

Career and Education Planning Worksheet

Name: _____ Date: _____

Program/Class: _____ Teacher: _____

PART I – Self Exploration

My favorite school subjects are:

1. _____

2. _____

3. _____

My job and work values are: (Use worksheets from **Section II – Lessons 10, 11 on *Job Values***)

1. _____

2. _____

3. _____

Three skills I have are: (Use worksheets from **Section II – Lessons 6, 7, 8 on *Transferable Skills***)

1. _____

2. _____

3. _____

Three occupations that I would like to explore further that support my values are:
(Use the worksheet from **Section III – Lesson 1 – Career *Exploration on the Internet***)

1. _____

2. _____

3. _____

PART II – Occupational Exploration

For each of the three occupations listed above complete the following section: (Use the worksheet from Lessons on ***Career Exploration on the Internet, Job & Career Fairs, and Informational Interviews***)

Occupation Title:

Average Annual Salary: _____

List some things that a person in this type of occupation does:

1. _____

2. _____

3. _____

List some things that you know about the working conditions in this occupation. For example, does it require working outside or indoors, does it require sitting or standing all day?

1. _____

2. _____

3. _____

This occupation matches my job values, interests, and skills in the following ways:

1. _____

2. _____

3. _____

Jobs I am looking for now or in the future:

1. Where will I look? _____

2. Who will I talk to? _____

3. What do I hope to earn? _____

4. What contacts do I have to help me continue my education or get a job? _____

PART III – New Skills

Three skills that I would need to develop for the occupations I am interested in are:

1. _____

I will develop this skill by doing the following: _____

2. _____

I will develop this skill by doing the following: _____

3. _____

I will develop this skill by doing the following: _____

PART IV – Education Planning

For each of the three occupations listed in Part I complete the following section:

What training or degrees do you need for this career? _____

Do you need a license to work in this career? If yes, what license do you need? _____

What educational steps do you need to take to prepare for this career?

Where will I get it? _____ How long it will it take? _____

What will it cost? _____ How will I pay for it? _____

PART V – My Goals

Use the SMART Goal worksheets from Section IV – Lesson 5 on *Setting Goals*)

