



Lesson Plan Challenge Sample

These lesson plan samples can be used to help guide your thinking for the Lesson Plan Challenge.

Lesson Plan Challenge Sample: Academic Advisor

Course Title: A workshop: Exploring College and Career Pathways with Real Data	Grade Level: Grade 12 or First-year community college students	Duration: 50 minutes
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Materials/ Resources: <ol style="list-style-type: none"> 1. Computer or tablet with internet access 2. Projector screen for facilitator demonstration 3. Printed worksheet 	Target Audience: In-person workshop facilitated by academic counselor or advisor for grade 12 students or community college
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Learning Objective
Students will be able to identify at least two post-secondary pathways and their outcomes by interpreting data related to degree completion and earnings.

Overview of Lesson Plan:		
Time	Task	Materials
10 minutes	Introduction	C2C Student Pathways Dashboard
45 minutes	Guided Exploration	Computers, worksheets
10 minutes	Warp up and Reflection	Group Discussion

Lesson Plan Details		
Time Stamp	Activity and Instructions	Notes
10 minutes	<ul style="list-style-type: none"> ● Introduction: Warm up <ul style="list-style-type: none"> ○ Ask students what factors 	Prompt students to consider their personal

	<p>they believe matter the most when deciding what to do after graduating high school?</p> <ul style="list-style-type: none"> ○ Provide a tutorial on how to use the features of the Student Pathways Dashboard 	<p>lives, obligations, and commitments that factor in</p> <p>Provide a tutorial on how to use the student pathways dashboard, walk through each visualisation,</p> <p>Prompt students to ask questions throughout the demonstration</p>
<p>10 minutes</p>	<p>Guided Exploration</p> <ul style="list-style-type: none"> ● Allow students to click around the student pathways dashboard. Ask them to jot down in their worksheet what they notice, what companion materials are available, and questions they have along the way 	<p>Encourage students to apply various kinds of filters for region, leg district, and note difference between certificates, degrees, and transfer students</p>
<p>15 minutes</p>	<p>Discuss Student Findings</p> <ul style="list-style-type: none"> ● Group discussion prompts: <ul style="list-style-type: none"> ○ What did you notice? ○ What surprised you? ○ Did you notice anything between gender, race, or region? ○ What pathways had the highest earnings? ● Discuss how data interpretations are important in understanding stories <ul style="list-style-type: none"> ○ Ensure to discuss nuances, gaps, and limitations of relying solely on quantitative data 	<p>Encourage students to be critical in their findings and to ask questions.</p> <p>Guide students to think of reasons as to why some pathways look different than others, and consider what would they like to see differently</p> <p>Empower students to plan for obstacles they may encounter on their pathways</p> <p>Remind students that inequities exist within systems that impact people's lives.</p>

15 minutes	<p>Personal reflection</p> <ul style="list-style-type: none">• What are your goals and which pathways align with those goals?• What challenges do you think you'll encounter and how would you address them?• What other support could help you achieve those goals?	<p>Ensure students feel empowered to take action and be proactive about achieving their goals.</p> <p>Remind students that seeking support is their right and a strength to take advantage of whenever possible.</p>
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Exit Ticket or Homework Assignment

Students will turn in worksheets at the end of the session.