PEER TO PEER: LANGUAGE LITERACY

TASTE OF FUSION LEARNING

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A PARTNERSHIP BETWEEN:

CO-FUNDED BY:

Taste of Fusion Learning
Promoting the inclusion of migrant women in our society is fundamental and, in order to achieve this objective, linguistic literacy is essential. A very interesting and innovative methodology is the use of gamification in the classroom, as it facilitates learning through interactive means. In this case, a multisensory approach based on the five senses is used, since it is a common language in all societies. Therefore, it is a facilitating element for both the teacher and the student.
SUMMARY

Introduction

Activities

- The story of your names
- Build your object
- Let's do video dubbing
- Something crazy
- Smell - What do we perceive?
- Play music maestro
- What does it remind you of?
- The sight
- Meals related to celebrations
- Guess the recipe
- Smelling stories
THE ACTIVITIES
THE STORY OF OUR NAMES

20 MIN - 15 PARTICIPANTS MAX

OBJECTIVES
This activity allows you to highlight a person's origins, his or her personal and family (or regional!) history, to underline the similarities between very different people. Also, the presentation of your partner's first name helps to reduce the stress that often occurs when you must present yourself in front of a group: now it's the other person who takes care of it!

MATERIAL
A large sheet of paper, a marker

1) Create groups of two. In case of uneven numbers, make a group of three

2) Ask each person to present the story of their first name to their partner: where it comes from, what it means, why his or her parents chose that name...

3) Each person presents the story of his/her partner's name to the whole group in turn. Each person writes down the name of his/her partner on a large sheet of paper that will be hung on the wall throughout the workshop to help memorization

TIPS / VARIATION
The division into groups of two and the fact that it is the partner who introduces his or her partner's name reduces the stress that occurs when we are in situations where we have to introduce ourselves to a group: here it is the other person who does it!
BUILD YOUR OBJECT

60 MIN - 15 PARTICIPANTS MAX

OBJECTIVES

- Develop creation skills
- Develop storytelling skills
- Valuing the culture and history of the participants
- Encourage meetings and teamwork between participants
- Learn how to use a physical object as a storytelling medium or a memory medium

MATERIAL

- A wide space
- A maximum of materials: newspaper, colored sheets, cardboard, wire, cotton, wool, glue, scissors, pliers, paint...

1) Put all the materials in the center of the room in a disorderly manner. Ask participants to describe what they see in the middle of the room. Let them become familiar with the objects.

2) In 20-30min, ask them to individually build a fantasy animal or an object that would represent them using the materials.

3) In groups of 4 or 5, ask them to tell each other why they portrayed their characters in this way and what they represent.

4) Each group makes up a story using one element of each character. These stories will be played in front of the other participants the way the group wants (It could be a play, a son, a tale...)
# LET'S DO VIDEO DUBBING

**1H30 - 15 PARTICIPANTS MAX**

## OBJECTIVES

- To put into practice the vocabulary that we have already seen in other sessions.
- Develop and awaken creativity.
- Improve comprehension and pronunciation.

## MATERIAL

- A couple of videos depending on the number of groups we want to divide the class into.
- Notebooks and pens.
- Whiteboard and marker.

Preparation:
- We have to find the videos for the activity. The type of video will determine the difficulty of the activity. There can be, for example, videos of someone cooking a recipe, a waiter serving a table, a family having a picnic outdoors.

- Choose a comfortable space with tables and chairs for each participant.

During the activity:
1) We begin the session by viewing the chosen videos without audio.

2) Each group have one video (it can be 4 or 5 people per group). Once the video has been assigned, they have to try to find out together with their team what the content can be, guess what they were talking about. They will write it down.

3) Next, once everyone has decided what the video is about, they will have to try to dub the video according to the theme of the video. This will all be written down.
4) They will then act out their dubbing in front of the others.

5) - Finally, we will watch the videos again, but this time with audio.
- We will review the vocabulary highlighted in each of the videos.

**TIPS / VARIATIONS**

- Help to put into words what the participants want to say.
- It is okay to formulate very simple dialogues, the important thing is to break the barrier and encourage them to invent something.

If the activity works well, it could be done again, but the second time working on the opposites. That is to say, we would choose "random" videos and instead of trying to dub them according to what seems to be happening, we would do the opposite, and dub them with a story that has nothing to do with it.