Short Term Goal (6 months - 1 year): _____

Long Term Goal (2-5 years): _____

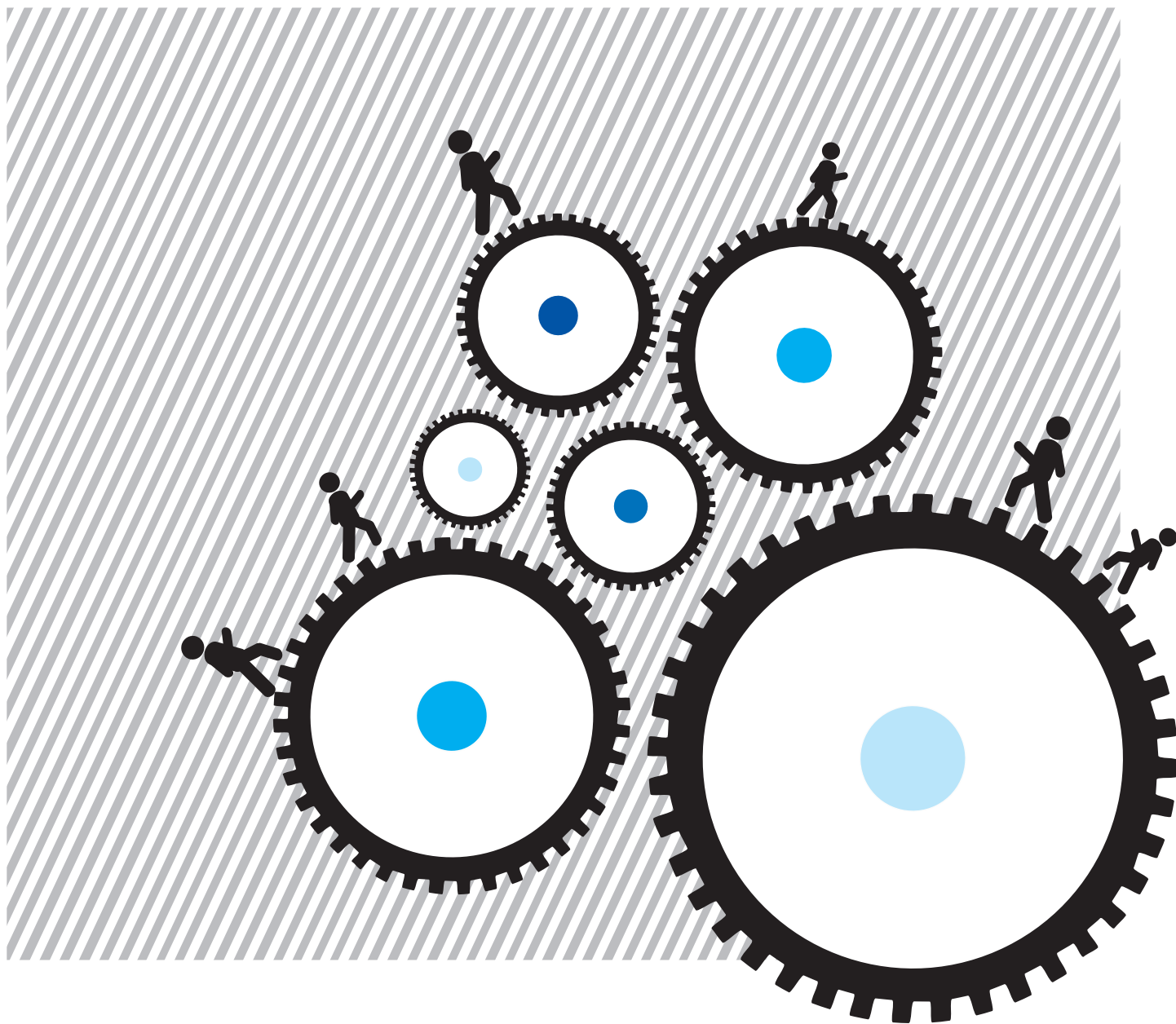
Every long term goal is made up of many short term goals and steps. As I get closer to my long term goal I will set new short term goals. The steps I need to take now to reach my long term goals are:

Step	Date to complete step
1.	
2.	
3.	
4.	

THE RIGHT TO WORK

Understanding Immigrant Employment Rights

A Workbook for ESOL Classes



NYC COMMISSION ON HUMAN RIGHTS
MICHAEL R. BLOOMBERG, Mayor | PATRICIA L. GATLING, Commissioner / Chair

NEW YORK IMMIGRATION COALITION

THE CITY UNIVERSITY OF NEW YORK ADULT LITERACY / GED / ESL PROGRAM

Table of Contents

Part I

Working in the United States

VIDEO 1: Tomás needs a job.1

- Watch Video 1.
- Talk about the Video.
- What is the problem?

I-9 FORM3

- Know the Law: Document Abuse
- Reporting a Problem
- New Word Practice

VIDEO 2: A New Job10

- Watch Video 2.
- Talk about the Video.
- Listen and Practice
- Complete the Sentences.

VOCABULARY: Finding a Job12

- Dialogue: Job Interview
- Write

Part II

Discrimination

VIDEO 3: A deli needs a dishwasher.14

- Watch Video 3.
- Talk about the Video.
- What is the problem?

KNOW THE LAW: National Origin Discrimination.16

- Vocabulary: Finding a Job
- New Word Practice
- Discrimination
- Vocabulary: On the Job

FOR MORE INFORMATION: National Origin Discrimination21

- Discuss: Do you have experience with discrimination?
- Dialogues

Part III

Problems and Solutions

WHO CAN HELP?24

REPORTING A PROBLEM25

- Listen and Practice.
- Keep a Record.

