

ESL Lesson Plan: Scenario 2: Integrity in the Workplace – From the eWORKs Lessons Library

Note: This lesson includes an optional two-minute video of the workplace scenario described below in Section 3. The video is one of nine short videos of workplace scenarios found here: www.Accutalent.com/workforce/admin/resourcecenter/casas/recording/wrs_trainingvignettes.mp4 2. The videos are in English but when played on Google Chrome, they can be played with subtitles in various other languages.

For more information about eWORKs and other eWORKs resources, please email eWORKs@casas.org.

Objective:

Students will learn vocabulary and phrases related to honesty and workplace ethics, focusing on the importance of integrity when handling workplace issues such as timecard discrepancies.

Level:

Beginner/Low Intermediate

1. Warm-Up Activity (10 minutes)

Goal: Introduce students to the theme of honesty and ethics in the workplace.

- **Activity:**

Ask the students:

- What is honesty?
- Why is it important to be honest at work?
- What happens when people are dishonest?
- Have you ever had a situation at work or school where you needed to tell the truth?

- **Discussion:** Briefly explain that today's lesson is about dealing with situations where someone might be dishonest at work. Use simple vocabulary to explain terms like "integrity" (honesty), "falsify" (change information to make it untrue), and "timecard" (record of working hours).
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2. Vocabulary Introduction (10 minutes)

Goal: Teach key vocabulary related to the lesson.

- **Vocabulary words to teach:**

- **Timecard:** A document that records the time an employee arrives and leaves work.

- **Falsify:** To change something to make it untrue or incorrect.
 - **Integrity:** The quality of being honest and having strong moral principles.
 - **Supervisor:** A person who manages or oversees other workers.
 - **Accidentally:** Something that happens by mistake, not on purpose.
 - **Intentional:** Something done on purpose, not by accident.
 - **Ethical:** Correct, based on good moral principles.
 - **Activity:**
 - Show pictures or give examples of a timecard, a supervisor, etc.
 - Ask students to match the words with their meanings. (You can use flashcards for this.)
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3. Reading the Situation (10 minutes)

Goal: Understand the story about Darren and Julio and discuss possible solutions.

- **Activity:**
Read the situation to the class slowly:

"Darren arrives at work at 11:00. However, when Julio accidentally sees Darren's timecard, Darren wrote that he arrived at 10:30. What should Julio do?"

- After reading, ask the students:
 - What happened to Darren's timecard?
 - What is the problem with the timecard?
- **Follow-up:**
 - **Ask:** What is the right thing for Julio to do?
 - Go over the four options with the class and check comprehension:
 - **A. Ask Darren about the timecard.**
 - **B. Tell the Supervisor.**
 - **C. Change the timecard and say nothing.**
 - **D. Do nothing.**
 - Discuss what each option means in simple terms:
 - A: "Ask Darren why the time is wrong."
 - B: "Tell the boss, even if you're not sure why the time is wrong."

- C: "Change the time and say nothing, hoping no one notices."
 - D: "Don't say anything because it's not your job."
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4. Discussion and Critical Thinking (15 minutes)

Goal: Develop critical thinking by discussing the best and worst options.

- **Activity:**

Divide the class into small groups and have them discuss the options. Use the following guiding questions:

- Which choice is the best? Why?
 - Which choice is the worst? Why?
 - If you were Julio, what would you do?
 - How does integrity relate to work situations like this one?
 - After the group discussion, gather the class together and review their answers. Help students understand the consequences of each option.
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5. Role-Play (15 minutes)

Goal: Practice speaking and using new vocabulary in a realistic situation.

- **Activity:**

In pairs, students will role-play the situation. One student will play Julio, and the other will play Darren. Julio will ask Darren about the timecard. After the role-play, they can switch roles.

Example role-play:

- Julio: "Hi Darren, I saw your timecard. You wrote 10:30, but you arrived at 11:00. Why is it wrong?"
 - Darren: "Oh, I made a mistake. I didn't notice it."
 - Julio: "Okay, please fix it. If you need help, talk to the supervisor."
 - **Follow-Up Discussion:**

Ask students how they felt during the role-play. Did they find it easy to be honest? Why is it important to talk to others when there's a problem?
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6. Wrap-Up and Review (5 minutes)

Goal: Reinforce the key points of the lesson.

- Review the vocabulary:
 - Timecard
 - Falsify
 - Integrity
 - Supervisor
 - Ethical
 - Ask, Tell, Change, Do Nothing
 - **Final Question:**
 - What would happen if Julio didn't ask Darren about the timecard and just did nothing?
 - Why is it important to be honest and have integrity at work?
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Homework (Optional):

Ask students to write a short paragraph about a time when they had to make an honest decision. Use the vocabulary from the lesson.

Materials Needed:

- Flashcards with vocabulary words and pictures
- Printed copies of the situation overview
- Whiteboard and markers for key vocabulary

ESL Lesson Plan: Scenario 3: Integrity in the Workplace - From the eWORKs Lessons Library.

Note: This lesson includes an optional two-minute video of the workplace scenario described below in Section 3. The video is one of nine short videos of workplace scenarios found here:

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Objective:

Students will learn vocabulary and phrases related to integrity and ethical decision-making in the workplace. They will also practice understanding and responding to situations where someone is asked to participate in unethical behavior, using simple language.

Level:

Beginner ESL

1. Warm-Up Activity (10 minutes)

Goal: Introduce students to the topic of workplace ethics and integrity.

- **Activity:**

Start by asking the class:

- What is "honesty"?
- Why is it important to be honest at work?
- Have you ever seen someone do something wrong at work or school? What did you do?

