

## **Developing a Future Pathway: Sample Lesson**

Level: ESL Intermediate

Topic: Informational Interviews

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## Transitions Integration Framework (TIF) Snapshot

**Developing a Future Pathway (DFP):** Developing a future pathway builds the aptitude to more fully understand one's own skills, interests and talents and how these are transferable to a successful career or success in one's family or larger community. Activities include using a variety of data and research methods to identify and choose a potential pathway, goal setting, and learning about the culture of being a professional in the United States. Teaching the skills in this category will help learners to be more self-actualized and purposeful in the choices that they make about their future.

**Skill 1:**  
*SWBAT...* Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway

**Sub Skills:**

- € a. Recognize and use vocabulary related to skills, values and beliefs
- € b. Identify personal interests
- € c. Reflect on successes and challenges to identify skills and aptitudes
- € d. Recognize how one's values and beliefs impact choices regarding a future pathway

**Skill 2:**  
*SWBAT...* Explore available options in order to identify one's future pathway

**Sub Skills:**

- € a. Link personal skills and interests to various careers or community opportunities
- € b. Explore the job market and current employment trends
- € c. Conduct research on community resources, education, and training options

**Skill 3:**  
*SWBAT...* Effectively complete the steps needed to enter into a selected pathway

**Sub Skills:**

- € a. Research and outline the process needed to enter into a volunteer opportunity, educational program, or career
- € b. Gather and organize requisite information and documents needed for a particular step in the process (e.g., work history, awards and certificates, financial information)
- € c. Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews)

## TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side (Intermediate)

Pre A-C-E-S
<b>Warm-up:</b> <ul style="list-style-type: none"> <li>Teacher leads students in a brainstorming activity to think of ways to look for and learn about jobs.</li> <li>Teacher introduces the concept of an informational interview as a way to learn more about a job.</li> </ul>
<b>Introduction:</b> <ul style="list-style-type: none"> <li>Students (Ss) brainstorm different types of jobs in small groups. They try to list as many as they can within 5-10 minutes.</li> <li>The groups share out their ideas while the teacher writes them on the board.</li> <li>Teacher explains that one way to learn more about a job is by doing research. Today Ss will have the opportunity to research a particular job which is of interest to them.</li> </ul>
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Ss choose one of the jobs that has been listed. It can be a job they are interested in learning more about.</li> <li>Teacher helps Ss write 7-10 questions that they have about the job they have chosen. These questions will serve to guide the students in their research.</li> </ul>
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>Ss research their given job by reading an article or watching a video: <a href="http://www.citytowninfo.com/career-stories">www.citytowninfo.com/career-stories</a></li> <li>Ss take notes and try to answer the questions they have written.</li> </ul>
<b>Extension: NA</b>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Read student questions and answers checking for accuracy and correct grammar, punctuation, spelling, etc.</li> </ul>

Post A-C-E-S
<b>Warm-up:</b> <ul style="list-style-type: none"> <li>Teacher leads students in a brainstorming activity to think of ways to look for and learn about jobs.</li> <li>Teacher introduces the concept of an informational interview as a way to learn more about a job.</li> </ul>
<b>Introduction:</b> <ul style="list-style-type: none"> <li>Teacher distributes half sheets of paper that give basic information about a job.</li> <li>Students (Ss) work in pairs or small groups to complete a K-W-L Chart about the job they were given.</li> <li>Ss work together to make the 'K' section of their charts as complete as possible</li> </ul>
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Ss use the 'W' section of their chart to create 7-10 questions about the job.</li> <li>Teacher helps Ss create the questions as needed.</li> <li>Working in small groups, Ss choose their best questions to write on a large sheet of poster paper.</li> <li>Ss share out their questions.</li> </ul>
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>Ss research their given job by reading an article or watching a video: <a href="http://www.citytowninfo.com/career-stories">www.citytowninfo.com/career-stories</a></li> <li>Ss take notes and try to answer the questions they have written.</li> <li>Ss complete the 4-Square graphic organizer with information about the job.</li> </ul>
<b>Extension:</b> <ul style="list-style-type: none"> <li>Help Ss to write a letter or e-mail to someone who works in the job that they researched. Ss ask 3-5 questions requesting more information about the job.</li> <li>Ss prepare short presentations for the class in which they give 3-5 pieces of information that they learned from reaching out to someone in a given job.</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Ss conduct mock informational interviews with classmates.</li> <li>Evaluate the mock interviews using rubric.</li> </ul>

