

# WYOMING ADULT EDUCATION 2018 SUMMER INSTITUTE

## ESL Career Pathways: Creating Employability Skill Onramps



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### **This Session's Goals**

By the end of our time together you should be able to:

- ☐ adapt or develop contextualized tasks that focus on learners' goals and transferable skills;
- ☐ develop "Do/Say" charts, sentence frames, and checklists to help learners practice soft skill language and behaviors; and
- ☐ employ problem scenarios to increase language proficiency and provide opportunities for critical thinking

All workshop materials are available at

<http://bit.ly/WYAE2018>

*\*select the ESL Career Pathways Folder*

## About Jayme

Jayme Adelson-Goldstein (Lighthearted Learning) has been part of the English language teaching community since 1982. Having worn a variety of hats, (ESL teacher, program coordinator, ESL/EFL teacher educator, ELT author and curriculum consultant), she currently assists programs with the integration of rigor, contextualization, and the English Language Proficiency Standards into their ESOL curricula. She is also a frequent workshop leader and presenter at state, national and international conferences.

Her recent publications include *The Oxford Picture Dictionary 3e* (2016) and *Step Forward 2e: Standards-Based Language Learning for Work and Academic Readiness* (2017). In addition, Jayme has developed several open Educational resources to support English language instructors including the digital magazine that accompanies the LINCS ESL Pro suite of materials on Preparing English Learners for Work and Career Pathways.

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Lighthearted  
Learning

## Before we begin...reflect on your answers to these questions:

### 1) How do you determine your learners' short and long-term goals? (check as many as apply)

- ☐ informal questioning over the course of a semester/trimester
- ☐ gathering information from class discussions
- ☐ surveying learners using a paper or online form
- ☐ conducting one-on-one interviews
- ☐ assigning a task that requires learners to write or talk about their goals
- ☐ other:

### 2) Think of a class or program you know well. What percentage of the learners are:

Employed? \_\_\_\_\_

Parents or care givers for older parents/family members? \_\_\_\_\_

Active in their communities? \_\_\_\_\_

### 3) In which industries are learners in your class (or program) already employed?

- |  |   |
|--|---|
| <input type="checkbox"/> agriculture, food & natural resources           | <input type="checkbox"/> manufacturing  |
| <input type="checkbox"/> education (including early childhood education) | <input type="checkbox"/> technology     |
| <input type="checkbox"/> financial services                              | <input type="checkbox"/> transportation |
| <input type="checkbox"/> food service                                    | <input type="checkbox"/> warehousing    |
| <input type="checkbox"/> health care                                     | <input type="checkbox"/> other _____    |
| <input type="checkbox"/> hospitality and tourism                         |   |

### 4) How would you characterize the workplace-themed materials you (or your teachers) use with your learners?

- ☐ authentic (materials taken directly from the workplace)
- ☐ simulations (similar to--and based on-- authentic materials)
- ☐ examples of workplace materials from training textbooks
- ☐ simplified versions of authentic materials in an ESL textbook, workbook or activity book.

## Conducting a Teach-Teach-Trade activity

**Goal:** Learners ask and answer questions about content related to the lesson in order to learn key facts or essential information. In Teach-Teach-Trade, the information is often new. (In the Quiz-Quiz-Trade version of the activity, the information is being reviewed.)

**Process:** Each learner receives a different question/answer strip and pairs up with a classmate. One learner takes the role of “teacher” and asks the question on the strip and waits to see if the other learner can answer it. If the learner answers, the “teacher” confirms the answer matches or is similar to the answer on the strip. If it is not, the “teacher” shares the answer s/he has. Then learners then swap roles and the new “teacher” ask his/her question. Once both learners in the pair have taught, they trade question/answer strips and see out new partners.

### Before class:

- A. Prepare a class set of question and answer strips that relate to the lesson content.  
(See template on next page.)
- B. Cut apart the strips.
- C. Prepare 4 sample strips with questions and answers that are either 1) from the list of questions and answers you’ve already prepared or 2) use information very familiar to the class.
- D. Prepare language frames or Do/Say charts for learners to use when they greet and take leave of their partners. (See p. 5 for an example of Do/Say charts.)

### In class- Setting Up the Task

1. Identify the goal of the task. *Teach each other important information about...*
2. Use the slide deck (in the Google folder) to demonstrate how the activity works and/or model the activity with 3 students using the same strips prepare above.
3. Go over the steps with the class (see p. 5) and share the greeting, conversation, and leave taking language they should use during the task. (See #D above.) Remind students that they will have 60 seconds with their partners and should continue to talk until they hear the quiet signal.

### In class- Doing the Task

4. Distribute the strips and give learners 15 seconds to find a partner to “teach” on the other side of the class from where they normally sit. (This helps get learners up and moving.) Have them find a partner
5. Once all pairs are formed, remind learners that they have 60 seconds to both teach their information. If they finish before they hear the signal, they should continue to talk, commenting on one or the other facts they learned. Use a signal (bell, music, harmonica) to start the teaching.
6. After 60 seconds call time, remind partners to switch question/answer strips, take leave of their partner, and find a new partner. Beginning the process again.
7. Repeat the pairing and teaching and trading, for at least 10-15 more minutes. (Giving learners access to as many of the questions and answers as possible.)

