

Vocational Connections

Unit 3: Think It, Say it, Feel it

Unit Overview:

The focus of the lessons in Unit 3 is the development of emotional awareness, beginning with an assessment of students' self-esteem. The theory behind this unit is that by beginning with a deeper awareness of one's confidence, a solid foundation is established upon which more effective interpersonal relationship can be formed. Students will develop tools for strengthening self-esteem, which will become the groundwork for greater self-awareness. Effective communication strategies are emphasized as the cornerstone of positive interpersonal relationships, arguably, the most critical skill for both entering and succeeding in the workplace.

Topics Covered:

Developing self-esteem
Personal awareness: physical, verbal, and non-verbal
Listening skills
Accepting and receiving feedback

Target Outcomes:

Students will have developed the ability to persevere in the face of obstacles they may face as they extend themselves toward an important goal. Reaching goals is a practical way to bolster self-esteem. Reaching important goals requires the development of effective communication tools. Tools such as reading social cues, active listening, and being an active reciprocal participant in the feedback process, are essential for success in the workplace. This unit emphasizes the development and practice of these tools and their specific application to the job search process.

Lesson 1: Part 1 and 2 Overview

Unit 3

Developing Self Esteem

This lesson will examine students' assessment of their self-esteem and offer tools to encourage its continued strengthening.



Students participating in this lesson will learn:

1. reflect on their current sense of self.
2. identify their obstacles and strengths of their sense of self.
3. identify both large and small goals that will help them feel more empowered as they move toward their achievement.



Students will be able to:

1. discuss obstacles and how to overcome them.
2. discuss the ways they are bringing the positive into their daily life.
3. develop a goal and determine small steps toward meeting that goal.



Target Outcome:

1. Students will be able to share how they can overcome an obstacle toward reaching a goal.



Measurable Outcome:

1. Students will be able to talk about some of the fears they have, some of which they may not have ever shared openly before. They will be able to counter those fears with at least one positive thought.
2. Students will be able to identify and show progress toward a short term goal.

Lesson 1: Part 1

Unit 3

Monsters and Champions

(Adapted (Adapted from Cameron, J. (1992). The Artist's Way)

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1.c</p>	<p>Speaking & Listening 11-12.1.c</p>	<p>Reading 11-12.4</p>	<p>Writing 11-12.11a</p>	<p>Language L11-12.1b L11-12.4c</p>
<p>Lesson Materials</p>	<p>CDOS 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) 3b 1 (HS) 3b 1 (NAS)</p>	<p>3b 1, 2, 3, 4, 5, 6 (AH)</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"> 1. PowerPoint (PPT) Slides 2-18 (Also available in PDF) 2. "Who Is Talking to You?" Activity 3:1.1 3. Index cards, 1 per student 4. Chart paper, tape, and a marker 5. A bag or basket 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. To begin the lesson, one by one, view PPT/PDF slides 2-15. On these slides are several famous people that are now well known for a special talent, however were once considered failures. There are two slides for each person. The first slide is a "guess who" slide with a brief description of the person's failure. Have the students make a guess of who they think the person is. Then, display the second slide to reveal the person and their great accomplishments. 2. ASK: <i>What would have happened if these people listened to the negative things others said about them?</i> 3. Next, display PPT/PDF slides 16-17. Discuss the concept of monster vs. champion talk. Explain that "monster talk" is when we hear people, or even our own inner voice, telling us that we aren't good enough, can't do something, or are failures. "Champion talk" is when we listen to the voices that tell us we are capable. Explain that <i>who</i> we listen to is a choice we have to make. 				

Lesson 1: Part 1 (continued)

Unit 3

Monsters and Champions

Lesson Details

Lesson Activity:

1. Provide each student an **index card**.
2. Display **PPT/PDF slide 18**. Read the examples of the “monster talk” on the slide in reference to Michael Jordan. Together as a class, discuss a “champion talk” statement that could replace the “monster talk.” (Ex. I know that with hard work, I will be able to make the team next year.)
3. Next, instruct each student to write a “monster talk” statement on their index card. The statement can be a very specific personal statement that reflects their own life situation or a generic phrase that many can relate to. (Ex. You are not good at writing...) *Tip: You may want to have some additional cards prepared to help get students started.*
4. Each “monster talk” statement should begin with “you...”
5. Using your **chart paper** and **marker**, create a chart as shown below.

Monster Talk	Champion Talk

5. Once students have completed their index cards, collect all cards and place in a **bag** or **basket**. Invite a student to pull a card from the bag/basket (or choose one yourself) to read aloud. Tape the index card in the “monster talk” column.
6. Together as a class, discuss a possible “champion talk” statement that combats the “monster talk.” Each “champion talk” statement should begin with “I...” Record their responses in the “champion talk” column. As you read the index cards, if you come across repeat phrases, or very similar ones, tape them next to cards already up on your chart.
7. Provide each student with a **“Who Is Talking to You?” Activity 3:1.1 sheet**. Have students choose several “monster and champion talk” statements that apply to them (either from the chart or own thinking) and write them on their activity sheet.



Lesson 1: Part 1 (continued)

Unit 3

Monsters and Champions

Lesson Details

Lesson Reflection:

1. One last time read through each “monster talk” statement matched with the “champion talk” statement that goes with it. (Suggestion: To make the reflection more impactful, have the teacher (or another individual) read the “monster talk” alone and then have the entire class read the “champion talk” statement together as a class. Discuss how champions can have a more powerful voice than the monster voice if we learn how to let it.)
2. Use the following prompts to engage students in further discussions:
 - *Is it easier or more difficult to recall the “monster” messages?*
 - *If you are having a hard time recalling a positive message, who could you ask for help?*
 - *How does it feel to see two different messages next to each other?* (Discuss the importance of replacing negative messages with positive ones. Negative messages are one person’s point of view in one moment in time; they do not reflect who you are or what you are capable of. Even if you struggled with something in the past, that does not mean that you will always struggle with it. Emphasize everyone’s ability to improve, and that it starts with positive thinking!)

Monsters and Champions

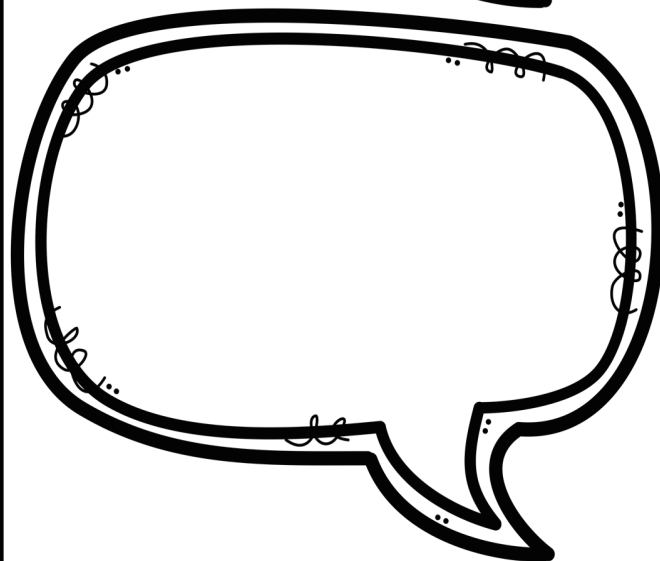
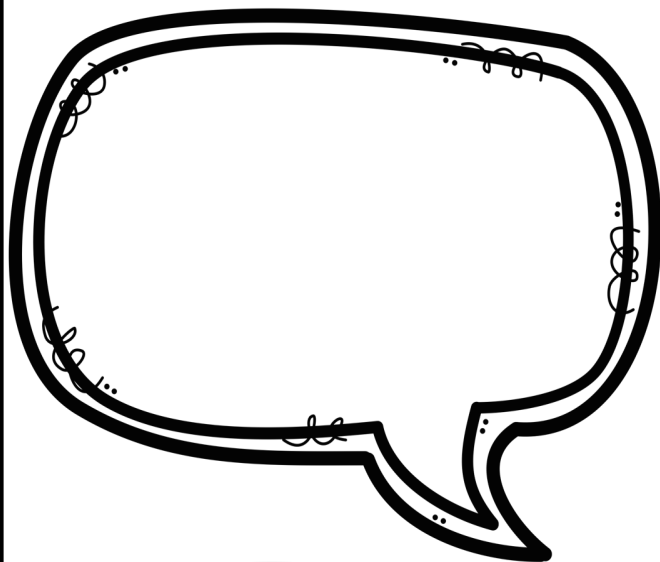
Activity 3:1.1

Who is Talking to You?

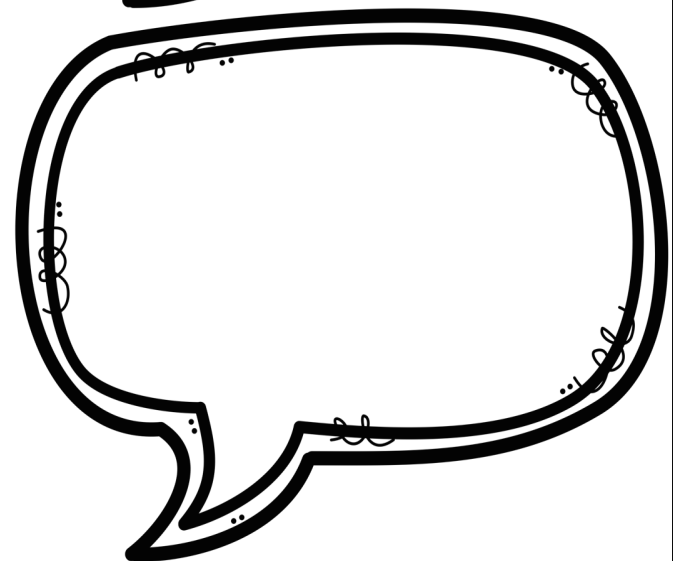
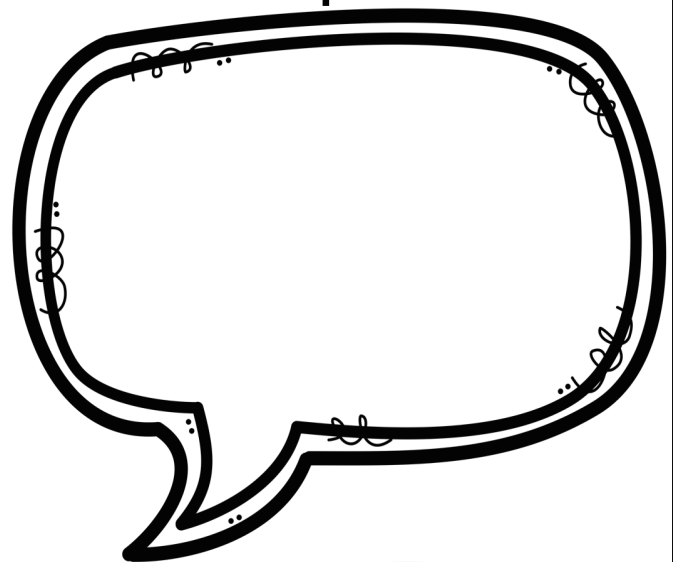


What are some “monster talk” and “champion talk” statements you hear in your own life?

Monster Talk

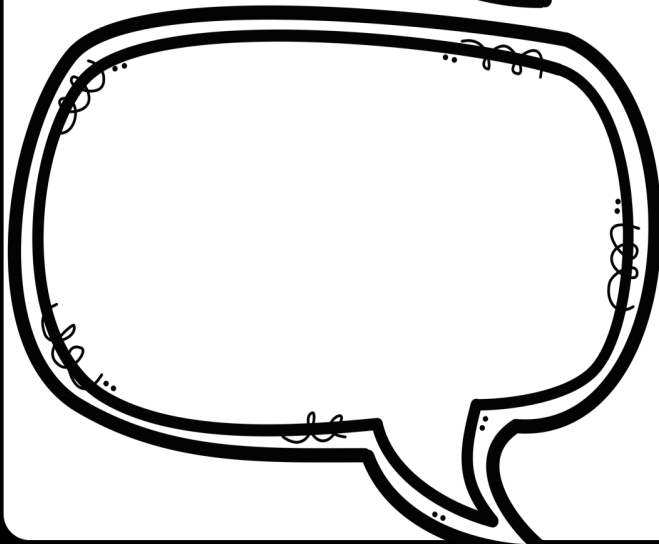
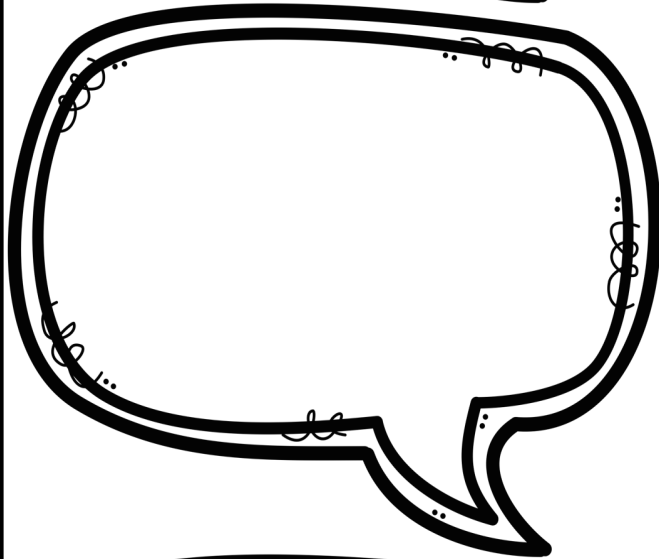
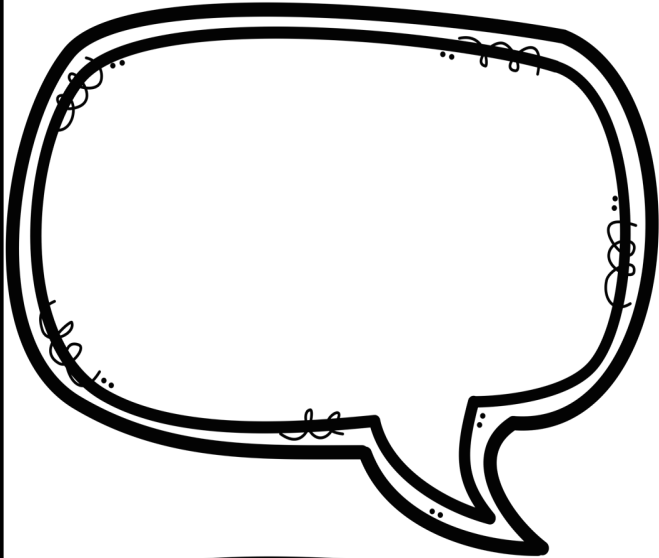


