



# Consumer.gov – Lesson Plan Your Education After High School

## Teacher's Notes

This lesson plan is designed to be flexible, so that you can use all or part of it depending on the level(s) of your learners, their learning goals, and the work you and they have done with other parts of Consumer.gov previously. You can also spread the activities over multiple class meetings as needed.

- The lesson plan content is complex. Start each class session with an oral elicitation activity that establishes what learners already know and focuses them on the topic at hand. Allow time for learners to review concepts orally at several points to ensure that they understand.
- The lesson plan has content objectives, language objectives, and web navigation objectives. Select the ones that are appropriate for your learners, and review them with the learners at the beginning of each lesson to prepare for learning and then again at the end to assess learning.
- The lesson plan includes a vocabulary list. Select the vocabulary items that are new to your learners or are most important, and present no more than 6-8 new items per lesson for learners with basic skills, and no more than 10-12 for those with intermediate and higher skills.
- The web page on Your Education After High School has three sections: What It Is, What To Know, and What To Do. The lesson plan uses What It Is for initial concept development, vocabulary development, and site navigation activities. It uses What To Know for guided practice activities, and What To Do for independent practice and extension activities.
- The lesson plan is structured for two types of learners: those who read at or above the NRS Low Intermediate Basic Education / Low Intermediate ESL level and those who read at levels below those (Beginning ABE Literacy, Beginning Basic Education, Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL). Where appropriate, guidance is provided for differentiating activities for English learners and native speakers. Activities can be mixed and matched across levels where learners need tasks that are more accessible or more challenging.
- Instruction for English learners will need to address the cultural information contained in the content of the lesson. Two issues are understanding how the education system is structured and financed after high school in the US. Encourage discussion of how this is similar to or different from the situation in their home countries or other countries they know.
- Time allotments are approximations only. Activities can be extended, shortened, or skipped to meet learners' needs and to accommodate different class/tutorial schedules.

# Objectives and Standards

|  | Low Intermediate and Above   | Basic / Beginning  |
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|  | <b>Learners will be able to</b>  |  |
| <b>Content Objectives</b>  | <ul style="list-style-type: none"> <li>● Compare different types of schools</li> <li>● Explain how costs differ at different types of schools</li> <li>● Calculate costs for different types of schools</li> <li>● Identify types of financial aid and their advantages and disadvantages</li> </ul>   | <ul style="list-style-type: none"> <li>● Compare different types of schools</li> <li>● Compare costs at different types of schools</li> <li>● Calculate costs for different types of schools</li> <li>● Identify ways to pay for school</li> </ul>   |
| <b>Language Objectives</b>   | <ul style="list-style-type: none"> <li>● Use vocabulary related to Your Education After High School in speaking and writing</li> <li>● Demonstrate control of comparative forms</li> <li>● Compare different careers and types of school in speaking and writing</li> </ul>  | <ul style="list-style-type: none"> <li>● Use vocabulary related to Your Education After High School in speaking</li> <li>● Demonstrate awareness of comparative forms</li> <li>● Compare different careers in speaking</li> </ul>  |
| <b>Web Navigation Objectives</b>   | <ul style="list-style-type: none"> <li>● Recognize and navigate among the three parts of the Your Education After High School section</li> <li>● Recognize the relationship of the Your Education After High School section to the rest of the Managing Your Money section and to the other two major sections of the site</li> <li>● Use the Search function to locate information on the site</li> <li>● Recognize when they need to scroll down, and use the scroll bar to do so</li> <li>● Use the <i>text size</i>, <i>listen</i>, and volume adjustment buttons</li> </ul> | <ul style="list-style-type: none"> <li>● Recognize the difference between site content and site navigation</li> <li>● Recognize and navigate among the three parts of the Your Education After High School section</li> <li>● Use the <i>text size</i>, <i>listen</i>, and volume adjustment buttons</li> </ul>  |
| <b>College and Career Readiness Standards</b><br>(For guidance on these, see the companion Resource Sheet <i>Using the College and Career Readiness Standards in Instruction Based on Consumer.gov Content</i> ) | <u>English Language Arts and Literacy</u><br>Language: L1, L2, L6<br>Speaking/Listening: SL1, *SL2, SL3, SL6<br>Reading Foundations: RF2, RF3, RF4<br>Reading (Informational Text): RI1, RI2, RI5<br>Writing: W1, *W8, *W9<br><br><u>Mathematics</u><br>Mathematical Practice: MP1, MP2, MP4, MP5, MP6, MP8<br>Number and Operations: Base Ten<br>Operations and Algebraic Thinking<br><br>* Starred standards are in the expansion activities.  | <u>English Language Arts and Literacy</u><br>Language: L1, L2<br>Speaking/Listening: SL1, *SL2, SL6<br>Reading Foundations: RF2, RF3, RF4<br>Reading (Informational Text): RI1, RI2<br>Writing: W1, *W8<br><br><u>Mathematics</u><br>Mathematical Practice: MP1, MP2, MP4, MP5, MP6, MP8<br>Number and Operations: Base Ten<br>Operations and Algebraic Thinking |

