



Lesson Plan

Date:

Duration: 2 hours

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



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



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