Champion Talk

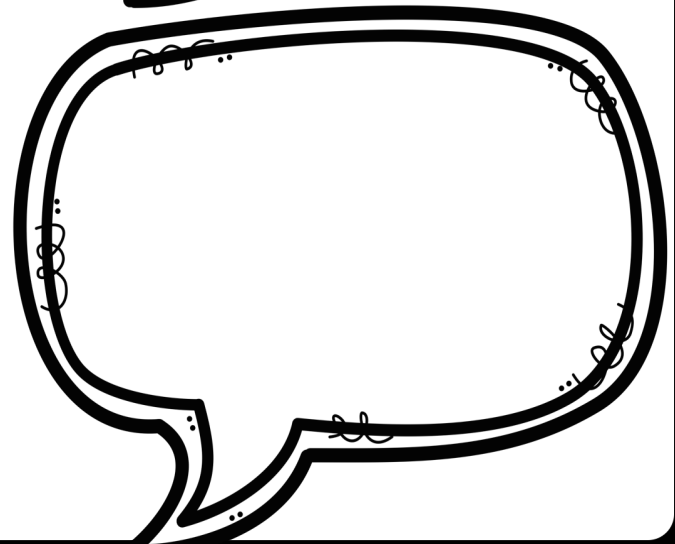
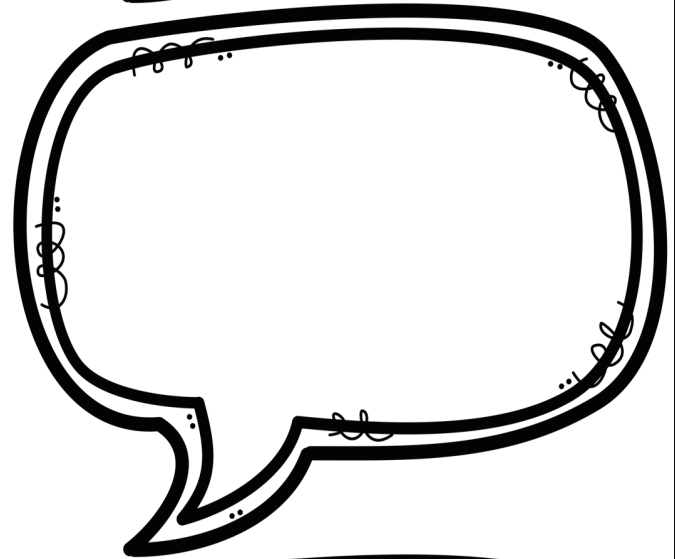
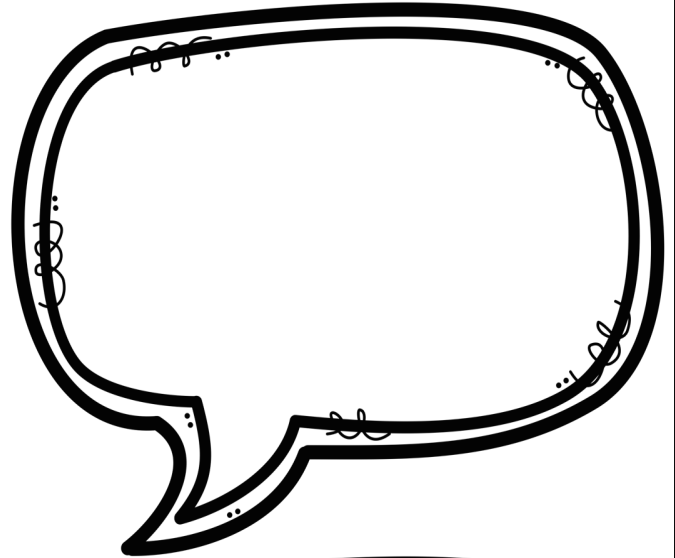


Activity 3:1.1 (continued)

Monster Talk



Champion Talk



Lesson 1: Part 2

Unit 3

“Champion Talk” with a Plan

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1.c</p>	<p>Speaking & Listening 11-12.1.c</p>	<p>Reading 1 11-12.4</p>	<p>Writing 11-12.11a</p>	<p>Language L11-12.1b L11-12.4c</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) Slides 19-20 (Also available in PDF) 2. “My Champion Plan” Activity 3:1.2 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slides 19-20. 2. Make enough copies of activity 3:1.2 for each student. 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by reviewing monster and champion talk. Explain that “monster talk” keeps us from working toward our goals because if we believe it, we don’t feel like we will ever reach our goals. On the other hand, if we listen to the “champion talk,” we can begin believing that our goals are reachable. 2. Explain that although learning to listen to the “champion talk” is the first piece to the puzzle in reaching our goals, there is more to be done. Tell students that it is important that they have a plan to help them reach their goal. Words without actions go nowhere. 3. Display PPT/PDF slide 19 using the Michael Jordan example again. Explain that once Michael Jordan began to listen to his “champion talk,” he had to come up with a “champion plan” to make his goal of becoming a basketball player a reality. Ask students to share some actions that most likely were part of his plan (practicing, staying healthy, working with experts to help him increase his talent...etc...) Read his champion plan on PPT/PDF slide 20. 				

Lesson 1: Part 2 (continued)

Unit 3

“Champion Talk” with a Plan

Lesson Details



Lesson Activity:

1. Provide students with the “**My Champion Plan**” **Activity 3:1.2 sheet**. Read aloud the statement on the sheet: “*I have always wanted to...*” Encourage students to think about something in their life that they have always wanted to do. Remind students that it should be realistic and attainable. (statements like “*I have always wanted to win the lottery*” are not something that we have control over.)
2. These goals can be short-term or long-term goals.
3. Give students several minutes to the things that they have always wanted to do.
4. When time is up, display **PPT/PDF slide 20**. Have students observe the puzzle on the slide. Point out the different pieces of the puzzle that are needed when creating a champion plan for reaching a goal.
5. Next, have students look at their list and choose one goal to focus on. Students will write this goal in the “Goal #1” section. Students will complete the puzzle graphic organizer on their sheet.
6. After filling in their champion plan for goal 1, have students write one or two “monster talk” statements to be on the look-out for in the speech bubble next to the puzzle.
7. Have students choose one more goal from their list and repeat the activity.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - How does it feel to see a goal written in front of you?
 - If you are not able to reach your goal, how will you feel? What can you do if you don’t reach your goal the first time around?

“Champion Talk” with a Plan

Activity 3:1.1

My Champion Plan



Think about some of your goals. List as many goals that you would like to achieve as you can think of.

I have always wanted to...

Activity 3:1.1

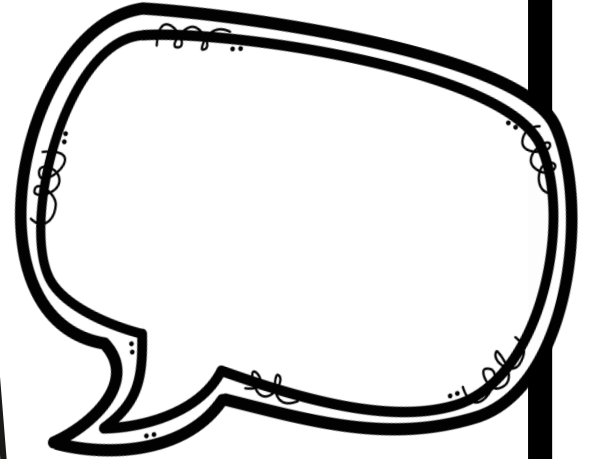
Goal 1:

I will...

I can...

I know...

Monster talk to look out for:



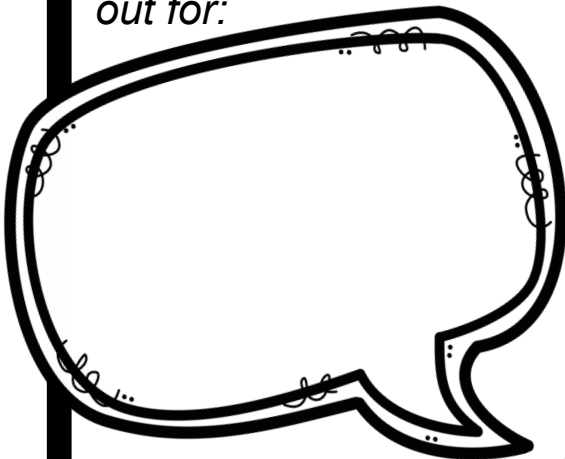
Goal 2:

I will...

I can...

I know...

Monster talk to look out for:



Lesson 1:

Unit 3

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 1:

Activity 3:1.1 (continued)

Monster Talk Champion Talk

Monsters and Champions
Activity 3:1.1

Who is Talking to You?

What are some "monster talk" and "champion talk" statements you hear in your own life?

Monster Talk Champion Talk

This activity sheet is titled "Monsters and Champions" and "Activity 3:1.1". It asks the student "Who is Talking to You?" and "What are some 'monster talk' and 'champion talk' statements you hear in your own life?". It provides two columns of speech bubbles for "Monster Talk" and "Champion Talk".

Students can use some of the monster and champion talk statements that the class came up together (from the index card activity), come up with their own, or use a combination of both.

Students develop a "champion plan" for 2 of their goals.

Possible goals:

- To get better at a specific instrument
- To make the school play/musical/sports team
- To make a new friend
- To save money for something
- To get a good grade on a test
- To learn how to drive
- To learn a new skill

Activity 3:1.1

Goal 1: I will...
I know...

Monster Talk to Look Out For:

Monsters and Champions
Activity 3:1.1

My Champion Plan

Think about some of your goals. List as many goals that you would like to achieve as you can think of.

I have always wanted to...

This activity sheet is titled "Activity 3:1.1" and "Monsters and Champions". It is divided into two main sections. The top section is titled "Goal 1: I will... I know..." and includes a puzzle piece graphic and a section for "Monster Talk to Look Out For:". The bottom section is titled "My Champion Plan" and asks the student to "Think about some of your goals. List as many goals that you would like to achieve as you can think of." It includes a large box for writing and the prompt "I have always wanted to...".

Lesson 2: Part 1 and 2 Overview

Unit 3

Self-Awareness

This lesson will allow students to explore their inner and outer self and how they communicate with others.



Students participating in this lesson will learn:

1. about their inner self and their outer self.
2. the basics of facial expressions.
3. to understand and use body language effectively.



Students will be able to:

1. identify those aspects of their own personality they show the world and those aspects they tend to keep inside and how to communicate their feelings more openly.
2. discuss their observations of how others communicate.
3. gain skills in managing their own ways of communicating.
4. connect all the ways that they communicate to communicate more effectively.



Target Outcome:

1. Students will develop a better awareness of various forms of communication and be able to use those tools effectively.



Measurable Outcome:

1. Students will be able to describe how they often keep their emotions inside and be able to identify one effective way to share their feelings more openly and when it's appropriate to do so.
2. Students will be able to identify facial expressions and body language that aid in effective communication.

Lesson 2: Part 1

Unit 3

Two Sides to Every Coin: Feel it, Show it

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1c 11-12.2 11-12.5</p>	<p>Reading</p>	<p>Writing</p>	<p>Language L11-12.1</p>
<p>Lesson Materials</p>	<p>1. PowerPoint (PPT) Slides 21-23 (Also available in PDF) 2. “Feel it, Show it: My Two Sides” Activity 3:2.1</p>				
<p>Instructor Preparation</p>	<p>1. Preview PPT/PDF slides 21-23. 2. Make enough copies of Activity 3:2.1 for each student.</p>				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by displaying PPT/PDF slide 21. Have students observe the images representing the two sides of a coin. Explain that each coin has two sides; <i>heads</i> and <i>tails</i>. Point out the information that is shown on the heads side of a coin. Then, point out the information shown on the tails side. Each side is a part of the same coin, but shows something different. 2. Display PPT/PDF slide 22. Compare the coin to a person’s feelings and actions. Explain that just like a coin has two sides, a person also has two sides: <u>inside</u> feelings, and <u>outside</u> actions. For example, if we feel upset or embarrassed on the inside, we might look down or away and cry on the outside. If we are excited on the inside, we might smile and jump up and down on the outside. Our actions communicate our feelings. 3. Explain that it is important to know how our feelings can control our actions. This is called being <i>self-aware</i>. Use PPT/PDF slide 23 to define self-awareness. 4. Discuss that being self-aware of how we show our feelings through our actions, can help us to better communicate with others. For example, if we know we are feeling upset or embarrassed, we can work on an appropriate and effective way to communicate that to others. 				

