

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

Level: ESL Beginning

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

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

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

**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

Pre A-C-E-S
<p><b>Warm-up:</b> NA</p>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Review how to form questions: Yes/No and information questions using WH-Question words.</li> <li>Ask students (Ss) to give examples of questions that a person might ask in order to learn more about a job: Where do you work? What are your hours? Do you like your job?</li> <li>Read the questions on the partner interview chart together with students.</li> </ul>
<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>Model how to conduct a partner interview. Ask for a volunteer to play the role of the partner. Ask your “partner” the questions from the chart and write down the responses. Switch roles.</li> <li>Group Ss into pairs and have them complete the interview charts by asking and answering the questions.</li> <li>Help Ss complete the interviews and charts as needed.</li> </ul>
<p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>Ss listen to the short recording of an informational interview in which a woman answers questions about her job.</li> <li>Ss choose the correct information from the choices on the listening handout.</li> </ul>
<p><b>Extension:</b> NA</p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Check through the questions on the listening handout to see how many the Ss answered correctly.</li> <li>Ss complete a cloze activity by filling-in the correct words to complete the questions.</li> <li>Ss write 5-7 complete sentences about their partner. Teacher checks for correct sentence formation.</li> </ul>

Post A-C-E-S
<p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>Students (Ss) complete a job interest inventory that asks simple questions about work preferences: Do you like to work inside or outside? Do you like to work with people or work alone?</li> <li>Ss share and discuss their answers in small groups.</li> </ul>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Review how to form questions: Yes/No and information questions using WH-Question words.</li> <li>Ask Ss to give examples of questions that a person might ask in order to learn more about a job: Where do you work? What are your hours? Do you like your job?</li> <li>Ss use the sentence squares to properly form 5-7 questions.</li> <li>Ss write their questions on the interview chart.</li> </ul>
<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>Model how to conduct a partner interview. Ask for a volunteer to play the role of the partner. Ask your “partner” the questions from the chart and write down the responses. Switch roles.</li> <li>Group Ss into pairs and have them complete the interview charts by asking and answering the questions.</li> <li>Help Ss complete the interviews and charts as needed.</li> </ul>
<p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>Ss listen to a short recording of an informational interview in which 3 different people answer questions about their jobs.</li> <li>Ss answer questions that are structured to help them decide which of the 3 jobs is the most appealing.</li> <li>Ss rank the jobs as their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices.</li> <li>Ss discuss their rankings in small groups and give reasons for their choices.</li> </ul>
<p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>Help Ss to write a letter or e-mail to one of the 3 people featured in the recorded interviews. Ss ask 3 follow-up questions requesting more information about the person’s job.</li> <li>Ss prepare short presentations for the class in which they give 3 details about where they work and what they do.</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the writing to see if the Ss understood the content of the interviews they listened to and if they were able to properly form questions asking for more information.</li> <li>Evaluate the presentations using simple rubric.</li> </ul>

### Sample TIF-ed Lesson

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> <i>Simple job interest inventory</i>	NA	DFP: <i>1a-1b</i>		
<b><u>Introduction:</u></b> Parnter interview chart <i>Sentence squares</i>	DFP: 2b; 3c	DFP: 2b; 3c		
<b><u>Guided Practice:</u></b> Partner interview chart	DFP: 2b; 3c	DFP: 2b; 3c		
<b><u>Independent Practice:</u></b> Short recording of an informational interview with 1 speaker, handout <i>Recording with 3 speakers</i>	DFP: 2b; 3c	DFP: <i>1a-d; 2a-b; 3c</i>		
<b><u>Extension:</u></b> <i>Writing activity</i> <i>Student presentations</i>	NA	DFP: <i>2a-b; 3a</i>		
<b><u>Assessment:</u></b> <i>Simple presentation rubric</i>	DFP: 2b; 3c	DFP: 2b; 3c		

**Pre A-C-E-S Lesson Plan****Objectives (General):**

1. Understand the idea and structure behind an interview.
2. Practice asking questions and recording the responses of a partner.
3. Practice taking notes while listening.
4. Review forming questions.

**TIF Objectives:**

- 2b.** Explore the job market and current employment trends.
- 3c.** Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews)

**Warm up:** NA**Introduction:**

- Explain the basic concept of an interview to students.
- Ask students to provide examples of questions that they might ask in order to learn about someone's job. List examples on the board. Focus on forming questions correctly.
- Read the questions from the partner interview chart together. Check for understanding.

**Guided Practice:**

- Model a partner interview with a volunteer or student. Ask a question and record the partner's response on the partner interview chart.
- A pair of students models the activity for the class. Partner A asks a question. Partner B responds. Partner A writes the response on the form.
- Group Ss into pairs.
- Pairs of students complete the partner interview chart by asking and answering the questions.

