

Integrating Career Awareness:

Adapted Lesson Plans for

Literacy and Beginning Level ESOL classes

Prepared by

Glenda L. Rose, PhD
English Language Teaching Consultant

For

The Central Region GREAT Center

The Education Institute
Texas State University
601 University Drive, ED 2112
San Marcos, Texas 78666
(512) 245-2438
Toll Free (877) 798-5522

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Section One: The Cultural Context for Career Awareness

Lesson Title: Who Does Which Job? (Based on ICA Lesson 1, page 16)

Lesson Objectives:

- Initiate the Career Exploration Guide
- Introduce oneself to others.
- Identify occupations
- State previous job, current job and/or dream job

Materials:

- Career Exploration Guide
- Folders or binders
- Markers and/or magazines to cut up (glue, scissors)
- Popsicle sticks (1 for each student)
- Jobs Flash cards (obtainable at www.eslflashcards.com)
 - Large flashcards (if no projector)
 - Small flashcards (One set per student.)
- Construction paper

Procedures:

This lesson is for early in the semester during the “Getting to Know You” phase.

1. Distribute folders and have students write their LAST NAME, FIRST NAME on the tab. (You may have to demonstrate this.) Tell students to decorate their folder with pictures (drawn or cut from magazines) of their favorite things. Write these questions on the board to help get them started:
 - i. What is your favorite color?
 - ii. What is your favorite food?
 - iii. What is your favorite music?
 - iv. What is your favorite activity?
2. Distribute the Career Exploration Guide (CEG). Have students complete the Name, Date, Class and Teacher information. Have students put the CEG in the folder. Have students line up by last name. They will need to ask each other “What is your last name?” Model this and write on the board as necessary. (*Review the alphabet for the lowest literacy levels prior to this activity.*) After students line up, have them pass the folders starting with the last person forward, putting folders on the top of the stack. Place the folders in

an accessible box in the classroom. Explain that we will use these all semester as we explore jobs and careers.

3. Introduce the vocabulary. If you have a projector, you can do this on by displaying the flashcards on screen. If you do not have a projector, you should print the large flash cards in advance. Introduce the vocabulary. You do not need to write at this time. Ask students, "What does he do?" or "What does she do?" Students respond with "He's a" Or "She's an..." (You may have to review the use of a/an.)
4. Vocabulary practice, large group. If you have a projector, sit a chair with its back to the screen. Have volunteers come sit in the chair. The class will give clues as to the occupation being shown on the screen. If you do not have a projector, use the large flashcards. Tape the card to the students back and have them stand with their back to the class. (Or any variation that keeps the volunteer from seeing the card.)
5. Vocabulary practice, small group or pairs. Distribute the small flashcard sets. Have students cut out the cards and attach them to construction paper. While they are working on this, write the vocabulary list on the board. If no board is available, have a set of large flashcards with the words written on them. Have students cut out an additional set of construction paper cards. Have them write one vocabulary word on each construction paper card. They can then match the words to the flashcards, as in the game "Concentration."
6. You can also use the cards to practice yes/no questions with "be". Two students combine their cards. Shuffle the cards. Distribute eight cards to each player. They are playing "Go to work!" (Go fish). They goal is to make pairs. They ask "Are you a?" If the student has the card, s/he says, "Yes, I am" and gives the card to the other player. If not, s/he says, "No, I'm not. Go to work!" The asking player then draws from the remaining cards.
7. Pass out the Popsicle sticks. Have students write their current job on the stick. If they are unemployed, have them write a job they want to do. Collect the Popsicle sticks and put them in a can. Pass out a class roster. Tell students that they will write the name of the job next to the name of their classmate. (This helps ensure everyone is paying attention.) Have a student volunteer draw a stick and guess who has that job. If more than one person has the same job, that's fine. The guessing student only has to pick one correctly. Invite the student whose job it is to tell more about their job, if they are able and want to. Listening students can be encouraged to ask questions as well, particularly if the job is unusual. Remind students to write the job next to that student's name on the class roster. The picked student draws the next Popsicle stick.
8. Review the vocabulary as a group one last time. Debrief the students. Did they learn anything new about their classmates? What words are they going to memorize before the next class?

Career and Education Planning Worksheet

Name: _____ Date: _____

Program/Class: _____ Teacher: _____

PART I – Self Exploration -

My favorite school subjects are: -

1. _____
2. _____
3. _____

My job and work values are: (Use worksheets from Section II – Lessons 10, 11 on Job Values)

1. _____
2. _____
3. _____

Three skills I have are: (Use worksheets from Section II – Lessons 6, 7, 8 on Transferable Skills)

1. _____
2. _____
3. _____

**Three occupations that I would like to explore further that support my values are:
(Use the worksheet from Section III – Lesson 1 – Career Exploration on the Internet)**

1. _____
2. _____
3. _____

Career and Education Planning Worksheet • Section IV: Career Planning Skills, Lesson 24 • Page 1

PART II – Occupational Exploration

For each of the three occupations listed above complete the following section: (Use the worksheet from Lessons on *Career Exploration on the Internet, Job & Career Fairs, and Informational Interviews*)

Occupation Title:

Average Annual Salary: _____

List some things that a person in this type of occupation does:

1. _____

2. _____

3. _____

List some things that you know about the working conditions in this occupation. For example, does it require working outside or indoors, does it require sitting or standing all day?

1. _____

2. _____

3. _____

This occupation matches my job values, interests, and skills in the following ways:

1. _____

2. _____

3. _____

Jobs I am looking for now or in the future:

1. Where will I look? _____

2. Who will I talk to? _____

3. What do I hope to earn? _____

4. What contacts do I have to help me continue my education or get a job? _____

Career and Education Planning Worksheet • Section IV: Career Planning Skills, Lesson 24 • Page 2

PART III – New Skills -

Three skills that I would need to develop for the occupations I am interested in are: -

1. _____ -

I will develop this skill by doing the following: _____ -

2. _____ -

I will develop this skill by doing the following: _____ -

3. _____ -

I will develop this skill by doing the following: _____ -

PART IV – Education Planning -

For each of the three occupations listed in Part I complete the following section: -

What training or degrees do you need for this career? _____

Do you need a license to work in this career? If yes, what license do you need? _____

What educational steps do you need to take to prepare for this career?

