



Egal Shidad: Raising Our Children

English Language Learning Activities

EGAL SHIDAD: STORIES OF SOMALI HEALTH FOR RADIO, TV AND CLASSROOM USE

The Egal Shidad Project is a partnership between:

**Confederation of Somali Community
of Minnesota**

420 15th Avenue South
Minneapolis, MN 55454
612-338-5282
<http://cscmn.org>

KFAI Community Radio 90.3 FM

1808 Riverside Avenue
Minneapolis, MN 55454
612-341-3144
www.kfai.org

**ECHO Minnesota (Emergency, Community and
Health Outreach)**

125 Charles Ave.
St. Paul, MN 55103
651-789-4342
<http://echominnesota.org>

Saint Paul Neighborhood Network (SPNN)

375 Jackson Street
St. Paul, MN 55101
651-298-8900
<http://spnn.org>

English Language Learning Materials developed by:

Susan Bockrath, MPH, CHES

ELL Consultant to the Egal Shidad Project
<http://ellhealth.blogspot.com>
sbockrath@neb.rr.com

Kara Gall, MA

Inkstage Design
<http://www.inkstage.com>
karagall@yahoo.com

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and the staff and students at the Lake Street Learning Center.

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ABOUT THESE MATERIALS



Goal

The goals of the English Language Learning lessons of the Egal Shidad Project are to

- (1) develop adult Somalis' knowledge related to important health topics and
- (2) develop their English language communication skills specific to those topics.

All language acquisition activities in these lessons rely on students viewing and reviewing key segments of the *Egal Shidad Mental Health* or *Raising Our Children* videos. Students increase their exposure to the content while building the vocabulary and other language skills needed to discuss these topics in English.

All Egal Shidad materials and videos are available at egalshidad.org.

Sensitive Subjects in an English Class?

Some of the topics included in the *Egal Shidad Mental Health* or *Raising Our Children* videos may be uncomfortable for students and instructors. To avoid uneasy situations, before starting on any of the activities described here instructors should view the **entire** program, in Somali, with their students to help establish the given video as the “expert” source of information. English instructors are not expected to act as mental health educators or family counselors beyond assisting ELL students with the language and information within the videos.



ABOUT THESE MATERIALS



Using These Activities

While these videos and materials were created specifically for use with adult, Somali, English Language Learners (ELLs), **many of the activities can be easily adapted for use with other adult ELLs.**

Instructors are encouraged to pick and choose specific activities and program segments based upon their students' abilities and upon their own preference. Ideally, instructors will incorporate one or two activities into several class meetings.

Instructors will need to allow time to both view the video in Somali and to engage students in the activities they select.

Some instructors may use these activities and broadcast resources as a starting point from which they build other lesson activities.



The Mental Health activities will help students . . .

1. Know common English terms related to mental illness and its symptoms.
2. Identify local sources of support and treatment related to mental illness.
3. Apply English vocabulary related to mental illness in discussion and/or dialog exercises.

The Raising our Children activities will help students . . .

1. Know common English terms related to communicating with youth.
2. Practice introductions and conversations with other parents.
3. Apply English vocabulary related to communicating with youth in discussion and/or dialog exercises.

ABOUT THESE MATERIALS



Checklist Before You Start

- ❑ Order the Egal Shidad Project DVD at egalshidad.org or by calling ECHO Minnesota at (651) 789-4342.
- ❑ Before you use the lesson materials, view the entire corresponding Egal Shidad video in Somali with English subtitles so that you are familiar with the information that is covered in the program.
- ❑ Pick the lesson activities appropriate for your students.
- ❑ Prepare appropriate lesson materials prior to class.
- ❑ Investigate mental health resources and/or youth support resources in your local area before beginning to work with these materials so that you are prepared to direct students to appropriate help if and when questions come up. A list of mental health resources in the Minneapolis-St. Paul area is included, following those lessons. For youth support resources, try contacting organizations such as local secondary schools, Boys & Girls Clubs, YMCAs, or Somali community organizations for information on services in your area.

If you are using the *Egal Shidad Mental Health* video:

- ❑ Identify the English language interview segments on the DVD that you will use in instruction.
- ❑ Print bookmarks on cardstock to distribute to students at the end of the lesson.

