Class ELLB Teacher: Constance Devanthery-Lewis

Theme/Lesson: Matching My Personal Values, Interests, and Skills to Realistic Goals for the Future Date: TBD

**ESSENTIAL QUESTION(S)** (How does this lesson relate to student goals and interests?):

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| 1. What values, interests, and skills do I have that can help me reach my goals? 2. How can I match my values, interests, and skills with real plans for my future? |

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **Frameworks Strands & Standards** |
| 1. Their experiences, values, and interests matter when thinking about future goals. | L & S: Develop and extended lexicon of vocabulary to begin expressing shades of meaning ***S2.4b***  Negotiate meaning with a speaker ***L3.4b***  S: Describe a picture ***W1.4c***  R: Oral and silent reading of text (simplified stories, descriptions, conversations using vocabulary and structures covered in the grammar and listening/speaking sections of the curriculum ***R1.4a***  W: W2.3b Use vocabulary for targeted topics (e.g. related to home, community, work)  From the ESOL Strands and Standards Chart:  Intercultural Knowledge:  Identify culturally-determined behavior patterns  Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture  Navigating Systems/Developing Strategies for Learning:  Develop and use strategies to set and achieve personal goals |
| 1. They have transferable skills. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Identify and express their values, interests, and skills. |
| 1. Formulate how they can use their skills in new settings. |

**ACTIVITIES: Strategies/Resources for Learning** (Approaches/techniques that appeal to a variety of learning styles; students learn to ID and maximize the learning style that works best for them – UDL, differentiation, accommodations)

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| 1. Speak: As a class, look at photographs of people engaged in various occupations: working, going to school, reading to kids, etc. Think, then talk about what they’re doing and what they’re thinking. 2. Read: In groups of 3 or 4, students read different short accounts of immigrants’ experiences with work and hobbies, looking especially for how the writers identify their skills and their specific action steps for pursuing work they wanted. After reading, each group presents its story to the class. 3. Computer Lab: Watch and listen to short videos of immigrant family members and their experiences. Answer questions about each person’s values, worries, and goals. 4. Reflect and write: What do I like (my interests)? What are my skills? What things are important to me (values)? Use worksheets (complete references in Materials section below). Share new vocabulary. Make “skills” “values” and “interests” vocabulary webs. 5. Discuss in pairs: Think of an example of an action or behavior that reflects one of your values. Share with your partner. Example: Action: I read to my kids every night. Value: Learning 6. Reflect: Are there other things I can do that reflect and reinforce my values? At home? Outside the home? In my work life? What obstacles do I face? How can I overcome them? | Use visual prompts. Work in pairs and in small groups. Use computer lab to reinforce listening skills.  <http://www.reepworld.org/englishpractice/family/index.htm> |

**MATERIALS: Photographs of adults engaged in various occupations, activities; short readings about career goals from The Working Experience 2, You’re Hired, Book 1, and various other texts; Things I like and Things I Am Good At worksheets from Integrating Career Awareness into the ABE and ESOL Classroom from section 2, The Self-Exploration Process, and What Are Your Everyday Skills? from You’re Hired, Book 1; Reepworld website (**[**http://www.reepworld.org/englishpractice/family/index.htm**](http://www.reepworld.org/englishpractice/family/index.htm)**) and worksheet for computer lab\***

**ASSESSMENT(S):**

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| **Performance (Culminating)**  Each student will successfully identify and describe at least two values, two interests, and two skills that can inform her/his plans for the future. | **Ongoing**  Revisit this lesson after 4-6 weeks. Compare ways in which students’ new experiences match their values, interests, and skills. |

**WRAP-UP & REFLECTION:**

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| Wrap-up discussion: Despite the many obstacles on our path, we can identify ways to match our values, skills, and interests with realistic goals for the future. |

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Computer lab questions:

What are Victor’s goals? How will he reach them?

What are Newaz’s values? How can she share them with her family?

What are Hanna’s goals? How can she reach them?

What obstacles does Sara experience? What does she do when she has problems?

What are Schwan’s goals? Who does he worry about?