THE OFFICE OF SPECIAL COUNSEL (OSC)27

WAGES28

E-VERIFY29

VIDEO 4: María’s employer uses E-Verify.30

- Watch Video 4.
- Talk about the Video.
- Know the Law: Tentative Nonconfirmation (TNC)
- E-Verify Questions
- E-Verify Self Check

Part IV

Activities

KNOW YOUR ACRONYMS34

WHAT’S MY WEB ADDRESS?35

WHAT’S YOUR JOB? Tell me about yourself.36

WHAT’S YOUR JOB? Ask a classmate.37

PRONUNCIATION PRACTICE38

APPENDIX

I-9 FORM40

Documents44

Working in the United States

Immigrant Employment Rights Part I

VIDEO 1 | Tomás needs a job.



1. Watch Video 1.

- Who do you see?
- What **documents** do you see?
- What is the problem?

2. Talk about the Video.

Circle **YES** or **NO**.

A man needs a job.	<input checked="" type="radio"/> YES	<input type="radio"/> NO
The man goes to a deli.	<input type="radio"/> YES	<input type="radio"/> NO
The man talks to the boss.	<input type="radio"/> YES	<input type="radio"/> NO
The boss asks the man for his documents.	<input type="radio"/> YES	<input type="radio"/> NO
The man shows the boss his documents.	<input type="radio"/> YES	<input type="radio"/> NO
The man gets the job.	<input type="radio"/> YES	<input type="radio"/> NO



3. What is the problem?

Complete the dialogue.



Sr. Santos



Tomás

Sr. Santos:

Do you have your _____ with you?

Tomás:

No, but I have my _____ and _____.

Sr. Santos:

That's good but I need to see your _____.

Complete the sentences.

Tomás is the _____.	employer	job applicant
Sr. Santos is the _____.	employer	job applicant
Sr. Santos _____ Tomás for his documents.	asks	shows
Tomás _____ Sr. Santos his documents.	asks	shows
Sr. Santos _____ Tomás's documents.	accepts	refuses
Tomás _____ the job.	gets	does not get



Working in the United States

Immigrant Employment Rights Part I

I-9 FORM

1. Look at an I-9 form.
2. The Immigration and Nationality Act (INA) says that employers must use the I-9 form.
3. Employers use the I-9 form to check every new employee's **identity** and **work authorization**.
4. Employees must have the right documents.
5. You need one document that proves *both* **identity** and **work authorization**.
6. Or, you need one document that proves **identity** *and* one document that proves **work authorization**.
7. Look at the **lists of acceptable documents**.
 - a. Which documents does Tomás have?
 - b. Which document proves his **identity**?
 - c. Which document proves his **work authorization**?
 - d. Does Tomás have the right documents?



OMB No. 1615-0047; Expires 08/31/12

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-9, Employment Eligibility Verification

Read instructions carefully before completing this form. The instructions must be available during completion of this form.

ANTI-DISCRIMINATION NOTICE: It is illegal to discriminate against work-authorized individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because the documents have a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Verification (To be completed and signed by employee at the time employment begins.)

Print Name: Last	First	Middle Initial	Maiden Name
Address (Street Name and Number)		Apt. #	Date of Birth (month/day/year)
City	State	Zip Code	Social Security #

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following):

- A citizen of the United States
- A noncitizen national of the United States (see instructions)
- A lawful permanent resident (Alien # _____)
- An alien authorized to work (Alien # or Admission # _____)
until (expiration date, if applicable - month/day/year)

Employee's Signature	Date (month/day/year)
----------------------	-----------------------

Preparer and/or Translator Certification (To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.

Preparer's/Translator's Signature	Print Name
Address (Street Name and Number, City, State, Zip Code)	
Date (month/day/year)	

Section 2. Employer Review and Verification (To be completed and signed by employer. Examine one document from List A OR examine one document from List B and one from List C, as listed on the reverse of this form, and record the title, number, and expiration date, if any, of the document(s).)

List A	OR	List B	AND	List C
Document title: _____		_____		_____
Issuing authority: _____		_____		_____
Document #: _____		_____		_____
Expiration Date (if any): _____		_____		_____
Document #: _____		_____		_____
Expiration Date (if any): _____		_____		_____

CERTIFICATION: I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on (month/day/year) _____ and that to the best of my knowledge the employee is authorized to work in the United States. (State employment agencies may omit the date the employee began employment.)

