

## Vocational Connections

# Unit 2: Avenues to Adulthood

### **Unit Overview:**

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Unit 2 contains activities designed to get students considering the impact of work on their lives and the skills needed to make the transition from school to work. Work changes an individual's life, and the lessons in this unit support a continued exploration of the emotional, cognitive, and behavioral shifts that accompany that transition into the workforce.

### **Topics Covered:**

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Impact of work  
Following instructions and workplace rules  
Time management  
Documents for work  
Rights and responsibilities as a worker and citizen

### **Desired Outcomes:**

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At the completion of the activities in Unit 2, students will have resource documents to include in a vocational portfolio. Additionally, they will have a beginning schedule that will become an essential tool for managing their time. Students will have secured all the required documents to begin work, and be able to discuss with their vocational team and other supports in their lives the basic expectations of a workplace.

# Lesson 1: Part 1 and 2 Overview

## Unit 2

### How Will Work Impact My Life?

**This lesson will encourage students to consider the ways that work will impact their lives: their social life, home life, and personal life.**



*Students participating in this lesson will learn:*

1. skills to connect feelings, thoughts, and behaviors in order to be able to manage their feelings, communicate their thoughts, and choose effective behaviors for success.
2. to understand the importance of balance in their life.
3. to see the impact of work on their life and of those close to them.



*Students will be able to:*

1. express their feelings about beginning work.
2. discuss the connections between feelings, thoughts, and behaviors as represented through a visual model.
3. share how work will impact their lives and the lives of those close to them.



*Target Outcome:*

1. Students will leave this lesson with both a practical and emotional working model of how work will impact their life.



*Measurable Outcome:*

1. Students will have a pyramid representation of how their feelings, thoughts and behaviors are connected and offer internal balance. They should be able to give at least one example of how their thoughts, feelings and behaviors are connected.
2. Students should be able to share a completed spectrum worksheet that shows impact of their work on the lives of those around them. They should be prepared to share one example of how they discussed a “big impact” statement with a person in their lives.

# Lesson 1: Part 1

## Unit 2

### Finding My Balance

ELA/CDOS Standards	ELA	Speaking & Listening 11-12.1a 11-12.5	Reading I 11-12.7	Writing 11-12.4	Language L11-12.2b L11-12.6
Lesson Materials	CDOS	2- 1, 2 3a 1, 2, 3, 4, 7, 8	2-1,2,3 3b 1, 2 (HPS) 3a 1, 2, 5 3b 1, 3 (BIS) 3b 1 (ET) 3b 1 (HS) 3b 1, 2, 3, 4, 5, 6, (A/H)	2-1, 2, 3 3a- 1,2, 5 3b- 1 (ET) 3b 1, 2, 3, 4, 5, 6, (A/H) 3b 1, 2, (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)	2- 1, 2 3a 1 3b 1 (AH)
Instructor Preparation	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 2-5 (Also available in PDF)</li> <li>2. Chart paper and marker</li> <li>3. “Tetrahedron Template” Activity 2:1.1 (plus a template already assembled as a model) for each student</li> <li>4. Scissors</li> <li>5. Glue</li> <li>6. Red, blue, and green marker or colored pencils for each student</li> </ol>				
Lesson Details	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Display <b>PPT/PDF slide 2</b> to show an image of a tetrahedron. Show your <b>model</b> as well. Discuss how on this tetrahedron, there is a foundation (the bottom) and 3 sides. Have students tell you what they observe about the sides (they are triangular, they are all exactly the same size...etc.).</li> <li>2. Ask students what would happen to this figure if one triangle became larger than the others (the figure would be thrown off balance, it would become disfigured, the figure wouldn't fit together...etc.)</li> <li>3. Explain that this tetrahedron looks best when all sides balance each other out.</li> </ol>				

# Lesson 1: Part 1 (continued)

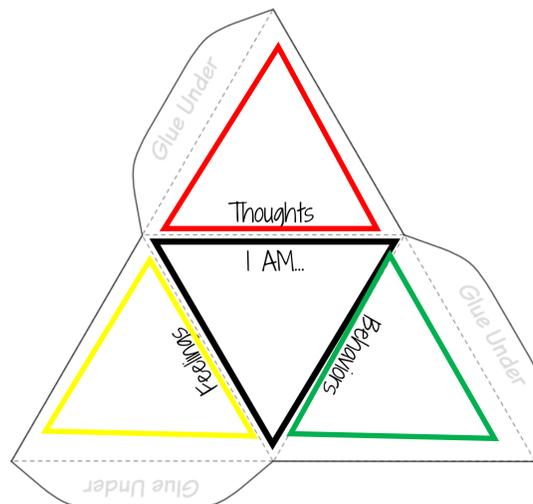
## Unit 2

### Finding My Balance

#### Lesson Details

#### Lesson Activity:

1. Provide each student with the “**Tetrahedron Template**” **Activity 2:1.1 sheet**. In addition, provide each student with a **green, yellow, and red marker or colored pencil**. (students can share markers/colored pencils if needed)
2. Have each student trace around the perimeter of each outer triangular side with a different color, *shown below*:



3. Place your **chart paper** in a spot where all students can see. Make the 3-column chart shown below.

Thoughts	Feelings	Behaviors

4. Explain to students that you want them to think about what it will be like to get a new job.
5. Ask students to give you “thought” words or phrases associated with getting a new job (*ex. I am nervous*). Have students write these “thought” words and phrases inside the red triangle of their tetrahedron template.
6. Next, ask students to give you physical “feelings” that are associated with that thought (*ex. butterflies in the stomach*). Have students write these “feeling” words and phrases inside the yellow triangle of their tetrahedron template.

# Lesson 1: Part 1 (continued)

## Unit 2

### Finding My Balance

#### Lesson Details

7. Finally, ask students to give you behaviors that can help someone cope with the thoughts and feelings (ex. *take deep breaths*). Have students write these “behavior” words and phrases inside the green triangle of their tetrahedron template.

8. Your chart may look like this:

Thoughts	Feelings	Behaviors
I am nervous	Butterflies in stomach	Deep breaths
Worried that I won't fit in	Sweaty palms	Smile and say hello
What if I forget something?	Rock in pit of my stomach	Ask for help.

9. After students have written 2-3 thoughts/feelings/behaviors in their tetrahedron template, draw their attention to the center “I AM” triangle. Encourage students to think of a few positive comments about themselves and write those comments in the center triangle. (Ex. *I am capable, I am talented, I am enough...*)

10. Next, display **PPT/PDF slide 3**. Have students look at the right light on the PPT slide. Ask students what things they associate with the color red (ex. stop, danger..etc). Draw students’ attention back to the red “thoughts” triangle. Explain that sometimes our thoughts can stop us right in our tracks and make us feel like we can’t continue.

11. Display **PPT/PDF slide 4** to reveal the yellow light. Have students focus on the yellow “feelings” triangle. Discuss how yellow is a cautious color. The feelings that we have might cause us to slow down and re-think. We are not always sure what to do with our feelings.

12. Finally, display **PPT/PDF slide 5** to reveal the green light. Have students focus on the green “behavior” triangle. Explain that green is the “go” light. If we take deep breaths or ask for help...etc.. we can get the courage to continue on our way again.



# Lesson 1: Part 1 (continued)

## Unit 2

### Finding My Balance

#### Lesson Details

13. Remind students about your conversation earlier regarding one side of the triangle becoming too large and creating the tetrahedron to become disfigured and unbalanced. Explain that if we let our thoughts, or our feelings take control, it throws us off balance.
14. Explain that our goal is to balance out our thoughts and feelings with appropriate behaviors to help us cope.
15. Next, draw students' attention to the "I AM" center triangle. Explain to students that this triangle is the foundation for the entire figure. When we focus on who we are and the things we are capable of, we can remain in balance.
16. Finally, provide students with **scissors** and **glue**. Have students cut out around the outer border of tetrahedron. Instruct students to fold on the dotted lines and assemble the figure by using the glue tabs. Assist as needed.

#### Lesson Reflection:

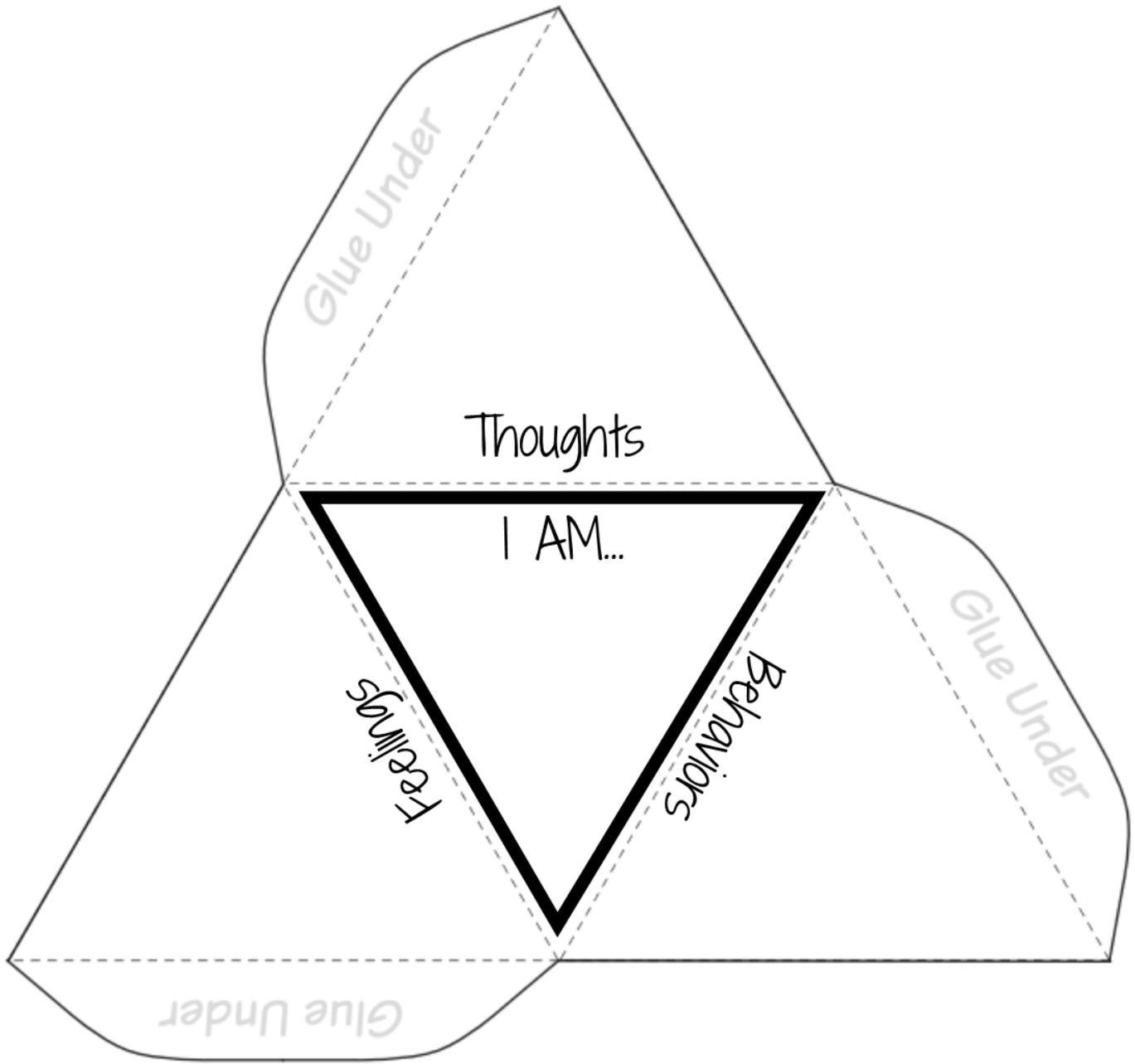
1. Once students have assembled their tetrahedron, have them roll the tetrahedron like a die. Have a few students share out what side it landed on.
2. Have students roll the tetrahedron "die" several times to see what sides that they land on. Explain that since all sides are equal in size and balanced out, there is an equal chance for it to land on any side.
3. Encourage students to compare this balance to their lives. Explain that sometimes in life, they will "land" on a situation that will cause them to have a certain thought or feeling and that they will need to balance it out with a coping behavior. Remind students that if they focus on their foundation, they can remain in balance.