**Independent Practice:**

- Ss listen to the short recording of an informational interview in which a woman answers questions about her job.
- Ss choose the correct information from the choices on the listening handout.

**Extension:** NA**Assessment:**

- Check through the questions on the listening handout to see how many the Ss answered correctly.
- Ss complete a cloze activity by filling-in the correct words to complete the questions.
- Ss write 5-7 complete sentences about their partner. Teacher checks for correct sentence formation.

**Pre A-C-E-S Sample Lesson:**  
**Guided Practice - Partner Interview Chart**

<b>Questions</b> <b>What you ask your partner.</b>	<b>Answers</b> <b>What your partner says.</b>
<b>1. What is your name?</b> <b>How do you spell that?</b>	
<b>2. Where are you from?</b>	
<b>3. What city do you live in now?</b>	
<b>4. How long have you lived in the United States?</b>	
<b>5. Do you have a job?</b> <b>What do you do?</b>	
<b>6. What are three things you are good at?</b>	
<b>7. What job are you interested in for the future?</b>	

## **Independent Practice – Listening Script**



1. **Speaker 1:** Where do you work?

**Speaker 2:** I work at the Sunnyday Childcare Center.

2. **Speaker 1:** What is your job?

**Speaker 2:** I am a childcare worker.

3. **Speaker 1:** What do you do at work?

**Speaker 2:** I help take care of children. I plan games and activities, make schedules for meals and naps, and I write reports to give to the children's parents.

4. **Speaker 1:** Do you need special training to be a childcare worker?

**Speaker 2:** I have to be trained in CPR and First Aid in case there is an emergency with one of the children.

5. **Speaker 1:** What do you like about the job?

**Speaker 2:** I love working with children and watching them grow and develop.

6. **Speaker 1:** Is there anything that you don't like about your job?

**Speaker 2:** I don't like all of the paperwork and forms that I have to complete every week.

## **Independent Practice – Listening Handout**

Directions: Circle the correct answer to each question



**1. Where does the person work?**

- a. at a grocery store                      b. at a bank                      c. at a childcare center

**2. What is the person's job?**

- a. cook                      b. childcare worker                      c. teacher

**3. What doesn't the person do at work?**

- a. help take care of children                      b. plan games and activities                      c. cook meals

**4. What kind of training does the person need?**

- a. lifeguard                      b. first aid                      c. food safety

**5. What does the person enjoy about the job?**

- a. doing paperwork                      b. talking to coworkers                      c. working with children

**6. What is not good about the job?**

- a. the hours                      b. the pay                      c. the paperwork

**7. Do you think the person likes the job?**

- a. yes                      b. no



**Assessment****Part 1: Information Question Cloze**

**Directions: Write the missing words on the lines to make correct questions**

1. \_\_\_\_\_ is your name? \_\_\_\_\_ do you spell that?
2. \_\_\_\_\_ are you from?
3. \_\_\_\_\_ city do you live in now?
4. \_\_\_\_\_ long have you lived in the United States?
5. \_\_\_\_\_ you have a job? \_\_\_\_\_ do you do?
6. \_\_\_\_\_ are three things you are good at?
7. \_\_\_\_\_ job are you interested in for the future?

**Part 2: Writing**

**Use the information from the chart to tell about your partner. Try to write 7 complete sentences.**

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

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

1. Complete a simply job interest inventory
2. Use sentence squares to construct correct information questions.
3. Listen to and number responses in the order that they are heard.
4. Record key information while listening to a recorded informational interview.
5. Work with a partner to fill-in any missing information.

### **TIF Objectives:**

- 1a.** Recognize and use vocabulary related to skills, values and beliefs
- 1b.** Identify personal interests
- 1c.** Reflect on successes and challenges to identify skills and aptitudes
- 1d.** Recognize how one's values and beliefs impact choices regarding a future pathway
- 2a.** Link personal skills and interests to various careers or community opportunities
- 2b.** Explore the job market and current employment trends
- 3a.** Research an 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:**

- Students (Ss) complete a job interest inventory that asks simple questions about work preferences: Do you like to work inside or outside? Do you like to work with people or work alone?
- Ss share and discuss their answers in small groups.

### **Introduction:**

- Review how to form questions: Yes/No and information questions using WH-Question words.
- Ask Ss to give examples of questions that a person might ask in order to learn more about a job: Where do you work? What are your hours? Do you like your job?
- Ss use the sentence squares to properly form 5-7 questions.
- Ss write their questions on the interview chart.

### **Guided Practice:**

- Model how to conduct a partner interview. Ask for a volunteer to play the role of the partner. Ask your "partner" the questions from the chart and write down the responses. Switch roles.
- Group Ss into pairs and have them complete the interview charts by asking and answering the questions.
- Help Ss complete the interviews and charts as needed.

