Technical Career Exposure Lesson 1 (Approx 2-30 minute sessions or 1 hour)

For freshman seminar class, or Freshman CIS day.

**Goal: Introduce students to build-oregon.com website AND introduce students to new career opportunities.**

Materials:

Computers-OR Printed career worksheets

“Need to Know” Worksheet

Technical Careers List

**Introduction:**

Have students brainstorm with a partner: identify occupations that are considered “trades” or technical careers. (2 mins) Share out 3 examples per group that each group came up with out loud to the class.

Ask: What is the difference between trades schools and a traditional 4 year college?

Trades schools are a combination of schooling and on the job trainings, also known as an apprenticeship. An apprenticeship involves working for a specific company/industry within your area of study WHILE going to trade school. For example, a plumber may be going to school and working for Mr. Rooter’s Plumbing. Working as an Apprentice is a PAID position, and depending on the company you are working for, you may get a portion of your schooling paid for in addition to your apprenticeship salary.

2 minutes video: Optional <https://www.youtube.com/watch?v=Pf8Z-vGEUwQ>

**Lesson:**

Today you are going to choose an occupation (with a partner or individually) from the list to do a little more research about. [If students have a career they are REALLY interested in, let them research it. If not, assign a career ☺]

Students will have about 15 minutes to read up on your chosen occupation, each fill out details on your worksheet, and then give a short (1 minute) overview to the class.

Have papers for each career option printed off with career listed and the following information:

\*\*\*\*\*\*OR, if you would like to incorporate and have the means to use technology, have students use the information from <http://www.build-oregon.com/careers> .

-Name of career

-Description of what the job may entail

-How many years of school/apprenticeship

-Any misc. certifications

-On the Job hours required

-Annual Salary and pay/hour

While partners read about their career, they will fill out their “Need to Know” Table that will also serve as notes for them while they present to the rest of the class.

After 15 minutes of reading/recording, students will present their information to the class. Each student will copy down the “Need to know” Notes from the speeches for occupations presented by classmates. (20-30 mins)

Note: it may also be helpful to project the student work on smartboards so students have a visual copy as well as verbal information from peers.

After all students have presented, teacher can redirect students back to <http://www.build-oregon.com/education> on teacher smart board to look at Career School, Community Colleges and Technical Certification Training Programs offered in Oregon. (5 mins)

Have students file their worksheet in hanging folders!

In Summary:

Step 1 (2 mins): BRAINSTORM careers in technical/trades fields and share aloud.

Step 2 (3 mins) Explain briefly what those careers are, optional: watch video explanation

Step 3 (3 mins) Introduce lesson, “Need to know worksheets”, sign up for career topic

Step 4 (10-15 mins) Students research career field with partner/fill out graphic organizer

Step 5 (20-30 mins) Students present/take notes

Step 6 (3 mins) Website to see what Oregon schools offer technical programs.