

LESSON PLAN

Curriculum/Instructional Strategies: Career Explorations; CAHSEE English. I

will utilize direct instruction along with small group sharing for this lesson. Included will be playing some relative songs on the guitar or piano, engages students in active listening, reading, speaking and writing.

Objectives:

1. Students will be able to write down the 6 steps for goals: *1) WHAT you want (be specific), 2) WHEN you will accomplish the goal, 3) PRICE you'll pay to reach your goal, 4) GAMEPLAN how are you going to get this goal, 5) WRITE IT DOWN, a goal not written is only a wish, 6) VISUALIZE see yourself accomplishing this goal.*
2. Students will be able write 5-10 goals for the next ten years.
3. Students will be able to share their goals in a small group or group presentation.

Activities: Brainstorm what some goals are for each student. Teach the steps to accomplish goals. Share experience of Sky-diving and how each step aligns with the steps. Play music that inspires students to think about their goals.

Assessment: Informal pre-assessment about goals and what are some of the student's goals. Written and verbal presentations will be the post assessment of each students understanding.

Products: See steps 1-6 under number one objective. Original music performed on the guitar and/or piano.

Lesson Objectives

Objective number One:

Given previous instruction on 6-pocket research folders, the students will create a research folder with six pockets, five pockets for five research questions, the sixth pocket for source cards and use this format to research one of the nine occupations listed on the assignment sheet. The students must find through research the answer to each of the following questions

- a. What are the life-long learning potential for their career?
 - b. Find what are the working conditions for their chosen career?
 - c. What are the personal skills, aptitudes and education needed for their career?
 - d. What are the possibilities for advancement and what are the requirements for advancement?
 - e. What are the non-salary benefits available? When received?
- Once completed the students should earn a minimum score of 190/200.

Objective number Two:

Given modeled instruction on how to complete a monthly budget, the students will complete a monthly budget addresses all of their monthly expenses, keeping track of the their gross income, their net income and their remaining income after all their expenses without going over-budget (into debt) while earning a score of 90% or better. Students must also list their sources and their information directly on their budgets.

Objective number three:

Given the above research topic, the students will write a 3-5 page (double-spaced) essay describing the type of lifestyle they can expect from the occupation they chose. In their essay they must address each one of the following questions:

- a. What are your lifetime expected earnings, your monthly expected net income, your monthly expected living expenses?
- b. Working Conditions--Is your job full of stress? Will you be able to enjoy your life with a minimum of worry?
- c. How long can you expect to work at this job? Cement finishers usually are forced to retire at age 50 because their knees wear out. What about your job?
- d. How many children would you be able to have? It costs roughly \$800,000.00 to raise a child from birth to age 18.
- e. Will you be able to afford to purchase your own home?
- f. What possessions will you be able to afford? Swimming pool? New car every four years? What vacations might you be able to take? Iphone? Stereo system?
- g. In order to advance in your career must you take educational training? Does the employer provide this or do you have to pay for it? Would you be able to afford it?

All while earning at 80% as a final grade on their essay.

Career Lesson Plan

Curriculum/Instructional Strategies:

Students will be using the internet and taking personality and work likes and dislikes, in order to see which jobs would be best for them. Students will be given step by step instructions and a packet they have to fill out during their investigation.

Objective:

Students will learn how to navigate the internet to find possible careers they might be interested in using *O-net.org* and *Colors.com* which has a personality test. When they find and narrow down three they might be interested in, then they will investigate them more fully by using *Bureau of Labor Statistics.gov* web site.

Activities:

The activities purpose is to help students learn about themselves, learn about which kinds of careers there are, and which might be best for them in the future.

Assessment:

Students will be given a worksheet packet to fill out as they journey on their investigation. This could take a week, at an hour each day, in a computer lab to accomplish. The teacher would be wandering around helping them constantly. The teacher should be providing feedback to the students along the way; as well as helping re-direct them if they become too confused. A pre-test could be given to see how much they know about careers and how to find information, and then a post-test using a Likert scale from one to ten as an assessment of their new skills and knowledge.

Products:

The worksheets that I will use for the activity will be included. It does require a computer lab situation if all students will be working at the same time.

Possible Follow-up Activity:

It is a bit time-consuming, but I think that once the students find the kinds of jobs they would be interested in, job-shadowing people in those careers could be very powerful. They might decide that they don't really want to do that job, or they might love it and propel a non-college bound student to attend college.

Career Worksheet

Name: _____

List at least ten careers that would be suitable to your likes, talents, and personality. Once you have compiled your career list, put an asterisk (*) by the three jobs that interest you the most.