# Finding My Balance

Activity 2:1.1

## Tetrahedron Template



# Lesson 1: Part 2

## Unit 2

### The Feather or the Rock

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1a 11-12.5</p>	<p>Speaking &amp; Listening 11-12.1a 11-12.5</p>	<p>Reading 11-12.7</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.2b L11-12.6</p>
	<p>CDOS 2- 1, 2 3a 1, 2, 3, 4, 7, 8</p>		<p>2-1,2,3 3b 1, 2 (HPS) 3a 1, 2, 5 3b 1, 3 (BIS) 3b 1 (ET) 3b 1 (HS) 3b 1, 2, 3, 4, 5, 6, (A/H)</p>	<p>2-1, 2, 3 3a- 1,2, 5 3b- 1 (ET) 3b 1, 2, 3, 4, 5, 6, (A/H) 3b 1, 2, (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 6-15 (Also available in PDF)</li> <li>2. "The Feather or the Rock?" Activity 2:1.2</li> <li>3. 8 colored sticker dots per student, preferably in the same color</li> <li>4. Chart paper and marker</li> </ol>				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. Preview PPT slides 6-15.</li> <li>2. Make enough copies of Activity 2:1.2 as needed for each student.</li> <li>3. Collect enough colored sticker dots for each student</li> <li>4. Collect chart paper and a marker.</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b><u>Lesson Introduction:</u></b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by sharing a personal example about a time you made a significant change in your life that impacted you, your friends, and family in some significant way. Have a discussion with students about <i>what</i> the impact was, <i>why</i> it made an impact and on <i>whom</i> it made an impact. Discuss how you and the other people impacted by the change felt. (<i>example change: you decided to move to a new state for a new job, having a baby, getting married...etc...</i>)</li> <li>2. Next, display <b>PPT/PDF slide 6</b> showing the images of a feather and rock. Have students discuss the different between the feather and rock.</li> <li>3. Pass out <b>"The Feather or the Rock?" Activity 2:1.2</b> as well as <b>8 colored sticker</b> per student. Discuss how a rock makes a much larger impact (larger sound, falls quicker, could leave a dent) if dropped, whereas a feather makes little to no impact at all.</li> </ol>				

# Lesson 1: Part 2 (continued)

## Unit 2

### The Feather and the Rock

#### Lesson Details

4. Explain to students that they are going to be reading/ listening to several statements and deciding if the situation described in the statement would make a big or small impact on their life.
5. Display **PPT/PDF slide 7**. Explain for each statement there will be a line under the statement. Students will place their sticker somewhere on the line to indicate how big of an impact this situation would make. Students place a sticker on the feather side to show little/no impact, on the rock side to show a large impact, or somewhere in the middle to show some impact. Use this slide to show your own example that you shared with your students earlier. Explain that this change in your life made a huge impact on your life, so you placed your sticker all the way over on the rock side of the line.

#### Lesson Activity:

1. Using the sticker dots and Activity 2:1.2 sheet, read aloud each statement, or allow students to work independently to place a sticker on the lines for each statement.

#### Lesson Reflection:

1. Using your **marker** and **chart paper**, make the following chart:

#### *How Getting a New Job Will Effect...*

My Own Life	My Friends and Families' Life

2. When students have completed the activity, go back through each statement using **PPT/PDF slide 8-15** and have students share where they placed their stickers.
3. Finally, explain that having a job will also have an impact on your life. Have students share the kind of impact getting a new job would have on their lives.

# Lesson 1: Part 2 (continued)

## Unit 2

### The Feather and the Rock

#### Lesson Details



4. Explain that getting a job may not only impact the students themselves, but their friends and families as well. Review how your own example shared at the beginning of the lesson impacted you as well as your family and friends.
5. Have students give examples of how getting a new job would affect their own life. These could be both positive and negative impact examples. Write their responses in the left-hand column. (*Ex. more money, have to start getting up earlier instead of sleeping in, more freedom...etc.*)
6. Then, have students share how getting a new job may effect their family and friends. (*Ex. parents may have to make time in their schedule for transportation, friends won't be able to spend as much time with them since they will be working etc...*)
7. Your chart may look like this:

My Own Life	My Friends and Families' Life
<p><u>Possible Ans:</u></p> <ul style="list-style-type: none"><li>• More Money</li><li>• More freedom</li><li>• Work on the weekend</li><li>• Get up earlier for work</li></ul>	<p><u>Possible Ans:</u></p> <ul style="list-style-type: none"><li>• I won't be able to spend as much time with friends/ family</li><li>• Family may need to work around my work schedule</li></ul>

# The Feather and the Rock

Activity 2:1.2

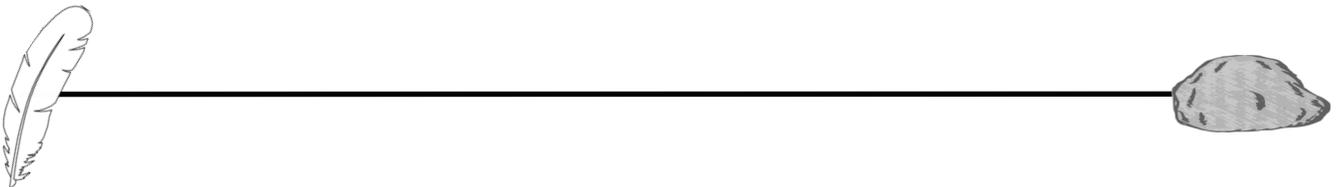
## Making an Impact



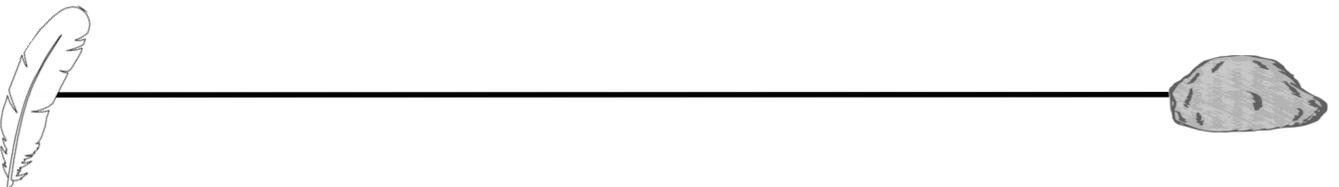
There are many events and choices in our lives that can have an impact on us. Look at each statement below. Decide how big of an impact each situation would have on your life.

- If the impact is large, place a stick dot on the line closer toward the **rock image**.
- If the impact is small, place the sticker dot closer to the **feather**.
- Place your sticker dot **somewhere in the middle** if the situation has some impact on your life.

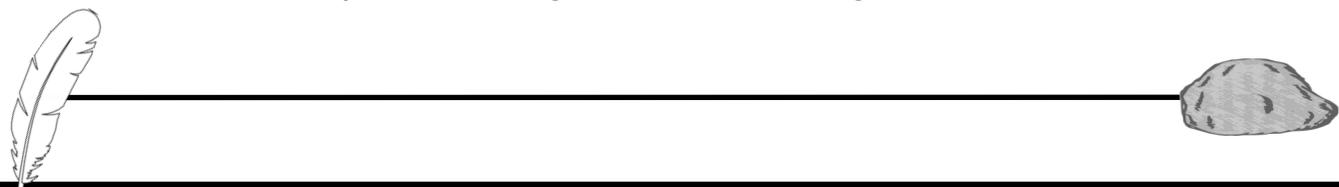
*You make a new friend.*



*You win the lottery.*



*Your plans to hang out with a friend get canceled.*



## Activity 2:1.2 (continued)

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*Your car breaks down.*



*You decide to buy new shoes.*



*Your family decides to move to a new state.*



*You forgot to set your alarm for school and woke up late.*



*The school cafeteria is serving pizza instead of tacos.*

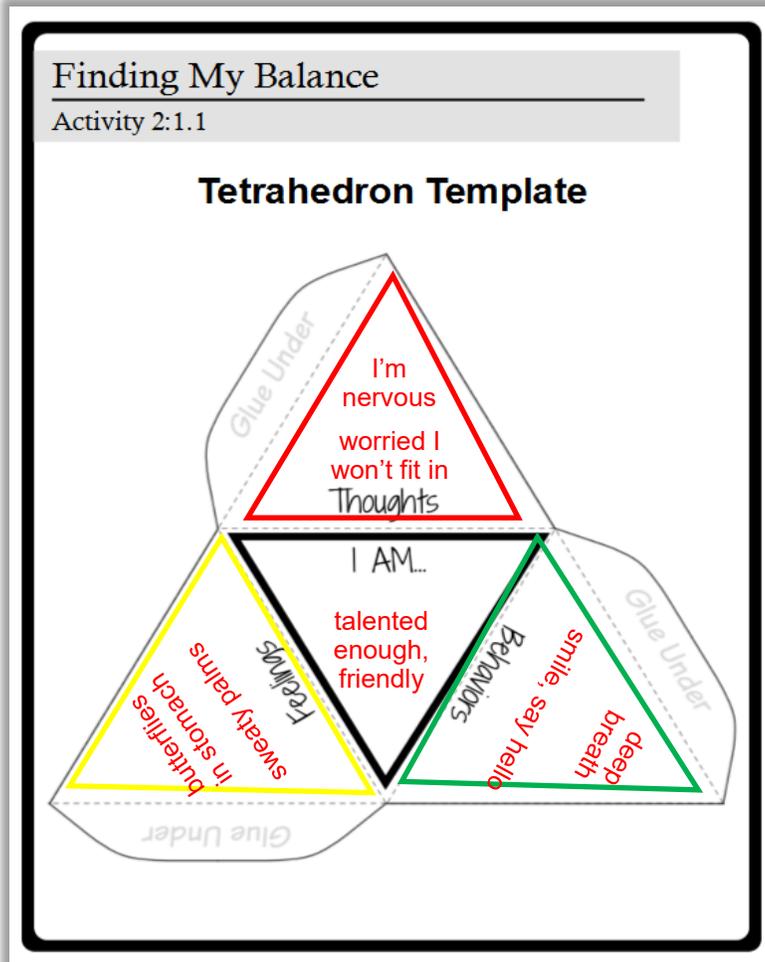


# Lesson 1:

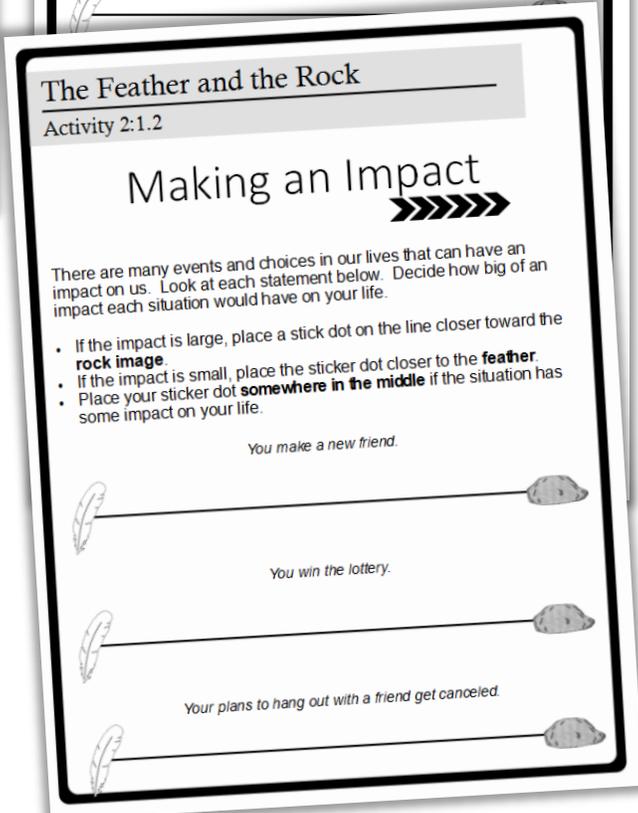
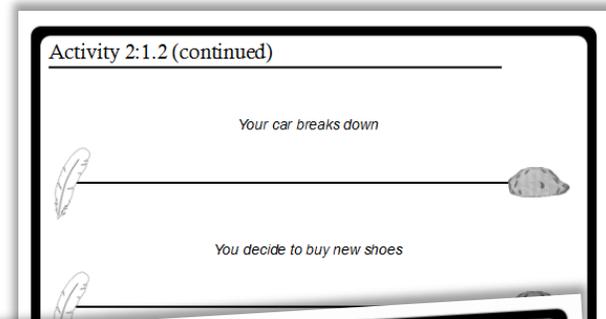
## Unit 2

### Instructor Notes and Suggestions

The following activity sheets will be used in lesson 1:



Have students write 2-3 ideas in each triangle. Samples shown on left.



