



PERSONAL LIFE HISTORY

Low-beginner

This lesson allows students to practice introducing themselves and describing their lives.

Lesson objectives:

- Introduce yourself and describe your life

Warm up

- Before class: write the lesson objective on the board. Tell Ss that it's important for them to be able to introduce themselves and describe their lives during job interviews, at work and in the community.

Presentation

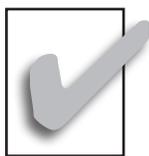
- Write prompts on the board such as *My name is...*, *I'm from...*, *My country is...*, *I moved to the United States in... [year]*
- Introduce yourself to the class using the prompts. If possible, bring in pictures of yourself and where you are from and share them with the Ss.

Practice

- Ask each S to introduce him/herself to the class.
- Give each S a copy of Activity Worksheet 1B. Ensure Ss understand the activity. Tell Ss to answer the questions. Walk around the room and ensure Ss understand the activity.
- Ss take turns introducing themselves to the class.
- Tell Ss to take the worksheet home, fill out the information and tape or glue pictures of themselves and where they are from to the worksheet.

Evaluation

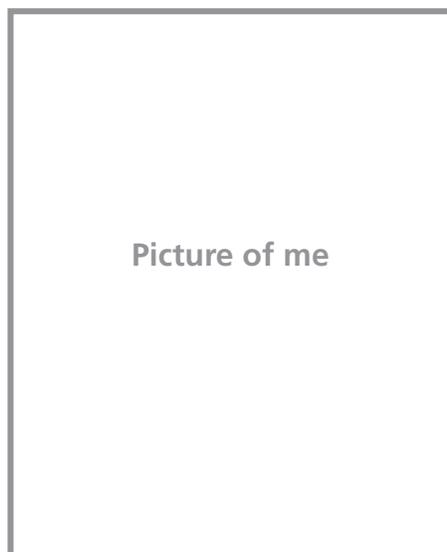
- Ss bring their completed Activity Worksheet to class and practice introducing themselves and describing their lives.
- Ss add the completed Activity Worksheet to their Career Portfolio.



PERSONAL LIFE HISTORY

Low-beginner

Name: _____



1. What is your name? _____



2. Where are you from? _____

3. What is your country like? _____



CAREER INTEREST INVENTORY

Low-beginner

In order for students to choose a potential career of interest, they should learn about several careers.

Lesson objectives:

- Learn about careers
- Choose a potential career of interest

Warm up

- Before class: write the lesson objectives on the board. Ask Ss: *What is your current job?* Write Ss' answers on the board.
- Ask Ss: *What are your career goals?* Write Ss' answers on the board.

Presentation

- Explain that today's lesson will help Ss explore new potential careers. Encourage Ss to think beyond their current job, and identify a job they might want to have in the future.
- Give each S a copy of Activity Worksheet 2B. Ask Ss: *Do you have one of these jobs?* If any Ss say yes, ask them to tell the class a few things they do every day.
- Review the careers with Ss. Describe a few of the typical responsibilities of each career. Ensure Ss understand the terms.
- Tell Ss that this list includes the fastest growing careers in the United States.

Practice

- Ask Ss to check boxes of careers that look interesting. Walk around the room and ensure Ss are completing the worksheet correctly. Encourage Ss to choose three or fewer careers.

Evaluation

- Ss in partners. Ss discuss their potential careers of interest with a partner.
- Encourage Ss to choose the one career they are most interested in by the end of class.
- Ss add the completed Activity Worksheet to their Career Portfolio.



CAREER INTEREST INVENTORY

Low-beginner

Name: _____

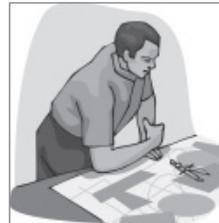
Check the jobs that look interesting to you.



cook



physician



engineer



retail sales clerk



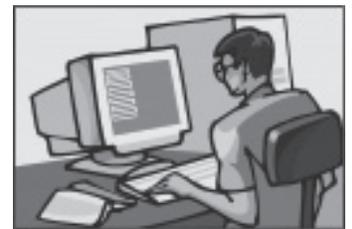
rancher/farmer



pharmacist



manufacturing specialist



computer programmer



fisherman/woman



dental hygienist



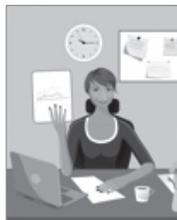
welder



scientist



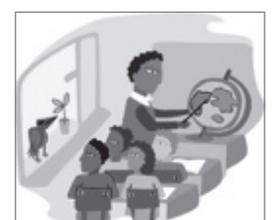
construction worker



office clerk



electrician



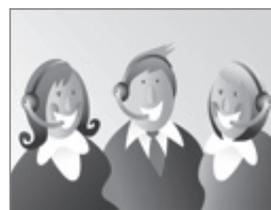
teacher



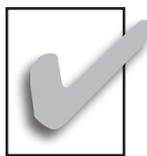
nurse



accountant



customer service agent



CAREER PATHWAY SEARCH

Low-beginner

In order for students to solidify their career choice, they should conduct research to find occupational data about their careers of interest.

