Class:\_\_ELL 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson:\_\_Improving Job Satisfaction\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_TBD\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Being satisfied in my role at work (or in my work at home) is not only important for doing my best, but also for getting a better job and living well.
 | **L/S:** L1.4b Listen and understand short connected statements/ask and respond to questions on familiar topics when spoken at moderate rateS2.4c Use intermediate grammatical structuresS3.4b Take an active role in a conversation**W:**W1.2d Write simple answers to basic yes/no or information questions (written or spoken)W2.2c Write a complete simple sentenceW2.2d Use basic grammatical structures**Navigating Systems:**1. Identify and locate particular systems connected to the specific needs they have identified.
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| 1. There are people and systems in place to help me improve my work life.
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| **Skill Objective(s)** (Students will be able to…) |
| 1. Evaluate their own job satisfaction by answering survey questions, making at least three Present Simple tense statements about their work, and talking about these with the class.
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| 1. Identify and write at least three ways they can improve their work situations using *can* and *can’t*.
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**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: Students will think about people they know. Talk about a person who really likes his/her job. Do you know someone who doesn’t? What qualities make a job good? List ideas on the board.
2. Complete the Job Satisfaction Survey. Go over any new vocabulary. Students calculate points and discuss with a partner. As a class, share results, compare, and revisit the question *What makes a job good?* Do you think job satisfaction is important? Why or Why not?
3. Review and write examples on the board of Present Simple statements that follow the pattern: *I feel \_\_\_\_ when \_\_\_\_.* Students finish sentences on Feelings About Work sheet (or on their own paper). Check each other’s sentences and correct. Hand in.
4. In groups of four or five, students list on chart paper as many things that would make their jobs better as they can (Anything!). Then, circle the aspects that are within their control or could be asked for/about. Groups write at least three situations and a possible solution (He can…) for each. (Or choose one situation and write several possible solutions). Present these. Class gives input: Do you think these solutions would work? Other ideas?
 | * Job Satisfaction Survey (modified from Wellness Council of America, welcoa.org)
* Feelings About Work sheet
* Chart paper and markers
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**ASSESSMENT(S):**

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| **Performance:**Teacher observation of oral answers in Warm-Up and summary of Job Satisfaction Survey, written sentences, teacher documentation of presentations (List group members and mark whether or not they used Present Simple with *can* correctly.) | **Ongoing:**In future classes, revisit job developments. Did anyone make a goal to change an aspect of his/her job and then complete the goal? **Homework** could be to interview a friend and write five sentences about something that person did to improve his/her job. |

**WRAP-UP & REFLECTION:**

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| Discuss as a class: Who can help you at your job? If you aren’t getting help from your supervisor, is there someone else you can talk to and ask questions? Do you have any goals for improving your work, any plans to change jobs in the near future? Do you plan to get more education? |