



Access English Centre  
Immigrant Centre Manitoba  
Advanced Level Activity Plan



**Situations**  
90 minutes

**Objective/Goal:**

Gives the opportunity for participants to analyze the situation, identify the problem, brainstorm ideas, and consider the consequences for each idea.

**Materials:**

Participants need:

- index cards (set of 20) per small group
- markers/pencils for each group

Facilitator needs:

- whiteboard
- whiteboard markers
- Attachment #1: situation cards (cut and paste onto index cards)

**Procedure: (Warm-up)**  
15 minutes

- 1) **Write** "situation" on the whiteboard.
- 2) **Gather** the participants together.
- 3) **Define** or go over "situation"- "*a condition or an event that affects someone or something at a particular time and place, something that is sudden or important*".
- 4) **Ask** them if they can brainstorm/think of ideas about different situations.
- 5) The Facilitator will **give** an example.  
**Ex.: You can't find a job.**
- 6) **Brainstorm/** think up of other ideas together.
- 7) Optional: Write their ideas on the whiteboard.
- 8) **Explain** to the whole group that they will be divided into smaller groups of 3.
- 9) **Instruct** the participants that they will work in groups and **brainstorm** together as many situations as possible. The situations can be real or



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created.

- 10) **Choose** 1 person to be the “writer”, he/she will write their ideas down on index cards.
- 11) **Divide** the whole group into groups of 3.
- 12) **Give** each small group a set of index cards and a marker/pencil.
- 13) **Instruct** the small groups that they have **10 minutes** to brainstorm together.
- 14) If there is time, participants can **share** some of their situations.

**Extension Activity:**

- *If you have some extra time, an “Extension Activity” is an alternative or extra activity that can be done to supplement an activity. It can also be done in the next class as a review of previous vocabulary or conversation.*

- A.**
1. Collect everyone's situation cards.
  2. Shuffle them into the deck of cards.
  3. Divide the whole group into 2 teams.
  4. Name each team or they can come up with their own names.
  5. Write their team names on the whiteboard.
  6. Have each team sit-facing each other.
  7. Place the deck of cards in the center of the 2 teams.
  8. The first person goes first and turns over the card.
  9. The person reads it aloud.
  10. The first person from either team who can give advice, quickly rings the bell .
  11. If the player likes the advice, a point is awarded to his /her team.
  12. If the advice comes from a team member then an extra point is given.
  13. The team with the most points-“WINS”!
  14. The facilitator keeps tracks of the points.



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**Situations**  
90 minutes

**Objective/Goal:**

Gives an opportunity for participants to build problem-solving skills and share ideas with each other.

**Materials:**

Participants need:

- a set of cards per each small group  
(their own and pre-made cards:  
Attachment #1)

Ex. 4 sets for 4 small groups

Facilitator needs:

- whiteboard
- whiteboard markers
- desk bell

**Procedure: (Work-out)**  
60 minutes

- 1) **Gather** the participants together facing the whiteboard.
- 2) **Explain** to the whole group that they will play a game using the situations that they wrote on index cards along with cards already made.
- 3) **Ask** for 3 volunteers.
- 4) **Demonstrate**.
- 5) **Take** the players' cards created from the warm-up activity and **divide** them evenly into 4 separate decks of cards. **Shuffle** the divided players' cards into each set of pre-made cards (Attachment #1).
- 6) **Place** the cards face down in the center of all the players.
- 7) The facilitator will **read** the card aloud.
- 8) The facilitator **explains** that the other players will take turns and give some advice.
- 9) **Emphasize** to the participants that there is no right/ wrong advice.
- 10) The advice from the participant that the facilitator hears and likes, is the



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one that the facilitator will **give** the situation card to.

- 11) Then, the second player **takes** a card from the top of the deck of cards.
- 12) Same procedure, as above.
- 13) The player with the most cards "**WINS**"!
- 14) **Divide** the whole group into groups of 4.
- 15) **Give** each small group a deck of cards which include both pre-made and the ones made earlier during the warm-up activity.
- 16) The facilitator is ready to **give** any assistance as needed.

**Extension Activity:**

- ***An Extension activity is an alternative or extra activity that can be done to supplement an activity when you have extra time. It can also be done in the next class as a review of previous vocabulary or conversation.***

- A.**
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  4. Name each team or they can come up with their own names.
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**Objective/Goal:**

Gives participants an opportunity to share their interpretations of particular situations and see how they are able to work collaboratively.

