Norsk for fremmedspråklige

"How to create a situation good for daring to speak?" 16 students, 60 minutes

Activity	Length of time	Pedagogical aims	Training media	Justification of the choice of the media	Pedagogical strategy
The teacher present the lesson. Tells the participants what will happen and why. Tell that the purpose is to speak, and **only** on the foreign language	5 minutes	Loosing up, making people relax		When you realize that there is nothing wrong or right, you might get less frightened and more relaxed	The others will be as frightened as myself so I might as well do the job. Everybody help each other and support each other.
Searching for your "friend"	10 minutes	Loosing up	Note with the name of another student	When you search you have to talk to people. This is the same for everyone, and the language doesn't have to be complicated	2 together. Finding a friend who can support you and collaborate this lesson

Activity	Length of time	Pedagogical aims			
Present yourself on the foreign language to your friend	10 minutes	Loosing up, developing a safe atmosphere	Speaking, communicating	It is safer to talk to one friend. Everyone talks and it is not silent in the room	Finding safety in one person, and hopefully discover that your friend also is frightened to speak the foreign language, and that your friend speaks the language as good/bad as yourself
2 and 2 friends work together in groups. They present each other to the 2 friends in the foreign language	15 minutes	Expanding of friends, and loosen up step by step	Working in groups of 4	You get safer the more you speak, it is safer in smaller groups, and working in groups makes more people speak at the same time	Speaking a foreign language and feel safety
The group of 4 create a presentation on a whiteboard. Keyword: What do we fear? How did we experience this lesson?	10 minutes	Still getting safe and feel good	Working in groups of 4. Discussions	When you feel safe, you will speak more, even if you don't know how the language so well	When you put words to your fear along with others, you sometimes discover your fear is the same as others
The group present the keywords for the rest of the big group.	2-3 minutes pr group	It is safer to speak when the others help you. The group-members help each			

		other, and support each other.			

Mobility of patients in bed					
ACTIVITY	LENGTH OF TIME	PEDAGOGICAL AIMS	TRAINING MEDIA	JUSTIFICATION OF THE CHOICE OF MEDIA	PEDAGOGICAL STRATEGY
Introduction	10 minutes	-Explain what the aim of the activity is - Previous general guidelines every care giver must know - Technical help needed	-Video projector with Power Point -Video recorded by trainer with instructions (Moodle)	- Information is more concrete, summarized. -They can review the information whenever they want	Knowledge of general procedures
Watch demo videos	10 minutes	-Learn body mechanics: how to use your body to mobilize other person, without being injured -Konwledge of protocols	-Video projecto	-Visual demo	-Learning by watching what others have done
Doubts solving. Learneres ask questions and the trainer answer them	5 minutes	-Solve any doubt before put i tinto practice	-Direct communication	-Human resources sometimes are unreplaceble	-Doubts solving Questions and answers
Practical training	35 minutes	-Practice what they have already watched. -Training with technical tools, such as crane, sheets, mobility belt, etc...	No needed	No aplicable	Half of the classroom will be patients and the other half care givers. So they can see the activity form both points of view, for instance if the patient complains.

Recording of activity	35 minutes simultaniously	Learner will be able to watch and compare their own performance (self analysis, teacher's analysis or/and group analysis). This assessment will be done in another session	-Video cámara -Video projector	-Only way to make a self assessment and possibility of analysing a real working situation	-It is very difficult to be aware, of your own performance if you do not see it as an external observer.

ACTIVITY	TIME	PED. AIMS	TRAINING MEDIA	JUSTIFICATION	STRATEGY
INTRO The trainer gives a short introduction	10 MIN	Reducing the affective filter with participants	Teacher talk (TT) Projector - Short videos on realistic situations; smartboard	Short movies seem most realistic and reveal emotional reactions Smartboard is involved in order to illustrate the examples of questions one can pose to people we do not know	Talking about different reasons for not daring to talk in a target (foreign) language
Talking to strangers on the streets	30 MIN	The trainer takes the participants out of the classroom ; models the situation and let the participants do the same	No ICT tools	Real life situation; ice breakers	Approaching new people and asking them various questions Using the target language
Sharing experiences in small groups	10 MIN	Collaboration and exchange	A PC per group	Sharing knowledge on digital literacy	Each and every group makes its own presentations of their previous experiences
WRAP UP	10 MIN	To sum up the topic and the results ; to reflect on alternative approaches	White board	Visible to all, memorable, concise and conclusive	Evaluation in plenum

