

Presenter

Scorer *WBF*

Date *16 June 09*

Total Score *5.3*

Grade *A*

0738d-1

Scoring Guide for a CBI Classroom Project #3 La Niñera

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3) Evidence of pedagogical consciousness will vary in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can be by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

Global	Factor 1: Is It CBI? <i>1, 8</i>	Factor 2: Language Level Fits Activity? <i>1, 0</i>	Factor 3: Time Appropriate? <i>8</i>	Factor 4: The Pieces <i>1, 2</i>	Factor 5: Presentation <i>5</i>
6 After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that there are specific language targets).	Central language level is exactly right, and the activity, even as is, can fit the neighboring level above and below.	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness; all pieces of high quality.	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout).
5 Needs 1/4 hour with me, then 1 hour of revision of small-scale content.	Needs minor transformation of one aspect, but no content is missing.	Needs slight adjustment (ex: one learner activity is above or below level).	Very close fit, but not flexible.	Needs a couple of adjustments that can be carried out with little help from me beyond the initial criticism.	Close to 6: errors of language are individual, not systematic. Needs a pointer or two about typography / layout.
4 Will work adequately for its creator, but use by others would need serious support.	Needs to add something and cut something, or transform (the) two chunks.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking. <i>I think you have an entire</i>	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small-scale errors. Format is plain but not confusing.
3 Most parts will work adequately for its creator, but one major part should not be used yet.	Needs several major changes, but the underlying idea is indeed CBI	Entire project belongs to a distinctly different level (ex: IntLow/Mid v. Advanced, LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or too long for the available time. <i>Certainly more than 10 weeks</i>	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.
< 3 Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary one (=hard-nosed grammar-translation approach).					

good attention to reading & listening - good use of content objectives to prioritize the CBI in the
But, this pretty sure the time budget is too brief - lacks enough time to negotiate the activities.
2) Needs a more comprehensive overview / TOC, esp. of linguistic goals. Teacher needs to honor these

Great assessment + rubric (except that more from AMHolt in 10 weeks is the much to

is a Bay Pict. right away

Laurissa Pennington

FL 508

CBI Project #3

12 June 2009

La Niñera Latinoamericana: A Ten-Week Intensive Course for the Aspiring Latin-American Nanny

Course Abstract:

The following ten-week course has been designed for young people who have an interest in living and traveling abroad as well as assisting Hispanic families with childcare and home maintenance. Learners will preferably possess a background in early-childhood education as well as a desire to pursue a career in this field and/or the area of family planning. This course outline has been broken down into weekly segments, each segment containing the content and lesson objective for each week as well as the materials required. Content objectives range from the art of salary negotiation to assistance with household duties to technical and legal aspects of job, such as CPR/first-aid certification. This course is aimed at promoting an increased proficiency in the target culture's language and is appropriate for Intermediate High to Advanced Mid speakers of Spanish in accordance with ACTFL guidelines. Class size should be anywhere between 8-15 students with the ideal learner profile being that of a recent high school graduate to a college junior or senior. By the end of the ten-week period, learners should possess the necessary skills and tools in the areas of language use and content familiarization to be able to conduct themselves with ease and facilitation in the target culture, perform the required duties of a Hispanic niñera, and negotiate their way through possible conflicts that may arise, whether they be logistical or interpersonal.



**Week 1: Encontrar una Familia
(Find a Family)**

1) Content Objectives: Learners will be exposed to the operational logistics of a typical Hispanic nanny agency. They will spend the week becoming familiarized with the selection processes involved for finding the appropriate nanny for one's family as well as critically evaluating their own strengths and weaknesses in this field of work. Learners will also engage in various self-evaluative activities to determine what types of family and home environments they are interested in working for so that they may narrow down their list of options, as well as specify exactly what type of work they are willing and able to do (e.g. shopping, manual labor, etc.).

