

Career Exploration for the ESOL Classroom

Architecture and Construction: Construction Trades



Teacher Guide

Institute for the Professional Development of Adult Educators

CAREER EXPLORATION FOR THE ESOL CLASSROOM

Architecture and Construction: Construction Trades

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The IPDAE project is supported with funds provided through the Florida Department of Education and Division of Career Adult Education.

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Introduction

Career Exploration for the ESOL Classroom provides students with an introduction to different career clusters. While learning about various careers, students will also learn that skills in reading, writing, language, and speaking and listening are integral to their success in the workplace. The content within this course of study provides students with an introduction to various career pathways.

This section of **Career Exploration for the ESOL Classroom** focuses on different careers in the construction trades. Florida, like the rest of the United States, has a major shortage of qualified skilled workers in the construction trades. In 2015, the Associated Builders and Contractors (ABC) reported that more than 75% of their members are facing a shortage of qualified craft professionals within the construction trade. Nationwide there will be more than 1.4 million jobs available in 2015-2022. According to the Bureau of Labor Statistics, jobs within the construction trades, including those for skilled carpenters and electricians, are expected to have an average job increase of approximately 20% by 2022.

Many construction trade skills are learned through on-the-job training or apprenticeship programs, as well as through post-secondary licensing and degree programs. Building a career pathway in the construction trades is an important task for students interested in the construction trade industry.

Topics addressed provide students with an introduction to the construction trades industry. The lessons do not prepare students to be able to perform the skills needed in the various occupations. That is for a postsecondary program, on-the-job training program, or apprenticeship program to accomplish. What this course does provide is an introduction to different career options in the construction trades.

Overview of the Teacher's Guide

This **Teacher's Guide** was developed to provide the instructor with tools to assist students in better understanding the different jobs available in the area of construction trades while they are engaged in activities that connect with the College and Career Readiness Standards for Adult Education.

The design of each lesson in the **Teacher's Guide** is:

- College and Career Readiness Anchor Standards
- Introducing the Lesson
- Developing Academic and Career Skills
- Going the Next Step
- Handouts
- Glossary

The chart at the beginning of each lesson in the **Teacher's Guide** highlights selected **College and Career Readiness Anchor Standards**. This is intended to provide instructors with an overview of the academic standards that will be integrated into the contextualized learning approach of the lesson.

Each lesson begins with **Introducing the Lesson**. Instructors are provided with ideas on how to introduce the lesson in such a way as to give students the necessary background information on the topic as addressed in the corresponding student workbook scenario. The introduction also provides suggestions that involve students in an activity that connects to the lesson. Instructors should cover the information in the introduction prior to having the class read the scenario.

The **Developing Academic and Career Skills** section connects to both the student workbook scenario and specific anchor standards as identified in the College and Career Readiness Standards for Adult Education. These anchor standards are identified at the beginning of each lesson in the **Teacher's Guide**.

The contextualized approach provides instructors with suggestions on how to teach the exploration of construction trade careers, while integrating academic skills. All activities provide practice in speaking and listening skills, as well as reading, writing, and language.

Copies of reading materials, activities, worksheets, and templates are provided in the **Handouts** section of the **Teacher's Guide**. These handouts can be duplicated for students to use in the classroom and as resources for future study.

Going the Next Step provides the instructor with additional activities to use in the classroom or as homework assignments.

Handouts are located at the end of each lesson. These handouts can be printed to be used by students in the classroom. Some handouts provide information on the career for use by the teacher. Answer keys are provided, as necessary, as part of this section.

The **Glossary** in the **Teacher's Guide** is the same **Glossary** provided within the **Student Workbook**. Please note that the definitions were chosen to approximate the usage of the term in the scenario, rather than being an inclusive list of all definitions for a word.

Overview of Student Workbook

The **Student Workbook** should be provided for each student. The design of each workbook lesson includes the following sections:

- Vocabulary
- Scenario
- What Do I Think?

Vocabulary words are listed at the beginning of each scenario. If students have questions regarding the meaning of the words, have them consult the **Glossary** at

the back of the workbook. The **Glossary** definitions were chosen to approximate the usage of the term in the scenario.

The **Scenario** for each lesson is based on real-world situations. The scenarios follow individuals as they explore different careers in the construction trade industry.

Each scenario is accompanied by activities and handouts that are connected with the identified anchor standards and/or information on the selected career. These activities and handouts are provided in the **Teacher's Guide**.

What Do I Think? questions are situational judgment types of questions. Often these questions do not have a right or wrong answer, but rather require that students think about the situation and what they think is the best response to that situation.

