**Six CANFIT Sample Activities**

**Allies for Immigrants Tutor Workshop**

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**Example: Magazine Mingle (**CREATIVE PROJECT)

Cut up a variety of pictures from magazines or from Google Images of people, places, things, and activities that are related to students’ goals. Spread them out on a table and have students pick 3 pictures each. Pair students that share the same goal and have them create a dialog using the combined 6 items as inspiration. They can choose a way to communicate the dialog: write it by hand or video themselves. Have pairs rotate and share the dialog they created, and discuss them.

**Example: Seven Sentences (**PUTTING THINGS IN ORDER)

Introduce 7 sentences on strips of paper. Ask students to put them in order. Pair students up to compare their ordering and explain why they chose that order. Have them try changing the order and discussing further. Have them share with full group.

-John has no job.

-John is very unhappy.

-John’s boss yells at him

-John starts a new job.

-John starts doing crazy things at work.

-John thinks about quitting.

-Other employees talk about John behind his back.

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**Example: Finding things in common** (COMPARING & CONTRASTING and SHARING PERSONAL INFO)

Tell the class a few things about yourself (I like…, I don’t like…, I can…, etc.) With a volunteer, model finding things in common and keeping track of them on a flipchart grid. For example, “Do you like ice cream?” “Yes.” “Oh, me too!” and write “ice cream” on your grid, indicate that you like it and that s/he does, too. Continue with “Do you like snakes?” “No.” “Me neither!” Have the students work in pairs for 2-3 minutes finding things in common, filling out the charts, and including key words as comments (“favorite!”). Change partners and do again. Wrap up by pairs posting their charts on the wall and reporting things in common to the class.

**Example: Mind Map** (SPECULATING & IMAGINING)

Before reading a piece from students’ textbook, write the title of the reading on the board and model guessing what the reading is about and what you think you will find out about the topic, adding to the mind map. Invite a few students to do the same. Have student pairs copy the mind map either by hand or using [Mural](https://mural.co) ([example](https://app.mural.co/t/a4i6856/m/a4i6856/1556029635967/606788957803b37d9755ea654b9a8fb229a1b248)) and then have pairs explain their additions with other pairs.

**Example: Sentence starters** (SPECULATING & IMAGINING)

Write some sentence starters on the board. For example, I like…I have… I want…Last year I…After school I usually…). Have students imagine how you might answer them. Have them individually write their own endings about you. Have students make their statements into questions and then ask you the questions. Answer them and have students capture the new information in full sentences. Have students compare their speculations to the reality. Have them repeat the activity in pairs. Share with full group the speculations and reactions.

**Example: Listening & Retelling** (RETELLING)

Ask students to listen for 5 key words (aided by photos) while you read a medical brochure written in plain English. Read it again so that students listen for a second time, emphasizing photos of key words to assist students’ comprehension. Repeat as needed. Have students work in pairs to restate the message to each other based on their 5 key words. Share responses with whole group.