

16+ ESOL

ROUTES TO LEARNING

**The 16+ programme at Glasgow Clyde College
Teaching ESOL to separated children**

in association with:



DEDICATION

To all the students we have worked with over the years – who have overcome great barriers and adversity to learn English and adapt to a new life. You have shown great strength, courage, resilience and determination.

As teachers, you have challenged us to be the best we can be. You have brought us joy and fulfilment and made us very proud.

We feel privileged to share a part of your journey with you.

We may have imparted our knowledge to you, but you have taught us so much more.

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ABOUT 16+ESOL ROUTES TO LEARNING HANDBOOK

The **16+ESOL Programme** is a specialist education programme at Glasgow Clyde College for separated children between the ages of 16-19 and offers Elementary level (National 2, CEF A1 A2), and Pre-Intermediate level (National 3, CEF A2 B1) teaching covering English and Maths. The programme can take up to two years to complete and incorporates creative pedagogical methods and therapeutic elements, including study skills, language and personal and social development, peer support mechanisms and positive role modelling, all of which are commensurate with students' age and circumstances.

The 16+ESOL Routes to Learning handbook, part of the project *Towards Best Practice in Educating Separated Children in Scotland*, sets out the approach, curriculum and sample resources of the programme. We hope that lecturers and teachers educating separated children in Scotland, the UK and elsewhere, in colleges and schools or in the community as well as other professionals, such as social workers and guardians, find the contents beneficial to their work in supporting this group of young people.

ABOUT THE AUTHORS

MERCEDES RICHARDSON has been an ESOL teacher at Glasgow Clyde College for 16 years, working at all levels of English language acquisition from Literacies to Advanced, but with a specific 16 + programme remit for the last ten years. Since joining the 16+ team, she has been involved in various student projects in Equality and Diversity, Dance, Sport, Art, Video making, Sign language and Gardening. In 2018 she was involved in an Erasmus project creating Sustainability resources for Asylum seekers and refugees

Originally trained as a drama teacher, she taught in the community and worked with children and young people under social work care. She has a background in film and theatre, working on TV & film commercials, films, TV programmes and theatre shows.

LYN MA has been teaching for more than 25 years. She has taught both in the UK and internationally. She taught English & Drama in a large secondary school in England and has been teaching ESOL to unaccompanied asylum-seeking children in Glasgow for more than 12 years. She currently works in Further Education as a Senior Lecturer in ESOL at Glasgow Clyde College. She has worked in collaboration with the Universities of Glasgow, Bristol and Arizona, researching the role of creative arts in language teaching for young people with a refugee background. Her work has appeared in a number of academic publications.

16+ESOL Routes to Learning was created and written by Lyn Ma and Mercedes Richardson.

ABOUT THIS PROJECT

Towards Best Practice in Educating Separated Children (16-18) is a project led by Scottish Refugee Council, Aberlour Childcare Trust and Glasgow Clyde College with Stirling University as academic partner.

For over a decade, Glasgow Clyde College has developed and delivered a language and education course, the “16+ESOL” programme, to separated children aged 16-18 arriving in Scotland alone. During this time, lecturers have worked closely with staff from the Scottish Guardianship Service, a long-standing partnership between Scotland’s refugee charity and Scotland’s children’s charity, to support the welfare and well-being needs of these young people.

The aims of the project are to reflect on and document the teaching practice, curriculum and resources of the “16+ESOL” programme and to research the educational and well-being needs of separated children, considering how these needs are being met inside and outside the classroom as well as considering the “16+ESOL” programme against international practice.

The project team are **Gary Christie**, Head of Policy at the Scottish Refugee Council; **Catriona MacSween**, Service Manager, Aberlour Childcare Trust; **Lyn Ma**, Senior Lecturer; and **Mercedes Richardson**, Lecturer at Glasgow Clyde College.

The research team at Stirling University commissioned by Scottish Refugee Council are **Dr Siân Lucas**, **Dr Maggie Grant** and **Andrew Burns**.

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Research

Lucas, S.E., Grant, M., Burns, A. (2019), *Towards best practice in educating and supporting separated children in Scotland*, Stirling: University of Stirling.

Practice, Curriculum & Teaching Resources

Ma, L. and Richardson, M. (2019), *ESOL 16+ Routes to Learning*. Scottish Refugee Council. Available at www.scottishrefugeecouncil.org.uk

BACKGROUND & CONTEXT

Separated children and young people are minors or young adults who have migrated to the UK and who are currently separated from their parents or caregivers and/or who have been trafficked. These individuals may be in the process of applying for asylum or may have been granted asylum.

Unaccompanied young people aged between 16-20 years old have been arriving in Glasgow for the last twelve years. This group of young people have generally had little education or a disrupted educational journey. They are mostly young people claiming asylum as a result of civil unrest in their countries, for example, Afghanistan, Sudan and Somalia or because of other human rights abuses such as involuntary conscription and imprisonment in Eritrea, or fear of the death penalty for their religious or political beliefs in Iran, Iraq and Kurdistan. Additionally, there are increasing numbers of young people who have been trafficked from Vietnam, China and countries in West Africa.

EDUCATIONAL PROVISION

In terms of educational opportunities, one of the most important is the chance to study ESOL (*English for Speakers of Other Languages*). Dependent on the language level of the young person some cannot access a school curriculum at National 5 and Higher level or study at NQ/NC level. Gaining a level of competency in English is a priority. The majority of young people arriving will have very low levels of English and may not be literate in their own languages. Therefore, before they can begin to think about future vocational studying or higher education, they need to gain not only confidence in English but also gain formal qualifications.

As well as being able to access ESOL courses, this group of young people need to learn with their own peer-group. Not only is this pedagogically appropriate it also gives the young people an opportunity to build social relationships and connections with each other. Given their level of vulnerability and need this group also need extensive guidance and support as well as an age and context appropriate curriculum. The 16+ ESOL programme was developed as a response to these needs. In the last 12 years we have created a curriculum that tries to address the specific needs of this group of young people.

Firstly, young people are directly referred to the college from major agencies that support them such as Glasgow Social Work Department, British Red Cross and Scottish Guardianship Service. Information is continually shared about the young person's well-being, attendance and progress. As the young person is seen by teaching staff more regularly than any other agencies, they are in a unique position to notice any changes in behaviour or any other concerns. Thus, the young person is supported in the most holistic way possible. This model is similar to that of a guidance teacher role in secondary schools.

The level of on-going trauma that this group of young people might face is considerable. They may be dealing with multiple levels of grief and loss of family members, friends, culture and their future dreams, they will also be in precarious situations in terms of their uncertainty about their asylum status or/and the fate of family and friends in their own country. Some young people may have been victims of torture or witnessed torture and suffering from PTSD, depression and anxiety. The need to be educated with members of their own peer-group who understand the complexities of their lives and experiences is therefore understandable.

The 16+ programme is unique in that it includes a variety of different curriculum subjects. These subjects are taught using Topic based lessons. There is a focus on using the creative arts, outdoor learning and participating in such programmes as the John Muir Conservation Award.

BACKGROUND & CONTEXT

This allows the young people to use English in a variety of non-academic settings and to use the talents they may have such as art or music, helping young people's self-confidence and allowing them to contribute to their own learning. As well as this teachers on this programme often create and adapt ESOL materials. This is because traditionally the majority of ESOL resources are aimed at either young EFL (*English as a Foreign Language*) learners such as European teenagers or Adult second language learners and so are often not appropriate for this group of learners. Because of their lack of education or fractured education, many of these young people have not learnt independent study skills so there is also a focus in this programme on how best to learn.

HOW TO USE THIS HANDBOOK

The Rationale section explains our approach to teaching this group of learners and some of the strategies we have found helpful. This section is useful for new and experienced teachers and lecturers educating separated children as well as other professionals, such as social workers and guardians, or community learning practitioners, befrienders or volunteers who have a role to play in supporting young people's education and well-being. The section is also useful for policy-makers and learning institutions to consider the educational and well-being needs of separated young people and learning needs of educators in developing new or adapting existing programmes.

The Curriculum section presents the curriculum and curriculum topics used by the 16+ESOL programme. This section is useful for institutions seeking to set up or adapt existing language programmes as well as educators planning or adapting learning plans.

The Resources section includes examples of practical teaching resources and materials linked to the curriculum. Further resources and links can be found on Glasgow Clyde College's myclyde website. Whilst developed for separated children, the resources may be used and adapted to be used in other ESOL, EAL or other language learning settings.

RATIONALE

OUR APPROACH

The following factors have been identified from a range of perspectives by Stirling University as important elements of good practice in education for separated children:

- Building relationships: between teachers/lecturers and students, but also teamwork between colleagues and positive links with external networks;
- Recognising the importance of wider socio-cultural learning;
- Individual planning with young people;
- Supporting opportunities for young people to spend times with peers in their local community; and
- Sustaining consistency and continuity to allow programmes to develop and staff to gain experience in supporting separated children.

Below we set out our approach to educating separated children in the Glasgow Clyde College 16+ESOL programme and how we practically incorporate the factors. We highlight the educational and well-being needs of children and practical steps we take to educate and support this group of young people. We hope that our approach and our experiences will be useful to ESOL lecturers, teachers and practitioners educating separated children in different contexts such as in schools and community settings.

‘We came here broken’

– quote from a 16+ student

Our students have often endured incredibly traumatic events and journeys. Undoubtedly, they are affected by the displacement, grief, multiple losses and trauma they have faced. However, they are also resilient, flexible and have incredible potential. For us there are some key concepts that underpin our approach to building on this potential.

BELONGING

Our specialist ESOL programme aims to offer separated young people a stable base, where they can begin to make connections with their peer-group and feel a sense of belonging. Having lost crucial attachments to friends and family as well as a sense of inclusion from their own countries, it is essential for us as teachers to try to re-establish connections and sense of being not only familiar with a place but it belonging to you.

We do this in a number of ways:

1. We aim to create an atmosphere of safety and belonging, so the class takes place in the same room each session and the young people are familiar with the space.
2. Our classroom walls are full of work by the young people, this helps them feel a sense of ownership of the place as well take pride in what they have produced and achieved.
3. We have pictures of places and things that might interest and uplift them such as maps, posters of beautiful places in the natural world and mottos and inspiring quotations from famous people.
4. We try to limit the traditional “talk and chalk” approach and use a task based learning approach, this helps young people’s concentration and allows us to break up tasks into more manageable chunks of learning, it also allows them to work in a pair or a group, this helps young people make connections with each other and build relationships.

