



Lesson Plans

Lesson Plan: Taxicab Drivers, Using a Global Positioning System, Lesson 2

Sector: Tourism

Occupation: Taxicab Driver

(NOC 7413)

Theme: Using a GPS (Global Positioning System)

Occupational Task: Using the users' manual to learn how to operate a GPS

Essential Skills (ES) developed during the learning activities:

Reading

- Refer to manuals to get information (ES3)

Oral Communication

- Communicate with co-workers to exchange information (ES2)

Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

Speaking and Listening

- Open, maintain and close a short routine formal conversation (CLB 6)
- Understand instructions related to simple technical tasks (CLB 7)
- Give spoken directions (CLB 7)

Reading

- Follow one-to-six step common everyday instructions and instructional texts (CLB 4)
- Follow written instructions including diagrams (CLB 7)
- Find information in formatted texts: forms, tables, schedules, directories (CLB 4)
- Demonstrate comprehension of standard maps, basic diagrams, basic graphs (CLB 5)

Language and culture focus for the learning activities:

Vocabulary – for identifying parts of the GPS (e.g. Power button, MCX connector,



SD card slot, mini-USB port, headphone plug, touch screen, map page, satellite signal indicator, battery strength indicator, etc.)

Culture

Many jobs require learning about equipment using a manual or instruction book. The cab driver must be able to find the information required to use the GPS quickly and effectively.

Suggested teacher resources and classroom materials needed:

For Teacher reference:

Occupational Language Analysis for Taxicab Driver (NOC #7413)

http://www.itsessential.ca/itsessential/display_page.asp?page_id=353

Essential Skill Profile for Taxicab Driver (NOC #7413)

<http://srv600.hrdc-drhc.gc.ca/esrp/english/profiles/56.shtml>

Garmin Owners' Manual (Nuvi 300/350)

http://www8.garmin.com/manuals/Nuvi350_OwnersManual.pdf

A Garmin Nuvi 300 or 350

For Learners:

One Garmin Nuvi 300 or 350 for each learner

One copy each of Garmin Owners' Manual (Nuvi 300/350)

http://www8.garmin.com/manuals/Nuvi350_OwnersManual.pdf

Estimated time for the learning activities: 1 ½ hours

Learner Profile:

The class would probably be multi-level but because the vocabulary and skills they need to know are specific there would not be any planning to accommodate different levels. Most of the learners would be at least at CLB 5. This lesson is part of a five lesson module. The learners may or may not be experienced taxi drivers.



Learning Objectives:

Learners will be able to identify the parts of their GPS using the manual for assistance.

Learners will be able to follow directions in a manual to learn how to use the map page on their GPS.

Learning activities:

1.

a) Hand out GPS and GPS manual to each learner.

Have learners turn to Preface. Read the Manual Conventions.

Explain the following:

Always touch with your finger, not a hard object. This is to avoid damage to the screen.

The use of the >. It indicates that the user should touch a series of items.

b) Direct learners to page 1 of Getting Started. (Your Nuvi). Have learners identify the parts of their GPS using the diagram on page 1. Review the vocabulary:

- Power button
- MCX connector (for an optional external antenna)
- SD card slot (to load software)
- Mini-USB port (to connect to a computer)
- Headphone plug

c) Direct learners to the Menu Page. Go through the identifying letters (A – H). Have learners find each one on their GPS and go through the pronunciation, meaning and use of each item.

Tell the class that they will not be looking at E (traffic) or F (Travel Kit).

(30 minutes)

2. Direct learners to page 2 of the manual.

a) Have learners work through this page individually.

Then

b) As a class identify the tips that are on this page that they need to know.



c) Have learners turn on their GPS, adjust the brightness and volume settings, lock and unlock the screen.

d) Direct learners to the Menu page.

Note that there are additional tips about the battery on page 64. Assign this page to half of the class to read and report back on to the rest of the class. The other half of the class should read the top of page 3 about the satellite signals. Then they should read page 65 and prepare to report to the rest of the class. Allow time for each group to report. (30 minutes)

3. Direct learners to page 3, Find Your Destination. Have learners explore this page and practice finding various locations in each category – addresses, restaurants, hotels, service stations. (30 minutes)

* Note that this is an American manual and the distances are in miles and speeds are in miles per hour. The learners will learn to set their GPS to metric in the next class.

4. Direct learners to page 4, Follow Your Route. Look at the map page. Identify the magenta route line. Remind learners that the GPS uses vocal prompts, arrows on the map, directions at the top of the Map page, and that a checked flag marks the destination.

5. Direct learners to pages 17-19 for more information on using the Map page. Have learners work through these pages together. Answer any questions about vocabulary or procedure as they arise. Review the components of each diagram on pages 17-19 with the entire class.

Have learners role play in pairs. One will be the customer, the other the taxi driver. The customer must choose a destination and the taxi driver must ask the customer for the destination and model good questioning techniques and check for comprehension as they discuss the destination. Have the learners switch roles (30 minutes)

Additional and/or extension learning activities:

Learners should practice using the GPS in their own vehicle. They should use it to direct them to a familiar address and to unfamiliar addresses. This is an informal learning activity for learners to do on their own to extend their learning.

Learners should be prepared to report back to the class on their experience using the GPS.

Learners use the index to find out how to change their GPS to metric. They should change the setting to metric before the next class.

Evaluation:

Learners identify parts of their GPS using the manual.



Canadian Language
Benchmarks/
Essential Skills

Niveaux de compétence
linguistique canadiens/
Compétences essentielles

Learners demonstrate how to use the Map page on their GPS.

Learners list the information found on the Map page.

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