



On-Site & Virtual Workplace Tours

Lesson Plan



DESCRIPTION & GOALS

These lesson plans are designed to help middle and high school students learn more about and participate in on-site and virtual workplace tours.

OBJECTIVES

- Explore different career options and industries through on-site or virtual workplace tours.
- Gain insights into the work environment, job roles, and skills required in various professions.
- Reflect on their tour experiences and consider how they align with their own career interests.

PREPARATION & MATERIALS

Essential Materials

- Develop connections with local workplaces [On-site & virtual]
- Computers and digital devices with internet access [On-site & virtual]
- Link to [Pathful Connect](#) [Virtual]
- Travel itineraries [On-site]
- Permission forms [On-site]
- Note-taking supplies [On-site & virtual]
- Create a shared Google document based on anticipated workplace tours for students to use in whole class or group-based research.



On-Site & Virtual Workplace Tours

On-Site Lesson Plan



PROCEDURES - ON-SITE WORKPLACE TOUR

DAY ONE

Introduction: Distinguish Between On-Site & Virtual Workplace Tours | Whole Class | 15min

Teacher

- Introduce lesson theme and topic | Share purpose and objectives | Explain agenda
- Define on-site workplace tours | Define virtual workplace tours
- Introduce pre-selected workplace for on-site tour.
- Model research activity with on-site workplace.

Research: Exploring the On-Site Workplace | Whole Class or In Groups | 20min

Students

- Research assigned on-site workplace:
 - Access a shared Google document containing pre-defined areas for research.
 - Research assigned areas of an on-site workplace.
 - Prepare questions for workplace professionals.
 - Create collaborative class etiquette guide.

Collaboration: Creating an Etiquette Guide | Whole Class | 10min

Teacher

- Introduce examples of on-site workplace tour etiquette.

Students

- Create class-specific on-site workplace tour etiquette guidelines.

Formative Assessment: Exit Ticket | Individual | 5min

Teacher

- See guide on last page of this lesson plan for exit ticket options.
- Choose one or give students multiple options.

Students

- Complete assigned exit ticket.

ASSESSMENTS

Varying assessments can keep lessons fun while making sure they meet specific objectives. Try **exit tickets**, either written or oral | **Interactive games**, whether digital or in-person. **Multimedia projects**, including slide decks, videos, posters, drawings, or diagrams | **Quizzes** with formats like true/false, multiple choice, or short answer questions | **Written responses**, which can take the form of short essays, poems, or advertisements | **Discussions**, such as small-group, individual, or whole-class Socratic seminars | **Oral presentations**, either planned or impromptu | **Polls**, digital or analog | **Ranking activities**, which encourage critical reasoning | **Observation**, involving both teacher and student perspectives, along with self-reflection and peer feedback | **Rubrics** keep students apprised of how well they are meeting expectations along assignment criteria. See the final page for an infographic!



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PROCEDURES - ON-SITE WORKPLACE TOUR

DAY TWO

Introduction: Warm-up | Whole Class | 5min

Teacher

- Show students etiquette guide and questions from previous lesson.

Students

- Review etiquette guide and questions from previous lesson.
- Suggest any changes and additions.

Role-play: Practice Etiquette Guidelines & Questions | In Groups or Pairs | 30min

Students

- Model with a partner or small group on-site workplace etiquette guidelines.

Formative Assessment: Exit Ticket | Individual | 5min

Teacher

- See guide on last page of this lesson plan for exit ticket options.
- Choose one or give students multiple options.

Students

- Complete assigned exit ticket.

DAY THREE - SITE VISIT

Pre-Departure Site Visit | Whole Class

Teacher

- Reiterate goal and expectations.
- Answer any last-minute questions.
- Ensure students are prepared with questions.

Site Visit | Whole Class

Class

- Visit local workplace | Take the Tour | Take notes | Ask questions | Return to classroom

DAY FOUR - DEBRIEF

Reflection: On-Site Workplace Tour Debrief & Feedback | Whole Class

Teacher

- Share personal reflection of on-site workplace tour.
- Emphasize importance of expressing appreciation for hosts, developing professional networks, and providing feedback.