### **Conducting a Teach-Teach-Trade task (continued)**

#### **In class- Preparing a Product**

8. Have learners form teams of four and select their roles: administrative assistant, supervisor, manager, and quality control.
9. Explain that each team will write one multiple choice question to test the class on one of the facts they learned. Project or write an example of a multiple choice question on the board. Check learners' comprehension of what they need to do. E.g. *Do you write a True/False or multiple choice question? (m/c) Do you write four possible answers? (yes). Who writes for the team? (admin. ass't) Who watches the time? (mgr) Who checks the accuracy of the team's work? (quality control) Who will ask the class the question? (supervisor)*
10. Give teams 5-10 minutes to write their question depending on the complexity of the TTT language and practice reading the question aloud. (As an alternative to writing the question on notebook paper, have learners type their questions on a platform such as Google Forms, Kahoot, Plickers or other polling platform so that they can present the question to their classmates that way.)
11. Have teams take turns asking the class their questions.

#### **In class- Feedback and Language Development**

12. Provide global feedback on the success of the teams and ask teams to self-assess their success (e.g. using a rubric or checklist to document their successes and identify areas they need to work on.)
13. Provide language practice activities to address global language errors you observed during the task.

## Teach-Teach-Trade Steps

1. Read your question and answer strip.
2. Greet and pair up with a classmate.
3. Take turns asking each other the information on your question strips and teaching the answers if necessary. You have 60 seconds.
4. Thank your partner and trade strips.
5. Look for a new partner and start again.

When you want to “pair up” with a colleague you can...	
DO THIS	SAY THIS
Wave and make eye contact Reach out your hand to shake hands	<i>Hi! Want to be partners?</i> <i>Hello! Do you want to work together?</i> <i>[name] let's do this!</i>
When you are leaving a conversation with a colleague you can	
DO THIS	SAY THIS
Check the clock	<i>Thanks for your time.</i> <i>It's been great talking to you.</i> <i>I enjoyed our conversation, thank you.</i> <i>I learned something! Thank you.</i>

## TEAM ROLES and DUTIES

JOBS (ROLES)	DUTIES
<b>ADMINISTRATIVE ASSISTANT</b>	Records and organizes team ideas. Manages team research (or works with IT).
<b>MANAGER</b>	Manages time and resources (distributes and collects materials, texts, etc.)
<b>SUPERVISOR</b>	Reads task instructions aloud. Presents team's work to classmates.
<b>QUALITY CONTROL</b>	Uses dictionaries, grammar charts, answer keys, rubrics, and/or checklists to confirm the quality of team's work
<b>GRAPHIC ARTIST</b>	Manages the design and production of team art, charts, etc. Locates images in magazines and online.
<b>IT</b>	Does online research. Records or photographs team using cell phone.

**Teach-Teach-Trade Questions and Answers**  
**Contextualization of English Language Instruction for Work and Career Pathways**

**Q1: True or False: contextualizing English Language Instruction means bringing authentic workplace materials into class?**

True. Contextualized instruction uses authentic materials gathered from workplace and technical training.

**Q2: True or False: contextualizing English language instruction for work and career pathways is only valuable for learners who are looking for work?**

False. The employability skills that are taught in a contextualized English language class cross contexts

**Q3: Which of the following are technical skills? Coding, Taking notes, Clarifying Instructions, Repairing**  
Coding and Repairing are technical skills. Taking notes and clarifying instructions are soft skills.

**Q4: True or False: Soft skills may be culture bound.**

True. In some cultures, employees would show respect by lowering their eyes when speaking to an employer or colleague. In the U.S., this could signal disinterest or worse, dishonesty.

**Q5: True or False: Using language strategies effectively supports English language learners' employability.**

True. Learners need the strategies that effective readers, listeners, writers, and speakers use in order to tackle the reading, listening, writing and speaking tasks in the workplace and workplace training.

**Q6: Why do contextualized English language lessons typically include team tasks?**

Employers have identified the ability to work in culturally diverse teams as one of the top skills in the 21<sup>st</sup> century workplace. When learners work in teams in class, they use many of the same skills they'd use in work teams. (Citation)

**Q7: What is a career pathway?**

A career ladder with a sequence of training steps, each associated with a certificate that leads to progressively more advanced jobs in a single career or occupation.

**Q8: What are the three key elements of English language instruction contextualized for work and career pathways?**

- Language and literacy instruction that matches skill demands of work or training
- A Supportive environment
- Authentic workplace or training materials

**Q9: True or False: There are more than 35 million low-skilled adults in the United States.**

True. 1/3 of these adults are immigrants and, while employed at a higher rate than US born adults, are employed in lower-paying jobs.

**Q10: True or False: Learners should have low-intermediate language proficiency or higher before tackling authentic workplace materials and tasks.**

False. A scaffolded approach to authentic materials and tasks makes it possible to introduce these in beginning level classes.

