TENACITY

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

DCPS Career Preparation Team

Professional Character Skills Employers Want

FACILITATOR GUIDE

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* Student assessment and/or rubric available

Objectives	Instruction (mins)
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* Student assessment and/or rubric available

Tenacity | Professional Character Skills

For the Facilitator

Increasing research in the marketplace shows that employers are seeking more than know-how or technical ability—they seek candidates with soft skills. Also known as job-readiness or
employability skills, they basically mean the same thing—personal attributes that enable one to maintain effective and harmonious relationships. Communication, leadership, collaboration, and problem-solving are the skills that help students secure positions and shine throughout the duration of their life and career.

The Tenacity Professional Character Skills curriculum centers on the development of three character strengths: poise, initiative and tenacity. They are designed to support the acquisition of other professional skills, such as resume writing, organization, and time management. The objective is to train students to adopt and apply these character strengths as their own professional mindsets and work habits. Tenacity introduces students to real-life workplace expectations and helps them learn the value of approaching life and challenges with poise, initiative, and tenacity.

Facilitating the Curriculum

It is suggested to establish a business-like classroom culture. Exhibit, expect, and consistently reinforce professional conduct between the
student's interaction with you and with one another. You are the student's primary model for appropriate workplace behavior. At the same time, promote a safe atmosphere for honest, transparent and robust conversation—like arranging classroom chairs in a circle. Consider inviting guest speakers from various industries to enhance your student's learning experience.

Reading articles on LinkedIn and career websites are useful resources to keep you abreast of organizational etiquette that is different from the education sector.

Finally, it is key for students to understand that mastering soft skills is a life-long learning process to embrace and appreciate. A suggested end-of-course student capstone is also provided.

About the Facilitator Guide

The Tenacity curriculum contains 26 lessons. It includes new topics and several lesson edits based on feedback from internship employers and teachers.

Poise, initiative, and tenacity are the common threads woven throughout each lesson and should be emphasized during facilitation. The curriculum is designed to build upon itself and is most effective if each lesson is taken as a part of a whole instead of individual lessons. Many lessons can be extended beyond a single session for longer class periods. Note: Exercise flexibility that best fit your student needs.

The curriculum follows the general pattern below:

- *Defined Objectives.* Each lesson outlines the skills students will be able to (SWBAT) demonstrate following the session.

- *Key Takeaways.* Lists the main ideas for each lesson.

- *Context Through the Introduction.* Opening directions introduce each lesson with estimated instruction time. New lessons provide Good to Know background about the topic.

- *Guided Practice.* Interactive section to engage and lead students through new concepts.

- *Independent Practice.* Designed for students to practice new skills and concepts learned during the lesson.

- *Check for Understanding.* Closing activities to verify students' abilities to recall and apply the new ideas and knowledge gained during the lesson.

- *Higher Order Thinking.* Questions and activities to support more rigorous discussion included after select lessons.

Note: Student handouts, assessments, rubrics, teacher resources, and a Tenacity student survey are available on an online portal.

Tenacity is about equipping students to attain soft skills essential to the workplace and vital for life.

UNIT 1: Tenacity and You

Lesson 1: Tenacity Introduction

Objective

SWBAT demonstrate their understanding of the three key character traits (poise, initiative, and tenacity) by describing the professional value of the attributes and providing examples of behaviors that exhibit them.

Key Takeaways

The Tenacity curriculum centers on the development of three key character traits: poise, initiative and tenacity.

Introduction (10 minutes)

1. **Activity 1: Tenacity Character Definitions**
   Introduce Tenacity character traits

Guided Practice (20 minutes)

2. **Activity 2: In the Media - Tenacity Character Traits**
   Play video clips and discuss.

Independent Practice (15 minutes)

3. **Activity 3: Perform Character Skit (10 minutes)**
   Assign Tenacity character traits for student skits.

4. **Activity 4: Employability Self-Assessment (5 minutes)**
   Students complete employability assessment.

Check for Understanding (5 minutes)

5. Instruct students to select one character trait to work on and explain steps to achieve it.

Higher Order Thinking Activity

Interview Assignment
Direct students to identify a peer, teacher, colleague, or local public figure that they think embodies poise, initiative, or tenacity. How does this individual exhibit this trait in his or her life? Schedule a time to interview this individual to find out how they acquired their trait, what the trait means to them, and if they think it is something that can be learned.

Activity 1: Tenacity Definitions

1. As students enter the classroom, randomly hand each student an envelope with one of the key traits and its definition. Instruct students to independently read the definition of their trait and write down an example of a time they, or someone they know who displays that trait. Ask students to read their example.

2. Explain to students that employability relates to these three traits throughout the curriculum.

Activity 2: In the Media

Below is a list of video links showing professionals exhibiting, instilling, promoting, and/or championing the characteristics of poise, initiative, and tenacity. Play a select video and instruct students try to determine which character traits are or are not being displayed.

Poise
A dignified, self-confident manner or bearing; composure; self-possession. (A.K.A. – The art of keeping it together or not losing your cool).

Flight – "Take off scene" (3:12)
https://www.youtube.com/watch?v=2eye3f6xk_g
What characteristics are the two characters showing?

Obama confronts hecklers to avoid conflict (3:02)
https://www.youtube.com/watch?v=pfAWJ3dMhr
k How does President Obama handle this situation?

Initiative
Readiness and ability in initiating action; serving to set in motion. (A.K.A. – The ability to get things done without waiting for others to take action).

The Pursuit of Happyness – "Go for It" scene (2:15)
https://www.youtube.com/watch?v=UZb2NOHPA2A
Which of the three qualities is the father trying to instill in his son?

The story of Malala Yousafzai (2:21)
https://www.youtube.com/watch?v=NIqOhxQ0-H8
How has Malala shown initiative in her life? How has she shown tenacity?

Tenacity
The quality of being tenacious, or of holding fast; persistence. (A.K.A – Relentlessly pursuing success, never giving up).

Rita Pierson – Every kid needs a champion (7:45)
https://www.ted.com/talks/rita_pierson_every_kid_
needs_a_champion?language=en
How has Ms. Pierson shown tenacity in her career?

Derek Redmond – Finishing what he started (2:35)
https://www.youtube.com/watch?v=t2G8KVzTwfw
How did Derek show tenacity? How did his father show poise?

Inky Johnson – Impose your will (8:02)
https://www.youtube.com/watch?v=vUyXvvYBSqE
How would you describe Inky Johnson? How is he tenacious?

Activity 3: Perform a Skit

1. Organize students into groups of three.

2. Assign each group one of the three character traits and have each group develop two skits; one skit should be a positive representation of the trait, and the other should be a poor representation of the trait.

3. Direct other students to identify the message conveyed in each skit.

4. Remind the class to display respectful behavior during the skit performance.

Activity 4: Employability Self-Assessment

1. Instruct students to honestly complete the Employability Skills Self-Assessment and write a score.

2. Collect the assessments before students leave and place them in a secure envelope. These may be redistributed and revisited at the end of the last lesson or after completion of each student's internship.

Employability Self-Assessment

Read each character description and honestly score yourself using the scale. This assessment will help you consider areas for growth. Your ability to improve is more valuable for internship placement than your baseline score.

Poise	1 = Below Standards/Expectations	2 = Meets Standards/Expectations	3 = Exceeds Standards/Expectations
First Impression: Makes a positive first impression when meeting people **Score:** ___	I do not act respectfully towards others. I do not typically display professional or responsible behavior.	I am usually respectful towards others and display professional and responsible behavior. I sometimes lack confidence.	I use confident body language. I am always respectful towards others and always display professional and responsible behavior
Professional Dress: Understands how to dress professionally for a variety of occasions **Score:** ___	I rarely dress appropriately for the occasion.	I usually am appropriately dressed for the occasion.	I am always appropriately dressed for the occasion.
Attitude: Is aware of how actions affect other people **Score:** ___	I act with little concern for what others think. I am not always respectful towards others. I tend to be a negative person.	For the most part I treat others respectfully by being polite. I usually consider how my actions affect others. I try to be positive.	I always treat others respectfully. I Use positive vocal or facial expressions and body language. I am a positive person and I project positivity.
Professional Communication: Knows how to code switch and communicate professionally **Score:** _	I frequently use inappropriate language. I often display disrespectful behavior.	For the most part I communicate respectfully, using appropriate language. I am not always sure what language is appropriate in different scenarios.	I always communicate respectfully, using appropriate language suitable for the professional work environment. I have mastered the art of code switching.
Public Speaking: Is comfortable speaking in front of a large professional audience **Score:** ___	I frequently use inappropriate language. I often display disrespectful behavior. I lack skill in public speaking. I often mumble, speak too low, and stumble over words. Public speaking makes me uncomfortable.	For the most part I am comfortable speaking in front of large audiences, but I need to work on my delivery.	I always speak using appropriate language, volume, clarity and tone. I am very comfortable speaking in front of large groups.
Initiative	1 = Below Standards/Expectations	2 = Meets Standards/Expectations	3 = Exceeds Standards/Expectations
Organization: Understands how keep oneself organized **Score:** ___	I often do not come to class/work prepared. I have trouble finding things that I need. I lack basic organizational skills	For the most part I am prepared for class/work and I rarely have trouble finding things that I need. Organization isn't a problem for me.	I am always prepared for class/ work, and I have exceptional skill when it comes to organizing things for myself and others. Other people would describe me as being organized.
Time Management: On time--rarely absent at school or work. **Score:** ___	I am frequently absent and/or late to class or work. I have more than three unexcused absences at school/work this year.	I am almost always on time, but I am occasionally late. I am almost never absent from school/work.	I am always on time and I am never absent without a valid excuse. I can remember maybe one time I have been unexpectedly absent this year.

	I do not have a bank account and I do not understand much about banking, credit, or savings.	I have a bank account and I know how to use it, but I am not sure that I understand basic banking skills.	I have a bank account(s) that I regularly use and I fully understand most basic banking skills and financial literacy skills regarding checking, savings and credit.
Banking: Has one or more bank accounts and understands basic banking concepts **Score:** ___			
Resume Writing: Has a well-written professional resume **Score:** ___	I do not have a professional resume.	I have an up to date resume, but it contains errors and can be improved. Or, I have a resume but I'm not sure it is up to date.	My resume is perfect in all aspects including, grammar, formatting and descriptions of experiences and skills. I know where the most up to date version of my resume is.
Tenacity	1 = Below Standards/Expectations	2 = Meets Standards/Expectations	3= Exceeds Standards/Expectations
Branding: Knows how to effectively brand oneself in a professional manner **Score:** __	I don't really think much about how others see me and I don't really care. I don't see the importance of what others think about me.	I understand how the way others see me can be important to my success in life, and I try to project my best self at all times.	I am very aware of how others see me and I have mastered the art of crafting my own personal brand so that I am always projecting my best self in the way that I want.
Networking: Knows how to network successfully in a professional setting **Score:** ___	I tend to lack self-confidence and I do not like being social, particularly around strangers. I rarely introduce myself to new people.	I have self-confidence and I enjoy being social, but I don't particularly go out of my way to meet new people unless there is some obvious reason that I should.	I project self-confidence and consistently seek out new contacts both personally and professionally. I go out of my way to introduce myself to new people all the time.
Social Networking: Utilizes social media in a professional capacity **Score:** ___	I either have no social media presence or my social media presence is inappropriate for work.	I have a social media presence, but it is not particularly work focused in any way. I don't say/do crazy things online, but I also don't think much about it.	My social media presence is strong and very professional. I have multiple social media accounts that project my best professional self and I am active on these accounts.
Interviewing Skills: Knows how to interview and interviews well **Score:** ___	I have never practiced interviewing skills before and I do not feel confident interviewing. If I had a job interview next week, I wouldn't know how to act.	I have practiced basic interviewing skills such as handshakes, eye contact, frequently asked questions, etc. but I have multiple areas for improvement that I need to work on.	I have practiced interviewing skills quite a bit and I am very confident going into job interviews. I have few areas to improve upon and I welcome the opportunity to interview.

Lesson 2: Set Yourself Apart

Objective

SWBAT describe workplace soft skills that employers seek in candidates, classify behaviors that represent those skills and identify the ones they need to develop.

Key Takeaways

- Employers place high value on employees with soft skills.
- Job searching is competitive. Demonstrating valued soft skills sets you apart from others.
- High earnings are based on the value you bring to a company, not simply for showing up!

Good to Know

There is clear evidence that you need soft skills to succeed in the workplace and in life. Soft skills are behaviors and work styles that reflect your ability to engage people and skillfully handle projects.

Soft skills involve:

- Effective communication
- Self-management (taking responsibility for one's own behavior and emotions)
- Decision-making

- Teamwork
- Professionalism
- Leadership (set direction and a positive example, inspire, have vision for new things)

Introduction (15 minutes)

1. **Activity 1: Who Would You Keep Story**
   Ask two students to read aloud.

   Optional Activity: Review and discuss Hard Skills vs. Soft Skills Infographic.

Guided Practice (20 minutes)

2. **Activity 2: Set Yourself Apart**
   Advise students to write at least three character traits they can offer an employer.

   Optional Video: Fox News Soft Skills (3:34)
   https://www.youtube.com/watch?v=mANeBjv
   azA&feature=youtu.be

Independent Practice (20 minutes)

3. **Activity 3: Seeking Soft Skills**
   Match behaviors with the high-level soft skills categories.

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Check for Understanding (5 minutes)

4. Ask students to write on the back of an index card one soft skill they want to improve and why it's important in the workplace.
   Optional: Online soft skills quiz
   Quizlet Soft Skills Quiz

Activity 1: Who Would you Keep?

1. Distribute "Who would you keep" story. Ask two students to read aloud.

2. Instruct students to write their employee recommendation and reasons, then compare with another classmate.

   Central Questions:

   - What employee did you recommend to keep? Why?

   - What are the employees' positive traits (list on board)?

   - What conclusions can you make about skills and value to a company?

3. Explain to students that a growing number of employers across many industries say it is difficult finding job applicants with soft skills. The good news is that YOU can learn and master these skills with your commitment to the Tenacity course.

Activity 2: Set Yourself Apart

1. Display on board, "Are employers looking for you?" Distribute colorful index cards.

   Advise students to write at least three character traits they can offer an employer. Allow students to compare their answers with a student across the room and explain why those traits are important to the workplace.

2. Write the skill categories employers seek from candidates: Effective communication, self-management, teamwork, decision-making, professionalism, and leadership.

3. Ask students to determine which soft skill category matches the character traits they wrote on the index card. Help students if needed. For example, if skill is arriving to work on time, it matches self-management, professionalism or leadership.

4. Invite several students to share with the class their trait list and soft skill category. Explain why it's important in the workplace.

Activity 3: Seeking Soft Skills

1. Distribute soft skills list and group students into six groups. Assign each group to one soft skills category.

2. Direct students to match and write the appropriate soft skills with the high level workplace category skills.

   Central Questions:

   - Ask students to share their category. Describe initial thoughts about the traits employers seek.

   - Why do employers value soft skills?

   - What skills are unfamiliar? Define if needed.

   - What skills appeared in multiple categories?

Facilitator Notes:

Activity 1: Who Would You Keep?

Sam Jones is the manager of Footlocker shoe store. Due to budget cuts, he only needs two cashiers instead of three. Shameka is one of the cashiers who is hard-working and accurately handles all transactions. Her cash drawer balances correctly on every
shift. However, customers complain about her nasty attitude, particularly being rude and unfriendly. And she is known to get into arguments with her co-workers.

Robert, the other cashier is hard working, too. He is friendly with the customers and is a likeable team player willing to learn and help. At least twice a week he incorrectly rings incorrect price items and the manager has to void the transaction. His cash drawer is incorrect at least twice a month.

Who would you recommend Sam to retain as a cashier? Clearly explain your decision and defend your selection with at least two business reasons. Discuss your decision with another classmate and compare your answers.