Occupations:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Lesson Plan

Objectives:

1. **Team work** – group students into small group. Assign each person a task that must be collectively brought together to create a report. In a group of 4 to 5 students give students a task of investigating a local employer. Each student is responsible for looking up various areas of the company. (History, employee size, product made, hiring practices, company mission statement)
 - Measurement tool: Pre-post survey of what expectation you have about working collectively as a group.
2. **Conduct career research-** using multi-media sources students will learn how to find credible sources of information to make career decisions.
 - Students must find at least three credible sources of information for each occupation they research.
3. **Workplace expectations-** Describe the working environment and professional conduct expected in the workforce.
 - Using various available sources of information students describe at a minimum of 3 work related skills. (teamwork, punctuality, written communication, interpersonal skills, accountability)

SAMPLE CAREER AWARENESS WORKSHEET

Name: _____ Date: _____

Personal Development Career Awareness

Job Study: Library/ Internet

A job study should be an important step in the process of selecting a career for you. After accumulating enough information about who you are as an individual, you will need to acquire specific information about various careers and occupations.

Listed below are a series of questions that need to be answered by any successful career seeker. Answer all the questions as best as you are able by utilizing the resources of the library/internet.

Note: Utilize more than one source to answer the following questions.
Indicate your sources AT THE END OF THE FORM.

TITLE OF OCCUPATION: _____

1. WORK PERFORMED – What would you do as a worker in this group?
2. WORKERS REQUIREMENTS – What skills, abilities and interest would help you succeed in this kind of work? (Good hand eye coordination, etc.)
3. Type of education or training required to work. (Degree, certificate, OJT)
4. RELATED OCCUPATION IN YOUR CAREER CLUSTER:
5. RELATED OCCUPATION YOU FIND INTERESTING:
6. EMPLOYMENT OUTLOOK: Indicate whether there will be growth or decline and how many workers there are in the field or any other factors affecting the future outlook for the job. (Mention the sources you used to gather this current information)
7. Current Salary expectations: Beginning – Maximum (entry level- Journeyman)
 - A. Salary expectation in the area you live or would like to work.
8. REACTION: Summarize what you now think about the job you studied. What did you learn that you did not know before? Is this the job you wish to pursue? What is one thing you plan to do as a result of this study? How does the information gathered about this job compare to the information you have about yourself? (Attach additional page if necessary).
9. What resources did you find most helpful? (Identify source of information)

Anna Eshoo
Office Procedures 11th and 12th Grade
Pitman High School

Telephone Procedures Lesson Plans

Standards: Office Procedures ROP
CEBEDS CODE 4613; Standard 4

Daily Routine:
Students are getting books ready, while roll and other administrative duties are performed.

Objective:
The student will demonstrate their learning of answering telephones properly, understanding the importance of telephone courtesy, and following telephone techniques for taking messages by being able to role-play, take messages and answer questions correctly.

Anticipatory Set:

Review purpose for class: Preparation for a real job.
Importance of how you answer the phone
Video segment on answering telephones will be shown to introduce today's lesson.

Providing Information/Instruction:

Chapter 8 in Office Skills: A Finishing Touch (Pgs. 161-165;166-169)

Prior Knowledge:

On Monday we went over chapter 8 and read about the telephone skills, (Call on a student) can you please tell me about we learned about for those students we were absent in regards to how to answer a phone give at least one example on what to say and what not to say, pg 168 (If you were absent you will have to read chapter 8 on your own)
Please take out your worksheet from Monday. We will go over the answers in class, be prepared to be called on. (During this time instructor is checking for understanding)

After worksheet:

Two students will be called on to do a role play from the prior knowledge of telephone skills, the class will listen and as a whole we will discuss what they did right or wrong.

Guided Practice:

Students will be given clear instructions on how to proceed with the business telephone activity. (Telephone Messages) Teacher will circulate the room and monitor and adjust lesson as needed based on students' questions and or problems. You have five different messages from different company's please read each message and complete the message form (While You Were Out) Work with a partner. (See attachment)

Closure/Evaluation:

We will continue working on the worksheet tomorrow and continue working in groups on practicing basic telephone skills.

Independent Practice:

Review and Application Page 178 Check Your Knowledge 1-18, Review Your Vocabulary 1-4, Practice Basic Skills and Apply your knowledge are due on Thursday. A review sheet will be handed out and discussed. Quiz on chapter 8 on Friday.

To _____ URGENT
 Date _____ Time _____ A.M.
 P.M.

WHILE YOU WERE OUT

From _____
 of _____

Phone _____
Area Code Number Ext.

Fax/E-Mail _____

Telephoned	Please return call	
Stopped by	Reply by E-mail	
Returned your call	Reply by fax	

Message _____

Signed _____

To _____ URGENT
 Date _____ Time _____ A.M.
 P.M.

WHILE YOU WERE OUT

From _____
 of _____

Phone _____
Area Code Number Ext.

