Year 7
School Tour Lesson Plan

LANGUAGES ROADSHOW

This lesson draws on CLIL pedagogy. It is designed to set the tone with Year 7s as the Languages classroom being a place where the target language is *used, not just learnt*. The 'content area' of this lesson is helping students navigate their way around a new school. This could form the basis of a number of lessons.

Learning intentions:

- Help students become familiar with the layout of the school and to meet some key staff members
- Introduce students to self introduction language and timetable related language.
- Position Languages as useful and engaging in an immediate way for students and show that Languages is valued across the school.

Success criteria:

Students will:

- Use the target language (TL) to introduce themselves
- Participate in a teacher-led tour of the school conducted mostly in the TL
- Recognise and remember some subject vocab and self intro language
- Feel more confident moving around the school

Preparation:

- If this class is a core group, find out who some of their teachers are in order to involve them. Arrange to come and visit them during this lesson and explain you will ask them to introduce themselves in the TL – they'll most likely need your help! If not a core group, arrange some staff members who students are likely to encounter at school to participate in the self intro task.
- Annotate as necessary and print out map of your school (see example)

Activity	Teacher talk	Student talk
Greeting Line students up and bring them into class to stand behind chairs. Greet students and model their response. 1. Use gestures to assist students' understanding	Everyone line up quietly, please.Please come inside. Good morning / afternoon. I am Miss / Mr / Mrs _____. ** Model "Good morning _____" and any appropriate non-verbals (such as bowing in Japanese)	Good morning _____.

Activity	Teacher talk	Student talk
Self introduction in class Introduce yourself again and then ask each student their name. Prompt the first few students until the class gets the idea 1. Write the question and response on the board in TL to assist students if necessary	My name is _____. What is your name? Nice to meet you.	My name is _____.

Tour activity – preparation for task

Explain (OK to do in English) that we will be doing a tour of the school and labelling a map according to the subjects taught in those buildings. Explain that we will also be meeting some important members of staff.

Pre-teach some subject words. In keeping with CLIL pedagogy, one way to introduce the vocab without resorting to English would be to use visuals and gestures to demonstrate the subject words.

Activity	Teacher talk	Student talk
1. Hand out maps. 2. Write model responses on the board (eg. 'We are here', 'Yes, I have my hat') 3. Students should take their timetables with them so they can check which buildings they have which subjects in	We are going on a school tour. This is a map of the school. Where are we now? Where do you do [insert subject area]? Let's go for a walk. Please put on your hats. Please bring your map, pens, timetable and hats. Do you have your [map / timetable / pen / hat]?	We are here (students to point). [subject] is in [building name] Yes, I have my _____.
Tour Direct students to different locations. Use gestures to introduce and reinforce direction words. Point out key landmarks. Students to label map according to which subjects they have in that building. 1. Model responses (eg. The teacher's name is _____)	Let's go left / right / straight etc. This is [A Block]. This is the [subject] block. OR This is [A Block]. Who has Maths here? Who has Science here? What is your teacher's name? Please check your timetable.	(Students to repeat subject words) Me (raise hands) The teacher's name is _____.

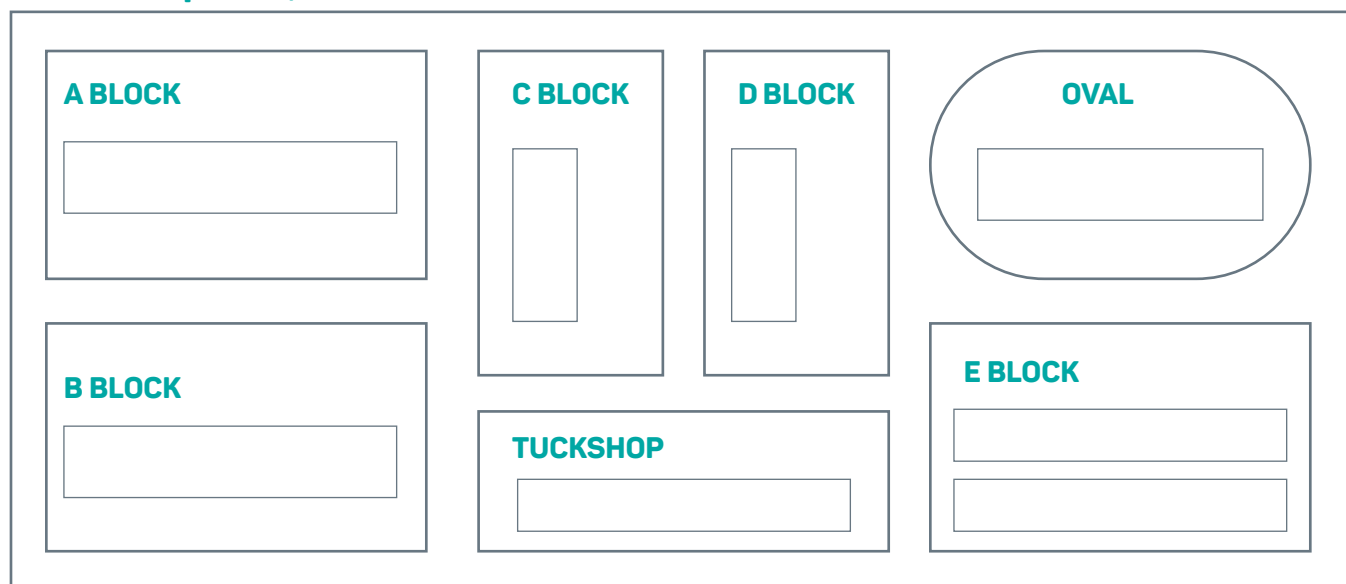| Staff members doing a self intro	Everyone, please listen carefully.	This teacher's name is
Pre-arranged staff (perhaps the Deputy Principal, guidance officer, tuckshop staff or a teacher that core group has) say a self intro for the students in TL. As a group discuss what they have heard. Check understanding. Can discuss in English the role the staff member plays at school.	What is this teacher's name?	_____

Return to class

Debrief with students about their experience of the lesson – could they generally understand, what did they learn etc.

Opportunities for further lessons:

☐ Colour code the map or the timetable as a way of teaching colours and reinforcing subject words

☐ Discuss what the first day / week of high school might be like for a student in the TL culture

☐ Teach days of the week and reinforce school routines through sentences like 'On Mondays, Year 7 wear sports uniforms' or on 'On Tuesday, we all go to assembly'.

☐ Record or arrange for different teachers or older Languages students to give self-introductions in the TL. Staff members could then talk to the kids (in English) about their role at the school. Older students could talk about their experiences of learning Languages.

School Map (example)

A BLOCK	C BLOCK	D BLOCK	OVAL

B BLOCK		E BLOCK
	TUCKSHOP	

List of subjects (example)

Languages		Science	
English		History / Geography	
Maths		HPE	
Art		Music	