_____

_____

_____

_____

Facilitator Notes:

Activity 3: Seeking Soft Skills

- Accountable
- Speak clearly
- Active listening
- Adaptable
- Use social media appropriately
- Ask questions
- Attentive to detail
- Can-do attitude
- Collaboration
- Conflict resolver
- Creative
- Cultural sensitivity
- Critical thinking
- Wise decision-making
- Effective writing
- Ethical judgment
- Integrity
- Interpersonal
- Job know-how
- Organized
- Take ownership
- Persistent
- Positive
- Pleasant
- Problem solver
- Professional
- Appropriate attire
- Punctual
- Respectful
- Take initiative

- Team player
- Life-long learner
- Identify and analyze problems
- Work well under pressure
- Technology knowledge
- Shares ideas
- Productive
- Meet deadlines
- Accept criticism and direction
- Maintains appropriate decorum (poise)
- Build relationships
- Recognize and deal effectively with conflict
- Respect and acknowledge work from others
- Trustworthy
- Manages Time
- Think strategically – see big picture
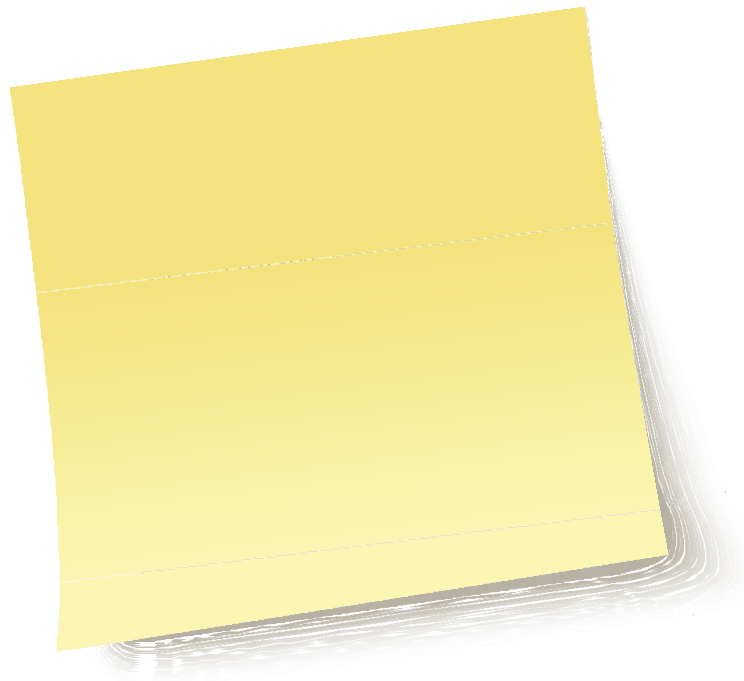
Soft Skills Categories

Group 1: Leadership (help others do the right things, set direction and positive example, inspire, have vision for new things).

Group 2: Teamwork (cooperative interaction between individuals and departments as they work together to achieve their goals. Plays a significant role in forming company culture).

Group 3: Self-Management (taking responsibility for one's own behavior, managing emotions, and advocating for yourself).

Group 4: Effective Communication (clearly convey ideas and thoughts effectively, e.g., verbal, non-verbal, and written).

Group 5: Professionalism (timely, proper attire, take initiative, find solutions, communicate well and appropriately).

Group 6: Decision-making/Problem solving (evaluate situation, choose best course of action, see big picture, find best solutions).

Lesson 3: Know Thyself

Objective

SWBAT identify their emotions with descriptive vocabulary and discover their emotional intelligence score and why it's important to develop for positive relationships.

Key Takeaways

- Labeling emotions is necessary to manage them.
- Emotions influence behavior and life choices.
- Emotional intelligence skills promote better social relations and increase academic and job performance.

Good to Know

Confidently knowing yourself (interests, values, strengths, and weaknesses) is essential to behavior management and the quality of your relationships with others. This is called self-awareness.

Emotional intelligence (EQ) plays an important role in your future success, as well as in everyday life. A study conducted by Forbes found that 90% of top performers scored high in EQ.The good news is that EQ is learned and can improve over time.

Psychologist Daniel Goleman identified five elements that make up emotional intelligence. They are:

- Self-awareness
- Self-management (regulation)
- Motivation
- Empathy
- Social skills

Introduction (15 minutes)

1. **Activity 1: "How Do You Feel"**
   Complete feeling sentences.

Guided Practice (30 minutes)

2. **Activity 2: Labeling - Emotion Wheel (20 minutes)** Students identify secondary emotions associated with common primary emotions.

3. **Activity 3: Behavior Control Scale (10 minutes)** Students stand at the scale that best describes level of behavior management.

Independent Practice (15 minutes)

4. **Activity 4: "How Emotionally Intelligent Are You?"** Students complete the EQ assessment and review their scores.

   Optional Video: Intro to Emotional Intelligence
   EL Importance Animated (7:25)
   Ask students to write two main points during the video and share why they are important to them.

Check for Understanding (10 minutes)

5. Return to the handout How Do You Feel? Instruct students to review three statements and identify the descriptive secondary emotion and replace it.

6. Complete the last question on the Emotionally Intelligent assessment describing EQ importance to life and employment.

Activity 1: How Do You Feel?

Instruct students to complete the feeling sentences. Seek student answers.

Central Questions:

• What was the ease or difficulty in completing the sentences?

• Does what you feel affect how you behave? In what ways? (e.g., when angry, yell at people, throw things, curse, etc.).

• Explain to students that many employers value workers with the ability to identify and manage their emotions in a positive way and to recognize the emotional condition of others. This is part of EQ which is different from IQ (intellectual intelligence) which measures your capacity to learn.

Activity 2: Labeling – Emotion Wheel

1. Instruct students how to read Plutchik's Wheel. It suggests there are 8 core emotions, which are arranged in opposite pairs on the wheel.
   - Sadness and Joy
   - Anger and Fear
   - Expectation and Surprise
   - Acceptance and Disgust

   Outer Edges: low intensity emotions.

   Toward the Center: the color deepens and these emotions become more basic.

   Center Circle: the most intense manifestations.

   Between each colored spoke: mixed emotions

2. Students use the list provided in the activity to predict where they would place more nuanced emotions on the wheel. They can do this in partners, as a class on the white board, or individually.

Central Questions:

• What new vocabulary did you learn?

• How does identifying or labeling your emotions help you? Help you relate to family, classmates or co-workers?

• What do you do when you experience some of these feelings?

• What do you do when you see family, friends, or classmates experiencing sadness, anger, or joy?

• Emphasize that emotions influence behavior but despite experiencing strong feelings, students can control their response to their feelings.

Activity 3: How Much Control do You Have?

1. Facilitator creates a behavior control scale from 1-10 on the wall or floor.

2. Have students stand at the scale that best describes their level of behavior management in response to their emotions.

   1= no control over response to emotions
   5= sometimes have control
   10= always have control

Central Questions:

• Describe the results of a situation when you allowed your emotions to control your behavior versus when reason controls your behavior.

• What are some things you can do to exercise control when you get emotional?

Activity 4: How Emotionally Intelligent Are You?

Direct students to complete the emotional intelligence assessment and review their scores. Assure students that a low score isn't bad, it is a guide to show areas to focus on for improvement.

Central Questions:

• Describe the areas you need to improve and explain why (identify the specific statement).

• How do you plan to become more emotionally intelligent?

• Were you surprised by any results?

Activity 1: How Do You Feel?

How Are You Feeling Today?

EXHAUSTED   CONFUSED   ECSTATIC   GUILTY   SUSPICIOUS

ANGRY   HYSTERICAL   FRUSTRATED   SAD   CONFIDENT

EMBARRASSED   HAPPY   MISCHIEVOUS   DISGUSTED   FRIGHTENED

Emotional self-awareness is the ability to recognize one's feelings.
Read each statement and finish the sentence.

1. I feel happy when

2. I feel angry when

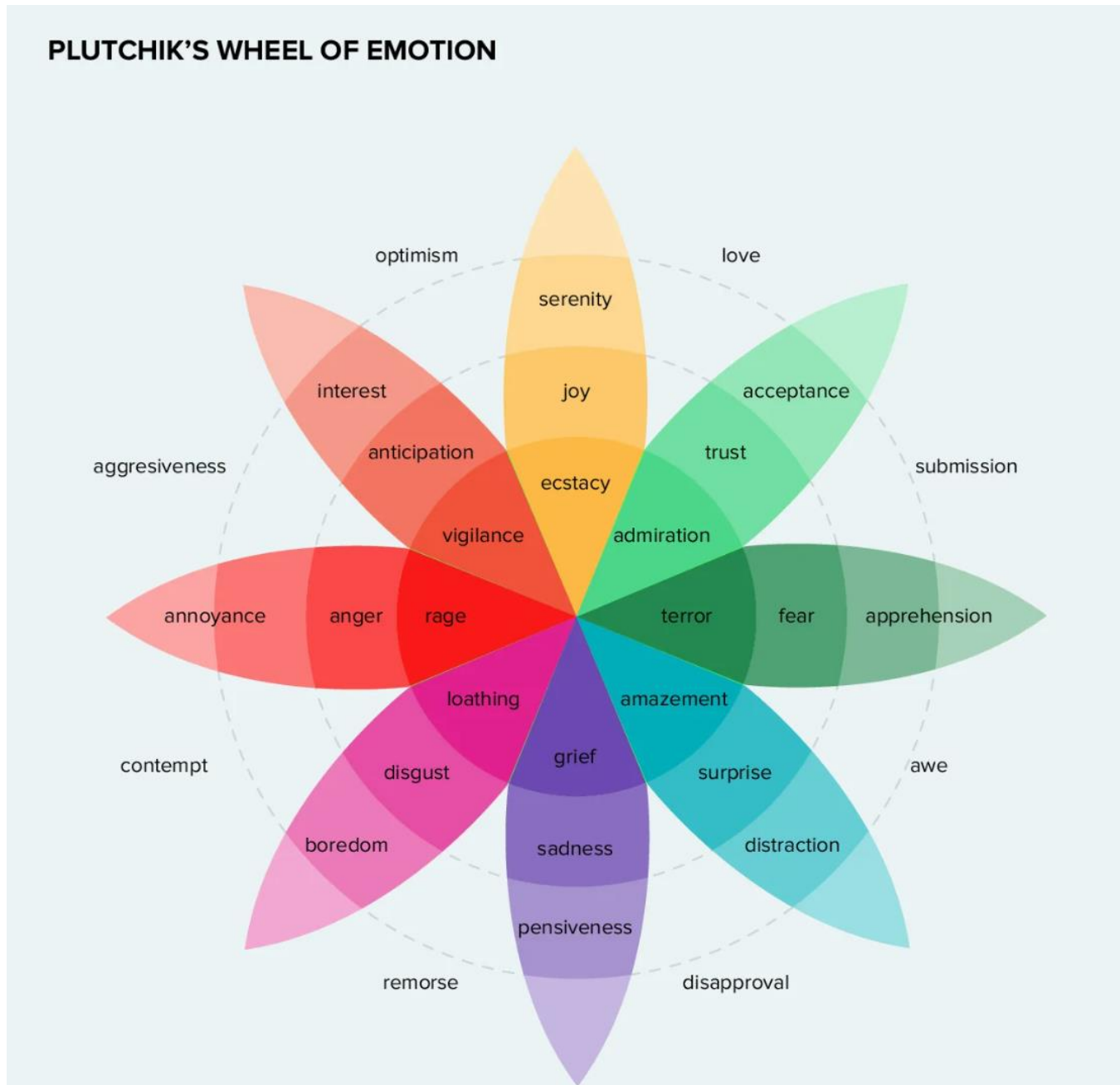**3.** I feel embarrassed when

4. I feel sad when

5. I feel scared when

6. I think negative thoughts about myself when

7. I feel sick inside when

Activity 2: Labeling – Emotion Wheel

PLUTCHIK'S WHEEL OF EMOTION

More Emotions

Select emotions below and predict where they would be placed in Plutchik's Wheel above. Nervous, Alarmed, Hate, Depressed, Ecstatic, Hot-Headed, Revolted, Up-Tight, Down-in-the-Dumps, Grossed-Out, Infuriated, Livid, Grief, Curious, Mournful, Restless, Afraid, Regretful, Giddy, Worthless, Blissful, Rage, Terrified, Jubilant, Miserable, Grumpy, Agitated, Hopeful, Worried, Confident, Insecure, Attentive, Excited, Elated, Happy, Helpful, Dread, Discouraged, Isolated, Foolish, Inspired, Amazed, Hurt, Irritated, Violated, Lost, Bored, Energetic, Rejected, Disappointed, Proud, Valued, Lonely, Confused, Silly, Helpless, Tense, Outgoing, Guilt

Source: https://www.healthline.com/health/emotion-wheel#plutchik-wheel

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Activity 4: How Emotionally Intelligent Are You?

Read each statement and write the number value for your response. For example, write (3) for behavior you practice sometimes. Total each column down. Then total all columns across. Review your score results on the back.

Statements	Not at All (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Often (5)
1. I can recognize my emotions as I experience them					
2. I lose my temper when I feel frustrated					
3. People have told me that I'm a good listener					
4. I know how to calm myself down when I feel anxious or upset					
5. I enjoy organizing groups					
6. I find it hard to focus on something over the long term					
7. I find it difficult to move on when I feel frustrated or unhappy					
8. I know my strengths and weaknesses					
9. I avoid conflict and negotiations					
10. I feel that I don't enjoy school or work					
11. I ask people for feedback on what I do well, and how I can improve					
12. I set long-term goals and review my progress regularly					
13. I find it difficult to read other people's emotions					
14. I struggle to build rapport with others					
15. I use active listening skills when people speak to me					
Total					

Total Score (add numbers across columns): _____

Emotional Intelligence Score Interpretation

Score	Description
56-75	Great! You're an emotionally intelligent person. You have great relationships, and you probably find that people approach you for advice. However, when so many people admire your people skills, it's easy to lose sight of your own needs. Researchers have found that emotionally intelligent people often have great leadership potential. Realize this potential by seeking opportunities to improve even further.
35-55	Your emotional intelligence level is OK. You probably have good relationships with some of your colleagues or classmates, but others may be more difficult to work with. The good news is that you have a great opportunity to improve your working relationships significantly.
15-34	You need to work on your emotional intelligence. You may find that you feel overwhelmed by your emotions, especially in stressful situations; or, you may avoid conflict because you think that you'll find it distressing. It's likely, too, that you find it hard to calm down after you've felt upset, and you may struggle to build strong working relationships. Don't worry – there are plenty of ways that you can build emotional intelligence, starting today.

What you Feel is Real…

- Emotions are neither good nor bad, right or wrong. Feelings just ARE.

- Emotions are not facts. No matter how "strong or true" an emotion feels, it is not an objective or absolute truth.

- Accept your emotions as they arise—feel them. Think about managing them before carrying out a hasty response (except in danger).

- Emotions don't last forever. No matter what you are feeling, another emotion will eventually take its place.

Ideas to Improve EQ:

- Increase your self-awareness by focusing on the present moment – including how you're feeling. Keep a journal in which you write about and analyze the emotional situations you experience from day-to- day. You also need to understand your strengths and weaknesses to build self-awareness.

- Do a personal SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. Ask for feedback from your teacher, trusted friends, and family to find out how you can improve further.

If a friend asked you to describe the lesson you learned today and why it's important to life and employment, what would you tell him or her?

_____

_____

_____

_____

_____

_____

_____

Lesson 4: All Work is Not the Same

Objective

SWBAT define different work arrangements and explain what position and qualities best fit certain work types.

Key Takeaways

- Various work types serve different purposes and offer different benefits.
- Understanding work types helps with career planning.
- Money is not the only consideration for pursuing a career and accepting a job.

Good to Know

Every career field has its own unique set of education, experience, skills, and personality characteristics requirements. The task of choosing what to do with your life can be overwhelming because so many opportunities are available.
All employment is not the same. People earn money or college credits through internships, contract work, working part-time, full-time, flex time, and even telecommuting.

There are several things to consider when thinking about where to work and how you work, such as commute time, benefits, promotion opportunity, networking, relevance, experience, challenge, etc. Knowing and understanding the different types of work can help you begin the thoughtful process of what you want to do.

Source: Monster.com

Introduction (5 minutes)

1. **I Have a Question.** Before students arrive, write the SWBAT and a few employment arrangements on the board.

   Direct students to read the SWBAT aloud and write one question they would like answered about the topic, "exploring ways to work." Invite several students to share their question with the class. State that questions will be addressed during the lesson.

Guided Practice (10 minutes)

2. **Activity 1:** Class discussion

Independent Practice (30 minutes)

3. **Activity 2:** Students complete Employment type matching activity

Check for Understanding (15 minutes)

4. Ask students to refer to the question they wrote at the beginning of class. Share the question with a classmate and ask them to answer it. Facilitators assist when necessary. Ensure all students answer a question.

5. Direct students to select two preferred work types and describe in writing the character qualities necessary for that work type.

