# Lesson Plan (CLB 3 RW)

**Theme:** Diversity and Inclusion **Module:** Immigrant Seniors **Level:** CLB 3

**Approximate Total Time:** 1 hour

## Background Notes to Instructor

**New Vocabulary:** all around the world, diversity, older person, older man, older woman, older adult, older people, senior, 55+, 65 years old

# Module Overview

**CLB descriptors, drawn from CLB 3, Reading and Writing:**

| CLB 3 | Statements |
|---|---|
| **Reading**<br>Comprehending Information | Understand the purpose, main idea and some details in simple, short texts related to everyday familiar and personally relevant situations and topics (CLB 3)<br>• Gets the gist<br>• Identifies key information and main idea<br>• Identifies key events, people, places, and things (who, what, where, and when) |
| **Writing**<br>Getting Things Done | Complete short, simple forms that require basic personal or familiar information and some responses to simple questions. (Forms contain about 12 to 15 items and have clear labels and area in which to write.) (CLB 3)<br>(Writing is about one paragraph)<br>• Includes the required basic information with no major omissions |

## Outcomes

**By the end of this module, learners will be able to**

*Outcomes related to chart reading:*

- Identify words for older adults
- Identify countries on a world map
- Identify similarities and differences

## Activity Overview

| | | Approximate time | Page numbers |
|---|---|---|---|
| **Activity 1** | Warm-up: "All over the World (Countries Bingo)" | 5 minutes | Instructor Guide, pages 3–4<br>Student Package, page 1 |
| **Activity 2** | "How old is older?" | 10 minutes | Instructor Guide, page 4 |
| **Activity 3** | Listen and read along: "Interview with Laila" | 10 minutes | Instructor Guide, page 5<br>Student Package, pages 2–3 |
| **Activity 4** | Read: "Gengock and Sing Yeu Learn English" | 15 minutes | Instructor Guide, page 6<br>Student Package, page 4 |
| **Activity 5** | Writing: "Find the Diversities" | 20 minutes | Instructor Guide, pages 6<br>Student Package, page 5 |

## Resource/Materials

Picture dictionary, laptop + projector or whiteboard + video player

- **Handout:** Final CLB3 (RW) Warm-up – Around the World (map)
- **File:** Final video – Audio only of *Interview with Laila, an Immigrant Senior* *[Attached as a separate file]*
- **Handout:** Final *Interview with an Immigrant Senior* – Laila script
- **Handout:** Final CLB3 (RW) Story – Gengock and Sing Yeu Learn English
- **Handout:** Find the Diversities
- **Handout:** Find the Diversities Answer Key

**Commented [RC1]:** No video file

# Activities

## Activity 1: Warm-up – All Over the World (Countries Bingo)

| Student Package | Outcomes | Approximate time |
|---|---|---|
| Page 1 | N/A | 5 minutes |

## Instructions for Activity 1

### Play "All Over the World (Countries Bingo)"

Use the world map provided or find one online to play bingo with the names of the students in your class.

1. The instructor writes "diversity" on the board.
2. The students are each given a world map.

*Map source:* Geology.com. (2019). *World map – Political* [Illustration]. Retrieved from https://geology.com/world/world-map.shtml

3. They have five minutes to fill in the map with the names of their classmates. They do this by walking around the classroom and asking their classmates, "Where do you come from?"
4. The person who writes the most students' names on the map wins the Countries Bingo.
5. The instructor writes the expression "from all over the world" on the board (immigrants to Canada come from all over the world).

6. Discuss the word "diversity."
7. The students brainstorm types of cultural differences with prompts from the instructor; for example, people wear different clothes, eat different foods, have different daily routines, and so on.
8. The instructor writes the differences on the board.
9. The instructor explains that the many differences among people in Canada is called "diversity."

## Activity 2: How old is older?

| Student Package | Outcomes | Approximate time |
|---|---|---|
| N/A | N/A | 10 minutes |

## Instructions for Activity 2

1. The instructor prompts or asks students to brainstorm "How old is older in your country?"
2. The instructor asks students what older people do in their country.
3. The instructor asks students if they know what older people do in Canada.
4. The instructor states that 65 years old is older in Canada, but 55+ is older, too! However, a retired person, a "senior," is 65 years old or older.
5. The instructor asks students for words to describe older people and writes them on the board; for example, "older man," "older woman," "older adult," "older people."
6. The instructor then asks "Do we say an 'older' grandma or 'older' grandpa?" The answer is no because the words "grandma" and "grandpa" indicate that the person is older.
7. Immigrant seniors are "from all over the world" and bring "diversity."

# Activity 3: Interview with an Immigrant Senior (Listen and Read Along)

| Student Package | Outcomes | Approximate time |
|---|---|---|
| Pages 2–3 | N/A | 10 minutes |

## Instructions for Activity 3

1. The instructor introduces the listening activity:
   a. There are many immigrant seniors in Canada.
   b. Let's listen to an older person's story.
   c. Let's listen to Laila's true story and read along.

   **Video file** – Audio only of Interview with Laila, an Immigrant Senior

2. The instructor passes around handout "Activity 3: Interview with an Immigrant Senior" (Laila script).

3. The students listen and read along as the audio is played.

4. The students listen to the audio for a second and third time to complete the answers to the four questions in the activity.

5. Answers to the questions:
   a. Where did Laila come from? Chittagong, Bangladesh
   b. When did Laila come to Canada? I came to Canada in 2013.
   c. Who does Laila live with? I am living with my daughter.
   d. What class did Laila take? I went to English class for seniors.

## Activity 4: Story – Gengock and Sing Yeu Learn English

| Student Package | Outcomes | Approximate time |
|---|---|---|
| Page 4 | N/A | 15 minutes |

### Instructions for Activity 4

1. Hand out Activity 4: Story – Gengock and Sing Yeu Learn English.
2. The students work in pairs and take turns reading the story.
3. The students read the story a second time and circle the vocabulary words listed at the bottom of the page.
4. The students read the story a third time to figure out the meanings of the unknown words using context cues and/or a dictionary. The instructor provides help if needed.

## Activity 5: Writing

| Student Package | Outcomes | Approximate time |
|---|---|---|
| Page 5 | N/A | 20 minutes |

### Instructions for Reading

1. Hand out Activity 5: Find the Diversities.
2. The students complete the chart together using information from the story. They can check their answers with the answer key.
3. The students then work in pairs or groups to find all the differences and similarities between the two men.
4. In class, discuss the differences between the immigrant seniors who came from the same country.

# References