Lesson Plans

Lesson Plan: Taxicab Drivers, Using a Global Positioning System, Lesson 4

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 (2)

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
- **Give spoken instructions (Correct sequence of steps, clear references, correct stress and intonation) (CLB 6)**

Listening
- **Follow the main ideas and identifies key words and important details (CLB 6/7)**

Reading
- **Follow written instructions (CLB 7)**
- **Access and locate information through Tables of Content, indexes etc. (CLB 5)**

Language and culture focus for the learning activities:

Grammar – grammatical structures for giving directions and asking questions about directions, asking for clarification

Culture

Taxicab drivers must be able to provide reliable, expert service and information. This involves being at a pickup location on time and getting customers to their location on time. Drivers must be able to read a map quickly or use a GPS to ensure timely, correct service. Taxi drivers are also frequently asked questions about hotels, bars, restaurants or shopping locations.

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

Either one or two address cards per learner, depending on the number of learners in the class. Each card should include an address or name of a destination with one stop enroute. It should also include a question that the customer will ask the taxi driver. The question could be for the name of a nearby restaurant or local attraction or for the distance from the starting location to the destination.

Estimated time for the learning activities: 1 ½ hours

Learner Profile:

The class would probably be multi-level but because the vocabulary and skills the

learners need to know are specific so 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 greet a customer, ask for the destination, verify comprehension, input the information into the GPS, get and follow directions to the destination.

Learners will be able to give directions on how to use a GPS.

Learners will be able to use the index to find necessary information.

Learning activities:

1. Have the learners share their experience with their homework and describe any difficulties or strategies they would like to share with their classmates. (10 minutes).

2. Have learners work with a partner. One partner must explain how to use a GPS. S/he must go over everything that has been learned so far. The other partner should ask questions to clarify the information. (20 minutes)

3. Simulation activity of a taxi driver picking up a customer. Tell the learners they will be role playing everything they should say and do with a real customer. Hand out the cards to each learner. Tell the learners that each card has a destination, a stop enroute and a question that the customer will ask. The taxi driver should use the GPS to find directions and to help answer the question. If a taxi driver has difficulty the customer or the teacher can help. (This is not a test situation; this is a practice situation and is for learning and perfecting their skills.) After the first role play the learners switch roles.

Note: The customers should be focusing on clear pronunciation. The taxi drivers should be confirming their comprehension. To simulate real situations the taxi drivers should place their chairs in front of the passengers, so their backs are to the passengers. (40 minutes)

3. Direct learners to the manual index. Ask them to identify on which pages they find information on the following topics:
- Changing to daylight saving time
- Care instructions for their GPS
- Mounting the GPS on their dashboard
- Using headphones
- The GPS battery

- **Maps**

(20 minutes)

Additional and/or extension learning activities:

Learners should practice using the GPS in their vehicle. They should use it to direct them to familiar address and unfamiliar addresses. They need to get used to listening to the voice prompts. They should note any difficulties they have so they can share them with their classmates. This is an informal learning activity that learners can do on their own to extend their learning.

Learners should choose one question to ask other classmates about the GPS. This can be something they have learned in previous classes or something they have learned through their own examination of the users' manual.

Evaluation:

Learners greet a customer, ask for the destination, verify comprehension, input the information into the GPS and get directions to the destination.

Learners use the index to find topics related to the GPS.

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