When completing the feather and rock activity, help students compare the impacts of different events. For example, the impact of 'moving to a new state' is big, but maybe not as big as 'winning the lottery.' The placement of the students' stick dots should reflect the comparison.

# Lesson 2: Part 1 and 2 Overview

## Unit 2

### Following Instructions and Workplace Rules

**This lesson will introduce the importance of following workplace rules, essential for creating a safe, orderly, and productive place to work.**



*Students participating in this lesson will learn:*

1. that there are both general and specific workplace rules.
2. the purpose of rules, in families, at school and on the job.
3. to identify that workplaces have both “written” (employee handbook) and “unwritten” (assumed) rules.
4. the critical importance and benefits of following workplace rules.



*Students will be able to:*

1. identify at least three items that are not to be used on the job during work hours.
2. to identify three written rules for a workplace they have chosen to explore and three unwritten rules for that workplace.
3. share three behaviors they show in school that are also important for most workplaces.



*Target Outcome:*

1. Students will gain an understanding of workplace expectations and be able to describe and discuss general workplace rules.



*Measurable Outcome:*

1. Students will be able to describe written and unwritten rules of the workplace.
2. Students will be able to discuss why workplace rules are important.

# Lesson 2: Part 1

## Unit 2

Yes, No, Maybe So

ELA/CDOS Standards	ELA 11-12.1e 11-12.5	Speaking & Listening	Reading 11-12.7	Writing 11-12.4 11-12.6	Language L11-12.2b L11-12.6
Lesson Materials	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 16 (Also available in PDF)</li> <li>2. Sticker name tags with different job titles written on them.</li> <li>3. Three index cards per student</li> <li>4. A variety of items for teaching appropriate items for the different workplaces (ex. <i>a watch, magazine, headphones, flip flops, balloons, hairbrush, cell phone, chewing gum, video game, keys, high heels, a book, notebook, sneakers...etc</i>)</li> <li>5. Chart paper and marker</li> </ol>				
Instructor Preparation	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF slides 16.</li> <li>2. Collect a variety of items. Be sure to choose items where some can be deemed appropriate and others inappropriate for the workplace. Choose some items that might be OK for some workplaces, but not others. Place items in a box.</li> <li>3. Prepare name tags by writing one job title on each card. (Ex. <i>teacher, cashier, waitress, custodian, chef</i>) You will want to include jobs that students will be familiar with. Create enough job title name tags so that each student will have a name tag. You can repeat the same job title on more than one name tag.</li> <li>4. Collect chart paper and markers.</li> </ol>				

# Lesson 2: Part 1 (continued)

## Unit 2

### Yes, No, Maybe So

#### Lesson Details



#### Lesson Introduction:

1. Display **PPT/PDF slide 16** When students first look at the images, do not give any information. Read aloud the following scenario:  
*“Keith was really excited about his new job when he got the call from the boss saying, “Hey Keith, congrats! You start on Saturday!” Saturday morning came around and Keith decided what to bring. He decided on a tank top and swim trunks. Then he packed sunscreen in his drawstring bag. Finally, he slipped on his flip flops. He was about to get in his car when he realized he forgot his sunglasses. He would need those for work, too.”*
2. **ASK:** Do you think Keith is dressed appropriately for work?
3. Let students answer before offering additional information. Some students may say “yes,” while others say “no.” Have students share their reasoning.
3. Once you have discussed the student’s initial thoughts, reveal that Keith is a lifeguard (if students haven’t already guessed). Explain that since Keith is a lifeguard, he has the appropriate dress and items needed for his job. If he was going to work at a bank, than he would not be appropriately prepared.
4. Explain that there are rules in every workplace about what items and dress are appropriate and that it is important to follow these rules to keep a job.

#### Lesson Activity:

1. Provide each student with a prepared **job title name tag**. Have students place the nametag somewhere on their shirt for others to easily see.
2. Next, provide each student with **3 index cards**. Instruct students to write “Yes” on one index card, “No” on the second index card, and “Maybe So” on the third index card.
3. Explain that you will be playing a game where students are going to decide whether certain items or apparel would be appropriate for their job title.

# Lesson 2: Part 1 (continued)

## Unit 2

### Yes, No, Maybe So

#### Lesson Details

3. Discuss how some items might fall under the “maybe so” category because the item might be OK to have during break or lunch.

4. Place the **box of items** in a visible spot and use your **chart paper** and **marker** to create the following chart:

Item	“Yes”	“No”	“Maybe So”

5. Choose one item from the box. Write that item on the chart in the first column. Students think about the job title that is on their name tag and then choose either their “yes,” “no,” or “maybe so” index card to hold up to reflect whether the item would be appropriate, inappropriate, or maybe appropriate at their specific workplace.

Have a discussion about why each student chose their index card. Write the names of the job titles in the “yes,” “no”, or “maybe so” columns as they fit.

#### Lesson Reflection:

1. Use the following prompts to generate discussion about the activity:

- *What might happen if a worker brought an inappropriate item to work?*
- *What should a worker do if s/he is uncertain if an item is appropriate or not?*
- *How does a worker know what’s appropriate to bring to work and what’s not?*

# Lesson 2: Part 2

## Unit 2

### Written and Unwritten Rules in the Workplace

ELA/CDOS Standards	ELA	Speaking & Listening 11-12.1e 11-12.5	Reading 11-12.7	Writing 11-12.4 11-12.6	Language L11-12.2b L11-12.6
	CDOS	2- 1, 2 3a 1, 2, 3, 4 3b 1 (ET) 3b 4 (A/H) 3b 5 (HPS) 3b 6 (BIS) 3b 7 (HS) 3b 6 (NAS)	2- 1, 2, 3 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)	3b 1, 2, 3, 4, 5, 6 (AH)	2- 1, 2 3a 1 3b 1 (AH)
Lesson Materials	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 17-28 (Also available in PDF)</li> <li>2. "Written and Unwritten Rules" Activity 2:2.1</li> <li>3. "Workplace Rules in Real Life" Activity 2:2.2</li> <li>4. Chart paper and marker</li> </ol>				
Instructor Preparation	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF slides 17-28.</li> <li>2. Make enough copies of Activities 2:2.1 and 2:2.2 for each student.</li> <li>3. Collect chart paper and markers.</li> </ol>				
Lesson Details	<p style="text-align: center;"><b><u>Lesson Introduction:</u></b></p> <ol style="list-style-type: none"> <li>1. Display <b>PPT/PDF slide 17</b>. Have students give the definition of a <i>rule</i> in their own words. Decide on a definition as a class, and write the definition with a <b>marker</b> on your <b>chart paper</b>.</li> <li>2. Have students share some common rules that they follow in their every day life. Write those rules on the chart paper underneath the definition.</li> <li>3. Have a brief discussion on why rules are important. Also discuss what some of the consequences would be if the rule was not followed.</li> <li>4. Display <b>PPT/PDF slide 18</b>. Click on the video on the PPT slide, or visit the following link: <a href="https://www.youtube.com/watch?v=JXCC7ikeeqU">https://www.youtube.com/watch?v=JXCC7ikeeqU</a></li> <li>5. After viewing the video, list the school rules that were addressed in the video on the chart paper.</li> <li>6. <b>ASK:</b> <i>Have you been asked to follow these rules? What are the consequences for breaking rules in school?</i></li> </ol>				

# Lesson 2: Part 2 (continued)

## Unit 2

### Written and Unwritten Rules in the Workplace

#### Lesson Details



#### Lesson Activity (Part 1):

1. Explain that just like there are rules at school, there are rules in the workplace to help things run smoothly, keep order, and allow people to remain safe.
2. Display **PPT/PDF slide 19**. Look at a sample page of the employee handbook. (Option: You can also print out several copies for your students if you would like to have them look at it in person. Download the full PDF at the following link: <https://www.humanservicesed.org/filehandler.ashx?x=8294>)
3. **ASK:** *What is an employee handbook?* Explain that workplaces create a handbook with a list of rules and procedures that are specific to their workplace. Tell students that by agreeing to work at a certain place, they are agreeing to follow the rules and procedures of that workplace. Explain that these are the “*written rules*” of the workplace.
4. Display **PPT/PDF slide 20**. Use this slide to explain what a written rule is.
5. Provide students with the “**Written and Unwritten Rules**” **Activity 2:2.1 sheet** and create a 2-column chart on the **chart paper**:

Written Rules	Unwritten Rules

6. Explain that they will be getting into teams of 3-4 students. Teams will be shown a picture. After looking at the picture, each team will have 30 seconds (or another specified time limit) to discuss what written work rule might be associated with the picture. Once each team has come up a rule, the team will announce the workplace rule that is connected to the picture with the rest of the class. Then, you will write the rule under the “written rules” column. Students will write the rule on their activity sheet. There may be more than one rule associated with each picture. Write down all appropriate responses.

# Lesson 2: Part 2 (continued)

## Unit 2

### Written and Unwritten Rules in the Workplace

#### Lesson Details

7. Display **PPT/PDF slides 21-26** to show the different images. OPTIONAL: Use a bell or buzzer to let the team know it is time to give an answer.
8. After a rule has been established by the teams, discuss the rule as a whole group. (Possible discussion questions: *Does this rule seem reasonable? Why might this rule exist in the workplace? What consequences might occur if this rule is not followed?*)
9. Once you have gone through all of the pictures, read though all of the rules once again as a review.

#### **Lesson Activity (Part 2):**

1. Explain that now that students understand the *written* rules of the workplace, they are going discuss another kind of rule; the *unwritten rules*.
2. Display **PPT/PDF slide 27** to explain what an *unwritten rule* is.
3. Students will continue to work on their Activity 2.2.1 sheet, this time focusing on the “unwritten rules” section. Explain that we have unwritten rules in our own lives.
4. Either as individuals, working in their teams from lesson activity (part 1),” or as a whole group have students work through this section of the activity sheet on unwritten rules. Students will be discussing unwritten rules in their own lives.
5. Then, draw students attention back to the 2-column chart on written and unwritten rules. Work together to discuss possible unwritten rules that may exist at the workplace. Since these rules are a little more difficult to understand, give students the following prompts:
  - *What might be an unwritten rule about how employees interact with their employer?*
  - *What unwritten rules might there be about how employees interact with each other?*
  - *What unwritten rules might exist in the break room?*
6. Write some of these rules on the right column of your chart paper.

# Lesson 2: Part 2 (continued)

## Unit 2

### Written and Unwritten Rules in the Workplace

#### Lesson Details



#### Lesson Reflection:

1. Display **PPT/PDF slide 28**. Use this slide to discuss how you go about learning the unwritten rules of a workplace.
2. Use the following prompts to for discussion:
  - *Why do workplace rules exist?*
  - *What do you do if you don't understand a workplace rule?*
  - *What do you do if you don't agree with a workplace rule?*
  - *What if you have a suggestion for a new or different rule?*

#### Homework:

1. Provide students with the “**Workplace Rules in Real Life**” **Activity 2:2.2 sheet**. Explain to students that you would like them to choose a friend or family member that has a job, and interview them on the written and unwritten rules of their workplace.
2. Students will record the responses of the person being interviewed on their sheet. Students should be prepared to discuss responses in class.

# Written and Unwritten Rules in the Workplace

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Activity 2:2.1

## Written and Unwritten Rules



**Written rules** are rules that a workplace specifically announces to their employees.

As you view different images, work with your team to come up with a possible work rule that each image represents.

### Written Rules of the Workplace

## Activity 2:2.1 (continued)

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**Unwritten rules** are rules that are NOT specifically announced to employees. They are rules about workplace behavior and culture.

We even have unwritten rules in our own lives. Think about some unwritten rules that exist in your home.

