

## St John's Centre Summer Trip Book Project - Teachers' Notes

### Introduction

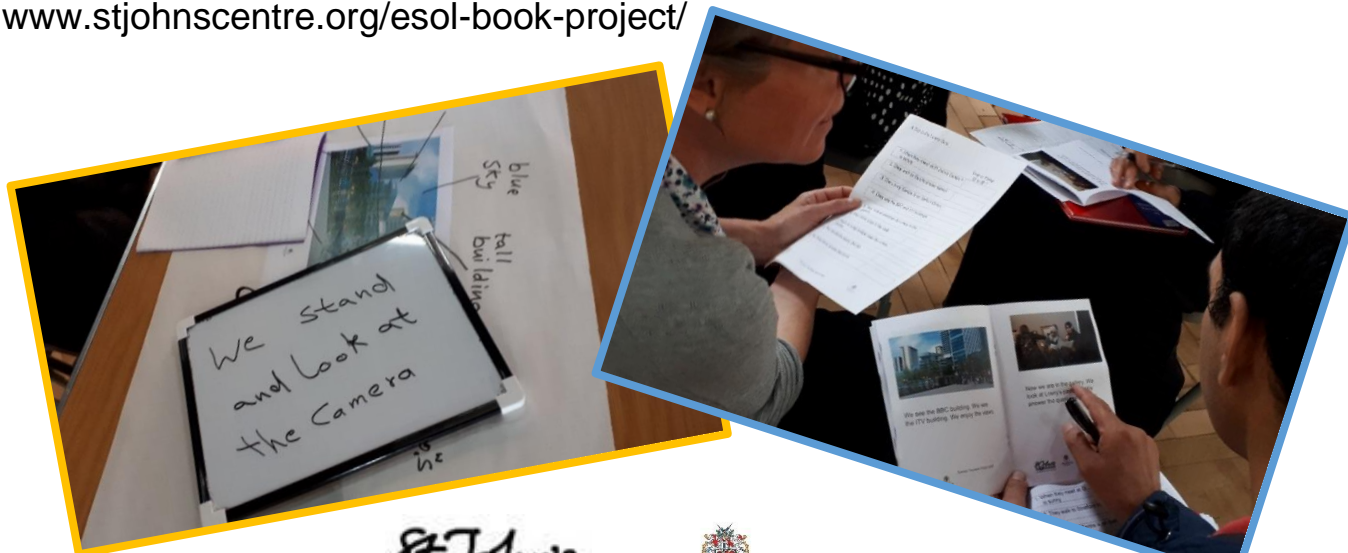
The aim of this project was to co-design a summer trip with a group of Discover Manchester students, and then co-produce a reading book about the trip for other students. The project was funded by Trafford Council's Inclusive Neighbourhoods fund.

St John's Centre is a community centre in the heart of Old Trafford, a diverse inner city neighbourhood.

Discover Manchester is a free, friendly group for ESOL students of all levels. There are no entry requirements, so the group is welcoming for everyone including recently arrived asylum seekers and people on short term visas who cannot access other courses. Students have come from a wide range of countries and speak many different languages. Some have also experienced trauma and / or are living in difficult situations in the UK. Discover Manchester is inclusive and provides food to share and opportunities for friendship and informal advice. In practice, the majority of students are pre-entry or entry 1 level. This trip project was designed to be inclusive of students at these levels.

St John's has previously supported students to write reading books for other students and to share with their families following visits to a museum, art gallery, library and historic house. One of our volunteers, Sarah Wilkinson, has developed a workshop format that enables students to choose and sequence photographs for a book, and then write simple sentences suitable for entry 1 students to read. The books are also suitable to be read to, and discussed by, pre-entry level students. Sarah was employed on this project to develop and run the sessions.

If you would like more information or training on running your own book project contact [elaine@stjohnscentre.org](mailto:elaine@stjohnscentre.org). More information is also available at: [www.stjohnscentre.org/esol-book-project/](http://www.stjohnscentre.org/esol-book-project/)



## The Summer Trip Book Project

The project aimed to involve a group of Discover Manchester students at all stages of the project from setting criteria for the place to visit, to choosing, planning and preparing for the trip, writing a book on their return, and sharing this with other learners. Attendance varied more than usual as the project partly coincided with Ramadan. We adapted the project plan so each session could stand alone and involve a changing group of students. Each session was 75 minutes.

Our project plan below could be adapted for similar co-designed trip projects:

Week 1	<ul style="list-style-type: none"> <li>• Matching opposite adjectives of place (e.g. busy/quiet)</li> <li>• Share good places to visit from home country or UK</li> <li>• Talk about “what makes a good place to visit” – develop criteria (e.g. “interesting place”, “good transport” “toilets”) through ranking exercise</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Assess five local places of interest using checklist of criteria from week 1 &amp; information summaries about each place</li> <li>• Vote (using secret ballot) on favourite place to go</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Repeat of week 2 with more students – (The Lowry won the students’ vote)</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Find out about Salford Quays and The Lowry and develop vocabulary for trip using photographs and sentence structure “there is a ...” / “there are some”</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Discuss L. S. Lowry paintings, developing adjective vocabulary (colours, old / new), recapping week 4 sentence structures, and expressing preference using “I like”</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <b>Trip to The Lowry by tram</b> (take photos including of journey)</li> <li>• Visit gallery and complete quiz sheet (matching titles to photos &amp; gap fill sentences with numbers e.g. <i>There are ___ people</i>)</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Recap visit using spidergram to elicit vocabulary</li> <li>• Sequence photographs &amp; choose 7 for book</li> <li>• Label photographs and develop “there is / are” sentences</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• Develop feelings vocabulary using emojis</li> <li>• Match simple present tense verbs to photos &amp; elicit sentences using “We feel...” and “We [simple present verb]...”</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• Build on week 8 to complete for each picture and read through</li> <li>• Agree title and authors</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Set up gallery of famous pictures on walls of centre</li> <li>• Gallery activities: matching titles, guess the picture</li> <li>• Read copies of book in small groups &amp; answer true / false quiz</li> </ul>

Sample worksheet from week 1:

If you go to \_\_\_\_\_

you should visit \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

A large rounded rectangular area defined by a dotted line, intended for a drawing or illustration.

Sample verb and vocabulary prompt sheet for book writing:

<b>buy</b>	<b>count</b>	<b>drink</b>
<b>enjoy</b>	<b>feel</b>	<b>get on</b>
<b>hold</b>	<b>like</b>	<b>listen to</b>
<b>look at</b>	<b>meet at</b>	<b>read</b>
<b>see</b>	<b>talk to</b>	<b>touch</b>
<b>wait for</b>	<b>walk to</b>	<b>write</b>

*[cut up verbs and match to pictures]*

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Useful words...

<b>bridge</b>	<b>building</b>	<b>canal</b>
<b>Lowry Centre</b>	<b>Media City</b>	<b>painter</b>
<b>painting</b>	<b>quiz</b>	<b>rainy</b>
<b>Salford</b>	<b>shopping centre</b>	<b>St John's Centre</b>
<b>sunny</b>	<b>Trafford Bar</b>	<b>tram station</b>