

# WEEKLY MIDDLE SCHOOL LESSON

#KEEPLARNING



## Week Nine: Global Workforce

**Overview:** This lesson introduces students to the concept of becoming part of the global workforce and working in another country, and what they need to know about working internationally.

**Preparation:** Review the activity and session materials. Make sure your students have all the needed materials to complete the lesson.

**Recommended Time:** 45-60 mins

**Materials:** Computer/Tablet with Internet  
Printer (Optional)  
Blank Paper  
Writing Utensil

**1) Presentation:** Begin by asking your students, "Does anyone speak two languages? Does anyone speak three or four languages?" Then ask students how many languages they would like to learn. Share the additional languages that you speak, if any. If not, share the languages you would like to learn and why. Tell your students that there are many benefits to learning a second language.

**2) Watch:** Have your students watch the video [Three Surprising Benefits of Learning a New Language.](#)

**3) Discussion:** After you watch the video, ask the following questions. You can ask them verbally or have students write out their answers.

1. According to the video, what are some of the benefits of learning a second language?
2. Are there other benefits that the video does not mention?

As a group, go over some of the benefits of learning a second language.

- It's easier to get a job
- It helps you with stress and depression
- It makes you open to more cultures
- It improves your brainpower and thinking
- It enhances ability to do multiple tasks at once
- It helps you in your decision making process

With your students, connect the benefits of knowing a second language to the global marketplace. Explain to them that knowing a second language opens up many job opportunities. It is an essential skill if you want to work for an international business. Ask your students if they can think of any jobs that require a second language. Below are some examples:

#### Business jobs

- Interacting with businesses in other countries
- Helping customers who speak another language
- Buying and selling goods and services

#### Journalism jobs

- Being a news reporter who is on assignment in another country
- Writing for newspapers about international events
- Interviewing people who speak different languages

#### Education jobs

- Teaching a second language
- Teaching bilingual students
- Teaching English as a second language

Tell students that knowing a second language gives job candidates an advantage because a second language could be useful on the job and can help create an inclusive workspace.

**4) Brainstorm:** Tell your students "an international business can be both a U.S. business with offices around the world and/or a business that was founded in another country and is located there."

Ask your students to brainstorm examples of both types of international businesses. Possible answers:

- U.S. businesses with an international presence: Starbucks, McDonald's, Facebook, Amazon, Walmart, Coca-Cola., etc.
- International businesses: Volkswagen is German; Nestle is Swiss; Sony is Japanese; Lego is Danish; IKEA is Swedish.

Ask your students to brainstorm skills (other than speaking a second language) that might be needed to work internationally. Possible answers:

- Being adaptable
- Learning quickly
- Being open minded
- Multitasking

Tell students that in the next activity, they will learn about some of the skills people need in order to enter the global workforce.

### **5) Activity: Working Abroad**

Explain to students that potential employees must meet certain requirements to work abroad. To work in another country, employees must have knowledge about the country, technology skills, and the proper requirements to work there.

Students should select the "Global Workforce Handout" link below and complete the first page, which asks for any experience and skills that your students themselves have. Then they should review the information about the skills needed to work internationally on the second page.

### **Global Workforce Handout**

### **6) Activity: Employee Profiles**

#### **Directions:**

1. Tell students to imagine that they work for a successful U.S. business that wants to expand into Germany. They are in charge of selecting employees from their company that have the strongest skills to work in Germany.
2. Students will select on the Global Workforce Scenario link below and will read and evaluate the four different employee profiles (this can be done individually or as a group).

3. Students must decide who would make the best employee for the German office.
4. Students will select the employee profile link below and will fill out the worksheet by ranking the employees in order.
5. Students should also use their Global Workforce handout (from the above activity) to write three reasons to support their choice.
6. Students will then fill out the rest of the student profile worksheet by describing two skills that are needed to work internationally.

### Global Workforce Scenarios

### Employee Profiles

**7) Overview:** Emphasize the importance of the knowledge and skills needed to be a successful member of the global workforce. When businesses are able to select employees from around the world, they can choose people with the best set of skills and the wage requirements that work best for their business.

**The Money JAR** - People can have wide-ranging interests and tons of exciting hobbies, but what makes them switch from exploring one educational path or career track to another? [Click here](#) to listen to this week's podcast episode on **Lifelong Learner**.

## Bonus Activity: My Resume

**Extended Activity:** 15-30 mins

**Materials:** Computer/Tablet with Internet

**Overview:** It's important to know the right skills, experiences, and traits to include on a resume when you apply for a job. The employer's posting is the best place to find the information that is most relevant. Explore the online activity to learn about what to include on a resume, then check out the tips for creating your own. You can use the Model Resume and the My Resume template as guides for creating your own resume for an after-school or summer job.

### **Directions:**

- Students should select the Resume Builder button below.
- When they get to the website, they should select, "Begin."
- Students should read the 3 jobs listed and select the one that interests them the most.
- They will then select "Create Resume."
- Students will read through a group of 3 questions and answer to the best of their knowledge.

- Students will be directed to put their different skills and accomplishments into their resume.
- Students will select "View Resume," where they will then be able to see what the completed resume would look like.
- Students can print this resume or just read through it.
- If students want to they can complete the activity with the other 2 job choices.
- Encourage students to think about their own skills and accomplishments and begin to create their own resumes for any future jobs.

**Start the Resume Builder**