2) Language Objectives:

- ✦ The impersonal/passive "se" *yes*
- ✦ "Hay que" → You have to/One has to
- ✦ Review of formulation of questions *- possibly below level*

Ok suggests a couple more, like positive subjective and neutral in politeness + happiness

3) Sample Activities:

- ✦ Learners will read a sample article about what prospective families are looking for in a nanny and/or nanny agency. After reading this article individually, students will engage in a group discussion about the article.
- ✦ Learners will self-evaluate their level of expertise in the area of child care and family planning by way of a comprehensive questionnaire.
- ✦ Learners will watch YouTube video: "Los Consejos de Gabo - Cómo ser una Buena Niñera", using the following link: <http://www.youtube.com/watch?v=aAnp1KG6XCQ>. This activity may be done in class and due to its humorous take on nannying would serve to lower the affective filter of learners. This activity will also serve for practice with listening comprehension of the phrase "Hay que" (You have to/One has to)
- ✦ Learners will partner up and take turns evaluating each other with specialized personality questionnaires in order to figure out what types of families they are compatible with.
- ✦ Learners will read sample letters of reference written by prospective niñeras in search of employment. For assessment purposes, they will compose their own prospective letter and turn this into instructor.

4) Materials Needed "in the box":

- ✦ Article: "Cómo utilizar las agencias de niñera" ***(below)***
- ✦ Computer/Laptop
- ✦ Copies of comprehensive questionnaires
- ✦ Copies of personality questionnaires



Sample Reading article

Cómo utilizar las agencias de niñera

By Kaye Siders

Cost: \$

Pensando en la contratación de una niñera a ver los más pequeños? Asegúrese de que la entrevista niñera varios organismos antes de decidir sobre la una que es mejor para usted. Después de todo, desea la mejor manera posible niñera para sus hijos, por lo tanto usted debe encontrar la mejor agencia para el suministro con una. Trate de hablar y averiguar la siguiente información de varios organismos antes de hacer su elección.

1. Lo primero es lo primero. Cuando se utiliza una niñera agencia, usted debe averiguar exactamente qué tipo de proceso de selección que utilizan para contratar niñeras. Usted quiere asegurarse de que la niñera agencia que usted elija no una amplia verificación de antecedentes sobre todos los empleados niñeras a través de ellos. Usted quiere asegurarse de que la agencia no contratar a cualquier criminales condenados, los depredadores de niños o cualquier otra persona que no debe entrar en contacto con los niños.

Asegúrese de que el organismo tiene una manera de evitar que cualquier persona con este tipo de la historia de ser una niñera para ellos. No te olvides de pedir referencias de otras familias que han utilizado ese organismo. Si el organismo no dará referencias a usted, entonces ese organismo no sería una para elegir como su agencia de niñera. Siempre tener cuidado de un organismo que no se oferta con referencias.

2. Una vez que sepas cómo los demandantes son preseleccionadas, pedir a la agencia acerca de niñera después de la colocación de apoyo para niñeras y las familias en las que se colocan. ¿Tiene la agencia ofrecer un sistema de apoyo para ambas partes, después de una niñera es colocado con una familia? Pregunte a la agencia la agencia lo hace si la colocación no funciona para la familia y si la niñera del cese de la relación laboral? ¿La niñera organismo tienen un plan en marcha para este tipo de situación? En caso afirmativo, ¿qué es?
3. Recuerde que un beneficio en la utilización de una agencia de niñera para seleccionar su niñera es que la mayoría de la ardua labor se realiza para usted. Nanny organismos a menudo eliminar los posibles niñeras y encajar el proceso de la entrevista en su programa, en lugar de tener que encontrar grandes trozos de tiempo para hacer esto. Otro beneficio es que muchas veces, abuela organismos de encontrar un sustituto para la niñera después de que su niñera es contratada, en caso de que ella se enferma o necesita algo de tiempo libre para otras razones.

Una última pieza importante de información es para tratar de averiguar si la agencia de niñera que se ha de elegir algún tipo de acreditación para demostrar que son una agencia de renombre, algo que demuestra la agencia cuenta con el respaldo de una asociación que responder por la agencia la fiabilidad y profesionalidad. Muchos muy respetado niñera organismos se han sumado a la Asociación Internacional de Nanny, que proporciona apoyo y recursos para organismos de niñera. Esta asociación también exige a sus organismos de llegar a un acuerdo para mantener altos niveles de excelencia profesional. Usted puede visitar su sitio en la red [Nanny](#) para obtener más información.

No se intimidar por el proceso de la utilización de organismos niñera para contratar a una niñera para su hijo. Uso de organismos niñera es una manera de tomar el estrés de encontrar niñera perfecta que fuera de ustedes porque alguien hace el trabajo para usted!

