

Safe Haven Lesson Plan Template

Date:	CLB Level:	Theme:
Duration:		
Objective: <i>Students will ...</i>		
Materials Needed (e.g. slides, realia, worksheets...):		
Target Real World Task:		
Skill Focus: <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Integrated skills		
CLB Competency Area:		
Warm up (minutes)		
Activity Description/Steps (e.g. <i>Group discussion questions, find someone who...</i>):		
Groupings (e.g. <i>pairs, small groups, whole class...</i>):		
<input type="checkbox"/> UDL: Are students able to engage in different ways?		
<input type="checkbox"/> Trauma-informed: Does the warm-up feel low pressure?		
<input type="checkbox"/> Relevant Content: Does it connect to refugee claimants' lives and needs?		
<input type="checkbox"/> Inclusivity: Are all students encouraged to participate?		
Skill-building Task (minutes)		
Activity Description/Steps (e.g. <i>sentence formation, fill-in-the-blanks, pronunciation, grammar</i>):		
1.		
2.		
3.		
4.		
5.		
Groupings (e.g. <i>pairs, small groups, whole class...</i>):		
<input type="checkbox"/> UDL: Do students have options in how they practice and show their understanding?		
<input type="checkbox"/> Trauma-informed: Are the instructions clear and easy to follow?		
<input type="checkbox"/> Relevant Content: Does the activity help refugee claimants apply their learning in real-life or workplace situations?		
<input type="checkbox"/> Accessibility: Do students with learning differences have additional support?		
<input type="checkbox"/> Inclusivity: Is the activity inclusive for all students? Does it represent / include diverse groups?		

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Skill-Using Task (minutes)

Task Description (e.g. *Call a food bank to get information; read a short pamphlet about stress management; listen to services available for refugee claimants; fill out an application for subsidized BC housing*):

Activity Steps:

- 1.
- 2.
- 3.
- 4.
- 5.

Groupings (e.g. *pairs, small groups, whole class...*):

- UDL:** Are there multiple stations for the same task where students can choose to practice?
- Trauma-informed:** Can students transition smoothly between stations?
- Relevant Content:** Is the task relevant to the immediate needs of refugee claimants?
- Accessibility:** Is there extra support available for those who need it?
- Community engagement:** Are students encouraged to extend their classroom learning into their communities?
- Inclusivity:** Are student identities represented in the task materials?

Wrap up and reflection (minutes)

Activity Description/Steps (e.g. *Exit ticket -- “one thing I learned today is...” --; turn-and talk -- share with your partner something you can use in your life outside the classroom...*):

Groupings (e.g. *pairs, small groups, whole class...*):

- UDL:** Are there multiple ways for students to reflect?
- Trauma-informed:** Does the wrap-up provide a sense of accomplishment?
- Inclusivity:** Are all students encouraged to share their reflections?