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| **Outcomes** | |
| **Learning Outcome(s)** | * **Listening**: You can understand short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine. * **Speaking**: You can give simple descriptions of concrete objects, people or experiences in a few short sentences. * **Reading**: You can understand the purpose, main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics. * **Writing**: You can complete a short, simple forms that require basic personal or familiar information and some responses to simple questions. |

CLB 3 Abilities Lesson Plan

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| **Assessment** | | | | | | | | |
| **Summative Assessment** | | | N/A | | **Formative Assessment** | | Handout- Writing an Email | |
| **Preparation** | | | | | | | | |
| **Ed**  **Tech** | Computer/tablet/smart phone | | | **Resources** | | * Pens/Pencils/ * highlighters * Handouts | |  |
| **Time Allotment** | | **Content/Description** | | | | | | |
| *Flexible* | | **Introduction**:   * Give **Handout- Preview** * Have learners identify familiar vocabulary. You can check the answers as a class, or, check understanding as they appear in the upcoming activities. * You can review some of the answers as a class. These activities and questions will appear again in Reading Lesson #6. Learners can reflect on and expand on their answers/understandings then. * Explain that the topic of this lesson is *abilities*. We will be using the term *people with different abilities* to avoid using ableist language that frames disability as a *deficit*. Disability is often a political term used to create a political identity/special interests group—not all people with different abilities self-describe as ‘having disability’ or ‘being disabled’. * Explain that the learners are going to learn new words, listen to a story from someone who self-identifies as being blind, read about what help means people with different abilities, and speak and write about their learning. It is important to note that we are not framing help from an ableist perspective, but that individuals with different abilities should be able to decide *what help means to them*.   **Caution: avoid framing the discussion of ability/disability as ‘people who are not us’.** People with differing abilities ARE us. We are all people of varying degrees of ability. | | | | | | |
| *Flexible* | | **Activity #1: Vocabulary for Listening**  **Teacher Prompts/Cues/Explanations:**   * Give **Handout-Vocabulary for Listening.** Check the answers as a class. | | | | | | |
| *Flexible* | | **Activity #2: Listening Comprehension Questions**  **Teacher Prompts/Cues/Explanations:**   * Explain that they are going to watch a video. In this video, someone who self-identifies as blind talks about his experience. Note that not everyone who is ‘legally blind’ has lost 100% of sight. Lorne, in the video, self-identifies as blind and has lost 100% of his sight. You might hear people use the term “someone with low vision” as opposed to “blind”. * Give **Handout – Listening Comprehension Questions.** Go over the questions so the learners know what they need to listen for. * Have the learners answer the questions. Check their answers together as a class. * **Possible discussion:** Lorne says that “I was born with sight”. He does not say “I was born normal”. Lorne uses language that does not stigmatize his change in ability. Depending on time/the class, this is an opportunity to draw attention to Lorne’s important choice of words and facilitate discussion about the importance of the words we choose. * Explain that they are going to read about what help means to people with different abilities after this. | | | | | | |
| *Flexible* | | **Activity #3: Reading - Helping**  **Teacher Prompts/Cues/Explanations:**   * Give **Handout- Reading -Helping.** First, work as a class to identify different pieces of information in the text. Then, have the learners read the information and answer the comprehension questions. Check their answers together as a class. * Explain that they are going to speak about what help means to people with different abilities after this. | | | | | | |
| *Flexible* | | **Activity #4: Reading – Helping 2**  **Teacher Prompts/Cues/Explanations:**   * Give **Handout- Reading -Helping 2.** * Work on the vocabulary. * Then, have the learners read the information and answer the questions. * Check their answers together as a class. You can review their answer from the first activity (Preview) and see if they want to change their answers or add to their answers. * Explain that **disability means there is something in the environment that prevents someone from doing something. There is a barrier. A barrier stops us from thinking, learning, or moving easily. Sometimes, having a ‘disability’ means we don’t have the right tools. Sometimes, a ‘disability’ means our environment is not right for us. Sometimes, society is the barrier. Understanding this is important to define what help means to people with different abilities. People define help for themselves. Many people also choose not to use the word disability to describe themselves. They do not see themselves as disabled. Would people who wear glasses describe themselves as disabled?** Many people say that disability is often framed as ‘how uncomfortable or inconvenient the difference is for people with more abilities’. * Explain that they are going to use the information from this activity in the next two activities, speaking and writing. | | | | | | |
| *Flexible* | | **Activity #5: Speaking- Helping**  **Teacher Prompts/Cues/Explanations:**   * For this activity, we will be summarizing the information we read. * Give **Handout- Speaking- Helping.** * Have the learners practice individually. * Have the learners share their answers in pairs. * Explain that they are going to interview a partner asking what s/he has learned about what help means to people with different abilities after this. * **Observe your learners and provide feedback.** You could use this as evidence of Skill-Using activity (formative assessment) to be added to their PBLA binder (in LINC). | | | | | | |
| *Flexible* | | **Activity #6: Interview**  **Teacher Prompts/Cues/Explanations:**   * In this activity you are going to ask a partner about what he/she has learned about what help means to people with different abilities. * Give **Handout- Partner Interview.** Have the learners work on the questions in pairs. * Check their answers together as a class.   **Facilitate discussions about what help means to people with different abilities. Discuss that help means something different to each individual, and that the person with the ‘disability’ should set the parameters for help.** We should not impose our own understanding of help. **(Possible expansion lesson/discussion: Platinum Rule vs. Golden Rule.)** Discuss both visible and invisible disabilities. Also, discuss what we can do for inclusion. **Caution: avoid framing the discussion of ability/disability as ‘people who are not us’.** People with differing abilities ARE us. We are all people of varying degrees of ability. | | | | | | |
| *Flexible* | | **Lesson Closure/**  **Activity #7: Writing an Email**   * Give **Handout- Writing an email.** * **Review email writing rules if necessary.** * Have the learners write an email to you, and explain what they learned about what help means to people with different abilities in Canada. * **Collect the handout and provide feedback.** You could use this as evidence of Skill-Using activity (formative assessment) to be added to their PBLA binder (in LINC). | | | | | | |