**Example:**

*Although its not written down anywhere, your family just knows that it's not OK to just borrow something from your room without asking first.*

Your unwritten rules:

Unwritten rules between you and your friends:

Unwritten rules between you and your family:

Unwritten rules at your school:

The image shows three hand-drawn, rounded rectangular boxes with double-line borders, arranged in a cluster. The top-left box is titled 'Unwritten rules between you and your friends:'. The top-right box is titled 'Unwritten rules between you and your family:'. The bottom box is titled 'Unwritten rules at your school:'. Dashed arrows with arrowheads point from the top-right box to the top-left box and from the bottom box to the top-right box, indicating a flow or relationship between the categories.

# Written and Unwritten Rules in the Workplace

Activity 2:2.2

## Workplace Rules in Real Life



Think about someone you know that has a job. Interview them about the different written and unwritten rules in their workplace.

List 3 written rules and 3 unwritten rules of this person's workplace.

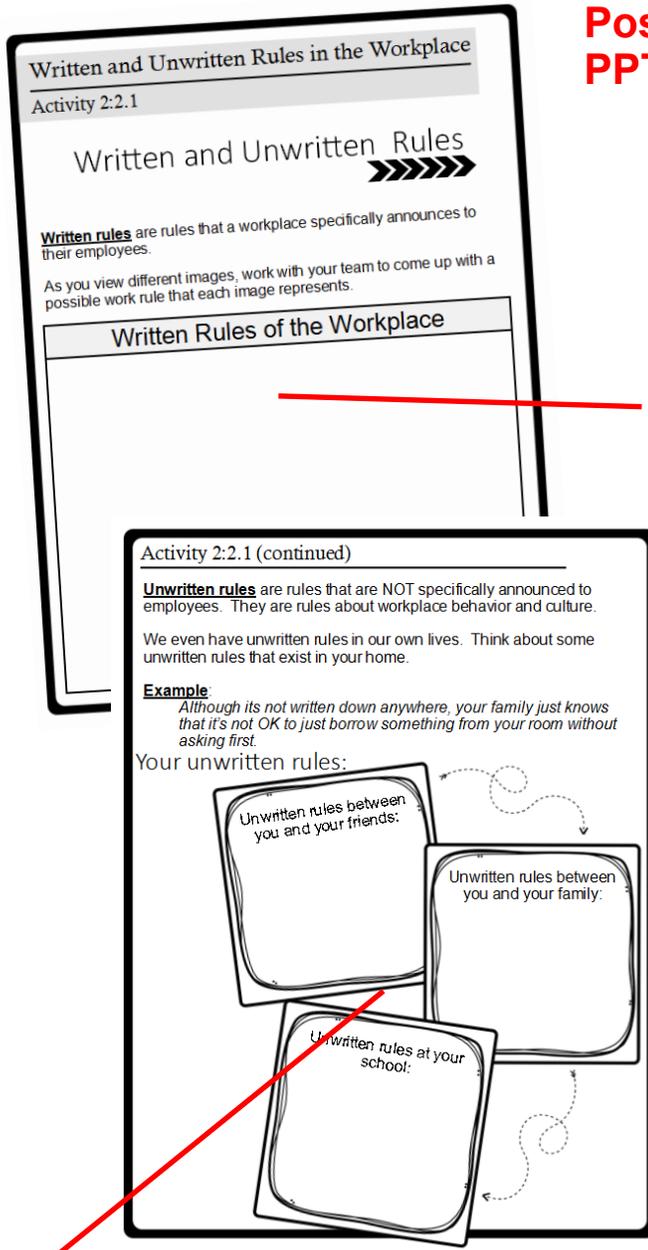
The image shows two clipboards side-by-side. The left clipboard is titled "Written Rules:" and has three numbered lines (1., 2., 3.) with horizontal lines for writing. The right clipboard is titled "Unwritten Rules:" and has three numbered lines (1., 2., 3.) with horizontal lines for writing. Both clipboards have a hole punch at the top.

# Lesson 2:

# Unit 2

## Instructor Notes and Suggestions

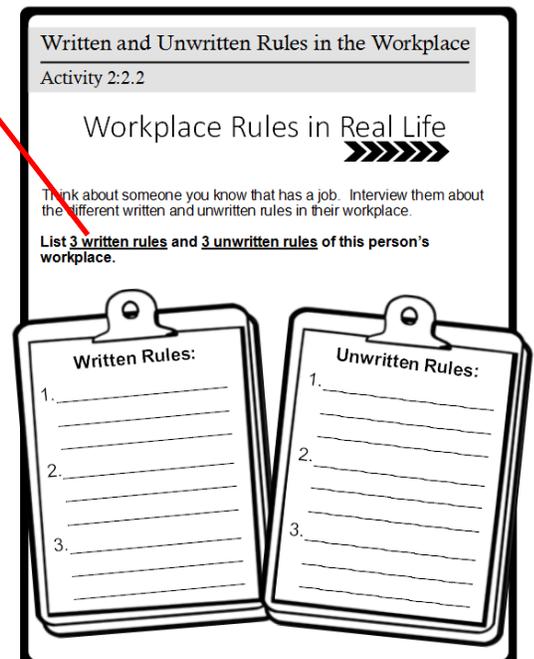
The following activity sheets will be used in lesson 2:



### Possible written rules using PPT/PDF Slides 22-27:

- Slide 22: must wear uniform to work, specific dress code, neat appearance
- Slide 23: safety rules, wear hard hat and glasses when operation machinery
- Slide 24: No smoking areas
- Slide 25: Being at work on time, clocking in and out, getting coverage for your shift
- Slide 26: Appropriate times to use cell phones at work
- Slide 27: Washing hands before beginning work

Student will complete as homework:



Students use this portion of the sheet to think about unwritten rules in their own lives between friends, family, and at school.

# Lesson 3: Part 1 and 2 Overview

## Unit 2

### Time Management: Making it All Work

**This lesson invites students to reflect on priorities toward creating an effective time management tool.**



*Students participating in this lesson will learn:*

1. to consider their time commitments.
2. to distinguish between essential tasks and pleasurable tasks.
3. how to prioritize their tasks.
4. how to develop use of a time management tool.



*Students will be able to:*

1. write a list of their tasks.
2. prioritize their tasks.
3. create and begin to use a time management schedule.



*Target Outcome:*

1. Students will leave this lesson with a functional weekly schedule and know how to create one on a regular basis.



*Measurable Outcome:*

1. Students should have a completed weekly schedule and feel comfortable creating a new one each week.

# Lesson 3: Part 1

## Unit 2

### Time is Money: How Do You Spend Yours?

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1d</p>	<p>Reading 1 11-12.7</p>	<p>Writing 11-12.4 11-12.5</p>	<p>Language L11-12.2b L11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a- 1, 2, 3, 4</p>	<p>2- 1, 2, 3 3a- 1, 2, 5 3b- 1 (ET) 3b- 1, 2, 3, 4, 5, 6, (A/H) 3b- 1, 2 (HPS) 3b- 1, 3 (BIS)</p>	<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slide 29 (Also available in PDF)</li> <li>2. An empty mason jar</li> <li>3. “How Do I Spend My Time?” Activity 2:3.1</li> <li>4. Red, Yellow, and Green colored pencils or markers for each student</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b><u>Lesson Introduction:</u></b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by showing the students the empty mason jar.</li> <li>2. <b>ASK:</b> <i>What are some things that I could fill the jar up with?</i> Allow students to share their responses. (If desired, chart up their responses and read over all of the things students mentioned)</li> <li>3. Next, display <b>PPT/PDF slide 29</b>. If using the PPT, simply click on the image shown on the picture to view a short video. If not using the PPT, you will need access to a computer with internet and view the following website: <a href="https://www.youtube.com/watch?v=iZ6vX7fl0Yw">https://www.youtube.com/watch?v=iZ6vX7fl0Yw</a></li> <li>4. As you view the video, you may want to read aloud the captions on the video so that all students can understand the point of the video and keep up with the text.</li> <li>5. After viewing the video <b>ASK:</b> <i>Did it matter which order the professor placed the objects in the jar? Why?</i> Reiterate what the movie said: <i>If you placed the sand in first the small stuff in life, you wouldn't have any room for the golf balls (the important things in life).</i></li> </ol>				

# Lesson 3: Part 1 (continued)

## Unit 2

### Time is Money: How Do You Spend Yours?

#### Lesson Details

#### Lesson Activity:

1. Provide students with the “**How Do I Spend My Time?**” **Activity 2:3.1 sheet** as well as **one red, yellow and green crayon/marker** per student.
2. Instruct students to list as many things as they can remember that they did in the last week. Explain that you will give them 5 minutes (or another specified amount of time) to list everything they can think of.
3. Once time is up, have several students share their list. Other students can add to their list if they are reminded of something while students are sharing. Students should have small things like “brush teeth” or “sleep” on their list as well
4. Once you feel that most of the students have a comprehensive list, ask them to take out the green pencils and underline those items that they **MUST** do every week/every day. These would include: sleep, eat, shower, etc. Have students share some of these items.
5. Ask them to take out the yellow pencils and underline any items that they **SHOULD** do every day/every week. These items may include: homework, exercise...etc.
6. Now have students take out the red pencil and underline any items that they did not have to do, that no one asked them to do, but that they **CHOSE** to do because it was fun, interesting, or relaxing. These items may include: playing a video game, talking with a friend, or having a meal out with their family.

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion about the activity.
  - *What color dominates your paper?*
  - *Are you surprised by how you spend your time, or is it what you expected?*
  - *Looking at your colors, is there anything you would change?*

NOTE: Collect Activity 2:3.1 sheet from each student. It will be used again in part 2 of this lesson.

# Time is Money: How Do You Spend Yours?

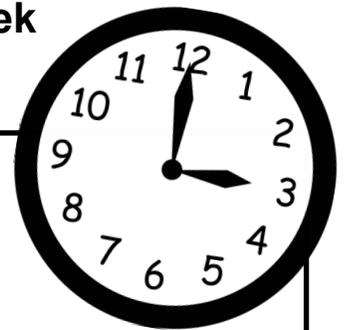
Activity 2:3.1

## How Do I Spend My Time?



Think about everything that you have done in the last week. How did you spend your time?

**Write down everything that you completed this week below:**



A large empty rectangular box for writing, with a thin black border. A horizontal line extends from the top-left corner of the box to the right, ending at the center of the clock face. A vertical line extends from the top-right corner of the box down to the bottom-right corner, passing behind the clock face.

# Lesson 3: Part 2

## Unit 2

### My Weekly Schedule: Making it All Fit

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1d</p>	<p>Reading 11-12.7</p>	<p>Writing 11-12.4 11-12.5</p>	<p>Language L11-12.2b L11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a- 1, 2, 3, 4</p>	<p>2- 1, 2, 3 3a- 1, 2, 5 3b- 1 (ET) 3b- 1, 2, 3, 4, 5, 6, (A/H) 3b- 1, 2 (HPS) 3b- 1, 3 (BIS)</p>	<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 30-31 (Also available in PDF)</li> <li>2. “How Do I Spend My Time?” Activity 2:3.1 (Completed from Part 1)</li> <li>3. “Creating My Weekly Schedule” Activity 2:3.2</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by passing back each students’ <b>Activity 2:3.1 sheet</b> from part 1 of this lesson.</li> <li>2. Have students review the items circled in red, yellow, and green and how they spent their time in the last week.</li> <li>3. Explain that in today’s lesson, they are going to work on creating a weekly schedule that helps them include all the important things in their life. Explain that as adults with a job, managing their time is important in order to be the best employee that they can be.</li> <li>4. Display the word “priority” on <b>PPT/PDF slide 30</b>. Go over the definition of this word. Ask students to share some of their own priorities</li> <li>5. Display the sample weekly schedule on <b>PPT/PDF slide 31</b></li> <li>6. Point out that the items on the schedule listed in green are the activities that <b>MUST</b> be completed. Explain that it is important to make time in your schedule for these activities first.</li> <li>7. Have students observe the yellow and red items and discuss how these fit into the schedule <b>ONLY</b> after the green items fit in the schedule. Explain that in some weeks, yellow and red items get bumped off the schedule because green takes priority.</li> </ol>				



# Lesson 3: Part 2 (continued)

## Unit 2

### My Weekly Schedule: Making it All Fit

#### Lesson Details



#### Lesson Activity:

1. Provide students with the “**Creating My Weekly Schedule**” **Activity 2:3.2 sheet**.
2. Explain that they can use their Activity 2:3.1 sheet to help them create their weekly schedule (as well as add to it as needed).
3. Starting with the items underlined in green, (the greatest priorities), write down the tasks that have a specific time. (For example, history class is from 2:15-3:00). Students can group some items together such as “*7am: wake up, shower, breakfast, brush teeth*” They can even summarize the time slot such as “*7am: Wake up and get ready for school,*” whichever is most appropriate for your students.
4. After adding the green items to their weekly schedule, students can fill in the rest of the time slots with yellow and red items. Students may find that some of the original red items from their Activity 2:3.1 sheet (video games, dinner out with family...etc) don’t always fit.
5. Assist students with their schedules as needed.

