 **Lesson Plan**

|  |  |  |
| --- | --- | --- |
| Lesson Plan for | Trade Schools and Vocational Education | (lesson title) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School Counselor: | Nicole Sanchez, LeRay Smith | | | |
| Target Audience: | 9th Grade & 10 Grade | | | |
| Mindsets & Behaviors: | M2 Self-confidence in ability to succeed  M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success  M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes  M 6: Positive attitude toward work and learning  B-LS 1: Demonstrate critical-thinking skills to make informed decisions  B-LS 7: Identify long- and short-term academic, career and social/emotional goals  B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions  B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities | | | |
| Lesson | 1 | Of | 2 |  |

|  |  |
| --- | --- |
| Learning Objective(s)/Competency | |
| Students will: | Be able to recognize, accept, respect, and appreciate the differences in different career points. They will also be able to know the difference between attending a university and attending a trade school after high school or during. |
| Students will: | Be able to recognize and value their own unique qualities, while being able to value other people's jobs and careers. |
| Materials: | |  |
| Pencil or pen, Iphones/Ipad, a provided link to activity | |  |
| Evidence Base: | |  |
| * Research-Informed | |  |
| Procedure: Describe how you will: | |  |
| Introduction: | In our introduction we will introduce Trade Schools/ Vocational Education. We will ask if anyone knows exactly what trade schools are; and what kinds of careers are birthed from them! We will then proceed to define what trade schools are and how they started. This includes two activities that give incite to what kind of trade careers are out there! After that, we will inform the students on what kids of trade careers are out there, and how they can find something they love! |
| Communicate Lesson Objective: | With the activities we have in place, each student will obtain more information about what a trade career is and recognize the following. The Video we have set up, then proceeds to give further information about trade schools and what they are about! |
| Teach Content: | After watching the video, counselor will ask if they have a better definition of what trade careers and trade schools are! Also how we can apply ourselves to doing things we absolutely love and not just something society is telling them to pursue. We also will discuss how trade schools began and how they came about. |
| Practice Content: | First activity will be a riddle game! Students will figure out what trade career goes in the riddle. This is to get the ball rolling about what kinds of trade careers they may encounter in the slides to come. This will also make them aware of what kind of trade careers are out there.  Last, Nicole will split the students into two groups. There, the students will participate in a matching, memory game. Whoever has the fastest time and the correct career beside it wins the game! We will then discuss which careers were in the matching game. |
| Summarize: | We will discuss what trade school careers are and how they work to initiate ideas about future careers outside of attending just a four year university! |
| Close: | Again go over what trade schools are and how they not only benefit us as a society, but benefits them as well! We will also end the lesson by discussing trade careers that make the most money to the lowest amount of money, and get rid of the stereotypes around them! |
| Data Collection Plan – *For multiple lessons in a unit, this section only need be completed once* | |  |
| Participation Data: | |  |
| Anticipated number of students: | 10 students |
| Planned length of lesson(s): | 20-30 minutes |
| Mindsets & Behaviors Data: | |  |
| * Pre-test administered before first lesson * **Post-test administered after lesson (if standalone) or after last lesson of unit/group session** * Pre-/post-assessment attached | |  |
| Outcome Data: (choose one) | |
| * **Achievement (describe):**   After the lesson, students will be able to describe and explain what a trade school/ career is. They will also be able to name some trade careers, and discuss the importance of having several college and career opportunities!   * **Consideration for Using Intervention with Diverse Populations:):** Considering the fact that if after a certain amount of time in school in America, students might go back to their original country outside of the US, then this may not fully apply to them. As well as the fact that a student who is not a citizen of the US may need to consider the process of having all of the documentation necessary in order to enter into trade school or a trade occupation. * **Career Theory Integration):** The career theory on which the presentation is grounded is Frank Parson’s, Vocational Guidance Movement. In his theory he uses 5 principles that we incorporated through our presentation. IThe 5 principles of vocational guidance are:   1- It is better to choose a career than hunt a job  2- No one should choose a vocation without careful self-analysis that is through, honest, and guided.  3-Youth should have an extensive survey of the field of vocations and should not settle on the convenient or accidental.  4-Expert advice from men who have studied vocations was imperative.  5- Putting it down on paper is of supreme importance. | |