**Independent Practice:**

- Ss listen to a short recording of an informational interview in which 3 different people answer questions about their jobs.
- Ss answer questions that are structured to help them decide which of the 3 jobs is the most appealing.
- Ss rank the jobs as their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices.
- Ss discuss their rankings in small groups and give reasons for their choices.

**Extension:**

- Help Ss to write a letter or e-mail to one of the 3 people featured in the recorded interviews. Ss ask 3 follow-up questions requesting more information about the person's job.
- Ss prepare short presentations for the class in which they give 3 details about where they work and what they do.

**Assessment:**

- Evaluate the writing to see if the Ss understood the content of the interviews they listened to and if they were able to properly form questions asking for more information.
- Evaluate the presentations using simple rubric.

**Teaching Tips**

**Beginning Level**

There are two copies of the Sentence Maker Grid/Sentence Squares provided to use with the Introduction section of the lesson. The blank grid can be filled-in by teachers or students with any desired words. The completed grid provides some suggested words that would work well to make sentences about work.

The listening scripts and worksheets are provided for teachers to use as is or adapt and modify as needed. Teachers can read the scripts aloud with a volunteer or assign students roles.

With the Post-TIF lesson, the second set of questions was designed to help students think about which of the three jobs they would most enjoy. Teachers should encourage students to share their ideas with a partner or in small groups.

## Post A-C-E-S Sample Lesson: Warm-Up – Job Interest Inventory

Look at the pictures.

Choose two careers that interest you by putting a check in the box.

### ☐ Health Care



### ☐ Outdoors



### ☐ Education



### ☐ Manufacturing



**Introduction – Example Question Squares**

<b>Where</b>	<b>do</b>	<b>you</b>	<b>work</b>
<b>What</b>	<b>is</b>	<b>your</b>	<b>do</b>
<b>job</b>	<b>like</b>	<b>Why</b>	<b>don't</b>
<b>schedule</b>	<b>boss</b>	<b>duties</b>	<b>are</b>
<b>skills</b>	<b>name</b>	<b>?</b>	<b>.</b>

## **Introduction – Blank Question Squares**

		?	.

**Guided Practice – Interview Chart**

<b>Questions</b> <b>What you ask your partner</b>	<b>Answers</b> <b>What your partner says</b>
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	
<b>6.</b>	
<b>7.</b>	

## **Independent Practice – Listening Script**



1. **Speaker 1:** Where do you all work?  
**Speaker 2:** I work at the Sunnyday Childcare Center.  
**Speaker 3:** I work at Erickson's Supermarket.  
**Speaker 4:** I work at Precision Auto Garage.
  
2. **Speaker 1:** What are your jobs?  
**Speaker 2:** I am a childcare worker.  
**Speaker 3:** I'm a cashier.  
**Speaker 4:** I work as a mechanic.
  
3. **Speaker 1:** What do you do at work?  
**Speaker 2:** I help take care of children.  
**Speaker 3:** I take customers' money when they pay for their groceries.  
**Speaker 4:** I fix cars.
  
4. **Speaker 1:** Do you need special skills for your job?  
**Speaker 2:** A childcare worker has to know CPR and First Aid in case of an emergency.  
**Speaker 3:** A cashier needs good math skills to make sure the customers get the correct change.  
**Speaker 4:** A mechanic must know how to use tools.
  
5. **Speaker 1:** What do you like about your job?  
**Speaker 2:** I love working with children and watching them grow and develop.  
**Speaker 3:** I like talking to the customers and the flexible hours.  
**Speaker 4:** I really enjoy working with my hands.
  
6. **Speaker 1:** Is there anything that you don't like about your job?  
**Speaker 2:** I don't like all of the paperwork and forms that I have to complete every week.  
**Speaker 3:** I don't like having to clean and stock shelves when there aren't any customers.  
**Speaker 4:** I sometimes have to work on weekends when the garage is busy.





## **Independent Practice – Listening Handout**

### **Answer these questions about what you hear**

1. Which person works at a supermarket?

- a. Person A                      b. Person B                      c. Person C

2. Who is a mechanic?

- a. Person A                      b. Person B                      c. Person C

3. Who helps to take care of children at work?

- a. Person A                      b. Person B                      c. Person C

4. Who needs to know how to use tools?

- a. Person A                      b. Person B                      c. Person C

5. Who needs good math skills?

- a. Person A                      b. Person B                      c. Person C

### **Answer these questions about what you think**

1. Who has the best job? \_\_\_\_\_

2. Why do you like this person's job? \_\_\_\_\_

3. What would be hard about this person's job? \_\_\_\_\_

Rank the 3 jobs: Put a 1 next to the job you think is the best; put a 2 by the job you think is OK; put a 3 by the job you don't like.

**Childcare worker** \_\_\_\_\_

**Cashier** \_\_\_\_\_

**Mechanic** \_\_\_\_\_