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| **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.
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| **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.
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| **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.
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| **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.
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