Fax/E-Mail _____

Telephoned	Please return call	
Stopped by	Reply by E-mail	
Returned your call	Reply by fax	

Message _____

Signed _____

To _____ URGENT
 Date _____ Time _____ A.M.
 P.M.

WHILE YOU WERE OUT

From _____
 of _____

Phone _____
Area Code Number Ext.

Fax/E-Mail _____

Telephoned	Please return call	
Stopped by	Reply by E-mail	
Returned your call	Reply by fax	

Message _____

Signed _____

To _____ URGENT
 Date _____ Time _____ A.M.
 P.M.

WHILE YOU WERE OUT

From _____
 of _____

Phone _____
Area Code Number Ext.

Fax/E-Mail _____

Telephoned	Please return call	
Stopped by	Reply by E-mail	
Returned your call	Reply by fax	

Message _____

Signed _____

Name: _____ Date: _____ Period: _____

Chapter 8 - Proper Telephone Procedures and Taking Messages

1. How important is the telephone in the business world?
2. What are the differences between using the telephone at home and in a business office?
3. List three ways an office worker can prepare to answer the telephone when it rings.
4. What are four important qualities of a good telephone voice?
5. What are the four major parts of a telephone?
6. You are an employee in the accounting department of Flash Advertising Company. All calls are first answered by a receptionist and then transferred to your desk. How should you answer your calls?

7. Your boss is Ms. Eshoo. She is not available, so you answer her telephone. How would you answer the phone?

8. You are an employee working for Hair Supplies U.S.A. There is no receptionist, so you answer all incoming calls. How should you answer the phone?

9. What are seven items of information that need to be recorded when taking telephone messages?

Anna Eshoo
Office Procedures 11th and 12th Grade
Pitman High School

Extension Lesson Plan

Team Work/Good Communication Skills
Office Occupations Lesson Plan

- Standards:** Office Occupations ROP
Career Preparation Standard C
Interpersonal Skills
1. Group Dynamics
 2. Conflict Resolution
 3. Working Cooperatively
- Understand principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiations.
- B. Discuss and demonstrate the dynamics of conflict resolution and negotiates.
 - C. Work cooperatively, share responsibilities.
- Daily Routine:** Students are getting books logging onto computer, while roll and other administrative duties are performed.
- Objective:** The student will be able to use human relationship skills in the office and everyday life to work as a team member, learn the importance of being supportive of co-workers in the office and maintain professional appearance and attitude in the office and daily life.
- Language O:** The student will be able to define and understand the importance of human relations, and the importance of handling a negative attitude, being a supportive co-worker and what a professional appearance looks like through partner activities and independent assignment.
- Providing Information/Instruction:** You will need your books today and we will be working on chapter 4 in the Office Book page 66....before we begin please work independently to answer the following 3 questions (1/2 sheet of paper provided) Students will have a few minutes, then students will partner share after students partner share I will call on a few students to read answers out loud.
- Prior Knowledge:** Review what we did the day before. Discuss the importance of getting along with people and the video that was watched. Ask a student what is Human relations and interpersonal relations?
- Guided Practice:** Partner Work: Turn to the person next to you and decide who will have a negative attitude and who will have the positive attitude. Role play switches roles and then a few students will present to the class.
- Independent Practice:** Students will be given clear instructions on how to complete the Getting Along with People Worksheet... Students will work independently and raise hands for help!
- Closure/Evaluation:** We will continue working on the worksheet tomorrow and will review the answers to the worksheet. Then we will work on Page88 1-26 Check Your knowledgea Quiz to follow on the chapter as well.

Curriculum and Instructional Strategies:

At the time of this lesson, the students in the Life Skills class will have already worked on writing a resume and applying for jobs. At this point, the students are aware that companies do NOT interview every applicant. Applications are prescreened, and if the minimum qualifications are not met, applicants are not interviewed.

Objectives:

- Students will gain awareness of interviewing basics
- Students will learn basic interviewing skills and preparation.
- Students will understand the importance of interviews and first impressions.

Activities:

1. Students know that today's topic is "Interviews." Teacher hands out a paper labeled "Interview DO's and DON'Ts" Students are asked to briefly answer to the following questions on the back side of the paper:
 - ◆ How important is an interview in the job seeking process?
 - ◆ What is the purpose of an interview?
 - ◆ What type of preparation does it require on the part of the applicant? (if any)
2. Students are instructed to quickly jot down some things they think are interview DO's and DON'Ts. They should keep their papers on their desks.
3. Teacher will briefly talk about interviews and how they provide a potential employer with information needed to see if the applicant has the skills for a job he/she is applying.
4. The students will then be divided into four groups of seven and are told that they will now have the opportunity to interview an applicant, or to be the applicant at an interview.
5. Three students in each group will act as the interview panel and the four other students will be the ones who interview for the job.
6. The "job seekers" are told the company and the kind of job they will be interviewing for. They will be interviewed in alphabetical order.
7. The interviewers will be given clear information on the type of skills they are looking for in their applicants. Moreover, they will have a clear list of interviewing questions and a scoring rubric.
8. Each group will have exactly thirty minutes to interview each applicant, to debrief and to decide which applicant they would hire.
9. At the end of the thirty minutes, students will seat in their groups and briefly talk about their experiences in each of those roles. The members of the interview panel will share with the class the applicant they would hire and why.
10. We will talk about why one applicant was chosen over the other and how this situation would relate in the real world.
11. Every student will be given a highlighter and a copy of the "Performing Well at Interviews" handout. They will read pages 1-4 of this handout individually and highlight what stands out to them.
12. Students are asked to look back at their Interviews DO's and DON'Ts handout and using a different color pen, they are asked to write what they think about both sides of the handout now, after reading about and discussing the interview process. Teacher will collect these papers.
13. As a class, we will talk about the information in the handout and things about being well prepared for interviews that stood out for the students.
14. At home, students will:
 - Go over page 5 and prepare answers to those ten questions.
 - Read handout "First Impressions Count" and write a short narrative on what their

Assessment:

- Students will be assessed in cooperation while working in groups.
- Students will be assessed on their pre and post knowledge of interview basics based on the Interviews DO's and DON'Ts handout.
- Students will also be assessed and graded on neatness and completion of their poster

Product:

- Each group of students will work together to create an attractive poster about one of the following categories: Interviews DO's and DON'Ts, Interview Skills, Steps to a successful interview and Pre-Interview (Things to research about the job and the company you are applying for, before the interview)

Two-Day Lesson

Curriculum/Instructional Strategies:

- Curriculum can be used in either a Careers class or Independent Living Skills course.
- Materials- Laptops, pencils and paper, cell phones, speakerphone, Internet, overhead projector, apartment complex questions, and sample rental applications.
- The teacher will use direct instruction to give the students important questions to ask a potential landlord. Students will have an opportunity to ask questions and clarify the material.
- The teacher will also use modeling to demonstrate to students how to appropriately search for housing using the Internet.
- The teacher will also model how to have an appropriate conversation with an apartment complex manager and the questions that should be asked.

Objectives:

1. Students will learn key questions that should be asked when they are searching for an apartment. (Measured by student notes and informal discussion with students)
2. Students will learn the financial and personal responsibilities required to live in an apartment complex. (Measured by interview questions)
3. Students will learn how to fill out a renters application for an apartment complex of their interest. (Measured by rental application)

Activities:

- Students will take notes on the direct instruction information presented by the teacher on the most important questions needed to ask an apartment manager and potential landlord.
- Students will brainstorm five more questions they may want answered when communicating with an apartment manager.
- Students will be required to use their laptops to research four local apartment complexes. Students will then call all four complexes and ask the questions recorded from the teacher's notes and record their responses.

DAY 2

- Students will be required to fill out a rental application. It will be completed independently and reviewed with the teacher for improvements.
- Students will fill out a second application making the necessary adjustments from the first application.
- Upon completion of the lesson, students will write a one page double spaced reflection on the assignment about what they learned and what may have surprised them.

Assessment:

Final assessment will be determined upon collection of the apartment managers responses to their vital questions and sample applications.

Products: Two completed apartment applications and one page reflection.

Important Questions

How much is the rent?

When is rent due?

Do you allow pets?

How should I pay rent?

How long have you been in business?

Are there any move-in specials on rent?

What is your parking situation?

What facilities do you have?

What is included in the rent?

What is the deposit?

What are the late fees?

Are any utilities included in the rent?

Do you manage other properties?

Do you have security?

What types of people live in the complex?

Is the community gated?

M. Watson: Lesson Plan:

Objective:

- *Content Objective:* The students will demonstrate the relevance and application of workplace documents.
- *Language Objectives:* Small Groups will discuss, negotiate, and create mock jobs & related H.R. documents for President, Administrative Assistant, Supervisor/Dept. Head, and Laborers.

Standards:

- **READING 2.1:** Analyze the structure and format of functional workplace documents.

Set 1 - FreeWrite:

- What is the relevance/importance of workplace documents?
- Roll Call during FreeWrite

Set 2 - Lecture:

- The teacher will review yesterday's intro to Workplace Docs.
- The teacher will explain the Activity/Task.

Three small groups' roles:

Small Group #1: Create job application forms for the open positions.

Small Group #2: Create flowcharts demonstrating the jobs' responsibilities

Small Group #3: Create written interview questions to ask the job applicants.

Set 3 - Activity:

- Small groups plan their respective strategies.

Set 4 - Activity:

- Small groups create their workplace documents.

Set 5 - Activity:

- Small groups orally share with the whole class their experience and documents.

