



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Advance level</b> Topic: <b>Getting a job interview in Australia</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson participants should be aware of strategies and resources to get a job interview in Australia</p>	
<p><b>Specific learning outcomes:</b> By the end of the lesson, participants should be able to understand following key terms:</p> <ul style="list-style-type: none"><li>• Strength</li><li>• Key requirements</li><li>• Keywords in resume</li><li>• Hidden job market</li><li>• Voice tone and body language</li><li>• Australian work place culture</li><li>• Employment workshop</li><li>• Volunteering</li></ul>	<p><b>Assessment methods:</b> Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to work rights and work conditions in Australia.</p>
<p><b>Previous knowledge assumed:</b> participants have done "Pathway to Employment in Australia" beginner and intermediate lessons</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "<b>How to get yourself a job interview</b>" article, "<b>Job Advertisement and Personal Strengths</b>" handouts</p>	
<p><b>Room layout:</b> U and O shapes</p>	
<p><b>General notes on differentiation / learning styles:</b> facilitating techniques involve auditory, visual and kinaesthetic methods.</p>	
<p><b>Anticipated problems and solutions:</b></p> <ul style="list-style-type: none"><li>• <b>Some participants may have difficulty understanding "soft skills" expression and "following the same pathway as every man and his dog" idiom</b><ul style="list-style-type: none"><li>○ Facilitators to spend a bit more time explaining these concepts.</li></ul></li><li>• <b>Some participants may have further questions on job search skills or specific topic (eg. how to write a good resume, interviewing skills etc)</b><ul style="list-style-type: none"><li>○ Facilitators may choose one of these topics as next week's lesson</li></ul></li></ul>	



Time	Facilitator activity	Participant Activity	Resources/Reference/ Materials/Equipment
(10-15 min)	Introduction and ice breaker <ul style="list-style-type: none"> <li>• Meet and greet - Introduction of any new participants (if relevant)</li> <li>• Ice breaker game or activity</li> </ul>	Introduce themselves to each other Engage in ice breaker game/activity	Name tags/stickers Ice breaker handouts (if relevant) Pen and paper (if relevant)
(30 min)	Introduce key terms <ul style="list-style-type: none"> <li>• Establish meaning through images and context               <ul style="list-style-type: none"> <li>○ Handout “<b>How to get yourself a job interview</b>” article</li> <li>○ Ask participants to read the article in turn</li> <li>○ Discuss any difficult words as you go along</li> </ul> </li> <li>• Pronunciation               <ul style="list-style-type: none"> <li>○ Repeat certain words participants find difficult</li> </ul> </li> </ul>	Look at images Listen Read texts Repeat difficult words	“ <b>How to get yourself a job interview</b> ” article
(15 min)	<b>Activity 1 – Write and express 3 key strengths (in pairs)</b> <ul style="list-style-type: none"> <li>• Handout “<b>Job Advertisement and Personal Strengths</b>” class exercise</li> <li>• Before working in pairs, ask participants to read the job advertisement in turn and discuss any difficult words</li> <li>• Ask each participant to write at least 3 personal strengths that are required for this job ad</li> <li>• Then do <b>Role Play - practice expressing these strengths to their partner as if in an interview situation</b></li> </ul>	Read article Write personal strengths Practice with their partner to “sell” themselves with these strengths	<b>“Job Advertisement and Personal Strengths”</b> class exercise
(5-10 min)	Break – Morning tea		



(5-10 min)	<b>Continue Activity 1 – Role play</b> (if there was not enough time before the break to practice expression in pairs)	Practice with their partner to “sell” themselves with these strengths	N/A
(10-15 min)	<b>Activity 2a – Find out more about the job (reading and writing)</b> <ul style="list-style-type: none"><li>• <b>Use the job ad part of “Job Advertisement and Key Strengths”</b> class exercise</li><li>• <b>Ask participants</b> to read the job ad again and <b>find out what other information they need to know about this position</b> but not explained in the ad.</li><li>• Ask each participant <b>to write 3 questions</b></li></ul>	Read article Write 3 questions	<b>“Job Advertisement and Personal Strengths”</b> class exercise
(10-15 min)	<b>Activity 2b – Practice calling employer to enquire about the job (Role Play - in pairs)</b> <ul style="list-style-type: none"><li>• <b>With previous partner</b>, ask participants to do a role play: one as the caller, the other one as the employer and then take turn to swap roles.</li><li>• Direct the callers to ask the questions they have written and the employer to answer.</li></ul>	Role play	N/A
(5-10 min)	<b>If there is extra time, play a word game</b> <ul style="list-style-type: none"><li>• “Hangman” or “Charade” can be a good game to test understanding of the new vocabularies</li><li>• Words such as key strengths, work place culture, body language and volunteering are good ones.</li></ul>	Guess the word Act on the word	N/A
5-10 min	Conclusion and wrap up <ul style="list-style-type: none"><li>• What have you learn today?</li><li>• Information about next class etc</li></ul>		