

JOB GOALS AND REQUIREMENTS

Lesson Length: 1.25 hours + Extension Activities

Vocabulary & Expressions: Words related to jobs, job skills, and job requirements

Language/Culture Point: Want to vs. Need to

Objective: Students will be able to talk about their job interests and what is required to get/perform each job.

Materials: Picture Cards: Occupations, computer, projector, PPT Presentation: Job Goals, printed PPT slides, index cards, *printed online job postings*, *computer lab*, *internet connection*, *printer*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Occupations 	- Using Pictures - Brainstorming - Graphic Organizers

TEACHING ACTIVITY

1. Using the Occupation Picture Cards, elicit words and phrases by asking students, “What’s his job? What’s he doing?”
2. For each occupation ask students, “What do you have to do to get that job?” List ideas such as get a GED, speak English, find a training class, etc. Create a chart on the board that captures the following information: occupation, requirement(s).
3. Ask a few students about their jobs and what they had to do to get them. Add their information to the chart.

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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Job Goals - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Show a presentation that highlights 3 different people's jobs and career goals. The presentation should focus on what each one is doing now, what he/she would like to do for a job in the future (goals), and the steps each person needs to take to reach his/her goal. Examples of different people could be:
 - a. A girl who is a high school student who wants to be a teacher: She needs to finish school and graduate. She needs to go to university. She needs to get her certification. Then, she needs to find a job at a school.
 - b. A woman who is a housewife who wants to go back to school (college): She needs to choose a major. She needs to visit schools and choose the right one. She needs to learn about financial aid. She needs to apply.
 - c. A young man who is a construction worker who wants to be promoted to a manager/supervisor: He needs to learn how to use a computer. He needs to talk to his supervisor. He needs to pass a test.

Use information about your students' interests and life experiences to make the characters' occupations, goals, and requirements as relevant as possible to your class.

2. Repeat the story 1-2 times, as necessary.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Printed PowerPoint slides 	<ul style="list-style-type: none"> - Picture Stories

TEACHING ACTIVITY

1. Have students get into pairs and give each pair of students a hard copy of the presentation with the story cut into individual slides and mixed up.



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2. Have the pairs work together to match each person with his/her goal and the steps needed to reach that goal.
3. Have students practice retelling the story to each other.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	

TEACHING ACTIVITY

1. Tell the students they are going to talk about their own job goals: what they want to be and what they need to do to reach their goal.
2. Write the phrase “I want to __” on the board along with “I need to __.”
3. Draw your own goal on the front of an index card. Say, “I want to __.”
4. Turn your card over and write down three things that you need to do (skills you need to learn or steps you need to take) to reach your goal. Number them 1, 2, and 3.
5. Say, “I want to __. I need to __, __, and __.”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	

TEACHING ACTIVITY

1. Give each student an index card.
2. Help 2-3 students write or draw their goal on the front of the card by asking, “What do you want to be? What job do you want to have?” Help them verbalize the answer if they don’t know. Say, “(Name) wants to __.”

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3. Ask, "What do you need to do?" Have the class help the students come up with ideas. For example, "(Abdul) wants to work (in a restaurant). He wants to (be a chef). What does he need to do?"
4. Continue to question the class: "Does he need to take classes? Does he need to talk to a restaurant owner? Does he need to fill out an application?" Allow the class to come up with as many answers as possible.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Index cards	

TEACHING ACTIVITY

1. Have the rest of the class work individually to create their own Goal Cards. Circulate and help with vocabulary, as necessary. If their level is high enough, have the 2-3 students from Step 5 circulate and help, as well.
2. Divide students into small groups with each group having at least one student with a bit more job experience who can help the others answer questions about job requirements. Students should practice asking each other:
 - What do you want to do/be?
 - What do you need to do?

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Highlight the difference between "I want to" and "I need to."
2. Use both job-related and non-job-related examples that highlight the difference between "want" and "need." For example:
 - I **want to be** a supervisor. I **need to** take a test. I **need to** learn to use computers.
 - I **want to have** a party. I **need to** clean the house. I **need to** invite friends.
 - I **want to buy** a television. I **need to** save money.



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3. Ask students to provide examples of things in their lives they want and what they need to do to get them.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Students' Goal Cards	


TEACHING ACTIVITY

1. Collect each student's Goal Card and put them in a pile.
2. Draw one card from the stack and ask, "Who wants to __?" The student whose goal it is should come up to the front of the room to collect his/her card. Ask, "What do you need to do?" Have the student answer with one of the steps on his/her card.
3. Invite responses from the rest of the class. For example, "What else does (Juan) need to do?"
4. The first student should then draw a card from the stack and ask, "Who wants to __?"
5. Repeat the process until all the students have collected their cards.

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EXTENSION ACTIVITIES: JOB POSTINGS/JOB INFORMATION HUNT

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Printed job postings - Computer lab - Internet connection  - Printer 	<ul style="list-style-type: none"> - Authentic Materials - Graphic Organizers

TEACHING ACTIVITY #1

1. Look online for job postings that match the students' goals and bring these with you to the next class.
2. Choose a job posting and ask, "Who wants to be a __?" Give the job posting to the student(s) who fits that goal. Repeat with the rest of the job postings until each student has one.
3. Help students locate the information that describes what they would need to do and/or have to get each job.
4. Create a chart on the board to organize the information.

TEACHING ACTIVITY #2

1. Take the class to a computer lab and teach the students how to look online for information about the job they would like to have. Information could include job descriptions, potential employers, possible salaries, job requirements, etc.
2. Help students compile the information into a packet which they could present to their classmates at a future date.