

Teacher's Guide

The techniques and activities for using the faces are simple. Using their imaginations, the authors (the learners) **create identities** for characters. They then **tell stories** about their characters based on a variety of situations and themes. They then have their characters **interact** with one another. The learners can also assume their characters' identities and act and interact in **role plays** and other social and cultural scenarios. The authors can also use the characters as part of **research** into specific cultures, and exploration of the concept of cultural identity.

I. Creating the Characters

1. Choose a face. Create a brief biography of the person as a member of the target culture. Present the character to the class. Then ask the learners questions about the character you have created to elicit the biographical information. For example, this is a sample character that you might present to your class of authors.



This is Moussa Tiemoko. He is 25 years old. He comes from Bamako, Mali. He's Malian. He likes crossword puzzles and conversations with friends. He works in the Central Market. He speaks French and Bambara.

Who's this?
Where is he from?
How old is he?
What does he do?
What is his nationality?
What does he like to do?

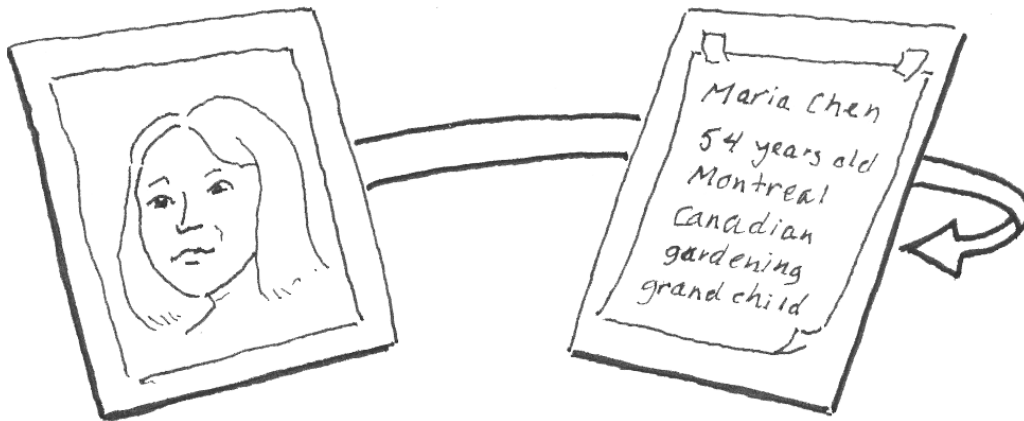
2. Ask the learners to choose a face. Have them create a brief biography of the character, using the same biographical topics.
3. Have all the learners present their characters. Take notes as they do so. Follow up with brief questions and answers to reinforce the information
4. Collect all the characters. Choose one at random and ask the class to provide as much information as possible from memory (the character's author remains silent). If they don't remember, or if they offer incorrect information, ask the character's author to make corrections.

These are sample pages from the Teacher's Guide at the back of the book, *Faces*
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5. With limited proficiency learners, hand out the information about the characters that you have recorded in Step 3, above. With proficient learners, ask them to record this information on an on-going basis. Return the characters to the authors.

Options

- ◆ Have the authors create characters who come from the culture(s) of their own language, or have them create characters from a cultural background of their choice.
- ◆ Have the authors paste the picture of the character on a thicker, stiffer piece of paper, such as a manila folder. This prevents the paper from folding and permits taping to the blackboard or standing the character upright in the chalkboard tray. This backing also allows the authors to tape written notes about their character on the reverse side, which they can consult during an activity.



II. Building Characters

Once the characters are introduced, gradually and periodically have the authors add more information. The purpose is to encourage the learners to use their imaginations in order to create a personal history for their characters. The learners narrate these stories, very much like journalists or authors, using the third person to describe and interpret their characters' actions and interactions.

Topics can include the following:

Name

Age
Birthday
Place of birth
Residence
Occupation
Education
Social class
Religion
Ethnicity
Race
Sexual orientation
Languages spoken
Interests
Hobbies
Likes
Dislikes
Secrets
Hopes
Fears
Dreams
Opinions

Relationships

Friends
Enemies
Rivals/Competitors
Colleagues
Classmates
Romantic partners
Instructors
Mentors
Role models
Heroes/Heroines
Neighbors
Employers/Employees

Personality

Character traits
Physical appearance
Manner of talking
Manner of walking
Body type
Clothing
Jewelry
Personal Possessions
Pets

Family

Marital status
Parents
Children
Brothers
Sisters
Grandparents
Aunts
Uncles
Cousins
In-Laws

Personal History

Ancestry
Important events
Tragedies
Triumphs
Formative experiences
Important places
Important people
Historical times
Missed opportunities
Regrets
Accomplishments
Travels

Favorites

Food
Place
Movie
Music
Cars
Sports

Home

House
Apartment
Neighborhood
Town/City

Routines

Morning
Afternoon
Evening
Nights
Weekdays
Weekends
Chores/Duties

Group affiliations

Teams
Clubs
Organizations
Associations
Political parties
Unions
Interest groups
Religions
Nationalities
Ethnic organizations
Clans/Tribes
Social groups

Comments

- ◆ Decide on a sequence of topics to explore. For example: self, family, home, profession, workplace, daily routines, significant events in life, hopes and dreams, secrets.
- ◆ Encourage the authors to develop details that reflect the personality of the character. These details are best grounded in stories or anecdotes from the character's past.
- ◆ Encourage the authors to explore challenges or difficulties that the characters faced and how these shaped personality, outlook, or attitudes.



When she was 15 years old, Emilie was in a terrible car accident. She was crossing the street when a speeding car ran her over. She almost died, and she spent months in the hospital. Doctors told her that she would never walk again. But Emilie refused to accept this diagnosis. With the help of her family, especially her brother Charles, she worked constantly at her re-habilitation exercises.

Through great effort, she managed to walk once again. Now, she walks slowly, with the help of a cane. Emilie is such a fighter—so determined, resourceful, and optimistic in everything she does. Her favorite saying is "Where there's a will, there's a way."