**Q11: What is IET?**

It stands for Integrated education and training. These classes teach English language needed within a specific career pathway. For example, a pre-CNA ESL course, or an introduction to construction.

**Q12: Can you name 3 of the top 10 high demand/high growth jobs in Wyoming?**

Personal care assistant, Certified Nursing Assistant, Registered nurse, Medical receptionist/secretary, Crew member, Front Desk Clerk, Preschool teacher, Bar tender, First-Line supervisors (Food Service), Groom

**Q13: To which occupational group does the job of firefighter belong?**

**Community and Social Service, Military, Protective Service, or Transportation and Material Moving**  
Protective Service

**Q14: What is WIOA and what impact does it have on English language instruction?**

WIOA is the Workforce Innovation and Opportunity Act. Title II of the WIOA authorizes Adult Education and Family Literacy programs and activities including English language acquisition activities, Integrated English literacy and civics education, and Integrated education and training. To meet WIOA's requirements, ESL programs need to adopt challenging academic content standards or provide educational and career counseling services or be part of a career pathway.

**Q15: True or False: The goal of career pathways in adult education is to help learners transition into 4-year degree programs?**

False. While steps along a career pathway may include a 4-year degree program and advanced degrees, the initial goal is help English learners transition into the postsecondary education and training they need to acquire the middle-skill, family sustaining jobs along the career pathway.

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\* Teach/Teach/Trade is based on Spencer Kagan's cooperative structure: Quiz-Quiz-Trade.  
(Here's a link to an example of how it can be used to review vocabulary.

<http://www.theteachertoolkit.com/index.php/tool/quiz-quiz-trade>

Note that while video shows 5<sup>th</sup> graders, the structure of this activity is not juvenile and it's low-risk as well because the answers are provided. QQT/TTT can be used to review or preview lesson content. Remember to check in at the end of the activity to ensure that all learners have a handle on the most important information from the activity.

# TASK ANALYSIS FOR RIGOROUS EMPLOYABILITY SKILL DEVELOPMENT

- Read through the rigor elements 1-14, below.
- Check off the elements that were part of the task you just did.
- Briefly note the evidence to support your analysis for at least three elements.

Did the task require learners to...		1	2	3	EVIDENCE
1.	follow (and retain) multistep instructions?				
2.	build and expand on their prior knowledge?				
3.	use professional language to complete the task?				
4.	assume roles and responsibilities during the task?				
5.	read (or listen to) level-appropriate complex text?				
6.	express their critical thinking?				
7.	focus on 1-2 specific soft skills?				
8.	use mathematical thinking or mathematical operations?				
9.	use self-management skills?				
10.	collaborate to plan and/or develop a product as a result of the task?				
11.	report on their team's results?				
12.	give feedback to classmates?				
13.	reflect on and evaluate their team's work?				
14.	reflect on and evaluate their own work?				





## CORNELL NOTES (WITH SUPPORTS)

KEY QUESTION:

*What tools and instructional strategies support contextualized English language instruction?*

1. Connecting contextualization and task-based instruction.

Concepts:

### Steps:

## 2. Employability Skills

Examples:

## Resources

### 3. Task types that support employability skill development

Examples:

#### 4. The role of vocabulary

## Types of vocabulary

## Vocabulary learning strategies •

## TAKE AWAYS AND QUESTIONS

One point I want to remember is...

I have already thought a lot about... but after today I want to... I want to do more research on...

I'm not sure I understand how to...

## Examples of Sentence and Paragraph Frames

1. Before I came to the U.S., I was a(n) \_\_\_\_\_.  
[occupation, homemaker and/or student]

2. Currently I am a(n) \_\_\_\_\_.  
[occupation, homemaker and/or student]

3. In the future, I hope to be a \_\_\_\_\_.  
[occupation, homemaker and/or student]

4. In \_\_\_\_ years, I want to complete my English classes.

5. In \_\_\_\_ years, I want to have a \_\_\_\_\_.  
[what kind?] [diploma, certificate, degree, credential, license]

6. In \_\_\_\_ years, I hope to be employed in \_\_\_\_\_.  
[What field or industry?]

\*\*\*\*\*  
My name is \_\_\_\_\_ and I'm originally from \_\_\_\_\_. Currently, I

study English at \_\_\_\_\_, in \_\_\_\_\_. I also work at \_\_\_\_\_.\*

Before I came to the U.S., I was a \_\_\_\_\_. I would like to continue to work in  
that field/industry.\*\*

My goal is to complete my English classes by \_\_\_\_\_. After that I plan to  
\_\_\_\_\_. Five years from now I hope to be employed as a  
\_\_\_\_\_ in the \_\_\_\_\_.

\*\*\*\*\*  
\* If you are not working outside the home, you can say:  
*I also take care of my .... [children, parents, family, neighbors' children, etc.]*

\*\*If you do not want to have the same career you had before you came to the U.S. you  
can say:  
*I would like to change careers.*  
*Now, I'm interested in becoming a \_\_\_\_\_.[name of occupation]*

*(Adapted from the Navigating the Community-EL Civics Tool Kit, ACE 2011)*

## Researching Fields, Industries and Occupations

### Jigsaw reading questions

What is the job title?