## Vocabulary and Materials

|  | Low Intermediate and Above   | Basic / Beginning  |
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| <p><b>Vocabulary</b></p> <p><i>Select the vocabulary items that are new to your learners or that are most important for understanding the content. The starred words are key vocabulary for the web content; the others are more general terms. For English learners and some native English speakers, you may need to teach these orally before introducing them in written material.</i></p> | <p><i>Select 10-12 items for direct teaching.</i></p> <p>advertise<br/>afford<br/>APR (annual percentage rate)<br/>*associate’s degree<br/>*bachelor’s degree<br/>campus<br/>certification<br/>*college<br/>*community college<br/>consolidation<br/>co-sign<br/>*credit<br/>deferment<br/>*enroll<br/>*financial aid<br/>forbearance<br/>forgiveness<br/>for-profit<br/>*grant<br/>*higher education<br/>interest<br/>license<br/>loan servicer<br/>*major<br/>non-profit<br/>private<br/>public<br/>*scholarship<br/>seal<br/>transfer<br/>*tuition<br/>*university<br/>variable interest rate<br/>*work-study</p> | <p><i>Select 6-8 items for direct teaching.</i></p> <p>advertise<br/>afford<br/>APR (annual percentage rate)<br/>*associate’s degree<br/>*bachelor’s degree<br/>campus<br/>certification<br/>*college<br/>*community college<br/>consolidation<br/>co-sign<br/>*credit<br/>deferment<br/>*enroll<br/>*financial aid<br/>forbearance<br/>forgiveness<br/>for-profit<br/>*grant<br/>*higher education<br/>interest<br/>license<br/>loan servicer<br/>*major<br/>non-profit<br/>private<br/>public<br/>*scholarship<br/>seal<br/>transfer<br/>*tuition<br/>*university<br/>variable interest rate<br/>*work-study</p> |

|                  | <b>Low Intermediate and Above</b>   | <b>Basic / Beginning</b>  |
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| <b>Materials</b> | <p>Internet: Your Education After High School section of consumer.gov</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>● Types of Schools</li> <li>● Partner Talk (low intermediate and above)</li> <li>● Screenshots of What It Is, What To Know, and What To Do</li> <li>● Skimming and Scanning Practice</li> <li>● Guided Reading 1: Choosing a School</li> <li>● Guided Reading 2: Paying for School</li> <li>● Choosing a College</li> <li>● Making Comparisons</li> <li>● Finding a Career</li> <li>● Finding a College or University</li> <li>● 2x2</li> </ul> | <p>Internet: Your Education After High School section of consumer.gov</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>● Types of Schools</li> <li>● Words to Know (basic/beginning)</li> <li>● Screenshots of What It Is, What To Know, and What To Do</li> <li>● Skimming and Scanning Practice</li> <li>● Guided Reading 1: Choosing a School</li> <li>● Guided Reading 2: Paying for School</li> <li>● Choosing a College</li> <li>● Making Comparisons</li> <li>● Finding a Career</li> <li>● Finding a College or University</li> <li>● 2x2</li> </ul> |

## Activities

|   | Low Intermediate and Above   | Basic / Beginning  |
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| <p><b>Build Background</b></p> <p><i>Use this discussion time to connect the lesson content with learners' existing knowledge.</i></p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> <li>• <i>Types of Schools</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Divide learners into 4 groups and provide each group a sheet of paper with one of the following headings: <i>college, university, community college, trade/career school</i>.</li> <li>2. Ask each group to list as many words or phrases that they can come up with to define or describe their assigned school. They should make their list on the paper.</li> <li>3. Make columns on the board for each type of school and ask the groups to come up and share their lists on the board. One group member can serve as the scribe and another can orally present the information to the remainder of the class.</li> <li>4. Ask the rest of the class to contribute any additional information they already know about these different types of schools. List it on the board, correcting misconceptions as needed.</li> <li>5. Distribute <i>Types of Schools</i> handout for learners to take notes on, encouraging them to compare and contrast the types of schools based on the lists they generated.</li> </ol> | <ol style="list-style-type: none"> <li>1. Make columns on the board for each of the following types of schools: <i>college, university, community college, trade/career school</i>.</li> <li>2. Ask learners what they know about each type of school, and list what they say under the appropriate heading, correcting misconceptions as needed.</li> <li>3. Distribute <i>Types of Schools</i> handouts for learners to copy from the board (if appropriate).</li> <li>4. Point out differences and similarities once the lists are complete. Make note of these for learners to copy (if appropriate).</li> </ol> |

