

Career Exploration Unit

For the Beginning ELL Student



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Career Exploration Unit for the Beginning ELL student

The Unit is an alternative to the Minneapolis Public Schools My Life Plan which would allow the Beginning ELL student to fulfill the My Life Plan Graduation Requirement.

The lessons include:

1. Career Inventory
2. Decision Making
3. Goal Setting
4. Job and College Application practice
5. Job and Career Investigation

They can be taught by the ELL Teacher as part of the regular ELL class or team delivered in the ELL classroom with the Counselor or Career Center Coordinator. Each lesson is about 50 minutes long or one class period. The lessons are developed so they can be presented with little prior preparation or gathering of materials.

In the State of Minnesota English Language Proficiency Standards, the Beginning ELL student is described in this way:

Beginners range from having no English to demonstrating a minimal understanding and use of English. Their comprehension is limited to simple language containing mostly high-frequency words and simple grammatical patterns. These learners derive a great deal of meaning from the context and nonverbal cues that accompany any English input, and benefit from the repetition, rephrasing, and a slower rate of speech. They can express basic personal needs. They tend to communicate about very familiar topics based on personal experience. Errors are frequent, expected and characteristic of language production at this stage. With appropriate instructional strategies and scaffolding of materials, beginning ELLs can learn age-appropriate academic content in English through instruction using sheltered English techniques.

The lessons were designed using features of the SIOP Model (Sheltered Instruction Observation Protocol) as described in the book Making Content Comprehensible for English Learners, The SIOP Model, 3rd Edition, Pearson Publishing. SIOP is a research based observation method that has shown to be a reliable and valid measure of observational protocol. To be more effective, the lessons need to incorporate the **Sheltered English**

Instruction strategies as described in the SLOP model. Here is a summary of the main SLOP features:

1. Content objectives clearly defined, displayed and reviewed with students.
2. Language objectives clearly defined, displayed and reviewed.
3. Content concepts appropriate for age and educational background.
4. Supplementary Materials used to a high degree.
5. Adaptation of content to all levels of student proficiency
6. Meaningful activities that integrate lesson concepts with language practice opportunities
7. Concepts explicitly linked to students' background experiences
8. Links explicitly made between past learning and new concepts
9. Key vocabulary emphasized (introduced, written, repeated and highlighted for students to see.
10. Speech appropriate for students' proficiency levels
11. Clear explanation of academic tasks.
12. A variety of techniques to make content concepts clear.
13. Ample opportunities provided for students to use learning strategies.
14. Scaffolding techniques consistently used to assist and support student understanding.
15. A variety of questions or tasks that promote higher-order thinking skills.
16. Frequent opportunities for interaction and discussion.
17. Grouping configurations support language and content objectives of the lesson.
18. Sufficient wait time for student responses consistently provided.
19. Ample opportunity for students to clarify key concepts.
20. Hands on materials or manipulatives provided for students to practice learning content knowledge.
21. Activities provided for students to apply content and language knowledge.
22. Activities that integrate all language skills.
23. Content objectives clearly supported by lesson delivery.
24. Language objectives clearly supported by lesson delivery.
25. Student engaged approximately 90-100% of the time.
26. Pacing of the lessons appropriate to students' ability levels.
27. Comprehensive review of key vocabulary.
28. Comprehensive review of key content concepts.
29. Regular feedback provided to students on their output.
30. Assessment of student comprehension and learning of all lesson objectives throughout the lesson.

In addition, the Language Learning Strategies posted on the Minnesota ELP standards website are adapted from **TESOL**. Here is a summary of some highlights:

1. Use context and visual cues to guess meaning.
2. Transfer and adapt known structures to convey meaning in new contexts.
3. Use mime, gestures, and props to convey meaning.
4. Use clarification and repetition.
5. Use charts, lists, and graphs to convey information.
6. Model for the students.
7. Tolerate ambiguity of meaning when unable to fully understand.
8. Know when to use native language resources to promote understanding
9. Consider how knowledge of the first language may aid in learning English

While presenting lessons, remember to:

1. Talk slowly
2. Pronounce clearly
3. Use simple words
4. Avoid slang words
5. Use shorter sentences
6. Repeat directions
7. Use visual and auditory together
8. Say and post directions

Each of the lessons asks the teacher to collect samples of the students work. These can be filed and a portfolio of student work will then be established. This portfolio can then be used to check off completion of the My Life Plan graduation requirements.

