

**SAN DIEGO COLLEGE OF
CONTINUING EDUCATION**



**Work Based Learning
Lesson Plans**

**San Diego Regional
Professional Development Training**

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Faculty Quotes: Regional Work Based Learning Professional Development Training

Participating in the Work Based Learning course, I realized my students should be seeing people who work in the child development field. I created an assignment for students to go out and do an interview or observation. They glean a ton of knowledge that I can't give them in my classroom. That was really a big aha moment. –**Laurie Mikolaycik, Child Development**

Working with English as a Second Language students and seeing their motivation and interest in careers and feeling more confident in themselves after connecting with our career technical faculty was amazing. –**Fatima Mota, CalWorks Counseling**

Going through the experience of the Work Based Learning training really validated what we have been doing with our students. When I looked at different projects that students do there was definitely an avenue to add more Work Based Learning and formalize the process a little bit more and to expand their experience with additional Work Based Learning information. Partnering with more community partners and working in different events, students will gain real world experience and a sense of stewardship. –**Megan Leppert, Hospitality Culinary Arts Program Chair**

This Work Based Learning course was confirmation that I was doing what really matters and encouraged me to develop a group career exploration project; the students learned about different career clusters, communicated with a pronto group, and created a Google slide presentation dedicated to a career cluster. They used indeed.com to find the average pay. I was so impressed to see the outcomes. The students were really excited and they were communicating with each other. They presented to the class during the live session. I was so proud of them. –**Anagit Traganza, Beginning Level Vocational English as a Second Language**

We all do Work Based Learning activities, but the Work Based Learning professional development course reminded me that students benefit when they practice talking about it as if in a job interview. For example, when we're doing problem solving, or practicing clarifying and confirming information, at the end of the activity, they explain, what they did. When they get that being able to explain what they did, will help them prepare for or advance at work, the light goes on, they are more motivated, and they say thank you! –**Richard Weinroth, Intermediate Level English as a Second Language**

The Work Based Learning course confirmed that I'm on the right track, and that there's a lot of fine tuning to get in some of those soft skills. I'm now looking for how did they handle their stress? How did they handle a problem-solving situation? Did they do it with kindness? Did they do it with confidence? These soft skills are now part of my evaluation. And I'm adding in the work language. This is really important as well. –**Jessica Peterson, Child Development**

Work Based Learning Lesson Plans Objectives

Learners will be able to:

- Give an example of how they practiced soft skills such as problem solving, asking for assistance, clarification, confirmation, working as a team member, offering suggestions, or accepting feedback using what they learned in this class.
- Explain how their instructional experience has directly prepared them for employment.
- Explain what activity they did in class that helped them think about getting a job.
- Describe what were the benefits of working with classmates in a small group. And, what were the challenges and how did they overcome them.
- Explain how having a timeline for class assignments changed how they did their work.
- Discuss what they learned about asking questions that could help them at work.
- Give an example of what skills they learned by working online. How could these online skills help them in a work situation. How have these skills given them something extra that an employer might be looking for.
- Talk about how a focus on Work Based Learning helped support achieving their goals and dreams.

Acknowledgement

It is with great gratitude to the San Diego College of Continuing Education Faculty that have found the time, stamina, and dedication to go above and beyond and participate in the San Diego Imperial Counties Community College District Regional Work Based Learning Professional Development Training. Each faculty member in addition to completing the online interactive Canvas Course wrote and graciously shared a lesson plan integrating Work Based Learning into their students' instructional experience. Thank you for building on the great work that you do every day, in every classroom in every student interaction.

Work Based Learning: What is it?

Work based learning is a continuum of experiences which include but are not limited to: career awareness, career exploration, career preparation and career training. Work based learning can be provided to students in a variety of ways which can include workplace speakers, career fairs, job shadows, informational interviews, collaborative industry projects in the classroom or in professional settings informed by Industry Advisory Boards.

Work Based Learning on the program level



Supporting and building WBL projects enhancing instruction



Accessing current career pathway market data matching students' skills and certificate training



Building upon the great SDCCE instructional experience



Supporting Industry Advisory Boards facilitation



Identifying and supporting opportunities for faculty professional development



Partnering with Industry Advisory Boards to validate course content with industry trends

Automotive Engine, Electrical, and Emissions: Bryan Perrin

Emission Diagnostics

Module Summary

Simulated Work Experience: Hands-on diagnostic exercise where students take on a concern through the process to determine the root cause which will lead to a correction. This activity will require using resources to perform research on system operation and diagnostic procedures. This assignment will be done in teams, so it is essential that the team work together and communicate effectively.

Type of WBL Activity: Career Awareness and Exploration/ Career Interactions

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as problem-solving, asking for assistance, clarification, confirmation, working as a team member, offering suggestions, or accepting feedback using what they learned in this class.
- Explain how their instructional experience has directly prepared them for employment.
- Explain what activity they did in class that helped them think about getting a job.
- Describe what were the benefits of working with classmates in a small group. And, what were the challenges and how did they overcome them.
- Discuss what they learned about asking questions that could help them at work.
- Apply what they have learned to diagnose a vehicle that has failed a BAR 97 tailpipe test.
- Diagnose and repair a vehicle that the customer is having a problem with.
- Have the feeling of success when the vehicle is correctly repaired and now passes the BAR 97 tailpipe test because of the repairs performed.

Specific SLOs and 21st Century skills

Problem Solving, Communication, Team work

Specific industry skills or standards

Information research, Tool usage, Diagnostic skills

Description of activities over the semester

The course will start with electrical theory and testing, followed with engine and emissions. During this time emissions are constantly being discussed in articles and assignments. Component testing is also performed in each of these areas as lab assignments. The performance of this lab is the course capstone event; students apply all of the skills that they have learned to perform a job just as if they were working in a commercial repair shop.

Instructions for the Students**Key Steps to Prepare, Follow Up, and Ensure Equity**

The lesson has been carefully planned with the WBL Coordinator, to ensure all students obtain quality, valuable and useful information from which students will be able to utilize in their future careers. There will be adequate timing allowing all students to participate. Technology and safety needs will be addressed.

Grading and Assessment

The vehicle must pass inspection when the repairs are completed. The instructor will guide the students as needed during the exercise just like a shop foreman would. Once the lab is complete, student groups will meet with the instructor to evaluate how they did. No letter grades are given for the assignment; this is a pass fail. All students will participate in the repair of the vehicle. Additional individualized guidance will be provided as needed. The only way to not be successful in this activity is to not to complete the assignment.

WBL Lesson Plan

Business Information and Technology: Annie Zuckerman

Virtual Career Fairs

Module Summary

The students will attend virtual Career Fairs. This is an excellent opportunity for them to learn about the many types of jobs and the different companies that are hiring. The career fairs meet the Career Awareness criteria because students can interact with many employers and recruiters.

Type of WBL Activity: Career Awareness and Exploration

Learning Objectives

Students will be able to:

- Explain what activity they did in class that helped them think about getting a job.
- Describe what were the benefits of working with classmates in a small group. And, what were the challenges and how did they overcome them.
- Explain how having a timeline for class assignments changed how they did their work.
- Discuss what they learned about asking questions that could help them at work.
- Give an example of what skills they learned by working online. How could these online skills help them in a work situation. How have these skills given them something extra that an employer might be looking for.
- Practice social interaction with industry professionals.
- Explore opportunities for internships, job openings, and volunteer opportunities.
- Collaborate with other students to develop questions for industry professionals to enhance knowledge of their industries.
- Reflect on the experience and document it in a report.

Specific SLOs and 21st Century skills

Collaboration, Communication, Critical Thinking/Problem Solving, Information and Communications Technologies (ICT) Literacy, and Social Responsibility.

Specific industry skills or standards

Students will network and conduct research for potential jobs for this project. Social interaction with industry professionals.

Description of Activities for a 4-week class

Week 1 and 2:

Preparation: Student contact the Career Center and prepare the following: Resume, cover letter, and practice mock interviews. Students encouraged to create a LinkedIn account highlighting skills, education, and experience.

In-class preparation: Students roleplay both the job seeker and the employer. Peer review of job preparedness.

Participation: Students attend two or more virtual Career Fairs from an attached list. Partnering with another student students craft questions for company recruiters and practice interviewing skills. Students will explore if they are a good fit for the company and what type of job(s) they are best suited for.

Students distribute their resume and business cards to industry recruiters.

Students at Career Fairs collect business cards, job descriptions, possible opportunities for internships, job openings, and volunteer opportunities, and more.

