

Learn & Work

Basic Skills for Job Seekers



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INTRODUCTION

In summer-fall 2002, the Consortium for Worker Education began organizing English for Speakers of Other Languages (ESOL), computer, math, communications, and job-readiness classes for people in New York City who either lost their jobs or took cuts in their income in the four months after the September 11th attacks. Through review of curricula developed by others, preparing of new lesson plans of our own, and field-testing them in actual ESOL classes, CWE Education Department staff prepared this curriculum guide for teachers in our ESOL classes.

Based on their circumstances and on what they told us when signing up for the program, we assumed that the learners participating in the ESOL classes would have a special interest in finding a job or upgrading their job status. Therefore, this guide contains learning activities organized around various themes related to finding a job. Learners would thus improve both their basic English skills and their understanding of the world of work. (Note: These activities are probably more suited for intermediate- to advanced-level ESOL students. Some of these activities might, however, be adapted for beginning-level learners. We also concluded that these activities could also be used with job seekers for whom English is a first language.)

This guide is not a tightly-constructed "curriculum" but rather a collection of resources for teachers to adapt for the learners with whom they will work. We assume that our teachers are experienced ESOL teachers and will be able to creatively construct learning activities which use effective adult education practices to help learners meet the following objectives:

COURSE OBJECTIVES

Learners will:

1. develop knowledge of options and requirements for jobs in NYC.
2. develop key basic skills needed to get and perform jobs in NYC.
3. get connected to a referral and support network for jobs and education opportunities.
4. develop the self-confidence needed to use the above skills, knowledge, and connections to meet their job-related goals.

CONTENT AND APPROACH

This curriculum guide focuses on a series of themes (stated as questions) related to available jobs, what they demand, what jobs learners are interested in, and so forth. For each theme, a sample lesson plan (prepared by CWE staff) is provided, along with other resources (e.g., lesson plans, readings, etc.) which we have pulled from other sources. You are encouraged to adapt these resources as you see fit, and insert other materials which you develop or collect from other sources. We have purposely put these resources in a large, sturdy three-ring binder. We hope that you will see it as a place to organize a living collection of resources which you can use and share with others.

In the lesson plans developed by CWE activities, we have generally structured each lesson around a series of sub-questions relating to the larger question of that particular theme. We hope that you and the learners will approach the lessons as an opportunity to collectively pool your knowledge to develop answers to these questions together through "collective inquiry." This is in contrast to a more traditional approach in which the learners sit quietly and absorb information which the teacher feeds into their heads. We hope that through this collaborative give-and-take, learners will develop their own answers to those questions while at the

same time strengthening particular basic skills they need to get and succeed in jobs.

This approach is also "contextualized" in that it helps learners develop skills through realistic applications to resolve questions they face as job-seekers. Learners will practice the kinds of language and literacy skills found on the *Equipped for the Future* "skill wheel" (attached). To help our ESOL teachers relate instruction to work-related themes, CWE career advisors and others with similar knowledge of the world of work will be invited to help shape curriculum content and visit classes as guest speakers.

We hope you will use the kinds of good adult education practices listed below. This list is based on our years of direct experience in adult basic skills and workplace education programs and on research of the Equipped for the Future Initiative and other models of learner-centered, participatory adult basic education.

- Build on what learners already know: Respect the fact that learners already have much job-related knowledge which should be elicited from them and built on in the classes;
- Respond to learners' interests and goals: Recognize that learners come with particular interests, hopes, goals in mind and that teachers should try to elicit those goals from learners and then tailor activities to those goals as much as possible;
- Contextualize learning activities: Acknowledge that learners play a number of roles in life, especially worker, family member, and community member/citizen. Those roles and the physical and social contexts within which they play those roles provide many opportunities and incentives for developing one's basic skills. Because this project focuses in particular on helping learners get and succeed in jobs, focus on helping learners develop skills which are particularly useful in their role as workers. But also bring in examples from their experience as family members or New York residents, so they see how they can practice their skills throughout the day, regardless of the context they are in at any given time.

- Create a friendly, encouraging environment. Remember that, like most New Yorkers, these learners will have faced difficulties in the past year. Most will have either lost their jobs or suffered reduced income. As immigrants with limited English skills, they are likely to be struggling to understand U.S. culture and New York City's many "systems" (e.g., jobs, the law, education, health-care, etc.), and how to successfully relate to them. You need to use activities which will help learners get to know each other and you as teacher and develop the confidence they need to succeed not just in your class but in their roles outside the classroom.
- Keep it lively. Use a variety of learning activities which encourage learners to learn in different ways and use a number of "intelligences." Get learners actively involved in discussions, games, debates, research projects, role plays, interviews, use of real-life objects ("realia") taken from workplaces or other contexts, viewing of videos or Web sites, and a variety of other activities in which they are challenged and encouraged to think, be creative, and stretch themselves. Avoid dry lectures and rote learning. We have attempted to provide some sample lesson plans for each theme, but you need to be creative in how you make learning activities relevant to your particular learners.

THE THEMES COVERED IN THIS GUIDE

Shown below is a summary of the themes covered in this curriculum resource book. These themes are organized in a logical sequence, starting with basic questions that a job-seeker should resolve first, followed by other themes which build on the preceding themes. However, as you get to know your learners, you might find that learners have a special interest in a particular theme. In that case, you might skip a theme and come back to it later.

1. Why have you joined this class?

In this initial session, you and your learners will help set a positive, collaborative tone from the start, while clarifying expectations and groundrules for the course, and allowing you to assess learners' abilities to use oral and written English. Learners will focus on these questions:

- Why did you join this class?
- What does "education" mean to you?

- How will this class be organized?
- What do you need to do to succeed in this class?

2. What job(s) have you held in the past?

Help learners articulate the work experience they have already had by discussing:

- Where have you worked in your home country and in the U.S.?
- What kind of job(s) did you hold there?
- What duties did you perform?
- What did you like or dislike about those jobs?

3. What job(s) are you looking for now?

Learners will begin setting job goals for themselves by discussing:

- What job(s) are you looking for now?
- What have you been doing so far to find that job?

4. What jobs are now available in New York City?

Learners will get a better picture of the New York City job market by discussing:

- What jobs are now available in New York City?
- What are the pay, benefits, and requirements of those jobs?
- Are these the kinds of jobs you are looking for?

5. Why have so many people lost their jobs in New York City?

Learners will better understand the many factors that have led so many people to lose their jobs in the aftermath of September 11th by discussing:

- What kinds of jobs have been reduced in New York City since 9/11/01?
- Why did those jobs get reduced?

6. What skills and knowledge are required for the jobs that are available now?

Learners will better understand what they will need to know to qualify for various jobs by discussing:

- For various kinds of jobs now available, what types of skills and knowledge are required?

7. What skills and knowledge do you already have?

Help learners understand the skills and knowledge they have already developed through various life experiences by discussing:

- Why is it important to understand what skills and knowledge you already have?
- What skills and knowledge do you already have? And what skills do you want to improve now?
- How did you develop the skills and knowledge you already have?

8. What skills and knowledge do you need when seeking a job?

Learners will clarify the many steps and skills required to find a job by discussing:

- What skills and knowledge do you need when seeking a job?
- How can you develop these job-seeking skills and knowledge?

9. What English skills do you need in the workplace?

Learners will understand and practice key communication skills needed in most workplaces by discussing:

- How is English used in the jobs you want?
- How can you develop your workplace English skills?

10. What are your responsibilities, rights, and benefits as a worker?

Help learners understand both the responsibilities and the rights and benefits they have as an employee. Discuss:

- What responsibilities, rights, and benefits might you have as a worker?
- When you are seeking a job, how can you clarify what your responsibilities, rights, and benefits are?

11. What is a union?

Learners will clarify options for joining a labor union by discussing:

- What are the benefits of being a union member?
- What responsibilities does a union member have?
- What should you do if you want to become a union member?

12. What are obstacles to finding and keeping a job?

Help learners understand how to deal with factors which might make it hard for them to get a job and succeed in it by discussing:

- What are obstacles to finding and keeping a job?
- What strategies can you use to overcome those obstacles?

13. What are your next steps for a job and education?

Learners will prepare a career and education plan for themselves by discussing:

- What jobs do you now want to pursue?
- What steps must you take to get that job?
- What education do you need to continue to be a successful worker, family member, and community member?

SOURCES USED IN THIS RESOURCE BOOK

This resource book has borrowed from the following sources. We recommend that you look at them in more depth. They provide sample lesson plans or other materials that you might adapt to teach work-related themes.

- ESL for Action by Elsa Auerbach and Nina Wallerstein: This is a problem-posing, action-oriented approach to teaching work-related themes. This classic text is geared to intermediate level students, but there are also some suggestions for activities which will work with beginners or advanced students.
- The AFL-CIO Web Site (www.aflcio.org): This site contains much information about worker rights, benefits of being a union member, and union organizing activities around the U.S.
- Windows 2 Work by CWE's Alvin Realuyo, Marsha Love, Bob Mendelson, and Shirley Lew. This is a job-search curriculum based on What Color is Your Parachute and ESL for Action, and geared for adults with limited literacy.
- TV 411 by the Adult Literacy Media Alliance. This Emmy-winning video series shows strategies which intermediate and advanced ESOL students might use to tackle common English-language tasks.

- Teaching Adult Second Language Learners by Heather McKay and Abigail Tom. This provides a theory and many examples of theme-based language lessons.
- Making Meaning, Making Change by Elsa Roberts Auerbach. This classic guide presents the theory behind a participatory approach to adult ESOL education as well as many examples of good instructional practices.
- The Change Agent newsletter, an excellent resource on participatory approaches to adult literacy and ESOL education. Available on the Web site of the New England Literacy Resource Center (www.nelrc.org).

ADDITIONAL RESOURCES FOR LEARNERS AND TEACHERS

Services for learners

Job-search services

CWE operates an Emergency Employment Clearinghouse (at CWE headquarters) as well as Worker Career Centers around the city. These departments have career advisors and other people with expertise in helping people find jobs. ESOL teachers at CWE can call on them for help (as guest speakers, etc.)