1) Content Objectives: During this week, learners will become familiar with the interview process as well as the cultural customs and expectations that are involved with Hispanic interpersonal relations. Learners will have the opportunity to take part in a simulated experience of an initial interview, as well as become adept at handling price and salary negotiation. Learners will become equipped with the tools and skills necessary to conduct themselves professionally in an interview situation, as well as learn which types of questions should be asked and which types of issues should be addressed.

2) Language Objectives:

- ✦ "Usted" (The formal "you")
- ✦ Review of formulation of formal questions
- ✦ Present tense subjunctive, along with key phrases: "Es ideal que...", "Es importante que...", "Es recomendable que...", etc.
- ✦ Vocabulary related to money/salary: **precio, salario, "¿Cuánto cobra por...?"** (How much do you charge for...?), "Yo cobro..." (I charge...), **tasa, etc.**

3) Sample Activities:

- ✦ Learners will brainstorm together and come up with a list of ten necessary qualifications an accomplished niñera should have and advertise during the initial interview.
- ✦ Learners will take part in a simulated interview process, where one learner will take on the identity of parent and the other that of a prospective niñera. Together the parent and niñera will engage in a discussion about mutual expectations, salary, required duties, nights off, etc. Afterwards the parent will give the niñera a form to fill out for the parent to use as a point of reference.
- ✦ Learners will listen to a guest speaker talk about his/her past experience as a niñera, and impart his/her opinions on the do's and don'ts during an interview situation. During this activity, learners will have the opportunity to practice both comprehensive listening as well as spoken use of the subjunctive.

4) Materials Needed:

- ✦ Poster/markers for brainstorming qualifications
- ✦ Interview Form

Sampling of Qualifications/Attributes the Ideal Niñera should have

La elección de la niñera ideal

Antes de escoger a la niñera, tenga en cuentas estos aspectos:

1. Perciba si le gustan los niños, se entiende bien con ellos y conoce sus necesidades.
2. Debe tener experiencia en el cuidado de niños. No olvide pedirle referencias laborales y comprobarlas.
3. Tiene que ser una persona puntual, responsable y comprometida.
4. Si tiene estudios sobre enseñanza infantil o puericultura, mucho mejor.
5. Debe tener autoridad para hacerse respetar de los niños.
6. Tenga en cuenta su limpieza, forma de hablar y sus modales.
7. Es ideal que sepa primeros auxilios para poder atender una emergencia.
8. Debe saber cocinar.
9. Acuerde con ella las labores, el salario, el horario de trabajo y los días de descanso.
10. Los niños deben estar de acuerdo con la elección de la niñera.

Interview Form



Fecha: _____

Test para Contratar la niñera

Información Personal

1. Nombre de la aspirante: _____
2. Lugar de nacimiento: _____
3. Dirección de residencia: _____
4. Teléfono: _____ Celular: _____
5. Disponibilidad: _____
6. Referencial laborales: _____
 Nombre: _____ Teléfono: _____
 Nombre: _____ Teléfono: _____
 Nombre: _____ Teléfono: _____
7. Referencias Laborales: _____
 Fecha: _____ Lugar: _____
 Fecha: _____ Lugar: _____
 Fecha: _____ Lugar: _____
8. Formación Académica: _____

Sobre Ella

9. ¿Tiene hijos? _____
10. ¿Es casada? _____
11. ¿De qué edad han sido los niños que ha cuidado? _____
12. ¿Por qué ha salido de los trabajos anteriores? _____
13. ¿Qué hace en su tiempo libre? _____
14. ¿Por qué le gusta ser niñera? _____
15. ¿Sabe cocinar? _____
16. ¿Podría quedarse tiempo extra en caso de urgencia? _____
17. ¿Tiene cursos sobre primeros auxilios? _____
18. ¿Cuál es la aspiración salarial? _____

Para Usted

19. ¿Es puntual? _____
20. ¿Cómo fue la relación con sus hijos? _____
21. ¿Cómo es su aspecto personal? _____

*Here is where the activities
could start to take much longer
than planned*

1) Content Objectives: During this week, learners will be exposed to a variety of activities in the field of early childhood education. There will be a strong focus on the theories of experts such as Chomsky, Vygotsky, and Skinner in order to thoroughly equip learners with an understanding of the cognitive processes of children of varying ages. Learners will participate in the creation and selection of developmentally appropriate materials such as games, books, and music, as well as familiarize themselves with the popular varieties of these items in the target culture. At the end of the week, each learner should be assigned one age group to make him/herself an expert on, and present a uniquely designed developmentally appropriate activity for a child from this group.

