

B1 – GET TO KNOW

TRANSATLANTIC POLITICS AND THE PRIZE GOES TO!

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SUMMARY

SHORT DESCRIPTION

Students develop a list of favorites for a predetermined category.

GOALS

- Students get to know peers in the partner class.
- Students become familiar with the favorites of the students in the partner class for a predetermined category.
- Students will work as a team.

LANGUAGE GOALS

The students will compile a class listing of favorites for a predetermined category and share with the partner class.

DURATION

1-2 weeks

LANGUAGE

English

MATERIALS

Worksheet for all students: Get-to-Know
AND THE PRIZE GOES TO!

MEDIA

- Teachers use established channels of communication between themselves and their students.
- Students choose their own method of communication for the partner work.
- For the exchanges with the partner class, use a video conferencing tool.

DIFFICULTY



DESCRIPTION

The students will work first in small groups and then as a class to develop a list of favorites for a predetermined category (i.e. musicians, actors and actresses, singers or sports figures) After the class selects the top five names listed, the list is shared with the partner class. Students determine if any names are in common and if any names listed surprised them and why.

TEACHER PREPARATION

- Teachers select the category for the activity.
- Teachers assist students to find their groups.

CLASS INTRODUCTION

- Teachers provide students information on the process, duration, and content of the project.
- Teachers help students to understand the tasks.

Material

Worksheet for all Students: Get-to-Know Task: AND THE PRIZE GOES TO!

EXCHANGE

Working in a small group, students are given the task of determining favorites for a predetermined category. Working as a class, the top five names are shared with the partner class. Students should determine if there are any names in common on the two lists and if there are any surprises.

REFLECTION

In their own class, students reflect on the similarities and differences between their own community and the partner class. See activities in the document METHODS FOR REFLECTION IN THE CLASSROOM.

For the reflection, there are key questions available. See the document REFLECTION QUESTIONS FOR STUDENTS.

