

Workforce Preparation: Local Labor Market Information Lesson Plan



NRS Level(s): Low to High Intermediate Basic Education

Lesson Title: Local Labor Market Information		Approximate Length of Lesson: 2 hours and 30 minutes	
<p>Instructional Objective (<i>written in teacher language primarily derived from content standards and includes evidence of mastery</i>):</p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Work collaboratively with peers to determine the local labor market need for one of the identified occupations and list five statements describing evidence that shows why the occupation is or is not a good choice for the student. • Submit the assignment to the teacher as an attachment to an email, with fewer than two grammatical errors. 		<p>Learning Target Statements (for learners' exit tickets, learning logs, or reflection):</p> <ul style="list-style-type: none"> • I can process and analyze information to create a career goal that is specific and realistic for me. • Before, I could say that I needed a job to pay my bills; now I can name a specific occupation that exists in my area, that I may have an interest in, and that provides a living wage. 	
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>		<p>ELA/Mathematics/ELP:</p> <p>CCR Levels C and D:</p> <p>R4: Determine the meaning of technical words and phrases in text. W4: Produce clear and coherent writing. W8: Paraphrase. S/L4: Speak clearly and at an understandable pace. L2: Use standard English capitalization, punctuation, and spelling.</p> <p>ELPS Levels 4 and 5:</p> <p>ELPS 1: Summarize a text. ELPS 2: Ask and answer questions to clarify ideas and conclusions. ELPS 3: Compose a written informational text. ELPS 8: Determine the meaning of technical words and phrases in text. ELPS 9: Introduce and develop an informational topic with facts, details, and evidence.</p>	

Central Skills Taught:	<input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems	<input checked="" type="checkbox"/> Problem-Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input type="checkbox"/> Respecting Differences and Diversity <input type="checkbox"/> Self-Awareness	
Language Demands: <i>(Include academic language, language skills, etc.)</i>	Depending on the occupation choices, there may be Tier 3 vocabulary on O*NET that the teacher will need to introduce prior to the lesson.		
Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i>	Proof of Learning: <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input type="checkbox"/> Via team product <input checked="" type="checkbox"/> Via individual product <input type="checkbox"/> Other _____	Proof of Learning Tools: <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Other _____	Ongoing Formative Assessment <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Document with evidence statements</u>
Adaptations and/or Accommodations: <i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i>	<p>For lower-level learners, provide visual support and simple definitions as necessary for the job values pertinent to this lesson. Consider having them do research using the Occupational Outlook Handbook quick facts charts (https://www.bls.gov/ooh/), which contain similar information to O*NET but are less complex. Have learners use sentence stems or a simple paragraph frame to summarize their research.</p> <p>If learners do not have access to a laptop or tablet, demonstrate how to use Smartphones to access the O*NET or Occupational Outlook Handbooks site.</p>		