Set 6 - Ticket Out:

- TSW continue the anticipatory FreeWriting by reflecting what they learned about the importance & relevance of workplace documents.

REFLECT:

- The teacher will collect, examine, and critique in writing the FreeWrite/Tickets Out, the job apps, the flowcharts, and the interview questions.

Lesson Plan: Interview Questions

Date:	August 10, 2012
Grade/Class/Subject:	9, 10, 11, 12 / Advisement Class
Theme:	Job Interview Questions
Content Objective:	Student will be able to answer five interview questions with confidence.
Language Objective:	Student will be able to defend their
Key Vocabulary:	Basic, Behavioral, Career Development, and Brainteaser
Supplementary Materials:	100 Potential Interview Questions: Career Center Heald College Common Part Time Interview Questions: Career Center Heald College
Lesson Sequence:	<p>Students will be given the following five Interview Questions:</p> <ol style="list-style-type: none">1. Tell me about yourself?2. Tell me about your strengths and weaknesses?3. Have you ever been on a team where someone was not pulling their own weight? How did you handle it?4. What kind of goals would you have in mind if you got this job?5. If you could choose one superhero power, what would it be and why? <p>Students will have time to process the question and write their answers. Teacher will lead discussions on how to answer each question appropriately. Students will have time to rewrite their answers. Students will have the opportunity to work with several partners on answering the five questions.</p>
Review and Assessment:	Written and Oral Students will have the opportunity to sit down with a member of the community and answer the five Interview Questions.

TITLE:	INTRODUCTION TO EMPLOYMENT		
OBJECTIVES:	<ul style="list-style-type: none"> • Understand and verbalize basic job vocabulary • Write clear and purposeful sentences based on job possibilities • Evaluate attributes an employee should possess in written language 		
SUBJECT(S):	<i>Job knowledge-writing, vocabulary</i>	DATE(S):	<i>7/15/2012</i>
GRADE(S):	7th grade Resource (can be adapted for regular ed)	TEACHER:	Shannda James Mark Twain JH Resource Specialist

STANDARD(S):	ASSESSMENT(S) & GRADING RUBRIC:
<p>Subject Area Standards- 7th grade</p> <p>1.0 word analysis, fluency, and systematic vocabulary development</p> <p>1.3 Clarify word meaning through the use of definition, example, restatement, or contrast</p> <p>1.0 Writing Strategies Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research</p> <p>1.0 Writing and Oral English Language Conventions</p> <p>1.3 Identify all parts of speech and types and structure of sentences.</p> <p>1.6 Use correct capitalization</p> <p>1.0 Listening and Speaking Strategies Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p>	<p>Guided Closure: (Assessment/Evaluation/Independent)</p> <ul style="list-style-type: none"> • Students will see or hear the new vocabulary words <ul style="list-style-type: none"> - The students will respond with correct answer non verbally (hand gesture) or verbally • Students will fill out a job possibility form in complete sentences utilizing newly learned vocabulary <ul style="list-style-type: none"> - ex: List three jobs that require good organizational skills? - List three ways you can have a good attitude on the job?

INSTRUCTIONAL STRATEGIES/PROCEDURES/GROUPING: Step by Step Directions	
<p>Accommodation for special needs:</p> <p>LD- Sit close to the teacher. Vision- Sit closer to the teacher.</p> <p>Anticipatory Set: (Contextualization/ Introduction/ Experience)</p> <p>Review:</p> <ol style="list-style-type: none">1. <i>Read an article from the Modesto Bee on job searching.</i>2. <i>Review Vocabulary (on visual vocabulary cards): employment, qualities, attitude, confidence, interview, application, employer, and expectations</i> <ul style="list-style-type: none">• Ask a volunteer to name qualities he/she possess that will be helpful in the workforce. <p>Analyze Expressions:</p> <ul style="list-style-type: none">• Help children develop and expand their repertoire of understanding jobs/language by helping them analyze the expression organizational skills- <i>Tell the class organizational skills are the ability to use your time, energy, resources in an effective way so that you can achieve the things you want to achieve</i>• Ask the students to brainstorm what organizational skills they possess- The student will share with their partner next to them quietly <p>Instructional Input: (Modeling/ Bridging/ Schema Building/ Meta cognitive Development)</p> <ul style="list-style-type: none">• Display picture card 7 (attitude) and ask the class to name the picture• Discuss what on the job attitude should consist of• The students will discuss their answer with the partner sitting next to them• Draw the following chart on the board : on the left side write “good attitude” and on the right write “bad attitude”• Coach the children on how to fill out the chart• Fill in the chart as the activity continues ex: <i>good- motivated... ex: bad-disorganized</i> <p>Adapt Newly Acquired Language:</p> <ul style="list-style-type: none">- Have various students give definitions of the new language by random selection and pair share	

Guided Closure: (Assessment/Evaluation/Independent)

- Students will see or hear the new vocabulary words
 - The students will respond with correct answer non verbally (hand gesture) or verbally
- Students will fill out a job possibility form in complete sentences utilizing newly learned vocabulary
 - ex: List three jobs that require good organizational skills?
 - List three ways you can have a good attitude on the job?