For example, we play a video about one man cleaning another man’s shoes and instead of telling the obvious story, we dub it as if the conversation was about how to cook a good meal of lentils.

*It seems like a great activity to tie in with the digitization module.*
SOMETHING CRAZY
1H - 15 PARTICIPANTS MAX

OBJECTIVES

- To improve language skills by increasing vocabulary and expressions related to the topic.
- Linking thoughts, words and tastes.

MATERIAL

- Forks, towels or cleaning cloths.
- Various pre-cooked and ready-to-eat foods.
- Opaque containers, masks or tissues for blindfolding.
- Pieces of paper, pens.
- A comfortable space for participants to sit, one table per person.

Participants should bring a dish they hate, which can be cooked or raw, but should be different in each container.

1) Participants sit down at their table. Once seated, they put on the blindfold and we make sure they can’t see.

2) Participants can taste all the dishes. Once they have tasted it, tell the participants to take off their blindfolds. Then we have to try to guess who brought the dish.

3) Once we have discovered it, the person who brought it will say why exactly that one and will have to tell a memory with that particular dish.

*For all the exercises that involve eating food, we have to take into account if any of our participants eat food or have allergies.
SMELL - WHAT DO WE PERCEIVE?


The organ of the sense of smell is the nose and odors penetrate through the nostrils. The nose functions to:

- Breathing.
- Moistens and warms the air that reaches the lungs.
- Cleans and filters the air of impurities.
- Contains olfactory receptors.

As a curious fact, human beings can differentiate many more than 10,000 different smells. Our brain is capable of storing a large amount of smells and associating them with feelings and emotions. This is called "olfactory memory". Thus, thanks to smell, we can travel back in time.

In addition, smell also acts as an alarm alerting us to dangerous situations such as the smell of burning, the smell of a gas leak or spoiled food.

The ability to be bothered by an odor may depend on:

- Frequency: How often it appears.
- Intensity: How strong it is.
- Offensiveness: whether it is pleasant or not.

An odor that in principle is pleasant, when perceived very intensely and frequently, can become annoying, for example with perfumes.

In addition, people's sensitivity to odors is influenced by how long the odor is perceived and where the odor is perceived.

Did you know that discomfort depends, to a large extent, on each person's olfactory sensitivity? It is known that 2% of the population cannot perceive odors. In addition, the response of the same person to a given odor can vary over time according to age, gender, health status, pregnancy or personal habits such as smoking.

The odors we perceive can be:

- Pleasant - Unpleasant
- Neutral
- Good - Bad
- Mild - Strong
OBJECTIVES

- Memorize new vocabulary and verbs.
- Develop imagination.
- Pay attention to pronunciation.
- Learn a new recipe.

MATERIAL

- Computer and internet access.
- Speakers and projector.
- Paper and pens.

Preparation:
- In a pre-session it would be great to ask participants some of their most popular songs. The intention is to use music well known by everyone. If for whatever reason this is not possible, we can always come up with a proposal of songs that we think they will know.

- We have to find 4 proposals of new recipes to work on in this session.

- We will divide the class into two groups with chairs and tables.

During the activity:
1) We listen to some of the songs we have selected, either by the participants or by the monitor. We choose two among the proposed ones.

2) We turn the selected recipes upside down and each group has to choose one at random.
3) We explain to them that with the recipe they have chosen, they have to try to fit it, if not all of it, some of the important elements, within the musical base of the proposed songs. They can use their cell phones to play the base as many times as necessary.

4) Once each group has a song and recipe assigned, the only thing left to do is to start inventing. We will allow about 20 minutes for this task.

5) Then they will have to present the new lyrics of the song, based on a cooking recipe, to their classmates, singing if possible.

6) We will review the lyrics created by the participants with emphasis on understanding the meaning correctly and practicing pronunciation.

**TIPS / VARIATION**

- For this activity it would be very useful to have one monitor per group, if this is not possible, the monitor would have to visit the groups to help them if needed.
- It's okay if they don't complete the base of the whole song, they can just do the chorus or the part they feel more comfortable with.
- If you want to raise the level a little, you can point out in the recipe the words that must be included in the song.

