



Creating a Safe Learning Environment for English Learners

Training to Go

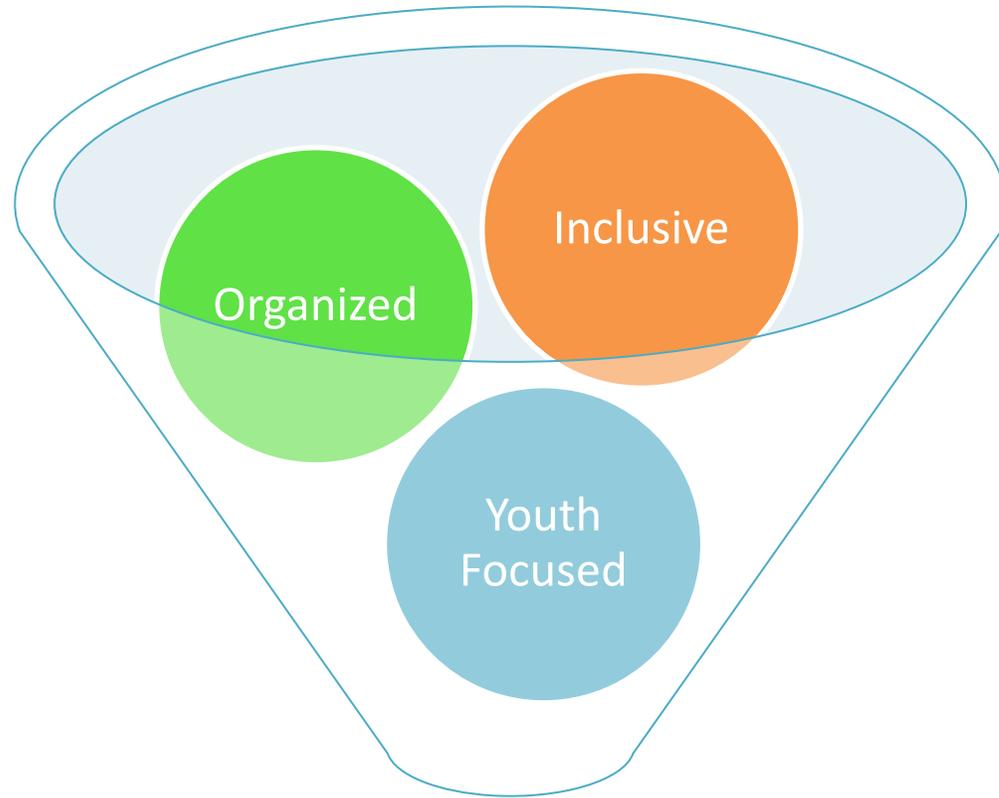


Objectives

- Know how to create a safe and welcoming learning environment for English learners.
- Identify strategies for increasing English learners' engagement in program activities.
- Learn strategies for classroom and behavior management.



Safe Learning Environments



Welcoming Environment



Your English Learners



<p>Newcomers <i>with strong literacy in their first language</i></p>	<p>Long-Term English Learners <i>with strong literacy in their first language</i></p>
<ul style="list-style-type: none">• Attended formal schooling• Families who are literate in their first language and may also be educated	<ul style="list-style-type: none">• Literate and fluent in first language• Strong understanding of American culture and customs.
<p>Newcomers <i>with low literacy in their first language</i></p>	<p>Long-Term English Learners <i>with low literacy in their first language</i></p>
<ul style="list-style-type: none">• Limited or interrupted formal education• Low-level proficiency in their first language and content knowledge	<ul style="list-style-type: none">• May come from families with low literacy levels or have little formal education.



Welcoming English Learners

- Welcome students in their first language.
- Use an interpreter, if available.
- Introduce and establish program norms.
- Use icebreakers.





Cultural Icebreakers – Circles of Me

- Draw a circle in the middle of your paper and write your name in it.
- Draw a web of smaller circles sticking out from the middle circle.
- In each of the smaller circles, write or illustrate characteristics about you – your ethnic background, family, favorite activities, etc.
 - Add only what you're comfortable sharing.
- Find similarities around the room.

Activity Facilitation



Facilitators

- Are mindful of student needs
- Deliver content so that all students understand it

Students

- Are allowed to ask questions
- Are encouraged to interact and get active





Total Physical Response – Simon Says

- When a verb or action is called out by the facilitator after “Simon says...,” act it out in place.
- If the action isn’t accompanied by “Simon says...,” don’t act it out.
- If you act out when the facilitator didn’t say “Simon says...,” sit down for *one action* before rejoining the activity.

Room Design



Post a visual daily schedule

Label items in multiple languages

Designate room areas if possible





Create Your Schedule

- Using the schedule from a recent day at your site, create a visual version of your schedule.
- See how creative you can make it in just five minutes.
- Make sure it's clear and easy to understand!



More Tips and Considerations

Learn students' names!

Utilize appropriate wait times.

Set aside one-on-one time.

Pair English learners with a partner.

Next Steps



YOU FOR YOUTH



What activities or techniques did you learn today that you'll use at your site?