TEXTS/MATERIALS/TECHNOLOGY/AUDIO-VIDEO/OTHER RESOURCES:

- Vocabulary picture & word cards
- -Modesto Bee
- -Student journals
- -Chart paper
- -Pencil

SAFETY/SECURITY ISSUES:

- Students will stay in their seats
- The students will walk to the front of the room when asked to fill out chart/ provide examples

NOTES/REFLECTIONS:

Behavior Styles and Teamwork

- **Curriculum/Instructional Strategies** – This lesson has been designed to help students understand the importance of teamwork within the school and work environment. The curriculum is provided below. A variety of instructional strategies will be used including:
 - Structured overview/introduction – The reading of the “Goose Story”
 - Think/Pair/Share – Conversations about past group work activities
 - Compare and contrast – The difference between behavior styles
 - Wait time – Allow time for students to process the information shared in the lesson and processing time before answering discussion questions.
 - Demonstration – Behavior style questions, answer, and song demonstration
 - Critical thinking – Allow students to choose a song that matches their identified behavioral style
 - Group response – Student presentations
 - Random selection – Randomly choose students to explain behavioral style assessment statements
 - Bloom’s Taxonomy Instructional Strategies –
 - **Understanding:** Ask students to explain their ideas or concepts about their behavioral style?
 - **Applying:** Ask students to use the information in a new way? How will this knowledge affect their attitude when working with new teams?
 - **Analyzing:** Inquire if the students can distinguish between the different types of behavioral styles?
 - **Evaluating:** Can the students explain why all behavioral styles are of value?
 - **Creating:** Can the student create a presentation explaining the view point of their behavioral style?
- **Objectives** – From the *California Career Content Standards* guide, this lesson will include:

9.0 Leadership and Teamwork - *Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:*

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.

- **Activities –**
 - Introduction – Read the “The Goose Story” to the students.
 - Discuss the story as a class noting the commitment and teamwork geese display.
 - State the objective - **9.0 Leadership and Teamwork** – We will understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:
 - Ask students to think about times in their life when they worked in a group. Allow students to pair-share their recollections. What qualities did they appreciate in partners? What qualities or actions made it difficult to work with a group? Do all people like to do things the same way?
 - Instruction – Explain to students that today they will be able to look at a variety of behavior styles that are needed for successful teams.
 - Give each student the Behavior Style Assessment. Read the instructions together: “Read the statements below and put a check mark by each statement that best describes your personality. Add the number of checks in each category and write the total.”
 - Explain that there are no right or wrong responses and that all behavior styles are needed for successful teams.
 - Use an analogy of a sports organization. Every team needs a Coach, a Star Player and a Manager and no team wants to play without Spectators. Every individual fills a necessary role!
 - Walk through the assessment with the students making sure they understand each statement. Check for understanding by asking questions about each statement and circulate throughout the room allowing students to ask clarifying questions.
 - Students will add up the check marks in each column. They will identify their prominent behavioral style.
 - Independent Practice:
 - Students will complete the group project by creating a poster and group presentation answering the questions below.
 - What do we need people to understand about us?
 - What stresses and frustrates us?
 - What about your style makes us an asset?
 - What are the potential pitfalls of our style?
 - Students will also:
 - *Design a logo that best represents their behavior style.*
 - *Pick a song that represents your group! – Sing/dance/speak your song using your teamwork skills.*
 - Debriefing
 - What insights did you gain about yourself and others in this session?
 - How can understanding style differences help us to work together more effectively as a team?

- **Assessment** – Two assessments rubrics are provided. One is for students to assess themselves on their ability to work in teams; the other is an assessment for the group project.

Teamwork Self-Assessment Score Card						
<p>Directions: At the end of each day, put a check mark opposite each statement that is true. You gain 20 yards towards a touchdown for each check mark. If you are unable to accomplish one of the guidelines, or if you are particularly pleased with how you accomplished one of the guidelines, explain the circumstances in your folder!</p>						
Teamwork Guidelines	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
I did my part to encourage each member of the team to participate in all activities and discussions.						
I did my part to accept without criticism each member's ideas, contributions, and feelings.						
I did my part to ensure that our team members reached decisions by consensus.						
I did my part to allow each member an opportunity for leadership.						
I did my part to resolve conflicts and disagreements in positive ways.						
Total number of check marks:						
Multiply the total number of check marks by 20 yards:						
Each 100 yards equals a touchdown. Divide your total yards by 100: _____ ÷ 100 = _____ touchdowns						

Group Work Presentation

Be sure to include the following in your presentation!