ESOL classes

- The City University of New York offers two types of ESOL classes. One is for community residents at 13 CUNY campuses. The other is for people who have a high school diploma, want to continue their education, and have been accepted to CUNY. The latter are eligible for a language immersion program called CLIP, which is offered at some of the campuses.
- The Literacy Assistance Center (212-803-3300, www.lacnyc.org) can help place adults in ESOL classes around the city.
- The New York Association for New Americans (17 Battery Place, 212-242-5002) can help adults find ESOL classes.

Employment discrimination

- CUNY Law School at Queens College has a clinic which focuses on immigrant workers' rights.
- The New York State Department of Labor (through its Wage and Hour Division) can answer questions related to employment discrimination (e.g., non-payment of wages, working below minimum wage). The New York City Human Rights Commission handles other types of discrimination (e.g., racial, religious, gender, age).
- The National Employment Law Project (36 W. 44th St., 212-764-2204) can also provide guidance on employment discrimination issues.

Resources for teachers

Workplace basic education resources on the Web

ABC CANADA (www.abc-canada.org/): This Canadian organization pioneered a collaborative approach to workplace education which involved stakeholders - including learners - in defining how basic skills fit into the larger mission and culture of the workplace. Click on "Workplace Education" and "Our Publications."

ERIC Clearinghouse on Adult, Career, and Vocational Education (www.ericacve.org) Click on Publications for a great collection of online resources for adult educators, including many articles and digests on work-related learning.

National Adult Literacy Database (www.nald.ca/): This Web site from Canada contains many documents on work-related basic skills. Do a search for "workplace."

National Institute for Literacy (www.nifl.gov): The NIFL site includes the *Equipped for the Future* (EFF) standards, which focus on preparing adults for work, family, and citizenship roles, as well as a listserv and a special "Workplace Literacy" collection on work-related literacy and ESOL.

System for Adult Basic Education Support (www.sabes.org): This Web site of the resource center for adult educators in Massachusetts includes a number of publications from the Massachusetts Workplace Education Initiative, a national model for a statewide workplace education effort. (Do a search for "workplace" to find those documents.)

Workforce Development Campus (www.wdc.jmu.edu): An on-line training program for workplace educators, hosted by James Madison University.

Working for America (www.workingforamerica.org): The site of the AFL-CIO Working for America Institute provides links to union education programs and other union-related information. Click on "publications" for how to order Worker-Centered Learning: A Union Guide to Workplace Literacy.

ESOL-related resources on the Web

These sites focus on ESOL and civics education for immigrants:

- **Literacy Assistance Center (www.lacnyc.org)**: New York City's own LAC has ESOL resources for adult educators.
- **Dave's ESL Café (www.eslcafe.com/search/Lesson_Plans/)**
- **Center for Applied Linguistics (www.cal.org/)**
- **National Institute for Literacy (www.nifl.gov)** : Go to the Special Collections section and see the ESOL collection.
- **New England Literacy Resource Center (www.nelrc.org)** : NELRC has a Civic Participation Sourcebook, a Civic Participation and Citizenship on-line collection, and The Change Agent newsletter (an excellent resource on participatory approaches to adult literacy and ESOL education).

- **The Literacy Resources/Rhode Island**
(www.brown.edu/Departments/Swearer_Center/Literacy_Resources/). This site has some useful civics-related resources.
- **ERIC Clearinghouse on Adult, Career, and Vocational Education** (www.ericacve.org). ERIC's site has a great collection of online resources for adult educators, including many articles and digests on civics-related learning. Go to two different sections ("Search ERIC/ACVE Publications" and "Search ERIC Database") and type in such terms as "civics" and "popular education."
- **The System for Adult Basic Education Support**
(www.sabes.org) : SABES' Web site for adult educators in Massachusetts includes a number of publications related to civics education. (Do a search for "civics.")

Theme #1

Why have you joined this class?

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Why have you joined this class?

OBJECTIVES

Participants will:

1. build particular language skills, especially speaking, writing, and reading about:
 - why they joined this class;
 - their past experience with education;
 - what this class will try to teach;
 - how this class is organized;
 - what they need to do to succeed in this class.
2. get to know the teacher and other learners, so they will feel a sense of trust and community in the classroom.

They will do so by working with their facilitator and classmates to answer these questions:

- Why did you join this class?
- What does "education" mean to you?
- How will this class be organized?
- What do you need to do to succeed in this class?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "Why did you join this class?"

Ask participants to circulate around the room and try to meet everyone in the class. Ask them to "greet that person and tell that person your name."

Then say "Stop" and give this direction. Turn to the person next to you and ask that person this question "Why did you join this class?" Explain that they have to listen carefully because they will then have to report back to the group and state (a) their partner's name and (b) why their partner joined this class.

As participants report back, record their responses on a flipchart or on the blackboard, using two columns showing the "Name of Learner" and "Why Did You Join this Class?"

When everyone has reported back, go back through the list and review the various reasons why people joined the class. Now explain what you and CWE hope will be achieved in this course. Give them a handout with this information on it:

CWE's Goals for this Course

You will:

1. understand:
 - a. what jobs are available in NYC and
 - b. what those jobs require

2. learn the English skills needed to:
 - a. get a job and
 - b. succeed in a job.

3. get connected to others who can help you:
 - a. find a job
 - b. succeed in that job;
 - c. get further education.

4. develop the self-confidence you need to succeed.

Go through each item, one by one, so participants understand what you hope they will achieve in this course. Compare this list of *CWE's Goals* for this Course to the list of learners' expectations which you developed earlier. Explain which of their objectives/goals you will try to meet in this class and which ones might not be appropriate for this class. (For example, if they want a very specific type of job training, you might have to refer them to a different class. However, if appropriate, explain how this class might also help them prepare for such a specific job training program.)

Explain that you will try to return to these goals from time to time, to see how well the class is responding to them.

Now ask the participants to complete the following sentence in writing (if their skill level allows). This will serve as (a) a record of what the learners' initial expectations of the course are and (b) a sample of their writing skills.

My name _____

Today's date _____

Why I joined this class:

Question #2: What does "education" mean to you?

Explain:

- This course will likely be different from any other course they have ever taken. To understand how this will be different, let's first talk about what "education" means to you.
- Please fill out the following piece of paper as best as you can. If you can't write anything, that's OK.

My name

Today's date

What education I have had:

Where

When

What I studied

(Like the previous one, this exercise will help you (a) understand more about the learners' educational backgrounds and (b) their ability to write in English.)

Ask for some volunteers to read back what they have written. Record their responses on a flipchart/board under the heading "Education You Have Had." Explain the correct terms, spelling, etc. for various kinds of schooling. As they read their responses, probe a little further to ask them to clarify different things they studied, types of schooling in their home countries, etc.

Explain that these are different forms of "formal" education that a person might have.

Ask them to now respond to this question (in writing or orally):

In all the education you have had . . .

- *What was your favorite class?*
- *What did you like about that class? (Why was it your favorite class?)*

Record their responses to the second question on a flipchart/board titled "What is a 'good' class?" Review their responses to that question and invite others to add to the list.

Explain that you will also try to provide a "good" class and follow the guidelines they have identified. You will, for example, try to be well

organized and teach them things that will help them learn English and learn how to find a job.

Question #3: How will this class be organized?

Explain:

- For us to meet these goals, we need to be well-organized.
- Here is the plan that CWE has for this course. (Show handout on which you fill in the specifics for this particular class.):

How this Course Is Organized

Classes will meet:

- XXX days each week.
- At XXXX (times).
- In Room XXX.

Learners will:

- Practice English we need at work and outside work;
- Learn about jobs;
- Learn about computers.

CWE and teachers will:

- Provide classrooms, computers, and teaching materials;
- Show respect to learners;
- Make this a safe and friendly place to learn.

Go through this plan so that learners understand how CWE and the teachers will organize this course.

Question #4: What do you need to do to succeed in this course?

Explain:

- CWE and your teachers now are ready to start this course. We have the classrooms and the lessons ready. But for you to succeed in this course, **YOU** need to also do some things.
- Please take a few minutes to write on a piece of paper an answer to these questions (on a handout): (If learners' writing skills are not adequate, you might do this as an oral activity. However, try to get the learners to write as much as possible, even if they aren't sure of a word or the correct spelling. They can leave blank spaces where they don't know the word.)

What Do I Need to Do to Make this Course a Success?

My name:

Today's date:

1. *What do I need to do to meet my goals in this course?*
2. *What do I need to do to help the teacher and other learners have a successful class?*

When the learners are done writing, ask for volunteers to read their responses. Record their responses on a flipchart/board titled: "What learners need to do in this course."

After a few participants have read their ideas, ask if anyone has anything different and add additional ideas to the list.

If appropriate, you might suggest a few other ideas, such as:

- Come to class on time;

- Do your homework;
- Show respect to others;
- Cooperate with others;
- Follow *CWE* rules.

When you have completed your list, explain that you will type up this list and give it back to everyone. This list will be the "Groundrules for this Course" that everyone should try to follow, so that everyone - learners and teachers - will be able to make this course a success.

OTHER RESOURCES

For other possible activities to help you clarify learners' goals, create a sense of trust and community, and set groundrules for the group, see:

- ESL for Action, pages 1-9;
- Teaching Adult Second Language Learners, pages 24-31.

Theme #2

What job(s) have you held
in the past?

THEME #2

What job(s) have you held in the past?

OBJECTIVES

Participants will:

1. build particular language and other basic skills, especially:
 - ❖ speaking, writing and reading names of types of workplaces, jobs, and job tasks;
 - ❖ question and answer skills;
 - ❖ present and past tenses of common verbs;
 - ❖ reading of grids; and

2. develop their ability to work individually and with others analyze their previous work experience.

They will do so by working with the facilitator and classmates to answer these questions:

- Where have you previously worked in your home country and in the U.S.?
- What kind of job(s) did you hold there?
- What duties did you perform in your jobs?
- What did you like or dislike about those jobs?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "Where have you previously worked in your home country and in the U.S.?"

