Classroom Activities that Develop Skills Identified by the Workforce Innovation and Opportunity Act

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The PowerPoint presentation and handout for this workshop can be found at:
http://www.quia.com/pages/donna/workshops

Objectives
By the end of this session, participants will be able to:
• Provide basic information on WIOA (Workforce Innovation and Opportunity Act) and how it relates to instruction in ESL classes
• Incorporate activities that develop skills identified in WIOA in these areas: career pathways, soft skills, critical thinking and civic participation.

Agenda
1. Background Information, WIOA and Instruction
2. Ways to develop skills identified in WIOA in 4 areas
3. Review, Reflection and Commitment

Classroom activities that develop skills identified by WIOA in this workshop:

1. Career pathways worksheets (p. 3-4)
2. Teamwork/classroom jobs (p. 5)
3. Student binder checklist (p. 6)
4. Progress graph (p. 7)
5. Problem solving box & template (p. 8)
6. Useful phrases (p. 9)
7. Civics worksheets (p. 10)
8. End of class reflection (p. 11)
What Employers Are Looking For...

Santiago Rodriguez of Apple Computers
- communicate orally & in writing
- get along with other people
- Be flexible!

Rick Grey, Operations Manager, Dynabil, Inc.
- leadership skills
- organizational skills
- trustworthy

Larry Sealy of GM
- basic skills
- interpersonal skills & ability to work in a group
- problem solving and critical thinking skills

Nancy Kane, QUALCOMM
- flexible
- not afraid to learn new things
- lifelong learning

Daniel Ballister, Southwestern Cable
“We received over 300 resumes for one job opening.”
- follow directions
- honest about your skills

Cindy Radamaker, Loews Coronado Bay Resort
- answer the telephone
- friendly & positive outlook
- smile and make eye contact
- listen & directly answer questions

Wayne Lavaliere, Continental Maritime
- punctual
- attitude

Woody Breece, NASSCO
- attendance
- basic skills

Mike Finch, RCP Brick & Block
- express an eagerness to work
- loyal & honest
- self initiative

compiled by A. Damrau, SDCCD
### Career Personality Inventory

<table>
<thead>
<tr>
<th>Realistic</th>
<th>Artistic</th>
<th>Enterprising</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ building things</td>
<td>☐ painting</td>
<td>☐ talking with people</td>
</tr>
<tr>
<td>☐ working outdoors</td>
<td>☐ taking pictures</td>
<td>☐ selling things</td>
</tr>
<tr>
<td>☐ solving problems</td>
<td>☐ making things</td>
<td>☐ leading a group</td>
</tr>
<tr>
<td>Investigative</td>
<td>Social</td>
<td>Conventional</td>
</tr>
<tr>
<td>☐ using computers</td>
<td>☐ helping people</td>
<td>☐ following routines</td>
</tr>
<tr>
<td>☐ doing math</td>
<td>☐ working with children</td>
<td>☐ working with data</td>
</tr>
<tr>
<td>☐ researching topics</td>
<td>☐ working on a team</td>
<td>☐ following procedures</td>
</tr>
</tbody>
</table>

- **Realistic** occupations require hands-on problem solving. Realistic people enjoy working with plants and animals outside or with real world materials and tools. Examples of realistic occupations include farmers, construction workers, pilots and restaurant workers.

- **Investigative** occupations require working with ideas. Investigative people enjoy searching for facts and solving abstract problems. Examples of investigative occupations include scientists, mathematicians, engineers and architects.

- **Artistic** occupations require creating and designing objects. Artistic people enjoy expressing themselves visually. Examples of artistic occupations include musicians, artists, writers and designers.

- **Social** occupations require communication. Social people enjoy working with, helping and teaching others. Examples of social occupations include counselors, teachers, nurses and social workers.

- **Enterprising** occupations require business skills. Enterprising people enjoy leading people, taking risks and making decisions. Examples of enterprising occupations include lawyers, salespeople, entrepreneurs and real estate agents.

