

Governor's Institute for Career Education And Work Activity

by Jane Graeff, Robert Allison,

and William Turbitt

Title	Five Paragraph Essay Career Objective
Standards Addressed	<p>13.3.11 G Evaluate the impact of lifelong learning on career retention and advancement</p> <p>13.1.11 A Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.</p> <p>13.1.11 C Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship, school-based enterprise.</p> <p>13.1.11 E Justify the selection of a career.</p> <p>13.1.11 F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep, vocational rehabilitation centers.</p> <p>1.1.11 G Demonstrate understandings of both fiction and nonfiction. Text includes public documents.</p> <ul style="list-style-type: none"> • Make extensions to related ideas, topics, or information.
Brief Overview	Students will write a five-paragraph essay according to a specific format providing specific information. Students will be instructed to incorporate information they researched on the Occupational Outlook Handbook website in their essay.
Grade Level	11 th
Content Area(s)	Language Arts
Other standards supported	<p>1.4.11 B Write complex informational pieces</p> <p>1.5.11 A Write with a sharp distinct focus</p> <p>1.5.11 B Write using well-developed content appropriate for the topic</p> <p>1.5.11 C Write with controlled and/or subtle organization</p> <p>1.5.11 D Write with a command of the stylistic aspects of composition</p> <p>1.5.11 E Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11 F Edit writing using the conventions of language</p> <p>HSPE 10.1A H 8.1 A,C AH 9.1 I,AH 9.2H</p> <p>HSPE 10.4 A, B H 8.2 A,F RWSL 1 1.8 A,B,C</p> <p>FCS 11.4 A H 8.3 A,F RWSL 1.8 A,B,C</p> <p>RWSL 1.8 A,B,C H 8.4 A,F M 2.2 A,B,F</p> <p>M 2.6 A,B,H M 2.7 C,D,E</p>

Prep Time	1 hour
Implementation Time	30 minutes
Learning Objectives	Students will demonstrate the ability to write a five paragraph essay and the ability to do all the analysis stated in 13.1 of the Standards for Career Education and Work.
Materials Needed	Computers with Internet Access and a printer Career Objective Assignment
Detailed Activity Steps	<p>1. Distribute assignment packets and review all components with the students.</p> <p>Assignment Content Requirements.</p> <p><u>Paragraph One</u> Declare what your career objective is and promise (this is your introduction) in the essay to tell us why you chose this career, what training and education you need to realize this career, how you plan to obtain this training and education, where you hope to be in your career path five years from now and then ten years from now, and lastly where you are on your career path currently.</p> <p><u>Paragraph Two</u> Tell why you chose this career</p> <p><u>Paragraph Three</u> Tell what training and education you need</p> <p><u>Paragraph Four</u> Career progress at five years and then 10 years</p> <p><u>Paragraph Five</u> Statement of where you are presently in your career path</p> <p>2. Assign a due date for the essay.</p>
Theory basis	Trait-and-Factor, Holland, Super, and Brown's Values-Based
Evaluation/Assessment	Pennsylvania Holistic Writing Scale Must meet all content requirements.
Comments	<ol style="list-style-type: none"> 1. Normally the Holistic scale is used by a group of evaluators, but it can be used by one instructor on a structured assignment. 2. Help all students to edit their essays to perfection so it can be placed in their professional employment portfolio.
Enhancement Activities	<ol style="list-style-type: none"> 1. Practice peer editing by requiring students to exchange papers on the due date and revise and edit a classmate's essay. 2. Have students create an extemporaneous speech from the document and deliver the speech to the class.
Adaptation for at risk kids	<ol style="list-style-type: none"> 1. Make accommodations in writing assignment as directed by the IEP. 2. Make suggestions of three reasonable careers of interest to the student who is undecided.
Resources	Occupational Outlook Handbook http://stats.bls.gov/ocohome.html

Lesson Planning Guide

Workplace Readiness

High School Level

Duty H: Employability and/or Career Development

Competency #3: Demonstrate employability skills needed to get and keep a job.

Approximate Time: Six - Eight 45-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

A. Communication

1. Apply strategies to enhance effectiveness of all types of communications in the workplace.
7. Apply basic skills for work-related oral communication.
9. Apply active listening skills to obtain and clarify information.