- What do we need people to understand about us?
- What stresses and frustrates us?
- What about your style makes us an asset?
- What are the potential pitfalls of our style?
- *Design a logo that best represents your color!*
- *Pick and share a song that represents your group!*

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

- **Products**

Teamwork – The Goose Story by Geoff Grenert

When you see geese flying along in "V" formation, you might consider what science has discovered as to why they fly that way. As each bird flaps its wings, it creates uplift for the bird immediately following. By flying in "V" formation, the whole flock adds at least 71 percent greater flying range than if each bird flew on its own. People who share a common direction and sense of community can get to where they are going more quickly and easily because they are traveling on the thrust of one another.

When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone - and quickly gets back into formation to take advantage of the lifting power of the bird in front. If we have as much sense as a goose, we will stay in formation with those people who are headed the same way we are.

When the head goose gets tired, it rotates back in the wing and another goose flies point. It is sensible to take turns doing demanding jobs, whether with people or with geese flying south. Geese honk from behind to encourage those up front to keep up their speed.

What messages do we give when we honk from behind? Finally - and this is important - when a goose gets sick or is wounded by gunshot, and falls out of formation, two other geese fall out with that goose and follow it down to lend help and protection. They stay with the fallen goose until it is able to fly or until it dies, and only then do they launch out on their own, or with another formation to catch up with their group.

If we have the sense of a goose, we will stand by each other like that.

Grenert, Geoff. *The Goose Story: A Perspective on Teamwork*. The Coaching Association, 9 Dec. 2009. Web. 29 July 2012. <<http://www.thecoachingassociation.com/coaching-teamwork-geese-story/>>.



Name: _____
Date: _____

Behavior Styles Assessments

Read the statements below and put a check mark by each statement that best describes your personality. Add the number of checks in each category and write the total. You will use this information later in the TEAMWORK unit.

The Coach

- I like to be a leader.
- I like to be “in charge”.
- I make decisions on my own.
- I complete tasks without help.
- I am usually successful.
- I am very self-confident.
- I talk others into doing things my way.
- I am not always patient.
- I don't often share my feelings.

_____ **Total**

The Star Player

- I love to be the center of attention.
- I often do things without thinking.
- I am always looking for ways to have fun.
- I love to spend time with friends.
- I am very enthusiastic.
- I don't like to worry about details.
- I like changes in my everyday schedule.
- I often see the bright side of any situation.
- I don't usually like to be alone.

_____ **Total**

The Manager

- I spend a lot of time thinking.
- I am a problem-solver.
- I am neat and organized.
- I like my work to be perfect.
- I give a lot of details when I talk.
- I am not comfortable in messy surroundings.
- I try hard to be successful.
- I enjoy time alone to think.
- I do not like unexpected changes.

_____ **Total**

The Spectator

- I often encourage my friends.
- I like to take care of people.
- I like most people I'm around.
- I am considerate of others' feelings.
- I do not like to be around pushy people.
- It is hard for me to make decisions.
- It is difficult for me to say “no”.
- I try to get along with people around me.
- I like to everyone to get along.

_____ **Total**

The category that contains the most check marks indicates how you prefer to work, either as an individual or as part of a team. If you tied in two or more categories, choose the one that you believe best describes your personality. **Remember:** Every team needs a Coach, a Star Player and a Manager and no team wants to play without Spectators. Every individual fills a necessary role!



High School Guidance Lesson Plan

Objectives:

- 1.) Students will identify and recall the basic admissions requirements of Heald College.
- 2.) Students will identify and recall the three vocational degree programs offered at Modesto Heald.
- 3.) Students will understand and explain the importance of professionalism at Heald.

I. Introductory Activity

1. Opening question: “*What do you know about Heald College and its degree programs?*”
2. After listing what student(s) know about Heald, state student learning objectives.
3. Distribute Heald’s informational brochures/products to student(s).

II. Curriculum/Instructional Strategies

1. Activity: orally present the subject matter that addresses the three learning objectives. Allow students to openly ask follow-up questions and provide input throughout the conversation. This one-on-one conversation allows the counselor to address any student concerns or misconceptions while imparting important information to the student.
 - a. Explain that to get admitted to Heald College, students must—
 1. have a high school diploma, GED, or the equivalent;
 2. complete the Heald admissions application;
 3. complete an admissions interview;
 4. and take a math, reading, and writing placement exam.
 - b. Explain that the three vocational degree programs at Heald are—
 1. Healthcare (AA’s in dental, medical assisting, medical billing, and medical office administration).
 2. Legal (AA’s in criminal justice and paralegal).
 3. Business (AA’s in accounting and business administration).
 4. * The school has recently received senior accreditation which means it can soon offer bachelor degree programs.
 - c. Explain that at Heald College of Modesto professionalism is promoted and modeled throughout campus by every staff and faculty member to every student. The culture of professionalism at Heald positively contributes to student and employee outlook and performance. Establishing professional habits now while in school will pay off in the future by helping Heald graduates secure a career and advance in their chosen career. Examples of professionalism at Heald include but are not limited to wearing professional business attire daily, arriving to class or campus early, strengthening interviewing skills, and communicating effectively through resume and letter writing.