If the activity is successful, the songs could be recorded and even a video could be made.
WHAT DOES IT REMIND YOU OF?
60 MIN - 15 PARTICIPANTS MAX

OBJECTIVES

- Sharing memories connected to smells as an explanation of perception.
- Learning new vocabulary.

MATERIAL

-Masks
- Opaque jars with characteristic aromas. For example: baby food, fresh cologne, fruit scent, glass cleaner, burnt smell, honey, herbs.
- Paper and pen.

Preparation:
- Bring the jars with the ingredients to class.
- Prepare a comfortable space with chairs and tables for each student.

During the activity:
1) We put the masks on the participants and pass them a jar with a scent.

2) We will use a couple of jars for each ingredient to be able to go faster and have the participants smell the scent at the same time.

3) We pass the first scent and once everyone has smelled it, they can take off their masks.
4) In groups of two they have to write on a piece of paper what or who the scent reminds them of, and why that person or thing smelled that way.

5) After having written about scent 1, we move on to scent 2, and we continue in this way until we have smelled the 5 or 6 scents that we have taken and in pairs they have written down what that scent evokes or reminds them of.

6) Once we have smelled all the scents/aroma, we go back to scent 1 and the first pair goes out to share with the class what this scent reminded them of, then the other participants give their opinion if they agree or not and why.

7) After discussing each aroma, we reveal what the smells were. Then we will ask participants to think of a smell that makes them feel good and a smell that gives them a headache. And, finally, we will comment on the results and review the lexicon that emerged during the session.

**TIPS / VARIATION**

- We make sure they know how to pronounce the new words and understand them.
- We help them put into words what they are thinking.
- For another session, if this one has been well received, we can ask to each participants to bring a smell that brings back a special memory, and redo the activity but this time with the smells that the participants bring.
THE SIGHT

THE SENSE OF SIGHT IS THE SENSE THAT ALLOWS US TO IDENTIFY THE ENVIRONMENT AROUND US GRAPHICALLY.

It provides us with information about:

- Size
- Brightness
- Volume
- Position
- Distance
- Color
- Shape
- Movement

The organ in charge of this task is the eyes, and it is the sense we use the most when learning, along with hearing.

To introduce the sense of sight in relation to food and cooking recipes we propose a very simple activity that we will call, "**We eat with our eyes. Do we eat with our eyes?**"

The activity will consist of projecting on the screen images of beautiful and appetizing food dishes, and others in which the presentation has not been taken care of. We will ask after projecting each image "appetizing or not appetizing?" in order to illustrate how important the function of sight is when eating.
MEALS RELATED TO CELEBRATIONS

60 MIN - 15 PARTICIPANTS MAX

OBJECTIVES

- Learn about the best known dishes and the most important festivities of each culture we work with.
- Learn vocabulary related to gastronomy.
- Connect emotional memories with new recipes

MATERIAL

- Marker.
- Notebooks and pens.
- Pieces of paper.
- Computer and a projector.

Preparation:
- Research by the monitor of the most important festivals of the culture of their students and the most famous dishes. For this we can and should rely on the knowledge of our students.
- Comfortable space with tables and chairs for each participant.

During the activity:
1) We project for one minute (more or less, maybe we need more time) on the screen 15 images of typical dishes of the cultures we are working with, including the host country. They can be desserts or typical drinks as well.

2) Individually they have to try to remember as many food dishes as possible, whether they know what they are or not. Once the time is up they have to write on a sheet of paper the maximum number of dishes they remember, they can write the name if they know it, draw it or describe it in some way. We give them about 5 - 10 minutes.
3) Once they have finished writing, we write on the blackboard the dishes they have remembered and write down under each dish the number of people who have remembered. We see which dishes have been the least remembered.

4) We look at the recipes together, telling a little about when the dish is usually eaten and in which culture it is famous.

5) Then in pairs you will have to make a short description of the dish. Two dishes per pair.

6) Once we have the descriptions, we will play to guess the dish just by reading the description.

7) We review the vocabulary we have seen and all the new vocabulary we have learned.

**TIPS / VARIATION**

- We can help the participants especially when it comes to describing the dishes.
- As always it is about getting them to talk, so getting them to share their favorite dishes or memories related to some of the dishes shared is one of the objectives.
GUESS THE RECIPE

60 MIN - 15 PARTICIPANTS MAX

OBJECTIVES

- Awaken and develop imagination.
- Learn new vocabulary
- Improve comprehension and pronunciation.