Activity 1: Employment Types

1. Instructor chooses 5 types of employment from the word bank.

2. One at a time, the instructor gives examples of this type of employment, and asks students to predict pros and cons of each arrangement.

3. Allow students to identify and define familiar work types and make logical guesses for unfamiliar terms.

   Central Questions:

   - Who do you know that works in one of the work arrangements?
   - What is their job or industry?

Activity 2: Employment Type Matching

1. Instruct students to match the type of employment with its correct definition.

2. If students get stuck, have them pair up to compare answers and discuss differences.

   Central Questions:

   - What are possible positions that fit each work type?
   - What are the benefits or disadvantages of certain work types?
   - *Example: Telework* - Save gas or commute time. Ask students to explain why all work types are not suitable for all positions and provide an example.
   - *Example: Nurses* require face-to-face interaction; remote work isn't suitable.

Activity 2: Employment Type Matching

Apprenticeship	The word is a hybrid of "experience" and "internship". Usually a short-term (one day to a few weeks) work experience where students get exposure to a company by shadowing a professional to preview a career. It is usually unpaid.
Entrepreneur	Many companies use this term to refer to "vacation time". Many full-time jobs start with 2-4 weeks per year, which you can negotiate when you get hired or promoted. Part-time workers may not get this benefit.
Externship	If you use all of your PTO (paid time off), or have an emergency, you may have to ask your boss for this in order to miss work.
Flex-time	
Full-time	A person who does temporary or freelance work, especially an independent contractor engaged in an informal or on-demand basis. **Examples: DoorDash, Uber, Lyft, Etsy**
Internship	Self-employed independent contractor (pays own income taxes; not withheld by employer or client)
	Work fewer than 30 hours per week.
Part-time	A person who identifies a need and starts a business to fill that void; the persistent progression towards an innovative solution to a key problem.
Remote work or telework	Work an average of 38-40 hours per week or more.
Hybrid work	A person who identifies a need and starts a business to fill that void; the persistent progression towards an innovative solution to a key problem.
1099 Contractor	On-the-job training with classroom instruction for highly skilled occupations; sponsored by employers, labor groups, and employer associations. **Examples**
PTO (Paid Time Off)	Allows employees to customize schedules with certain days and time frames (to meet 40 hours if full-time) e.g., Tuesday to Friday, 7 a.m. to 5 p.m
Unpaid Time Off	Work arrangement that allows employee to perform work, during regular, paid hours, at an approved alternative worksite
Gig Worker	Program offered to employees to gain practical work or research related experience. Can be paid, unpaid, and/or earn college credits.

Employment Types/Arrangements

Employment Type	Description
Apprenticeship	On-the-job training with classroom instruction for highly skilled occupations; sponsored by employers, labor groups, and employer associations. **Examples: plumbing, electrician, carpenter, dental assistant, chef**
Contractor	Person or entity that agrees to provide goods or services at a mutually agreed upon price and within a specified timeframe for another (may or may not pay own government taxes). **Examples: accountant, training specialist, computer technician, legal services, consulting services, house renovations, DJ, singer, dancer**
Entrepreneur	A person who identifies a need and starts a business to fill that void; the persistent progression towards an innovative solution to a key problem. **Example Owners: Barbers who open their own shop, startups, music recording companies, mobile app developers, clothing designers**
Externship	The word externship is a hybrid of "experience" and "internship". Usually a short-term (one day to a few weeks) work experience where students get exposure to a company by shadowing a professional to preview a career. It is usually unpaid. **Examples: accounting, finance, marketing, technology**
Flex-time	Allows employees to customize schedules with certain days and time frames (to meet 40 hours if full-time) e.g., Tuesday to Friday, 7 a.m. to 5 p.m. **Examples: government positions, corporate positions, non-profit organizations**
Full-time	Work an average of 38-40 hours per week or more. **Examples: government employees, office, retail, restaurant managers**
Internship	Program offered to employees to gain practical work or research related experience. Can be paid, unpaid, and/or earn college credits. **Examples: Marketing/Sales, Social Media, Finance/Accounting, Fine or Performing Arts**
Part-time	Work fewer than 30 hours per week. **Examples: retail, restaurant, hospitality, telemarketer**
Remote work or Telework	Work arrangement that allows employee to perform work, during regular, paid hours, at an approved alternative worksite. **Examples: government positions, corporate positions, non-profit organizations**
1099 Contractor	Self-employed independent contractor (pays own income taxes; not withheld by employer or client) **Examples: accountant, training specialist, computer technician, legal services, consulting services, house renovations.**
PTO (Paid Time Off)	Many companies use this term to refer to "vacation time". Many full-time jobs start with 2-4 weeks per year, which you can negotiate when you get hired or promoted. Part-time workers may not get this benefit.
Unpaid time off	If you use all of your PTO (paid time off), or have an emergency, you may have to ask your boss for this in order to miss work.
Gig Worker	A person who does temporary or freelance work, especially an independent contractor engaged in an informal or on-demand basis. **Examples: DoorDash, Uber, Lyft, Etsy, UpWork**

Employment Types/Arrangements

Optional Activity: Video: [Telecommuting Good for Business](#) (1:57)

Person A: *This is a ridiculous premise. All this flexibility, working from home in your pajamas - or in "paradise" - creates isolation and limits genuine human interaction. And it is interesting that there is an explosion in co-working locations that allows the same workers an opportunity to be in proximity to other people…and stand around the water cooler.*

Person B: *Not every job is suitable to work from home, that's a given, but when it is possible, it does require people who are accountable to their work and be productive. It's not for everybody, there are people who cannot get motivated to work at home, they must be in a physical office. And then there are employers who need to micro manage their employees and believe that work from home is a waste of time. All I know is that I've been working from home for many years now and I've done some of my best work being able to work from home. Now mind you, my work is my career which is also a form of a lifestyle. My productivity is actual greater as I get to manage my time. At this point in my career, I would not consider 9 to 5 on-site work any longer. Remote work, with visits to the office only as required, is at best a good compromise. I choose employers that get it and are set up for it. And I know that this is not just a trend but the way of the future in my line of work. So my mission is to keep delivering awesome products while working from home as proof that it's a solid option to be considered.*

Central Discussion Questions:

- Who do you agree with regarding remote working and explain why?
- What should you consider when applying for and accepting employment? Discuss as a class.

Facilitator Notes:

UNIT 2: Poise: The Art of Keeping It Together

Lesson 5: First Impressions and a Positive Attitude

Objective

SWBAT demonstrate setting a good first impression by looking another person in the eye, shaking hands and smiling—and explain the importance of maintaining a positive attitude in the workplace.

Key Takeaways

- First impressions are one-time events that are critical and happen quickly (within the first three to seven seconds).
- Showing poise is important in making a professional first impression.
- Smiling is the number one trait many employers seek when hiring candidates.
- Exhibiting a positive attitude conveys optimism, enthusiasm, and support in one's words, tone, gestures, and actions.

- Developing a positive attitude is a learned skill to keep negative feelings internal and outwardly display pleasantness toward others.
- Practicing a positive attitude influences productivity, co- workers, and overall professional success.

Good to Know

First impressions are powerful, long-lasting and compose of:

- 7% words you say
- 38% voice tone you use
- 55% non-verbal behavior you display

Setting a professional first impression begins with the introduction that may include a firm handshake, confident body posture (poise) and direct eye contact.

Introduction (10 minutes)

1. As students enter the classroom, greet each student with a high degree of professionalism. Greet students by name with a firm handshake and eye contact.

Central Questions:

- How did you feel when greeted?
- How does a greeting set the tone for a meeting?
- How do you greet someone for the first time?
- Facilitator records responses on the board.

Guided Practice (30 minutes)

1. **Activity 1: Anonymous First Impressions (15 minutes)**
Students meet mystery guest. Optional guest speaker.

2. **Activity 2: Projecting Positive Impressions (10 minutes)**
Students create a list of traits that make a positive impression.

   Optional Videos:
   Make First Impressions Count (2:52)
   Skit - First Impressions (4:52)

Independent Practice (30 minutes)

3. **Activity 3: Meet Your Favorite Celebrity (15 minutes)** Students prepare to interview a celebrity and make a good first impression.

4. **Activity 4: Someone Else's Shoes (15 minutes)**
Students review a workplace scenario and record the best positive action.

Check for Understanding (10 minutes)

5. Ask students to write three character traits needed to make a strong first impression. What traits will they improve? Advise students to greet you again as they exit the classroom. Encourage them to leave a lasting impression that exhibits professionalism, individuality, and poise.

   Optional Activity: Have the students separate into groups of two to practice working on strong introductions. Explain that students will greet you again as they exit the classroom. Continue this greeting throughout the course before each session to help students develop a habit of professional positive greetings.

Higher Order Thinking Activities

- **Snap Judgment Activity**
Create multiple flash cards with various pictures of random individuals on them and/or find several short videos that show individuals completing random tasks. These pictures should be of people the students do not know. Have students draw conclusions about these individuals based on their appearance and brief actions alone. Have students try to answer questions about where these individuals are from, their professions, their interests, etc. Then reveal to the students factual information about these individuals. What assumptions did the students make? Were they correct, incorrect? Discuss with students what they learned.

- **Dunning-Kruger and "Illusory Superiority"**
Direct one group of students to research the 1999 Cornell University study conducted by David Dunning and Justin Kruger and define the phenomenon of "illusory superiority." Instruct another group to research how high school students in the United States rank internationally in the following categories: math, reading comprehension, and confidence.

   Central Questions:

   - What is the main argument of the research findings?
   - How does the research relate to practicing confidence in the workplace?
   - Does a positive attitude and confidence relate to one another? How are they different?
   - Does one need to have one to exhibit the other?

Activity 1: Anonymous First Impressions

1. Inform students they are meeting a mystery guest. Invite a guest into the classroom that the students are not familiar with and have the guest introduce themselves. Instruct the guest speaker to discuss a specific topic, but do not allow them to reveal too much about themselves. Feel free to instruct the guest to exhibit certain characteristics, act a certain way, or simply be themselves. Do not allow time for questions. After five minutes, have the guest depart.

2. After the brief introduction, instruct students to write down their first impressions of the individual. Encourage respectful critiques and observations. Encourage students to determine the individual's profession, background, interests, personality, etc.

3. Discuss the class assumptions. What prior information might play a role in our assumptions? How does bias affect our first impressions? Why does bias make first impressions so important?

4. After the discussion, bring the guest speaker back into the room to provide more in-depth information about themselves. Allow students to ask questions.

Activity 2: Projecting Positive Impressions

1. Separate students into groups and ask them to create, by consensus, a list of traits that project a positive first impression to anyone they meet.

   Example traits might include:

   • Appearance (attire, tattoos)

   • Poise

   • Humor

   • Attentiveness

   • Display of a positive attitude

   • Giving direct eye contact

   • Demonstrating confidence through speech and body posture

   • A firm handshake

2. Ask several groups to share their list with the class. Seek feedback on any similarities or differences with their list.

Activity 3: Meet Your Favorite Celebrity

1. Tell students they have an opportunity to meet and interview their favorite celebrity. Give each student a post-it note or index card and write down one person they would really like to meet (e.g., film star, a singer, a sportsperson, political figure, TV host, business guru, etc.).

2. Ask them to answer the following questions on an index card:

   • What would they wear?

   • How would they behave?

   • How would they feel?

3. Discuss student responses. Help students recognize they would make special efforts with their appearance, attitude, and behavior to make a positive impression on their favorite celebrity. Ask students to explain whether someone can be shy or nervous and still show poise and leave a positive impression.

Activity 4: Someone Else's Shoes

Read the intern scenario and determine Zimena's best professional response to her tough internship situation. The story is inspired by true events!

Intern Scenario

Zimena is a new intern for an engineering company. Zimena's direct supervisor had expressed to her that he was way too busy to give Zimena any work during the first day of her internship, so she could go home if she wanted to, but he would prefer that she stay. Without further explanation, Zimena's boss got up and left for the day. Zimena sat calmly at her desk most of the morning without much to do. The building was very empty and very quiet.

At 2 p.m., Zimena built up the courage to introduce herself to a random co-worker. Zimena approached a co-worker six cubicles away and asked if there was anything she could do to help. The co-worker said, "You don't know me, who are you to come up and talk to me on the first day like you run things. Who are you? Do you even work here? Do you have a badge and a key card? I am calling security unless you can explain yourself." Zimena quickly apologized and walked back to her cube. Zimena tried to think of what she possibly did to offend her co-worker as she tried to think of how she was going to explain herself if security paid her a visit. Zimena's boss never gave her any badges or key cards.

Answer the following questions:

   • How might you feel like responding?

   • What would be a professional response?

Lesson 6: Professional Dress and Looking the Part

Objective

SWBAT differentiate between dressing professionally in the workplace and other social settings and discuss why professional dress matters.

Key Takeaways

- Your attire should align with the dress code of your work environment.
- Professional dress often sends a message of a professional attitude.
- Clothing choice is an important factor in forming your first impression.

Introduction (5 minutes)

1. **What You Wear Sends a Message**
   Explain that a uniform is a standard outfit for a specific purpose that does not vary or change.

   Central Questions:
   - What is a uniform?
   - Why do people wear uniforms, and for what occasions?
   - How is professional attire like a uniform?
   - How is it different than a uniform?

Guided Practice (25 minutes)

2. **Activity 1: What's in a Uniform? (15 minutes)**
   Show professional dress Powerpoint presentation.

3. **Activity 2: Professional Dress Code (10 minutes)**
   Identify the differences in professional dress.

Independent Practice (20 minutes)

4. **Activity 3: Professional Appearance and Confidence Article**
   Mark and discuss important points in the article.

   Optional Activity: Live Models
   - Invite guest speakers to model different types of professional dress.
   - Seek volunteer staff and student models

Check for Understanding (10 minutes)

5. Ask student to briefly write a dress code appropriate for an interview and explain how dress is related to poise. What clothing items do they have or need to ensure a professional look for their interview?

Higher Order Thinking Activity

Professional Dress Research Activity
Instruct students to plan an interaction with the general public or at a professional establishment (e.g., a bank). One group wears casual clothing and the other group wears professional business attire. Pair students from each group to go together. Ask the students to report back to the class how people responded to them based on how they were dressed. Describe in detail the body language, attitude, customer service, friendliness, etc. How did it make you feel?

Activity 1: What's in a Uniform?

1. Show students the slideshow with various uniforms in the PowerPoint presentation.
2. Ask students to speculate what each uniform says about the person (i.e. personality, poise, work ethic, etc.). Encourage students to observe specific things like: neatness, cleanliness, and attractiveness.
3. Ask students to identify the person's career based on the uniform. Remind students about the importance of first impressions. Point out that one's appearance plays a role in how they are perceived.

   Central Questions:
   - Do you wear a uniform every day?
   - Do you wear the same kinds of clothes for every occasion?
   - If you do not, what is the reason you change outfits?
   - What do the articles of clothing you wear say about you at any given time?

Activity 2: Professional Dress Code

1. Ask the students to describe someone who is professionally dressed.
2. Explain there are different professional dress expectations at each company.
3. Advise students to pay attention to the environment or culture of the company, whether their atmosphere is casual or more formal. It is appropriate to ask the hiring manager about company dress policy.

4. Show the students images for Business Professional and Business Casual dress on slide presentation.

5. Compare and discuss the differences and what's appropriate.

6. Seek detailed observations, highlighting some of the characteristics of a poised professional look:

   • Business professional attire includes a jacket

   • Button-up shirts are tucked in

   • Belts are worn

   • Jewelry is simple

   • Tailored fit, not too loose or tight

   • Skirts or pants not too short

   • Hair is neatly groomed and in place

   • Clothes are clean and ironed

   • Clothes are in good condition (no holes, loose threads, or lint)

7. Explain that professional dress is more than just putting on a suit. How you wear the suit is key. Demonstrating poise in your appearance is truly dressing the part. Think of it as wearing a professional uniform.

Activity 3: Professional Appearance and Confidence Article

1. Pair students to scan the article; underline or highlight three new things they learned about professional dress. Discuss their findings.

2. Ask students to share their highlights with the class. **Article Link:** Appearance Affects Confidence

   Central Questions:

   • How does your appearance influence others in a professional setting?

   • Without changing your everyday dress, how could you present a more poised appearance in your attire?

   • Remind students about the importance of first impressions. Point out that one's appearance plays a role in how they are perceived.

Optional Activity: Present four to five live models. Instruct students to observe the models in their professional attire and determine whether the models demonstrate poise with their professional attire. There are two ways to approach this activity:

• Recruit staff or student volunteers to participate as models.

