



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: 11.

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Objectives

Learners & Context

Room Setup

To Bring

To Do Ahead

Media Used

Events

- Warm up
- Introduction
- Brainstorm
- Selection
- Discussion
- Solutions
- Report back
- Break
- Define situation
- Discuss ways
- Prepare role play
- Acting
- Reflection
- Planning
- Closure

Objectives

Students will be able to:

- identify problematic lifestyle differences;
- define solutions to such problems;
- role play effective and ineffective ways to address the problems;
- acknowledge role changes necessary for success.

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 allow for small group interaction.
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To Bring

- Sticky colored-dots
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To Do Ahead

Media Used

- Overhead
 - Sticky dots
 - Paper/pencil
-

Events

Warm up (*approx. 8 min*)

Teacher can tell a story, from personal experience, to make the lesson concrete and personal.

For example, tell the students about coming to this country, or to California, or entering into a marriage, or going away to college, and the lifestyle differences that created some problems for you, and what you did to adjust.

Introduction (*approx. 7 min*)

Teacher with the use of a transparency states the objectives of the lesson.

You will be able to:

- identify problematic lifestyle differences
- define solutions to such problems
- role play effective and ineffective ways to address the problems
- acknowledge role changes necessary for success

You will also practice:

- identifying conflicting pressures
- questioning and weighing traditional and contemporary values
- communicating uncertainties or perspectives on problems

Brainstorm (*approx. 10 min*)

Teacher asks students to brainstorm what they see as lifestyle differences that cause problems for Latino women in the US.

Students generate ideas quickly without stopping to judge their worth.
Teacher writes ideas on the blackboard.

Selection (*approx. 10 min*)

Students and teacher clarify meaning of brainstorm ideas.
Teacher gives each student five sticky colored-dots.
Students are to paste their sticky dots on the ideas that are most important to them.
When students finish "spending" their dots, teacher and students count to select the 5 or 6 most important problems to be studied.

Discussion (*approx. 10 min*)

Teacher asks students to form 5 or 6 groups, according to the number of problems selected.
Each group will select a problem.
Students will discuss and examine the causes of the problem.
Teacher will walk around, monitor and encourage participation by all.

Solutions (*approx. 10 min*)

Students identify a variety of possible solutions and analyze their consequences in order to make informed choices.

Report Back (*approx. 15 min*)

Students report back stating:

- the problem analyzed
- the causes examined
- the possible solutions found and the consequences of each solution
- the groups' chosen solution

Students will also respond to questions from the class.

Break (*approx. 10 min*)

Students may take a few minutes stretch, visit the facilities, get something to drink.
Teacher completes attendance records and other paperwork.

Define Situation (*approx. 5 min*)

Teacher asks students to sit in groups of three, representing mother, father, child.
Teacher reviews the problems from the brainstorm session, and asks groups to select a

situation relevant to themselves.

Discuss Ways (approx. 10 min)

The groups analyze the selected situation and discuss effective and ineffective ways to address it.

Teacher walks around monitoring and assisting as necessary.

Prepare Role Play (approx. 15 min)

Teacher asks students to prepare a role play simulating "the family" interacting effectively or ineffectively to address the situation.

Acting (approx. 15 min)

Student groups perform their role play and respond to questions and comments from the class.

Reflection (approx. 15 min)

Teacher asks students to reflect on what they learned and experienced.

Teacher asks students to focus on their feelings toward the group: Was it supportive? Was it easier to think as a group or as an individual? Can the group become a support network for other situations? Students might want to share their reflections with the class.

Application (approx. 10 min)

Teacher ask students to think back to when they first arrived in the United States, in California, in the school, and list what they found so different that they could not accept it.

Planning (approx. 10 min)

Teacher asks students to write a statement about what adjustment they made or plan to make to overcome what they found so different that they could not accept it.

Closure (approx. 8 min)

Teacher with the use of a transparency reviews the objectives of the lesson.
You are able to:

- identify problematic lifestyle differences
- define solutions to such problems
- role play effective and ineffective ways to address the problems
- acknowledge role changes necessary for success

You also practiced:

- identifying conflicting pressures
- questioning and weighing traditional and contemporary values
- communicating uncertainties or perspectives on problems

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