- **Discussion:**

Explain that in today's lesson, we will talk about what to do when someone asks you to do something wrong at work, like changing a timecard. Share that honesty and integrity are very important in the workplace.

2. Vocabulary Introduction (10 minutes)

Goal: Teach key vocabulary words related to the situation and integrity.

- **Vocabulary words to teach:**

- **Timecard:** A document that records the hours an employee works.

- **Alter:** To change or modify something.
 - **Integrity:** Being honest and doing the right thing, even when no one is watching.
 - **Supervisor:** A person who manages or oversees employees.
 - **Theft:** Taking something that doesn't belong to you, which is illegal.
 - **Ethical:** Following rules and doing what is right.
 - **Activity:**
Write the words on the board and use simple definitions and pictures to help the students understand. For example:
 - **Timecard:** A paper or electronic record of when you arrive and leave work.
 - **Alter:** Change. (Show an image of crossing out and writing something different.)
 - **Integrity:** Being honest and doing the right thing.
 - Have the students repeat the words after you, and ask them to make sentences using the new vocabulary.
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3. Reading the Situation (10 minutes)

Goal: Introduce the main situation where Julio faces an ethical dilemma.

- **Activity:**
Read the following situation slowly and clearly:

"Julio is in the break room. Darren walks in and notices Julio looking at the timecards. Darren explains to Julio that he has been altering his timecard for a month and that Julio should do it as well. What should Julio do?"
 - After reading, ask:
 - What did Darren ask Julio to do?
 - Why is this a problem?
 - What would you do if you were Julio?
 - **Follow-up:**
Explain that altering timecards is stealing from the company, and it's important to always do what is right, even if others are not.
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4. Discussion and Choices (15 minutes)

Goal: Discuss the possible actions Julio could take and practice choosing the best response.

- **Activity:**

Present the four choices Julio could make in the situation:

- **A. Tell Darren he can't do that anymore or you'll tell the Supervisor.**
(*BEST option*)
 - **B. Tell Darren that he shouldn't do that anymore and then plan to tell the Supervisor.**
(*WORST option, because it involves talking behind Darren's back.*)
 - **C. Tell Darren you won't do that, but do nothing since it's not your job to monitor timecards.**
(*This is not enough action because Julio should stop the unethical behavior.*)
 - **D. Tell Darren no and that he shouldn't do it anymore either.**
(*This is a good response, but Julio needs to take stronger action.*)
 - Ask students:
 - Which choice is the best?
 - Which choice is the worst?
 - Why is it important to stop unethical behavior like this?
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5. Role-Play (15 minutes)

Goal: Practice speaking and using new vocabulary in a realistic situation.

- **Activity:**

In pairs, students will role-play the situation. One student will play **Julio**, and the other will play **Darren**. Julio will respond to Darren's request to alter the timecard. After the role-play, they can switch roles.

Example role-play:

- **Darren:** "Julio, I've been changing my timecard for a month. You should do it too."
- **Julio:** "No, I can't do that. It's wrong. If you don't stop, I will tell the supervisor."

After the role-play, discuss how Julio felt in this situation. Was it hard to say "no"?

6. Wrap-Up and Review (5 minutes)

Goal: Reinforce the key points of the lesson and practice key vocabulary.

- Review the vocabulary words:
 - Timecard
 - Alter

- Integrity
 - Supervisor
 - Theft
 - Ethical
 - **Final Question:**
 - Why is it important to have integrity at work?
 - What would happen if everyone altered their timecards?
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Homework (Optional):

Ask students to write a short paragraph about a time when they had to make an honest decision. They can use the vocabulary words from the lesson, and optionally, incorporate the Bible verse Proverbs 12:1 or another verse about honesty.

Materials Needed:

- Flashcards with vocabulary words and pictures
- Printed copies of the situation overview
- Whiteboard and markers for key vocabulary

ESL Lesson Plan: Scenario 4: Workplace Communication – Apologizing and Taking Responsibility – from the eWORKs Lessons Library

Note: This lesson includes an optional two-minute video of the workplace scenario described below in Section 3. The video is one of nine short videos of workplace scenarios found here:

www.Accutalent.com/workforce/admin/resourcecenter/casas/recording/wrs_trainingvignettes.mp4 2.

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Level: Beginning to Intermediate ESL Students

Topic: Responding to Feedback and Apologizing in the Workplace

Skill Focus: Responsibility, Workplace Communication, Admitting Mistakes

Duration: 60 minutes

Lesson Objectives:

By the end of the lesson, students will be able to:

1. Apologize and respond appropriately to feedback in a professional setting.
2. Practice key phrases and vocabulary related to taking responsibility in the workplace.
3. Role-play common workplace scenarios involving mistakes and feedback.
4. Understand the importance of being open to learning and improving at work.

Materials Needed:

- Whiteboard and markers
- Printed scenario cards (optional)
- Handout with vocabulary and phrases
- Audio/Video clip (optional) of a workplace conversation (if available)

Lesson Procedure:

1. Warm-Up (10 minutes)

Objective: To activate prior knowledge and engage students in the lesson's topic.

- **Activity:**
 - Begin by asking students a few questions:

- "Have you ever made a mistake at work or school?"
- "What did you do when your boss or teacher told you about it?"
- "How do you feel when you make a mistake at work?"
- Write down any useful responses on the whiteboard.
- Introduce the idea that in many workplaces, it's important to admit mistakes and show a willingness to improve.

2. Introduce the Scenario (10 minutes)

Objective: To present a work situation where a mistake was made and how to respond.

