

BEGINNER A1-A2 LEVEL



These language learning activities are designed to help students reflect on how language connects to the issue of bias.

The activities provided are suggestions to support you in adapting the modules of the program to meet the unique needs and goals of your students. They are intended to spark engagement, critical thinking, and thoughtful reflection on language use in the context of bias and community.

We hope these resources serve as a helpful guide as you facilitate meaningful discussions and learning experiences in your classroom.

About Global Nomads Group

For over 25 years, Global Nomads Group has leveraged technology to host digital safe spaces for young people around the world to share their stories, challenge assumptions, engage with and learn from each other, and, by doing so, foster a more just world.

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Beginner A1-A2 Level

Imagine you are visiting Washington D.C. for the first time. You walk a while, but you get lost! You have to ask for help from a stranger.



Make a list of adjectives of the kind of person you would look for. For example:

- kind
- intelligent
- tall

Now, write a complete sentence with this information!

Example:

This person is kind, intelligent, and tall.

Beginner A1-A2 Level

Read the sentences below and choose the adjective you think is most appropriate to complete each sentence.

After selecting an adjective, think about how that adjective affects the way the person is perceived.

Sentences:

1. He is a _____ teacher (kind, lazy, interesting).
2. The waitress has a _____ personality (happy, boring, calm).
3. The _____ doctor works at the city hospital (friendly, rude, professional).
4. The nurse is always _____ (angry, cheerful, scared).
5. They are _____ students (intelligent, slow, confused).
6. The detective is _____ (brave, weak, nervous).
7. The athlete is _____ (talented, lazy, frustrated).
8. The supervisor has a _____ voice (loud, calm, angry).
9. The employee is very _____ (organized, messy, late).
10. The assistant looks _____ (happy, tired, annoyed).

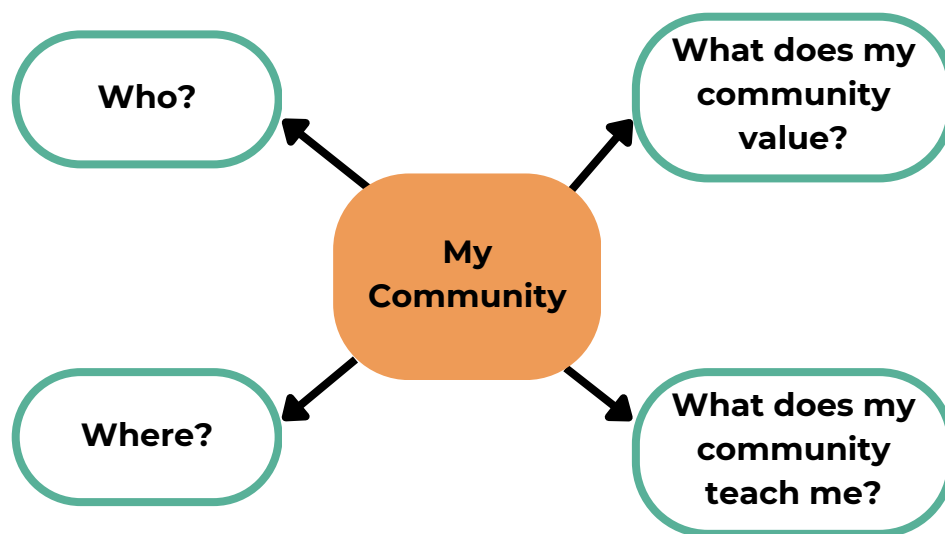
Group Reflection Questions:

- Why did you choose each adjective for the sentence?
- How could the meaning of the sentence change if you chose a different adjective?
- How would you like others to describe you? Which adjectives would you choose?

Beginner A1-A2 Level

Copy the following graphic and fill in the blanks with your own information.

- 1.First, respond to the question: Who makes up my community? For example, you can write: *My friends make up my community.*
- 2.Second, respond to the question: Where is this community? For example, you can write: *My community is in Mexico*
- 3.Third, respond to the question: What does my community value? Start your sentence with the following phrase, **“My community values...”** For example: *My community values honesty.*
- 4.Finally, respond to the question: What does my community teach me? Start your sentence with the following phrase, **“My community teaches me that...”** For example: *My community teaches me that working hard is important.*



Now, share what you wrote with a partner!

Beginner A1-A2 Level

How can I express my opinions in English? We can use the following expression at the beginning of our sentences:

I think (that)...

Yo pienso que...

Let's practice! Ask a partner for their opinions on the following topics (temas):

What is your opinion on...?

- Pitbulls
- Social media (redes sociales)
- News outlets (medios)
- Bias (prejuicio)

Example:

What is your opinion on **pets**?

I think that pets are something positive.

What is your opinion on **climate change**?

I think that climate change is something negative.

Tip: Remember that the “that” after “I think” is optional.