

## Vocational Connections

# Unit 7: Long Term Success at Work

### **Unit Overview:**

---

Unit 7 focuses on preparing students with skills that will help them maintain their job long term. Students will be given tools for developing work relationships and communicating effectively with employers, coworkers, and customers. In addition, students will develop strategies for dealing with the stresses that come with having a job. Finally students learn the importance of decision making skills for long term success in the workplace.

### **Topics Covered:**

---

Being a team player

Communicating and developing work relationships

Developing customer service skills

Managing stress

Decision making skills

### **Target Outcomes:**

---

At the completion of unit 7, students will have tools and strategies for successfully maintaining a job for the long term. Students will understand and be able to demonstrate effective communication skills with employers, employees and costumers. Students will also have strategies in place for managing stress and making decisions that will effect their success in the workplace.

# Lesson 1: Part 1 and 2 Overview

## Unit 7

### Being a Team Player

**This lesson encourages students to understand how their actions and attitude as a team player will play into their success as work.**



*Students participating in this lesson will learn:*

1. what it means to be a team player.
2. the characteristics and attributes of a team player.
3. ways to be a team player in a variety of workplace scenarios.
4. that effective team work requires different kinds of skills.



*Students will be able to:*

1. describe what a team player is.
2. recognize how their actions and attitude contribute to being a team player.



*Target Outcome:*

1. Students will understand the importance of being a team player in the workplace and will understand what it takes to be one.



*Measurable Outcome:*

1. Students will be able to describe what a team player is and explain the actions and attitudes they must possess in order to be considered a team player.

# Lesson 1: Part 1

## Unit 7

### What Does it Mean to be a Team Player?

<p><b>ELA/CDOS Standards</b></p>	<p>ELA</p>	<p><b>Speaking &amp; Listening</b> 11-12.1a,b,c,d 11-12.4</p>	<p>Reading</p>	<p>Writing 11-12.4 11-12.10</p>	<p>Language 11-12.1 a 11-12.2 b</p>
<p><b>Lesson Materials</b></p>	<p>1. PowerPoint (PPT) Slides 2-6 (also available as PDF) 2. Chart paper and marker.</p>				
<p><b>Instructor Preparation</b></p>	<p>1. Preview PPT/PDF slides 2-6. 2. Gather chart paper and marker.</p>				
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <p>1. Begin the lesson by asking students to list out as many different kinds of teams as they can think of. They may list out the obvious sports teams, but encourage students to also think about teams like being a member of a family, a class or club/organization. Write down their responses using <b>chart paper</b> and <b>marker</b> under the heading “types of teams.”</p> <p style="text-align: center;"><b>Lesson Activity:</b></p> <p>1. Display <b>PPT/PDF slide 2</b> to show the image of a football team. <i>ASK: What are some playing positions on a football team? What is their job? (ex. a quarterback is in charge of throwing the football down the field to one of his team members.)</i></p> <p>2. Brainstorm several responsibilities of different players on the team (ex. running the ball into the end-zone, catching/throwing the ball, protecting the end-zone...etc.)</p> <p>3. <i>ASK: How do the players depend on each other? What happens if a player doesn't do his/her job correctly? How does it effect the whole team?</i></p> <p>4. Continue on with <b>PPT/PDF slides 3-6</b>. Have students describe how each group (class, family, and friends...etc) works as a team.</p> <p>5. Have students share what the responsibilities are of each member of their “team.”</p>				

# Lesson 1: Part 1 (continued)

Unit 7

What Does it Mean to be a Team Player?

## Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *What kinds of teams have you been a part of?*
  - *What were your responsibilities?*
  - *What are some positive things about being a part of team?*
  - *What are some challenging things about being a part of a team?*

**Lesson  
Details**

# Lesson 1: Part 2

## Unit 7

### Team Player Map

<p><b>ELA/CDOS Standards</b></p>	<p>ELA</p>	<p><b>Speaking &amp; Listening</b> 11-12.1a,b,c,d 11-12.4</p>	<p>Reading</p>	<p>Writing 11-12.4 11-12.10</p>	<p>Language 11-12.1 a 11-12.2 b</p>
<p><b>Lesson Materials</b></p>	<p>CDOS</p>	<p>2- 1, 2 3a- 1, 2, 3, 4, 7, 8</p>		<p>3b 1, 2, 3, 4, 5, 6 (AH) 2- 1, 2, 3</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p><b>Instructor Preparation</b></p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 7-11 (also available as PDF)</li> <li>2. “We’re a Team” Activity 7:1.1</li> </ol>				
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Review the activity from part 1 of the lesson. Discuss the different types of teams that students described in part 1.</li> </ol> <p style="text-align: center;"><b>Lesson Activity:</b></p> <ol style="list-style-type: none"> <li>1. Provide each student with the <b>“We’re a Team!” Activity 7:1.1 sheet</b>. Compare the workplace to being on a team. Explain that each employee is like a member of a team. Each team member/employee works together to make sure their workplace runs smoothly. Explain that team members/employees rely on each other.</li> <li>2. Display <b>PPT/PDF slide 7</b> to describe what a team player is.</li> <li>3. Point out the major characteristics of a team player on their activity sheet. Describe each one and what it means. Give students several examples of each.</li> <li>4. Next, view <b>PPT/PDF slides 8-11</b>. As you go through each slide, read each scenario and ask students to share ways they could be a team player based on the characteristics of a team player.</li> </ol> <p style="text-align: center;"><b>Lesson Reflection:</b></p> <ol style="list-style-type: none"> <li>1. Use the following prompts to engage students in discussion:             <ul style="list-style-type: none"> <li>• <i>Why is being a team player in your workplace important?</i></li> <li>• <i>How can you be a team player when someone else on your “team” is not?</i></li> </ul> </li> </ol>				

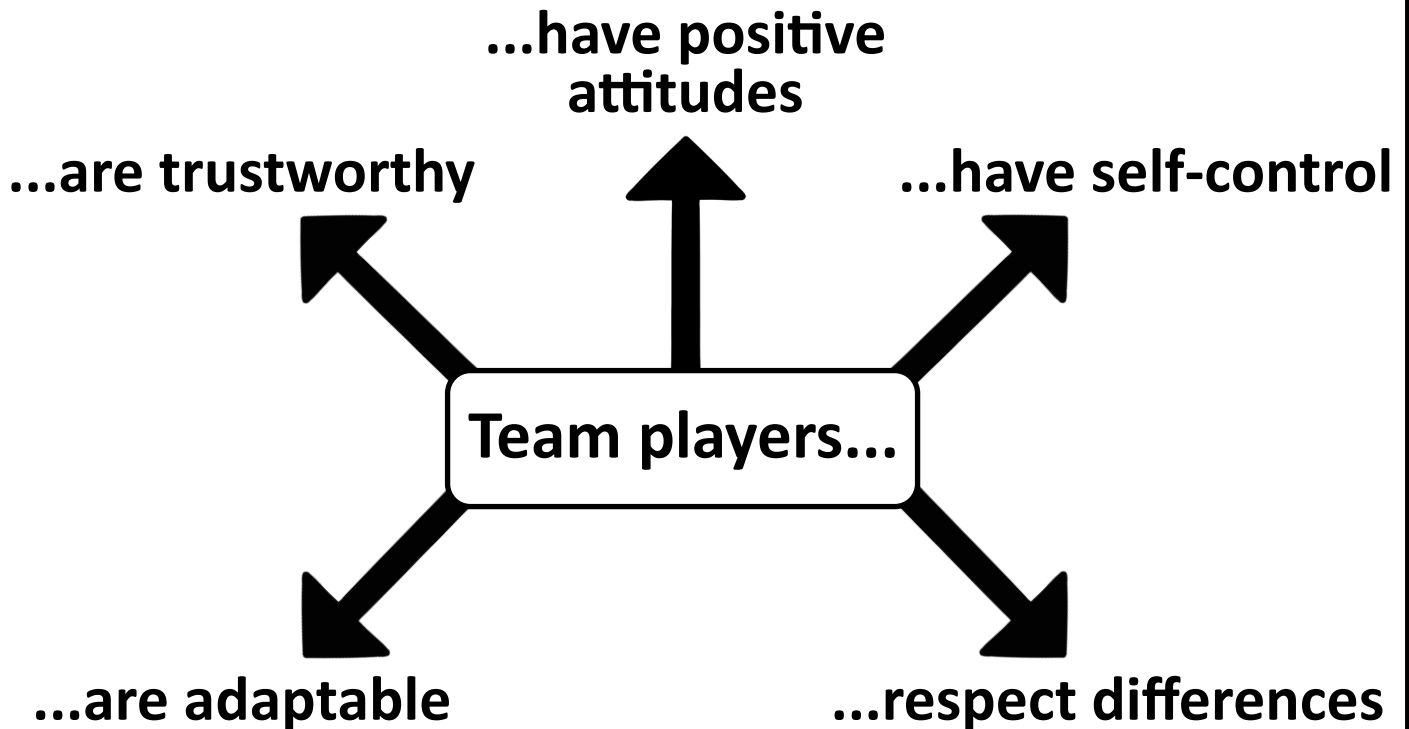
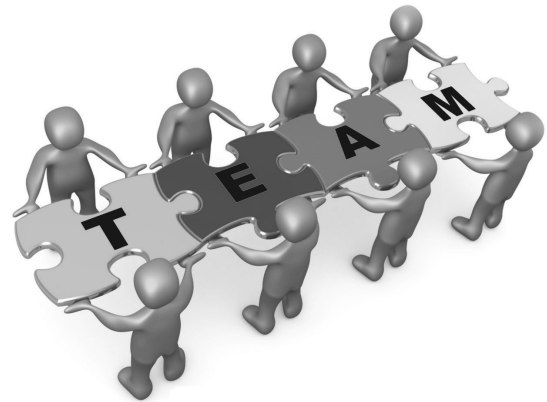
# Team Player Map