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion about the activity.
  - *What did you observe about your schedule?*
  - *Can you make a connection between the jar activity and your own schedule?*
  - *Are the red items important? (Yes, they help create balance and joy).*
  - *Do you see any challenges you may have as you begin to use a weekly time management schedule. (Discuss these and help students work through any challenges they bring up.)*

Optional Extension Activity: Provide students with several blank weekly schedules. Have students create a weekly schedule for several weeks in a row. Their weekly planning can be done inside or outside of class.

# My Weekly Schedule: Making it All Fit

Activity 2:3.2

## Creating My Weekly Schedule



Create your weekly schedule beginning with activities that have the highest priority.

AM	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5							
6							
7							
8							
9							
10							
11							

Morning Schedule

Activity 2:3.2 (continued)

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**Afternoon Schedule**

PM	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12							
1							
2							
3							
4							

**Evening Schedule**

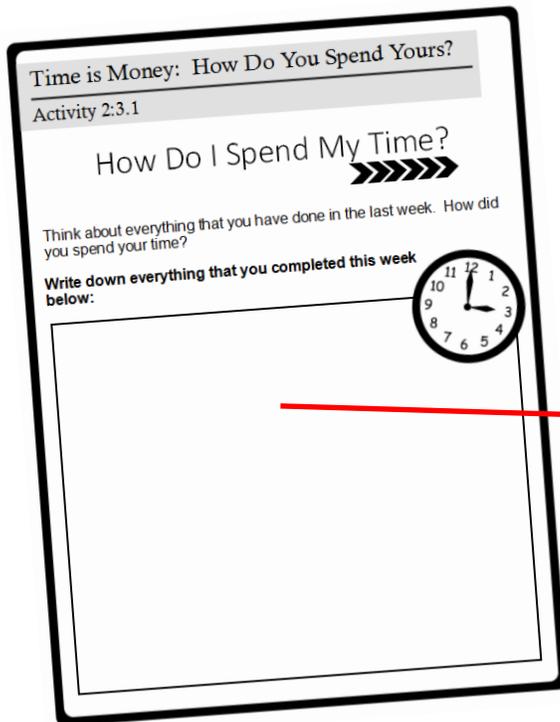
5							
6							
7							
8							
9							

# Lesson 3:

# Unit 2

## Instructor Notes and Suggestions

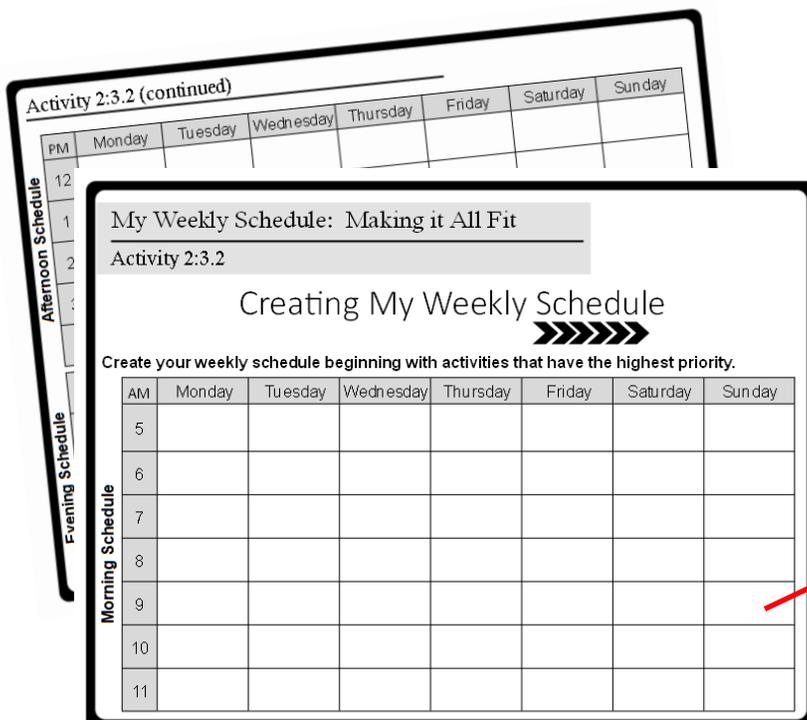
The following activity sheets will be used in lesson 3:



### Possible activities students may list

- wake up
- shower
- brush teeth
- eat meals
- Ride the bus to school
- math class, reading class...etc..
- baseball practice
- dinner with friends
- shopping at the mall
- went to the movies
- played video games

Help students to come up with the most comprehensive list



The schedule is chunked into morning, afternoon, and evening: If an activity covers several hours, students can simply draw an arrow from the starting time block to the ending time block.

# Lesson 4: Part 1 and 2 Overview

## Unit 2

### Who's On My Team?

**This lesson supports students' network building within their own interpersonal circles.**



*Students participating in this lesson will :*

1. consider those individuals in their life who are there to offer support .
2. connect supportive individuals with specific areas of support .
3. develop critical thinking skills focused on knowing whom to ask about what.



*Students will be able to:*

1. write a list of names within their supportive network .
2. create a reference tool of supportive individuals and the specific support each can offer.



*Target Outcome:*

1. Students will have a reference sheet to which they can turn when they need specific support.



*Measurable Outcome:*

1. Students will have a completed Resource List.

# Lesson 4: Part 1

## Unit 2

### Who Supports Me?

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1c</p>	<p>Reading</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.1b L11-12.2b</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a- 1, 2, 3, 4</p>		<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slide 32-34 (Also available in PDF)</li> <li>2. “My Relationship Map” Activity 2:4.1</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b><u>Lesson Introduction:</u></b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by displaying <b>PPT/PDF slide 32</b>. Have students share what they know about different positions on a football team (kicker, quarterback...etc.).</li> <li>2. <b>ASK:</b> <i>Why are players assigned a specific position? Why is this helpful for the team?</i></li> <li>3. Have a discussion about how on a football team, or any sports team, each player has a specific role that they are good at. They use their skills in a specific position to help support the team as a whole.</li> <li>4. Describe a time when you needed someone to help you accomplish something. For example: You were moving to a new house and several of your friends offered to help you move. Some friends helped you carry in heavy boxes. Other friends might have helped you organize your furniture and other items in the new house. You knew just who to ask for each task so that you would get the job done the best. Just like on a football team, each person helping you move worked together performing their assigned task to support you.</li> <li>5. Invite several students to share about a time that they needed help for something. Have them explain what they needed help with and who they asked for help. (Ex. help with homework, getting a ride somewhere..etc.)</li> </ol>				

# Lesson 4: Part 1 (continued)

## Unit 2

### Who Supports Me?

#### Lesson Details

6. Next, have students think back to the football example, **ASK:** *What would happen if a quarterback was all of a sudden asked to be the field goal kicker?* (Possible Response: He may not do as well since that is not his specialty.)
7. Now, share a situation when you asked for help and it wasn't the right person to ask. For example, maybe asking your friend who has five kids to babysit your dog was not the best choice because she may already be quite overwhelmed, and not having a dog herself, she doesn't know much about caring for dogs.
8. Ask a student or two to share a situation when they asked for help and realized after that maybe there was a better person to ask and have the class process why.
9. Display **PPT/PDF slide 34**. Explain that the different people in our lives are part of our social network. Use this slide to define what a social network is.
10. Next, show the relationship map on **PPT/PDF slide 35**. Point out the different sections. Explain that the center represents them. The inner-most ring represent those closest to them. These are the people they know well. The outer ring represents people that they know, but maybe not as well as the people in the inner ring.
11. Provide a few personal examples of who you would place in each section of the relationship map.

#### **Lesson Activity (Part 1):**

1. Provide students with the **"My Relationship Map" Activity 2:4.1 sheet**.
2. Tell students that they will have time to fill in their relationship map with the people that they know. You can decide what amount of time is appropriate for your students.
3. Allow students the specified amount of time to complete their relationship map. It is OK if some sections are not completed. The map should reflect their personal relationships.

# Lesson 4: Part 1 (continued)

## Unit 2

### Who Supports Me?

#### Lesson Details

#### Lesson Activity (Part 2):

1. Once students have had a chance to complete their relationship map. Explain that not everyone on the list can help us with every need that we may have. We only ask certain people to support us in certain situations.
2. Refer back to the relationship map on the PPT slide 35. Model how you might choose the appropriate people for a situation in which you might need support. For example, if your car breaks down, it is probably not appropriate to ask your principal (*who may be listed in the school category on the outer circle*), but you could ask your aunt (*who is listed in your family category on the inner circle*).
3. Give students several minutes to complete the last portion of the Activity sheet 2:4.1. Students will use the names listed in their relationship map (as well as others that may come to mind) to complete this section.

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *Why is it important to know who to ask for support?*
  - *How do you think having a support system will be helpful when you have a job?*

Note: Students will need to keep the 2:4.1 activity sheet for part 2 of this lesson.

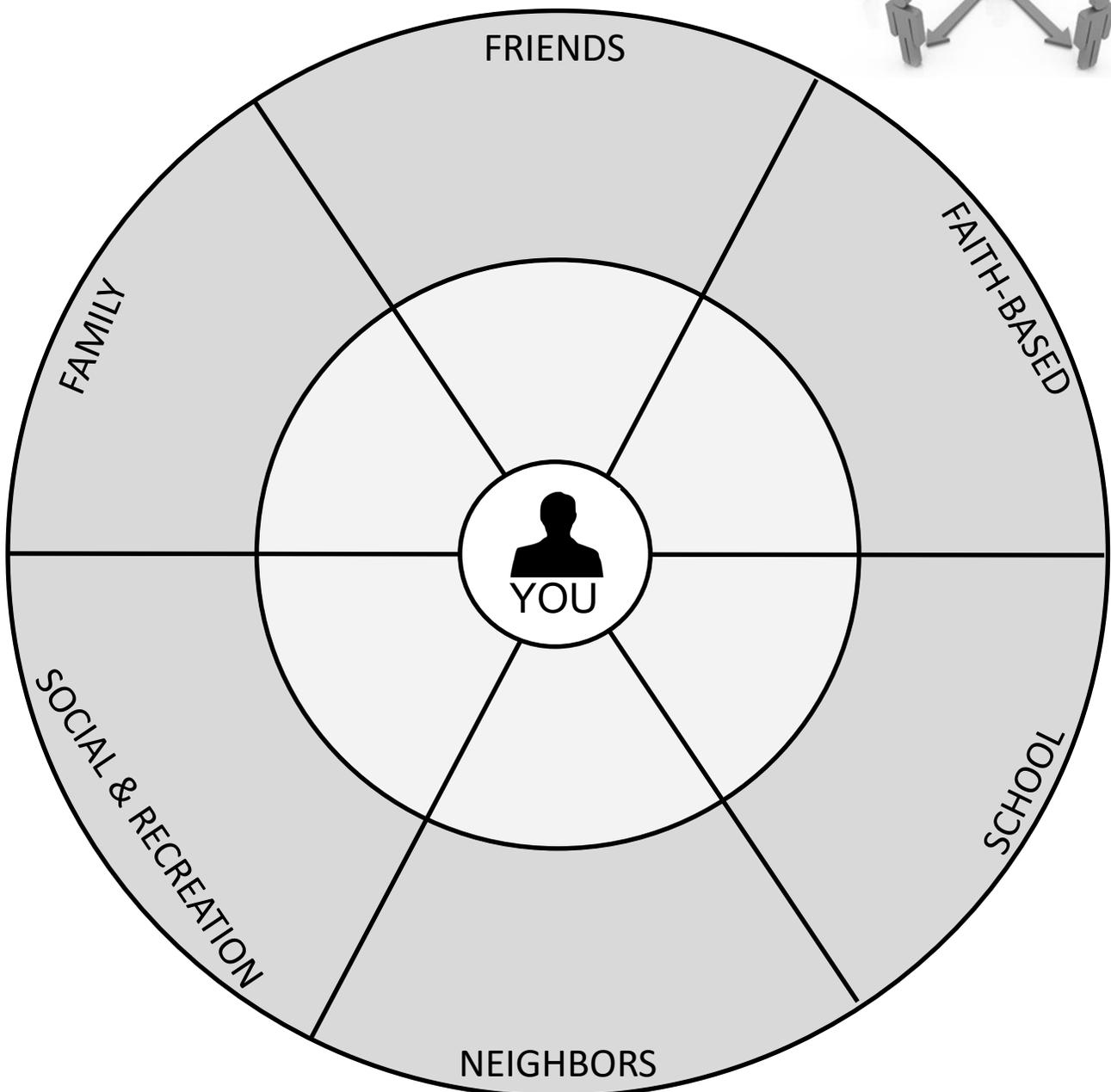
# Who Supports Me?