Lesson 2: Part 1 (continued)

Unit 3

Two Sides to Every Coin: Feel it, Show it!

Lesson Details



Lesson Activity:

1. Provide each student with the “**Feel it, Show it: My Two Sides**” **Activity 3:2.1 activity sheet**. Tell students that they will be asked to think about their own self-awareness.
2. Explain that with each situation listed on the activity sheet, you would like them to think about how they would feel. They will write this in the first circle. Alternatively, students can sketch images of how they would feel.
3. Next, in the second circle, students will write or sketch how they would show their feelings through their actions. Stress to students that you want them to be honest in their responses and write down how they truly would respond to each situation.
4. Give students plenty of time to complete this activity. Monitor and assist as needed.



Lesson Reflection:

1. After students have had a chance to complete the activity sheet, use the following prompts to engage them in discussion about self-awareness.
 - *How can being self-aware help you to improve on yourself?*
 - *Now that you are growing aware of how your feelings and thoughts can control your actions and words, what is one thing you would like to improve upon in order to communicate well with others? (For example, if you know that you have a tendency to begin yelling when someone upsets you, you can learn some techniques to take better control of your actions such as walking away or taking deep breaths.)*

Two Sides to Every Coin: Feel it, Show it

Activity 3:2.1

Feel it, Show it: My Two Sides



For each situation below, think about how you would feel on the inside. Then, describe how you would show those feelings through your actions.

Feel It

You forgot your homework and now you have to stay after school to make it up.

Show It

Feel It

Your two best friends went to a movie without you.

Show It

Activity 3:2.1 (continued)

Feel It

Your teacher gives you a compliment in front of the whole class.

Show It

Feel It

Your mom is late picking you up from school again.

Show It

Feel It

The person you have a crush on just smiled at you.

Show It

Lesson 2: Part 2

Unit 3

Facial Expressions and Body Language

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1c 11-12.2 11-12.5</p>	<p>Speaking & Listening</p>	<p>Reading</p>	<p>Writing</p>	<p>Language L11-12.1</p>
	<p>CDOS 2-1, 2 3a-1, 2, 3, 4</p>				<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) Slide 24 (Also available in PDF) 2. Chart paper and marker 3. “Facial Expression Charades” Cards 4. Bag or basket 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slide 24. 2. Collect chart paper and a marker. 3. Print off the charade cards on card stock, if possible. Place cards in a bag or basket. 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking students to share out as many different kinds of emotions that they can think of (scared, disappointed, happy...etc). Chart their responses using chart paper and a marker. 2. Display PPT/PDF slide 24. Have students observe the facial expressions on the slide. Explain that our emotions and thoughts cause different facial expressions and body language. Looking at each facial expression on the slide, work together as a class to identify possible feelings or thoughts that are associated with each facial expression. 3. Go over the different features of the facial expressions (raised eye brows, scrunched nosed, wide eyes...etc.). If desired, have students mimic each facial expression. 4. Explain the importance of facial expressions and body language. Tell students that our facial expressions and body language speak just as loudly as our actual words, sometimes louder. 5. Have a discussion about how sometimes our words and facial expressions don't match because facial expressions reflect our true feelings and thoughts, and are less easily controlled, while our words can be more thought out and controlled. 				



Lesson 2: Part 2 (continued)

Unit 3

Facial Expressions and Body Language

Lesson Details



Lesson Activity:

1. Explain that they are going to practice their facial and body language reading skills.
2. Display the **bag/basket** filled with the **facial expression charades cards**.
3. Explain the rules of the game: Divide the class into two teams. A player from each team will take turns pulling a card out of the bag/basket. The student will read the scenario on the card to themselves and then show the appropriate facial expression and body language while the other members on their team make guesses as to what emotion he/she is trying to convey. Players can not use any words or sound to convey the emotion or thought. If guessed correctly, the team receives one point.
4. After the teams make their guesses, the scenario card can be read aloud to all the students. Have a discussion about whether or not the body language and facial expression shown appropriately matched the scenario. *ASK: Would anyone else have acted differently?*
5. If desired, model a card for students before having students play.
6. Play the game for as long as time allows or until the playing cards run out.
7. After each turn, discuss with students how they were able to guess the emotion/thought. What clues helped them?

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Which emotions/thought were the easiest to convey?*
 - *Which ones were the easiest to guess?*
 - *How comfortable are you at showing your emotions?*
 - *Why do you think it's difficult to "fake" your facial expressions or body language?*

<p>You just found out you won the lottery.</p>	<p>Your family dog ran away.</p>
<p>Your sibling broke your TV.</p>	<p>You received a good grade on a test that you studied hard for.</p>
<p>You find moldy cheese in the refrigerator.</p>	<p>You and your friend just had an argument.</p>
<p>You can't find your baby brother in a crowded mall.</p>	<p>Your mom gives you the birthday present you've always wanted.</p>
<p>The public bathroom is very dirty and you don't want to touch anything in there.</p>	<p>You're supposed to go to the movies with a friend, but she decides to go with someone else instead.</p>

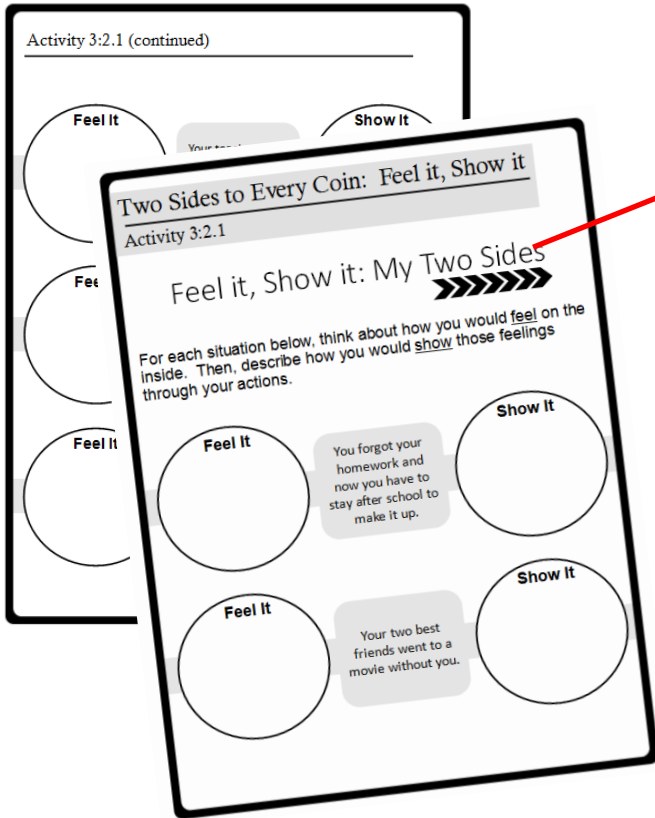
<p>You're just about to give a presentation in front of your entire class.</p>	<p>You're working on your homework, but don't understand it at all.</p>
<p>You hear a loud crash downstairs in the middle of the night.</p>	<p>You get a "D" on a test, even though you studied hard.</p>
<p>Your family just won a trip to Disney World.</p>	<p>You woke up late for school.</p>
<p>You just accidentally deleted all of your favorite games off your computer.</p>	<p>You've been listening to a teacher lecture for 2 hours straight.</p>
<p>Your favorite sports team just won the game in over-time.</p>	<p>Your little sister keeps bothering you while you're trying to study.</p>

Lesson 2:

Unit 3

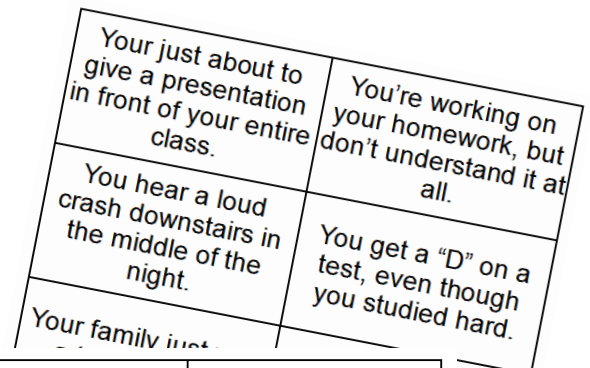
Instructor Notes and Suggestions

The following activity sheets will be used in lesson 2:



Students reflect on different situations and describe their inner and outer selves.

Cut out each charade card and place in a bag or basket. These cards will be used to play "Facial Expression Charades."



You just found out you won the lottery.	Your family dog ran away.
You're sibling broke your TV.	You got a good grade on a test you studied hard for.
You find moldy cheese in the refrigerator.	You and your friend just had an argument.
You can't find your baby brother in a crowded mall	Your mom gives you the birthday present you've always wanted.
The public bathroom is very dirty and you don't want to touch anything in there.	You're supposed to go to the movies with a friend, but she decides to go with someone else instead.

Lesson 3: Part 1 and 2 Overview

Unit 3

Listening Skills

In this lesson students will learn the value of listening skills and the skills needed to actively listen to and engage with others.



Students participating in this lesson will learn:

1. the importance of developing positive listening skills in everyday life.
2. to identify the indicators of both good and poor listening skills, both in themselves and others.
3. the impact of body language and facial expressions on the communication process.
4. the impact of listening skills on their employment prospects.



Students will be able to:

1. begin to develop active listening skills.
2. remain aware of and adjust their own body language and facial expressions.
3. identify their own good and bad listening habits and strategize methods for improving them.
4. make the connection between their listening skills and getting a job.



Target Outcome:

1. Students will leave the lesson with a better understanding of how they can take an active role in improving their own listening skills. They will identify the critical skills of being a good listener, including skills they may already have and ones they need to further develop. They will also begin to think about the impact of listening skills on future employment prospects.



Measurable Outcome:

1. Students will be able to describe three strategies they can use that demonstrates active listening.
2. Students will be able to identify active listening skills that they would like to improve upon.

Lesson 3: Part 1

Unit 3

The Telephone Game

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1b 11-12.6</p>	<p>Speaking & Listening 11-12.1b 11-12.6</p>	<p>Reading</p>	<p>Writing 11-12.4 11-12.10</p>	<p>Language 11-12.1a 11-12.3 11-12.6</p>
	<p>CDOS 2-1, 2 3a-1, 2, 3, 4, 5,6,7,8</p>			<p>2- 1, 2, 3 3b 1, 2, 3, 4, 5, 6, (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Lesson Materials</p>	<p>1. Several index cards with different phrases or sentences written on them. (see below)</p>				
<p>Instructor Preparation</p>	<p>1. Prepare several cards with different words and phrases on them. The cards should vary in difficulty. For example some cards may have simple phrases on them like <i>“I am going to the mall today,”</i> while others may included tongue-twisters on them like <i>“Sally sells seashells by the seashore.”</i></p>				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking students the following question: <i>“Do you think you are a good listener?”</i> 2. Ask students share out what they think makes a good listener. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Tell students that you are going to play a fun game to see how well they can listen to each other. 2. Depending on the size of the group, form 1-3 straight lines. <u>Explain the rules of the “telephone game:”</u> The first person in each line will be handed an index card with an expression or phrase written on it. The first person in each line must whisper this phrase to the next person, once only. This person then whispers the phrase to the next person in line, and so on. The last person then says the phrase aloud. The person who began the chain shares what it actually says on the index card. 3. Begin the game by providing the first person in line with a index card. Make sure that each starter person knows what the phrase says. 4. Play as many rounds as time allows, switching up the starter person with each round. 				