Week 3: Students follow up by sending a thank you note to the employment recruiters.

Week 4: Students complete a Google Form assessing the Career Fair experience, reflecting on their insights and knowledge acquired from the event.

Instructions for the Students

Key Steps to Prepare, Follow Up, and Ensure Equity

Your instructor will share videos and website links to help you with resume writing, cover letters, and interviewing skills. You can access the Career Center to help enhance those skills. Videos are an excellent equity tool that everyone has access to and you can pause, rewind and play the videos an unlimited number of times to ensure you understand all concepts. Instructors will allow sufficient time for preparation and you are welcome to come to your instructors' office hours for assistance with any challenges.

Students will review the following video to get a basic understanding of Work-Based Learning programs. [What is Work-Based Learning?](#) This describes the basic definition of Work Based Learning.

Then, consider careers that you would find interesting and watch a video describing 'A Day in the Life' of that particular career. The categories are segmented into the following areas:

- Arts & Entertainment
- Biomedical & Health
- Business & Finance
- Engineering
- IT & Design
- Law & Public Service

The videos are found on this website: [Day at Work Videos](#) Students should pay special attention to the various responsibilities to be able to ask well-informed questions of the person they will be interviewing when they arrive at the career fairs.

Students also view the [student and pathway stories](#) videos to learn how other students found a path to a career of interest to them. And most importantly, rather than learning how we do things, it is important to learn WHY we do things. Students will watch this short video on [Know Your Why](#).

Grading and Assessment:

Students will be graded based on participation/attendance of the Career Fair and follow-up activities pursuant to the Career Fair.

Child Development: Multi-Age: Rita Aloisio

Multi-Age Care and Development

Module Summary

Students learn how to care for and nurture the development of multi-age children in an early childhood environment. Emphasis on addressing topics related to the care and nurturing of multiple children include sibling adjustment, birth order, temperament, family dynamics, parenting styles, communication, stress management, effective discipline, age, and gender considerations. Students explore careers and vocations in Early Childhood Care and Education.

Type of WBL Activity: Career Awareness and Exploration / Career Interactions

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as problem-solving
- Explain how their instructional experience has directly prepared them for employment.
- Compose 2-3 questions related to the field
- Ask 2-3 questions to each guest speaker
- Ask follow-up questions/ clarification
- Follow up with a thank you card
- Reflect on their interview with the guest speaker and fill out a form to determine if they would like to further their experience with this company
- Email the guest speaker in the industry if they are interested in learning more about the company and request a tour or job shadowing opportunity in a particular position of interest

Specific SLOs and 21st Century skills

Communication, Critical Thinking/Problem Solving

Specific industry skills or standards

Data literacy for environmental science

Description of Activities 7-Week Timeline

Week 1

20 minutes: Watch a video and review the company website. Fill out the interest form.

Week 2

15 minutes: Create 3-5 questions to ask guest speakers about the company, various positions, and basic information.

Week 3

20 minutes: Ask questions, ask for clarification or more details if needed. Give positive feedback about the company and what you liked.

Week 4

20 minutes: Send a thank you card. If interested in pursuing the next step, contact the guest speaker for a possible tour of the company and/or job shadow specific position of interest.

Week 5

20 minutes: Write a series of questions to ask the representative at the job site/individual you may shadow.

Week 6

Take a tour or job shadow asking questions and getting feedback.

Week 7

Follow up with questions or possible volunteer/internship positions in the near future.

Grading and Assessment

Students will be graded based on their writings and information gathered in their portfolios. Meeting with them individually and asking questions for an oral assessment.

Key Steps to Prepare, Follow Up, and Ensure Equity

Students will have access to computers on campus for their research of industry. Assistance will be given for technology-related issues that may arise. Students can receive English assistance when writing up their reports from the computer lab tutors and instructional assistants.

Child Development: 3-5-year-olds: Mary Meske

3-5-year-old Development and care

Module Summary

This course focuses on the physical, cognitive and social-emotional development of 3–5-year-old children. Emphasis is on how to create a nurturing and safe environment, which fosters emerging skills and school preparedness. Students develop communication and problem-solving skills while planning and implementing developmentally appropriate activities with children in a classroom setting.

Type of WBL Activity: Career Awareness and Exploration / Career Interactions

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as problem-solving, effective communication, and collaboration
- Explain how their instructional experience has directly prepared them for employment.
- Describe what were the benefits of working with classmates in a small group.
- Discuss what they learned about asking questions that could help them at work.
- Talk about how a focus on Work Based Learning helped support achieving their goals and dreams.
- Demonstrate an understanding of the roles of adults in preschool professional areas of service
- Collaborate with classmates to develop interview questions for an industry professional.
- Demonstrate communication skills in a group setting.
- Complete a self-reflection summary, evaluating the activity.

Specific SLOs and 21st Century skills

Communication, Critical Thinking/Problem Solving, understanding of the roles of adults and caregivers in preschool professional areas of service. SLO #4

Specific industry skills or standards

Understands other programs that affect child care operations such as private child care, Head Start, and prekindergarten partnerships #11

Description of Activities 17-Week Timeline**Week 1**

Introducing course assignment. Give the date of when the speaker will be joining the class. Have students independently come up with questions to ask the director or teacher.

Week 2

Meet in small groups to discuss questions and narrow them down to 10-12 questions. Share questions as a large group and select 10-12 questions to ask speakers.

Week 3

Speaker comes in to talk to the class and let students know of the opportunity to observe the child development/child care site on campus.

Week 4

Discuss speakers and questions. Were they answered, and do you have more questions?
Part 2 of the WBL lesson is to plan a date to visit and observe the site.

Week 5

Develop a list of things to look for when visiting a site. Remind students that when they are observing, they will take notes to prepare for a 5-minute report back with the group about their experience. Afterwards, students will complete a self-reflection assessment about their site visit experience.

Week 6-15

Students will report back to the class regarding their experience of observing the child development/child care center.

Week 16

After everyone has had a chance to observe and report back, the class talks about the pros and cons of their experience. Has anyone changed their minds about this work? Are we headed on the right path?

Week 17

Students write thank you notes to the child-development child-care center thanking them for their time.

Instructions for the Students**Key Steps to Prepare, Follow Up, and Ensure Equity**

Students will choose a child care center site to visit then schedule a time to visit. With questions created in class, students will complete the written assignment. Students who are unable to visit a child care site will watch a video to complete the assignment. The lesson has been carefully planned with a WBL Coordinator to ensure all students obtain quality, valuable and useful information from which students will be able to utilize in their future careers.

Grading and Assessment:

The instructor will be grading/assessing the writing assignment using the rubric on the following page:

ASSIGNMENT CHILD CARE SITE OBSERVATIONS					
CRITERIA	RATINGS				POINTS
Structured observation of a	15 pts		10.5 pts		0 pts
child care setting; minimum of	Evident 100%		Somewhat evident		Not Evident
40 minutes. To include a written	All questions were completed		Some but not all questions were		Insufficient time
observation report.			completed.		spent and/or
					no written report.
ORGANIZATION					
	Evident. 5 pts		Somewhat Evident. 3.5 pts		Not Evident 0 pts
	Completes all questions		Complete some but not all		No written
	thoroughly, and on time		questions.		report
MECHANICS					
	Evident 5 pts		Somewhat evident 3.5pts		Not Evident 0 pts
	Written report contains minor		Sentences include numerous		Does not use
	grammatical and/or spelling errors		mistakes that distract from		sentences.
			meaning		
					25 Points

Child Development: Laurie Mikolaycik

Industry Professional Interview

Module Summary

Students will interview a private or public-school childcare facility employee and make a classroom presentation reporting on what the student has learned from the interview as well as how they felt about the interview process, complete a self-evaluation, and send the interviewee a thank you with a copy of the self-evaluation.

Type of WBL Activity: Career exploration and awareness experience

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as problem solving, asking for assistance, clarification, confirmation, working as a team member, offering suggestions, or accepting feedback.
- Explain how their instructional experience has directly prepared them for employment.
- Describe what were the benefits of working with classmates in a small group. And, what were the challenges and how did they overcome them.
- Collaborate with classmates developing interview questions for an industry professional that will inform and increase knowledge for the student
- Discuss what they learned about asking questions that could help them at work.
- Explore the realities of a job in the childcare industry by interviewing an industry professional
- Demonstrate communication skills in a group and in a final presentation to the class
- Complete a self-reflection evaluating the activity

Specific SLOs and 21st Century skills

Communication, Digital Literacy, Collaboration, Critical Thinking/Problem Solving, and Business correspondence etiquette.

