

## English for Speakers of Other Languages (ESOL)

### Module: Speaking and Listening

#### Lesson Title: Trouble in Paradise

#### Standards

Florida Adult General Education – ESOL College and Career Readiness (CCR) Standards	Florida Adult General Education – ESOL English Language Proficiency (ELP) Standards
<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (Speaking &amp; Listening CCR Anchor 1)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Language CCR Anchor 1)</p>	<p>An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. (ELP Anchor 1)</p> <p>An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. (ELP Anchor 2)</p> <p>An ELL can speak and write about level-appropriate complex literary and informational texts and topics. (ELP Anchor 3)</p> <p>An ELL can adapt language choices to purpose, task, and audience when speaking and writing. (ELP Anchor 7)</p> <p>An ELL can create clear and coherent level-appropriate speech and text. (ELP Anchor 9)</p>

#### Objectives of the Lesson

Students will:

- Make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives
- Implement plans of action and evaluate results (Critical Thinking)
- Display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others (Self-Management)
- Identify, organize, plan, and allocate resources, such as time, money, material, and human resources, efficiently and effectively (Utilizing Resources)

## Materials

- Handout A: Problem-Solving Cycle
- Handout B: Problems in Paradise
- Handout C: Problems in Paradise Worksheet
- Chart paper/board and markers

## Instructional Plan

### *Overview*

Problem-solving skills are necessary in all areas of life. Classroom problem solving activities can be a great way to provide ESOL students with the opportunity to integrate their reading, speaking, and listening skills with critical thinking and problem solving.

In this lesson, students will use critical thinking skills to solve problems and formulate action plans for an ailing hotel. Students will role play being a hotel manager and will work in groups to devise solutions for identified problems that the hotel is facing. After developing action plans to address the various problems, students will report back to the class. This lesson plan can be adapted for different ESOL levels. A writing component can also be added (see *Extensions*).

### *Process*

Start the lesson by asking students what is one problem that they have had to solve today. Share with students that in everyday life, people are always making decisions on how to solve problems. The problems may be unimportant as what to watch on television or as important as choosing a new profession. Knowing how to make decisions well is important.

Ask students how they solve problems. What steps do they take? Do they use a certain process? Write their answers on chart paper or on the board. Share with students that having a good problem-solving process is important in every part of life. Share with students Handout A: Problem Solving Cycle. Briefly discuss the steps that effective problem solvers take. Tell students that today, they will be using their skills to solve problems in a workplace.

To set the stage, have students access their prior knowledge on the topic for the lesson. Ask students questions like:

- *Where do people go on vacations?*
- *What kind of place do they stay in?*
- *What types of activities do resort hotels offer?*
- *What activities can one do on a beach or in mountains?*

You may wish to write their answers on the board or on chart paper.

The set-up: Next, put students into groups of 2-5 and explain to them that they are now officially hotel managers! However, the hotel that they are inheriting comes with some serious problems. Provide students with a copy of Handout B: Problems in Paradise. This handout details the problems that the hotel has in seven different areas. Ask for volunteers to read each section and check for understanding.

Use informal assessment tools, such as text-dependent questions, to gauge student understanding and unpack any new terminology.

Show students how to complete the task by taking one of the situations and modeling aloud how you would solve the problem, such as the example below.

### **Example**

Theft: There is a lot of theft at the hotel. Someone is stealing food from the kitchen, money from the front desk, and sports equipment from the gym. Guests have also complained that their wallets have been stolen.

Model your problem solving process. An example of making your thinking processes visible is included in the following paragraphs:

My Thinking: There are numerous problems that are included in this scenario. It appears that there is a problem with staff taking items from the hotel. There may also be a problem with guests taking items. Let me first think about what I would do if I have guests who have items that are missing. (Show students how you brainstorm different ideas. Write your ideas on the board or chart paper.) Maybe we could install security cameras or install safes in the rooms or even post signs about keeping your possessions safe. Most hotels have safes in the rooms, so that may be a really good idea. Plus, maybe we could have lockers in the gym area. That way our guests would always be able to “lock up” their valuables. I’m not sure that signs really work. People don’t always read signs.