- Explain that there are many different kinds of workplaces. Ask learners to name some places where people work. Record those responses on a flipchart or blackboard. Add additional names of common workplaces (e.g., factory, hospital, school, store, restaurant, warehouse, office, bakery, etc.) Explain that “the home” is one kind of workplace, too. Have learners repeat those names of workplaces and record them in their notebooks.
- Ask learners to tell you the names of some workplaces where they have worked in their home country or in the U.S. Record those workplaces along the left side of a grid, with the name of the learners listed across the top of the grid. Make a check mark in the box to show which learner(s) have worked in which kind of workplaces. This will show you which workplaces are the most common among the learners.
- Have the learners practice writing endings to this sentence:

“I have worked in . . . ”

Question #2: “What kind of job(s) did you hold there?”

- Explain to the learners that you will now practice the names of various kinds of jobs.
- Explain that we will now select one workplace and identify some of the jobs that you might find in that workplace. Ask the learners to select one of the workplaces and then try to name some jobs that might be found there. Create a chart with the names of workplaces across the top and the names of jobs along the left side. Make a check mark in the boxes in which a particular workplace has a particular job. (For example, a “secretary” might be found in many different kinds of workplaces.)
- Ask each learner to say what kind of job(s) they have held. Write their names on the board and the names of the jobs they have held underneath. Have the learners record the names of the jobs in their notebooks by completing the following sentence: “I have been a . . . ”
- Have learners divide into pairs. One learner should interview his/her partner and ask: “What kind of jobs have you had?” The partner should respond: “I have been a” Each learner should then explain

to the rest of the group what kinds of jobs his/her partner has had by stating: "Mary has been a . . . "

Question #3: "What duties did you perform in your jobs?"

- Explain that every job has certain "duties" or "tasks" that an employee has to carry out. For example, a cook might have to buy food, clean food, store food in the refrigerator or closet, cut food, boil or bake food, clean the kitchen, care for the knives and pots and pans, and so forth.
- Ask several learners to tell the class "What duties do/did you perform in your job as a (name of job)?" Record their responses on a flipchart or on the board using the following format:

As a nursing assistant, I . . .

. . . bring meals to the patient;

. . . make the beds;

. . . help the patient take a bath;

. . . help the patient to eat;

. . . help the patient to walk.

As a mechanic, I . . .

. . . change the oil;

. . . change tires;

. . . change the battery.

- For homework, have the learners:
 - write in their notebooks a list of tasks that they have performed in various jobs they have held. (They can get help from English-speaking relatives or friends.) Check this when they come to the next class. Have several of them come to the front of the room to read what they have written.
 - Bring in one or more objects (e.g., a tool, a product) or pictures which represent one or more of the job tasks they have performed in the past. They should be ready to explain what this object is and how and why they used it on their previous job(s).

Question #4: What did you like or dislike about those jobs?

- Explain to learners that it is important for us to think about the good and bad aspects of our jobs. This helps us understand what kinds of jobs we want to get and how to prepare for any difficulties we might face on a job. For example, if we want to analyze the "pro's" and "con's" of a job like a police officer, we can do the following:

Make two columns on a flipchart or blackboard. On the left side, write "positive things;" on the right side, write "negative things." Ask the learners to think of good aspects about being a police officer (e.g., gets good pay and benefits, helps people); on the right, have them brainstorm possible bad aspects (e.g., can be dangerous, is stressful, works outside in cold weather).

- Ask one learner to volunteer to talk about a job that he/she has had. Go through a similar process to get that learner (with the help of classmates, if needed) to identify positive and negative aspects of that job. Record the responses on a flipchart with the title of that job at the top. When you are finished with that job, tape that flipchart on the wall. Then ask the learners to work in small groups to analyze the positive and negative aspects of some other jobs. Have each group work to develop lists for each job, then reconvene as a large group and have a spokesperson from each group read the lists they developed for their particular job. As they read their lists, record their responses on a flipchart, using correct vocabulary, spelling, and pronunciation.
- For homework, ask learners to prepare lists of the positive and negative aspects of one of the jobs they have held. They should bring those lists to the next class.

OTHER RESOURCES

See ESL for Action, page 19.

Theme #3

What job(s) are you looking for now?

THEME #3

What job(s) are you looking for now?

OBJECTIVES

Participants will:

1. build particular language skills, especially:
 - ❖ speaking, writing, and reading names of particular jobs and job tasks,
 - ❖ speaking, writing, and reading simple sentences in the present and past tenses;
 - ❖ construction of simple sentences using the word "can."

2. develop their ability to work individually and with others to analyze:
 - ❖ the jobs they are now seeking; and
 - ❖ ways to look for jobs.

They will do so by working with the facilitator and classmates to answer these questions:

- What job(s) are you looking for now?
- What have you been doing so far to find that job?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: What job(s) are you looking for now?

- Explain that it is helpful to think carefully about what kind of job you might want next. Do you want the same kind of job you had before? Do you want to try something different?
- Ask the learners to think for one minute about the kind of job(s) they are looking for now. If possible, they should write the names of these jobs on a piece of paper titled "I am looking for these jobs." The paper should be divided into these sections:

My name:

Today's date:

I am looking for these jobs:

They should write no more than three jobs. (The learners should eventually store this page in their portfolios.)

- Ask learners to name up to three jobs they are looking for now. As they tell you the names of the jobs, print them on the blackboard or flipchart under the heading: "We are looking for these jobs:" (For example, they might say "security guard," "waitress," "baker," "cook," "nursing assistant," etc.)
- After you have written these job titles on the board/flipchart, go back through the list and pronounce the names of jobs and explain their meaning, as necessary. Explain that we will refer to these jobs as we discuss what they need to do to find one of these jobs.
- Another option: You might have each participant explain what kind of job(s) he or she is looking for. Then ask the other learners to explain what kind of job(s) the other learners are looking for.
- You might also ask each learner to try to state what a particular job title does. For example, the learner might say "A baker makes cakes and bread" or "A security guard guards a building." Record what they say on the blackboard/flipchart and use this as an opportunity to practice particular vocabulary, uses of verbs, etc.

Question #2: "What have you been doing so far to find that job?"

- Explain that it is important to think carefully about how to find a job. It is important to have a plan for finding a job, so you don't waste time.
- Ask the learners: "What have you been doing so far to find a job?" Record their responses on a blackboard/flipchart under the heading "To find a job, we have . . ." (Possible responses: "looked in the newspaper," "gone to a job interview," "asked my friends for help," "gone to the Worker Career Center," or "gone to the employment office at the hospital." When they have given you some examples, review what they told you, explaining vocabulary.
- Give them the following list of possible job-search steps:

To find a job, I can . . .

- *Look in the newspaper;*
 - *Ask my friends and family;*
 - *Go to an employment center;*
 - *Go to the employment office in local companies.*
- Ask them to record these job-seeking steps in their notebooks. Explain that we will be practicing some of these steps in a later lesson.

OTHER RESOURCES

- ESL for Action, page 18 and Activity D (on "Your Job Preferences" on page 20;
- TV 411 video, episode 4 on "Milestones" (5:26 start time).

Theme #4

What jobs are now available
in New York City?

THEME #4

What jobs are now available in New York City?

OBJECTIVES

Participants will:

1. build particular language and other skills, especially:
 - ❖ speaking, writing, and reading names of types of jobs and industries in the NY City job market, as well as salaries, benefits, and requirements of available jobs . . . ;
 - ❖ use of the Web, want ads, and job postings to search for jobs;
 - ❖ use of questions for researching information about available jobs; and

2. develop their ability to work individually and with others to understand the current NY City job market and clarify what jobs they are interested in.

They will do so by working with the facilitator and classmates to answer these questions:

- What jobs are now available in New York City?
- What are the pay, benefits, and requirements of those jobs?
- Are these the kinds of jobs you are looking for?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "What jobs are now available in New York City?"

- Explain that, in the previous lesson, learners identified various kinds of jobs they are now looking for. We will now examine what jobs are available in NYC, to see whether the kinds of jobs the learners want are now available.
- Provide the learners with a handout which shows estimates of the kinds of jobs available in the City at this time. (This handout might be supplied by staff of the CWE Worker Career Centers. If possible, ask a career advisor from a WCC to come in and help with this activity.) Go through this list with the learners to explain what the jobs are.
- Then go to a Web site and/or want ads to look at specific jobs that are now being advertised in NY City. Again, go through this list with the learners to explain what the jobs are.
- Write the names of some key industries or job categories on one or more flipcharts taped up on the wall. Have the learners cut out want ads from the newspaper, mix them together on the table, then pick five want ads each. Ask the learners to then paste their want ads under the appropriate names of job categories/industries on the flipcharts. (For example, if a learner cuts out "waitress," then the learner should tape that ad on the flipchart titled "food service.")

Question #2: "What are the pay, benefits, and requirements of those jobs?"

- Explain that, when thinking about possible jobs, it is useful to know:
 - the pay and benefits for the job (what you get from the job);
 - the requirements (what you need to bring to the job).

- Explain that this information is sometimes included in a want ad and usually in an official job listing provided by an employer.
- Divide the learners into groups of two or three. Show them a typical want ad or job posting for some available jobs they might be interested in. Ask the learners to work in their groups to tell you:
 - *What is the pay?*
 - *What are the benefits?*
 - *What are the job requirements?*

Each group should report their responses to these questions back to the larger group. You can then give them your interpretation of those questions. Repeat this process one or more times with other sample want ads or job postings for jobs they might be interested in.

- Explain:
 - It is important to do some research before applying for a job. Sometimes this has to be done during the job interview or might be done ahead of time by phone. Ask the above three questions, so you are better informed about the pay, benefits, and requirements for the job before applying for it.
 - By doing research ahead of time, you are also better prepared to state what salary you are looking for and what skills and other strengths you bring to the job.

Question #3: "Are these the kinds of jobs you are looking for?"