Specific industry skills or standards

Students will conduct online research of the labor market for the private or public-school childcare facility at which they will be interviewing a childcare facility employee.

Activity preparation

- Students will be given detailed instructions, including copy of the interviewee's evaluation form and the self-evaluation form for completion at the end of the project.
- A list of interviewees (private and public school and childcare facility employees) will be given to the students to choose from. In class students will relate their choice(s) to be sure that each has a different interviewee.
- Interviewees will be sent the student evaluation form by the instructor.

Description of Activities 7-Week Timeline**Week 1 and 2**

Milestone 1: Choose from the list of available interviewees and make contact, requesting an interview. This is done early as it may take time to complete this. Submit name, organization, email and other contact information to the instructor.

Milestone 2: Formulate interview questions. Submit draft to instructor.

Week 3

Milestone 3: Share interview questions during class in a small group, revise and edit as necessary. Each group will share after their breakout with the whole class the questions they have generated so that additional questions may be considered/added by the individual student for their own use. Submit final draft of questions to instructor.

Week 4-7

Milestone 4: Conduct interview, taking notes for classroom presentation. Mark assignment COMPLETE on Canvas.

Milestone 5: Present report on what was learned from the interview as well as feeling and experience of the interview process. Following presentation typed notes and report submitted to the instructor.

As Soon As Possible Following Milestone 5, No Later Than Week 8.

Milestone 6: Complete the self-evaluation using the evaluation of the interviewee and the student's own notes, etc. Submit to the instructor.

Milestone 7: Send thank you to the interviewee with a copy of the self-evaluation. Check COMPLETE on Canvas when finished.

Key Steps to Prepare, Follow Up, and Ensure Equity (based on 8, 9, 10):

Activity preparation:

- Students will be given detailed instructions, including copy of the interviewee's evaluation form and the self-evaluation form for completion at the end of the project.
- A list of interviewees (private and public school and childcare facility employees) will be given to the students along with contact information. Each student is allowed to choose from the list as s/he chooses.
- Interviewees will be sent the student evaluation form by the instructor.

Follow Up Activities

Last class meeting: group discussion comparing and contrasting what students have learned about various jobs and jobsites, as well as evaluating the experience overall.

Question prompts for students

Was it useful? Was it worthwhile? What could add to the activity? Can you see yourself in this position, working at this site, etc.?

Instructor sends thank you notes to interviewees.

Child Development: 24–36-month-olds: Jessica Peterson

Two-Year-Old Development and Care

Module Summary

Students will learn about the physical, cognitive, and social-emotional development of a 24–36-month-old child including developmentally appropriate expectations and behavior. Focus is placed on the importance of independence, self-regulation, language development, play and learning, safety, and wellness in a two-year-old. Students will explore careers and vocations in early childhood care and education.

Type of WBL Activity: Career Interactions / Career Awareness and Exploration

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as time management and accepting feedback using what they learned in this class.
- Explain how their instructional experience has directly prepared them for employment.
- Explain what activity they did in class that helped them think about getting a job.
- Explain how having a timeline for class assignments changed how they did their work.
- Work with children for extended periods of time
- Understand how caregivers know what to do in “trying” situations
- Keep young children engaged
- Explain why kids do what they do (age-appropriate behavior)
- Create strategic planning for child-care providers

Specific SLOs and 21st Century skills

Adaptability, Collaboration, Communication, Problem-solving, Creativity, Cultural competence, Self-management skills, Social-responsibility, Resilience

Specific industry skills or standards

Developmental stages for young children, Age-appropriate behaviors, Age-appropriate activities, Basic Health and safety protocols for young children, Developmentally-appropriate practices

Description of Activities 9 Week Timeline

Over the course of 9 weeks students will:

- Research age-appropriate activities for 24–36-month-old children
- Plan activity based on the research and abilities of the children (24-36 months)
- Prepare activity: including gathering items and supplies needed
- Practice with small group asking for feedback and make changes as necessary
- Present activity in a preschool setting with an industry professional observing
- Follow up with industry professional to hear feedback
- Send Industry professional thank you note
- Complete a reflection assignment
- Present experience to class in a group discussion

Student Information

This activity is for a small group of children between the ages of 24-36 months. Make sure to plan an activity suitable for their abilities. Your job is to plan, prepare, set up, supervise, and clean up a group activity of your choice.

Timeline

Week 1: Research age-appropriate activities for 24–36-month-old children

Week 2: Plan activity based on the research and abilities of the children (24-36 months)

Week 3: Prepare the activity: including gathering items and supplies needed

Week 4: Practice the activity in class and ask for feedback, make changes as needed

Week 5: Present the activity in a child care facility with an industry professional observing

Week 6: Follow up with an industry professional for feedback

Week 7: Send ‘thank you’ note to industry professional

Week 8: Complete reflection assignment

Week 9: Present experience to class in a group discussion

Reflection Assignment

Directions to the student

Thoughts on the Activity

What are the skills children will need/use to complete this project?

What item needs to be prepared BEFORE class?

Where did you find the idea for your activity?

Why did you choose this idea?

Did it appear that children were interested in your activity? How could you tell?

What would you do differently? Why?

What grade would you give yourself? Why?

Are there any other thoughts you would like to share regarding your activity?

Share your experiences teaching the activity

Where were you, how many children were in class, and what was the environment like?

How did the children respond to you? To your activity?

Were there any moments that you were nervous? Excited? Scared?

Did the children behave as you expected?

Did you encounter any problems or concerns that you needed to address?

How did you feel while teaching your activity?

Could you see yourself doing this for a career?

What questions do you have about the experience, the career, and the expectations?

What is your overall takeaway from this experience?

What would you do differently?

Additional thoughts

Practice your activity before class - make sure it works!

You are in charge of your group and getting them involved.

Have a plan for any “issues” that may arise working with young children.

Make sure to communicate clearly with all children and adults.

Make sure to leave everything where you found it.

Grading and Assessment: Student reflection assignment and group discussion

Key Steps to Prepare, Follow Up, and Ensure Equity

- timing allows all students to participate
- technology needs addressed
- language and accessibility addressed
- adequate opportunity for students to connect experience with their own interests
- adequate time for students to prepare
- adequate opportunity for each student to participate and engage with the employer
- transportation is addressed
- clothes available
- equipment available
- physical accessibility and safety addressed

Child Development: 6- to 12-year-olds: Rachel Rose

Childcare Roleplay: 6- to 12-year-olds

Module Summary

This course is an introduction to the foundation of school-age childcare theory and skill development, including: child development stages, problem solving, self-esteem, social pressures, building resiliency, cultural impact, resources, and temperament. This course includes practical guidelines for childcare.

Type of WBL Activity: Career Awareness and Exploration/ Career Interactions

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as problem-solving, asking for assistance, clarification, confirmation, working as a team member, offering suggestions, or accepting feedback using what they learned in this class.
- Explain how their instructional experience has directly prepared them for employment.
- Explain what activity they did in class that helped them think about getting a job.
- Describe what were the benefits of working with classmates in a small group. And, what were the challenges and how did they overcome them.
- Explain how having a timeline for class assignments changed how they did their work.
- Discuss what they learned about asking questions that could help them at work.
- Give an example of what skills they learned by working online. How could these online skills help them in a work situation. How have these skills given them something extra that an employer might be looking for.
- Talk about how a focus on Work Based Learning helped support achieving their goals and dreams.

Specific SLOs and 21st Century skills

Communication, problem solving, leadership, and ethical reasoning and action. SLO #3
Students will demonstrate the skills necessary to assist the school-age child in overcoming personal and environmental factors to build resiliency.

Specific industry skills or standards

Implementing a resiliency building strategy designed for children between the ages of 6- to 12-year-olds while modeling effective and clear communication

Description of Activities

Complete the following 4 milestones (MS) with a final capstone project of a script of video demonstrating the implementation of a “Skill-teaching roleplay”.

MS1: Creating a developmental goal through the identification of a social/emotional skill set needing to be taught the school-age child with special consideration to the cultural, societal and microsystem influences

MS2: Developing a strategy that aligns with child development theory through the identification of normative school-age behavior and the respective theoretical perspective that outlines best practice for guiding the school-aged child toward healthy development.

MS3: Developing a context through the identification of adverse childhood experiences (ACEs) that may influence how a school-aged child would respond to the aforementioned strategy

MS4: Developing observational assessment criteria through the identification of behaviors that could be observed in school-agers after successfully completing the developmental goal.

