

REEP LESSON PLAN FORM

TEACHER'S NAME: ELENA VIDRASCU

REEP LEVEL(s): 200

LIFESKILLS UNIT: WORK

LESSON OBJECTIVE: Given visuals, students will be able to identify appropriate and inappropriate body language, attire and behavior during a job interview.

TECHNOLOGY INTEGRATION (if any):

Document camera and LCD projector – for warm up and practice;

Optional: Google Images - images of casual / business casual / formal clothing

LANGUAGE SKILLS TARGETED IN THIS LESSON (X all that apply):

☒ Speaking ☒ Listening ☒ Reading ☐ Writing

ESTIMATED TIME: 2 to 2.25 hours, spread over two sessions

RESOURCES AND MATERIALS NEEDED:

Visual 1: picture of a job interview with a clueless job seeker and an angry interviewer taken from page 195 in *Downtown 2*
McBride E.J. (2008). *Downtown 2: English for work and life*. Boston: Heinle.
Note: Show just the picture; leave out Activity 6 (which at this stage might distract the students)

Reading: Tips about proper behavior, dress, grooming from page 194 in *Downtown 2*.
McBride E.J. (2008). *Downtown 2: English for work and life*. Boston: Heinle.
Note: Just use the passage "Word Help and Culture Tips," and leave out Activity 5.

Visual 2: picture of a job interview showing two job applicants who display contrasting body language and behavior taken from page 131 in *English for Adult Competency, Book 1*
Keltner, A. (1990) *English for adult competency, Book 1*. Englewood Cliffs, N.J.: Prentice Hall.
Note: Show just the picture, leave out the questions and other text on that page.

Document camera and LCD projector;

Optional – computer with Internet access.

LESSON PLAN AND TEACHER'S NOTES

Motivation/Background Building: up to 15 minutes

1. Using a document camera the teacher will display on the board the picture of a clueless job seeker during a job interview (Visual 1).
Note: Absent such equipment, the teacher could just give each student a hard copy of Visual 1.
2. The teacher asks the class:
 - a. What can you see in this picture?
Some students will answer "interview;" the teacher could add another question: What interview? Either the students or the teacher will come up with the answer, "Job interview," which the teacher will write prominently on the board (as title of the lesson).
 - b. Who are the two people in the picture?
Many students (who have jobs) will answer, "*supervisor*" or "*manager*." The teacher will add the words "*job seeker*" and, optionally, "*hiring manager*," and write them all on the board.
 - c. What's wrong?
Some students may volunteer words like, "*dirty, jeans, feet on the desk, tattoo*" and may point to other aspects of posture and dress; the teacher will write on the board a few words suggested by the students (for proper spelling), and add others which he/she deems important (not too many though).
 - d. Will the young man get the job? Why or why not?
The students will probably answer, "No" but they will probably lack the vocabulary to explain the reasons.

Presentation: up to 30 minutes

1. Drawing on the answers the students provided to question c. above, the teacher will add the key words: "*posture, grooming, dress, behavior, nonverbal communication*," which he/she will write on the board and explain (by giving examples, by acting them, or by defining them).
2. The teacher will give the students the reading which provides definitions, examples, as well as tips about "nonverbal communication" and proper body language and behavior during a job interview.

Have the students read it and make sure they understand the meaning of the new words; when the teacher explains the new vocabulary, he/she can either give definitions or act them out: *posture* (*sit up straight, sit back, lean back/forward, provocative posture*), *grooming* (*haircut, trim*), *behavior* (*make eye contact, pay attention*), *dress* (*ripped-off jeans, T-shirt, suit, dress shirt, tie, jewelry, tattoo*).

- Optional: If a computer with Internet access and an LCD projector are readily available, the teacher can use Google Images to illustrate the abstract concept of “dress.”

Note: limit the new vocabulary to words needed to describe the images in the handouts, or the students will be overwhelmed.

Practice: up to 45 minutes

- The students will copy the four questions which the teacher asked during the Warm-up part of the lesson:
 - What can you see in this picture?
 - Who are the two people in the picture?
 - What’s wrong?
 - Will the young man get the job? Why or why not?
- In order to help the students focus when they work in groups, the teacher will write on the board the four key words: posture, grooming, dress, behavior, under the title “Nonverbal Communication.” Suggestion: Use an easy to understand template, like:

NONVERBAL COMMUNICATION

POSTURE

GROOMING

DRESS

BEHAVIOR

The students will copy the template in their notebooks.

- The students will work in small groups to answer the four questions which the teacher asked during the Warm-up. They will use Visual 1 (hardcopy or displayed on the board). When they answer question c, “What’s wrong?” the students will be asked to use the above template, and write the mistakes the job seeker makes in the appropriate column.
- The students in the groups that finish early will be asked to compare their answers with students from other groups, so they can keep active and practice while the remaining students are finishing the assignment.
- The teacher will check the answers with the class; students could be invited to write their answers on the board themselves, and then have them reviewed by the teacher and the class.
- *After erasing the board, the teacher will display the same picture and call on each student to describe what they see; when the students are speaking about what they see in the picture they should not read the answers from their notebooks.

NOTE: I recommend that this activity be done the next day, so the students have a chance to refresh their memories and review the vocabulary and the concepts they studied the day before.



Application and Evaluation: up to 20 minutes during the next session –

1. With a document camera and an LCD projector, the students are shown a picture of a job interview showing two job applicants who display contrasting attitudes, body language and behavior. (Visual 2)

Note: Absent such equipment, the teacher could just give each student a hard copy of Visual 2.

Ask students to describe, compare and explain who will get the job and why; the focus again will be on dress, behavior, posture, grooming. Each student will have to come up with answers and ideas.

2. Optional: Internet – Google images: pictures of casual, business-casual, and formal clothes, with comments by the students as to which clothes are appropriate for a job interview.

Extension Activities for the Classroom and Beyond:

The teacher may suggest that the students decide on their own if they have access to proper clothing for an interview for a specific job, and what they might have to do the days before the interview (get a haircut, trim their nails, iron their clothes, etc.); they may want to report to members of their group, and then to the whole class, what they will wear and do at their next interview. The other students will be encouraged to make comments (appropriate or inappropriate dress?), and/or give suggestions.

Additional Teacher's notes:

1. I recommend the lesson about nonverbal communication be taught immediately before a lesson where the students learn and practice interview questions and answers (verbal communication).
2. The lesson works best if spread over 2 sessions, so the students can better remember both the life skill and the new vocabulary.
3. Also, this lesson will work best with students who have jobs (usually the evening classes), and so they have an idea of what an interview is. Since most of them are looking to get better jobs, they will benefit greatly if they are aware of expectations of proper attire, body language, behavior. That is why all the students in this category seemed to have appreciated and enjoyed the lesson.