Where do these workers work?

What do they do?

What does the job pay?

What certification or degrees do you need?

Is there on-the-job training?

What other facts are important to know?

job title	
duties	
work environment	
pay	
degree, certificate, or license required?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Info
on-the-job-training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Info
growing field?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Info
more facts	

A chart can be used by learners working independently or in pairs or groups.

An information gap is a great way to build career awareness & language skills.

	JOB	PAY	EDUCATION	ON THE JOB TRAINING (OTJT)	JOB OUTLOOK
A	HVACR Technician	\$20.00/hr		long-term training apprenticeships	more jobs in future
	Computer Repair		no degree required		
	JOB	PAY	EDUCATION	ON THE JOB TRAINING (OTJT)	JOB OUTLOOK
B	HVAC Repair		certificate or AA		
	Computer Repair	\$17.00/hr		none, but maybe mentoring	fewer jobs in future

### RESEARCH FRAME

Our team researched the job of \_\_\_\_\_. We learned that \_\_\_\_\_s earn \_\_\_\_\_.

\_\_\_\_\_s need to have \_\_\_\_\_.

Usually \_\_\_\_\_ work with \_\_\_\_\_.

On a typical day, a \_\_\_\_\_ will \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

According to \_\_\_\_\_, there will be \_\_\_\_\_ positions for \_\_\_\_\_ in the future.

## SAMPLE TEAM WORK RUBRIC

	To Meet the Criteria...	Areas that went very well	Areas that need work.
ROLES	All team members perform their duties well.	We all _____	In the future, we need to _____
TIME MANAGEMENT	Task is completed on time.		
PARTICIPATION	All team members took turns and helped each other.		

## SAMPLE TASK CHECKLIST: Creating a Poster of Job Skills for a Career

<b>TASK GOAL:</b> Identify the jobs skills for one career. <b>PRODUCT:</b> A poster and a presentation		<b>Who's in charge?</b>
<b>Step 1</b>	<b>Form a team of 4.</b>	Everyone
<b>Step 2</b>	<b>Read all the instructions. Plan the timing.</b>	Manager
<b>Step 4</b>	<b>Pick one career from the list on the board.</b>	Supervisor
<b>Step 5</b>	<b>Brainstorm 6-8 skills you need for this career. (You can use the picture dictionary and your bilingual dictionaries.)</b>	Administrative Assistant
<b>Step 6</b>	<b>Check your list's spelling.</b>	Editor
<b>Step 6</b>	<b>Plan a poster with pictures and labels that show the skills for the career.</b>	Administrative Assistant
<b>Step 7</b>	<b>Make the poster and write the presentation.</b>	Everyone
<b>Step 8</b>	<b>Rehearse the presentation.</b>	Supervisor
<b>Step 9A</b>	<b>Present the poster.</b>	Supervisor
<b>Step 9B</b>	<b>Listen to the presentations.</b>	Everyone except supervisors.

## Career-Infused Classroom Checklist

(Adapted from Lennox McClendon's *Contextualization: Creating a Support System for Contextualized Instruction*, Texas Learns, p. 46)

Ways to Infuse...	✓	How?
<b>Career Awareness: Provide pre-assessments, presentations, activities, and/or tasks that ...</b>		
1. assess and build learners' awareness of career exploration		
2. build learners knowledge of the types of training/skill and performance requirements required in the workplace		
3. introduce learners to high demand occupations in the region.		
4. introduce learners to resources with career information. <a href="http://www.acinet.org/">http://www.acinet.org/</a>		
5. layout the career planning process and show it can facilitate the attainment of educational and career goals		
<b>Self Exploration: Provide one or more activities or tasks that...</b>	✓	How?
6. allow students to talk about the hopes and dreams they have for their lives (as the starting point for career exploration)		
7. build learners' understanding of the connection between goal setting and dreams.		
8. help learners identify their own transferable skills		
9. help learners identify their interests and talents and the role interests and talents play in educational and career decision making/planning.		
10. teach skill categories and help learners identify their own skills		
11. help learners prioritize their work values and cite evidence of their importance in their education/career decisions.		
12. demonstrate the relationship between interests, skills, values, and abilities, (and how that relationship informs educational and career options.)		
13. describe and help learners begin setting with SMART goals		
<b>Career Exploration: Develop one or more lessons to help learners...</b>	✓	How?
14. become familiar with how to find occupational information on the Internet and to know what type of information is helpful in comparing occupational		
15. learn what labor market information is and how to use it?		
16. learn how to conduct an informational interview?		
17. learn about the rights of employees in the workplace?		
<b>Soft Skills: Provide regular opportunities for learners to</b>	✓	How?
18. practice interpersonal skills in teams and pairs		
19. apply critical thinking and problem solving skills to class content		
20. assess their and their classmates' use of soft skills language and behaviors		

