

## The Wedding Planner – Lesson 1

Where are the learners coming from? Where are they going?

This class is appropriate for freer speaking and for peer correction in writing. This class may take around 1 hour 30 minutes.

**Objective:** To provide the opportunity for freer speaking and critical thinking.

**Subsidiary aims:** To encourage peer corrections in writing.

**Materials:** Worksheet  
Interactive board for face-to-face lessons.  
Students need an electronic device (telephone/tablet)  
Padlet.com

**Lesson style:** This lesson is only appropriate for **face-to-face lessons in groups (minimum 5 learners)**. It could easily be adapted for online lessons too.

**Age:** Suitable for teenagers and adults.

### Procedure

#### Step one – Wedding Planner

Write Wedding Planner on the board, then ask learners to discuss the following questions:

1. What is a wedding planner?
2. What problems do you think they may come across while planning a wedding?
3. What problems could they come across whilst preparing the seating arrangements?

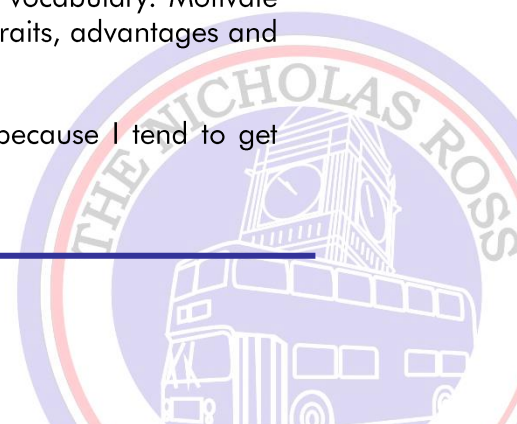
#### Step two

Tell your learners that they are going to be wedding planners, and that they need to plan some seating arrangements in order to achieve the best atmosphere at a wedding. Hand out the worksheets and ask a learner to read out the first part.

#### Step three – Their profile

Tell your learners that they need to fill in the table with information based on their personality. However, they should invent a name because we want the learners to remain anonymous until the end of the activity. Learners should fill in their profile and the teacher should guide and help the learners with ideas and vocabulary. Motivate learners to think outside of the box. For example, in personality traits, advantages and disadvantages, encourage them to be honest:

I'm quite demanding, but this can sometimes be a drawback because I tend to get stressed easily.



## Step four – padlet.com

I normally have a QR code which learners scan with their telephone and it takes them directly to the padlet which they will be using. If you are not familiar with padlet.com take a look at a few YouTube videos, it's really easy to use. Basically learners write on their telephones and their writing appears on the interactive board in front of the class. If you don't have an interactive board, do not worry because students will be able to see the other profile's on their telephone. Also, if some students do not have a phone, they can use your computer to add their profile of the padlet.

Tell students to add their profile to Padlet by using their telephones. Tell the to write a short paragraph summarising their personality. Here is an example:

Name: Xerox

I'm quite friendly, ambitious and spontaneous; however can be a bit shy at social events. If I feel comfortable, I tend to laugh and joke a lot! I think we should live for today, not for tomorrow. I really don't like waiting for people or seafood! I'd like to be a writer in the future. I love the great outdoors, cooking and being organised!

## Step five – Peer corrections

If some of the students have finished writing up their profiles, encourage them to find mistakes in grammar and vocabulary from the other profiles. Do take into account that if they are using their telephones and have automated text activated in their L1, there will probably be a lot of mistakes.

## Step six – Seating arrangements

Give learners ten minutes to place the learners accordingly on their circular table on the worksheet. Tell your learners that in order to sit people next to each other, they should have something in common and avoid two opposing personalities. For example, don't sit a person who loves animals next to somebody who wants to be a hunter.

## Step seven – Final table

Draw the circular table on the board and then write one name. Ask the learners who they have placed next to "Randomname". If three or four learners have placed the same person, then ask them to explain why. If you are happy with the argument, then move on to the next profile until you have finished the table. Make sure you give your learners enough time to argue their point of view, even if they disagree with the majority of the class, this is where it gets interesting!

(Take into account that if you have more or less than 10 students in your lesson, then the table should be adapted accordingly. For example, if there are 6 students in your lesson then your table should only have 7 places (you will also upload your profile).

## Step Eight – Who is who?

Once you have seated everyone at the table, each learner can reveal who they are! If you know your students well enough, you may probably guess who is who! Your students may be surprised who they end up sitting next to!

