|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title**: Job Interviews  **Created by:** Erin Vobornik | | | **Level of Lesson: High Intermediate ESL/Low Intermediate ABE** |
| **Intended Modality:** (check all that apply)  **X In-person X Virtual X Hybrid** | | | |
| **Content Area(s)** | **Targeted** [**IL ESL Content Standards**](https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/IL_ESL_Content_Standards_3-17.pdf) | | |
| **ELP 1** An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | **HI.1.1** Determine a central idea or theme in oral presentations and spoken and written texts.  **HI.1.2** Retell key details. | | |
| **ELP 2** An ELL can participate in level-appropriate oral and written exchanges of information, ideas, and  analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. | **HI.2.1** Participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues.  **HI.2.3** Express his or her own ideas.  **HI.2.5** Add relevant information and evidence. | | |
| **ELP 4** An ELL can construct level- appropriate oral and written claims and support them with reasoning and evidence. | **HI.4.1** Construct a claim about familiar topics.  **HI.4.3** Provide sufficient reasons or facts to support the claim. | | |
| **ELP 8** An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. | **HI.8.1** Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events. | | |
| **ELP 10** An ELL can demonstrate command of the conventions of standard English to communicate in level- appropriate speech and writing. | **HI.10.1** Use simple phrases. | | |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/wp-content/docs/abe-ase_curriculum_institute/revised_content_standards/REVISED%20LA%20Content%20Standards.pdf) | | |
| Speaking & Listening | **3.S.PK.1** Report on a topic or text, tell a story, recount an experience in an organized manner, or **present opinions, using appropriate facts and relevant, descriptive details** presented in a logical sequence, to support main idea or themes; speak clearly at an understandable pace. | | |
| Reading | **3.R.FW.1** Communicate information, data and observations to apply information learned from reading to actual practice.  **3.R.VA.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies. | | |
|
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| ☐ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | ☒ Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| ☒ Work Ethic *(Dependability, Professionalism)* | | ☐ Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Identify appropriate clothing and behavior at a job interview. * Critique job interview clips from a video, citing specific evidence. * Make recommendations for how candidates from the video can improve using the word *should*. | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**   * The video on YouTube may be captioned, and the rate of speech can be altered to the learner’s preference. * Course documents are in an editable format (e.g., .doc or a Google Doc). Students can change the font, color, size, and layout for their needs. * The teacher explains and provides prompts for self-regulation throughout the lesson (e.g., explaining the choices available to them and that there is no one “right way” to learn). | | | |

|  |
| --- |
| **Key Vocabulary**:   * professional * non-verbal * first impression * candidate * interrupt * appearance * eye contact * apologize * posture * polite * confident * awkward * should (for making recommendations) |

|  |
| --- |
| **Instructional Materials:**  Textbooks or online curriculum:  Websites:  <https://docs.google.com/document/d/1PtIdxRuwxoH5HiJwFSuY9tRGCDPEzXJ9ZE11l6Sll-A/edit?usp=sharing> 30 Seconds to Impress graphic organizer  <https://youtu.be/HVK-xbdddhA> “30 Seconds to Impress” by 30 Seconds to Impress  <https://docs.google.com/document/d/1umjlOkvULMhQP3YCNub34TqsPoHEymOT/edit?usp=share_link&ouid=116050709860885391386&rtpof=true&sd=true>  “30 Seconds to Impress” Transcript  <https://docs.google.com/document/d/1MU60Td7lKxy8O0SlP9djnAQkQlCYSeJI/edit?usp=share_link&ouid=116050709860885391386&rtpof=true&sd=true>  “30 Seconds to Impress” Narrative Transcript  <https://quizlet.com/_9ylh02?x=1jqt&i=2lw50d> Quizlet Vocabulary Deck  <https://flipgrid.com/e13356ab> Flipgrid response option example |