LESSON 1

Who Said That?



WHO SAID THAT?

Objective

Students build vocabulary related to healthy communication.

Students connect speakers in the *Egal Shidad-Raising Our Children* video to their advice about communicating with youth.

- agree
- guess
- role model
- communication
- compromise
- respect
- assume

Prepare

- ❑ Set up equipment necessary to view the *Egal Shidad-Raising Our Children* video.
- ❑ Make copies of the worksheets titled Before, During, After (worksheets A, B, and C) for each student.
- ❑ Cut the During worksheet so that students will have to match the picture of the speaker with their statements. (Beginners need not match more than one or two speakers to their comments.)

Pre-Teach

Select vocabulary to preteach and discuss ahead of the video from the list here.

- listen
- ask
- talk
- fact
- allow
- good
- bad

Activities

Prior to viewing the video, ask students to predict what the three speakers will say about Somali youth growing up in America. Have students note their ideas on the Before worksheet.

While viewing the *Egal Shidad-Raising Our Children* video (30 minutes), ask students to use the cut-out pictures of speakers and printouts of their comments to connect the speaker with the advice he/or she offers.

When the video is over, ask students to use the After worksheet to write or discuss where they were or were not surprised by what they heard in the video.

Extend

Together with the students, list what each speakers' advice has in common. (Such as: all emphasize the importance that parents listen to their children.) How do speakers differ? What ideas do your students like? What would your students suggest to someone who is having difficulty communicating with their child?

Worksheet A — Before

Predict what the characters in this video will say about Somali youth.



Worksheet B — During (Youth)

Cut out the each picture and each statement. As students listen to the video, ask them to match the speaker in the *Raising Our Children* video to their words. (To make this less challenging, print the youth speakers' pictures and comments in one color, Mama Abiya's in a second, and the Imam's in a third.)



I would say compromise with your kids...Somali parents don't compromise. It is always their way or the highway.



...be involved in their lives and their education. And give the attention they need, listen to them, and be there for them. Also, don't keep them in the house, sometimes take them out to picnics or activities that makes children happy.

Worksheet B — During (Youth)

Cut out the each picture and each statement. As students listen to the video, ask them to match the speaker in the *Raising Our Children* video to their words. (To make this less challenging, print the youth speakers' pictures and comments in one color, Mama Abiya's in a second, and the Imam's in a third.)



At home, like they don't ask you, "How are you?" or "How you feel about that?" So it's just do what you gotta do. That is all. That is it, period.



[Parents] listen to other people's judgments and stereotypes based on what kids are wearing. Then they just assume they are bad kids.

Worksheet B — During (Mama Abiya)

Cut out the each picture and each statement. As students listen to the video, ask them to match the speaker in the *Raising Our Children* video to their words. (To make this less challenging, print the youth speakers' pictures and comments in one color, Mama Abiya's in a second, and the Imam's in a third.)



It's our responsibility as parents to be involved our children's education by being well connected to their schools because in this country parental involvement is a key to children's education. If you don't have relationship with the school in which your child attends, how do you know your child's performance?

Worksheet B — During (Imam)

Cut out the each picture and each statement. As students listen to the video, ask them to match the speaker in the *Raising Our Children* video to their words. (To make this less challenging, print the youth speakers' pictures and comments in one color, Mama Abiya's in a second, and the Imam's in a third.)



As a parent you need you also need to be a role model...as a worshiper, in truthfulness, in trustworthiness, in patience, in kindness, in responsibility, and in willingness to learn.



...the best gifts we can give to our kids...are Islam, good manners, and friendship that makes for strong relationships and open communication ... If you respect yourself, and demonstrate that with your actions, then your child will see that, and they will respect themselves, and they will respect you, and respect others

Worksheet C — After

In your own words, explain what the characters in this video said.



LESSON 2

Family & Friends



FAMILY & FRIENDS

Objective

Students learn or review basic terms associated with family and friends.

Students learn to ascribe ownership with the use of “of” and “’s”.

Prepare

- ❑ Print appropriate copies of the Family and Friends Vocabulary Cards on the following pages.
- ❑ Prepare images of families to share with the class. Bring a picture of your own family. Look for pictures of Somali families on Google Images or in magazines or ask students to bring a photo of their family to share. Distribute pictures to the class.