Where will I get it? _____ How long it will it take? _____

What will it cost? _____ How will I pay for it? _____

PART V – My Goals -

Use the SMART Goal worksheets from Section IV – Lesson 5 on *Setting Goals*

Short Term Goal (6 months - 1 year): _____

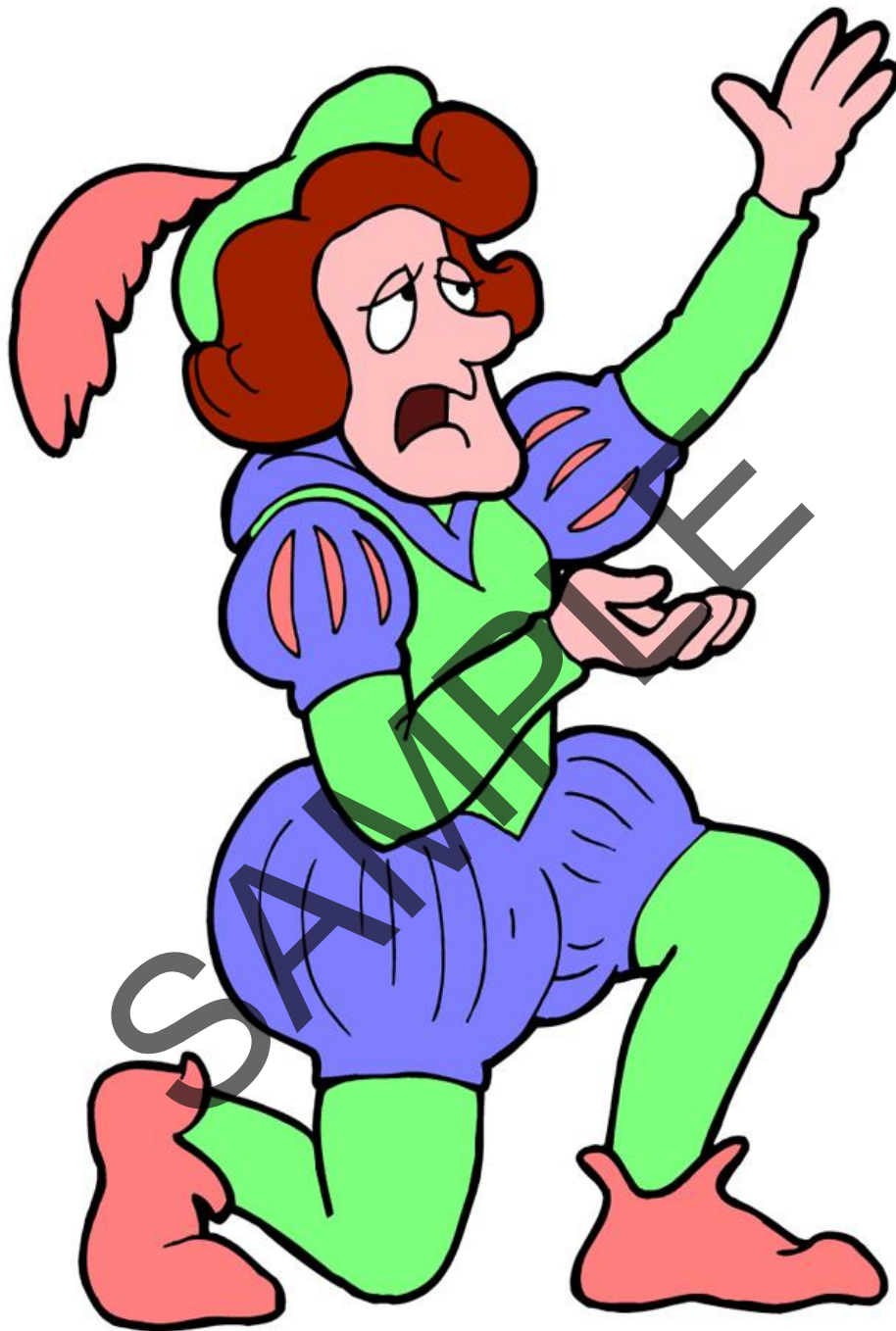
Long Term Goal (2-5 years): _____

Career and Education Planning Worksheet • Section IV: Career Planning Skills, Lesson 24 • Page 3

Every long term goal is made up of many short term goals and steps. As I get closer to my long term goal I will set new short term goals. The steps I need to take now to reach my long term goals are:

Step	Date to complete step
1.	
2.	
3.	
4.	

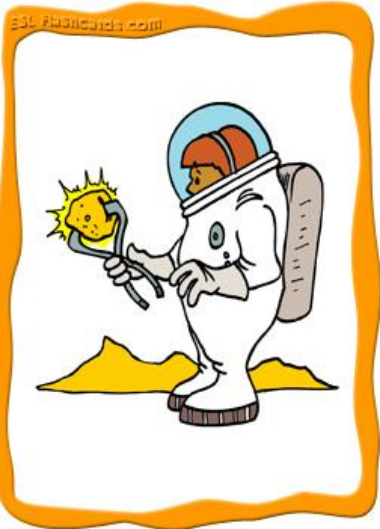
Career and Education Planning Worksheet • Section IV: Career Planning Skills, Lesson 24 • Page 4







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Lesson Title: Looking at How We Get Jobs (Based on ICA Lesson 2, page 18)

Lesson Objectives:

- Review occupation vocabulary
- Discuss how students have found jobs in the past
- Identify different ways jobs are advertised
- Understand a basic job advertisement

Materials:

- Markers and/or magazines to cut up (glue, scissors)
- Jobs Flash cards (students should have from Lesson 1)
- Flipchart or dry erase board with markers
- Job Advertisement Exercise Worksheet

Procedures:

1. Review the vocabulary from Lesson 1 as a class by playing Bingo. Give each student a blank 4 x 4 or 5 x 5 Bingo card or draw a Bingo card on the board and have them create one on their own paper. Have them write one job in each box. Use the small flashcards as call cards. Students will usually want to play more than once, so remember that you can play different variations (lines, diagonals, border, center, blackout).
2. Model sentences on the board: He is a _____. She is a _____. Have students write 5 sentences. Go around and check the sentences (or have students bring them to you.) Make sure the sentences start with a capital letter and end with a period. Share some of the sentences with the class.
3. Write "I need a job" in a circle on the board or flipchart. Have students generate ideas about how to find a job. Ask how they found their first job.



4. Write these questions on the board:
 - a. Where does Alejandro work?
 - b. What does Alejandro do?
 - c. What job does Alejandro want?
 - d. What are some ways Reza and Elsi give for finding a job?
5. Watch the Lesson One video from English for All. This is available online at <http://www.myefa.org>. The video is split into sections on the website. I suggest you either purchase the DVDs or borrow them from TCALL (as DVD or VHS). Answer the comprehension questions. You may want to print the Life Skills Lesson to give to your students, depending on their literacy level.
6. Take a look at several want ads. Your textbook probably will have a lesson with simplified versions. If not, you can use these as examples and create your own: http://esl.about.com/od/intermediatereadin1/a/apply_job.htm. Go over the basic abbreviations used in want ads.
7. Distribute Greensheets, Newspapers, or other realia that contain job ads. Distribute the Job Advertisement Exercise worksheet. In pairs, have students pick one ad to explain to the class. If you have access to the Internet (or Internet phones), students can look at jobs posted for your local area on the Internet, or on national boards such as www.monster.com.