Lesson #1

LESSON TOPIC- Jobs

OBJECTIVES

Content

Learn the titles and descriptions of 5 jobs found in a school setting

Language

Job, Work, Secretary, Building Engineer, Nurse, Counselor, Teacher

MATERIALS

Teacher needs: overhead projector, document camera or white board;

Invite people of various job categories who work in the school to be present for the lesson

Student needs: paper and pen/pencil

PROCEDURE

1. Introduce the visitors in the classroom with their name and job title.
2. Write the names of the visitors on the board with their job title.
3. Ask each visitor to give a short description of what they do on their job (15 minutes).
4. Allow and encourage each of the students to ask questions of the visitors (15 minutes); visitors may leave after the question and answer period.
5. Review a proper school heading for the student work that includes the student's name, Career Unit, and Lesson #1
6. Ask the students to put a proper heading on their paper and check to see that each student has completed it.
7. Students copy the Names of the visitors and their Job Titles off the board onto their paper.
8. Collect the students' work. Keep in a separate folder for each student so a portfolio of work over the course of the unit can be established.

INDICATOR OF SUCCESS

Students were able to copy down the words correctly from the board.

Each student asked a question(s) of the visitors.

Lesson #2

LESSON TOPIC- Jobs

OBJECTIVES

Content

List 10 different jobs found in the students' home country and 10 different jobs found in the students' current community in this country.

Language

Various job titles

MATERIALS

Teacher needs: overhead projector, document camera or white board

Student needs: paper and pen/pencil

PROCEDURE

1. Review the job titles and descriptions from the visitors in Lesson #1.
2. Review a proper school heading for the student work that includes the student's name, Career Unit, and Lesson #2.
3. Ask the students to put a proper heading on their paper.
4. Ask the students for names of jobs found in their home country.
5. List these jobs on the board and ask the students to copy them.
6. Ask the students for names of jobs found in their current community.
7. List these jobs on the board and ask the students to copy them. Make sure the students are copying each word on a separate line, skipping a line between each word. A separate sheet of paper can be used for the second list and stapled to the first sheet.
8. If there is time, ask the students to describe and discuss the listed jobs.
9. Collect the students' work. Keep in a separate folder for each student so a portfolio of work over the course of the unit can be established.

INDICATOR OF SUCCESS

Students were able to copy down the words correctly from the board.

Students contributed the name of a job from their home country and from this country.

Lesson #3

LESSON TOPIC- Jobs

OBJECTIVES

Content

Describe each of the 20 jobs listed in Lesson #2

Language

sell, store, office, food, money and other words in the job descriptions

MATERIALS

Teacher needs: overhead projector, document camera or white board

Student needs: paper and pen/pencil

PROCEDURE

1. Pass out the list of jobs made by the students in Lesson #2.
2. On the board, teacher writes the list of jobs from the students' home country that was made yesterday.
3. Ask the student to describe each of the 10 jobs from their home country. List key words which briefly describe the tasks of each job such as "cooks food," "collects money," etc. Students copy these words on their paper next to the name of the job.
4. On the board, teacher writes the list of jobs from the students' current community that was made yesterday.
5. Ask the student to describe each of the 10 jobs from their current community. List key words which briefly describe the tasks of each job such as "cooks food," "collects money," etc. Students copy these words on their paper next to the name of the job.
6. If there is time, ask the students questions and discuss the job descriptions.
7. Collect the students' work. Keep in a separate folder for each student so a portfolio of work over the course of the unit can be established.

INDICATOR OF SUCCESS

Students were able to copy down the words correctly from the board.
Students contributed words to the job description.

Lesson #4

LESSON TOPIC- Jobs

OBJECTIVES

Content

Compare and contrast the list of jobs found in the home country and the current country.

