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

<table>
<thead>
<tr>
<th>Title</th>
<th>Fire Safety in the Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Addressed</td>
<td>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, OSHA, 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.</td>
</tr>
<tr>
<td>Brief Overview</td>
<td>Students will be able to identify fire prevention and safety features in the workplace.</td>
</tr>
<tr>
<td>Grade Level</td>
<td>11th</td>
</tr>
<tr>
<td>Content Area(s)</td>
<td>Language Arts, Reading, Health</td>
</tr>
<tr>
<td>Other standards supported</td>
<td>ASCA, PSCA, NCDG</td>
</tr>
<tr>
<td>Prep Time</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Implementation Time</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>Students will be able to identify both fire prevention practices and available fire safety equipment in the workplace.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Article “Fire safety in the workplace” List of OSHA standards for fire safety</td>
</tr>
</tbody>
</table>
| Detailed Activity Steps | 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) |
# Interview Role-Playing Activity

**Governor's Institute for Career Education And Work Activity**  
by Susan Morris, Roxann Laird  
and Debra Smith

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Interview Role-Playing Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards Addressed</strong></td>
<td>13.2 .11A – Apply effective speaking and listening skills used in a job interview.</td>
</tr>
<tr>
<td><strong>Brief Overview</strong></td>
<td>The students will practice interviewing skills.</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td>11th</td>
</tr>
<tr>
<td><strong>Content Area(s)</strong></td>
<td>Business, English, Social Studies</td>
</tr>
<tr>
<td><strong>Other standards supported</strong></td>
<td>ASCA, PSCA, NCDG</td>
</tr>
<tr>
<td><strong>Prep Time</strong></td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Implementation Time</strong></td>
<td>Time varies depending on number of students in class. Allow 3-5 minutes per student</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
<td>Sample questions for both the interviewer and interviewee. A scoring rubric.</td>
</tr>
</tbody>
</table>
| **Detailed Activity Steps** | 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** | 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** | 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** | 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”.  
Interview Challenge Board Game, 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

*Funding provided by the Carl D. Perkins Vocational and Technology Education Act of 1998, Title II, P.L 105-332*
Performance Standards

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the qualities of active listening as described in the textbook with 85% accuracy.</td>
<td>Written quiz</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outline</th>
<th>Resources/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Standard 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction/Discussion</td>
<td>Have students discuss with a partner how they know someone is listening to them. Explain the importance of listening skills to the students. <strong>Related SCAN/Soft Skills:</strong> Interpersonal A</td>
<td></td>
</tr>
<tr>
<td>Reading Assignment/Demonstration</td>
<td>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</td>
<td>Resource #1, Pages 83-84</td>
</tr>
<tr>
<td>In-Class Activity</td>
<td>Distribute copies of reproducible master 5-2 for student</td>
<td>Resource #2</td>
</tr>
<tr>
<td>Quiz</td>
<td>Give the students a quiz on the qualities of an active listener.</td>
<td>Resource #4</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td><strong>Related SCAN/Soft Skills:</strong> Interpersonal A</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Related Academic Skills:</strong> 13.2.11 A, E</td>
<td></td>
</tr>
</tbody>
</table>

**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

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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

* Funding provided by the Carl D. Perkins Vocational and Technology Education Act of 1998, Title II, P.L. 105-332

V0706 Pennsylvania College of Technology
Performance Standards

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

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
## Suggested Learning Sequence