Introduction to the Construction Industry – Leo, Maria, Emilio, Justin, Rea

Academic Area	College and Career Readiness Anchor Standards for Adult Education
Reading	<i>CCR.RE.ABE.6: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>
Career and Technology Standards	<i>CCP.ABE.01. Identify interests, skills, and personal preferences that influence career and education choices.</i>

Introducing the Lesson

Introduce the lesson by showing students photographs of different types of buildings and homes. Have students brainstorm the different types of workers needed to construct the buildings. Write the students' answers on the board or chart paper. Students should include jobs such as: roofers, plumbers, electricians, carpenters, etc. Share with students that there are many different types of career pathways in the construction trade. They will be exploring a few of them as part of the lessons.

Developing Academic and Career Skills

Provide each student with a workbook. Show students the different parts of **Lesson 1**. Share with students that each lesson starts with the title. Have students read the title aloud. Next show students the **Vocabulary** section of the lesson. Tell students that some of the words in each story may be unfamiliar to them. Some of these words may be in the **Vocabulary** section. Have students turn to the back of the workbook. Point out the **Glossary**. Have students look at how the glossary is set up. Next, have students look at the **Scenario**. Ask students if they know what a scenario is. Tell students that a scenario is another word for a story. Finally, point out the questions in **What Do I Think?** Tell students that the questions do not have a right or wrong answer, but will rather ask for their opinion.

Students often read straight through a text without thinking about or interacting with the text. Tell students that in today's scenario they will be reading about many

different characters. To help them better understand the scenario, they will be creating a story map.

Provide students with a copy of the handout **Story Map**. Explain to students that as they read they should identify the different characters and the setting of the story. Tell them that after they have read the scenario, they should write down what happened at the beginning of the story, the middle of the story, and the end of the story.

Have students read the scenario and complete their story map. Have students share their maps with the class. Make sure that students have captured all of the characters, as well as the sequential structure of the story. Explain that identifying the characters and setting of a story, as well as understanding the structure of what they are reading is important for understanding.

Read aloud each of the questions from the **What Do I Think?** section. As a class, have students discuss their answers.

Taking It the Next Step

Tell students that it is never too early to start thinking about career choices. There are so many jobs out there and with a little research, they are bound to find something that is right for them in the interesting world of construction.

Provide students with the handout **Construction Careers**. Have each student select one career from the list. Tell students to think about the career that they selected and why they selected that specific career. Tell students to think about skills that they have which would be helpful in their career choice.

Write the following sentence starters on the board or chart paper.

The career that I have selected is
The reason I selected this career is because
The job skills that I have are

Share with students that they should complete each sentence based on the career that they selected. Have students write their sentences on chart paper if possible. Have students check their sentences for correct sentence structure, grammar, and word choice. Help students revise and edit as necessary.

After students have completed their sentences, have them read them aloud to the class. As a class, discuss the importance of having good work skills. Reinforce with students that some skills are necessary for all careers.

Handout: Story Map

Scenario Title _____

Characters		Setting	
Beginning		Middle	End

Handout: Construction Careers

If you're considering a career in construction, it's important to know that there are many different types of jobs available. Some are entry level, while others require more training and experience.

Brick and Block Masonry: A person in this career builds and finishes brick and stone buildings. These workers may also pour concrete and work on foundations, sidewalks, roads, and curbs.

Cabinetmaking: A person in this career is a skilled worker who makes fine furniture.

Carpenter: This is a very versatile career. Carpenters may work on building furniture or cabinets or may even repair bridges. If they make fine furniture, they are often called a cabinetmaker.

Construction Manager: A construction manager is responsible for planning, budgeting, and overseeing a project from start to finish. A construction manager has skills in many different careers.

Construction Worker: From building houses to repairing highways to constructing office buildings, a person choosing this career does a little bit of everything within the construction trade.

Drafter: A person who prepares technical drawings and plans under the direction of an architect or engineer.

Electrician: A person in this specialized career installs and maintains electrical and light systems. This person is also responsible for laying electrical wiring.

Glazier: A glazier is responsible for cutting and installing glass on buildings.

Heating, Ventilating, and Air Conditioning (HVAC): A person in this career installs heating, ventilation, and air-conditioning units in buildings.

Insulation Contractor: A person in this career installs insulation in residential and commercial buildings.

Roofer: Roofers lay tile or other types of roofing materials. A person in this career may also repair different types of roofs.

Painter: Painters apply paint, stain, and coatings to the inside or outside of structures. A person in this career may also do decorative art and restoration.

Plasterer: A person who works with plaster on interior or exterior walls or makes decorative moldings.

Plumber: A plumber installs, inspects, and repairs the pipes and fixtures that carry water, steam, air, and gas.