<b>CAREER CLUSTER</b>	<b>Well-known term</b>	<b>Less well-known term</b>
Agriculture, Food & Natural Resources (& Forestry)	farmer	<i>forest worker</i>
Architecture & Construction (& Extraction)	architect	<i>terrazzo worker</i>
Arts, A/V Technology & Communications	artist	<i>animator</i>
Business Management & Administration	manager	<i>energy auditor</i>
Education & Training	teacher	<i>archivist</i>
Finance Planning	accountant	<i>appraiser</i>
Government & Public Administration	DMV clerk	<i>climate change analyst</i>
Health Science	nurse	<i>audiologist</i>
Hospitality & Tourism	travel agent	<i>concierge</i>
Human Services	nanny	<i>probation officer</i>
Information Technology	programmer	<i>web administrator</i>
Law, Public Safety, Corrections & Security	police officer	<i>bailiff</i>
Manufacturing	assembler	<i>robotic technicians</i>
Marketing, Sales and Services	salesclerk	<i>event planner</i>
Science, Technology, Engineering & Mathematics	scientist	<i>biomass plant technician</i>
Transportation, Distribution & Logistics	truck driver	<i>airfield operations specialist</i>
<b>(Note that the (&amp;_) additions include some of the Occupational Handbook Occupation Groups</b>		

The National Career Clusters Framework® is comprised of 16 Career Clusters® and related Career Pathways to help students of all ages explore different career options and better prepare for college and career. Each Career Cluster® represents a grouping of occupations and industries based on the knowledge and skills they require. <https://careertech.org/career--clusters>

## **Vocabulary Learning Strategies (VLS) with Academic Language & Occupation specific words**

### **Determination aka *Look it up! Analyze it!***

Put a list of 3--8 words from your lesson topic on the board. Have learners look up the words in a picture dictionary, learners' dictionary, Smart phone dictionary (Macmillan is a good choice) or a good bilingual dictionary to verify their comprehension or to learn words they don't know. Have learners create flashcards of words they want to learn.

### **Social aka *Ask someone!***

Show a list of words from your lesson topic and have your learner(s) identify those they already know and check with classmates or you to identify the words they don't. Some words may still require a "look up."

### **Mnemonic aka *Get the picture?***

Select a scene that includes target vocabulary for your lesson. Walk learners through the scene, focusing them on the images and their location in the scene. Have learners close their books and answer your questions or work together to recall the scene and the location of target items in the scene.

Identify compound words and cognates on the target wordlist and have learners use their prior knowledge and associations to determine the new words' meaning before they check it in the dictionary.

### **Cognitive aka *Work it!***

Individually:

...do a variety of simple tasks with the new words. (E.g. listen to the individual words and find them on a list, listen for the target vocabulary in listening passage.)

...take turns dictating the words to each other.

...use picture cards in grid game and flash card activities.

In pairs or teams:

...have partners do peer dictations with the target vocabulary.

...have pairs or groups label a picture with the target vocabulary

...use grid games, surveys and interviews using the target vocabulary

### **Metacognitive aka *It's up to you!***

Have learners select an occupational cluster and learn a set number of words related to the cluster. Learners set a goal for the number of words they will learn in a week. Learners report back on their words to you or their peers.

Have learners keep a vocabulary notebook with words from the lesson as well as their occupational cluster word list. Have them use a symbol or visual to help them recall the word's meaning along with a meaningful phrase or sentence that communicates the meaning. ( Half-- index cards on a ring are also a great way to keep and practice vocabulary items.)

# A COLLECTION OF SOFT SKILLS

How well do you....? \*Are you usually...?

Give me an example of a time you had to... \*you were...

## COMMUNICATION SKILLS

- ☐ Communicate verbally
- ☐ Use body language
- ☐ Communicate visually
- ☐ Communicate in writing
- ☐ Read
- ☐ Use humor appropriately
- ☐ Listen actively
- ☐ Make effective presentations
- ☐ Write and/or make speeches
- ☐ Write and/or tell stories

## LEADERSHIP SKILLS

- ☐ Build teams
- ☐ Strategize
- ☐ Coach
- ☐ Mentor
- ☐ Delegate
- ☐ Resolve disputes
- ☐ Build consensus
- ☐ Give Feedback
- ☐ Manage Difficult Conversations
- ☐ Make decisions
- ☐ Supervise colleagues
- ☐ Manage projects

## INFLUENCING SKILLS

- ☐ Sell
- ☐ Facilitate
- ☐ Inspire
- ☐ Persuade
- ☐ Negotiate
- ☐ Motivate

## INTERPERSONAL SKILLS

- ☐ Network
- ☐ Create Strong Interpersonal Relationships
- ☐ Deal with Difficult People
- ☐ Resolve conflict
- ☐ Collaborate

## PERSONAL SKILLS

- ☐ Manage emotions
- ☐ Manage stress
- ☐ Tolerate ambiguity
- ☐ Take criticism
- ☐ Work with diversity
- ☐ Persist
- ☐ Maintain a Work-life balance
- ☐ Adapt to new situations
- ☐ \*Self aware
- ☐ \*Self confident
- ☐ \*Courteous
- ☐ \*Resilient
- ☐ \*Assertive
- ☐ \*Self directed
- ☐ \*Friendly
- ☐ \*Enthusiastic
- ☐ \*Empathetic
- ☐ \*Ethical
- ☐ \*Flexible