Activity 2:4.1

## My Relationship Map



Think about who you know and how you know them. List the people most closest to you in the inner circle and those you don't know as well in the outer circle.



## Activity 2:4.1 (continued)

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Now, using your relationship map, think about who could support you in the following situations. You can list more than one person in each category.

**Who could support you if...**  
*You needed a ride somewhere?*

**Who could support you if...**  
*You needed help with school work?*

**Who could support you if...**  
*You needed money?*

**Who could support you if...**  
*You needed to talk to someone about a personal or emotional issue?*

Your support system is your  
**social network!**

# Lesson 4: Part 2

## Unit 2

### Creating My Resource List

<b>ELA/CDOS Standards</b>	<b>ELA</b>	<b>Speaking &amp; Listening</b> 11-12.1c	<b>Reading</b>	<b>Writing</b> 11-12.4	<b>Language</b> L11-12.1b L11-12.2b
	<b>CDOS</b>	2- 1, 2 3a- 1, 2, 3, 4		3b- 1, 2, 3, 4, 5, 6 (AH)	2- 1, 2 3a 1 3b 1 (AH)
<b>Lesson Materials</b>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slide 36 (Also available in PDF)</li> <li>2. “My Relationship Map” Activity 2:4.1 (from Lesson 4, Part 1)</li> <li>3. “My Resource List” Activity 2:4.2</li> </ol>				
<b>Instructor Preparation</b>	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF Slide 36.</li> <li>2. Make enough copies of Activity 2:4.2 as needed.</li> </ol>				
<b>Lesson Details</b>	<p style="text-align: center;"><b><u>Lesson Introduction:</u></b></p> <ol style="list-style-type: none"> <li>1. To begin the lesson, have students refer back to their relationship map on <b>Activity 2:4.1</b> from part 1 of this lesson.</li> <li>2. Reiterate that we have many people in our lives that serve as our support system and social network.</li> <li>3. Explain the importance of having a social network when preparing and maintaining a job. Display <b>PPT/PDF slide 36</b>. Use this slide to illustrate the many things that the students may need to rely on others for when preparing for and maintaining a job.</li> </ol> <p style="text-align: center;"><b><u>Lesson Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Looking at their relationship map, review with students how they rely on these people for different personal situations. Explain that some of these people are the same people that can support them in preparing and maintaining a job.</li> <li>2. Provide students with the <b>“My Resource List” Activity 2:4.2 sheet</b>. Explain that using their relationship map, you want them to create a resource list that they can use when deciding who to turn to when they need support.</li> <li>3. Allow students several minutes to complete their resource list. (contact information may be left blank for now)</li> </ol>				



# Lesson 4: Part 2 (continued)

## Unit 2

### Creating My Resource List

Lesson  
Details

#### Lesson Reflection:

1. When students have completed their resource list, have several students share out the people that they listed for each category.
2. Use the following prompts to engage students in discussion:
  - *How did you decide which person would be the best person to ask for support?*
  - *Knowing that you have a support system/social network set in place, how does that make you feel about have a job?*
  - *Are there places in your social network that you would like to expand? What could you do to expand that part of your social network?*

# Creating My Resource List

Activity 2:4.2

## My Resource List



Use your relationship map to help you create a list of resources to help you with each employment topic.

Employment Topic	My Support Person(s)	Contact Information
Filling Out Job Applications/ Resumes		
Preparing for an Interview		
Transportation to the Workplace		
Understanding Employment Paperwork		

# Lesson 4:

# Unit 2

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 4:

Students will complete their own personal relationship map to show who they are connected to in different areas of their life.

**Activity 2:4.1 (continued)**  
 Now, using your relationship map, think about who could support you in the following situations. You can list more than one category.

Who could support you if... You needed a ride somewhere? **Who You n**

Who could support you if... You needed money? **Wh You n**

Who could support you if... You needed a job? **Wh You n**

Who could support you if... You needed a place to live? **Wh You n**

Your support system social ne

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**Who Supports Me?**  
 Activity 2:4.1

**My Relationship Map**

Think about who you know and how you know them. List the people most closest to you in the inner circle and those you don't know as well in the outer circle.

**Creating My Resource List**  
 Activity 2:4.2

**My Resource List**

Use your relationship map to help you create a list of resources to help you with each employment topic.

Employment Topic	My Support Person(s)	Contact Information
Filling Out Job Applications/ Resumes		
Preparing for an Interview		
Transportation to the Workplace		
Understanding Employment Paperwork		

Using their relationship map, students will choose different people that are best able to support them in the employment topics listed.

# Lesson 5: Part 1 and 2 Overview

## Unit 2

### Documents for Work

**This lesson will introduce students to the documents that are necessary and/or beneficial for securing competitive employment.**



*Students participating in this lesson will learn :*

1. the importance of locating and maintaining documents needed for employment.
2. what documents are needed for employment.
3. to keep track of skills and experiences they have gained at home, in school, and in the community.



*Students will be able to:*

1. begin entering personal information on a data sheet that will help them fill out applications.
2. locate or acquire forms of identification needed for work.



*Target Outcome:*

1. Students will be able to describe and locate needed documents for work and begin to gather personal information needed for filling out applications.



*Measurable Outcome:*

1. Students will be able to identify the necessary documents for employment.
2. Students will be able to locate and keep track of the needed documents for work.

# Lesson 5: Part 1

## Unit 2

### Personal Employment Data

<b>ELA/CDOS Standards</b>	<b>ELA</b>	<b>Speaking &amp; Listening</b> 11-12.4	<b>Reading</b>	<b>Writing</b> 11-12.4	<b>Language</b> L11-12.1b L11-12.2b 11-12.6
	<b>CDOS</b>	2- 1, 2 3a- 1, 2, 3, 4,5,6,7,8		3b- 1, 2, 3, 4, 5, 6 (AH)	2- 1, 2 3a 1 3b 1 (AH)
<b>Lesson Materials</b>	1. “Personal Employment Data” Activity 2:5.1				
<b>Instructor Preparation</b>	1. Make enough copies of Activity 2:5.1 as needed for each student.				
<b>Lesson Details</b>	<p style="text-align: center;"><b><u>Lesson Introduction:</u></b></p> <p>1. Begin the lesson by explaining that today, students will focus on important information that they will need to have on hand when beginning a job search.</p> <p style="text-align: center;"><b><u>Lesson Activity:</u></b></p> <p>1. Provide each student with the “<b>Personal Employment Data</b>” <b>Activity 2:5.1 sheet</b>. Students will complete this form as a “cheat sheet” about themselves that they will be able to use when searching for a job. The information that goes on this sheet can be easily transferred to job applications and resumes. It will also help them to begin thinking about who they are as potential employees in the community.</p> <p>2. Assist students in completing their activity sheet.</p> <p style="text-align: center;"><b><u>Lesson Reflection:</u></b></p> <p>1. As a wrap up to the lesson, encourage all students to keep this data sheet in a safe place. Tell students that it should be updated often and as needed. For example, if they begin volunteering at a new place, it should be added to their list.</p>				



# Personal Employment Data

Activity 2:5.1

## My Personal Employment Data



Complete the following information about yourself.

### All About Me:

Full Name: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### My Education:

(Last grade complete, special awards or certificates)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### My Skills and Abilities:

Positive ways I can communicate with others:

Ways that I show I can be a leader:

Other skills and abilities I have:

Activity 2:5.1 (continued)

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**Places I have worked  
before:**

**Places I have volunteered  
before:**

**Words/Phrases to Best Describe Me:**

(Circle Words or Phrases That Best Describe You)

Friendly

Problem-solver

Outgoing

Great Listener

Reliable

Patient

Fast Learner

Attentive to Detail

Decisive

Compassionate

Trustworthy

Personable

Confident

Creative

Independent

Cooperative

Goal-oriented

Helpful

Dedicated

Organized

Considerate

Efficient

Determined

Positive

Responsible

Observant

Motivated

# Lesson 5: Part 2

## Unit 2

### What Forms of Identification Do I Need?

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.4</p>	<p>Reading</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.1b L11-12.2b 11-12.6</p>
	<p>CDOS</p>	<p>2- 1, 2 3a- 1, 2, 3, 4,5,6,7,8</p>		<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slide 36-40 (Also available in PDF)</li> <li>2. "Important Forms of Identification Reference Sheet" Activity 2:5.2</li> </ol>				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF Slide 36-40.</li> <li>2. Make enough copies of Activity 2:5.2 as needed for each student.</li> </ol>				
<p>Lesson Details</p>  	<p style="text-align: center;"><b><u>Lesson Introduction:</u></b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by reviewing the "Personal Employment Data" sheet the students completed in part 1.</li> <li>2. Explain that in the second half of this lesson, students will look at other important pieces of information that are needed in the job search.</li> </ol> <p style="text-align: center;"><b><u>Lesson Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Provide each student with the "<b>Important Forms of Identification Reference Sheet</b>" <b>Activity 2:5.2</b> sheet.</li> <li>2. View <b>PPT/PDF slides 36-40</b>. Go through each slide to introduce the different documents and forms of identification that the students will need access to. Be sure to discuss what each piece of information says about the individual and why it is important.</li> <li>3. Specifically, when discussing birth certificates and social security cards, emphasize the importance of keeping these documents in a safe place as well discuss the confidentiality issues that go along with these forms.</li> </ol> <p style="text-align: center;"><b><u>Lesson Reflection:</u></b></p> <ol style="list-style-type: none"> <li>1. As a wrap up to the lesson, encourage all students to have a conversation with their families when they get home about where some of these important documents are kept. Remind them that they will need access to them when applying for a job.</li> </ol>				

# What Forms of Identification Do I Need?

## Activity 2:5.2

# Forms of Identification



Below are important forms of identification that you will need during your job search:

The image shows a 'New York State Thruway Authority WORK PERMIT APPLICATION' form. It is divided into several sections: 'Section I Applicant Identification Information' (with checkboxes for Individual, Business/Corporation, Municipality, Public Agency, 501(c)(3), and Not for Profit), 'Section II Work Identification Information' (with checkboxes for various types of work like Sublet Man, Cable Television, Storage, etc.), 'Section III Background', and 'Section IV Insurance'. There are also fields for name, address, phone number, and dates.

Work Permit

**Information this document provides:**  
Basic information such as your date of birth and current address

**Where can I get it?**  
Your high school office



Driver's Permit/Licenses  
OR Identification Card

**Information this document provides:**  
Basic information such as your date of birth, current address, male/female, as well as a personal ID number.

**Where can I get it?**  
Department of Motor Vehicles (DMV)

## Activity 2:5.2 (continued)



Birth Certificate

**Information this document provides:**

Date of birth, place of birth, parent's names

**Where can I get it?**

Birth certificates are given to families when someone is born. Ask your family where yours is kept.



