

# Teacher Exchange: REEP In-service, September 2008

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**Name of Activity:** Association

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**Used with these REEP levels:** 250 (may be adapted for use by all other levels)

**Relevant Lifeskill Unit:** Work (may be adapted for use with all other lifeskills units)

**Lesson Objective:**

Students will be able to ask and answer about jobs and job categories. Also, students will be able to connect a particular occupation to words related to that occupation (tools and equipment used, action words, etc.)

**Technology Integration** (if applicable):

**Time needed to complete this activity:** 10 -15 minutes

**Resources and materials needed:**

chalk, eraser, newsprint, markers, pictures of occupations (optional, however, helpful for lower level students)

**Type of grouping:** like-ability; small groups

**Method of getting students into their groups:** line-up

**Description:**

Students line up according to their favorite food (a different sequence may be used) in alphabetical order. Form small groups (3-4 students in a group) by counting off numbers in the line.

**Instructions/ Steps in the activity:**




1. Divide the class into small groups.
2. Write several occupations on the board (pictures of occupations may be shown, too), and tell students to write down all the words they associate with that occupation.

Example: plumber: pipes, water, wrench  
waitress: customers, restaurant, tip  
gardener: outdoor, plants, sun, flowers





3. Have a student from each group come to the board and write their words. (You may do this activity as a game. The group with the most number of associations is the winner. I normally give newsprints and markers to each group if and when this is done as game so that nobody's accused of cheating.
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### **Reflection questions:**

1. Why did you use a grouping strategy for this particular activity?

-  Everybody gets a chance to participate.
-  Students focus more in a small group.
-  Students are eager to contribute more to make their group the “best” group.

2. In what way(s) did using the grouping strategy enhance the activity's effectiveness/success (as opposed to conducting the activity as a whole group or individually)?

-  promote cooperative learning
-  share more information in lesser amount of time
-  every student gets to contribute something and completes a task
-  brings out the best in every student