to write their description for the place by following the questions on the board. The answers to the questions make up the description. Monitor and help while Ls are working. Encourage them to:
 - ~ organise the text appropriately by following the questions.
 - ~ use sentence linkers.
 - ~ think of how to make it “blind friendly”.

LEARNERS' ACTIVITIES

1. Ls listen.
2. Possible replies might include: *Read it aloud, add sound effects (speaking in a foreign language in appropriate places), let listeners feel things (a Tesco carrier bag) taste things (i.e. Greek food) and smell things (Indian curry powder) during the reading etc.*
3. Ls discuss the place they will describe in pairs.
4. Ls write their descriptions with each pair writing one description together.

5. After 12 minutes, ask Ls at home to:
 ~ finish writing their place descriptions and think how to make it “blind friendly.
 For this, they can either work together at home, or one L completes it and the other checks and improves on it. The descriptions should be handed in to you before next project lesson so you have time to correct them by next project lesson.

STAGE 5	Working by ourselves: Task completion
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading instructions on how to do a task Planning a task Developing co-operative skills
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	One pack of How can I...? cards prepared as suggested in Before the lesson , 1.3 Planning our project form, Blind Friendly Ideas poster

TEACHER'S ACTIVITIES

1. Handout the 1.3 Planning our Project forms to each group and read through sentence c) with the Ls *You have to .. Make 4-6 independent exhibits – you do this by yourselves. Everybody makes one exhibit, some of you make two.* Tell them that now they will work on their independent exhibits.
2. Get out the packs of 2.5 How can I...? cards. There are 13 self-study cards in each pack which aim to help Ls work independently. Each project group has one pack. Each card gives instructions on how to make an independent exhibit. Ls read then follow the instructions. 7 cards are marked E and are easy to do. 6 cards are marked D and are difficult to do.

LEARNERS' ACTIVITIES

1. Ls read through sentence c) on 1.3 Planning our project form with you.

3. Show the 2.5 How can I...? cards to the Ls and explain what they are. Say, for example, *You have to make some independent exhibits and these cards can help you.. The cards give you blind friendly ideas and the English you need. Each group has one pack. The cards can help you if you want but you don't have to use them. The E cards (and show Ls the E) are easy to do, and the D cards (show Ls) are difficult. The Word Box at the bottom of each card can help with your English.*
 4. Hand out one pack of 2.5 How can I...? cards to each project group and ask each group member to take three/four cards. But tell Ls to ignore 2.5 How can I... feely trail? and 2.5 How can I...present? as you will teach these later on in the module.
 5. Ask Ls to scan read through their own cards - they don't have to understand every word, just get a general idea about the exhibit. Give Ls four – five minutes to read the cards. If some Ls finish early (some cards are very short) then ask them to read other 2.5 How can I...? cards.
 6. After five minutes, ask Ls to tell each other about the cards.. Model what you want them to do and write up these questions on the board to help them *What is it? What do we do? Is it easy or difficult?*
NB: Let Ls do this in Hungarian if you feel it is too hard to do in English.
 7. When Ls have shared information about their cards, ask each group member to choose one card. They will make the exhibit on that card. However, if Ls want to choose their own idea or use one from the Blind Friendly Ideas poster, that is fine too.

NB: Tell Ls that the 2.5 How can I...? cards are reusable – Ls must NOT write on them.
 8. Then, ask them to fill in the *Who does what, when* table in question 4 of their 1.3 Planning our project forms. This is to help them plan and manage this independent work.
3. Ls watch and listen to you talking about 2.5 How can I...? cards.
 4. Each project group gets its own pack of 2.5 How can I...? cards, and follows Ts instructions.
 5. Ls read 2.5 cards.
 6. Ls tell each other about their 2.5 How can I...? cards. For example:
My card is How can I make things on a string? We hang things on a string and the blind guests feel and guess the things. It is easy to do.
 7. Ls decide what to do for independent exhibits.
 8. Ls fill in *Who does what, when* table in question 4 of their 1.3 Planning our project forms. For example,

<i>Who</i>	<i>What</i>	<i>Information</i>	<i>When</i>	<i>Done</i>
<i>Timi</i>	<i>A feely picture</i>	<i>from Internet</i>	<i>Friday</i>	<i>after school</i>

9. Ask Ls to take home the 2.5 How can I...? card they have selected and start planning their independent exhibit by themselves. Collect in the remaining cards from each project group and store them in separate plastic envelopes in the Project File.