Different Paths – Filipe

Academic Area	College and Career Readiness Anchor Standards for Adult Education
Speaking and Listening	<i>CCR.SL.ABE.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i>
Language	<i>CCR.LA.ABE.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</i>
Career and Technology Standards	<i>TN.ABE.03. Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.</i>

Introducing the Lesson

Introduce the lesson by asking students if anyone has ever said to them “Are you listening to me?” Write the phrase **active listening** on the board or chart paper. Ask students to define the term. Answers should include that active listening is focusing on what another person is saying. Share with students that speaking and listening skills are very important in the workplace.

Developing Academic and Career Skills

Tell students that when learning about new careers, it is important that they actively listen to what is being said. Explain to students that you will read the scenario aloud, that they should listen closely. Do not give students a copy of the scenario at this time.

As you read, pay attention to your voice and show expressiveness. Create different voices for the different characters. Make sure not to read too quickly since second language learners often need time to process what is read to them.

After you have finished reading the passage, ask students the following questions and write their answers on the board or on chart paper:

- In what career was Rea interested?
- Who was interested in being an electrician?
- Who was unsure of what career he/she wanted?
- Where had the group spent the day?

- Whose uncle was a mason?
- What did Emilio want to know about a new career?

Ask students if it was difficult answering the questions. Students should answer that it was very difficult since they could not look for the answers in the reading materials. Ask students what would have been helpful to them as they listened to the story being read so that they could have more accurately answer the questions.

Students should share that being able to ask questions of the reader or having the reading chunked into smaller pieces or being able to see the words as the story was read would have been helpful. Other ideas may include having the question written down or being able to take notes would also have been helpful.

Share with students that in the next lesson, they will practice their active listening skills. They will have the opportunity to listen to a speaker who works in the construction field.

Have students read the handout **Tips for Active Listening**. Have students brainstorm other tips on how they can become more active listeners. Post the ideas on chart paper or on the board.

Have students open their workbook and reread the scenario. As a class, have students answer the questions.

Taking It the Next Step

Explain that the construction industry uses words that are not always familiar to people. Tell students that they are going to start a construction dictionary.

Have students use the Internet to search for terminology used in the construction trades. Model for students how to complete a simple search by using phrases appropriate for the career they selected. Example: If a student selected carpentry, sample search words to use may be: *carpentry words*, *carpentry glossary*, or *carpentry terms*.

Have students complete a search and identify 3-5 unfamiliar words. The words should be associated with the construction trade that they selected in **Lesson 1**. Have students write the word and provide a definition in their own words. You may wish to have students use the word in a sentence and draw or find a picture that represents the word. A simple dictionary format is found in the handout **My Construction Dictionary**.

Handout: Tips for Active Listening

Pay Attention

- Look at the speaker directly
- Don't be distracted – make sure your phone is off
- “Listen” to the speaker's body language
- Don't have side conversations with people sitting next to you

Show You Are Listening

- Give the speaker your undivided attention
- Nod occasionally
- Smile and use other facial gestures
- Make sure your body language is positive

Provide Feedback

- Encourage the speaker to continue with small verbal comments like “yes” and “um”
- Occasionally paraphrase what the speaker is saying – “Sounds like . . .”
- Ask questions for understanding – “What do you mean when you say . . .”
- Don't interrupt – wait for the speaker to finish
- Ask appropriate questions

Handout: My Construction Dictionary

Name of Construction Career _____

Word	Picture or Example
Definition	
Word in a sentence	

So Many Careers – Filipe

Academic Area	College and Career Readiness Anchor Standards for Adult Education
Speaking and Listening	<i>CCR.SL.ABE.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i>
Speaking and Listening	<i>CCR.SL.ABE.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i>
Career and Technology Standards	<i>CCP.ABE.01. Develop skills to locate, evaluate, and interpret career information.</i>
Career and Technology Standards	<i>TN.ABE.03. Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.</i>

Introducing the Lesson

Begin by asking students if they have ever had an important decision to make. Ask them how they went about making that decision. List the students' responses on the board. Discuss the importance of gathering as much information as possible before making a career decision. Have students answer the following questions:

- Where do I see myself in five years? In ten years?
- What knowledge and skills will I need to have to achieve this goal?
- How will I get to that level of knowledge and skill?
- What must I do now to set out on this path?

Tell students that as they go through today's lesson that they should think about the answers that they gave to each question and add more ideas as needed.

Developing Academic and Career Skills

Have students read the scenario and work in groups to answer the questions. If words are unfamiliar, have them use the **Glossary** or find the definitions in a dictionary or online. Have each group discuss their answers with the class.

