Lesson Plan 23

Choosing a job

CLB Level(s): 5-6
CLB Skill(s): Speaking, Reading
Essential Skill(s): Thinking Skills (Decision Making), Oral Communication

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explore decision making; brainstorming, prioritizing, eliminating, organizing, discussion with others, weighing pros and cons, considering alternative options</td>
<td>Learners looking for work or planning for employment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar/Language Focus</th>
<th>Time Required</th>
</tr>
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<tbody>
<tr>
<td>Making comparisons, using superlatives, idiomatic expressions (Additional Activities)</td>
<td>2 hours</td>
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<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Factors, weighing (pros and cons), vocabulary from Appendix 1, such as Daycare service, Flexible working hours, overtime work…</td>
<td>Appendix 1.1</td>
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<thead>
<tr>
<th>Workplace Culture</th>
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<tbody>
<tr>
<td>In Canadian schools and workplaces the learners will be asked to articulate their thought processes and explain how they come to their conclusions. They will need to possess the language around decision-making to justify their decisions.</td>
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## Learning Activities

### Activity 1: Brainstorming for Factors to Consider when Looking for Employment

1. Ask learners what is important to them in a job. Have them work in teams to brainstorm all the factors they consider when looking for employment. For example, a high paying salary or a flexible schedule.

2. Have one person from each group write their top five factors on the board.

3. Cross out any words that are repeated.

4. Handout Appendix 1.1 and review the vocabulary.

5. Have students complete this list using the words left on the board, if possible.

### Activity 2: Organize your ideas

1. With the class, consider different ways to organize the information to make it more meaningful or useful, for example, eliminating *(striking what is not relevant and prioritizing what if left)*, or prioritizing *(placing in order of importance)*.

   *Note – Try to elicit ‘eliminating’ and ‘prioritizing’ from the learners but provide these words and explain their meaning if they don’t come up with them on their own.*

2. Tell learners you are going to practice eliminating and prioritizing today.

3. Place learners in small groups or pairs and have them organize the words from the list in Appendix 1.1 (including the words that may have been added to the list) using either technique, eliminating or prioritizing.

4. Select volunteers (two from each technique) to present their lists to the class.

   *Note – To avoid redundancy, have students presents only their top five factors but have them explain the process they used.*

5. Ask the class to reflect on how organization helped them think through the options.

### Activity 3: Discussing Decisions with Others

Learning Activities

2. Form new groups so that learners are sitting with different people. Have learners discuss why certain factors are *more important* to them *than* others. Encourage learners to practice making comparisons and using superlatives where possible while discussing their choices.

*Note – Provide the class with a list of adjectives, such as important, *cheap*, *expensive*, *convenient*, *peaceful*, *busy*, *secure*, *good*, *bad*, etc if they are having trouble incorporating comparatives and superlatives.

3. Ask the class if the discussion changed their views on any of their decisions.

Activity 4: Weigh the Pros and Cons

1. Write the term ‘to weigh the pros and cons” on the board and explain its meaning.

2. Distribute Appendix 4.1, have learners read it and verify vocabulary and comprehension.

3. Have learners work in pairs to fill in the table.

4. Allow for open discussion with the whole class. Which decision do they think out-weighed the other? Encourage the comments “It depends…” “That’s not possible when…” etc.

Additional and/or Extended Learning Activities

Practicing Decision Making

1. Distribute the Additional Activities Appendix and ask learners if they have ever considered opening their own business. Allow time for learners to complete the form and do the calculations.

2. Ask for opinions about the quiz. Is it serious? What other factors are important?

Idiomatic Expressions

What do these expressions mean:

- flip a coin
- consider the consequences
- weigh your options
- think it over
- talk it over
- sleep on it
- make a snap decision
- take your chances
Learning Activities

Reflective Evaluation
Ask learners to reflect on how they make decisions. Evaluate their ability to eliminate and prioritize. Note whether or not they were comfortable using the grammar reviewed in the lesson.