Final Capstone

Roleplay script and/or video submitted that demonstrates a resiliency building strategy designed for children between the ages of 6 to 12 years old that:

1. Clearly communicates to the school-aged child the “concern” that the activity is intended to help the child with and the skill-set being taught in order to “solve” the concern;
2. Clearly communicates to the school-aged child the best practice that has assisted other school-agers with this same concern in the past;
3. Clearly communicates empathy for societal influences that may be a barrier to success; and
4. Clearly communicates and models to the school-aged child how to address the “concern” by learning specific skills/behaviors.

Instructions for the Students

Incorporate best practices from the “appropriate feedback” course lesson to complete a self-reflection on your capstone roleplay. Analyze what you did well and what was most challenging and how this challenge could be improved upon.

Key Steps to Prepare, Follow Up, and Ensure Equity

To ensure equity the role model (speaker, tour host, etc.) will resemble or share cultural similarities with the students. Timing allows all students to participate. Technology needs addressed (with alternative methods of submission). Adequate opportunity for students to connect experience with their own interests. Adequate time will be given for students to prepare.

Grading and Assessment

The instructor will be grading/assessing the writing assignment using a point system based on the final assignment.

Child Development: Two-year-olds: Michelle Schauder

Two-Year-Old's Development and Care

Module Summary

Students will research, plan, and prepare two activities to teach at a child development center in a classroom for two-year-old children. The first activity will be literacy and music-based, and the second activity will be an engaging craft. The experiences will prepare students to teach in a real-world early childhood education classroom.

Type of WBL Activity: Career Awareness and Exploration / Career Interactions

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as accepting feedback and critical thinking
- Explain how their instructional experience has prepared them for employment.
- Explain how having a timeline for class assignments changed how they did their work.
- Talk about how a focus on Work Based Learning helped support achieving their goals and dreams.
- Use their knowledge and research of the two-year-old child development and care class
- Use different skills such as social responsibility, effective communication, and critical thinking to demonstrate an understanding of the roles of adults and caregivers in early childhood care and education.

Specific SLOs and 21st Century skills

Adaptability, Communication, Problem Solving, Creativity, Cultural competency, Leadership, Self- management, Social-responsibility, resilience

Specific industry skills or standards

Child Development Stages/Age-appropriate skills & expectations, basic health/safety for young children

Description of Activities

During the 8-10 weeks of learning about the key child development areas in the class, and observing instructor activities specifically designed for the two-year-old, students will research, plan, and prepare two activities to teach at a child development center in a classroom for two-year-old children.

Week 1:

- Research and plan literacy, music, and craft activities

Week 2:

- Design a lesson plan for activities

Week 3:

- Receive feedback on lesson plans/activities from peers and instructor

Week 4:

- Gather all materials needed for activities
- Contact teacher/director for date of presentation

Week 5:

- Practice activities

Week 6:

- Present activities in childcare classroom with teacher/director observation (industry professional)
- Receive feedback from presentation, self-reflect

Week 7:

- Send thank you note to industry professional

Grading and Assessment

1. Completion of lesson plan
2. Both activities are educational, age-appropriate, and engaging
3. Materials are collected and prepared
4. Self-reflection, feedback noted

Key Steps to Prepare, Follow Up, and Ensure Equity

1. Technology needs to be addressed –may use computers in the classroom.
2. Language and accessibility addressed.
3. Adequate opportunity for students to connect experience with their own interests using literacy, music, and craft activities.
4. Adequate time for students to prepare –may use class time.
5. Adequate opportunity for each student to participate and engage.
6. No separate transportation is needed, may walk to the child development center from class.
7. No specific clothing is needed.
8. Equipment available –materials in the classroom may be used, no need to purchase extra items.
9. Physical accessibility and safety addressed.

Rubric for Lesson Plan and activities

Lesson plan & Activities				
Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Activity is age appropriate for children 24-36mo	15 pts	9 pts	0 pts	15 pts
	Full Marks	Partial Credit/Needs Improvement	No Marks	
	Activity is educational, fun and engaging for children 24-36 mo	Activity is too difficult or not challenging enough for children 24-36 mo	No activity or activity is not appropriate for children	
This criterion is linked to a Learning Outcome Activity has sample and all materials needed	15 pts	9 pts	0 pts	15 pts
	Full Marks	Partial Credit/Needs Improvement	No Marks	
	A sample of the activity is provided, and all materials are collected and ready before the beginning of an activity.	No sample is shown, materials are missing for completion of activity	No materials ready for activity	
This criterion is linked to a Learning Outcome Lesson Plan 5 step lesson plan with full description of activities	15 pts	9 pts	0 pts	15 pts
	Full Marks	Partial Credit/Needs Improvement	No Marks	
	Lesson plan has details and is complete	Not all sections of lesson plan are complete	No lesson plan	
Total Points: 45				

Counseling: ESL Career Exploration: Fatima Mota

Career Exploration

Module Summary

Students will engage in a 4-hour career exploration while enrolled in an ESL Level 4-5 course at the San Diego College of Continuing Education. Many students express an interest in developing an understanding of jobs and careers they may pursue during or after their education. Embedding career awareness in the ESL course syllabus provides students with exposure to different career options, allowing students to explore their interests, by asking questions, doing research, and writing. This activity helps students identify an area of interest and pursue the steps toward learning about their career goal, which include meeting with a college counselor as well as with a career counselor.

Students have the option of asking the guest speaker questions or submitting their questions on index cards, which the speaker will answer during or after their presentation. Students will write a report on their career awareness and exploration experience, in which they will be able to note what they learned and their possible interest in following up with a speaker. Students will also write about their overall experience with career awareness and exploration and what they plan to do with the knowledge they acquired. Options could be: Scheduling a job shadow, work experience or internship, or making an appointment at the career center with a career counselor for further career exploration options.

Type of WBL Activity: Career Awareness and Exploration / Career Interactions

Learning Objectives

Students will be able to:

- Explain how their instructional experience has directly prepared them for employment.
- Explain what activity they did in class that helped them think about getting a job.
- Describe what were the benefits of working with classmates in a small group. And, what were the challenges and how did they overcome them.
- Discuss what they learned about asking questions that could help them at work.
- Give an example of what skills they learned by working online. How could these online skills help them in a work situation. How have these skills given them something extra that an employer might be looking for.
- Interact with professionals (a total of 4 guest speakers throughout the semester)
- Obtain knowledge on different career opportunities

Specific SLOs and 21st Century skills

Communication, Critical Thinking/Problem Solving, Collaboration, Cultural Competence, Emotional Intelligence, Information and Communications Technologies (ICT) Literacy

Specific industry skills or standards

Students will research 3 employment opportunities online, where they will be able to assemble career options. This will help students learn the preparation and skills required to pursue their career of interest.

Instructions for the Students

Writing assignments allow students the opportunity to organize their ideas, think logically, and develop points of importance. Writing provides opportunities to share and elaborate on ideas and support a point of view to the reader. Writing assignments allows us to slow down our thinking and focus on key points that made an impact on us. Writing requires careful sustained analysis of the topic at hand.

Writing

Write a report/essay sharing the following: What did you learn from each of the speakers? Who was the speaker? What did the speaker share with the class? Where does the speaker work? Why was this important to you, or why not? How has this experience benefited you as a student seeking or wanting to advance in a profession/career/job?

Tips

- Remember you are writing about your experience
- There is no correct or wrong answer
- Write with purpose and passion
- We are part of a class community, feel free to ask for assistance

Requirements:

- Type a minimum of 4-6 pages (font style: Times New Roman; font size 12; Double spaced)
- For extra credit: Present your paper/essay to the class.

Grading and Assessment

18-Week Timeline for Students

Week 1

- Brainstorm what profession/professionals you are interested in learning about. As a class, we will be selecting 4 guest speakers to come in for an hour during the semester.

Week 2 -3

- Prepare 3-5 questions that you would like to ask the presenters who will be invited to our class to present about their field of work.

Week 4 - 6

- 1st guest speaker will share their expertise in their field of work.
- Take notes of the speaker's presentation, ask questions, and document what you learned from the guest speaker.

Week 7- 10

- 2nd guest speaker will share their expertise in their field of work.
- Take notes, ask questions, and document what you learned.

Week 11- 15

- 3rd and 4th guest speakers will share their expertise in their field of work.
- Take notes, ask questions, and document what you learned.
- Begin writing your draft for this assignment.
- Begin writing a thank you letter to the professionals that presented in your classroom.

Week 16

- Submit your completed draft for review and feedback.
- Make the necessary modifications to your assignment.
- Inform your teacher if you will be participating in presenting to the class.