- **Conventional** occupations require following procedures. Conventional people enjoy working with data and following rules. Examples of conventional occupations include bookkeepers, secretaries, clerks and pharmacists.
Lesson Plan 2C

**CAREER INTEREST INVENTORY**

*High Beginning*

*Students learn how their personality shapes their career interests.*

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**Lesson objectives:**

- Learn about six personality types
- Take a career personality test

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**Warm up**

- Before class: write the lesson objectives on the board.
- Ask Ss: *What is a personality?* Elicit answers such as *a person’s qualities, behavior and preferences.*

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**Presentation**

- Tell the Ss about your personality. Describes the things you enjoy doing. For example: *I enjoy working with others and teaching people things. I like to talk and laugh. I’m most comfortable in a group.*
- Ss in pairs. Ask Ss to take turns describing their personality to their partner.
- Give each S a copy of the Activity Worksheet. Tell Ss there are six personality types: realistic, investigative, artistic, social, enterprising and conventional. Have Ss volunteer to read the items under each personality type. Ensure Ss understand all of the terms on the Activity Worksheet.
- Tell Ss to check the activities they enjoy doing under each personality type.
- After Ss have finished, read aloud each personality type. Ask Ss to raise their hand for the personality type under which they had the most checks. If Ss fit more than one personality type, tell them to choose the one they think best describes them.
- Assign a part of the room to each personality type. Ask Ss to stand up and walk to the area assigned to their personality type. Once there, ask Ss: *Do you think your personality type describes you? Would you enjoy any of the careers listed? What other careers would you enjoy?*
- Walk around and help guide each group’s discussion about their personality type.
- Urge Ss to enter their personality type and the word career into a search engine on a computer at home or at the library to find more career suggestions. For example investigative personality, career.

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**Evaluation**

- Ss add the completed Activity Worksheet 2C to their Career Portfolio.
Classroom Jobs

1) MATERIALS MANAGERS
Duties:
• Pass out papers for the teacher.
• Distribute and collect books.
• Be sure the cabinets are neat before you leave.
• Be sure all materials (dictionaries, tapes, etc.,) are put away before you leave.

LANGUAGE YOU NEED TO DO THIS JOB:
Here you go.
Here you are.
Did everyone get a handout?
Does anyone need a sheet?
Who needs one?
There is one book missing.

2) TRAINERS
Duties:
• Help new students. Show them where to sign in. Show them the agenda.
• Help the teacher.
• Help anyone who doesn't know how to use the equipment.

LANGUAGE YOU NEED TO DO THIS JOB:
Hi. Welcome to the class. My name is ________
You need to sign in and out on the sign-in sheet every day.
The agenda tells what we are doing in class.
We’re on page ______________ in the book.
Do you need some help?

3) CELL PHONE MONITOR
Duties:
• Politely remind students to turn their cell phones to vibrate or turn them off.
  Make this announcement about 10 minutes after class starts.
• If a cell phone rings during class, politely remind students that it is distracting to
  hear cell phones in class.

LANGUAGE YOU NEED TO DO THIS JOB:
• Excuse me, I have an announcement.
• Please turn your cell phone to vibrate.
• Please turn your cell phone off.
• It’s distracting to hear your cell phone. Please remember to turn it to vibrate.
Management/Organization Strategy:
Student Binder Checklist

Student's Name ______________________
Date ______________________

Check “Yes” if the answer is correct.
Check “No” if the answer is not correct.

<table>
<thead>
<tr>
<th></th>
<th>My Answers</th>
<th>Evaluator’s Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>1. My name and class name are on the binder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I have lined paper in the binder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I have five dividers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I have all my papers in the correct divider sections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I have only papers from this class in the binder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I can find my papers easily.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of YES checks: ______________________

Evaluator’s Name ______________________

D. Price/S. Gaer
STUDENT PROGRESS GRAPH
Weekly Tests

Student Name: ________________________________
Instructor: ________________________ Semester: __________

# correct

10 9 8 7 6 5 4 3 2 1

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

WEEK NUMBER
PROBLEM SOLVING TEMPLATE

What is the problem?
______________________________________________

A

What can he/she do?

1. ________________________________________________

2. ________________________________________________

3. ________________________________________________

B

What will happen?