• Organize students into teams to coordinate outfits from home.

Staff Models

Recruit and arrange outfits for four to five volunteers. Organize a fashion competition. Students select the winner with the most poised professional look. Stage the competition to make sure that a few of the outfits lack professional poise. The outfits should defy the characteristics of a professional look. For example, a model wears a suit without a belt or tie, neon shoes, gaudy jewelry, untucked shirt, etc. Do not go overboard. The goal is to emphasize that paying attention to detail can create a distinguished look.

Student Teams

Allow each team to plan a "collection" that highlights each category of the professional dress code. Direct students to use the information gathered from the Professional Dress lesson to put together business professional and business casual outfits. Students will be responsible for bringing in the outfits that they plan to use in the showcase. Each team will be judged, using the score sheet provided on the next page, on how well their looks embody the characteristics of a poised professional look.

Once the showcase is complete, instruct the students to provide suggestions about how each person or team could present a more poised appearance.

Team or Model Name	Dress Code Category (Circle One) • Business Professional • Business Casual • Casual
Characteristics of a Professional Look	How well does the outfit embody the characteristics of the assigned look? Circle a number out of 10 (1 - not at all, 10 - very well).
Outfit is subtle, not too flashy	1 2 3 4 5 6 7 8 9 10 N/A
Shirts are tucked in when appropriate	1 2 3 4 5 6 7 8 9 10 N/A
Pants/belts are at an appropriate level	1 2 3 4 5 6 7 8 9 10 N/A
There is appropriate coverage	1 2 3 4 5 6 7 8 9 10 N/A
Tailored fit, not too loose or tight	1 2 3 4 5 6 7 8 9 10 N/A
Jewelry, accessories are simple	1 2 3 4 5 6 7 8 9 10 N/A
Hair is neat and groomed	1 2 3 4 5 6 7 8 9 10 N/A
Clothes are clean	1 2 3 4 5 6 7 8 9 10 N/A
Tattoos/piercings are covered/removed	1 2 3 4 5 6 7 8 9 10 N/A
Total Score =	

Lesson 7: Creating Your Own Brand

Objective

SWBAT understand the importance of personal branding and create their own brand statement.

Key Takeaways

- A personal brand is your reputation and how others experience you.

- Self-branding requires identifying and working to embody the personality, attitude, and skills you want to be known for.

- How you regularly present and conduct yourself forms your personal brand.

Introduction (15 minutes)

1. **Activity 1: Brands and Products**
   Students make brand associations.

   Optional Activities:

   - Display a list of company logos and ask students to identify the company and what it represents.
   - **What is Your Personal Brand?** (1:00)
     https://www.youtube.com/watch?v=yAl5Stu7g1E
   - **Steps to Create Your Brand** (4:11)
     https://www.youtube.com/watch?v=bDNz3496abs

Guided Practice (15 minutes)

2. **Activity 2: Identifying Your Brand I**
   Students start Branding Worksheet.

Independent Practice (15 minutes)

3. **Activity 3: Identifying Your Brand II**
   Students complete Branding Worksheet.

   Optional Activity: Know Your Values Exercise

Check for Understanding (10-20 mins)

4. Direct students to create a personal brand statement using responses in the previous exercises. Ask students to share their statement with two classmates and seek feedback and make any changes.

Optional Activities:

- Design a logo that aligns with your brand statement (e.g., Nike, McDonalds, etc.).

- Create a business card with your logo, brand statement, and contact information.

Higher Order Thinking Activity

Practice Makes Perfect
Encourage students to practice their personal branding statements on other teachers or faculty that they have not met. Then, have teacher/faculty member give their branding statement. After sharing branding statements, have students ask for feedback that they can utilize as they revise their branding statement.

Activity 1: Brands & Products

1. Ask students to make a list identifying company names that come to mind when they hear the following products or people.

2. Select a few of the products from the list below or suggest your own.

Products/People	Companies
Candy	Mercedes Benz
Cereal	Coco-Cola
Toilet paper	H&M
Cell phone	Nike
Sneakers	Samsung
Coffee	Shoe City
Pizza	Mars Inc. (e.g., Milky Way, M&M's, Skittles, Snickers, Twix)
Social Media	Geico
French Fries	Michael Kors
Ride sharing	Old Navy
Jay Z	Apple Inc.
Rihanna	Amazon
	Starbucks

3. Next, ask students to list products that come to mind when they hear specific company names (their brand or reputation).

Central Questions:

- Were you surprised at the same answers?
- Why did certain names come to mind?
- What influences you to purchase certain products?
- Why is it important for a company to develop a brand?
- What do you think comes to mind when teachers, friends, or family hear your name?

4. Explain that your brand is your reputation. It's your calling card. It's what you're known for and how people experience you. It's about bringing who you are to what you do and how you do it. Clearly and consistently delivering a positive brand takes work and creates a memorable experience in the minds of those you interact with and can open doors to new opportunities.
Source: PricewaterhouseCoopers (PwC).

"A brand is what people say about you when you are not in the room." – Jeff Bezos, CEO Amazon

Activity 2: Identifying Your Brand I

Distribute Branding worksheet and guide students with examples to help them complete the questions. The aim is to identify their unique characteristics by reflecting on the questions. Also encourage students to seek input from friends, family, and/or teachers.

1. What is important to you in life, or are things that you value? (e.g., family, education, loyalty, security, success, etc.)

2. What are your interests? What do you spend most of your time doing in your free time? What are you passionate about? What do you enjoy doing? What social media posts or tweets do you read or follow? List at least three items for each category below.

3. What are your top five strengths that you consistently demonstrate among friends, your family, and teachers (e.g., creativity, honesty, helpfulness, compassion, generosity, etc.).

Activity 3: Identifying Your Brand II

Complete remaining questions on Branding Worksheet.

1. How would you like to influence or contribute to the world?

2. Reflect on your social media postings. What type of information or pictures do you post, text, re-tweet, or share? Does the content align with the reputation or brand you want to present? Would you want your teacher, parent, or employer to read your posts?

3. List and describe three traits you want your social media reputation to say about you.

4. Describe yourself with three words that leave a positive impression. Compare your answers with a classmate and ask if they agree.

Creating Your Own Brand Worksheet

1. What is important to you in life, or are things that you value? (e.g., family, education, loyalty, security, success, etc.)

2. Reflect on the following questions. What are your interests? What do you spend most of your time doing in your free time? What are you passionate about? What do you enjoy doing? What social media posts or tweets do you read or follow? List at least three items for each category in the table below.

Hobbies/Interests	Personal Passions

3. What are your top five strengths that you consistently demonstrate among friends, your family, and teachers? (e.g., creative, truthful, helpful, compassionate, generous, etc.)

TOP FIVE STRENGTHS

Identifying Your Brand II

4. How would you like to influence or contribute to the world?

_____

_____

_____

_____

5. Reflect on your social media postings. What type of information or pictures do you post, text, re-tweet, or share? Does the content align with the reputation or brand you want to present? Would you want your teacher, parent, or employer to read your posts? List and describe three traits you want your social media reputation to say about you.

_____

_____

_____

_____

6. Write three words that describe your positive first impression.

_____   _____   _____

Create Your Branding Statement

My Branding Statement

Write your own personal branding statement using responses in the previous exercises and the examples below.

_____

_____

_____

_____

_____

_____

_____

_____

Sample Branding Statements

- Through my dedication to exercise, fitness, and the human body, I provide top of the line physical training instruction to clients of all ages who are serious about improving their physical fitness! – Joe Trainer

- I leverage my love of learning and mastery of instructional skills to tutor young adults who are striving to perform the best on standardized tests. — Janae Tutors

- I take each week one day at a time and I take what the world has to offer. I am kind, personable, and I love to listen. I want to make the world a better place and I strive to inspire others through my poetry. — Marshawn Williamson

- I try to be the best person I can be at all times. I love life and learning. I don't have all the answers but I try to live my life asking the right questions. I value respect, honesty, family, friends, and always taking time to have fun. I always work hard and take initiative. I look forward to a bright future for my family and myself. — Alicia Learner

Facilitator Notes:

Lesson 8: Communicate with Finesse

Objective

SWBAT explain the meaning and importance of code switching and non-verbal communication; and practice professional behavior through role-playing.

Key Takeaways

- Skillful code switching is a necessity to be successful in the workplace.
- Understand that what may be acceptable language or behavior in one setting may not be appropriate in another. Often there are unspoken norms..
- Code switching is the ability to change your language or behavior to fit the social or professional context.
- Code switching is not changing your identity or being ashamed of your cultural background.

Good to Know

Most standards for professional behavior and speech are subject to a specific environment, culture, etc. This is done to establish common ground and understanding among those operating in the same space. Similar to the way people of the same language speak to each other using a shared language, professionals are expected to adopt and communicate in a shared language.

Working professionals are not expected to hide their personalities behave as if ashamed of their backgrounds or culture. For these purposes, the term code switching is not about changing one's identity. Code switching in a professional environment involves adopting the behaviors and vernacular of a professional.

Finesse definition: *great skill or style; flair, polish, artistry, expertise*

Introduction (15 minutes)

1. **Activity 1: Code Switch Scenarios**
   Sharing the same type of information to different groups of people (friend, family, or professional).

   Optional Activity: Discuss - Communication Infographic. [Top 8 Tips for Effective Communication](#)

Guided Practice (25 minutes)

2. **Activity 2: Code Switch Videos (10 minutes)**
   Discuss video highlights.
3. **Activity 3: Language Matters (15 minutes)**
   Assign group questions.

Independent Practice (10 minutes)

4. **Activity 4: Personal Reflection**
   Article reading and personal reflection writing.

Check for Understanding (5 minutes)

5. Ask students to state how to exercise professional poise at the workplace such that they do not feel as though they are "faking," or what ways they can learn proper behavior in a professional environment.

Higher Order Thinking Questions

A Deeper Dive into Code Switching
Discuss the following questions:

- What is the difference between code switching and being fake?

- Can someone be true to themselves as an individual while changing the way they speak in different environments?

- Can a person code switch without even speaking? Explain your answer.

- Have students try to come up with examples of subtle code switching. What are the little things people can do to code switch?

Optional Activities:

1. **Silent Code-Switching**

- Ask students the following questions: "Is it possible for someone to code switch without speaking?" "Can someone exhibit professionalism in their body language alone?"

- Set up a table or tables to represent a fake meeting/ board room. There should be enough seats for eight people. Select eight volunteers. Explain to the volunteers that they are all employees at the same company and they are all going to be assigned a character to play in a game of professional charades.

- Each volunteer is to be given a notecard with his/her character assignment. The goal of the game is to try and use their body language while seated to get the audience (the rest of the class) to guess which role they have been assigned. The rules are as follows:

  □ Each character has 10 seconds to sit down at the table and once they sit they cannot get up.

  □ Speaking, mouthing words, using hand signals, or explicitly communicating with the audience in any way is prohibited.

  □ Characters are not allowed to touch each other.

  □ Characters will have 30 seconds to use their seated body language to convey their character.

- The eight different characters are as follows:

  □ President of the company

  □ Vice President of the company

  □ Typical mid-level employee

  □ Typical mid-level employee

  □ Typical mid-level employee

  □ Typical mid-level employee

  □ Intern

  □ Intern (If you want to get creative, have one intern be at the wrong meeting)

  Central Questions:

  - Was it easy to tell who was who at this meeting?

  - What does this lesson tell you about body language in the office?

  - Is it possible to change the way people think of you by changing your body language?

2. **You Talk Like (10 minutes)**

- Record various anonymous audio clips of people talking. These can be clips you record yourself, or clips taken from television, radio, internet, etc. Try not to use obviously recognizable celebrities. Have students close their eyes as they listen to each clip.

- Review various answers from the class. Reveal information about the individuals and discuss as a class what assumptions were true, untrue and/or surprising.

- *Optional guest speaker participation. Ask students to answer the following questions about the people they heard. Questions might include:

  □ Where is this person from?

  □ How old is this person?

  □ What is this person's profession?

  □ What racial or ethnic background is this person?

  □ Does this person seem kind, happy, angry, funny, sad, etc.?

Activity 1: Code Switch Scenarios

1. Pair the students to role-play the code switching scenarios.

2. Provide at least two minutes for the students to prepare themselves for the characters. Actors should read scenario aloud before role-play.

3. Advise students watching the role-play to note the differences in the actors (body language, tone, vocabulary, mannerisms, etc.).

   Code Switch Scenarios:
   - Tell your Grandma about your weekend activities — then tell your company CEO.
   - Introduce yourself in a cover letter – then in an online scenario such as Discord or an MMO game (massively-multiplayer online).
   - Explain how to use SnapChat to your 60-year old manager at work—then explain to your 12-year old cousin.
   - Greet your teacher at a sporting event —then greet one of your buddies.
   - Discuss your favorite movies with Mr. & Mrs. Obama— then discuss with your aunt or uncle.

4. Ask the actors to share how they felt and the students watching to describe the differences they observed.

   Central Questions:
   - What would happen if you greeted an interviewer the same way you greeted your friends?
   - Or if you greeted your friends the way you greeted an employer?
   - In each scenario did the message change? Why or why not?
   - What are some tips you should always practice when communicating with an employer?

Activity 2: Code Switch Videos

Play the following videos and discuss.
- What is Code Switching (5:12)
- Student Struggles (:45)

Central Questions:
- Can you relate to anyone in the videos? How so?
- What are your thoughts about code switching?
- Why do people code switch?

Activity 3: Language Matters

1. Assign the following questions between three student groups. Show on board or distribute.

2. Ask students to discuss and share their answers.

   Central Questions:
   - Should a person at an interview be evaluated based on their qualifications for the job or their ability to demonstrate "professional" business language and behavior?
   - Does changing language or behavior for different situations make someone "fake"? What can you tell about a person based on the way they talk?
   - Is code switching necessary when traveling to different states or countries?
   - What are possible consequences if code switching is not practiced?

Activity 4: Personal Reflection

1. Allow students to select a video or article.

2. Instruct them to write a single opinion paragraph on the following questions.
   - What is the purpose of code switching?
   - Why is code switching a controversial topic?
   - Why is code switching necessary?

Articles:
- Article - Obama Code Switching
- Article - Code Switching at Work
- Article - How We Code Switch Daily
- Video/Article - Code Switching Explains World
- Teen TED talk - Teen Code Switch Talk (7:48)

Part II: Your Body Speaks

Key Takeaways

- Your entire body communicates a message; whether intended or unintended.
- Many people remember, interpret, and respond to nonverbal language despite what is spoken.
- It takes practice matching what you say with your body language.

Good to Know

What people see is often more memorable than what they hear or read. A slight eye roll or aggravated sigh sends a message without saying one word. How you say something and your facial expression is just as important as what you say.

Researchers say that nearly 93 percent of communication is non-verbal and only seven percent is verbal. Non-verbal communication or body language includes: body gestures, posture, facial expressions, eye gaze, tone of voice, physical appearance, and proxemics (personal space or distance between a speaker and listener). Body language oftentimes expresses your true emotions and attitudes about others and various issues in life.

The key to becoming a skilled communicator takes practice to control your own body language and to recognize the non- verbal language of others. Employers value candidates who demonstrate skillful communication.

Introduction (5 minutes)

1. **Activity 1: Write on the Board.**
   Actions speak louder than _____.

   Central Questions:
   Ask students to fill in the blank.
   - How many have heard the expression before?
   - Where and from whom?
   - What does it mean when actions don't actually speak?
   - Do you believe it's true? Why or why not?

   Optional: Video About Body Language (2:46)

Guided Practice (10 minutes)

2. **Activity 2: Name that Mood**
   Students demonstrate moods.

   Central Questions:
   Ask students to identify specifically what they saw to help them identify the mood acted out by classmates.
   1. Describe a time when they were confused by a friend or family's body language.
   2. What did they do?
   3. What should be considered about body language when interacting with people from different countries or cultures?

   Optional Activity: Practice voice inflection and tone. Write a sentence and ask someone to read the same sentence excited, bored, sad, or angry. Have students guess the attitude it was stated.

   Example:
   "Call a meeting so we can tell the team the news."

Independent Practice (10 minutes)

3. **Activity 3: Body Language Scenario**
   Students analyze workplace situations.

Check for Understanding (5 minutes)

4. **Dos & Don'ts**
   By consensus, ask students to list on the board at least two positive and negative body language gestures for someone at a job interview.