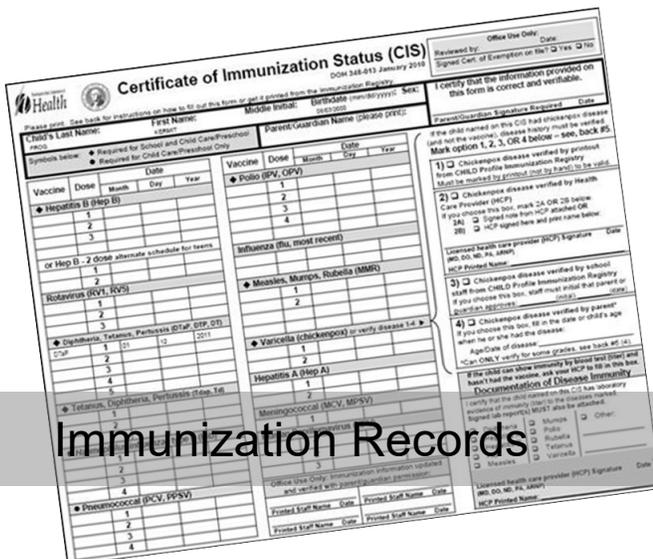
Social Security Card

**Information this document provides:**

Your unique social security number

**Where can I get it?**

Social security cards are given to families when someone is born. Ask your family where yours is kept.



Immunization Records

**Information this document provides:**

History of dates of required vaccinations

**Where can I get it?**

Your doctor's office

# Lesson 5:

# Unit 2

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 5:

Students will complete a personal employment data sheet as a “cheat sheet” that can be used during the job search process. Students should update this sheet as needed and keep it in a safe place.

Activity 2:5.1 (continued)

**Places I Have Worked Before:** \_\_\_\_\_

**Places I** \_\_\_\_\_

**Words/Phrases to Best D**  
(Circle Words or Phrases That Best Describe You)

Friendly	Problem-solver
Great Listener	Reliable
Fast Learner	Attentive to Detail
Compassionate	Trustworthy
Confident	Creative
Cooperative	Goal-oriented
Dedicated	Organized
Efficient	Determined
Responsible	Observant

**Personal Employment Data**  
Activity 2:5.1

**My Personal Employment Data** >>>>>

Complete the following information about yourself.

**All About Me:**

Full Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Email: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

**My Education:**  
(Last grade complete, special awards or certificates)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My Skills and Abilities:**

Positive ways I can communicate with others:	Ways that I show I can be a leader:	Other skills and abilities I have:

Activity 2:5.2 (continued)

**Birth Certificate**

**Informa document**  
Date of birth  
parent

**Where**  
Birth certifi  
families wher  
Ask your far

**Social Security Card**

**Info document**  
Your unique

**When**  
Social sec  
families  
Ask you

**Immunization Records**

**What Forms of Identification Do I Need?**  
Activity 2:5.2

**Forms of Identification** >>>>>

Below are important forms of identification that you will need during your job search:

**Work Permit**

**Information this document provides:**  
Basic information such as your date of birth and current address

**Where can I get it?**  
Your high school office

**Driver's Permit/Licenses OR Identification Card**

**Information this document provides:**  
Basic information such as your date of birth, current address, male/female, as well as a personal ID number.

**Where can I get it?**  
Department of Motor Vehicles (DMV)

Students can refer to this reference sheet when collecting needed work documents.

# Lesson 6: Part 1 and 2 Overview

## Unit 2

### My Rights and Responsibilities as a Citizen and Worker

This lesson introduces students to the concepts of *rights* and *responsibilities*. This introduction begins with the familiar environment of school and generalizes to an understanding that workplaces have similar guidelines for employees.



*Students participating in this lesson will learn:*

1. the definitions of rights and responsibilities.
2. to identify rights and responsibilities that they have as both students and workers.
3. to discuss how to advocate for their rights.



*Students will be able to:*

1. define rights and responsibilities.
2. name specific rights and responsibilities they have as students.
3. name specific rights and responsibilities they have as workers.



*Target Outcome:*

1. Students will be able to distinguish between rights and responsibilities and be able to name at least 3 rights and 3 responsibilities they have as workers.
2. Students will be able to engage in discussion about how to advocate for rights in the workplace.



*Measurable Outcome:*

1. Students will know the difference between a right and a responsibility.
2. Students will be able to identify workplace rights and responsibilities.
3. Students will be able to describe how to advocate for their rights.

# Lesson 6: Part 1

## Unit 2

### Rights and Responsibilities as a Student

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1a</p>	<p>Speaking &amp; Listening 11-12.1a</p>	<p>Reading 11-12.1</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.2b 11-12.6</p>				
<p>Lesson Materials</p>	<p>CDOS</p> <p>2- 1, 2 3a- 1, 2, 4</p> <p>2- 1, 2, 3 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS)</p> <p>3b- 1, 2, 3, 4, 5, 6 (AH)</p> <p>2- 1, 2 3a 1 3b 1 (AH)</p>								
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slide 41-53 (Also available in PDF)</li> <li>2. "Rights and Responsibilities as a Student" Activity 2:6.1</li> <li>3. Chart paper and marker</li> <li>4. "Rights and Responsibilities" sorting cards</li> </ol>								
<p>Lesson Details</p>	<p><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by displaying the words <i>responsibility</i> and <i>right</i> on <b>PPT/PDF slide 41</b>.</li> <li>2. Using the <b>marker</b> and <b>chart paper</b>, create a chart like shown below:</li> </ol> <table border="1" data-bbox="500 1402 1498 1520"> <tr> <td data-bbox="500 1402 992 1451">What is a RIGHT?</td> <td data-bbox="992 1402 1498 1451">What is a RESPONSIBILITY?</td> </tr> <tr> <td data-bbox="500 1451 992 1520"></td> <td data-bbox="992 1451 1498 1520"></td> </tr> </table> <ol style="list-style-type: none"> <li>3. Provide each student with the <b>"Rights and Responsibilities as a Student" Activity 2:6.1 sheet</b>. Have students pair up (or work in small groups), and first discuss what they think a right and a responsibility is. Have them brainstorm their ideas on their activity sheet.</li> <li>4. When students have finished, have pairs/groups share out their thoughts and together agree upon a definition for each word. Write the definitions on the chart.</li> <li>5. Students will record the agreed upon definition on their activity sheet under their brainstormed thoughts.</li> </ol>					What is a RIGHT?	What is a RESPONSIBILITY?		
What is a RIGHT?	What is a RESPONSIBILITY?								

# Lesson 6: Part 1 (continued)

## Unit 2

### Rights and Responsibilities as a Student

#### Lesson Details



#### Lesson Activity:

1. Have students get into groups of 3-4 students. Provide each group with the “**Rights and Responsibilities**” sorting cards.
2. Explain that students will be looking through their sorting cards and deciding if the statement on the card describes a right or a responsibility. Have students place the cards into two piles.

#### Lesson Reflection:

1. When students have completed their sort, bring the class back together. View **PPT/PDF slides 42-53**. Go through each statement (which are the same as the cards) and have groups share out whether they decided it was right or responsibility, and why.
2. Have a discussion about why each right or responsibility is important. Use the following prompts to guide your discussion:
  - *What is the main difference between a right and a responsibility?*
  - *What can you do if your rights are violated?*
  - *Why are responsibilities just as important as rights?*
  - *What if you notice someone who is not taking their responsibilities seriously? What should you do?*
  - *What can you do if you feel you should have a right that isn't stated?*
3. Finally, have students complete the final portion of their activity sheet listing one right and one responsibility that they have as a student.

# Rights and Responsibilities as a Student

## Activity 2:6.1

### Rights and Responsibilities as a Student



Think about the differences between a *right* and a *responsibility*. Write your thoughts below.

**RIGHT** ←

One **RIGHT** I have as a student:

---

---

---

---

---

**RESPONSIBILITY** ←

One **RESPONSIBILITY** I have as a student:

---

---

---

---

---

<b>Right or Responsibility?</b>  <i>being on time for class</i>	<b>Right or Responsibility?</b>  <i>being respected by your peers</i>
<b>Right or Responsibility?</b>  <i>completing your homework</i>	<b>Right or Responsibility?</b>  <i>getting the help you need from your teacher</i>
<b>Right or Responsibility?</b>  <i>raising your hand to talk in class</i>	<b>Right or Responsibility?</b>  <i>a safe school environment</i>
<b>Right or Responsibility?</b>  <i>setting your alarm to get ready for school</i>	<b>Right or Responsibility?</b>  <i>sharing your opinion about a topic peacefully</i>
<b>Right or Responsibility?</b>  <i>following school rules</i>	<b>Right or Responsibility?</b>  <i>being able to practice the religion of your choice</i>

**Right or Responsibility?**

*having all needed materials  
for class*

**Right or Responsibility?**

*wear appropriate clothing to  
school*

# Lesson 6: Part 2

## Unit 2

### Rights and Responsibilities in the Workplace

ELA/CDOS Standards	ELA	Speaking & Listening 11-12.1a	Reading 11-12.1	Writing 11-12.4	Language L11-12.2b 11-12.6
	CDOS	2- 1, 2 3a- 1, 2, 4	2- 1, 2, 3 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS)	3b- 1, 2, 3, 4, 5, 6 (AH)	2- 1, 2 3a 1 3b 1 (AH)
Lesson Materials	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slide 55-56 (Also available in PDF)</li> <li>2. “Rights and Responsibilities as a Worker” Activity 2:6.2</li> <li>3. “Just Another Day on the Job” Script Activity 2:6.3 (Teacher and Student Versions)</li> </ol>				
Instructor Preparation	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF Slide 55-56.</li> <li>2. Make enough copies of Activity 2:6.2 as needed for each student.</li> <li>3. Make enough copies of the Activity 2:6.3 script for students as well as one copy of the teacher version to guide your discussion</li> </ol>				
Lesson Details	<p style="text-align: center;"><b><u>Lesson Introduction:</u></b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by reviewing the definition of a <i>right</i> and a <i>responsibility</i> that the class created in part 1.</li> <li>2. Have students recall some of the student rights and responsibilities from the sorting activity in part 1.</li> <li>3. Explain that there are also specific rights and responsibilities in the workplace.</li> <li>4. Display <b>PPT/PDF slide 55</b>. View the short video clip by clicking directly on the image shown on the slide. If not using the PPT, you will need to visit the following website: <a href="https://www.youtube.com/watch?v=LkeQieO5THw">https://www.youtube.com/watch?v=LkeQieO5THw</a></li> <li>5. If desired, you may want to stop the video periodically to discuss the different rights and responsibilities. <ul style="list-style-type: none"> <li><i>The following rights are discussed in this video:</i> <ul style="list-style-type: none"> <li>• The Right to Know (procedures, safety precautions...etc)</li> <li>• The Right to Speak Up (when you need help)</li> <li>• The Right to Refuse (unsafe work)</li> </ul> </li> </ul> </li> </ol>				

# Lesson 6: Part 2 (continued)

## Unit 2

### Rights and Responsibilities in the Workplace

#### Lesson Details

6. *The following Responsibilities are discussed in the video:*

- Following work procedures
- Asking for Training
- Using protective equipment
- Identifying hazards

7. If needed, watch the video a second or third time to help students to internalize the information.

8. Provide each student with the “**Rights and Responsibilities as a Worker**” **Activity 2:6.2 sheet** while you display **PPT/PDF slide 56**. Use this slide to reiterate the rights and responsibilities listed in the video.

Go through each right or responsibility listed on the activity sheet. Students place an X in the correct column.

#### Lesson Activity:

1. Provide each student with the “**Just Another Day on the Job**” **Script Activity 2:6.3**. Have a few students volunteer for the different character roles. Choose students who feel comfortable reading aloud in front of others. For those who have difficulties reading aloud, allow them to participate in the sections where students shout out “ACTION!” or “CUT!” to encourage them to participate.
2. Each time the script says “CUT” use the prompts written in on the teacher version to discuss the rights and responsibilities being addressed.

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *Was there anything that surprised you about your rights and responsibilities in the workplace?*
  - *What could you do if your rights were not being respected in the workplace?*
  - *What could you do if someone wasn't taking responsibility in the workplace seriously?*

# Rights and Responsibilities in the Workplace

## Activity 2:6.2

### Rights and Responsibilities as a Worker



**As a worker, you have several rights and responsibilities:**

#### Worker Rights

I have the **right** to know procedures, safety precautions, and other possible hazards on the worksite.

I have the **right** to speak up and ask for help.

I have the **right** to refuse unsafe tasks.

