



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete:
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) Favorite Character Career Study	TIME REQUIRED: 30 minutes	AGES: All
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.)		
<ul style="list-style-type: none"> Career Connected Learning Literacy 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards)		
<ul style="list-style-type: none"> Writing: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to:		
<ul style="list-style-type: none"> Identify and discuss important qualities and characteristics of a good employee. 		
MATERIALS NEEDED:	PREPARE AHEAD OF TIME:	
<ul style="list-style-type: none"> Chart Paper Markers Favorite Character Career Study Handout (Attachment) Pencils/Markers/Crayons 	<ul style="list-style-type: none"> Write the names of 4 – 5 favorite characters on chart paper and place around the room. Character ideas include Santa Claus, the Tooth Fairy, Superman, Easter Bunny, etc. 	

PART ONE:

SAY: Today we're going to discuss the qualities that make a good employee in a career. We will think about how some of these qualities are displayed in our favorite characters.

ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)

- What makes a good employee?
- What makes a bad employee?

PART TWO:

(What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.

- Show youth the chart paper with the character names and read the characters aloud. Ask: "What is a characteristic of Santa Claus that makes him a good employee?" Write down some responses. Ideas may include "He is kind to others", "He is willing to work long hours", "He is generous", etc.

What key skills will I need to be prepared to model or teach?

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<ol style="list-style-type: none"> 2. Break youth into small groups and have the groups start at one of the characters. Instruct one person to write down the ideas generated by each person in response to the question “What makes XXX a good employee.” Tell youth that these characteristics can be related to their current job or characteristics that could be helpful in any career choice (e.g. what skills does Santa have that would make him a good teacher?). 3. Give youth time at each chart paper. Rotate groups after a couple of minutes until all youth get to respond to all characters. 4. Gather back together and review the responses. Discuss the following questions: <ol style="list-style-type: none"> a. What characteristics show up the most in all of the characters? b. Which characteristic is most unique? c. Who do you think would be the best employee to hire? Why? d. Who do you think would be the worst employee to hire? Why? 	<p>ASK DURING (open-ended questions for during activity)</p> <ul style="list-style-type: none"> • If you could spend time with one of these characters for the day, who would you pick and why? • What do YOU want to be when you grow up? Which character do you think would be best in that career?
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SITE SPECIFIC (complete prior to lesson delivery)

<p>Leadership (How can youth help lead?)</p>	<p>Choices (What content or process choices are there?)</p>	<p>How will I promote exploration?</p> <p>How will I nurture creativity?</p>
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PART THREE:

REFLECT

- Distribute Favorite Character Career Study handout and let youth reflect on a new character of their choice. Share out as time allows.

FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent’s attention to their youth’s contribution at pick up and explain their child’s positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email