Activity 7:1.1

## We're a Team!



Being a team player at your workplace means that you are willing to work and interact with other employees in a respectful and professional manner.



# Lesson 1:

## Unit 7

### Instructor Notes and Suggestions

The following activity sheets will be used in lesson 1:

**Team Player Map**  
Activity 7:1.1

**We're a Team!**  
▶▶▶▶▶▶▶▶

Being a team player at your workplace means that you are willing to work and interact with other employees in a respectful and professional manner.



**Team players...**

- ...have positive attitudes
- ...are trustworthy
- ...have self-control
- ...are adaptable
- ...respect differences

Students will use this sheet as a reference to what it means to be a team player.

# Lesson 2: Part 1 and 2 Overview

## Unit 7

### Communicating and Developing Work Relationships

**In this lesson, students will learn the importance of effective communication with employers and other employees in order to develop work relationships.**



*Students participating in this lesson will learn:*

1. why positive relationships at work are necessary.
2. the characteristics of healthy work relationships.
3. tips for developing new relationships at work.
4. how to communicate their needs to employers and other employees.



*Students will be able to:*

1. implement tips for developing strong relationships at work.
2. describe what makes a positive relationship at work.
3. determine the most appropriate person to ask for help.



*Target Outcome:*

1. Students will understand the importance of developing and maintaining relationships at work for long term success.
2. Students will have a set of tips and tools for developing these relationships
3. Students will understand how to effectively communicate their needs.



*Measurable Outcome:*

1. Students will be able to describe how they can develop and maintain work relationships and explain which types of conversations work best in the workplace.
2. Students will be able to explain who the most appropriate person is to ask for help when they need assistance.



# Lesson 2: Part 1

## Unit 7

### Developing Relationships at Work

<b>ELA/CDOS Standards</b>	<b>ELA</b>	<b>Speaking &amp; Listening</b> 11-12.1a,b,c,d 11-12.4	<b>Reading</b>	<b>Writing</b> 11-12.4 11-12.10	<b>Language</b> 11-12.1 a 11-12.2 b
<b>Lesson Materials</b>	<b>CDOS</b>	2- 1, 2 3a- 1, 2, 3, 4, 7, 8		3b 1, 2, 3, 4, 5, 6 (AH) 2- 1, 2, 3	2- 1, 2 3a 1 3b 1 (AH)
<b>Instructor Preparation</b>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 12-17 (also available as PDF)</li> <li>2. “Helpful Hints for Talking With Coworkers” Activity 7:2.1</li> </ol>				
<b>Lesson Details</b>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by explaining that often times, relationships can develop at work.</li> <li>2. <b>ASK:</b> <i>How do you know that someone is a good friend?</i></li> <li>3. Display <b>PPT/PDF slide 12</b>. Discuss the qualities of a good friend listed on the slide. (Optional: Describe one of your good friends to students. Explain how and why you became friends).</li> <li>4. Next, view <b>PPT/PDF slides 13-17</b> and discuss how the qualities of a good friend translate to the work setting. While going through the slides, remind students that not all coworkers will become friends, however, it is still important to demonstrate the qualities of a good friend to everyone that they work with. Also explain that just because someone is friendly with them at work, does not necessarily mean that they are looking to develop a strong friendship with them.</li> <li>5. <b>ASK:</b> <i>What do you think people do at work that shows that they are really your friend? (saves you a place at lunch, helps you with your work, asks about your personal life...etc...)</i></li> </ol>				

# Lesson 2: Part 1 (continued)

## Unit 7

### Developing Relationships at Work

#### Lesson Details

#### Lesson Activity:

1. Provide each student with the “**Helpful Hints for Talking With Coworkers**” **Activity 7:2.1 sheet**.
2. Read through the tips together, discussing each one and give examples of how each tip looks when used in the workplace. (Optional: Have students role play one or more of the tips)
3. After reading through the helpful hints, explain that after you get to know a coworker better, you will have a better idea about whether or not the person may become a friend. Have students refer to the section of the activity sheet that includes information about deepening work relationships.
4. Have students think of ways that they could deepen a friendship with a coworker and write down their thoughts on their activity sheet. (ex. spend time during breaks, exchange phone numbers, begin sharing personal information...etc.)
5. Next, focus on the “topics to avoid” on the activity sheet. Read through each topic and discuss why these topics aren’t great conversation topics for the workplace.
6. Finally, go over disclosing disabilities to coworkers. Read through the points to consider and have a discussion about when disclosure might be right.

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *What could you do if one of your coworkers is not friendly?*
  - *How can you be friendly even if you are in a bad mood? If someone else is in a bad mood?*
  - *When talking with a coworker, what might you do if someone brought up a topic that you didn’t want to discuss?*

# Team Player Map

Activity 7:2.1

## Helpful Hints For Talking With Coworkers >>>>>>>>>>

### Getting the Conversation Started:



#### Introduce Yourself

- offer a firm handshake
- smile
- keep eye contact

#### QUICK TIP >>>>

Keep conversation related to work at first, until you get to know your coworkers.

#### Set the Tone

- Let people know how happy you are to have the job and are looking forward to meeting them all.

#### Starter Questions

- “How long have you worked here?”
- “What are your responsibilities?”

## Conversation Topics for Your First Day:

### QUICK TIP >>>>

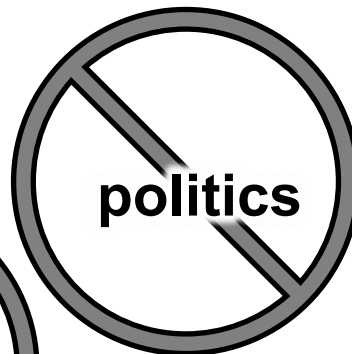
Avoid asking questions and sharing information that is too personal until you develop stronger relationships.