Signature of Employer or Authorized Representative	Print Name	Title
Business or Organization Name and Address (Street Name and Number, City, State, Zip Code)		Date (month/day/year)

Section 3. Updating and Reverification (To be completed and signed by employer.)

A. New Name (if applicable)	B. Date of Rehire (month/day/year) (if applicable)
-----------------------------	--

C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment authorization.

Document Title: _____	Document #: _____	Expiration Date (if any): _____
-----------------------	-------------------	---------------------------------

I attest, under penalty of perjury, that to the best of my knowledge, this employee is authorized to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

Signature of Employer or Authorized Representative	Date (month/day/year)
--	-----------------------



I-9 Form | Part I

LISTS OF ACCEPTABLE DOCUMENTS

All documents must be unexpired

LIST A Documents that Establish Both Identity and Employment Authorization	OR	LIST B Documents that Establish Identity	AND	LIST C Documents that Establish Employment Authorization
1. U.S. Passport or U.S. Passport Card		1. Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		1. Social Security Account Number card other than one that specifies on the face that the issuance of the card does not authorize employment in the United States
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)				2. Certification of Birth Abroad issued by the Department of State (Form FS-545)
3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa		2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		3. Certification of Report of Birth issued by the Department of State (Form DS-1350)
4. Employment Authorization Document that contains a photograph (Form I-766)		3. School ID card with a photograph		4. Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal
5. In the case of a nonimmigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I-94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form		4. Voter's registration card		5. Native American tribal document
		5. U.S. Military card or draft record		6. U.S. Citizen ID Card (Form I-197)
		6. Military dependent's ID card		7. Identification Card for Use of Resident Citizen in the United States (Form I-179)
		7. U.S. Coast Guard Merchant Mariner Card		8. Employment authorization document issued by the Department of Homeland Security
		8. Native American tribal document		
6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI		9. Driver's license issued by a Canadian government authority		
		For persons under age 18 who are unable to present a document listed above:		
		10. School record or report card		
		11. Clinic, doctor, or hospital record		
	12. Day-care or nursery school record			

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)



LISTEN A MINUTE.com

Housewives

<http://www.listenAminute.com/h/housewives.html>



One minute a day is all you need to improve your listening skills.
Focus on new words, grammar and pronunciation in this short text.
Doing the online activities, discussion, survey and writing will help.
Listen many times – enough for you to you understand everything.

Follow me: <http://twitter.com/SeanBanville>

THE LISTENING TAPESCRIPT

From: <http://www.listenAminute.com/h/housewives.html>

I think being a housewife is a very demanding job. Most housewives have a lot to do, especially if they have children. Of course, some have an easy time because they have a maid or a tiny house. Most housewives though are working pretty much from the time they wake up to the time they go to bed. They have to get up the earliest to cook everyone's breakfast. Then they have to do the dishes, start the washing, iron and then go shopping to buy the food. Before their children go to school, the housewife has to make their packed lunches. I reckon cooking three meals a day every single day can be pretty tiring. Afternoons are just as busy, and then it all starts again when everyone comes home from school and work!

 **CORRECT THE SPELLING**

From: <http://www.listenAminute.com/h/housewives.html>

I think being a housewife is a very eadngimdn job. Most housewives have a lot to do, cpelsiyael if they have children. Of course, some have an easy time because they have a maid or a tiny house. Most housewives though are working rpeytt much from the time they wake up to the time they go to bed. They have to get up the eitreals to cook everyone's breakfast. Then they have to do the dthesis, start the agshnwi, iron and then go shopping to buy the food. Before their nhdieclr go to school, the housewife has to make their akedcp lunches. I recokn cooking three meals a day every single day can be pretty rntiig. Afternoons are just as busy, and then it all starts again when everyone comes home from school and work!