- **Activity:**
 - Read the provided scenario aloud to the class:
"John is a salesperson in the Men's department of a large retail store. He is new and doesn't know the proper protocol for returning items. A customer came to return an item, and John mistakenly sent them to Customer Service. The line was long, and the customer complained about John. His supervisor, Matt, is now talking to him about what happened."
 - Ask students:
 - "What did John do wrong?"
 - "What should John do now?"
 - Write key phrases on the board, such as "customer return," "long line," "supervisor," and "mistake."

3. Vocabulary and Phrases (15 minutes)

Objective: To teach useful phrases and vocabulary for apologizing and taking responsibility.

- **Activity:**
 - Introduce key phrases used in professional apologies and taking responsibility.
 Examples:
 - "I'm sorry, I made a mistake."
 - "I should have handled it differently."
 - "Thank you for your feedback."
 - "I will learn from this and improve."
 - "I understand why that was frustrating."
 - Write these phrases on the board and ask students to repeat them.

- Provide context and explanation for each phrase (e.g., "I understand why that was frustrating" – expressing empathy).

- **Activity:**

- Pair students up and have them practice these phrases through short dialogues.
 - Student A: "I'm sorry for making the mistake."
 - Student B: "It's okay, but next time you should handle the customer return differently."

4. Choices Discussion and Role Play (15 minutes)

Objective: To practice using the phrases in a role-play scenario.

- **Activity:**

- Present the four options for how John could respond to his supervisor:
 - A. Agree that Matt is right and promise it won't happen again.
 - B. Apologize and promise to try harder and not make mistakes.
 - C. Apologize and restate that things were busy and he hasn't been trained on everything.
 - D. Agree that Matt is right and state that he has a lot to learn.
- Discuss the best response: **Option D** (Agree that Matt is right and state that you have a lot to learn). Explain why it is the best response: showing openness to feedback and a desire to improve.
- **Role-play:**
 - Students will work in pairs to act out a scenario where one is a supervisor giving feedback, and the other is John, responding to the feedback. Encourage them to use the phrases learned earlier.
 - Switch roles so both students can practice.

5. Group Reflection and Discussion (10 minutes)

Objective: To reflect on the importance of learning from mistakes and taking responsibility.

- **Activity:**

- After the role-play, ask the class:
 - "Why is it important to admit mistakes at work?"
 - "How does a positive response to feedback affect your job?"
 - "What can happen if you do not take responsibility for mistakes at work?"

- Write key ideas on the board, such as "builds trust," "shows responsibility," "learn from mistakes," "improves job performance."

6. Wrap-Up (5 minutes)

Objective: To conclude the lesson and review the key learning points.

- **Activity:**
 - Review the main phrases for apologizing and taking responsibility in the workplace.
 - Encourage students to practice using these phrases in real life, especially in job-related situations.
 - Give students a quick exit question to assess learning:
 - "What is one thing you will say next time you make a mistake at work?"
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Assessment:

- **Formative:** Observe student participation during role-plays and discussions.
- **Summative:** Have students write a short paragraph (homework) about how they would apologize to their boss or supervisor after making a mistake at work, using the phrases from the lesson.

Extension (Optional):

- If you have time, you can show a short video of a workplace conversation in which a supervisor provides feedback to an employee, and the employee responds appropriately. Afterward, discuss the video and have students practice similar conversations in pairs.
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Note: Adapt the lesson as necessary based on the proficiency levels of the students, allowing more or less support during practice activities.

ESL Lesson Plan: Scenario 6: Workplace Situations and Flexibility – From the eWORKs Lessons Library

Note: This lesson includes an optional two-minute video of the workplace scenario described below in Section 3. The video is one of nine short videos of workplace scenarios found here:

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- **ESL Level – Beginning to Intermediate**

- **Lesson Overview:**

This lesson will help ESL students understand how to prioritize tasks, adapt to unexpected situations, and work as a team. Using a real-life scenario in a small restaurant kitchen, students will discuss choices and practice language for handling last-minute tasks when time is limited.

- **Lesson Duration: 45 minutes**

- **Objective:**

- Students will be able to understand and use phrases related to handling unexpected tasks at work.
- Students will discuss possible solutions to real-world work problems, considering flexibility and teamwork.
- Students will practice speaking and listening skills through role-playing, focusing on workplace communication and decision-making.

- **Materials:**

- Whiteboard and markers
- Printed copies of the scenario and the choices (A, B, C, D)
- Scenario worksheet (for group work)
- Timer for role-playing

- **1. Warm-Up (10 minutes)**

- **Activity: Workplace Vocabulary Introduction**

- Write key workplace vocabulary on the board: *shift, exhausted, plans, dishwashing, unexpected, team, work together, help, flexibility*.
- Ask students if they are familiar with these words and give simple definitions or examples.
 - *Exhausted* – very tired.
 - *Unexpected* – something that happens that you didn't plan for.
 - *Flexibility* – being able to adjust when things change.

- **Pair Work:**

- Have students work in pairs and ask them to use 3 of the vocabulary words in simple sentences.
For example:
 - “I feel exhausted after a long shift.”
 - “It was unexpected when the last-minute tasks arrived.”
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- **2. Presentation (10 minutes)**

- **Activity: Reading & Understanding the Scenario**

- **Distribute the printed scenario to each student.**

- **Scenario Description:**

Jodi and Jay work in a small kitchen in a family restaurant. Most of their duties include washing dishes, cleaning the kitchen floor, and tables. Their shift ends soon, but just before they are ready to clock out, a cart full of dirty dishes from a large table arrives in the kitchen. It will take at least an hour to finish washing. Jay is exhausted, and Jodi has plans after work. What should Jay do?