Reading, Writing, Speaking and Listening*

1.6.11 Speaking and Listening

- A. Listen to others.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.

Mathematics*

None

Science and Technology*

None

Career Education and Work*

13.2.11 Career Acquisition (Getting a Job)

- A. Apply effective speaking and listening skills used in a job interview.

13.3.11 Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Demonstrate skills needed to be successful in a job interview with 90% accuracy according to the evaluation check sheet.	Performance on checklist
2. Identify and demonstrate ways to keep a job and maintain a positive attitude with 95% accuracy according to the module activities.	Written test

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Visual/Spatial

Interpersonal

Resources

1. CAPS Modules: The Capstone Activity Packets through PPDC
The Professional Personnel Development Center
Penn State University
CAPS Modules, 2003
<http://voc.ed.psu.edu>
2. Textbook: *Succeeding in the World of Work*
ISBN 0-07-828034-6
Kimbrell and Vineyard
Glencoe McGraw Hill Company, 7th Edition
Woodland Hills, CA
3. Test: *Getting and Keeping a Job*
Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	Do Bill ringer “Tell me About Yourself” question. Explain that this question is usually part of the interview process. See how students answer this question.	
Presentation	Review with the students personal characteristics and guidelines an employer looks for during an interview. Use Checklist Activity 1-1 and Checklist 2-2 (Dress for Interview).	Resource #1, #33
Activity	Have students role-play Activity 1-2 (Interview Scenario) and Activity 1-3 (Interview Questions). Related Academic Skills: 1.6.11 A, D, E; 13.2.11 A Related SCANS/Soft Skills: Interpersonal A	Resource #1, #33
Class Assessment	Use the Activity 2-1 (Interview Evaluation Form) to evaluate student interview performance.	Resource #1, #33
Performance Standard 2		
Introduction	Do Bell Ringer “What is Success Measured By?” Have the students write one-word answers and then briefly discuss the opinions.	Resource #1
Presentation/ Discussion	Review with the students successful traits to keeping a job: A. Showing Interest and Positive Attitude B. Initiative and Assertiveness C. Maintain Self-Control D. Attendance and Punctuality E. Good communication skills Related Academic Skills: 13.3.11 A	Resource #1, #10-13, 20-24 Resource #2, Chapter 13
Activity	Have the students complete activities in Modules #10-13 & #20-24.	Resource #1, #10-13, 20-24
Assessment	Class participation and review with the class questions for Chapter 13. Give the students a final test on “Getting and Keeping a Job”.	Resource #2, Chapter 13 Resource #3

Related SCANS/Soft Skills

Resources

None

Interpersonal

A. Participates as Member of a Team

Information

None

Systems

None

Technology

None

Thinking Skills

None

Personal Qualities

None

Related Worksite/Work Based Activities

None

Additional Resources

None

This planning guide was written by Donna K. Mayes, Co-op Coordinator, Keystone Central, Lock Haven, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty H: Employability and/or Career Development

Competency #4: Demonstrate positive work behaviors.

Approximate Time: Two - Four 45-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

A. Communication

1. Apply strategies to enhance effectiveness of all types of communications in the workplace.
7. Apply basic skills for work-related oral communication.
9. Apply active listening skills to obtain and clarify information.

Reading, Writing, Speaking and Listening*

1.2.11 Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents in all academic areas.

1.4.11 Types of Writing

- B. Write complex information pieces (e.g., research papers, analyses, evaluations, essays)

1.5.11 Quality of Writing

- A. Write with a sharp, distinct focus.

1.6.11 Speaking and Listening

- A. Listen to others.
- E. Participate in small and large group discussions and presentations.