Students

- Write a reflection on what they learned during the tour.
 - Consider how the profession or industry they toured aligns with their interests and goals.
- Discuss their reflections as a class.
- Write a thank-you note to the hosts.



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Virtual Lesson Plan



PROCEDURES - VIRTUAL WORKPLACE TOUR

Introduction: Exploring the Virtual Workplace | Whole Class | 10min

Teacher

- Introduce lesson theme and topic | Share purpose and objectives | Explain agenda
- Introduce Pathful Connect.
- Model login and how to conduct research with Pathful Connect.

Research: Engaging with the Virtual Workplace | Individually | 25min

Students

- Research virtual workplace on Pathful Connect based on career interests.
- View appropriate videos in the Pathful Connect library.
- Take notes on important aspects of their search.

Reflection: Sharing Insights | Whole Class or In Groups | 10min

Students

- Share interesting and important details from the virtual workplace tour with class.

Formative Assessment: Exit Ticket | Individual | 5min

Teacher

- See guide on last page of this lesson plan for exit ticket options.
- Choose one or give students multiple options.

Students

- Complete assigned exit ticket.

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On-Site & Virtual Workplace Tours

Standards



RELATED ASCA STANDARDS

American School Counselor Association Standards

Mindset

- M 3. Positive attitude toward work and learning.
- M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success.

Learning Strategies

- B-LS7: Long- and short-term academic, career and social/emotional goals
- B-LS9: Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

Self-Management Skills

- B-SMS4: Delayed gratification for long-term rewards
- B-SMS5: Perseverance to achieve long- and short-term goals

Social-Emotional Skills

- B-SS1: Effective oral and written communication skills and listening skills
- B-SS3: Positive relationships with adults to support success

RELATED OARS

Oregon Administrative Rules, Division 22*

- Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (581-022-2000: 6a)
- Students should design, monitor, and adjust a course of study that meets their interests and goals. (581-022-2000: 6a,D)
- Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards. (581-022-2000: 6b,A)
- Students must participate in career-related learning experiences outlined in the education plan. (581-022-2000: 8)
- School districts must provide a coordinated comprehensive school counseling program that includes career-related learning standards and career education as part of their K–12 instructional program to support the academic, career, social-emotional, and community involvement development of each and every student. (OAR 581-022-2030: 2d,e; 581-022-2055; 581-022-2060, 1a)

**The full text of the American School Counseling Association (ASCA) standards can be accessed at schoolcounselor.org. The original text of Division 22 of the Oregon Administrative Rules is available at oregon.gov. For your your convenience, we have created a one-page document with both resources you can retrieve at careerconnectoregon.com.*



On-Site & Virtual Workplace Tours

Activities



MAKE IT VISUAL! MAKE IT COOPERATIVE! MAKE IT FUN!

The following graphic organizers and cooperative learning strategies engage different learning styles by encouraging visual organization, movement, and interpersonal cooperation. Employ these strategies to enhance students' learning!

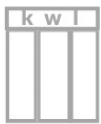
GRAPHIC ORGANIZERS



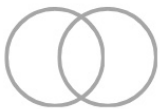
OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD

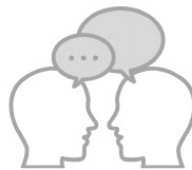


CHARTS



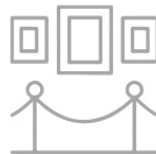
TIMELINE

COOPERATIVE LEARNING STRATEGIES



THINK-PAIR-SHARE

Students think, talk with peers, then share with the class.



GALLERY WALK

Students walk around the room reflecting on one another's posted work.



3 STAY - 1 STRAY

One member from each group visits other groups, acting as a reporter and exchanging information.



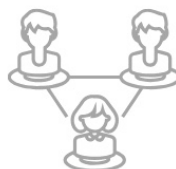
FOUR CORNERS

Students self-sort, moving near statements posted in the room they agree with and discuss reactions.



JIGSAW

Groups become "experts" in one aspect of a learning objective.