VARIATION FOR MIXED ABILITY CLASSES WITH LEARNERS OF DIFFERENT LEVELS OF ENGLISH

AIDS AND MATERIALS	2.5 How can I...? cards
DESCRIPTION	Ls should make 4-6 independent exhibits with everybody making one exhibit, some Ls making two. We suggest you encourage the more confident Ls to complete 2 independent exhibits. The 2.5 How can I...? cards cater for mixed ability in the following way. 7 cards marked E are easy to do, 6 cards with D are more difficult – linguistically and/or cognitively they are more demanding. So, you might want to tell this to the Ls and let them select a task at their own level, or, explicitly guide the more confident Ls to the D card and the less to the E cards.

STAGE 6	Homework
TIME	1 minute
SKILLS AND COMPETENCIES IN FOCUS	Developing research skills
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Ask Ls to:

- ~ complete their place descriptions if they haven't done so. These need to be handed in for you to correct for the next project lesson.
- ~ continue planning their independent exhibit at home for next project lesson. They should read their card, decide what they need to do, collect any material and information they will need for their independent exhibits because they will work on these in class next project lesson.

LEARNERS' ACTIVITIES

1. Ls listen.

LESSON 3: A FEELY TRAIL

Aims of the lesson:

- to read for specific information
- to practise following and giving oral instructions
- to write creatively (Ls write various things for exhibitions)
- to help Ls plan and manage a task more effectively
- to develop both autonomous and co-operative learning
- to develop Ls' research skills

Materials and resources:

These objects for the feely trail (see **Before the lesson** for suggestions on preparing these) – a tree branch, rain, boa constrictor, piranha fish, insects, chocolate / aspirin, one set per project group of the 2.5 How can I...? cards (2.5 How can I....game / feely picture / model / collage /

Braille / mystery person / things on a string / noisy, smelly, yummy, feely quiz / present / interview / food quiz / radio play / feely trail?)

1.3 Planning our project form, Blind Friendly Ideas posters, reference books and materials Ls bring from home, any materials that Ls need for exhibits – paper, glue, scissors, card, tape recorders etc.

Before the lesson:

In Lesson 3, Stage 1, Ls do an Amazon Rain Forest feely trail. With this, Ls are led blindfolded round the classroom, feeling and guessing what certain (pretend) objects are from the Amazon Rain Forest. You then give an interesting fact about the object. For this feely trail you should prepare these objects:

1. A tree branch – for this use some twigs or a small branch
2. Rain – make rain by pouring water from one cup into another or through a sieve into a container
3. Boa constrictor – stuff the leg of a pair of tights with clothes
4. Piranha fish – fill small plastic bags with water and place them in a bowl of water, or cut thin fish shapes out of potatoes and put in water
5. Insects – put wet leaves, soil into a bowl and put in plastic insects or bits of Christmas tinsel, insects out of blutack and string, or run your fingers over Ls hands when they feel inside the bowl
6. Block of chocolate and bottle of aspirin

Then, place the objects in six stages around the classroom (i.e. stage 1 on your table, stage 2 in a cupboard etc.). Cover up each object with newspaper so Ls can't see them during the activity.

Blutack the Blind Friendly Ideas posters on the walls.

Classroom arrangement: No special classroom arrangement is required. In this lesson, Ls work at their desks, mingle around the classroom and work in groups of four. Arrange your classroom accordingly.

STAGE 1 A Feely trail – Listen and do.

