



# FURTHERING YOUR EDUCATION

**Lesson Length:** 1.75 hours + Extension Activity

**Vocabulary & Expressions:** Trade/Vocational Schools, ESL Classes, Community College, University, Liberal Arts College, GED Classes, Online Classes, Goals, Career

**Language/Culture Point:** Conditional statement, "If I...then I will be able to..."

**Objective:** Students will be able to identify different educational paths and how they relate to careers

**Materials:** Chart Paper, Flyers, computer, projector, PPT presentation, Education Picture Cards, school flyers and ads, *computer lab, internet connection*



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Chart Paper</li> <li>- Flyers for local HSE classes, trade and vocational schools, other English classes, community colleges, and 4-year universities</li> </ul>	<ul style="list-style-type: none"> <li>- Authentic Materials</li> <li>- Brainstorming</li> <li>- Graphic Organizers</li> </ul>

## TEACHING ACTIVITY

1. Ask students what made them decide to start coming to English classes. Did they want to learn English so that they could communicate with people at work? Did they want to learn so that they could speak with their children in English? When did they start learning English?
2. Tell students that today we are going to think about future steps. While you enjoy having them in class they may want to think about whether or not they want to further their education once they become more proficient in English. Explain to students that it is O.K. to simply continue to take English classes. However, learning more about different educational paths could be beneficial not only to them but also to their family members, friends, and children.
3. Pass out the school flyers/ads to the class. After the students have examined them a little bit, go around the room and ask each student to hold up the ad they have been given. Have them explain what educational path the flyer is advertising for.
4. On the board, create a chart with vertical columns for all of the different educational




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avenues students come up with. Go around the room and ask students what kind of school their flyer is advertising. Write each kind of school in one of the columns. You should have at least the following: GED Classes, Community College, Trade School, English Classes, and a 4-Year University.

- Underneath the headers go around the room and brainstorm different jobs it would be possible to obtain with the different education levels. The chart will look something like this depending on the level of your students:

GED Classes	Community College	Trade School	Online Classes	English Classes	4-Year University	Master's/PhD.
Bank Teller Receptionist Store Clerk Mailman	Librarian Intern Medical Assistant Veterinary Assistant	Plumber Welder Mechanic Nurse Chef Electrician Carpenter	Teacher Accountant Paralegal	Server Front Desk Store Clerk Bartender	Teacher Therapist Accountant Web Developer Business	Doctor Researcher Professor Computer Engineer

## STEP 2: MINI-PRESENTATION WITH PROMPT

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


### TEACHING ACTIVITY

- Explain to students that you are going to show them examples of four different paths they might be interested in taking if they decide to further their education. Using the provided PowerPoint, give a presentation about four people with different career goals and different educational paths to achieve their goals.
- Go through the presentation at least twice, the first time without text, and the second time with text.
- Have students take down any notes they want as they listen and watch the presentation.



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## STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Education Picture Cards 	- Picture Stories

### TEACHING ACTIVITY

1. Put the students in groups of 2-3 and give each group a set of Education Picture Cards. Each group should get one story.
2. Have students work together to put the story in order and retell it.
3. Then, have each group retell their story for the whole class.

## STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	- Career/School Chart from Step 1 - Education Scenario Cards 	- Graphic Organizers - Scenario Cards - Problem Solving - Think Aloud - Brainstorming

### TEACHING ACTIVITY

1. Refer the students back to the chart made in Step 1.
2. Take out the Education Scenario Cards and present them to the class explaining that each card gives a description of a person attending a particular kind of school.

**NOTE:** If needed, create additional Education Scenario Cards that reflect common careers and educational opportunities in your community.


3. Draw one Education Scenario Card and read it to the students. Think Aloud and brainstorm the different paths the person can take and where it will lead.
4. Practice making a conditional statement that relates to the card and that is similar to the statements from the PPT presentation in Step 2 & 3. (Ex: If Tim goes to college then



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he will be able to own his own restaurant.) Write a conditional statement on the board about your scenario card. Leave it on the board for the students to reference.


## STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Career/School Chart from Step 1 - Education Scenario Cards 	- Scenario Cards - Problem Solving - Brainstorming

### TEACHING ACTIVITY

1. Draw another Education Scenario Card and read it to the class.
2. Brainstorm with the students the different paths the person can take and where it will lead. As a class, come up with at least one conditional statement about the Scenario Card and write it on the board.
3. Next, have a student draw an Education Scenario Card and read it to the class. Have the class work together to brainstorm the different paths the person can take and where it will lead. Then, as a class, come up with at least one conditional statement for the scenario.
4. Repeat with another scenario.

## STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Career/School Chart from Step 1 - Education Scenario Cards 	- Scenario Cards - Problem Solving - Brainstorming

### TEACHING ACTIVITY

1. Put students into groups of 2-3. Give each group a set Education Scenario Cards.
2. Have each group read each scenario and work together to brainstorm the different paths the person can take and where they could lead. They should write down at least one conditional statement before moving on to the next scenario.
3. If they have the time, have the students discuss what kind of job they would be



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interested in, and what type of school or education they would need.

4. Have each group present one scenario. After each group presents, have the other groups share their conditional statements, if they are different.

## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		- Brainstorming

### TEACHING ACTIVITY

1. Tell students that we can practice making conditional statements to talk about our choices in our education and careers. Explain to students that a conditional statement is used to illustrate a cause and effect between two different things.
2. Using the information the students have learned thus far, come up with a few of your own and write them on the board. Here are a few examples:

“If I get my GED, I will be able to go to a trade school or go to a 4-year university.”

“If I go to a trade school, I will be able to be a mechanic, plumber, or an electrician.”

“If I get my PhD. I will be able to be a professor.”

3. As a class, come up with as many conditional statements as you can.
4. If you haven't already done so, come up with a few examples that are not related to education and careers to show how conditional statements can be used for many different topics.

## STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
15 minutes		- Think-Pair-Share - Exit Check



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## TEACHING ACTIVITY


1. Tell students that you want them to think about which educational opportunities they are interested in and what they might want to study.
2. Put students into groups and have them first think silently about their answer, then share with a partner, and finally share with the group as a whole.
3. As students leave the room, have them tell you which educational opportunities they are interested in and what they might want to study.



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## EXTENSION ACTIVITY

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"><li>- Computer Lab</li><li>- Computer and Projector</li><li>- Internet Connection </li><li>- School Flyers (if technology is limited)</li></ul>	<ul style="list-style-type: none"><li>- Authentic Materials</li><li>- Problem Solving</li><li>- Brainstorming</li></ul>

## TEACHING ACTIVITY

1. Ask students what they want to do in terms of furthering their education. Do they want to improve their English? Get their GED? Eventually go to college? Simply be able to help their children with their homework?
2. Explain to students that today we are going to be researching different educational paths.
3. Put students into groups of 2-3. Assign a different educational path to each group making sure to include English classes, GED classes, Community College, Trade school, and a 4 year university. If there are students who you know are interested in a particular path, assign them to that group.
4. If you are in a computer lab encourage students to look up local options. Students can research schools that offer the classes they are looking for. If some students have difficulty with the computers then guide them to some relevant websites of schools in your area and encourage them to look around.
5. Encourage students to write down as much information as they can: the name, the telephone number, address, the name of the admissions counselor, courses offered and, for more advanced students, guidelines and requirements for admission as well as enrollment dates.
6. If technology is limited you can pass out flyers or booklets from local programs and schools in your community. Have students write down the necessary information about the programs and schools.
7. Once students are done researching and have a list of a few schools with all of the information they will present their findings to the class. If possible, display the websites on the projector as the students present. Otherwise, have students hold up the flyers and pamphlets, or pass them around as they present.
8. After the presentations, generate a discussion and ask the students: what new things did they learn? What things did they already know? Can the information they learned in this research project help them or someone in their family?