**Materials:**

Participants need:

- none

Facilitator needs:

- Attachment #1: situation cards (cut and paste onto index cards)
- Attachment #2: situation cards (cut and paste onto index cards)
- Index cards

**Procedure:(Cool – Down)**  
15 minutes

- 1) **Divide** the whole group into 2 teams.
- 2) **Decide** who goes first.(1 volunteer from each team) For example using one of the following procedures:
  - **Guess** the correct number(facilitator thinks of a number between 1-10, the participant who guesses the correct number- goes first) or
  - Rock, Paper, Scissors(**Choose** 1 person from each team to play-the winner, has his/her team go first.)
- 3) The “winning” team steps outside room. One team member **volunteers** to stay in the classroom. Ex. Team A is sent outside the classroom with the situation card(attachment #1).
- 4) While outside the classroom, ex. Team A will **brainstorm** together the best response to the situation. The team **chooses** someone to be the spokesperson.
- 5) One member from the other team(Team B) **reads** the same situation card(attachment #2).- Ex. “ **I need a job. What should I do?**”
- 6) Ex. Team A member **gives** a response. Ex. “ *You should come down to the Immigrant Centre and see if you can make an appointment with an Employment Facilitator.*”



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- 6) His /her team is called back in. Team A's spokesperson **gives** a response.  
Ex. "Come down to *Immigrant Centre* to meet with an *Employment Facilitator*."
- 7) If the response **matches** the team member, a point is awarded.
- 8) The other team **goes**- same process.
- 9) The team with the most points- "**WINS**"! response.



**Attachment #1: Situations Activity Plan**

<p>1. You want to improve your English skills.</p>	<p>2. You need to buy a present for your mother and you have no idea what to get.</p>
<p>3. You have been tired, lately. You don't know what to do.</p>	<p>4. You have a "sweet tooth" and can't stop eating sweets. What should you do?</p>
<p>5. You hate your job. You don't like your colleagues and your work is boring. What should you do?</p>	<p>6. You have been fighting with your best friend a lot recently.</p>



**Situations**  
90 minutes

<p>7. You' ve moved to Winnipeg recently. You don't know anybody. You are lonely.</p>	<p>8. You live with your relatives. You are not getting along with them. What should you do?</p>
<p>9. You want to give up smoking.</p>	<p>10. You want to save money but don't know what to do.</p>
<p>11. You live in an apartment building. Your next door neighbours are very loud. They play loud music every night.</p>	<p>12. Your mother-in-law lives next door, She always drops by without calling first. What should you do?</p>





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*Situations*  
90 minutes

<p>13. You can't find a Job.</p>	<p>14. You want to find an apartment.</p>
<p>15. You want to go on a trip but don't have enough money. What can you do to relax this summer?</p>	<p>16. You want to buy a house.</p>
<p>17. You have a job interview next week. How should you prepare for it?</p>	<p>18. You want to enroll in a university course but they have rejected you.</p>



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*Situations*  
90 minutes

<p>19. Your car broke down.</p>	<p>20. You have been invited to a wedding but it is out-of-town. You don't have a car.</p>
<p>21. Your child has difficulty waking up early for school. What should you do?</p>	<p>22. Your child does not want to go to school or daycare.</p>
<p>23. You like dancing but can't find a dancing partner.</p>	<p>24. You lost your keys.</p>



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*Situations*  
90 minutes

<p>25. You lost your luggage.</p>	<p>26. You want to learn how to cook.</p>
<p>27. You want to learn how to sew.</p>	<p>28. You want to learn how to drive.</p>
<p>29. You have a bad back and can't shovel the snow down your walk. What should you do?</p>	<p>30. You lost your wallet.</p>



**Attachment #2: Situations Activity Plan**

<p>1. You want to improve your English skills. <b>What should you do?</b></p>	<p>2. You need to buy a present for your mother and you have no idea what to get. <b>What should you do?</b></p>
<p>3. You have been tired, lately. You don't know what to do. <b>What should you do?</b></p>	<p>4. You have a "sweet tooth" and can't stop eating sweets. <b>What should you do?</b></p>
<p>5. You hate your job. You don't like your colleagues and your work is boring. <b>What should you do?</b></p>	<p>6. You have been fighting with your best friend a lot recently. <b>What should you do?</b></p>

**Situations**  
90 minutes

<p>7. You've moved to Winnipeg recently. You don't know anybody. You are lonely. <b>What should you do?</b></p>	<p>8. You live with your relatives. You are not getting along with them. <b>What should you do?</b></p>
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<p>11. You live in an apartment building. Your next door neighbours are every loud. They play loud music every night. <b>What should you do?</b></p>	<p>12. Your mother-in-law lives next door, She always drops by without calling first. <b>What should you do?</b></p>



**Situations**  
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<p>15. You want to go on a trip but don't have enough money. What can you do to relax this summer? <b>What should you do?</b></p>	<p>16. You want to buy a house. <b>What should you do?</b></p>
<p>17. You have a job interview next week. How should you prepare for it. <b>What should you do?</b></p>	<p>18. You want to enroll in a university course but they have rejected you. <b>What should you do?</b></p>



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