- Read the scenario aloud slowly and clearly. After reading, ask comprehension questions:
 - What are Jodi and Jay’s jobs?
 - What happens just before their shift ends?
 - How do Jay and Jodi feel at this moment?
 - What is the problem they need to solve?

- **Discussion:**

- Ask students: *Why is it important to stay flexible when unexpected tasks happen at work?*
 - Explain that in work situations, it’s important to work together and be flexible to get the job done.
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- **3. Choices Discussion (10 minutes)**

- **Activity: Group Work – Analyzing Choices**

- Present the 4 choices to the class (A, B, C, D) and write them on the board.

Choices:

- A. Suggest asking the manager if you can leave the dishes until tomorrow.
(This is the worst option. Work is often unpredictable, and employees who leave work unfinished show a lack of flexibility and responsibility.)
- B. Offer to finish the dishes so Jodi can leave when Steve arrives.
(This is the best option. It shows teamwork and flexibility, and Jay is helping Jodi while still getting the work done.)
- C. Suggest that Jodi call Steve and let him know that she will be late.
(This is a reasonable option, but it places the responsibility on Jodi to stay late, while Jay is also exhausted.)
- D. Offer to finish up tonight if Jodi will do the same someday.
(This shows teamwork, but making a “deal” or expecting something in return is not the best option. It might cause tension later.)

- In small groups, have students discuss which choice is the best and why. Encourage them to think about the values of *teamwork*, *responsibility*, and *adaptability*.

- **Key Questions to Guide the Discussion:**

- Which choice shows teamwork?
 - Which choice is the best for the restaurant?
 - Which choice would make the work environment better?
 - Which choice is not ideal? Why?
 - After the group discussion, ask each group to share their thoughts.
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- **4. Role-Playing (10 minutes)**

- Activity: *Role-Play the Scenario*
 - Have students work in pairs. One student will play Jay, and the other will play Jodi.
 - Jay must decide how to handle the situation and explain his decision to Jodi. Jodi might express her thoughts about the situation as well.
 - After a few minutes, have the pairs switch roles.
 - Tips for students:
 - Use phrases like:
 - “I’ll finish the dishes so you can leave.”
 - “Maybe you should call Steve to tell him you’ll be late.”
 - “I can do this tonight, and you can help me another day.”
 - Optional Discussion After Role-Play:
 - After role-playing, ask the class how they felt while making the decision and helping their partner. Was it easy or hard to make the choice?
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- **5. Wrap-Up (5 minutes)**

- Activity: *Class Discussion*
 - Ask the class: *What did you learn about flexibility and teamwork in the workplace?*
 - Discuss how handling unexpected situations with a positive attitude helps employees work together better and makes the work environment more enjoyable.
 - Homework/Extension:
 - Have students write a short paragraph about a time when they had to adapt to an unexpected situation in their work or daily life. They can share their experiences in the next class.
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- **Assessment:**

- Observe students during discussions and role-playing to ensure understanding of the key concepts.
 - Review students' homework to check for the application of flexibility and teamwork in real-life situations.
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ESL Lesson Plan: Scenario 7: Prioritizing Tasks in the Workplace – From the eWORKs Lessons Library

Note: This lesson includes an optional two-minute video of the workplace scenario described below in Section 3. The video is one of nine short videos of workplace scenarios found here:

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ESL Level: Low to Intermediate

Lesson Overview:

This lesson will help ESL students understand how to prioritize tasks in the workplace. Through a scenario where a worker, Tyler, is faced with deciding whether to finish stocking shelves or assist a coworker during a busy time, students will discuss different choices and learn how to make decisions based on workplace needs.

Lesson Duration: 45 minutes

Objective:

- Students will be able to understand and use phrases related to prioritizing tasks in the workplace.
 - Students will be able to discuss work-related situations and make decisions based on priority.
 - Students will practice speaking and listening skills through role-playing.
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Materials:

- Whiteboard and markers
 - Printed copies of the scenario and the choices (A, B, C, D)
 - Scenario worksheet (for group work)
 - Timer for role-playing
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1. Warm-Up (10 minutes)

Activity: Workplace Vocabulary Introduction

- Write key workplace vocabulary on the board: *break, help, priority, assistant, customer service, shelf, restock, task, situation, busy.*

- Ask students if they are familiar with these words and give simple definitions or examples.
- For example:
 - *Break* – A short rest during work.
 - *Priority* – Something that is more important and should be done first.
 - *Assist* – To help someone.

Pair work:

- Have students work in pairs and ask them to use 3 of the vocabulary words in simple sentences.
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2. Presentation (10 minutes)

Activity: *Reading & Understanding the Scenario*

- Distribute the printed scenario to each student.
- **Scenario Description:**

Tyler is busy stocking shelves and is scheduled to go on break in a few minutes. A fellow employee comes to Tyler and explains that the store is getting busy and requests his assistance. Tyler must decide what to do—whether to continue stocking, finish his break, or help the coworker. His decision affects not only his own work but also customer service and his relationship with coworkers.
- Read the scenario aloud slowly and clearly. After reading, ask comprehension questions:
 - What is Tyler doing at the start of the scenario?
 - Why is Tyler’s coworker asking for help?
 - What are the options Tyler has for handling the situation?

Discussion:

- Ask students: *Why is it important for Tyler to help his coworker? What happens if he doesn’t help?*
 - Explain that prioritizing tasks is important in a work situation to make sure that important jobs get done on time.
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3. Choices Discussion (10 minutes)

Activity: *Group Work – Analyzing Choices*

- Present the 4 choices to the class (A, B, C, D) and write them on the board.

