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Title: The Tuaregs
Level: A2 - 3rd year EFL/ESL learners (14-15 years old)
Duration: 60 minutes
Lesson Focus: Speaking, Vocabulary, and Social-Emotional Learning (SEL)
Cultural Integration: Tuareg (People) culture & Tamashek (Language), dress, values, and desert life
SEL Focus: Empathy, Cultural Awareness, and Respectful Communication

Learning Objectives
- Use vocabulary to describe people and traditional clothing
- Practice expressing feelings and opinions respectfully
- Show understanding and appreciation for cultural differences (Tuareg people, for example)
- Develop empathy through role-play and reflective discussion

Materials Needed
- Images of Tuareg people in traditional outfits (see Appendix 1)
- Short video or slideshow (if possible) Imarhan (For Video transcripts and translation, see appendix 3)
- Vocabulary list and definitions (see Appendix 2)
- Sentence starters for opinions and feelings
- Handout with reflection prompts
Key Vocabulary
Turban, Jewelry, Veil, Nomad, Desert, Community, Identity, Respect, Tradition, Proud, Unity

Stage	Procedure	Stage Aim	Interaction	Time
1. Warm-Up	Ask students: "What do you know about the Tuareg people?"	Get students' attention and	Teacher, students	5minutes

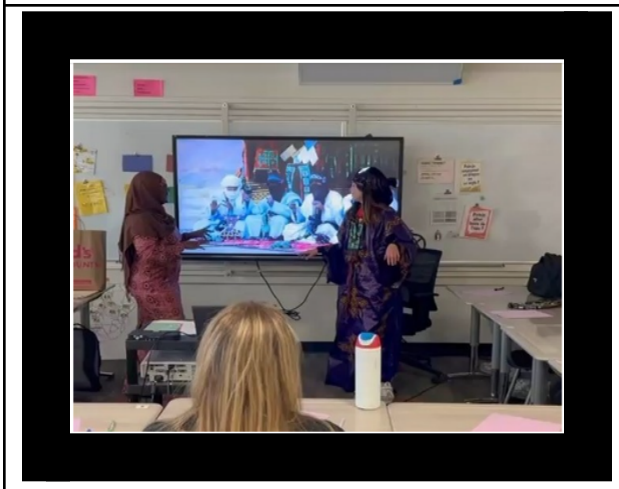
	Show a picture of a Tuareg man with a turban and veil. Ask: - What do you see? - What do you think about his clothes? Introduce the Touareg as a nomadic group from the Sahara region, often referred to as 'The Blue People' due to their indigo-dyed veils and robes.	introduce the lesson		
2. Vocabulary & Culture Input	Teach key vocabulary using images and short sentences. (see appendix 1& 2)	Learn new vocabulary about the Tuareg culture	Teacher, students	5minutes
2. A Practice key vocabulary	Matching images and definitions/ Definitions and new vocabulary.	Use vocabulary to describe people and traditional clothing	Students (individually, in pairs, or group work, depending on the class size)	10minutes
2. B Share 2–3 simple facts about Tuareg values (e.g., hospitality, respect for elders, pride in language and dress).	**Hospitality:** Tuareg people are known for warmly welcoming people, even strangers, and offering them food, tea, and shelter. **Respect for elders:** Elders are highly respected in Tuareg culture. Their advice is valued, and young people are taught to listen to them. **Pride in Language:** The Tuaregs speak Tamashek, a Berber language. They take pride in preserving it through poetry, storytelling, and music. **Pride in dress:** Tuaregs are proud of their clothing. Men wear an indigo turban (tagelmust), and women wear colorful dresses and	Learn about Tuareg culture & show understanding and appreciation for cultural differences.	Teacher-students	5minutes

	silver jewelry, showing identity and culture. Ask: How are these values similar or different from yours?			
3. Speaking Activity: Role-play	Pair students. One is a Tuareg teenager visiting the city for the first time, the other is a local student. **Give sentence starters:** Focus on empathy and respectful listening. Aghali has just joined Linda's class for a few days while visiting the city. **Linda:** Hi, Aghali. How are …? **Aghali:** It's very different... The noise, the buildings…Everything moves so fast. **Linda:** (Smiling) Yeah, it can be .... What do you..? **Aghali:** I think…The silence of the desert and sharing tea with my family in the evening. Here, people seem too busy. **Linda:** (nodding) That sounds ... I'd love to ... What else is special ..? **Aghali:** We value…We welcome ... **Linda:** That's ... I think we should ... Thank you for… I really enjoy... **Aghali:** Thanks for ... That means a lot. (see Appendix 3 for a possible completion)	Practice expressing feelings and opinions respectfully through sentence completion and role play.	Students, students (pair work)	15 minutes
4. Group Discussion: Emotions and	Possible reflections on:	Encourage the use of emotional	Teacher-students	10 minutes