BUILDING RESILIENCE

When this group of young people arrive, they have already faced enormous challenges on their journey, and face even more. These include navigating the asylum process, learning a new language as well as dealing with loss of family, friends, their culture and future dreams. We respond to this by focusing on the personal strengths they already have such as courage, determination and flexibility in adapting to new situations to name only a few.

By expanding our curriculum to include other curriculum areas we encourage young people to discover for the first time or re-discover other talents and skills they may have in Arts, Maths, History, Geography, Languages and other subjects. We aim to both challenge and support young people in building their sense of self-worth. Many young people find it difficult to recognise their personal qualities and abilities, and this is a very important part of ensuring they feel valued. Also, many of the young people have had no education or severely disrupted educational journeys, therefore we need to meet them where they are and provide learning experiences that help them remain engaged and successful. With some young people that means not making any assumptions and going back to the basics. They may need to “learn how to learn”.

We do this by:

1. Offering opportunities to participate in a range of curriculum activities such as creative arts and team building activities as well as Maths and ESOL. We want to help young people to achieve their potential and to raise their self-esteem as well as understand their limitations.
2. Including the John Muir Award¹ as part of our curriculum because this encourages them to connect, enjoy and care for wild places. This is hugely important for many of this group as they have come from rural backgrounds and not grown up in cities. There is much research about the positive impact of being exposed to nature.
3. Focus on providing materials that challenge and engage them. We create and adapt resources that are both culturally and age appropriate. This enables the young people to experience success and a sense of achievement
4. We do not underestimate the challenges they continue to face but believe that change is possible through the support of positive relationships with teachers and fellow students, through being given new opportunities and seeing things in new ways. We offer the Seasons for Growth programme², an internationally recognized peer-education programme dealing with grief and loss that comes from change. This programme offers a unique way to support young people to build resilience, make positive choices and be responsible for their own actions.

¹ www.johnmuirtrust.org/john-muir-award/schools-and-colleges

² www.seasonsforgrowth.co.uk

WORKING TOGETHER

This group of young people often require extensive support and guidance. We offer one-to one guidance and also work closely with all the other agencies involved in the young person's life. Our partnerships with Social Work, the Scottish Guardianship Service, Accommodation providers and others ensure we put the well-being of the young person at the centre of what we do. The young people know that we communicate with each other and can therefore respond quickly and appropriately to their needs.

We do this by:

1. All teachers on the 16 + ESOL programme have regular team meetings to discuss the progress of students and any issues they may be having.
2. We are in regular contact with all the agencies that work with young people including; Social Work, Scottish Guardianship Service & other agencies.
3. We ensure that the young people know that we communicate with each other and can therefore respond quickly and appropriately to their needs.

BEING NURTURED

We aim to ensure that young people feel cared for and respected. We clearly explain our expectations as teachers, and with the students, together we decide what the rules of the class will be. It is important that alongside this we offer a flexible and caring approach towards young people who are struggling with anxiety, lack of sleep and are unable to be in class due to the many appointments they have with Home Office, lawyers and others.

We understand that many of the young people we teach will have a history of experiences that can be traumatic and that this can have a significant impact on their psychological and biological regulatory processes. This can be seen clearly in their behaviour and demeanour in class; therefore we are trauma responsive and work with other agencies to ensure our teachers are trained and supported to manage this.

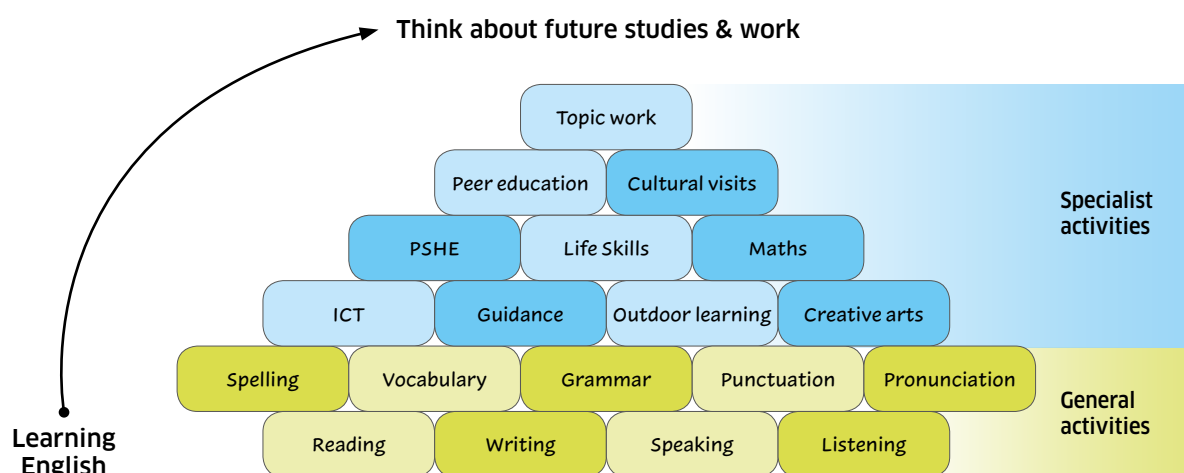
We are not qualified to diagnose trauma but as we usually see these young people more than any other professionals working with them, we are in a unique position to notice when a young person is struggling, and we can help refer them and support them to access services. We offer extensive guidance and work to build the trust of the young people so that when we ask about their well-being, they feel able to tell us. We include important and relevant topics in our personal development strand of the curriculum such as sleep, staying healthy, making good relationships and dealing with difficulties.

We do this by:

1. Offering extensive guidance both formally and informally to all our students.
2. Working hard to build the trust of the young people, so that when we ask about their well-being they feel able to tell us.
3. Communicating our concerns with other important people in the student's lives.
4. Including important and relevant topics in our personal development strand of the curriculum such as sleep, staying healthy, making good relationships and dealing with difficulties.
5. Having regular visits to the classroom from former 16+ students who can encourage current students to see their own potential for the future.
6. Having a peer-mentoring project that young people can join and meet former 16+ students.

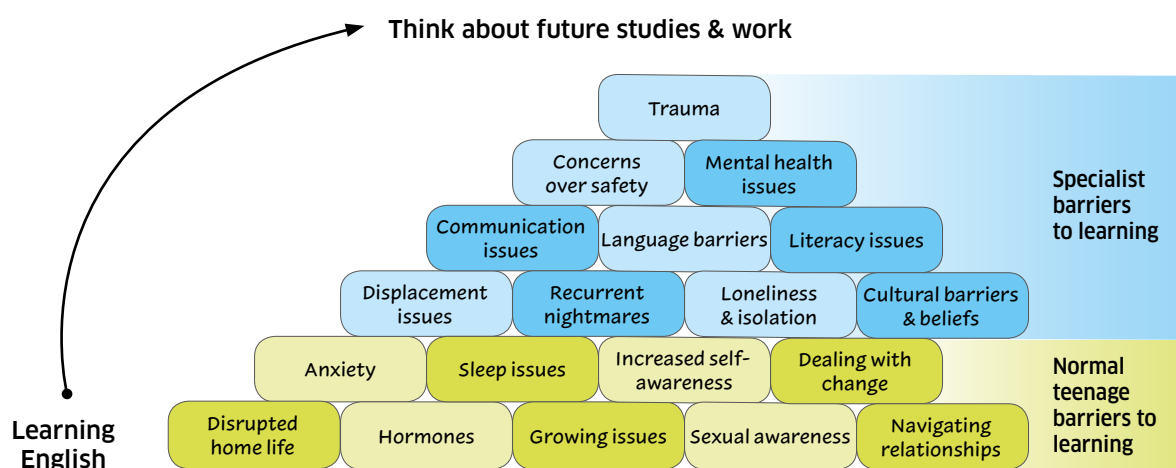
RATIONALE

WHAT WE DO



In an average adult ESOL class we cover the four basic skills of *Reading, Writing, Speaking & Listening*. Embedding and improving upon Vocabulary acquisition, Grammar development, Punctuation awareness, Pronunciation improvement and Spelling accuracy. In a 16+ESOL class there are also added skills and activities which we imbed in the curriculum. Our 16+ learners have often had either no education or a limited education. Therefore it is important that we provide access to other curriculum subjects, where possible. Although an understanding of English is essential to be able to access other subjects, it is possible to learn about other subjects whilst still learning English. In this way we can encourage students' own interests and inherent skills.

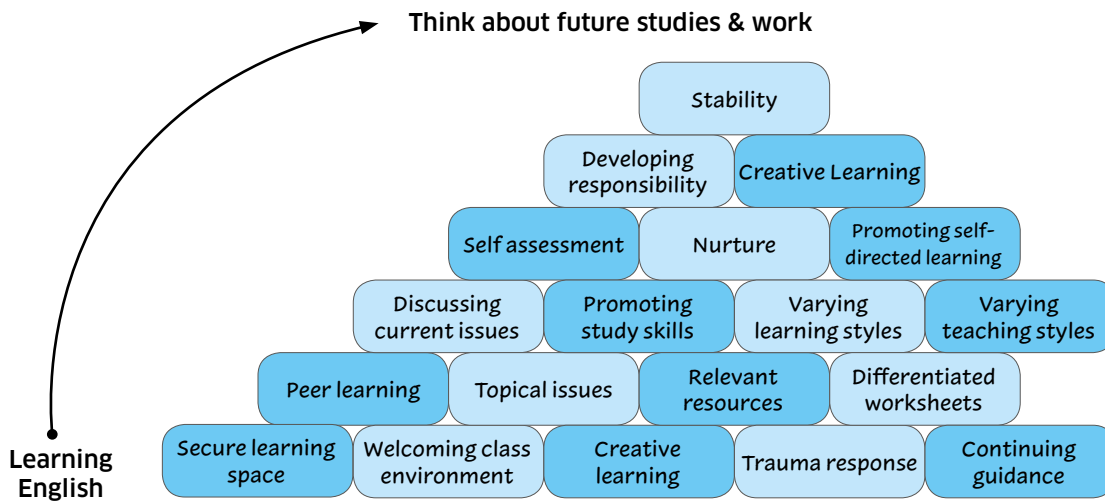
WHY WE DO WHAT WE DO



We have experience of working with English speaking teenagers and know the barriers to learning that can be present in all young people – regardless of culture, nationality and class. The teenage years can often be a difficult time in many young people's lives; it is a time of transition. Young people need understanding and acceptance as they move into adulthood.