Lesson objectives:

- Discuss careers of interest
- Find career data

Warm up and review

- Before class: write the lesson objectives on the board. Ask Ss why it's important to research careers of interest. Elicit answers such as: *to discover whether the career would be a good fit for my background, interests, personality and educational level.*
- Tell Ss the best way to learn whether a potential career is a good fit is to do research online or at a library.

Presentation

- Ask Ss what information they should know about potential careers. Elicit responses such as: *average salary, required education, on-the-job training, number of projected new jobs.* Write Ss' answers on the board.

Practice

- At the computer lab, give each S a copy of Activity Worksheet 3B. Review the questions with Ss and ensure they understand the terms. Tell Ss they will be using the Internet to answer the questions.
- Ask Ss to write their career of interest at the top of Activity Worksheet 3B and to complete it

using the website listed at the top of the worksheet. Model how to find career data by typing the name of their career of interest in the “search handbook” box on the top right.

- If you're not using *The Occupational Outlook Handbook* online, you may also direct Ss to similar sites such as Vault.com or Wetfeet.com. Walk around and ensure Ss are filling out their worksheet correctly.
- If a computer lab is not available, bring Ss to the library. Notify the library ahead of time and ask if a librarian is available to direct Ss to occupational research resources. Give each S a copy of the Activity Worksheet. Tell Ss to write their career of interest at the top of the worksheet and to complete it using books and articles to answer the questions.

Evaluation

- Ss work with partners who have a similar career interest and use the Activity Worksheet to discuss whether their potential careers are a good fit for their personalities, interests and educational plans.
- Ss add the completed Activity Worksheet to their Career Portfolio.



CAREER PATHWAY SEARCH

Low-beginner

Name: _____

Career of interest: _____

Find *The Occupational Outlook Handbook* online at <http://www.bls.gov/ooh/>

Answer the questions. Write complete sentences.

1. What is the average salary for this career?

2. What type of on-the-job training is offered for this career?

3. What is the required education for this career?

4. What skills does a person need to get a job in this career?

5. What is the number of potential new jobs for this career?

6. What is something interesting you learned from your research?



CAREER RESEARCH

Low-beginner

In order for students to write reports at work or research papers in a post-secondary environment, they should feel comfortable doing research.

Lesson objectives:

- Talk about research
- Research goal setting

Warm up

- Before class: write the lesson objectives on the board. Ask Ss: *What is research?* Elicit answers such as *a way to find important information on a topic.*
- Tell Ss that it's important to research their potential careers by reading articles, books and information online.
- Remind Ss that they will need to conduct research to write reports at work or papers in a post-secondary education environment.

Presentation

- Give each S a copy of Activity Worksheet 4B. Encourage Ss not to feel overwhelmed by the long reading passage. Remind Ss to use a dictionary when doing research.
- Ask Ss to skim the passage and underline or circle unfamiliar words. Review the words as a group and write simple definitions or draw pictures on the board.
- Ask Ss: *Who wrote this passage? Where did it come from?*
- Read the passage together as a class slowly. Review and reread the passage as needed.

Practice

- When you have finished reading the passage together, read the questions in part B. Ensure Ss understand the activity. Walk around the room and help Ss complete the worksheet correctly.
- When students have finished their worksheets, explain that they just researched an important career topic: *goal setting.*

Evaluation

- Ss work with partners to discuss their answers in part B.
- Ss add the completed Activity Worksheet to their Career Portfolio.



CAREER RESEARCH

Low-beginner

Name: _____

Career of interest: _____

A. Read the passage.

Setting Goals for the Future

What do you want your future to look like? Do you want to develop skills for a better job? Do you want to graduate from college? No matter what you want in the future, one of the best ways to get there is by setting goals.

Setting goals means making a decision about what you want to achieve. It requires finding out what you need to do to achieve that goal. It also requires planning how long it will take to achieve the goal.