|   | <b>Low Intermediate and Above</b>  | <b>Basic / Beginning</b>  |
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| <p><b>Vocabulary Preview</b></p> <p><i>Use the worksheet version that is most appropriate for your learners. Edit the handout to include only the words you need or want to emphasize.</i></p> <p><i>Handouts:</i></p> <ul style="list-style-type: none"> <li>● <i>Partner Talk (low intermediate &amp; above)</i></li> <li>● <i>Words To Know (basic/beginning)</i></li> </ul> | <ol style="list-style-type: none"> <li>1. If learners have used any vocabulary words during the Building Background discussion and you have noted those on the board, ask them to explain what those words mean.</li> <li>2. Put learners in pairs and distribute the <i>Partner Talk</i> worksheet. If appropriate for your learners, assign each of the 4 groups from the Building Background activity an equal number of words from the list to look up using <i>learnersdictionary.com</i>. You may want to shorten the list if some items are already familiar or you have limited time for the activity. Each group can share the definitions it finds with the larger class.</li> <li>3. If time allows, you can continue on to the next step, or use it for a warm-up during the next class meeting. To mix up the groups, assign partners to take turns reading the words and example sentences; then they can create sentences of their own. If you have a mixed native speaker and non-native speaker class, you may want to pair up native and non-native speakers. Circulate during this activity to answer questions and note items that may be confusing to learners.</li> <li>4. When all pairs have finished, discuss any confusing terms with the whole group to be sure all understand the vocabulary.</li> </ol> | <ol style="list-style-type: none"> <li>1. If learners have used any vocabulary words during the Building Background discussion and you have noted those on the board, ask them to explain what those words mean.</li> <li>2. Without distributing the <i>Words To Know</i> worksheet, read each vocabulary item aloud and ask learners to suggest definitions. Provide the definition yourself when learners do not know a word. Encourage learners to identify words that they have encountered when working on other sections of the site.</li> <li>3. Distribute the <i>Words To Know</i> worksheet and have learners take turns reading the words and the example sentences. Ask them to repeat the definitions from the previous step, or remind them of those. They can note these on the worksheet as their skill level allows.</li> <li>4. Ask learners to create their own original sentences using the new words orally, and act as their scribe, writing them on a white board or poster paper. Save the sentences for later use in reading practice.</li> </ol> |

|  | Low Intermediate and Above   | Basic / Beginning   |
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| <p><b>Preview Webpage</b></p> <p><i>These activities are designed to help learners identify the difference between site content (different on every page) and site navigation (same on every page), and understand how to use site navigation and functionality.</i></p> <p><i>Handouts:</i></p> <ul style="list-style-type: none"> <li>● <i>Screenshots of What It Is, What To Know, and What To Do</i></li> <li>● <i>Printouts of the three sections (if computers are not available)</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Explore the Your Education After High School section of Consumer.gov with the learners, using one central computer so that all can follow along, but allowing individuals to use their personal devices if they have them. Answer the following questions as a group:               <ol style="list-style-type: none"> <li>a. How many parts does the Your Education After High School section have? What are they? Why do you think they have these names?</li> <li>b. How do you know which part of the Your Education After High School section you are in?</li> <li>c. How can you change the size of the letters on the screen?</li> <li>d. How can you listen to someone reading the text aloud?</li> <li>e. How can you adjust the volume?</li> <li>f. How can you read the text that goes down below the bottom of the screen?</li> </ol> </li> <li>2. Ask learners to predict what content they think they will find on each of the pages: What It Is, What To Know, What To Do.</li> <li>3. Ask learners to find the vocabulary items from <i>Partner Talk</i> in the Your Education After High School section of the site. They can do this orally using the computer, or on paper using printouts of the pages.</li> </ol> | <ol style="list-style-type: none"> <li>1. Distribute the screenshot handouts for the three parts of Your Education After High School. Have learners work in pairs or small groups to identify which things are the same on every page and which things are different.</li> <li>2. Discuss the answers in the whole group. Using one central computer so that all can follow along, show learners that the navigation and function buttons stay the same on every page, and the informational text is what changes. Demonstrate navigating among What It Is, What To Know, and What To Do, and demonstrate the use of the <i>text size</i> and <i>listen</i> buttons, the volume control, and the scroll bar.</li> <li>3. Do a round-robin in which each learner asks another to demonstrate how to do a specific task (for example, “Show how you change the text size,” “Show how you move to What To Do”). If learners are more experienced, you can extend this activity to the rest of the Managing Your Money section.</li> <li>4. Ask learners to predict what content they think they will find on each of the pages: What It Is, What To Know, What To Do.</li> </ol> |

