



LAES has developed a series of immigrant issue instructional modules entitled "Tierra de Oportunidad" for orientation to our complex society.

Sample Lesson Plan

Lesson Plan: 05.

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Objectives
Learners & Context
Room Setup
To Bring
To Do Ahead
Media Used
Events

- Warm Up
- Introduction
- Vocabulary
- Reading
- Discussion
- Problem Solving
- Break
- Sequencing
- Role Play
- Application
- Evaluation
- Closure

Objectives

- To interpret information about support systems
- To list sequential steps in applying for support.
- To compare and contrast various support systems.
- To complete an application for SDI.

Learners & Context

ESL 5th to 7th level, adult students from Spanish linguistic background. Average ability of the group is medium. The range of ability is wide. Motivation is high. The size of the group is between 11 and 30. There are many learners whose English is limited.

Room Setup

- Chairs and small tables for flexible group work.
 - Overhead, screen and flip chart.
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To Bring

- Transparencies
 - Handouts
 - Flip chart markers
 - Applications for SDI
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To Do Ahead

- Go or call EDD for application for State Disability Insurance.
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Media Used

- Overhead
 - Print
 - Flip chart
-

Events

Warm up (*approx. 10 min*)

Teacher asks students if they know of someone who was hurt and could not continue on their job. Ask if the injured person received any kind of support services.

Introduction (*approx. 15 min*)

Teacher states the objectives of the lesson.

Students will be able to:

- interpret information about support systems
- list sequential steps in applying for support
- compare and contrast various support systems
- complete an application for SDI

You will also practice:

- acquiring and evaluating information
- interpreting and communicating information
- interacting with agency personnel

Vocabulary (*approx. 15 min*)

Teacher projects a list of vocabulary words:
Students work in pairs to define the words and to write a sentence using the words.
Teacher asks students at random for their definitions and sample sentences.

Reading (approx. 20 min)

Teacher gives each pair of students a reading handout and a statement handout.
Student pairs read and prepare questions to match the statements in the handout.
Two pairs work together to double check their questions.
Teacher walks around the room answering questions and explaining as necessary.

Discussion (approx. 20 min)

Students in groups of four discuss the information from the reading.
Students compare different support systems and contrast the requirements for each system.

Problem Solving (approx. 20 min)

Teacher provides simulated situations to the students. One situation per group of four students.
Students review their assigned situation and problem solve the best possible support service.
A speaker from each group presents the situation and solution to the group.

Break (approx. 15min)

Teacher calls roll and does other classroom administrative duties. Students may stretch, use the restroom, or get some refreshments.

Sequencing (approx. 15min)

Students prepare a list of sequential steps necessary to apply for support services.
The list can be written on a flip chart to post in the room.

Role Play (approx. 20 min)

Students in pairs prepare a dialog to simulate communicating with a support services official.
After practicing the dialog, each pair presents their role play to the class.

Application (approx. 15min)

Teacher hands out an application for State Disability Insurance.
Students complete the application describing themselves and an imaginary work related injury.

Evaluation (approx. 15 min)

Students reflect on what they have learned. Volunteers can state orally what they feel they gained through these activities.

Closure (approx. 5 min)

Teacher reviews the objectives of the lesson.

You were able to:

- interpret information about support systems
- list sequential steps in applying for support
- compare and contrast various support systems
- complete an application for SDI

You also practiced:

- acquiring and evaluating information
 - interpreting and communicating information
 - interacting with agency personnel
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