### Sample TIF-ed Lesson (Intermediate)

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<b><u>Warm-up:</u></b>	DFP: 3c	DFP: 3c		
<b><u>Introduction:</u></b> Information about several jobs <i>K-W-L Chart</i>	DFP: 2b	DFP: 1a; 2a, 2b, 2c		
<b><u>Guided Practice:</u></b> <i>K-W-L Chart</i> <i>Poster paper</i>	DFP: 2a-2c	DFP: 2a-2c		
<b><u>Independent Practice:</u></b> Career story text <i>4-Square graphic organizer</i>	DFP: 2a-2c	DFP: 1a, 1b; 2a-c		
<b><u>Extension:</u></b> <i>E-mail or letter</i> <i>Career presentation</i>	NA	DFP: 2a-c; 3a		
<b><u>Assessment:</u></b> <i>Mock informational interview</i>	DFP: 2a-2c	DFP: 3c		

## **Pre A-C-E-S Lesson Plan**

### **Objectives (General):**

1. Understand the idea and purpose of an informational interview.
2. Practice forming questions correctly.
3. Practice taking notes while reading.

### **TIF Objectives:**

- 2a.** Link personal skills and interests to various careers or community opportunities.
- 2b.** Explore the job market and current employment trends.
- 2c.** Conduct research on community resources, education, and training options.

### **Warm up:**

- Teacher leads students (Ss) in a brainstorming activity to think of ways to look for and learn about jobs.
- Teacher introduces the concept of an informational interview as a way to learn more about a job.

### **Introduction:**

- Ss brainstorm different types of jobs in small groups. They try to list as many as they can within 5-10 minutes.
- The groups share out their ideas while the teacher writes them on the board.
- Teacher explains that one way to learn more about a job is by doing research. Today Ss will have the opportunity to research a particular job which is of interest to them.

### **Guided Practice:**

- Ss choose one of the jobs that has been listed. It can be a job that they are interested in learning more about.
- Teacher helps Ss write 7-10 questions that they have about the job they have chosen. These questions will serve to guide the students in their research.

### **Independent Practice:**

- Ss research their given job by reading an article or watching a video:  
[www.citytowninfo.com/careerstories](http://www.citytowninfo.com/careerstories)
- Ss take notes and try to answer the questions they have written.

### **Extension:** NA

### **Assessment:**

- Read student questions and answers checking for accuracy and correct grammar, punctuation, spelling, etc.

## Pre A-C-E-S Lesson Materials

### Independent Practice – Read a Career Story

Read the career story. Take notes about any information that is new or interesting to you. When you are finished, use your notes to answer the questions that you wrote.

#### Career Story: Dental Hygienist For A General Dental Office

##### Dental Hygienist For A General Dental Office

**Job Title:** Dental Hygiene

**Type of Company:** I work for a general dental office, helping people learn better oral health.

**Education:** AS Accounting, New England Community College •• AS, Hygiene, Middlesex Community College (Middletown, CT) •• BS, Accounting, Merrimack College (North Andover, MA)

**Previous Experience:** I started as an accountant, in cash management at Marshall's corporate office. When Marshall's was absorbed by TJ Maxx, I was ready for a change and accepted a job as a dental assistant/front desk employee at a dental office. After a few years I decided to go back to school to become a dental hygienist.