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Understanding simple instructions
Listening for specific words and phrases
Raising awareness of “otherness”

ORGANISATION Whole class, individual work

AIDS AND MATERIALS Objects for the feely trail, Blind Friendly Ideas posters

TEACHER'S ACTIVITIES

1. Divide the class into two groups A and B. Ask Ls *Do you want to come on a feely trail with me?* and invite group A to the front of the classroom. Tell group B that you will change over halfway through the trail.
2. Stand the As in a line, one behind the other all facing the same way. Ask them to put their right hands on the shoulder of the person in front so that they make a chain. Tell them to close their eyes and make a blind chain. Ask them not to break this chain, or open their eyes during the activity.
3. The As listen and do what you say. Bs listen and write down phrases they hear you say – as many as they can (individual work).
4. Start the activity by guiding the leader to stage 1 (tree branch) with the blind chain following. Say: *OK..come with me .. let's go. When you know where we are, tell me. Walk forwards and slowly put out your left hand. You will feel something but don't say what it is.*
5. At Stage 1 (tree branch), let the Ls walk past and feel the branch. Saying things like: *Here it is. Can you feel it? Keep your eyes closed. What do you think it is?* After everyone has felt it, ask: *What did you feel? Yes that's right a tree. In this place in South America there are giant trees hundreds of years old. Where are we? Yes, that's right the Amazon rain forest. Did you know that the Amazon rain forest is enormous, it's half the size of Europe. Amazing!*

LEARNERS' ACTIVITIES

1. Ls get into 2 groups. Learners A come to the front of the classroom, Bs stay in their seats.
2. Learners A make a blind chain.
3. The As listen and do what you say. The Bs write down phrases.
4. The As listen and do.
5. Ls reply – *a tree....the rainforest.*

6. Now lead the blind chain to Stage 2 – rain. *OK. Come with me Let's go. Walk forwards slowly and put out your left hand. You will feel something but don't say what it is. Make rain and let all the Ls feel it saying things like Here it is. Can you feel it? Keep your eyes closed. What do you think it is? Then ask. What did you feel? Yes that's right – rain. Did you know that...in the rain forest there is nearly 4 cm of rain a week. Amazing!*
7. Now take the chain to Stage 3 – boa constrictor. *OK..come with me..let's go. Walk forwards slowly and put out your left hand. You will feel something but don't say what it is. Let all the Ls feel the snake saying things like Here it is. Can you feel it? Keep your eyes closed. What do you think it is? Then ask What did you feel? Yes that's right a snake, a boa constrictor and it lives in the Amazon. Did you know that they can grow to 5 meters long and use their tongues to smell. Amazing!*
8. After Stage 3, swap over the groups so that Bs do the feely trail and As write. Position the Bs in a blind chain and ask the As to listen and note down important phrases.
9. Repeat the procedure with Stages 4, 5, 6. Take care to repeat the same phrases all the time, to help Ls learn them. Interesting facts you might want to use:
Stage 4 – the piranha is the most dangerous fish in the world? It is small and fast with razor sharp teeth. A pack of piranhas can eat a horse (not the bones) in less than 5 minutes.
Stage 5 – more than 30% of all animal species live in the Amazon and most are insects. On a tree in Peru you can find 50 types of ant.
Stage 6 – the cocoa tree (chocolate's main ingredient) is from the Amazon and has 150 medicinal chemicals in its leaves, fruit, bark etc.
 We get a lot of medicine from the Amazon plants. The cocoa tree is good for tiredness, coughs, temperature, stress, heart disease.
10. Ask Ls to sit down and ask *What words and phrases did I say during the feely trail?* and write their answers on the board.
6. Ls listen and do at stage 2 and reply – *rain.*
7. Ls listen and do at stage 2 and reply – *a boa constrictor/snake.*
8. Ls swap over so the As sit down and write important phrases, the Bs do the feely trail.
9. Ls complete tasks according to your instructions.
10. Ls answer *OK..come with me .. let's go.. Walk forwards slowly put out your left hand. You will feel something but don't say what it is. Here it is. Can you feel it? Keep your eyes closed. What do you think it is? What did you feel? Yes that's right. Did you know that..... Amazing*

11. Ask Ls to listen and repeat after you to practise the pronunciation.
 NB: Ls do not need to write these down in their note books as they are given on 2.5 How can I...feely trail? card.

