

**Implementation of the workshop**  
**Developing 21<sup>st</sup> Century Adult Learners' Literacy Skills**  
Valeria Mariko, Ludmila Levina (UNN, Russia)

Lesson plan for Module: Tolerance and Critical Thinking

Target group: post-graduate students

Language of instruction: English

Objectives: 1) develop speaking, reading, writing and listening skills;  
2) cross-cultural enrichment;  
3) clarifying the concept of tolerance;  
4) developing research skills.

**Lesson plan**

**Step 1.** Divide the class into 5 groups (5 people in each group).

**Step 2.** How do you understand the word "tolerance"? (Think individually for 2 minutes, then share in your group. The teacher lists the ideas on the board).

**Step 3.** Which point on the list is the most significant for you? Why? (The trainer underlines the points that are mentioned).

**Step 4.** Look at the photos which are used in the article we are going to discuss today. What do you think the text may be about? (The trainer puts down the predictions on the board using key words).

**Step 5.** The title of the article is "The Changing face of America". Do you see the connection between the key words and the title? How does the title enrich your assumptions about the text? (Key words are added on the board).

**Step 6.** Instructions for the group work on the article.

---

Group #1

1. Read the text individually using the list of difficult words, if necessary.
2. Discuss the text within your group to clarify the meaning.
3. Sum up the text and present the summary on the flipchart.

Group #2

1. Read the text individually using the list of difficult words, if necessary.
-

- 
2. Discuss the text within your group to clarify the meaning.
  3. Make a list of potential discussion points using the flipchart.
- 

Group #3

1. Read the text individually using the list of difficult words, if necessary.
  2. Discuss the text within your group to clarify the meaning.
  3. Find in the text information about the people in the photos. Prepare to share it with the rest of the groups answering the question: Which of the author's ideas do these examples illustrate? Use the flipchart to share your presentation.
- 

Group #4

1. Read the text individually using the list of difficult words, if necessary.
  2. Discuss the text within your group to clarify the meaning.
  3. Prepare a thorough explanation for the paragraph, "The Census Bureau is aware ... the answer will be used". Illustrate your opinion by examples from the text or your own examples. Use the flipchart to share your presentation.
- 

Group #5

1. Read the text individually using the list of difficult words, if necessary.
  2. Discuss the text within your group to clarify the meaning.
  3. Discuss and explain how you think the word "DIEversity" used in the text can be interpreted. Pay special attention to the context. Use the flipchart to share your presentation.
- 

**Step 7.** Group presentations. Take notes on the ideas that attracted your attention.

**Step 8.** Individually write 2-3 sentences about how you will identify yourself. Explain these concept to describe yourself: ethnicity, religion, culture, etc.).

**Step 9.** Within your group, share what you have written about yourself.

**Step10.** A representative of each group collects the papers. These five representatives organize the information using any graphic organizer and present the "face" of the class. Meanwhile the rest of the students working in their small groups go back to the text and discuss correlation of the processes described in the article to the ones in Russia, and prepare to share their ideas with the class.

**Step 11.** Groups of four present their ideas.

**Step 12.** The “face” of the class is presented.

**Step 13.** At the end of the class the following questions are discussed:

- 1) How has your concept of “tolerance” changed?
- 2) What helped you to work with the issue?
- 3) What made the work difficult?
- 4) What did you personally find the most important piece of learning in today’s lesson?

**Materials:**

Copies of the article (25) (available at

<http://ngm.nationalgeographic.com/2013/10/changing-faces/funderburg-text>);

Copies of the photos (5 sets);

List of difficult words (25);

Vocabulary for discussion (25);

Handouts with group assignment;

Paper; scissors; glue; markers; flipchart