Employment—Soft Skills

Program Name   The Miami Valley Literacy Council

Staff Responsible for Lesson   Katie Kersh

Date(s) Used	04/06/2010
Civics Category	II. Civic Participation
Civics Objective	#27: Employment—Soft Skills
Time Frame to Complete Lesson	1 hour
EFL(s)	3-6 (Can be lower if organization can provide translators)
Standard(s)/Components of Performance	Listen actively Speak so others can understand
Benchmark(s)	L 3.1, 4.1, 5.1, 4.2, 3.3, 4.3, 5.3, 3.4, 4.4, 3.5, 4.5, 6.5
Materials	-*Essential Foundational Employment Skills,* Central Illinois Adult Education Service Center (available online through Southwest ABLE Resource Center Library http://www.sinclair.edu/facilities/swable/) -The movie: *Office Space*, available as rental or borrow from local library -Large poster paper, markers, tape (to display posters on the wall)
Activities	The instructor begins the session discussing what makes a good employee in American culture (optional: show "The Bobs interview scene" from *Office Space*). Split students into small groups and give students 15 minutes to write down 10-15 important qualities in an employee in the US. Next, give the students 10 additional minutes to rewrite the qualities in order of importance. Have the students pick a representative to read their list to the class, explaining why they decided each quality was important. Have students discuss how work styles differ in their home countries. Topics can include punctuality, bringing coffee/snacks to work, eye contact, giving feedback to supervisors, reporting dishonest coworkers and dealing with conflict in the workplace. Optional: Have students do the same comparison and contrast with ideal qualities in a student. Hang students' lists on the wall for the remainder of the class session.

Assessment/ Evidence	Lists that students create on the walls, feedback from students, communication in class discussion.
Reflection	This is a great lesson because ESOL students always seem more comfortable when they are discussing familiar situations (namely, their home countries and cultures). The list that students create can also serve as a student-created set of rules for the classroom.