

WRITTEN COMMUNICATION FOR WORKFORCE READINESS

Focus Area:	Workforce Readiness
Elevate Propel:	Unit 3: Week 3, Lesson 3 Week 4, Activity (U3: W3-L3; W4-A)
Lesson Duration:	50 minutes

OVERVIEW

Elevate students will analyze written communication skills they need to be effective in any career or professional arena.

ELEVATE OBJECTIVES

Introduction

- Introduce the topic of written communication for the workplace.
- Have students practice writing professional correspondence via email.

COMMON CORE OBJECTIVES

- **CCSS.ELA-LITERACY.CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPLORE / ACT-TARGETED STANDARDS

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CASEL COMPETENCIES:

Social Awareness, Relationship Skills

7 AREAS OF A WHOLE PERSON

- Social, Intellectual, Vocational

40 DEVELOPMENTAL ASSETS

- Interpersonal Competence

Materials

- Copies, one for each student
 - o Bell Work: "Written Communication for Workforce Readiness"

Preparation

- Room Set-Up: Desks in groups of three
- Write the Elevate Objectives on the board
- Technology to show video

Strategies and Best Practices Used

- Think/Pair/Share
- Fish Bowl

Suggestions for Supplemental Learning

- Practice writing an email to another professional

• Group Discussion • Journal	
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BELL WORK

Warm-Up 15 minutes Team Teaching  #1: G  #2: BW  #3: A	- Hand out Bell Work: <i>“Written Communication for Workforce Readiness”</i> to each student as they walk in. - Allow students 3-5 minutes to complete their Bell Work, and then call on several students to respond to: <i>Would two students be willing to read their email aloud to the class?</i> <i>How do you think their supervisor would respond based on this email?</i>
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MINI-LESSON: HOW TO WRITE A PROFESSIONAL EMAIL

Fish Bowl, Think/Pair/Share, 25 minutes Team Teaching  #2: A  #3: A  #1: L	Lead Teacher Says: <i>“When was the last time you wrote an email? Who was it to and what was it for? At work, the majority of communication happens via email, not text. Today, we are going to practice writing a professional email.”</i> Fish Bowl: Have Teacher Mentors 2 and 3 act out two scenarios: one well-written email and the supervisor’s response and one poorly written email and the supervisor’s response. - In pairs, ask students to discuss which one was more effective and why. - Watch the video, How to Write a Professional Email - 4 Tips. Hand out student journals during the video. - Ask students to write a new email to their supervisor asking off due to illness. (If laptops are available, have students write an actual email using the 4 tips from the video). <i>Recommendation: Create a rubric that includes the 4 tips.</i> - Have students share their email with a new partner and give feedback for improvement (be KIND, SPECIFIC, and HELPFUL). - Allow students another 2-3 minutes to revise their email and share with a new partner for feedback. - After 2 cycles of revisions, ask students to send their email to your email address to review. - Choose a well-written email to review as a class and discuss why it is well-written (go back to 4 tips)
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Circle Share 10 minutes	EXIT STRATEGY Ask students to stand and form a circle around the room. Ask students to share a word, a phrase, or a sentence that is their take away from today’s lesson.
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Team Teaching #1: L #2: G #3: A	Teacher Mentor prep for next week: Arrange 20 minute interviews between your students and the people in the building they want to interview. Decide whether interviews will happen in your classroom (preferred) or in their workspace. Explain to school staff why they are being asked to be interviewed and helpful tips for their time with Elevate students.
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CAREER READINESS WEEK 4 ACTIVITY

ACTIVITY: EXPLORE CAREERS IN YOUR SCHOOL BUILDING

Scavenger Hunt, Group Discussion 30 minutes Team Teaching #3: L #1: A #2: A	Lead Teacher Says: “Two weeks ago, we explored which jobs are present at our school. Today we are going to interview people in our school building that have jobs we are curious about!” ● Get back into the three groups with the same Teacher Mentor. Hand out student journals. Ask students to share with a partner the job they are curious about the questions they want to ask. ● Go over how to introduce yourself and practice with a partner. ● Set up interview spaces around the room and in the hallway. 2 chairs facing each other with space between each interview pair. Teacher 1 stays in the hallway to greet the school staff and orient them to the interview. ● Lead Teacher welcomes school staff into the classroom while Teacher 2 matches the school staff with the student for the interview. ○ Have sample questions on the board for students to use, if needed. Remind students to write down answers to their interview questions and be sure to thank the staff with a handshake when the interview is over. ▪ <u>Sample questions include:</u> ● Can you tell me about your job? ● How does your job impact our school? ● What was your training for this position? ● What do you enjoy most about your job? ● Teacher 1 stands at the door and greets school staff and thanks them for participating in your class. ● Once all interviews are over, students gather back into their original three groups to debrief the experience. Possible questions:
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	○ What did you learn from your interview? ○ Is this a position that you'd like to learn more about? ○ Next time, you will write a thank you note to the person you interviewed. In your journal, write down the name of the person you interviewed and their position at our school. ● Teacher Mentor follow-up: Students will write thank you notes to the school staff for their interview and thank them for serving the school community well.
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BELL WORK: INTRODUCTION TO CAREER READINESS

Imagine it is evening and you have a fever. Your employer's policy states that you need to wait 24 hours after a fever to come into work. Write an email to your boss explaining our situation and requesting to stay home for a sick day.

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