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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Manufacturing |
| **Course Name** | Welding I |
| **Lesson/Unit Title** | Success in the Welding Shop |
| **TEKS Student Expectations** | **130.363. (c) Knowledge and Skills**(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:(A) express ideas to others in a clear, concise, and effective manner through written and verbal communication (C) demonstrate acceptable work ethics in reporting for duty and performing assigned tasks as directed(D) conduct oneself in a manner acceptable for the profession and work site such as suitable dress and polite speech(E) choose the ethical course of action and comply with all applicable rules, laws, and regulations |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:* Identify appropriate attire in the welding shop
* Compare/contrast appropriate behaviors for a worker
* Discern the impact their attire and behaviors have on the shop
* Determine the impact their attire and behaviors have on employers
* Compile information for a job application at a welding shop
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| **Rationale** | Upon completion of this assignment, the student will be able to successfully participate in a welding shop environment and interview for a position in a shop. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:*** Success Plan PowerPoint Presentation
* Handout: Golden Rules
* Handout: Welder’s Dress
* Handout: Characteristics of Workers Fill-in
* Handout: Job Application 1
* Handout: Job Application 2
* Test
* Answer Key

**Materials Needed:*** Class copies of job applications
* Worker Characteristics worksheet
* Class copies of test
* Equipment Needed:
* Computer & monitor to support PowerPoint
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | It is often said that appearances can be deceiving and that first impressions are the most important because that moment someone sees you for the first time, they form an opinion of you. As you go out into the workforce and seek employment, it will be necessary to create the best possible environment for your employability. Two ways to do that are to make good impressions on your perspective employer and to support those impressions with a solid work ethic proving that the first good impressions were correct. Let’s look at ways to make you the best possible employee that will ultimately be a success in the welding shop. |
| **Direct Instruction \*** | I. Worker Characteristicsa. Pass out the Worker Characteristics worksheetb. Students should complete approximately ten listings in the BAD characteristics column (this will serve as a Guided Practice activity)c. As a group, discuss the responses students placed in the BAD column (Instructor may opt to add some characteristics to their list)i. Poor punctualityii. Lack of interest shown in the workiii. Unrealistic salary demandsiv. Unwillingness to follow instructionsv. Inability to get along with co-workersd. The instructor will then begin explaining the items for the GOOD column (students should fill in information on their worksheet in the GOOD column); Items should include, but are not limited to:i. Taking pride in workii. Following instructions welliii. Punctualityiv. Honestyv. Dependabilityvi. Positive attitudevii. Putting in a day’s work for a day’s payviii. Safety consciousix. Willingness to start at ground level to earn way upx. Showing initiativexi. Not using drugs or alcohol before or on the job (even in the hangover stage, judgment is impaired and safety is jeopardized)e. Show a transparency of the “Golden Rules” sheet and let students see how some of the rules would apply to the welding shop.II. Appearancea. Instructor can easily illustrate a sloppy appearance and attitude by “simulating” a poor first impression going in for a job interview. Instructor should un-tuck and crumple a worn-out work shirt, wear a cap backwards, slump in the chair, chew gum, and say slang-type term to introduce himself to the perspective employer.b. Allow the students to indicate what is wrong with this situation and why the employer would be unwilling to hire this individualc. Discuss appropriate attire for going on a job interview with a company in need of welding servicesd. Appearance is also an important part of participating in the school welding shop because of safetye. Show the transparency “Welder’s Dress”i. Add additional information specific to your campusii. Specialized protective clothing (show examples if used)iii. Specific attributes and reasons for themIII. Impacta. Using ideas expressed in previous discussions, ask the students to consider how the two ideas of work attributes and appearance fuse together to create a total package impact on other students and the instructor in the school welding shopb. Apply the same concept to that of an employer/employee situationi. Ask, “What would an employer think of…” questions1. What would an employer think of you wearing cuffed or frayed jeans in the welding shop?2. What would an employer think of you arriving late to work three days in a row?3. What would your employer think if you wanted him to accept your ideas, but you were never willing to follow through on a project?IV. Job Applicationa. Show the students a transparency of Job Application 1b. Discuss any terminology on the form they do not understandc. Explain the importance of filling out the application accurately and neatlyV. Independent Practice (Job Application 2)VI. Test |
| **Guided Practice \*** | Worker Characteristics worksheet is a Guided Practice activity that will require some student work, student feedback to the instructor, then further information added to the worksheet during the lecture. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students are to complete Job Application 2 independently. This can be completed in class if time allows, however, students may need to finish it as homework to get all necessary information.
* Tell the students to assume that they have just completed their high school diplomas for graduation and are seeking employment. There may be some terms that you will have to explain, such as professional fields, compensation, and visa. Be certain to emphasize the extreme difference between the two job applications and why employers would choose to use each one.
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| **Lesson Closure** | Check for mastery/understanding by orally reviewing the students on the information. Answer any questions the class may have. Ask individual students to contribute one factor principle they learned during the lesson. Make a list of these on the board or overhead. Show PowerPoint presentation to review some key points of a successful person in the shop. |
| **Summative/End of Lesson Assessment \***  | **Informal Assessment:*** Instructor should monitor student understanding throughout the lesson. If further explanation is needed on a given topic, instructor should elaborate or re-teach that portion of the lesson.

**Formal Assessment:*** Mastery of at least 70% of objective test.
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| **References/Resources/****Teacher Preparation** | * GTAW Student Material Booklet Mid-America Vocational Curriculum Consortium (1984)
* Modern Welding (2004)
* Welding Principles and Applications (1999)
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)