

Career Exploration Workshop

“WE’LL CALL YOU IF WE NEED YOU” LESSON PLAN

This workbook is designed to accompany the book “We’ll Call You If We Need You,” written by Susan Eisenberg. The instructor should first read the book and find the answers to the questions before giving this workbook to the students.

“We’ll Call You” contains the stories of several pioneer tradeswomen. It is important to inform the students that many of the problems faced by these women *should* not occur in today’s workplace as there are now laws in place to forestall many types of discrimination. However, other ways of discriminating may have taken their place; having women who are currently working in the trades speak to the class will give students a present-day perspective. Hopefully, current working conditions will be vast improvements over those in the book. However topics such as family support (or lack thereof), the joy of working outdoors and pride of accomplishment remain constant.

To get the most from this unit the instructor should:

1. Read the book, answer the questions and note where answers are to be found
2. Introduce it as a combination history/reading/vocabulary/insight-into-the-trades-lifestyle unit
3. Familiarize him/herself with the definitions for the trades-specific vocabulary words (those marked with *) and give short definitions for these before assigning each chapter. These definitions will aid students in their understanding of the stories and also be helpful in studying for the vocabulary portion of their post-tests
4. Be prepared to lead discussions on the information included in each chapter
5. Arrange, if possible, for women currently working in the trades to share their experiences with the class

The first two chapters have charts to be filled out according to the written directions. Subsequent chapters have only questions to be answered. All chapters (except Chapter 6) have vocabulary lists which include both trades-specific and other words (definitions for which can be found by students in any dictionary). Non-trades-specific words are included to improve students’ basic vocabulary and enable them to improve their reading comprehension scores on apprenticeship entrance exams.

The chapters may be assigned as group work or as individual assignments. Assignments may be collected, graded and returned before discussion ensues or (at the instructor’s discretion) simply used by the students as notes to facilitate discussion. Either way, teacher-led discussion should follow the completion of each chapter. Teachers may add their own questions to those in any unit.

Typical lesson plans take this format:

Day 1—teacher previews the chapter, giving definitions to trades-specific words; assigns reading of the chapter/answering of the questions (time: about 10 minutes)

Day 2—collect/grade/record/pass back questions, begin discussion (discussion time: about 30 minutes)

Day 3—complete discussion (time: 10 minutes, max.) If not needed, begin next chapter (Day 1)

Day 4—repeat Day 1 (or Day 2) as needed



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