

Integrating Speaking Activity with Adolescent Issues

Vanita Chopra

Theme	Issues relating to adolescence
Skill	Speaking and Writing
Grade	IX-X
Title of Activity	How to solve problems in life
Sub Skill(s)	Expressing individual feelings and opinions, participation in spontaneous talk, expressing information or knowledge in writing
Learning Objectives	To enable learners to <ul style="list-style-type: none"> • enhance their personal function of language • enhance their critical thinking • enhance their reasoning skills • enhance interactional function of language • write by associating with their personal experience
Duration	25-30 minutes
CONTENT (Warm Up and Main Activities)	
Warm Up Activity	Thinking Aloud
Activity: Discussion, pedagogical processes (including teacher instructions and class organization)	<ol style="list-style-type: none"> 1. Talk about one challenge / / problem that you have faced in your life? How did you deal with it / how did you manage it / solve it? 2. What did your elders advise to help you come out of the problem?
Main Activity	Poem

<p>Activities</p> <p>Text input, pedagogical processes (including teacher instructions and class organization)</p>	<p>Tell Me</p> <p>Why do things always happen this way why does my heart choose to stay closed why can't you hear my pain this is all I ask hear me again hear my cries at night help me face my fears tonight so tell me why can't I find you again why can't you be here when I need you no one understands who I am where I've been where I'm going why do things always happen this way but I now understand no one gets me what I need what I want people can't you see I'm a girl in need hear my plea.....</p> <p>© Ayleashua Marchewitz Published in April 2008 Source: http://www.familyfriendpoems.com/poem/people-dont-understand-me#ixzz3lGLYJphF</p> <p>Main Activity 1: Pair Activity</p> <p>The students in pair will create a problem-solution chart for the above text/poem with the following cues:</p> <ol style="list-style-type: none"> 1. List the major problem faced by the character. 2. Think and discuss at least three solutions for the problem. 3. Study and think deeply about what is good and bad about each solution. 4. Write down your best solution and why you consider it the best.
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	<p>4. Share your best solutions with the class.</p> <p>5. Compare your solution with other pairs and discuss which is the better one and why.</p> <table border="1" data-bbox="511 326 1005 529"> <thead> <tr> <th data-bbox="511 326 632 361">Solution</th> <th data-bbox="632 326 1005 361">Analysis</th> </tr> </thead> <tbody> <tr> <td data-bbox="511 361 632 405">1.</td> <td data-bbox="632 361 1005 405"></td> </tr> <tr> <td data-bbox="511 405 632 449">2.</td> <td data-bbox="632 405 1005 449"></td> </tr> <tr> <td data-bbox="511 449 632 493">3.</td> <td data-bbox="632 449 1005 493"></td> </tr> <tr> <td data-bbox="511 493 632 529">4.</td> <td data-bbox="632 493 1005 529"></td> </tr> </tbody> </table> <p>Solution: The best option/ choice isbecause</p>	Solution	Analysis	1.		2.		3.		4.	
Solution	Analysis										
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2.											
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<p>Follow on Activity (relating to other skills)</p>	<p>Describe a problem you face/ faced in your life or you could also talk about the problem of someone you know. Using the above chart cues, prepare an outline of your problem and solution. After finishing the outline, narrate this learning experience in a paragraph.</p>										

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