2) Language Objectives:

- ✦ Review of impersonal/passive "se"
- ✦ Imperative commands with negatives: **"No hagas eso"**, **"No juegas con tu comida"**, etc. ("Don't do that", "Don't play with your food", etc.)

3) Sample Activities:

- ✦ Learners will go on an outing to a local Wal-Mart/Target, where they will shop for games, books, and music in the target language for varying age levels.
- ✦ Learners will brainstorm together various methods of dealing with upset children, how to effectively manage a temper tantrum, what to say to a child who's feeling left out, etc. Possible solutions may be recorded on a large poster board or in referential notebooks provided to learners.
- ✦ Learners will watch a sampling of videos on YouTube of naughty children. Here learners will be exposed to the grammar point of negative imperative commands initially modeled by the instructor. Afterwards, learners will come up with their own commands based on the activities of the children in the videos.

4) Materials Needed

- ✦ Poster board/markers/referential notebooks
- ✦ Books/articles on the theories of experts in the field of early childhood education. These materials may be either in Spanish or English.
- ✦ Computer/laptop.

Week 4: Bebés 101
(Babies 101)

1) Content Objectives: Learners will become acquainted with the developmental stages and processes of infants, mobiles, and toddlers. There will be a strong focus on activities such as changing diapers, bottle-feeding, how to properly hold an infant, and strategies for lulling a child to sleep.

2) Language Objectives:

- ✦ Review of imperative commands with negatives
- ✦ Review of **"Hay que"**
- ✦ The implementation of Spanish diminutives: **"-ito"** → **"Comidita"**, **"Cobijita"**, **"Ropita"**, etc.
- ✦ Vocabulary related to baby items: **cobija**, **botella**, **pañal**, **cuna**, **mesa de cambiar**, etc.

probably above level

3) Sample Activities:

- ✦ Learners will participate in a workshop for how to properly change an infant's diaper. Learners will go through steps together and then take part in a hands-on diaper-changing activity using baby dolls to create a simulated experience.

- ✦ Learners will use these same baby dolls to practice how to properly hold an infant while bottle-feeding them, along with how a blanket should be placed on a baby when putting them to sleep.
- ✦ For each one of these activities, learners will assume the responsibility of becoming an expert in one of the areas related to infant care. They will prepare a brief presentation on any one of the following categories: dressing, bottle-feeding, changing diapers, putting an infant to sleep, foods an infant may eat, etc.

4) Materials Needed:

- ✦ Realia items: baby dolls, diapers, bottles, blankets, cribs, etc.

List of steps for how to properly change a diaper

LOS PASOS SUGERIDOS PARA CAMBIAR LOS PAÑALES SON:

- 1 - Lavarse las manos.
- 2 - Corroborar que estén todos los implementos a mano.
- 3 - Acostar al bebé boca arriba.
- 4 -Abrir el pañal que lleva puesto, con cuidado de doblar la tiritas adhesivas hacia adentro (para que no se adhieran a la piel del bebé).
- 5 -Doblar el pañal para que el bebé apoye la cola sobre la cara externa del mismo (que está limpia).
- 6 -Tomar un trozo de algodón embebido en agua y pasar de la siguiente manera:
En las niñas, de adelante hacia atrás, una sola vez (se abren bien los labios de la vulva) y se desecha el algodón para que no pasen los gérmenes del ano hacia la vulva y las vías urinarias. Prevenimos, de esta forma, las infecciones genitales y urinarias. Se reitera la maniobra hasta que quede limpia la cola del bebé.
En los niños, se pasa el algodón teniendo precaución de hacerlo desde la base del pene al extremo y luego se limpia el ano. Es conveniente colocar una toallita o un pañal limpio sobre el pene, porque es frecuente que orinen cuando los cambiamos.
- 7- Secar con una toallita limpia de uso exclusivo para el bebé. Se puede colocar una crema hidratante (existen líneas hipoalergénicas especiales para bebé). No se recomienda usar talco ni fécula de maíz.
- 8- Colocar el pañal limpio. En los varones se debe colocar el extremo del pene hacia abajo para que no moje la ropa al orinar. Si todavía tiene cordón umbilical, éste debe quedar por fuera del pañal para que no se humedezca ni se ensucie.
- 9- Lavarse siempre las manos luego de cambiar al bebé.