| **Lesson Activities:**   1. Show an image of someone in casual clothing (e.g., athletic wear, ripped jeans, a shirt with mud or paint on it, etc.).    1. Think-Pair-Share: Students describe what the person looks like. Ideally, they will move beyond clothing to also describe demeanor, posture, or other non-verbal forms of communication. Have an additional image that highlights posture and do another Think-Pair-Share.       1. When students share out to the whole class, provide options (orally, in writing, on Google Jamboard or another tech tool, on the white board, etc.). The goal is to activate prior learning, not to dictate a specific manner of communication.    2. Question: Ask students (whole group or in small groups) *Is this person ready for a job interview? Why?*       1. Use student answers to highlight that there are expectations for interviews and acknowledge that this varies by profession (e.g., someone in athletic wear may be ready for a job interview as a personal trainer but not as a lawyer). 2. Share the class objectives with students orally and in writing. Make them available to students (on the board or in a shared document). 3. Explain that before you focus on job interviews, you need to discuss some important vocabulary that will help you describe what you see in some video clips.    1. Share a presentation of the vocabulary words. Make sure to begin with and give special attention to non-verbal (as it relates to non-verbal communication). Some examples are posture, eye contact, facial expressions, and clothing choice. [See an example here](https://docs.google.com/presentation/d/17LnS6R4u0NMfyA9-R4QBQvYyIgyK-gqqE2G4k-gxSrY/edit?usp=sharing).    2. After you present the information, tell students: *My goal for you is to understand what these words mean by matching the word to its definition. I want you to make another goal for these vocabulary words. Maybe you want to improve your pronunciation of these words or maybe you want to improve your spelling. Your goal is yours. You can choose. You will have 10 minutes to practice on your own. If you learn best by moving around, you can step away and walk around. If you need quiet, you can find a calm place away from people. Be back in class at XX:XXpm so that we can look at some job interview clips.*       1. Follow this up by showing students how to work toward their goal of understanding meaning by using the Quizlet deck (matching or quiz are good options). Also show students how to use Quizlet to work toward their unique goals. Show how to begin the spelling practice. Show how to listen to the words on the cards for pronunciation practice. 4. Transition: *Now that we have some vocabulary prepared, we are going to watch a 6-minute video that shows different job interviews. Each candidate does things that are appropriate and inappropriate for a job interview.*     1. Elicit responses to what ‘appropriate’ and ‘inappropriate’ could mean in the context of a job interview.    2. Show students the [graphic organizer](https://docs.google.com/document/d/1PtIdxRuwxoH5HiJwFSuY9tRGCDPEzXJ9ZE11l6Sll-A/edit?usp=sharing). Explain that graphic organizers can help people organize their thoughts. Tell students they can use that graphic organizer or take notes any way that makes sense to them.    3. Before showing the video clip, tell students they will watch it once together as a class., but they will have time later to review it on their own as needed.    4. Show the [video](https://youtu.be/HVK-xbdddhA) with captions on.    5. After the clip, show students the different options available to them: rewatch the video on their own, read the transcript, or read the narrative version. Explicitly state there is no correct choice; students can use one or more of the methods. Their goal is to determine the appropriate and inappropriate behavior of each candidate and make a note of specific details explaining why it is appropriate or inappropriate. They may use the graphic organizer, take notes on a computer, record audio notes, etc. Provide students with at least 10 minutes. Tell them exactly what time to return to the classroom if they leave the room.    6. When students are done reviewing the video, put students in small groups. They will compare their answers. Circulate and listen to each group in order to provide support as needed. 5. Transition: *Now that you have identified appropriate clothing and behavior for a job interview, you will critique, or share your opinion of, who you would hire and why. Make sure you give specific examples of why you would hire this person. What did they do well? You will work in groups and then share with the class. Choose one person who will report your group’s answer.* (Again, make it explicit that students have different options of how to share. They can do it orally, in writing, graphically, as a role-play, etc.)    1. Students continue to work in groups to assess who they would hire, citing specific evidence from the video to support their decisions.    2. When they are done, they share out with the rest of the class. 6. Transition: *So far today you have identified appropriate clothing and behavior for a job interview, and you have critiqued interview clips using evidence. We are going to move on to our last objective/goal of the day. You will make suggestions to the other candidates on how they can improve using the word ‘should’. First, let’s review ‘should’.