On top of these barriers there are a whole set of other challenges that our 16+ learners can experience, including trauma, isolation and communication problems. By understanding these added difficulties and being sensitive to all the different circumstances that can exist for a young person, we hope to find a way to help each individual learn and progress.

HOW WE DO WHAT WE DO



By looking at primary models of how environment is used to make a classroom welcoming and comfortable for learners, we have developed a way of working that is flexible and suitable for all learners. Unlike normal college classes, our students have their own classroom for every day use so they can feel a sense of belonging and attachment. By being flexible and versatile in what we do with the students and how we do it, we hope to find a way to suit all learners. There is a focus on using topics and styles of learning that capture the interests of young learners and help them feel successful. Underlying our teaching pedagogical approaches guidance and support are at the heart of our relationships with all learners.

CASE STUDIES

Mohammed

Mohammed came to the 16+ class as a shy and hardworking young man. He quickly made friends with others in his class and those friendships became very important to him. He had previously lived in another part of Scotland where there were no other young unaccompanied asylum seekers and refugees. His confidence began to grow as he felt more secure.

In class, we had an activity where students were encouraged to draw a self-portrait. Mohammed's work showed that he clearly had a talent for drawing and in guidance conversations; it became clear that he had always enjoyed Art and was interested in studying it further. Mohammed went on to study another year of ESOL and at the same time he put together a portfolio and applied for an NC Art course. On the strength of his work he was offered a place.

After two years of studying Art at college, he will start his degree at Art school in September 2019.

Amin

Amin is 16 years old and comes from Sudan. When he arrived in Glasgow, he had had no previous schooling and was under confident about his ability to learn like his peers. He quickly established himself as a boy who desperately wanted to learn but also he wanted (and needed) to learn how to learn.

In the first few weeks he spoke to his teachers about wanting to move class – he was not happy at the level of learning, he felt he was unable to cope with the work. His teachers felt that he was in the right class and advised him to keep on going. With a little more support, a lot of constant encouragement, and at times a bit of insistence, he eventually found his rhythm and his learning style. He became more confident, he was able to organise his work, and finish his homework. His grammar and vocabulary improved daily and also his ability to ask and answer questions in class and to work with others.

He ended the year proud of all he had achieved and is progressing to the next level after the holidays.

Fatima

Fatima had never been to school and when she arrived, she was a very withdrawn and shy young woman. Her dream is to be a nurse. She found it very difficult to make friends and to work with the young men in class. She found it hard to ask questions and really lacked confidence.

Gradually, she made relationships with the other young women in her class and this really helped her confidence. As a lot of the work in class was in groups, she began to feel more comfortable with the young men and they also saw her as a very bright young woman and wanted her in their group.

She made excellent progress and will now go on to study more ESOL, before hopefully studying on a Health Care course.

Duy

Duy is 17 years old and comes from Vietnam. Like many Vietnamese students, he is fairly quiet and keeps himself to himself. He is friendly in class but does not actively make friends with his peers and tends to only socialise with other Vietnamese students. His grammar, reading and writing are relatively good, but his listening and speaking are poor. In class he seemed really only to enjoy grammar-based activities and was not so keen on games or group work activities.

As part of our John Muir award the students were involved in an allotment project on the local hospital grounds. On our first visit Duy became animated and enthusiastic, he found his voice as he knew about gardening and could share his skills with his peers.

On subsequent visits Duy became the class go-to for information and advice. He enjoyed being the 'class guru' in all things garden related and integrated more with the other students as a result.

THE CURRICULUM

Our curriculum has been developed by reviewing and refining materials we have created, adapted and used successfully over a number of years. It is designed to be used flexibly and can be differentiated for higher and lower levels of students but is focused on National Levels 2 & 3 of the Scottish Qualifications Authority (Nat 2 & 3 SQA) equivalent to the Common European Frameworks (CEF) A1/A2/B1 levels.

We have chosen six topics that allow our students at, higher and lower levels, to explore key areas of a secondary school curriculum as well as develop their reading, writing, speaking and listening skills in English.

The six topics are bookended by *My New Home* as the first topic and *My Future and Me* as a final topic and this can be delivered in one academic year. All of the topics are then divided into further subtopics. For example, in the topic of my *My New Home* there are subtopics such as *My Country, Scotland & Glasgow*.

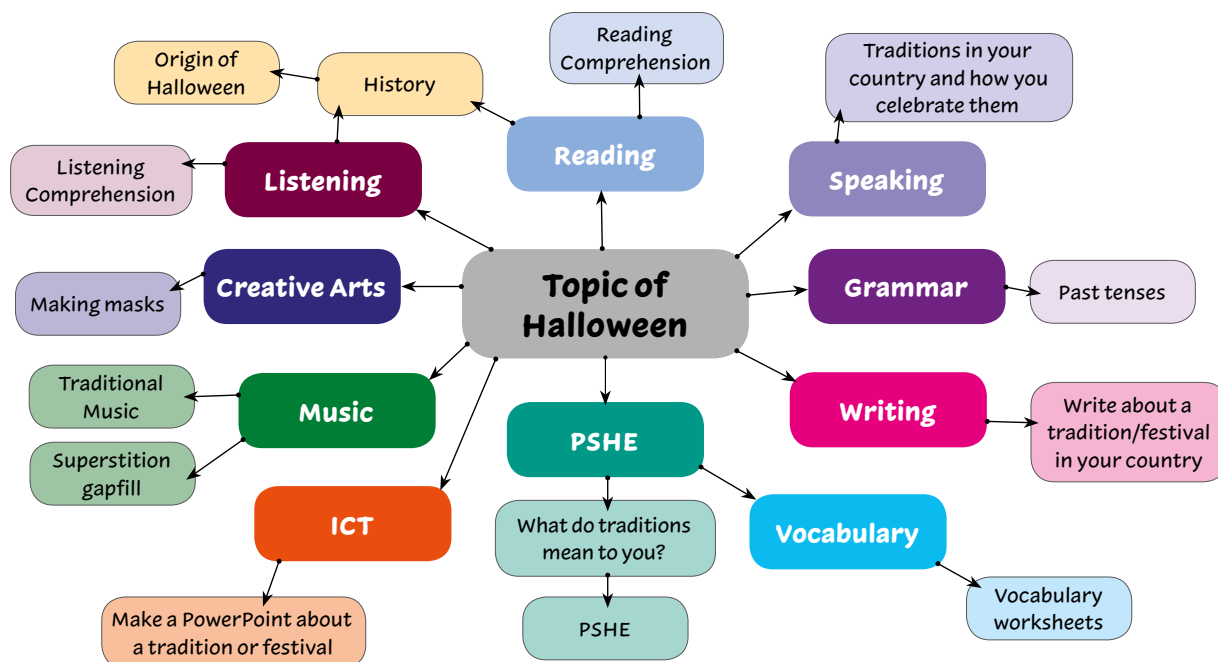
The structure of the curriculum follows the design of traditional ESOL course books in that it teaches key grammatical structures and vocabulary at an appropriate time in the learners' journey. The resources also follow a chronological order. We focus on major celebrations/events when they happen in the calendar year, for example our topic *Heroes* starts with resources about Martin Luther King and is designed to be delivered in January to coincide with Martin Luther King Day.

We consider the inclusion of a personal development strand as part of our core curriculum so within each topic there are activities that help young people identify their existing skills and talents and build resilience and connections with each other as a student group. Creative arts and Outdoor learning activities are also embedded in the curriculum. Our resources are both culturally and age appropriate and aim to engage and stimulate our young people, whilst offering a solid foundation for further study.

On the next page, you will see a worked example of how we take a topic and explore it to its full potential. We incorporate all the core skills, and look at how we can introduce Personal, Social and Health Education (PSHE) or creative arts into the topic, while making sure we include relevant or interesting strands of Citizenship and Celebration in keeping with the topic

THE CURRICULUM

WHAT YOU CAN DO



What you can do with any topic:

You can take any topic and develop resources across a wide range of areas.

As you can see from the diagram above, the festival of Halloween can be utilised in a variety of ways in the classroom:

- To promote discussion in the form of a Personal, Social and Health Education (PSHE) lesson exploring traditions and festivals, looking at superstitions and celebrations across different cultures.
- Or as in an Art lesson making masks and developing creative skills as well as using it as a time for reflection, socializing with classmates or just having time for quiet contemplation.
- As part of a History lesson, either imbedding a reading or listening comprehension whilst learning the origin of the festival.
- Exploring Celtic and traditional music or children's rhymes and comparing these with their own experiences of cultural traditions.

