



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: 07.

Author: Holda Dorsey

Objectives

Learners & Context

Room Setup

To Bring

To Do Ahead

Media Used

Events

- Discuss Aspirations
- Objectives
- Motivation
- Vocabulary
- Lecture
- Information Sharing
- Prepare Questions
- Interview School Counselor
- Break
- Rights and Responsibilities
- Action Plan
- Reflection
- Closure

Objectives

- acquire and evaluate information on Financial Aid
- compare and contrast various kinds of Financial Aid
- prepare an action plan for continuing education
- work cooperatively with others
- use problem solving skills

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

- Transparency of Objectives
 - Articles: Borrower Responsibility and Borrower Rights
 - Vocabulary Cards
 - Action Plan Form
 - Financial Aid Chart
-

To Do Ahead

- Prepare notes for eligibility requirements.
 - Invite school counselor to class to discuss Financial Aid opportunities.
-

Media Used

- Overhead
 - Blackboard
 - Vocabulary Cards
 - Teacher Notes
 - Chart
 - Guest Speaker
 - Articles
 - Form
-

Events

Discuss Aspirations (*approx. 15 min*)

Teacher instructs students to sit in groups of three or four.

In their group students share their aspirations for the future for themselves or their children. They discuss the kind of education needed, and the cost of higher education.

Each group reports back to the class

Objectives (*approx. 1 min*)

Teacher displays transparency and reviews objectives of the lesson, tying them to the students' aspirations.

You will be able:

- acquire and evaluate information on Financial Aid;
- compare and contrast various kinds of Financial Aid;
- prepare an action plan for continuing education.

You will also practice:

- working cooperatively with others;
- using problem solving skills.

Motivation (*approx. 10 min*)

Teacher reviews students' comments about the cost of Higher Education and asks what they know about Financial Aid opportunities.
While listening to their responses, teacher writes on the board ideas related to program, who, what, how, when, other considerations.

Vocabulary (approx. 15 min)

Teacher distributes different vocabulary cards and "Important Terms" handout to each student.
Students read about the word in the handout and prepare a simple definition to share with the class.
Teacher monitors and assists with vocabulary or concepts.
Students explain their vocabulary word to the class.

Lecture (approx. 10 min)

Teacher briefly describes various Federal Financial Aid programs.
Students take notes.

Information Sharing (approx. 15 min)

Students in groups of four complete Financial Aid chart based on their notes.
Teacher monitors students work and facilitates discussions.
Students complete a class chart showing all the information recalled.

Prepare Questions (approx. 10 min)

Teacher informs the students that a guest speaker will be arriving soon to respond to their questions about Financial Aid.
Students work with their group to prepare a list questions to clarify their understanding of financial aid opportunities.
Teacher asks each group to select a representative to ask their questions.

Interview School Counselor (approx. 29 min)

Teacher welcomes and introduces the visiting school counselor.
Students welcome the counselor.
Teacher explains that the students have been researching Financial Aid opportunities for themselves and for their children.
Teacher introduces group representatives.
Representatives from each study group ask questions to clarify and verify their understanding.
If there is time, students at large may ask other questions that might have arisen.
Students thank the speaker.

Break (approx. 10 min)

Students may take a few minutes to stretch, walk around, change places.
Teacher completes attendance records and other necessary paperwork.

Rights and Responsibilities (approx. 20 min)

Students are divided in two groups.
Group A reads about Borrower Responsibilities. Group B reads about Borrower Rights.
Each student in the group becomes an "expert" on the topic by discussing and clarifying the information read.
Upon returning to their group of four, each one in turn teaches the group.
All students respond to questions based on all aspects of the topic.

Acion Plan (approx. 20 min)

Students in groups discuss and problem solve how, when, and where they or their children will continue their education.

Students review what adjustments need to be made in their life style.

Teacher monitors the groups to see that all students are participating and to respond to process questions.

Students prepare an Action Plan.

Reflection (approx. 15 min)

Students take ten minutes to reflect on what they have just learned.

Students list points to discuss with their teenage children and family.

Students might share their thoughts with the class.

Closure (approx. 10 min)

Instructor reviews objectives presented.

In this lesson, you:

- acquired and evaluated information on Financial Aid;
- compared and contrasted various kinds of Financial Aid;
- prepared an action plan for continuing education.

You also practiced:

- working cooperatively with others
- using problem solving skills

Students may comment on the value of information learned.

Authors: Ed Kissam and Holda Dorsey

A project of the California Department of Education, Youth, Adult and Alternative Educational 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