11. Ls listen and repeat.

12. Finish the activity by briefly asking how the other senses could have been included – you might want to add any new idea to their Blind Friendly Ideas posters.

12. Ls suggestions: *Animal noises* (they make them), *sounds of wind rushing through the trees* (a blow on leaves), *the smell of wet earth* (wet soil in shoe box) etc.

STAGE 2	Make'n Do! – Making exhibits
TIME	22 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing autonomous learning Writing creatively Developing co-operative learning Reading for specific information
ORGANISATION	Group work, pair work, individual work
AIDS AND MATERIALS	One set per project group of the 2.5 How can I...? cards (2.5 How can I....game / feely picture / model / collage / Braille / mystery person / things on a string / noisy, smelly, yummy, feely quiz / present / interview / food quiz / radio play / feely trail?)

TEACHER'S ACTIVITIES

1. Ask Ls to get into their project groups and to get out all the materials and information they have brought from home. Give out each group's 2.5 How can I ...? cards to that group and ask Ls to get out the 2.5 How can I...? card that they took home last lesson. Return the corrected place descriptions – Ls should have completed these for homework and given them in for you to correct.

LEARNERS' ACTIVITIES

1. Ls get into project groups.

2. Tell Ls that for the rest of the lesson they will be working by themselves on their exhibitions. On the board write this information to organise this learning period.

Make 'n Do

Plan a feely trail. Do steps 1-5 on the 2.5 How can I ...feely trail?

Make an independent exhibit – the one you decided to do last lesson.

Reassure Ls that now they can only plan for their feely trail and write the words.

Next lesson, they should bring the objects they need and practise the trail then.

3. Remind Ls that when they make their exhibits, they also have to write what they're going to say in their presentations – the Word Box on the 2.5 How can I...? cards can help with this.

Tell them you will help them through the **Help Desk**. This means:

~ you will put out a sign “Help Desk ” on your desk to show that learners can come for help.

~ you can only see one L or pairs of Ls if they are working together at a time.

~ if Ls want help, they sign up on board, only 3 at a time, and they have to wait for their turn in their places working quietly on something else. When one learner finishes, she wipes her name off the board and a new learner can sign up.

4. When you have organised the Ls and everyone knows what she should be doing and how, start off the independent study and let them work until eight minutes before the end of the lesson.

VARIATION FOR LESSON 3 STAGE 2 FOR LS NOT USED TO WORKING AUTONOMOUSLY

AIDS AND MATERIALS As for Stage 2

DESCRIPTION If your Ls need this independent study to be structured in some way, when Ls have decided what they are going to do, ask them to write down for themselves “*Today I'm going to..*” statements. i.e. *Today I'm going to finish my place description, do the trail and make and write about “Things on a string.”* Then, at the end of the lesson, ask Ls to compare their *Today I'm going to..* statements with what they have actually achieved: Discuss if necessary why goals were not met i.e. over ambitious goals, not having the information they need, too much time spent chatting etc. Ask the Ls who did achieve their goals to explain to the rest of the group what they did and how – this models good practice.

STAGE 3	Things to do
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning and managing a group task
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	1.3 Planning our project form

TEACHER'S ACTIVITIES

1. Eight minutes before the end of the lesson, ask Ls to assess how far they have got with their projects & plan what they still need to do. For this, they should briefly show each other what they have completed so far, and talk through questions 5, 6, 7 on 1.3 Planning our Project forms.
NB: By now, Ls should have two place descriptions, a partially completed feely trail, 2-4 independent exhibits.
2. Ask Ls to write a list of *Things to do* to answer question 7 (*What else do we need to do?*) and decide who is going to do which item on the list. Remind Ls that some of them should make 2 not 1 independent exhibits.
3. For homework, ask Ls for the next project lesson, to:
 - ~ bring in their objects for the feely trail – they discussed this in Stage 2.
 - ~ write out their corrected place descriptions neatly if they haven't already done so.
 - ~ finish any of today's unfinished independent exhibits.
 - ~ do the things on the *Things to do* list – this might be collecting materials/ researching or making something else.
 - ~ Tell Ls to continue researching and collecting information and materials from home – next project lesson they will be working on their exhibits.