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outline</th>
<th>Resources/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Standard 1 &amp; 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>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.</td>
<td>Resource #1 Equipment #1 Equipment #2</td>
</tr>
<tr>
<td>Presentation/Discussion</td>
<td>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.</td>
<td>Resource #2, Module #32 Resource #3</td>
</tr>
<tr>
<td>Activity</td>
<td>Have the students complete an application and resume. Take students to computer lab to complete resume together. <strong>Related Academic Skills</strong>: 1.4.11 C, E</td>
<td>Resource #3 Equipment #3</td>
</tr>
<tr>
<td>Assessment</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Performance Standard 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Have students read the article on “Job Interviewing”.</td>
<td>Resource #4, Module 33</td>
</tr>
<tr>
<td>Discussion</td>
<td>Conduct a class discussion on important characteristics an employer is looking for during an interview and discuss guidelines for dressing for an interview. <strong>Related Academic Skills</strong>: 13.2.11 A</td>
<td>Resource #4, Module 33</td>
</tr>
<tr>
<td>Activity</td>
<td>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. <strong>Related Academic Skills</strong>: 1.6.11 A <strong>Related SCANS/Soft Skills</strong>: Interpersonal A</td>
<td>Resource #4, Module 33</td>
</tr>
<tr>
<td>Activity</td>
<td>Have students complete Activity 1-3.</td>
<td>Resource #4, Module 33</td>
</tr>
<tr>
<td>Assessment</td>
<td>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.</td>
<td>Resource #5</td>
</tr>
</tbody>
</table>
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"

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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

Funding provided by the Carl D. Perkins Vocational and Technology Education Act of 1998, Title II, P.L 105-332

V0706 Pennsylvania College of Technology
Team building
Technical literacy
Technology

**Performance Standards**

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the general speaking skills necessary for work-related oral communication as described in the textbook with 85% accuracy.</td>
<td>Activity</td>
</tr>
<tr>
<td>2. Identify the telephone speaking skills as described in the textbook with 85% accuracy.</td>
<td>Oral</td>
</tr>
<tr>
<td>3. Identify the public speaking skills necessary as described in the textbook with 85% accuracy.</td>
<td>Written test</td>
</tr>
</tbody>
</table>

**Suggested Projects**

None

**Multiple Intelligence Types**

Verbal/Linguistic
Interpersonal

**Resources**

1. Textbook: *From School to Work*
   ISBN 1-56637-940-7
   Author: Litrell, 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: Litrell, 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**
### Duty A: Communication

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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outline</th>
<th>Resources/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Standard 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivational Set</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Reading Assignment</td>
<td>Have the students read the information on the speaking skills in the textbook.</td>
<td>Resource #1, Pages 96 – 97</td>
</tr>
<tr>
<td>In-Class Activity</td>
<td>Give students a list of sentences to speak to each other practicing the effective speaking skills. <strong>Related Academic Skills:</strong> 1.6.11 C; 13.2.11 A</td>
<td>Resource #2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Standard 2</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review/Introduction</td>
<td>Ask students how the effective speaking skills they have just discussed and practiced apply to speaking on the telephone.</td>
<td></td>
</tr>
<tr>
<td>Reading Assignment</td>
<td>Have the students read the information on the speaking skills in the textbook.</td>
<td>Resource #1, Pages 97 – 98</td>
</tr>
<tr>
<td>In-Class Discussion</td>
<td>Have students read the case study from the textbook that addresses telephone etiquette. Discuss the case study questions with them and evaluate their performance. <strong>Related Academic Skills:</strong> 1.7.11 B; 13.2.11 A</td>
<td>Resource #1, Page 97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Standard 3</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review/Introduction</td>
<td>Ask students how effective speaking skills apply to public speaking? Give examples of appropriate speaking skills.</td>
<td></td>
</tr>
<tr>
<td>Reading Assignment</td>
<td>Require the students to read the “Speaking to a Group” section of the textbook.</td>
<td>Resource #1, Pages 98 – 100</td>
</tr>
<tr>
<td>Assignment</td>
<td>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. <strong>Related Academic Skills:</strong> 1.6.11 C</td>
<td>Resource #3, Chapter 5, Activity H Resource #4</td>
</tr>
<tr>
<td>Test</td>
<td>Give students a written test on all of the basic skills for work-related oral communication. <strong>Related Academic Skills:</strong> 1.6.11 C; 13.2.11 A, E</td>
<td>Resource #5</td>
</tr>
</tbody>
</table>

**Related SCANS/Soft Skills**

**Resources**
None

**Interpersonal**
None
Duty A: Communication
Competency #7: Apply basic skills for work-related oral communication.

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.
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

Funding provided by the Carl D. Perkins Vocational and Technology Education Act of 1998, Title II, P.L 105-332

V0706 Pennsylvania College of Technology
Duty A: Communication
Competency #10: Communicate with others in a diverse workforce.