 **UNJUMBLE THE WORDS**

From: <http://www.listenAminute.com/h/housewives.html>

I think being a is housewife job demanding very a. Most housewives have a lot to do, especially if they have children. Of course, because time easy an have some they or tiny have maid a house a. Most housewives though are working pretty from much wake they time the up to the time they go to bed. They have to get up the breakfast cook earliest everyone's to. Then they have to do the dishes, start the washing, iron and then go to food buy shopping the. Before their children go to school, the housewife has to make their packed lunches. I reckon three cooking day single every day a meals can be pretty tiring. Afternoons are just as busy, and then it all starts again when school home everyone from comes and work!

How much is a Housewife Worth in Texas?

Here are just SOME activities the average stay-at-home mom does for her family. Let's calculate what a housewife's work is worth in one year.

Warm-up:




1. Listen to the article "Housewives" from www.listenaminute.com.
2. What are three things the article says housewives have to do?
3. What are some skills that a housewife has to have?

Directions:

1. Estimate how many hours per day a housewife spends on each task. Put that number in the column "Hours per Week Spent on this Task."
2. Go to www.texascaresonline.com
3. Click on "World of Work."
4. Click on "Occupational Info."
5. Click on "By Keyword."
6. Type the name of the task and click [ENTER].
7. Choose the job from the list most similar to the task.
8. Click on "Regional Info."
9. Copy the hourly rate into your chart.
10. Multiply the hourly rate by the number of hours per week you estimated for that task.
11. Multiply the weekly pay (#9) by 52. (There are 52 weeks in a year.)
12. Add the annual salary for all the tasks. Put the sum in the "TOTAL" box.

Discussion:

1. Did the results surprise you?
2. Which task do you think is the most important? Why?
3. What are some things you do that you don't get paid for?
 - a. Do those things require skills you could use in a job?
 - b. What jobs would use those skills?

Task	Hours per week spent on this task	Hourly rate	Weekly Pay (Hours per week X Hourly rate)	Annual Salary (x52)
 <p>Childcare</p>				
 <p>Cook</p>				
 <p>Dishwasher</p>				
 <p>Laundry Worker</p>				
 <p>Chauffeur</p>				
 <p>Maid/Housekeeper</p>				
 <p>Recreation Coordinator</p>				
 <p>Tutor</p>				
 <p>Accounting Clerk/Secretary</p>				
 <p>Counselor / Therapist</p>				

TOTAL

A Dream Deferred

The following poem by Langston Hughes describes what happens to dreams that are left on the side and forgotten. But what about the dreams that we've made come true?

A Dream Deferred By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

1. To defer is to _____
2. Two synonyms for *defer* are _____
3. The opposite of *defer* is _____
4. Two antonyms for *defer* are _____
5. To *defer* a dream is to _____
6. What does it take to realize (achieve) a dream?

7. Imagine you are writing a poem called "A Dream Realized." Write the first line to this poem.

A Dream Realized

Now keep writing and finish your poem!

Start	Your family		Your house		Your studies
	Your job		Your friends		Go back 2
	Future husband or wife	↓	Your English		Your (future) children
					FREE
Go ahead 2	FREE	Your country	Your car	Your teacher	
Health care					
Travel		Go Ahead 2	↑	The environment	
Your friends				Food	
Your sibling	Your mother	Your father		Going to the dentist	

Wishes and Hopes

A conversation game to find out about each other's dreams and goals. Choose either wish or hope and decide what you wish or hope for about the topic you land on.

Sports	FREE	Space	Mail	Cooking	Money
--------	------	-------	------	---------	-------

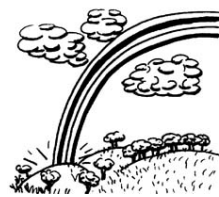
The ocean

War

Trade Places

Movies

Music



Shopping	Malls	media	Going to the doctor
----------	-------	-------	---------------------

Trade places			When you are old
--------------	--	--	------------------

			FREE
--	--	--	------

			Go Ahead 2
--	--	--	------------

Go Back 1	Education	Books	Farm-ing	Computers
-----------	-----------	-------	----------	-----------

Your government				
-----------------	--	--	--	--

The weather		FREE	↑	This game
-------------	--	------	---	-----------

Go ahead 1	Clothes in the future	Learn-ing		END
------------	-----------------------	-----------	--	-----

Examples: You roll the dice and land on 'Your friends'. I wish my friend Alice would meet a nice guy. (future). OR: I wish my friend Alice had a million dollars! (present) OR: I wish my friend Alice had known my friend Nelly. (past). If you want to use HOPE; I hope my friend Alice remembered my birthday. (past). I hope my friend Alice is all right. (present). I hope my friend Alice has fun in Mexico next week. (future).