Job Advertisement Exercise

1. What is the job?

2. What is the company?

3. What are the hours?

4. What is the pay?

5. Are there any benefits?

6. What training is necessary?

7. What education is necessary?

8. What experience is necessary?

9. How do you apply?

10. What other information does the ad provide?

(You can write "It does not say" for information you do not see in the ad.)

Lesson Title: What do You Think? (Based on ICA Lesson 4, page 23)

Lesson Objectives:

- Think about hindrances to getting a job.
- Understand discrimination and anti-discriminatory rights.
- Understand the I-9 form.
- Understand documents required for work.

Materials:

- Job Discrimination Analysis Worksheet
- Video from http://home2.nyc.gov/html/cchr/html/immig_esol.html.
- Right to Work Student Workbook from http://home2.nyc.gov/html/cchr/pdf/Right2Work_student_V5.pdf
- Large flashcards from Lessons 1 and 2

Procedures:

1. Write “I didn’t get the job because...” on the board. Ask students to suggest reasons someone does not get a job.
2. Teach the words “agree” and “disagree”. Post the words on opposite sides of the room. Put one of the target sentences on the board. Ask students to walk to “agree” or “disagree.” Once students have made a choice, ask them to tell why they agree or disagree. It is important to remain neutral; allow students to express their opinions without expressing your own opinion. Use “echo-back” technique to ensure you understand their point of view and to correct any serious English issues.
 - It’s fair to hire only people who speak English.
 - Employers like to hire immigrants.
 - Immigrants take jobs away from native-born Americans.
 - It’s fair to give jobs to native-born Americans first.
3. Randomly distribute 3 to 5 of the flashcards to students in groups of 3. Give each group a Job Discrimination Analysis Worksheet for each flashcard. Give the students time to **reach an agreement** about the answers. Then have students share with the class. Allow respectful disagreements of opinion.
4. Write three questions on the board:
 - a. What do you see?

- b. What documents do you see?
 - c. What is the problem
5. Show the first video from http://home2.nyc.gov/html/cchr/html/immig_esol.html. Ask students to answer the three questions.
6. Give students page 1 and 2 of the Right to Work Student Workbook. Allow them to answer the questions on their own. Review as a class.
7. Give students pages 3 to 5 of the workbook. Discuss documents required to legally work in the US. Explain what documents can be used alone and what documents require a secondary document (page 5).
8. If time permit, give students pages 8 and 9 of the Right to Work Student Workbook and allow them to complete the exercises independently. You can assign these as homework or answer them together as a class depending on your time requirements.

What is the job? _____

Who usually has this job? Men Women Both men and women

Who usually has this job? Blacks Hispanics Whites Asians Other

How old is the typical worker in this job? 18 to 25 25 to 45 45 to 60 Over 60

What is the pay like? Excellent Very good Average Below average Very low

Who is paid more? Men Women They are paid the same.

Who is paid more? Blacks Hispanics Whites Asians They are paid the same.

How do you advance in this job? _____

What is the job? _____

Who usually has this job? Men Women Both men and women

Who usually has this job? Blacks Hispanics Whites Asians Other

How old is the typical worker in this job? 18 to 25 25 to 45 45 to 60 Over 60

What is the pay like? Excellent Very good Average Below average Very low

Who is paid more? Men Women They are paid the same.

Who is paid more? Blacks Hispanics Whites Asians They are paid the same.

How do you advance in this job? _____

What is the job? _____

Who usually has this job? Men Women Both men and women

Who usually has this job? Blacks Hispanics Whites Asians _____

How old is the typical worker in this job? 18 to 25 25 to 45 45 to 60 Over 60

What is the pay like? Excellent Very good Average Below average Very low

Who is paid more? Men Women They are both paid the same.

Who is paid more? Blacks Hispanics Whites Asians They are all paid the same.

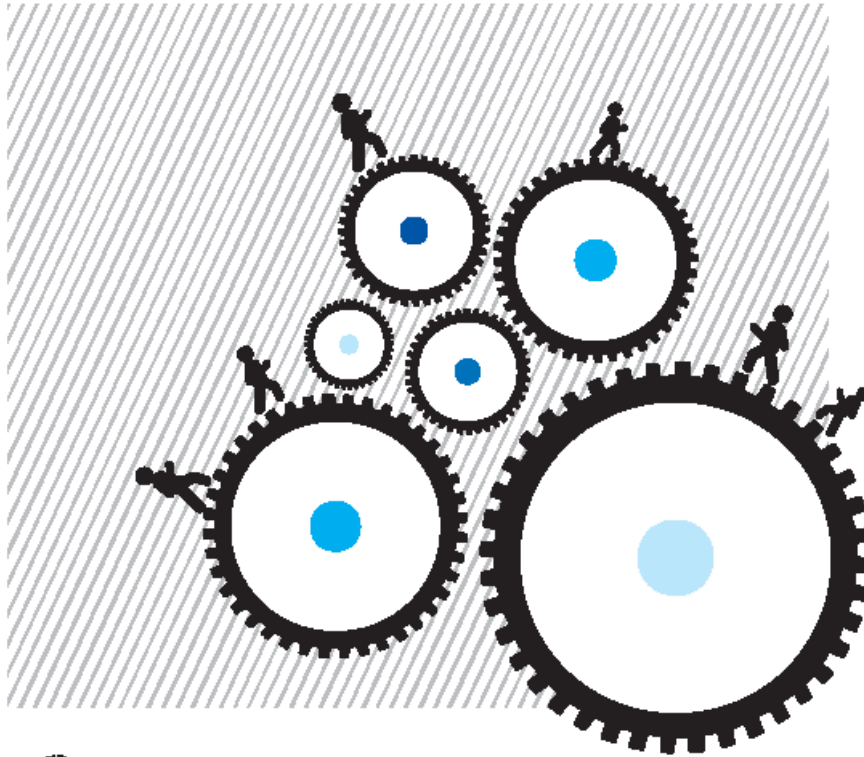
How do you advance in this job? _____

Beginner
2011-2012 STUDENT EDITION

THE RIGHT TO WORK

Understanding Immigrant Employment Rights

A Workbook for ESOL Classes



NYC COMMISSION ON HUMAN RIGHTS
MICHAEL R. BLOOMBERG, Mayor | PATRICIA L. GATLING, Commissioner / Chair

NEW YORK IMMIGRATION COALITION

THE CITY UNIVERSITY OF NEW YORK ADULT LITERACY / GED / ESL PROGRAM

Complete Workbook and videos (.wmv) can be downloaded from
http://home2.nyc.gov/html/cchr/pdf/Right2Work_student_V5.pdf.

