

Theme: Service Industry Fundamentals	Length: 3 hours	
Topic: Emails, Messages, Forms	Target Audience: CLB 4 – 5	
Lesson Objective(s)/Task(s): Students will analyze various workplace daily positions and list possible responsibilities for that day Students will analyze work schedules and identify key details in written responses		
Learner Outcome(s): By the end of the lesson, students will be able to...		
Reading Identify the layout of a text to find the information I need (5) Understand simple personal social messages (4) Identify specific important details like sender, date, and response required (4) Identify key words that indicate politeness or tone (4)		
Writing Convey short messages related to everyday situations (4) Write clear, appropriate messages that my reader can follow (4) Write simple business or service messages (4)		
Resources and Materials: Workplace Readiness PPT (slide 51 forward) Writing for Work PPT Student laptops or phones		
Activity	Timing	Possible Roadblocks & Solutions
1. Welcome and Review - Instructor begins class with a quick review of last day's material and continues the discussion on workplace readiness by moving into the various job positions in the food industry. The instructor should elicit prior knowledge from students who are currently employed or have been employed in the food and beverage industry.	10 minutes	
2. Position for the Day - Using the PPT Workplace Readiness, the instructor facilitates a discussion of the various front end and back end positions crew members may get trained in while working in the food and beverage industry. Students are informed that each restaurant or café may have different job titles for each position and that a variety of charts or tables may be used each day to indicate what position they will be working in during their shift.	20 minutes	
3. Schedules - Instructor shifts the focus to scheduling and opens a conversation with the students about shift	45 minutes	

<p>work, part time, full time, casual and on-call positions. The instructor should ask the class about their scheduling experiences/norms in the country of origin and what they think/know they can expect in Canada. From here, the instructor opens the three example schedules in the PPT and has students work in pairs to answer the fifteen comprehension questions for the schedules. A take up should follow and any questions should be answered.</p>		
<p>Break</p>	<p>15 minutes</p>	
<p>4. Emails for work - Instructor uses the PPT Writing for Work to facilitate a discussion of what is appropriate for work emails and what is not. Whenever appropriate, the instructor should ask students why they think certain practices should be avoided and others incorporated in work emails and whether Canada’s professional writing norms are similar to those in their country of origin. When the “let’s try it out” slide is reached, the instructor will open a new message tab in an email server and use the following draft to elicit responses from the class:</p> <p>To: Subject: _____</p> <p>Good Evening Brian,</p> <p>_____. I am writing to request time off for my upcoming vacation. I plan to be away the days of October 15 - 21, returning to work on the 22. Please let me know if these dates are available for me to take off and if there is any other information you need from me, do let me know.</p> <p>_____.</p> <p>_____.</p> <p>Martin</p>	<p>60 minutes</p>	

<p>The class will read through the above work email together and decide what should be added to fill in the blanks of the email. The subject line should state something like “Vacation Request” or “Time off request.” The first blank should be a positive statement like “I hope you are well.” The next blank should be a bridge such as “Thank you for getting back to me at your earliest convenience.” And the final blank should be a closing remark like “Many thanks,” The instructor should facilitate this as a class activity and manage the class so that more than one or two people are suggesting options for filling in the blanks.</p>		
<p>5. Practice writing, responding to, and BCCing emails</p> <ul style="list-style-type: none"> - Instructor will transition the class to focused practice. Students will use their personal phones, iPads, or laptops to practice sending professional emails. The instructor will give the following scenario to the class: <p><i>You are emailing your manager to ask for next Monday off. You can switch shifts with someone if necessary. In your email include: a good subject line, greeting, positive statement, short body, bridge, and closing remark.</i></p> <p>The instructor will get each student to obtain the email address of the person on their right (in a circle). Each student will send their email to the person on their right as if that person is the manager. Each student will BCC the instructor into their email. Upon receiving the email, the student recipient will respond to the email, following the same basic format studied today, and CC the instructor. These steps should be written on the board to assist students in meeting all the requirements. Whatever portions of either emails are not finished by the end of class will be added to today’s homework.</p>	<p>25 minutes</p>	
<p>Homework: Go over business idioms “Hit the nail on the head” to “9-to-5” and write example sentences for each.</p>	<p>5 minutes</p>	

Notes:

Answers to Schedule Questions:

1. Sunday
2. Kim, Barb, Jon, Lisa, Huy, Sophia
3. Lin, Pat, Sara, Mary, Ann, Mary
4. Huy, Sara, Ann
5. Weekly
6. Eleven
7. Wednesday 11 – 8, Thursday 11 – 8, Friday, 7 – 11am
8. 6pm
9. 9am
10. Hender, V.
11. Johnston, Kelly
12. Smith, John
13. Newman, Brian
14. McCallister, Randle, Monday, Wednesday, Saturday. Newman, Brian Tuesday. Williams, Sharon Monday and Thursday.
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