- Explain to learners:
 - We have now reviewed what kinds of jobs are available and what the salary, benefits, and requirements are for those jobs.
 - In an earlier class, you listed the types of jobs that you are interested in. Do you now want to revise your list of the jobs you are looking for?
 - If so, let's develop a new list titled "Jobs I am looking for now."

- Ask learners to choose one of the jobs they are now looking for. Ask for a volunteer to name a job he/she is interested in. With the entire class, help the volunteer to identify the salary, benefits, and responsibilities for that job as it appears on one of the job postings. Repeat this process a few times as a group.
- Then ask participants to do the same for the particular jobs they are looking for. (They might need to do this as homework and ask a career advisor, family member, or friend to help them do the research.) They should record this information on a sheet arranged as follows:

Pay, Benefits, and Requirements of a Job I Want

My name

Today's date

A job I want

How much does it pay?

What are the benefits?

What are the requirements?

- Learners should store this page in their portfolios for future discussion in class and with their career advisors.

OTHER RESOURCES

- ESL for Action, pages 16-17;
- One Hundred Jobs, various excerpts;
- Documents supplied by sector specialists and Worker Career Centers at the Consortium for Worker Education.

Theme #5

Why have so many people
lost their jobs in New York City?

THEME #5

Why have so many people lost their jobs in New York City?

OBJECTIVES

Participants will:

1. build particular language skills, especially:
 - ❖ speaking, writing, and reading names of jobs in New York City and factors that have contributed to job loss;
2. develop their ability to work individually and with others to analyze the factors which have led so many people to lose their jobs in NY City in the past year.

They will do so by working with the facilitator and classmates to answer these questions:

- What kinds of jobs have been reduced in New York City since 9/11/01?
- Why did those jobs get reduced?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "What kinds of jobs have been reduced in New York City since 9/11/01?"

- Explain that, in the previous lesson, learners identified the kinds of jobs that are now available in New York. But it's also important to understand what jobs are NOT so available and why that is true.
- Ask learners to tell you the names of jobs which they think have been reduced since 9/11/01. Write their responses on the board/flipchart under the heading: "Jobs which seem to be disappearing."
- Explain that a number of research organizations have produced reports in the past year which talk about the jobs which have been impacted by the 9/11/01 attacks. Summarize what these reports say on the attached handout (and overhead, if available) titled "Jobs Hurt by the 9/11 Attacks." (See Paul Jurmo's article in the Fall 2002 Literacy Harvest journal.)
- After reviewing that handout with the learners (and explaining what the various terms mean), go back through the list and ask the learners to say whether any of them were holding one of these jobs on 9/11/01. If "yes," did they either lose that job or reduce their income in the past year? Keep track of how many lost jobs (and which kind of jobs) on a list on the blackboard or flipchart.

Question #2: "Why did those jobs get reduced?"

- Explain that it is helpful to understand why those particular jobs were so affected by the 9/11/01 attacks.
- Make two columns on the flipchart or blackboard, one marked "jobs hurt by 9/11" and the other "why those jobs were hurt." Go down the list of "Jobs Hurt by the 9/11 Attacks" and ask the learners to name some reasons why so many lost jobs or hours in those jobs. Record their responses in the column listed "why those jobs were hurt." When you have reached the end of the list, go back through their responses and, on the board or a separate flipchart summarize their responses in categories and add some other possible reasons for the job losses. These might include:

Many people lost jobs or hours when:

1. their places of employment were closed or had to cut back on work hours due to:

- physical damage or
- reduced income when customers stayed away due to:
 - fear,
 - lack of access to those places of employment, or
 - reduction of their own income.

2. they were personally unable to work due to being injured in the attacks or having to stay home and care for others hurt in the attack.

- Explain that there was a "ripple effect," with people closest to Ground Zero losing their jobs first, then other industries which rely on business from Lower Manhattan being hurt next. Give examples of how a baggage handler or limo driver at LaGuardia Airport could lose his/her job because of the 9/11 attacks.

- Ask participants to tell you:

- *Were you personally impacted by any of these factors?*
- *Do you know anyone who was impacted by these factors?*

OTHER RESOURCES

- Working It Out, pages 29-32;
- Paul Jurmo's article in the Fall 2002 issue of Literacy Harvest, the journal of the Literacy Assistance Center. (See attached handout titled "Jobs Hurt by the 9/11 Attacks.")

Jobs Hurt by the 9/11 Attacks

Many people lost jobs as . . .

- Waiters and waitresses,
- Janitors and cleaners, elevator operators, building superintendents,
- Salespersons,
- Food preparation workers,
- Cashiers,
- Airport workers (baggage handlers, mechanics, limo drivers),
- Hotel workers (housekeeping . . .),
- Theatrical workers.

Many people lost hours and income in these jobs:

- Taxi and car service drivers;
- Garment workers

Most other industries also lost business and either laid off employees or reduced their wages.

Theme #6

What skills and knowledge are required for the jobs that are available now?

THEME #6

What skills and knowledge are required for the jobs that are available now?

OBJECTIVES

Participants will:

1. build particular language skills, especially speaking, writing, and reading:
 - ❖ the names of jobs available in NY City;
 - ❖ the skills required for those jobs;
 - ❖ vocabulary used in those jobs; and

2. develop their ability to work individually and with others to analyze:
 - ❖ the skills and knowledge required for the jobs that are now available in New York City;
 - ❖ the skills they now want to focus on most.

They will do so by working with their facilitator and classmates to answer these questions:

- What skills and knowledge are required for the jobs that are available now?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "What skills and knowledge are required for the jobs that are available now?"

- Explain:
 - It's important for us to understand what skills a job requires if we want to be able to get and succeed in that job.
 - Researchers have been trying to figure out what skills and knowledge people need to perform the jobs that are available in the U.S. These researchers go out and talk with employers and workers, observe how people do work, and look at the documents (written instructions, records, etc.) that people use in their jobs.
 - These researchers tell us that good jobs now require not only the ability to speak and understand English, but many other skills, too.
 - But most of us probably already have a good sense of the types of skills that workers need. Let's try to come up with a list and compare it with what the researchers tell us.

Option A: Have two or more teachers do a role play of a counter person at a fast food restaurant. The worker should be challenged by the customers to carry out various tasks (e.g., respond to questions, convey orders to others, make change in the cash register, write down an order which will be picked up later, etc.) Then ask the participants to tell you what skills that counter person must have to do this job. You might repeat these role plays with other examples such as:

- ❖ *a nursing assistant trying to help a patient understand what is on the food tray, address a letter, etc.);*
- ❖ *a parking lot attendant helping a customer find his car, figure out directions, get to a local drugstore, etc.)*

Option B: View a video of one or more similar scenarios, and then have learners try to identify what skills the worker(s) need. (Possible videos include: Workplace Essential Skills by PBS, TV411 by the Adult Literacy Media Alliance, and Crossroads Café by Heinle & Heinle.)

- Let's look at a list of common skills which those researchers have developed.
- Review the modified list of "EFF" (Equipped for the Future, a project of the National Institute for Literacy, www.nifl.gov/nifl/eff.html skills on the attachment titled "Skills that Workers Need." Compare it to the skills that the learners listed when observing the above role play or video.
- Referring to the "Skills that Workers Need" list, ask the participants to pick the three skills that they are most concerned about. That is, what skills do you want to practice most? Ask them to record their three priorities on a piece of paper with their name on it and then pass the paper in to you. This will help you focus your instruction on the learners' needs. (Give it back to them after you review it for content and for their writing skills, and ask the learners to store the list in their portfolios.)
- Time permitting, have learners view another role-play or video which depicts workers using various skills at work. Ask learners to work in groups to identify some of the skills shown in that role-play or video. This time have them refer to the list of "Skills that Workers Need" and check off the skills that are shown in the video.

OTHER RESOURCES

- Windows 2 Work, pages 87-92;
- One Hundred Jobs, various excerpts
- Talk Time Handbook, pages 103-104;
- Teaching Adult Second Language Learners, pages 192-194;
- The Change Agent newsletter, issue number 7 (September 1998) on "The Changing World of Work" (www.nelrc.org/changeagent).

Skills that Workers Need

Communication

- Reading with understanding
- Writing to convey ideas
- Speaking so others can understand
- Listening actively
- Observing critically

Decision-Making

- Using math (to solve problems and communicate)
- Solving problems and making decisions
- Planning

Interpersonal Skills

- Guiding others
- Resolving conflict and negotiating
- Advocating and influencing
- Cooperating with others

Lifelong Learning

- Using technology for information and communications
- Researching
- Reflecting and evaluating
- Taking responsibility for one's own learning

Adapted from the EFF (Equipped for the Future) Standards, National Institute for Literacy (www.nifl.gov/nifl/eff.html).

Theme #7

What skills and knowledge
do you already have?

THEME #7

What skills and knowledge do you have already?

OBJECTIVES

Participants will:

1. build particular language skills, especially speaking, writing, and reading:
 - ❖ the names of skills and life roles where skills are developed;
 - ❖ sentences in the present and past tense.
2. develop their ability to work individually and with others to analyze the skills they already have and how they got them.

They will do so by working with their facilitator and classmates to answer these questions:

- Why is it important to understand what skills and knowledge you already have?
- What skills and knowledge do you already have? And what skills do you want to improve now?
- How did you develop the skills and knowledge you already have?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "Why is it important to understand what skills and knowledge you already have?"

- Explain:

- When you are looking for a job, it's important for you to understand what skills and knowledge you already have. Can you think of some reasons for this? That is, why is it important to understand what skills and knowledge you already have? (Record participants' responses on a flipchart or board titled "Why it is important to understand what skills and knowledge you already have.")
- Here are some possible reasons:
 - ❖ *It helps you find jobs that match what you know.*
 - ❖ *It helps you prepare a resume.*
 - ❖ *It helps you plan your future education.*

Question #2: "What skills and knowledge do you already have? And what skills do you want to improve now?"