Pre-Teach

List the Family and Friends Vocabulary on the board. If your group is ready, ask them for additional words describing family members (cousin, uncle, etc.). Solicit student help in defining each word.

Activities

Draw a stick family on the board including the family members listed. If you have an artist in your group, ask them to help with this task.

If you have willing group, ask other students to label the stick figure drawings, referring to the Family and Friends Vocabulary list.

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LESSON 2

Family & Friends



Referring to the drawings and to the vocabulary words, ask students to describe how one family member is related to another. For example: “The girl is the daughter of the mother” or “The mother is the wife of the father.” Describe how “of” and “’s” are both used to show possession in English.

Extend

Share a family picture and describe how one or two people pictured are related to each other. (example: “The girl is the daughter of the mother.”) For more advanced groups it will be appropriate to use possessive pronouns in this activity “She is the mother’s daughter.” or “I am the mother. She is my daughter.”

It may also be appropriate to ask students to write a scenario (true or made-up) about the people in their picture.

Ask students to share a photo of a family. Ask them to point out a family member and explain how she or he is related to another person pictured.

List the sentences students create. In each case, look for new ways to express the possessive. For example “The girl is the daughter of the man” becomes “The girl is the man’s daughter.”

Check for understanding by asking students to restate an “of” sentence as an “’s” sentence or vice versa.

Closing/Homework for Advanced Students

Assign Worksheet A — Pronouns and/or Worksheet B — Possessives for additional practice at home or in class.

Family & Friends Vocabulary Cards

Cut along the dashed lines to use these vocabulary cards as flashcards or to assign roles to individual students.

Mother

Father

Parent

Friend

Daughter

Sister

Brother

Son

Worksheet A — Pronouns

Can you complete the sentences below using one of these pronouns? _____

<i>She</i>	<i>He</i>	<i>His</i>	<i>Her</i>	<i>Hers</i>
<i>Their</i>	<i>Theirs</i>	<i>My</i>	<i>Mine</i>	

Example: The man is the father of the son. _____ is the son's father.

The man is the father of the son. He is the son's father.

1. The man is the father of the son. _____ is the son's father.
2. The boy is a friend of the son. _____ is the son's friend.
3. The friend is the son of the woman. The friend is _____ son.
4. The girl is the sister of the boy. She is _____ sister.
5. The woman is the mother of the girl. _____ is the girl's mother.
6. The girl is the daughter of the man. The girl is _____ daughter.
7. The woman is the friend of me. _____ is _____ friend.
8. The man and the woman are the parents of the boy. _____ are the boy's parents.

Worksheet B — Possessives

How many ways can you say that? Draw a line between the sentences in Column A that have the same meaning as the sentences in Column B.

Column A

The man is the father of the son.

The boy is a friend of the son.

The friend is the son of the woman.

The woman is the mother of the girl.

The girl is the daughter of the man.

The woman is the friend of the mother.

The man and the woman are the parents of the boy.

The girl is the sister of the boy.

Column B

The girl is the man's daughter.

The man is the son's father.

The woman is the mother's friend.

The girl is the boy's sister.

The woman is the girl's mother.

The man and the woman are the boy's parents.

The friend is the woman's son.

The boy is the son's friend.

LESSON 3



Getting to Know Other Parents

GETTING TO KNOW OTHER PARENTS

Objective

Students practice introducing themselves to others.

Prepare

- ❑ View the *Raising Our Children* video.
- ❑ Complete the Family and Friends activities or review vocabulary and possessives as necessary to start on this lesson
- ❑ To make dialogs a little more challenging, ask students to sit back-to-back and treat the dialog as a phone conversation.

Pre-teach

Introduce yourself to a student and gesture that they do the same back to you. (example: "My name is Susan, I am Megan's mother.")

If your group is ready, ask them to introduce themselves to a neighbor and to include how they relate to a child or to an adult in their family (example: "Hello, I am Said, I am Mukhtar's father.") Ask each student to introduce their partner (example: "This is Said, Said is Mukhtar's father.")

Brainstorm situations when it would be appropriate or comfortable to introduce yourself to other parents such as school gatherings, parent teacher conferences, etc.