## Deepening My Work Relationships:

Write down some things that you can do to make your relationships stronger with a new coworker:

## Conversation Topics to Avoid:



## Disclosing your disability to your coworkers:

Although the decision to disclose your disability is YOURS, you may want to hold off mentioning it until your coworkers know you better. **Here are some things to think about:**

---

*Why kinds of help do you think you will need to get your job done?*

*What is the most effective way to communicate with you?*

*How much information will you share about your medications?*

*Do you need accommodations or assistive technology?*

# Lesson 2: Part 2

# Unit 7

## Communicating with Employees and Employers:

<p><b>ELA/CDOS Standards</b></p>	<p>ELA</p>	<p><b>Speaking &amp; Listening</b> 11-12.1a,b,c,d 11-12.4</p>	<p><b>Reading</b></p>	<p><b>Writing</b> 11-12.4 11-12.10</p>	<p><b>Language</b> 11-12.1 a 11-12.2 b</p>						
<p><b>Lesson Materials</b></p>	<p>CDOS</p>	<p>2- 1, 2 3a- 1, 2, 3, 4, 7, 8</p>		<p>3b 1, 2, 3, 4, 5, 6 (AH) 2- 1, 2, 3</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>						
<p><b>Instructor Preparation</b></p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 18-25 (also available as PDF)</li> <li>2. “Coworker vs. Supervisor” Activity 7:2.2</li> <li>3. “Passive, Aggressive, or Assertive? Activity 7:2.3</li> <li>4. Chart paper and marker</li> </ol>										
<p><b>Lesson Details</b></p>	<ol style="list-style-type: none"> <li>1. Preview PPT slides 18-25.</li> <li>2. Make enough copies of Activities 7:2.2, 7:2.3 as needed.</li> <li>3. Gather chart paper and marker. Make the following chart:</li> </ol> <table border="1" data-bbox="524 1033 1515 1110"> <tr> <td data-bbox="524 1033 854 1073">Video: Part 1</td> <td data-bbox="854 1033 1183 1073">Video: Part 2</td> <td data-bbox="1183 1033 1515 1073">Video: Part 3</td> </tr> <tr> <td data-bbox="524 1073 854 1110"></td> <td data-bbox="854 1073 1183 1110"></td> <td data-bbox="1183 1073 1515 1110"></td> </tr> </table>					Video: Part 1	Video: Part 2	Video: Part 3			
Video: Part 1	Video: Part 2	Video: Part 3									
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Review the tips from part 1 on communicating with others at work.</li> <li>2. Explain that one of the ways they will need to communicate with others at work will be to communicate their needs if they need help or assistance.</li> <li>3. View <b>PPT/PDF slides 18-20</b>. With each slide, have students discuss who they would go to for help with each situation. (<i>Ex. Who would you go to for help if you needed a ride to work? A brother/sister? Parent? Neighbor?</i>)</li> <li>4. Explain that in a workplace, it is important to know who to go to for help when we need it. Explain that when first beginning a job, they may have questions about their new job and knowing the right person to ask for help is essential.</li> <li>5. Discuss that sometimes the questions that they have can most likely be answered by other coworkers, while more serious questions might need to be answered by the supervisor.</li> </ol>										

# Lesson 2: Part 2 (continued)

## Unit 7

### Communicating with Employees and Employers

#### Lesson Details

#### Lesson Activity (Part 1):

1. Provide each student with the “**Coworker vs. Supervisor**” **Activity 7:2.2 sheet**.
2. Work together to read through each situation. Discuss whether a coworker or supervisor is more appropriate to go to for help. Be sure to discuss why.

#### Lesson Activity (Part 2):

1. Explain that in addition to knowing when and who to go to for help, *how* you communicate and ask for help is equally as important. Explain that effective communication is key to meet your own needs as well as being a successful team player.
2. Display your **chart paper** with the three columns. Explain that you are going to watch a video clip about communication.
3. Watch the short video clip on **PPT/PDF slide 21**, or view the following video: [youtube video: https://www.youtube.com/watch?v=o6LcPfnwGec](https://www.youtube.com/watch?v=o6LcPfnwGec). Without giving too much detail, explain that students are going to watch the same scenario 3 different ways. Instruct students that you would like them to observe the communication style between the people in each scenario.
4. Stop the video after the “passive communication” segment and ask students to share what they observed in the interaction between the two women. Write their responses in the left column of the chart paper.
5. Continue the video to watch the “aggressive communication” segment. Repeat the same process of recording students’ responses in the middle column.
6. Finish with the “assertive communication” segment and record students’ responses.
7. After completing the chart, compare the different communication styles. **ASK:** *Which way do you think was the most effective and got the best results?*
8. View **PPTPDF slides 22-25** to define the 3 main types of communication styles: passive, aggressive, and assertive.

# Lesson 2: Part 2 (continued)

## Unit 7

### Communicating with Employees and Employers

#### Lesson Details

9. Explain that in the workplace, assertive communication is best because it is the most professional. Assertive communication is the perfect combination of respecting the rights and opinions of others while still standing up for your own needs
10. Next, provide students with the “**Passive, Aggressive, or Assertive?**” **Activity 7:2.3 sheet**. Read through the “tips” section first, giving examples as needed.
11. Next, Instruct students that they will indicate which statement reflects passive, aggressive, or assertive behavior. (see answer key for guidance)

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *Why is it important to know who to ask for help in the workplace?*
  - *How can going to the right person for help make me a better employee?*
  - *Which type of communication do you tend to use to communicate your needs or ideas?*
  - *What can you do if someone is acting aggressive toward you?*
  - *What steps can you take to practice being more assertive?*
  - *How can being aggressive cause you to lose your job?*



# Communicating with Employees and Employers

## Activity 7:2.2

### Coworker vs. Supervisor



Look at each situation. Decide whether you should ask a coworker or a supervisor for help. Place an “X” in the correct column.

Work Situation	I should ask a coworker	I should ask my supervisor
I need some time off from work to attend a family member’s wedding.		
I am having trouble with a new machine that I am supposed to work.		
I am sick with the flu and can’t come in to work today.		
I have a question about where to hang my coat when I arrive at work.		
I need to change my work availability.		

## Activity 7:2.2

---

Work Situation	I should ask a coworker	I should ask my supervisor
A customer asked me a question that I don't know the answer to.		
I am unsure about how to punch in and out of work.		
The restaurant that I bus tables at is really busy today and I am having a hard time keeping up.		
The customer I am talking with on the phone is becoming angry.		
I am having an issue with another coworker.		
I am unsure about when my lunch break is.		
I saw another coworker take some cash from the register at the store I work in.		

# Passive, Aggressive, or Assertive?



## Tips to Being Assertive

Follow these tips to help you become more assertive in your communication with others.



**Eye contact**—Avoid harsh stares. Do not stare at the person talking 100% of the time.



**Physical contact**—Keep a comfortable distance between you and the person you are talking to.



**Gestures**—Hand gestures can help add to what you are saying, but don't over-do it.



**Voice tone and volume**—Your voice should be loud enough to be heard, but not so loud that you overpower others.



**Timing**—If you need to talk to someone about a concern, find the most appropriate time. A week later to discuss an issue is too late, while doing it when you are the most upset is too soon.



**Listen**—Do not do all the talking. Give the other person a chance to respond

## Activity 7:2.3

---

**Identify which communication style is being used in the statements below. Use the following codes to indicate your answer:**

P = Passive

AS = Assertive

AG = Aggressive

- \_\_\_\_\_ 1. "That is the dumbest idea I've ever heard. Don't you ever think before speaking?"
- \_\_\_\_\_ 2. "Let's rethink this together to come up with a better solution."
- \_\_\_\_\_ 3. "I guess we can do it that way, even though I really don't want to"
- \_\_\_\_\_ 4. "Look, we can do it my way or not at all!"
- \_\_\_\_\_ 5. "This is probably the wrong answer but. . . ."
- \_\_\_\_\_ 6. "I feel uncomfortable when you are too hard on yourself. I wish you would be gentler with yourself."
- \_\_\_\_\_ 7. "I will not be able to carpool with you. I sometimes work later than usual."
- \_\_\_\_\_ 8. "Man, you just don't get it, do you?"
- \_\_\_\_\_ 9. "Would you mind if we talked for a minute? I have a couple of questions."

## Activity 7:2.3 (TEACHER GUIDE)

---

**Identify which communication style is being used in the statements below. Use the following codes to indicate your answer:**

P = Passive

AS = Assertive

AG = Aggressive

- AG 1. "That is the dumbest idea I've ever heard. Don't you ever think before speaking?"
- AS 2. "Let's rethink this together to come up with a better solution."
- P 3. "I guess we can do it that way, even though I really don't want to"
- AG 4. "Look, we can do it my way or not at all!"
- P 5. "This is probably the wrong answer but. . . ."
- AS 6. "I feel uncomfortable when you are too hard on yourself. I wish you would be gentler with yourself."
- AS 7. "I will not be able to carpool with you. I sometimes work later than usual."
- AG 8. "Man, you just don't get it, do you?"
- AS 9. "Would you mind if we talked for a minute? I have a couple of questions."