Language

compare, contrast, similar, different

MATERIALS

Teacher needs: overhead projector, document camera or white board

Student needs: paper and pen/pencil

PROCEDURE

1. Teacher lists the jobs on the board with the descriptions from Lesson #3.
2. Students look at both lists and find words that are the same on each list. The teacher makes a list of these words on the board.
3. The students look at both lists and find words that are only used one time.
4. Discuss what jobs are the same and what jobs are different from each list.
5. Students take out a piece of paper and make a proper heading for Lesson #4.
6. Teacher models on the board. On the first line of their paper, the students write, "Jobs that are the same." Halfway down the paper they write, "Jobs that are different."
7. The class discusses which job would go in each category. As they make a decision, the teacher writes the name of the job on the board and the student writes the same thing on their paper.
8. Collect the students' work. Keep in a separate folder for each student so a portfolio of work over the course of the unit can be established.

INDICATOR OF SUCCESS

Students were able to copy down the words correctly from the board.
Students contributed words to the class discussion.

Lesson #5

LESSON TOPIC- Decision Making

OBJECTIVES

Content

To give examples of decisions that we make every day.

Language

To decide; decision; various names of colors and foods

MATERIALS

Teacher needs: overhead projector, document camera or white board

Student needs: paper and pen/pencil

PROCEDURE

1. Teacher gives examples of decisions that we all make, every day such as:
what color clothes to wear, how warm to dress, what to eat, how to get to school, what food to pick in the lunch line, and what time to arrive at school.
2. The teacher picks one of the above examples and writes student responses on the board. For example, the teacher writes the word "clothes" on the board, and asks students what the possible colors of clothes there are to choose from. As students name a particular color, the teacher writes this color on the board, and students are asked to write the same thing on a properly headed paper.
3. Each student is then asked to make and say out loud a sentence such as, "Today I am wearing the colors blue, black, and gold."
4. The teacher says, "I decided to wear the color _____ today." She then asks different students what colors they have "decided" to wear.
5. The same process is repeated with another category such as "Foods that I ate for breakfast."
6. After repeating this process with as many topics as time permits, the teacher asks the students, "How do we make these decisions?", or "How do we decide?" Tell the students that the next lesson will teach us how to make decisions.
7. Work is collected and placed in the student portfolio.

INDICATOR OF SUCCESS

Students contributed words to the class discussion.

Students wrote the words correctly on their paper.

Students understand the words decide and decision.

Lesson #6

LESSON TOPIC- Decision Making

OBJECTIVES

Content

To learn a 7-step decision making model

Language

Identify, gather, alternatives, weigh, choose, take action, evaluate, classify

MATERIALS

Teacher needs: overhead projector, document camera or white board

Student needs: paper and pen/pencil

PROCEDURE

1. The teacher writes the 7 steps to decision making on the board (a-g below).
2. The teacher models an example of these steps (see example in parenthesis below a-g).
 - a. Identify the decision to be made (What shall I wear to work today?)
 - b. Gather the information (What is the weather forecast? , What clothes are clean?)
 - c. Identify the alternatives (blue jeans and tennis or shirt and tie)
 - d. Weigh the alternatives (The blue jeans would be more comfortable but the shirt and tie would look better for the presentation)
 - e. Choose among the alternatives (blue jeans and tennis)
 - f. Take action (get dressed)
 - g. Review and evaluate the decision (look in the mirror and see if it looks OK and feels comfortable)
3. Students take out piece of paper and make a proper heading. They copy the list that the teacher is making on the board. Teacher and class brainstorm different decisions we make during the day such as: what to buy in the store, whether to drive or take the bus, who to ask out on a date, what college to attend, what job to apply for.
4. Together the teacher and the students classify the words on the list as: big or small decisions, short-term or long-term, and easy or hard.
5. Students copy the lists that the teacher is writing on the board.
6. Work is collected and placed in the student portfolio.

INDICATOR OF SUCCESS

Students contributed words to the class discussion.

Students wrote the words correctly on their paper.

Students understand the words in the language objective.

