Lesson designed by: Correas Apelanz  Number of Students 6-8 students

Level  Low Beginners to Beginners

Unit: Car driving & traffic signs  Lesson Plan #: 1  Length: 90 min.

Learning Objectives:

Demonstrate an understanding of basic vocabulary related to driving a car by driving a car with the simulator video game Test Drive Unlimited taking a car from a rental office and driving it to a given destination without time constraints.

Demonstrate understanding of basic traffic signals by applying that knowledge into the video game Test Drive Unlimited driving from a rental office to a given destination without time constraints while respecting speed limit and direction of traffic.

State in their language of choice a list of reasons at least three reasons why violating traffic signs might put them and others at risk of traffic accidents as well as immigration complications resulting on being involved in traffic violations and/or accidents.

Identify and list at least 5 strategies to reduce accidents while being in a car as a driver or a passenger.

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Speaking</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>Vocabulary Car Driving</td>
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<td>X</td>
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<td></td>
<td>Steering wheel, horn, accelerate, turn right, turn left, turn around, reverse, brake (stop), hand break (emergency break), headlights, slow down, speed</td>
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<tr>
<td>Vocabulary Traffic Signs</td>
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<td>Stop sign; Yield sign; Railroad Crossing Warning Sign; Regulation Signs: Speed Limit, No Turn Left, No U-Turn; Warning Signs: Right Lane Ends Merge Left, Divided Highway, Two Way Traffic, Hill Ahead, Slippery When Wet, Traffic Signal Ahead, Merging Traffic Entering From Right, School Crossing; Keep Right of Divider; and Hospital Emergency Services to the Right.</td>
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<td>Life Skill</td>
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<td>Driving, traffic, directions</td>
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Setting up the learning environment and materials

- PS2 connected to TV, the game and controllers, as many as possible
  - This game allows only one player at a time, however having several gaming controllers help students to familiarize themselves with the equipment while learning how to use the driving commands
  - Familiarize yourself with the game. For a quick demo, refer to the video clip DEMO.
- Whiteboard and markers
Warm Up / Introduction of the topic

Introduce yourself, generate a quick car related activity for participants to introduce themselves, review goals and objectives, the topic and a bit about the game.

For instance
You can write “CAR and TRAFFIC SIGNS” and use pictures with sports/luxury cars and a space for name so they can be used as name tags.

Time: 5 minutes

Session on Traffic Signs: Assessment of what they know about the topic

Pointing out to the Traffic Signs previously posted on walls or around the setting, pick the 5 of them and assess what students know about those Traffic Signs. Let participants discuss the meaning. You might ask the question in English “What is this sign? What is this for?” and allow a mix of English/Spanish to elaborate the answer. Tell students you’ll review all the signs later in the session.

The idea behind this activity is to assess English level regarding the topic –considering that this group is a low to beginning level–and knowledge of the topic itself. It is expected that students will be familiar with the scheme Traffic Signs, and from there, instructor will bring upfront the vocabulary behind the traffic signs.

Time: 10-15 minutes

Presentation of the Topic

Pass around the Traffic Sheet and discuss thoroughly the meaning of every sign as long as to fill the gap uncovered through the assessment. Use open ended question (What is this? Why is it important) and let participants reach an agreement on the correct meaning. Participants should listen to the name of the traffic sign a couple of times.

The conversation might take place in Spanish with a little bit of English. That is ok. It is important that students reach consciousness of what the signs mean first.

Time: 15 minutes

Practice Topic through Activity: Pairing Up, Listen and Draw

Ask for two volunteers to come up to the whiteboard. Instructor will orally describe one of the Traffic Signs from the Traffic Sheet. Students will recognize the Sign and Draw it on the board. All participants should participate.

If students need assistance to process the task, ask other students to facilitate the learning. This activity can be used as an assessment tool to check for comprehension of Traffic Signs.

Time: 10 minutes

Take a five minute break before the next session

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1 This activity have been adapted from Oxford Picture Dictionary, Lesson Plans. Page 154
Session on Car Driving and Video Gaming: Assessment of what they know about the topic

Turn on the TV and tell students that everyone is going to play a video game to drive a car. Ask if people drive or know how to drive and if they have played driving games before or what games, and who actually have played this particular game...

If people have used games before they will be familiar with the scheme of gaming controllers as well as the dynamics of driving/playing driving games.

Then, pass around the Controller Sheets and discuss meaning of the following vocabulary:

Consider that the highlighted words are essential to driving/playing the game and are applied when using the controller. The other words are part of the discussion but its relevancy varies. The phrase “Turn Around” might be hard by participants since it is part of the GPS voice. You might want to include pictures that relate to this vocabulary first and then pass around the Controller Sheet to reinforce the learning.

