



Workplace Simulation Module

Lesson Plan



DESCRIPTION & GOALS

This three-day lesson provides high school students with a simulated workplace experience, allowing them to apply academic knowledge, develop essential workplace skills, and gain a better understanding of potential career paths. This opportunity helps students develop and practice skills in a low-risk setting.

OBJECTIVES

- Introduce the concept of a workplace simulation.
- Prepare for roles and responsibilities in a workplace simulation.
- Engage in a simulated workplace scenario, allowing application of knowledge and skills.
- Debrief, reflect and connect simulated workplace experiences to future career readiness and goals.

PREPARATION & MATERIALS

Essential Materials

- Computers and digital devices with internet access
- Scenario descriptions for the simulated workplace
- Role assignments for students
- Project materials or props relevant to the scenario, if desired
- Workplace Simulation Quick-Start Guide



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PROCEDURES

DAY ONE

Warm-up: Defining a Workplace Simulation | Whole Class | 10min

Teacher

- Define workplace simulation.
- Discuss the importance of workplace readiness skills, such as teamwork, communication, problem-solving and time management.

Activity: Introduction of Scenarios and Roles | Whole Class & In Groups | 40min

Teacher

- Introduce the goals, objectives and expectations of the simulation.
- Explain the simulated workplace scenarios, such as a fictional company, industry or project.
 - Use quick-start guide resources to plan scenarios.
- Assign each student a specific role or position within the simulated workplace group.
- Allow students to ask questions and clarify the scenario.
- Provide training materials and resources tailored to each student's role and scenario. This could include research assignments, readings or videos related to their job functions.

Students

- Research assigned scenario and roles.
- Begin planning a brief 5-10 minute skit that simulates the assigned workplace scenario and roles.

DAY TWO

Warm-up: Review | Whole Class | 10min

Teacher

- Review definition of workplace simulation.
- Allow students to ask questions from day one.
- Encourage students to perform tasks and responsibilities as if they were in a real workplace, adhering to deadlines, communication protocols and professional conduct within their skits.

Activity: Research and Skit Creation | In Groups | 40min

Students

- Continue research of assigned scenario and roles.
- Continue planning a 5-10 minute skit that simulates the chosen workplace scenario and roles.
- Plan for props or other tools to be used during the skit.



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PROCEDURES

DAY THREE

Warm-up: Practice Workplace Simulation Skits | In Groups | 15min

Students

- Finalize skit plan and practice as a group.

Teachers

- Assist groups as needed.

Activity: Presentation of Skits | Whole Class and In Groups | 25min

Students

- Groups should take turns presenting their skits to the class.
- Audience takes notes on how the scenario, roles and key details play out during the skits.

Conclusion: Debriefing and Discussion | Whole Class | 10min

Teachers

- Gather students to discuss their experiences, share insights and highlight key takeaways.

Students

- Provide constructive feedback to their peers on their teamwork, communication and contributions.
- Create and share reflective responses summarizing their learning experiences during the simulation.
- Connect their simulated workplace experiences to potential career paths and areas of interest.

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.





Workplace Simulation Module Standards



RELATED ASCA STANDARDS

American School Counselor Association Standards

Mindset

- M 3. Positive attitude toward work and learning

Learning Strategies

- B-LS 2. Creative approach to learning, tasks and problem solving
- B-LS 3. Time-management, organizational and study skills
- B-LS 4. Self-motivation and self-direction for learning

Self-Management Skills

- B-SMS 1. Responsibility for self and actions
- B-SMS 5: Perseverance to achieve long- and short-term goals

Social-Emotional Skills

- B-SS 1: Effective oral and written communication skills and listening skills
- B-SS 6. Effective collaboration and cooperation skills

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.*



Workplace Simulation 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



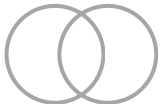
OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD

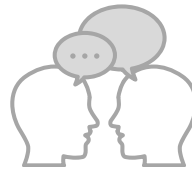


CHARTS



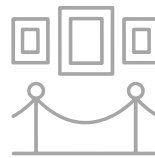
TIMELINE

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.



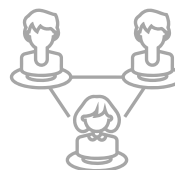
FOUR CORNERS

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.

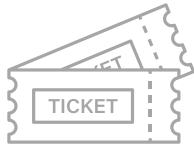


Workplace Simulation Assessments



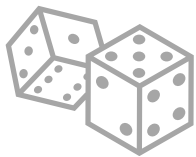
QUICK REFERENCE ASSESSMENTS

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.



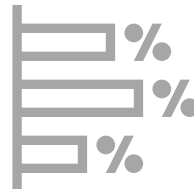
DISCUSSION

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.



Preparation 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.