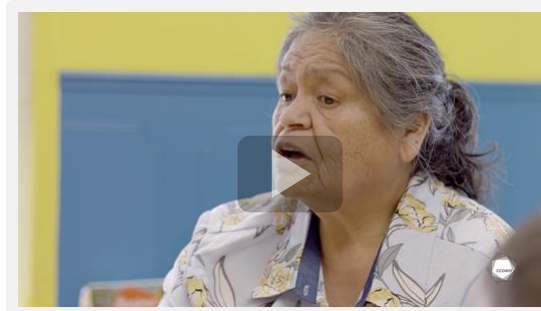


SUGGESTED EXERCISES

Observing a language course



Video: Language course

OBJECTIVES

- Analyzing the profession.
- Establishing positive communication in an educational childcare centre.
- Observing the development and behaviour of children.
- Building a positive relationship with children.
- Promoting positive behaviour among children, individually or as a group.
- Facilitating active learning-based educational interventions.
- Integrating the language and culture of belonging into educational practices.

ACTIVITY DETAILS

Approximate duration: 4 hrs

STEP 1

1.1 Watch the video clip as a group or individually.



STEP 2

2.1 As a first step, observe all the verbal and non-verbal cues used by the adults to communicate. Then, observe the cues used by the children which show that the adults are creating meaningful relationships with them.

COMMUNICATION BY THE ADULTS	
Verbal cues	Non-verbal cues

COMMUNICATION BY THE CHILDREN	
Verbal cues	Non-verbal cues



STEP 3

3.1 Take turns sharing your observations with the group and, most importantly, try to explain your understanding of what the children and adults want to communicate through verbal and non-verbal communication.

STEP 4

4.1 Watch the video clip for a second time as a group or individually.

STEP 5

5.1 Record all the verbal and non-verbal cues related to the Innu language observed in the video clip.

Verbal cues	Non-verbal cues



STEP 6

6.1 Name all the elements in the clip that show the adults are providing quality support to the children for learning another language.

Means used by the educators to support learning another language	Observed in the clip	Not observed in the clip
Regularly speaking the language of learning.		
Making themselves available for the children.		
Knowing how to build trust with the children.		
Encouraging the children.		
Forming subgroups to stimulate learning and decrease shyness.		
Speaking slowly.		
Using a tone of voice that exudes calm and patience.		
Using meaningful non-verbal language.		
Repeating words several times until children can pronounce them, then introducing new words.		
Planning sound awareness activities.		
Giving children time to express what they have to say.		

Ref.: Lavallée, C. and Marquis, M. (1999). *Éducation interculturelle et petite enfance*. Quebec: Les presses de l'Université Laval, p. 145.



6.2 As a group, share your observations and discuss the differences observed between the cultures and between the French and First Nations languages.

Overlapping words

Times of silence

Alternating words

STEP 7

7.1 Continuing as a group, restart the discussion by asking the following questions:

- As a child educator, why is it important to know that verbal and non-verbal cues may have different meanings from one language to another?
- Is it important that an educator working at an educational childcare centre be able to speak the main languages used by children and parents? Why?
- Is there a time in a child's life when they should start learning a second language?
- What are the benefits of learning a second language for children?
- What are the goals of the language activity observed in the video clip?



ADDITIONAL SUGGESTED EXERCISES

- Conduct workshops and scenarios using only non-verbal communication.
- Build a mini-dictionary in the mother tongue and in French with the most common words and a few commonly used phrases.
- Meet with someone from the First Peoples community, ask them to host the group in a culturally significant place and make a recipe using their mother tongue.

