**Governor’s Institute for Career Education And Work Activity**  
by Jane Graeff, Robert Allison,  
and William Turbitt

<table>
<thead>
<tr>
<th>Title</th>
<th>Five Paragraph Essay Career Objective</th>
</tr>
</thead>
</table>
| Standards Addressed | 13.3.11 G Evaluate the impact of lifelong learning on career retention and advancement  
13.1.11 A Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.  
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.  
13.1.11 E Justify the selection of a career.  
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.  
1.1.11 G Demonstrate understandings of both fiction and nonfiction. Text includes public documents.  
    - 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 | 11th |
| Content Area(s) | Language Arts |
| Other standards supported | 1.4.11 B Write complex informational pieces  
1.5.11 A Write with a sharp distinct focus  
1.5.11 B Write using well-developed content appropriate for the topic  
1.5.11 C Write with controlled and/or subtle organization  
1.5.11 D Write with a command of the stylistic aspects of composition  
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.  
1.5.11 F Edit writing using the conventions of language |

<p>| | HSPE 10.1 A | HSPE 10.4 A, B | FCS 11.4 A | RWSL 1.8 A, B, C | M 2.6 A, B, H |
| | H 8.1 A, C | H 8.2 A, F | H 8.3 A, F | H 8.4 A, F | M 2.7 C, D, E |
| | AH 9.1 1, AH 9.2 H | RWSL 11.8 A, B, C | RWSL 1.8 A, B, C | M 2.2 A, B, F |</p>
<table>
<thead>
<tr>
<th>Prep Time</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Time</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>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.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Computers with Internet Access and a printer Career Objective Assignment</td>
</tr>
<tr>
<td>Detailed Activity Steps</td>
<td>1. Distribute assignment packets and review all components with the students.</td>
</tr>
</tbody>
</table>

**Assignment Content Requirements.**

**Paragraph One**
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.

**Paragraph Two**
Tell why you chose this career

**Paragraph Three**
Tell what training and education you need

**Paragraph Four**
Career progress at five years and then 10 years

**Paragraph Five**
Statement of where you are presently in your career path

2. Assign a due date for the essay.

**Theory basis**
Trait-and-Factor, Holland, Super, and Brown's Values-Based

**Evaluation/Assessment**
Pennsylvania Holistic Writing Scale
Must meet all content requirements.

**Comments**
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**
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**
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
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

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. Demonstrate skills needed to be successful in a job interview with 90% accuracy according to the evaluation check sheet.</td>
<td>Performance on checklist</td>
</tr>
<tr>
<td>2. Identify and demonstrate ways to keep a job and maintain a positive attitude with 95% accuracy according to the module activities.</td>
<td>Written test</td>
</tr>
</tbody>
</table>

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
   Woodland Hills, CA

3. Test: *Getting and Keeping a Job*
   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</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>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).</td>
<td>Resource #1, #33</td>
</tr>
<tr>
<td>Activity</td>
<td>Have students role-play Activity 1-2 (Interview Scenario) and Activity 1-3 (Interview Questions). <strong>Related Academic Skills:</strong> 1.6.11 A, D, E; 13.2.11 A <strong>Related SCANS/Soft Skills:</strong> Interpersonal A</td>
<td>Resource #1, #33</td>
</tr>
<tr>
<td>Class Assessment</td>
<td>Use the Activity 2-1 (Interview Evaluation Form) to evaluate student interview performance.</td>
<td>Resource #1, #33</td>
</tr>
<tr>
<td><strong>Performance Standard 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Do Bell Ringer “What is Success Measured By?” Have the students write one-word answers and then briefly discuss the opinions.</td>
<td>Resource #1</td>
</tr>
</tbody>
</table>
| 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
Duty H: Employability and/or Career Development
Competency #3: Demonstrate employability skills needed to get and keep a job.

