

Project Guide

Learners outcomes:

- To develop confidence in using the target-language through the implementation of kinaesthetic learning in the context of assertiveness training and self-protection.
- To develop fluency both in the immediate contexts of conflict management and self-protection and in a wider context (to be negotiated with the class-teacher) leading to increased confidence in their ability to communicate under pressure in any situation.
- To combine confidence-boosting in their ability to communicate effectively in the foreign language ability with an increased ability to be assertive and confident in conflict-management (including bullying)
- To improve learners' confidence in handling the foreign language, developing and reinforcing their knowledge of key-structures.

Teachers outcomes

- To develop new strategies for increasing the pupils' use of the target-language and to work collaboratively on a wider strategy to further develop the use of the target-language by pupils, ensuring that both the skills learned on the course are transferable to other contexts and that the learning has sustained impact.
- To develop strategies to more easily engage hard-to-reach and reluctant learners using role-play and drama.
- To explore the use of kinaesthetic learning to develop learners' oral skills by combining gesture and physical movement with verbal responses (Learners' anxieties with regard to using the target-language will be deflected by an increased focus on physical gestures and body language which is required to accompany the spoken language)
- To work collaboratively to develop a menu of target-language responses that is appropriate for particular learners, ensuring adequate progression.:
eg. The level of trained response can range from simple instructive language which could be later transferred to the classroom-context ('Can you, please?') to more complex responses which involve a range of tenses as well as extended sentences ('I will not.', 'I did ask you to...', 'Would you ...', 'As I was saying,, 'because.....')
- To explore the benefits of 'real communication' within the context of language-learning, in this case the delivery of self-assertiveness and self-protection skills through the medium of the target language.
- To develop the use of creative role-play to motivate language-learners
- To develop the role of foreign-language assistants in both providing authentic language and developing authentic contexts for the role-play scenarios.
- To develop reward-systems for the use of the TG in class, maximizing the impact of the project

Schools and college outcomes - Schools and colleges will have an additional resource which will raise the profile of MFL, provide a powerful model for kinaesthetic learning across the curriculum, develop self-confidence in more vulnerable learners leading to increased attainment and rates of participation and contribute to child protection and anti-bullying strategies.

This project will impact positively on participation in foreign languages and for older age groups to provide a flexible platform for invigorating learning

How the partners will work together

The partners have each been allocated responsibilities and will work separately within their areas of responsibility, meeting occasionally to confirm progress and deal with any issues.

MS – Spanish Language input; KS – German language input, hosting test lessons and safeguarding integration; GJ – French language input, hosting test lessons and safeguarding integration; MW – Project Management and Lesson Design Input; Brief Sheets

One project meeting has already been held and all have committed to the outline Project Plan.