- Explain:
 - Look at the list of skills we went over in the previous lesson called "Skills that Workers Need."
 - Prepare a piece of paper with these sections on it:

Skills I Now Have

- *My name*
 - *Today's date*
 - *My five strongest skills*
 - *Five skills I need to improve most*
 - Fill in this sheet with the appropriate information. (You can mark a particular skill as both "strong" and "needing improvement.")
 - Tell me what skills you marked in the "Five Skills I Need to Improve Most" category. That is, what skills do you want to practice most at this time?
- Summarize the participants' responses on a flipchart/board titled "Skills We Need to Improve Now." Count up the number of times a

particular skill is cited. Explain that you will try to focus on those skills in this class (and perhaps in other classes) as much as possible.

Question #3: "How did you develop the skills and knowledge you already have?"

Explain:

- Earlier you identified some of the skills and knowledge you already have. My next question is: "How did you develop those skills and knowledge?"
- If one of you will volunteer, let's examine the different ways you developed your particular skills.

Using one learner's list of "Strong Skills," ask that learner to say where and when he/she developed those skills. Responses might include "in school," "at home," "at the library," or "in my job." Record those "places" on a flipchart/board and explain that these are some of the places or situations where a person can develop skills.

Explain:

- You identified "school" and some other places where you can develop various kinds of skills. These places represent various "roles" you play in life. Here's a list of roles which responds to many of the examples you gave and more:
 - Student
 - Worker
 - Family member
 - Community volunteer
 - Hobbyist
 - Member of military
 - Member of a religion

Ask one participant to volunteer to tell the class what kinds of skills he/she has developed in those various life roles. Use a different

flipchart for each context to record the person's responses. For example, a participant might state:

- As a student, I learned . . .
 - *Writing*
 - *Reading*
 - *Math*
 - *How to use a computer*
 - *Other*

- As a worker, I learned . . .
 - *How to cook*
 - *How to order food*
 - *How to clean*
 - *How to wait on tables*
 - *How to maintain kitchen equipment*

- As a family member, I learn . . .
 - *How to take care of my children*
 - *How to take care of my house*

- As a hobbyist, I learn how to . . .
 - *How to take care of my garden*
 - *Fix old furniture*
 - *Exercise*
 - *Collect baseball cards*

- As a community volunteer, I learn to . . .
 - *Coach a girls' softball team*

- As a member of my religious community, I learn to . . .
 - *Help with religious services*
 - *Help elderly people in my congregation*

Ask participants to prepare a similar list of life roles for themselves on a piece of paper. Then ask them to record - for each life role -- some of the skills and knowledge they developed in those roles - from childhood to adulthood.

When they have developed their lists, ask for a few people to volunteer to state what they wrote for particular roles. ("What did you say you learned under 'As a worker' or 'As a community volunteer?") Record their responses on flipcharts/board, helping them choose correct words, spelling, etc.

Explain:

- This activity shows that people learn many different skills and forms of knowledge in different ways, at different stages of their lives, for different purposes.
- These are skills that you can use throughout your life and transfer from one life role to another. For example, if you learn to cook in your home, you can use that skill if you get a job in a kitchen. Or if you learn computers in school, you can use them in your hobbies or to teach your child how to use a computer.
- When you prepare your resume, you might want to show the many different things that you know how to do. You should make it clear that you have a lot to offer to an employer. By thinking more carefully about the many different things you know, you might also consider new kinds of jobs that you might not have thought about before.

OTHER RESOURCES

- Windows 2 Work, pages 67-73;
- Teaching Adult Second Language Learners, page 179.

Theme #8

What skills and knowledge
do you need when seeking a job?

THEME #8

What skills and knowledge do you need when seeking a job?

OBJECTIVES

Participants will:

1. build the many different skills needed when seeking a job, especially
 - a. researching, evaluating, and planning
 - b. speaking and advocating for oneself
 - c. writing and reading of information about employers, jobs, etc.
2. develop their ability to work individually and with others to understand
 - a. the steps needed to find and keep a job and
 - b. the skills they need to take those steps.

They will do so by working with their facilitator and classmates to answer these questions:

- What skills and knowledge do you need when seeking a job?
- How can you develop these job-seeking skills and knowledge?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "What skills and knowledge do you need when seeking a job?"

Tell participants:

- It's not easy finding a job. You need special skills and knowledge to *find* a job that you might like and then *get* that job.
- In a previous session, we identified some of the steps you need to take to find a job. (See the list of job-seeking steps developed in Theme 3.) Let's take out that list and review it.

Ask for a participant to volunteer the name of a particular job he or she is interested in. Then ask the other participants to work in small groups (of 3-5 people) to list the "Steps for Finding and Getting a Job as a XXX (list the name of the job that the volunteer is interested in)." Have a spokesperson from each pair or small group report what her/his group said.

Record the groups' responses on a flipchart/board titled "Steps for Finding and Getting a Job as a XXXX." Help them put their steps in an appropriate sequence and using appropriate terms. As needed, add your own suggested steps such as:

1. Decide what jobs to seek by listing:
 - ❖ what kind of job(s) you want;
 - ❖ salary and benefits you want;
 - ❖ possible places where you would work.
2. Develop a list of potential employers by talking with a Career Advisor, asking friends and relatives, and looking through job listings.
3. Prepare a clean resume to show employers what you can do.
4. Contact potential employer(s) (by phone, by mail, or in person) to set up job interviews.
5. Prepare for your interview by:
 - ❖ finding out more about the employer and the job, if possible;
 - ❖ preparing necessary documents (e.g., licenses, resumes) to bring to the job interview;
 - ❖ clarifying any questions you have for the employer and what you want to tell the employer;

- ❖ dressing and grooming yourself appropriately for the job interview.
- 6. Go to the job interview and:
 - ❖ Ask questions about the job (so you get information you need to make a decision and to show the employer that you are interested);
 - ❖ Show the employer what you know and are interested in.
- 8. After the interview, send a thank you note and any necessary follow-up documents to the employer.

Explain:

- As the above list tells you, finding a job is a lot of work. It also requires a lot of skills in itself.
- Let's look at the list of "Skills that Workers Need" from Theme #4. If we refer to that list while we go back through the list of steps you need to take to find and get a job, you will find you need:
 - Planning and decision-making skills (to set goals for yourself and plan how you will reach them)
 - Writing skills (to prepare your resume and a letter of inquiry)
 - Speaking and listening skills (to communicate with employers and career advisors)
 - Observing skills (to observe potential workplaces when visiting for job interviews)
 - Researching, reading, and technology skills (to find potential jobs and employers in want ads, on the Web, etc.)
 - Advocacy skills (to stand up for yourself in a job interview)
 - Reflecting and evaluating skills (to review what your options are and choose the right job).
- We will now take some time to practice these skills, so you will be ready to seek and get a job.

Question #2: "How can you develop these job-seeking skills and knowledge?"

Explain:

- Let's now go through the above list of steps needed to find and get the job you want. We can help you develop some of the skills you need to carry out those steps in this class. You can also get help from other sources (e.g., a Career Advisor, a literacy tutor, a friend or relative) with some tasks like writing a resume or a letter to an employer.

Go through the various job-finding steps and conduct separate lessons for each, as outlined below. (Note that each of these lessons might require one or more full class sessions to complete.)

1. Decide what jobs to seek by listing:
 - ❖ what kind of job(s) you want;
 - ❖ salary and benefits you want;
 - ❖ possible places where you would work.

Possible class activity: See "Sample Lesson Plan for Theme #2: What kind of job(s) are you looking for now?"

Skills to focus on: Planning and decision-making skills (to set goals for yourself and plan how you will reach them)

2. Contact a Career Advisor who might help you locate the job(s) you want.

Possible class activity: Invite a Career Advisor to the class, to (a) explain how he/she can be of service to the learners and (b) set up appointments with those learners who want help locating employers to contact.

Skills to focus on: Researching, reading, and technology skills (to find potential jobs and employers in want ads, on the Web, etc.)

3. Prepare a clean resume to show employers what you can do.

Possible class activity:

- Give participants a form which asks for the key information typically found in a resume.
- Go through the form and explain what goes in each area. Give examples from a real or fictitious person. Explain the need to be concise, clear, and consistent in wording.
- Ask participants to fill in the blanks. They can use the information about their interests and skills found in the activities for Theme 2 and Theme 6.
- Ask volunteers to share their resume with the entire class and ask participants to give feedback to him/her. Or have participants edit each others' work. Or collect the resumes, edit them, and return them in a later class.
- Save the resume on a floppy disk so that the learner might revise it from time to time. Make extra hard copies of the resume, too, for the learners to send out.

Skills to focus on: writing, planning

4. Develop a list of potential employers by looking through job listings.

Possible class activity: Invite a Career Advisor to show learners how to find jobs they might be interested in in the newspaper, on the Web, or in other places.

Skills to focus on: researching, use of technology

5. Contact potential employer(s) (by phone, by mail, or in person) to set up job interviews.

Possible class activity: Help learners prepare:

(a) a cover letter to send with a resume to employers (and then be sure the learners mail the letter and follow up on any responses).

(b) a "script" for what they would say when calling an employer to set up an interview (and then have learners "rehearse" this script through role plays).

Skills to focus on: *writing and speaking so others can understand*

6. Prepare for your interview by:

- ❖ finding out more about the employer and the job, if possible;
- ❖ preparing necessary documents (e.g., licenses, resumes, references) to bring to the job interview;
- ❖ clarifying any questions you have for the employer and what you want to tell the employer;
- ❖ dressing and grooming yourself appropriately for the job interview.

Possible class activity: *Invite a Career Advisor to the class to help learners carry out the above preparations.*

Skills to focus on: *research (about the employer and job), organizing (of documents), reflecting and writing (of questions and information to share with employers), advocating (for yourself by "putting your best foot forward.")*

7. Go to the job interview and:

- ❖ Ask questions about the job (so you get information you need to make a decision and to show the employer that you are interested);
- ❖ Show the employer what you know and are interested in.

Possible class activity: *Prepare for the job interviews by:*

(a) preparing lists of possible questions which employers will ask and which the learners can ask, too, For example, employers might ask:

- 1. What kind of job are you interested in here?*
- 2. What previous experience have you had in this area?*
- 3. What skills do you have in this area?*
- 4. What salary and benefits do you hope to get?*
- 5. Do you have any questions about the job?*

(b) preparing lists of possible responses to employer questions,

(c) doing role plays of how learners should act in job interviews, and

(d) analyzing the role plays to identify strengths and needed improvements.