Lesson 3: Part 1 (continued)

Unit 3

The Telephone Game

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Was it difficult to keep the phrase the same all the way down the line?*
 - *If the phrase was changed along the way, why do you think this happened?*
 - *What does this activity tell us about the importance of having good listening skills?*

Lesson
Details

Lesson 3: Part 2

Unit 3




Active Listening

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1b 11-12.6</p>	<p>Speaking & Listening 11-12.1b 11-12.6</p>	<p>Reading</p>	<p>Writing 11-12.4 11-12.10</p>	<p>Language 11-12.1a 11-12.3 11-12.6</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 25-26 (Also available in PDF) 2. Chart paper and marker 3. “Becoming an Active Listener” Activity 3:3.1 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slides 25-26. 2. Collect chart paper and a marker. 3. Make enough copies of activity 3:3.1 for each student. 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking a volunteer to participate in a role-playing activity with you. Invite the student to be a speaker while you are the listener. Ask the student to begin telling you about what he/she did over the weekend (or other relevant topic). 2. Explain to the other students that you would like them to observe your actions as you listen to the volunteer talk about the weekend. 3. Allow the student to speak for about one minute. While the student is talking, demonstrate behaviors that show that you <i>aren't</i> really listening. (flipping through papers on your desk, looking at the clock or your watch, not making eye contact...etc...) 4. After the minute is up, create a T-chart using your marker and chart paper. On one side write “<i>distracted listening</i>” and on the other side write “<i>active listening</i>” Have students describe what they observed you doing and write their observations under the “<i>distracted listening</i>” column. 5. ASK: <i>Did it look like I was really interested in what (student) had to say? What was my body language saying to (student)?</i> 				


Active Listening

Lesson Details

Lesson Activity (Part 1):

1. Provide each student with the “**Becoming an Active Listener**” **Activity 3:3.1 sheet** while you display **PPT/PDF slide 25**. Describe what active listening is.
2. Have students look at the list of behaviors on their activity sheet. Instruct them to circle behaviors that they think are active listening behaviors.
3. Have students share the behaviors that they circled. Write these on the chart paper under the “*active listening*” column. Discuss each behavior and **ASK**: *How does this behavior show the person is listening? Why is this behavior important for active listening?*
4. Display **PPT/PDF slide 26**. Watch the short video clip about active listening. If using the PPT, simply click on the video image. If not using the PPT, you will need to visit the following website: https://www.youtube.com/watch?v=z_-rNd7h6z8
5. Draw students’ attention to the “Tips for Active Listening” section of their activity sheet. Review each one (as explained in the video) and give examples where needed.


 Now, invite a second volunteer to role-play with you. Again, have the student spend about one minute telling you about the weekend (or other relevant topic). This time, demonstrate active listening skills while the other students observe.
7. After role-playing, have students share the difference between the first role-playing activity and the second activity. Add anything to the “*active listening*” column as needed.

Lesson Activity (Part 2):

1. Have students get into pairs. This time, the students will get a chance to practice active listening.
2. Give students a topic (or allow them to choose their own). Instruct the pairs to choose one listener and one speaker. The speaker will have 1-2 minutes to talk about the topic. The listener will demonstrate active listening skills while the speaker talks.

4. Partners will then switch roles.

Lesson 3: Part 2 (continued)

Unit 3

Active Listening

Lesson Details

Lesson Reflection:



1. After students have had a chance to practice active listening, have students complete the last portion of their activity sheet, reflecting on their own listening skills.
2. Use the following prompts to generate discussion:
 - *Since we are saying that you need to be “active” while you are listening, what are you doing that is “active”?*
 - *How can you tell if someone is actively listening to you? How do you know when someone isn’t really listening?*
 - *How do you feel when someone is really listening to you? How about when someone isn’t really listening?*
 - *Why is it important to be an active listener?*
 - *How will active listening be important in a workplace? At an interview? With your coworkers? With your boss?*

Active Listening

Activity 3:3.1

Becoming an Active Listener



Active Listening is a way of showing someone who is talking that you are interested and focused on what they are saying. Active listeners use eye contact and positive body language to show that they are focused on the speaker.



Which behaviors below do you think show active listening? Circle each active listening behavior.

avoiding eye contact

asking questions

daydreaming

nodding your head

restating the speaker's comments

thinking about what you will say while the speaker is still talking

looking the speaker in the eye

ignoring all distractions

looking at your watch while the speaker is talking

keeping an open mind about the speaker's comments

allowing the speaker to finish their thoughts before adding comments

making judgements about the speaker

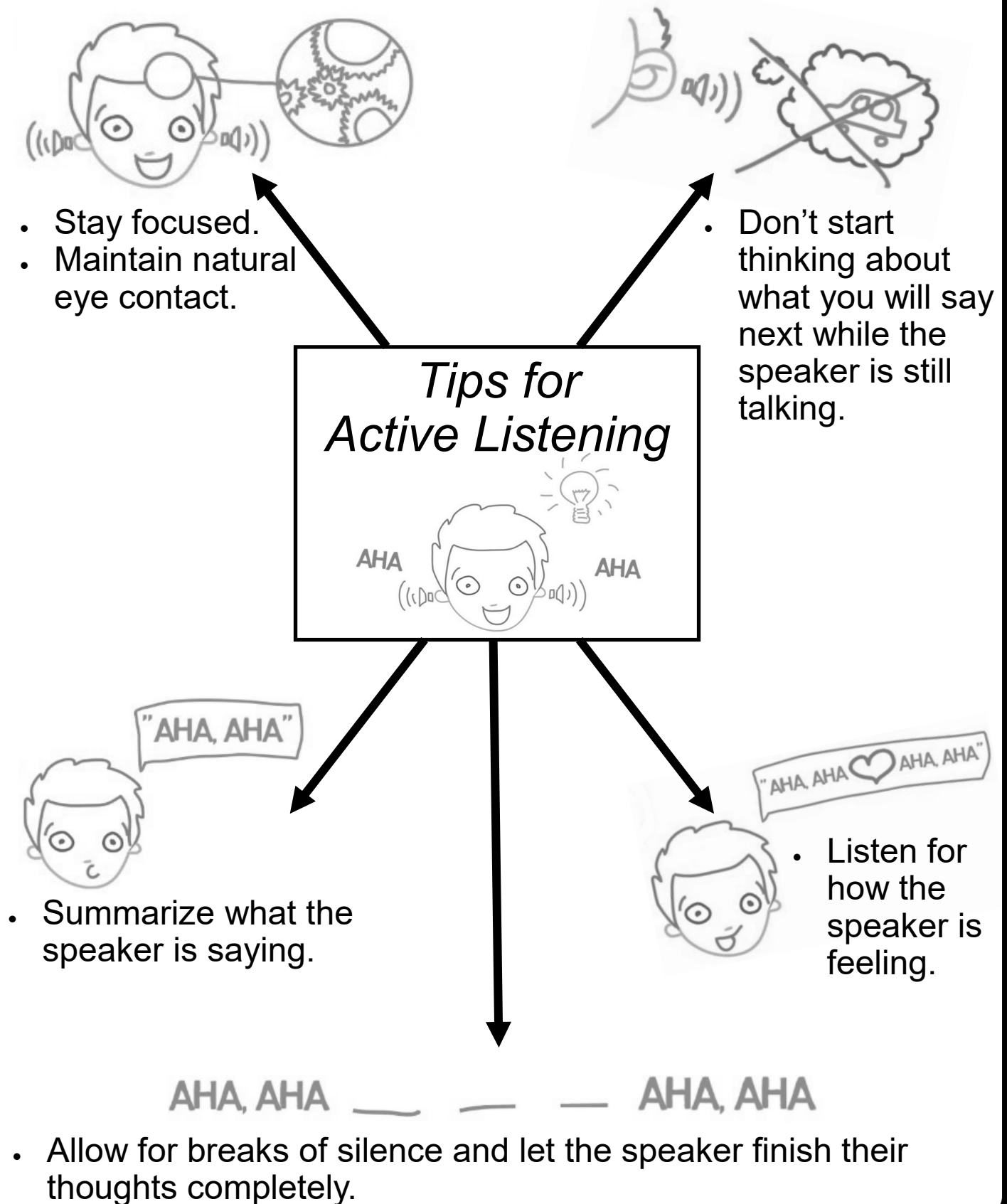
interrupting the speaker

tapping your foot impatiently

summarizing what the speaker says

listening for how the speaker feels

Activity 3:3.1 (continued)



Activity 3:3.1 (continued)

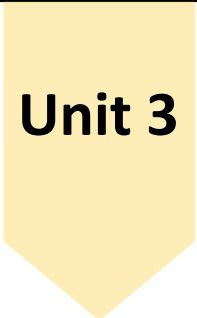
3 listening skills I already have:

*How Are
YOUR
Active Listening
Skills?*

3 listening skills I want to work on:

Places I will need to use active listening:

Lesson 3:



Unit 3

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 3:

Activity 3:3.1 (continued)

- Stay focused
- Maintain natural eye contact
- Don't start thinking about what you will say next
- Summarize what the speaker is saying
- Listen for how the speaker is feeling

Other text in the diagram includes 'AHA, AHA', 'AHA, AHA', and 'AHA, AHA'.

Students will use this three-page activity to explore ways to show active listening.

Activity 3:3.1 (continued)

3 listening skills I already have:

How Are YOUR Active Listening Skills?

3 listening skills I want to work on:

Places I will need to use active listening:

Active Listening

Activity 3:3.1

Becoming an Active Listener

Active Listening is a way of showing someone who is talking that you are interested and focused on what they are saying. Active listeners use eye contact and positive body language to show that they are focused on the speaker.

Which behaviors below do you think show active listening? Circle each active listening behavior.

avoiding eye contact	asking questions	daydreaming	nodding your head
restating the speaker's comments	thinking about what you will say while the speaker is still talking	looking the speaker in the eye	ignoring all distractions
looking at your watch while the speaker is talking	keeping an open mind about the speaker's comments	allowing the speaker to finish their thoughts before adding comments	making judgements about the speaker
interrupting the speaker	tapping your foot impatiently	summarizing what the speaker says	listening for how the speaker feels

Students will complete the third page with information about listening skills they already feel they have as well as skills they would like to improve on.

Lesson 4: Part 1 and 2 Overview

Unit 3

Giving and Providing Feedback

In this lesson students will learn about how to effectively accept and respectfully give feedback.



Students participating in this lesson will learn:

1. what it means to accept and offer feedback.
2. the difference between positive, negative, and constructive feedback.
3. to identify times in their own lives when they have both received and provided feedback.
4. to be aware of their own body language and facial expressions.



Students will be able to:

1. offer feedback to others in a caring, constructive manner.
2. accept feedback from others in a professional, non-defensive manner.
3. remain conscious of and adjust their own body language, facial expressions, tone of voice and eye contact in their interactions with others.
4. start to make the connection between the choices one makes surrounding accepting and providing feedback and on-the-job success.



Target Outcome:

1. Students will have a better understanding of what it means to be able to accept and provide feedback, and the relevance of this skill in their own lives, especially in the employment arena.



Measurable Outcome:

1. Students will be able to describe the different types of feedback.
2. Students will be able to describe appropriate and inappropriate responses to giving and receiving feedback.
3. Students will be able to explain how their body language plays an important role with giving and receiving feedback appropriately.

Lesson 4: Part 1

Unit 3

What is Feedback?

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1 b, c 11-12.3 11-12.6</p>	<p>Reading</p>	<p>Writing</p>	<p>Language</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)</p>	
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 27-31 (Also available in PDF) 2. Chart paper and marker 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slides 27-31. 2. Collect chart paper and a marker. 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking students if they know what “feedback” means. Allow students to offer their responses. Then, use PPT/PDF slides 27-28 to describe what feedback is and the different types of feedback a person can receive. 2. Provide students with a personal example of a time that you received feedback (positive, negative, or constructive) and how you responded. Allow students to share any of their personal experiences as well. 3. Tell students that learning how to give and receive feedback is an important skill to have in the workplace. 4. ASK: <i>In what situations in a workplace might you have to give or receive feedback?</i> (ex. A boss would give feedback about how an employee is doing their job. An employee might be asked to give feedback to a coworker...etc.) 				



Lesson 4: Part 1 (continued)

Unit 3

What is Feedback?

Lesson Details

Lesson Activity:

1. Using a **marker** and **chart paper**, create the following chart:

Video Clip	Positive Feedback	Negative Feedback	Constructive Feedback
Clip 1			
Clip 2			

2. Explain to students that they are going to watch two video clips from the Reality TV shows, *The Voice* and *American Idol*. While they are watching the clips, tell students that you would like them to focus on two things for each clip:
 - How would you describe the way that the feedback is given?
 - How would you describe the way that feedback is received?
3. View each clip using **PPT/PDF slides 29-30**. You can simply click on the image on each slide, or visit the following websites:
 - Video Clip 1: <https://www.youtube.com/watch?v=rCVHY2L-EIk> (Begin watching 1:30)
 - Video Clip 2: <https://www.youtube.com/watch?v=TveEsu8mwjc> (Begin watching at 2:18)
4. After watching each clip **ASK**: *Is this feedback positive, negative, constructive, or a mixture? Does the feedback seem reasonable?*
5. Complete the chart above and have students tell you which parts of the feedback from each video clip is positive, negative, and/or constructive. Chart their responses. Revisit parts of the video clip if needed.



Lesson 4: Part 1 (continued)

Unit 3

What is Feedback?

Lesson Details



6. Next, explain to the students that they will be watching one more video clip, except this time, the volume will be muted. Tell students that you would like them to focus on the body language of the contestant while receiving feedback. Explain that our body language says a lot about how we feel, even if we don't say it out loud. Ask students to see if they can tell which type of feedback the contestant is receiving based on their body language. View the video clip on **PPT/PDF slide 31**, or visit the following website:
 - Video Clip 3: <https://www.youtube.com/watch?v=Kwn0C0vys5s> (Only watch 1:20-2:18)
7. **ASK:** *What type of body language did the contestants show as she was receiving feedback? Which type of feedback do you think she was receiving based on her actions.*
8. Now watch the video a second time, this time with volume turned back on to see if students were correct.
9. Discuss how the body language is connected with how the contestant felt about her feedback.