## TIME AND RESOURCE MANAGEMENT

- ☐ Organize
- ☐ Plan
- ☐ Schedule
- ☐ Manage time
- ☐ Manage resources

## CREATIVITY

- ☐ Problem Solve
- ☐ Think Critically
- ☐ Innovate
- ☐ Troubleshoot
- ☐ Design

## ACADEMIC SKILLS

- ☐ Research online and offline
- ☐ Write Reports and Proposals
- ☐ Take accurate notes
- ☐ Read
- ☐ Collaborate
- ☐ Self management
- ☐ Set goals
- ☐ Navigate complex text
- ☐ Acquire vocabulary from context

## DIGITAL LITERACY

- ☐ Manage information
- ☐ Evaluate information
- ☐ Synthesize information

This list is a synthesis of various lists from various sources. Some of these include:

O\*net: <https://www.onetonline.org/>

Simplifiable list of 87 Soft Skills <http://training.simplicable.com/training/new/soft-skills>

Hueber (2012) Hard Evidence on Soft Skills <http://www.nber.org/papers/w18121>



WHEN YOU WANT TO _____	YOU CAN _____
DO THIS	SAY THIS

### YOUR TURN

- Write one of these softs skills in the first line of the chart:  
CHECK YOUR UNDERSTANDING, MANAGE TIME, LISTEN ACTIVELY, MANAGE A DIFFICULT CONVERSATION
- Brainstorm ideas for the “DO” and “SAY” columns

WHEN YOU WANT TO _____	YOU CAN...
DO THIS	SAY THIS

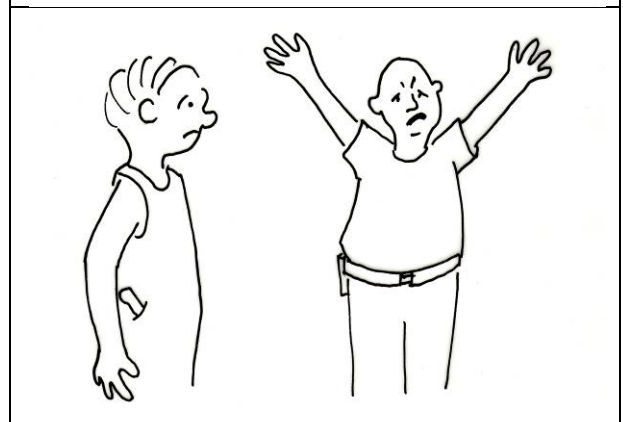
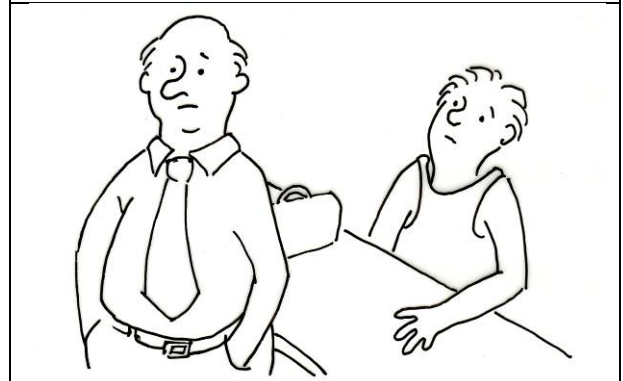
## Use Do/Say Charts To Provide Direct Instruction and Practice with Workplace Soft Skills

- 1 . Identify a soft skill focus such as “Expressing Disagreement.”
- 2 . Use a video clip, audio clip, or in-class demonstration to show students different ways English speakers express the soft skill. Be sure that the demonstrations include the non-verbal behaviors as well as the verbal expressions. (For a more valuable cross-cultural discussion, you can add formal and informal behaviors and language so that students can later discuss which types of expressions and behaviors are acceptable in different types of situations. E.g. shaking your head from left to right slowly may be more acceptable than eye rolling, but neither would be appropriate in a formal workplace setting.)
- 3 . Ask students to consider why the skill would be important in teamwork. Point out that their goal during this activity is to acquire a variety of expressions (verbal and non-verbal) that will allow them to use the skills effectively.
- 4 . Put the **Do/Say chart** up on the board with some of the behaviors and language filled in. Ask learners for additional examples.
- 5 . Fill in the chart with any additional behaviors and phrases that students need in order to achieve their workplace or academic goals.
- 6 . Check students’ comprehension of the information on the chart by asking questions such as: *Which is more polite: "I have to disagree with you." or "I'm not sure I agree."?*
- 7 . Have pairs take turns using the phrases or non-verbal gestures.
- 8 . Get feedback from the class on how they felt using the skill.
- 9 . Have learners apply the skill during a pair or team task.