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.
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

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V0706 Pennsylvania College of Technology
Performance Standards

<table>
<thead>
<tr>
<th>Performance Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Identify positive work behaviors with 90% accuracy according to class activities and evaluations.</td>
<td>Written test</td>
</tr>
</tbody>
</table>

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
   Woodland Hills, CA

3. Test: Case Studies
   Teacher made

Equipment/Materials/Software

None

Suggested Learning Sequence

<table>
<thead>
<tr>
<th>Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Performance Standard 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Introduce the lesson for “successful work habits” by sharing a story of the student that was FIRED.</td>
<td></td>
</tr>
<tr>
<td>Presentation/Discussion</td>
<td>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.</td>
<td>Resource #1</td>
</tr>
<tr>
<td></td>
<td><strong>Related Academic Skills</strong>: 1.6.11 A, E; 13.3.11 A</td>
<td>Resource #2</td>
</tr>
<tr>
<td></td>
<td><strong>Related SCANS/Soft Skills</strong>: Interpersonal A</td>
<td></td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the personal qualities of ethical behavior in the workplace as described in the textbook with 85% accuracy.</td>
<td>Written quiz</td>
</tr>
</tbody>
</table>

**Suggested Projects**

- None

**Multiple Intelligence Types**

- Verbal/Linguistic

* Academic Standards, Pennsylvania Department of Education

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V0706
Pennsylvania College of Technology
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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outline</th>
<th>Resources/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignment</td>
<td>Have student read the information on workplace ethics in the textbook.</td>
<td>Resource #1, pages 54-57</td>
</tr>
<tr>
<td>In-Class Activity</td>
<td>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</td>
<td>Resource 2</td>
</tr>
<tr>
<td>Quiz</td>
<td>Require students to complete a short quiz on ethics in the workplace.</td>
<td>Resource #3</td>
</tr>
</tbody>
</table>

Related SCANS/Soft Skills

Resources
None

Interpersonal
None

Information
None

Systems
None

Technology
None

Thinking Skills
None
Duty G: Ethics and/or Legal Responsibilities
Competency #1: Apply ethical standards of the industry to workplace conduct.

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**

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify group process techniques with 85% accuracy according to class discussion, case studies and assessment.</td>
<td>Written quiz</td>
</tr>
</tbody>
</table>

**Suggested Projects**
None

* Academic Standards, Pennsylvania Department of Education

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V0706

Pennsylvania College of Technology
Multiple Intelligence Types

- Verbal/Linguistic
- Visual/Spatial
- Interpersonal

Resources

1. Handout: List of Items
   Teacher made

2. Website: There is no “I” in group work
   www.cet.sfsu.edu/ett/content/groupwork

3. Test: Group process techniques
   Teacher made

Equipment/Materials/Software

1. Computer with access to internet
   Any supplier

Suggested Learning Sequence

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Performance Standard 1</td>
<td>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? <strong>Related Academic Skills:</strong> 1.6.11 A, E</td>
<td>Resource #1</td>
</tr>
<tr>
<td>Presentation/Discussion</td>
<td>Use selections from the website for a class presentation. Have students read the case study from the website and discuss the questions provided.</td>
<td>Resource #2, Chapter 3 Equipment #1</td>
</tr>
<tr>
<td>Assessment</td>
<td>Give students a written quiz on group process techniques.</td>
<td>Resource #3</td>
</tr>
</tbody>
</table>

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.
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

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Pennsylvania College of Technology
Performance Standards

<table>
<thead>
<tr>
<th>Performance Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and explain leadership requirements to maintain and improve employment on the job according to 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 1-56637-969-5
   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

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<tr>
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<tbody>
<tr>
<td>Performance Standard 1</td>
<td>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.”</td>
<td>Resource #1</td>
</tr>
<tr>
<td>Presentation</td>
<td>Inform students about these leadership qualities: - Leadership - Position authority - Earned authority - Vision - Delegate - Group dynamic - Organizations <strong>Related Academic Skills:</strong> 13.3.11 C</td>
<td>Resource #1</td>
</tr>
<tr>
<td>Assignment</td>
<td>Have students read the case study and write the answers to the questions on types of leadership. <strong>Related SCANS/Soft Skills:</strong> Thinking Skills F</td>
<td>Resource #2, Pages 59-60</td>
</tr>
<tr>
<td>Activity</td>
<td>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. <strong>Related Academic Skills:</strong> 1.6.11 D, E <strong>Related SCANS/Soft Skills:</strong> Interpersonal A</td>
<td></td>
</tr>
<tr>
<td>Quiz</td>
<td>Give students a written quiz on leadership skills.</td>
<td>Resource #3</td>
</tr>
</tbody>
</table>