Lesson Reflection:

1. Engage students in a discussion using the following prompts:
 - *Have you ever received positive feedback? (If yes, how did you feel?)*
 - *Have you ever received negative feedback? (If yes, how did you feel?)*
 - *Why is even constructive feedback sometimes hard to take?*

Lesson 4: Part 2

Unit 3

How to Give and Receive Feedback

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1 b, c 11-12.3 11-12.6</p>	<p>Reading</p>	<p>Writing 11-12.4</p>	<p>Language 11-12.1 11-12.2b</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)</p>	
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 32-39 (Also available in PDF) 2. A small object to hide (such as a golf ball or set of keys) 3. Feedback scenario cards 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slides 32-39. 2. Choose one small object that you will use to hide in your classroom. 3. Print off the feedback scenario cards. 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <p style="text-align: center;">(Introduction activity adapted from http://www.firststepstraining.com/resources/activities/archive/activity_findballfeedback.htm)</p> <ol style="list-style-type: none"> 1. Begin the lesson by choosing four volunteers. These volunteer will be chosen for an activity that will involve receiving feedback, both positive and negative. Be sure to choose students that will be good sports, particularly with receiving negative feedback, as it will just be used as an example, not actual feedback. 2. Tell the four students that they will be asked to stand outside the room while you hide a small object (be sure to tell the students which object you are hiding). 3. One by one, each volunteer will be invited to come into the classroom separately to look for the hidden object. <ul style="list-style-type: none"> • Before inviting in <i>volunteer 1</i>, tell students that when the student volunteer comes back into the classroom, offer NO hints about where the hidden object is. Instruct them to remain silent. • Before inviting in <i>volunteer 2</i>, tell students to offer only negative feedback (“<i>you’ll never find it,</i>” “<i>you’re looking in all the wrong places</i>”...<i>etc...</i>) Monitor these comments closely so that they don’t get out of control or become hurtful toward the volunteer. 				

Lesson 4: Part 2 (continued)

Unit 3

How to Give and Receive Feedback

Lesson Details



- Before inviting in *volunteer 3*, tell students to offer only positive, but non-specific feedback, even if the participant is not moving in the direction of the object. (“*You can do it!*” “*Keep Trying*”...etc...) ”
 - Before inviting in *volunteer 4* back into the room, tell students to offer specific feedback that will help them find the ball. (“*You’re getting close.*” “*Look to your left/right.*” “*Turn around.*” ...etc...) ”
4. Allow each volunteer to look for about a minute. If the volunteer finds it, place it in a new hiding place for the next volunteer. If the volunteer is unable to find it, stop their searching after about one minute.
 5. When it is not their turn, allow the other volunteers to observe the activity so that they can see the different types of feedback being given.
 6. After the activity is complete, ask the volunteers how they felt about the feedback they got. (*Was it helpful? Harmful? Frustrating?*)
 7. For volunteers 1-3, ask them to share what their classmates could have said to give more constructive feedback (like volunteer 4 received).
 8. For the students giving the feedback ASK: *How did it feel giving feedback?*
 9. Have a discussion about how not all feedback is helpful.
 - Negative feedback (only saying what wasn’t good) isn’t helpful if the person receiving feedback doesn’t learn what he/she could do better.
 - Even if the feedback is positive, it is only helpful if the person receiving the feedback walks away with an understanding of what he/she specifically did right. Knowing specifics will help that person to continue doing well. If the feedback is just generically positive, with no specifics, the person doesn’t know what to keep doing.
 - If the feedback is constructive, however, the person receiving the feedback hears what was done well, as well as what can be improved upon. This is the most helpful kind of feedback.

Lesson 4: Part 2 (continued)

Unit 3

How to Give and Receive Feedback

Lesson Details

Lesson Activity (Part 1):

1. Explain that in the workplace, they will need to show that they can give and receive feedback effectively.
2. Display **PPT /PDF slide 32**. Go over the “Do’s and Don’ts” of *giving* feedback. Use **PPT/PDF slides 33-35** to give examples of giving feedback. Use the following prompts to discuss each example:
 - *Is this person giving positive, negative, or constructive feedback.*
 - *How would you feel if you were the person receiving this feedback?*
 - *What, if anything, would you change about how this feedback is being given?*
3. Next, display **PPT/PDF slide 36**. Go over the “Do’s and Don’ts” of *receiving* feedback. Explain that although constructive feedback is the most ideal form of feedback, in the real world, an employee might receive any kind of feedback. Discuss ways that a person can respond in a professional manner when receiving each kind of feedback (positive, negative, and constructive). Use **PPT/PDF slides 37-39** to give examples of receiving feedback.
4. Use the following prompts to discuss each example:
 - *How did this person handle the feedback given to them? (Was it professional or unprofessional)*
 - *Would you have acted the same or differently?*
 - *How do you think this person feels after receiving this feedback?*



Lesson 4: Part 2 (continued)

Unit 3

How to Give and Receive Feedback

Lesson Details



Lesson Activity (Part 2):

1. After going over the examples in part 1, explain to students that they are going to get a chance to practice giving and receiving feedback.
2. Students will get into groups of 3. One person in the group will be giving the feedback. Stress that this person should be aiming to give *constructive* feedback. The second person in the group will be receiving the feedback. Stress that this person should be responding in a professional manner to the feedback given. The third person will be observing the interaction.
3. Provide each group with a **Feedback Scenario Card**. It is OK if more than one group is using the same scenario. Groups will read the scenario on their card. There are two characters in each scenario. One character will be giving the feedback while the other character will be receiving the feedback. Students will choose a role to play. First instruct the “feedback giver” to provide feedback based on the information provided on the card. Next, the person receiving the feedback will have a chance to respond. The observer in the group should take note of how the other two perform their roles.
4. If desired, do one scenario as a whole class and talk through appropriate feedback and an appropriate response.
5. Allow groups to choose a new scenario card and switch roles for additional practice as time allows.
6. Monitor and assist as needed.

Lesson 4: Part 2 (continued)

Unit 3

How to Give and Receive Feedback

Lesson Reflection:

1. Use the following prompts to engage students in discussion:

- *How did it feel when you had to give the feedback?*
- *How did it feel when you had to receive the feedback?*
- *For those of you who observed, what are some things that you noticed?*
- *Why is it important to know how to give and receive feedback in the workplace?*
- *When would an employer or employee need to give/receive feedback?*



Lesson
Details

Sam works at a grocery store as a cashier. A customer complained to Sam's supervisor that when bagging her groceries, Sam placed heavy items over her bread, and squashed it. Sam's supervisor tells the customer that he will talk with Sam.

Katie has been working at her job for about a month. A few times her supervisor, Karen, has come to her complaining about the work she has been doing, but doesn't offer any real suggestions about what Katie needs to do differently. Katie decides to go talk to Karen to express her concerns.

Jessica just finished her first week at her new job at a fast food restaurant. Jessica's coworker, Amy, has been working at the restaurant for a long time. Amy is getting frustrated at how slow Jessica is at performing some of the tasks of the job because it causes Amy to have to wait for her to finish. Amy decides to talk to Jessica.

Seth just hired Jon to work at his department store. Jon is doing a good job completing the tasks of the job, but is consistently showing up to work late. Seth decides to confront Jon about his tardiness.

Kelly and Joe work at the same place and have decided to carpool together. Kelly is supposed to pick up Joe at 8am every morning, but lately Kelly has been late picking Joe up. Joe is getting frustrated because this causes them to be late to work. Joe doesn't want to lose his job, so he decides to talk to Kelly.

Amber works at the front desk in an office building. One of her tasks is to greet and help visitors as they come into the building. Amber's supervisor, Tim, has been observing Amber. He notices a couple times that Amber was reading a magazine while working and often doesn't even notice when a visitor arrives. He also notices that Amber doesn't always greet visitors in a welcoming manner. Tim decides to talk to Amber.

Lesson 4:

Unit 3

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 4:

Sam works at a grocery store as a cashier. A customer complained to Sam's supervisor that when bagging her groceries, Sam placed heavy items over her bread, and squashed it. Sam's supervisor tells the customer that he will talk with Sam.	Katie has been working at her job for about a month. A few times her supervisor, Karen has come to her complaining about the work she has been doing, but doesn't offer any real suggestions about what she needs to do differently. Katie decides to go talk to Karen to express her concerns.
Jessica just finished her first week at her new job at a fast food restaurant. Jessica's coworker, Amy, has been working at the restaurant for a long time. Amy is getting frustrated at how slow Jessica is at performing some of the tasks of the job because it causes Amy to have to wait for her to finish. Amy decides to talk to Jessica.	Seth just hired Jon to work at his department store. Jon is doing a good job completing the tasks of the job, but is consistently showing up to work late. Seth decides to confront Jon about his tardiness.
Kelly and Joe work at the same place and have decided to carpool together. Kelly is supposed to pick up Joe at 8am every morning, but lately Kelly has been late picking Joe up. Joe is getting frustrated because this causes them to be late to work. Joe doesn't want to lose his job, so he decides to talk to Kelly.	Amber works at the front desk in an office building. One of her tasks is to greet and help visitors as they come into the building. Amber's supervisor, Tim, has been observing Amber. He notices a couple time that Amber was reading a magazine while working and often doesn't even notice when a visitor arrives. He also notices that Amber doesn't always greet visitors in a welcoming manner. Tim decides to talk to Amber.

Divide students into groups of three. Each group will need one scenario card. If you have more than 6 groups, then repeat some of the scenarios with additional groups.

When role playing, monitor each group.

Option: As you walk from group to group, write down your observations about how the students are giving and receiving feedback from each other. Use these notes to give feedback to the students after the activity. This will serve as an authentic example of giving and receiving feedback

Lesson 5: Part 1 and 2 Overview

Unit 3

Understanding the Needs of Others

This lesson introduces students to the important skill of gathering inferences. This skill will be used for two purposes: First, students will practice paraphrasing, which requires gathering inferences from people's statements. Second, students will be interpreting a job posting, which requires making inferences from information given and information not directly stated.



Students participating in this lesson will learn:

1. how to paraphrase another's words.
2. interpret a job posting to determine what an employer is looking for.



Students will be able to:

1. paraphrase statements to demonstrate the ability to infer meaning.
2. interpret a job posting.



Target Outcome:

1. Students will be able to infer meaning from interpersonal communication and from a posted job advertisement.




Measurable Outcome:

1. Students will be able to role play to show their ability to infer a person's needs.
2. Students will be able to interpret the needs of a job by using a sample job posting.

Lesson 5: Part 1

Unit 3

Understanding the Needs of Others

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1 b, c</p>	<p>Reading</p>	<p>Writing 11-12.4 11-12.10</p>	<p>Language 11-12.1 11-12.3 11-12.6</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 40-42 (Also available in PDF) 2. “Sum It Up and Trade!” cards 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slides 40-42. 2. Print out one set of the “Sum It Up and Trade” cards. (Make two sets if you have more students than cards. Some students will have the same card.) 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by displaying the image on PPT/PDF slide 40. Ask students what information they can get by interpreting the image. 2. Explain that when you use information from what you see and hear, you can infer what someone is really communicating, even if they don’t come right out and say it. Knowing the true thoughts and feelings that someone has helps you to meet their needs. 3. Use PPT/PDF slide 41 to give an example. First, read the statement, then work together as a class to determine the true feelings and thoughts behind the statement. Use a statement that includes the thoughts and feelings of the person. Also, work together to decide what the person needs in order to help the problem. (ex. The person is feeling frustrated that his/her ride to school is late. This person needs a more reliable person to take him/her to school.) 4. Next, display through PPT/PDF slides 42. Use this slide to explain how to interpret what someone is feeling and what they need based on what the person says. 				

