

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: Two-year vs. four-year schools

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

Materials: Picture Cards: Occupations, Conversation Cards: Job Goals



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 the jobs they want to have in the future. What do they need to do to get the job they want? Add their information to the chart.

Note: For this lesson, if you have students who do not want or need a job in the future, ask them to think about one of their children, another family member, or a friend.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Occupations 	- Chalk Talk - Using Pictures

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TEACHING ACTIVITY

1. Create a Chalk Talk about one of the Picture Cards from the previous step. In the story, provide information about what the person wants to do and the steps they need to take to reach their goal. This is a great opportunity to make your students aware of local resources in their community that will help them reach their own goals, such as a community college or trade school. The story below uses examples local to Austin, Texas and uses the “chef” Picture Card.

Toni wants to be a chef at a nice restaurant. Right now he works as a line cook at Whataburger, but he wants to do more. He did some research and learned that he needs to enroll in culinary school. In the Fall he will start taking Culinary Arts classes at Austin Community College. To get more experience he asked his boss if he could learn more about his boss’s job. Once he finishes his program he wants to work as a chef for a restaurant in Austin.

2. Repeat the Chalk Talk 1-2 times, as necessary.


STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Put students into small groups.
2. Tell each group that they will have to retell the story from the Chalk Talk in their own words.
3. Give each group 5 minutes to discuss the Chalk Talk.
4. Go around the room and have each group retell the Chalk Talk.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Conversation Cards: Job Goals 	- Conversation Cards


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TEACHING ACTIVITY

1. Use the Job Goal Conversation Cards to practice answering the questions for the Chalk Talk that you used in Step 2.
2. Read each question aloud and use the information provided in the Chalk Talk to answer the question.

Note: For higher level students, consider creating a worksheet with the conversation card questions and having students write down their answers.


STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Conversation Cards: Job Goals 	- Conversation Cards

TEACHING ACTIVITY

1. Distribute the Job Goal Conversation Cards to students. Each student should receive one card.
2. Ask for two volunteers to read their Job Goal Conversation Cards. They should ask each other the questions on their cards and then answer them based on what is true for them. After they have both asked and answered, have them switch cards.
3. Repeat several times, as time allows.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Conversation Cards: Job Goals 	- Conversation Cards - Question Asking and Answering

TEACHING ACTIVITY

1. Have students first think about their own answers to each of the questions on the cards.
2. Have students pair up to ask and answer the question on each of their cards, being sure that they answer based on the job they want.



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3. After both students have asked and answered the questions, have them switch cards and find another partner.
4. Repeat this process. Students should try to answer each question at least one time.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		- Graphic Organizers

TEACHING ACTIVITY

1. Create a chart on the board with two columns. Label one column “two-year schools” and the other “four-year schools”.
2. Write “community college” in the “two-year schools” column and “university” in the four-year schools” column.
3. Ask students if they know of any important differences between two-year and four-year schools. Add their answers to the chart in the correct column.
4. Highlight any remaining important differences between the two types of schools. Examples include that two-year schools are often cheaper, offer vocational and trade programs, and can offer a cheap way to get started on a four-year degree.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes		


TEACHING ACTIVITY

1. Encourage students to learn more about what they can do to get the job that they want.
2. In a whole-class activity, ask each student what he/she will do to learn more about the particular job. Encourage discussion, asking students to listen to each other for new ideas. Encourage students to support one another by checking in their progress.

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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 __?" 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.

TEACHING ACTIVITY #3

1. Take the class to a computer lab and teach the students how to look online for information on how to get the job they would like to have. Information could include classes they can take, trade schools or colleges they can attend, companies they can contact to learn more about the job and its requirements, etc.
2. Have them search for answers to the following questions:
 - What steps do you need to take to get the job you want?
 - Where can you go to learn what you need? Is there a community college, trade school, or business you can visit to learn more?
 - How much time will it take to learn what you need
 - How much would it cost to go to school to get the job?