Choices:

- **A.** Offer to help as soon as your work is done and then take your break.
(This choice shows that Tyler wants to finish his work first, but helping customers is a top priority and should take precedence over restocking.)
 - **B.** Ask the associate to see if he can find someone else but help him if he can't.
(This choice shows concern for customer service, but it may take too long to find someone else, delaying assistance to the coworker.)
 - **C.** Offer to help immediately and take your break after finishing the shelves.
(This is the best choice. It demonstrates good customer service and teamwork, ensuring the store stays organized and customers are helped promptly.)
 - **D.** Offer to help immediately and finish the shelves after taking your break.
(While this shows concern for customer service, it may result in delayed restocking, which can affect inventory and customer shopping experience.)
- In small groups, have students discuss which choice is the best and why. Encourage students to think about the priorities: *customer service, helping coworkers, finishing tasks on time.*

Key questions to guide the discussion:

- Which choice is the best for the customer?
- Which choice is the best for the coworker?
- Which choice is best for Tyler's work?
- Which choice is not a good option? Why?

After the group discussion, ask each group to share their thoughts.

4. Role-Playing (10 minutes)

Activity: *Role-Play the Scenario*

- Have students work in pairs and role-play the situation. One student plays Tyler, and the other plays the coworker.
- Tyler has to decide which option to choose. They should act out how they would respond to the request for help.
- After a few minutes, have the pairs switch roles.

Tips for students:

- Use phrases like:
 - "I can help you right now."
 - "I need to finish my task first."

- “Let me ask if someone else can help you.”
 - “I’ll finish this and then help you.”
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5. Wrap-Up (5 minutes)

Activity: *Class Discussion*

- Ask the class: *What did you learn about prioritizing tasks at work?*
- Discuss how understanding workplace priorities can help them perform better and be more effective in their jobs.
- Review the correct choice (C) and explain why it is the best decision for this situation.

Homework/Extension:

- Have students write a short paragraph about a time they had to prioritize tasks in their own lives (personal or work-related).
 - In the next lesson, they can share these experiences and discuss how they made decisions.
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Assessment:

- Observe students during discussions and role-playing to ensure understanding of the key concepts.
- Review students' homework to check for the application of priority decision-making.

ESL Lesson Plan: Scenario 8 : Customer Service and Sales Skills – From the eWORKs Lessons Library

Note: This lesson includes an optional two-minute video of the workplace scenario described below in Section 3. The video is one of nine short videos of workplace scenarios found here:

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Lesson Plan for Low to Mid-Level ESL Students

Topic: Handling Customer Questions and Making Product Recommendations

Objective:

By the end of the lesson, students will be able to:

1. Understand how to engage with customers in a sales situation.
 2. Discuss different approaches to handling customer concerns about product pricing.
 3. Practice communication strategies for uncovering customer needs and offering appropriate suggestions.
 4. Learn key vocabulary and phrases used in customer service interactions.
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Materials:

- Role-play cards with customer scenarios
 - Worksheet with discussion points and vocabulary
 - Whiteboard or flip chart
 - Markers
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Warm-up Activity (10 minutes):

1. Greetings and Brief Introduction:

- Start with a simple greeting and ask students about their shopping experiences. For example:
 - "What is the most important thing you think about when buying a product?"
 - "Have you ever been to a store where you didn't know which product to choose?"

- Briefly explain that today's lesson will focus on how to help customers when they are unsure about a product, particularly in a sales situation.

2. Introduce Vocabulary (5 minutes): Write key customer service vocabulary on the board:

- **Salesperson** (someone who sells products)
 - **Customer** (the person buying the product)
 - **Product knowledge** (information about a product's features and quality)
 - **Recommendation** (suggesting what is best for the customer)
 - **Quality** (how good or durable something is)
 - **Price** (how much something costs)
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Activity 1: Scenario Discussion (15 minutes):

1. Explain the Situation (5 minutes):

- Tell students the story of Gene, the new salesperson, and the customer asking about the most expensive blinds.

Situation:

- Gene is a salesperson in the blinds department of a large store. He is new and not familiar with all of the products. He is with a customer who is having difficulty selecting blinds. The customer states that she should purchase the most expensive blinds since they are probably the best. What should Gene do?

Choices:

- **A.** Agree with the customer's choice and say that she can't go wrong buying the more expensive kind.
- **B.** Suggest that the customer should look further before deciding which is best.
- **C.** Explain that the more expensive blinds may not be better and suggest buying something less expensive.
- **D.** Offer to find someone else with more experience to help the customer decide which is the best.

2. Group Discussion (10 minutes):

- Have students discuss what Gene should do in this situation.
- Write the four choices (A, B, C, D) on the board.
- For each choice, ask the students:

- "What do you think about this option?"
- "Why would this be a good or bad choice for Gene?"
- Allow students to share their opinions in pairs or small groups, then come back together as a class to discuss their answers.

Correct Answer:

- **Option B (Suggest that the customer should look further before deciding which is best).** Explain why this is the best choice: it helps the salesperson understand the customer's needs better and makes them appear more professional.
-

Activity 2: Role-Playing (20 minutes):

1. Role-Play Instructions:

- Divide students into pairs. One student will play the role of Gene (the salesperson), and the other will play the role of the customer.
- Give each pair a role-play scenario where the customer asks for help choosing a product. Students will need to practice suggesting options based on customer needs, without pushing for the most expensive choice.
- Encourage students to use the vocabulary introduced earlier.

2. Role-Play Examples:

- Example 1: A customer is asking about curtains and wants the best ones for their bedroom. The salesperson should ask questions like:
 - "What kind of style are you looking for?"
 - "What is your budget?"
 - "Do you need something that blocks light?"
- Example 2: A customer wants to buy a fan and is unsure about the best price. The salesperson should guide the conversation by understanding the customer's needs (e.g., "Are you looking for a fan for a small room or a larger space?").

