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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 get information from simple formatted texts.
* **Writing**: You can complete a short, simple forms that require basic personal or familiar information and some responses to simple questions.

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CLB 3 Diversity and Occupations 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
* Memory game
* Resume handouts
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| **Time Allotment** | **Content/Description** |
| *Flexible* | **Introduction**: * Give **Handout- Introduction**
* Have learners answer Q1. Check the answers as a class.
* Have the learners answer Q2- Q5 individually. Then have them do Q6 -Q9 in pairs.
* Go over the learners’ answers as a class. **Facilitate a discussion about gender roles and responsibilities using Q5 and Q9.**
* Explain that the topic of this lesson is *occupations*.
* Explain that the learners are going to learn new words, reading resumes and a story about some people’s jobs.
* Explain that they are also going to talk about work/family life balance in Canada and look at similarities and differences between Canada and students home countries.
* Explain that they are going to make their own resumes using a template.
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| *Flexible* | **Activity #1: Memory Game****Teacher Prompts/Cues/Explanations:*** This memory game helps you recognize different occupations, by using your memory to match each picture to the occupation. For example, if you turn over the paper with the picture of the police officer, you must then turn over the paper with the words “Police Officer”.
* **How to Play:**
	+ break the class into small groups.
	+ Start by cutting out all of the occupations and pictures found in the **Handout- Memory Game PDF**
	+ Once everything is cut, place all of the papers face up.
	+ Give the learners about 2 minutes to try to memorize where each picture and its title are.
	+ After the 2 minutes are over, turn all the papers face down.
	+ The learners will now have to try to turn over each picture and its corresponding occupation title by using their memory.
* This game will not only train the learners’ memory, but will also help them put a face to every occupation, so they know where to find them in the community, and what they may be wearing or doing.
* Give **Handout-Memory Game Vocabulary Review.** Check the answers as a class.
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| *Flexible* | **Activity #2: Applying for a Job****Teacher Prompts/Cues/Explanations:*** Give **Handout - Applying for a Job.** Have the learners answer the questions. Check their answers together as a class.
* Explain that they have to have a document called a resume to apply for a job in Canada.
* Explain that resumes are documents which include information about education, previous work experience, skills, etc. This is important information for employers to know before hiring them because it is how the employers will assess whether or not they are qualified for a job.
* Explain that they can’t use the same resume for different jobs. They need to tailor their resume so the information the employer is specifically looking for is in their resume. Every job is different. You need to analyze job postings to identify what each employer is looking for.

**Guiding/Prompting Questions/Check for Understanding:*** What are resumes used for?
* What kind of information do you find in resumes?
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| *Flexible* | **Activity #3: Reading a Resume****Teacher Prompts/Cues/Explanations:*** Give **Handout- Reading Resume 1.** First, work as a class to identify different pieces of information in a resume. Then, have the learners read the resume and answer the comprehension questions. Check their answers together as a class.
* Repeat the process using **Handout- Reading Resume 2**.
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| *Flexible* | **Activity #4: Occupations Video****Teacher Prompts/Cues/Explanations:*** Explain that they are going to watch interactive videos. It is called an interactive video because you can pause and play the video whenever you’d like. Also, there are also questions for you to answer.
* Explain that they are going to watch the videos to learn about different occupations.
* The learners should pay attention to the speakers’ occupations, and how they help their communities.
* Give **Handout- Occupation Videos**. The handout has the QR codes (weblinks) below.

Nesmah (Participant One – Easy):<https://edpuzzle.com/media/5cfed39b5bd3b540a82f192b>Alejandra (Participant Two – Easy): <https://edpuzzle.com/media/5cff07c35bd3b540a8301923> |
| *Flexible* | **Activity #5: Concise Profiles****Teacher Prompts/Cues/Explanations:*** For this activity, we will be reading brief profiles of two people you saw in the videos.
* Each profile has the person’s name, occupation(s), and the skills they require for their job.
* Give **Handout- Concise Profiles.**
* Have the learners read the profiles out loud in pairs. Have them use a dictionary if they find words they don’t know.

**Guiding/Prompting Questions/ Check for Understanding:*** Which occupation is more interesting? Explain.
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| *Flexible* | **Activity #6: Interview****Teacher Prompts/Cues/Explanations:*** In this activity you are going to hear Alejandra’s interview to learn about her profile more in detail.
* Give **Handout- Interview.** Have the learners read the interview script and answer the questions.
* Check their answers together as a class.

**Facilitate discussions about gender roles and responsibilities**:Q12. Alejandra is a working mother. Do mothers stay home or work outside their home in your country? Q13. Alejandra and her husband clean the kitchen together. Is that normal in your country? Explain.Q14. What advice do you have for husbands in Canada?Q15. What advice do you have for wives in Canada?

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| Discuss the learners’ **feelings** and **judgements** towards **similar/different** ideas of gender roles and responsibilities. Also, discuss **strategies** to be successful as a family in the **Canadian context** they live in now. |

**Guiding/Prompting Questions/ Check for Understanding:*** What did you learn in this lesson? Explain.
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| *Flexible* | **Activity #6: Writing a Resume** * Give **Handout- Writing a Resume.** Have them fill in the blanks to make their own resume. If necessary, go back to **Handout- Reading Resume 1** to review the components in a resume.
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|  | **Lesson Closure/Cliffhanger:** * 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 diversity and occupations 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).
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