Making choices about the future can be difficult. We often focus only on the present. To think about your future goals, take a few minutes and imagine what you want your life to be like in one, two, or three years. Where will you be? What will you be doing? How will you feel?

There are a number of important points for you to keep in mind when setting a goal. It should be detailed, measureable, and realistic and it should have a completion date.

B. Answer the questions. Write complete sentences.

1. Why does *setting a goal* mean?
2. Why is it important to set goals?
3. What is an example of one of your goals?
4. When do you hope to achieve your goal?



APPLYING SOFT SKILLS

Low-beginner

In order for students to explore potential careers of interest, an important first step is for them to identify businesses where they might like to work.

Lesson objectives:

- Discuss businesses that hire for careers of interest
- Find contact information for businesses

Warm up and review

- Before class: write the lesson objectives on the board. Ask Ss: *What is your career of interest?* Elicit appropriate responses and write Ss' responses on the board.
- Write the following categories on the board: *friends and family; phone book; online research*
- Explain that asking friends and family for contacts can be a great way for Ss to meet professionals in their career of interest. Tell Ss they can also contact businesses directly. Explain that the Ss can find contact information for local businesses on the Internet and, if they don't have the Internet, they can use a phone book.

Presentation

- Direct Ss' attention to one of the careers on the board (e.g. *welder*). Ask Ss what types of businesses would employ a welder. Write Ss' answers on the board. Do the same for a few other professions.
- Ask Ss to write their career of interest on a piece of paper. Then tell Ss to write down at least three types of businesses that would hire professionals in their career of interest.

Practice

- If your school has a computer lab, ask Ss to use the Internet to find the contact information for three businesses that hire professionals in their career of interest. Model for Ss how to enter key search terms such as *Texas, welding* into an Internet search engine.
- Give each S a copy of the Activity Worksheet 5B. Tell Ss to complete exercise A using the Internet. If a computer lab is not available, bring phone books to class and have Ss use these to find contact information for three businesses.
- Ask Ss to review the information in exercise A on the Activity Worksheet 5B. Walk around and ensure that the listing for each business is complete.

Evaluation

- Ss work in partners and use the Activity Worksheet to discuss businesses where they might like to work.
- Ss add the completed Activity Worksheet to their Career Portfolio.



APPLYING SOFT SKILLS

Low-beginner

Name: _____

Career of interest: _____

Find the contact information for three businesses that hire professionals in your career of interest. Write the information below.

Business #1

What is the name of the business? _____

What is the address of the business? _____

What is the phone number of the business? _____

What is the website of the business? _____

Business #2

What is the name of the business? _____

What is the address of the business? _____

What is the phone number of the business? _____

What is the website of the business? _____

Business #3

What is the name of the business? _____

What is the address of the business? _____

What is the phone number of the business? _____

What is the website of the business? _____



BUILDING A RESUME

Low-beginner

In order for students to build their resume, they must first identify previous work experience in key resume skills.

Lesson objectives:

- Brainstorm work experience
- Create a list of key resume skills

Warm up and review

- Before class: write the lesson objectives on the board. Ask Ss: *What is a resume?* Elicit appropriate responses such as *a document that provides employers with a summary of your work experience.*
- Explain that today's lesson will help Ss identify their previous work experience.

Presentation

- Ask students: *What are some of your job responsibilities?* Write Ss' answers on the board. Ask Ss who don't currently work what their responsibilities are at home or in the community.
- Encourage Ss to describe responsibilities from previous jobs.

Practice

- Give each S a copy of Activity Worksheet 6B. Read the key resume skill categories aloud. Ensure Ss understand all of the terms on the worksheet.
- Tell Ss to circle the skills they regularly do at work, home or in the community. Tell Ss to write sentences about the skills using complete sentences.
- Walk around and ensure Ss are completing the worksheet correctly.

Evaluation

- Ss in partners. Ask Ss to read their sentences to a partner.
- Ss add the completed Activity Worksheet to their Career Portfolio.



BUILDING A RESUME

Low-beginner

Name: _____

Career of interest: _____

A. Circle the skills you can do.

Communication

Answered phone calls

Gave directions

Made suggestions

Computer

Sent emails

Used the Internet

Created electronic documents

Teamwork

Participated in team meetings

Trained employees

Listened to and followed directions

Household

Paid bills

Cooked meals

Made appointments

B. Describe your work experience using the skills above. Write complete sentences.

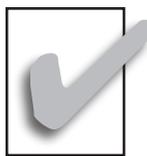
1. _____.