Week 17-18

- Turn in your writing assignment to your teacher.
- If you chose to participate in the extra credit activity, be prepared to present to the class.
- Send out a thank you letter to all the guest speakers for sharing their professional knowledge and experience with our classroom.

Grading and Assessment

The writing assignment will be graded with the following point system:

Introduction paragraph: (1 point)

Begin with introducing who you are, share your background/culture, and what you valued most out of each guest speaker.

Body paragraph (4 total body paragraphs): (4 points)

- Write a paragraph on each guest speaker. Who they were, what company they worked for, when they began their career, why the guest speaker chose this career, and how their experience is significant to you.
- Write how you will use the information you learned from each guest speaker.
- Write which guest speaker interested you the most and if you will follow up/are interested in scheduling an appointment to shadow the professional.

Conclusion paragraph: (3 points)

- Write your overall experience with the guest speakers.
- What did you find interesting and why?
- What will you utilize and how?
- Would you encourage other teachers to include this Work Based Learning activity in their syllabus and why?
- All paragraphs have an organized flow; they are easy to follow. **(1 point)**
- Appropriate spelling and punctuation. Review and revise your draft. **(1 point)**

Key Steps to Prepare, Follow Up, and Ensure Equity

The lesson has been carefully planned with the WBL Coordinator, to ensure all students obtain quality, valuable and useful information from which students will be able to utilize in their future careers. With the completion of their writing assignments, students will be able to reflect on what they learned and be able to reflect on which direction they would like to proceed. Students will write thank you emails to the guest speakers.

Culinary Arts: Megan Leppert

Restaurant Wars: A Simulated Workplace Business Experience

Module Summary

Students will engage in a business plan development project during the Advanced Culinary Arts program. This business plan paired with a simulated workplace experience is the capstone project for this program. Students take part in a 6-hour lab practical in which they design a menu, build a front-of-house restaurant concept, and execute a 7-course dinner for faculty and industry professionals. This is a higher-level course, as such a high level WBL activity would be a valuable experience for them. Through the process of collaboration, design, research, and planning, students can begin to realize all that a food-based entrepreneurial business entails.

Students will write a resume enrichment journal in which they a) share the details of their experience during the 6-hour practical exam; b) include industry professional feedback on dishes and front-of-house restaurant design; c) detail skills and techniques they utilized; and d) their overall takeaway.

Type of WBL Activity: Career Awareness and Exploration/ Career Interactions

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as problem solving, asking for assistance, clarification, confirmation, working as a team member, offering suggestions, or accepting feedback using what they learned in this class.
- Explain how their instructional experience has directly prepared them for employment.
- Describe what were the benefits of working with classmates in a small group. And, what were the challenges and how did they overcome them.
- Explain how having a timeline for class assignments changed how they did their work.
- Discuss what they learned about asking questions that could help them at work.
- Interact with industry professionals
- Record and document feedback from industry professionals.

Specific SLOs and 21st Century skills

Adaptability, Aesthetic Awareness, Collaboration, Communication, Creativity/Innovation, Critical Thinking/Problem Solving, Entrepreneurial Mindset, Leadership, and Self-Management and Professionalism

Specific industry skills or standards

Students will conduct online research to develop a restaurant business plan and conduct a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis

Description of Activities

Students in a team of six, develop a restaurant business plan that includes: a) business name; b) mission statement; c) vision statement; d) description of ownership; e) customer demographics; f) target market; g) location selection; h) SWOT analysis; i) marketing plan/strategy; j) restaurant menu; and k) front-of-house dining room concept.

Instructions for Students**Tips**

- Collaborate as a group.
- Receive input from all stakeholders.
- Reach out to your instructor and/or team members for support.

Writing Requirements

- Text 12-point font, Times New Roman, and single spaced.
- All sections are clearly labeled.

Capstone Restaurant Wars Practical Description

Teams design and execute a 7-course meal including: appetizer, soup, salad, fish course, intermezzo, meat course, and dessert. Teams will also design a front-of-house dining concept and execute a fine dining service in 90 minutes. Faculty and industry professionals will evaluate both the front and back-of-house presentations for all restaurant concepts presented.

Tips

- Don't be afraid to be creative.
- Have fun with this assignment!
- Reach out to your instructor and/or team members for support.
- Post pictures of your final dishes concept in the kitchen for quality control.

Assignment Requirements

- Design and execute a 7-course meal minimum.
- Complete within 90 minutes per restaurant/meal.
- Record or document industry professional feedback.
- Respond to resume enrichment reflection prompt.

Resume Enrichment Reflection Journal Prompt

Write a resume enrichment journal a) share the details of your experience during the 6-hour practical exam; b) include industry professional feedback on dishes and front-of-house restaurant design; c) detail skills and techniques you utilized; and d) your overall takeaway.

Tips

- Write honestly about your experience.
- Reach out to your instructor and/or team members for support.
- Include pictures of your final dishes and dining room set-up/concept.

Reflection Requirements

- 5-7 pages, including text and pictures.
- Text 12-point font, Times New Roman, and single spaced.

Grading and Assessment Criteria

Business plan evaluation

Quality of Assignment Content:

- The assignment requirements in the prompt are met and thoroughly developed in great detail.
- References are all cited properly using APA format. (100 points).

Organization, Style, Layout, & Tone:

- Structure of the assignment is consistently clear, thoughtful, and easy to follow.
- The assignment is enhanced by the organization, layout, and structure.
- Academic and professional tone used. (50 points).

Grammar, Punctuation, and Spelling:

- Rules of grammar, usage, and punctuation are followed.
- Spelling is correct. (50 points).

Capstone Restaurant Wars Practical Evaluation

Cooking Methods and Culinary Techniques:

- All items on the tasting menu consistently exceed the standard guidelines for cooking methods, culinary techniques, taste, and flavors. (100 points).

Presentation & Plating:

- Excellent technique, showing a command of plate composition, use of colors, height, texture, and focal point.
- Balance, unity, focus, and flow is readily apparent. (50 points).

Dining Room Design & Service:

- Exceptional fine-dining table service techniques shown.
- Design aesthetic is well thought-out and executed to the highest standards. (50 points).

Resume Enrichment Reflection Journal Evaluation

Quality of Assignment Content:

- The assignment requirements in the prompt are met and thoroughly developed in great detail.
- References are all cited properly using APA format. (100 points).

Organization, Style, Layout, & Tone of the assignment:

- Structure is consistently clear, thoughtful, and easy to follow.
- Enhanced by the organization, layout, and structure.
- Academic and professional tone used. (50 points).

Grammar, Punctuation, & Spelling:

- Rules of grammar, usage, and punctuation are followed.
- Spelling is correct. (50 points).

Key Steps to Prepare, Follow Up, and Ensure Equity

This lesson has been thoroughly planned to ensure that all students have the opportunity to receive constructive and timely feedback from industry professionals and the opportunity to reflect on their capstone practical experience in a thoughtful way. In addition to the resume enrichment reflection journal, students are asked to reach out to the industry professionals to thank them for the experience.

Culinary Arts: Nicole Austria

Career Awareness and Exploration: Industry Workplace Tour

Module Summary

Students will experience and engage in an industry workplace tour during the Introduction to Hospitality Careers. Since this course is the prerequisite to any of the three SDCCE culinary programs, it is the optimal time to integrate this WBL into the course.

Type of WBL Activity: Career Awareness and Exploration / Career Interactions

Learning Objectives

Students will be able to:

- Explain how their instructional experience has directly prepared them for employment.
- Discuss what they learned about asking questions that could help them at work.
- Talk about how a focus on Work Based Learning helped support achieving their goals and dreams.
- Increase their knowledge and understanding of the hospitality industry market segments.
- Gain knowledge and real-world insights into the workplace.
- Research and compare segments of the hospitality industry and the employment opportunities within the industry.
- Analyze and explain employment and soft skills needed for the hospitality industry as well as their application in the workplace.

Specific SLOs and 21st Century skills

Communication, Collaboration, Critical Thinking, Cultural Competence, Digital Collaboration, Entrepreneurial Mindset, Global Awareness, Leadership, Metacognition, Problem Solving, Professionalism, Self-Management, Social Responsibility

Specific industry skills or standards

Students will:

- Conduct online research of the labor market for their project.
- Research and compare segments of the hospitality industry and the employment opportunities within the industry.
- Analyze and explain employment and soft skills needed for the hospitality industry as well as their application in the workplace.