   > **Facilitator Notes:**
   >
   > Read the article on power posing for a confidence boost:
   > https://www.linkedin.com/pulse/interview-tips-power-pose-instantly-feel-confident-mariah-beahen/
   >
   > Read the article on non-verbal cues in virtual and in-person interviews:
   > https://www.businessnewsdaily.com/7678-body-language-mistakes.html

Activity 2: Name that Mood

1. Cut and fold the names of various emotions.
2. Students randomly select one and demonstrate without words.
3. Remaining students guess the mood, specifically describing what they saw to help them identify the mood acted out by classmates.

Central Questions:
- Describe a time when you were confused by a friend or family's body language.
- What did they do?
- What should be considered about body language when interacting with people from different countries or cultures?

AFRAID	EXCITED	BORED	STRESSED
SHOCKED	CONFUSED	INTERESTED	SAD
ANGRY	HAPPY	SHY	PROUD

Activity 3: Body Language Scenario

1. Display the following scenario on board or print copies.
2. Instruct students to read the scenario and write their answers to the following questions. Compare notes with a classmate and briefly discuss.

Scenario:
Sam, the manager, called Lisa into his office to address her being late for work over the last two weeks. While Sam was speaking, Lisa rolled her eyes, folded her arms, and sucked her teeth.

Questions:
- What is Lisa "saying" to her manager in this situation?
- Is it appropriate, why or why not?
- Describe a professional response.

Facilitator Notes:

Body Language: Picking Up and Understanding Nonverbal Signals

Lauren sighed. She received an email from her boss, Gus, saying that the product proposal she'd been working on wasn't going to be signed off after all. It didn't make any sense. A week ago she'd been in a meeting with Gus and he'd seemed really positive about it all. Sure, he hadn't made much eye contact, and he kept looking out of the window at something. But she'd just put that down to him being busy. And, he'd said that "the project will probably get the go-ahead." If Lauren had known a little bit more about body language, she would have realized that Gus was trying to tell her that he wasn't "sold" on her idea. He just wasn't using words.

What Is Body Language?

Put simply, body language (gestures, facial expressions, and posture) is the unspoken element of communication that we use to reveal our true feelings and emotions. When we are able to "read" these signs, we can use it to our advantage. For example, it can help us to understand the complete message of what someone is trying to say to us, and to enhance our awareness of people's reactions to what we say and do. We can also use it to adjust our own body language so that we appear more positive, engaging, and approachable.

How to Read Negative Body Language

Being aware of negative body language in others can allow you to pick up on unspoken issues or bad feelings. So, in this section, we'll highlight some negative nonverbal signals that you should look out for.

Difficult Conversations and Defensiveness

Difficult or tense conversations are an uncomfortable fact of life at work. Perhaps you've had to deal with a difficult customer, or needed to talk to someone about his or her poor performance. Or maybe you've negotiated a major contract. Ideally, these situations would be resolved calmly. But, often they are complicated by feelings of nervousness, stress, defensiveness, or even anger. Though we may try to hide them, emotions often show through in our body language. For example, if someone is exhibiting one or more of the following behaviors, he will likely be disengaged, disinterested or unhappy.

- Arms folded in front of the body

- Minimal or tense facial expression

- Body turned away from you

- Eyes downcast, maintaining little contact

When you notice that someone is disengaged, you're in a better position to do something about it. For example, you can re-engage him or her by asking a direct question, or by inviting contribution of ideas.

Making a Confident First Impression

These tips can help you to adjust your body language so that you make a great first impression:

- Have an open posture. Be relaxed, but don't slouch! Sit/stand upright and place your hands by your sides.

- Avoid standing with your hands on your hips, as this will make you appear larger, which can communicate aggression or a desire to dominate.

- Use a firm handshake. But don't get carried away! You don't want it to become awkward, or worse, painful for the other person.

- Maintain good eye contact. Try to hold the other person's gaze for a few seconds at a time. This will show her that you're sincere and engaged.

- Avoid touching your face. There's a common perception that people who touch their faces while answering questions are being dishonest. While this isn't always true, it's best to avoid fiddling with your hair or touching your mouth or nose, particularly if your aim is to come across as trustworthy.

Key Points

Body language refers to the nonverbal signals that you use to communicate your feelings and intentions. It includes your posture, your facial expressions, and your hand gestures. The ability to understand and to interpret body language can help you to pick up on unspoken issues, problems, or negative feelings that other people might have. You can also use it in a positive way to add strength to your verbal messages.

Negative body language includes:
- Folded arms
- Tense facial expression
- Body turned away from you
- Poor eye contact

Positive body language includes:
- Open body position (arms unfolded)
- Upright posture
- Relaxed and open facial expression
- Arms hanging relaxed by the sides
- Regular eye contact

Note: While the tips covered in this article are a good general guide for interpreting body language, it is important to remember that they won't necessarily apply to everyone. This is the case if someone has a different cultural background from you.

Avoid making generalized assumptions. If you're getting mixed signals, check that your interpretation of the person's

body language is correct by asking him questions and getting to know him better. After all, the ability to interpret body language is a complementary skill, not a substitute for listening to and understanding people.

Source:
https://www.mindtools.com/pages/article/Body_Language.htm

For additional tips and tricks for non-verbal cues and body language in interviews, both in-person and virtual, visit:
https://www.businessnewsdaily.com/7678-body-language-mistakes.html

Facilitator Notes:

Lesson 9: Workplace Etiquette

Objective

SWBAT explain the significance of practicing proper etiquette in the workplace and demonstrate courtesy when speaking and interacting with others.

Key Takeaways

- Demonstrating proper etiquette promotes a productive and friendly workplace; employers expect it.
- Staying attentive to positive behavior is the beginning of learning workplace etiquette.
- Practicing courtesy and professionalism is intentional and part of your personal brand.

Good to Know

Business etiquette refers to a code of expected behavior that promotes respect for employees and workplace processes.
It is similar to having rules or guidelines. Employers not only seek skills to perform a job but also the ability to adapt to the office culture and work well with others.

Introduction (5 minutes)

1. **Activity 1: Do Now**

   Optional Video: Starting a New Job (5:41)

Guided Practice (20 minutes)

2. **Activity 2: Life Without Rules**
   Acceptable/Unacceptable behavior.

Independent Practice (30 minutes)

3. **Activity 3: Workplace Etiquette Scenarios**
   Assess appropriate workplace behavior.

   Optional Activity: Perform a skit demonstrating proper behavior.

Check for Understanding (5 minutes)

4. **Beat the Clock**
   For 60 seconds ask students to write the five most

important workplace etiquette tips they learned. Ask one or two students to share their list and explain its importance.

Activity 1: Do Now

1. Error Analysis & Prediction.

Activity 2: Life without Rules

1. Group students in twos or fours. Display the words: school, basketball (player or fan), your home, grocery shopping, driving, attending a dinner at the mayor's office, watching a film in a movie theater.

2. Assign one category to each group. Ask students to think about their category and list the acceptable/ expected behaviors in one column and the unacceptable behavior in the other. At least three items are required in each column. For example, for driving, it's expected to stop at a red light or have a driver's license, not acceptable to drink and drive.

3. Ask one or two groups to present their category and behaviors on the board and explain their statements.

   Central Questions:
   - How did you know what the expected behavior or rules were for your category?
   - What are reasons that people don't follow rules?
   - Describe the consequences when people don't follow the rules in school, in society, or in the workplace. *Possible answers: chaos, injustice, crime, confusion, errors, selfishness, danger, fear, job loss, etc.*

Activity 3: Workplace Etiquette Scenarios

1. Distribute etiquette scenarios and worksheets and complete Scenario 7 with the class.

2. Partner students and assign them two etiquette scenarios (ok for students to have the same scenarios, if necessary).

3. Direct students to assess the situation and write the appropriate behavior.

4. When finished they are to exchange papers with another group to review and provide feedback using the etiquette guidelines as a rubric. Rubric is given only when they are ready to review and feedback.

5. Ask one or two groups to share their answers.

Facilitator Notes:

Real World Scenario

You just started a new job 3 weeks ago. Your boss sends you a Teams message at 11:34pm on a Tuesday night, asking you a question about the presentation tomorrow afternoon. In your opinion, answer the questions below.*

1. Do you think that's considerate? Why or why not?

2. Do you have to respond right away? Why or why not?

3. When is the absolute *latest* you think it's appropriate to respond? Why?

4. What norms or boundaries do you want to set for yourself in your future workplaces?

*It's okay if your answers vary depending on the content of the message. If that is the case, make sure you elaborate.

Workplace Etiquette Scenarios

Instructions: 1) Read your assigned scenarios and identify the issue and/or behavior. 2) Write the best professional way to handle and/or improve the situation and why you chose that course of action.

When finished, pass your papers to a classmate to check your response using the workplace etiquette guidelines. Request guidelines from the teacher.

1. The supervisor instructed Omar to attend a computer class on Tuesday and he agreed. He hates computers but he needs the training to help him work more efficiently. Other employees' schedules were rearranged for Omar to attend class and it was revealed on Wednesday that he did not attend--he says something came up.

2. At a staff meeting, Robert mistakenly blamed Erica for an error on a report. He didn't have all the information. Erica stood up in the meeting in a rage. She yelled and cursed Robert for blaming her for something she didn't do. Other co-workers had to remove her from the meeting.

3. You work on a team that develops new ideas for mobile apps. Mark, your co-worker, suggested an idea and name for a new app that everyone agreed on. Julie had to present the idea to the manager and other employees. Everyone loved the idea and asked who thought of it. She said she did. The manager congratulated her and she received the praise.

4. Lucy takes the metro bus to work and sometimes she gets there right on time or about five minutes after her start time. She usually arrives five minutes late at least three times a week. But she submits her timesheet as being on time. Her manager notices her frequent tardiness and her timesheet report.

5. Marquis is a good worker and finishes his assignments early. After completing his work, he either talks to his buddy Dave on his cell phone or plays games. Everyone can hear his conversation or see him bent over his phone when walking past his desk.

6. Every week the manager schedules a brief staff meeting. Susie doesn't like the manager and during the meeting she makes negative comments about him to another co-worker. Or she checks her email and social media accounts. She even used profanity to share her dislike for him on Facebook.

7. Johnathon is required to send brief updates to his manager and co-workers about the status of the inventory at Starbucks. Sometimes he texts or sends an email. His messages have typos, incorrect grammar, and are difficult to understand.

8. Eva doesn't like her position as a data clerk but she needs the money. Many times, she arrives late or misses almost every Friday. Since she is uninterested in her job, she doesn't pay attention when her manager gives her a task to complete. She ends up getting the assignment wrong. Then she complains to other co-workers when her errors are pointed out.

9. Jim and Joe were in the break room talking about a project. Ayesha walks in and begins telling Joe about a new company policy that she doesn't like and how it was influenced by the current presidential administration. She further talked about her own ideas about how the company and the country should be run.

10. Patricia is in the company break room eating lunch listening to music with her earphones. Everyone who walks in to get coffee or eat their lunch can hear her music.

Successful Workplace Etiquette Worksheet | Sample Answers

Scenario# 7

1. **What is the issue or behavior to be addressed?** Jonathon sends inventory updates to supervisors and co-workers with typos and incorrect grammar. He also sends the information in a text message.

2. **Describe the best professional way to address the issue to promote successful workplace etiquette.** 1) Jonathon should only send company inventory through email. 2) He should proofread his writing for spelling errors and legibility and ask someone else to proofread it before sending it out. 3) He may want to write the email in Microsoft Word first to run spell and grammar check and then paste it into email.

3. **Explain the reason for your answer above.** The information should only be sent via email to keep as official company record of inventory updates. Text messages should not be relied on for historical records. Properly written communication is essential for professionals. It leaves a positive impression and minimizes judgment on your intelligence. Always proofread any work you send, it represents you as a person and that you care about the quality of your work. Correct work makes it easy for others to collaborate with you. Typing in Microsoft Word first can help you quickly catch your errors.

4. **Reviewer:** Using the Workplace Etiquette Guidelines: 1) identify which category the scenario belongs (*What You Say, What You Do, or How You Work*); 2) Note any actions that should be added, removed, or if the answer is fine.

5. This scenario belongs to the What You Say and How You Work; I would add that Jonathon should apologize to his supervisor and co-workers for sending sloppy work with an intent to do better.

Facilitator Notes:

Successful Workplace Etiquette Guidelines

Practicing good manners is essential in your daily encounters in the workplace and makes a difference in your career advancement and relationships with others. Remember, each company may have their own specific workplace expectations.

What You Do Matters

1. **Come to work.** Consistent attendance is essential to the productivity of an organization. When you don't show up, someone else has to perform your duties. If you're going to be late or absent, notify your supervisor. No one should spend their time checking after you or looking for you.

   Always show up on time for work and meetings. Repeatedly arriving late, missing work, or calling in sick (when you are well) can lead to docked pay or termination.

2. **Think positive.** Avoid illegitimate complaining about the company, your job, or your co-workers. Most co-workers dislike hearing constant negativity and gossip. Look for positive options in a work situation.

   Although it's common practice to publicly criticize and speak rudely about people, it's not acceptable in the workplace. Nor does it promote a positive work environment or employee relations.

3. **Stand to your feet.** Stand when meeting someone and/or shaking hands for the first time.

4. **Maintain a professional appearance.** Dress appropriately at all times in the workplace with proper fitting clothing; not too tight, not too big or too revealing. Look the part for respect with every encounter.

5. **Clean up after yourself.** After sitting in a common area, pick up all of your belongings, wipe any spills, and leave the space better than it looked before you came.

6. **Turn your phone down or off when in the office.** Avoid disturbing others during work hours.

   - Don't check your phone in meetings or when someone is speaking to you. It's best to put the phone away and pay full attention to the person in front of you.

   - Personal phone calls are acceptable during designated break times. Be aware of how loud you speak on the telephone; others should not hear the details of your conversation.

7. **Minimize offensive smells at work.** Strong odors may be offensive to others or trigger sensitive allergies.

   - Avoid eating smelly food at your desk; use the cafeteria or break room (e.g., fish).

   - Avoid strong perfume or cologne.

   - Practice daily hygiene (e.g., shower, deodorant, teeth brushing, clean fingernails, neat, etc.).

8. **Stay at home when you're sick.** Although it may be noble to show commitment to your work by coming to the office when you're sick, it is not noble to expose fellow employees to germs spread by your sneezing and coughing.

Display good manners even if no one is looking. It's about the effect you have on the world around you.
Remain mindful of others and your co-workers will appreciate it.

Successful Workplace Etiquette Guidelines

Practicing good manners is essential in your daily encounters in the workplace and makes a difference in your career advancement and relationships with others. Remember, each company may have their own specific workplace expectations.

How You Work Matters

1. **Practice honesty.** Respect your employer's time and property. Refrain from using work time to make personal phone calls or to take care of personal business. You are only entitled to get paid for the hours you actually work, not for simply showing up.

   - Taking pencils, pens, or other office supplies is theft. If every single person decided to casually take products from a company, this would present a great financial burden. Remember, willingness to lie about small things leads to lying about bigger things.

   - Respect your co-workers' property. Don't take things from others without asking, including a co-worker's lunch from the office refrigerator.

2. **Accept guidance and direction.** Follow all instructions and procedures. Ask for help or clearer instructions if you don't understand something. Submitting incorrect or incomplete work is not following directions or getting the job done.

3. **Offer to help others.** When finished with your work, offer your assistance to a co-worker or supervisor to make their job easier.

4. **Willing to learn new skills and methods.** The workplace changes with new computer software, administrative procedures, personnel staffing, or updates to your job description. Respond and embrace change with a "can do" attitude.

5. **Proofread your writing.** A poorly written message will have a major impact on your reputation. Check spelling grammar and the tone of your communication. Take your time and write well.

6. **Exceed Expectations.** Providing good service and doing more than is expected definitely gets you noticed. Set reasonable goals to complete projects before or by the deadline. Build a reputation for excellence and quality work so that employers will be sorry to see you leave.

What You Say Matters

1. **Say hello and goodbye.** Greet people when you encounter them. In the morning say, "Good morning." Similarly, when you leave, say "Goodbye" or "Goodnight."

2. **Say please and thank you.** If you're asking for something or asking someone to do something, say "please." If someone does something for you, or gives you something, say "thank you."

3. **Say excuse me.** If you want someone to get out of your way, or you bump into someone, or you walk between two people having a conversation, or you must interrupt a conversation, say "excuse me."