Invite a worker or supervisor from the construction trades. Have students prepare one or two questions that they wish to ask and write them on index cards. Check the questions for appropriateness prior to the speaker arriving.

Before the speaker arrives, review with them tips for being an effective listener. You may wish to either discuss the information on the handout **I Can Be a Better Listener** or make copies of the handout for students to use

Provide each student with the handout **Just the Facts!** Tell students to use this handout to take notes as they listen to the speaker.

Debrief the activity by having students share with the class what they learned.

Share with students that getting to know individuals in the career field in which they are interested can often lead to jobs.

Taking It the Next Step

Share with students that **Career Exploration for the ESOL Classroom** is only an introduction to the many different careers in the construction trades industry. Explain that it will be important that they further explore their selected career pathway.

Have students identify one career pathway in the construction trade in which they are most interested. Have students watch a video on that career from **CareerOneStop**:

<http://www.careeronestop.org/Videos/default.aspx>

CareerOneStop provides free videos on different types of careers, as well as workplace skills and abilities. *Note that many of the career videos are also provided in Spanish.*

After watching the video, you may wish to have students further explore their selected career by doing an Internet search or by showing students how to do a career search using **CareerOneStop** at:

<http://www.careeronestop.org/ExploreCareers/explore-careers.aspx>

Debrief the activity by having students share three things that they learned about their selected career.

Students may also be interested in meeting with a career counselor and taking an interest inventory. Florida provides the **Kuder® Career Planning Inventory**.

The O*NET Resource Center also provides a free interest inventory at:

<http://www.onetcenter.org/IP.html>

Reinforce that planning is an important part of entering a new career.

Handout: I Can Be a Better Listener

Sometimes it can be difficult to stay focused on what a speaker is saying. Being an active listener helps to listen more carefully. To be an active listener you need to think about what the speaker is saying.

When you listen, keep in mind the following:

- What is the speaker saying? What does it mean?
- How is the information helpful; how can I use it?
- Does what the speaker is saying make sense?
- Is the speaker providing me with new information?
- Is the speaker clear? Do I need to ask him/her to repeat the information in a different way?
- Do I have any questions the speaker can answer?

To stay focused on what the speaker is saying:

- Pay attention.
- Turn off your phone so you won't be distracted.
- Make eye contact with the speaker.
- Show you are listening.
- Try to understand how the speaker feels about the topic.
- Try to summarize the speaker's message.
- Ask yourself: How can I use this information in my career search?
- Ask yourself: What does the speaker know that is new information to me?
- Listen as if you were going to present the same information to someone.

Handout: Just the Facts!

Make notes as you listen to the speaker.

How did the speaker become interested in the construction industry?	
What career pathway did the speaker choose?	
What education or training did the speaker complete in order to get his/her job?	
What does the speaker like most about the career?	
What skills and abilities does the speaker look for in an entry-level employee?	
What was one thing that you learned from listening to the speaker?	

Glossary

Advice: *noun* – help or assistance given to someone.

Apprentice: *noun* – a person who works with a professional instead of going to school.

Apprenticeship: *noun* – training program where a person works for another person or company in order to learn a trade. Apprentices are paid a portion of the wage they would make if fully certified for that profession, such as an electrician or plumber.

Association: *noun* – a professional organization, such as the Plumber's Association.

Booth: *noun* – a small temporary enclosure, such as a booth at a job fair.

Career: *noun* – a profession that usually requires training.

Career Pathway: *noun* – an organized way of career planning for individuals who want to start a career or improve their skills for different or better job opportunities.

Career inventory: *noun* – questions that help a person decide on a career and shows a person's likes, dislikes, and skills. Also called an interest inventory.

Construction: *noun* – the building of something or a group of careers that deal with building or maintenance.

Entry-Level: *adjective* – the lowest-level position for somebody who is new to a job or career.

Experience: *noun* – knowledge or skill about something.

Hard hat: *noun* – a protective hat that construction workers wear for safety, usually made of metal or fiberglass.

Job Fair: *noun* – also called a career fair or career expo; it is an event where recruiters from both business/industry and schools meet with job seekers.

License: *noun* – permission to do a job based on documented proof or skills or passing a test, such as having an electrician's license.

On-the-job: *adjective* – training while at work.

OJT: *noun* – abbreviation for on-the-job training. Training at the place of work while a person is doing the actual job.

Opportunities: *noun* – chances to do something.

Non-traditional careers: *noun* – careers that are non-traditional for women or men are where at least 75 percent of the workers are of the other gender.
Example: nontraditional occupations for women are at least 75 percent men.

Trade: *noun* – those occupations, such as carpentry, masonry, and plastering that are primarily concerned with the construction and finishing of buildings.