PROCEDURES ADAPTED FROM A LESSON ON THE  
TESOL RESOURCE CENTER  
Jayme Adelson-Goldstein, Author

When you want to _____	
You do this:	You say this:

### #3 THE MISSING UTILITY KNIFE. (READ THE STORY BELOW.)



From ESL by Design – Scenarios by Heide Spruck-Wrigley  
[http://www.literacywork.com/Literacywork.com/ESL\\_by\\_Design.html](http://www.literacywork.com/Literacywork.com/ESL_by_Design.html)

## THE MISSING UTILITY KNIFE

This is a story about Manny Rodriguez. Manny lives in San Fernando. He drives a fork lift for a company called Continental Warehousing. His job is to drive the forklift to unload packages from trucks. Manny is new on the job, and he doesn't know his co-workers.

At noon, everyone goes to lunch. Manny is alone. He sits down, opens his lunch bag, and pulls out a sandwich. Then the office manager comes up to him and says: "Thank goodness someone is here. I think somebody made a mistake. I need you to cut open some boxes so I can see what's inside. It is very important. I need it pronto."

Manny answers, "Sure, right away." The manager turns away and says, "Good, I'll be back in ten minutes."

Manny goes over to the boxes and then realizes he doesn't have his utility knife. He needs it to cut open the boxes. He can't remember where he put his knife. He looks around. A co-worker has left a tool belt on the bench. There is a utility knife in the tool belt.

He borrows the knife and rushes to cut the boxes open. He finishes his job just before the office manager comes back. Manny sticks the utility knife in his pocket and shows the manager the open boxes. The manager looks inside and seems relieved. He says, "Good, it's the right shipment. Now tape these boxes back up." Manny completes the job and decides to go outside to finish his break. He's thinking, "I hope no one else will ask me to do work on my break."

When he comes back from break, he hears the loud voice of a co-worker. The co-worker yells, "Someone stole my knife. It was right here in my tool belt. Wait until I get hold of him!" The knife is still in Manny's pocket. He doesn't know what to do. He wants to tell the truth. But he doesn't want to get into trouble.

From ESL by Design – Scenarios by Heide Spruck-Wrigley

[http://www.literacywork.com/Literacywork.com/ESL\\_by\\_Design.html](http://www.literacywork.com/Literacywork.com/ESL_by_Design.html)

### Consider the Options

Discuss the situation with a partner.

Imagine you are in Manny's position. What are your options?

What can you do? What can you say?

## Problem Solving Lesson

**Time Frame:** Approx 90 min

### Before the lesson:

Decide whether you want learners to read or listen to the scenario. If reading: cut and paste the scenario from the charts below into the problem solving template on page 1 of this document. Make copies for the class *OR* send the scenario to learners' smartphones or tablets *OR* project the scenario using a 24 point or larger font, so learners can easily read the screen. If learners are going to listen to the scenario, consider putting a picture of a worker in section A of the problem solving template.

Step 1	Preview the scenario topic: E.g. <u>Mistakes at work</u> . Use gestures, drawings, or other comprehensible input to make the topic clear.
Step 2	Have learners read the scenario independently and silently <i>OR</i> present the scenario orally to the class.
Step 3	Distribute A,B,C,D answer cards and have students respond non-verbally to your questions verifying learners' comprehension of the scenario. E.g., Is Malika a) the cook, b) a server c) the customer d) a potato? Is Malika a good server? a) yes b) no c) not sure
Step 4	Work with the whole class to brainstorm different problems they see in the scenario. Write learners' ideas on the board.
Step 5	Have the class vote on the problem they want to solve. (E.g. Malika is upset because her customer is upset.
Step 6	Put learners in groups and give them sentence frames to help them come up with solutions. (E.g. <i>Malika should ____</i> ) Alternatively, provide learners with three possible solutions (and an OTHER) Have them take turns saying the solution they think is best. <i>I think _____</i>
Step 7	Provide an email template for learners to use to write their solution. E.g. <i>Dear Malika, I was sorry to hear about your problem at work. I think you should...Please call me if you have questions.</i> OR Have learners work in groups to create and perform a role play that demonstrates the problem and solution.
Step 8	Ask learners to reflect on the skills they used to solve the problem.

## PROBLEM SOLVING TASK TEMPLATE

**A. Read or listen to the story.**

**B. Retell the story to a partner.**

**C. Respond to these questions.**

- 1. Who is the employee in this story?**
- 2. Where does the employee work?**
- 3. What is the employee's problem?**

**D. Discuss these questions.**

- 4. How do you feel about the problem?**
- 5. What is your advice to the worker?**

**E. Write a note about the problem.**

Dear \_\_\_\_\_,

I was sorry to hear about your problem. I have a suggestion. I think you should

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**F. Read your note to your classmates.**