Mathematics*

None

Science and Technology*

None

Career Education and Work*

13.3.11 Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify positive work behaviors with 90% accuracy according to class activities and evaluations.	Written test

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Visual/Spatial

Interpersonal

Resources

1. CAPS Modules: The Capstone Activity Packets through PPDC
 The Professional Personnel Development
 Penn State University
 CAPS Modules, 2003
 Available at <http://voc.ed.psu.edu>
2. Textbook: *Succeeding in the World of Work*
 ISBN #0-07-828034-6
 Kimbrell and Vineyard
 Glencoe McGraw Hill Company, 7th Edition
 Woodland Hills, CA
3. Test: Case Studies
 Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	Introduce the lesson for “successful work habits” by sharing a story of the student that was FIRED.	
Presentation/ Discussion	Break down students into groups. Have them brainstorm positive work behaviors to being successful on the job. Have each group prepare and present to the class a list of behaviors. Related Academic Skills: 1.6.11 A, E; 13.3.11 A Related SCANS/Soft Skills: Interpersonal A	Resource #1 Resource #2

Activity	Have each group then prepare a concept map for their list. Then place the lists on the wall in the classroom for future reference. Related Academic Skills: 1.6.11 A, E Related SCANS/Soft Skills: Interpersonal A	
Assessment	Have students read three case studies and prepare a written response on what skills are missing from the examples. Have them hand in their responses for evaluation. Related Academic Skills: 1.2.11 A; 1.4.11 B; 1.5.11 A	Resource #3

Related SCANS/Soft Skills

Resources

None

Interpersonal

A. Participates as Member of a Team

Information

None

Systems

None

Technology

None

Thinking Skills

None

Personal Qualities

None

Related Worksite/Work Based Activities

None

Additional Resources

None

This planning guide was written by Donna K. Mayes, Co-op Coordinator, Keystone Central, Lock Haven, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty G: Ethics and/or Legal Responsibilities

Competency #1: Apply ethical standards of the industry to workplace conduct.

Approximate Time: One 90-minute period.

Prerequisite Skills

Workplace Readiness Competencies

None

Reading, Writing, Speaking and Listening*

None

Mathematics*

None

Science and Technology*

None

Career Education and Work*

13.3.11 Career Retention and Advancement

A. Evaluate personal attitudes and work habits that support career retention and advancement.

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Describe the personal qualities of ethical behavior in the workplace as described in the textbook with 85% accuracy.	Written quiz

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

* Academic Standards, Pennsylvania Department of Education

Resources

1. Textbook: *From School to Work*
 ISBN 1-56637-940-7
 Littrell, Lorenz, and Smith
 The Goodheart-Willcox Co.
 Tinley Park, IL 60477-6243
2. Handout: *Ethical Dilemmas in the Workplace*
 Teacher made
3. Quiz
 Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Reading Assignment	Have student read the information on workplace ethics in the textbook.	Resource #1, pages 54-57
In-Class Activity	Distribute copies of the handout on ethical dilemmas in the workplace. Have students read each dilemma, deciding what the unethical behavior was and how to improve the situation. Related Academic Skills: 13.3.11 A Related SCANS/Soft Skills: Personal Qualities E	Resource 2
Quiz	Require students to complete a short quiz on ethics in the workplace.	Resource #3

Related SCANS/Soft Skills

Resources

None

Interpersonal

None

Information

None

Systems

None

Technology

None

Thinking Skills

None

Personal Qualities

E. Integrity/Honesty

Related Worksite/Work Based Activities

None

Additional Resources

None

This planning guide was written by Laurie Sweney-Witmer, Teacher, Central Columbia School District, Columbia, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty F: Leadership, Management and Teamwork

Competency #5: Apply group process techniques.

Approximate Time: Two 45-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

A. Communication

1. Apply strategies to enhance effectiveness of all types of communications in the workplace.
7. Apply basic skills for work-related oral communication.
9. Apply active listening skills to obtain and clarify information.

Reading, Writing, Speaking and Listening*

1.6.11 Speaking and Listening

- A. Listen to others.
- E. Participate in small and large group discussions and presentations.