Section Two: The Self Exploration Process

Lesson Title: Not Just a Housewife (Based on ICA Lesson 4, page 38)

Lesson Objectives:

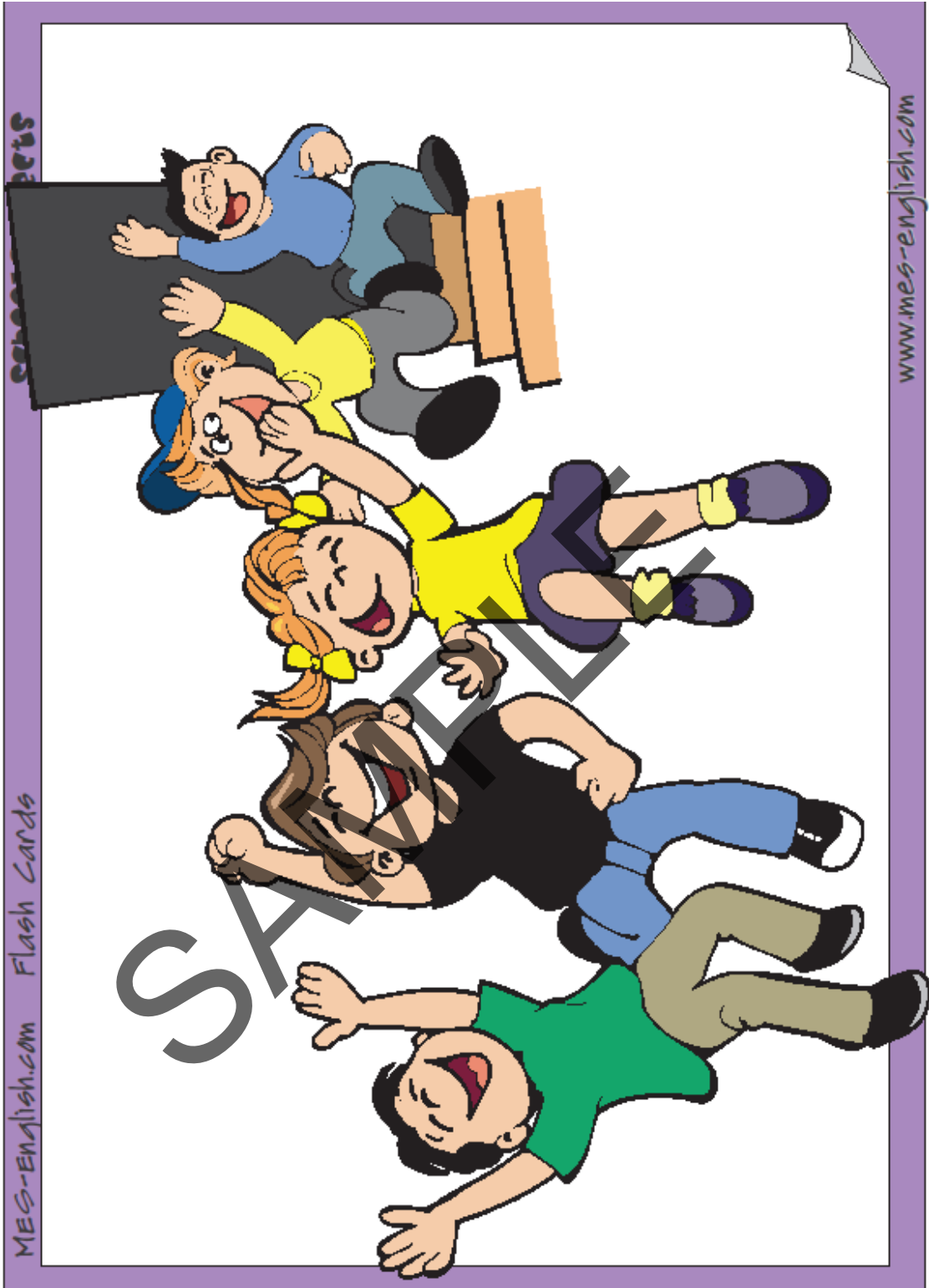
- Identify factors affecting career decisions.
- Identify culturally determined behavior.
- Identify personal skills and abilities that are transferable to workplaces.

Materials:

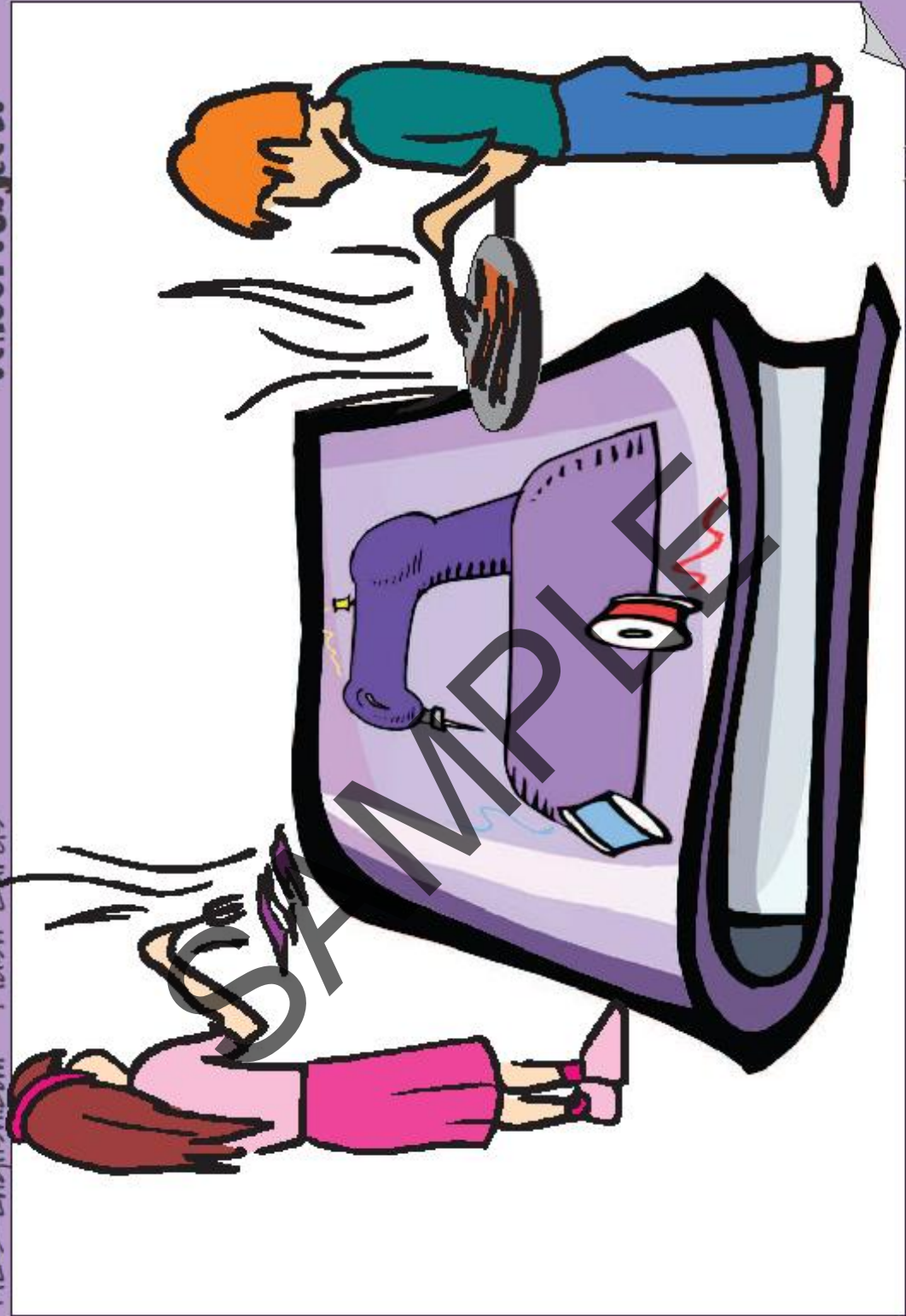
- Career Awareness Portfolios with Career Exploration Planning Worksheet
- Flashcards of school subjects (www.mes-english.com)
- What's a Housewife Worth Worksheet
- Butcher Paper and markers

Procedures:

1. Have students pick up their Career Awareness Portfolios. The first section asks for students to identify their three favorite school subjects. Use the flashcards to review the subjects. Have students select their top three and write them in their portfolios.
2. Have students write three sentences depending on the grammar you want to teach to express their preference of school subjects. Some examples are given below. You can have students write these on the board or on sentence strips to share with the class.
 - a. I like _____.
 - b. I like _____ more than _____.
 - c. I prefer _____ to _____.
3. Create a family tree on the board. Review vocabulary for family relations. Identify the jobs of each person in your family tree. Use arrows to indicate the people in the family tree that influenced your career decision. Distribute butcher paper and markers. Have students create their "Occupation Family Tree." Share with the class.
4. Pass out the "What's a Housewife Worth" worksheet. In groups of 3, have students guess how much each of the "people" on the chart are paid weekly. Have students calculate the annual salary. Have students come up with the total value of a housewife's duties for one year. Invite students to talk about skills they have that they may not be paid for.
5. Have students write at least five sentences telling what they **can** do. You may provide a list of suggestions. I like the list in Steck-Vaughn's Employability Skills Book 1, but you can make your own. Introduce the concepts of "skills, knowledge and abilities." Have students select three and write them in the "Three Skills I have are" on the Career Exploration Planning Worksheet.







How Much is a Housewife Worth?

Task	Weekly Pay	Annual Salary
 Child Care Worker		
Cook 		
 Dishwasher and Kitchen Worker		
Laundry Worker 		
Chauffeur 		
 Maid		
 Recreation Coordinator		
Tutor 		
 Bookkeeper / Secretary		

How Much is a Housewife Worth?

Task	Weekly Pay	Annual Salary
 Child Care Worker	\$182.00	\$9,464.00
Cook 	\$238.00	\$12,376.00
 Dishwasher and Kitchen Worker	\$225.00	\$11,700.00
Laundry Worker 	\$199.00	\$10,348.00
Chauffeur 	\$362.00	\$18,824.00
 Maid	\$182.00	\$9,464.00
 Recreation Coordinator	\$303.00	\$15,756.00
Tutor 	\$228.00	\$11,856.00
 Bookkeeper / Secretary	\$389.00	\$20,228.00

Lesson Title: Hopes and Dreams (Based on ICA Lesson 3, page 38)

Lesson Objectives:

- Discuss wishes, dreams and hopes.
- Use the past tense to talk about childhood dreams.
- Use the “hope to”, “plan to”, “want to” and “would like to” to talk about future plans

Materials:

- Bogglesworld Gameboard
- “A Dream Realized” Worksheet
- Clay or play dough (optional, but the students LOVE it)
- Butcher Paper

Procedures:

1. Introduce the target structure: hope to, plan to, want to, would like to.
2. Help students form sentences with the target structure orally first and then in writing.
3. Distribute one Bogglesworld Gameboard per 4 students. (They work better if you attach them to construction paper and laminate them.) Go over the game with the students, demonstrating the kinds of sentences they can create. Tell them to listen carefully for the “to” and not to let a student advance who forget to use it.
4. In the large group, have students share some of the sentences they generated in the game play and write them on the board, correcting the sentences as necessary.
5. Have students draw six boxes (storyboard) on a piece of butcher paper. In the first box, have them draw a dream they had when they were a child. In the second, have them draw a dream they had as a teenager. In the third box, have them draw a dream they had as a young adult. In the fourth box, have them draw a dream that they have now. In the last box, have them draw how they feel when they achieve their dream. Allow students to share their storyboards.
6. Distribute the worksheet for “A Dream Deferred.” Go over the words and the vocabulary. Let students create with clay or dough the heart of someone whose dream has been deferred. Then tell students to write a poem called “A Dream Realized.” Ask:
 - a. How do you feel when you reach your dream?
 - b. What does it sound like when you complete a goal?
 - c. What does it look like when a wish comes true?Encourage students to use the clay to create the heart of someone whose dream has been realized. Use the clay heart to help inspire the poem.

A Dream Deferred

The following poem by Langston Hughes describes what happens to dreams that are left on the side and forgotten. But what about the dreams that we've made come true?

A Dream Deferred

By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

1. To defer is to _____
2. Two synonyms for *defer* are _____
3. The opposite of *defer* is _____
4. Two antonyms for *defer* are _____
5. To *defer* a dream is to _____
6. What does it take to realize (achieve) a dream?