Description of Activities and How they Integrate into the Course

Week 1

Project Introduction and Preparation:

A workplace industry tour will be designed and structured for the students to gain knowledge and real-world insights into various hospitality career segments. Communication and planning on the instructor side will be to ensure a variety of different employees within the company will be available to ensure the students have a complete understanding of the various jobs and positions within the specific toured company and industry.

Preparation (Instructor and Employer):

Choose an industry workplace that has a diverse employee representation. Contact the employer/workplace and set up a tour for the class.

Preparation (Student):

Students will be given the name of the specific industry tour site, where they will need to research the company and brainstorm several questions to have ready when prompted during the Q&A session of the tour. Sample questions provided to students can include:

- What was your pathway to the job? What did you study in school, and what level of education did you have?
- What are the educational and skill requirements for people in your position? For others in the company and the industry?
- What are some skills that you may apply on the job on an everyday basis, including math, writing, and communication skills?
- What is it like to do your work, including a description of your typical day and your responsibilities?

Week 2

Workplace Tour & Employer Interaction:

- Employers will have the opportunity to foster student interest in career options and build awareness of the employer's business.
- The employer can provide an understanding of educational choices and necessary employability skills needed to secure positions within the industry.
- Students will get to view the actual workplace and understand firsthand what it is like to work in the industry.
- Students will view featured employees on site which would represent different aspects of industry skill sets, educational backgrounds, as well as ethnic, gender, and race diversity in the workplace.
- Inclusivity will be meaningful and purposeful by encouraging all students to share their experience and reflections during a brown bag Q&A session.

Follow Up Activity:

- Students will write personal reflections of their perceptions of the industry workplace tour, the jobs available, their careers, and the skills they will gain/utilize.
- Each student will further ideate what their career goals will be in the next 1-2 years.

Key Steps to Prepare, Follow Up, and Ensure Equity:

- Communication and planning for the inclusion of a variety of different employees within the company will ensure the students have a complete understanding of the various jobs and positions within the specific toured company and industry.
- Inclusivity and equity will be met by ensuring timing, during a brown bag open table, will be meaningful and purposeful to address all students during the Q&A session. Students who cannot attend in person will be able to join via zoom.
- Students will be encouraged to follow up with employers and their respected workplace by writing thank you notes.

Grading and Assessment Rubric

Criteria	Ratings			Pts
Leadership Style & Employability Skills	50 pts Excellent (100%) Analyzes the company's leadership style and employability skills to provide examples and support rationale in reflection.	37.5 pts Needs Improvement (75%) Analyze the company's leadership style. The response may be limited or missing information	0 pts Not Evident (0%) Does Not analyze the company's leadership style	50 pts
Career Goals	50 pts Excellent (100%) Identifies the career goals that made positive impacts on your career goals, and compares them to previous knowledge of the industry. The response includes several specific examples to support the rationale	37.5 pts Needs Improvement (75%) Insufficiently identifies a career goal. The response includes several specific examples to support the rationale	0 pts Not Evident (0%) Does not identify any career goals.	50 pts

Reflection: Impact	50 pts Excellent (100%) Identifies how the employer and their leadership style have impacted your career choice. The response includes several specific examples to support the rationale of reflection.	37.5 pts Needs Improvement (75%) Insufficiently identify how the employer and their leadership style has impacted your career choice.	0 pts Not Evident (0%) Does not identify the impact that the employer had on your reflection.	50 pts
Total Points: 150				

WBL Lesson Plan

English as a Second Language Level 2-3: Johanna Gleason

Immigrants in San Diego and Their Jobs

Module Summary

Beginning level English as a second language students will watch 30-second video recordings of immigrants who live in San Diego discussing their career, immigration experience, and the languages they speak. Activity content includes vocabulary, grammar, listening, speaking, reading, writing, and pronunciation. The goal of this module is to expose students to a variety of different types of jobs through interactions with immigrants who are living and working in San Diego.

Type of WBL Activity: Career Awareness and Exploration

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as working as a team member.
- Describe what were the benefits of working with classmates in a small group. And, what were the challenges and how did they overcome them.
- Identify potential career interests or career paths.
- Identify career interests or career paths.
- Identify immigrants working in a variety of well-paid jobs and fields in San Diego.
- Connect to immigrants who work in fields that they are interested in working in.

Specific SLOs and 21st Century skills:

Identify potential career interests or career paths for students. To help them identify career interests or career paths. To demonstrate to students that immigrants work in a variety of well-paid jobs and fields in San Diego. To connect students to immigrants who work in fields that they are interested in working in.

Specific industry skills or standards

Students will:

- Listen to pre-recorded videos of immigrants discussing when they came to the U.S., what their native language is, and what their current career is. Education & Career Navigation Skills demonstrating cultural competence.
- Discuss their own jobs and careers, demonstrating communication skills.
- Discuss careers that interest them, demonstrating communication skills and self-awareness.
- Write letters to guest speakers thanking them and expressing interest in their career and/or life, demonstrating writing skills, collaboration, and workplace etiquette.

Description of Activities 5-Week Timeline

The instructor will prepare a series of videos that show local San Diegan immigrants describing their immigration experience and their current jobs. Each video is about 30 seconds long. Videos will also be available asynchronously on Canvas. The instructor will pre-teach relevant vocabulary. Students will watch each video a few times listening and reading captions. Afterward, they will answer a series of comprehension check questions and review in class together. This portion of the exercise will take about 30 – 45 minutes. Students will have homework that asks them about their career interests and goals and offers to connect them to guest speakers if they are interested. Students will choose a “favorite” guest speaker to write a thank you letter that asks one question. Lower-level students will just copy a sample letter. The instructor will send the letters to the guest speakers.

Week 1

Students will learn work-based vocabulary. Names of jobs and job duties. The words “job” “career” “occupation” and “job duties.” The question “What do you do?” “What kind of work do you do?” “Where do you work?” “What is your job?” The responses to the above questions: “I’m a driver.” “I’m a cake decorator.” “I’m a prep cook.” “I’m a stay-at-home mom.” “I’m a student.” “I’m unemployed.” “I’m between jobs.” “I’m looking for work.” “I’m retired.”

Week 2

Students will use their new vocabulary to practice talking to one another and ask one another about their jobs and their family members’ jobs. Students will practice writing new vocabulary, reading about people and their jobs, listening to conversations and short lectures about jobs, and answering comprehension check questions.

Students will continue to build job vocabulary.

Week 3

Students will learn to ask “What do you want to do when you finish school?” “What is your dream job?” “What job do you want?” and will learn appropriate answers: “I’m happy in my job.” “I want to be a chef.” “My dream is to be a nurse.”

Week 4

Students will watch pre-recorded videos and answer comprehension check questions. They will identify the speakers, which countries they are from, which languages they speak, what their jobs are, and what their job duties are. They will discuss the speakers, and choose a favorite. They will write a thank you letter to the speaker of their choice. They are invited to

ask the speaker any questions they would like about their jobs. Students will submit their letters to their instructor. The instructor will review the letters, provide feedback, and then return the letters to the students for revision. Students will revise and submit their revisions. The instructor will send the letters to the speakers.

Week 5

The instructor will ask students to share their career goals. The instructor will ask the students what assistance they need to achieve their goals, and will connect the students with the student support services and resources available at the school.

After the activity, students will do the following:

- Follow-up research
- Follow-up reflection
- Group discussion
- Professional's career trajectory
- Professional's guidance to students about education or career decisions (e.g., majors)
- Discussion of career options in the industry or related occupations
- Educational and career navigation strategies and tips

Key Steps to Prepare, Follow Up, and Ensure Equity

There are recordings of 5 guest speakers and comprehension check questions.

- Role model (speaker, tour host, etc.) will resemble or share cultural similarities
- with the students, if possible
- Timing allows all students to participate
- Technology needs addressed
- Language and accessibility addressed
- Adequate opportunity for students to connect experience with their own interests
- Adequate time for students to prepare
- Adequate opportunity to build social capital, that is, make connections to other employers through follow-up activities, support for networking, etc.

Grading and Assessment:

Students will complete comprehension check questions after watching the videos. There will be follow-up activities on Canvas to reinforce vocabulary and comprehension. Students will write a thank you letter that asks one follow up question to a guest speaker of their choice.

English as a Second Language Level 3: Jessica Maguire

Workplace Communication/Speaking and Writing at Work

Module Summary

Through a series of listening, reading, writing, and speaking activities students will learn how to answer the phone and take a message at work. Students will also learn how to write a work appropriate email. Role-playing with an instructional aid or career counselor, the student will answer the phone, identify the caller's need, provide information, ask questions to clarify, and take a message for the intended recipient. Following the message taken, students will type a short email to the intended recipient.