My New Home



My Best Me



Heroes



Celebrations



The Natural World



My Future & Me



16+ ELEMENTARY CURRICULUM A1/A2

16+ ESOL ROUTES TO LEARNING

	TOPICS	SUB-TOPICS	Activities	Vocabulary	Grammar	Skills
MY NEW HOME	SETTLING IN	<ul style="list-style-type: none"> Class rules The building Attendance Timekeeping 	<ul style="list-style-type: none"> Discussion Reading Writing Speaking Getting to know you games 	<ul style="list-style-type: none"> Alphabet Days Months Weather Making questions 	<ul style="list-style-type: none"> Verbs to be/ to have/ to do + - ? Basic sentence Structure & Punctuation Articles 	<ul style="list-style-type: none"> Speaking listening Reading writing
	ME MYSELF & I	<ul style="list-style-type: none"> Getting to know each other Your country This country 	<ul style="list-style-type: none"> Reading comprehension Writing about yourself Speaking about yourself Listening about the teacher 	<ul style="list-style-type: none"> Me Sport Family Nationalities House/flat My area My city My friends Jobs Transport Class rules Likes dislikes 	<ul style="list-style-type: none"> Plurals Present Simple Adverbs of Frequency Prepositions Pronouns Sentence structures (word order - parts of speech) Intro to Future 	<ul style="list-style-type: none"> Reading Writing Speaking Listening Geography Basic Computer skills Maths - stats Core skill profiling
	SCOTLAND	<ul style="list-style-type: none"> Glasgow Scotland The UK 	<ul style="list-style-type: none"> Reading Listening Map reading 	<ul style="list-style-type: none"> Countries Capitals Nationalities Vocab connected with: St Andrews St Mungo Famous inventors Poppy Day Burns Night 	<ul style="list-style-type: none"> Present simple Adjectives Comparatives Superlatives Prepositions Determiners Parts of speech 	<ul style="list-style-type: none"> Reading Listening Writing Speaking Geography History
MY BEST ME	FREETIME SOCIAL TIME	<ul style="list-style-type: none"> Going out Health Sport Exercise The body 	<ul style="list-style-type: none"> Matching exercises Vocab sheets Writing Listening 	<ul style="list-style-type: none"> Directions Free time Body parts Places to go Sports activities Talking about time 	<ul style="list-style-type: none"> Like doing Adverbs Intro to Present Continuous Using Time clauses 	<ul style="list-style-type: none"> Speaking Writing Listening
	RELATIONSHIPS	<ul style="list-style-type: none"> Who is important to you and Why? 	<ul style="list-style-type: none"> Reading Listening Writing Speaking 	<ul style="list-style-type: none"> Formal Informal Vocab Family Friends Classmates Social workers Lawyers etc 	<ul style="list-style-type: none"> Family collocations 	<ul style="list-style-type: none"> RWSL Formal/informal Greetings/ Addressing people and Writing
HEROES	FAMOUS PEOPLE	<ul style="list-style-type: none"> History of Glasgow History of Scotland Famous People in history Heroes (depending on students' interests) 	<ul style="list-style-type: none"> Reading Listening Writing Speaking 	<ul style="list-style-type: none"> Barack Obama Malala Yousafzai Rosa Parks MLK Mahatma Gandhi Shakespeare Scottish Inventors (Political Lang.) 	<ul style="list-style-type: none"> Past simple Past Continuous Understanding Present Perfect 	<ul style="list-style-type: none"> RWSL Comprehension Jumping the gap
	CITIZENSHIP	<ul style="list-style-type: none"> Museum Trips Learning about Glasgow, Scotland & UK 	<ul style="list-style-type: none"> Reading Listening Watching videos/ Sharing info Writing about visits Speaking about interests and sharing experiences 	<ul style="list-style-type: none"> Law Policing Museums Places of Interest 	<ul style="list-style-type: none"> Revising past Modals - must/ have to/ should - Rules regulations 	<ul style="list-style-type: none"> Reading Listening Discussing

Creative Arts	Trips/ Outdoor learning	John Muir	PSHE	SQA/CFE European Language Framework	Maths 2 levels
<ul style="list-style-type: none"> Card people 	<ul style="list-style-type: none"> Tour of building 		<ul style="list-style-type: none"> Making friends of our classmates. 	<ul style="list-style-type: none"> Nat 2 A1/ A2 Everyday life RWSL My flat 	<p><i>Core skill profile</i></p> <ul style="list-style-type: none"> Maths Vocab Basic Numeracy <p><i>Level 1 & 2</i></p> <ul style="list-style-type: none"> Budgets Shopping Words & terms Weights Sizes Terms & Prices
<ul style="list-style-type: none"> Flags Maps People 	<ul style="list-style-type: none"> Botanics Mugdock Riverside Museum 	<ul style="list-style-type: none"> Introducing nature & vocabulary. Sparking interest. Comparing Scotland's nature with own experience 	<ul style="list-style-type: none"> My own personal journey Who supports me? People in my life Social workers/Key workers/Guardians/ Lawyers/ Therapists 	<ul style="list-style-type: none"> Confident individuals 	<p><i>Level 3 & 4</i></p> <ul style="list-style-type: none"> Basic Formulas Percents times Dates Years times Analysing data Facts & Figures
<ul style="list-style-type: none"> Making a Crest/ Coat of arms 	<ul style="list-style-type: none"> St Mungo Cathedral Necropolis Provand's Lordship Police Visit Police Museum People's Palace Tenement House 	<ul style="list-style-type: none"> Tenement House People's palace Glasgow Green Walk Museum of Rural Life 	<ul style="list-style-type: none"> Understanding a new country & culture Remembering our own country & culture. 	<ul style="list-style-type: none"> Responsible citizens 	
<ul style="list-style-type: none"> Body Trace - body parts 	<ul style="list-style-type: none"> Hunterian Museum 	<ul style="list-style-type: none"> A mindful walk. Noticing sounds, smells, and sights around us 	<ul style="list-style-type: none"> Discussion about healthy activities and healthy eating. What to do when feeling down. 	<ul style="list-style-type: none"> Successful learners 	
<ul style="list-style-type: none"> Papercut figures 			<ul style="list-style-type: none"> Managing behaviours and expectations. Sex guidance 	<ul style="list-style-type: none"> Confident individuals 	
<ul style="list-style-type: none"> Making a PowerPoint 	<ul style="list-style-type: none"> Scotland St school 	<ul style="list-style-type: none"> John Muir Life & legacy 	<ul style="list-style-type: none"> What qualities do we admire? What qualities do we have? 	<ul style="list-style-type: none"> Confident individuals 	
<ul style="list-style-type: none"> Poppies Fortune tellers Mindmaps 	<ul style="list-style-type: none"> City Chambers 	<ul style="list-style-type: none"> Scottish wildlife Hidden Gardens 	<ul style="list-style-type: none"> What are our beliefs? Our laws? 	<ul style="list-style-type: none"> Nat 2 A1/ A2 ESOL In context 	

continues on page 18

16+ ELEMENTARY CURRICULUM A1/A2

continued from page 17

	TOPICS	SUB-TOPICS	Activities	Vocabulary	Grammar	Skills
CELEBRATIONS	FESTIVALS	<ul style="list-style-type: none"> Christmas Easter Eid New Year Chinese New Year Halloween Earth Day 	<ul style="list-style-type: none"> Reading about festivals. Videos. Writing about our favourite festival. 	<ul style="list-style-type: none"> Christmas New Year Easter Eid Ramadan Chinese New Year 	<ul style="list-style-type: none"> Present simple versus past simple. 	<ul style="list-style-type: none"> Writing Reading Listening Discussion
	MUSIC	<ul style="list-style-type: none"> Popular music Folk music Traditional world music 	<ul style="list-style-type: none"> Listening Gap fill Hands-on experience 	<ul style="list-style-type: none"> Musical instruments. modals 		<ul style="list-style-type: none"> Listening Writing about experience
	ART	<ul style="list-style-type: none"> Scottish Art Contemporary Art Modern Art Traditional art Cultural Art 	<ul style="list-style-type: none"> Reading Discussion trips 	<ul style="list-style-type: none"> Adjectives Action words Following instructions 	<ul style="list-style-type: none"> Comparatives Word order 	<ul style="list-style-type: none"> Making things
	LANGUAGES	<ul style="list-style-type: none"> Sign Language Students' languages 	<ul style="list-style-type: none"> Learn the alphabet Learn a song Greetings 	<ul style="list-style-type: none"> Translating words into BSL 	<ul style="list-style-type: none"> Learning phrases in sign language 	<ul style="list-style-type: none"> Reading Memorising Spelling
THE NATURAL WORLD	THE WORLD	<ul style="list-style-type: none"> Planets Politics Human Rights 	<ul style="list-style-type: none"> Watching videos Reading comprehension Reading statistics 	<ul style="list-style-type: none"> Comparatives superlatives Adjectives 	<ul style="list-style-type: none"> Writing complex sentences Basic Future tense 	<ul style="list-style-type: none"> Grammar Learning new vocab Reading Writing
	THE ENVIRONMENT	<ul style="list-style-type: none"> Recycling Gardening Volunteering Growing plants 	<ul style="list-style-type: none"> Reading Watching videos Discussion Planting 	<ul style="list-style-type: none"> Conservation Sustainability Green issues & Language <p>The 4 R's:</p> <ul style="list-style-type: none"> Reducing Recycling Reusing Recovery 	<ul style="list-style-type: none"> Prefix Suffix Word roots Making adverbs Adjectives nouns Revise Future Introduce conditionals. 	<ul style="list-style-type: none"> RWSL
MY FUTURE & ME	THE FUTURE	<ul style="list-style-type: none"> What's next? 	<ul style="list-style-type: none"> Writing Reading Discussion 		<ul style="list-style-type: none"> Future tenses Modals 	<ul style="list-style-type: none"> Study Skills

Creative Arts	Trips/ Outdoor learning	John Muir	PSHE	SQA/CFE European Language Framework	Maths 2 levels
<ul style="list-style-type: none"> ● Making a snowflake ● Painting eggs ● Making a Chinese lantern ● Mask making 	<ul style="list-style-type: none"> ● Pollok House 	<ul style="list-style-type: none"> ● Earth day - learning about conservation 	<ul style="list-style-type: none"> ● Celebrating our own culturally diverse festivals. 		
<ul style="list-style-type: none"> ● Making music 	<ul style="list-style-type: none"> ● Douglas Academy ● SambaYaBamba 	<ul style="list-style-type: none"> ● Making music in nature 	<ul style="list-style-type: none"> ● How can music help us 	<ul style="list-style-type: none"> ● Confident individuals 	
<ul style="list-style-type: none"> ● Collage ● Paper mache ● Art Project with GoMA 	<ul style="list-style-type: none"> ● GoMA ● Art Galleries 	<ul style="list-style-type: none"> ● How nature can inspire music art and poetry. ● Creating art from nature. 	<ul style="list-style-type: none"> ● Art as therapy ● Art for pleasure. 		
<ul style="list-style-type: none"> ● Interpreting a song 			<ul style="list-style-type: none"> ● How languages work. ● Working on communicat 	<ul style="list-style-type: none"> ● Effective contributors 	
<ul style="list-style-type: none"> ● Planetarium ● My world 	<ul style="list-style-type: none"> ● Science Centre 	<ul style="list-style-type: none"> ● Comparing the world 	<ul style="list-style-type: none"> ● What do want for the world? 	<ul style="list-style-type: none"> ● Responsible citizens 	
<ul style="list-style-type: none"> ● Using recycling ● Upcycling. 	<ul style="list-style-type: none"> ● Dawsholm ● Gartnavel grounds 	<ul style="list-style-type: none"> ● Protecting the environment ● The 4 R's 	<ul style="list-style-type: none"> ● Our place in the planet ● Our roles in the future. 	<ul style="list-style-type: none"> ● Responsible citizens 	
<ul style="list-style-type: none"> ● Making a time capsule ● A mind map of ourselves ● Video? 	<ul style="list-style-type: none"> ● Trip with 16 + Pre Int - Getting to know teacher. 		<ul style="list-style-type: none"> ● What kind of learner/ student are you? 		