Mathematics*

None

Science and Technology*

None

Career Education and Work*

None

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify group process techniques with 85% accuracy according to class discussion, case studies and assessment.	Written quiz

Suggested Projects

None

* Academic Standards, Pennsylvania Department of Education

Multiple Intelligence Types

- Verbal/Linguistic
- Visual/Spatial
- Interpersonal

Resources

1. Handout: List of Items
Teacher made
2. Website: There is no "P" in group work
www.cet.sfsu.edu/etl/content/groupwork
3. Test: Group process techniques
Teacher made

Equipment/Materials/Software

1. Computer with access to internet
Any supplier

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	Break students into groups of six and ask them to rank in order of importance what they would take to a deserted island. Give a list of 25 items; they can select only 5. Discuss how the group came up with the five. How were decisions made? Who was the facilitator? Who participated? Who did not? Related Academic Skills: 1.6.11 A, E	Resource #1
Presentation/ Discussion	Use selections from the website for a class presentation. Have students read the case study from the website and discuss the questions provided.	Resource #2, Chapter 3 Equipment #1
Assessment	Give students a written quiz on group process techniques.	Resource #3

Related SCANS/Soft Skills

Resources

None

Interpersonal

None

Information

None

Systems

None

Technology

None

Thinking Skills

None

Personal Qualities

None

Related Worksite/Work Based Activities

None

Additional Resources

None

This planning guide was written by Donna K. Mayes, Co-op Coordinator, Keystone Central, Lock Haven, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty F: Leadership, Management and Teamwork

Competency #1: Demonstrate leadership skills.

Approximate Time: Two 45-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

None

Reading, Writing, Speaking and Listening*

1.6.11 Speaking and Listening

D. Contribute to discussions.

E. Participate in small and large group discussions and presentations.

Mathematics*

None

Science and Technology*

None

Career Education and Work*

13.3.11 Career Retention and Advancement

A. Evaluate personal attitudes and work habits that support career retention and advancement.

C. Evaluate conflict resolution skills as they relate to the workplace:

- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify and explain leadership requirements to maintain and improve employment on the job according to the textbook with 85% accuracy.	Written quiz

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Interpersonal

Resources

1. Textbook: *From School to Work*
ISBN 1-56637-969-5
J.J. Littrell, James H. Lorenz, Harry Smith
The Goodheart-Willcox Co.
Tinley Park, IL 60477-6243
2. Workbook: *Student Activity Guide*
ISBN 1-56637-970-9
J.J. Littrell, Annie Hunter Clasen, Peggy Pearson
The Goodheart-Willcox Co.
Tinley Park, IL 60477-6243
3. Quiz: *Leadership*
Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	Explain to the students that some workers possess certain human relation qualities that make them leaders whether or not they have a position or title after their name. Discuss this statement: "Anyone can become an effective leader."	Resource #1
Presentation	Inform students about these leadership qualities: <ul style="list-style-type: none"> • Leadership • Position authority • Earned authority • Vision • Delegate • Group dynamic • Organizations Related Academic Skills: 13.3.11 C	Resource #1
Assignment	Have students read the case study and write the answers to the questions on types of leadership. Related SCANS/Soft Skills: Thinking Skills F	Resource #2, Pages 59-60
Activity	In teams of two, have students develop a list of ways that a person with position authority can make the transition to earned authority. Select teams to present their list to the class for discussion. Related Academic Skills: 1.6.11 D, E Related SCANS/Soft Skills: Interpersonal A	
Quiz	Give students a written quiz on leadership skills.	Resource #3

Related SCANS/Soft Skills

Resources

None

Interpersonal

A. Participates as Member of a Team

Information

None

Systems

None

Technology

None

* Academic Standards, Pennsylvania Department of Education

Thinking Skills

F. Reasoning

Personal Qualities

None

Related Worksite/Work Based Activities

None

Additional Resources

1. Website: CAPS
<http://www.temple.edu/education/career-tech/Certificates/CoopEduResources.htm>

This planning guide was written by Robert Tule, retired Industrial Arts Teacher, Montgomery, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty E: Safety, Health and Environmental

Competency #1: Demonstrate helpful attitudes about occupational safety and health.

Approximate Time: One 90-minute period.