7. Imagine you are writing a poem called "A Dream Realized." Write the first line to this poem.

This resource was developed for *Women's Perspectives* by members of WE LEARN. For information contact: Mev Miller, 401-383-4374 (or) welearn@litwomen.org (or) visit: www.litwomen.org/perspectives

Start	Your family	Your house	Your studies
	Your job	Your friends	Go back 2
	Future husband or wife	Your English	Your (future) children
			FREE
Go ahead 2	FREE	Your country	Your car
Health care			
Travel		Go Ahead 2	The environment
Your friends			Food
Your sibling	Your mother	Your father	Going to the dentist

Wishes and Hopes

A conversation game to find out about each other's dreams and goals. Choose either wish or hope and decide what you wish or hope for about the topic you land on.

Sports	FREE	Space	Mail	Cooking	Money
--------	------	-------	------	---------	-------

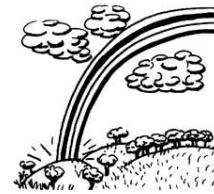
The ocean

War

Trade Places

Movies

Music



Shopping	Malls	media	Going to the doctor
----------	-------	-------	---------------------

Trade places			When you are old
---------------------	--	--	------------------

			FREE
--	--	--	------

			Go Ahead 2
--	--	--	-------------------

Go Back 1	Education	Books	Farming	Computers
------------------	-----------	-------	---------	-----------

Your government				
-----------------	--	--	--	--

The weather		FREE		This game
-------------	--	------	--	-----------

Go ahead 1	Clothes in the future	Learning		END
-------------------	-----------------------	----------	--	------------

Examples: You roll the dice and land on 'Your friends'. *I wish my friend Alice would meet a nice guy. (future).* OR: *I wish my friend Alice had a million dollars! (present)* OR: *I wish my friend Alice had known my friend Nelly. (past).* If you want to use HOPE; *I hope my friend Alice remembered my birthday. (past)* *I hope my friend Alice is all right. (present)* *I hope my friend Alice has fun in Mexico next week. (future)*

Lesson Title: Making a Lifeline (Based on ICA Lesson 5, page 42)

Lesson Objectives:

- Review regular and common irregular forms for the simple past
- Create a timeline of our lives

Materials:

- Career Awareness Portfolios
- Irregular Verb Chart
- Posterboard or Foamboard
- Markers and/or magazines to cut up (glue, scissors)

Procedures:

1. Introduce the regular past tense with –ed and “did”. There are many ways to do this. Most textbooks have a lesson on it. Also introduce common irregular forms: went, did, was/were, had, bought, saw, heard, etc.
2. Draw a timeline of your life on the board. Identify major events in your life.
3. Write these questions on the board:
 - a. What was the event?
 - b. When did the event take place?
 - c. Where did it happen?
 - d. Who was there?
 - e. Why is it important?
 - f. How did it impact your life?
4. Point to an event on your timeline and have students practice asking you the questions.
5. Distribute the posterboard or foamboard. Have students create their own timelines. Students may bring in their own photos for this activity. They may also choose to use magazine pictures or draw. Have students present their timelines. Students who are not presenting should be asking the questions given in #3 above.
6. Have students identify the values and beliefs that they learned through the events on their timeline. Have students come up with a core set of three beliefs and transfer them to their Career and Education Planning Worksheet in the “Job and Work Values” section.

base	past	participle		base	past	participle		base	past	participle	
arise	arose	arisen		forsake	forsook	forsaken		shoot	shot	shot	
be	was/were	been		freeze	froze	frozen		show	showed	shown/showed	
bear	bore	borne		get	got	gotten		shrink	shrank/shrunk	shrunk	
beat	beat	beaten/beat		give	gave	given		shut	shut	shut	
become	became	become		go	went	gone		sing	sang	sung	
begin	began	begun		grind	ground	ground		sit	sat	sat	
bend	bent	bent		grow	grew	grown		sleep	slept	slept	
bet	bet	bet		hang	hung	hung		slide	slid	slid	
bid	bid	bid		have	had	had		slit	slit	slit	
bind	bound	bound		hear	heard	heard		speak	spoke	spoken	
bite	bit	bitten		hide	hid	hidden		speed	sped/speeded	sped/speeded	
bleed	bled	bled		hit	hit	hit		spend	spent	spent	
blow	blew	blown		hold	held	held		spin	spun	spun	
break	broke	broken		hurt	hurt	hurt		spit	spit/spat	spit/spat	
breed	bred	bred		keep	kept	kept		split	split	split	
bring	brought	brought		know	knew	known		spread	spread	spread	
broadcast	broadcast	broadcast		lead	led	led		spring	sprang/sprung	sprung	
build	built	built		leave	left	left		stand	stood	stood	
burst	burst	burst		lend	lent	lent		steal	stole	stolen	
buy	bought	bought		let	let	let		stick	stuck	stuck	
cast	cast	cast		lie	lay	lain		sting	stung	stung	
catch	caught	caught		light	lit	lit		sting	stank	stunk	
choose	chose	chosen		lose	lost	lost		strive	strove	striven	
cling	clung	clung		make	made	made		strike	struck	struck	
come	came	come		mean	meant	meant		string	strung	strung	
creep	crept	crept		meet	met	met		swear	swore	sworn	
cut	cut	cut		mislay	mislaid	mislaid		sweep	swept	swept	
deal	dealt	dealt		mistake	mistook	mistaken		swim	swam	swum	
dig	dug	dug		pay	paid	paid		swing	swung	swung	
do	did	done		put	put	put		take	took	taken	
draw	drew	drawn		quit	quit	quit		teach	taught	taught	
drink	drank	drunk		read	read	read		tear	tove	torn	
drive	drove	driven						tell	told	told	
eat	ate	eaten		rid	rid	rid		think	thought	thought	
fall	fell	fallen		ride	rode	ridden		throw	threw	thrown	
feed	fed	fed		ring	rang	rung		thrust	thrust	thrust	
feel	felt	felt		rise	rose	risen		understand	understood	understood	
fight	fought	fought		run	ran	run		undertake	undertook	undertaken	
find	found	found		say	said	said		upset	upset	upset	
fit	fit	fit		see	saw	seen		wake	woke/waked	woken/waked	
flee	fled	fled		seek	sought	sought		wear	wore	worn	
fling	flung	flung		sell	sold	sold		weave	wove	woven	
fly	flew	flown		send	sent	sent		weep	wept	wept	
forbid	forbade	forbidden		set	set	set		win	won	won	
forecast	forecast	forecast		shake	shook	shaken		wind	wound	wound	
forget	forgot	forgotten		shed	shed	shed		withdraw	withdrew	withdrawn	
forgive	forgave	forgiven		shine	shone/shined	shone/shined		write	wrote	written	