Type of WBL Activity: Career Awareness and Exploration / Career Interactions

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as clarification, confirmation, accepting feedback, and using what they learned in this class.
- Explain how their instructional experience has directly prepared them for employment.
- Explain what activity they did in class that helped them think about getting a job.
- Discuss what they learned about asking questions that could help them at work.
- Give an example of what skills they learned by working online. How could these online skills help them in a work situation. How have these skills given them something extra that an employer might be looking for.
- Demonstrate the ability to handle calls at the workplace
- Use new vocabulary and speaking skills with role play "phone calls" as employees of a restaurant or hotel. Students will identify and practice customer care skills and experience the differences in U.S. workplace communication
- Demonstrate appropriate workplace communication in writing and reading simple messages and emails
- Develop 21st-century skills such as: information and communication technology literacy, cultural competence, global awareness, self-management, and professionalism

Specific SLOs and 21st Century skills

Communication skills, collaboration, negotiation, adaptability

SLO: Demonstrate simple workplace phone skills. Read and write simple messages.

Specific industry skills or standards

Proper email etiquette, greetings, salutations, formatting, Zoom etiquette, using mute and camera functions, where to attend Zoom meetings, proper use of the Chat tool

Industry skills: Hospitality, phone etiquette, and appearance

Description of Activities and How they Integrate into the Course

In an 18-week class, “sprinkle” this WBL project in when working in the core book unit that covers jobs, job duties and occupation vocabulary (usually mid-semester) anticipate about 2 weeks of practice (30 minutes per class, 4 times a week) before the final assessment.

Week 1 (spread out over 4 class meetings)

Elicit information from students as to what they think workplace communication is and what types of jobs require talking to customers on the phone. Show YouTube of restaurant and hotel clerks answering phones and talking with customers. Use simple readings about a restaurant and front desk hotel workers to present new vocabulary.

After YouTube examples, students work in pairs using a “script” to practice phone conversations at work, using proper greetings and formal names.

Week 2 (spread out over 4 class meetings)

The students will continue to participate in a role-play in which the student plays the role of an employee in a place of business. The student will answer the telephone, identify the caller’s need, provide information, and ask questions to clarify or ascertain details. However, this week the student will now take a message for the intended recipient. Classmates and instructional assistants will roleplay as the caller (supervisor, customer, or co-worker) with a problem. Using the provided form, students will practice taking a message as follows:

Checklist for students: Taking a phone message

- Use the current date and time.
- Circle the titles and write the last names.
- Write the caller’s phone number.
- Check the correct boxes.
- Write a message on the lines.
- Sign the message.

Message

Date: _____ **Time:** _____

FOR Mr. / Ms. _____

FROM Mr. / Ms. _____

PHONE NO. _____

☐ **Urgent** ☐ **Called** ☐ **Please call back**

Signed _____

Following the completed phone message, students will type a simple email relaying the information to the intended recipient (teacher's email), practicing grammar, email structure, spelling, capitalization, and punctuation.

Grading and Assessment:

For the final assessment, the student will roleplay a phone call with the instructor or an instructional assistant, or counselor. They will play the role of the employee, fill in the message form and then send an email relaying the information.

Rubric 1: Taking a phone message

Answer phone in a business-like manner (greeting, name of business, own name)	2pt
Apologize that the intended recipient is not available and offer to take a message	2pt
Ask at least 1 question to get message detail	2pt
Clarify/confirm information	2pt
End phone call with appropriate word choice	2pt

Rubric 2: Speaking/Oral assessment

Content A

BL, BH, IL, IH, Adv	Answer phone in business-like manner (greeting, name of business, own name, offer of assistance)	2	1	0
BH, IL, IH, Adv	Greet caller with first name or title+last name to indicate appropriate register	2	1	0
Adv	Paraphrase caller's request/problem.	2	1	0
BL, BH, IL, IH, Adv	Apologize that intended recipient is not available <i>and</i> offer to take a message	2	1	0
BL, BH, IL, IH, Adv	Question #1 to get message detail	2	1	0
BL, BH, IL, IH, Adv	Question #2 to get additional message detail	2	1	0
BL, BH, IL, IH, Adv	Clarify/confirm information	2	1	0
BH, IL, IH, Adv	Inform caller of next steps	2	1	0
Adv	Respond to one additional question	2	1	0
BL, BH, IL, IH, Adv	End telephone conversation with appropriate word choice and intonation based on caller's tone	2	1	0

Message form completion

All of the assigned items on the authentic phone message form are completed accurately and neatly with no errors that interfere with meaning. 10pt

Written/ Email assessment

Student addresses all parts of the task adequately. The sentences are comprehensible. At least four sentences are written. 10pt

Rubrics and content materials in this module are based upon instructional materials written and developed by the San Diego College of Continuing Education, English as a Second Language, EL Civics Program for Objective #52 Communicating at Work.

Key Steps to Prepare, Follow Up, and Ensure Equity

This lesson and materials have been prepared so that all students will have plenty of time to practice with peers and complete vocabulary and reading activities both in class or as homework. Students will be provided with all materials as well as writing and speaking assistance. There will be various examples of the tasks and opportunities to practice as many students are not able to fully participate in every class session.

In addition to completing the speaking test and email, students will be given the opportunity through a whole class guided writing exercise to complete a thank you note for the instructional assistants and possible career counselors who may have helped them with the phone call roleplays and final assessment.

English as a Second Language Level 3: Anagit Traganza

Beg High Prevocational ESL Course 1: Basic Career Exploration

Module Summary

Students explore 16 career clusters and conduct online research of the local job market. Students become aware of the school career support services. A San Diego College of Continuing Education Career Counselor speaks to class about career pathways.

Type of WBL Activity: Career Awareness and Exploration

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as problem solving, asking for assistance, clarification, confirmation, offering suggestions, or accepting feedback.
- Explain how their instructional experience has directly prepared them for employment.
- Describe what were the benefits of working with classmates in a small group. And, what were the challenges and how did they overcome them.
- Discuss what they learned about asking questions that could help them at work.
- Give an example of what skills they learned by working online. How could these online skills help them in a work situation. How have these skills given them something extra that an employer might be looking for.
- Enhance their English skills for basic career exploration and seeking employment.
- Create a Google Slides presentation.
- Practice communication skills working with their team members via Pronto messaging or video conferencing in Canvas.
- Deliver a short oral presentation about their career goal.

Specific SLOs and 21st Century skills:

Communication, Digital Literacy, Collaboration, Critical Thinking/Problem Solving, Cultural Competence / Global Awareness, Social Responsibility Global Awareness

Specific industry skills or standards:

Students will conduct online research of the labor market for their project.

Description of Activities 7-Week Timeline

Week 1

Instructor facilitates the creation of a classroom learning community by connecting students' goals and learning objectives with their lived experience. Students develop vocabulary and language structures to describe personal appearance and personalities. Instructor integrates the development of students' Digital Literacy skills. Students participate in a Canvas discussion and create a Google Slides presentation about their hometown.

Week 2

Students learn how to talk about their background and past employment, including their job skills. Instruction includes a class on career pathways. An SDCCE Career Counselor, presents career training options at SDCCE to the students.

Week 3

Career pathways. Students work on identifying their academic and career goals. They also explore academic and certificate programs available at SDCCE.

Week 4

Students learn about personal qualities and interests. Also, they identify job sectors/clusters. Instruction includes a focus on work on job titles, places of employment, and career requirements.

Week 5

Oral Presentation Skills are introduced and practiced. Instructor provides the project guidelines. Student groups deliver a short oral presentation on job search/career sectors, applying digital literacy skills to conduct basic research, read job ads online.

Week 6

Student group communication via Pronto. Groups according to the career clusters. Students create slide drafts and the teacher provides feedback. Students practice their public speaking skills. Instructor provides the student groups the presentation skills rubric. In small groups, students practice their group project presentations and classmates provide feedback.

Week 7

Group Presentations

Assessment. Instructor provides students with the project rubric which details the points for content, language, participation, and speaking skills.

Key Steps to Prepare, Follow Up, and Ensure Equity

This lesson and materials have been prepared so that all students are provided time to practice with peers, an instructional assistant, and whole class practice. Students are given the opportunity to arrange for additional instructional assistance. Students will be provided all materials orally as well as in writing. There will be various examples of the tasks and opportunities to practice asynchronously as well as synchronously to accommodate student schedule and promote their ability to fully participate in every class session. To ensure equity and to address language skills and accessibility, students with special needs are provided additional assistance.