Lesson #7

LESSON TOPIC- Decision Making

OBJECTIVES

Content

Practice listing short term and long term goals

Language

short term, long term

MATERIALS

Teacher needs: overhead projector, document camera or white board

Student needs: paper and pen/pencil

PROCEDURE

1. Teacher reviews the steps of the decision making model from Lesson #6 and some examples of types decisions from Lesson #6.
2. Each student takes out a piece of paper and makes a proper heading.
3. Teacher models on the board what each student is to write on their paper. Teacher makes 2 columns, with one side of the paper having "short term" at the top and the other side of the paper having "long term." Each student copies this and teacher walks around to see if everyone is doing it correctly.
4. Teacher assigns students to work in groups of 2-4 students, preferably of various languages. Each student sets up their paper as the teacher has modeled. Remind the students to practice talking in English while doing group work.
5. In the groups, the students brainstorm and list types of decisions in each column and each student in the group copies down all the listed items on their own paper.
5. One student from each group volunteers to read the "short term" list to the class and one student from each group volunteers to read the "long term" list.
6. If time, there is a class discussion about the results.
7. Work is collected and placed in the student portfolio.

INDICATOR OF SUCCESS

Students contributed to the class discussion.

Students wrote the assignment on their paper.

Students understand the words in the language objective.

Lesson #8

OBJECTIVES

Content

Apply the 7 step Career Decision Making Model

Language

Identify, gather, alternatives, weigh, choose, take action, evaluate, classify

MATERIALS

Teacher needs: overhead projector, document camera or white board

Student needs: paper and pen/pencil

PROCEDURE

1. Teacher reviews the steps of the decision making model from Lesson #6 and again models the process of making a decision.
2. Each student takes out a piece of paper and makes a proper heading.
3. Each student copies down the 7 steps of the decision making process, leaving space between each step. The teacher walks around the room and helps the student write this down with proper spacing.
4. Each student picks a short or long term decision and fills in each step of the decision making process as the teacher has modeled in #1.
5. Students get into groups of 2 and practice reading what they have written to the other student. Remind students to speak in English.
5. Ask each of the students to read what they have done to the whole class.
6. Work is collected and placed in the student portfolio.

INDICATOR OF SUCCESS

Students presented to their partner and the class.

Students wrote the assignment on their paper.

Students understand the words in the language objective.

Lesson #9

LESSON TOPIC Reading a Transcript

OBJECTIVES

CONTENT

To learn the titles of the various courses offered at the high school

LANGUAGE

Math, Social Studies, Science, Algebra, Pre-algebra, Geometry, Media, Content ESL, English, ESL, Environmental Foundations, Biology, Physical Science, art, physical education, health

MATERIALS NEEDED

Teacher: Overhead or document camera, a copy of the master schedule for the school, one copy of the textbook for each of the classes (will need to gather this from the various departments ahead of time or ask students to bring all their books)

Student: Paper and pen/pencil

PROCEDURE

1. Put all the various textbooks that have been gathered on display in the front of the classroom
2. Ask the students to raise their hand and name the title of one class that they are taking. Get as many students in the class to participate as possible.
3. As the names of the courses are listed, write the name of the course on the board. Ask the students to head their paper and write down the words on their paper that the teacher is writing on the board.
4. On course at a time, after the teacher and students write the name of the course down, the teacher asks who can tell her which book goes with that course. Once the book is correctly identified, the teacher opens the book to show the class what is inside. In that way the students learn what the books for algebra, biology, etc., look like. By the pictures and writing in the book they learn to connect the name of the course with the topic. This procedure is continued until all the books and courses are identified.
5. To reinforce what they have learned, a game can be played with the class in this way: The class is divided into two teams. One student from each team is asked to come to the front of the class. The teacher says the word, "biology" and the first student to touch the correct book gets a point for their team. This procedure is continued until all students get a chance to try and it can be repeated until the students are quickly able to match up the correct textbook with the title of the class.
6. The teacher collects the written work to be handed out in lesson #10

INDICATOR OF SUCCESS

Students participated in the discussion.

Students were able to copy down the words correctly from the board.

Students learned the new vocabulary.

