

“Talk About Language!” Teaching Unit

Teacher Guide

The teaching unit consists of two activities. The activities can be carried out separately and on different days. The total implementation time is approximately 90 minutes, in addition to some preparation and follow-up work.

Activity 1: Board Game

Students play a board game to reflect on language.

Activity 2: Write or Draw a Language Memory

Each student draws and writes, or simply writes, about an experience they have had related to language. It can be either a major or a minor memory that they remember particularly well.

Activity 1: The Board Game

Before the Lesson

- **Group composition:** Organize students into groups of 3–4. To encourage rich reflection, it is recommended to mix students with different linguistic backgrounds so that they can learn from one another. It is important that students feel comfortable in their groups. If many students are beginners in Danish, it may be helpful to appoint a game leader with stronger language skills who can support communication.
- **Print the following materials** (A3 or A4): the game board, cards, and game rules. If possible, laminate the sheets before cutting them out. Dice and game pieces are not included and should be obtained in advance.

Preparation in Class

- Go through the rules together and ensure that all students understand them. Expressions such as *“move one step back,” “return to start,” “move one step forward,” “body language,” “translation,” “pronunciation,”* and *“proverb”* may be unfamiliar to some students.
- The game provides young people with an opportunity to put their own experiences and reflections about language, learning, and identity into words. Some students may know more about the dilemmas presented on the cards than others. Emphasize that there are no correct answers and that it is important to respect one another and remain curious about each other’s reflections. Remind students that they are welcome to use all the languages they know and that they should help one another understand.

Implementation

- Play the game. The rules are included with the game board and cards.
- The game itself is designed to last approximately 20–35 minutes. If students reach the finish before time is up, they may play another round.

Recommended Follow-Up

To ensure that students reflect on the content of the game, especially the cards that require deeper thought, it is important to organize a whole-class discussion.

1. **Individual reflection:** Ask students to write down one or more things they have learned, would like to know more about, or would like to pay greater attention to in the future.
2. **Whole-class discussion:** Invite students to share their reflections. Questions might include:
 - “What surprised you the most?”
 - “Which cards were the most interesting or challenging?”
 - “What strategies did you use to solve the action cards?”

Activity 2: Draw and Write About a Language Memory

Before the Lesson

- Prepare pens, coloured pencils, and paper.

Suggested Implementation

- The teacher begins by sharing a personal language memory. Examples include:
 - when you learned your first words in another language
 - a misunderstanding on holiday that turned out to be funny
 - when you ordered food in a restaurant abroad and tried to pronounce the dishes on the menu
 - a word you learned in a new language through music
 - a time when someone spoke very slowly and clearly, or switched to English, because they thought you did not speak Danish
 - a time when you felt someone treated you badly because you did not understand
 - a time when you felt excluded because you did not know the language

- a time when someone made fun of you because you pronounced something incorrectly
- Go through the activity with the students (see the worksheet *Language Memory*, available with translations into several languages).
- Give students a few minutes to talk together about different language memories.
- Each student describes a language memory. They may draw and write, or simply write. If a student is unable to write, the teacher may note down a few key words to explain the drawing. Students may also help one another with drawing or writing.
- Students are welcome to use all the languages and resources available to them in order to complete the task. Emphasize that the goal is not to produce a perfect final product. It is perfectly acceptable if some students spend 10 minutes on the task while others spend 45 minutes. For students who finish quickly, it is recommended to have an alternative activity prepared, such as reading a text.
- You may optionally ask whether some students would like to share their language memory, either in small groups or with the whole class.