Prerequisite Skills

Workplace Readiness Competencies

None

Reading, Writing, Speaking and Listening*

1.6.11 Speaking and Listening

E. Participate in small and large group discussions and presentations.

Mathematics*

None

Science and Technology*

None

Career Education and Work*

13.3.11 Career Retention and Advancement

A. Evaluate personal attitudes and work habits that support career retention and advancement.

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify attitudes related to occupational safety and health as described in the textbook with 100% accuracy.	Oral report

Suggested Projects

None

* Academic Standards, Pennsylvania Department of Education

Multiple Intelligence Types

Verbal/Linguistic
 Interpersonal

Resources

1. Textbook: *From School to Work*
 ISBN 1-59070-559-9
 J.J. Littrell, James H. Lorenz, Harry T. Smith
 The Goodheart-Willcox Co.
 Tinley Park, IL 60477-6243

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	Present information concerning attitudes related to occupational safety and health and their importance. Discuss with the class the following statement, "Training in safe practices leads to a positive attitude that is favorable to safety." Related Academic Skills: 13.3.11 A	Resource #1, Pages 167-168
Activity	Assign each student to make a poster/collage showing how improper attitudes effect safety in the occupational area related to the students' career objective. Related SCANS/Soft Skills: Thinking D	
Activity	Assign teams of students to present an oral report on how improper attitudes effect safety in the occupational area related to the students' career objective. At the conclusion of the report, discuss with the class positive attitudes to correct improper attitudes. Related Academic Skills: 1.6.11 E, 13.3.11 A Related SCANS/Soft Skills: Information C	

Related SCANS/Soft Skills

Resources

None

Interpersonal

None

Information

C. Interprets and Communicates Information

Systems

None

Competency #1: Demonstrate helpful attitudes about occupational safety and health.

Technology

None

Thinking Skills

D. Seeing Things in the Mind's Eye

Personal Qualities

None

Related Worksite/Work Based Activities

None

Additional Resources

None.

This planning guide was written by Walter S. Reed, Workforce Development Coordinator, Lycoming Career & Technology Center, Hughesville, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty F: Leadership, Management and Teamwork

Competency #6: Perform work tasks in a team.

Approximate Time: Four 45-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

A. Communication

7. Apply basic skills for work-related oral communication.

B. Problem Solving and Critical Thinking

1. Define the problem.

2. Analyze the problem.

3. Search out reliable information relevant to the problem.

4. Formulate ideas, proposals and solutions to problems.

5. Select potential solutions based on reasoned criteria.

6. Implement solution(s).

7. Evaluate solution(s).

F. Leadership, Management and Teamwork

5. Apply group process techniques.

Reading, Writing, Speaking and Listening*

1.2.11 Reading Critically in All Content Areas

A. Read and understand essential content of informational texts and documents in all academic areas.

1.6.11 Speaking and Listening

A. Listen to others.

Mathematics*

None

Science and Technology*

None

* Academic Standards, Pennsylvania Department of Education

Career Education and Work*

13.3.11 Career Retention and Advancement

A. Determine attitudes and work habits that support career retention and advancement.

C. Evaluate conflict resolution skills as they relate to the workplace:

- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Describe the importance of teamwork in the workplace and identify how teamwork is developed and works effectively with 85% accuracy according to class presentations, team project and test.	Written test

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Interpersonal

Resources

1. Textbook: *From School to Work*
ISBN 1-56637-969-5
Littrell, Lorenz, Smith
The Goodheart-Willcox Co.
Tinley Park, IL 60477-6243
2. Student Activity Guide: *From School to Work*
ISBN 1-56637-970-9
Littrell, Clasen, Pearson
The Goodheart-Willcox Co.
Tinley Park, IL 60477-6243

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	Break class into teams and assign quick team projects such as “Fundraise for class trip”. Give the teams 15 minutes, then discuss what they learned about their team. Who was the leader, the recorder, etc? What problems did they experience? Tie introduction into the class discussion below. Related Academic Skills: 1.6.11 A	
Presentation/ Discussion	Review with the students concepts and team problem-solving guidelines. New concepts can be added to the word wall. Identify: characteristics, roles and types of an effective team. Discuss how to handle a conflict within a team. Related Academic Skills: 13.3.11 A, C	Resource #1, Chapter 4
In-Class Activity	Have students complete the writing and reading assignment in the student guide. Related Academic Skills: 1.2.11 A	Resource #2, pages 33 & 34
Team Assignment	Have groups of students select what team roles they will play. Give the team an assignment and have each team handle a problem. Have teams present the project to the class. Discuss how the teams worked together and evaluate the performance. Related Academic Skills: 13.3.11 A Related SCANS/Soft Skills: Interpersonal A; Thinking B	
Assessment/Test	Give students a written quiz on work tasks in a team.	Resource #2, page 35

Related SCANS/Soft Skills

Resources

None

Interpersonal

A. Participates as Member of a Team

Information

None

Systems

None

Technology

None

* Academic Standards, Pennsylvania Department of Education

Thinking Skills

B. Decision Making

Personal Qualities

None

Related Worksite/Work Based Activities

None

Additional Resources

None

This planning guide was written by Donna K. Mayes, Co-op Coordinator, Keystone Central, Lock Haven, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty D: Systems

Competency #3: Demonstrate principles of customer service.