4. **Say I'm sorry.** If you intentionally or unintentionally hurt someone, or if you are rude or irritable, or if you make a mistake that costs someone else in any way, take ownership and say, "I'm sorry." Don't establish a reputation for placing blame or being distrustful.

5. **Speak politely at all times with everyone.** Resist yelling or screaming at others. Cursing and profanity are absolutely unacceptable. Companies have actually terminated employees for foul language. Exercise compassion and empathy--a soft answer avoids anger.

Display good manners even if no one is looking. It's about the effect you have on the world around you. Remain mindful of others and your co-workers will appreciate it.

Lesson 10: Communicate in Different Ways

Objective

SWBAT identify various communication mediums and correlate the proper use of phone, email, text message, or face-to-face methods with common workplace scenarios.

Key Takeaways

- Some employers rank communication as a number one skill requirement for candidate selection.
- Learning how to effectively communicate using appropriate methods is worth the time and effort.
- No single communication method is appropriate for every situation.

Good to Know

Communication is demonstrated in many forms: face-to-face dialogue, social media postings, email, text, telephone exchanges, and even the way you record a voicemail. It is essential to learn which is appropriate for different situations.

The ability to convey information clearly as intended is the most important life skill you can bring to any position. Some employers rank having communication skills as a number one "must have" for job candidates.

It's never too late to work on your communication skills. It takes great effort but it is worth your time. Doing so improves your quality of life and enhances your success in the workplace.

Introduction (15 minutes)

1. **Activity 1: Clear Communication**
   Clear communication exercise.

Guided Practice (20 minutes)

2. **Activity 2: Communicate It the Right Way**
   Evaluate scenarios to determine best communication method. Invite students to share and explain their selections.

Independent Practice (20 minutes)

3. **Activity 3: Communication Methods**
   Determine appropriate workplace communication behavior.

Check for Understanding (5 minutes)

4. Ask students to identify two communication skills from the class discussion that are important for them to improve. Describe the plan to improve those skills.

Activity 1: Clear Communication

1. Group students by twos or threes. Consider leveling the groups, especially pre-teaching necessary vocabulary to students with accommodations and/or multi-lingual learners.

2. Instruct each group to follow the prompt for the activity, knowing that the class will discuss the reflection question afterward.

3. Students answer the reflection question individually or debrief as a class.

   Central Questions:
   Describe experience of the exercise.
   - Any confusion?
   - What were the challenges?
   - How did you address the challenges?
   - What was easy about the exercise?

   Reflection question:

   If you're communicating through email, chat messages, or texts, why is it important to understand the different ways sentences can be interpreted?

Activity 2: Communicate it the Right Way

1. Distribute handout of communication scenarios. Review a scenario with the students first.

2. Divide the scenarios between the class (group of four to five).

3. Instruct students to evaluate the scenarios and determine the best communication method to use.

4. Invite students to share and explain their selections.

Optional Lesson Extension:
Target one communication method for further discussion using additional activities (i.e., telephone, text, email, and basic communication tips).

Activity 3: Communication Methods

1. Assign students a communication method (telephone, email, or basic communication and text).

2. Distribute designated communication method worksheet and corresponding communication tips.

3. Instruct student to complete the worksheet using the tips information.

4. Seek student answers and feedback from each communication category.

Facilitator Notes:

Clear Communication Exercise

Instructions: It's easy to interpret the same words in different ways, especially in writing. In groups or individually, find as many ways to interpret these sentences as possible. You may find illustrating the scenario helpful.

1. The teacher said on Friday she would give a pop quiz.
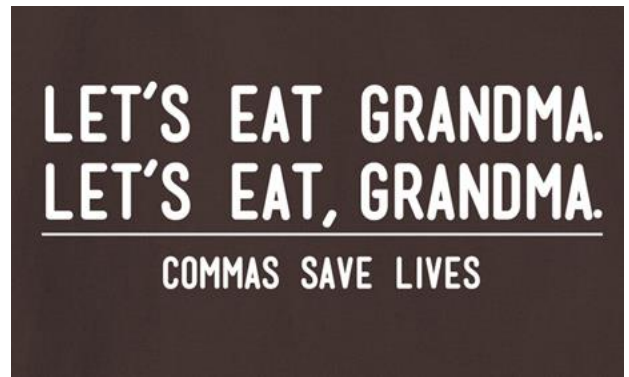
2. The cow is ready to eat.

3. The burglar robbed the woman with the knife.

4. Visiting friends can be annoying.

5. Every single person at the game saw her duck.

Reflection: If you're communicating through email, chat messages, or texts, why is it important to understand the different ways sentences can be interpreted?

Source: https://mytutorsource.hk/blog/ambiguous-sentences/

"Communicate it the Right Way" Scenarios

Instructions: Read each scenario below and write the best communication method to address the situation using the communication methods below. Be prepared to explain your selection(s).
Note: Scenarios can have more than one answer.

Communication Methods				
Voicemail	Telephone	Face-to-Face	Text	Email

1. The manager verbally asks you for a list of your weekly work activities.

2. You are running late for work and will arrive 15 minutes late.

3. The manager asks you to let all the staff know that a meeting is scheduled tomorrow in Room B at 2 p.m.

4. A co-worker regularly takes a smoke break and you feel you are doing extra work.

5. You received your paycheck and discovered that it is short $20. The manager needs to make the correction.

6. The manager sent you an email with instructions to complete a project. You don't understand what to do.

7. Your co-worker sent you three text messages asking you to explain a work procedure.

8. The night before you have an emergency and you can't go to work the next day.

9. You receive an email from a co-worker criticizing you about being slow and incorrectly doing your job. She also copied other employees on the email for them to read it, too.

10. You received your paycheck and discovered that you were overpaid $50!

"Communicate it the Right Way" Scenarios |Sample Answers

Instructions: Read each scenario below and write the best communication method to address the situation using the communication methods below. Be prepared to explain your selection(s).
Note: Scenarios can have more than one answer.

Communication Methods				
Voicemail	Telephone	Face-to-Face	Text	Email

1. The manager verbally asks you for a list of your weekly work activities. *Email. Manager has a record of activities to easily refer to when needed.*

2. You are running late for work and will arrive 15 minutes late. *Telephone or text. Call the manager or the office to notify them. Text only if manager has given permission to do so.*

3. The manager asks you to let all the staff know that a meeting is scheduled tomorrow in Room B at 2 p.m. *Email. Staff can add event to their calendar and have written record of the meeting logistics.*

4. A co-worker regularly takes a smoke break and you feel you are doing extra work. *Face-to-face. Speak with co-worker directly to hear and see response when you express your thoughts.*

5. You received your paycheck and discovered that it is short $20. The manager needs to make the correction. *Email or face-to-face. You may meet with the manager to show the discrepancy or email the information with screenshots of check to keep a paper record of the response.*

6. The manager sent you an email with instructions to complete a project. You don't understand what to do. *Email or face-to-face. Send an email with specific questions to the instructions or schedule a meeting to get clarification. If you have to send more than two emails for clarification, meet in person.*

7. Your co-worker sent you three text messages asking you to explain a work procedure. *Face-to-face or email. Meet with co-worker to explain work procedures or send email with procedure that can be referred to in the future.*

8. The night before you have an emergency and you can't go to work the next day. *Email, voicemail, or text message. Email manager about emergency, so that it is seen and recorded first thing in the morning. Leave a voicemail on office phone so that it's heard first thing in the morning. Or text manager (with prior permission) about the emergency.*

9. You receive an email from a co-worker criticizing you about being slow and incorrectly doing your job. She also copied other employees on the email for them to read it, too. *Face-to-face and/or email. Meet with co-worker to discuss areas of improvement. Send email requesting specific errors and use as written record if necessary to involve manager. Do not send copy to other employees.*

10. You received your paycheck and discovered that you were overpaid $50! *Email or face-to-face. You may meet with the manager to show the discrepancy or email the information with screenshots of check to keep a paper record of the response. Emphasize honesty; accounting department may ultimately catch overpayment and company may require repayment or deduct in next check.*

Basic Communication Tips

- **Clearly speak and write politely.** Choose words carefully--words spoken out of your mouth cannot be swallowed again. They are permanent records in the mind and on paper.

- **Speak or write with a positive attitude avoiding making the hearer feel bad.** Reading and writing skills are crucial for effective communication.

- **Watch your tone and body language** to ensure it matches what you are saying.

- **Actively listen when someone else is speaking;** curb the desire to prepare your response before the person finishes. Hear the heart of the person and what is really being stated.

- **Don't jump to conclusions before listening carefully;** ask relevant questions to gain understanding of what is spoken or written.

- **Realize that sometimes no matter how hard you try,** you may fail in your efforts to communicate with others - don't always take it personally. Keep trying. Get books from the library, view free online videos, or attend workshops to help you.

Business Texting Tips

- **Text sparingly.** Use texting for short, necessary, and uncomplicated messages. Anything requiring a detailed explanation or a lot of back and forth should most likely be done in person or via email. Always ask your supervisor the best way he or she wants to receive information.

- **Don't use texting to communicate bad news.** Meet in person to share bad news. It is inappropriate to text your supervisor that you quit your job.

- **Minimize using acronyms.** Occasional acronyms may be appropriate (e.g., BTW). However, overuse, along with emojis, can come across as unprofessional and even childish (e.g., NP, OMG, TTYL). Spell out entire words when possible.

- **Don't text during a meeting.** You may think you're being subtle when you text during a meeting, however, it may be more obvious than you realize. Excessive texting while someone else is leading a meeting or giving a presentation may give the impression that you're not interested in what they have to say.

- **Review auto-correct and spelling.** Be sure to double-check what you are sending before you hit "send." You don't want to send a message you didn't intend.
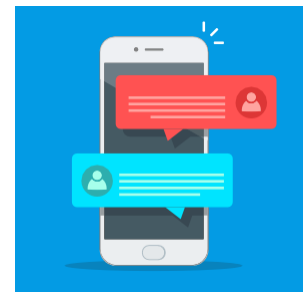
Business Telephone Tips

The telephone is a highly personal medium of communication and is one of the most critical skills that one needs in business. The phone is the most significant first contact many people have with a company and it leaves a lasting impression on the caller.

Don't underestimate the power of proper telephone manners; companies can either keep or lose clients because of them.
And, 96% of customers who experience poor telephone service will never say a word—they'll simply take their business to a competitor!

- **Answer calls quickly and return calls quickly.** When responsible for answering calls for a business, make every effort to answer a call within three rings. Always return calls, at least within 24 hours.

- **Identify organization and yourself.** This affirms the correct number and name of business for the caller. *Example: Good Morning, Food Bank Company, this is Amy Jones speaking. How may I help you?*

- **Speak clearly, slowly, and distinctly** while pronouncing words.

- **Smile while speaking.** Voices sound brighter and more pleasant. Watch tone and attitude. No eating or drinking during call. It all comes across while speaking to callers.

- **Be as helpful as possible.** Don't force callers to pull information from you with one word or one sentence responses. Go out of your way to assist customers and anticipate their needs before they have to ask.

- **Remain calm when handling rude or aggressive callers.** In a workplace, it is never acceptable to become argumentative, use profanity, or engage at the level of the irate caller. Show willingness to resolve problem or conflict.

- **Permission to place on hold.** Make every effort to ask permission of caller to place on hold before simply telling them and doing so. Persons may not have time to be placed on hold if they are entering an area with low cell phone reception. Allow callers the option to tell you they want to call back or leave a message.

- **Speakerphone etiquette.** Always ask permission of the other person before talking to them on the speakerphone; identify any persons in the room.

- **Take clear messages for others.** A written message should state the date and time of call, the caller's name, company, phone number, and, if possible, reason for the call.

- **Voicemail messages.** When there is no answer, leave a message; keep short, clear, and give the reason for call. Always state the time and date and indicate whether you desire a return call; don't assume a returned call because your number may appear on caller ID. Repeat contact number slowly. End message positively.

- **Wrong numbers.** If you have interrupted someone's day by calling a wrong number, it's your mistake. *Suggested remark, "I am very sorry. I've reached the wrong number. Please excuse the call."*

Business Email Tips

- **Do have a clear subject line.** Many busy professionals do not read emails with vague subject lines. The more succinct your subject line, the more likely your message will be read. For example, if you're sending a proposal to someone, be specific and write, "The Fitch Proposal Is Attached."

- **Don't forget your signature.** Every email should include a signature that tells the recipient who you are and how to contact you. Set it up to automatically appear at the end of each email. Include all of your contact details so the recipient doesn't have to look up your address, email, or phone number.

- **Do use a professional salutation.** Using "hey" or "yo" isn't professional, no matter how well you know the recipient. Use "Hi" or "Hello" instead. To be more formal, use "Dear (insert name)." Using the person's name in the salutation -- "Hello Robert" -- is quite appropriate, but remember not to shorten a person's name unless you're given permission to do so.

- **Do use careful consideration before using humor in writing.** Humor does not always translate well via email or text. There is a good chance of being misinterpreted without the accompanying vocal tone and facial expressions. When in doubt, leave humor out of formal business communications.

- **Do proofread your message.** Don't be surprised if you're judged by the way you compose an email. For example, if your email is filled with misspelled words and grammatical errors, you may be perceived as sloppy, careless, or even uneducated. Check your spelling, grammar, and message before hitting "send."

- **Don't assume the recipient knows what you are talking about.** Create your message as a stand-alone note, Include the subject and any references to previous emails, research or conversations. Your recipient may have hundreds of emails coming in each day and likely won't remember the chain of events leading up to your email.

- **Do reply to all emails.** Give a timely and polite reply to each legitimate email addressed to you. Even if you do not have an answer at the moment, take a second to write a response letting the sender know you received their email. Also, think twice before selecting "Reply All." Everyone may not need your reply.

- **Don't reply angry.** Never send an angry email, or give a quick, flip response. Think before sending it. If you feel angry, put your message into the "drafts" folder, and review it later when you are calmer and have time to formulate an appropriate and professional response.

- **Do keep private material confidential.** If you have to share highly personal or confidential information, do so in person or over the phone. Ask permission before posting sensitive material either in the body of the email or in an attachment.

- **Don't! overuse exclamation points.** Exclamation points and other indications of excitement such as emoticons, abbreviations like LOL, and all CAPITALS are not professional in business communications. Leave them off unless you know the recipient extremely well.

Source:
https://www.entrepreneur.com/article/272780

Tenacity | Professional Character Skills

Business Email Activity

You are a manager at H&M. You had to special order a shirt for a customer, Jay Anderson. The shirt arrived and you want to inform him by email to pick it up on Friday. The store closes at 8 p.m. Monday through Saturday. The address is 945 G Street, NW Washington, DC 20001. You also want to make sure your assistant manager, Michelle Brown, is aware of the notification.

After reviewing the business email tips, write a professional email below to Mr.

Anderson. Date:

To:	
CC:	
Subject:	

Business Telephone Activity

You are required to train a new receptionist, Ashley Smith, at Amazon Express. Her manager is Donte Adams and she is responsible for taking his calls, too.

After reviewing the business telephone tips, write a detailed script for Ashley to read when she answers the phone and what to do if she needs to take a message. Finally, write three important tips Ashley should practice at all times when answering the phone.

Script

_____

_____

_____

_____

Taking a Message and Three Most Important Tips

_____

_____

_____

_____

_____

Basic Communication and Text Messaging Activity

You are a new intern at Langley Law firm. Carla, the mail room clerk accused you of not replacing the paper in the copier, but it wasn't you. After reviewing the basic communication tips, write how you would professionally respond to Carla and describe how to handle your physical demeanor when you see Carla.

After reviewing the business text messaging tips, describe a situation that is inappropriate to send a text message in the office. Next, write a text message to your manager, Cameron, about the shortage of carry-out cups at the restaurant.

Response to Carla.

_____

_____

_____

Describe an inappropriate situation to send a text message in the office.

_____

_____

_____

Write an appropriate text message to your manager, Cameron.

_____

_____

_____

_____

_____

_____

Lesson 11: Digital Footprint

Objective

SWBAT define, explain, and apply the do's and don'ts of creating a social media posting and online profile.

Key Takeaways

- Information on the Internet is inherently public which means there is no "private internet."

- Maintaining a positive online presence influences college and job applications.

- Any social media activity or personal internet searches conducted on company computer equipment is subject to review and monitoring. Company equipment is for business purposes only.

Introduction (5 minutes)

1. **Discuss Your Social Media**

   Footprint Central Questions:

   - What will you find if you Google yourself?

