



# Apprenticeship: Search & LOI

## Lesson Plan



### DESCRIPTION & GOALS

This fifty-minute lesson plan for high school students introduces students to the definition of an apprenticeship, how to search for one and how to write a Letter of Interest (LOI).

### OBJECTIVES

- Understand the definition of an apprenticeship and its purpose.
- Search for local apprenticeships.
- Draft a Letter of Inquiry (LOI) for a specific apprenticeship.

### PREPARATION & MATERIALS

#### Essential Materials

- Computers and digital devices with internet access
- Career Connected Learning (CCL) Apprenticeship Quick-Start Guide
- [Link to Oregon Apprenticeships](#) | [Link to Oregon Bureau of Labor & Industries](#)
- Letter of Interest Template



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## Lesson Plan



### PROCEDURES

Introduction | Define and Locate an Apprenticeship | Whole Class | 15 minutes

**Teacher**

- Introduce the topic | significance | relevance to students | share lesson objectives.
- Define a pre-apprenticeship. See: quick-start guide and links.
- Show a student profile video (available at [Oregon Apprenticeship](#)).
- Model a search for an apprenticeship at [Oregon Apprenticeship](#) or [Oregon Bureau of Labor & Industries](#).
- Ask students to consider whether an apprenticeship is appropriate for them.
- Introduce students to the LOI; show them how to adjust the template and save it for themselves.

Write a Letter of Interest for an Apprenticeship | Whole Class; Pairs | 30 minutes

**Students**

- Identify an apprenticeship contact of interest in their area.
- Draft LOIs using the template.
- Proof one another's letters.

Closing | 5 minutes

**Students**

- Ask any remaining questions.

**Teacher**

- Encourage students to email or send letters via post if they think the pre-apprenticeship is appropriate for them.

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

### ASSESSMENT IDEAS

Varying assessments can keep your lessons fun while making sure they meet your 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.



# Apprenticeship: Search & LOI Standards



## RELATED ASCA STANDARDS

### American School Counselor Association Standards

#### Mindset

- M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M6: Understanding that postsecondary education and lifelong learning are necessary for long-term success

#### Learning Strategies

- B-LS4. Self-motivation and self-direction for learning
- B-LS5. Media and technology skills to enhance learning

#### Self-Management Skills

- B-SMS3. Independent work
- B-SMS4. Delayed gratification for long-term rewards

#### Social-Emotional Skills

- B-SS1. Effective oral and written communication skills and listening skills
- B-SS 3. Positive relationships with adults to support success

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## 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)

*\*For the original text of the Oregon Administrative Rules, **follow this link**. For your convenience, a simplified version with five statements and references to the corresponding OAR text are posted above.*



# Apprenticeship: Search & LOI

## 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!

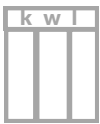
#### GRAPHIC ORGANIZERS



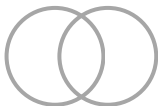
**OUTLINE**



**MIND MAP**



**KWL CHART**



**VENN DIAGRAM**



**STORYBOARD**

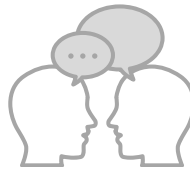


**CHARTS**



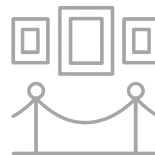
**TIMELINE**

#### 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.



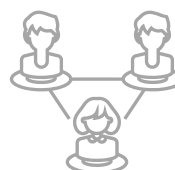
##### **FOUR CORNERS**

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.

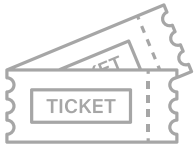


# Apprenticeship: Search & LOI

## Assessments

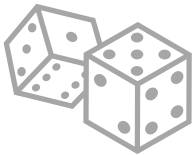
### QUICK REFERENCE ASSESSMENTS

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.



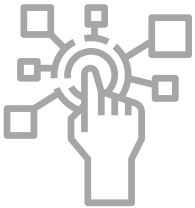
#### EXIT TICKET

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



# Apprenticeship: Search and LOI

## 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.