

Governor's Institute for Career Education and Work Activity
by Kimberly Notestine and Norma Orner

Title	Fire Safety in the Workplace
Standards Addressed	13.2.11 E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: health/safety, laws and regulations (That is Americans with Disabilities Act, Child Labor Law, Fair Standards Act, OSAH, Material Safety Data Sheets). 1.5.11 C Write with controlled and/or subtle organization. 1.2.11 A Read and understand essential content of informational texts and documents in all academic areas.
Brief Overview	Students will be able to identify fire prevention and safety features in the workplace.
Grade Level	11 th
Content Area(s)	Language Arts, Reading, Health
Other standards supported	ASCA, PSCA, NCDG
Prep Time	20 minutes
Implementation Time	30 minutes
Learning Objectives	Students will be able to identify both fire prevention practices and available fire safety equipment in the workplace.
Materials Needed	Article "Fire safety in the workplace" List of OSHA standards for fire safety
Detailed Activity Steps	<ol style="list-style-type: none"> 1. Read "Fire safety in the workplace". 2. Discuss OSHA standards and what is required in the workplace for fire safety. 3. Have students discuss both the fire safety practices and the standards they have seen in use in the school. 4. As a writing assignment, have students check their trade/shop class areas for fire safety practices and standards that apply directly to their careers. They need to turn in a one page report. They may have one week to check and report back.
Theory basis	Trait and Factor Theory
Evaluation/Assessment	The completed writing assignments
Comments	Review the standard essay form in advance to help students accomplish the writing assignment.
Enhancement Activities	Have students complete a writing assignment at home. Go to the mall and see how many and where fire safety practices are used and what types of fire standards are followed. (Bonus: interview a manager or mall guard about fire safety in their work environment.)
Adaptation for at risk kids	Assign one specific Fire Standard or Fire Safety practice for the student to evaluate in his/her trade shop.
Resources	OSHA standards list Article "Fire safety in the Workplace" (www.accessclarkcounty.com/Fire/workplace.htm)

Governor's Institute for Career Education And Work Activity

by Susan Morris, Roxann Laird
and Debra Smith

Title	Interview Role-Playing Activity
Standards Addressed	13.2 .11A – Apply effective speaking and listening skills used in a job interview.
Brief Overview	The students will practice interviewing skills.
Grade Level	11 th
Content Area(s)	Business, English, Social Studies
Other standards supported	ASCA, PSCA, NCDG
Prep Time	60 minutes
Implementation Time	Time varies depending on number of students in class Allow 3-5 minutes per student
Learning Objectives	Students will be able to answer common questions asked during an interview. They will also be able to ask questions to gain pertinent information about the job opening.
Materials Needed	Sample questions for both the interviewer and interviewee A scoring rubric
Detailed Activity Steps	<ol style="list-style-type: none">1. First the teacher will model a mock interview with a student to show the class how an interview is conducted.2. The teacher will then answer questions from the class and clarify any confusing areas.
Theory Basis	Trait and Factor Theory Super Theory
Evaluation/Assessment	<ol style="list-style-type: none">1. The class will critique the interviews giving positive feedback as well as areas to improve.2. The teacher will use a rubric which scores the student on handshake, eye contact, body language, proper grammar, etc.
Comments	<ol style="list-style-type: none">1. Put together a list of questions commonly asked during an interview.2. Put another list together that the interviewee might ask during an interview.
Enhancement Activities	<ol style="list-style-type: none">1. The day before, have students brainstorm possible interview questions they might be asked or ones they might ask about the position.2. Invite a Human Resources Manager to speak to the class.
Adaptation for at risk Kids	None
Resources	Using an Internet search engine, such as Google, type “Job Interviews” or “Interviewing Skills”. <u>Interview Challenge Board Game</u> , Franklin Learning Systems

Lesson Planning Guide

Workplace Readiness

High School Level

Duty A: Communication

Competency #9: Apply active listening skills to obtain and clarify information.

