

Equipped for the Future

Charitable Garage Sale

Project writer
Ana Dubra

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Project Based Lesson Plan III - 27

Project Title: Charitable Garage Sale

ESOL Language Focus: Reading Writing
 Speaking Listening **Level(s): 5(4)**

Florida Adult ESOL Course Competencies:

73.0 Demonstrate English Skills necessary for effective Interpersonal Communication
 83.0 Demonstrate English Skills necessary to Listen, Speak, Read, and Write English
 90.01 Demonstrate good comprehension during face-to-face conversation by verbally responding

EFF Standards and Roles:

Listen Actively
 Speak So Others Can Understand
 Cooperate with Others

Classroom Activities/Procedures:

1. Acknowledge background knowledge about garage sales in the US by asking students: Have you ever seen signs for garage sales? Where do we hold garage sales? What is it that you buy at a garage sale? When do they normally take place?
2. Copy down responses on the overhead.
3. Explain task: To organize a garage sale and donate proceeds to a needy immigrant family with children in our community
4. Have class count off 1 through 5. Like numbers form a team. Have each team elect a leader, a recorder, a reporter, an encourager, and a time keeper
5. Assign a task to each team: A. Collecting garage sale items; B. Finding a house/location to hold garage sale; C. Make advertising garage sale boards & map location to put them in; D. Identify a needy immigrant family with children in the community; E. Catalogue and assign price to garage sale items, and keep accounting.
6. Teams report to the class.
7. Hold garage sale on a weekend.
8. Donate proceeds to a needy family.

Vocabulary:

Garage sale
 clothing
 Household Items
 jewelry
 Polite Words
 Advertising
 Selling

Out of Class Assignment(s):

Collect old items from friends
 Reach to other community organizations (Spanish clubs in local high schools, etc)
 Inquire about a needy immigrant family in the community

Materials Needed:

Garage Sale Items
 Garage Sale Signs
 Permanent Markers; Price Stickers
 A Garage

Summary

The purpose of this project-based lesson was to hold a garage sale and donate the proceeds to a needy immigrant family with children in our community. The class was divided in teams, and each one had a different subtask to accomplish (See Lesson Plan).

The project took about 15 school hours, plus the weekend of the garage sale. Students made up a schedule of people present at different times. It was about 2 1/2 hours a week for six weeks.

It is hard to maintain a high attendance in adult education when you have families with young children, students with no transportation, students who take a second job in the evenings during the high tourist season, etc. Therefore, it is important that you make sure that you have, in each team, a couple of those students that you can rely on for being there every day. Also, if you have a low beginning class, you can ask a couple of higher- level students to help with phone calls if necessary. For donations, contact the Spanish Club of your local high school and let them know about your project so that they can help; if you do this around Christmas, you will get a higher amount of donations; you can also offer high school students volunteer hours to come to the school and help with the garage sale. If there is a university in your area, you can do that with them as well. If not, contact United Way, or any other charitable organization to help gather items for the garage sale. Also, there might be some items that you don't want to sell, but donate to the

needy family. It is a great worthy project, in which students not only learn English but feel good for helping others.

Final Teacher Report

EFF Project-Based Classroom Project

Name: Ana Dubra _____
Institution: Lee County Adult Education _____
Topic: Garage Sale _____

- 1. Explain how the project improved your students' English language acquisition? Which activities were most helpful?**

The activities were very communicative with a purpose, which is the way to acquire a second language. Role-playing dialogues to prepare for the actual garage sale was an excellent activity full of adrenaline and power, since they were rehearsing for the real thing.

- 2. How was student attendance impacted by the project? Explain.**

Student attendance was improved, since they didn't want to let the people in their team down, and they were very engaged in a project that was going to help a needy family with children.

3. Describe how the students organized to accomplish team goals.

Each team chose the student who had the best English skills to be the reporter, and the one with the strongest personality to be the leader.

4. Would you initiate another project-based activity in you class? Why or Why not?

Yes, because a project-based lesson involves the community, and therefore an opportunity to use English in real life contexts.

5. Additional comments on the project and its impact on students.

It takes more preparation on the side of the teacher, but it is worth because the end results are very rewarding when you see your students negotiating meaning in English and not giving up.

The garage sale collected a grand total of \$121.50, because some of the items donated were in very good shape, including lamps, toys, and lots of great clothes. Besides, after we identified the family to be helped (a woman from Mexico with two daughters, a two-year-old and a baby, whose husband had left her without letting her know about his whereabouts and who was not sending her any money; she had no other family here, and was living in a trailer with another family who had taken her in for the time being), several donations came our way to add to the garage sale, and we were able to give her \$235 right before Christmas. We also took some items from the garage sale to her: clothes for her and her daughters, and toys. The rest of the items left from the garage sale (clothes, toys, and books) were donated to poor families in Manna Christian Trailer Park.