16+ PI/NAT. 3 CURRICULUM/CEF A2/B1

16+ ESOL ROUTES TO LEARNING

	TOPICS	SUB TOPICS	Activities	Vocabulary	Grammar	Skills
SETTLING IN	SETTLING IN	<ul style="list-style-type: none"> Class rules Getting to know the building 	<ul style="list-style-type: none"> Discussion about class rules/team building activity Reading & writing about Lyn Q&A about you Maths level tests 	<ul style="list-style-type: none"> New words e.g. countries of origin of the class Words about college e.g. students, assessment, etc. 	<ul style="list-style-type: none"> Review of present simple/past simple 	<ul style="list-style-type: none"> Speaking Listening Reading Writing Maths
	ME MYSELF & I	<ul style="list-style-type: none"> Getting to know each other Your country This country Autumn 	<ul style="list-style-type: none"> Reading/Writing about yourself Speaking about yourself Learning about types of houses and cities Learning about Autumn in Scotland/ Migration of animals / British Council NEXUS 	As above, and: <ul style="list-style-type: none"> Family Nationalities House/ flat My area My city My friends Class rules Likes dislikes 	<ul style="list-style-type: none"> Present and past simple Present Cont. Adverbs of Frequency Prepositions Sentence structures (word order - parts of speech) Intro to Future 	<ul style="list-style-type: none"> Reading Writing Speaking Listening Computer skills
	SCOTLAND THE WORLD	<ul style="list-style-type: none"> Glasgow Scotland The UK St Andrews St Mungo Famous inventors Poppy Day Burns Night 	<ul style="list-style-type: none"> Reading about Scotland Watching BBC film about Scottish Inventors Speaking about one famous person you have learnt about 		<ul style="list-style-type: none"> Articles Possessive Adjectives 	<ul style="list-style-type: none"> Reading Listening Writing Speaking
MY BEST SELF	FREETIME, SOCIAL TIME, HEALTH & WELLBEING	<ul style="list-style-type: none"> Going out Health Sport Exercise The body 	<ul style="list-style-type: none"> Matching exercises Vocab sheets Writing Listening 	<ul style="list-style-type: none"> Question forms asking about Adjectives describing positive and negative health & well-being Vocab about Free time Body parts Places to go Sports activities 	<ul style="list-style-type: none"> Comparatives & Superlatives Question forms Prepositions 	<ul style="list-style-type: none"> Speaking Writing Listening
	RELATIONSHIPS/ FRIENDSHIPS	<ul style="list-style-type: none"> Family Friends relationships 	<ul style="list-style-type: none"> Reading and Listening about Relationships/ Friendships between famous people 	<ul style="list-style-type: none"> Adjectives Describing a friend/ relationships 	As above, and: <ul style="list-style-type: none"> Superlatives Time phases Relative pronouns 	<ul style="list-style-type: none"> R,W,S, L
HEROES	FAMOUS PEOPLE/ HEROES	<ul style="list-style-type: none"> Famous People/ Heroes Barack Obama Malala Yousafzai Rosa Parks MLK Scottish Inventors <i>Rebel Girls</i> and <i>Daring Boys</i> books 	<ul style="list-style-type: none"> Reading Listening Writing Speaking 	<ul style="list-style-type: none"> Adjectives describing personal qualities 	<ul style="list-style-type: none"> 1st & 2nd conditionals Modals of ability 	<ul style="list-style-type: none"> RWSL IT Research Into the life
	CITIZENSHIP	<ul style="list-style-type: none"> Museum Trips Learning about Scotland 	<ul style="list-style-type: none"> Researching the history of one street/ building in Glasgow 	<ul style="list-style-type: none"> Law Policing Museums Places of Interest 	<ul style="list-style-type: none"> Review of tenses Modals of Obligation Must/Have to 	<ul style="list-style-type: none"> R,W,S, L IT research into buildings/streets in Glasgow
CELEBRATIONS	FESTIVALS	<ul style="list-style-type: none"> Christmas Easter Eid New Year Chinese New Year Halloween 	<ul style="list-style-type: none"> Presentations in small groups about a festival celebrated in your country 	<ul style="list-style-type: none"> Christmas New Year Easter Eid Ramadan Chinese New Year 	<ul style="list-style-type: none"> Phrasal verbs Use of present and past tense Adjectives 	<ul style="list-style-type: none"> R,W,S, L
	MUSIC	<ul style="list-style-type: none"> Popular music/ Classical music 	<ul style="list-style-type: none"> Listening to different types of music & writing about them 	<ul style="list-style-type: none"> Instruments Genres of music; e.g. rap, jazz, pop 	<ul style="list-style-type: none"> Adjectives describing music and musicians 	<ul style="list-style-type: none"> R,W,S, L
	ART	<ul style="list-style-type: none"> Scottish Art Contemporary Art Modern Art 	<ul style="list-style-type: none"> Reading & Writing about artists in Scotland 	<ul style="list-style-type: none"> Adjectives Action words Following instructions 	<ul style="list-style-type: none"> Comparatives Word order Passive voice Used to 	<ul style="list-style-type: none"> Creative Art activities
FUTURE	THE FUTURE STUDY SKILLS	<ul style="list-style-type: none"> Role Models: Meeting past 16+ Students 	<ul style="list-style-type: none"> Writing about future hopes and dreams 		<ul style="list-style-type: none"> Future tense Will/won't Might/ Can 	

Art	Trips	John Muir	PSHE	SQA Nat 3. CEF A2/B1
<ul style="list-style-type: none"> Designing your flag 	<ul style="list-style-type: none"> Tour of building 		<ul style="list-style-type: none"> Team Building Working together Language of the week: (Learning how to say 'hello' in each language) 	
<ul style="list-style-type: none"> Collage about you Leaf tracing In small groups - designing your ideal city and sharing it 	<ul style="list-style-type: none"> Botanics identifying the leaves Discovering the area around Anniesland, types of houses, etc. Visit to Kelvingrove Museum 	DISCOVER <ul style="list-style-type: none"> Learning about John Muir Identifying leaves/trees Learning about Scotland's first people & how they lived 	<ul style="list-style-type: none"> Language of the week Working in teams -learning about makes a good team What makes me happy? What makes me successful? What makes me grow? 	<ul style="list-style-type: none"> SQA ESOL for Everyday Life (Nat 3) Mobile Phones
<ul style="list-style-type: none"> Making a Crest/ Coat of arms 	<ul style="list-style-type: none"> Cathedrals Scotland St Museum Provand's Lordship Tenement House 	CONSERVE <ul style="list-style-type: none"> Forth Canal Litter Survey &collection SHARE <ul style="list-style-type: none"> Exhibition & presentation about John Muir 	<ul style="list-style-type: none"> Introduction to Mindfulness 	
<ul style="list-style-type: none"> What I am good at & what I bring with me Making my suitcases 	<ul style="list-style-type: none"> Kelvinhall Looking at sporting (something missing here?) 	EXPLORE <ul style="list-style-type: none"> Gardening with Gartnavel Community Garden College clean up 	<ul style="list-style-type: none"> How I take care of my health Sleep/Diet/ What is mental health & how we can manage our feelings 	
<ul style="list-style-type: none"> Designing an advert for a friend 			<ul style="list-style-type: none"> Qualities of a good friend Importance of friendship/ relationships Understanding different sexual orientations 	
<ul style="list-style-type: none"> Making a PowerPoint Designing my coat of arms and motto 	<ul style="list-style-type: none"> Hunterian Museum/ Glasgow University 		<ul style="list-style-type: none"> Identifying qualities of a hero Identifying own strengths and qualities Learning about resilience Who supports me? Guest speakers from previous 16+ classes 	
<ul style="list-style-type: none"> Looking at Glasgow's coat of Arms Designing a new flag for Glasgow 	<ul style="list-style-type: none"> City Chambers Police Museum 	<ul style="list-style-type: none"> Award Ceremony Presentation of John Muir certificates 	<ul style="list-style-type: none"> What makes a good citizen? What are your responsibilities 	<ul style="list-style-type: none"> SQA ESOL in context (Nat 3) Applying for college
	<ul style="list-style-type: none"> St Mungo's Museum Central Mosque Gurdwara Garenethill Synagogue 		<ul style="list-style-type: none"> Learning about world religions: Islam Christianity Buddhism Judaism Sikhism 	
	<ul style="list-style-type: none"> Visit music shops, organ recital at Kelvingrove Royal Concert Hall Visit from SambaYaBamba 		<ul style="list-style-type: none"> How music helps us regulate our feelings 	
<ul style="list-style-type: none"> Making a giant mural/identity box/ self portrait etc. 	<ul style="list-style-type: none"> GoMA Tramway Art Galleries 			
	<ul style="list-style-type: none"> Visit to Glasgow University 		<ul style="list-style-type: none"> Writing a letter to myself - to be posted after college is finished 	

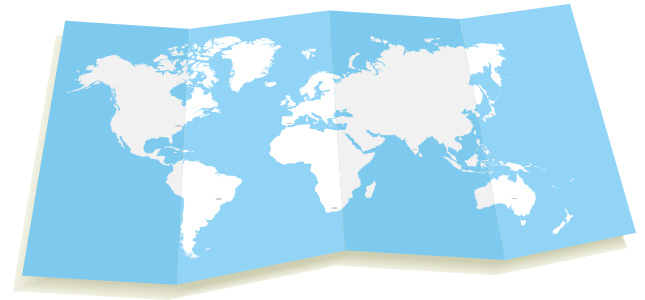
RESOURCE PACK

Over the following pages, we present a small selection of materials used in the 16+ESOL Curriculum at National 2 & 3 (SQA) A1 A2/ A2/ B1 (CEFR). Other resources and links can be found on Glasgow Clyde College's myclyde website. They are divided by topic and level. These are resources that have been adapted or made by teachers especially for this group of learners. They can be differentiated for use with your learners. As well as a sample of materials we have also included some links to websites that we have found helpful.