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*

13.2.11 Career Acquisition (Getting a Job)

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

E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Personal initiative
- Self-advocacy
- Scheduling/time management
- Team building
- Technical literacy
- Technology

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify the qualities of active listening as described in the textbook with 85% accuracy.	Written quiz

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Interpersonal

Resources

1. Textbook: *From School to Work*
 ISBN 1-56637-940-7
 Author: Littrell, Lorenz and Smith
 Publisher: Goodheart-Willcox Co.
 Tinley Park, IL 60477-6243
2. Handout: *Excerpts for Listening Skills*
 Teacher made
3. Handout: Reproducible master 5-2 from Teacher Resource CD for *From School to Work*
 ISBN 1-56637-973-3
 Author: Littrell, Lorenz and Smith
 Publisher: Goodheart-Willcox Co.
 Tinley Park, IL 60477-6243
4. Quiz: *Listening Skills*
 Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction/ Discussion	Have students discuss with a partner how they know someone is listening to them. Explain the importance of listening skills to the students. Related SCAN/Soft Skills: Interpersonal A	
Reading Assignment/ Demonstration	Have the students read the information on the listening skills in the textbook. Identify and demonstrate to the students the qualities of active listening. e.g. job interview	Resource #1, Pages 83-84
In-Class Activity	Distribute copies of reproducible master 5-2 for student	Resource #2

Competency #9: Apply active listening skills to obtain and clarify information.

	reference. Have students practice active listening skills used in a job interview with a partner. Also, have one student from the pair read a section of the handout aloud and the other summarize the information based on what they heard. Students should then reverse roles. Related SCAN/Soft Skills: Interpersonal A	Resource #3
Quiz	Give the students a quiz on the qualities of an active listener. Related Academic Skills: 13.2.11 A, E	Resource #4

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 Marina Gresh and Laurie Sweney-Witmer, Teachers, Central Columbia School District, Bloomsburg, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty H: Employability and/or Career Development

Competency #2: Apply job search skills to seek, evaluate, apply for and accept employment.

Approximate Time: Five 45-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

None

Reading, Writing, Speaking and Listening*

1.4.11 Types of Writing

C. Write persuasive pieces.

E. Write a personal resume.

1.6.11 Speaking and Listening

A. Listen to others.

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.

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify job sources when seeking employment with 85% accuracy according to teacher criteria.	Written assignment
2. Complete a job application and resume with 100% accuracy and neatness according to assigned project criteria.	Performance – evaluate using criteria
3. Demonstrate appropriate interview traits to landing a job with 90% accuracy according to teacher criteria.	

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Interpersonal

Resources

1. Handout: Job Wanted Ads
Teacher selected
2. CAPS Modules: #32, Develop a resume
The Professional Personnel Development Center
Penn State University
CAPS Modules, 2003
<http://voc.ed.psu.edu>
3. Handout: Examples of Job applications/Resumes
Teacher selected
4. CAPS Modules: #33, Practice skills needed to be successful in a job interview.
The Professional Personnel Development Center
Penn State University
CAPS Modules, 2003
<http://voc.ed.psu.edu>
5. Guest Resource Person
Teacher selected

Equipment/Materials/Software

1. Overhead projector and screen
Any supplier
2. Transparency of job wanted ads
Teacher made
3. Computer with word processing software
Any supplier

Competency #2: Apply job search skills to seek, evaluate, apply for and accept employment.

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1 & 2		
Introduction	Show students job ads on an overhead and ask them what they would do to apply for this position and ways to seek other positions of interest. List the key points on the board.	Resource #1 Equipment #1 Equipment #2
Presentation/ Discussion	Identify process to apply for a job: application, resume and interview. Show examples of a completed application and different resumes with various styles. Discuss other resources to use for seeking employment: Career Link, School career center, newspapers, word of mouth, job boards, door-to-door and networking.	Resource #2, Module #32 Resource #3
Activity	Have the students complete an application and resume. Take students to computer lab to complete resume together. Related Academic Skills: 1.4.11 C, E	Resource #3 Equipment #3
Assessment	Have students hand in the completed job application and resume for evaluation. The application and resume are to be used later during the interview process.	
Performance Standard 3		
Introduction	Have students read the article on "Job Interviewing".	Resource #4, Module 33
Discussion	Conduct a class discussion on important characteristics an employer is looking for during an interview and discuss guidelines for dressing for an interview. Related Academic Skills: 13.2.11 A	Resource #4, Module 33
Activity	Break students into groups of two and have each group prepare a list of do's and don'ts to interviewing. Read and narrate "interview" in the CAPS Module. Related Academic Skills: 1.6.11 A Related SCANS/Soft Skills: Interpersonal A	Resource #4, Module 33
Activity	Have students complete Activity 1-3.	Resource #4, Module 33
Assessment	Invite an outside resource person to interview students. Have students dress the part and have the application and resume from previous assignment to give to the interviewer. Have the interviewer use the form from the module to evaluate student performance. Provide students with immediate feedback on the interview.	Resource #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

1. Textbook: Chapter 7, Succeeding in the World of Work
Glencoe, 7th Edition
Kimbrell, Vineyard, "Succeeding in the World of Work"
McGraw-Hill, 2003.