*    1. Elicit from the class what they know about ‘should’ and how it’s used. Highlight what verb form follows ‘should’. Have review materials ready at varying levels of complexity for students to refer to, if needed. (This lesson assumes that you’ve introduced ‘should’ previously).    2. Using Anthony, provide an example of what you are looking for. For example: Anthony should be on time for his job interview. Students may come up with multiple suggestions for each candidate.    3. Students work together in small groups to brainstorm their suggestions.    4. Once most groups have completed their suggestions, explain how you want the final version to be submitted. Unless you are strictly assessing their writing, consider allowing students the option to record their suggestions as well. This could be done using Flipgrid. Again, make sure students know their options. Encourage them to choose the option that best fits their immediate need (e.g., improve writing, improve pronunciation, etc.). 7. Conclusion: Thank students for their hard work. Either elicit from students what they learned or revisit the lesson objectives.    1. Prior to students’ departure, have them complete an exit ticket or poll to reflect on how the class went. Some possible questions:       1. Are you able to identify appropriate clothing and behavior for a job interview?       2. Can you critique a job interview using specific examples of what the person did right or wrong?       3. Can you make suggestions to someone on how to improve using the word ‘should’?       4. What was your favorite activity from class? Why?       5. Was there any activity that you would improve? How? |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   * Students can choose how to share their recommendations using ‘should’. They may do so in writing or orally. These can be shared with the class or only with the teacher. * Students can choose how to experience the video. They can watch it (with or without captions), read the transcript, or read a narrative version of the video. |
| **Performance Tasks/Assessments:**   * Graphic organizer (Appropriate vs. Inappropriate) * Interview Clip Recommendations (orally, visually, textually, etc.) |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * Students are provided with a graphic organizer to list the pros and cons of each interview clip. * The teacher tells students that her/his/their goal for the students is to know what the vocabulary words mean. The teacher asks students to come up with an individual goal for vocabulary (e.g. pronunciation, spelling, etc.). This encourages students to create personal goals related to the content. |
| **Notes:**  Recommendations for low-tech classrooms   * Print flashcards for students who cannot use Quizlet on their phones. Prepare a spelling activity (crossword or word search, perhaps) for individual vocabulary goals. For pronunciation practice, pair a low/no-tech student with someone who shares the same goal so they can work on pronunciation together. * If students do not have access to a device on which to watch the video individually, you could put students in groups if there are enough students with devices. If not, watch the video as a class and provide students with transcripts and narrative versions. Use an easy-to-read font (sans serif is best), and choose a size that is at least 12-point. * It is best to keep the objectives somewhere that everyone can see them if in-person. You will refer to them often.   Recommendations for remote synchronous classes   * Provide clear guidance on how long students have to complete an activity. This allows students to mute the computer or get up and move around while they work without fear of missing important information. You could even share your screen with a timer if that doesn’t cause your students anxiety (ask them!). * It is best to keep the objectives on a shared slideshow (like Google Slides). You will refer to them often.   Recommendations for remote asynchronous classes   * You can use interactive lesson-building websites like [Edpuzzle](https://edpuzzle.com/home) or [Nearpod](https://nearpod.com/) to create lessons with digital manipulatives, different forms of media, and activities in a student-paced environment. * Try to have objectives shared in various places within the asynchronous module so students can refer back to them when transitioning between activities/goals.   Recommended objectives for future lessons on job interviews   * Students will be able to:   + Identify common interview questions.   + Conduct research on a potential employer to use in an interview.   + Role-play a job interview. |