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| <p><b>Reading Skills Practice: Skimming and Scanning</b></p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> <li>● <i>Skimming and Scanning Practice</i></li> </ul> <p><i>*This activity may be difficult for learners at the beginning/basic level. Adapt it as needed for your learners.</i></p> | <ol style="list-style-type: none"> <li>1. Write “skim” and “scan” on the board and ask learners if they know what it means to “skim and scan” for information (to read quickly to find information or look for specific information) and when they might use this reading strategy (to determine the general topic of a text or to find information quickly in dense text).</li> <li>2. Ask how they might go about skimming and scanning a webpage for information. Demonstrate scrolling through the What It Is page quickly and ask what information they notice as they skim and scan (the headings). What information do they think might be included in these sections according to the headings?</li> <li>3. Explain to learners that this page and the What To Know page has a lot of information, but they are going to practice skimming and scanning so they will know where to look for answers to the guided reading questions in the next activity.</li> <li>4. Distribute <i>Skimming and Scanning Practice</i> and demonstrate skimming each page for the example words and phrases given: higher education; room and board; and college.</li> <li>5. Ask learners to form pairs and work together to find the remainder of the words and phrases and indicate on which page they found them.</li> </ol> | <ol style="list-style-type: none"> <li>1. Write “skim” and “scan” on the board and ask learners if they know what it means to “skim and scan” for information (to read quickly to find information or look for specific information) and when they might use this reading strategy (to determine the general topic of a text or to find information quickly in dense text).</li> <li>2. Ask how they might go about skimming and scanning a webpage for information. Demonstrate scrolling through the What It Is page quickly and ask what information they notice as they skim and scan (the headings). What information do they think might be included in these sections according to the headings?</li> <li>3. Explain to learners that this page and the What To Know page has a lot of information, but they are going to practice skimming and scanning so they will know where to look for answers to the guided reading questions in the next activity.</li> <li>4. Distribute <i>Skimming and Scanning Practice</i> and demonstrate skimming each page for the example words and phrases given: higher education; room and board; and college.</li> <li>5. Ask learners to form pairs and work together to find the remainder of the words and phrases and indicate on which page they found them.</li> </ol> |

|  | <b>Low Intermediate and Above</b>   | <b>Basic / Beginning</b>  |
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| <p><b>Guided Reading 1</b></p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> <li>● <i>Guided Reading 1: Choosing a School</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Distribute the <i>Guided Reading 1: Choosing a School</i> handout. Explain to learners that this is a complex activity with several steps and you will illustrate those steps for them before they start work with a partner. Ask learners to read the instructions and help you pick out the steps of the activity: 1) Read the question. 2) Find the key words or phrase in the question to search for as you skim and scan the website. Underline them. 3) Compare the key word(s) to the <i>Skimming and Scanning Practice</i> to find which page those words or phrase appear on. Note the page. 4) Skim and scan the page to find the section or sections that talk about that topic. 5) Find the answer and write it on the sheet.</li> <li>2. Note these steps on the board and then demonstrate them using the example given on the handout. You may also want to demonstrate the process using one or two more questions from the handout.</li> <li>3. Ask learners to work in pairs to complete the remainder of the items; you may also assign specific items to pairs and have them demonstrate finding the answers for the class, or share out with the class.</li> </ol> | <p>*This activity may be difficult for learners at this level if completed in its entirety. It requires reading, identifying key words, skimming and scanning, and answering comprehension questions. It is recommended that the instructor review the activity as described for the Intermediate level and modify as appropriate for his/her learners. For example, it can be used as another skimming/scanning practice with less emphasis on comprehension if only completing through step 3. If the activity is too difficult even with modification, the next activity, <i>Guided Reading 2: Paying for School</i>, is recommended in its stead.</p> |

