

No 5 - what would you like Santa to drop down your chimney?



5.

Bedroom (no 4). Dreams. What you

- aspire to
- hope for
- would really like to do
- want to achieve

Can be sensible or as way out as you like - wacky or achievable. Example - I really fancy the idea of working with native Americans, still in literacy.

Dressing room (no 3). Change.

- What would you like to change or be different in your life?

Example - to be more organised, more balanced in work / private life ratio.

Lounge (no 1).

Where you relax.

- What do you do to relax? (hobbies)

Examples - reading, computer, TV, National Trust properties.

Kitchen (no 2).

Where a lot of the work is done.

- something about your work (now or in the past)
- something you are good at (MOST IMPORTANT)

My House

Purposes

- To encourage students to get to know each other.
- To create a safe, fun environment for learning.
- To encourage students to recognise their strengths / how 'much' they are / raise self esteem and hopefully, self expectations.
- To gather information about your students that may come in useful when you are planning learning (interests, strengths, likely learning styles, etc.).

Method

- Draw house shape on board.
- Ask students to copy onto the back of their I LP – tell them to use the whole page. Alternatively use the blank on page 3.
- “Reveal” what the first room represents (lounge - a place where you go to relax). What you put in here does not have to take place in the lounge – you are just interested in hobbies, interests – just getting to know each other.
- Ask students to write or draw – they choose, no pressure. It doesn't have to be a work of art or lengthy sentence. Give your own example.
- Move onto room 2 – kitchen. A lot of work takes place in kitchen – ask about present or former employment. I know connection is a bit 'iffy' (make a joke of it!) but some people are amazing in the kitchen. Ask them to write / draw something they are good at. Give examples throughout.
- Continue through to the dressing room (no 3) – include examples of what you would like to change.
- Bedroom (no 4) – room where we dream – students can be sensible – achievable dreams – or fanciful (play in the Cup Final) – their choice, and yours.
- Finish with no 5 – what would they like Santa to drop down their chimney this Christmas (just one thing).
- Ask students to work in pairs to tell each other about the house they have just created. You may wish to time-bind it by suggesting they just tell each other about one 'room'. They need only tell what they are comfortable to share. They do not have to show the house to their partner.
- After end of allotted time, students introduce their partner to the group – by saying their name and one thing they have learned about the person. 'This is Mary and she would really like to be a nurse'. Alternatively, you could ask students to swap partners.
- At the end of the session, gather in the I LPs. You will have plenty of information about your students to help you as you begin to plan.

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My
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