¹Mentir also means "to lie" but it is a regular verb

Section Three: Occupational Exploration

Lesson Title: Using the Internet to Learn about Occupations (Based on ICA Lesson 1, page 70)

Lesson Objectives:

- Review job titles
- Align personal interests and characteristics to job titles
- Find Information about jobs on the Internet

Materials:

- Worksheet Form B
- Steck-Vaughn Employability Skills Book 1
- Internet access
- Career Awareness portfolios

Procedures:

1. Have students complete personal interests and characteristic worksheets from the Steck-Vaughn Employability Skills Book 1 (or create your own). You will have a lot of vocabulary to go over, so take your time. Practice pronunciation. Practice “I am” and “I have” with the vocabulary items.
2. Have students look at their career awareness portfolios. Considering their skills and values, have students complete these sentences:
 - a. I would be a good _____ because I like _____.
 - b. I would be a good _____ because I can _____.
 - c. I would be a good _____ because _____ is important to me.
3. Have students ask each other if they agree or disagree with the statements.
4. Have students write the three jobs on their Career and Education Planning Worksheet under “Three occupations that I would like to explore further.”
5. Have students visit <http://www.bls.gov/k12/>. Choose one job (teacher) and model how to complete the Career Exploration on the Internet Worksheet Form B. Allow students to work in pairs or independently to complete the Worksheet about jobs that interest them.

Career Exploration on the Internet
Version B

	Sample Occupation #1	Sample Occupation # 2	Student Occupation #1	Student Occupation #2
What are the duties?				
What is the job setting?				
How many hours a day or a week is the job?				
Work alone or with people?				
What kind of equipment is used?				
What is the salary?				
Are there many jobs?				
What education and/or training are required?				

Career Exploration on the Internet B • Section III: Occupational Exploration, Lesson 1 • Page 1

Lesson Title: Informational Interview (Based on ICA Lesson 3, page 81)

Lesson Objectives:

- Develop a team and work as a team.
- Decide on questions to ask in an interview.
- Interview a native English speaker about their job.
- Create a presentation and report to the class.

Materials:

- Information Interview Log

Procedures:

1. Put students in groups according to similarity of interest in jobs as noted in the Career and Education Planning Worksheet from the previous class.
2. Explain that the groups will have to form a team to complete this project. Each person in the group will be in charge of one aspect of the project, but all members will contribute to all aspects. Suggested “job titles”:
 - i. Team Leader
 - ii. Interviewer
 - iii. Recorder / Secretary
 - iv. Presentation designer
 - v. Reporter
3. Have students brainstorm ideas for their questions. Provide the Information Interview Log as a template. Make sure students understand they should add their own questions.
4. Have students brainstorm possible interviewees, decide on one, and schedule an appointment with that person. They can do this on their own time, but they will need to practice explaining the purpose of the interview and scheduling an appointment with their classmates. They should also practice the interview itself, even if they are not the one who will be conducting the interview.
5. Students should be given time in the following class to prepare their presentation, although some will complete at home. I suggest that they prepare either a PowerPoint (for technology practice) or typed report, but depending on how much technology you have introduced up to this point in your class, a poster session will work just as well.

Informational Interview Log -

Name of Contact: _____ Business: _____

Job Title: _____

Address: _____ Telephone Number: _____

Email Address: _____

Date of Meeting: _____

Questions to ask:

1. What do you do in a typical work day?
2. How did you get started in the job? What experience, education, training, and skills did you need?
3. What do you like most about your work?
4. What would you most like to change about your work?
5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them?)
6. Other question: _____

Informational Interview Log • Section III: Occupational Exploration, Lesson 3 • Page 1

Lesson Title: Worker's Rights (Based on ICA Lesson 6, page 91)

Lesson Objectives:

- Understand Workers Rights
- Talk about unions, strikes, benefits

Materials:

- Workers' Rights Vocabulary handout
- Video 3 from http://home2.nyc.gov/html/cchr/html/immig_esol.html
- The Right To Work [Understanding Immigrant Employment Rights](#), A Workbook for ESOL Classes, 2011-2012 Student Edition/Beginner Level. Page 14-20
- Lesson handout from <http://www.breakingnewsenglish.com/1009/100908-pension.html>.

Procedures:

1. Distribute and go over the Worker's Rights Vocabulary handout.
2. Write these questions on the board (or distribute as a handout)
 - 1) It is legal for men to be paid more than women doing the same work. (F)
 - 2) Employers can refuse to give benefits to a pregnant woman. (F)
 - 3) Employers cannot discriminate in job promotions based on nationality. (t)
 - 4) An employee who uses a wheelchair cannot be laid-off. (F)
 - 5) A worker can take an unpaid leave from a job for personal or family medical problems. (t)
 - 6) Workers have the right to organize and bargain collectively with employers. (t)
3. Watch Video 3 and go over pages 14-20 of the Workbook.
4. Distribute the Gap Fill exercise from the Pensions article. Use the one with the word bank on the side. Go over the word bank list. Read the article and have students put the missing word in the blanks. Read the article again. You may have to read a third time. The last time you read it, have students suggest their answers. You may select to do other exercises from the article such as the True/False comprehension check or Synonym match.

5. If time permits, discuss these questions:

- a. What is a union?
- b. What are some benefits that workers have if they belong to a union?
- c. Were you ever in a union in the US or your home country?
- d. How are unions in the US similar to/different from unions in your country?
- e. Has a union ever helped you? What happened?
- f. Are there any disadvantages to being a union member? If so, what are they?