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 A: Communication

Competency #7: Apply basic skills for work-related oral communication.

Approximate Time: Three 90-minute periods.

Prerequisite Skills

Workplace Readiness Competencies

None

Reading, Writing, Speaking and Listening*

1.6.11 Speaking and Listening

C. Speak using skills appropriate to formal speech situations.

1.7.11 Characteristics and Functions of the English Language

B. Analyze when differences in language are a source of negative or positive stereotypes among groups.

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.

E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Personal initiative
- Self-advocacy
- Scheduling/time management

* Academic Standards, Pennsylvania Department of Education

- Team building
- Technical literacy
- Technology

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify the general speaking skills necessary for work-related oral communication as described in the textbook with 85% accuracy.	Activity
2. Identify the telephone speaking skills as described in the textbook with 85% accuracy.	Oral
3. Identify the public speaking skills necessary as described in the textbook with 85% accuracy.	Written test

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic
Interpersonal

Resources

1. Textbook: *From School to Work*
ISBN 1-56637-940-7
Author: Littrell, Lorenz and Smith
Publisher: Goodheart-Willcox Co.
Tinley Park, IL 60477-6243
2. Handout: *List of Sentences*
Teacher made
3. Student Activity Guide for *From School to Work*
ISBN 1-56637-970-9
Author: Littrell, Clasen and Pearson
Publisher: Goodheart-Willcox Co.
Tinley Park, IL 60477-6243
4. Handout: *Evaluate Speaking Skills*
Teacher made
5. Written test which addresses all three performance standards
Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Motivational Set	Give an overview of what will be covered in class today while disregarding the guidelines for effective speaking (i.e. use poor grammar and/or articulation, sarcastic tone of voice, lack of eye contact, etc.). Resume good speaking habits and ask the students whether they understood what you were trying to communicate. Explain the importance of speaking well.	
Reading Assignment	Have the students read the information on the speaking skills in the textbook.	Resource #1, Pages 96 – 97
In-Class Activity	Give students a list of sentences to speak to each other practicing the effective speaking skills. Related Academic Skills: 1.6.11 C; 13.2.11 A	Resource #2
Performance Standard 2		
Review/ Introduction	Ask students how the effective speaking skills they have just discussed and practiced apply to speaking on the telephone.	
Reading Assignment	Have the students read the information on the speaking skills in the textbook.	Resource #1, Pages 97 – 98
In-Class Discussion	Have students read the case study from the textbook that addresses telephone etiquette. Discuss the case study questions with them and evaluate their performance. Related Academic Skills: 1.7.11 B; 13.2.11 A	Resource #1, Page 97
Performance Standard 3		
Review/ Introduction	Ask students how effective speaking skills apply to public speaking? Give examples of appropriate speaking skills.	
Reading Assignment	Require the students to read the “Speaking to a Group” section of the textbook.	Resource #1, Pages 98 – 100
Assignment	Have each student prepare a brief speech on a topic and present it to the class. Have the audience evaluate their classmates’ speaking skills using the provided guideline. Related Academic Skills: 1.6.11 C	Resource #3, Chapter 5, Activity H Resource #4
Test	Give students a written test on all of the basic skills for work-related oral communication. Related Academic Skills: 1.6.11 C; 13.2.11 A, E	Resource #5

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 Marina Gresh and Laurie Sweney-Witmer, Teachers, Central Columbia School District, Bloomsburg, PA.

Lesson Planning Guide

Workplace Readiness

High School Level

Duty A: Communication

Competency #10: Communicate with others in a diverse workforce.

Approximate Time: One 90-minute period.