Lesson #10

LESSON TOPIC Reading a Transcript

OBJECTIVES

CONTENT

To learn the Minneapolis Public Schools graduation requirements

LANGUAGE

graduation, requirements, required, elective, category

MATERIALS NEEDED

Teacher: a copy of the current graduation requirements for each student, invite the School Counselor to help with the lesson

Student: paper and pen/pencil

PROCEDURE

1. The teacher hands out the list of courses that the students had made from Lesson #9. If someone was not here from the previous lesson they can share with someone who has it.
2. The teacher reviews the course title words from the previous lesson by going around the room and asking each student to read one word out loud.
3. The teacher writes these words on the board: Math, Science, English, Social Studies, Art, Physical Education, Health, Elective
4. The teacher again calls on students to read one of the course titles to the class. As they read it, the teacher asks which category to put the word in. For example, the course called "biology" would be put under "science." Each of the course titles is placed under the proper category in the same manner.
5. The students take out a piece of paper, make a proper heading, and copy down what the teacher is writing on the board.
6. The teacher then labels each category as "required," except for the "elective" category.
7. The teacher hands out the graduation requirements sheet to each student and points out the words that they have already learned.
8. The teacher asks questions of the students to check for their understanding of the information and if they have any questions. If possible, ask the Counselor to help lead the discussion and take questions from the class.
9. If time, the game played in Lesson #9 can be repeated

INDICATOR OF SUCCESS

Students participated in the discussion.

Students were able to copy down the words correctly from the board.

Students learned the new vocabulary.

Lesson #11

LESSON TOPIC: Reading a Transcript

OBJECTIVES

CONTENT

To understand the credit system

LANGUAGE

transcript, credit

MATERIALS NEEDED

Teacher: copy of each student's transcript, transparency of a transcript for the overhead or a document camera with the name crossed out, calculator for each student, blank credit check form for each student, (team teach this lesson in the math class with the math teacher if possible), invite the School Counselor to help with this lesson

Student: paper and pen/pencil

PROCEDURE (may need to extend to 2 days if it is difficult for the students)

1. Explain how the credit system works in this way (new numbers are in parenthesis depending on the adoption date):
 - a. .75 (or .25) per class
 - b. 4 quarters=3.0 (or 1.0)
 - c. 1 semester= 2 quarters or 1.5 (or .5)
 - d. 6 classes in a quarter= 4.5 (or 1.5)
 - e. 4 quarters at 6 classes per quarter=18 (or 4.5)
2. Students get the calculators out and teacher gives them practice problems such as
 - a. 4 years of Social Studies equals how many credits?
 - b. 4 years of English equals how many credits?
 - c. 3 years of Math equals how many credits?
 - d. 3 years of Science equals how many credits?
 - e. 1 year of Fine Arts equals how many credits?
 - f. 1 year of Health equals how many credits?
 - g. 1 year of Physical Education equals how many credits?
2. Pass out to each student their transcript and a credit summary sheet. The teacher models for the class that they are to put each class and the amount of credit in the proper category. Remind the students that this is similar to what was done in Lesson #10. The time it takes for this part of the lesson will vary, depending on the amount of credits a student has accumulated so far. Once it is complete, move on to step #3. If a student is taking too long, allow them to take it home or to see the counselor individually for help.
 3. If time, ask the students to use the calculators to add up their total number of credits and see if it matches the total on the transcript.
 4. If there is enough time, explain to the students what GPA is and how it is figured with some simple examples (otherwise ask the math teacher to cover this topic on a different day when they are studying means and averages or extend the lesson to two days)

INDICATOR OF SUCCESS

Students participated in the discussion.

Students were able to fill out the credit sheet correctly

Students learned the new vocabulary.

Lesson #12

LESSON TOPIC: Goal Setting

OBJECTIVES

CONTENT

To set 3 goals and make a plan for achieving them

LANGUAGE

goal, plan, obstacles

MATERIALS NEEDED

Teacher: A worksheet for each student with the following statements:

1. List 3 short term goals and 3 long term goals. Underneath each goal leave an empty line where students can fill in a simple plan on how to achieve it.

Students: paper and pen/pencil

PROCEDURE:

1. Discuss with the students and write on the board: What is a Goal? (end result). Goals need to be as specific and measurable as possible.
2. Go around the room and ask each student to name one goal that they have and the teacher writes it on the board as they say it. Ask them to be very specific with the goal and ask them how they will know if they reach it.
3. Discuss with the students what an "obstacle" to reaching a goal is and give some examples.
4. After each student has given a goal, label each goal on the board as "long-term" or "short-term."
5. Pass out the Goal worksheet to the students (see materials needed).
6. Model for the students on how to fill out the worksheet with sample goals such as, "I will do my homework every day." My plan to reach the goal is to "Find a regular time and place to study."
7. After allowing enough time to finish, ask each student to share one goal with the class. If there is more time, ask each student to read all their goals and plans to the class.
8. Collect and file the worksheets for the portfolio.

