

Framingham Adult ESL Plus Goal and ECP Lesson- Advanced

Lesson 2

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Advanced Goal Setting- Lesson 2

Levels 4+, 5, 6, and Writing Class





CURRICULUM STRAND: CAREER READINESS- Set Goals and Identify Job Values

Lesson Title: Goal Setting and Job Values

Learning Objective (write these on the board)

- You will write sentences about why you want to learn English.
- You will brainstorm out loud as a class about job values.
- You will read a list of job values and decide which are most important to you.
- You will compare your answers with some of your classmates.

Materials needed:

-  ○ Blank paper
-  ○ FY14 Intermediate Goal Sheet (please collect)
-  ○ Job Values Inventory (please collect)
-  ○ Advisor sheet

Instruction for completing the activity

Introduce yourself to the class

- Hello everyone! My name is _____. Do you know what my job here is?
 - *See if anyone answers*
- I am a College and Career Advisor. That means I help people get better jobs, but I can help with other questions you might have, too. Today I came here so we can talk about why we learn English and the kinds of things we do in our jobs.

Part 1- Goal Setting

- *Start by putting this on the board*

<i>Why do you want to learn English?</i>		
For Work	For School	For Family
For Community	To manage my money	To manage my health

- First, let's talk about our **Reasons for learning English**. Why do you want to study English? How will your life be different when you can speak more English? Think of some specific thing you cannot do now, because you are still learning.

- *Ask some students to share their reasons with the class*



- Please write your reasons on a piece of blank paper.
 - *You might write a model sentence stem on the board: "When I learn more English I will..."*
 - *Ask each student to share their reasons; you may choose to do this as a whole class discussion, or have them do this in pairs and then asking volunteers to share with the class.*

- These reasons are your **goals**- the thing you are aiming for with your learning. Your goals are very important to us, and we want to know what they are.



- *Pass out the FY14 Goal Sheet, and help them find a choice that sounds like the reason they just gave. They should circle at least two goals, but not too many.*



- ***Collect the Goal Sheets and put them in the Data Entry box.***



- Remind teachers to have absent students fill in a goal sheet***

Part 2- Job Values

Instruction for completing the activity

- Now we are going to discuss job values. An important step in the career awareness process is identifying what you value in a job. What you value as most important will influence and direct your lives, including your job selection.
- Let's do a group brainstorm: What is important in a job? Tell me what you think and I will write it on the board.

- *Record the list on the board. Why are these things important to them?*

Guiding questions include:

- What is more important to you – a good salary or work hours that meet your needs?
 - Is it important to you to move up or advance in your job?
 - Does it matter where your work is located? In your neighborhood? Accessible by public transportation? Not more than a one-hour commute?
 - How important is it that you get along with your coworkers? Supervisors? Customers?
 - Do you need health benefits? Insurance?
 - Do you want a job that will last for a long time? One that is not likely to have lay-offs?
- If you are working right now, I want to ask you a question. Are your job values different today than when you first started working? For instance, was money the #1 value to begin with and now is it health benefits?



- *Hand out the Job Values Inventory, and ask students to fill it out.*
- OK, now you have filled in your sheet, I want you to talk to other students about your choices. You will do this as a mixer- you will get up and walk around, comparing your answers to others'.
 - *Pint out the directions on the reverse side of the Job Values Inventory*
 - Find someone who has the same #1 as you. Ask why he or she chose this.

- Find someone who has a **different** number #1 as you. Ask why he or she chose this.
- *Ask students to report back what they found. Keep track on the board of which values they report.*
- Does your current job meet your job values?
- Think about the reasons others shared with us. Do you think your values will change as something in your life changes? Maybe if you have kids, or your kids go to college, or you go to college, would you need to change your job?
- How hard would it be to find a job that meets your new values? What might you need to find a job that meets these new values?
- ★ ○ ***Collect the Job Values Inventory and put them in the Data Entry box.***

Closing

- So, if your current job does not reflect your job values, or if you think you might need more skills in order to get a different job someday, you should look for one of us Advisors. We can help you think about what job might be a good fit for you, considering your work history. Then we can help you with next steps towards getting that job!



- *Hand out Advisors flier*
- I have enjoyed working with you today, but any of us Advisors can help you. Thanks!

Please make sure you collect:

- the goal sheet
- The Job Values Inventory (*with Student's name*)

Job Values Inventory

This exercise helps you identify which job qualities you value most.

Rank the items below from 1 to 12 with 1 being most important and 12 the least important. Once you begin exploring job possibilities, focus only on jobs that meet your highest ranked values.

- _____ Good salary
- _____ Good benefits (insurance, retirement, etc.)
- _____ Job security
- _____ Work hours that meet your needs
- _____ Satisfactory location
- _____ Compatible coworkers, supervisors, customers
- _____ Opportunity to learn and develop skills
- _____ Challenging and satisfying work
- _____ Good working conditions / environment
- _____ Like / believe in what the organization does
- _____ Chance for promotion / advancement
- _____ Prestige and respect

Adapted from the California Career Planning Guide 2003–2005

Job Values discussion

You have filled in the Job Values Inventory. Now it is time to compare answers. I want you to get up, move around, and talk to other students about your choices.

Find someone who has the same #1 as you. Ask why he or she chose this. Write the answer here.

Find someone who has a **different** number #1 as you. Ask why he or she chose this.
