Diversity and Parenting in the Canadian School System Plan CLB3

Overview: This mini unit seeks to help people new to the school system to become more familiar and comfortable with some aspects of school life that involve adults. From navigating school websites to participating in parent-teacher interviews, this mini unit will support students in exploring the education system in Alberta. These lessons can also be used as isolated lessons if the situation calls for a specific focus.

Rationale: Through activities that involve reading, writing, listening and speaking, students prepare themselves for interactions within the school system. Parental involvement is important, as new students come to Canada with their families, and these lessons help parents and other involved family members become familiar with some aspects of the educational system. Hopefully by discussing things like cultural differences and parenting styles both parents and other caregivers will feel more equipped to be involved in the education of their families.

Mini Unit Layout

Lessons:

1. SchoolZone
2. Report Card
3. Voicemail
4. Email
5. Parent/Teacher Interview

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| --- | --- |
| Title | SchoolZone |
| Level | CLB 3 |
| Duration | 2 hours |
| Topic Outcomes | **Speaking CLB 3**  Getting Things Done   * Make and respond to an expanding range of simple requests related to everyday activities.   **Reading CLB 3**  Comprehending Information   * Understand the purpose, main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics.   Getting Things Done   * Get information from simple formatted texts |

**Procedure**

* Give **Handout-Introduction.** Have students answer the questions individually, and then in pairs. Check the answers as a class.
* Bring up a school website from around the area and look at the various tabs on the website. e.g. https://epsb.ca(Edmonton Public Schools)
* Give **Handout-Reading- SchoolZone**. Go over the instructions as a class. Have students answer the questions individually, and then in pairs. Check the answers as a class.
* Give **Handout-Reading- SchoolZone2**. Go over the instructions as a class. Have students answer the questions individually, and then in pairs. Check the answers as a class

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| Title | Report Cards |
| Level | CLB 3 |
| Duration | 1 Hour |
| Topic Outcomes | **Reading CLB 3**  Getting Things Done   * Get information from simple formatted texts |

**Procedure**

**Report Cards**

* Give **Handout-Reading Report Card.** Have students answer the questions individually, and then in pairs. Check the answers as a class.

**Interview Time**

* Have the students highlight that the interview time listed on the report card. Imagine that the time doesn’t work for the parent (student). The students are going to contact the teacher to reschedule the meeting next.

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| --- | --- |
| Title | Voicemail |
| Level | CLB 3 |
| Duration | 1 Hour |
| Topic Outcomes | **Listening CLB 3**  Getting Things Done   * Understand expressions used to attract attention and to request assistance in situations of immediate personal need. |

**Procedure**

**Report Cards**

* The students highlighted the interview time in the report card. Now, the students are going to practice leaving a voicemail for the teacher to reschedule the meeting.
* Give **Handout-Listening Comprehension Questions.** Have students answer the questions individually, and then in pairs. Check the answers as a class.

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| --- | --- |
| Title | Email |
| Level | CLB 3 |
| Duration | 1 Hour |
| Topic Outcomes | **Writing CLB 3**  Getting Things Done   * Write short, simple business or service messages. |

**Procedure**

**Report Cards**

* The students highlighted the interview time in the report card. Now that they’ve practiced leaving a voicemail, they are going to practice writing an email to the teacher to reschedule the meeting.
* Give **Handout-Writing- Email.** Discuss some differences between voicemails and emails in terms of what information to include and how to organize the information.
* Collect the handout and provide feedback.

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| --- | --- |
| Title | Parent Teacher Interview |
| Level | CLB 3 |
| Duration | 2 hours |
| Topic Outcomes | **Speaking CLB 3**  Interacting with Others   * Opens a conversation * Initiates and responds appropriately to introductions and leave-takings * Initiate and responds appropriately in short routine exchanges about self and another person * uses an expanding range of curtesy formulas and small talk phrases * uses simple questions to ask about another person * indicates comprehension and communication problems verbally, if needed |

**Procedures**

**Getting to School**

* Have students use Google Maps and find the school their children attend. Discuss the modes of transportation.

**Sample interview script**

* Give **Handout- Sample Interview Script**. Read the example parent-teacher interview script. You could have one student read the lines for the parent, while you read the teacher’s lines. Then, have the students practice reading the script in pairs a few times.

**Practice Interview**

* Give **Handout- Practice Interview**. Now that the students have read the sample interview script, have them fill in the blanks with their own information. Then, have them practice their own interview with a partner. Provide feedback.

**Closing**

* Discuss what they enjoyed learning in this mini-unit. Discuss similarities and differences in terms of school cultures and parenting, and discuss strategies for you and your children to be successful in the Canadian context.