Prerequisite Skills

Workplace Readiness Competencies

G. Ethics and/or Legal Responsibilities

2. Demonstrate respect for diversity in the workplace.

Reading, Writing, Speaking and Listening*

None

Mathematics*

None

Science and Technology*

None

Career Education and Work*

13.2.11 Career Acquisition (Getting a Job)

E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:

- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Personal initiative
- Self-advocacy
- Scheduling/time management
- Team building
- Technical literacy
- Technology

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Describe the outcomes of a conflict as described in the textbook with 85% accuracy.	Written quiz
2. Identify the strategies in resolving conflict as described in the textbook with 85% accuracy.	Written quiz

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

Interpersonal

Resources

1. Textbook: *School to Work: A Student Handbook*
 ISBN 0-669-40873-5
 Author: Sebranek, Meyer, Kemper and Van Rys
 Publisher: D.C. Heath and Company
 Wilmington, MA 01887
2. Handout: Outcomes of a Conflict
 Teacher made
3. Quiz: Communication: Outcomes/Strategies
 Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction/ Discussion	Diversity is a major part of the workforce. People are diverse in a number of ways. In dealing with these differences, conflicts can often arise. Discuss the idea of diversity leading to conflict with the students.	
Reading Assignment	Have students read the information on the outcomes of a conflict in the textbook.	Resource #1, Page 399
In-Class Activity	Distribute copies of the handout on the outcomes of a conflict. Have students read each conflict with a partner and decide which outcome would most fit.	Resource #2
Quiz	Give students a quiz on the forms a conflict can take. Related Academic Skills: 13.2.11 E Related SCAN/Soft Skills: Interpersonal F	Resource #3

Performance Standard 2		
Motivational Set/Introduction	Ask students to think about a conflict that arose between themselves and someone with whom they were trying to communicate. Explain the importance of resolving conflicts in the workplace.	
Reading Assignment	Have the students read the information on resolving conflict in the textbook.	Resource #1, Page 400
In-Class Activity	Have a few students take part in a debate. Create an issue for students to discuss with two opposing sides. As the students debate the issue, the other students will note what strategies were being used or should have been used to resolve the conflict. Observations should then be discussed.	
Quiz	Give students a quiz on the strategies used in dealing with conflict in a diverse workforce. Related Academic Skills: 13.2.11 E	Resource #3

Related SCANS/Soft Skills

Resources

None

Interpersonal

F. Works With Diversity

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 Laurie Sweney-Witmer, Teacher, Central Columbia School District, Bloomsburg, PA.

Governor's Institute for Career Education And Work Activity

by Sara Welshans

Title	Problem Solving at Style City
Standards Addressed	13.2.11. C Analyze workplace problems and cite technological solutions. RWSL1.2.8.A Read and understand informational texts. AH 9.1.J, K ST 3.7 A, C, D, E FCS 11.2 E
Brief Overview	Students will analyze the problems of a small business owner (Style City) and find a database solution.
Grade Level	11 th
Content Area(s)	Computer Programming (Access Database)
Other Standards Supported	ASCA, PSCA, NCDC
Prep Time	20 minutes
Implementation Time	2 45-minute sessions
Learning Objectives	Students will work in pairs to brainstorm solutions and diagram solution.
Materials Needed	Worksheet containing description of the problem. (See attachment)
Detailed Activity Steps	<ol style="list-style-type: none">1. Read problem from worksheet2. Answer questions students may have about the problem.3. Students will work in pairs to brainstorm and diagram their database solution.
Theory Basis	Trait and Factor Theory
Evaluation/Assessment	Diagrams will be analyzed for completeness, simplicity, and workability.
Comments	Students should have a complete understanding of the problem to be solved.
Enhancement Activities	Use Microsoft.com/office/access website. Find templates to help market Style City.
Adaptation for At-Risk Kids	Students will work in pairs for support.
Resources	Microsoft Access software and website.

(Sample Problem for 13.2.11.C)
Sara Welshans

Style City

Mimi Benson is a cosmetologist who has had her own business for four years. She offers her clients the following services:

- Haircut - \$20
- Color and cut - \$40
- Perm - \$50
- Manicure - \$30
- Pedicure - \$30
- Waxing - \$20
- Tanning Booth - \$15 per session

She also sells products including shampoos, conditioners, and sprays for the hair as well as polish for the nails and skin creams.

She sees approximately 150 different clients each month.

She currently spends several hours each week keeping track of scheduling, income, and expenses (which she writes by hand in a notebook). She needs to generate a monthly report of income and expenses for her accountant. She would also like to know how much money each service generates and which clients are scheduled each day for which services.