# Lesson 2:



## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 2:

Students will use this sheet as a reference to what it means to be a team player.

Activity 7:2.1

### Conversation Topics for You

**QUICK TIP >>>>**  
Avoid asking questions and sharing too personal until you develop strong relationships.

- hobbies or special interests
- books, movies, or TV shows
- the weather
- ev...
- co...
- sp...
- st...

Activity 7:2.1

### Team Player Map

#### Helpful Hints For Talking With Coworkers >>>>>>

**Getting the Conversation Started:**

**Introduce Yourself**

- offer a firm handshake
- smile
- keep eye contact

**Set the Tone**

- Let people know how happy you are to have the job and are looking forward to meeting them all.

**Starter Questions**

- "How long have you worked here?"
- "What are your responsibilities?"

**QUICK TIP >>>>**  
Keep conversation related to work at first, until you get to know your coworkers.

Activity 7:2.1

how much

politics

religion

**Ask your coworkers:**

- our disability is YOURS, you until your coworkers know > think about:
- I will need to get your job
- communicate with you?
- re about your medications?
- assistive technology?

Activity 7:2.2

Work Situation	I should ask a coworker	I should ask my supervisor
A customer asked me a question that I don't know the answer to.		
I am unsure about how to punch in		

Students will use this sheet to practice determining who they would ask for assistance in different situations.

Communicating with Employees and Employers

Activity 7:2.2

### Coworker vs. Supervisor >>>>>>

Look at each situation. Decide whether you should ask a coworker or a supervisor for help. Place an "X" in the correct column.

Work Situation	I should ask a coworker	I should ask my supervisor
I need some time off from work to attend a family member's wedding.		
I am having trouble with a new machine that I am supposed to work.		
I am sick with the flu and can't come in to work today.		
I have a question about where to hang my coat when I arrive at work.		
I need to change my work availability.		

# Lesson 2:

# Unit 7

## Instructor Notes and Suggestions







Communicating with Employees and Employers  
Activity 7:2.3

### Passive, Aggressive, or Assertive?

▶▶▶▶▶▶

#### Tips to Being Assertive

Follow these tips to help you become more confident in communication with others.

-  **Eye contact**—Avoid harsh stares. Do not stare at the person you are talking to.
-  **Physical contact**—Keep a comfortable distance from the person you are talking to.
-  **Gestures**—Hand gestures can help emphasize your point, but don't over-do it.
-  **Voice tone and volume**—Your voice should be heard, but not so loud that you overwhelm others.
-  **Timing**—If you need to talk to someone, do it at the most appropriate time. A week later is too late, while doing it when you are interrupted is not ideal.
-  **Listen**—Do not do all the talking. Give others a chance to respond.

Activity 7:2.3 (TEACHER GUIDE)

Identify which communication style is being used in the statements below. Use the following codes to indicate your answer:

P = Passive      AS = Assertive      AG = Aggressive

1. "That is the dumbest idea I've ever heard. Don't you ever think before speaking?"

2. "Let's rethink this together to come up with a better solution."

3. "I guess we can do it that way, even though I really don't want to"

4. "Look, we can do it my way or not at all!"

5. "This is probably the wrong answer but . . ."

6. "I feel uncomfortable when you are too hard on yourself. I wish you would be gentler with yourself."

7. "I will not be able to carpool with you. I sometimes work later than usual."

8. "Man, you just don't get it, do you?"

9. "Would you mind if we talked for a minute? I have a couple of questions."

Activity 7:2.3

Identify which communication style is being used in the statements below. Use the following codes to indicate your answer:

P = Passive      AS = Assertive      AG = Aggressive

1. "That is the dumbest idea I've ever heard. Don't you ever think before speaking?"

2. "Let's rethink this together to come up with a better solution."

3. "I guess we can do it that way, even though I really don't want to"

4. "Look, we can do it my way or not at all!"

5. "This is probably the wrong answer but . . ."

6. "I feel uncomfortable when you are too hard on yourself. I wish you would be gentler with yourself."

7. "I will not be able to carpool with you. I sometimes work later than usual."

8. "Man, you just don't get it, do you?"

9. "Would you mind if we talked for a minute? I have a couple of questions."

Students will use these sheets to practice determining different types of communication as well as learning tips for being assertive

# Lesson 3: Part 1 and 2 Overview

## Unit 7

### Developing Good Customer Service Skills

**In this lesson, students will learn the best practices for working with customers in different situations.**



*Students participating in this lesson will learn:*

1. strategies and tips for effective customer service when working with a customer face to face.
2. strategies and tips for effective customer service when working with a customer over the phone.
3. how to deal with difficult customers in a professional manner.



*Students will be able to:*

1. describe the qualities of good customer service both in person and over the phone.
2. handle customers in difficult situations.



*Target Outcome:*

1. Students will understand the importance of quality customer service when working with customers face to face and over the phone.
2. Students will have tools and strategies for dealing with difficult customers.



*Measurable Outcome:*

1. Students will be able to demonstrate what good customer service looks like both in person and over the phone.



# Lesson 3: Part 1

## Unit 7

### Customer Service Face to Face

<b>ELA/CDOS Standards</b>	<b>ELA</b>	<b>Speaking &amp; Listening</b> 11-12.1a,b,c,d 11-12.4	<b>Reading</b>	<b>Writing</b>	<b>Language</b> 11-12.3				
<b>Lesson Materials</b>	1. PowerPoint/PPT Slides 26-29 (also available as PDF) 2. Chart paper and marker 3. “Providing A+ Customer Service” Activity 7:3.1								
<b>Instructor Preparation</b>	1. Preview PPT/PDF slides 26-29. 2. Collect chart paper and marker 3. Make enough copies of Activity 7:3.1 as needed								
<b>Lesson Details</b>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>In this lesson, students will watch a series of videos that illustrate both positive and negative examples of customer service.</li> <li>To begin the lesson, display <b>PPT/PDF slide 26</b> to describe what customer service is.</li> <li>Use a <b>marker</b> to create the following chart on your <b>chart paper</b>:           <table border="1" data-bbox="516 1346 1515 1677" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="516 1346 1016 1436" style="width: 50%; text-align: center;">               What Good Customer Service <u>LOOKS</u> Like             </th> <th data-bbox="1016 1346 1515 1436" style="width: 50%; text-align: center;">               What Good Customer Service <u>SOUNDS</u> Like             </th> </tr> </thead> <tbody> <tr> <td data-bbox="516 1436 1016 1677"> <ul style="list-style-type: none"> <li>• The worker smiles at customers</li> <li>• Keeps eye contact with customers</li> </ul> </td> <td data-bbox="1016 1436 1515 1677"> <ul style="list-style-type: none"> <li>• The worker politely greets customers</li> <li>• The worker’s voice keeps calm, even when the customer is upset.</li> </ul> </td> </tr> </tbody> </table> </li> </ol> <ol style="list-style-type: none"> <li>Before talking in detail about customer service, invite students to share what they think good customer service looks and sounds like. Write their responses on the chart. See examples in red above.</li> <li>Next, display <b>PPT/PDF slide 27</b> to view the first clip by clicking on the image on the slide. If not using the PPT, use the following link.: <a href="https://www.youtube.com/watch?v=PvyuNt9bTPY&amp;list=PL3F79BA3148626C28&amp;index=6">https://www.youtube.com/watch?v=PvyuNt9bTPY&amp;list=PL3F79BA3148626C28&amp;index=6</a></li> </ol>					What Good Customer Service <u>LOOKS</u> Like	What Good Customer Service <u>SOUNDS</u> Like	<ul style="list-style-type: none"> <li>• The worker smiles at customers</li> <li>• Keeps eye contact with customers</li> </ul>	<ul style="list-style-type: none"> <li>• The worker politely greets customers</li> <li>• The worker’s voice keeps calm, even when the customer is upset.</li> </ul>
What Good Customer Service <u>LOOKS</u> Like	What Good Customer Service <u>SOUNDS</u> Like								
<ul style="list-style-type: none"> <li>• The worker smiles at customers</li> <li>• Keeps eye contact with customers</li> </ul>	<ul style="list-style-type: none"> <li>• The worker politely greets customers</li> <li>• The worker’s voice keeps calm, even when the customer is upset.</li> </ul>								

# Lesson 3: Part 1 (continued)

## Unit 7

### Customer Service Face to Face

#### Lesson Details

6. Watch this video with the students. Tell students that you would like them to focus on how the two people in the video interact with each other. After watching, ask students to express how they think the interaction between the two people went.
7. **ASK:** *Was this a positive or negative customer experience? How could the delivery man have provided a more positive customer experience? How could the desk receptionist have provided a more positive customer service experience?*
8. One thing to point out about the interaction is that neither worker was receptive to the other person and didn't pick up on the tone of the conversations (for example, the receptionist kept on talking even though the delivery worker seemed annoyed or disinterested.)
9. Explain that today they are going to learn some important tips on how to provide a positive customer service experience.

