

T E X A S A D U L T E D U C A T I O N S T A N D A R D S
L E S S O N P L A N

Before you begin

Title: Exploring Job Possibilities

Setting: ESL

NRS Level(s): Level 1: Beginning Literacy
Level 4: Low Intermediate

Open entry/exit: No

Context: Academic

Standard(s): Speak So Others Can Understand

Benchmark(s): 1.1, 1.4, 2.1, 2.4, 3.1, 3.4, 4.4

Objective: To understand and respond to complex words and phrases in questions and short conversations.

Materials: Video on interviewing techniques, multimedia equipment, overhead screen, newspapers, periodicals, chart paper, transparencies, markers, sample resumes, paper, pencils K-W-L chart.

Estimated time needed to prepare for this lesson plan: 1 hour

Estimated time needed to complete this lesson plan: 16 hours (2 hours twice a week for 4 weeks)

The Lesson Plan

Introduce the lesson:

As a class, question students about their understanding of interviewing for a job and developing a resume. Encourage students to share their real life interviewing experiences as a collaborative approach to learning through experience.

Teach the lesson:

Project sample resumes to the class using the overhead projector. Have students discuss the information contained in the resumes. Focus on vocabulary contained in the resumes to reinforce students' understanding and recognition of job-related terms. Introduce common vocabulary terms that relate to job hunting and resume writing.

Show the class a short video segment on job hunting. (These are available at most school libraries). After the video has concluded, discuss with the class the strategies used by both the interviewer and the interviewee. Have students point out new vocabulary terms. Provide students with newspapers and/or other print media that contains job listings. Allow students to search for a job that interests them. Students will then create a resume in response to the job that interests them. Continue to display the sample resumes on the overhead as a guide while students compose their resumes.

Practice the lesson:

Assign students to pairs. In pairs, students will take turns role-playing interviewing each other for the job that interests them.

Assess the lesson:

Each student will create a K-W-L chart based on the following template to assess the learning from this lesson.

Apply the lesson to the real world:

Students should be able to search for and apply for jobs of interest.

Submitted by: Neera Chopra

K What I KNOW	W What I WANT to Know	L What I LEARNED

Source: Ogle, D. S. (1986). K-W-L group instructional strategy. In A. S. Palincsar, D. S. Ogle, B. F. Jones, & E. G. Carr (Eds.), *Teaching reading as thinking* (Teleconference Resource Guide, pp. 11-17). Alexandria, VA: Association for Supervision and Curriculum Development.