LEARNERS' ACTIVITIES

1. Ls assess how far they have got with their project and plan what to do next. They do this by discussing questions 5, 6, 7 on 1.3 Planning our Project form (*Have we got what we need? Are the exhibits blind friendly? What else do we need to do?*).
2. Ls write a *Things to do* list and decide who does what i.e.
 - ~ collect objects for the feely trail – all of us
 - ~ make 3 more independent exhibits – Timi, Dani and Dora
 - ~ make our place descriptions blind-friendly – Zsolti
3. Ls listen.

LESSON 4: MAKE ‘N DO

Aims of the lesson:

- to develop oral presentation skills
- to read for specific information
- to help Ls plan and manage their tasks more effectively
- to develop Ls’ ability to work as a group

Materials and resources: one set per project group of the 2.5 How can I...? cards (2.5 How can I.....game / feely picture / model / collage / Braille / mystery person / things on a string / noisy, smelly, yummy, feely quiz / present / interview / food quiz / radio play / feely trail?)
1.3 Planning our project form, Blind Friendly Ideas posters, reference books and materials Ls bring from home, any materials that Ls need for exhibits – paper, glue, scissors, card, tape recorders etc., exhibits completed by Ls

Before the lesson: Bluetack the Blind Friendly Ideas posters on the walls.

Classroom arrangement:

In Stage 1, the “Listen ‘n do” warmer , you need some space (i.e. the front of the room) where Ls have room to move. So arrange your classroom accordingly. Also, in Stage 3 “Putting it all together” where project groups start organising their exhibitions, arrange your classroom so each project group has its own exhibition area. Each exhibition area should be roomy enough for groups to work in, rehearse and present their blind exhibitions next project lesson. Use the whole classroom (i.e. at the front of the room, the middle, the back and at the sides).

STAGE 1	Listen ‘n do – Warmer
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding simple instructions
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	Big sheet of paper

TEACHER'S ACTIVITIES

NB: For this activity you need some space (i.e. the front of the room) where Ls have room to move.

1. Tell Ls that they are now going to play a game. Ask them all to stand in a line at the front of the room.
2. Ask Ls to listen and do what you say, with their eyes open. Give them these instructions. *Take three steps forwards....Stop....Turn right....Stop....Turn right again.....Stop.....Take Three steps backwards....Stop...Turn left...Stop...Turn left again...Stop....Take four steps forwards...Stop...Very good. We are here.*
3. Now repeat the procedure, vary the instructions but model the same language. This time however, Ls have their eyes closed.
4. Ask Ls to sit down. Blotack on the board a big sheet of paper and at the top write "Giving Directions". Elicit the phrases you used onto the big sheet of paper. Practise the pronunciation with the Ls.
5. Put Ls into pairs, A and B. Ask half the pairs to go to the back of the room and the other half to go to the front.
6. Ask the As to close their eyes and the Bs to guide their A partners back to their seats, guiding them round the obstacles (chairs, bags etc.). Learners B use the phrases on the Giving Directions poster. When the pairs have completed the task, ask them to swap over, Bs = blind and As = guides. If they speak Hungarian during the activity, they go back to the beginning.
7. Write other phrases that Ls may want to use as they do the activity on the Giving Directions poster i.e. *Look Out! Sorry!*
8. When the activity has finished, blotack the big sheet of paper on the classroom wall as Ls will need this language in Lesson 5.

LEARNERS' ACTIVITIES

1. Ls do as T asks.
2. Ls listen and do with eyes open.
3. Ls listen and do with eyes closed.
4. Ls call out the phrases used during the activity.

Giving directions		
<i>Take two/ three steps backwards</i>		<i>Take two/ three steps forwards</i>
Turn right	Turn left	Stop!
Very good.	We are here	Keep your eyes closed
5. Ls get into pairs and go to either the front or the back of the classroom.
6. Each learner B guides her learner A partner back to As seat using the instructions in Stage 1, Step 4 above. Each learner A listens and follows instructions with her eyes closed. Then they swap roles
8. Ls watch.