#### Lesson Activity:

1. Provide each student with the “**Providing A+ Customer Service**” **Activity 7:3.1 sheet**. Explain that they will be watching a series of video clips that will help illustrate the A+ qualities of customer service.
2. Display **PPT/PDF slide 28** to view the second video clip by clicking on the image, or visit the following site: <https://www.youtube.com/watch?v=7rJTAp6G57A&index=10&list=PL3F79BA3148626C28>
3. **ASK:** *What did we see in the video that we could add to our chart paper on what good customer service looks and sounds like?*
4. Add additional qualities of good customer service that were demonstrated in the video on the **chart paper**.
5. Draw students' attention to the portion of their activity sheet titled “A Happy Customer is a Repeat Customer” and read through each tip.
6. Next, display **PPT/PDF slide 29** to view the final video clip or visit the following site: <https://www.youtube.com/watch?v=wFs6tQ07hVw&list=PL3F79BA3148626C28&index=7>

# Lesson 3: Part 1 (continued)

## Unit 7

### Customer Service Face to Face

#### Lesson Details

7. After watching this video, direct students' attention to the portion of their activity sheet titled "Dealing with Difficult Customers." Review the tips on the activity sheet for dealing with difficult customers.

#### **Lesson Reflection:**

1. After viewing the videos, engage students in discussion using the following prompts:
  - *Why is customer service so important?*
  - *What can you do if you are having a difficult time with a customer and can't seem to solve the problem?*
  - *What do you think will be the hardest part of providing customer service?*
  - *What can you do NOW to help prepare yourself for providing good customer service?*

# Customer Service Face to Face

## Activity 7:3.1

# Providing A+ Customer Service



## A happy customer is a repeat customer:

### Be confident:

*I can show I am confident by...*

- standing tall
- speaking clearly to the customer
- maintaining eye contact with the customer



### Know your product or service:

*I can learn the product/service I am providing to customers by...*

- observing how other workers complete their job
- asking questions when I don't understand something
- learning over time—as you work at your job longer, you will learn your product or service better!

### Be pleasant:

*I can show that I am pleasant by...*

- smiling at the customer
- speaking with an upbeat voice

### Take time to listen:

*I can show I am listening by...*

- maintaining eye contact with the customer
- not rushing the customer when they are speaking
- not interrupting the customer when they are speaking

## Activity 7:3.1 (continued)

---

### Dealing With Difficult Customers

#### Stay calm:

*I can show I am calm by...*

- not raising my voice
- staying in control of my emotions

#### Get to the root of the problem:

*I can learn what the real problem is by...*

- asking the customer what I can do to fix the problem
- listening to what the customer is upset about

#### Don't take it personally:

- Understand that the customer is not personally upset with YOU, but upset at the situation.

#### Get assistance if needed

- If you are unable to solve the issue, get assistance from your supervisor to help.



#### Phrases to use when dealing with a difficult customer:

*“I am sorry you are upset...”*

*“I can see you're upset...”*

*“What can I do to fix things?”*

*“I apologize for this misunderstanding...”*

*“I'm sorry to hear that...”*

*“Let me see if I'm understanding you correctly...”*

*“If you would like, I can...”*

*“It sounds like you need...”*

# Lesson 3: Part 2

## Unit 7

### Customer Service Over the Phone

(Adapted from East Baltimore Pipeline Job Readiness Training Curriculum)

<p><b>ELA/CDOS Standards</b></p>	<p>ELA</p>	<p><b>Speaking &amp; Listening</b> 11-12.1a,b,c,d 11-12.4</p>	<p>Reading</p>	<p>Writing</p>	<p>Language 11-12.3</p>
<p><b>Lesson Materials</b></p>	<p>CDOS</p>	<p>2- 1, 2 3a- 1, 2, 3, 4, 7, 8</p>			<p>2- 1, 2 3a 1,2,3,4,6, 7,8 3b 1,3, 4,6, (BIS)</p>
<p><b>Instructor Preparation</b></p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 30-33 (also available as PDF)</li> <li>2. A phone to be used as a prop</li> <li>3. “Communicating with Customers Over the Phone” Activity 7:3.2</li> </ol>				
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by providing each student with the “<b>Communicating with Customers Over the Phone</b>” <b>Activity 7:3.2 sheet</b>.</li> <li>2. Ask students to rate their comfort level with talking on the phone on a scale from 1-10 on their activity sheet.</li> <li>3. Explain that some jobs will require them to communicate with customers over the phone. Today you are going to focus on the tips that will help them provide good customer service over the phone.</li> <li>4. Display <b>PPT/PDF slide 30</b> to view the a video clip, or visit the following site: <a href="https://www.youtube.com/watch?v=F8dImol79ew">https://www.youtube.com/watch?v=F8dImol79ew</a></li> <li>5. After watching the video using the following prompts to discuss the video:             <ul style="list-style-type: none"> <li>• <i>How would you have felt if you were the customer on the phone?</i></li> <li>• <i>How did the body language of the employee reflect her attitude?</i></li> <li>• <i>How could the employee have improved her communication with the customer?</i></li> </ul> </li> </ol>				

# Lesson 3: Part 2 (continued)

## Unit 7

### Customer Service Over the Phone

#### Lesson Details

#### Lesson Activity:

1. Draw students' attention back to Activity 7:3.2. Read through "tips for talking on the phone" section. Discuss each one and give examples as needed.
2. Next, view **PPT/PDF slide 31-33**. Read through each scenario together as a group. Invite one student to be the employee while you play the role of the customer. Have students role play the scenario by using the **phone prop**. Have students practice things that they could say using some of the phrases provided on their activity sheet.

#### Examples:

- "Good morning, thank you for calling \_\_\_\_\_, this is \_\_\_\_\_, how may I help you?"
  - "One moment please..."
  - "I understand...."
3. If needed, role play the same scenario more than once with a different student. Stop to discuss ways to improve their communication skills with the customer.

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *Why is having great phone skills important?*
  - *What do you need to work on in order to be able to provide good phone customer service?*
  - *What steps can you take to become more comfortable on the phone?*
  - *How will your phone etiquette represent the business/company that you work for?*

# Customer Service Over the Phone

## Activity 7:3.2

# Communicating With Customers Over the Phone

**How comfortable are you talking on the phone?**

*Place an X on the line that best represents your comfort level.*



## TIPS FOR TALKING ON THE PHONE:



Smile *before* you answer the telephone. This will help you to begin thinking positively, which is communicated to the customer in the tone of your voice.



Try to answer the phone on the second ring. This shows customers that you are ready and waiting to assist them.



Use the same opening statement each time you answer the phone. “*Good morning/afternoon. Thank you for calling \_\_\_\_\_, this is \_\_\_\_\_, how can I help you?*”



Listen closely to what the customer is saying so that you can best assist them.



## Activity 7:3.2 (continued)

---

### TIPS FOR TALKING ON THE PHONE (continued)



Never eat or drink while taking phone calls.



Talk slowly and clearly. Your voice should be upbeat.