III. Closure and Assessment

1. Ask students to either list or orally recall Heald’s admission requirements, career degree programs, and the importance it places on professionalism. Review any subject matter that students did not attain and demonstrate.

Lesson Plan

Introduction:

Ask students to share what kind of job/career they are interested in after high school.

At the conclusion of this lesson students will be able to:

- Understand the application process for local food production process by writing their resume.
- How to follow through with communication by role playing.
- As a small group writes the qualities it takes to be a reliable employee.

The curriculum/instructional strategies are:

The curriculum comes from 2 classes: Career Math and Career Exploration.

Career Math is a class taken by seniors. The curriculum which is consumer math, check writing/banking skills. This applies the income that comes from employment in meeting personal daily living. By participating in the lesson each student will utilize the principles and skills of reading, writing, listening, and speaking.

Career Explorations is a class taken by freshmen to explore career opportunities available. This involves writing a resume.

Understanding careers such as the military, self analysis, community service, entertainment, sports, etc.

The assessment measures used are doing a pre and post assessments by individual responses and small group presentations. The final assessment is determined by each objective and the expectations from each objective; whether as an individual or a small group.

Some of the activities that students will get to do because of my intern experience will be done as individuals and small groups. Students will also get to utilize modern technology by searching and researching information from the computer and the internet. So many career opportunities are asked to done on-line. So this skill is vital in getting the most from this experience.



Going to school takes time and energy. Getting a job also takes time and energy. With enough persistence almost anyone can find a job. Do you want just a job or do you want something that may lead you more in the direction of a career? A career is your life work that includes many parts of your personality and experience-your education, interest, and abilities.

Whether you realize it or not, you are constantly making choices that will affect your career decisions a few years from now, so today is not too early to begin planning. How can you go about choosing a career that is "right" for you? The answer is, first, you must know your interest, goals, abilities, and values

1. Type in on the internet address bar: www.cacareerzone.org
2. Select the "Flash" version.
3. Start with "ASSESS YOURSELF".
4. Got to "**Interest Profiler**" start a "New Interest Profiler click **GO**."

Start at the top of each screen. Answer all the questions in order. If you accidentally skip a question, the computer will remind you. When you finish a page of questions, click the forward button. To review a screen you have already completed, click on the back button. At any point during the Profiler you can change your answer to a question. Simply use your mouse to move to the question where you want to change your answer. Then select your new answer

5. View your scores that you scored the highest from the six areas.

Conventional Social Enterprising Investigative Realistic Artistic

Note your scores for future use.

6. Review  the "jobs" that best match your response. Select a job/occupation

7. Occupation Chosen: _____

8. List three **task** of your chosen career?

9. What are four **skills** needed to be successful in this career?

10. What **knowledge** and **education** must you have to qualify for this job?

11. List three **school classes** that would help you in preparing for this occupation?

12. How is the **wages or salary** for your chosen career?

13. What is the **outlook** of the occupation for the future?

14. List two **similar occupations**?



REALITY CHECK

You are on your own now and need to “check” if you can live off of what you will earn based on the career you are going to pursue. Go back to www.cacareerzone.org and click on the

1. Get a “Reality Check”.
2. Choose a city or area you are interested in living, or nearest to where you plan to live.
3. Choose the type of living situation you want.

- Apartment
- House
- Live at home with parents etc.....Click “next”



4. Utilities, what are you willing to pay for (cable, phone, electricity, etc.) click next.
5. Food everyone needs that. Do you want to eat out or at home? Click next.
6. How about transportation, buying a new car? Used or using public transportation? Click next.
7. Clothing what kind of allowance will you give yourself now that you are paying the bill? Click next.
8. Part of growing up is paying for all your needs including “medical and dental” expenses. Click next
9. Entertainment what is your social life going to be like? Click next.
10. Personal up keep? It cost money to look “good”. Click next.
11. How about miscellaneous expenses, like vacations and stuff? Click next.
12. Don’t forget about savings. How much will save for a rainy day. Click next.



PRINT YOUR REALITY CHECK AND ATTACH TO THIS FORM!

DOES YOUR OCCUPATION ALLOW YOU TO LIVE THIS LIFE STYLE? Yes No

Do you have to adjust? Perhaps get some more training or education?

1. What are some occupations that you would need to consider to earn enough to suit your life style

What are your results? Are there any careers that fit your life style and income needs?
Take notes:



Save all your information you have collected to help you write a great essay.