MATERIAL

- Clay
- Printed images of ingredients
- An opaque bag
- Paper to protect the furniture
- Some utensil to shape the clay

Preparation:
- We choose a cooking recipe to work on during the session.
- We print all the ingredients with their respective names, and on the back we write 4 words about the ingredient that cannot be mentioned.
- Adapt the space in a comfortable way. One desk and one chair for each student.
- Prepare the nutritional value or some of the major benefits or disadvantages of the ingredients.

During the activity:
1) Each student randomly take a piece of paper from the opaque bag. They should not show anyone their ingredient, it has to be kept secret from the rest of the class until the end of the session.

2) Each student is given a piece of clay to represent their ingredient. We will give them about 30 minutes for this part of the session.
3)
Once everyone has their ingredient represented in clay they will have to go out in front of the other students and try to explain it without mentioning the 4 forbidden words.

4)
Once the ingredient is found out, the instructor will write the name of the ingredient on the board.

We will use that moment to comment on some of its properties, how long it takes to grow, whether it is timeless or seasonal, as well as review pronunciation and comprehension.

5)
We review the vocabulary seen in class and most importantly, we guess the recipe we have been "cooking".

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**TIPS / VARIATION**

- Help them put into words what they are thinking.
- It's okay if the object they represent is not perfect, it will make the activity even more fun.

Perhaps if we make the session last longer (multiplied by 2), we could work on the recipe development procedure.
SMELLING STORIES

2H - 15 PARTICIPANTS MAX

OBJECTIVES

- Stimulate memory.
- To develop the progression of a story.
- To learn new words.
- Make sentences.
- Create connections between thoughts, words and smells.

MATERIAL

- 4 jars/bottles per group with different scents inside them. If possible, 4 or 5 people per group. On the outside each bottle should have a label with a number (1 for jar #1, 2 for jar #2, 3 for jar #3, etc).
- 4 bags per group and each bag has to be numbered just like the bottles.
- 4 pieces of paper and a pen per person.
- Marker.

Preparation:

- Organize the jars into 4 categories: 1, 2, 3, 4; write down on each bottle the number of its category.
- For each category, invent a "recipe": be creative, mix all kinds of ingredients, for example: coffee + pepper + curry in bottle 1. Toothpaste + soap in bottle 2. Scented candles in bottle 3, and shampoo + vinegar in bottle 4.
- Divide the group into small groups of 4 or 5 people. Each group sits around a table.
- Divide the group into small groups of 4 or 5 people. Each group sits around a table.
1. Explain to the participants that each time after smelling a bottle they will have to link the smell to the monitor’s instructions.
2. During the first bottle round, each participant must smell, one after the other (without knowing what is inside the bottle) and name a person or character that reminds them of that smell.
3. During the round of the second bottle, each participant must smell what is inside and say what environment or place reminds him/her of that smell.
4. During the third jar round, each participant must name a mood or emotion.
5. During the fourth jar round, each participant must relate the smell to an action.
6. After each round, each participant should write on a piece of paper the character, place, emotion, and action they encountered.
7. Then we invite the participants to share all the similarities and differences with respect to the first character. It is then that we reveal the contents of the first bottle. We then do the same with the rest of the bottles.
8. Then, invite each group to put the words together according to the theme they belong to, and put them in 4 different bags. For example, in bag #1 we put all the papers related to jar #1.
9. We invite the participants of each group to choose one paper per bag to have 1 character, 1 emotion, 1 place and 1 action.
10. With these 4 words, each group must create a story. Once the story is ready, each group has to tell their story to the other groups. The story can be told in any way the group wishes, they are free to do so.
11. Review the new words, explain them and work on pronunciation.
12. See with the participants the components of each jar.

TIPS / VARIATION

- Go to the groups to help them if they need it. It is important to make sure they understand the instructions.
- Encourage mutual help among group members to create their story.
- There is no need to worry about the language level of each participant, this activity can even be played with key words.

As a final activity you can propose “imitating words”:
- Put all the papers in the same bag.
- One after another, all participants choose a paper at random and make the other participants guess the word by miming.
COLOPHON

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