REEP ESL Curriculum for Adults

UNIT PLANNING

How long does each lifeskills unit take? Typically, you can plan between 20-30 hours of instruction per unit, but this depends on learner needs.

Is it necessary to cover all of the objectives for each level? No. This depends on the learners' needs.

How do I meaningfully involve my learners in selecting which lifeskills objectives to cover in a unit? Unit Needs Assessment is conducted prior to beginning each unit (pre-topic) to:

- help the teacher select performance objectives and language requirements for the unit,
- determine what students already know, i.e. what background information learners bring to the topic,
- assist learners in clarifying their interests and needs with respect to a particular topic, and
- determine learners' ability to use language required for the topic

The following chart outlines the pre-topic assessment objectives by level, the functions and sample language that learners will need to use in order to be able to achieve the assessment objective, and activities suggested for each level.

SUGGESTED ACTIVITIES FOR PRE-TOPIC NEEDS ASSESSMENT

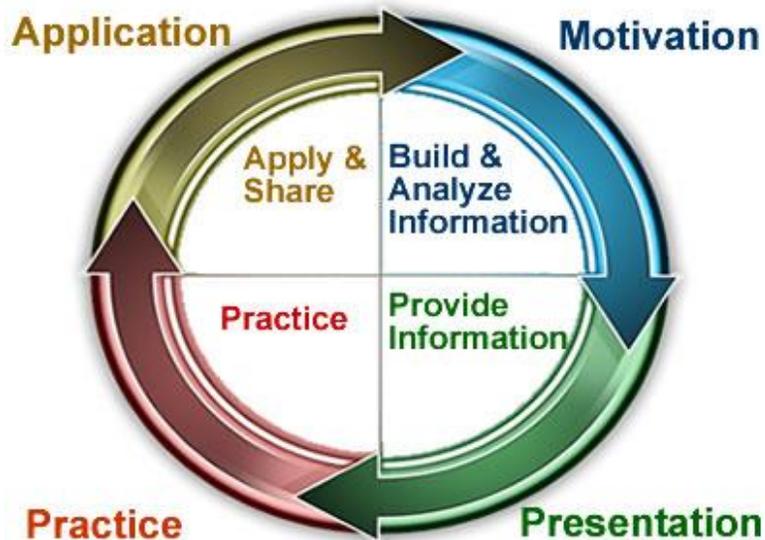| OBJECTIVES for pre-topic needs assessment	FUNCTIONS AND SAMPLE LANGUAGE	SUGGESTED ACTIVITIES (See Resources for examples)
100: Students demonstrate what they already know about the topic.	Identify objects: It's (a dress). Report info: It's ($2.50, raining)	Brainstorming, TPR, pictorial questionnaire, match words with pictures
150: Students demonstrate what they already know about the topic.	Report information: She's (wearing a dress); I have (a cold, an appointment)	Brainstorming, TPR, pictorial questionnaire, information grid
200 & 250: Students determine what they need/want to study in the topic.	Express needs and wants: I (don't) need English (at the mall).	Brainstorm, Pictorial questionnaire, mind map on where learners need the language, information grid, vote with your feet.

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OBJECTIVES for pre-topic needs assessment	FUNCTIONS AND SAMPLE LANGUAGE	SUGGESTED ACTIVITIES (See Resources for examples)
300: Students choose and prioritize objectives.	Express needs and wants: I need to read (tickets). Express preferences: I'd like fill out (a credit card application). Report information: I can do this already.	Learner-generated questionnaire, information grids, brainstorm, mind map. See Level 300 Consumerism Activity.
350: Students choose and prioritize objectives.	Express needs and wants: I want to practice (describing people). Express preferences: I'd rather write (a letter of complaint).	Brainstorm, discussion, written questionnaire, learner-generated questionnaire, information grid, mind map.
450: Students choose objectives and identify relevant contexts.	Express need and wants: I really need to know about (resumes). Express preferences: I prefer to (complete applications).	Brainstorm, discussion, written questionnaire, progress report, or survey on topic or functions, information grid, mind map.

Sample Needs Assessment Tools

- See 📄 **Unit Planning - Beginning Levels**
- See 📄 **Unit Planning - Upper Levels**

How do I effectively plan a unit? The cycle of learning for a unit is the same as the cycle of learning for a single lesson:

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Stage	Description	Sample Class Activities
Stage 1: Motivation	During the motivation stage, the teacher taps into students' background knowledge and students analyze their experiences. If students lack experience in the concept being discussed, the teacher creates an experience for the students and they analyze that experience. The Building Background section of the learning components provides several ideas for motivation activities.	Group discussions, information grids, personality or habit "quizzes," video, stories, field trips
Stage 2: Presentation	This is the time the teacher introduces new information.	Short lectures or explanations, presentations of language structures, readings
Stage 3: Practice	During practice, the teacher provides a variety of practice activities that allow the students to work with the new language and information.	Information grids, writing activities (draft stages), worksheets, songs, cloze activities.
Stage 4: Application	Students apply language and information in a novel situation.	Student projects, oral presentations, and "published" writing pieces.

Although the four stages build on each other, as the diagram illustrates, movement through the unit isn't always linear. It's normal to go back to previous stages as skills are built.

Unit Planning Organizing Tools:

- See 📄 **Unit Planning-Grid**
- See 📄 **Unit Planning-4 Square**
- See 📄 **Unit Planning-Calendar**
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Resources: See 📄 **Unit Planning Resources**