INDICATOR OF SUCCESS

Students participated in the discussion.

Students were able to fill out the worksheet correctly

Students learned the new vocabulary.

Lesson #13

LESSON TOPIC- Career Exploration

OBJECTIVES

Content

To complete a simplified Career Interest Inventory

Language

Varies, depending on the names of the jobs that the students find

MATERIALS

Teacher needs: overhead projector, document camera or white board, large pile of old magazines

Student needs: paper and pen/pencil

PROCEDURE

1. Teacher sets a pile of old magazines out and asks students to look through the magazines and cut out pictures of people doing various jobs. The teacher models this process for the students.
2. When each student has cut out and collected at least 10 pictures (exact amount is up to the teacher), the teacher lists 5 categories on the board- "Office" "Outdoors" "People" "Machines" "Art" and describes and gives examples of the meaning of each category. The students make a heading on a piece of paper and also write down the categories.
3. The teacher goes around the room and asks each student to hold up a picture they found and to say the name of the job if they know it. If they don't know it in English, the teacher explains the name and then writes the name on the board under the appropriate category. The students copy the same thing on their paper.
4. Once each student has had a chance to name several pictures and the process is continued, the teacher points to a category and reads the name of each category. As the name of each category is read, the teacher asks each student to raise their hand by the category that has the most jobs that they like. This is a simple **Career Interest Inventory**.
5. If there is time, ask each student to explain why they picked a certain category.
8. Collect the students' work and keep in the Career portfolio.

INDICATOR OF SUCCESS

Students were able to copy down the words correctly from the board.

Students contributed words and pictures to the class discussion.

Lesson #14

LESSON TOPIC- Career Exploration

OBJECTIVES

Content

To develop a list of questions that the students understand and can use to interview someone in the school or community about their job

Language

Interview, job, like, succeed, training, problems, technology

MATERIALS

Teacher needs: overhead projector, document camera or white board

Student needs: paper and pen/pencil

PROCEDURE

1. The teacher asks the students to take out a piece of paper and put a proper heading on it.
2. The teacher tells students that they will be making a list of questions to interview someone about their job. The students may interview someone in their native language, but the questions will be developed in English with the help of the students.
3. The teacher models a question for the students, explains it, copies it on the overhead and then the students copy it on their paper. An example of a simple question might be, "Do you like your job?" or "What type of education is needed for your job?" or "How much does your job pay?" or "Do you use a computer on your job?" etc. The list of specific questions (about 10) are to be developed by the class, explained by the teacher and written on the board and the student's paper.
4. After all the questions are made and written down, the teacher reads and pronounces them slowly and explains them once again.
5. The teacher asks each student to read the list of question out loud to the rest of the class.
6. Collect the student's work. Keep in the Career portfolio.
7. At the end of class, the teachers types and prints the question and makes enough copies so each student will have 2 copies of the sheet of questions. This sheet is to be used in the next lesson (#15).

INDICATOR OF SUCCESS

Students were able to copy down the words correctly from the board.
Students contributed words to the class discussion.

Lesson #15

LESSON TOPIC- Career Exploration

OBJECTIVES

Content

To practice interviewing other students in the class with the list of questions developed in Lesson # 14

Language

Review again any new words in the list of questions

MATERIALS

Teacher needs: overhead projector, document camera or white board, 2 typed sheets of questions for each student

Student needs: paper and pen/pencil

PROCEDURE

1. The teacher passes out 1 copy of the list of typed question from Lesson #14 to each student.
2. The teacher reads the questions out loud as the students follow along. Check to see if the students are able to understand and read most of the questions. If not, the lesson will have to be reviewed until the students are able to read and understand at least some of the questions.
3. The student's job is to ask the list of questions to 3 or 4 other students in the class for practice purposes. They are to take notes on the piece of paper and mark down the name of every student they are interviewing. If the students do not have a job of their own at this time, they will need to "role-play." This will have to be explained to the students.
4. After each student has interviewed several of the other students in the class, the teacher passes out a fresh sheet of paper with the questions and explains the homework for the next lesson- Each student is to find one person in the school, family, or community who they can interview about their job. It can be any job, but preferably one they are interested in. It can be in their native language if needed. The students take notes so they can report back to the class for the next lesson on the results.