Approximate Time: Two 45-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

A. Communication

- 8. Lead formal and informal group discussions.
- 9. Apply active listening skills to obtain and clarify information.
- 10. Communicate with others in a diverse workforce.

Reading, Writing, Speaking and Listening*

1.6.11 Speaking and Listening

- A. Listen to others.
- C. Speak using skills appropriate to formal speech situations.

Mathematics*

None

Science and Technology*

None

Career Education and Work*

13.3.11 Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify and demonstrate proper customer service techniques with 100% accuracy according to class discussions and module handouts.	Written quiz

* Academic Standards, Pennsylvania Department of Education

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Interpersonal

Resources

1. DO CAPS Module: 4G, Describe the importance of customer service.
 Temple University: Diversified Occupations CAPS Modules
www.temple.edu/education/career-tech/certificates/CoopEduResources.htm
2. DO CAPS Module: 4H, Identify strategies to use with a difficult customer.
www.temple.edu/education/career-tech/certificates/CoopEduResources.htm
3. Handout/Case Study: Customer Service
 Teacher selected

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction/ Discussion	Role-play a scenario of a bad customer service situation and discuss why good customer service is vital to a success of a business. Continue to discuss the importance of good customer service for job retention. Related Academic Skills: 13.3.11 A	
Presentation/ Class Discussion	Identify and demonstrate the qualities of good customer service. Continue with classroom discussion.	Resource #1 Resource#2
In-Class Activity	Have students practice good customer service with partner. Have one student from the pair read a case study aloud and the other will respond to the situation in a positive manner. Students should then reverse roles. Related Academic Skills: 1.6.11 A, C Related SCANS/Soft Skills: Interpersonal A	Resource #1 Resource #2 Resource #3
Assessment	Give students a written quiz on the qualities of good customer service.	Resource #1, page 5

Related SCANS/Soft Skills

Resources

None

Interpersonal

A. Participates as Member of a Team

Information

None

Systems

None

Technology

None

Thinking Skills

None

Personal Qualities

None

Related Worksite/Work Based Activities

None

Additional Resources

None

This planning guide was written by Donna Mayes, Co-op Coordinator, Keystone Central, Lock Haven, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty B: Problem Solving and Critical Thinking

Competency #1: Define the problem.

#2: Analyze the problem.

#3: Search out reliable information relevant to the problem.

#4: Formulate ideas, proposals and solutions to problems.

#5: Select potential solutions based on reasoned criteria.

#6: Implement solution(s).

#7: Evaluate solution(s).

Approximate Time: Three 90-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

F. Leadership, Management & Teamwork

1. Demonstrate leadership skills.
2. Demonstrate citizenship skills through service projects.
3. Organize work activities.
4. Apply self-management techniques.
5. Apply group process techniques.
6. Perform work tasks in a team.

Reading, Writing, Speaking and Listening*

1.6.8 & 1.6.11 Speaking and Listening

D. Contribute to discussions.

Mathematics*

None

Science and Technology*

None

* Academic Standards, Pennsylvania Department of Education

Competency #1: Define the problem. #2 Analyze the problem. #3 Search out reliable information relevant to the problem. #4 Formulate ideas, proposals and solutions to problems. #5 Select potential solutions based on reasoned criteria. #6 Implement solution(s). #7 Evaluate solution(s).