Repeat back the customer's needs and what will be done to meet them. *"I would just like to make sure I am understanding you correctly. You would like \_\_\_\_\_.*  
*We can \_\_\_\_\_.*



Be honest. Do not tell a customer that your company can do something if in reality you can't.



At the end of the conversation, thank the customer for calling to leave the caller with a positive impression of you and your company.

#### Phrases to use when talking on the phone:

*"Thank you for calling..."*

*"I'm happy to direct you to..."*

*"One moment please..."*

*"Could you please hold?"*

*"How may I help you..."*

*"Thank you for holding..."*

*"Could you please describe the issue?"*

*"I understand..."*

# Lesson 3:

# Unit 7

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 3:

Students will use this sheet as a reference for how to provide great customer service face to face.

Activity 7:3.1 (continued)

### Dealing With Difficult Customer

**Stay Calm**  
*I can show I am calm by...*

- not raising my voice
- staying in control of my emotion

**Get to the Root Of the Problem**  
*I can learn what the real problem is by...*

- asking the customer what I can do
- listening to what the customer is saying

**Don't Take it Personally**  
*I can understand that the customer is upset with YOU, but upset at the situation.*

**Get Assistance If Needed**  
*If you are unable to solve the issue, ask your supervisor for help.*

**Phrases to use when dealing with a difficult customer:**

"I am sorry you are upset..."	"I can see how you feel..."
"What can I do to fix things?"	"I apologize for the inconvenience..."
"I'm sorry to hear that..."	"Let me see if I can help you..."
"If you would like, I can..."	"It sounds like you need..."

### Customer Service Face to Face


Activity 7:3.1

## Providing A+ Customer Service

**A happy customer is a repeat customer:**

**Be confident:**  
*I can show I am confident by...*

- standing tall
- speaking clearly to the customer
- maintaining eye contact with the customer



**Know your product or service:**  
*I can learn the product/service I am providing to customers by...*

- observing how other workers complete their job
- asking questions when I don't understand something
- learning over time—as you work at your job longer, you will learn your product or service better!

**Be pleasant:**  
*I can show that I am pleasant by...*

- smiling at the customer
- speaking with an upbeat voice

**Take time to listen:**  
*I can show I am listening by...*

- maintaining eye contact with the customer
- not rushing the customer when they are speaking
- not interrupting the customer when they are speaking

Activity 7:3.2 (continued)

### TIPS FOR TALKING ON THE PHONE (continued)

- Never eat or drink while taking phone calls.
- Talk slowly and clearly. Your voice should be upbeat.

**Needs and what will be done to make sure I am satisfied:**  
*You would like \_\_\_\_\_.*

**Needs that your company can not meet:**  
*\_\_\_\_\_.*

**Thank the customer for calling and give your live impression of you and your company:**  
*\_\_\_\_\_.*

**Phrases to use when talking on the phone:**

- "I'm happy to direct you to..."
- "Could you please hold?"
- "Thank you for holding..."
- "I understand..."

Students will use this sheet to as a reference for good customer service over the phone

### Customer Service Over the Phone

Activity 7:3.2

## Communicating With Customers Over the Phone

**How comfortable are you talking on the phone?**  
*Place an X on the line that best represents your comfort level.*

1 NOT comfortable at all      5 SOMEWHAT comfortable      10 VERY comfortable

**TIPS FOR TALKING ON THE PHONE:**

- Smile before you answer the telephone. This will help you to begin thinking positively, which is communicated to the customer in the tone of your voice.
- Try to answer the phone on the second ring. This shows customers that you are ready and waiting to assist them.
- Use the same opening statement each time you answer the phone. "Good morning/afternoon. Thank you for calling \_\_\_\_\_, this is \_\_\_\_\_, how can I help you?"
- Listen closely to what the customer is saying so that you can best assist them.

# Lesson 4: Part 1 and 2 Overview

---

## Unit 7

### Managing Stress

**In this lesson, students will learn tips and strategies for dealing with stress.**



*Students participating in this lesson will learn:*

1. to identify specific things or situations that make them stressed.
2. strategies for handling their stress in effective and healthy ways.



*Students will be able to:*

1. describe what cause them to be stressed.
2. develop a plan for handing their stress.



*Target Outcome:*

1. Students will understand the importance of knowing what causes them stress and how to control their stress.



*Measurable Outcome:*

1. Students will be able to describe what causes them stress and describe their action steps for dealing with their stress.

# Lesson 4: Part 1

## Unit 7

### Identifying My Stress Triggers

<p><b>ELA/CDOS Standards</b></p>	<p>ELA</p>	<p><b>Speaking &amp; Listening</b> 11-12.1 a, c 11-12.2 11-12.4</p>	<p><b>Reading</b></p>	<p><b>Writing</b> 11-12.4 11-12.10</p>	<p><b>Language</b> 11-12.2 b</p>
<p><b>Lesson Materials</b></p>	<p>1. “Ranking My Stress” Activity 7:4.1 2. Managing Stress Role Playing Cards</p>				
<p><b>Instructor Preparation</b></p>	<p>1. Collect chart paper and marker. 2. Print off enough copies of Activity 7:4.1 as needed.</p>				
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by asking students to think about things that make them nervous and/or upset? It might be helpful to first begin by sharing a personal example. (ex. getting caught in traffic makes you feel nervous that you won't get to work on time).</li> <li>2. Next ask students to think about how they act when they become nervous or upset. (ex. start to fidget)</li> <li>3. Explain that the things that make us nervous or upset is called stressed. How we respond to our stress is called stress management.</li> <li>4. Tell students that if for any reason they become stressed in the workplace, it's important to show that you have strategies to manage and take control of your stress.</li> </ol> <p style="text-align: center;"><b>Lesson Activity (Part 1):</b></p> <ol style="list-style-type: none"> <li>1. Provide each student with the <b>“Ranking My Stress” Activity 7:4.1 sheet</b>. Explain that you want students to look at all the possible stress triggers on this sheet and rank them from high stress to low stress.</li> <li>2. Students can work independently or as a whole group to work through and rank each stress trigger.</li> </ol>				

# Lesson 4: Part 1 (continued)

Unit 7

## Identifying My Stress Triggers

### Lesson Details

#### Lesson Activity (Part 2):

1. Next, decide whether you'd like to work as a whole group or small group for the role playing portion of this lesson.
2. Students will read through a scenario and role play each situation two ways. The first time, the students will respond to the stress situation with frustration. The second time they will practicing handling the stress situation calmly.
3. Either as a whole class, or in small groups, use the **Managing Stress Role Playing Cards** to role play each situation. Module one situation for the group first.

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *How easy or difficult was it to handle each sample stress situation calmly?*
  - *Think about a time that was personally stressful for you. How did you handle it. If you handled it with frustration, how could you have handled it differently?*
  - *What types of things might stress you out at work?*

# Identifying My Stress Triggers

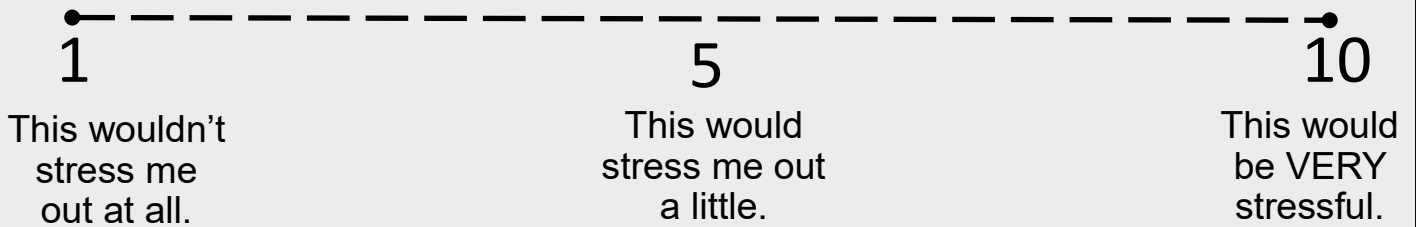
Activity 7:4.1

## Ranking My Stress

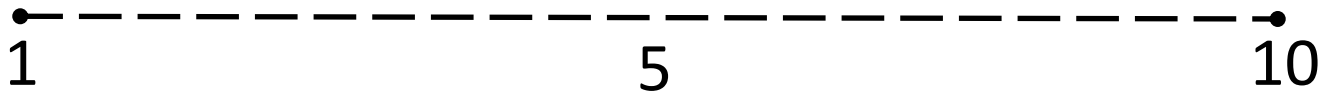


Read each statement below. Rate how stressful each situation would be for you. Place the an X closer to the 10 for more stressful situations and closer to the 1 for less stressful situations.