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| <p><b>Guided Reading 2</b></p> <p><i>Handouts:</i></p> <ul style="list-style-type: none"> <li>● <i>Guided Reading 2: Paying for School</i></li> <li>● <i>Printouts of What To Know (if computers are not available)</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Explain to learners that this page has a lot of information, but they are going to practice skimming in order to answer questions. The questions will indicate which large section head they should search for to find that information. It may be on either What It Is or What To Know. They should skim the page first for the section, and then read that section more carefully to answer the question. Using a projector, you may demonstrate using one of the questions from the activity if this is new to learners.</li> <li>2. Cut <i>Questions for Guided Reading 2</i> into strips such that each has only one question on it. Assign learners into pairs and provide each pair with at least one question. If reading levels are higher, you may assign pairs more than one question.</li> <li>3. Allow learners time to skim the page and find the answers to their assigned questions. Then ask each pair to read and answer their question(s) for the group, demonstrating where they found their section on the page.</li> </ol> | <ol style="list-style-type: none"> <li>1. Distribute copies of <i>Questions for Guided Reading 2</i> to the group. You may want to reduce the total number down to 4-5 if you anticipate the activity to be difficult for learners.</li> <li>2. Using a projector, demonstrate how the headings on the activity match the headings on the page. Then demonstrate how the question under that heading is answered in that section, indicating where in the text it can be found.</li> <li>3. Learners can follow along and write down the answers that you find as they are able. If learners' levels permit, you can ask for volunteers to come up and demonstrate the process of finding headings and answers after doing a couple of examples with the whole class.</li> <li>4. You can also ask learners to listen for the information, playing one section at a time if more appropriate.</li> </ol> |
| <p><b>Applying Concepts</b></p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> <li>● <i>Choosing a College</i></li> </ul>   | <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs or small groups of 2-4 each. Distribute copies of <i>Choosing a College</i>.</li> <li>2. Project a copy of the tables and review the information they provide about the costs and financing of study at two different schools. You can ask learners about the costs on each line. For example, "How much will you pay for transportation at school 1? What about school 2?"</li> <li>3. After reviewing the table information with the whole class, ask the pairs or groups to answer the questions below the tables.</li> <li>4. Ask for volunteers to answer the questions out loud, and to demonstrate their calculations of costs on the board.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Distribute copies of <i>Choosing a College</i>.</li> <li>2. Project a copy of the tables and review the information they provide about the costs and financing of study at two different schools. If appropriate for their level, you can ask learners about the costs on each line. For example, "How much will you pay for transportation at school 1? What about school 2?"</li> <li>3. After reviewing the table information with the whole class, move on to the questions below. If appropriate, ask volunteers to answer the questions, and demonstrate the calculations for the debt and expenses questions on the board.</li> <li>4. Ask learners to copy the answers onto their worksheets.</li> </ol>   |

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| <p><b>Grammar Practice</b></p> <p>Handout:</p> <ul style="list-style-type: none"> <li>● <i>Making Comparisons</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Write or project the following sentences on the board:<br/>Colleges are usually _____ than universities.<br/>Universities are usually _____ than colleges.<br/>Ask learners how they would complete the sentences. Various options are possible: <i>smaller, larger; more expensive, cheaper</i>. Note these on the board as learners provide them.</li> <li>2. Underline comparative words and forms (more than, less than; --er). Ask learners if they can identify what function these words and suffixes have—comparing two things.</li> <li>3. Review the rules for comparatives using the examples provided by learners: adding –er to one syllable adjectives or <i>more _____ than</i> to longer adjectives.</li> <li>4. Distribute <i>Making Comparisons</i> and review the examples from the lesson with learners, asking them to fill in the chart. Then assign pairs to work together to form the comparative forms of the remainder of the adjectives on the page before completing the paragraph.</li> <li>5. Draw or project the <i>Making Comparisons</i> table on the board and ask learners to come up and review the responses orally and/or in writing as your classroom setup allows. Point out the irregular forms (<i>better, worse, farther</i>) and spelling changes (<i>easier, bigger</i>).</li> <li>6. Create groups of four using two pairs of learners to compare their answers in the paragraph. Circulate during the activity to notice any items of difficulty for review with the whole group.</li> </ol> | <ol style="list-style-type: none"> <li>1. Write or project the following sentences on the board:<br/>Colleges are usually _____ than universities.<br/>Universities are usually _____ than colleges.<br/>Read the examples out loud and ask learners how they would complete the sentences. Various options are possible: <i>smaller, larger; more expensive, cheaper</i>. Note these on the board as learners provide them.</li> <li>2. Underline comparative words and forms (<i>more than, less than; --er</i>). Ask learners if they can identify what function these words and suffixes have—comparing two things.</li> <li>3. Ask learners to provide other examples from their own experience or looking around the classroom, prompting them as needed: <i>This table is <u>longer than/shorter than/cleaner than/messier than</u> that table</i>. Note these on the board as well.</li> <li>4. Draw or project the <i>Making Comparisons</i> table on the board and ask learners to come up and review the responses orally and/or in writing as your classroom setup allows. Point out the irregular forms (<i>better, worse, farther</i>) and spelling changes (<i>easier, bigger</i>).</li> <li>5. If learners’ levels permit, you may move on to the paragraph activity, acting as their scribe to complete it together as a whole class activity.</li> </ol> |