Skills to focus on: writing, reading, and planning (to prepare for the job interviews), listening, speaking, and advocating (in the interview itself), and observing and reflecting and evaluating (about one's own performance and others' performances in the mock job interviews).

- 8. After the interview, send a thank you note and any necessary follow-up documents to the employer.*

Possible class activity: Work with the participants to write a thank you letter that they can send to the various employers with whom they have a job interview. Show them how they can "fill in the blanks" to adapt it to various employers. Emphasize that they need to promote

themselves in a confident, polite way in all their communication with prospective employers.

OTHER RESOURCES

For "Building a Network," see:

- ESL for Action, page 25; page 27 (Activities C and D); pages 119-120; and pages 123-124;

For "Writing a Resume," see:

- Windows 2 Work, pages 97-107; pages 117-119.

For "Reading Want Ads," see:

- Windows 2 Work, pages 135-137;
- ESL for Action, pages 28-29; and
- Working It Out, pages 4-5.

For "Writing a Cover Letter," see:

- "Windows to Work," pages 140-144.

For "Filling out Job Applications," see:

- TV 411 video: Episode #1 on "Personal Portfolio" (start time 10:33), and Episode #3 on "Personal Portfolio" (start time 13:34.)

For "Job Interviews," see:

- Windows to Work, pages 23-24 and page 145 on "references"; and pages 153-162;
- Working It Out, pages 2-3; and
- Teaching Adult Second Language Learners, pages 195-197.

Also see:

- Windows 2 Work, pages 87-92;
- One Hundred Jobs, various excerpts;
- Talk Time Handbook, pages 103-104;
- Teaching Adult Second Language Learners, pages 192-194.

Theme #9

What English skills do you need
in the workplace?

THEME #9

What English skills do you need in the workplace?

OBJECTIVES

Participants will:

1. identify the kinds of jobs they are interested in;
2. identify the "English" skills they need for those kinds of jobs;
3. practice using those skills.

They will do so by working with their facilitator and classmates to answer these questions:

- ❖ How is English used in the jobs you want?
- ❖ How can you develop your workplace English skills?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "How is English used in the jobs you want?"

Tell participants:

- In this session, we are asking the question of "What basic skills do you need for the job(s) you are interested in?" We have already talked about these issues somewhat, in Themes 3 and 6. In those lessons, you (a) clarified what job(s) you are looking for and you (b) got a general understanding of the kinds of skills and knowledge workers need for the jobs available in New York City.
- Let's now revisit those discussions briefly. Please look at the list (titled "I am looking for these jobs") you developed in Theme 3 and tell me what kinds of job(s) you are looking for now.

List the jobs that learners are looking for.

Explain that you now want to examine one of those jobs, to find out when English is needed on that job. You can either (a) ask for one or more volunteers who would be willing to tell us about their job or (b) simply select one of the jobs that a number of people are interested in.

For the job you have selected, ask the learners to answer this question for you: "For this job, when must English be used in some way? Write their responses on a flipchart titled "A (name of job) must use English to . . ."

Now do the same for one or two more jobs that the learners are interested in. (You might have learners divide into two or three groups, to identify when English is used in several different jobs. Have the small groups report back to the large group.

Record the learners' responses on several flipcharts. In this way, you will begin to see some common ways that English is used in the U.S. workplace.

Now show the learners the following list and compare it to the lists they have developed for the various jobs they are interested in.

You need English to . . .

- Get to know your co-workers
- Ask for help
- Ask for and giving directions
- Answer the phone
- Deal with emergencies
- Locate tools and supplies
- Talk about safety problems
- Talk about health problems
- Help your customers

Merge the above list with the lists that the learners came up with. Then ask them to identify the five most important uses of English

they would like to focus on in upcoming classes. You might then give priority to these skill areas.

Explain that you will now help the learners practice using the English skills needed in these common workplace situations.

Question #2: How can you develop your workplace English skills?

When designing activities to help learners develop the English skills commonly needed in U.S. workplaces, you might use these kinds of activities:

- Practice in listening, speaking, reading, and writing: Although this will vary depending on the learners' skill levels, you should try to include practice in listening, speaking, reading, and writing in all lessons, if at all possible. All of these skills are important and they can reinforce each other. (For example, learners can listen to a typical workplace dialogue, then read it, then act it out, and then write some version of that dialogue.)
- Use "realia": Realia are real-life objects that represent various situations in which learners live and work. They can be used as "conversation starters" in your classroom. You might, for example, ask learners to bring in samples of foods that they like or tools that they use in their work. You can ask them to do a "show-and-tell" to describe what the item is, how it is used, etc.
- Demonstrations of real-life situations: English speakers perform role plays in which they demonstrate typical oral communications (e.g., saying hello to your co-worker when you come to work in the morning; helping an elderly patient in a nursing home; reporting a hazardous situation at work, answering the phone). These role plays could be videotaped ahead of time, so you can play them over several times. You might supply the learners with a script of those oral communications. Learners can then ask questions to clarify the

vocabulary used in the role play. Learners might then (a) take turns reading the script out loud themselves, (b) act out the same kind of role play, and (c) fill in "blanks" in another version of the script in which key words have been left out. All of these activities give the learners additional practice and let you see how well the learners have mastered the language. Just be careful not to rely too heavily on the script. For learners to be truly independent users of English, they ultimately have to be able to think and speak for themselves and not rely on dictionaries and rigid "scripts."

- "Field work": Learners work in pairs to approach designated English speakers stationed around the building. (The English-speakers have been prepared to be asked questions by the learners and have been instructed to respond in clear, simple language.) One of the learners in the pair engages in conversation with the English-speaker while the second member of the pair observes and offers help to his/her partner, if needed. The partners then come back and tell the class how they did.
- Use technology: CWE might be able to provide a video camera and VCR, as well as an audiotape recorder, for you to use in the classroom to demonstrate particular forms of oral English. Learners can listen to these uses of English and incorporate what they hear into their own speech. Recordings of learners' uses of English can also allow them to hear what they sound like, make needed adjustments, and monitor their progress over time. (Each learner might have his or her own audiotape with recordings made periodically, dated, and stored in the learner's portfolio.) CWE might also have some educational software available in its computer lab, which learners can use to reinforce their skills outside the ESOL classroom.
- Classroom as a "U.S. workplace": Organize your classroom as a "workplace." Require the learners to (a) come on time, (b) keep their paperwork organized (in a portfolio or folder), (c) be polite, (d) speak in English as much as possible.

- Homework assignments: Your learners must be pushed to use English outside the classroom. They will make little progress if the only time they try to use it is in the few hours each week they are in your class. You should require the learners to do the following kinds of homework assignments:
 - "Get out of the house and interact with the society around you." Encourage learners to not be isolated in their homes (where presumably their native language is the predominant one). Explain that, while it is natural for people to want to speak a familiar language and stay in their "comfort zone," they will not learn English if they don't actually use it. Instead, they need to get out and force themselves to interact with the English-speaking world as much as possible. When doing so, they can observe how English is used, listen to authentic English (not "classroom" English), write down words and situations they need help with, and - if they are brave enough - try out their new English skills whenever possible. This can be as simple (and inexpensive) as taking a trip on the bus or subway; taking a walk to the park; walking through a large department store or shopping mall; going to a sporting or cultural event at the local school; or going to a parade, festival, or political event. Some other opportunities (though possibly more expensive) to observe English being used are going to a museum, going to a professional sporting event, or taking a class (related to a work-related topic or even a hobby). You might take time each week to go through the newspaper, phone book, or a NY City Web site with them to identify these opportunities for the learners. Encourage learners to "get out of the house" and take field trips into the English-speaking world and come back and report to you about what they saw, did, and learned.
 - Watch English-language TV: Learners should be required to watch at least 30 minutes of English-language TV each

day. A daily news show is a good place to start. It helps them learn about U.S. culture (for better or worse!!!) and current events (including sports and weather). You might give them some special assignments to small groups of learners, such as:

- "Watch the local news and come to the next class ready to tell me about an important story in the news. Tell me (a) who was involved, (b) what did they do, (c) when did it happen, (d) where did it happen?"
 - "Watch the weather report and come to the next class ready to tell me (a) what weather did we have today and (b) what weather we will have in the next few days."
 - "Watch the sports report and come to the next class ready to tell me (a) what New York sports teams played recently and (b) what were the scores?"
- Watch videos: Libraries often have collections of videotapes designed especially for ESOL learners.
 - Go to the library: Learners should get in the habit of visiting public libraries. These typically have collections (of books, videos, etc.) geared to ESOL learners and often have staff who are willing to take the time to answer questions.
 - Listen to the radio: Listen to English-language radio to hear how disk jockeys and news readers speak and the language that is used in commercials. As with TV-watching, this gives learners more exposure to real English as well as exposing them to news about current events and cultural information which serves as background information they should understand when living in the U.S. This also gives them something to talk to English-speaking neighbors and co-workers about.

OTHER RESOURCES

The following resources provide many ideas for how to teach workplace English skills:

- ESL for Action, especially pages 41-51.
- Teaching Adult Second Language Learners, especially pages 179-208.
- Making Meaning, Making Change
- Talk Time Handbook

Theme #10

What are your responsibilities,
rights, and benefits as a worker?

THEME #10

What are your responsibilities, rights, and benefits as a worker?

OBJECTIVES

Participants will:

1. build particular language skills, especially speaking, writing, and reading about:
 - a. their responsibilities as workers;
 - b. their rights as workers;
 - c. benefits they might get as workers.

2. develop their ability to work individually and with others to understand:
 - a. what their responsibilities, rights, and benefits as workers are and
 - b. how to ensure that those responsibilities, rights, and benefits are clear and agreed on when they take a job.