**Job Tasks:** My job responsibilities include promoting oral health and informing patients of their dental options. By promoting dental health I inform patients how to maintain or achieve optimum home care. I have also visited schools and nursing homes and completed a survey of the need for services at those sites. I have helping those patients gain access to care. While visiting a site or meeting with a patient in the office, I may discuss electric tooth brushes, water picks, interdental tooth brushes, brushing and flossing techniques. The options worth discussing depend on the patient and the state of his teeth. If a patient needs a tooth extracted and the tooth needs replacement, I would inform the patient of adverse affects if the patient chooses not to replace the tooth and other options available such as a partial denture, a flipper, or an implant. It is important for every patient to know all options for treatment, so the patient can choose the treatment plan they are willing to follow.

**Best and Worst Parts of the Job:** The best parts of the job include having a patient ready to learn home care. Sometimes a patient comes into the office very tense. It is nice to have the ability to gain a patient's trust. If the patient has avoided dental care because they are frightened and have never been taught how to take care of their teeth. I love the light bulb moment patients have when they finally understand how to improve home care.

The worst part of the job is dealing with a patient whose mother made him come to the dentist. A patient who doesn't want to be there and doesn't want to improve his dental (and overall) health is a source of frustration to me.

**Job Tips:** In order to get a dental hygiene license you need a two year degree. But this is a minimum requirement and I would suggest a three or four year degree program. The two year program is doable but intense. Some schools also offer a health careers program. The health careers program helps you to learn current medical terminology prior to entering the medical program of your choice. I entered hygiene school with all of my non-hygiene courses already completed and work related experience, and this really helped with balancing home life with a child and husband and school life.

*Text taken from CityTownInfo.com*

<http://www.citytowninfo.com/career-story/dental-hygienists/dental-hygienist-for-a-general-dental-office>

## **Post A-C-E-S Lesson Plan**

### **Objectives (General):**

1. Understand the idea and purpose of an informational interview.
2. Practice forming questions correctly.
3. Practice taking notes while reading.
4. Reflect on and discuss the required skills, training, education, etc. for a variety of jobs.

### **TIF Objectives:**

- 1a.** Recognize and use vocabulary related to skills, values and beliefs
- 1b.** Identify personal interests
- 2a.** Link personal skills and interests to various careers or community opportunities.
- 2b.** Explore the job market and current employment trends.
- 2c.** Conduct research on community resources, education, and training options.
- 3b.** Research and outline the process needed to enter into a volunteer opportunity, educational program, or career
- 3c.** Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews)

### **Warm up:**

- Teacher leads students in a brainstorming activity to think of ways to look for and learn about jobs.
- Teacher introduces the concept of an informational interview as a way to learn more about a job.

### **Introduction:**

- Teacher distributes half sheets of paper that give basic information about a job.
- Students (Ss) work in pairs or small groups to complete a K-W-L Chart about the job they were given.
- Ss work together to make the 'K' section of their chart as complete as possible.

### **Guided Practice:**

- Ss use the 'W' section of their chart to create 7-10 questions about the job.
- Teacher helps Ss create the questions as needed.
- Working in small groups, Ss choose their best questions to write on a large sheet of poster paper.
- Ss share out their questions.

### **Independent Practice:**

- Ss research their given job by reading an article or watching a video:  
[www.citytowninfo.com/career-stories](http://www.citytowninfo.com/career-stories)
- Ss take notes and try to answer the questions they have written.
- Ss complete the 4-Square graphic organizer with information about the job.

**Extension:**

- Help Ss to write a letter or e-mail to someone who works in the job that they researched. Ss ask 3-5 questions requesting more information about the job.
- Ss prepare short presentations for the class in which they give 3-5 pieces of information that they learned from reaching out to someone in a given job.

**Assessment:**

- Ss conduct mock informational interviews with classmates.
- Evaluate the mock interviews using rubric.

