

## Post-it language associations

<b>Objective</b>	<b>To stimulate discussion on the roles and associations which different languages carry for multilingual students</b>
<b>Duration</b>	<b>20–30 minutes</b>
<b>Students</b>	<b>Any age – preferably all sharing a language other than English</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• whiteboard or flipchart</li> <li>• marker pens</li> <li>• post-it notes in 6 different colours</li> </ul>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Draw a large Venn diagram on the board: label one circle ‘English’ and the other circle with the name of the other language spoken by the students.</li> <li>2. Take the first of your 6 colours and give 3 post-it notes to each student, asking them to write down the name of a different close relative on each (ie a parent/sibling etc).</li> <li>3. Ask students to stick these post-its onto the Venn diagram in an appropriate space: if they communicate with this person in English the post-it should go in the English circle; if they communicate with this person in the other named language it should go in that circle; if they use a mixture of the 2 languages it can go in the overlap; if they use a completely different language then the post-it can be stuck outside of the circles.</li> <li>4. Repeat this process with the other post-its, students using a different colour for each of the following categories and sticking them up to show which language(s) they most strongly associate with the item written down:             <ol style="list-style-type: none"> <li>a. best friends</li> <li>b. favourite celebrities</li> <li>c. favourite places</li> <li>d. favourite foods</li> <li>e. favourite music</li> </ol> </li> <li>5. Once all post-its have been stuck in place, ask students if they can spot any general patterns (maybe most speak English with friends and a different language with their parents, or maybe most associate their favourite foods with a language other than English!).</li> <li>6. Discuss what we can learn from this. One possible outcome is to see that multilingual individuals are complex mixtures and that translation can help us stay in touch with the different parts of ourselves.</li> </ol>
<b>Variations</b>	<ul style="list-style-type: none"> <li>• There are endless possibilities for the post-it categories. One option is to specify the first 2 or 3, then let students agree on some categories of their own (make sure they are all using the same colours for these, though, or you won’t be able to spot common patterns).</li> <li>• If the group includes multilingual students who do not share the same language (other than English) then the Venn diagram could be labelled ‘English’ and ‘other language’.</li> </ul>