Skills Identification

Communication Skills

- reading and following directions
- putting things in alphabetical order
- comparing or cross-checking two lists
- filling out forms
- writing letters and memos correctly
- reading and understanding policies and memos
- writing reports
- speaking to people you don't know
- speaking English *and* another Language
- taking notes while someone speaks
- finding information (getting what you need to know out of the phonebook, a dictionary, the library, etc.)
- using a map
- reading bus, train, and plane schedules
- explaining things to other people
- know when to ask for help or more explanation

Number Skills

- doing arithmetic correctly
- using percentages and decimals
- using a calculator
- rounding off numbers
- typing/keyboarding
- calculating hours worked, money owed, etc.
- estimating costs and/or time needed to complete a job
- using a database program on a computer

Technical Skills

- making, fixing, and repairing things
- operating machinery
- installing things
- building things
- gardening, landscaping, and farming

Business Skills

- operating a computer
- using a business telephone
- filing, sorting, and classifying information
- balancing checkbooks
- working with budgets
- setting up and closing out a cash register

Management and Self-Management Skills

- being patient with others
- keeping a cheerful attitude
- getting interested/excited about the task at hand
- offering to help when it's needed
- knowing how to take directions
- motivating myself to do what needs to get done
- helping motivate others to get the job done
- prioritizing tasks so that the larger goal is met on time
- following the rules
- presenting a neat and professional image
- checking your own work
- working hard without complaining
- using courtesy when dealing with others
- seeking help when needed
- being eager to learn
- speaking up for yourself
- solving problems in a cooperative way

Creative/Artistic

- artistic
- drawing
- expressing
- performing
- presenting artistic ideas
- dancing, body movement
- visualizing shapes
- designing
- model making
- making handicrafts
- writing poetry
- illustrating, sketching
- doing photography
- mechanical drawing

People Skills

- caring for children responsibly
- caring for the sick and elderly
- showing warmth and caring
- calming people down
- helping people complete a task
- teaching someone how to do something
- knowing how to get along with different people/personalities
- leading groups or activities

Things I Have Done

Working With People

- Take care of a sick relative
- Give medicine to a child
- Care for child who is disabled
- Help at a school event
- Make phone calls
- Visit friends and family in nursing homes
- Visit new places
- Take care of my children or other people's children
- Teach or coach a sport
- Organize parties for family or friends
- Teach at my place of worship
- Help children with their homework
- Participate in events in my community
- Volunteer at a library
- Work with other parents in the schools
- Go on field trips for teens and help out
- Play music or dance for others
- Other _____

Working With Data

- Write checks and balance a checkbook
- Do a budget for my family
- Record money for a club or group
- Handle the money/finances for a small business
- Read a map
- Follow directions
- Read a flyer or poster
- Apply for a loan or credit
- Fill out forms and applications
- Make airline arrangements
- File papers
- Enter data onto a computer
- Select and price items to be purchased by a group
- Maintain sales records for an organization's store or sale
- Choose colors for sewing, crafts, decorating projects
- Other types of working with data

Working With Things

- Take care of plants, garden, farm
- Cooking
- Do housecleaning at home
- Flower arranging
- Care for animals
- Type, filing, office work for an organization
- Use a computer
- Take photographs
- Operate stereo equipment
- Build furniture
- Repair equipment, repair appliances
- Operate equipment (lawnmowers, saws, forklifts)
- Use tools
- Drive buses, vans, taxis
- Prepare meals for large groups
- Build things
- Cut down trees
- Give haircuts, or do hair styling
- Take care of cars
- Other _____

Things I Am Good At

Think about and write down in the chart:

<p>at least 3 things I have made</p> <hr/> <hr/> <hr/>	<p>skills I used</p>
<p>at least 3 things I have organized</p> <hr/> <hr/> <hr/>	<p>skills I used</p>
<p>at least 3 things I have fixed</p> <hr/> <hr/> <hr/>	<p>skills I used</p>
<p>at least 3 things I know how to do</p> <hr/> <hr/> <hr/>	<p>skills I used</p>
<p>at least 3 things I could show someone else how to do</p> <hr/> <hr/> <hr/>	<p>skills I used</p>

Things I Like

1. My hobbies are

2. When I have free time, I like to

3. The most interesting section of the newspaper is

4. On my day off from work or school, I like to

5. My favorite thing to read is

6. My favorite type of television program is

7. My favorite recreation is

8. In conversation, I like to talk about

9. My favorite subjects in school were

Adapted from "Getting There: A Curriculum for People Moving into Employment," The Center for Literacy Studies, The University of Tennessee, Knoxville, 1996.

Workers' Rights Vocabulary -

favoritism	treating some people better than others
minority	any person from a group that is not more than half (50%) of the total population
contract	written agreement between a labor union and a company or organization
guarantee	to insure
laid-off	had a job end unexpectedly. Lay-offs are often due to a shortage of work, or because workers are only needed during a particular season (for example, farm work). Some lay-offs are temporary.
fired	terminated from a job
strike	to temporarily stop working because of disagreements with the company
picket	a line of striking workers protesting outside a workplace. A picket can bring attention to the disagreement with the company and discourage other workers from entering the workplace.
union	an organization that represents workers
rights	things guaranteed to you by law
grievance	a written complaint
bargain collectively	negotiate as a group
leave	time away from work

Workers' Rights Vocabulary • Section III: Occupational Exploration, Lesson 6 • Page 1

THE ARTICLE

From <http://www.BreakingNewsEnglish.com/1009/100908-pension.html>

Striking public workers brought cities across France to a halt on September the 7th. Thousands of people in over 200 cities went on strike to protest against the government's plans to reform the country's pension system. Union bosses said over two million people marched in the streets. Among those downing tools were teachers, postal workers and nurses. They were also joined by private sector workers, including airline staff and bank clerks. The French have one of the most generous state pensions in the world, but officials said it is too costly and they need to make savings. The most controversial plan to cut costs is to raise the retirement age from 60 to 62 by the year 2018. French president Nicholas Sarkozy hopes his reforms will become law next month.

French officials believe raising the retirement age by two years will create savings of 100 billion euros by 2030. French political leader Jean-Francois Cope supported Mr Sarkozy's plans to make sure deficits in the pension system did not damage the French economy. He told 'Le Figaro' newspaper, "all the reports conclude we're heading to this dead end". He reminded the French people that many other European countries have already raised their retirement age. In Germany, Sweden, Denmark and Spain people do not receive a state pension until they are 67. Even if French people retired at 62, that is still below the average of 64 in richer nations. Henda Fersi, a passenger at a Lyon train station did not agree with the strike, saying: "I'm just getting tired of this because this is not the first time."

WARM-UPS

1. PENSIONS: Walk around the class and talk to other students about pensions. Change partners often. Sit with your first partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

striking workers / protests / reform / postal workers / private sector / savings / costs / retirement age / deficits / economy / dead end / retired / average / passengers

Have a chat about the topics you liked. Change topics and partners frequently.

3. PROTEST: What's best? Complete this table with your partner(s). Change partners and share what you wrote. Change and share again.

Kind of protest	How effective?	(How) Would you do this?
Strike (down tools)		
Boycott goods		
March in the streets		
Write letters		
Go on hunger strike		
Riot		

4. RETIREMENT AGE: Students A **strongly** believe the retirement age should be 70; Students B **strongly** believe it should be 55. Change partners again and talk about your conversations.

5. RETIRED: Rank these retirement activities and share your rankings with your partner. Put the best at the top. Change partners and share your rankings again.

