



INDIA: A NEW LIFE LESSON ADAPTATIONS FOR STUDENTS LEARNING ENGLISH

These resources are designed to help ESL students/English language learners (ELLs) both increase their English skills and achieve the learning objectives of the lesson plan for *India: A New Life*.

TARGET VOCABULARY

The following words are used frequently in the video and can be used to communicate about the content:

counseling: Help from a professional in dealing with personal difficulties

integrate: To become part of a group or whole

development: Process of growth through stages

addicted: Dependent on a habit that is difficult to quit

Pre-viewing Activity

1. Introduce each Target Vocabulary word one by one, soliciting or providing definitions.
2. Divide the class into groups of mixed English proficiency. Assign each group a Target Vocabulary word and ask them to brainstorm responses to questions involving each word:
 - What are some reasons people need *counseling*?
 - What should immigrant teenagers do to *integrate* into U.S. culture?
 - What do children need for their personal *development*?
 - What are some things that people become *addicted* to?
3. Solicit one response to each question before beginning the group work. Ask groups to record their responses in list form and share their lists with the class afterward.

Post-viewing Activity

In the featured lesson plan, students will take notes on the types of services provided by Father Koshy's shelter as they watch the video. In addition to reviewing these services with the class, revisit the group brainstorm lists and ask students if any new responses came to mind. For example, it may not have occurred to students that people can become addicted to living on the streets. Have students add the additional responses and keep these vocabulary brainstorm lists handy so they can consult them as needed.

STRATEGIES FOR INCREASING COMPREHENSION AND PARTICIPATION

While Watching the Video

Pause the video to check in with the ELLs in your class. Three suggested check-in points:

- Five minutes in, ensure that students understand what kerosene is, call on volunteers to provide a brief explanation of why Hassina ended up living on the street, and summarize how Father Koshy and Anu Dasaka began Navajeevan Bala Bhavan.
- After a few of the organization's services are shown or discussed, ask for an example that a student has written down to ensure that the others understand and can complete the note-taking activity.
- After the issues involving girls living on the street are presented, discuss them with the class along with the definition of *trafficking*.

Post-video Discussion Activity

Some ELLs may have emigrated from India or other countries struggling with a street-children epidemic. Ask if anyone would like to tell the whole group about the situation. Encourage questions from classmates, including native English speakers in a mainstream class, such as, "Which cities have a problem with street children?" and "Do you know if there are services available to help them? Does the government provide any?" This discussion can also take place as a previewing activity to engage the ELLs' prior knowledge of the issues, which will also facilitate comprehension. Students' relationships with the themes may vary, so their participation should be optional.

Grouping Strategy for the Research Activity

When researching organizations and creating the social services directory, allow students from the same country to work together and focus on local organizations serving their populations. They may work with native-language materials, but their final contributions to the directory must be in English.

Alternative for Distributing the Social Services Directory

If there are only a few ELLs in the class or school and they are self-conscious about using their emerging English skills when distributing the directory, allow them to approach another teacher or a guidance counselor instead.

ORAL LANGUAGE PRACTICE

Have students role-play a situation in which they share the social services directory information compiled by the class. Some examples of situations may include:

- Approaching a peer to explain and distribute the social services directory. Have another student ask that person why and how it was made. Have the distributor explain how to use it.
- Have one student pretend to be a runaway or a friend with a drug or alcohol addiction, unwanted pregnancy or other issue. The other student can try to encourage him/her to seek help, suggesting one of the agencies or contacts from the directory.

Encourage students to incorporate the target vocabulary where appropriate. Lower-level students may compose a script beforehand.

RELATED ESL STANDARDS

These standards are drawn from ESL Standards for pre-K-12 students, grades 9-12, published by Teachers of English to Speakers of Other Languages, Inc. (TESOL), at http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=316.

Goal 2: To use English to achieve academically in all content areas

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct and provide subject matter in written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.