They will do so by working with their facilitator and classmates to answer these questions:

- What responsibilities, rights, and benefits might you have as a worker?
- When you are seeking a job, how can you clarify what your responsibilities, rights, and benefits are?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "What responsibilities, rights, and benefits might you have as a worker?"

Tell participants:

- In this session, we are asking the question of "What responsibilities, rights, and benefits might you have as a worker?" Let's take each of these items, one by one, and try to come up with some examples.

Defining Worker Responsibilities

- We can start with "responsibilities." First, can anyone give me an example of a "responsibility" that most workers need to carry out? To do this, complete the following sentence: "*A worker should . . .* "

Write examples given by participants on a flipchart titled "Worker Responsibilities."

Review the examples given and add some of your own to the list, as necessary. Some possibilities are:

A worker should . . .

1. Come to work on time.
2. Come to work when scheduled.
3. Do the work efficiently.
4. Get along with co-workers and supervisors.
5. Follow safety rules.
6. Protect the environment.
7. Take care of equipment and supplies.
8. Help customers.

From these examples, ask if anyone can come up with a definition of "Worker Responsibilities" which covers all of these examples. Add your own definition, as necessary. A possible definition could be:

Worker responsibilities are the duties that a worker needs to perform as an employee of a particular organization.

Defining Worker Rights

Now follow a similar process to develop a list of "Worker Rights," as follows:

Tell participants:

- Next, we are asking the question of "What rights might you have as a worker?" Who can give me some examples of "Worker Rights"? To do this, complete the following sentence: "*A worker should have a right to . . .* "

Write examples given by participants on a flipchart titled "Worker Rights."

Review the examples given and add some of your own to the list, as necessary. Some possibilities are:

A worker should have a right to . . .

1. *Get the wages and benefits promised by the employer.*
2. *Work in a safe workplace.*
3. *Not be discriminated against because of race, religion, disability, gender, sexual orientation, or political affiliation.*
4. *Not be harassed on the job.*
5. *Suggest improvements needed in the workplace.*
6. *Get Workmen's Compensation if needed.*

From these examples, ask if anyone can come up with a definition of "Worker Rights" which covers all of these examples. Add your own definition, as necessary. A possible definition could be:

Worker rights are the supports a worker must get to be able to perform his/her job properly.

Ask participants if they have had these kinds of rights on jobs they have held before. If so, ask them to describe those rights. If no, ask them to guess why not.

Defining Worker Benefits

Now follow a similar process to develop a list of "Worker Benefits," as follows:

Tell participants:

- Now we are asking the question of "What benefits might you have as a worker?" Who can give me some examples of "Worker Benefits"? To do this, complete the following sentence: "*A worker might have the following benefits:* "

Write examples given by participants on a flipchart titled "Worker Benefits."

Review the examples given and add some of your own to the list, as necessary. Some possibilities are:

A worker might have these benefits:

1. Vacation
2. Sick days
3. Personal days
4. Health insurance
5. Dental insurance
6. Optical insurance
7. Retirement funds
8. Unemployment compensation

From these examples, ask if anyone can come up with a definition of "Worker Benefits" which covers all of these examples. Add your own definition, as necessary. A possible definition could be:

Worker benefits are extra forms of compensation a worker might get in payment for his/her work.

Ask participants if they have had these kinds of benefits on jobs they have held before. If so, ask them to describe those benefits. If no, ask them to guess why not.

For future activities on this topic, ask learners to bring in documents related to such employee benefits as medical insurance, vacations, pension plans, and tuition assistance. Discuss the function of these benefits and questions they might have, and practice filling out forms. You might bring in a human resource manager or union representative from a company and ask them to explain these benefits.

Question #2: "When you are seeking a job, how can you clarify what your responsibilities, rights, and benefits are?"

Explain:

- We have now identified some of the responsibilities, rights, and benefits you might have as a worker. When you are seeking a job, you should find out from employers what the responsibilities, rights, and benefits are for that job.
- How can you get this information?

Write participants' responses on a flipchart/board titled "How you can find out a job's responsibilities, rights, and benefits."

Review their responses and then add some suggestions of your own, which might include:

How you can find out a job's responsibilities, rights, and benefits

- *Read the job description (in the want ads, in a handout provided by the employer, on the company Web site, . . .)*
- *Ask the employer (in person or in writing).*
- *Ask the union representative at the workplace.*

Have the learners practice asking their employer or union representative what the responsibilities, rights, and benefits would be for a particular job. They can practice writing a letter or talking directly to the employer or union representative.

Explain to the learners that, when asking these questions, they should have ready a list of responsibilities, rights, and benefits that they are looking for or expect from the job. After getting a response from an employer or union representative, they can compare those responses to the list of desired/expected responsibilities, rights, and benefits. Explain that the learner can then (a) decide whether this is a job he/she wants to pursue further and/or (b) go back to the employer to ask if these responsibilities, rights, and benefits can be revised in any way.

OTHER RESOURCES

On "worker responsibilities," see:

- ESL for Action, pages 72-80;
- Windows 2 Work, page 172.

On "worker rights," see:

- Windows 2 Work, pages 167-168;
- Working It Out, pages 81-84, 88-89.

On "immigrant rights," see:

- www.nifl.gov : **The National Institute for Literacy's** Web site. Go to the Special Collections section and see the ESOL collection.
- www.nelrc.org : This **New England Literacy Resource Center** has a Civic Participation Sourcebook and a Civic Participation and Citizenship on-line collection.
- www.brown.edu/Departments/Sweaver_Center/Literacy_Resources/ **The Literacy Resources/Rhode Island** site has some useful civics-related resources.
- www.ericacve.org : The **ERIC Clearinghouse on Adult, Career, and Vocational Education** site has a great collection of online resources for adult educators, including many articles and digests on civics-related learning. Go to two different sections ("Search ERIC/ACVE

Publications" and "Search ERIC Database") and type in such terms as "civics" and "popular education."

- www.sabes.org : **The System for Adult Basic Education Support (SABES)** Web site for adult educators in Massachusetts includes a number of publications related to civics education. (Do a search for "civics.")

On "worker benefits," see:

- ESL for Action, pp. 52-65.

Theme #11

What is a union?

THEME #11

What is a union?

OBJECTIVES

Participants will understand the potential benefits and responsibilities of being a union member and how to join a union, while:

1. building particular communication skills (especially speaking, writing, and reading),
2. developing their ability to work individually and with others to decide whether and how to become a union member.

They will do so by working with their facilitator and classmates to answer these questions:

- What are the benefits of being a union member?
- What responsibilities does a union member have?
- What should you do if you want to become a union member?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: What are the benefits of being a union member?

Ask learners to work in small groups to tell you the answer to the question of "What are the benefits of being a union member?" Record their responses on a flipchart/board under the heading of "Why do people join unions?"

Have them read the mission statements from one or more unions. Or go to the Web site of the AFL-CIO and read the "How and Why People Join

Unions" section (www.aflcio.org/uniondifference/index.htm). Possible reasons for joining a union are:

- better wages;
- medical, retirement, and other benefits;
- job security;
- keeping jobs in the U.S.;
- safer worker conditions; and
- education and training programs.

After reviewing these purposes, revise the learners' list of "Why do people join labor unions?" accordingly.

Question #2: What responsibilities does a union member have?

Explain that, as we discussed in Theme #10, workers have certain responsibilities to their employers. It is also true that a worker has certain responsibilities as a union member.

Ask participants to brainstorm possible responsibilities which a union member has to his or her union. Record their responses on a flipchart/board titled "What responsibilities does a union member have?"

Review documents provided by various unions, to identify what various unions expect their members to do to support the union. Typically these responsibilities include:

Union members should:

- Participate in union meetings;
- Vote for union leaders;
- Consider running for a union office;
- Work in union committees;
- Keep informed about union issues;
- Pay union dues;
- Try to build a strong, democratic union.

As necessary, revise the learners' list of union member responsibilities with information from the union documents and the above list.

Question #3: What should you do if you want to become a union member?

Explain:

- Not all workplaces have unions. If you want to be a union member, you should look for workplaces that have unions. If you find such a workplace, you might ask for more information about the union that is represented there. Ask workers who work there, or call the union headquarters and get the name of the union's leaders. Talk to those union officials to find out what role the union plays in the company. You can also look on the union's Web site or stop at the union office for more information.
- Once you are hired into a unionized company, you should try to exercise your responsibilities as a union member. Go to meetings. Read the union newsletter and Web site. Talk to your union steward and your fellow workers. Find out what issues the union is working on. Get involved in making the union strong.
- The AFL-CIO and some unions have leadership training programs for their members. You might sign up for that training so you will learn how you can help your union help you and your fellow workers.

OTHER RESOURCES

- For this Theme, you might invite one or more speakers who represent local unions. They can respond to the learners' questions and help you prepare handouts with up-to-date, accurate information. They might also be able to advise learners on where to find jobs in unionized workplaces.
- ESL for Action
- The Change Agent newsletter, special issue on "The Changing World of Work" (Issue No. 7, September 1998). Go to www.nelrc.org and link to The Change Agent.
- The AFL-CIO Web site (www.aflcio.org) has much information about worker rights.

Theme #12

**What are obstacles
to finding and keeping a job?**

THEME #12

What are obstacles to finding and keeping a job?

OBJECTIVES

Participants will:

1. build particular language skills, especially speaking, writing, and reading about:
 - a. obstacles to finding a job.
 - b. obstacles to keeping a job.
 - c. strategies for dealing with those obstacles.

2. develop their ability to work individually and with others to understand (a) obstacles to finding and keeping a job (b) strategies for dealing with those obstacles.

They will do so by working with their facilitator and classmates to answer these questions:

- What are obstacles to finding and keeping a job?
- What strategies can you use to overcome those obstacles?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "What are obstacles to finding and keeping a job?"

Tell participants:

- In this session, we are asking the question of “What are obstacles to finding and keeping a job?” Put another way, what are some of the things that make it hard to find a job or to keep a job once you’ve found one? Let’s take each of these items, one by one, and try to come up with some examples. (Note: A Career Advisor might join this discussion as a resource person.)