VARIATION FOR STAGE 1, STEPS 5 - 6

AIDS AND MATERIALS

DESCRIPTION Instead of the pairs guiding each other using instructions in English, ask them to choose a sound and guide each other using that sound e.g. a bell, finger clicking, a humming sound. The sound can be the same for the whole class or each pair can choose its own sound. This changes the focus of the task from a language practice activity to a trust building activity.

STAGE 2 Make 'n Do: Making exhibits

TIME 20 mins

SKILLS AND COMPETENCIES IN FOCUS Developing autonomous learning, writing creatively, developing co-operative learning, reading for specific information

ORGANISATION Group work, pair work, individual work

AIDS AND MATERIALS 1.3 Planning our project form, one pack per project group of 2.5 How can I...? cards

TEACHER'S ACTIVITIES

1. Ask Ls to get into their project groups. Hand out to each group their pack of 2.5 How can I...? cards from the Project File.
2. Ask Ls to show each other what they completed for homework – this might be collecting materials, bringing in objects for the feely trail or making an independent exhibit.
3. Tell Ls that for the next twenty minutes, they will be working by themselves on their exhibitions. On the board write this information to organise this learning period and ask Ls to decide what they're going to do.
Make 'n Do
 - a) Practise the feely trail.
 - b) Finish the independent exhibits.

LEARNERS' ACTIVITIES

1. Ls get into project groups with 2.5 How can I...? cards.
2. Ls show each other what they did for homework.
3. Ls listen, watch and plan who does what.

5. Tell them you will help them through the **Help Desk** if they need it. (see Lesson 4. Ls listen. 3 Stage 2 for information on this).
6. When you have organised the Ls and everyone knows what she should be doing and how, start off the independent study and let them work until twelve minutes before the end of the lesson. 6. Ls start work.
7. Stop Ls 12 minutes before the end of the lessons and reassure them that if they haven't completed everything, they do still have some time to finish off at home between Lessons 4 and 5. 7. Ls listen.

VARIATIONS FOR LEARNERS WHO NEED INDEPENDENT STUDY STRUCTURING ON SOME WAY

AIDS AND MATERIALS	As above
DESCRIPTION	To structure this independent study, ask Ls to write “ <i>Today I'm going to..</i> ” statements as described for <i>Variation, Lesson 3, Stage 2</i> .
STAGE 3	Putting it all together
TIME	12 mins
SKILLS AND COMPETENCIES	Planning & managing a task
FOCUS	Developing presentation skills
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	2.5 How can we...present?, exhibits created by Ls, 1.3 Planning our Project forms

TEACHER'S ACTIVITIES

1. Arrange your classroom so each project group has its own exhibition area. Each exhibition area should be roomy enough for groups to work in, rehearse and present their blind exhibitions next project lesson. Use the whole classroom (i.e. at the front of the room, the middle, the back and at the sides).
2. Send each project group to an exhibition area and tell groups that this is where they will work today and present their blind exhibitions next project lesson.