Debriefing/Wrap-up
What are the important decisions you’ve had to make in your life? Did you prioritize and/or eliminate when considering your decision? Do you ever make snap decisions? Why and when?
<table>
<thead>
<tr>
<th>Skill Descriptors</th>
<th>Essential Skill(s)</th>
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<tbody>
<tr>
<td><strong>Canadian Language Benchmarks Skill(s)</strong></td>
<td><strong>Oral Communication</strong></td>
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<tr>
<td><strong>Speaking</strong></td>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>Global Performance Descriptor</td>
<td>Information content is simple; limited number of details (ES 1)</td>
</tr>
<tr>
<td>■ Can demonstrate a range of common everyday vocabulary and a limited number of idioms. (CLB 5)</td>
<td>■ Moderate range of general and context specific or technical vocabulary and idioms. (ES 2)</td>
</tr>
<tr>
<td>■ Learner can communicate with some confidence in some less routine situations on familiar topics of personal relevance. (CLB 6)</td>
<td>■ Presents and discusses simple options and advise on choices. (ES 2)</td>
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<tr>
<td>Performance Indicators</td>
<td></td>
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<tr>
<td>(Information: Interaction in a group)</td>
<td></td>
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<tr>
<td>■ Expresses opinion (CLB 5)</td>
<td></td>
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<td>■ Expresses necessity and reason (must/because) (CLB 5)</td>
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<tr>
<td><em>What the Person Can Do (Suasion)</em></td>
<td></td>
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<tr>
<td>■ Make a simple prediction of consequences. (CLB 6)</td>
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<tr>
<td><strong>Reading</strong></td>
<td><strong>Thinking Skills</strong></td>
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<tr>
<td>Global Performance Descriptor</td>
<td><strong>Decision Making</strong></td>
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<tr>
<td>■ Language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it. (CLB 5 and 6)</td>
<td>■ There are similar past decisions that are directly applicable and that are available to the decision maker. (ES 1)</td>
</tr>
<tr>
<td>Performance Indicators (Informational texts)</td>
<td>■ Most information relevant to the decision is known. (ES 2)</td>
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<tr>
<td>■ Compares facts to make choices. (CLB 5)</td>
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Activity 1: Brainstorming for Factors to Consider

Daycare service
Flexible working hours
Overtime work
Good boss
Job security
Casual, part-time work
Distance from home
Free parking
Good salary
Friendly environment
Interesting work
Easy work
Quiet office
Union
Medical and Dental Plan
On-the-job training
Group insurance
Flexibility in the schedule
Permanent full-time work
Opportunity for Promotion
Activity 4: Weighing the Pros and Cons

Read the following scenario:

In your homeland you were a successful auto mechanic running your own business. In Canada, your neighbour introduces you to the boss at a body shop. He offers you work at $8.50 an hour. You would be hired as casual help, but he tells you there will be plenty of work.

You have been to the shop and the staff is very friendly. You could practice your English and gain some Canadian experience.

You know that licensed auto mechanics can earn $12 or more. However, to get your license in Canada, you need to enter an apprenticeship program and pass a series of exams. It could take several years.

1. With a partner, discuss the pros and cons of taking the job and write your answers in the table.

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
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<td></td>
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2. Highlight the arguments that have most weight in the table.

3. With your partner, form a group of 4 with another pair. Present your decision on whether or not to take the job and your supporting arguments to the group.

4. What are the alternatives?

1.
2.
3.
Additional Activities: Practicing Decision Making

Should you go into business for yourself?
Answer the questions in the following checklist to find out.

☐ I can handle stress. ☐ I am a good communicator.
☐ I enjoy solving problems. ☐ I am good at understanding
☐ I am healthy. other people’s needs.
☐ I like hard work. ☐ I like trying new things.
☐ I like to work independently. ☐ I can set long-term goals for
☐ I meet deadlines. myself.
☐ I am practical and logical. ☐ I accept responsibility for my
☐ I am flexible. actions.
☐ I am optimistic. ☐ I can manage a budget.
☐ I can adapt to new ☐ I can prioritize.
situations.

Give yourself a mark for each item. Use the following values:

4 = always;
3 = usually;
2 = sometimes;
1 = never.

Count up your whole score. If you got a score of thirty or
more, maybe you should start your own business!