3. Feedback:

- After each role-play, ask the class to provide feedback. What went well? What could be improved?
-

Activity 3: Vocabulary Review & Questions (10 minutes):

1. Vocabulary Quiz (5 minutes):

- Provide a short quiz with fill-in-the-blank sentences or matching exercises using the new vocabulary words. Example sentences:
 - "The _____ explains how the blinds are made and how long they last."
 - "It is important to know the _____ of the product before suggesting it to the customer."

2. Customer Needs Questions (5 minutes):

- Ask the class: "What are some questions Gene could ask the customer to understand their needs better?" (Write down student answers on the board.)
 - "What is your budget?"
 - "Do you want blinds that block light?"
 - "Are you looking for blinds for a specific room?"
-

Wrap-Up (5 minutes):

1. Review:

- Recap the main points: understanding customer needs, asking the right questions, and making product recommendations based on those needs.
- Remind students that recommending the most expensive product may not always be the best option; it's important to focus on what the customer actually needs.

2. Homework/Extension:

- Assign students to write a short dialogue where they play the role of a salesperson helping a customer choose a product. They should use the vocabulary and strategies discussed in class.
-

Assessment:

- Participation in the group discussion.
- Role-play performance, focusing on using customer service phrases and uncovering the customer's needs.
- Vocabulary quiz results.

ESL Lesson Plan: Scenario 9 : Prioritizing Customer Needs – From the eWORKs Lessons Library

Note: This lesson includes an optional two-minute video of the workplace scenario described below in Section 3. The video is one of nine short videos of workplace scenarios found here:

www.Accutalent.com/workforce/admin/resourcecenter/casas/recording/wrs_trainingvignettes.mp4 2.

The videos are in English but when played on Google Chrome, they can be played with subtitles in various other languages.

For more information about eWORKs and other eWORKs resources, please email eWORKs@casas.org.

Lesson Plan for Low to Mid-Level ESL Students

Topic: Handling Multiple Customers and Prioritizing Their Needs

Objective:

By the end of the lesson, students will be able to:

1. Understand how to prioritize customer needs in different situations.
2. Discuss various approaches to handling multiple customers in a service setting.
3. Practice polite and professional language used in customer service scenarios.
4. Reflect on decision-making processes when serving customers, both in-person and on the phone.
5. Use relevant customer service phrases and expressions.

Materials:

- Role-play cards with customer scenarios
- Whiteboard or flip chart
- Markers
- Worksheet with discussion points and vocabulary
- Printouts of customer service phrases

Warm-up Activity (10 minutes):

1. Greetings and Introduction:

- Start with a simple greeting. For example:
 - "Have you ever worked in a store or helped customers?"
 - "What do you think is the most important thing to do when helping more than one customer at a time?"

- Briefly introduce the situation:
 - "Today, we will learn how to help customers when you have more than one person asking for help at the same time."

2. Introduce Vocabulary (5 minutes): Write the following key vocabulary on the board:

- **Prioritize** (to decide which task is more important)
 - **Customer Service** (helping customers in a store or on the phone)
 - **Hold** (to wait for a moment while the other person finishes something)
 - **Assistance** (help or support)
 - **Courteous** (polite and respectful)
-

Activity 1: Scenario Discussion (15 minutes):

1. Explain the Situation (5 minutes):

- Tell students the story of Gene, the salesperson in the blinds department.

Situation:

- Gene works in the blinds department of a large store. He answers a call which inquires about a set of blinds. Gene explains that he must go to the back stockroom and check. The customer is put on hold. On his way to the back, another customer stops him and requests assistance. What should Gene do?

Choices:

- **A.** Explain that you're helping someone on the phone, and you'll be with her as soon as you're done.
- **B.** Ask the customer on the phone if they wouldn't mind holding an extra minute.
- **C.** Ask the customer on the phone if you can call her back in a few minutes so she won't have to keep holding.
- **D.** Refer the customer in the store to another salesperson so that she can be helped now.

2. Group Discussion (10 minutes):

- Write the four choices on the board.
- Have students discuss in pairs or small groups which option they think is best, and why. Ask questions like:
 - "What would happen if you choose option A? Is that a good choice?"

- "How would you feel if you were the customer on the phone? Would you want to wait longer?"
- "What do you think about option D? Is it good to pass customers off to another salesperson?"
- After the discussion, bring the class together and discuss the choices.

Correct Answer:

- **Option A: Explain that you're helping someone on the phone, and you'll be with her as soon as you're done.** This approach is professional and polite, and it shows that Gene values both customers equally. It is clear and avoids further delay for the customer on the phone.
-

Activity 2: Role-Playing (20 minutes):

1. Role-Play Instructions:

- Divide the students into pairs. One student will play the role of Gene (the salesperson), and the other will play the role of the customer on the phone or in-store.
- Give each pair a scenario to act out based on the choices from earlier. One student will play the customer, and the other will act as the salesperson.

2. Role-Play Scenarios:

- Scenario 1: A customer comes into the store and asks for help while you are already on the phone with another customer. The salesperson needs to decide whether to help the customer in-store right away or explain the situation to the phone customer.
- Scenario 2: A customer is waiting on the phone, and the salesperson is helping a customer in the store. The salesperson needs to decide whether to keep the customer on hold, call them back later, or refer the in-store customer to another person.