Instructions for the Students

For the Group Project:

1. Decide which career cluster you are interested in.
2. Choose a group with that career cluster. [Click here to sign up:](#)
3. Work with your group. Communicate with your group via Pronto. You can use **Google Slides** for your presentation

log into **Burlington**:

- Choose: Career Exploration & Soft Skills-Beginners:2. Career Clusters
- read about the career cluster you are interested in
 - answer the questions.
 - create Google slides with your answers:

Slide 1- Title Page with the Cluster name and the names of the team members.

Slide 2- What do people do in this career cluster?

Slide 3- Description of one job in this career cluster:

- Job name and responsibilities
- Documents required for getting that job
- Online average annual salary or hourly pay for that job in our area*

*Students use Indeed.com to source local wage information

English as a Second Language Level 5-6: Richard Weinroth

Communicating at Work

Module Summary

English as a Second Language Advanced Low Level 6. The San Diego College of Continuing Education (SDCCE) is a noncredit SDCCD college. The ESL 7-level program helps students prepare for or advance in employment or transition to college. Career Technical Education (CTE) classes are offered in over 15 pathways. The ESL program is a “feeder” into both SDCCE CTE classes and credit classes at the 3 SDCCD credit campuses: City, Mesa, and Miramar.

Type of WBL Activity: Career Preparation and Advancement / Workplace Interactions

Learning Objectives

Students will be able to:

- Give an example of how they practiced soft skills such as problem-solving, asking for clarification, and confirmation.
- Explain how their instructional experience has directly prepared them for employment.
- Discuss what they learned about asking questions that could help them at work.
- Give an example of what skills they learned by working online. How could these online skills help them in a work situation. How have these skills given them something extra that an employer might be looking for.
- Answer a business phone and take a message in a professional manner
- Report that message to the intended recipient
- Write a 3-4 paragraph business letter using appropriate words and correct format

Specific SLOs and 21st Century skills:

Oral and written communication, for employment readiness or advancement.

Specific industry skills or standards:

Digital literacy. The materials include online and PDF fillable materials, audio sound files, and a written assessment.

Description of Activities 4-Week Timeline

Week 1

Students will be introduced to the concept of communication at work versus personal communication and the relationship to advancement in the workplace. 1) video on oral and written communication value in the workplace, and 2) and an overview of professional versus personal communication.

Students will:

- Learn related vocabulary
- Review and learn essential components of business communication including: politeness, clarifying any misunderstandings or areas not clear, restating and paraphrasing back to confirm accuracy, and using questions to obtain details.
- Listen to and take a message
- Report a message orally to the intended recipient (reported speech)
- Use the correct register for a co-worker or supervisor

Week 2

Students will:

- Be introduced to communicating professionally with an angry or upset customer
- Practice responding to and acknowledging the customer's upset
- Maintain a polite and professional manner
- Gather and clarify details
- Indicate to the caller the action that will be taken or to whom the message will be directed
- Summarize and appropriately close the conversation

Assessment 1 and 2

Student will:

- Answer a simulated business phone call and take a message.
- Report that simulated message to the intended recipient

Week 3

Student will:

- Learn about different forms of written communication in the workplace
- Understand the purpose of different forms of communication including: a request for information, follow-up request, thank you, and request for an adjustment or change.
- Recognize a business format for correspondence as compared to a personal letter
- Understand a sales letters format
- Become familiar with a complaint letter format including purpose and tone

Week 4

Assessment 3

Student will:

- Using a provided checklist and a model, write a 3-4 paragraph business letter using appropriate words and correct format.

Follow-up activities will include:

- Group discussion
- Follow-up reflection
- Self-assessments
- Students' portfolio reflection
- Participate in a small group for study, preparation, and review.

Instructions for the Students

Key Steps to Prepare, Follow Up, and Ensure Equity

- All material will be Open Educational Resources (OER) and free to all students
- Former ESL student invited to speak on value of written and oral communication skills
- Materials and activities are accessible both synchronously and asynchronously
- Audio file links as well as QR codes are accessible for cell phones
- Materials are developed for the target audience's language level experience
- Students will have the opportunity to discuss communication goals and challenges
- Students are provided in class time as well as materials to practice at their own pace
- Additional support and practice will be available 1:1 from Instructional assistant(s) and community volunteer(s)

Grading and Assessment

Students will:

- Be given multiple opportunities to take the assessments
- Be assessed on a 100-point scale
- Pass with an 80% cumulative score on the 3-part assessment
- Complete a self-post assessment of their business communication skills
- Complete a written portfolio reflection on their experience

Rubrics and content materials in this module are based upon instructional materials written and developed by the San Diego College of Continuing Education, English as a Second Language, EL Civics Program for Objective #52 Communicating at Work.

Assessment rubrics follow on the next page.

Rubric 1: Phone Roleplay Assessment

CONTENT A: Call #1

The stimulated phone exchange will include up to 10 interactions. See score sheet for required components.

Utterance is appropriate, complete and delivered in a professional manner with appropriate register (formal or informal) situation. There may be errors, but they do not interfere with meaning. 2

Utterance is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the utterance can be understood with inference. 1

Utterance is inappropriate, incomprehensible, or incorrect, or there is no utterance. 0

CONTENT B: Call #2

The student will participate in a role-play in which the student relays the message received in task one to the intended recipient. The examiner plays the role of the intended recipient of the call. The student will respond to recipient's request for messages, and relay key information such as caller's name and contact information, reason for call, or action required, and respond to clarification questions when asked

Information provided is correct, clear, complete, and delivered in a professional manner. There may be 4 errors, but they do not interfere with meaning.

Information provided is mostly correct, appropriate. Some errors may require inference. 2

No information provided or information is incorrect or incomprehensible. 0

Score Sheet for Phone Roleplay Assessment

Answer phone in business-like manner (greeting, name of business, own name, offer of assistance)	2	1	0		
Greet caller with first name or title + last name to indicate appropriate register	2	1	0		
Apologize that intended recipient is not available <i>and</i> offer to take a message	2	1	0		
Paraphrase caller's request / problem	2	1	0		
Question #1 to get message detail	2	1	0		
Question #2 to get additional message detail	2	1	0		
Clarify/confirm information	2	1	0		
Inform caller of next steps	2	1	0		
Respond to one additional question	2	1	0		
End telephone conversation with appropriate word choice and intonation based on caller's tone	2	1	0		
Report message information (name, contact info, reason for call, action required) intended recipient	4	3	2	1	0

Rubric 2: Business Letter Assessment

****Task #3 Business Letter:**

The student will assume the role of a business owner or company employee and write a 3-4 paragraph business letter to complain about a product or service another company has provided OR to promote a product or service his/her company offers.

Content	
Addresses all parts of the task effectively. There are at least three paragraphs. The tone and vocabulary choices are appropriate.	18
Addresses all parts of the task adequately; some ideas may not be well stated; may require minimal inference; contains at least three paragraphs. Some vocabulary is appropriate.	14
Addresses the task in general way but may have gaps; many ideas may not be well stated; may lack appropriate or sufficient vocabulary; may require some inference; may be loosely organized and/or fewer than three paragraphs.	12
Addresses the task minimally but relation to the task is evident; may be unfocused or unclear; does not demonstrate understanding of business communication.	10
Addresses the task minimally even though two paragraphs may not be identifiable. Sentence are comprehensible but lack appropriate vocabulary.	8
Addresses the task in a general way. Some sentences may require inference to understand. A least one paragraph is identifiable, but writing lack appropriate vocabulary.	6
Nothing written or content is incomprehensible or completely inappropriate.	0
Grammar, Structure, and Mechanics	
Writing contains almost no errors in grammar, structure, spelling, capitalization, or punctuation.	6
Writing contains only minor errors in grammar and/or structure that do not interfere with understanding and/or minor errors in spelling, capitalization, or punctuation that do not distract the reader.	5
Writing may contain some errors in grammar, structure, spelling, capitalization, and/or spelling that may slow comprehension and/or distract the reader but errors do not require inference for understanding.	4
Writing contains grammatical errors that require the reader to infer meaning. There may be spelling, capitalization and/or punctuation errors that slow comprehension.	3
The writing contains errors in grammar, structure, spelling, capitalization, or punctuation that require the reader to use significant inference to understand meaning.	2
Errors in grammar, structure, spelling, capitalization, or punctuation make the writing difficult to comprehend even with inference.	1
Writing is incomprehensible	0