

Gallery Walk Presentations

Category: Optimizing Speaking

Time: 50+ minutes

Requirements:

1. Poster Paper
2. Tape (if the poster paper is not post-it style)
3. Coloring Utensils

Description: This activity can be used to practice presentation skills. For this activity, we will focus on vocabulary related to one's hometown. Participants will have time to make a poster presentation in class using key vocabulary that has already been learned.. Presentations will be done like a gallery walk where participants will rotate between presenter and audience.

Objectives: Participants will be able to use already learned key vocabulary in a presentation describing their hometown.

Keywords

hometown	famous for	area	situated
city	known for	pace	bustling
transportation	grew up in	countryside	dull

Resource: Keywords are inspired from [Home Town: Sample Answers and Topic Vocabulary](#)

Pre-Activity

1. Warm Up Question

Greet participants. Group participants into threes or fours, and pose several questions. Remind participants that you will be choosing some people to share their answers.

- Where is your hometown?
- What is your hometown famous for?
- Describe your hometown in two words, and explain why.

Walk around and listen to answers. You may hear keywords being used.

2. Share

Now that students have think-pair-shared the warm up questions, ask for volunteers to share. Or select participants.

3. Introduce the activity

Individually, participants will be making presentation posters surrounding the topic: hometown. Moreover, participants will need to use at least 7 of the vocabulary keywords above in their presentation.

TO DO:

1. Draw. Participants should be encouraged to use art and color for their posters. Posters should not be overwhelmed in writing.
2. Oral presentation. Posters can have keywords to help guide participants with their presentation.

SUGGESTION: create a model poster to show participants.

Activity Steps

Step 1: Give each participant a poster paper. Remind participants that they need to use at least 7 of the keywords above. It would be a good idea to have the keywords projected or written on the board. Give participants around 25 minutes to finish their posters. Allow participants to use their laptops or phones.

Step 2: After time is up (or when all participants are finished), select half of participants to paste their poster somewhere around the room. I would suggest that they spread around the room. These participants will be presenting their posters while the others will be going around to listen.

NOTE: for a more controlled gallery presentation, you can allot participants to presenters and time them. For example, every presenter would have at least one person at their station for 3 minutes before rotating.

Step 3: After a few good rounds of presentations, it is time for the other half of the participants to present. Repeat **Step 2**.

Step 4: Conclude the activity by allowing all participants to go around the room and star three posters/presentations they liked best. You can also go around and give stars. Congratulate winners accordingly and thank everyone for their wonderful posters.

Post-Activity: Discussion Questions

In groups, have the participants discuss how they experienced the activity. Questions:

1. What are some challenges you think your students might face with this activity?
2. What changes might you make for your learners?
3. Have you done a gallery walk before? How was it similar? How was it different?
4. What are some pros and cons of this activity?
5. How do you think your students would respond to this activity?

Activity Rationale

Since saving face is important in Japanese society, this activity is great for warming up Japanese ELs for larger presentations. And not only does it help save face, this activity gives students explicit roles in which, if understood correctly, students would be able to execute. It is also quite common for students in Japan to attend universities outside of their hometown, so this topic is also great for building rapport. Just about any topic would work in a Gallery Walk presentation.

If the content of the lesson is new to students, it would be a good idea to spend some time on the keywords so students can see how they are used. Some warm up questions in **Pre-Activity** is a good place to gauge vocabulary comprehension. In any case, please use your best teacher's discretion.

Note that in the Pre-Activity section, reminding students that you will be selecting some individuals to share their answer is important. This sets Japanese ELs up well so that they can perform a task better. It not only gives them time to form their thoughts, but the expectation is clear from the teacher.