



# On-the-Job Training

## Lesson Plan



### DESCRIPTION & GOALS

This lesson plan is designed to help post-secondary educators equip students with tools for career exploration, training and jobs

### OBJECTIVES

- Navigate the CareerOneStop website effectively.
- Demonstrate ability to access comprehensive job-related resources.
- Explore career details and pathways.
- Use CareerOneStop tools to enhance job search and career development through training opportunities.

### PREPARATION & MATERIALS

- Computers and digital devices with internet access
- [CareerOneStop](https://www.careeronestop.org) website



# On-the-Job Training Lesson Plan

## PROCEDURES

**Warmup: What is my Career Goal? | Whole Class | 5min**

*Teacher*

- Introduce lesson theme and topic | Share purpose and objectives | Explain agenda

*Students*

- Answer:
  - How do you want to put your training or education to work?
  - How do you want to feel once you've accomplished your educational goal?

**Demonstration: Model website usage | Whole Class | 5min**

*Teacher*

- Access the website and model a self-assessment, profile and occupation search.
- Demonstrate how to develop a career path and find education and training based on results.

**Search Activity | Individually | 35min**

*Students*

- Self-assess using Career OneStop tools.
- Search for career information using Career OneStop tools.
- Take notes on career training pathways.

**Reflection | Individually | 5min**

*Students*

- Choose one of the reflection activities at the end of the lesson.

THIS LESSON PLAN DOES NOT MEET THE REQUIREMENTS FOR WORK-BASED LEARNING EXPERIENCE IN A SECONDARY CTE PROGRAM OF STUDY.

## 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!



# On-the-Job Training Standards

## RELATED ASCA STANDARDS

### American School Counselor Association Standards

#### Mindset

- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6: Understanding that postsecondary education and lifelong learning are necessary for long-term success.

#### Learning Strategies

- B-LS 4. Self-motivation and self-direction for learning
- B-LS7: Long- and short-term academic, career and social/emotional goals

#### 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-SS3: Positive relationships with adults to support success
- B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary



## 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](http://schoolcounselor.org). The original text of Division 22 of the Oregon Administrative Rules is available at [oregon.gov](http://oregon.gov). For your your convenience, we have created a one-page document with both resources you can retrieve at [careerconnectoregon.com](http://careerconnectoregon.com).*



# On-the-Job Training 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



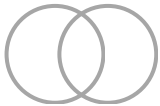
**OUTLINE**



**MIND MAP**



**KWL CHART**



**VENN DIAGRAM**



**STORYBOARD**

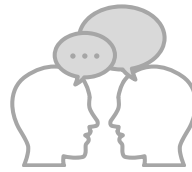


**CHARTS**



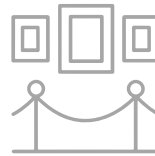
**TIMELINE**

### 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.



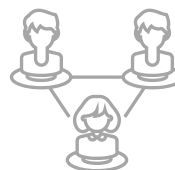
#### **FOUR CORNERS**

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**

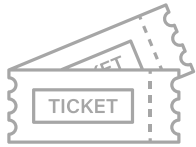
Students in groups collaborate to ensure mutual understanding, each prepared to answer a question tied to their assigned number.



# On-the-Job Training Assessments

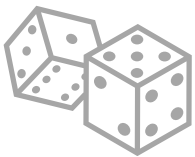
## QUICK REFERENCE ASSESSMENTS

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.



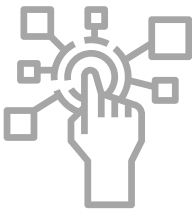
### EXIT TICKET

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.



# Training Title

## 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.