

VISUAL LIFE HISTORY (M. L. McCloskey, 2013)

Purpose: Participants share information and interests with one another; practice first and second person introductions and use academic vocabulary for telling about themselves.

Objective: Participants complete a visual life history and introduce themselves to a partner or group.

Assessment: Completed products

Procedure:

1. Model creating a life history and introduce yourself.
2. Pass out an index card (or sheet of paper) to each participant. Provide markers/pencils/pens.
3. Ask each participant to write name, where they come from, something they value in the center of the card
4. Ask participants to draw something about their early years in the left upper corner
5. Ask participants to draw something about important people to them/their families in the right upper corner.
6. Ask participants to something they love to do in the left lower corner
7. Ask participants to draw goals for the future in the right lower corner.
8. After they have completed the drawing, participants find a partner (preferably someone they do not know well) and introduce themselves, using the pictures on the cards as cues.

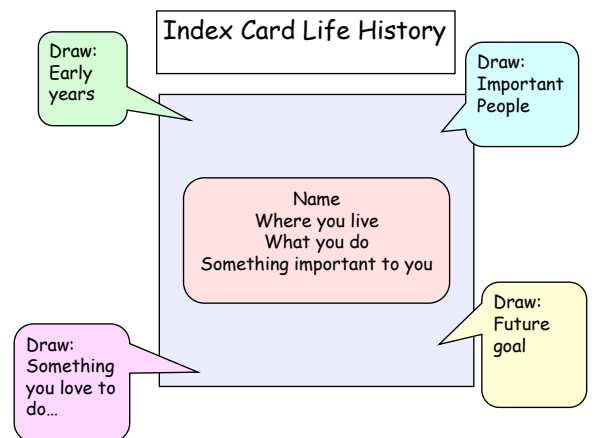
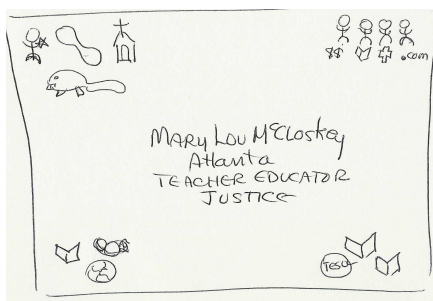
Optional:

9. Next, partners exchange cards.
10. Partners introduce one another to another pair and/or the whole group using the cards as prompts. (Partners are allowed to help one another.)

Differentiation possibilities:

- Vary questions/drawings to meet the needs of the group and situation (other options: favorite music; something I like to do; someone I admire -- or ask participants what categories they want...)
- Learners work with partner speaking same home language
- Model very slowly and explicitly for entry-level learners.
- Demonstrate how to draw ball and stick people if needed.
- Provide a menu of labeled drawings for students to choose and copy
- Decrease writing. Perhaps only name of country, providing word bank of countries.
- Partners translate instructions
- Partners introduce themselves/partners in another language with/without another student serving as translator.

Example



Instructions