In some ways the young people we work with are not dissimilar to group of teenagers you would find anywhere in the world. They enjoy stimulating and engaging materials and need to be encouraged to believe in themselves. Unlike other groups of young people, they have been educated in very different ways and some not at all, therefore we have found it is important to be very flexible in how we use any resources in the classroom, so please feel free to do the same.

My New Home: Worksheet 1**16+ Pre-Intermediate (National 3 SQA / CEF A2/B1)****About My Country**

Answer the following questions about yourself.
Then ask two other people in class.
Write down two of their answers.



1. What country do you come from?

2. What is the capital city of your country?

3. What jobs do people do in your country?

4. What is a famous place or beautiful place in your country?

5. Draw a picture of something special from your country:

My New Home -Worksheet 2**16+ Pre-Intermediate (National 3 SQA / CEF A2/B1)****About Glasgow***Read the following passage and answer the questions that follow:*

There are 3 main cities **located** in the **central** belt of Scotland, Glasgow, Edinburgh and Stirling. Edinburgh is near Glasgow, but the city of Stirling is nearer. Glasgow is Scotland's biggest city and people who are born in Glasgow are called Glaswegians.

Glasgow has been a city since the 11th Century BC. The river Clyde was used to transport coal and later Glasgow became famous all over the world for shipbuilding. There were many **wealthy** people in Glasgow, they were called **merchants**, they bought and sold things and became very rich and lived in big houses. There is still a part of the city centre called The Merchant City.

The University of Glasgow began in 1451. It is one of the oldest universities in the world and students who come to Glasgow University come from all over the world. There are 3 universities in Glasgow. Glasgow Caledonian, Strathclyde University and Glasgow University.

The patron saint of Glasgow is St Mungo. All around the city of Glasgow you can see his **coat of arms**. There is a bird, tree, bell and a fish in the coat of arms and the motto, "Let Glasgow **Flourish**".

Glasgow is famous for art and **architects**. One of the most famous is Charles Rennie Mackintosh. He was an architect. You can see his buildings all around Glasgow, but he also designed and made furniture.

During the 19th century people from the Highlands and islands of Scotland came to live in Scotland. They came because there was more work in Glasgow. They spoke Gaelic and **settled** in areas like Partick.

This is where the first Gaelic school started.

Glasgow is a very friendly city and the people are helpful – sometimes it is hard to understand them because their **accent** is so strong, and they speak very quickly - but it is a great city to live in with a lot of history and beautiful parks and **countryside**.



A. Using your dictionary find what these words in bold mean.
Write the word and the meaning in your jotter.

1. Located
2. Central
3. Wealthy
4. Merchants
5. Coat of arms
6. Flourish
7. Architects
8. Settled
9. Accent
10. Countryside

B. Work in pairs. Write the answer to the questions in your notebook.
You DON'T need to write the questions. Write in full sentences.

e.g.: The city nearest to Glasgow is _____

1. What city is nearest to Glasgow?
2. What was the river Clyde used for?
3. Why was Glasgow famous?
4. How many universities are there in Glasgow?
5. Which one is the oldest?
6. Who is patron saint of Glasgow?
7. What is Glasgow's motto?
8. What is the name of a famous furniture maker from Glasgow?
9. What part of Scotland did the people who speak Gaelic come from?
10. Why is Glasgow a good place to live?

C. In groups of 3 or 4 make a poster about Glasgow for people visiting or moving to the city. Include all the important information YOU think someone should know. It could include ...

- a. where the bus station/ train stations are;
- b. where are the museums and how much it costs to get in;
- c. cheap places to eat etc...

My Best Me - Worksheet 1

16+ Pre-Intermediate (National 3 SQA / CEF A2/B1)

What makes us happy?

Australians are the happiest people in the world. This is according to a new **survey** from a **research** company GfK NOP. Interviewers asked 30,000 people in 30 different countries how happy they are. 46% of Australians said they were “very happy”. Following them was the USA (40%), Egypt (36%), India (34%) and the UK and Canada (32%). Hungary finished top of the **miserable** list. 35% of its citizens said they were “very unhappy”.



The research showed that money and age was connected to how happy people are. The study *did not* show that money can buy happiness, but it did show a connection between money and age and unhappiness. The research also showed that there is a **connection** between lack of money and unhappiness. Unhappier people **earned** lower amounts of money or didn't have a job. It also said that older people are less happy than younger people. **Worldwide**, **teenagers** are the happiest people. The least happy people are 50–59 year olds. The things that make us happy are good health, having enough money, being married - not cars and clothes.

1. What do these words mean?

- | | |
|---------------|--------------|
| 1. Survey | 5. Earn |
| 2. Research | 6. Worldwide |
| 3. Miserable | 7. Teenagers |
| 4. Connection | |

2. True or False

- | | |
|--|-----|
| 1. A new study says Australians are the world's happiest people. | T/F |
| 2. Researchers carried out 20,000 interviews. | T/F |
| 3. Egyptians and Indians are some of the happiest people. | T/F |
| 4. People without a job were not happy. | T/F |
| 5. Then older you are the happier you are. | T/F |
| 6. Cars and clothes don't make us happy. | T/F |

3. Happiness. What makes you happy? Put the list below in the order that they are most important to you. e.g 1. Playing sport 10. Coming to college

Having good health	
Having money	
Sunshine	
Spending time with friends	
Playing sports	
Things (mobile phones, clothes, computers)	
Watching TV/films	
Listening to music	
Speaking my own language	
Coming to college	

Write about a time when you felt happy. Tell me what you were doing and who you were with. You can tell me where you were also. It can be something very simple that made you happy. Try to give as much detail as possible.

e.g. *I was happy last week when I was laughing with Shi Jian in class.*

My Best Me - Worksheet 2**16+ Pre-Intermediate (National 3 SQA / CEF A2/B1)****What makes us happy?**

- A.** In pairs/threes, share what you have written about times when you were happy.
- B.** What advice would you give a newly arrived young person about how to be happy?

My Best Me - Worksheet 3**16+ Pre-Intermediate (National 3 SQA / CEF A2/B1)****What makes us happy?**

This lesson is used in conjunction with a lesson from Film English – see URL below.
<http://film-english.com/2013/11/25/pay-it-forward>

What is kindness?

Whole class discussion:

- Think about ONE time you were kind to someone.
- What did you do? How did you feel?
- Think about ONE time someone was kind to you.
- What did they do? How did you feel?

Look at the first picture in the film, there is a boy in the picture.

- What does he look like?
- What kind of person is he?
- How is he feeling at the moment?
- What is happening to him?
- What are you going to see in the film?
- How did the film make you feel?

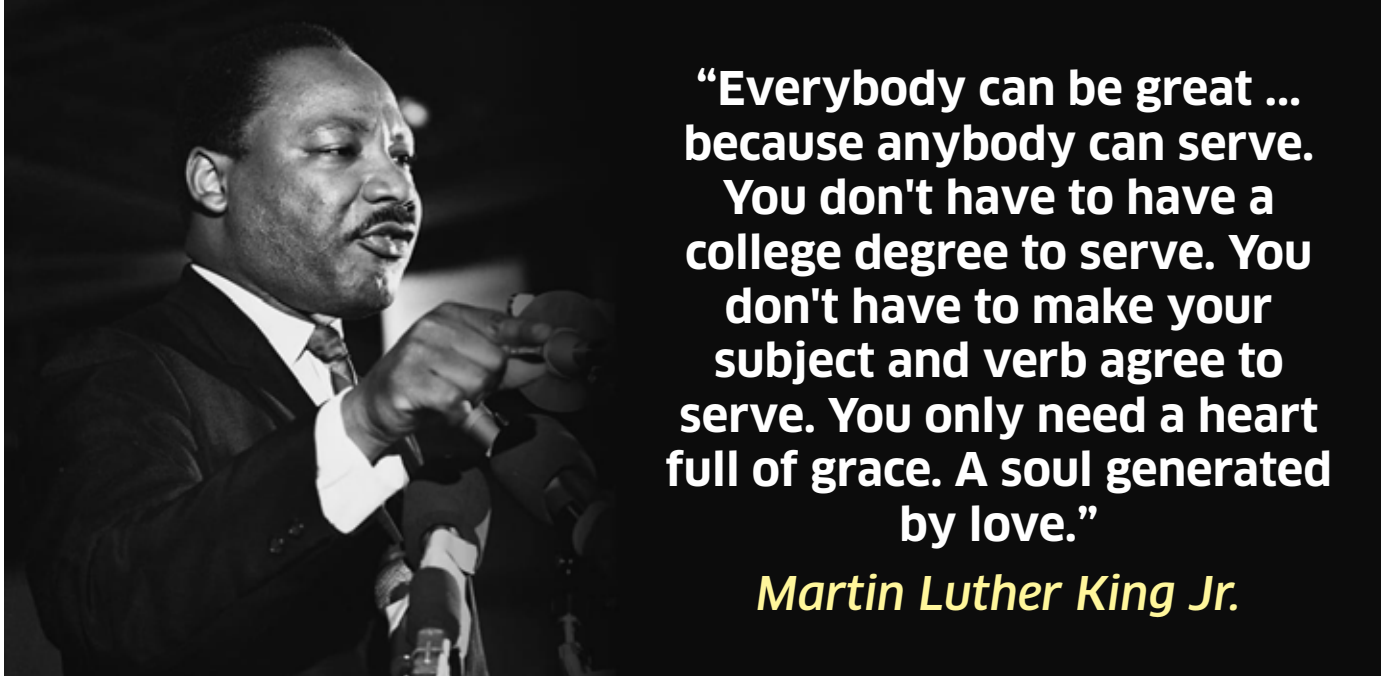
In pairs:

1. Pay it forward - What does this mean?
2. This has become a Global movement. Why is this a good thing?
3. What actions could you do?
4. “Kindness is like a boomerang, it always returns”
What do you think this means?

Heroes - Worksheet 1

16+ Pre-Intermediate (National 3 SQA / CEF A2/B1)

Martin Luther King



Read the following about Martin Luther King and then answer the questions in pairs.