Lesson 5: Part 1 (continued)

Unit 3

Understanding the Needs of Others

Lesson Details



Lesson Activity:

1. Provide each student with a “**Sum It Up and Trade**” card.
2. Explain that on each card there is a statement similar to what was on the PPT. Tell students that they will be walking around the classroom and choose one person to pair up with. Student 1 will read his/her card to student 2. Student 2 is going to paraphrase the feeling and say what student 1 needs (students can refer to PPT/PDF slide 42 for assistance). Student 2 will then read his/her card to student 1. Student 1 will now paraphrase the feeling and state what the person needs.
3. After both students have read their cards to each other, they will trade cards and go find a different student to pair up with. Students repeat the exercise with their new cards.
4. Continue this exercise for as long as time allows.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Why is it important to connect with someone’s feelings when you are communicating?*
 - *Are you always going to be able to read someone’s feelings/thoughts? What happens if you misunderstand?*
 - *Why is the ability to paraphrase and identify a person’s needs important in the workplace?*

<p>I just got a call from the restaurant that I interviewed with! I got the job! I just hope that I can find a bus route that goes past the restaurant!</p>	<p>I worked really hard on my school project, but I didn't get the grade I was hoping. I can't figure out what I did wrong.</p>
<p>I wish I could read as fast as my coworkers. I have a hard time keeping up with the food orders that come in to the kitchen.</p>	<p>My boss keeps giving me new tasks before I've had a chance to finish the ones he previously gave me. I just can't keep up!</p>
<p>I've been applying to different jobs for weeks, but I haven't had a single interview!</p>	<p>The person I am working with keeps whistling! It's making it very hard to concentrate!</p>
<p>My coworker just yelled at me for doing a task wrong. I just can't seem to get it right!</p>	<p>I just heard that my friend was invited to Steve's party, but I wasn't. I don't get it, I thought Steve and I were friends!</p>

<p>This math homework is too hard!</p>	<p>My boss just asked me to meet him in his office after my shift. He said he wants to talk to me about something.</p>
<p>I can't believe it! My mom said that I can't go to the concert next weekend!</p>	<p>The employer I interviewed with yesterday said she would call me by 6pm to say if I got the job. It's 6:30pm now!</p>
<p>The partner I am working with on a school project isn't doing any of the work. I have had to do everything myself.</p>	<p>I have a fever, but I am supposed to work today. I don't think I can even get out of bed!</p>

Lesson 5: Part 2

Unit 3

Understanding the Needs of a Job

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1 b, c</p>	<p>Reading</p>	<p>Writing 11-12.4 11-12.10</p>	<p>Language 11-12.1 11-12.3 11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4, 7, 8</p>		<p>2- 1, 2, 3 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"> 1. PowerPoint (PPT) slide 43 (Also available in PDF) 2. “Understanding a Job Posting” Activity 3:5.1 3. Job Posting Samples 4. Chart paper and marker 5. Highlighters (optional) 				
<p>Lesson Details</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slide 43. 2. Print off the 4 job posting samples. Students can either work independently or in small groups for this activity. If working independently, print off enough of the job posting samples so that each student has <i>one</i> of the samples. If working in small groups, only print off one copy of each sample and divide students into 4 groups. (Note: If you have a larger group, print off 2 of each samples to make more than 4 groups.) 3. Print off a copy of Activity 3:5.1 for each student. 4. Collect chart paper and marker. 5. Collect enough highlighters for each student (optional). <p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by explaining that today, students will learn how to interpret a job posting by using the skills learned in part 1 of lesson 5 (understanding others’ feelings and needs by interpreting what they say). 2. Explain that just like we can interpret a person’s thoughts and feelings, we can also interpret the needs and skills of a job posting by reading what is written in a job post. 3. Display PPT/PDF slide 43 with the job posting sample. Look through this sample together to show how to interpret a job posting (What skills will I need? What kind of personality/personal preferences are best for this job? etc...) 				



Lesson 5: Part 2 (continued)

Unit 3

Understanding the Needs of a Job

Lesson Details

4. Using **chart paper** and a **marker**, create a graphic organizer similar to that found on the Activity 3:5.1 sheet. Using the sample posting, complete the graphic organizer together to help students work through the sample job posting. (see sample graphic organizer in the *Instructor Notes and Suggestions*.)
5. As you navigate the application with students, help them to pull out important information.

Lesson Activity:

1. Either in small groups or as individuals, provide students with the **job posting samples**.
2. Provide each student with the “**Understanding a Job Posting**” **Activity 3:5.1 sheet** and a **highlighter** (optional). Using the same strategies that you modeled in the lesson introduction, students will read through the posting and complete their sheet. If desired, have students highlight important information. (Option: If this is too challenging for your students on their own, complete the sheet together similar to how you did in the lesson introduction. Work through as many samples as time allows and make additional copies of Activity 3:5.1 as needed)
3. As students work through the applications using their activity sheet, explain that companies don't always list every piece of information (ex. Some applications don't list a salary or specific hours needed to be covered). In these cases, applicants would need to further inquire about the job position by contacting the company. Students can leave these sections blank on their activity sheet if the information is not provided.

Lesson 5: Part 2 (continued)

Unit 3

Understanding the Needs of a Job

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *If you could ask the employer one question based on the job posting that you looked at, what would it be?*
 - *Would this be a job you would want to apply for? Why or why not?*
 - *What would you like to know more about this job before applying?*

Lesson
Details

SAMPLE JOB POSTING 1

Job Summary

Location

White Castle, LA 70788

Industries

Other/Not Classified

Job Type

Part Time

Temporary/Contract/

Project

Education Level

Unspecified

Career Level

Entry Level

Job Reference Code

US2949BM_18168368

NOW HIRING School Custodial Workers!

About the Job

Major Job Functions:

Job functions listed below are not all-inclusive; others may be added or deleted at the manager's discretion.

*Sweep/Mop and maintain all entrances, hallways and classrooms.

*Clean all school areas as instructed

*Empty recycling receptacles in classrooms/hallways/restrooms/outside.

*Work with other custodians to maintain and clean common areas.

*Deliver & stock supplies such as paper to appropriate offices.

*Check supplies out /in as instructed.

*Assemble & breakdown school areas for special events.

SAMPLE JOB POSTING 2

Forklift Operator Job Description:

MUST HAVES:

Forklift or Pallet Jack Experience

Warehouse

Good Attendance

This individual will be working in the distribution facility as a forklift operator/picker. Contractors will be responsible for operating pallet jacks, clamp trucks, and stand-up high reach forklifts to move product/pallets throughout the facility. They will be using electronic check lists to pull product and use RF Scan Guns to scan materials for inventory purposes. If a pallet needs to be broken down then the individual will need do some case picking to ensure the proper amount of products are on the skid. Individuals will be responsible for loading and unloading trucks with pallets. All individuals are responsible for keeping a clean and safe work environment and will be responsible for sweeping/mopping aisles during their shift when needed.

2nd Shift: Monday thru Friday - 3:00pm to 11:30pm - Overtime would be until 1:30am

3rd Shift: Saturday thru Tuesday - 4:00am to 2:30pm - Overtime would be until 4:30pm

About Aerotek Commercial Staffing :

Aerotek, headquartered in Hanover, Md., is a leading provider of technical, professional and industrial staffing services. Established in 1983, Aerotek is an operating company of Allegis Group, the largest provider of staffing services in the U.S. Aerotek operates a network of more than 200 non-franchised offices throughout the U.S., Canada and Europe. For more information, visit Aerotek.com.

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Suite 108
Horsham, PA 19044

TEL: (215) 315-4253

SAMPLE JOB POSTING 3

Job Summary

Company
US Foods

Location
Madison, WI 53704

Industries
All

Job Type
Employee

Salary
\$21.29+ /hour

Job Reference Code
318064

Delivery Driver

About the Job

- **DELIVERY DRIVER
MADISON**

\$1500 SIGNING BONUS

US Foods, one of the nation's largest foodservice distribution companies, is seeking a professional **delivery truck driver** for the Madison, Milwaukee and Waupaca market. Local Routes, NO WEEKENDS

- Hourly pay, NO PIECE RATES
- Work life balance, NO OVERNIGHTS
- Great benefits, MINIMAL EMPLOYEE CONTRIBUTION

The salary range starts at \$21.29/hr with potential frequent wage increases. OT opportunities available.

Apply on-line at www.usfoods.com and search under WI.

SAMPLE JOB POSTING 4

Customer Service Rep Job Description:

IMMEDIATE NEED FOR CUSTOMER SERVICE REPRESENTATIVES!!!

A national client is looking for customer service representatives to assist with their growing organization. The position would entail taking inbound calls from customers to assist with:

- Verifying insurance information
- Setting customers up with appointments for different medical procedures
- Opening up cases in the company's computer systems
- Answering and questions, concerns, etc. in regard to customer healthcare benefit information

These positions are interviewing immediately to start on January 25th. Healthcare experience is preferred and the company is not located on a bus route.

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Understanding the Needs of a Job

Activity 3:5.1

Understanding a Job Posting



Read through your job posting and complete the information below with the information given in the posting.



WHAT is the job? _____

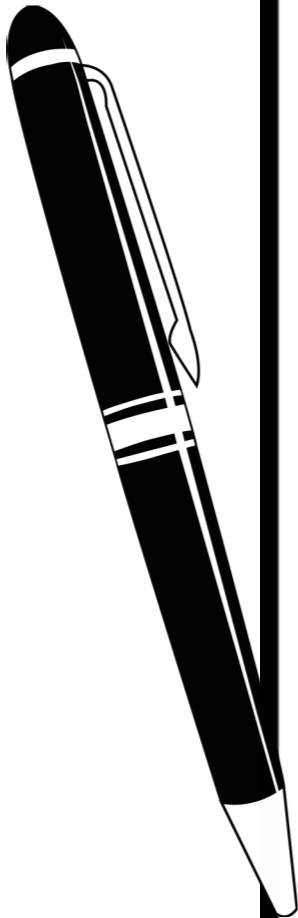
WHERE is the job? _____

This employer needs someone who:

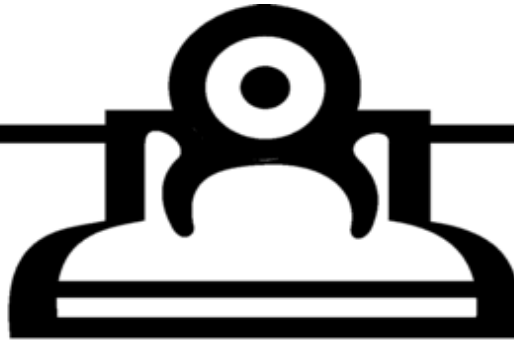
1. _____
2. _____
3. _____

What experience or education is required for this job (ex. a certain certificate, a number of years of experience in a similar job...etc...):

What are the hours/shifts of the job?



Activity 3:5.1 (continued)



Check any of the skills that you think would be needed in order to have this job:

- | | |
|---|--|
| <input type="checkbox"/> Physical strength | <input type="checkbox"/> Ability to work large machinery |
| <input type="checkbox"/> Computer knowledge | <input type="checkbox"/> Ability to drive |
| <input type="checkbox"/> Customer service skills | <input type="checkbox"/> Ability to work with and keep track of money |
| <input type="checkbox"/> Pays attention to detail | <input type="checkbox"/> Good at measuring or keeping track of numbers |
| <input type="checkbox"/> Ability to work quickly | <input type="checkbox"/> Good time management |
| <input type="checkbox"/> Works well with others | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Good at problem solving | |
| <input type="checkbox"/> Cooking skills | |
| <input type="checkbox"/> Ability to be a leader | |
| <input type="checkbox"/> Reading and writing skills | |
| <input type="checkbox"/> The ability to multitask | |

How do I apply for this job?

Lesson 5:

Unit 3

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 5:

This math homework is hard	I just got a call from the restaurant that I interviewed with! I got the job! I just hope that I can find a bus route that goes past the restaurant!	I worked really hard on my school project, but I didn't get the grade I was hoping. I can't figure out what I did wrong.
I can't believe I said that I could play the concert next week!	I wish I could read as fast as my co-workers. I have a hard time keeping up with the food orders that come in to the kitchen.	My boss keeps giving me new tasks before I've had a chance to finish the ones he previously gave me. I just can't keep up!
My partner's project isn't working. I'll have to redo everything.	I've been applying to different jobs for weeks, but I haven't had a single interview!	The person I am working with keeps whistling! It's making it very hard to concentrate!
My co-worker just yelled at me for doing a task wrong. I just can't seem to get it right!	I just heard that my friend was invited to Steve's party, but I wasn't. I don't get it, I thought Steve and I were friends!	

Print out the "Sum it Up and Trade!" cards. You will need one card per student. Make 2 sets of the cards if needed.

Students will explore one or more of these job postings.

SAMPLE JOB POSTING 1

Job Summary
Location
 White Castle, LA 70788
Industries
 Other/Not Classified
Job Type
 Part Time
 Temporary/Contract/Project
Education Level
 Unspecified
Career Level
 Entry Level
Job Reference Code
 US2949BM_16168368

NOW HIRING School Custodial Workers!
About the Job
 Major Job Functions:
Job Functions
 others may use discretion
 *Sweep/Mop classroom
 *Clean all restrooms
 *Empty restrooms
 *Work with common areas
 *Deliver & return supplies to offices.
 *Check supplies
 *Assemble events.

SAMPLE JOB POSTING 2

Forklift Operator Job Description:
MUST HAVES:
 Forklift or Pallet Jack Experience
 Warehouse
 Good Attendance

This individual will be working in the distribution facility as a forklift operator/picker. Contractors will be responsible for operating pallet jacks, clamp trucks, and stand-up high reach forklifts to move product/pallets throughout the facility. They will be using electronic check lists to pull product and use RF-Scan Guns to scan materials for inventory purposes. If a pallet needs to be broken down then the individual will need to do some case picking to ensure the proper amount of products are on the skid. Individuals will be responsible for loading and unloading trucks with pallets. All individuals are responsible for keeping a clean and safe work environment and will be responsible for sweeping/mopping aisles during their shift when needed.

2nd Shift: Monday thru Friday - 3:00pm to 11:30pm - Overtime would be until 1:30am
 3rd Shift: Saturday thru Tuesday - 4:00am to 2:30pm - Overtime would be until 4:30pm

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SAMPLE JOB POSTING 3

Summary
 Company: Foods
Location
 Wisconsin, WI 5
Industries
 Type: Employee

Delivery Driver
 About the Job

SAMPLE JOB POSTING 4

Description:
 CUSTOMER SERVICE REPRESENTATIVES!!!
 customer service representatives to assist with their situation would entail taking inbound calls from customers to
 on
 appointments for different medical procedures
 company's computer systems
 concerns, etc. in regard to customer healthcare benefit in-
 g immediately to start on January 25th. Healthcare ex-
 company is not located on a bus route.