LEARNERS' ACTIVITIES

1. Ls move chairs and tables to create exhibition areas.
2. Project groups go to an exhibition area.

3. Explain how they will present their exhibitions. 3. Ls listen.
- ~ Two project groups, one project group A & one project group B work together.
 - ~ First, groups A are the hosts and they guide groups B, the visitors, around their exhibition. The visitors are blindfolded and remain so throughout the visit.
 - ~ Each learner in the host group is a personal guide to a learner in the visiting group. At the start of the presentations, the hosts collect their visitors from a “Collection point” at the front of the room and guide them blindfolded to the exhibitions using the language on the “Giving Directions” posters.
 - ~ One member from the host group is the main presenter. She welcomes the visitors and introduces the exhibition. Each host learner in turn, then presents her own exhibits. Exhibits made together (i.e. the place descriptions) are presented together. The main presenter then closes the exhibition.
 - ~ When the visit is over the procedure is repeated but the hosts and visitors change roles so Bs become the hosts and As the visitors. The new visitors go to the collection point at the front of the room and are collected and guided by the new hosts to the other exhibition.
4. Ask Ls to discuss question 8 on their 1.3 Planning our Project form 4. Ls start planning their presentations by discussing question 8 on their 1.3 Planning our Project forms. They use 2.5 How can I ...present? for help.
- How should we present our work?. Tell them to use the 2.5 How can we...present? card as this tells them what to do and what to say for their presentations.*
- NB: You might want to talk through with your Ls, the steps outlined on the 2.5 How can we ...present? card. Say for example, *Step 2 says “Where will you put things in your exhibition? Draw a plan.” What do you have to do?*
- Ls reply *We have to put things on the tables and walls in our Exhibition Area so the guest can feel, smell and taste easily bla..bla..bla..*
5. Encourage them to draw a plan. They will actually set up the exhibition next lesson and this plan will help them. 5. Ls draw a plan for their exhibition.
6. Ask Ls to work on this for the rest of the lesson. Reassure them that they have some more time for this at the start of Lesson 5. 6. Ls listen.

STAGE 4	What's the homework?
TIME	1 minute
SKILLS AND COMPETENCIES IN FOCUS	Research skills
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Ask Ls to complete any exhibits that they have not completed so far. Next lesson 1. Ls listen.
they need to bring
 - ~ all materials and exhibits they need for the exhibition.
 - ~ something to blindfold their eyes i.e. a scarf.

LEARNERS' ACTIVITIES

LESSON 5: AT THE EXHIBITION!

Aims of the lesson:

- to develop Ls' oral presentation skills
- to develop these oral skills – describing a place, person, model or picture; doing an interview, a radio play; playing a game, a quiz
- to develop Ls' ability to listen for specific information
- to raise Ls' awareness of “otherness”

Vto foster Ls' self-assessment skills

Materials and resources: Exhibits Ls have created, one set per project group of the 2.5 How can I...? cards (2.5 How can I....game / feely picture / model / collage /Braille / mystery person / things on a string / noisy, smelly, yummy, feely quiz / present / interview / food quiz / radio play / feely trail?), 5.3 Project assessment form (1 copy for each project group), Giving Directions poster, post-its, two big sheets of paper for “I liked..” and “I didn't like...” posters (for the variation activity, Stage 3

Before the lesson: Blotack on the board the Giving Directions poster you wrote Lesson 4, Stage 1, Step 4. Prepare an “I liked...” poster and an “I didn't like....” by writing “I liked...” at the top of one big sheet of paper and “I didn't like” on the other.

Classroom arrangement: Arrange your classroom so each project group has the same exhibition area that was set up last project lesson (see “Classroom arrangement” lesson 4 for instructions.

STAGE 1	Let's practise – Setting up the exhibitions
TIME	18 mins
SKILLS AND COMPETENCIES IN FOCUS	Practising oral presentations Developing co-operative skills Managing a task
ORGANISATION	Group work
AIDS AND MATERIALS	Exhibits Ls have created

TEACHER'S ACTIVITIES

1. Ask Ls to go to the exhibition areas that you allocated last project lesson and take with them all the exhibits and objects they need for their exhibitions. Give Ls the 2.5 How can I...? cards and remind them that these give Ls the English they need for their presentations. Ask them to get out the plans they drew up for their presentations in Lesson 4, Stage 3.
2. Tell Ls they have 20 minutes to set up and practise their presentations.
3. Monitor and help as necessary.

LEARNERS' ACTIVITIES

1. Ls go to exhibition areas with all exhibits and materials.
2. Ls practise and set up presentations.

STAGE 2 Let's present – Presenting the exhibitions

TIME 18 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Developing oral presentation skills
Developing Ls awareness of “otherness”

ORGANISATION Group work

AIDS AND MATERIALS Exhibits Ls have created, Project Assessment form (5.2)

TEACHER'S ACTIVITIES

1. Pair up the project groups so each group joins up with another project group. Do this by writing the groups' names on slips of paper and drawing them from a hat. Name one of the pairs group A, and the other group B. To start with, A is the host group and B the visitors.
2. Ask the visitors to go to the front of the room. This is the collection point and each member of the visitors will be collected from here by a member of the host group. Ask the visitors to blindfold themselves.

