

Learning Unit 3 / Activity 3.4: **Annex 1**

Activity 1: Priorities on the Board

Linguistic aims

- Practise speaking.
- Practise giving and justifying opinions.
- Developing the ability to argue once point.

Non-linguistic aims

- Create a positive atmosphere and have fun.
- Developing cooperation and ability to agree.
- Draw attention to things that are important for the trainees.

Characteristics of the activity

Short discussion game, trainees have to agree on words which should be deleted from the board and which words should stay.

Time for preparation: 5 minutes

Time for realisation: 20 minutes

Materials needed: felt-tips and flip chart or whiteboard

Source: designed (Bronislav Sobotka)

Motivation

Trainees are asked what they like, what they feel is important for them. The trainer writes the things trainees say on the whiteboard. To engage trainees into the activity the trainer should try to elicit the words from the trainees in a funny and entertaining way. If trainees do not come up with enough words the trainer can add some words of his or her own (ideally some ‘spicy’ words, e.g. beer, sex, English, school etc.). After writing about 15 words on the board

the trainer looks at the class and says something like “Hm... That’s interesting. All these things are important for you, aren’t they? But you know... Life is hard. You cannot have everything. Sometimes the life is a question of priorities. Let’s see what your priorities are!”

Procedure

The trainer explains to the trainees that they have to agree on which word should be deleted, and ask one of the trainees what word he or she would like to delete. If he or she does not know the trainer asks somebody else. Once a trainee names a word to be deleted, the trainer asks him or her why this particular word should be deleted. After the explanation trainer asks the rest of the trainees if they agree that this particular word should be deleted and then asks them to vote – if more than 50 per cent of the trainees agree, the word is deleted from the board. If not, the trainer asks trainees what other words he or she should delete. The activity continues in the same way until there are only last three words on the board. Then the trainer should draw attention to the words on the board and discuss with the trainees why they think these things are so important for them and if they think that they reflect them as a class (group of people).

Methodological notes

Trainees usually do not want to delete any of the words, therefore it is important that the trainer explains that they have to delete most of them and however hard it is, they have to agree on it. This might be difficult but for a skilful trainer it should be possible to lead a class discussion in such a way that they agree on the last three or four words in about 15 or 20 minutes.

It is vital for the trainer to never judge the trainees’ opinions. On the other hand, the trainer should support the trainees and motivate them to freely express their opinions and generally lead the discussion in a friendly and lively manner.

Possible modifications

It is possible to specify the group of the words that are to be written on the board if the aim is to draw the attention to a specific topic, e.g. jobs, personal characteristics, school subjects, etc.