**Week 5: Quéhaceres del Hogar - La limpieza
(Household Duties - Cleaning)**

1) Content Objectives: Learners will become familiarized with expectations and standards of cleanliness as part of a niñera's job description. In order to acquire this knowledge, learners will

participate in interactive discussions where they will share their own personal standards of cleanliness. As well, learners may choose to share any tips or suggestions they have to offer for effective and/or efficient cleaning strategies as a result of past experiences. Learners will also have the opportunity to experience a first-hand glance at what cleaning really entails by way of a job shadow.

2) Language Objectives:

- ✦ Review of impersonal/passive "se"
- ✦ Review of "hay que"
- ✦ Use of Imperfect to describe past cleaning experiences
- ✦ Review of vocabulary involving rooms of the house: **La sala, la recámara, la cocina, el baño, el garaje, el closet, la tasa, el drenaje, etc.**, as well as new vocabulary involving items with which to clean: **La escoba, el trapo, el trapeador, el bote de basura, la escobilla de la tasa, etc.**

3) Sample Activities

- ✦ Learners will engage in an informal discussion of personal cleaning habits and tricks for quick and effective cleaning. During this time, instructor will also participate and introduce new vocabulary using pictures and TPR.
- ✦ Learners will write down their "recipes" for cleaning on note cards and exchange their card with one other person.
- ✦ Learners will receive a visit from a guest speaker who will discuss the specific differences of household appearance in the Hispanic culture. For example, carpeted floors is not something that is generally seen in certain Hispanic countries, most houses have a gated vestibule area in front of the actual entrance, some countries use only cold running water, etc. Learners will have the opportunity to ask questions at the end.
- ✦ Learners will accompany a Spanish-speaking niñera on the job, and will each be assigned a specific room in the house to clean. The niñera will then inspect and critique each job.

4) Materials Needed

- ✦ Pictures of various cleaning tools
- ✦ Notecards
- ✦ An assembled bucket (by the learner) with different cleaning tools that learner will take on job shadow.



Week 6: Quéhaceres del Hogar: Las compras y la comida (Household Duties: Shopping and Food)

1) Content Objectives: Learners will gain experience and knowledge in both grocery shopping and meal preparation. This week will be focused on weekly meal planning strategies as well as training in food handling and preparation. Learners will gain cultural insight of Hispanic family meal traditions as well as take part in hands-on cooking experiences of traditional meals from a sampling of countries.

Learners will also gain awareness of mealtimes in different countries and have the opportunity to obtain a Food-handler's Certification card.

2) Language Objectives:

- ✦ Verbs associated with cooking: **Cocinar, cortar, hervir, freir, asar, mezclar, echar, etc.**
- ✦ Review of "Se" impersonal as associated with cooking: "**Se cocina, se hierva, se mezcla**", etc.
- ✦ Review of known food vocabulary as well as introduction of new vocabulary associated with cooking.

3) Sample Activities:

- ✦ Learners will watch video of traditional Hispanic meal preparations such as this example of Enchiladas Suizas from Mexico via YouTube:
<http://www.youtube.com/watch?v=QD3q3B1Sjx0>. Learners will take notes during viewing and hand in their version of the recipe to instructor as a means of listening comprehension assessment.
- ✦ Learners will practice compiling and assembling weekly grocery lists for breakfast, lunch, and dinner. They may also expand this activity by creating a weekly calendar of meals based on what they have bought.
- ✦ Learners will meet at one of their houses and together cook one of the meals that they watched earlier in the week on YouTube.
- ✦ Learners will take Food-handler's certification training module on the internet and then follow this up by taking the actual test (for Spanish speakers) and attempt to become certified.

4) Materials Needed:

- ✦ Computer/Laptop
- ✦ Calendars for meal planning
- ✦ Various ingredients for cooking

Link to website for Oregon food-handler's certification en Español

<http://www.oregon.gov/DHS/ph/foodsafety/docs/espmanual.pdf>

Sample from page in training manual

Evite la propagación de enfermedades

El lavado de las manos es muy importante

Lávese las manos frecuentemente cuando trabaje con alimentos y bebidas –esto elimina los gérmenes que pueden contraer las personas. Lávese las manos por aproximadamente **20 segundos** con agua tibia del grifo y jabón y luego séquelas con toallas de papel limpias o con secador de aire.