- steering wheel, horn, accelerate, turn right, turn left, turn around, reverse, brake (stop),
- hand break (emergency break), headlights, slow down, speed.

Identify what students know and assist in closing the gaps.

Time: 10-15 minutes

Practice Topic through Activity: Steps to Play the Game

a) Pass around all the Controllers and let students spend some time with them. Point to the Controller Sheet to assist students in establishing what button does what. Review vocabulary in its new context:

- Steering Wheel relates to Turn right / Turn Left / Turn Around
- Accelerator–gas pedal relates to Speed / Speed up / Slow down
- Break/Reverse relates to stop and moving backwards
- Hand break (Emergency break) relates to stop

b) Generate a way to decide the order in which participants will play the game (Cards with numbers, etc)

c) Once the order of the players has been established participants can start playing. Each driver will have to pick a car at a rental office and drive the car to a destination prompt by the female voice of a GPS. The objective is to safely arrive to that destination.

Consider that people who play games are used taking turns and watch others and so, they are less likely to be impatient because. The entire process might last around 5 minutes per person. Also, the GPS provides the same destination every time the person leaves from the rental office to the final place. Do not share this information, but be aware of it and explore later when debriefing if someone notices that.

d) Instruct the first driver to follow the prompts that appear on the screen and to think about what each prompt might mean before moving on. When in doubt discuss potential meaning with classmates. If driver moves to quickly through the prompts, just cover that one with next driver. In addition, instructor the rest of the students to circle know Traffic Signs and to draw those which might not appear on the Traffic Sign Sheet. Final instructor should encourage the use of vocabulary by chanting it toward the driver: e.g. Accelerate! Slow Down! Break! Reverse!

e) Once driver reach destination, go back to the beginning of the game by resetting the game. As this occurs players can change seats or controllers, etc.

Remind people of the Traffic Signs that might be appearing along the way. Particularly, ask students who are watching the one driving what signs they have observed. When playing and observing encourage people to use the new vocabulary. Model such behavior for students.
Debriefing the Experience with Driving and Traffic Signs

Ask students if they like the experience, if they enjoyed the ride. Also, ask if they saw the traffic signs as they were driving. Ask what traffic signs were presented in the video game and consequences of failing to obey. Ask what words they remember from the activity. In the discussion include the following questions. “How does this game help them to apply the vocabulary? What about in following basic directions? What about when walking in the city? What about when driving? What skills/words were necessary but not included in the game? Why is it important to learn this English skills”? Provide the space and safety so that people can reflect upon this activity and these questions as it relates to their lives.

As the conversation progresses move the discussion toward consequences of traffic violations as it relates to being stopped by the police. Ask if people are afraid of the police, why, and let students ‘drive’ the conversation towards strategies to drive safer. Do not ask direct questions about papers and/or VISA status or the possession of valid driver license, the conversation would most likely touch upon those issues. Finally, ask students what strategies would be helpful to avoid being in an accident. The list can include things like:

- Don’t drink and drive
- Respect the speed limit, not over not
- Fully stop at a STOP sign
- Do not be use phone while driving
- Check all lights on the vehicle and keep them working properly
- Reduce the driving hours as much as possible
- Drive through less populated places or with less traffic
- Be aware of police and immigration check points at the local level
- Do not ever carry false identification
- Know your rights
- Ask for an attorney

When refereeing to traffic, point out the traffic sign. Assistant participants in coming up with the strategies. It is extremely important that participants develop an awareness of their contextual situation and their action within that context. Give cues to collaborate with the processing, reflect upon their discussion, and have them reflecting as well.

Time: 45-60 minutes

5. Assessment and Evaluation / Summary and Final Review

The assessment of objective 1 and 2 have been taking place over the three major activities developed through the proposed three hours. However, this ongoing assessment has used instruction observation, practice and practice through the game. In addition, the discussion serves as an assessment of what has been learned. Finally, participants keep the Traffic Sheet. An evaluation of the program is also conducted through the discussion identifying how this process, particularly the game, has helped students to their own learning. There is an absence of summative evaluation concerning the English language/vocabulary. Formative evaluation tools though discussion collaboration seems to be more appropriate to the students than other forms of evaluation, at least within this context.

To sum up this session, you may implement the “Talking Ball”. Toss a soft ball to a participant and ask to name a word/sign he/she learned and explain what it means. You may also give a command to be executed by participant, or ask participant to point out a traffic sign and explain what it means; or any combination of these.