

Program Information	<i>[Lesson Title]</i> Influential Family & Friends		TEACHER NAME Linda McBride	PROGRAM NAME Warren County Aspire		
	<i>[Unit Title]</i> Career Awareness		NRS EFL(s) 3-6	TIME FRAME 2 hours depends on how size of class & work done in class/outside		
Instruction	<u>ESOL Standards</u>					
	Receptive		Productive		Interactive	
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.		3. Speak and write about level-appropriate complex literary and informational texts and topics.	3.3.1 3.3.2 4.3.1, 4.3.2 4.3.3 5.3.1, 5.3.2 5.3.3 6.3.1, 6.3.2	2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	3.2.1, 3.2.2, 3.2.3, 3.2.4 4.2.1, 4.2.2, 4.2.3, 4.2.4 5.2.1, 5.2.2, 5.2.3 6.2.1, 6.2.2, 6.2.3
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.		5. Conduct research and evaluate and communicate findings to answer questions or solve problems.	
	7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.			
	8. Determine the meaning of words and phrases in oral presentations and literary and informational text.		9. Create clear and coherent level-appropriate speech and text.			
			10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	3.10.1, 3.10.2 4.10.1, 4.10.2 5.10.1, 5.10.2 6.10.1		

<p><u>CAREER COMPONENTS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual Education, Career, and Life Plans <input type="checkbox"/> Ongoing Assessment and Learning X Career Advising <input type="checkbox"/> Instruction and Job Training Services 	<p><u>DIGITAL LITERACY</u></p> <ul style="list-style-type: none"> X Basic Computer Skills X Internet and Communications <input type="checkbox"/> Productivity Software <input type="checkbox"/> Information Literacy
<p>LEARNER OUTCOME(S)</p> <p>Students will be able to connect the influence of and identify a pattern of occupations that exist in their families.</p>	<p>ASSESSMENT TOOLS/METHODS</p> <p>Completed family tree presented visually and verbally to class. Answer Who, What, Where, Why questions as applicable.</p>
<p>LEARNER PRIOR KNOWLEDGE</p> <p>Students should understand family relationships/names such as father-in-law, brother/sister-in-law, stepmother, etc. Definitions-examples public sector, non-profit, business, influence, genealogy, family tree, advise, advice, under the table, coworker, colleague.</p>	
<p>INSTRUCTIONAL ACTIVITIES</p> <ol style="list-style-type: none"> 1. Begin class by asking question of who has influenced you in some way. We have all had people influence us positively and/or negatively. Ask for volunteers. Instructor can model example. This will serve as a bridge into their family's occupations may influence them/us as well. 2. Instructor should display and discuss their family tree. This will serve as a model of familial relationships. 3. Have students create their own family tree by talking with their parents, grandparents, aunts & uncles depending on how many details they can obtain. They could also include friends. 4. In class have students to begin writing down their occupation in their home country. (They may write more than one and what if any job they are doing in the US.) Have them continue with parents, siblings and grandparents. Some can trace further back into their histories after talking with other family members. Allow them to include their husband and their families if desired. Some have continued "forward" with their children. 	<p>RESOURCES</p> <p>Chart paper, markers or can be done in Google Slides or equivalent which would need devices with internet connection.</p>

	<ol style="list-style-type: none"> 5. Have students finish the assignment at home. 6. Next have students construct a family tree as they envision it. 7. Allow class time for students to share their histories with their classmates. 8. Lead a discussion with questions from the ICA curriculum guidebook. This can lead to the instructor sharing resources in the community where they can get help if needed. 	
	<p>DIFFERENTIATION Provide sentence stems or list of questions to ask family members. May have to explain certain occupations. Instructor could have pictures and definition. Students could translators also to make the connection in their language.</p>	
Reflection	<p>TEACHER REFLECTION/LESSON EVALUATION I have done this several times and students really enjoy it as they hadn't thought of this before. Some have found a long history in the same field. It has also served as way for students to connect with others who some of the same occupations in their families as well. May have to explain certain occupations. Instructor could have pictures and definition.</p> <hr/> <p>ADDITIONAL INFORMATION Instructor should create their own family tree to show as a model assisting in understanding of the completed product. This lesson has been done successfully in person and virtually. Most of the work was completed outside of class because they were high level students. May want to do more constructing the tree during class if working with lower-level students and pair with higher level students and/or instructor assistance.</p>	

Integrating Career Awareness Questions

Taken from *Integrating Career Awareness into the ABE & ESOL Classroom*.

Ask the students to draw their own “family job trees.” The tree may include mother, father, step-relatives, foster relatives, aunts, uncles, grandparents, and other people who have had a significant impact on their lives. Then, lead a discussion using the questions below:

- What are the major jobs that members of your family have had?
- What kinds of jobs did most of the men have?
- What kinds of jobs did the women have?
- How have technological changes affected jobs?
- How did your family’s jobs shape their lifestyles and values?
- What education, skills, or qualities are necessary for these jobs?
- Have members in your family encouraged you in any way to learn about their jobs, or go into the field that they are in? How? Give specific examples.
- Is there a job pattern in your family?
- If you can talk to some of your relatives, ask them what they would have really wanted to do with their lives if they had had the opportunity to do so. What else would you ask them?
- In general, how do careers of family members affect career choices?
- Include your children in the job tree. How can the job tree change?

Extension Activities

Ask the students to circle members in the family whom they go to for help. For example, the teacher can start by asking “Who do you talk to when your child is sick” or “Who do you talk to if you have a conflict with a friend?” Then ask each student to remember or think about who they talked to (or would talk to) in making employment decisions.

- Who did you talk to?
- Why did you choose that person(s)?
- What advice did the person(s) give you?
- Did you follow the advice? Why or why not?

Note that there is no right person to talk to—it depends on your background and circumstances. Wrap-up the lesson by pointing out that we all seek advice and are influenced by family and friends. It is important to be aware of those influences and how they can both help and hinder us as we explore careers.

Adapted from “Personal Management: An Integrated Curriculum,” Patti McLaughlin, Curriculum Developer, Adult Basic and Literacy Educators Network of Washington, 1993.