**Teaching Tips:**

**Intermediate Level**

The half sheets of paper that introduce the jobs in the Introduction section of the lesson were created by searching for basic information online in the Occupational Outlook Handbook, which is a resource that is put together by the U.S. Bureau of Labor Statistics. ([www.bls.gov/oco](http://www.bls.gov/oco))

The photos are from a Google image search that was filtered to look for usage rights. Search for photos that are labeled for reuse.

Teachers are encouraged to think about what sorts of careers their students have an interest in and/or what sorts of career pathways are available in their own program or community when creating the half sheets.

The suggested resource for finding information about jobs is the website [citytowninfo.com/careerstories](http://citytowninfo.com/careerstories). This website contains a searchable database of hundreds of relatively simple texts in which real people describe what they do. However, teachers should feel free to use any level appropriate text that is job related for the Independent Practice.



**Post A-C-E-S Lesson Materials****Informational Interview KWL Chart****Directions:**

Before doing research on the career you were given, please complete this chart with information that you already know about the career and information that you would like to learn about this career by doing some simple research. Try to write at least 3 things in the first 2 columns on the chart (K and W). After the research is completed, we will spend some time filling-in the last column on the chart with information that we learned today (L).

**K**

What do I already KNOW about  
this career?

**W**

What do I WANT to learn more  
about by doing research today?

**L**

What new things did I LEARN by  
conducting this research?

## Introduction – KWL Job Sheets



Have you ever thought about being a **pharmacy technician**? Pharmacy technicians assist pharmacists with filling prescriptions. They also help customers who are dropping off or picking up prescriptions at a pharmacy. What do you know about being a pharmacy technician?

Please complete the KWL chart with information that you already **K**now about what pharmacy technicians do and information that you **W**ant to learn by doing some research today.



Have you ever thought about being a **medical assembly worker**? Medical assembly workers usually work on an assembly line putting together medical devices. For example, they might put together a part that goes into a heart valve. What do you know about being a medical assembly worker?

Please complete the KWL chart with information that you already **K**now about what medical assembly workers do and information that you **W**ant to learn by doing some research today.



Have you ever thought about being a **dental assistant**? Dental assistants help dentists and patients. For example, they clean and polish patients' teeth during regular dental exams and they take X-rays. What do you know about being a dental assistant?

Please complete the KWL chart with information that you already **K**now about what dental assistants do and

information that you **W**ant to learn by doing some simple research today.



Have you ever thought about being a **restaurant manager**? Restaurant managers typically have many job duties. For example, they must plan menus, order food and other supplies, and create employee schedules. What do you know about being a restaurant manager?

Please complete the KWL chart with information that you already **K**now about what restaurant managers do and

information that you **W**ant to learn by doing some simple research today.



Have you ever thought about being a **truck driver**? Truck drivers drive semis and other types of large trucks. Generally, they transport either finished products, such as cars, or raw materials, such as lumber, over land. What do you know about being a truck driver?

Please complete the KWL chart with information that you already **K**now about what truck drivers do and information that

you **W**ant to learn by doing some research today.



Have you ever thought about being a **childcare worker**? Childcare workers typically have many job duties, and they can work in different types of settings, such as home daycares and larger childcare centers. What do you know about being a childcare worker?

Please complete the KWL chart with information that you already **K**now about what childcare workers do and

information that you **W**ant to learn by doing some research today.

## **Independent Practice – Read a Career Story**

Read the career story. Take notes about any information that is new or interesting to you. When you are finished, use your notes to answer the questions that you wrote.

### **Career Story: Dental Hygienist For A General Dental Office**

#### **Dental Hygienist For A General Dental Office**

**Job Title:** Dental Hygiene

**Type of Company:** I work for a general dental office, helping people learn better oral health.

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**Independent Practice – 4-Square Graphic Organizer**

<b>Things I would like about this job</b>	<b>Things I don't think I would like</b>
<b>Things I would have to learn</b>	<b>Things I already have experience with</b>