

Unit 6 - Lesson Plan - Dana Bergman

Date: October 19, 2017

Class Levels: Intermediate

Class Time: 2 hours

Communicative Language Task Goal

The goal for this lesson is that learners will develop the skills and vocabulary needed for hiring a babysitter.

By the end of the lesson today, learners will:

- Understand the purpose of babysitter (within Canadian cultural context)
- Determine characteristics of a good babysitter - identify what is important (and important to them)
- Identify vocabulary related to tasks associated with a babysitter
- Demonstrate ability to converse with a babysitter to schedule them for hire

Resources Needed

- Computer
- Projector
- Worksheets - Appendix A & B
- Writing utensils
- Internet
- Whiteboard and/or flipchart
- Sample babysitter advertisements
- Learner journals

Lesson Procedure

Lesson Activities and Procedure	Language Focus	Language Skills	Anticipated Problems & Solutions	Purpose of the Activity	Interaction	Time
<u>Opening/Greeting</u> Welcome the class, take attendance, and engage in conversation about learners regarding their week. Ask what they remember from the last time the class met. Review any question or ideas that have come up	Speaking; Listening memory recall (topic, relevance, vocab recall)	Socio-linguistic competence, discourse competence	Some may not remember what happened in the previous class so use a "recent vocabulary" list on the whiteboard to give clues to stimulate recall.	Open communication, create rapport and safety in the classroom. Test recall of concepts and vocabulary.	Entire class	10 minutes
<u>Intro Activity</u> The teacher will introduce the concept of babysitting by sharing a personal story of when they had a babysitter or hired a babysitter. (Or find a video or recording of someone's experience.)	Listening	Socio-Linguistic - open the learners to the idea of the idea of babysitting.	Story may not resonate - learners may not be able to relate. Reframe the context to	Share ideas of what it means to be babysat or be a babysitter	Teacher-Centered; passive engagement for learners	10 minutes

			include family care if needed.			
<u>Thinking Activity</u> What makes a babysitter? Create a list of characteristics together on the whiteboard. Worksheet - see Appendix B - From your knowledge list 5 ideas to answer the following questions. Write in complete sentences. 1. What are the characteristics of a good babysitter? 2. What should the babysitter be able to do when babysitting? Work with the class to share lists and make a master list together for consultation during the next portion of the lesson.	Reading; Vocabulary	Writing, sentence structure, present verb tense	No one has hired a babysitter before or babysat for others. Some may not care about the topic. Re-frame context to caring for your children, nieces, nephews, friends.	Brainstorm ideas around the vocabulary for good babysitters so the learners know how to identify what they would want in a babysitter. Instructor can use as a needs assessment for grammar and sentence formation lessons in the future.	Individual; Whole class	10 minutes for indiv work, 10 min for group work
<u>Online/Community Research</u> Show learners via online search, community bulletin boards where they might find information on babysitters for hire. Ask learners for others contacts they know of or can think of.	Reading	Scanning, sorting, organizing data	May not find relevant data on the internet; have community flyers or create some samples for use.	To develop reading comprehension; learn to scan for key words - good learning skill	Think, pair, share	10 minutes
<u>Role Play</u> Having engaged in role play in previous classes, the learners are familiar with the expectations. Divide into pairs for 8-10 min - one person is the person hiring a babysitter, the other is the babysitter. Ask the questions you need answered to decide if you'd like to hire this person. Follow with a brief 5 minute discussion on how it went and what else might be needed to be successful in this conversational context.	Speaking, Listening, Noticing	Discourse and socio-linguistic competence, diction and inflection	The learners may get "stuck" in their conversation and need support; be prepared to step in and work with a competent student to demonstrate an example.	Engage in opportunity to practice the skills and vocabulary in simulated situations that transfer to "real life".	Pairs (with teacher support as needed), whole class	15 minutes