Understanding	- How do you think the Tamashek student feels in the city? I think the Tuareg student might be shy or even lost, especially if it is their first time in such a busy place. They may feel homesick, missing the calm of their desert life, their family, or the tradition they are used to. It's possible they feel a little curious. - What would you do to make them feel welcome? I would start by being kind and open, making sure they feel seen and respected. I'd take time to listen to them, ask about their culture, and share things about mine too: with respect and interest. I will introduce them to my friends to help them socialize.	vocabulary (e.g., proud, shy, curious, respect).		
Assessment	- Informal observation during pair and group work - Quality of participation and empathy in discussion - Completion of the reflection worksheet	Help and guide students in their learning process	Teacher-students	
Extension Ideas	- Create a mini poster describing a culture students admire (can be local or global) - Invite a guest speaker from the Tuareg community if possible - Listen to Tamashek music and describe feelings it evokes, Kader Tarhanin Leyla	Extend students' knowledge about Tuareg culture.	Teacher -students - (guest speaker)	
5. Reflection	Distribute handouts with prompts: - What did I learn today?	Self-evaluation	Teacher-students	10 minutes

	- How can I show respect to people from other cultures? - What do I admire about the Tuareg culture? Ask volunteers to share a few thoughts.			

Appendix 1: Pictures of Tuareg people

 *Hadizatou. (2024). Presentation on Tuareg Culture at Greely, Colorado (Central High School) [Personal photograph].*	 *Image credit: Koumama Tuareg Jewelry. (2018)*

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Hadizatou. (2024). My daughter in her Tuareg traditional outfit. [Personal photograph].



Image credit: Pixabay images. Libya Tuaregs



Getty Images. (n.d). Tuareg Tribesman with sword near Agadez [Photograph], Getty Images. Used for educational purposes



Hadizatou. (2024). My niece's wedding day [Personal photograph]

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Hadizatou. (2024). My niece and her bridesmaids [Personal photograph].



1Hadizatou. (2024). Fulbright TEA 2024 Culture Day [Personal photograph].

Appendix 2: Vocabulary words and their definitions

Word	**Definition**
A. Desert	1. A dry, sandy area with very little rain.
B. Jewelry	2. Decorative items like rings or necklaces.
A. Turban	1. A long cloth wrapped around the head.
B. Nomad	2. A person who moves from place to place.
C. Community	3. A group of people who live or work together.
D. Identity	4. The things that make you who you are.
E. Respect	5. Treating others kindly and valuing their opinions.
F. Tradition	6. custom or way of doing things passed down over time.
G. Proud	7. Feeling happy about something you or others did.

Appendix 3: One possible completion for the role play

Scene: School break time

Aghali has just joined Linda's class for a few days while visiting the city.

Linda: Hi, Aghali. How are you finding the city so far?

Aghali: It' very different from what I am used to. The noise, the buildings…Everything moves so fast.
Linda: (Smiling) Yeah, it can be overwhelming at first. What do you miss most from home?
Aghali: I think…The silence of the desert and sharing tea with my family in the evening. Here, people seem too busy.
Linda: (nodding) That sounds peaceful. I'd love to experience that. What else is special in your culture?
Aghali: We value hospitality even if we don't have much; we welcome guests with all our hearts, and we deeply respect our elders.
Linda: That's beautiful. I think we should all learn from that. Thank you for sharing, Aghali. I really enjoy hearing about your culture.
Aghali: Thanks for listening. That means a lot.

Appendix 4: Video Transcripts and Translation

Tamashek: Ehad ehdid odwa Ad adwin etraness Achal ed afo Ad agloun imarhanet Awindeur achinkad ifalan aranet Idach michi adjen id idakan igachranet Algafyat ibass tila Adjitan chindjaness Ed awindeur amshashwar tamzaladj tarhaness, Akim oulhin imar hi derhaness Imar hi tarhaness.

English: The Gazelle. When night falls, the stars disappear. When day breaks, those who love her disappear. This is the story of a gazelle who is forced to abandon her child. Danger has come to her homeland. Peace no longer resides there. Her enemies are legion. It's a scramble, in which her love was lost. My heart remains, seeking its desire, searching for the one it loves.

Imarhan.(2021,October 13). Achinkad (Official Video) [Video], YouTube

https://www.youtube.com/watch?v=r69nsxvLFJA

Imarhan. (2021, October 13). Achinkad [Song lyrics and English translation] [Video], YouTube,

https://www.youtube.com/watch?v=1xZMn5uYoKy

Keywords:

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