|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | *MAPL Celebrities* | | **Instructor** | | Tim | |
| **Objectives** | * Trainees will be able to identify famous Canadian celebrities. * Trainees will have necessary background information to explain why Canadian culture has spread through celebrities. | | | | | |
| **Materials** | PPT | **Teaching Methods** |  | **Lesson** | | 16+17 |
| **Procedures** | **Activities** | | | | **Materials** | |
| **Background**  **(15 min)** | **KPop**   * Trainees will explain how kpop has been spread via a concerted effort by the Korean government. * We will discuss the implications of soft power. * Trainees will take a quiz related to how kpop is view across the globe. | | | | PPT | |
| **Introduction**  **(15 min)** | **MAPL**   * The instructor will explain MAPL laws by relating them to kpop expansion. * Trainees will learn what the acronym stands for. * We will discuss whether it was effective or not. | | | | PPT | |
| **Quiz**  **(20 min)** | **Canadian Quiz**   * Trainees will have the choice of two similar celebrities and they must identify which one is Canadian. * A short clip will help explain who they are if they trainees are not aware of them based on name and appearance. | | | |  | |
| **Analysis and Discussion**  **(40 min)** | **Canadian Music**   * Each group will be given a song written by a Canadian * The group members will work together to discover the meaning of the lyrics and learn a little about the singer. * We will listen to the songs together and each group will lead a discussion about their song. | | | |  | |
| **Discussion**  **(10 min)** | **Impact on Culture**   * We will look at the legacy of MAPL laws in Canada and its impact on global views of Canada. * We will discuss what Korea can learn from Canada * We will talk about the future of the Hallyu and the impact on the perception of Korea. | | | |  | |