NUMBERED HEADS TOGETHER

Students in groups collaborate to ensure mutual understanding, each prepared to answer a question tied to their assigned number.



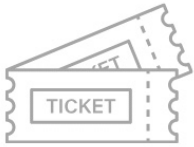
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Assessments



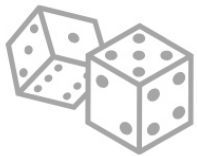
QUICK REFERENCE ASSESSMENTS

Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.



EXIT TICKET

Students respond to a prompt or question on a 3x5 card or slip of paper before leaving class.



INTERACTIVE GAMES

Students play an analog or digital game that tests their learning competitively or cooperatively.



MULTIMEDIA PROJECT

Students create slide decks, videos, posters, drawings, diagrams, how-to guides, and mini publications.



QUIZZES

True or false, multiple choice, short answer, thumbs up or down, and verbal responses are all ways to quickly assess student learning.



WRITTEN RESPONSES

Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.



DISCUSSION

Small group, individual, and whole-class Socratic seminars help students stay engaged and practice reasoning skills.



ORAL PRESENTATIONS

Try planned or impromptu oral presentations. Students can develop these in groups or on their own.



POLLS

Hands, fingers, thumbs, and pen and paper are great for analog polls. Digital polls are convenient for tallying results quickly.



RANKING ACTIVITIES

Students rank items and explain their reasoning. A great way to measure critical thinking skills.



OBSERVATION

This can include both teacher and student perspectives, along with student self-reflection and peer feedback



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Exit Tickets



EXIT TICKET IDEAS

Formative assessments can help students build confidence and critical thinking skills, while providing teachers with real-time feedback they can use to enhance further instruction. Modify these exit ticket suggestions to best suit your classroom!



SIGHT

- **Draw an emoji** of your emotional response to the lesson. Write about how it relates to what you learned.
- **Take a selfie** of an expression reacting to something you learned and share it!
- **Draw a visual summary** of images that narrate the lesson. This could be a comic strip or an infographic.
- **Recall a movie scene** that relates to the lesson and explain why.
- **Label a line graph** with peaks and valleys describing how you and other students engaged with the lesson.



SOUND

- **Think of song lyrics** that describe something you learned and explain your reasoning.
- **Listen to a brief audio clip** (music, quote, sounds) and explain how it connects to what you have learned.
- **Record yourself** sharing a 20-second response to your favorite part of the lesson.
- **Listen to a peer** share their favorite part of the lesson, and then share yours with them.
- **Connect a sound** to your mood during the lesson and explain how the sound relates.



SMELL

- **Create a smell continuum** with your favorite and least favorite smells; rate the lesson and explain.
- **Use scented markers or stickers**, and make a connection between the scent and a key concept.
- **Relate the lesson to a specific scent**, explaining the similarities and reasons behind your choice.
- **Choose 3 main ideas**, and relate them to 3 different smells. Explain your reasoning.



TASTE

- **Create a recipe**, choosing ingredients from the lesson. Name the recipe with a relevant title.
- **Use a food metaphor or simile** to describe something you learned in the lesson.
- **Divide a paper plate** into portions and label each portion with key concepts from the lesson.
- **Recall a food memory** related to the lesson and write down why you chose it.



TOUCH

- **Use the provided material** (blocks, clay, wire) to build a concept from the lesson that stood out to you.
- **Give a thumbs up, down or sideways** to indicate your level of understanding after the lesson.
- **Move around the room** to defend, challenge, or qualify your level of agreement with an argument or concept.
- **Build a collage** that represents the most important takeaways from the lesson.
- **Act out a concept** from the lesson that you think is most important.



THOUGHT

- **Agree or disagree** with a prompt and write down your reasons with examples.
- **Write about a personal connection** you can make with today's lesson and the concepts you have learned.
- **3-2-1** Jot down three ideas you learned, two ideas you want to learn and one question you have.
- **Select an adjective** that best describes the lesson. Explain your reasoning.
- **Write important ideas** from the lesson and rank them in terms of importance.