Your assignment is to design a database solution that will generate the report and schedules that Mimi needs. Draw a diagram showing the various entities needed for the database and indicating the relationships of those entities to each other (Entity-Relationship Data Model Diagram)

Lesson Planning Guide

Workplace Readiness

High School Level

Duty E: Safety, Health and Environment

Competency #5: Practice environmental conservation and safety.

Approximate Time: One 90-minute period.

Prerequisite Skills

Workplace Readiness Competencies

None

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)

- E. Demonstrate, in the career acquisition process, the application of the essential workplace skills/knowledge, such as, but not limited to:
 - Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Self-advocacy
 - Scheduling/time management
 - Team building
 - Technical literacy
 - Technology

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Describe environmental hazards encountered in the workplace and the government agency that oversees it as described in the textbook with 80% accuracy.	Written quiz
2. Identify protective equipment used to protect the worker from environmental hazards as described in the textbook with 80% accuracy.	Written quiz

Suggested Projects

None

Multiple Intelligence Types

Logical/Mathematical

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
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. Test: Environmental Hazards
Teacher made
4. Test: Identification of Personal Protective Equipment
Teacher made

Equipment/Materials/Software

1. Computer/internet
Any supplier
2. Various forms of personal protective equipment
Any supplier

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	<p>Explain to the class that the government promotes safe working conditions through three agencies:</p> <ul style="list-style-type: none"> • OSHA • EPA • CDC <p>Discuss with the class how each agency strives to protect the worker and maintain a safe working environment.</p> <p>Related Academic Skills: 13.2.11 E</p>	Resource #1, Pages 177-179
Assignment/ Discussion	<p>Have students read the textbook. Discuss in class the EPA and environmental hazards to air and water:</p> <ul style="list-style-type: none"> • Toxic waste • Pesticides • Radiation • Smokestack emission • Auto emission • River and lake contamination 	Resource #1, Chapter 9, page 178-179
Activity	<p>Have students work in small groups. Use computers to locate newspaper articles about the EPA, the environment and worker safety. Have each group present their findings to the class.</p> <p>Related Academic Skills: 1.6.11 A,D,E Related SCANS/Soft Skills: Interpersonal A, Information A, D</p>	Equipment #1
Evaluation	Give the students a written quiz on environmental hazards.	Resource #3
Performance Standard 2		
Introduction	Explain to the class how safety equipment has evolved over the years. Discuss how safety equipment has changed with new technology. Ask students who have jobs if they perform any duties that require personal protective gear?	
Assignment	Have students read the textbook and answer the questions at the end of the unit.	Resource #1 Resource #2
Presentation	Show students personal protective equipment and how it is used. Also, explain universal precautions and their importance as personal protective equipment.	Equipment #2
Evaluation	Give students a written quiz on the identification of personal protective equipment.	Resource #4

* Academic Standards, Pennsylvania Department of Education

Related SCANS/Soft Skills

Resources

None

Interpersonal

A. Participates as Member of a Team

Information

A. Acquires and Evaluates Information

D. Uses Computers to Process Information

Systems

None

Technology

None

Thinking Skills

None

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 #3: Safety and health.

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*

13.2.8 Career Acquisition (Getting a Job)

E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:

- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
- Personal initiative
- Self-advocacy
- Scheduling/time management
- Team building
- Technical literacy
- Technology

* Academic Standards, Pennsylvania Department of Education

Performance Standards

Performance Standard	Suggested Evaluation Method
1. Identify how safety and health affects the nation's economy.	Written test

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic

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
2. Student Activity Guide: *From School to Work*
ISBN 1-56637-970-9
J.J. Littrell, James H. Lorenz, Harry T. Smith
The Goodheart-Willcox Co.
Tinley Park, IL 60477-6243
3. Test: *Safety and Health*
Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

Strategy	Outline	Resources/Equipment
Performance Standard 1		
Introduction	Present information to the class concerning safety and health and the cost affects it has on the economy. Ask the question to the students, "What is safety on the job?" Discuss the following: <ul style="list-style-type: none"> • Lost production and wages • Medical expenses • Disability expenses • Human cost 	Resource #1, Pages 170-172
Presentation	Have a class discussion on how attitude, who is responsible for safety and how safety problems can be corrected. Related Academic Skills: 13.2.8 E	
Activity	Have students read the textbook and complete the unit in the student guide.	Resource #1 Resource #2
Evaluation	Give students a written test, <i>Safety and Health</i> .	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 Walter S. Reed, Workforce Development Coordinator, Lycoming Career & Technology Center, Hughesville, PA.