<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 20 minutes</p>	<p>The students, as usual, should arrive a few minutes early; sign in with their exact time of arrival; check the board for the day's learning activities and objectives, along with the materials needed; gather the necessary materials; and complete the activities listed on the board:</p> <ol style="list-style-type: none"> 1. Today you will need a laptop and pen or pencil. 2. Please define the following job values: <ul style="list-style-type: none"> Salary, benefits, hours, schedule, job security, location, conditions/environment, opportunity for advancement <p>(The above should be completed by the first 5 minutes of class.)</p> <p>The teacher should review the students' definitions and provide definitions for the values the students were unfamiliar with, particularly low-level students or language learners.</p> <p>After understanding is ensured, the teacher asks the students to rewrite the list in order from most to least important for them. Then the students work in pairs or small groups to share how they ranked the job values and why certain values are most important to them.</p> <p>The teacher will review the day's goals:</p> <ul style="list-style-type: none"> • Research an occupation that was identified in the previous lesson to determine if that occupation has job openings in the local area and if the pay would be a good fit. • Work collaboratively with peers to process and analyze information. • Use digital literacy skills to submit the assignment to the teacher. 	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Critical Thinking 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Laptops • Projector • Whiteboard • Handheld magnifier
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<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 30 minutes</p>	<p>The teacher models how to use O*NET online https://www.onetonline.org/ and CareerOneStop https://www.careeronestop.org/ to search and gather information about salary and wages and local job openings for one occupation from the previous day's Venn diagram or sticky note assignment presented in the O*NET Interest Profiler lesson.</p> <p>The teacher will tell the students that they will be working in pairs for this assignment to be able to help each other with digital literacy skills and ask each other questions that one might not consider if working alone. The teacher will explain that using <i>I wonder, I notice, and have you thought of looking at _____?</i> are good discussion starters. The teacher will explain that, in the workplace, sometimes when you have individual work, it might be good to be able to compare your work with the work of someone else who does the same job. The teacher will remind the students that today they will be doing the same individual work but be able to look and see how their peers are working through the same task.</p> <p>The teacher will tell the students that today's activities will give them an opportunity to self-assess whether they approach assignments the way their peers do or if they have unique ideas that help and support their peers.</p>	<ul style="list-style-type: none"> • Processing and Analyzing Information • Self-Awareness 	<ul style="list-style-type: none"> • Laptop • Projector
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<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing: 30 minutes</p>	<p>Using a sample occupation as the guided practice example, the teacher will ask the class to help direct him/her how to gather the wage information on that occupation and local job openings.</p> <p>The teacher will ask the students to share ideas about what other factors they might consider when determining whether or not a job is a good fit for them. Factors may include the job values (salary, benefits, hours, schedule, job security, location, conditions/environment, opportunity for advancement) discussed earlier. When thinking about salary, the students should take into account what their current costs are (rent, transportation, cell phone, clothing, food, etc.). When thinking about hours and schedule, some considerations might include whether the job is full-time or part-time, during the day or overnight, etc. When thinking about location, the students might want to investigate the job's proximity to their home or other important location (like their kids' school) and what sort of transportation is available (e.g., it is on the bus route). The teacher may choose to write some of the things the students think of on the board for reference later.</p> <p>The teacher will tell the students they are to type a paragraph (7–9 sentences) describing the occupation they researched, if the students think this job is available in the local area. The students are also to type five specific statements of evidence that show why or why not the occupation is a good choice for them. The teacher will remind the students to also think about Holland Code families (introduced in the O*NET Interest Profiler lesson), past job experience, training required, and current job values when processing and analyzing information to assess whether the occupation is a good choice.</p>	<ul style="list-style-type: none"> • Navigating Systems • Problem Solving 	<ul style="list-style-type: none"> • Laptop • Projector • Whiteboard • Word-processing software • Internet access
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<p>Guided Practice (continued)</p>	<p>Example: “This occupation would provide a good wage, since I need to make at least \$25,000 a year to cover my costs, and this occupation pays around \$28,000 a year.” Or “I think this occupation would be hard for me because a typical work week is more than 40 hours, and it is important for me to spend time with my family.”</p> <p>The teacher could have a sample paragraph to review with the students and have them find errors or what information might be missing.</p> <p>The teacher will tell the students that the document needs to be saved and emailed as an attachment to the teacher.</p>		
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 60 minutes</p>	<p>The students will work on researching an occupation and gathering information to include in their typed paragraphs.</p> <p>The students will share their paragraphs through Google Docs or other document sharing website with one to two partners. The partners will read each other’s written documents. Partners should discuss the assignment, compare and contrast one another’s work, support one another in correcting any errors, and then save the word-processing document.</p>	<ul style="list-style-type: none"> • Interpersonal Skills • Processing and Analyzing Information 	<ul style="list-style-type: none"> • Laptop • Word-processing software • Internet access
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 10 minutes</p>	<p>The students will submit the word-processing document to the teacher by emailing it as an attachment.</p> <p>The students should be reminded to submit the email as if they were in the workplace and to use appropriate language and format, as they do with every assignment.</p>	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Laptop • Word-processing software • Internet access