Workers' Rights Vocabulary -

favoritism	treating some people better than others
minority	any person from a group that is not more than half (50%) of the total population
contract	written agreement between a labor union and a company or organization
guarantee	to insure
laid-off	had a job end unexpectedly. Lay-offs are often due to a shortage of work, or because workers are only needed during a particular season (for example, farm work). Some lay-offs are temporary.
fired	terminated from a job
strike	to temporarily stop working because of disagreements with the company
picket	a line of striking workers protesting outside a workplace. A picket can bring attention to the disagreement with the company and discourage other workers from entering the workplace.
union	an organization that represents workers
rights	things guaranteed to you by law
grievance	a written complaint
bargain collectively	negotiate as a group
leave	time away from work

Workers' Rights Vocabulary • Section III: Occupational Exploration, Lesson 6 • Page 1

Section Four: Career Planning Skills

Lesson Title: Decision Making (Based on ICA Lesson 4, page 104)

Lesson Objectives:

- Understand personal decision making process
- Identify decision making strategies
- Create a paragraph

Materials:

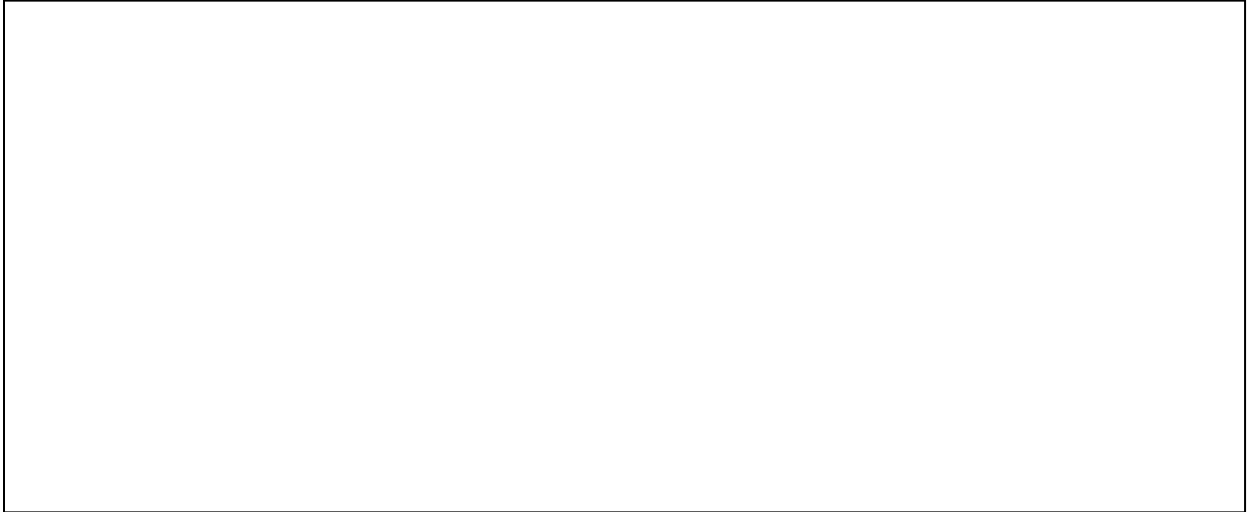
- Decision Making Handout
- Construction or Cardstock paper
- Markers

Procedures:

1. Write “Decisions, Decisions, Decisions” on the board. Have students suggest the kinds of decisions they make every day. Rank the decisions from most important to least important.
2. Give students the One of the Most Important Decisions I Ever Made Guided-Writing worksheet. Model how to complete the writing exercise. Have students copy in paragraph form onto construction paper or card stock .
3. Distribute the Decision Making Handout. In groups of 3 or 4, have students share their paragraphs. Have the group evaluate the decision making strategies using the handout and determine what kind of decision maker in general is each person.
4. Share paragraphs and group determinations with the class.
5. Make a Pros and Cons chart for the different strategy styles.
6. Go back to the “Decisions, Decisions, Decisions” brainstorm and discuss the most effective strategies for the different decisions they listed.

One of the Most Important Decisions I Ever Made

1) Draw a picture of an important event in your life that required you to make a decision.



One of the most important decisions I ever made in my life was

_____.

It was important because

_____.

_____.

I had to consider many things:

_____.

_____.

This is how I finally decided what to do.

_____.

_____.

I am (happy / not happy) with my decision because the result is (was)

_____.

_____.

Types of Decision Making

Which of the following types best describes the way you approach decision making?

Impulsive	Do you tend to put little thought or examination into your decision? Do you choose the first option without considering alternatives?
Fatalistic	Do you allow your environment or situation to determine your decision? Do you leave decisions up to fate?
Compliant	Do you allow someone else to decide? Do you follow someone else's idea of the best alternative for your future?
Delaying	Do you tend to declare a moratorium, postponing all thought and action, until you decide to implement your decision?
Agonizing	Do you get lost in the factual information and get overwhelmed with analyzing alternatives?
Intuitive	Do you make a choice based on a "gut" feeling about the best alternative?
Paralysis	Do you accept a need to choose but cannot seem to approach your decision?
Planning	Do you weigh the facts and choose the result that will be the most satisfying? Do you embark on a rational process, balancing cognitive and emotional needs?

Types of Decision Making • Section IV: Career Planning Skills, Lesson 4 • Page 1

Lesson Title: Needs vs. Wants (Based on ICA Lesson 20, page 165)

Lesson Objectives:

- Understand the difference between “needs” and “wants”
- Use “need” and “want” with nouns
- Use “need” and “want” with verbs

Materials:

- Magazines to cut up, scissors
- Construction or Cardstock paper
- Glue
- Markers

Procedures:

- (1) *Depending on your students’ levels and your allotted time, you can do this as a jigsaw activity (dividing the activity among groups) or have each group complete the entire activity.*
- (2) Ask students to tell something that they need and something that they want. Write the sentences on the board. Correct the sentences as you write them, but don’t point out the corrections yet.
- (3) Use the students’ sentences to introduce the grammar. Point out how “need” and “want” work differently with noun complements and verb complements.
- (4) Have students create posters of needs and wants for these groups of people:
 1. A baby or small child
 2. An elementary school student
 3. A middle school student
 4. A high school student
 5. A college student
 6. A young adult who is working
 7. Parents with young children
 8. Parents with teenage children
 9. Grandparents
- (5) Share the posters. Talk about the “needs” category. Is it truly a need? What must be done to make sure the need is met? Is the want reasonable? What can be done to have some of the things that are wanted?
- (6) Discuss how needs and wants affect our spending habits, especially when planning to go for more education (ourselves or our children).

Lesson Title: Smart Consumer (Based on ICA Lesson 11, page 128)

Lesson Objectives:

- Understand how to compare financing options

Materials:

- Information about auto loan financing options from a car dealership
- Newspaper Automotive section or free “CARS” magazines
- A bank representative willing to do “community reinvestment” on how to plan for and pay for college expenses
- You may also be able to get someone from the financial aid department of a local college or university to provide information to your students.

Procedures:

1. Tell the students we are going to buy a new car. Ask them to talk about the things they need to do to make sure they get the best “bang for their buck.”
2. Distribute the loan financing options to students. Have them look at the kinds of cars being financed (new / use), interest rates and payment terms. How would they decide how to buy a car.
3. Have a local bank give their “community reinvestment” education requirement in your class. Ask the representative to specifically talk about way to plan for college expenses and what to do if you have not saved for college.
4. Have a financial aid advisor come and talk to your students about the kinds of assistance available to both traditional and “returning” (older adults) students.