Activity

Distribute the Getting to Know Other Parents dialog sheet (choose the woman-woman, man-man, woman-man version as appropriate for your students). Have students practice the dialog in pairs.

Extend

Recall with students what Mama Abiya and the other interviewees in the video said parents should know about their children's friends and their families.

Divide the board into Ask and Tell columns. For the Ask column, solicit and list the kinds of things the class would like to know about their children's friends and the friends' families. For the Tell column, solicit and list the kinds of things your class would like to tell their children's friends and their families. Encourage students to ask and tell about a range of topics by offering examples such as:









ASK: What do you do for work? What time should my son leave your house?

TELL: I was born in Somalia. I like your son. He is a nice boy.

As a group or as individual work, have students complete the Dialog worksheet incorporating items listed in the Ask and Tell columns in the classroom.









Dialog Activity: Two Women

Have two female students practice the following dialogue.

	My name is _____ . I am Said's mother.
	My name is _____ . I am Ali's mother.
	Where do you live?
	I live at _____ . Where do you live?
	I live at _____ .
	Will you be home when Ali is at your house today?
	No, I will not be home today.
	I am sorry. Ali cannot be at your house when you are not home. Maybe another day he can visit your house.









Dialog Activity: Two Men

Have two male students practice the following dialogue.

	<p>My name is _____. I am Said's father.</p>
	<p>My name is _____. I am Ali's father.</p>
	<p>Where do you live?</p>
	<p>I live at _____. Where do you live?</p>
	<p>I live at _____.</p>
	<p>Will you be home when Ali is at your house today?</p>
	<p>No, I will not be home today.</p>
	<p>I am sorry. Ali cannot be at your house when you are not home. Maybe another day he can visit your house.</p>

Dialog Activity: A woman and a man

Have one male and one female student practice the following dialogue.

	<p>My name is _____ . I am Said's father.</p>
	<p>My name is _____ . I am Ali's mother.</p>
	<p>Where do you live?</p>
	<p>I live at _____ . Where do you live?</p>
	<p>I live at _____ .</p>
	<p>Will you be home when Ali is at your house today?</p>
	<p>No, I will not be home today.</p>
	<p>I am sorry. Ali cannot be at your house when you are not home. Maybe another day he can visit your house.</p>

WRITING ACTIVITY: GETTING TO KNOW OTHER PARENTS

Dialog Worksheet

Look at class's list of things to ask and tell other parents. Now write a dialog between two people that asks and tells one or two things you want to know.

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

LESSON 4

Asking Good Questions



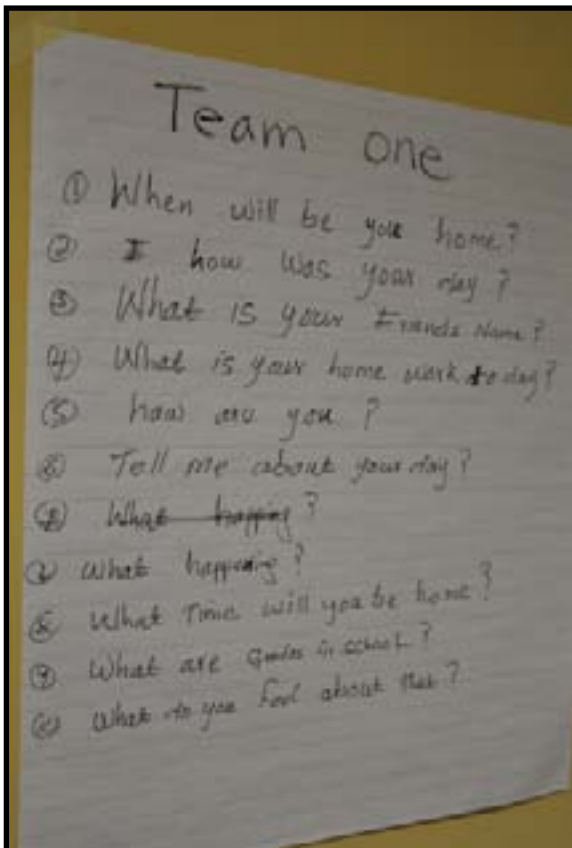
ASKING GOOD QUESTIONS

Objective

Students develop and practice asking relevant questions about what youth are up to.