Recuerde siempre lavarse las manos:

- **Antes** de tocar cualquier cosa que se utilice para preparar los alimentos
- **Antes** de tocar alimentos que no se van a cocinar
- **Antes** de ponerse guantes (sin látex) y después de quitárselos
- **Después** de preparar carne, pescados y aves **crudos**
- **Después** de tocar desperdicios y sacar la basura
- **Después** de tocar platos sucios
- **Después** de limpiar o usar sustancias químicas

Se requiere lavado de manos doble

Se requiere un doble lavado de manos antes de empezar a trabajar y cuando las manos entren en contacto con fluidos corporales. Enjuáguese las manos con agua tibia y jabón por aproximadamente 20 segundos, enjuague y repita por segunda vez. Séquese las manos con toallas de papel o con secador de aire.

Week 7: Quéhaceres del Hogar: Variado
(Household Duties-Miscellaneous)

1) Content Objectives: This week's activities will focus on various other miscellaneous duties associated with household maintenance. Learners will become aware of the responsibilities involved with helping out with homework, answering the phone, taking messages, dressing children, walking the dog, and other similar duties. By the end of the seventh week, learners should feel comfortable performing any and all household duties that are associated with the responsibilities of the niñera.

2) Language Objectives:

- ✦ Phrases associated with answering the phone: “¿Cómo le puedo ayudar?”, “¿Quiere dejar un mensaje?”, “¿Cuál es su nombre?”, etc.
- ✦ Continued practice with the formal you “usted”
- ✦ Review with diminutives
- ✦ Imperatives with reflexive verbs: “Vístete”, “Báñate”, “Cepíllate los dientes”, etc.

3) Sample Activities

- ✦ Learners will go on shopping outing for fun, recreational books to read in Spanish for varying age levels. Afterwards learners will read books together to decide which books are appropriate for which levels and will take informal polls to decide which books would be most popular among Hispanic children.
- ✦ Learners will participate in an “answering the phone” workshop run by the instructor, where they will be coached on the proper formalities of polite and appropriate questions to ask, how to take down a detailed message, and what types of exchanges and “pleasantries” are culturally appropriate. This will be a good opportunity for continued practice with “usted”.
- ✦ Learners will practice with larger dolls to create a simulated experience of assisting a child in dressing his/herself. Here learners will review the use of diminutives, especially as they pertain to clothes and dressing.

4) Materials Needed

- ✦ Larger dolls
- ✦ Assortment of children’s books in Spanish bought by learners

Week 8: Las Emergencias Medicales
(Medical Emergencies)

1) Content Objectives: Learners will become familiarized with the various duties and procedures involved with medical emergencies. Learners will practice maintaining a calm front in the target language as well as using the language in such a way so as to soothe children and/or anyone else involved in the emergency. Learners will become comfortable and familiar with the precautionary measures that should be taken in various kinds of emergencies, as well as the different sorts of technical and legal aspects that are involved with these emergencies.

2) Language Objectives:

- ✦ Review of the imperative with negation
- ✦ Review of the imperative without negation
- ✦ Review of body part vocabulary
- ✦ Review of present progressive
- ✦ Different phrases/questions to ask children who have experienced some sort of physical injury: “¿Dónde te duele?”, “¿Cómo te sientes”, “¿Tienes calor?”, “¿Tienes frío?”, etc.

3) Sample Activities:

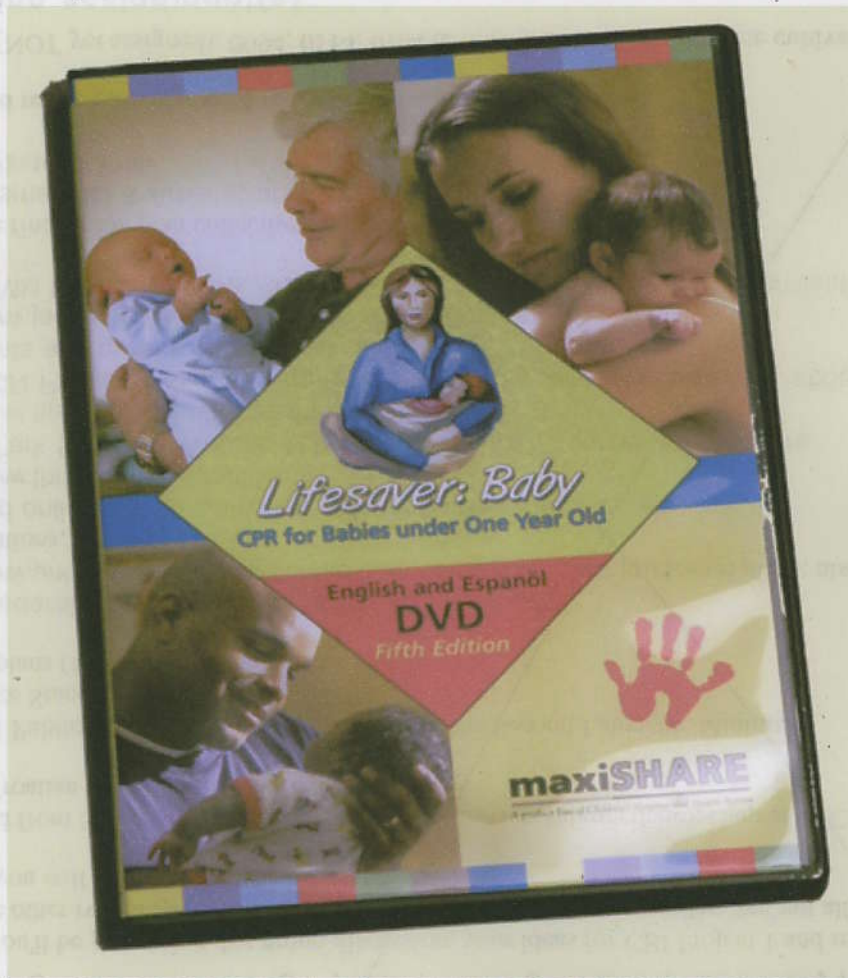
- ✦ Learners will participate in role play exercises, where one will take on the identity of the niñera, and the other that of the child. Learners will experiment with different situational emergencies and practice maintaining a calm demeanor while posing appropriate questions to the injured child. Instructor will walk around observing and assessing the reactions of the niñeras.
- ✦ Learners will also practice simulated experiences of 911 calls. Learners will practice calmly and concisely explaining the situation/predicament to the 911 operator using the present progressive, and then following their instructions.

- ✚ Learners will participate in a first aid training module where they will be trained in proper CPR/first aid techniques. Learners will again use both baby dolls and larger dolls to practice on and will have the opportunity to become CPR/First Aid certified.

4) **Materials Needed:**

- ✚ Baby dolls and larger dolls
- ✚ Copies of First Aid/CPR manuals in Spanish
- ✚ Various medical supplies to use in hands-on simulations: band-aids, thermometers, gauze wrap, and other items found in a first aid kit.

CPR DVD en español



Week 9: Excursiones y Viajes

1) Content Objectives: Learners will spend this week participating in various outings and excursions with younger Hispanic children through a local Big Brother/Big Sister program. Each prospective niñera will "adopt" one younger brother or sister for the week and accompany them to the destinations of their choice. Younger brothers and sisters will range in range from 5-13. Learners will gain experience communicating with younger speakers of the target culture, as well as an increased confidence in their own ability to perform the responsibilities of a niñera.

2) Language Objectives:

- ✚ Review of imperatives
- ✚ Vocabulary associated with recreational destinations: **La alberca (piscina), el zoológico, la tienda de juguetes, la tienda de dulces, el parque, el museo, la heladería, etc.**

- ✦ Animal Vocabulary, for use at the zoo: **Oso, león, tigre, delfín, pájaro, elefante, pinguino, leopardo, guepardo, mono, rinoceronte, etc.**

3) Sample Activities:

- ✦ Activities and excursions are flexible and open-ended, depending on preferences of children. Some possible suggestions are:
 - ✦ A trip to the zoo
 - ✦ A picnic day in the park
 - ✦ A trip to the local ice cream store
 - ✦ A day at the pool.
 - ✦ A trip to the museum.
- ✦ Whatever activity, the niñera should constantly keep in mind his/her supervisory role along with the safety and well-being of the child. The activity may range in time anywhere from two hours to six hours, depending.

4) Materials Needed:

- ✦ Child
- ✦ Money
- ✦ Other, depending on activity

Week 10: La prueba (The Test)

During this final week of the course, learners will be assigned to an individual Hispanic family in need of a niñera for the week. This will afford learners the opportunity to put into practice everything they have learned during the past ten weeks, as well as finally receive the chance to experience first-hand authentic communication with members of the culture. Depending on the needs of the individual families, the parents may or not be around to supervise. Learners will advertise themselves beforehand using the letters they wrote the first week of the course. After this final week, learners will participate in an exit interview with instructor to determine his/her niñera readiness.