Martin Luther King was born on the 15 January 1929 in Atlanta, Georgia USA. He was a very clever child and was often first in his class. One day when he was on the bus to school, some white passengers got on the bus. There were no seats free and the driver **forced** Martin and his friends to give up their seats. "I don't think I have ever been so angry in my life. Martin Luther King said later. At that time there were not only **separate** drinking **fountains** but toilets and seats in restaurants.

While King was studying to be a Christian minister at university, he read about a very famous Indian man called Mahatma Gandhi. He taught that the only way to change **injustice** was **non-violence** and **non-resistance**.

In 1955, an African-American woman was **arrested** for refusing to give up her bus seat to a white person. King organised a year-long **boycott** of buses and **organised** a **car pool** of 300 cars to take black people to work. He was then put in prison. Some months later the **supreme court** of the USA freed him.

After this King travelled and delivered speeches demanding **equal treatment** for all peoples of the United States. King started a **protest** to allow black people to vote and end **segregation** in toilets and restaurants. He went on to organise a **march** of more than 250,000 people to Washington where he gave his famous "I have a dream" speech on August 28th, 1963.

On 4th April 1968, King was **assassinated** in Memphis, Tennessee. After his death 40 people were killed when they protested.

Look at the words underlined. Check that you understand what the word means.
Write the meaning of the word in your vocabulary notebook.

Questions about the reading passage:

1. Where and when was Martin Luther King born?

2. What happened to him on the bus when he was going to school?

3. What job did his father do?

4. What did he study to be at university?

5. What do you think a car pool is?

6. Why was he sent to prison?

7. Where and when did he give his "I have a dream" speech?

8. When was he assassinated?

9. What made him a hero?

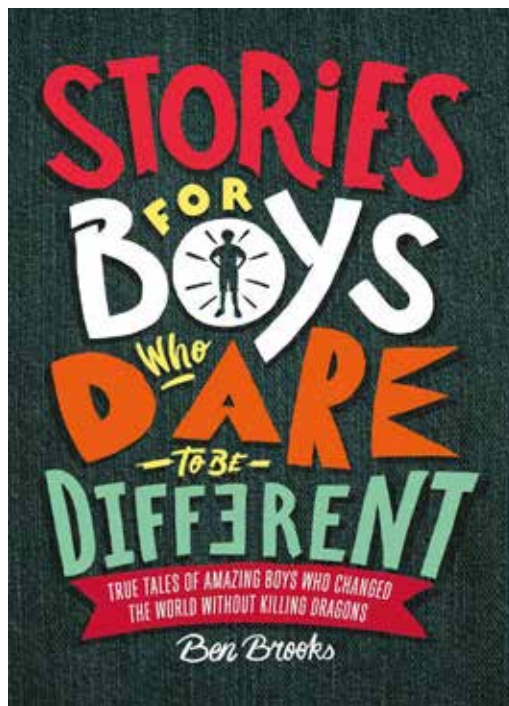
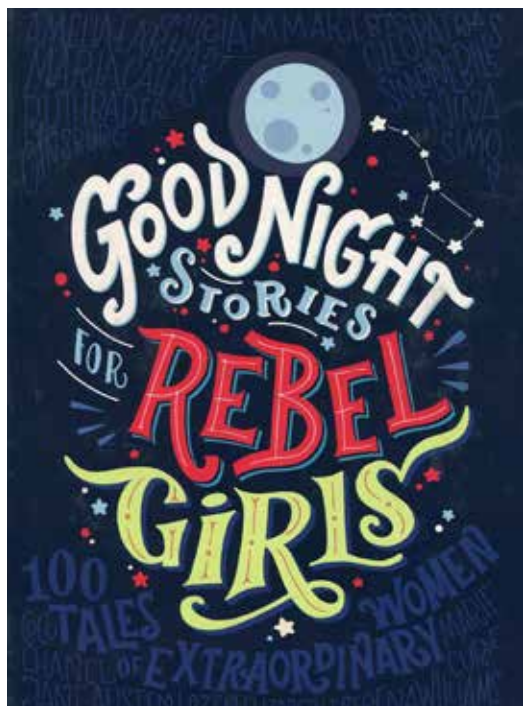
10. Martin Luther King won the Nobel Peace Prize in 1964.

What do think was unusual about that at the time?

Heroes - Worksheet 2

16+ Pre-Intermediate (National 3 SQA / CEF A2/B1)

My Heroes



Take your time to read the book. Choose ONE of the stories that you like and answer the questions below:

1. What is the name of the person you read about?
2. Where was he/ she born?
3. What is special about that person for you? Write three things in sentences.

A.

B.

C.

4. Use 5 adjectives to describe them.

A.

B.

C.

D.

E.

5. Why do you like them?

In your own words, what makes a hero?

Who are your heroes?

My hero is _____

Why are they a hero?

Celebrations - Worksheet 1

16+ (National 2 & 3 SQA / CEF A1/A2/B1)

Talking about celebrations

	<i>You</i>	<i>Partner 1</i>	<i>Partner 2</i>
What is your favourite celebration?			
Why?			
When is it?			
What do you do?			
What do you wear?			
What do you eat?			
What do you drink?			
Who do you visit?			
Where do you go?			
Who visits you?			
Do you cook?			
Do you give presents?			
Do you get presents?			

Celebrations - Worksheet 2

16+ Elementary (National 2 SQA / CEF A1/A2/)

All celebrations - Word Search

H	B	I	F	O	A	G	X	C	S	O	F	U	A	G
A	I	N	A	K	P	V	A	H	P	E	E	J	R	U
L	R	D	T	V	R	B	N	R	A	I	S	J	V	Y
L	T	E	H	R	I	O	N	I	R	D	T	C	A	F
O	H	P	E	P	L	N	I	S	T	M	I	E	L	A
W	D	E	R	O	F	F	V	T	Y	O	V	L	E	W
E	A	N	S	P	O	I	E	E	C	T	A	E	N	K
E	Y	D	D	P	O	R	R	N	H	H	L	B	T	E
N	J	E	A	Y	L	E	S	I	R	E	D	R	I	S
O	J	N	Y	D	S	N	A	N	I	R	K	A	N	N
L	P	C	K	A	D	I	R	G	S	S	R	T	E	I
W	Z	E	O	Y	A	G	Y	F	T	D	N	I	S	G
O	I	D	I	U	Y	H	A	F	M	A	A	O	D	H
A	L	A	X	X	R	T	D	I	A	Y	B	N	A	T
N	N	Y	P	A	K	X	P	P	S	Q	A	V	Y	W

FESTIVAL

HALLOWEEN

GUY FAWKES NIGHT

BONFIRE NIGHT

POPPY DAY

MOTHERS DAY

FATHERS DAY

CHRISTMAS

EID

APRIL FOOLS DAY

VALENTINES DAY

BIRTHDAY

ANNIVERSARY

CHRISTENING

INDEPENDENCE DAY

PARTY

CELEBRATION

The Natural World – Worksheet 1

16+ (National 2 & 3 SQA / CEF A1/A2/B1)

Identifying wild places and animals habitats

PLACES TO LIVE



JUNGLE



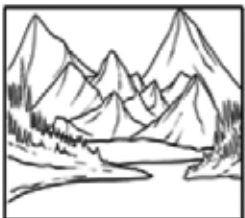
FIELD



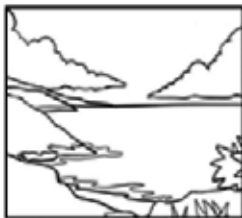
FOREST



RIVER



MOUNTAINS



LAKE



COUNTRY



CITY



DESERT



SEA

Monkeys live in the _____

Camels live in the _____

Bears live in the _____

Fish live in the _____

Dolphins live in the _____

Eagles live in the _____

Frogs live in the _____

Mice live in the _____

_____ live in the sea.

_____ live in the forest.

_____ live in the jungle.

_____ live in the lake.

_____ live in the river.

Where do you live?

Where would you like to go?

How can we protect places animals and people live?

The Natural World – Worksheet 2

16+ (National 2 & 3 SQA / CEF A1/A2/B1)

What time of year?

Seasons	Autumn	Winter	Spring	Summer
Months January July February August March September April October May November June December				
Weather Sunny Rainy Cloudy Stormy Foggy Windy Snowy Icy Cool Cold Warm Hot Dark Light				
Actions Leaves falling Flowers growing Ice melting Sun shining Long days Short days Getting darker Getting lighter Getting colder Getting warmer				
Clothes Swimsuit Gloves Jumper T-shirt Boots Bikini Sandals Sunglasses Scarf Fleece Hat Tights Raincoat Flipflops Shorts Trunks Coat Jacket				
Festivals/Celebrations Christmas New Year Halloween Easter Valentines Bonfire Night				



My Future – Worksheet 1:

16+ Pre-Intermediate (National 3 SQA / CEF A2/B1)

My ideal Job

Tourism officials in Australia are describing it as “the best job in the world”.

They want someone to work on a tropical island off the Queensland coast. No formal qualifications are needed but candidates must be willing to swim, snorkel, dive and sail. In return, the successful applicant will receive a salary of A\$150,000 (US\$103,000, £70,000) for six months and get to live rent-free in a three-bedroom villa, complete with pool.

What is the job?

Anthony Hayes, Chief Executive, Tourism Queensland, said: “It doesn’t sound too bad does it? We are looking for someone to tell the stories of the Great Barrier Reef and we have come up with what we think is the dream job.”

The post is being advertised as “caretaker” on Hamilton Island in Australia’s Whitsunday Islands.

The new recruit will work for just 12 hours a month. Duties include feeding some of the hundreds of species of fish and collecting the island’s mail.

They will also need to prepare a blog, a photo diary and video updates to attract tourists to the area.

“There are hundreds of islands along the Great Barrier Reef,” Mr Hayes told the BBC.

“We are looking for someone who can go and explore all the different islands then report back to the world on what they see.

“We need a special person. They are going to be pretty busy having a good time.”

Hamilton Island, where the temperature is warm all year round, is the largest inhabited island in the region. It boasts blue skies, crystal water and pure sands.



Thousands of applications

About two million tourists visit the various islands each year, but most stay on the mainland and visit only on day trips.

The job is being advertised around the world. Candidates have until 22 February to submit an online video application.

In May, ten shortlisted candidates, voted for by visitors to the Tourism Queensland website, will be invited to the islands for a four-day final interview process. The successful candidate will start the new job on 1 July.