Career Education and Work*

13.3.8 Career Retention and Advancement

C. Explain and demonstrate conflict resolution skills:

- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

13.3.11 Career Retention and Advancement

C. Evaluate conflict resolution skills as they relate to the workplace:

- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Define and discuss the problem solving techniques; analyze the problem, collect data, consider solutions, choose the plan, implement the plan and observe, evaluate and adjust the plan as described in the textbook and by teacher criteria with 80% accuracy.	Writing activity and quiz

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Interpersonal

Resources

1. Textbook: *From School to Work*
ISBN 1-56637-969-5
Author : Littrell, Lorenz, Smith
Publisher : The Goodheart-Willcox Co.
Tinley Park, IL 60477-6243

* Academic Standards, Pennsylvania Department of Education

Competency #1: Define the problem. #2 Analyze the problem. #3 Search out reliable information relevant to the problem. #4 Formulate ideas, proposals and solutions to problems. #5 Select potential solutions based on reasoned criteria. #6 Implement solution(s). #7 Evaluate solution(s).

2. Workbook: *Student Activity Guide*
ISBN 1-56637-970-9
Author: Littrell, Lorenz, Smith
Publisher: The Goodheart-Willcox Co.
Tinley Park, IL 60477-6243
3. Website: Problem Solving Worksheet (see website for sample problems)
www.rhlschool.com/math5n31.htm
4. Quiz: Problem Solving and Critical Thinking
Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	Explain to the class that the approach to problem solving is much the same whether you are on the job, in school or at work. Knowing the basic steps in problem solving will increase your confidence in your ability to solve problems.	
Presentation/ Discussion	<p>Define problem solving as the process of making an expectation a reality. Discuss this statement with the class. Employers expect their workers to be able to solve problems. Problem solving skills can be developed if you learn and follow several steps. List and discuss with the students the following steps:</p> <ul style="list-style-type: none"> • Identify/analyze the problem • Collect/analyze data • Consider possible solutions • Choose the best plan • Implement the plan • Observe, evaluate and adjust <p>Explain that for a team to solve problems well, all members should be involved in the process. Brainstorming, compromise and consensus are tools that help teams through the problem solving process. Select a problem to illustrate each of the steps in the problem solving process. Have the class participate in each step.</p> <p>Related Academic Skills: 13.3.8 C, 13.3.11 C Related SCANS/Soft Skills: Thinking C</p>	Resource #1, Chapter 4, pages 70-77

* Academic Standards, Pennsylvania Department of Education

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Pennsylvania College of Technology

Competency #1: Define the problem. #2 Analyze the problem. #3 Search out reliable information relevant to the problem.

#4 Formulate ideas, proposals and solutions to problems. #5 Select potential solutions based on reasoned criteria. #6 Implement solution(s). #7 Evaluate solution(s).

Assignment	Have the students read the textbook and answer the case study questions in the workbook for evaluation.	Resource #1, Chapter 4, pages 70-77 Resource #2, Activity D, pages 33-34
Demonstration/ Activity	Explain to the class that they must be able to solve problems using critical thinking. The key to problem solving is knowing how to find the answer using the step by step process discussed in previous lessons. Provide groups of students with examples of problems. Using the problem solving steps, have the groups work their way through the problem. At the conclusion, have them explain to the class how they solved the problem. Answer questions and explain other solutions. Related Academic Skills: 1.6.8D, 1.6.11 D, 13.3.8 C, 13.3.11 C Related SCANS/Soft Skills: Interpersonal A; Thinking B, C	Resource #3
Summary	Review and discuss with the students the following: <ul style="list-style-type: none"> • Problem solving process • Teamwork • Problem solving tools • Managing conflict as individuals or teams. 	
Evaluation	Give the students a written quiz on problem solving and critical thinking.	Resource #4

Related SCANS/Soft Skills

Resources

None

Interpersonal

A. Participates as Member of a Team

Information

None

Systems

None

Technology

None

Thinking Skills

B. Decision Making

C. Problem Solving

Personal Qualities

None

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Competency #: Define the problem. Analyze the problem. Search out reliable information relevant to the problem.

Formulate ideas, proposals and solutions to problems. Select potential solutions based on reasoned criteria.

Implement solution(s). Evaluate solution(s).

Related Worksite/Work Based Activities

None

Additional Resources

1. Website: Skills USA
www.skillsusa.org
2. Website: NOCTI
www.nocti.org

This planning guide was written by Robert Tule, retired Industrial Arts Teacher, Montgomery, PA.