Sample 120-minute Lesson Plan from Week 6: Quéhaceres del hogar: La comida y las compras

1) 5-7 mins.

Learners will gather with instructor to review cooking verbs. Using pictures of the various activities along with TPR, instructor will elicit verbs from learners to verify that everyone is on the same level of knowledge with these types of verbs. If verb is unknown, instructor will provide it, and then ask what types of foods are associated with these verbs.

Ex. Q: ¿Qué es un ejemplo de comida que se puede freír?

[What is an example of a food that can be fried?]

A: Se puede freír huevos. [Eggs can be fried.]

2) 14-20 mins.

Learners will view video via YouTube of "Receta para Enchiladas Suizas"

(<http://www.youtube.com/watch?v=QD3q3B1Sjx0>). Learners will watch and listen to instructions for meal and copy down what they hear on notepad. If needed, learners will be afforded the opportunity of a second viewing.

3) **10-15 mins.**

Learners will then get together with a partner and compile a list of necessary ingredients for the meal. Learners will decide between each other who will shop for what items, and decide how much of each item is needed, as well as where it is in the store. This discussion is intended to elicit the "Hay que" grammar point from learners ("We have to/One has to").

Ex. "Hay que comprar 3 cebollas y 6 tomates" (We'll have to buy 3 onions and 6 tomatoes).

Ex. "Hay que ir al pasillo de condimentos para el polvo de chile." (We have to go to the spices aisle for the chile powder.)

Ex. "Hay que tomar en cuenta cuántas personas van a comer." (We have to keep in mind how many people are going to be eating this meal.)

4) **Rest of class: 75-90 mins.**

Learners will then go on a shopping trip with their partners to buy the necessary ingredients. The actual cooking of the meal will take place at the next class meeting.

Rubric for Various Course Assessment Tools

Learners will be evaluated in a global sense, as well as by two work samples created during the 10-week course along with the exit interview.

	<u>Developing</u> 65-80 out of 100.	<u>Accomplished</u> 81-90 out of 100.	<u>Exemplary</u> 91-100 out of 100.	Score
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<p>Global 40 %</p>	<p><i>Learner demonstrates a vague understanding of the role of a niñera.. Participation in activities was minimal and a small level of enthusiasm was expressed towards prospective job title.</i></p>	<p><i>Learner demonstrates an adequate/functioning understanding of the role of a niñera. Participation in activities was satisfactory and learner expressed excitement at the prospect of being a niñera.</i></p>	<p><i>Learner demonstrates an impressive understanding of the intuition and skills necessary to be a successful niñera. Participation was overwhelming and included the leading and supervision of several activities.</i></p>	
<p>Referential letter composed by niñera during Week1 25%</p>	<p><i>Learned included minimal information about his/herself in letter. Learner advertised only a small number of attributes and qualifications concerning his/herself.</i></p>	<p><i>Learner composed a satisfactory letter that showcases his/her strengths and aptitudes for the job at hand. Information is complete and detailed.</i></p>	<p><i>Learner composed a detailed and lengthy letter that showcased his/her individual aptitudes and expressed passion, dedication, and commitment towards children and families.</i></p>	
<p>Interview form filled out by niñera during Week 2 10%</p>	<p><i>Learner provides limited, brief answers and demonstrates a lack of comprehension in some of his/her answers to the questions..</i></p>	<p><i>Learner provides complete answers, and demonstrates an adequate understanding of the questions in the form.</i></p>	<p><i>Learner provides interesting, detailed answers, and demonstrates a cultural awareness of the connotations of the questions along with the denotative meanings.</i></p>	
<p>Exit Interview with Instructor 30%</p>	<p><i>Spoken language is brief, minimal, and broken. Learner exhibits some enthusiasm at the prospect of a real-life application of the course.</i></p>	<p><i>Spoken language is grammatically correct if only reactive in its nature. Learner expresses excitement at the idea of traveling abroad to apply skills learned during course.</i></p>	<p><i>Spoken language demonstrates the arrival of the learner into the Advanced High proficiency level in accordance with ACTFL guidelines. Learner is jumping out of their seat at the prospect of traveling abroad.</i></p>	<p><i>aiming too high for just 10 weeks</i></p>