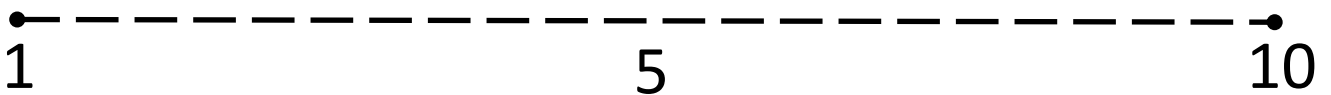
Use the scale below to rank your stress.



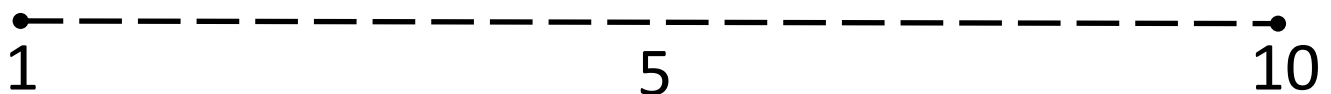
*Having too many things to do at the same time*



*rude people*



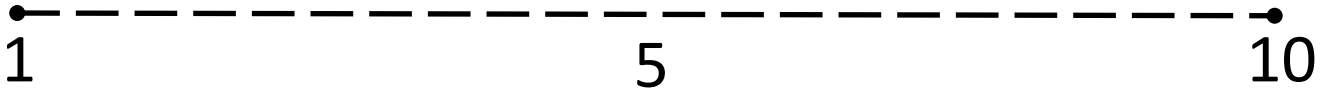
*work that is too hard to do*



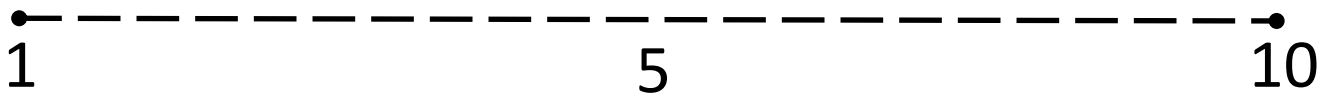
## Activity 7:4.1

---

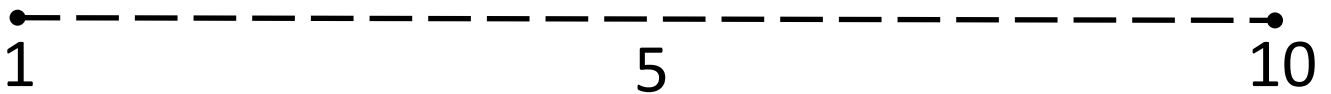
*people who talk down to me*



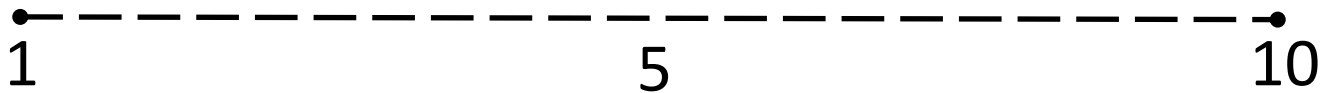
*people who aren't nice to me*



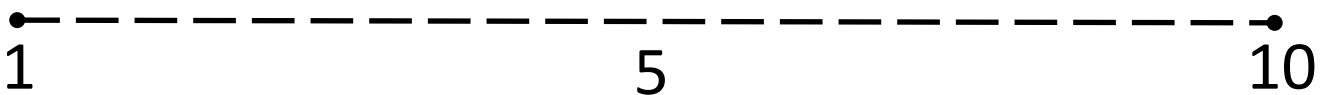
*someone making a lot of demands*



*doing things I hate to do*



*running late*



*loud or busy places*



**You are late for the bus and you watch it go by.**

First role play: Shout at the bus and have a temper tantrum.

Second role play: Calm down by taking positive action. Call the employer to explain, call a friend or family member for a ride, or wait patiently for the next bus.

**A coworker or employer criticizes your work.**

First role play: Snap back and criticize their work.

Second role play: Take a break and review the instructions and quietly ask a manager if the work is being done correctly.

**A customer is ruining the display that you just set up.**

First role play: Yell at the customer.

Second role play: Take a deep breath and offer to help the customer (if that is part of the job description) or get another employee to assist the customer.

**Someone spills coffee on your new uniform. You are not sure if it was an accident or not.**

First role play: Accuse the employee and demand they pay for the cleaning.

Second role play: Express that what they did was hurtful and ruined the uniform. Accept an apology graciously. If the response is insensitive, quietly ask a manager for help in solving the problem.



# Lesson 4: Part 2

## Unit 7

### Managing My Stress Triggers

{Adapted from "Model Transition Program" Job Readiness, Module 4}

<p><b>ELA/CDOS Standards</b></p>	<p>ELA</p>	<p><b>Speaking &amp; Listening</b> 11-12.1 a, c 11-12.2 11-12.4</p>	<p><b>Reading</b></p>	<p><b>Writing</b> 11-12.4 11-12.10</p>	<p><b>Language</b> 11-12.2 b</p>
<p><b>Lesson Materials</b></p>	<p>CDOS</p>	<p>2- 1, 2 3a- 1, 2, 3, 4, 7, 8</p>		<p>3b 1, 2, 3, 4, 5, 6 (AH) 2- 1, 2, 3</p>	
<p><b>Instructor Preparation</b></p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 34-38 (also available as PDF)</li> <li>2. <b>“Taking Control” Activity 7:4.2 sheet</b></li> <li>3. Chart paper and marker</li> </ol>				
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Review the ranking activity from part 1 of this lesson.</li> <li>2. View <b>PPT/PDF slides 34-38</b> to students. Go through each scenario and ask them to stand up (or raise their hand) if the situation on the slide would stress them out.</li> <li>3. While going through each slide, have students explain why the situation would stress them out and how they might respond.</li> <li>4. Explain to students that today they are going to focus on not only identifying their personal stress triggers, but also thinking about how they can manage their stress in an appropriate way.</li> </ol> <p style="text-align: center;"><b>Lesson Activity:</b></p> <ol style="list-style-type: none"> <li>1. Provide students with the <b>“Taking Control” Activity 7:4.2 sheet</b>. Have students list up to 5 things that cause them stress in the first column of their activity sheet. It could be something already discussed from part 1 or a new idea. Use <b>chart paper</b> and a <b>marker</b> to create a master list. Students can use ideas from the master list to create their own personal list, if desired (ex. too many things to do at once, rude people, boring work, work that is too hard, people talking down to you...etc).</li> </ol>				

# Lesson 4: Part 2 (continued)

Unit 7

## Managing My Stress Triggers

### Lesson Details

1. In the second column, have students write down the ways that they show they are stressed. (they get loud, cry, begin snapping at people, breathing heavily, start to sweat...etc). Again, create a master list on chart paper.
2. Have students use the master list, or include their own ideas, to write down ways they personally act when they are stressed in the second column.
3. Finally, once again brainstorm strategies that students can use to help manage their stress (take a deep breath, listen to music on your break to calm yourself, have a person you can talk to) etc.). Students can write down their personal strategies in the final column on their activity sheet.

### Lesson Reflection:

1. Explain that by knowing what stresses them out and having strategies prepared ahead of time, they can manage their stress.
2. Use the following prompts to engage students in discussion:
  - *What are some things that you can do to avoid stress?* (ex. being late for work would stress you out, so setting the alarm a few minutes early will give you extra time so that you don't feel rushed)
  - *How does managing your stress show that you are a good employee?*

# Managing My Stress Triggers

Activity 7:4.2

## Taking Control



Use the chart below to help you come up with strategies to help you deal with your stress.

I get stressed out when...	I show my stress by...	I know I can handle my stress if I just...