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| <p><b>Independent Practice</b></p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> <li>● <i>Choosing a College</i></li> </ul>   | <ol style="list-style-type: none"> <li>1. Put learners into pairs and direct them back to the <i>Choosing a College</i> activity.</li> <li>2. Tell learners to choose one of the following activities: <ul style="list-style-type: none"> <li>● Write a dialogue between parents and a child discussing what the child will do after graduating from high school. Use some of the cost information in the conversation.</li> <li>● Take the role of a son/daughter who is writing an email to his/her grandmother about what college s/he is choosing and why, including some of the cost information.</li> </ul> </li> <li>3. Leave time for each pair to share their dialogue or email before the end of class.</li> </ol>   | <ol style="list-style-type: none"> <li>1. In lieu of an independent activity, it is recommended to continue with the activities above for learners at this level, with the level of guidance and support necessary.</li> </ol>   |
| <p><b>Extension / expansion</b></p> <p><i>Handouts:</i></p> <ul style="list-style-type: none"> <li>● <i>Finding a Career</i></li> <li>● <i>Finding a College or University</i></li> </ul> | <ol style="list-style-type: none"> <li>1. If learners are comfortable navigating the internet, you may want to continue with one or both of the following activities.</li> <li>2. <i>Finding a Career</i> is appropriate for learners who are exploring job opportunities and may or may not be sure what career they want to pursue. <i>Finding a College or University</i> allows learners to compare schools and/or choose one based on their preferences.</li> <li>3. Both activities prompt learners to consider the questions before visiting the website, to record the information they find, and then to compare options.</li> <li>4. You may want to finish up with a debriefing activity asking learners to share the information they found and what new options they've learned about, or if they have learned new information to help them make a decision about what education to pursue. This can also be a pair or small group discussion.</li> </ol> | <ol style="list-style-type: none"> <li>1. Ask learners what careers they are interested in and make a list on the board. Using the projector, visit <a href="https://www.mynextmove.org">https://www.mynextmove.org</a> and explore some of their suggestions, focusing on technology use, education, and job outlook and salary.</li> <li>2. Ask learners to orally compare the information the class reviews. For example: <i>Electricians make more money than carpenters. Electricians use more technology than carpenters. Dietitians study longer than dietetic technicians.</i></li> <li>3. Lead a conversation with the class about what steps they can take to enter the careers that interest them.</li> </ol> |

|   | <b>Low Intermediate and Above</b>   | <b>Basic / Beginning</b>   |
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| <p><b>Assessment</b></p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> <li>● 2 x 2</li> </ul> | <p>Choose one of the following options:</p> <ol style="list-style-type: none"> <li>1. Ask learners to write a short paragraph from the final activity of either <i>Finding a Career or Finding a College or University</i> and submit it for review. OR</li> <li>2. Ask learners to return to the <i>Types of Schools</i> brainstorming activity from the start of the lesson and write a comparison/contrast paragraph for review. OR</li> <li>3. Ask learners to complete the 2x2 assessment and turn it in.</li> </ol> | <p>Choose one of the following options:</p> <ol style="list-style-type: none"> <li>1. Orally complete the 2x2 assessment with the group, making notes for the group on the board. OR</li> <li>2. Return to the <i>Types of Schools</i> brainstorming activity from the start of the lesson and have learners fill in more information from what they've learned today. You may want to work with the whole group to write a comparison/contrast paragraph as prompted on the handout.</li> </ol> |