LEARNERS' ACTIVITIES

1. Project groups are paired up so each group of 4 joins up with another group. One is group A, the hosts and one is group B, the visitors.
2. Bs go to the collection points.

3. Start the presentations by saying *All hosts, go to the Collection Point and collect a visitor from your partner group: Guide her to your exhibition using “Turn right... Turn left.. Stop!” – you can see the phrases on the “Giving Directions” poster (show where this is on the wall). When the visitors are at your exhibition, start the presentation. The main presenter introduces it, then you present your own exhibit in turn but exhibits made together, you present together. You have 8 minutes for this and when you have finished, swap over so the visitors become the hosts and the hosts the visitors. The new visitors go to the collection point and the new hosts guide them to the other exhibition. OK? Is that all right? Let’s start then.*
 4. After 8 minutes, ask visitors and hosts to swap over and repeat the procedure.
 5. While Ls are presenting, write a copy of 5.3 Project assessment form on the board.
3. Groups A (hosts) collect their blindfolded partner groups B (visitors), guide them to their exhibitions and present their exhibitions. Then groups swap over and repeat the procedure.
 4. As above.

STAGE 3	Evaluation – How did we do?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing assessment skills
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	5.3 Project assessment form

TEACHER’S ACTIVITIES

1. Ask all project groups to go to their own exhibition areas and give one copy of 5.3 Project assessment form to each group plus their 1.3 Planning our project forms.
2. Tell Ls that now they’re going to answer question 9 on their 1.3 Planning our project forms *How did we do?* BUT, they’re going to assess their partner group’s exhibition and NOT their own. They do this by completing the 5.3 Project assessment form.

LEARNERS’ ACTIVITIES

1. Groups get one copy of 5.3 Project assessment forms.
2. Ls listen.

3. Talk through the 5.3 Project assessment form with the Ls – point to your copy on the board and explain the unfamiliar words. Explain too how Ls should fill in the form. Say, for example, *Think about the exhibition you visited. Think about “How were the exhibits?” and “How was the English?”. Look at the first word “Interesting” decide if for “Interesting” the exhibits were Outstanding, Good, Satisfactory, Needs Improvement – tick the correct box like this. If you want, you can write some comments in the comments section (show what you mean on the board). Then, the next word “Blind friendly” decide if for ... etc.*
 NB: The ideas and words on the 5.3 Project assessment form come from the “Good Exhibition” poster made in Lesson 1, Stage 3, Step 1 so Ls should be familiar with these.
 4. Ask project groups to fill in 5.3 Project assessment form for the exhibition they have just visited.
 5. When groups have done this, put the pairs of project groups back together again and ask them to give feedback to each other about the exhibitions using the 5.3 Project assessment form.
 6. When groups have finished, give positive oral feedback on the project and collect the 5.3 Project assessment forms in for the project files.
3. Ls listen and watch.
 4. Ls complete 5.3 Project assessment form for the exhibition they visited.
 5. Ls give feedback to their partner group on the partner group’s exhibition.
 6. Ls give 5.3 Project assessment forms to you for safe-keeping.

VARIATION FOR STAGE 3

AIDS AND MATERIALS

Post-its. “I liked...” and “I didn’t like...” posters (see “Before the lesson” for instructions on this).

DESCRIPTION

A Time Saver

Blu-tack the two posters on opposite walls of the classroom. Give each L two post-its. As Ls to write one thing they liked about the project and one thing they did not like. Then, ask them to stand up and stuck their “I liked” post-it on the “I like...” poster and the “I didn’t like” post-it on the “I didn’t like...” poster. Leave the posters on the walls and let Ls to read each others comments as and when they want.

NB: This takes 4 minutes rather than 10 minutes described in Stage 3 above.