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
</tr>
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<tbody>
<tr>
<td>☺</td>
<td>😞</td>
</tr>
</tbody>
</table>

1. ________________________________  1. ________________________________

2. ________________________________  2. ________________________________

3. ________________________________  3. ________________________________

C

What will he/she do?
________________________________________

________________________________________

Why?
________________________________________
## Useful Conversational Phrases

<table>
<thead>
<tr>
<th>Bringing in other people</th>
<th>Responding to criticism</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think, (person's name)?</td>
<td>Please accept my apology.</td>
</tr>
<tr>
<td>What's your opinion, &quot; &quot; ?</td>
<td>It won't happen again.</td>
</tr>
<tr>
<td>Don't you agree with us, &quot; &quot; ?</td>
<td>I apologize.</td>
</tr>
<tr>
<td>You're quiet today, &quot; &quot; .</td>
<td>Please forgive me.</td>
</tr>
<tr>
<td>What are you thinking, &quot; &quot; ?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checking another person's understanding</th>
<th>Starting a conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you follow me?</td>
<td>Hi, my name is ____________</td>
</tr>
<tr>
<td>Have you got it?</td>
<td>Excuse me, can I talk to you for a minute?</td>
</tr>
<tr>
<td>Are you with me?</td>
<td>Can I ask you something?</td>
</tr>
<tr>
<td>Be sure to ask if you have any questions.</td>
<td>Can I talk to you for a minute?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asking for repetition/clarification</th>
<th>Ending a conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I didn't catch that.</td>
<td>Thanks for your time.</td>
</tr>
<tr>
<td>I didn't hear you.</td>
<td>Sorry, but I think I should be going now.</td>
</tr>
<tr>
<td>I missed that.</td>
<td>Well, I don't want to take up any more of</td>
</tr>
<tr>
<td>I'm not following you.</td>
<td>your time.</td>
</tr>
<tr>
<td>Sorry, I don't see what you mean.</td>
<td>I've got to go now.</td>
</tr>
<tr>
<td>Would you mind saying that again?</td>
<td>It was nice talking to you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Showing understanding</th>
<th>Saying goodbye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now I've got it.</td>
<td>It was nice talking to you.</td>
</tr>
<tr>
<td>I understand.</td>
<td>Thanks for the information.</td>
</tr>
<tr>
<td>I'm with you.</td>
<td>Talk to you soon.</td>
</tr>
<tr>
<td>Uh-huh.</td>
<td>Take care.</td>
</tr>
<tr>
<td>Um-hmm.</td>
<td>Take it easy.</td>
</tr>
<tr>
<td></td>
<td>See you later.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Giving advice/suggestions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If I were you, I'd …</td>
<td></td>
</tr>
<tr>
<td>I suggest that you…</td>
<td></td>
</tr>
<tr>
<td>I think you should _____ because….</td>
<td></td>
</tr>
<tr>
<td>Why don't you…</td>
<td></td>
</tr>
<tr>
<td>I recommend that you…</td>
<td></td>
</tr>
<tr>
<td>I think you'd better…</td>
<td></td>
</tr>
</tbody>
</table>
A few years ago, my neighborhood was not very nice. We did not have a park where our children could play. There was an empty lot near the houses. It was dirty. There was no playground. It was not safe for our children.

We talked about the problem in our Neighborhood Association meeting. We decided to clean up the empty lot. Some people cleaned up the trash. Other people planted a tree. A store donated playground equipment. Now we have a nice little park. Our children like to play there after school and on the weekends.

A. Read about a community problem. Number the steps in the correct order.

   People in the Neighborhood Association planted a tree.
   A local store donated playground equipment to the community.
   Now we have a nice park in our neighborhood.
   Our neighborhood had an empty lot. It was dirty.
   The Neighborhood Association decided to clean the lot.
   We had a Neighborhood Association meeting.

B. Talk with a partner. Ask and answer the questions.

1. What are some problems in your community?___________________________

2. What can you do to help solve the problems?___________________________
What did you do in class today?

Did you . . .

1.  work in teams?
2.  teach other students?
3.  make decisions?
4.  find solutions to problems?
5.  organize your papers?
6.  use equipment?
7.  volunteer to ask or answer questions?
8.  check your work and correct your errors?
9.  use every minute of your time in class?
10. feel good about yourself?

*And of course, speak, write, and understand English.


**WIOA Resources**

U.S. Department of Education: OCTAE [http://www.ed.gov/aefla](http://www.ed.gov/aefla) and [https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html)