# Lesson 4:



## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 4:

Students will use this sheet to begin thinking about things that cause them stress.

Activity 7:4.1

people who talk down to you

1 ----- 5

people who aren't nice

1 ----- 5

someone making a lot of noise

1 ----- 5

doing things I hate

1 ----- 5

running late

1 ----- 5

loud or busy places

1 ----- 5

**Identifying My Stress Triggers**  
Activity 7:4.1

**Ranking My Stress**

Read each statement below. Rate how stressful each situation would be for you. Place the an X closer to the 10 for more stressful situations and closer to the 1 for less stressful situations.

Use the scale below to rank your stress.

1 ----- 5 ----- 10

This wouldn't stress me out at all.      This would stress me out a little.      This would be VERY stressful.

Having too many things to do at the same time

1 ----- 5 ----- 10

rude people

1 ----- 5 ----- 10

work that is too hard to do

1 ----- 5 ----- 10

Students will use this sheet to help them develop a plan for managing their stress.

**Managing My Stress Triggers**  
Activity 7:4.2

**Taking Control**

Use the chart below to help you come up with strategies to help you deal with your stress.

I get stressed out when...	I show my stress by...	I know I can handle my stress if I just...

<p><b>You are late for the bus and you watch it go by.</b></p> <p><u>First role play:</u> Shout at the bus and have a temper tantrum.</p> <p><u>Second role play:</u> Calm down by taking positive action. Call the employer to explain, call a friend or family member for a ride, or wait patiently for the next bus.</p>	<p><b>A coworker or employer criticizes your work.</b></p> <p><u>First role play:</u> Snap back and criticize their work.</p> <p><u>Second role play:</u> Take a break and review the instructions and quietly ask a manager if the work is being done correctly.</p>
<p><b>A customer is ruining the display that you just set up.</b></p> <p><u>First role play:</u> Yell at the customer.</p> <p><u>Second role play:</u> Take a deep breath and offer to help the customer (if that is part of the job description) or get another employee to assist the customer.</p>	<p><b>Someone spills coffee on your new uniform. You are not sure if it was an accident or not.</b></p> <p><u>First role play:</u> Accuse the employee and demand they pay for the cleaning.</p> <p><u>Second role play:</u> Express that what they did was hurtful and ruined the uniform. Accept an apology graciously. If the response is insensitive, quietly ask a manager for help in solving the problem.</p>

Students will use these cards for a role playing activity.

# Lesson 5:

## Unit 7

### Decision-Making Skills

(Please Note: This lesson only has one part)

**In this lesson, students will learn tips and strategies for dealing with stress.**



*Students participating in this lesson will learn:*

1. the seven main steps to making effective decisions.
2. how to take one or more of their personal decisions through the seven steps.



*Students will be able to:*

1. describe the components of each step in the decision making process.
2. use the seven steps in their own life.



*Target Outcome:*

1. Students will understand the importance having a specific process to make important decisions in both their personal and work life.
2. Students will feel confident in making effective decisions.



*Measurable Outcome:*

1. Students will be able to show how the seven decision-making steps can be applied to one of their own personal decisions.

# Lesson 5:

# Unit 7

## Decision-Making Skills

{Adapted from East Baltimore Pipeline Job Readiness Training Curriculum}

<b>ELA/CDOS Standards</b>	<b>ELA</b>	<b>Speaking &amp; Listening</b> 11-12.1 a, c 11-12.2	<b>Reading</b>	<b>Writing</b>	<b>Language</b> 11-12.6
	<b>CDOS</b>	1 2- 1, 2 3a- 1, 2, 3, 4, 7, 8			
<b>Lesson Materials</b>	1. “Seven Steps to Great Decision Making” Activity 7:5.1 2. Chart paper and marker (optional)				
<b>Instructor Preparation</b>	1. Print off enough copies of Activity 7:5.1 as needed. 2. Collect chart paper and marker. (optional)				
<b>Lesson Details</b>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"><li>1. Provide each student with the “<b>Seven Steps to Great Decision Making</b>” <b>Activity 7:5.1 sheet</b>.</li><li>2. Begin the lesson by asking students to share a decision that they recently made. It could be a small or large decision. To get things going, you may want to share a personal example.</li><li>3. Give students a few minutes to list a few decisions that they have made, or need to make on their activity sheet. Spend some time sharing out their lists.</li><li>4. Explain that we make decisions all the time, both big and small, from what to eat for breakfast to what type of job to apply for. Explain that some decisions we make don't require much thought, while others need careful planning and thought in order to make the right decision.</li><li>5. Describe to students that in the workplace, there will be decisions that they need to make. It is helpful to use a clear decision-making process to help them carefully consider all the possibilities, as well as the consequences of each decision they make.</li><li>6. Read through the seven steps listed at the bottom of the Activity 6.5.1 sheet. Then, have students choose one of their decision examples from their list. Tell students that they will use that decision as a sample for walking through the seven steps.</li></ol>				

# Lesson 5: Part 1 (continued)

## Unit 7

### Decision-Making Skills

#### Lesson Details

#### Lesson Activity:

1. Before working through the process, read through the information provided for each step and the prompts listed in each box.
2. Next, together as a group, go back through each step, separately stopping at each step to allow students to fill out each box prompt.
3. Option: If desired, choose a sample example for all students to use to help them understand how the process works. Talk through the process using the **chart paper** and **marker** to write down thoughts and ideas for each step. You can then go back through the steps and have them do their own personal example on their activity sheet.

#### Lesson Reflection:

1. Use the following prompts to engage discussion:
  - *How can using a decision-making process help you to make the right decision?*
  - *What are some decisions you may need to make at or about work?*
  - *Are some decisions considered more important than others? What makes a decision important?*

# Decision-Making Skills

---

Activity 7:5.1

## 7 Steps to Great Decision-Making



In the box below, write down several decisions that you have made, both big and small.



There are seven main steps to making a good decision:

- Stop and think
- Clarify your goals
- Find the facts
- Think about your options
- Think about the consequences
- Make a choice
- Modify and tweak



## Activity 7:5.1 (continued)

---

Work through each step as you begin to make a personal decision:

Decision to be made: \_\_\_\_\_

### **Step 1: Stop and think!**

Stopping to think will help you from acting too soon without having all the facts about your choices.



What questions do you still need to consider?

### **Step 2:**

Make sure the decision you are making will help you reach your goals.



What is the goal that this decision will help you reach?

### **Step 3:**

Be sure that you have all the information you need to know before making a decision.



Is there anything you still need to know about your situation before making a decision?

### **Step 4: Think about your options**

Make a list of options related to your decision.



What are your choices?

## Activity 7:5.1 (continued)

---

### **Step 5: Think about the consequences**

After considering your options, Think about the positives and negatives of each option.



What are the positives of each option?

What are the negatives of each option?

### **Step 6: Make a choice**

Once you've thought about each option, it's time to choose one.



What is the best option for you?

### **Step 7: Monitor and tweak**

Once a decision is made, you may find that the decision isn't turning out like you hoped. If this is true, you may need to make some changes to your original decision.



What are some things you should look out for after your decision has been made?

# Lesson 5:


## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 5:


Activity 7:5.1 (continued)

Work through each step as you begin to make a personal decision:

Decision to be made: \_\_\_\_\_

**Step 1: Stop and think!**  What questions do you still consider?

Stopping to think will help you from acting too soon without having all the facts about your choices.

**Step 2:**  What is the goal that this can help you reach?

Make sure the decision you are making will help you reach your goals.


**Step 3:**

Be sure that you have the information you need to know before making a decision.

**Step 4: Think about your options**

Make a list of options related to your decision.

Activity 7:5.1 (continued)

**Step 5: Think about the consequences** 

After considering your options, Think about the

What are the positives of each option?	What are the negatives of each option?
--	--


What is the best option for you?

What are some things you should look out for after your decision has been made?


Decision-Making Skills

Activity 7:5.1

### 7 Steps to Great Decision-Making



In the box below, write down several decisions that you have made, both big and small.



There are seven main steps to making a good decision:

- Stop and think
- Clarify your goals
- Find the facts
- Think about your options
- Think about the consequences
- Make a choice
- Modify and tweak

Students will use these sheets to help guide them through the decision-making process.