   - What do you hope to find?

   - What are you afraid to find?

   - Review the "Posts that get you fired" examples. What mistakes did these people make?

Guided Practice (25 minutes)

2. **Activity 1: Social Media Video (10 minutes)**
   View video and discuss student feedback.

3. **Activity 2: Create Dos and Don'ts (15 minutes)**
   Determine appropriate social media behavior.

Independent Practice (20 minutes)

4. **Activity 3: Social Media Article**
   Student groups create social media public announcement.

Check for Understanding (10 minutes)

5. Ask students to reflect on lesson and list what should be removed or added to their social media account postings and explain why it's important to do so.

Higher Order Thinking Questions

- **Reflection**
  Have students reflect on the following questions. How can they apply the lessons learned from the dos and don'ts of social media to the way they carry themselves in their day-to-day lives?

- **How Private is your Account?**
  Have students consider each social media platform they use. After, students should research the privacy settings of each platform to determine how to make their account more private and secure.

Activity 1: Social Media Video

1. Show video and obtain student feedback.

2. Explain that it is difficult to hide social media activity no matter how much you change your profile's security settings. Students should understand the need to be conscious of what they post and what their friends tag them in.

   Social Media Footprint (1:58)

Activity 2: Create Social Media Dos and Don'ts

1. Together with the class, create and discuss a list of do's and don'ts of the following social media profile areas: name, profile picture, and status updates.

2. Ask a student to record the list on the board. Below are some examples for each area:

   Name

   - DON'T use any inappropriate nicknames.

   - DO use professional first and last name.

   Profile picture and general pictures

   - DON'T show drugs or alcohol.

   - DON'T show weapons.

   - DON'T show profanity or obscene gestures (e.g., curse words, nudity, middle finger, etc.).

   - DO provide a simple headshot or fully-clothed body photo.

   - DO un-tag yourself if any of your friends tag you in a picture with any of the above content. Ask them to delete the picture.

Status updates

- DON'T post videos or statements you wouldn't want your parent, teacher, employer, or college admissions to see.
- DON'T post any profane language.
- DON'T post complaints or negative content about your teacher, employer, or anyone else.
- DON'T post anything to social media during work hours.
- DO post images of positive school accomplishments or college tour pictures.

Activity 3: Social Media Article

1. Organize students in fours.
2. Assign each group three social media tips to read in the article. Each group is to write and present a 90-second public announcement, summarizing proper social media posting for teens. They can create a PowerPoint, flyer, brochure, or professional recording.
3. Ask groups to present.

12 Things Students Should Never Do on Social Media

By Stephanie Buck | 09/04/12 (with edits)

Irresponsible social media conduct could potentially ruin your education and negatively impact your career, not to mention hurt others in the process. Most of those consequences are preventable, often with just a little foresight. Below are 12 social media mistakes that students should avoid at all costs, because after all, it's never as simple as "be responsible."

1. Post Illegal Activities
The second you post a video of last weekend's trash-can-tipping adventure, you become vulnerable not only for school expulsion but also for criminal prosecution. In other words, consequences that affect the rest of your life. Even if your profile is set to private, a friend can always download and save incriminating photos that he or the authorities can use against you in the future. Once or twice per year, review your social media profiles. Locate and remove inappropriate photos before you apply for the next job.

2. Bullying
Bullying is one of the most serious problems in schools today. Vicious treatment and hateful words between students often lead to violence, suicide, depression and discrimination among the student body. When a student turns to social media, blogs or virtually any online space as a forum for hurtful speech, the risks are unmeasurable. Not only does that student face expulsion, but also serious criminal prosecution. Check your school's policy on bullying.

3. Trash Your Teachers
Bullying doesn't just apply to student-to-student interactions. Students who speak poorly of their teachers (or post embarrassing photos of them) run a huge risk, too. After all, your instructors have a right to privacy and respect. "Posting a negative comment about any teacher at your school is like getting on a microphone to announce that you will be burning down a bridge," says Heather Starr Fiedler, associate professor of multimedia at Point Park University. "You never know which one of your professors will hold the keys to the next great internship or job announcement."

You should even be wary of school or teacher-related posts you think are harmless — you never know whose feelings you've accidentally hurt. The same goes for institutions or persons of authority in general, not just teachers. High school seniors should be careful not to negatively post about specific colleges or geographical areas — these days, admissions officers thoroughly investigate the social media activity and personalities of applicants. One negative tweet could seal the fate of your college acceptance.

4. Post Objectionable Content from School Computers or Networks
Many schools prohibit all computer activity on campus not directly related to coursework. That almost always includes social media use, especially that which is objectionable (e.g. profanity, harassment, etc.). And don't assume you can get away with a tweet here and a status update there — many schools have implemented systems that track logins and IP addresses. In other words, you're on the clock.

5. Post Confidential Information
This piece of advice goes for every social media user, not just students. But young people are especially vulnerable to online predators and identity thieves. Let this experience, from communications representative Jennifer Newman Galluzzo, be a warning: "This weekend my niece, who is going into her junior year of high school, posted her class schedule with excitement on Facebook— complete with her social security number, student ID, address, full name, birthday and all the other personal information. I called her mom and informed her right away and her response was 'Well, all the kids do that!' I almost fainted."

Think about how easy it is to obtain sensitive information accessible by anyone, no hacking required. Identity stolen
— just like that.

6. **Overly Specific Location Check-Ins**

Try not to get too specific with your social check-ins. Although your parents may appreciate the heads-up, posts like these make it easy for predators to locate you. Don't check in on social media when you're by yourself and/or in a remote location.

7. **Lie/Cheat/Plagiarize**

Picture this: You convinced your professor to give you an extension on your term paper so you can visit your "sick" grandmother. Only instead, you blow off the paper to attend a concert — and you post a status update to Facebook and upload a photo of the performance to Instagram. Don't be surprised when you return to a big fat F and an academic investigation.

The same goes for lying about professional/ academic achievements when applying to a college or an internship. People will investigate.

8. **Threaten Violence**

Threatening a person or group of people in any situation is unbelievably serious. Even posting an anonymous, empty threat to an obscure online forum full of strangers will raise red flags. And as soon as authorities have located a threat, they have the right to investigate — and they will.

A student named Alexander Song posted his intentions to Reddit: to "kill enough people to make it to national news." Police located the young man and arrested him at school, despite the fact that he carried no weapons.

In other words, social media is not the place to vent your frustrations and violent thoughts. Talk to a school counselor about your concerns.

9. **Ignore School-Specific Policies**

School policies vary widely, according to religious affiliation, type of school (public vs. private), geographic location, district, gender (co-ed vs. single-gender), etc. Therefore, technology and social media policies are different for nearly every school. Behavior that may fly at one school is reason for expulsion at another. While many types of content posted to social media are protected by free speech, your school may find reason to use such opinions toward disciplinary action.

10. **Unprofessional Public Profiles**

Whether you're a high school student applying to flip burgers at a local diner or a recent college grad looking to land a career, your social media presence needs to reflect responsibility.

"While searching for a job, I made sure to take down any questionable photos from my college days," says recent James Madison University graduate, Christine Borkowski. "I took every red cup I could spot off my Facebook. It may seem a little extreme, but Facebook offers the 'Download' option of each photo." That way, she could save any photo she removed from the social network. Whether it's a Google search or a social media examination, chances are a company is looking into your history. And sometimes, even a completely private social media profile sets off red flags for employers. In today's age of transparency, a professional (albeit public) profile is the ideal.

"Whenever I evaluate a potential employee, I always take a look at what is publicly visible on their Facebook profile," says Ryan Cohn, vice president of social/digital operations at What's Next Marketing. "On two separate occasions, I have rejected entry level prospects (finishing their senior year of college) for featuring firearms in their profile picture. Both were qualified in terms of experience and otherwise would have been worthy of an interview."

11. **Never Rely on Privacy Settings 100%**

Although most major social networks update you with privacy improvements, the changes are often too frequent to follow and can get complicated. However diligently you may protect your social media identity, it's best to assume anything you post is fair game — potentially seen by your school, by your parents and by strangers.

"Students should never rely on privacy settings over good judgment," says Andrew Moravick, social media specialist at SnapApp. "If you don't want something to be seen, don't post it on the Internet."

12. **Post Emotionally**

We've all said and done things we regret. It's human nature to react without thinking through the consequences. However, whenever possible, take a moment to imagine how your social media posts affect the feelings, safety and well-being of those around you — even your worst enemies. Posting an angry tweet in the heat of the moment may feel cathartic, but the momentary pleasure you get from writing it isn't worth the potential harm it could create. Take a moment to breathe, think and reboot.
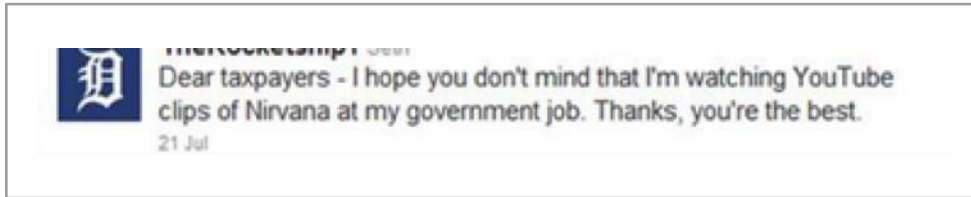
Source:
https://mashable.com/2012/09/04/students- social-media-warnings/#W3OLa5DMX8qb

Posts That Get You Fired (Introduction Exercise): Real life examples of big time mistakes.

See the examples below. How could these individuals have handled these situations differently? What lessons can be learned from these examples?

1. **Tweeting about not working hard**

> Dear taxpayers - I hope you don't mind that I'm watching YouTube clips of Nirvana at my government job. Thanks, you're the best.
> 21 Jul

This individual was fired for a number of tweets about neglecting his work responsibilities.

2. **Tweeting about illegal and irresponsible behavior**

> Think I just hit a cyclist. But Im late for work so had to drive off lol
>
> RETWEETS 43   FAVORITES 5

The author of this tweet explained it as only a "joke." He was fired from his job.

3. **A Facebook post about browsing the Internet at work**

> I love when I can hear my boss talking on the phone at work. As long as I can hear her on the phone, I know it means she is not going to sneak up behind me and see how many web browsers I currently have open.
> Like · Comment · 10 minutes ago
>
> 3 people like this.
>
> I love when my employees post things like this on facebook. I'll need to see you in my office at 4. - Your boss.
> 3 minutes ago · Like

Results of this exchange are unknown.

Lesson 12: Professional Writing

Objective

SWBAT demonstrate professional written communication in email and text message. Students will also learn the importance and format of writing thank you notes.

Key Takeaways

- Writing with proper grammar, correct spelling and sensible sentence structure demonstrate attention to detail and intelligence.

- Misspellings, poorly organized thoughts, and grammatical errors make the writer appear unintelligent, unprofessional or incompetent.

- Well-written social media posts, emails, letters, and text messages form a good impression of the writer.

- Employers value employees who ensure quality written communication with colleagues and clients.

Introduction (10 minutes)

1. **Activity 1:** Review code switch definition.

Central Questions:

- Ask students how code switching applies to written communication.

- What does a resume or cover letter with misspellings or poor grammar say to an employer about the candidate?

- Why is writing professional, correct, and clear emails important in the workplace (e.g., easy for colleagues to understand your thoughts, ideas, questions or instructions)?

- How can one improve their professional writing skills?

- Explain the importance of clear and professional writing and ideas how to improve.

Guided Practice (15 minutes)

2. **Activity 2: Write it Out**
   Students watch video to learn about professional writing tips and edit business emails.

Independent Practice (30 minutes)

3. **Activity 3: Write a Thank You Letter (15 minutes)**
   Students review thank you letter components and write a thank you letter.

4. **Activity 4: Text Messaging in the Workplace (15 minutes)**
   Students review and discuss text messaging tips.

Check for Understanding (5 mins)

5. Ask students to reflect on the lesson and write why professional writing is important in the workplace and the results of poor writing skills in one's career.

Activity 2: Write it Out

1. Show email video and review professional email tips. Ask several students to read a few aloud. Briefly discuss main points.

2. Group students and assign each an email sample. Instruct them to review and rewrite the message in a professional manner, based on the video and article tips. Check for grammar, spelling and sentence structure.

3. Ask each group to read aloud their professional email.

4. Solicit feedback from classmates.

Tips on drafting a professional email (3:18):
https://www.youtube.com/watch?v=zArN4VffMw4

Email to Supervisor:

To: AshleyChen@company.org
From: MarisolRodriguez@intern.com
Subject: paper

Message:

hey ms ashley my boss wants that one paper you had at that meetin the other day so can you send it to her? she asked me to ask you. Thank you :)

Email to Fellow Intern:

To: ashleyjohnson@intern.com
From: jamesdouglass@intern.com
Subject:

Message:

Whats up man I dont feel like doin that stupid project!!!! I don even understand what we supposed to do Im tryna leave early n go chill you tryna come??? everybody is gonna be down there its bout to be lit

Email to Supervisor:

To: SusanSmith@Company.org
From: trackqueendc@gmail.com
Subject:
Message:

Font Arial   Size 1

hey im supposed to start my internship their tomorrow when do i need to wear? oh and ima be late cuz i gotta go take care of some stuff first

Email to Staff Member:

To: KeishaLewis@compay.org
From: bryansmith@intern.com
Subject: WHERE IS MY PAYCHECK
Message:

Font Arial   Size 1

HEY I DIDNT GET PAID! I NO I SENTMY TIMESHEET IN!!!! WHEN AM I GONNA GET MY CHECK????
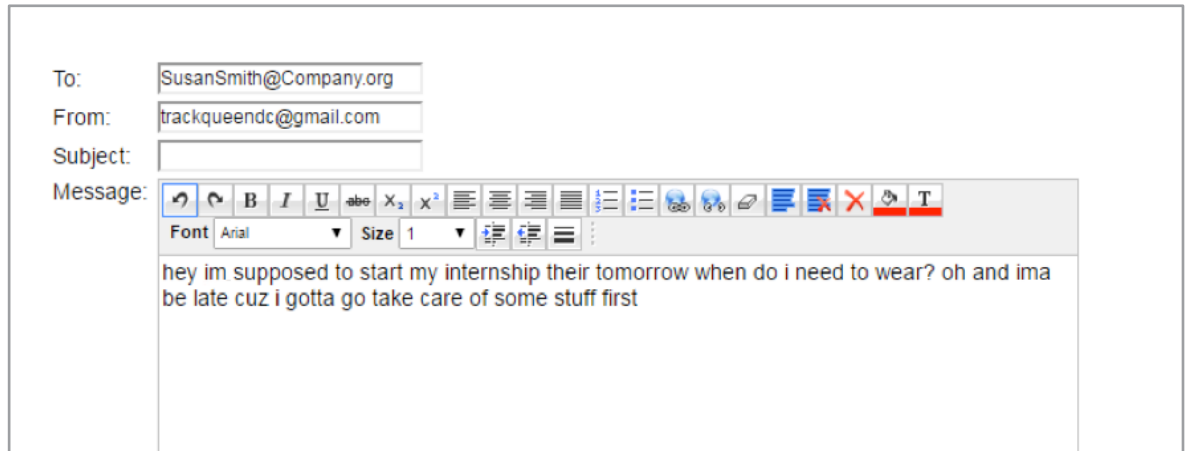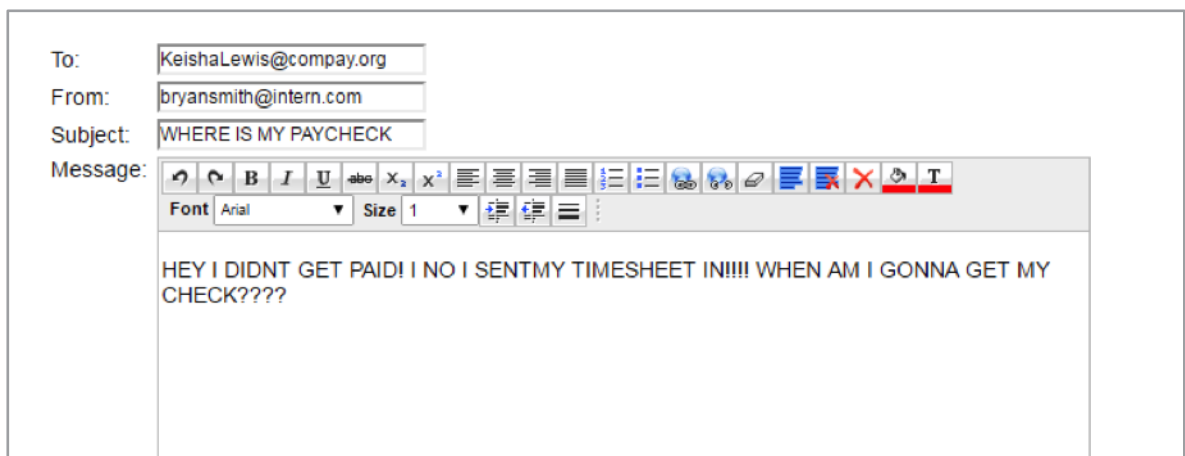
Activity 3: Write a Thank You Letter

1. Ask students to think about a kindness or generosity someone extended to them.

   Central Questions:
   - What was the gesture?
   - How did it make them feel?
   - What is the importance of saying thank you? How do you express gratitude?
   - In what ways can you practice gratitude in the workplace?