<u>Application Activity</u> Create a poster ad for a babysitter for your needs. Include preferred characteristics, responsibilities and expectations. Include the ages of the children needing care and other relevant information - contact information, etc. Include pictures and words to convey your message. The instructor circulates to provide support, ideas, and encourage. Uses this time to review the worksheets completed earlier as further needs assessment for coming lessons.	Reading, writing, possibly technical skills (computer use)	Sequencing of information, creativity, practice using vocabulary learned,	Depending on background, may not understand the relevance or use of this activity. Encourage toward another method of learning to interpret communication.	Enjoyment, demonstrate creativity, use various mediums for reinforcing personal learning, acquisition of knowledge relevant to the topic.	Individual, but the learners can support each other.	20-30 minutes as needed. Gauge learners - can use as a multi-class project if enjoyed by learners
<u>Assessment Worksheet</u> The learners will complete a multiple choice worksheet for the teacher to determine what they know about babysitting. See Appendix A	Vocabulary, Reading	Phonetics, noticing	The worksheet may be too difficult for the learners. Have them do it in pairs or put the worksheet on a projected screen and do it together and ask for help to define various words that are difficult.	Establish what the learners know so the rest of the lesson can be adjusted as needed.	Possible: Individuals, pairs, or whole class	20 minutes
<u>Back up Activity #2</u> - Idioms Worksheet If the lesson is too short or I need a "Plan B", use the included worksheet to learn about and identify common Canadian idioms. Can use this idea for a few lessons or intermittently. Alternate/addition to this - share cultural/contextual idioms from their home culture/language usage - are there similarities in some expressions, or other idioms that mean similar things in English?	Reading, Speaking	Cultural communication knowledge; Possibly technical skill development (Essential Skills Dev)	Idioms may confuse learners when the intent is the exercise is relevant and supposed to be fun.	Understanding norms within the culture of the language usage of the region.	Since use is as needed, this can be done with those who are working more quickly, individually, in pairs or as a class. Use your judgement.	Not noted - use as needed and to fit time-lines.(as needed)

Exit Assessment - 10 minutes

Journal writing - take time to answer at least 3 of these questions for yourself (the learners). The instructor projects these questions onto a screen/whiteboard.

- Would I hire a babysitter? (if I needed one)
- Would I like my child (or niece or nephew, etc) to take a babysitting course?
- Why would a babysitting course be helpful?
- What is the the most important thing to me about someone I hire to be a babysitter?
- Why would I (or someone I know) hire a babysitter?
- What do you think is the hardest thing about babysitting?

The teacher would take time during the following week to review the journal responses to determine the success of the lesson and perhaps use the responses to plan lessons on sentence writing, grammar, etc.

Transfer Activities

- Find out if there are Red Cross Babysitting courses offered in your community centre/recreation department and report the following week.
- Find out how much babysitters get paid in the area where you live - report the following week.
- Does anyone need a babysitter or is planning to hire a babysitter? Let us know the following week how that went. Did we miss anything in our lessons that would have helped navigate this type of interaction.

Reflection and Suggestions for Next Time

- I have 2 hours of lesson planned quite tightly. Is the timeline too tight? Did I leave enough grace in the lesson to ensure that I can get through everything? Should I remove one activity or combine activities?
- Save the “back-up plan” 2 for another night if it didn’t fit in today.
- If I used my “back-up” plan, was it fun or helpful?

Babysitting Worksheet
Multiple Choice - circle the correct answer.

1. A babysitter is someone who looks after _____ when the parents/guardians are gone.
 - a. Babies
 - b. Toddlers
 - c. Children
 - d. All of the above

2. Babysitters sometimes work for _____ and sometimes are paid.
 - a. Money
 - b. Free

3. The best babysitter is:
 - a. The best babysitter is a girl
 - b. The best babysitter is a boy
 - c. The best babysitter can be either a boy or a girl

4. You can learn to be a babysitter through:
 - a. Practice
 - b. Classes
 - c. Both
 - d. Neither

5. Babysitters usually work for a few _____ at a time.
 - a. Days
 - b. Hours
 - c. Minutes
 - d. Weeks

6. Babysitters usually work in:
 - a. Your home
 - b. Their home
 - c. Both
 - d. Neither

7. Canadian Red Cross offers babysitting courses. You must be at least _____ years old or have completed grade 5 to take the course.
 - a. 10
 - b. 11
 - c. 12
 - d. 13

8. Babysitters must:
 - a. Be Playful/Active
 - b. Be Responsible
 - c. Care about safety
 - d. All of the above
 - e. None of the above



1. What are the characteristics of a good babysitter? (write full sentences using verbs in the present tense)

a. **Example:** A good babysitter is kind to children.

b. _____

c. _____

d. _____

e. _____

f. _____

2. What does a babysitter do when babysitting? (write full sentences using verbs in the present tense)

a. **Example:** A babysitter plays games with the children.

b. _____

c. _____

d. _____

e. _____

f. _____

Image Location:

https://www.google.ca/search?tbm=isch&source=hp&biw=1094&bih=519&q=babysitter&oq=babysitter&gs_l=img_3..35i39k1j0i9.3425.5085.0.5294.11.10.0.0.0.285.944.0j4j1.5.0...0...1.1.64.img_6.5.937.0..0i10k1.0.0E3Zxx-Q3S8#imgrc=6AK8oXZqUetvIM:

Idioms Worksheet - Matching - Match the idiom on the left with the correct picture and correct definition. Draw lines to connect them.

Idiom

Image

Meaning

“It’s raining cats and dogs!”



That will NEVER happen!

“Hit the nail on the head!”



Good luck!

“When pigs fly!”



I got that exactly right!

“Break a leg!”



To tell a secret that was supposed to stay a secret!

“Let the cat out of the bag!”



It’s raining very hard!