3. Feedback:

- After each role-play, give feedback to the students. For example:
 - Did they prioritize the right customer?
 - Did they use polite language and show professionalism?
 - How can they improve their decision-making in this situation?
-

Activity 3: Vocabulary Review & Questions (10 minutes):

1. Vocabulary Quiz (5 minutes):

- Provide a short quiz with fill-in-the-blank sentences or matching exercises using the vocabulary introduced earlier. Example sentences:
 - "It's important to _____ the customer's needs so they feel respected."
 - "You should be _____ and polite when answering the phone."

2. Customer Service Questions (5 minutes):

- Ask the class: "What are some good ways to communicate with a customer on the phone?"
 - Examples might include:
 - "Explain the situation politely."
 - "Ask if they are okay with waiting."
 - "Offer to call them back instead of leaving them on hold for too long."
-

Wrap-Up (5 minutes):

1. Review:

- Recap the key points of the lesson: prioritizing customer needs, using polite language, and making decisions that respect both in-store and phone customers.
- Discuss any final questions or comments about how they would handle a similar situation in real life.

2. Homework/Extension:

- Assign students to write a short dialogue where they play the role of a salesperson helping two customers at once, applying the strategies discussed in class.
-

Assessment:

- Participation in the group discussion.
- Role-play performance, focusing on decision-making, polite language, and customer service.
- Vocabulary quiz results.

ESL Lesson Plan: Scenario 12 : Balancing Work and Personal Life - From the eWORKs Lessons Library

Note: This lesson includes an optional two-minute video of the workplace scenario described below in Section 3. The video is one of nine short videos of workplace scenarios found here:

www.Accutalent.com/workforce/admin/resourcecenter/casas/recording/wrs_trainingvignettes.mp4 2.

The videos are in English but when played on Google Chrome, they can be played with subtitles in various other languages.

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Lesson Plan for Low to Mid-Level ESL Students

Topic: Navigating Conflicts Between Work Responsibilities and Personal Commitments

Objective:

By the end of the lesson, students will be able to:

1. Understand how to make responsible decisions when work conflicts with personal needs.
 2. Discuss and practice how to respond to challenging situations involving work and family.
 3. Use polite, professional language to handle difficult conversations with supervisors.
 4. Reflect on the importance of integrity and professionalism in balancing work and personal life.
-

Materials:

- Whiteboard or flip chart
 - Markers
 - Role-play cards with customer scenarios
 - Worksheet with discussion points
 - Printouts of customer service phrases
-

Warm-up Activity (10 minutes):

1. Greetings and Introduction:

- Start with a simple greeting and ask students:
 - "Have you ever had to choose between work and family?"
 - "What did you do in that situation?"
- Briefly introduce the scenario for today:

- "Today we are going to talk about what to do when your work schedule conflicts with something important in your personal life."

2. Introduce Vocabulary (5 minutes): Write the following key vocabulary on the board:

- **Responsibility** (the duty to take care of things or people)
 - **Sociability** (being friendly and interacting with others)
 - **Professionalism** (behaving in a respectful, responsible way at work)
 - **Flexibility** (the ability to adjust to changes or unexpected situations)
 - **Integrity** (being honest and having strong moral principles)
-

Activity 1: Scenario Discussion (15 minutes):

1. Explain the Situation (5 minutes):

- Tell the students the story of JoAnne, the Orderly in the community hospital.

Situation:

- JoAnne is a single parent working as an Orderly in a community hospital. One of her children calls and asks her to attend a sports game they are participating in. The game starts an hour before her shift ends. JoAnne asks her Supervisor if she can leave early. The Supervisor explains that there is a meeting tonight, and everyone is required to attend. Therefore, she cannot leave early. What should JoAnne do?

Choices:

- **A.** Tell Laura that in fact, there has been an emergency.
- **B.** Explain the real reason for needing to leave and ask to leave again.
- **C.** Plan on getting to the game late.
- **D.** Offer to find someone to cover for you.

2. Group Discussion (10 minutes):

- Write the four choices on the board.
- Have students discuss in pairs or small groups which option they think is best, and why. Ask questions like:
 - "What would happen if JoAnne lies to her supervisor?"
 - "Why is it important to be honest with your boss?"
 - "How would you feel if you were JoAnne? What would you do?"
- After the discussion, bring the class together and discuss the choices.

Correct Answer:

- **Option C: Plan on getting to the game late.** This is the best choice because JoAnne is being responsible and flexible. While she can't leave early, she can still show support by attending the game later.
-

Activity 2: Role-Playing (20 minutes):

1. Role-Play Instructions:

- Divide students into pairs. One student will play JoAnne (the employee), and the other will play the supervisor.
- Each pair will practice a role-play where JoAnne needs to ask her supervisor for time off or explain why she needs to leave early for a family event.

2. Role-Play Scenarios:

- Scenario 1: JoAnne is working in a hospital and has to ask her supervisor if she can leave early to attend her child's sports game.
- Scenario 2: JoAnne asks for time off for her child's graduation, but her supervisor needs her to stay because of an important meeting.

3. Feedback:

- After each role-play, ask the class to provide feedback. Was JoAnne polite and professional? Did she handle the situation with honesty and flexibility? What language did she use to express her needs?
-

Activity 3: Vocabulary Review & Questions (10 minutes):

1. Vocabulary Quiz (5 minutes):

- Provide a short quiz with fill-in-the-blank sentences or matching exercises using the vocabulary introduced earlier. Example sentences:
 - "It is important to show _____ at work, especially when you have to make tough decisions."
 - "When there is a conflict between work and family, you must show _____ by being flexible and finding a solution."

2. Discussion Questions (5 minutes):

- Ask the class to answer the following:
 - "How can JoAnne show responsibility when work interferes with her personal life?"