FOREIGN LANGUAGE LEARNERS: EVERYDAY SKILLS OF SPOKEN LANGUAGE DIGILABS 7.11.2018 Else Marie Høie

Activity	Length of time	Pedagogical aims	Training media	Justification of the choice of media and task	Pedagogical strategy	Preparational work for the teacher/Implementation ∠in class.
Getting the courage of speaking a foreign language in front of other adults. 12 pupils	Totally 1 teacking session of 1 hour/60 minutes. 10 minutes introduction – teacher shows and trains phrases 3 sessions of 10 minutes for each activity. 5 minutes between each activity, totally 50 minutes, i.e. about 60 minutes.	Making speaking in front of others less frightening. Through actualization of central conversation phrases in every day activities, we are lilfting out the main competences everyone needs in daily life. Doing it in class in beforehand, makes the challenge safer for the individual, since they master it together. Afterwards it is easier to "take these words in their own mouth"	Pictures from daily activities (Can be on PC/Smart Board) • Taking the bus • Paying a bill for the Metro • Making dinner	Close to practical activities and the reality of the part-takers	1.Showing the pictures to the pupils and explaining the task. 2. . Training the main phrases together in class (choir) until it sounds "safe". 3. Grouping pupils in groups of four, three in each group. Teacher chooses who will cooperate according to the knowledge of each pupil – how they can support and encourage each other. 4. Teacher follows up each group in a welcoming way so	Implementation: Teacher give good starting phrases to each group, either on paper or in PC/Smart board. Common training, then conversation in group with clear instructions: What does one say asking for the bus (where/when)? What does one say arriving at the bus? How can one ask for help in buying a Metro ticket?

		in front of only 2 other participants. Teacher will be at hand and support.			that they actualize the speaking in a good way and hopefully get more autonomous in speaking.	Shopping – usual phrases. Names of goods. Preparation at home – how is the dinner dish made and served? What questions can be made? How do we speak to our guests?

STRENGTHS	WEAKNESSES
Student approach: - Autonomy - Critical capacity - Self-steem - Personal development: personal, social and professional - Personal envolvement Trainer approach: - Reach students envolvement - Practical approach: training-learning by doing	Students approach: - Ressistance to accept new methodologies Trainer approach: - Inadecuate teaching competences - Different approaches from different trainers - Paternalism towards students
OPPORTUNITIES - It´s used in every working-learning context - Improvement of job placement - Improvement of training in job context	THREATS Students approach: - In some working context not all the competencies are taken into account, only those directly related to the job. - Social exclusión - Low basic skills Trainer approach: - Some teaching tools are not available

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Pedagogical scenario IO2 – how to teach writing skills as part of basic skills – 60 minutes lesson: Oslomet/Hioa

Activity	Length of time	Pedagogical aims	Training media	Justification of the choice of the media	Pedagogical strategy
Share experiences of using written communication from working life	10 min	Be aware of necessity of writing skills in different occupations	Summerize students 'experiences by common key points on the white board of the classroom	The idea is to share different experiences.	Sorting out the different areas of written experiences
Describe in detail what kind of challenges in writing different texts to different target groups	20 min	Identify different parts of writing as specific professional and generic writing skills	Summarize in detail the need of writing competences in whole class/plenary	Use relevant examples on digital platform	Be aware of own challenges in writing professional/vocational texts
Practice work related individual writing. Writing a short text from experienced working task.	30 min	Share examples with fellow student and reflect on challenges	Use digital learning platform and upload the texts from each student for feedback.	Students will be aware of different kind of texts in different occupations and aware of written challenges.	The digital sharing helps students to be more aware of challenges of different kinds of texts and writing basic skills.