#### Worker Responsibilities

I have the **responsibility** to following all workplace procedures and policies.

I have the **responsibility** to ask for important training if I need help.

I have the **responsibility** to identify safety hazards and to use protective safety equipment when needed.

Decide if each statement below is a right or responsibility:

Statement	Right	Responsibility
Wearing safety goggles when operating machinery.		
Being taught how to use the grill at a restaurant.		
Telling my boss I am uncomfortable using a new piece of equipment alone.		
Asking for assistance on an unfamiliar task.		

# Rights and Responsibilities in the Workplace

## Activity 2:6.3

### Just Another Day on the Job



**Setting:**

A construction worksite

**Characters:**

Narrators 1 and 2

Mr. Martinez (employer)

Tony (employee 1)

Kevin (employee 2)



---

**Narrator 1:** ACTION!

**Narrator 2:** It was just another day on the job. Tony and Kevin, two construction workers just hired by Mr. Martinez, owner of *Martinez Buildings Incorporated*, showed up on the job site right on time at 8:30am.

**Narrator 1:** CUT!

*{What worker responsibility is being shown by Tony and Kevin?}*

**Narrator 1:** And...ACTION!

**Tony:** Hey Kevin! How's it going?

**Kevin:** Great! I'm excited to get started at this new job.

**Tony:** Yeah, me too. I wonder what Mr. Martinez is going to have us do today? Oh, look. Here he comes now.

**Mr. Martinez:** Good morning, gentleman! Glad to see you are here right on time! We've got a lot to get through today. First things, first. Let's take a look at some of the equipment that you will be using on this job.

## Activity 2:6.3

---

**Narrator 2:** Mr. Martinez walked Tony and Kevin over to a large machine used for cutting metal.

**Mr. Martinez:** This here is where you'll be working, Kevin. You'll need to cut the metal pieces that will be used for the frame of the building. The machine isn't complicated, just play around with it a bit and you'll figure it out, I'm sure.

**Narrator 1:** CUT!

*{What worker right is Mr. Martinez violating?}*

**Narrator 1:** ACTION!

**Kevin:** Um, Mr. Martinez, do you think you could show me exactly how to use it? This is my first time working with this type of equipment and I want to make sure I'm using it correctly.

**Mr. Martinez:** Sure, Kevin. I'm sorry, you're right. Here at *Martinez Buildings Incorporated* we pride ourselves on educating our employees to do the best job that they can. Let me show you how to work it.

**Narrator 2:** Mr. Martinez began showing Kevin how to use the machine and allowed Kevin to practice it a few times before leaving him to work it on his own.

**Mr. Martinez:** Alright, Tony, I'm going to have you work over here nailing these wooden planks together for the floor base. You'll want to wear these safety glasses.

**Tony:** Naw, I'm all set Mr. Martinez. Safety glasses always feel annoying on my face. I'll be fine.

**Narrator 1:** CUT!

*{What worker responsibility is Kevin ignoring?}*

## Activity 2:6.3

---

**Narrator 1:** ACTION!

**Mr. Martinez:** I'm sorry Tony, but if you want to work on this construction site, all employees are required to wear safety glasses. It's company policy.

**Tony:** Alright, I understand.

**Mr. Martinez:** OK, gentleman. I'll be in my office in the trailer if you need me. We will break for lunch at noon. See you then.

**Narrator 2:** Mr. Martinez heads off to his office while Kevin and Tony get to work.

**Kevin:** Boy, there sure are a lot of things to learn on this job. It's gonna take a while before I get used to everything.

**Tony:** Yeah, but that's OK. Mr. Martinez seems pretty cool. If we need help learning how to do something, we can just ask him. Before long, we'll be pros.

**Kevin:** I guess you're right. Alright, let's get to work. We've got a lot to get done before lunch. Oh, and watch out for that powerline right where your nailing the wood over there. I noticed it while Mr. Martinez was showing you your job.

**Narrator 1:** CUT!

*{What worker responsibility is Kevin showing}*

**Narrator 1:** ACTION!

**Tony:** Thanks, Kevin! See you at lunch!

# Rights and Responsibilities in the Workplace

## Activity 2:6.3 {TEACHER VERSION}

### Just Another Day on the Job



#### Setting:

A construction worksite

#### Characters:

Narrators 1 and 2

Mr. Martinez (employer)

Tony (employee 1)

Kevin (employee 2)



**Narrator 1:** ACTION!

**Narrator 2:** It was just another day on the job. Tony and Kevin, two construction workers just hired by Mr. Martinez, owner of *Martinez Buildings Incorporated*, showed up on the job site right on time at 8:30am.

**Narrator 1:** CUT!

*{What worker responsibility is being shown by Tony and Kevin?}*

**Narrator 1:** And...ACTION!

**Tony:** Hey Kevin! How's it going?

**Kevin:** Great! I'm excited to get started at this new job.

**Tony:** Yeah, me too. I wonder what Mr. Martinez is going to have us do today? Oh, look. Here he comes now.

**Mr. Martinez:** Good morning, gentleman! Glad to see you are here right on time! We've got a lot to get through today. First things, first. Let's take a look at some of the equipment that you will be using on this job.

*Possible Response: Tony and Kevin are showing responsibility by showing up for work on time.*

## Activity 2:6.3

---

**Narrator 2:** Mr. Martinez walked Tony and Kevin over to a large machine used for cutting metal.

**Mr. Martinez:** This here is where you'll be working, Kevin. You'll need to cut the metal pieces that will be used for the frame of the building. The machine isn't complicated, just play around with it a bit and you'll figure it out, I'm sure.

**Narrator 1:** CUT!

{*What worker right is Mr. Martinez violating?*}

**Narrator 1:** ACTION!

*Possible Response: Mr. Martinez is denying Kevin the training for new equipment.*

**Kevin:** Um, Mr. Martinez, do you think you could show me exactly how to use it? This is my first time working with this type of equipment and I want to make sure I'm using it correctly.

**Mr. Martinez:** Sure, Kevin. I'm sorry, you're right. Here at *Martinez Buildings Incorporated* we pride ourselves on educating our employees to do the best job that they can. Let me show you how to work it.

**Narrator 2:** Mr. Martinez began showing Kevin how to use the machine and allowed Kevin to practice it a few times before leaving him to work it on his own.

**Mr. Martinez:** Alright, Tony, I'm going to have you work over here nailing these wooden planks together for the floor base. You'll want to wear these safety glasses.

**Tony:** Naw, I'm all set Mr. Martinez. Safety glasses always feel annoying on my face. I'll be fine.

**Narrator 1:** CUT!

{*What worker responsibility is Kevin ignoring?*}

*Possible Response: Kevin is ignoring his responsibility to follow safety procedure.*

## Activity 2:6.3

---

**Narrator 1:** ACTION!

**Mr. Martinez:** I'm sorry Tony, but if you want to work on this construction site, all employees are required to wear safety glasses. It's company policy.

**Tony:** Alright, I understand.

**Mr. Martinez:** OK, gentleman. I'll be in my office in the trailer if you need me. We will break for lunch at noon. See you then.

**Narrator 2:** Mr. Martinez heads off to his office while Kevin and Tony get to work.

**Kevin:** Boy, there sure are a lot of things to learn on this job. It's gonna take a while before I get used to everything.

**Tony:** Yeah, but that's OK. Mr. Martinez seems pretty cool. If we need help learning how to do something, we can just ask him. Before long, we'll be pros.

**Kevin:** I guess you're right. Alright, let's get to work. We've got a lot to get done before lunch. Oh, and watch out for that powerline right where your nailing the wood over there. I noticed it while Mr. Martinez was showing you your job.

**Narrator 1:** CUT!

*{What worker responsibility is Kevin showing}*

**Narrator 1:** ACTION!

**Tony:** Thanks, Kevin! See you at lunch!

*Possible Response: Kevin is being responsible by identifying possible safety hazards on the worksite.*

# Lesson 6:

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 6:

Right or Responsibility? Being on time for class	Right or Responsibility? Being r...
Right or Responsibility? Completing your homework	Right o Gettin fr
Right or Responsibility? Raising your hand to talk in class	Right A sa
Right or Responsibility? Setting your alarm to get ready for school	Rigl Sha
Right or Responsibility? Following school rules	Ri

**Rights and Responsibilities as a Student**  
Activity 2:6.1

**Rights and Responsibilities as a Student**  


Think about the differences between a *right* and a *responsibility*. Write your thoughts below.

<b>RIGHT</b> ←	<b>RESPONSIBILITY</b> ←
One <b>RIGHT</b> I have as a student: _____ _____ _____	One <b>RESPONSIBILITY</b> I have as a student: _____ _____ _____

Together as a class you will develop definitions for both a right and a responsibility. Here are possible definitions:

Right: a privilege or freedom that each person has equally

Responsibility: having an obligation to do something, important duties

# Lesson 6:

# Unit 2

## Instructor Notes and Suggestions (continued)

The following activity sheets will be used in lesson 6:

**Rights and Responsibilities in the Workplace**  
Activity 2:6.2

**Rights and Responsibilities as a Worker**  
▶▶▶▶▶

**As a worker, you have several rights and responsibilities:**

**Worker Rights**

I have the **right** to know procedures, safety precautions, and other possible hazards on the worksite.

I have the **right** to speak up and ask for help.

I have the **right** to refuse unsafe tasks.

**Worker Responsibilities**

I have the **responsibility** to following all workplace procedures and policies.

I have the **responsibility** to ask for important training if I need help.

I have the **responsibility** to identify safety hazards and to use protective safety equipment when needed.

Decide if each statement below is a right or responsibility:

Statement	Right	Responsibility
Wearing safety goggles when operating machinery.		X
Being taught how to use the grill at a restaurant.	X	
Telling my boss I am uncomfortable using a new piece of equipment alone.	X	
Asking for assistance on an unfamiliar task.		X

Read though each right and responsibility and give examples for each bullet.

Answers shown

Teacher and student version are provided for the script. Use the following prompts to guide discussion each time you stop to talk about a right or responsibility:

- How is the right/responsibility being shown/violated?
- What could the character have done differently?
- What could you do if this situation happens to you?

**Rights and Responsibilities in the Workplace**  
Activity 2:6.3

**Just Another Day on the Job**  
▶▶▶▶▶

**Setting:**  
A construction worksite

**Characters:**  
Narrators 1 and 2  
Mr. Martinez (employer)  
Tony (employee 1)  
Kevin (employee 2)

**Narrator 1:** ACTION!

**Narrator 2:** It was just another construction workers just hired *Buildings Incorporated*, showed up 8:30am.

**Narrator 1:** CUT!  
*(What worker responsibility?)*

**Narrator 1:** And... ACTION!

**Tony:** Hey Kevin! How's it going?

**Kevin:** Great! I'm excited to get started at this new job.

**Tony:** Yeah, me too. I wonder what Mr. Martinez is going to have us do today? Oh, look. Here he is.

**Mr. Martinez:** Good morning, gentlemen! Glad to see you are here right on time! We've got a lot to get through today. First things, first. Let's take a look at some of the equipment that you will be using on this job.

**Rights and Responsibilities in the Workplace**  
Activity 2:6.3 {TEACHER VERSION}

**Just Another Day on the Job**  
▶▶▶▶▶

**Setting:**  
A construction worksite

**Characters:**  
Narrators 1 and 2  
Mr. Martinez (employer)  
Tony (employee 1)  
Kevin (employee 2)

**Narrator 1:** ACTION!

**Narrator 2:** It was just another day on the job. Tony and Kevin, two construction workers just hired by Mr. Martinez, owner of *Martinez Buildings Incorporated*, showed up on the job site right on time at 8:30am.

**Narrator 1:** CUT!  
*(What worker responsibility is being shown by Tony and Kevin?)*

**Narrator 1:** And... ACTION!

**Tony:** Hey Kevin! How's it going?

**Kevin:** Great! I'm excited to get started at this new job.

**Tony:** Yeah, me too. I wonder what Mr. Martinez is going to have us do today? Oh, look. Here he comes now.

**Mr. Martinez:** Good morning, gentlemen! Glad to see you are here right on time! We've got a lot to get through today. First things, first. Let's take a look at some of the equipment that you will be using on this job.



Possible Response: Tony and Kevin are showing responsibility by showing up for work on time.