

The Value of Homeplace Learning:

Turning Motherhood skills into Workplace Skills

Prepared by Rut Castillo

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BACKLINK

First lesson; no prior knowledge except experiential motherhood learning.

LEARNING OBJECTIVE

By the end of this lesson, students will be able to identify skills they already use (as mothers) on a daily basis and apply them to workplace contexts.

WHAT THE INSTRUCTOR WILL DO TO FIND OUT WHAT LEARNERS ALREADY KNOW (PRE-TEST)

Teacher will ask a series of questions that learners will use to think about their experiences in the homeplace and ask them to think about them before they attend class.

Questions for consideration will include:

- What activities have you engaged in with your children?
- How have you advocated for your children/ family over the years?
- What skills (communication, problem solving, creativity, collaboration, problem solving, teaching) have been refined and used daily that have direct transferability into a workplace?

MOTIVATIONAL STRATEGY/HOOK (WHY SHOULD THE LEARNERS PAY ATTENTION?)

Homeplace learning teaches many invaluable skills that are underutilized and underemphasized when attempting to return to traditional workplace settings. Turn those mom skills into work skills by identifying your strengths!

CLASS SETTING

This class will be held ONLINE and will be facilitated on Zoom for 3 instructional hours. A Zoom link will be sent out with first class email.

Students will need:

- A computer, a microphone, a webcam.
- Copy of class material provided in email.

<u>TIMES</u>	WHAT THE INSTRUCTOR WILL DO	WHAT THE LEARNERS WILL DO	TEACHING AIDS/RESOURCES
NO IN-CLASS TIME	Instructor will provide pre-class work and class Zoom link one week before F2F online session.	Watch three YouTube videos that discuss soft skills and what they are. Students will be asked to reflect on questions for consideration listed above.	<ul style="list-style-type: none"> • YouTube video #1: (2:27 minutes) • YouTube video #2: (1:33 minutes) • YouTube video #3: (2:29 minutes)
5 MINS	Instructor will offer a quick personal introduction, the purpose of the class (present learning outcome) and offer a territorial acknowledgement.	Nothing at this time/ active listening.	PPT slide with territorial acknowledgement and learning outcome: <i>By the end of this lesson, students will be able to identify skills they already use (as mothers) on a daily basis and apply them to workplace contexts.</i>
25 MINS	<u>Group</u> ICEBREAKER activity.	Students will provide introductions to each other in a class setting (Instructor can increase motivation by sharing first if no one wants to).	PPT slide with following questions: <ul style="list-style-type: none"> • Where are you joining us from? • What TWO things do you want us to know about you?
20 MINS	Punctuated lecture. Discuss soft skills, what they are, research-based statistics about these skills, and what employers are looking for today.	Students are encouraged to ask questions and offer insight regarding soft skills.	PPT slides
10 MINS	Break out rooms: THINK-PAIR-SHARE	Students will discuss skills that they believe they possess by using the questions for consideration offered in the introduction email to inform their discussions. One main question will be focused on (next box →).	PPT slide with guiding question : What skills currently used as a mother have immediate, direct transferability to a workplace? Think of at least 3. Rely on your previous experiences to help you.

15 MINS	GROUP DISCUSSION	Students will share skills that they came up with and offer suggestions/ ideas to peers by adding them to the padlet.	Padlet board.
15 MINS	BREAK		
30 MINS	Punctuated lecture that discusses importance of motherwork.	Students will be given questions they can reflect on/discuss as the lecture progresses.	<p>PPT slide with guiding questions for consideration such as:</p> <ul style="list-style-type: none"> • How has society viewed your motherwork? • How do you feel about the learning done in this area so far? • What do you want others to know about your motherwork?
35 MINS*	<p>SNOWBALL ACTIVITY: In a group of three (6 minutes), then in a group of five (8 minutes) students will brainstorm:</p> <ol style="list-style-type: none"> 1. Different types of questions that may be asked in an interview by a potential employer (group of three). 2. Applicable skills that can be used to answer the questions created in previous brainstorm session (group of five). 3. Discuss as a class (10 minutes). <p>* 5-6 minutes will be used to set up Zoom rooms. 5 minutes will be used to contribute to the Padlet.</p>	<p>After the group snowball session, students will discuss both brainstorm sessions as a class (10 minutes).</p> <p>Ideas will be added to the padlet board for all to benefit from (5 minutes).</p>	<p>PPT slide with guiding questions.</p> <ul style="list-style-type: none"> • What questions do employers usually ask? • How might your skills apply? • How will your current experiences as mother inform the workplace ones to come? <p>Padlet board will be used at the end.</p>

25 MINS	WRAP-UP: Students will be provided a 10-minute content summary. They will also be provided with an opportunity to ask questions or share ideas before leaving Zoom meeting (15 minutes).	Students will be given an opportunity to discuss learning and ask questions.	PPT slide with a list of suggestions, aids, and course Padlet links will be provided.
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POST-TEST: What the instructor will do to find out what the learners have learned

- Instructor will send out a link that will give students a chance to fill out a post-learning survey (sent out same day).
- Three questions will be asked and a space for additional comments will be provided.
 1. What did you like?
 2. What didn't you like?
 3. What would you have liked to see?
 4. Additional comments?

SUMMARY

Content summary offered during **wrap-up** section; see above.

LINK

None at this time.