



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.

<b>LESSON NAME:</b> (What is the name of the activity?) Everybody Gets a Job	<b>TIME REQUIRED:</b> 30 minutes	<b>AGES:</b> All
<b>SCALED LEARNING FRAMEWORK ELEMENTS:</b> (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.) <ul style="list-style-type: none"> <li>• Career Connected Learning</li> <li>• Literacy</li> </ul>		
<b>STANDARDS ADDRESSED:</b> (Common Core State Standards; National Core Art Standards) <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>LESSON OBJECTIVE:</b> (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> <li>• Experience the importance of being one part of a whole in the workforce through an experiential activity of working in a Greeting Card Company.</li> </ul>		
<b>MATERIALS NEEDED:</b> <ul style="list-style-type: none"> <li>• Box of Greeting Cards with a simple design on the front</li> <li>• Four Seasonal Shapes—one for each season—cut out of paper (as many of each shape as there are kids, plus extras)</li> <li>• Four colors of light construction paper cut to size (5 x 8) to be folded for the greeting cards (as many of each color as there are kids, plus extras)</li> <li>• Four markers or crayons</li> <li>• Four glue sticks</li> <li>• Four boxes for the finished cards—one for each season, labeled with the seasons name.</li> </ul>	<b>PREPARE AHEAD OF TIME:</b> <ul style="list-style-type: none"> <li>• Prepare a simple shape cut from construction paper that can serve as design for the front of a card—a sun for summer, leaf for fall, snowflake for winter, flower for spring (for example). Die-cut machines or premade versions are also a good option.</li> <li>• Optional: in lieu of seasons you may opt for different months, holidays, etc. This may be helpful to adjust based on the size of the program. You may also consider adding tasks or adjusting depending on the size of the group.</li> </ul>	

### PART ONE:

**SAY:** Today you're getting hired to work in our very own Greeting Card company!

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

- What are occasions we give and receive greeting cards? What is the purpose of a greeting card?

## PART TWO:

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

1. Tell the children that when we make a one-of-a-kind greeting card by hand, we are using the process of unit production.
2. Now show the children the box of greeting cards you purchased.
3. Explain that we can make our own greeting cards that all look the same, if we agree on what they should look like. Tell the children that the group will be working together to make greeting cards for each season of the year so that each friend in our program will have one card for each season that is the same as everyone else's.
4. Write the word "Happy" and then the name of each season on the board (or chart paper).
5. Have youth sit at four tables—each group will make cards for one season.
6. Now give one child in each group the paper to use to create the cards—use a different color for each season's cards. They will need at least as many pre-cut sheets of paper as there are kids in the group.
7. The child seated to this child's right needs the seasonal shapes for their table's season and a glue stick.
8. The next child needs a marker or crayon to write the message ("Happy Spring," etc.) in the cards. Have them choose one marker or crayon that will show up well.
9. The last child is the quality inspector.
10. Tell each child that they will do the same job as many times as it takes to make a card for each person in the group.
11. The first child in each group should carefully fold the paper for the card in half. The second child should glue the seasonal shape on the front of the card. The third should neatly write the message inside the card. The fourth should check to see that the card is of good quality—that it is folded correctly, that the seasonal shape is on securely, and that the message is neat with correct spelling. If the card passes inspection, then the inspector should place it in a box on a separate table marked with the appropriate season. If the card isn't correct, the inspector should place it in a separate pile at the table where they are working to be discarded and replaced with a new card later.
12. Remind the children that this is not a race but that the idea is to work as fast as you can at your job and still do it correctly.

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

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**ASK DURING** (open-ended questions for during activity)

- What do you think the pros and cons to this type of work are?
- What could go wrong in the production phase? What would you do if that happened?

<p>13. Once all of the cards have been made and the discarded cards have been replaced with new ones (provide a small amount of extra materials for this), the assembly line process is complete.</p> <p>14. Discuss when and why businesses use assembly-line production (when finished products will all look the same; to speed up production, so each person can specialize in just one phase of the construction, etc.). Compare assembly-line production with unit production, in which one person does all the jobs necessary to make the finished product.</p> <p>15. Remind the children that on the first day of each season, they will have a card to give or send to someone. Keep the cards in the boxes labeled with each season, then on the day that season begins, pass out the cards so that each child have a card to give to someone special.</p>	
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**SITE SPECIFIC** (complete prior to lesson delivery)

<p><b>Leadership</b> (How can youth help lead?)</p>	<p><b>Choices</b> (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**

- How did you work as a team? What are you most proud of with your group? Did you ever experience frustration or other negative feelings? How do you think this activity relates to “real” jobs or careers? What does this tell you about working?

**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