

**INTRODUCTION TO WORKFORCE PREPARATION**

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Vocabulary for introductions (Hi, my name is \_\_\_\_), vocabulary for talking about learning goals (I want to learn about \_\_\_\_, I'm here because \_\_\_\_.)

**Language/Culture Point:** Students will review topics that they will learn in the workforce preparation course

**Objective:** Students will get to know each other better and have an understanding of what they'll learn in the workforce preparation course

**Materials:** Authentic materials (personal items related to hobbies and favorite activities), blank paper (either white or construction), pens/pencils, Workforce Prep syllabus

**Materials for Instructor to Bring:** Personal items about hobbies and favorite activities (photos, realia, etc.)

**STEP 1: ACTIVATE BACKGROUND KNOWLEDGE**

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| 5 minutes  |           |                     |

**TEACHING ACTIVITY**

1. Welcome students to class by greeting each one as he/she enters. Say, "My name is \_\_\_\_." What's your name?" When the student responds, say, "Welcome, nice to meet you." Model smiling, shaking hands, and looking people in the eye.

**STEP 2: MINI PRESENTATION WITH PROMPT**

| Time Frame | Materials        | Teaching Strategies   |
|------------|------------------|-----------------------|
| 5 minutes  | - Personal items | - Authentic materials |

**INTRODUCTION TO WORKFORCE PREPARATION****TEACHING ACTIVITY**

1. Have a few items to represent what you do at work, why you like teaching, and your favorite hobbies or activities. Briefly show your items as you tell students a little bit about yourself. For example, "It's nice to meet all of you! I am going to be your teacher. My name is \_\_\_. I like to \_\_\_ and \_\_\_. I like teaching because \_\_\_."
2. Thank students for coming to class.

**STEP 3: DISCUSSION AND COMPREHENSION CHECK**

| <b>Time Frame</b> | <b>Materials</b> | <b>Teaching Strategies</b> |
|-------------------|------------------|----------------------------|
| 5 minutes         | - Personal items | - Authentic materials      |

**TEACHING ACTIVITY**

1. Find out what you have in common with students. For example, if you have a family photo with your children, point to them and ask, "Do any of you have children?" Similarly, if you have pets, point to a picture and ask, "Who else has a pet?" Act naturally as you make a bit of small talk. The goal is to help students feel like they know who their teacher is and get comfortable in the classroom.

**STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

| <b>Time Frame</b> | <b>Materials</b>    | <b>Teaching Strategies</b> |
|-------------------|---------------------|----------------------------|
| 5 minutes         | - Paper and markers | - Authentic materials      |

**TEACHING ACTIVITY**

1. Tell students, "Let's introduce ourselves! Today we will learn each other's names." Take out a piece of construction paper. Show students how to fold it into thirds to make a name tent.
2. Write your name on the tent in large letters, saying each letter aloud. For example, "My name is Helen. H-E-L-E-N." On the opposite side of the tent, write a simple sentence about why you are in this class, such as, "I want to learn about how to get a job in \_\_\_ (write specific field)."

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3. Walk up to a student and say, "Hi! My name is \_\_\_\_\_. And yours?" When the student responds, say, "Nice to meet you!" Model this with another student. Vary the expressions you use, such as substituting "What's yours?" and "What's your name?" for "And yours?"

**STEP 5: GUIDED PRACTICE**

| <b>Time Frame</b> | <b>Materials</b>    | <b>Teaching Strategies</b>      |
|-------------------|---------------------|---------------------------------|
| 10 minutes        | - Paper and markers | - Question asking and answering |

**TEACHING ACTIVITY**

1. Give students 5–7 minutes to make their own name tents, with name on one side and on the other side, a sentence about why they're in class. Write a sentence frame or two on the board to guide them, such as "I'm here because \_\_\_\_\_. I want to learn how to \_\_\_\_\_. I want to learn about \_\_\_\_\_."
2. Have the two students you practiced with now introduce themselves to each other, for example:  
A: "My name is \_\_\_\_\_. I want to learn about \_\_\_\_\_. How about you?"  
B: "My name is \_\_\_\_\_. I'm here because \_\_\_\_\_. Nice to meet you!"

**STEP 6: PAIR OR SMALL GROUP WORK**

| <b>Time Frame</b> | <b>Materials</b> | <b>Teaching Strategies</b>      |
|-------------------|------------------|---------------------------------|
| 20 minutes        | - Name tent      | - Question asking and answering |

**TEACHING ACTIVITY**

1. Ask students to stand up, walk around, and meet other students using sentence frames in step 5.

**INTRODUCTION TO WORKFORCE PREPARATION****STEP 7: INTRODUCTION TO WORKFORCE PREP SYLLABUS**

| <b>Time Frame</b> | <b>Materials</b>          | <b>Teaching Strategies</b>      |
|-------------------|---------------------------|---------------------------------|
| 40 minutes        | - Workforce Prep Syllabus | - Question asking and answering |

**TEACHING ACTIVITY**

1. Distribute copies of the WFP syllabus and go over objectives for each course. Ask students questions about some objectives, such as “Have you had an interview in the U.S.? Does your country use CVs or resumes?”
2. Invite students to ask questions. If questions are not immediately relevant to syllabus, write them down on the board and come back to them later.
3. Ask students to share which lesson topics and objectives match what they hope to learn in class.
4. Tell students about the class schedule, expectations, and any other logistical details.

**STEP 8: QUICK CHECK AND REVIEW**

| <b>Time Frame</b> | <b>Materials</b>          | <b>Teaching Strategies</b>      |
|-------------------|---------------------------|---------------------------------|
| 10 minutes        | - Workforce Prep Syllabus | - Question asking and answering |

**TEACHING ACTIVITY**

1. As each student leaves the room, talk with them and ask what they hope to learn in class. Direct them to sentence frames from step five to answer your question.