- "Why is it important to be flexible in situations like these?"
 - "What should you do if you cannot leave work early but still need to be there for a family event?"
-

Wrap-Up (5 minutes):

1. Review:

- Recap the key points of the lesson: handling work-life conflicts with responsibility, professionalism, and integrity.
- Discuss any final questions or comments about how they would handle a similar situation in real life.

2. Homework/Extension:

- Assign students to write a short essay or dialogue where they play the role of JoAnne, explaining to their supervisor why they need to leave early for a personal reason, using professional and polite language.
-

Assessment:

- Participation in the group discussion.
- Role-play performance, focusing on professionalism, politeness, and integrity.
- Vocabulary quiz results.

ESL Lesson Plan: Scenario 13 : Problem-Solving and Workplace Communication - From the eWORKs Lessons Library

Note: This lesson includes an optional two-minute video of the workplace scenario described below in Section 3. The video is one of nine short videos of workplace scenarios found here:

www.Accutalent.com/workforce/admin/resourcecenter/casas/recording/wrs_trainingvignettes.mp4 2.

The videos are in English but when played on Google Chrome, they can be played with subtitles in various other languages.

For more information about eWORKs and other eWORKs resources, please email eWORKs@casas.org.

Lesson Plan for Low to Mid-Level ESL Students

Topic: Providing Assistance and Demonstrating Leadership in the Workplace

Objective:

By the end of the lesson, students will be able to:

1. Understand how to handle workplace challenges, particularly when helping coworkers.
2. Discuss and practice appropriate workplace language when offering assistance.
3. Develop the skills to demonstrate leadership and initiative in a work environment.
4. Reflect on the importance of proactive problem-solving and teamwork.

Materials:

- Whiteboard or flip chart
- Markers
- Role-play cards with customer or coworker scenarios
- Worksheet with discussion points and vocabulary
- Printouts of common workplace phrases

Warm-up Activity (10 minutes):

1. Greetings and Introduction:

- Start with a simple greeting and ask students:
 - “Have you ever had to help a coworker with something at work?”
 - “What is the best way to help a colleague who needs assistance with something new?”

- Introduce the topic of the lesson: **Helping others at work and taking initiative.**

2. **Introduce Vocabulary** (5 minutes): Write the following key vocabulary on the board:

- **Initiative** (the ability to act and make decisions without being told)
 - **Proactive** (taking action before something happens, not waiting for problems)
 - **Leadership** (guiding others to solve problems or improve things)
 - **Training** (teaching someone how to do something new)
 - **Assistance** (helping someone with a task)
-

Activity 1: Scenario Discussion (15 minutes):

1. **Explain the Situation (5 minutes):**

- Read the following scenario to the class:

Situation:

- Justina and Mark work in a pharmacy. Both have been trained on a new prescription dispensing machine by their Supervisor. The Supervisor recommends they use the new machine to learn quicker, although they can still use the old machine if needed. An order comes in, and Justina has trouble operating the new equipment. What should Mark do?

Choices:

- **A.** Offer to fill the order and let Justina watch. Suggest that Mr. Smith can give her more training later.
- **B.** Tell Justina to use the old equipment and ask Mr. Smith to give her more training later.
- **C.** Offer to train Justina on how to use the equipment and let her fill the order using it.
- **D.** Offer to fill the order and then ask Mr. Smith if you can train Justina later.

2. **Group Discussion (10 minutes):**

- Write the four choices on the board.
- Have students discuss in pairs or small groups which option they think is best, and why. Ask guiding questions like:
 - “What is the best way for Mark to help Justina learn the new machine?”
 - “How can Mark show initiative and leadership in this situation?”
 - “Why might telling Justina to use the old equipment not be a good idea?”
- After the discussion, review the answers as a class.

Correct Answer:

- **Option C: Offer to train Justina on how to use the equipment and let her fill the order using it.** This option demonstrates leadership and initiative. Mark helps Justina learn while also getting the order done.
-

Activity 2: Role-Playing (20 minutes):

1. Role-Play Instructions:

- Divide students into pairs. One student will play Mark, and the other will play Justina.
- Each pair will act out the scenario where Mark helps Justina with the new machine. They should practice how Mark can explain the machine to Justina while completing the order.

2. Role-Play Scenarios:

- Scenario 1: Mark trains Justina on how to use the new machine while filling the order.
- Scenario 2: Mark fills the order first, then helps Justina later after asking the supervisor.

3. Feedback:

- After each role-play, provide feedback on the language used (e.g., phrases for offering help, polite ways to explain things, etc.).
 - Ask questions like: “Did Mark show leadership in this role-play?” “How could the role-play be improved?”
-

Activity 3: Workplace Phrases Practice (10 minutes):

1. Workplace Phrases Review:

- Provide a list of useful phrases for offering help at work:
 - “Would you like me to show you how to do this?”
 - “I can help you with that.”
 - “Let me explain how it works.”
 - “It’s okay, I can take care of it for you.”
 - “Do you need assistance with that?”

2. Phrases Practice:

- Have students practice using these phrases in pairs, role-playing different workplace scenarios where they might need to offer help. For example:
 - One student plays a person asking for help with a new task.

- The other student practices responding with one of the phrases.
-

Wrap-Up (5 minutes):

1. Review:

- Recap the key points of the lesson: the importance of helping coworkers, demonstrating initiative, and showing leadership in the workplace.
- Discuss any final questions or comments about how they would handle a similar situation in real life.

2. Homework/Extension:

- Ask students to write a short dialogue or paragraph about a time they helped a coworker or when they learned something new with the help of others. They should use the phrases learned in class.
-

Assessment:

- Participation in group discussion.
- Role-play performance, focusing on leadership, politeness, and clear communication.
- Phrases practice in pairs.