

LESSON PLAN

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Durati on	Class size
2	March 4-8	Gen Stud & Comm	S4	7	7.1	40-50 min.	
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Unit 7: Career Planning					
Key Unit Competence		To be able to explain the importance of career planning.					
Title of the lesson		Career planning and communication					
Instructional Objective		<p>Questioning: Students are able to construct and ask relevant questions to learn about the values, ideas, perspectives and experiences of others.</p> <p>Active Listening: Students can demonstrate they are listening to others by acknowledging their contributions with gestures or thanks and responding appropriately to what is being shared.</p> <p>Global Communication/Sharing: Students are able to use 'I' statements to share about their own personal experiences and perspectives and avoid speaking on behalf of other individuals and groups.</p>					
Plan for this Class (Location: in / outside)		In class					
Learning Materials (For all learners)		-Student book Unit 7.1: The link between education, training, and job income -Asking Response Questions Worksheet – Essentials of Dialogue -Generation Global topic: Future of Work					
References		<i>Essentials of Dialogue: Guidance and activities for teaching and practising dialogue with young people.</i> (2017-2022). Tony Blair Institute for Global Change. https://generation.global/assets/resources/essentials-of-dialogue-english.pdf					
Timing for each step	Description of teaching and learning activity						Generic competences and Cross cutting issues to be addressed. + a short explanation
	Teacher activities			Learner activities			
Introduction 10 min.	Begin this lesson by asking students to share with the class the kind of career or even job they would like to pursue in future and why. Encourage them to use 'I' Statements and using sentence stems like:			Students complete sentence stems in a brief discussion: I want to work as a _____ because I think _____.			

	I want to work as a_____ because I think_____.		
Development of the lesson 20 min.	<p>Next, tell students they will be engaging in a dialogue about the future of work. They should continue to use the ‘I’ Statements when talking about themselves. They should also listen actively to their peers by asking them response questions after they speak to keep the conversation going further.</p> <p>Use the Asking Response Questions Worksheet to explain to students how to ask a good response question. It should help the conversation go deeper and not be a question that can just be answered with a yes or no response.</p> <p>Help students get started by posing a starter question: -How could education and training help you to achieve your goals for your own work future? Give some examples of what your career path might look like and why.</p> <p>After a student shares their response, invite other students to ask them a follow up question based on what they heard the student say.</p>	<p>Students review the Asking Response Questions worksheet with the teacher.</p> <p>Students have a practice dialogue about the future of work and their own career path, practicing asking each other response questions.</p>	
Conclusion 10 min.	After the practice dialogue, have students reflect on what they heard. Ask them to list their favorite response question that was asked. Why was this a good question to ask?	Students each write down one response question they heard in the practice dialogue that they thought was good and explain why.	
Teacher self-evaluation			