Prepare

- ❑ View the *Egal Shidad-Raising Our Children* video.
- ❑ Print at least one set of the What Parents Should Know cards.
- ❑ Bring blank 3x5 cards or post it notes if you are working with a group who is advanced and would like to make additional cards.



Pre-Teach

Ask students to recall and discuss the kind of information the speakers in the *Raising Our Children* video think parents should know about their children.

On the board, work with students to categorize their answers according to ...

- When
- Where
- Who
- What

Activities

OPTION 1:

Divide the students into 4 small groups.

Distribute the What Parents Should Know Cards to the student groups. If you are working with beginners, you may want select only a few cards for each group to avoid overwhelming students.

Ask each group to divide the questions into piles according to the information they ask for: Make piles for When? Where? Who? What?

Ask each group to share those questions they placed in one of the piles. Note: several of the questions may fit in more than one category.

Discuss the benefits of avoiding questions that can be answered with one word ("yes" "no" "fine" "good") as a good strategy for getting information from their children.

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LESSON 4

Asking Good Questions



ASKING GOOD QUESTIONS

Practice probing for more information with “Tell me about _____.” follow-up to questions.

OPTION 2--RUNNING DICTATION:

(A good option for mixed level groups)

Tape the What Parents Should Know cards on the wall in a hallway or otherwise outside of the classroom, each about 3 feet apart.

Divide the students into 4 small groups and provide each with a poster-sized sheet of paper and a marker.

One student on each team is the writer. The remaining students on each team are the runners.

Runners run outside to read a question on the wall and then run back to the writer to dictate the question.

The first team with all the questions written on their poster wins.

Extend

Ask students to describe a situation recently where they could have used one of the questions in their pile/list.



Closing

For homework, encourage students to pick a family member and ask them a question from each category (How, When, Where, Who, and What). Ask them to come to the next class prepared to share some of their answers.

**What happened
in school today?**

**Why do you
like this friend?**

**What's your
friend's name?**

**Where are you
going with your
friend?**

**Where will you be
after school?**

**What is your
homework today?**

**How was
your day?**

**When will
your friend come
to our house?**

**How are your
grades?**

**What do you do
with your friends
after school?**

**When will
you be home?**

**Who will you be
with after school?**

**Why don't
you like
_____?**

**How do you feel
about that?**

**When can I meet
your friend?**

**What did you do
with your friends
today?**

**Tell me about
your day.**

**What time will
you be home?**

LESSON 5



Reading Comprehension

Objective

Students practice reading school newsletters and discuss parental involvement.

Prepare

- Make each student a copy of the Reading Activity worksheet on the following pages **or** download a current, local school's newsletter from the school website.

Pre Teach

Recall Mama Abiya's comments encouraging parents to be involved in their child's school (included in Who Said That: Lesson 1).

Ask students to describe how parents are expected to be involved in the U.S., in Somalia, or elsewhere.

Activity

Independently or as a group, have students read the Reading Practice Sheet or a local school newsletter you have found. Answer the following question as a group.

- When is the parent meeting? Date? Time?
- What time is the parent meeting?

- Where will the parent meeting take place?
- What is RHS?
- Will there be translators there to help Somali parents?
- What will they talk about at the parent meeting?
- What number should you call if your child will not be in school?

Extend

Ask parents to discuss the following:

- How does one get information from school?
- If they have trouble understanding newsletters, how can parents find out about what is happening at school?
- Describe what parent meetings are like at their child's school... Who goes? What happens there?

Reading Practice Sheet



The Buzz October 2010

Roosevelt High School, 4029 28th Avenue South, Minneapolis, MN 55406



The next Parent Meeting will be held on
Monday, October 4 at 6 PM
in the Media Center

During the meeting, you can take tours of the school.
Parents will also learn how to use the online Parent Portal to see how their child is doing in school. Teachers and staff will be at the meeting to help parents learn to use the online Parent Portal to check on student grades.
We will provide translators for our Spanish-speaking and Somali parents.

We look forward to seeing you on Oct. 4!