2. _____.

3. _____.

4. _____.

5. _____.



COLLEGE KNOWLEDGE AND NAVIGATION

Low-beginner

In order for students to pursue their career of interest, they may need to complete post-secondary or vocational training.

Lesson objectives:

- Discuss post-secondary training
- Create a list of local post-secondary centers

Warm up

- Before class: write the lesson objectives on the board. Ask Ss what they know about post-secondary education. Elicit answers such as *the purpose of post-secondary training is for a person to learn knowledge and skills they need to find a job.*
- Ask Ss if they have ever taken a post-secondary level class in the United States or their home country and, if so, what they studied.

Presentation

- Tell Ss that many careers require one or more years of post-secondary training. Discuss the different venues for post-secondary training, for example, community colleges, universities, technology institutes, vocational or trade programs.
- Explain that today's lesson will help Ss identify local post-secondary locations that offer training in their career of interest.

Practice

- At the computer lab, give each S a copy of Activity Worksheet 7B. Review the questions with Ss and ensure they understand the terms. Tell Ss they will be using the Internet to answer

the questions. Ask Ss to write their career of interest at the top of Activity Worksheet 7B. Model how to find nearby post-secondary locations by typing the name of: an example career of interest, education requirements and city or zip code into the search engine. For example: *welding, required training, Houston, Texas.*

- If a computer lab is not available, bring Ss to the library. Notify the librarian ahead of time and ask if the librarian is available to direct Ss to educational research resources. Or bring brochures from local colleges, universities or post-secondary training programs to class. Give each S a copy of Activity Worksheet 7B. Review the questions with Ss and ensure they understand the terms. Tell Ss they will be using books, articles or brochures to answer the questions.
- Encourage Ss to focus on the possibilities and not to feel discouraged by the cost of education.

Evaluation

- Ss work with partners who have a similar educational interest and use the Activity Worksheet to discuss the potential training programs.
- Ss add the completed Activity Worksheet to their Career Portfolio.



COLLEGE KNOWLEDGE AND NAVIGATION

Low-beginner

Name: _____

Career of interest: _____

School #1

1. What is the name of the school? _____
2. What is the address of the school? _____
3. What is the phone number of the school? _____
4. What is the website of the school? _____
5. What training programs does the school offer? _____

School #2

1. What is the name of the school? _____
2. What is the address of the school? _____
3. What is the phone number of the school? _____
4. What is the website of the school? _____
5. What training programs does the school offer? _____

School #3

1. What is the name of the school? _____
2. What is the address of the school? _____
3. What is the phone number of the school? _____
4. What is the website of the school? _____
5. What training programs does the school offer? _____



PROFESSIONAL PRESENTATION AND TEAMWORK

Low-beginner

In order for students to become comfortable with public speaking, they should give a brief presentation about their career of interest.

Lesson objectives:

- Discuss tips for a successful presentation
- Prepare and give presentations

Warm up

- Before class: write the lesson objectives on the board. Tell Ss it's important to be comfortable presenting in front of a group at work and in post-secondary classrooms.

Presentation

- Find a video of a brief, successful presentation online and show it to your class. If you don't have access to AV equipment, give a brief presentation yourself on a topic of interest to you and your students.
- After the Ss have finished watching the presentation, ask them to point out some of the things that made the presentation a success. Elicit answer such as *spoke slowly and clearly, made eye contact with the audience and used notes/ note cards.*
- Tell Ss that they will each be giving presentations on their career of interest.

Practice

- Give each S a copy of Activity Worksheet 8B. Review the questions with the Ss to ensure they understand the purpose of the exercise. Tell Ss they will be using the worksheet to help them prepare a 2—3 minute presentation.
- Walk around the room and ensure Ss are filling out their worksheets correctly.
- Ss in groups with other Ss that have the same career interest. Ss practice delivering their presentation to the group.
- Walk around the room coaching Ss. Remind them to make eye contact, to use notes and to speak loudly and clearly—imagining their voices reaching the back of the classroom.
- If there's time, have Ss deliver their individual presentations to the class. At the end of each presentation, Ss discuss what the S did well.

Evaluation

- Ss add the completed Activity Worksheet to their Career Portfolio.



PROFESSIONAL PRESENTATION AND TEAMWORK

Low-beginner

Name: _____

1. What is your name?

2. What is your career of interest?

3. Why are you interested in this career?

4. How does this career fit your personality?

5. How does this personality fit your education goals?

6. What are some examples of things people in this career do every day?