Services:
 Hanover, Md., is a leading provider of technical, professional and industrial staffing services. Established in 1963, Aerotek is an operating company of Allegis Group, the largest provider of staffing services in the U.S. Aerotek operates a network of more than 200 non-franchised offices throughout the U.S., Canada and Europe. For more information, visit Aerotek.com.

s - Albany, NY

Lesson 5:

Unit 3

Instructor Notes and Suggestions (continued)

Activity 3:5.1 (continued)



Check any of the skills that are needed in order to h

- Physical strength
- Computer knowledge
- Customer service sk
- Pays attention to det
- Ability to work quickl
- Works well with othe
- Good at problem sol
- Cooking skills
- Ability to be a leader
- Reading and writing
- The ability to multitask

Rather than re-creating this skills check list on chart paper, you can simply talk through the skills needed for the sample job you discuss as a class.

Understanding the Needs of a Job

Activity 3:5.1

Understanding a Job Posting



Read through your job posting and complete the information below with the information given in the posting.



WHAT is the job? Assembler of hearing aids

WHERE is the job? Oak Brook, IL

This employer needs someone who:

1. Can work efficiently
2. Can use a microscope
3. Can sit at a desk all day

What experience or education is required for this job (ex. a certain certificate, a number of years of experience in a similar job...etc...):

Not specified

What are the hours/shifts of the job?

7am-4pm ; 4pm-12:30am

See sample of how to fill in the application chart on the right.

Lesson 6: Part 1 and 2 Overview

Unit 3

Creating Questions that Lead to Conversations

This lesson provides students with valuable tools and strategies to develop the skill of asking open-ended questions.



Students participating in this lesson will learn:

1. what an open-ended question is.
2. understand how to structure an open-ended question.
3. be able to use open-ended questions for more in-depth conversations.



Students will be able to:

1. form open-ended questions.
2. apply the use of open-ended questions in professional conversations.



Target Outcome:

1. Students will discover the different types of information one can receive by asking open-ended questions, rather than closed questions.
2. Students will be able to practice using open-ended questions in the workplace to gain valuable questions.



Measurable Outcome:

1. Students will be able to participate in a mock-conversation utilizing the skills of asking open-ended questions.

Lesson 6: Part 1

Unit 3

Closed and Open-Ended Questions

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1c 11-12.6</p>	<p>Reading 11-12.1</p>	<p>Writing 11-12.4</p>	<p>Language 11-12.1 11-12.3</p>
<p>Lesson Materials</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>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 44-46 (Also available in PDF) 2. “Open it Up!” prompt cards 3. Chart paper and marker 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking students to think about the different kinds of conversations that they have with their family, friends, and teachers. What types of things do they talk about? Are the conversations usually short and to the point, or is it easy to engage in conversation? Do they do most of the talking, listening, or a combination? 2. Display PPT/PDF slide 44 with the short conversation script. Invite a volunteer to be “Chris.” You will be “Lisa.” Read the script with the student volunteer while the other students observe. 3. After reading <u>ASK</u>: <i>What did you notice about this conversation? Who did most of the talking? Based on this conversation? Who do we know more about?</i> 4. Tell students to look at the questions that Lisa asked Chris. Reread some of them from the PPT/PDF slide. Explain that Lisa only asked questions that required Chris to give short answers. She was looking for a specific response (mostly “yes/no” responses) Her questions did not require a thoughtful answer. Explain that these types of questions are called <i>closed questions</i>. 5. Display PPT/PDF slide 45. Use this slide to discuss closed questions. 				




Lesson 6: Part 1 (continued)


Unit 3

Closed and Open-Ended Questions

Lesson Details

- 
6. Next, display **PPT/PDF slide 46**. Explain that the alternative to a closed question is an *open-ended question*. Use this slide to discuss what open-ended questions look like.
 7. Now, return back to **PPT/PDF slide 44** and review the conversation between Chris and Lisa. Ask students to think about ways Lisa could have turned her closed questions into open-ended questions. Provide the first example and with a **marker**, rewrite one of Lisa's question as an open-ended question on the **chart paper**.
 8. Discuss how Chris might have responded differently if asked the open-ended version of the question instead of the closed question.
 9. **ASK:** *What is the benefit to using open-ended questions over closed questions.*

Lesson Activity:

- 
1. Explain to students that they will participate in a role-playing exercise. In this exercise they will pair up. Each pair will be given an **“Open it Up!” prompt card** with a topic to discuss. The goal is to keep their conversation going using open-ended questions. If at some point they come to a stall in their conversation, have them rethink how they can rephrase their question to make it more engaging for their partner to respond to. Pairs want to avoid using “yes/no” questions.
 2. Option: Choose a volunteer to model one of the prompt cards.
 3. If time allows, have pair switch prompt cards with another pair and begin a conversation on a new topic.

Lesson 6: Part 1 (continued)

Unit 3

Closed and Open-Ended Questions

Lesson Details

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Why can asking open-ended questions be more difficult than asking closed questions?*
 - *Have you ever asked an open-ended question (maybe without realizing it) and got a surprising answer?*
 - *How can open-ended questions deepen your connection or relationship with someone?*
 - *Why do you think open-ended questions help you learn more about another person?*
 - *Is it ever OK to use closed questions? (Explain that a full conversation includes both types of questions, however, there should be a healthy mix of both types.)*

“Open it Up” Prompt Cards

Discuss your favorite activity to do outside of school.

Discuss your favorite movies or actor.

Discuss what you did over the weekend.

Discuss a special talent that you have.

Discuss a hobby that you have.

Discuss your family.

Lesson 6: Part 2

Unit 3

Questions in the Workplace

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1c 11-12.6</p>	<p>Reading 11-12.1</p>	<p>Writing 11-12.4</p>	<p>Language 11-12.1 11-12.3</p>
<p>Lesson Materials</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>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 45-46 (Also available in PDF) 2. “Asking Open Questions in the Workplace” Activity 3:6.1 3. “Closed vs. Open Questions” Activity 3:6.2 4. Scissors and Glue 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by reviewing the two types of questions (open and closed) people use to create conversations. Review PPT/PDF slides 45-46 to help review. 2. Explain that in the workplace, using open questions will allow them to learn more about their field of interest and positions that that are applying for. 3. Provide each student with the “Asking Open Questions in the Workplace” Activity 3:6.1 sheet. Draw students’ attention to the written conversation on the left-hand side of their activity sheet. Explain that “Lisa” is an employer while Chris is a potential employee interviewing for a job. Chris is asking Lisa questions to help him learn more about the position. 4. Invite a volunteer to read one of the parts while you read the other. Read the conversation aloud to the class. After reading, ask students to identify which type of question dominated the conversation. 5. Then, in a similar manner, read the conversation written on the right-hand side of their activity sheet. 6. ASK: <i>Which conversation will provide you with more information about the job position?</i> 7. Discuss how by asking open ended questions, Chris has a better understanding of the job he is interviewing for. 				



Lesson 6: Part 2 (continued)

Unit 3

Questions in the Workplace

Lesson Details



Lesson Activity:

1. Provide each student with the “**Closed vs. Open Questions**” **Activity 3:6.2**. You can also have students work in pairs, if desired, in which case you will provide each pair with only one activity sheet. Provide students with **scissors** and **glue**.
2. As individuals or pairs, students will need to cut out each question strip from their activity sheet. After reading each question, students will decide which type of question it is and glue it under the correct heading on the second page of their activity sheet.
3. Monitor and assist as needed. You may want to have students place their question strips in the correct section of their activity sheet without gluing until you have had a chance to go over it as a class. Then, students can glue their question strips down.
4. After students have completed their activity sheet, go over each question and confirm whether it is a closed or open question and why.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *How does asking open-ended questions help you learn more about a job you are interested in?*
 - *Think about a job that you are specifically interested in. What is one open-ended question you could ask about that job?*
 - *Will you ever want to ask closed questions when learning about a job? When might it be appropriate?*
 - *Why is asking questions before AND after getting a job an important step?*
2. NOTE: You will want to stress that when learning about a job, you will need to ask both types of questions. The trick is to learn when each type of question is most appropriate.

Questions in the Workplace

Activity 3:6.1

Asking Questions in the Workplace



Read the two different conversations below:

Lisa: *What questions do you have for me about this job?*

Chris: *Will I be receiving training for this position?*

Lisa: Yes.

Chris: *Will I have weekends off?*

Lisa: Sometimes.

Chris: *Will I be working alone or with others?*

Lisa: *Mostly alone, but sometimes with others.*

Lisa: *What questions do you have for me about this job?*

Chris: *What types of training are provided for this position?*

Lisa: *You will receive training on the different machines that you will be responsible for. We will also train you on safety precautions.*

Chris: *Great. Which shifts are you looking to fill?*

Lisa: *We have open shifts available on weekday mornings as well as some weekends.*

Chris: *I understand. What type of working environment can I expect?*

Lisa: *You will mostly be working independently, but some job tasks will require more than one person to operate the machines.*

Questions in the Workplace

Activity 3:6.2

Closed and Open-Ended Questions



Cut out each question and decide if it is an open or closed question.

How long have you worked here?	What is the pay for this position?
What are the main responsibilities for this position?	What is the most challenging part of this job?
What opportunities are there to work with others in this job?	What's your favorite thing about working here?
What time will I be expected to be here for work?	How many breaks will I get during my shift?
What is a typical day like for someone working here?	How many people work here?

Activity 3:6.2 (continued)

Glue the questions in the correct column on the chart below.

Closed Questions	Open Questions

Lesson 6:

Unit 3

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 6:

"Open It Up" Prompt Cards

Discuss your favorite activity to do outside of school.	Discuss your favorite movies or actor.
Discuss what you did over the weekend.	Discuss a special talent that you have.
Discuss a hobby that you have.	Discuss your family.

You will need 1-2 copies of these prompt cards, depending on the number of students you have.

Questions in the Workplace
Activity 3:6.1

Asking Questions in the Workplace

Read the two different conversations below.

Lisa: What questions do you have for me about this job?
Chris: Will I receive training for this position?
Lisa: Yes.
Chris: Will I have weekends off?
Lisa: Sometimes.
Chris: Will I be working alone or with others?
Lisa: Mostly alone, but sometimes with others.

Lisa: What questions do you have for me about this job?
Chris: What types of training are provided for this position?
Lisa: You will receive training on the different machines that you will be responsible for. We will also train you on safety precautions.
Chris: Great. Which shifts are you looking to fill?
Lisa: We have open shifts available on weekday mornings as well as some weekends.
Chris: I understand. Who type of working environment can I expect?
Lisa: You will mostly be working independently, but some job tasks will require more than one person to operate the machines.

Compare these two conversations and discuss the types of questions used in each.

Students cut out and glue questions in the T-chart (answer key shown on left)

Questions in the Workplace
Activity 3:6.2

Closed and Open-Ended Questions

Cut out each question and decide if it is an open or closed question.

How long have you worked here?	What is the pay for this position?
What are the main responsibilities for this position?	What is the most challenging part of this job?
What opportunities are there to work with others in this job?	What's your favorite thing about working here?
What time will I be expected to be here for work?	How many breaks will I get during my shift?
What is a typical day like for someone working here?	How many people work here?

Activity 3:6.2 (continued)

Glue the questions in the correct column on the chart below.

Closed Questions	Open Questions
What is the pay for this position?	What opportunities are there to work with Others in this job?
How long have you worked here?	What are the main responsibilities for this position?
What time will I be expected to be here for work?	What is the most challenging part of this job?
How many people work here?	What is a typical day like for someone working here?
How many breaks will I get during my shift?	What's your favorite thing about working here?

Lesson 7: Part 1 and 2 Overview

Unit 3

Building Trust

This lesson provides students with valuable tools and strategies to developing trust in the workplace.



Students participating in this lesson will learn:

1. how to discuss trust with others.
2. to identify the “trust” traits that are most important to them in their relationships with others.
3. how to identify the components of building trust in the workplace.



Students will be able to:

1. describe why they trust people in their own lives.
2. explain the importance of building trust in the workplace.



Target Outcome:

1. Students will gain skills in recognizing and identifying social cues that allow them to build trusting relationships with others.



Measurable Outcome:

1. Students will complete a trust circle graphic organizer to help them understand the people that they trust in their own lives.
2. Students will identify the 4 major components of building trust in the workplace and describe situations that illustrate each component.

Lesson 7: Part 1

Unit 3

Who Do You Trust?

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1c 11-12.3</p>	<p>Reading</p>	<p>Writing 11-12.4</p>	<p>Language 11-12.1</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>Instructor Preparation</p>	<ol style="list-style-type: none"> Several desks and chairs and other items that could be used as obstacles from your classroom Blindfold “My Trust Circle” Activity 3:7.1 				
<p>Lesson Details</p>	<ol style="list-style-type: none"> Ahead of time, you will want to arrange an “obstacle course” in your classroom using desks and chairs across a large area of your classroom. Collect one blindfold, or a piece of cloth that can be tied around a student’s head to be used as a blindfold. Make a copy of Activity 3:7.1 for each student. 				
	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> Explain to students that you are going to do a fun experiment to see how well you can trust your classmates. First, describe the experiment: One student will be blindfolded. The goal is for the student to walk through the obstacle course of desks, chairs, books...etc.. without bumping into anything. To do this, their classmates will give them instructions on how to safely get from one end of the room to the other (ex. “move to the left one step,” or “walk forward about 3 steps,” or “step over the book right in front of you”...etc.). Explain that the blindfolded student will have to trust their classmates to lead them in the right way. Ask for a student volunteer to be blindfolded. Walk them safely to the starting point where they will begin the obstacle course. (TIP: Ask only one or two classmates to give instructions to the blindfolded student so that there aren’t too many students shouting out directions.) Repeat this experiment with multiple blindfolded students as desired. Quickly rearrange the course with each student. 				