Dates to Remember

<u>DATE/TIME.....</u>	<u>EVENT</u>
Fri., Oct. 1,	Roosevelt Homecoming 3:15 p.m. - Parade 4 p.m. - Varsity Football vs. Edison 7 p.m. - Homecoming Dance
Mon., Oct. 4, 5 p.m.....	RHS Parents' Meeting Media Center
Mon., Oct. 4 & Tues., Oct. 5.....	MAP Testing
Wed., Oct. 13, 8:30 a.m.	PSAT Testing
Mon., Oct. 18.....	Student Picture Retake Day
Thurs., Oct. 21 & Fri., Oct. 22	Student Release Days
Thurs., Oct. 28, 7 p.m.	Connecting Parents to Educational Opportunities (CPEO) Begins

Contact Roosevelt

If you have questions about Roosevelt High School, please contact us. Staff is available each Monday through Friday that school is in session, from 7:30 a.m. to 4 p.m.

Main Switchboard	(612) 668-4800
Attendance Office	(612) 668-4842
Health Office	(612) 668-4833
School-Based Clinic	(612) 668-4834
Counseling Office	(612) 668-4845
Parent Liaison (Jim Hoskyn) ...	(612) 668-4808

Additional information about our school is also available through our website at:
<http://roosevelt.mpls.k12.mn.us/>

LESSON 6



Vocabulary in Context

VOcabuLARY IN CONTeXT

Objective

Students connect their new vocabulary to existing knowledge.

Students substitute difficult terms with more common language.

Prepare

- Copy the Vocabulary worksheet on the following page for each student.
- Prepare images for Option 3 under Extend.

Pre-Teach

Referring back to the Who Said That lesson. Review the vocabulary with your students.

- role model
- communication
- compromise
- respect
- assume
- listen
- ask
- talk
- fact
- guess

Activity

Complete the worksheet individually or as a group.

Extend

OPTION 1 — ROLE MODEL

Discuss: Ask students to give an example of or describe a good role model.

OPTION 2 — RESPECT

Ask students to give examples of how youth in the US can show respect to their parents.

Ask students to give examples of how Somali parents can show respect to their children.

OPTION 3

Use pictures from Google Images or magazines (you may be able to use the same ones you prepare for Family and Friends: Lesson 2) and ask students to match pictures to this lesson's vocabulary words. Then have students share why they made the matches that they did.

Vocabulary Worksheet

Draw a line between the vocabulary word and its definition.

Respect

A person who serves as an example for how another person should act.

Compromise

Giving and receiving information

Permission

Fact

Communication

To reach an agreement

Role Model

Guess

Truth

To show admiration for someone.

Assume

To allow

STUDENT ASSESSMENT

Raising Our Youth



Name: _____ Score _____ /21

1. Show the table below to the student, one row at a time. Read all three words in the row. Ask the student to tell you which word in each row is most similar to the bolded word at the far left. Ask the student not to guess. If the student does not know the answer, instruct him/her to please say, "don't know." Circle the student's answer. Score one point for each correct answer.

Ask (1)	Question	Stop	<i>Don't know</i>
Communication(1)	Listen	Lazy	<i>Don't know</i>
Role Model(1)	Good Example	Average	<i>Don't know</i>
Who(1)	Person	Place	<i>Don't know</i>
Compromise (1)	Agree	Angry	<i>Don't know</i>
Where(1)	Person	Place	<i>Don't know</i>
Respect (1)	Guilty	Admire	<i>Don't know</i>

2. Ask the student to answer each of the questions below. Score their answer accordingly.

	No answer	Knows a few of the discussed	Knows half of the discussed	Lists nearly all discussed in class		
What are some good questions to ask a child?	0	1	2	3	4	5
What are some good questions to ask other parents?	0	1	2	3	4	5

3. Did your student participate in the activities in Raising Our Youth Dialogs lesson?

yes (4) no (0)

STUDENT ASSESSMENT



STUDENT FEEDBACK

Do you agree?

	Good	OK	Bad
I liked the Egal Shidad video.			
The English lesson helped me practice talking to other parents.			
The English lesson helped me practice talking to my child or other children.			
The Egal Shidad video helped me.			
The Egal Shidad English lessons helped me.			

What would you change about the video?

What would you change about the English lessons?