Now, let me think about what I would do if I am worried about my staff taking things. I could hold some meetings to talk about the problem and get the staff’s ideas on how to ensure that we do not have a continuing theft problem. Maybe I should make sure that only approved staff has access to the money drawer, the freezers in the kitchen, and the gym. Right now, all staff can access these items. If the problem is really bad, maybe we will need to include law enforcement to conduct an investigation. (You may wish to have students assist you in brainstorming ideas. Once you have completed the brainstorming process, create a short paragraph to summarize your ideas.)

Theft: (Sample Solution)

We will install security cameras behind the front desk. We will have an investigation to determine who the guilty party is. We will install safes in all of the hotel rooms.

Once students have a firm understanding of the task at hand, provide students with Handout C: Problems in Paradise Worksheet. Share with the class that they are to work through each of the problems within their group and brainstorm possible solutions. Have each group write their solutions on the worksheet.

Have each group complete the process with each scenario. Depending on class size and level, allocate about 5-8 minutes per problem area. It is helpful to use a timer (one that the students can see, if

possible) in order to keep the flow moving. It is also recommended that the teacher float around the room and provide ideas to any struggling groups. Often, once the students get started, they will come

up with lots of great ideas and may have a difficult time writing them all down in the timeframe provided.

Alternatively, you can divide the class into seven groups, and assign one problem to each group.

Once the students have had enough time to come up with multiple solutions for each problem area, have each group come to the front of the class and report their ideas.

Make sure to conclude the lesson by reiterating that to complete the problem-solving cycle, the recommendations would need to be implemented and then assessed on whether they worked or not.

### **Evaluate**

Evaluate students' work by having students model their problem-solving strategy. Have students role play how they solved one of the problems. Evaluate their problem-solving process by determining whether they:

- Identified the main problem in the situation
- Brainstormed solutions to the problem
- Identified the consequences of the solutions
- Selected the best solutions to the problem
- Provided a rationale for why their solutions were the best for the situation

### **Modifications for Different Levels**

For lower-level classes, provide students with a list of possible solutions to the problem and have them select a solution from the list. Let students know that they can also create their own solutions as well. For writing activities, provide sentence frames for lower-level learners to fill in. You may also wish to pair higher- and lower-level learners, and have the higher-level learners elicit ideas from the other team members

To differentiate the problem-solving activity, you may wish to modify the manner in which the situations are presented, such as:

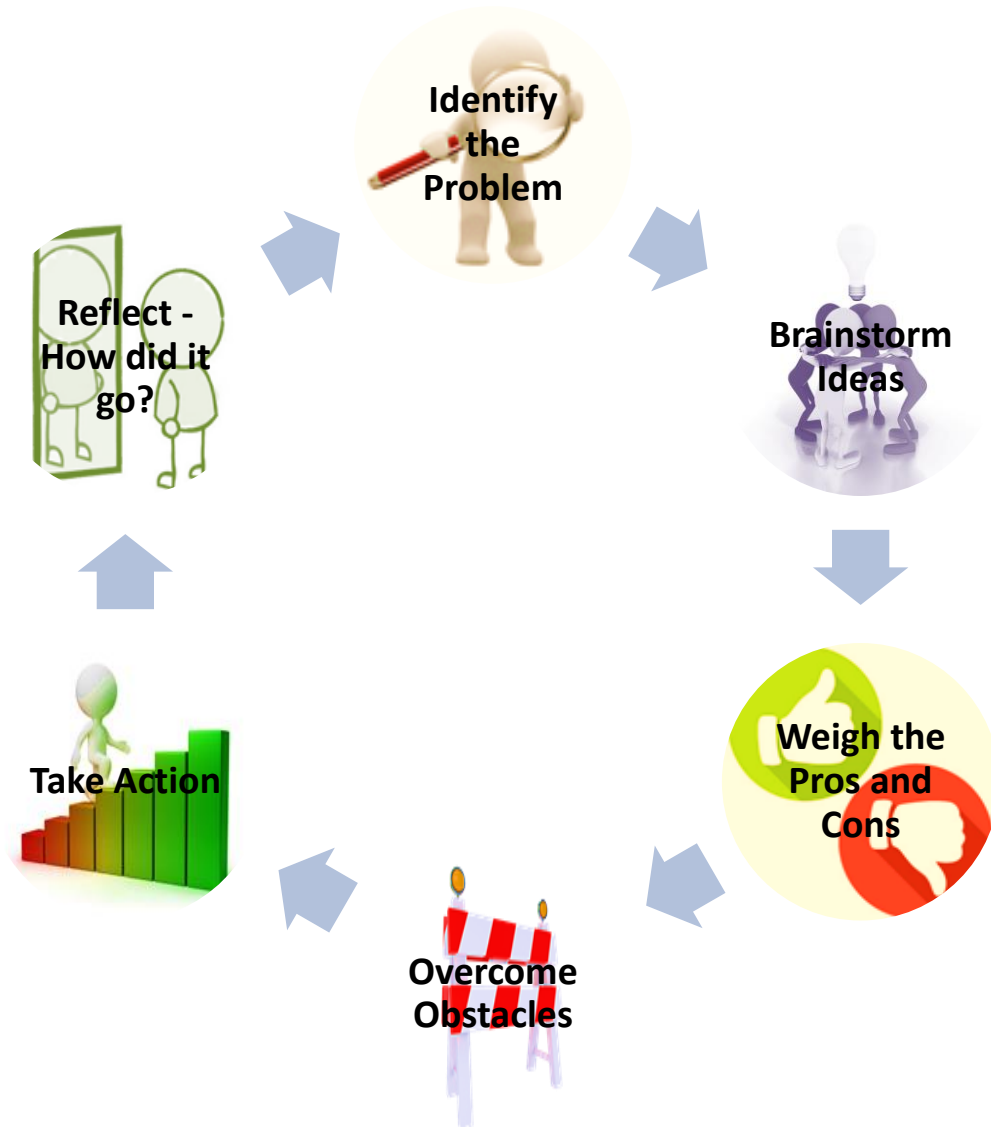
- Providing the text version of the problem for students to read and restate
- Reading the problem to the class and ask comprehension questions
- Providing a picture of a situation and ask students to create a possible scenario
- Acting out the situation and ask students to discuss what happened

### **Extensions**

Create a multi-day lesson. Have students name their hotels and devise a marketing campaign to attract new guests. Online advertisements, video narrations, newspaper or magazine ads can serve as templates for students to script the perfect "guest experience".

**Problem-Solving Cycle**

Handout A



## Problems in Paradise

## Handout B

Congratulations! You and your group members are now hotel managers! Work with your partners to think of solutions for the problems listed in the 7 areas below. Write down the ideas (solutions) that you create, and get ready to share them with the class.

Theft: There is a lot of theft at the hotel. Someone is stealing food from the kitchen, money from the front desk, and sports equipment from the gym. Guests have also complained that their wallets have been stolen.

Guests are bored: Guests have complained that there is nothing to do. There are no activities at night. In the day, there are few sports and nothing to see.

Complaints about the food: The guests have complained that the food tastes terrible. They also complained that the food is the same every night. Some vegetarians were very angry because every dinner has meat.

There are few guests: Very few people know about the hotel. And the guests who do come say it is too expensive.

Complaints about the staff: Many guests say that the staff is rude and unhelpful. The staff members argue with each other. Sometimes they swear at the managers.

Many things are broken: The roof leaks and many TVs in the room don't work. Sometimes there is no electricity or hot water.

The hotel is difficult to get to: There are no buses coming from the airport to the hotel. The taxi from the airport to the hotel is very expensive.

\*Note – This hotel is located on a beautiful coastline with lots of beaches and mountains nearby.

## Problems in Paradise Worksheet

Handout C

Work with the other “hotel managers” to find solutions to the following problems. Write your ideas below:

### Theft

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### Guests are bored

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### Poor quality food

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### Few guests

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### Complaints about the staff

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### Broken facilities

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### Hotel is difficult to find

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