

Mayoral and GLA elections 2016 materials pack

Lesson plan 2 What does the GLA do?

Lesson 2 – What does the GLA do?

Aims: This aim of this lesson is for students to find out what the GLA does. They will have the chance to suggest ideas and express opinions about why and how the GLA should provide ESOL classes and other services.

Notes on levels: The number of items used for the matching and sorting activities can be chosen according to level and interests of the Ss. The ESOL discussion sheets can be used for the activity as they are or T can select fewer items of GLA info from each and write on A3 paper.

Language points: The discussion on GLA responsibilities can be used to practise giving reasons, expressing similarities and differences, making suggestions.

Resources and suggested stages:

1. Large picture sheet; basic information sheet on GLA. T shows picture sheet and elicits from Ss what they know about where/who/what the images are of (London Assembly building, current mayor, assembly members). Ss read the basic info or T presents orally. T asks quick check Qs
2. GLA areas of responsibility, sets of pictures and headings – cut up, flip chart paper, colour pens, post-its. Ss work in small groups to match the pictures and headings. T puts up a large version of each picture/heading, on flip chart paper, around the room. Ss tour round the headings and write what might come under each using colour pens/post-its (T or other Ss can scribe for weaker Ss).
3. GLA headings and sub-headings, sets cut up for sorting. Check Ss knowledge of any vocabulary that might be new in this activity – eg. youth, victims, budget, policy, facilities. Ss work in small groups to sort the sub-headings under the correct main headings. Ss compare the results with their own suggestions on the large paper around the room.

N.B. GLA only responsible for limited areas of health, education etc so students will find this out at this stage. Important for Ss to know that areas are GLA *responsibilities* but doesn't necessarily mean that it *fulfils* them.

4. ESOL info and discussion sheets 1, 2, and 3, enlarged to A3. If ESOL hasn't already come up ask Ss which heading/sub heading they think it would come under (it comes under Communities – Migrants and Refugees). T check Ss knowledge of key vocabulary for this section – e.g. access, barrier, contribute, participate. (Easier vocab can be selected for lower levels.) There are 3 activities based on the GLA information about ESOL (again important Ss understand that this information is what GLA says about ESOL and may not be what it *does*). For each section T introduces the information with whole group then Ss in small groups use the A3 information and discussion sheet to discuss and record their ideas. The 3 activities are..

- Add to the GLA list of reasons why is ESOL important
- Are Ss barriers to learning the same / different from the GLA ones given and what are the similarities/differences amongst the group?
- Add to the GLA suggestions for providing ESOL.

Groups merge to compare lists. Ss report back and T collates ideas into one overall list on board/flip chart. T keeps a record.

5. Ss look back at/recall the session on 'good and bad' things about London. Choose 2 things and decide if they are the responsibility of GLA and, if so, which heading they would come under. Add these under the large headings already around the room, using a different colour pen/post-it. If they are not GLA responsibilities can use the basic info sheet from stage 1 to check if central gov. or local gov. T keeps large papers as reference for future lessons.
6. Finish by T or volunteer Ss presenting/ reviewing what's been written on the large sheets and T's collated list from ESOL discussion.

Links:

<https://www.london.gov.uk/what-we-do/communities/migrants-and-refugees/english-language-training-why-it-important>

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London government

The Greater London Authority

The Greater London Authority (GLA) has one Mayor and 25 Assembly Members who are elected by Londoners. City Hall is where they meet



The Mayor of London

The Mayor is responsible for making plans and policies for London, to make it a better place. The Mayor is elected every four years.

The London Assembly

The London Assembly checks that the mayor is doing the job and keeping promises. Assembly Members are elected every four years by Londoners. You can see the members ask the mayor questions at the mayor's Public Question Time.



Other areas of London are looked after by central government and local government.

Central Government looks after:

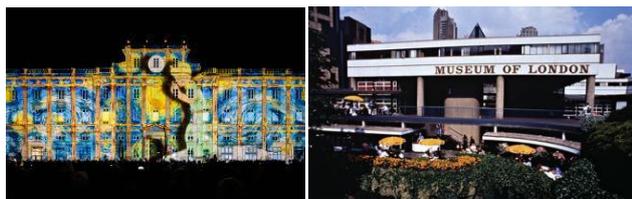
- Health care
- Foreign policy
- Defence
- Welfare
- Most kinds of taxation

Local government looks after:

- Council housing
- Rubbish collection
- Parking
- Schools
- Council tax collection
- Leisure
- Social care and public health

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**Arts and
Culture**



Communities



Environment



Health



Policing & Crime

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Education and Youth



Housing



Sport



Transport

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Environment		
Parks and green spaces	Recycling	Pollution
Health		
Healthy schools	Health at work	
Communities		
Improving equality	Migrants refugees	Health for older people
Communities in London	Helping people get online	
Education and Youth		
Preparing young people for work	Play spaces	Projects eg healthy schools
Children in care	Early Years	Improving education
Policing and Crime		
Community safety	Support for victims	Budget & policy for London police

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Arts and Culture		
Music	Fashion	Film
Events	Art and design	
Housing and Land		
Building more homes	Improving quality of homes	Homelessness
Renting		
Transport		
Rail and Underground	Cycling and Walking	Roads
Accessibility		
Sport		
Sporting events	Sports facilities	Sports participation

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This is what the GLA says about Learning English

Learning English: why is it important?

Many migrants and refugees who come to London can speak English very well, but some can't.

Learning English is very important to-

- understand the systems and the new culture
- access health and other services
- get jobs or move to better jobs
- support their children's education
- feel safe in their local area
- become part of local communities
- contribute to London's life

Also, refugees and migrants often have useful experience and qualifications from other countries.

Is there anything you want to add to this list of reasons why English is important?

Barriers to learning English

The GLA interviewed 50 migrant workers to ask what the barriers were to learning English. Here are the 10 main reasons they gave

- not enough information about classes
- cost of classes
- not enough free time to go to classes
- location of the classes
- no childcare during the classes
- not enough support at work
- not enough support at home
- no experience of learning
- fear and embarrassment to speak with others in English

Are there any barriers for you? Are they the same? Different ?

Ideas

Here are some ideas the GLA have about improving access to English language learning.

- holding classes in a small area, such as schools
- online learning, for people who can't commit to regular face-to-face learning
- using 'volunteer friends' so that learners can practice what they've learnt in classes

**Do you agree with these ideas? Do any of these things happen in your area?
What other suggestions do you have?**

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