



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: 03. Unemployment Insurance

Author: Holda Dorsey

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

- Introduction
- Presentation
- Vocabulary
- Matching
- Reading
- Quiz
- Break
- UI Claim
- Writing
- Role Play
- Reflection
- Evaluation

---

### Objectives

- To interpret terms such as: laid off, fired.
  - To explain Unemployment Insurance.
  - To interpret and complete forms.
  - To role play interaction with claims officer.
  - To participate as a member of a team.
  - To record information accurately.
  - To apply rules and principles to a situation.
- 

### 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 to facilitate pair or small group activities.

---

## To Bring

- Transparencies: objectives, vocabulary, questions, UI claim
- Handouts: Reading, UI forms
- 3 x 5 Vocabulary Cards

---

## To Do Ahead

- 3 x 5 vocabulary cards.
- Pick up Unemployment Insurance Claim Forms from EDD.
- Transparencies.

---

## Media Used

- Overhead
- Print
- Reading

---

## Events

### **Introduction (*approx. 10 min*)**

Teacher surveys the class orally to see who has been unemployed, in the last three months, six months, or year.

Students describe if they applied for unemployment insurance and whether it was easy or hard.

Students describe if they did not apply for unemployment insurance and why.

### **Presentation (*approx. 10 min*)**

Teacher states the objectives of the lesson.

You will:

- interpret terms such as: laid off, fired;
- explain Unemployment Insurance;
- interpret and complete forms;
- role play interaction with claims officer.

You will also practice:

- participating as a member of a team;
- recording information accurately and completely;
- applying rules and principles to a situation and determining resolution.

### **Vocabulary (approx. 20 min)**

Teacher hands out 3 by 5 cards with vocabulary words:

laid off	fired	walked off	strike
pink slip	docked	seniority	notice
quitting	resigned	retired	probation
contract	demoted	reinstated	attrition
downsize	hiring freeze	relocate	leave of absence
family leave	sick leave		

Students work in pairs or small groups to define the vocabulary words.

Teacher calls on students at random to explain a vocabulary word to the group.

### **Matching (approx. 20 min)**

This is a variation of "Jeopardy".

Teacher collects all 3 by 5 cards and shuffles them.

Students form two groups. Each Group selects a recorder.

The recorder will write the points accrued by the team.

There is one point for each correct answer.

The teams will formulate grammatically correct "Wh" questions, using the word stated by the teacher.

The teams will take turns, if a team misses the other team can try for an extra point.

Example: Teacher says: "Fired"

Team member says: "When was George fired from his job?"

### **Reading (approx. 20 min)**

Teacher separates the students in two groups.

Group A becomes familiar with the information in Handout 1.

Group B become familiar with the information in Handout 2.

Each student in the group becomes an expert on the topic by reading, discussing, and analyzing the information.

Groups A and B merge to form groups of 5 or 6 students where they teach each other.

### **Quiz (approx. 15 min)**

Teacher asks a question, students in groups of 5 or 6 consult with each other to make sure everyone in the group knows the answer. Then one student is called upon to answer.

What workers are eligible for Unemployment Insurance?

What are the Unemployment Insurance benefits?

How can a person qualify to receive Unemployment Insurance?

What information should a worker keep?

**Break (approx. 15min)**

Students may take 15 minutes to stretch, walk around, have some refreshments, or use the facilities.

**UI Claim (approx. 15min)**

Teacher shows a sample UI claim on a transparency and walks the students through it by asking questions:

Where do you write your name?

What does item 7 refer to?

Where do you write the date you last worked? Where do you write the information about your last employer? Ect.

**Writing (approx. 10 min)**

Students complete a sample UI claim. Teacher walks around checking that the form is completed correctly and neatly.

**Role Play (approx. 20 min)**

Students work in groups of four.

The group reviews the UI claims.

Three of the students role play the interviewers, the fourth responds to their questions regarding the claim.

The interviewer decide if the claim is valid or not.

They rotate until all four claims have been analyzed.

**Reflection (approx. 15min)**

Students reflect on what they have learned. Volunteers may express their thoughts aloud to the class.

**Evaluation (approx. 15 min)**

Students review the objectives presented and evaluate their personal knowledge gain.

You can:

- interpret terms such as: laid off, fired, walked off;
- explain Unemployment Insurance benefits and eligibility;
- interpret and complete UI forms;
- role play interaction with claims officer.

You also practiced:

- participating as a member of a team;
- recording information accurately and completely;
- applying rules and principles to a situation and determining resolution.

*Services Division, funded by contract #4213 of the Federal P.L. 100-297, Section 353 with California State University Institute and Hacienda LaPuente USD. However, the content does not necessarily reflect the position of that unit or of the U.S. Office of Education. 1997*