

Theme: Preparing for Employment in the Service Industry		Length: 3 hours
Topic: Job Search Skills, Resumes, Soft Skills		Target Audience: CLB 4 – 5
Lesson Objective(s)/Task(s): Students will discuss where to find job listings and practice looking for service industry postings Students will listen and read about the differences between a CV and a resume Students will read and identify differences between the chronological vs. the functional resume Students will discover key vocabulary used on resumes to describe traits and experience Students will read about and listen to facts about getting hired Students will read about and listen to information on hard and soft skills Students will discover and practice 30 expressions used in the work place Students will watch and listen to a 13 minute video on soft skills in the workplace Students will deliver a verbal summary of the information learned		
Learner Outcome(s): By the end of the lesson, students will be able to Listening Recognize and interpret advice, opinions, and suggestions (5) Reading Understand the purpose, main idea, and key information in short texts related to personally relevant situations and topics (4) Find and compare simple information (4)		
Resources and Materials: PPT “Job Search Skills” Handout Chronological Resume Handout Functional Resume Soft Skills for Career Success Handout (3 pages) Soft Skills for Career Success YouTube Video (13 minutes)		
Activity	Timing	Possible Roadblocks & Solutions
1. Discussion about Job Searches - Instructor opens a dialogue about how currently employed students found their jobs and whether unemployed students have begun their search - Instructor uses PPT to facilitate discussion about the common places where we can find job listings - Instructor inquires who has a resume in English and how confident they feel about their English resume - Instructor continues in PPT showing the differences between CV and resumes and Chronological vs. Functional resumes	5- 10 minutes 45 minutes	This discussion could eat up a significant amount of time. Instructor should ensure each student’s response is kept to 30 seconds or shorter

<p>2. Facts about Getting Hired</p> <ul style="list-style-type: none"> - Instructor facilitates discussion about fast facts on hiring statistics - Instructor continues with a lead in to Soft Skills by highlighting with the PPT that two important aspects of getting hired are The Resume, where you can showcase your hard skills, and The Interview, where you can demonstrate your soft skills <p>3. Soft Skills for Career Success</p> <ul style="list-style-type: none"> - Instructor distributes copies of Soft Skills Expressions and arranges students in pairs - Students work in pairs to read through the three sections of expressions and guess their meaning - Instructor facilitates take up. If there is time, instructor facilitates an extension exercise in which students can practice the expressions - Instructor informs the class that they will watch a 13 minute video on Soft Skills in the workplace. Their objective is to catch the five most commonly sought after soft skills - Instructor facilitates take up of the video for comprehension of the five key soft skills and holds a discussion with the class about their current level of competency in those areas <p>4. Closing and homework</p> <ul style="list-style-type: none"> - Class is informed that in the next session they will be developing their own resumes and looking at various application forms. They are asked to bring their laptops to the next class and to begin considering people they know in Canada would could serve as their references 	<p>15 minutes</p> <p>20 minutes</p> <p>15 minute break</p> <p>1 hour 10 minutes</p> <p>5 minutes</p>	<p>This discussion could eat up a significant amount of time. Instructor should ensure each student's response is kept to 30 seconds or shorter</p>
<p>Notes:</p>		
<p>Written By: Laura Mitchell</p>		