Defining Obstacles to Finding a Job

- We can start with “obstacles to finding a job.” Please work in pairs or small groups (of 3-5) to identify some of the things that make it hard to find a job.

Write examples given by the pairs/groups on a flipchart/board titled “Possible obstacles to finding a job.”

Review the examples given and add some of your own to the list, as necessary. Some possibilities are:

Possible obstacles to finding a job

1. Lack of skills required for the job
2. Lack of childcare
3. Lack of transportation
4. Health problems
5. Lack of a job-search plan
6. Unrealistic job goals
7. No jobs available
8. Lack of contacts at the workplace (to help you “get your foot in the door”)
9. Discriminatory (unfair) hiring practices

Ask participants if they have ever encountered such obstacles. If so, ask them to describe the obstacles and how they dealt with them. For each of the obstacles listed on the flipchart, jot down possible strategies for overcoming them.

Defining Obstacles to Keeping a Job

Explain:

- Let's now move on to the identifying "obstacles to *keeping* a job." Let's assume that you have now been hired and are working in a job. What are some of the things that might make it hard for you to keep that job? Please again work in pairs or small groups (of 3-5) to identify some of the things that make it hard to *keep* a job.

Write examples given by the pairs/groups on a flipchart/board titled "Possible obstacles to keeping a job."

Review the examples given and add some of your own to the list, as necessary. Some possibilities are:

Possible obstacles to keeping a job

1. Can't handle the job demands due to a lack of skills required for the job and lack of training in the workplace
2. Difficulty getting to work or attending regularly due to:
 - ❖ Lack of childcare or eldercare
 - ❖ Lack of transportation
 - ❖ Health problems
3. Unsupportive work environment including:
 - ❖ Supervisors or co-workers who don't help you succeed
 - ❖ Harassment or other discriminatory practices

Ask participants if they have ever encountered such obstacles in previous jobs. If so, ask them to describe the obstacles and how they dealt with them. For each of the obstacles listed on the flipchart, jot down possible strategies for overcoming them.

Question #2: "What strategies can you use to overcome those obstacles?"

Explain:

- We have now identified various obstacles to finding and keeping a job. You also identified some strategies you might use to overcome those obstacles.
- Please divide into small groups, to get into more depth about various strategies you can use to overcome the obstacles to finding and keeping a job.

Divide the learners into smaller groups. Assign the various the groups one or more "obstacles". For each obstacle, the group should identify strategies (steps, actions) that an individual might take to overcome or deal with that obstacle.

Groups can then report back their findings to the larger group, and the larger group can suggest how the small groups' recommendations might be revised. For each obstacle record the participants' recommended strategies on a flipchart, revising wording as necessary. As appropriate, add your own recommendations, borrowing from the lists below.

Ultimately, your goal here should be to involve the learners in creating lists of possible strategies that job-seekers might use when they encounter typical obstacles to finding and keeping a job. You might type up the various sets of recommendations into a handout which learners can store in their portfolios.

Finding a job:

Possible obstacles and strategies for overcoming them

Obstacle: Lack of skills required for the job

Strategy: Get more training (at a school, from a friend or relative, through reading of manuals or viewing of tapes) before being hired or after getting hired (either at the workplace or elsewhere)

Obstacle: Lack of childcare or eldercare

Strategy: Get someone to provide childcare or eldercare; find funds to pay for childcare or eldercare; find an employer who provides childcare.

Obstacle: *Lack of transportation*

Strategy: *Buy or borrow a car; fix your car; move closer to job; find someone to ride with; find funds to pay for carfare; find an employer who provides transportation (e.g., a shuttle bus) to the job.*

Obstacle: *Health problems*

Strategy: *Take care of health problems through getting medical care and self-improvement (exercise, better diet, stop smoking, etc.); read guidebooks and view tapes about how to improve your health; get health insurance, if needed.*

Obstacle: *Lack of a job-search plan*

Strategy: *Get help from a career counselor or take a career-planning course; read guidebooks on how to develop a career plan.*

Obstacle: *Unrealistic job goals*

Strategy: *Same as under "lack of a job-search plan" above.*

Obstacle: *No jobs available*

Strategy: *Consider looking for a different type of job if the job you want isn't available; consider moving to a different area where the jobs you want are more available.*

Obstacle: *Lack of contacts at the workplace (to help you "get your foot in the door")*

Strategy: *Call, write, or stop by personnel office to introduce yourself, indicate your interest in working at this workplace, and make an appointment to find out about available jobs;*

Obstacle: *Discriminatory hiring practices*

Strategy: *If you can prove an employer discriminates by race, age, or gender, or otherwise when hiring, you can file a complaint with the local Equal Employment Opportunity office.*

Keeping a job:

Possible obstacles and strategies for overcoming them

Obstacle: Can't handle the job demands due to a lack of skills required for the job and lack of training in the workplace

Strategy: Get more training (at a school, from a friend or relative, through reading of manuals or viewing of tapes) after getting hired (either at the workplace or elsewhere); If no training available at the workplace, ask training department to provide such training or recommend community programs providing such training.

Obstacle: Difficulty getting to work or attending regularly due to lack of childcare

Strategy: Get someone to provide childcare; find funds or a daycare center to provide childcare; ask if the employer can provide childcare on-site or cover child-care costs

Obstacle: Difficulty getting to work or attending regularly due to lack of transportation

Strategy: Buy or borrow a car; fix your car; move closer to job; find someone to ride with; find funds to pay for carfare; find out if the employer provides transportation (e.g., a shuttle bus) to the job.

Obstacle: Difficulty getting to work or attending regularly due to health problems

Strategy: Take care of health problems through getting medical care and self-improvement (exercise, better diet, stop smoking, etc.); read guidebooks and view tapes about how to improve your health; get health insurance, if needed; see what is covered by your employer's health insurance plan.

Obstacle: Unsupportive work environment including supervisors or co-workers who don't help you succeed

Strategy: Talk with your supervisors and co-workers, to explain what supports (e.g., guidance, feedback, information) you need from them; if you don't feel comfortable talking with those

people, you might talk with your union representative or department manager.

Obstacle: Unsupportive work environment including harassment or other discriminatory practices

Strategy: Talk with your supervisor, department manager, Equal Employment Opportunity manager, or union steward about this problem. If necessary, you might contact a lawyer or the local Equal Employment Opportunity Commission office.

OTHER RESOURCES

ESL for Action, pages 120-127 (on discrimination)

The Change Agent newsletter, special issue on "The Changing World of Work" (issue no. 7, September 1998). Go to www.nelrc.org and link to The Change Agent.

Theme #13

**What are your next steps
for a job and education?**

THEME #13

What are your next steps for a job and education?

OBJECTIVES

Participants will wrap up what they have learned in this course and prepare a career and education plan for themselves by:

1. building particular communication skills (especially speaking, writing, and reading), planning skills, and lifelong learning skills while
2. developing their ability to work individually and with others to plan the steps they will take next to pursue a job and future education.

They will do so by working with their facilitator and classmates to answer these questions:

- What jobs do you now want to pursue?
- What steps must you take to get that job?
- What education do you need to be a successful worker, family member, and community member?
- What steps must you take to get that education?

ACTIVITIES

Introduction

Explain this session's objectives and respond to learners' questions and suggestions.

Question #1: "What jobs do you now want to pursue? And what steps must you take to get that job?"

Explain:

- We are now at the end of this course. It's time to prepare for what you will do next to find a job. It is also useful to consider what you might do to get further education to help you meet your goals as a worker, family member, and community member.
- To do this, let's revisit the question of "What job(s) do you now want to pursue?"

Ask learners to complete the first three lines on the form below (i.e., "My name," "Today's date," and "Jobs I am seeking now.") Participants can refer to the lists of jobs that they are seeking which they created in previous sessions.)

Next Steps

My name:

Today's date:

Job I am seeking now:

Steps I need to take to get that job:

Education I might want to get:

Steps I need to take to get that education:

Tell participants that, once they have completed the "Job I am seeking now" section, they should fill in the section titled "Steps I need to take to get that job." (They dealt with the question of the steps needed to seek a job in Theme 8.) They should refer to the list of job-seeking steps and figure out which of those steps they now need to take to get the job they need.

This is a session in which learners might need individualized help from a teacher or career advisor.

After the participants have completed the "Job I am seeking now" and "Steps I need to take to get that job" sections, they can report back to the entire class. This will allow all participants to learn from their fellow students and give each other feedback.

The outcome of this activity (which might take more than one session if learners are to work individually with a career advisor or teacher outside of normal class hours) should be for all learners to have a solid statement about the job(s) they are pursuing and steps they will take to get those jobs.

Question #2: What education do you need to be a successful worker, family member, and community member? And what steps must you take to get that education?

You should now go through a similar process to that used for Question #1 above. In this case, you are focusing on helping learners develop an education plan for themselves.

Explain to learners that most workers need to continually upgrade their skills and knowledge if they are to be successful as a worker. Self-improvement through education is also necessary to be an effective family member and community member.

Explain that you can now help them clarify what kind of education they might need beyond this course, and develop a plan for how they might get that education.

Ask learners to return to the "Next Steps" sheet that they started to fill out earlier. Ask them to now complete the last two sections on that form (i.e., "Education I might want to get" and "Steps I need to take to get that education.") Again, participants might need to do this in private, one-to-one sessions with a career advisor or teacher.

Once the learners have completed these last two sections on the "Next Steps" form, they can report back to the entire group. Again, this report back provides an opportunity for all participants to learn from their fellow students and give each other feedback.

The outcome of this activity (which might take more than one session if learners are to work individually with a career advisor or teacher outside of normal class hours) should be for all learners to have a solid statement about the education they might pursue next and the steps they will take to get that education.

When these last two sections of the "Next Steps" form are completed, you might sign the form as an indication that the learner has completed the course. The learner can then insert the completed "Next Steps" form into his or her portfolio. These forms can serve as (a) a guide for the learners as they pursue further jobs and education and (b) evidence of how many learners have completed the course and moved on to further employment and educational opportunities.

OTHER RESOURCES

- [ESL for Action](#)