Lesson 7: Part 1 (continued)

Unit 3

Who Do You Trust?

Lesson Details



Lesson Activity:

1. To begin the lesson activity, give a personal example of someone you trust. Describe how you met the person and how long it took to develop your trust for that person. Explain that trust is something that people develop over time. Trust must be earned.
2. Provide each student with the “**My Trust Circle**” **Activity 3:7.1 sheet**. Tell students that you would like to them to think of one person in their own life that they can trust. Have them write that person’s name in the center of their circle.
3. Have them answer the questions about that person in the prompts listed around the circle.
4. When students have completed their trust circle, have a few students share their circles out.

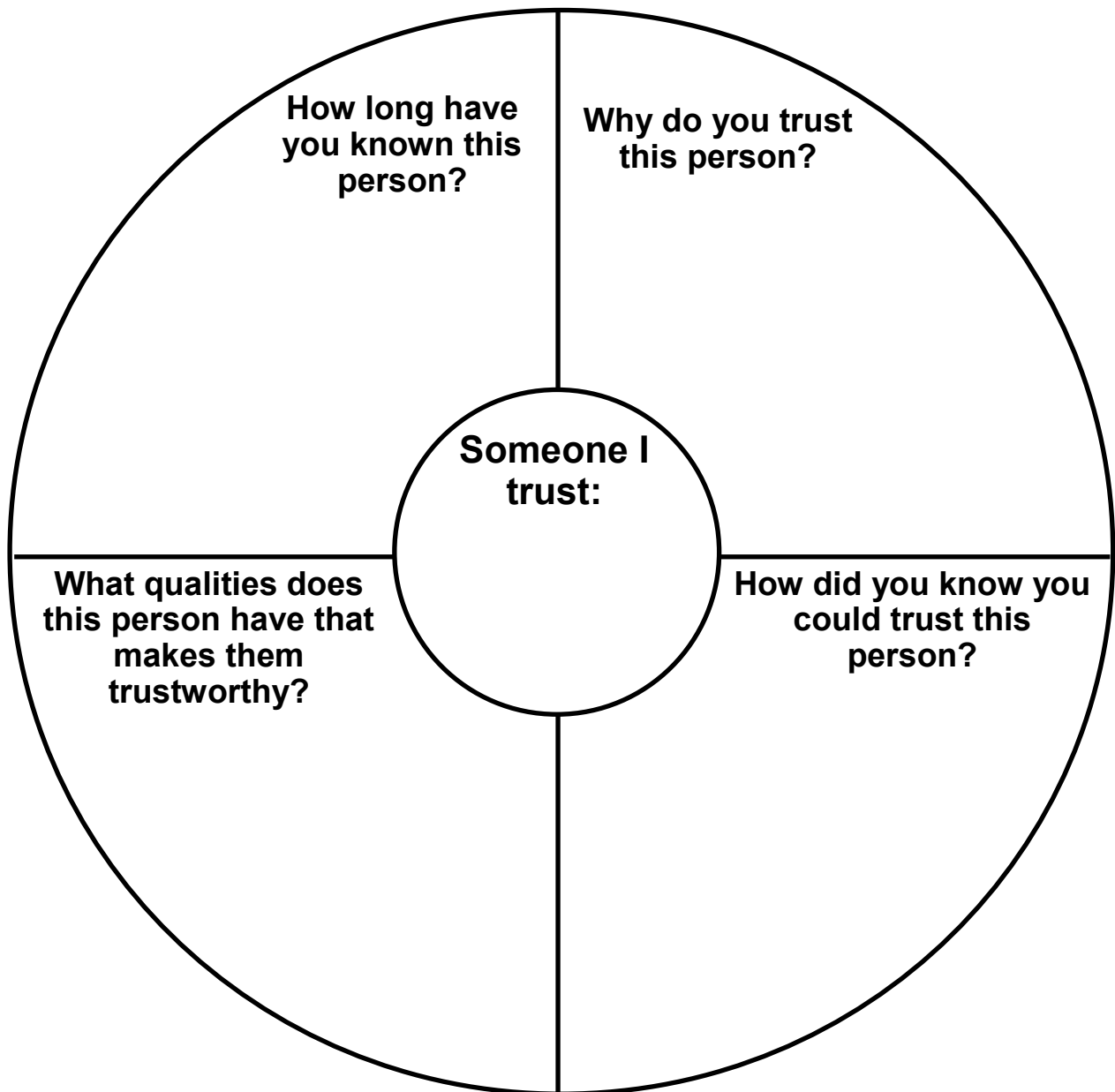
Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Do you find it easy or hard to trust someone?*
 - *What qualities do you have that make YOU a trustworthy person?*
 - *Have you ever lost trust in someone? Has anyone ever lost trust in YOU?*
 - *Why do you think earning someone’s trust in the workplace is important to success?*

Who Do You Trust?

Activity 3:7.1


My Trust Circle



Lesson 7: Part 2

Unit 3

Building Trust in the Workplace

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1c 11-12.3</p>	<p>Reading</p>	<p>Writing 11-12.4</p>	<p>Language 11-12.1</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>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 47-59 (Also available in PDF) 2. “The Trust Puzzle” Activity 3:7.2 3. Scissors 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slides 47-59. 2. Make enough copies of activity 3:7.2 for each student. 3. Collect a pair of scissors for each student. 				
<p>Lesson Details</p> 	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Review the trust activity completed in part 1 of lesson 7. Explain that although the obstacle course trust activity was just for fun, in the workplace, being considered trustworthy is essential to being an effective employee. Employers need to know that they can trust their employees, and employees need to know that they can trust other employees. 2. Display PPT/PDF slide 47. Compare trust to a puzzle. There are four pieces to the trust puzzle. Use this slide to introduce those four pieces. Explain that all four pieces come together to create a complete and whole trustworthy person. If one piece is missing, it becomes hard for others to view that person as completely trustworthy. 3. View PPT/PDF slides 48-51 to go more in depth about each piece of the trust puzzle. 				

Lesson 7: Part 2 (continued)

Unit 3

Building Trust in the Workplace

Lesson Details



Lesson Activity:

1. Provide each student with a copy of the “**The Trust Puzzle**” **Activity 3.7.2 sheet** . Instruct students to use **scissors** to cut apart the 4 pieces of the puzzle. Alternatively, you can break students into groups of 3 or 4 and provide one activity sheet per small group.
2. View **PPT/PDF slides 52-29**. Each slide gives a workplace scenario that demonstrates one of the elements of the trust puzzle. As students listen to each statement, they will decide which element of trust is being demonstrated. Students will raise that puzzle piece into the air. If working in groups, students can work together and discuss each scenario before choosing a puzzle piece. After each statement, have a discussion about the scenario. Be sure to discuss what actions would NOT help develop trust for each scenario. *See answer key below:*

Slide #	Scenario	Trust Puzzle Piece
	<i>Dan shows up on-time for work each day.</i>	Consistency
	<i>Karen forgot to turn the oven off at the restaurant she worked at. She took full responsibility for it.</i>	Honesty
	<i>Amber overhears two coworkers gossiping at lunch. Amber decides to sit somewhere else and not get involved.</i>	Good judgement
	<i>At his interview, Justin walked in with confidence and gave a firm handshake to the employer.</i>	Appropriate Body Language
	<i>When working with a customer, Joe kept strong eye contact to show he was listening.</i>	Appropriate Body Language
	<i>Sarah always completes the tasks her employer asks of her.</i>	Consistency
	<i>Jim notices two of his coworkers goofing off when they are supposed to be working. Jim still continues to stay focused.</i>	Good judgement
	<i>Jacob noticed that a customer gave him too much money when buying her groceries. He gave her back the extra amount instead of pocketing it.</i>	Honesty

Lesson 7: Part 2 (continued)

Unit 3

Building Trust in the Workplace

Lesson Reflection:

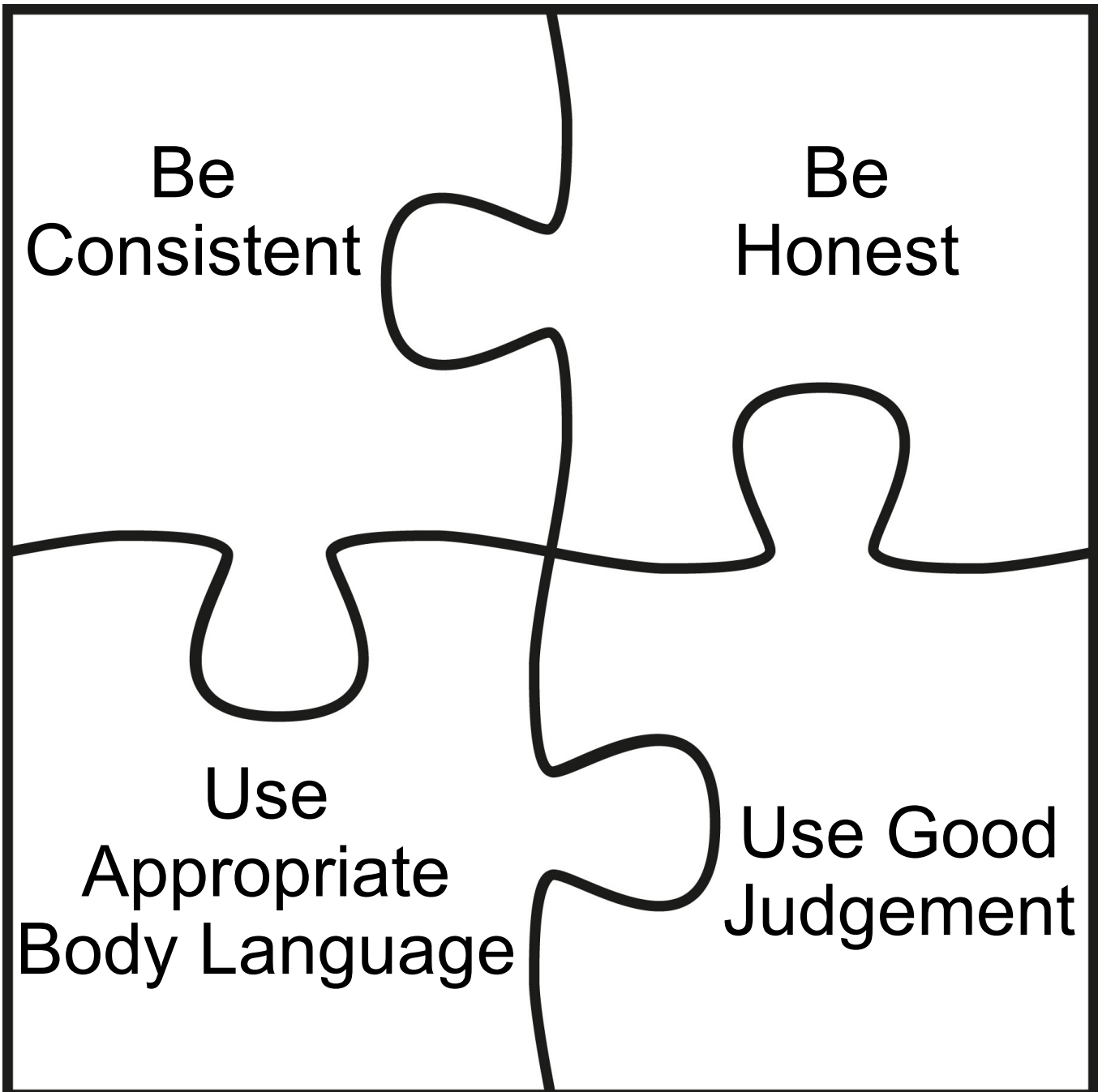
1. Use the following prompts to engage students in a discussion on building trust.
 - *Why do you think it's important that others view you as trustworthy?*
 - *How can building trust in the workplace benefit you as an employee?*
 - *What do you think happens if you break the trust between you and other employees?*
 - *What do you think happens if you break the trust between you and an employer?*
 - *What do you need to work on in order to complete YOUR trust puzzle? Do you have any missing pieces?*

Lesson
Details

Building Trust in the Workplace

Activity 3:7.2

The Trust Puzzle



Lesson 7:

Unit 3

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 7:

Who Do You Trust?
Activity 3:7.1

My Trust Circle

How long have you known this person?

Why do you trust this person?

Someone I trust:

How did you know you could trust this person?

What qualities does this person have that makes them trustworthy?

Students will complete this activity sheet on someone in their own lives that they trust.

Students will cut apart the puzzle piece to use in a whole-class activity.

Building Trust in the Workplace
Activity 3:7.2

The Trust Puzzle

Be Consistent

Be Honest

Use Appropriate Body Language

Use Good Judgement