

Introductions Activity



OVERVIEW

Learning how to introduce ourselves is the first thing most of us learn in our journey as a language learner. Introductions are an ongoing part of our language skills development and are expected in many classrooms, gatherings, ceremonies, events, and also when meeting people, making offerings, harvesting or approaching sacred places. Continuing to use and add on to your introduction builds language learners' confidence, encourages them to use the words they know, and to master new words, all while staying in the Anishinaabemowin language.

LEARNING GOALS

- Learners will hear the pronunciation of words from first language speakers.
- Learners will gain experience saying the words and phrases they already know.
- Learners will engage in back and forth dialog with peers.
- Learners will practice responding to others in the language.
- Learners will identify words they want to learn.
- Learners will gain experience staying in the language as much as possible.

MATERIALS

- Introductions Vocabulary Sheet (optional)
- A group of learners who have studied introduction phrases

TIME REQUIRED

20 Minutes

STEPS TO FOLLOW

1. Introduce yourself how you want the students to introduce themselves, speak slowly and clearly.
2. Ask one of the more proficient learners to tell us about themselves, specifying the information you would like them to share. Start with more familiar phrases, like peoples' names and where they are from.
3. Let the next learner know it is their turn and continue on in turn. Even if they did not fully understand the instructions, they are able to follow the example set by their fellow learners.
4. Tell the students that they will be speaking to each other and asking each other questions. That you will not be the one asking or speaking.
5. Tell one of the more proficient learners to ask another a question, for example, how many years they have been striving to speak the language, how small they were when they first heard someone speak the language.
6. Identify the next person you would like to speak next and who you would like them to ask, until they have all had a turn to ask each other the question. Do not continue to restate the question, unless the students ask you to help them (in the Anishinaabemowin language).
7. Continue until each learner has been asked and had an opportunity to answer.

ADAPTATIONS

1. Have learners introduce themselves to a partner and then take turns introducing their partners to the group.
2. Introduce set phrases for the students to ask and answer for learners who are just beginning their language journey.
3. Have learners come up with their own questions to ask each other.

See the Introductions Video at <https://youtu.be/xc2G49QzYyc> for a demonstration from First Language Speakers, Advanced Learners and Teachers.