



TLC STRATEGY

Community building: Describe yourself in pictures

Purpose: To practice the foundational principle of getting to know each other as a way of informing the planning decisions that are made, and to build trust. This exercise can be used with groups of students or teachers. Specific steps for teachers, as used in the TLC program, are noted in parentheses.

Materials needed

- Stiff paper – one sheet per participant
- Colored markers

Steps

1. Participants fold paper in half. On one side, they write their first name big enough to serve as a nameplate. In addition, they draw three or more illustrations that represent things personally important to them – something or someone they love, like to do, etc.
2. After a couple of minutes, ask participants to share their nameplates, and the meaning of their illustration, with a partner.
3. Each person then introduces their partner, and the meaning of their partner's drawings to the entire group.
4. (When everyone is finished, reflect:
 - a. What did you find useful about this activity? What was its purpose?
 - b. Could this activity be used in the classroom?
 - c. How does it address the instructional needs of English learners?
 - d. How might it be used to build first and second language development? Some ideas that may come up:
 - Useful at the beginning of the school year, or with parents and students at open house type events.
 - Illustrations help trigger spoken language. A child does not have to know how to write out the word in order to tell the story the word represents.
 - Students may introduce themselves in first or second language, or both.
 - Illustrations help the introducing partner to remember key points. They may teach new vocabulary as well.
 - The exercise invites personal sharing in a non-threatening way, building cultural and personal context that can strengthen understanding and relationships between and among students and teacher.)