## PROBLEM SOLVING

	To meet the criteria...	Areas that were strong	Areas that need work.
Team skills: <b>Building consensus</b>	<ul style="list-style-type: none"> <li>• All team members listen to each other.</li> <li>• Team members ask and answer the questions: “Do you agree?” “What do you think?”</li> </ul>	<input type="checkbox"/> Creativity <input type="checkbox"/> Rationale <input type="checkbox"/> Participation <input type="checkbox"/> Collaboration	<input type="checkbox"/> Collaboration <input type="checkbox"/> Rationale <input type="checkbox"/> Participation <input type="checkbox"/> Presentation skills
<b>Academic Skills:</b> Oral Presentation	<ul style="list-style-type: none"> <li>• The presenter speaks clearly.</li> <li>• The presentation is logical.</li> </ul>	<input type="checkbox"/> Academic language <input type="checkbox"/> Pronunciation	<input type="checkbox"/> Academic language <input type="checkbox"/> Pronunciation
Employability Skills: <b>Time management</b>	<ul style="list-style-type: none"> <li>• Team members complete each stage of the task on time.</li> <li>• The presentation is 2-3 minutes.</li> </ul>	<input type="checkbox"/> Sentence structure <input type="checkbox"/>	<input type="checkbox"/> Sentence structure <input type="checkbox"/>
Critical Thinking Skills: <b>Rationale for solution</b>	The solution has a strong rationale based on evidence from the scenario and team member’s experience.		

## PROBLEM SOLVING SCENARIOS

Don works in a large warehouse and he always wears his safety equipment.. His co-worker, Mike, always forgets his safety equipment. He often asks to borrow Don's equipment when Don isn't using it. Last week, Mike broke Don's safety glasses, and yesterday he lost Don's back belt. Don doesn't want Mike to get hurt, but he doesn't want to loan Mike his equipment. What are some things he can say to Mike the next time Mike asks to borrow something? [J. Spigarelli 2008]

Manuel has a very important job interview at City College today. The campus is very large and but cannot find the employment office. He asks different people for directions but he is lost. It's five minutes before the job interview appointment. What is your advice for Manuel? [J. Adelson-Goldstein, 2008]

### A Long Lunch

Sylvia works as a receptionist in an insurance company. She is getting married soon. Every day Sylvia goes out to lunch. She meets with her friends and they discuss the wedding plans. Sylvia needs advice on such things as the dresses for the bridesmaids, the flowers, and the party gifts. There is a lot to talk about.

Sylvia's official lunch break is from 12 p.m., noon, to 1 p.m. Sometimes the conversations are long and Sylvia gets back a few minutes late.

Sylvia thinks that's okay. The company is not very busy this time of year, and sometimes the big boss is gone for 2 hours or more for lunch. Some days, she doesn't come in at all.

Besides, Sylvia is not a lazy worker. She works very hard at her job and sometimes even stays a few minutes late to help out. Sylvia thinks, "I deserve some extra time for lunch, especially now. After all, I only get married once."

One day, as Sylvia leaves for lunch, her boss stops her in the hallway. She looks at Sylvia and says, "If it's okay with you, do you think you can be back by 1 o'clock just once?"

Sylvia is not sure what the boss means. Sure, it's not much trouble to come back from lunch by 1 o'clock just one time. Sylvia is not sure how to respond.



(Heide Spruck Wrigley—Jim Powrie—Literacywork International)

Permission granted to reproduce all scenarios for classroom use.



**GENERAL WORKPLACE PROBLEM SCENARIOS**  
**(Adapted from the 2015 OPD Workplace Skills Builder Problem Scenarios)**

Ruth has no work experience. She takes care of two children and her husband's mother. She volunteers at her children's school and she loves to cook. She often prepares all the food for family parties. Her family needs a second income, and she wants to get a job, but she doesn't think anyone will hire her without experience. What advice do you have for her?

Sara started a new job last week. She met many people during the week. Now, it's Monday and she doesn't remember some co-workers' names! She is worried. What happens when people say "Hello, Sara!" and she doesn't remember their names?

Alonso is looking for factory work. He knows that networking is important, but he doesn't like it. He doesn't like to ask for help from people. A friend of a friend is opening a new factory. Alonso needs to do some networking. He feels very uncomfortable with the situation. Can you help him? What can he say to his friend?

Ben has a very important job interview at City College today. The campus is very large and but he cannot find the employment office. He asks different people for directions but he is lost. It's five minutes before the job interview appointment. What is your advice for Ben?

Janet works very hard, but Janet's boss never compliments her. Janet wants to ask her boss, "Do you think I'm doing a good job?" or "Do you like my work?" but she isn't sure that is professional. Is this situation a problem? Why or why not? What do you think Janet should do?

Chuck is an employee at a computer repair shop. This week his paycheck was very high. He was excited and on the way home from work he bought a new TV. When he got home, he looked at his pay stub. There were no deductions. What advice do you have for Chuck?

Sara works in a restaurant kitchen. Some employees often forget to wear their hairnets. The restaurant manager never says anything about it. What can Sara do?

Don works in a large warehouse and he always wears his safety equipment.. His co-worker, Mike, always forgets his safety equipment. He often asks to borrow Don's equipment when Don isn't using it. Last week, Mike broke Don's safety glasses, and yesterday he lost Don's back belt. Don doesn't want Mike to get hurt, but he doesn't want to loan Mike his equipment. What are some things he can say to Mike the next time Mike asks to borrow something?