- Put family pics online
- Gardening
- Watch TV
- Do charity / voluntary work
- Cook
- Watch TV
- Travel
- Start your own business

6. STRIKE: Spend one minute writing down all of the different words you associate with the word 'strike'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

WHILE READING / LISTENING

From <http://www.BreakingNewsEnglish.com/1009/100908-pension.html>

GAP FILL: Put the words into the gaps in the text.

Striking public workers brought cities across France to a _____ on September the 7th. Thousands of people in over 200 cities went on strike to _____ against the government's plans to reform the country's pension system. Union bosses said over two million people _____ in the streets. Among those downing _____ were teachers, postal workers and nurses. They were also joined by private sector workers, including airline staff and bank _____. The French have one of the most _____ state pensions in the world, but officials said it is too costly and they need to make _____. The most controversial plan to cut costs is to raise the retirement age from 60 to 62 by the year 2018. French president Nicholas Sarkozy hopes his _____ will become law next month.

generous

marched

savings

clerks

halt

reforms

protest

tools

French officials believe _____ the retirement age by two years will create savings of 100 billion euros by 2030. French political leader Jean-Francois Cope supported Mr Sarkozy's plans to make sure _____ in the pension system did not _____ the French economy. He told 'Le Figaro' newspaper, "all the reports conclude we're heading to this _____ end". He reminded the French people that many other European countries have already _____ their retirement age. In Germany, Sweden, Denmark and Spain people do not receive a state pension until they are 67. Even if French people retired at 62, that is still below the _____ of 64 in richer nations. Henda Fersi, a passenger at a Lyon train station did not _____ with the strike, saying: "I'm just getting _____ of this because this is not the first time."

dead

deficits

tired

average

raising

agree

damage

raised

PENSIONS DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?
- b) What springs to mind when you hear the word 'pension'?
- c) What are you doing about your pension?
- d) Why are pensions important?
- e) Would you ever go on strike or march through the streets?
- f) What do you think of the government's plans?
- g) What is the best age to retire?
- h) Do public or private sector workers cause more trouble when they go on strike?
- i) What kind of pension is there in your country?
- j) Why is the French government's pensions plan controversial?

Strikes over pensions cause chaos in France – 8th September, 2010
More free lessons at www.BreakingNewsEnglish.com

PENSIONS DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) Is it OK to raise the retirement age to save the country money?
- c) What is the 'dead end' one politician believes France is heading to?
- d) Should the retirement age be raised now we're living longer?
- e) Do you agree with the striking workers?
- f) What will you do in your retirement?
- g) Do you think your pension will be enough to live comfortably?
- h) Do you agree with people going on strike?
- i) What do you think of the idea of the state not providing a pension?
- j) What questions would you like to ask French president Nicholas Sarkozy?

Types of Decision Making

Which of the following types best describes the way you approach decision making?

Impulsive	Do you tend to put little thought or examination into your decision? Do you choose the first option without considering alternatives?
Fatalistic	Do you allow your environment or situation to determine your decision? Do you leave decisions up to fate?
Compliant	Do you allow someone else to decide? Do you follow someone else's idea of the best alternative for your future?
Delaying	Do you tend to declare a moratorium, postponing all thought and action, until you decide to implement your decision?
Agonizing	Do you get lost in the factual information and get overwhelmed with analyzing alternatives?
Intuitive	Do you make a choice based on a "gut" feeling about the best alternative?
Paralysis	Do you accept a need to choose but cannot seem to approach your decision?
Planning	Do you weigh the facts and choose the result that will be the most satisfying? Do you embark on a rational process, balancing cognitive and emotional needs?

Types of Decision Making • Section IV: Career Planning Skills, Lesson 4 • Page 1

Full handouts, including the curriculum guide, flash cards, lesson plans, videos and class activity handouts) are available at www.schoology.com with access code **DSCW4-XBTPZ**.



Dr. Glenda Rose
Texas Center for the Advancement of Literacy and Learning
Texas A&M University
4477 TAMU
College Station, TX 77843-4477
800-441-7323 / 979-845-0952 (fax)
Glenda.Rose@tamu.edu
www-tcall.tamu.edu