Mr Hayes says he is expecting thousands of applications: “I’m having to beat my staff off with a stick at the moment because most of them want to apply too.”

Section A

1. In which country is the job?
2. How many islands are there?
3. How many people visit each year?

Section B

Mark the following statements as *True* (T) or *False* (F).

- | | |
|---|-----|
| 1. The job is near Queensland. | T/F |
| 2. The job is for a year. | T/F |
| 3. The job pays 70, 000 dollars. | T/F |
| 4. The house has a swimming pool. | T/F |
| 5. The “caretaker” must work for 12 hours per week. | T/F |
| 6. The “caretaker” will not work very hard. | T/F |
| 7. Nobody lives on Hamilton Island. | T/F |
| 8. Candidates must film themselves. | T/F |
| 9. The job is only being advertised in Australia. | T/F |

About ME

1. What kind of job (s) do you want to do in the future?

2. Why are you interested in those jobs?

3. What skills / talents / experience do you need to do the jobs you are interested in?

4. How will you get them?

My Future – Worksheet 2**16+ Pre-Intermediate (National 3 SQA / CEF A2/B1)****My strengths****Challenge**

In pairs/threes, discuss what this word means to you? Write down three ideas.

1.

2.

3.

What **challenges** have you faced? In pairs/threes, write down 4 ideas.

e.g. *Learning a new language*

1.

2.

3.

4.

Thinking about your future

In pairs/ 3's discuss what your plans are for your future?

1. What challenges do you think you will face?

2. What will help you?

3. What are YOUR talents and skills?

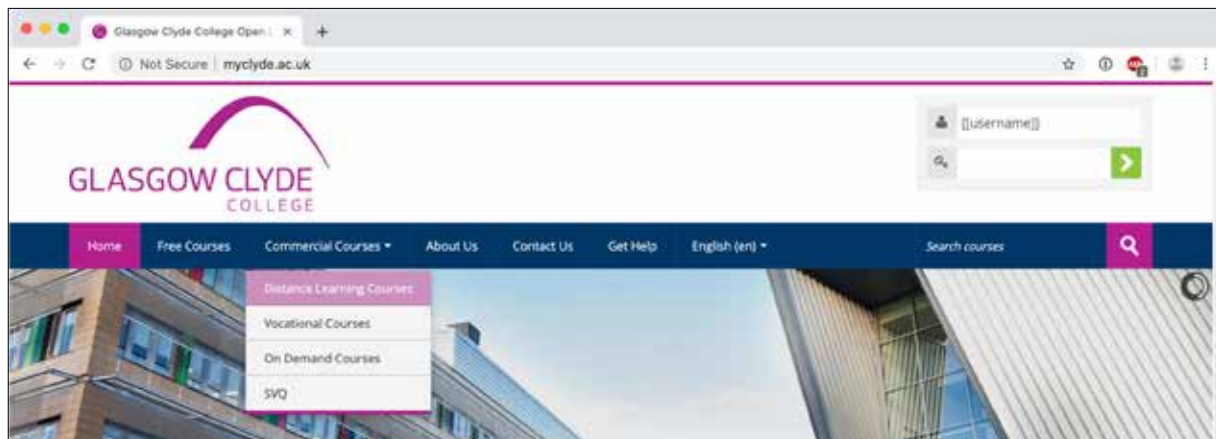
Make a list of ALL the things you are good at, for example, *learning new languages*

USEFUL LINKS

Link to 16+ Routes to Learning online resources

To access more resources that can be used with young ESOL Learners, you can visit the Glasgow Clyde College **myclyde** website. On the link below you will find a sample of interactive resources, Word documents, PDFs and useful links.

<http://myclyde.ac.uk>



From the top navigation bar, click on *Commercial Courses* and choose *Distance Learning Courses*



In the *Search Courses* box, type *Routes to Learning*

16+ ROUTES TO LEARNING course will come up.

You will then need to create an account username and password.

It will then ask you for an enrolment key – type in *Routes to Learning* – this will take you to a virtual learning environment housed on the *myclyde* website

OTHER LINKS TO WORKSHEETS, RESOURCES, AND ONLINE ACTIVITIES

<https://www.bbc.com/teach/skillswise>

<http://esol.britishcouncil.org>

<https://busyteacher.org>

<https://en.islcollective.com>

<http://www.onestopenglish.com>

<http://film-english.com>

SUSTAINABILITY RESOURCES FOR ESOL LEARNERS

<http://myclyde.ac.uk/course/view.php?id=179>

LINKS TO FILMS MADE BY YOUNG PEOPLE FOR YOUNG PEOPLE

<http://showmanmedia.co.uk/scotland-our-new-home>

16+ESOL: FACTS & FIGURES

WHAT IS 16+?

- 16+ is a specialist educational experience for UASC (*Unaccompanied Asylum Seeking Children*).
- It includes ESOL (*English for Speakers of Other Languages*), Maths, Creative Arts, Outdoor Learning, PSHE (*Personal, Social, Health & Economic Education*) & Citizenship
- It offers a unique peer-learning environment based at Glasgow Clyde College.
- It responds holistically to the diverse needs of individual students.

16+ REFERRING AGENCIES

- Social Work
- Scottish Guardianship Service
- Red Cross
- Schools
- Skills Development Scotland

16+ EXTERNAL PARTNERS

- Social Work
- Guardianship
- Red Cross
- Schools
- Campus, Stopover, James McLean, Talbot Centre, Branston Court, Blue Triangle
- Elpis
- Anchor
- Freedom from Torture
- Child & Adolescent Mental Health Services (CAMHS)

WHO ARE THE STUDENTS?

2 ESOL 16+ classes:

- Elementary (National 2)
- Pre-Intermediate level (National 3)

CURRICULUM

SQA – Access 2 & 3

Curriculum for Excellence:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible citizens



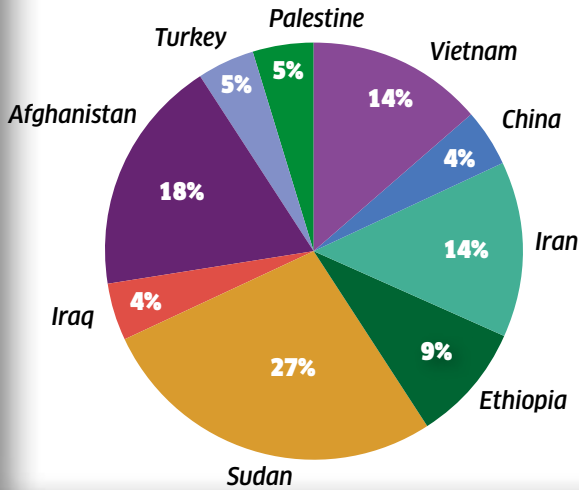
- GIRFEC (Getting it right for every child)
- SHANARRI Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included.

THE 16+ JOURNEY

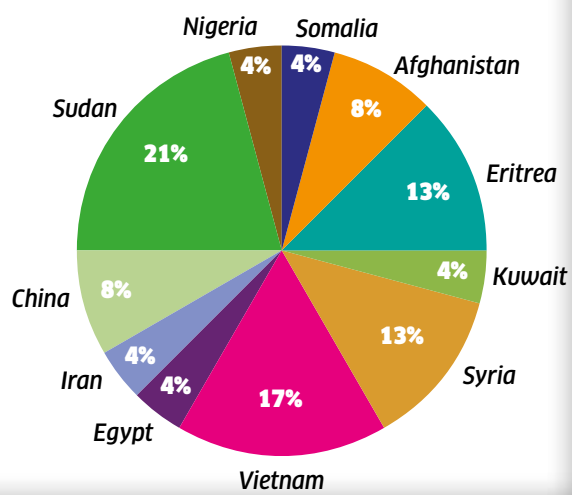


WHERE ARE THE STUDENTS FROM?

16+ Elementary

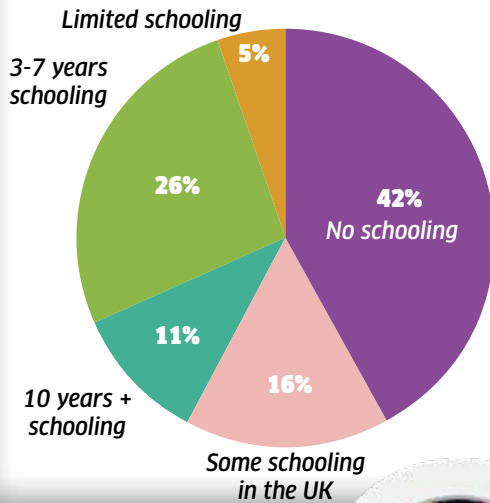


16+ Pre-Intermediate

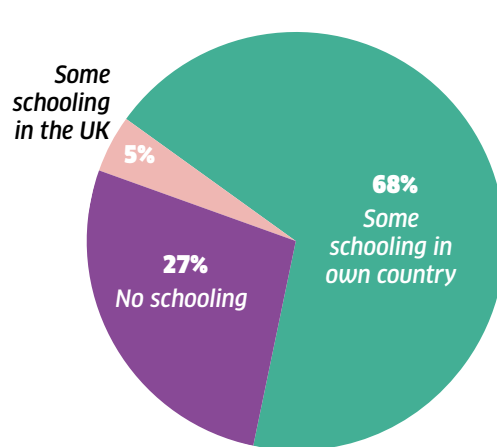


WHAT IS THEIR EDUCATIONAL EXPERIENCE?

16+ Elementary



16+ Pre-Intermediate



Celebrations



My Future and Me



Heroes



The Natural World

16+ ESOL ROUTES TO LEARNING

The **16+ESOL PROGRAMME** is a specialist education programme at Glasgow Clyde College for separated children between the ages of 16-19 and offers Elementary level (National 2) and Pre-Intermediate level (National 3) teaching covering English, IT and maths.

The programme takes 2 years to complete and incorporates creative pedagogical methods and therapeutic elements, including study skills, language and personal and social development, peer support mechanisms and positive role modelling, all of which are commensurate with students' age and circumstances.

The 16+ESOL Routes to Learning handbook sets out the approach, curriculum and sample resources of the programme. We hope that lecturers and teachers educating separated children in Scotland, the UK and elsewhere, in colleges and schools or in the community as well as other professionals, such as social workers and guardians, find the contents beneficial to their work in supporting this group of young people.



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