INDICATOR OF SUCCESS

Students participated in the assigned interviews

Lesson #16

LESSON TOPIC- Career Exploration

OBJECTIVES

Content

To share with the class the results of their interview

Language

Whatever words come up in the discussion that are not known

MATERIALS

Teacher needs: overhead projector, document camera or white board, possible translators

Student needs: paper and pen/pencil

PROCEDURE

1. Go around the room and ask each student to read each question and the answer that they got from the person that they interviewed.
2. After each student is finished, the teacher writes the name of the job of the person who was interviewed on the board and explains as much about the job as is necessary for the students to understand. If the interview was conducted in a native language, a translator may be needed or the student will explain the best that they can in English.
3. If there is more time, as a review, the teacher will ask the students to name as many jobs as they can as the teacher writes them on the board.
4. If there is still more time, the teacher will go around the room and ask the students to help put the jobs into these categories ("Office" "Outdoors" "People" "Machines" "Art") as they did in Lesson #13.
5. Collect the interview sheets for the Career portfolio

INDICATOR OF SUCCESS

Students completed the interview and shared with the class.

Lesson #17

LESSON TOPIC- Career Exploration

OBJECTIVES

Content

To review previously learned names and duties of different jobs and to learn new names of different jobs and the duties of those jobs

Language

Whatever job titles are used on the index cards that are not known such as plumber, clerk, doctor, lawyer, teacher, nurse, mayor, etc.

MATERIALS

Teacher needs: about 30 index cards (one or two for each student) with the name of a job on each card. The teacher will need to prepare this ahead of time and pick common jobs and preferably jobs that have been previously discussed in class.

PROCEDURE

1. The teacher goes around the room and passes out a job card to each student.
2. The students are not to share the name of the job on their index card with the other students.
3. Give the students about 3 minutes to plan out how they will act out, without words (pantomime) an action that is commonly performed on the job listed on their card. The teacher models this. For example, if it were the job "secretary," the teacher could act out typing on a computer and answering the phone. The students try to guess the name of the job.
4. Each student in the class is to act out their job, and the other students try to guess the name of the job. This can also be done in teams for a friendly competition on who can guess the most jobs.
5. If there is time, the cards can be shuffled and passed out again and the process is repeated.

INDICATOR OF SUCCESS

Students participated in the acting out of the job and tried to guess the name of the job that others were acting out.

Lesson #18

LESSON TOPIC- Job and College Application Practice

OBJECTIVES

Content

For each student to fill out at least one job application

Language

Reference, address, spelling of common words such as Minnesota, reference, experience

MATERIALS

Teacher needs: overhead projector or document camera, and white board; download 2 simple job applications from the internet for common jobs that the students may have such as being a cashier at Target or a grocery bagger at Rainbow; need a class set of each application. Also need a class set of the application for MCTC or other commonly attended college.

Student needs: pen/pencil

PROCEDURE

1. Pass out the same job application to each student. The teacher explains that when they are ready to look for a job, they will be asked to fill out an application. The teacher demonstrates how to fill it out on the overhead or document camera, and explains what each word means. At the same time, each student fills out the information on their copy. The teacher walks around the room to check that the student is copying the information correctly.
2. After the first application is complete, the teacher passes out the second application. The assignment is for each student to fill out that application on their own as best as they can.
4. Download and pass out an application for Minneapolis Community and Technical College and review what is on it with the students to familiarize them with a College Application. Tell them as they get closer to graduation, more time will be spent on these applications.
3. Explain that if they missed any of the lessons, to make an appointment to see the Career Counselor or Guidance Counselor to make up any of the lessons since it is a graduation requirement.
5. Collect the applications for the Career portfolio.

INDICATOR OF SUCCESS Students completed both applications correctly.