Performance Standards

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the outcomes of a conflict as described in the textbook with 85% accuracy.</td>
<td>Written quiz</td>
</tr>
<tr>
<td>2. Identify the strategies in resolving conflict as described in the textbook with 85% accuracy.</td>
<td>Written quiz</td>
</tr>
</tbody>
</table>

Suggested Projects

None

Multiple Intelligence Types

Verbal/Linguistic
Interpersonal

Resources

   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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outline</th>
<th>Resources/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Standard I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction/ Discussion</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Reading Assignment</td>
<td>Have students read the information on the outcomes of a conflict in the textbook.</td>
<td>Resource #1, Page 399</td>
</tr>
<tr>
<td>In-Class Activity</td>
<td>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.</td>
<td>Resource #2</td>
</tr>
<tr>
<td>Quiz</td>
<td>Give students a quiz on the forms a conflict can take.</td>
<td>Resource #3</td>
</tr>
</tbody>
</table>

Related Academic Skills: 13.2.11 E
Related SCAN/Soft Skills: Interpersonal F
<table>
<thead>
<tr>
<th>Performance Standard 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational Set/Introduction</td>
<td>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.</td>
</tr>
<tr>
<td>Reading Assignment</td>
<td>Have the students read the information on resolving conflict in the textbook.</td>
</tr>
<tr>
<td>In-Class Activity</td>
<td>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.</td>
</tr>
<tr>
<td>Quiz</td>
<td>Give students a quiz on the strategies used in dealing with conflict in a diverse workforce. Related Academic Skills: 13.2.11 E</td>
</tr>
</tbody>
</table>

**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 Sweeney-Witmer, Teacher, Central Columbia School District, Bloomsburg, PA.
**Governor’s Institute for Career Education And Work Activity**  
by Sara Welshans

<table>
<thead>
<tr>
<th>Title</th>
<th>Problem Solving at Style City</th>
</tr>
</thead>
</table>
| 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<sup>th</sup> |
| 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 | 1. Read problem from worksheet  
2. 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)
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

Funding provided by the Carl D. Perkins Vocational and Technology Education Act of 1998, Title II, P.L 105-332

V0706 Pennsylvania College of Technology
Performance Standards

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

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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outline</th>
<th>Resources/Equipment</th>
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<tbody>
<tr>
<td><strong>Performance Standard 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Introduction | Explain to the class that the government promotes safe working conditions through three agencies:  
- OSHA  
- EPA  
- CDC  
Discuss with the class how each agency strives to protect the worker and maintain a safe working environment.  
**Related Academic Skills:** 13.2.11 E | Resource #1,  
Pages 177-179 |
| Assignment/Discussion | Have students read the textbook. Discuss in class the EPA and environmental hazards to air and water:  
- Toxic waste  
- Pesticides  
- Radiation  
- Smokestack emission  
- Auto emission  
- River and lake contamination | Resource #1, Chapter 9,  
page 178-179 |
| Activity | 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.  
**Related Academic Skills:** 1.6.11 A,D,E  
**Related SCANS/Soft Skills:** Interpersonal A, Information A, D | 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

*Funding provided by the Carl D. Perkins Vocational and Technology Education Act of 1998, Title II, P.L. 105-332*
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

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V0706 Pennsylvania College of Technology
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<tr>
<td>1. Identify how safety and health affects the nation’s economy.</td>
<td>Written test</td>
</tr>
</tbody>
</table>

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

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<td></td>
</tr>
<tr>
<td>Standard 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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:  
   - 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, *Safety and Health.*                   | 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.