## 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

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

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify attitudes related to occupational safety and health as described in</td>
<td>Oral report</td>
</tr>
<tr>
<td>the textbook with 100% accuracy.</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Projects
None

* Academic Standards, Pennsylvania Department of Education

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V0706 Pennsylvania College of Technology
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

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<tbody>
<tr>
<td>Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>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.”</td>
<td>Resource #1, Pages 167-168</td>
</tr>
<tr>
<td></td>
<td><strong>Related Academic Skills:</strong> 13.3.11 A</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Assign each student to make a poster/collage showing how improper attitudes effect safety in the occupational area related to the students’ career objective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Related SCANS/Soft Skills:</strong> Thinking D</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Related Academic Skills:</strong> 1.6.11 E, 13.3.11 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Related SCANS/Soft Skills:</strong> Information C</td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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Pennsylvania College of Technology
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

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</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 1-56637-969-5
   Littrell, Lorenz, Smith
   The Goodheart-Wilcox Co.
   Tinley Park, IL 60477-6243

2. Student Activity Guide: From School to Work
   ISBN 1-56637-970-9
   Littrel, Clasen, Pearson
   The Goodheart-Wilcox Co.
   Tinley Park, IL 60477-6243

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 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>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. <strong>Related Academic Skills:</strong> 1.6.11 A</td>
<td></td>
</tr>
<tr>
<td>Presentation/Discussion</td>
<td>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. <strong>Related Academic Skills:</strong> 13.3.11 A, C</td>
<td>Resource #1, Chapter 4</td>
</tr>
<tr>
<td>In-Class Activity</td>
<td>Have students complete the writing and reading assignment in the student guide. <strong>Related Academic Skills:</strong> 1.2.11 A</td>
<td>Resource #2, pages 33 &amp; 34</td>
</tr>
<tr>
<td>Team Assignment</td>
<td>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. <strong>Related Academic Skills:</strong> 13.3.11 A <strong>Related SCANS/Soft Skills:</strong> Interpersonal A; Thinking B</td>
<td></td>
</tr>
<tr>
<td>Assessment/Test</td>
<td>Give students a written quiz on work tasks in a team.</td>
<td>Resource #2, page 35</td>
</tr>
</tbody>
</table>

---

# Related SCANS/Soft Skills

**Resources**

None

**Interpersonal**

A. Participates as Member of a Team

**Information**

None

**Systems**

None

**Technology**

None

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* 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_

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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

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and demonstrate proper customer service techniques with 100% accuracy according to class discussions and module handouts.</td>
<td>Written quiz</td>
</tr>
</tbody>
</table>

* Academic Standards, Pennsylvania Department of Education

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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

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

Related SCANS/Soft Skills

Resources

None

Interpersonal

A. Participates as Member of a Team
Duty D: Systems
Competency #3: Demonstrate principles of customer service.

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

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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

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Suggested Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Writing activity and quiz</td>
</tr>
</tbody>
</table>

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

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V0706 Pennsylvania College of Technology
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.rhschool.com/math5n31.htm](http://www.rhschool.com/math5n31.htm)

4. Quiz: Problem Solving and Critical Thinking
   Teacher made

**Equipment/Materials/Software**

None

**Suggested Learning Sequence**

<table>
<thead>
<tr>
<th>Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td><strong>Standard 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation/</strong></td>
<td><strong>Discussion</strong></td>
<td>**Resource #1, Chapter 4,</td>
</tr>
</tbody>
</table>
| **Discussion**    | 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:  
  - Identify/analyze the problem  
  - Collect/analyze data  
  - Consider possible solutions  
  - Choose the best plan  
  - Implement the plan  
  - Observe, evaluate and adjust  
  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.  
**Related Academic Skills:** 13.3.8 C, 13.3.11 C  
**Related SCANS/Soft Skills:** Thinking C | pages 70-77                   |

* 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*
### Assignment
Have the students read the textbook and answer the case study questions in the workbook for evaluation.

### 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.

**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

### Summary
Review and discuss with the students the following:
- 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.

### 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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* 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
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.