2. Explain that writing a thank you note sets you apart in a professional setting. It conveys thoughtfulness and appreciation. Thank you notes can be sent by email but are more impactful when they are handwritten. Expressing gratitude leaves a lasting, positive impression. Review the components of a thank you letter.

3. Instruct students to read the Internship Completion Scenario and write a professional thank you letter (email).

Internship Completion Scenario
You have completed your internship and are writing a thank you email to your former supervisor, Mrs. Michelle Waters. Her email address is MWaters@Company.org. It was an awesome experience, you learned a lot during your six weeks there.
You really felt like a member of the team and got to work on important projects. Everything that you did this summer made you realize that this is what you want to do as a career.

Tenacity | Professional Character Skills

Activity 4: Text Messaging in the Workplace

1. Instruct students to skim through Text Messaging in the Workplace tips and circle or highlight the points they need to practice and improve.

2. Advise them to discuss their selections and plans for improvement with a classmate.

3. Ask for volunteers to share answers with entire class.

• •

Professional Email Tips

1. You should have a professional email address (using your first and last name).

2. Create a clear subject line.

3. Address the person receiving the email by the appropriate title (Mr., Mrs., Ms., Dr., etc.).

4. Write an email that is clear and gets straight to the point.

5. Use correct grammar.

6. Use appropriate capitalization and punctuation.

7. Include a professional closing line.

Thank You Letter Components

1. **Greeting.** Don't forget to make sure you're using the correct form and spelling of the person's name, as well as anyone else's mentioned in the note.

2. **Express your thanks.** Begin with the two most important words: Thank you.

   • Thank you so much for...

   • It made my day when I opened...

   • I'm so grateful that you provided me with this experience...

3. **Add specific details.** Tell them how important their help or guidance was to you.

   • Without this internship I never would have found my passion for…

   • It made me really proud when you trusted me with that important project...

   • You all really welcomed me and made me feel like a member of the team…

4. **Look ahead.** Mention keeping in touch and possibly connecting again in the future.

   • I look forward to keeping in touch and possibly interning with you all again…

5. **Restate your thanks.** Add details to thank them in a different way.

   • Again, thank you for everything. It was an awesome summer…

6. **End with your regards.** "Sincerely" is a safe standby, but for closer relationships, you might choose a warmer option. (Many thanks, Yours truly)

Text Messaging in the Workplace

Using text messaging to communicate in the workplace is becoming increasingly popular. It can be an effective means of communication when used correctly. Text messaging should only be used instead of sending an email, when the message requires immediate attention.

• **Use a greeting.** Open the text message with a greeting to the other person. This should be done even if you know the person. It's polite and professional, and is similar to the way you start an email. Start the message with a "Hello", "Hi", or a "Good morning" if it's the morning. This keeps the tone professional.

• **Mention their name.** It's a good idea to mention the person's name when sending a professional text message. You already know their name, as you're messaging them, and it also helps keep a professional tone. Just like starting the message with a greeting, using their name is a way to keep it similar to an email. It gets their attention and ensures they are the correct recipient.

• **Keep it short.** Text messages should be used for brief communications, and you should be able to get your message to the other person in a short and succinct way. They don't want to scroll continuously just to read your message.

• **Say thank you at the end.** When sending a professional message, it's a good idea to include a sign-off. A common way to do this is with a simple "Thanks". This will do, especially if you're asking a question. It's a professional way to end a text message and also keeps it friendly.

- **Include your name.** In a professional text message, it's a good idea to include your name. If it's someone you
know or work with, there's a good chance that the person already knows your name. However, they might not have your number stored in their phone or even linked to the company directory.

- **Check spelling and grammar.** Professional text messages are different from personal text messages as they should have proper spelling and grammar. You can get away with using abbreviations, spelling mistakes and strange punctuation in a friendly message, but not in a professional one.

-

Don't use emojis. Refrain from using these icons in your message. They are friendly, and have their place, but their place is not in professional text messages.

- **Be aware of the time.** It may be a convenient time for you, if you're up at 6 a.m. on a Thursday. However, if you're messaging your boss or someone else from work, it might not be. They might also be an early sleeper so sending
a message late at night might be distracting. Typically, professional text messages should only be sent Monday – Friday, 8:00 a.m. – 6:00 p.m.

Notes:

Lesson 13: Diversity Awareness and Self-Advocacy in the Workplace

Objective

SWBAT define and understand the importance of diversity awareness and self-advocacy. Students will evaluate and identify appropriate self-advocacy in the workplace.

Key Takeaways

- Self-advocacy is an important skill to have in the workplace. Poise, initiative, and tenacity are essential to the advocacy process.

- Diversity adds richness to the workplace because differences in thought and background create a mutual learning experience.

- Identity development is key in appreciating diversity; honest self-reflection can promote positive confidence and perspective.

- Possessing self-advocacy skills can open doors for justifiable promotion and salary increase.

Introduction (20 minutes)

1. **Activity 1: Develop Definitions (10 minutes)**
   Students brainstorm definitions for diversity awareness and self-advocacy.

2. **Activity 2: Who Am I? (10 minutes)**
   Student self-awareness.

Guided Practice (40 minutes)

3. **Activity 3: Scholarly Article**
   Students learn concrete ways diverse teams outperform teams that are not diverse.

4. **Activity 4: Self-Advocacy in Action (25 minutes)**
   Student role-play self-advocacy scenarios.

Independent Practice (15 minutes)

5. **Activity 5: Speak Up for Yourself**
   Students practice statements of self-advocacy.

Check for Understanding (5 minutes)

6. Ask students to identify and record the skills they want to improve for self-advocacy and how they plan to do so.

Activity 1: Develop Definitions

1. Review the lesson key takeaways.

2. As a class, work together to develop working definitions of the words 'self-advocacy' and 'diversity awareness.'

3. Ask students to share their definition with an example.

4. Develop class definitions for each word and then present the widely accepted definitions.

Self-advocacy definition
Refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas. It is important to use appropriate communication skills when advocating. If you are rude or belligerent, people will likely not listen to you. You must be able to explain why your need is important. If you cannot explain your need, you cannot expect the other person to understand why it is important.

Diversity awareness definition
One's ability to embrace the uniqueness of all individuals along several dimensions such as race, religious beliefs, ethnicity, age, gender, physical abilities, political beliefs, and socio-economic status.

Activity 2: Who Am I?

1. Distribute and instruct students to complete the "Who Am I" poem. Form a group of three and exchange responses with other students.

2. Ask for volunteers to share with entire class.

Central Questions:

• Were you surprised by anything your peers shared?

• How did you feel when answering these questions?

• Have you thought about these aspects before?

• What did hearing responses from other students teach you about diversity?

• How do you think outlining things about yourself can improve your ability to advocate for yourself?

Activity 3: Scholarly Article

Students learn concrete ways diverse teams outperform teams that are not diverse.

Activity 4: Self-Advocacy in Action

1. Ask students to recall a situation when they missed an opportunity to advocate for themselves. How did they feel?

2. Review the keys to advocacy.

3. Organize students into three groups and assign each group a scenario from the advocacy scenarios.

4. Instruct each group to role-play both the correct and incorrect behavior/response for the situation.

5. Solicit class feedback.

Keys to Self-Advocacy

• **Be knowledgeable.** Before approaching your supervisor or co-worker, be sure that you have given critical thought to the issue that you wish to address. Have accurate information to support your position.

• **Maintain composure.** Dealing with uncomfortable situations can cause a wide variety of emotions, such as frustration or anxiety, to arise. Remain poised; these situations can be addressed with seriousness and positivity at the same time.

• **Be clear.** Avoid rambling or going into unrelated topics. Stay focused and have specific items that you would like to speak about.

• **Be open.** Allow yourself to receive feedback and constructive criticism. Also, be willing to hear solutions that you may not have originally considered.

Advocacy Scenarios

1. A co-worker tells an intern that they are too young and inexperienced to help with a project. The intern is confident that they can learn while contributing to the project. However, they don't want to seem "pushy."

2. An intern is working extremely hard, but the supervisor never seems to notice. In fact, it seems the supervisor doesn't have time to talk to the intern at all. The intern is thinking about quitting; clearly his or her work contribution is not valued.

3. An intern frequently arrives late to the internship assignment. The supervisor doesn't know that the intern takes their little brother and sister to camp every morning before going to work. The supervisor is frustrated by the intern's lack of timeliness and is thinking about letting the intern go.

4. Maria has a part-time job at the movie theater. Even though her boss knows she is a high school student, he put her on the schedule to work before 3:00 p.m. on a weekday. Maria doesn't want to lose her job.

5. Jenna is working on a group project in biology. The other members of her group are goofing off and not doing the work. She doesn't want to tattle on them, but she doesn't want to get a bad grade either.

6. An intern is having trouble understanding a task at work. Their supervisor is frustrated and thinks the intern is simply ignoring instructions. The intern is afraid they are about to be fired but they are too embarrassed to admit they are confused.

Activity 5: Self-Advocacy Worksheet

1. Distribute advocacy worksheet for students to complete at least two questions in each category.

2. Ask for students to read their statements.

   Central Questions:
   - In the workplace, who would you ask regarding time sheet submission, completing a work assignment, or how to navigate a company computer program?
   - How would students handle what they perceive as unfair treatment in the workplace? Who would they talk to?

3. Explain that it is Important to know the right person to seek the answers you desire. Learn how to ask the right questions to get the answers you need.

Optional Activity:
- Students read articles about self-advocacy and record three new things they learned about it. Discuss findings with a classmate.
- Ask for volunteers to share with the class.

Notes:

Activity 2: Who Am I

Everyone comes from a unique background and each person is full of unique thoughts and capabilities. The ability to articulate personal identity is necessary when advocating for yourself and celebrating the diversity of others This activity is designed to explore and identify the diversity you bring to the group. Complete the sentences below and share your responses within a group of three.

Who Am I

I am (two special characteristics) _____

Son/Daughter of _____

Who needs _____

Who loves _____

Who sees _____

Who hates _____

Who fears _____

Who dreams of _____

I wonder (something you are actually curious about) _____

I want (an actual desire) _____

I pretend (something you pretend to do) _____

I feel (a feeling about something imaginary) _____

I am (the first line of the poem restated) _____

Resident of (where home is for you) _____

I understand (something you know is true) _____

I say (something you believe in) _____

I try (something you make an effort to do) _____

I hope (something you actually hope for) _____

I am (the first line of the poem repeated) _____

Activity 3: Leveraging Diverse Skillsets & Experiences

The Benefits of Diverse Teams in the Workplace

Article by Indeed Editorial Team
Source: https://www.indeed.com/career-advice/career-development/diverse-team-benefits

Creating and fostering diverse teams within an organization can improve the overall productivity, culture and morale of the company. A diverse team can help organizations discover unique solutions and make effective business decisions. Knowing how such a team can benefit your company may allow you to source and find individuals with distinct backgrounds and skills. In this article, we explore more about diverse teams, including how they benefit organizations and some tips for overcoming team obstacles.

What is a diverse team?

A diverse team is a group of individuals who have different backgrounds and skills that work together as a team to achieve company goals. They might have differences regarding age, ability, nationality, ethnicity, religious background, personal history, professional background, skills, gender or political preferences. These differences can help companies discover creative solutions and innovative methods to improve operations and reach operational goals.

How do diverse teams benefit companies?

1. **Increase creativity and innovation.** Crafting a team with varied thoughts, backgrounds and inputs can help your team discover creative ways to solve problems. This is because each team member has different perspectives and ideas that more homogenous teams might not uncover. With increased team creativity, teams also benefit from improved innovation.

2. **Enhanced problem-solving and decision making.** Teams who create and discover innovative solutions can make more informed decisions. This can help them solve problems faster and offer solutions that benefit the performance of a company. Furthermore, teams are more likely to analyze data and information carefully before making decisions that impact a company.

3. **Strengthened skill sets.** Employees who work together in a diverse environment can develop and expand their existing skill sets. This can benefit a company because enhanced skill sets may result in improved productivity,

performance and quality of work. Some examples of skills that employees develop in a diverse team environment include communication, negotiation, problem-solving and critical thinking abilities.

4. **Boosted profits & revenue.** Teams who provide unique and quick solutions for a company can improve the competitive advantage the company has over other organizations within the same market. This advantage can help increase sales profits and overall revenue for the organization. Additionally, effective teams can reduce the time taken to complete projects. This then allows them to start new company projects which can improve the company's ability to generate supplemental profit and revenue.

5. **Heightened employee engagement.** Diverse teams allow individuals to actively participate and share their ideas. This can result in increased engagement and performance across a team. This is because each individual may feel more motivated to reach company goals. Additionally, since diverse teams often lead to higher rates of satisfaction and empowerment, they can also reduce employee turnover rates.

6. **Improved company reputation.** Creating varied teams can improve a company's reputation and attract new team talents. Furthermore, diverse teams can offer different insights when interacting with external customers. This can allow employees to better understand a wide range of customer needs and influence customers' perceptions of the organization.

7. **Strengthened team morale.** Teams who can share their ideas and opinions are going to be happier and more content in their workplace environment. This positivity directly influences the rest of the team's attitudes and motivation, which can increase the overall morale and productivity of a team. Motivated and content teams are also likely to influence the performance of the rest of a company, enhancing an organization's culture and morale.

Activity 5: Self-Advocacy Worksheet

Speak Up! Self-advocacy means speaking up for yourself or for something you believe in. Self-advocates can communicate what they are feeling, thinking, and what they want or need. As a self-advocate, you can speak up to describe yourself, to ask for help, or ask a question.

Instructions: Complete at least two questions in each category.

I can speak up to describe myself to others! Here is what I would say when someone asks me these questions:

"What activities do you like?"	"Everybody's different, what makes you different?"
I'M UNIQUE	
"What activities do you perform well?"	"What activities don't you like?"

I can speak up to ask for help! Here is what I would say when someone asks me these questions:

"Who do you help in school and how do you help?"	"Who do you help at home or in your community?"
EVERYONE NEEDS	
"Who do you ask for help at school?"	"What do you do to clearly communicate?"

I can speak up to ask questions! Here is what I would say when someone asks me these questions:

"How do you feel when you don't know something in class?"	"Is it easy or hard for you to ask questions? Why?"
	NO ONE KNOWS EVERYTHING
"How do you get someone's attention to ask a question?"	"How do you ask for help...what do you say?"

List at least one skill you need to improve to advocate for yourself. How do you plan to start improvement?

Article: Self-Advocacy: Improve Your Life By Speaking Up

By Kristine Moe

Source: https://www.betterup.com/blog/self-advocacy

What is self-advocacy?
Self-advocacy is the ability to speak up on your behalf effectively. You might do this to bring about positive results in any of the various contexts in which you interact — whether at work, in organizations, school, community, or family. Self-advocacy is a learned behavior, but not everyone has seen it modeled or had the opportunity to practice it.

Understanding yourself, your values, your needs
Self-advocacy requires that you first understand yourself (your values, your needs, and your rights) in the context in which you operate. It requires that you are aware of the support that you need and the resources that are available.

Self-advocacy also requires the ability to communicate your value, your needs, and your human rights in a way that will be understood and offer you the greatest return on the ask.

To understand who you are, ask the following questions:

- What are my values?
- What matters to me most and why?
- What do I need to fulfill my responsibilities? What do I need to feel respected and to maintain my emotional, physical, and financial well-being?
- What are my strengths and growth areas?

Understanding your context
Second, you need to understand yourself in the context of your role within the larger group. This means having a good understanding of the organization's values, rules, rights, and resources. For instance, look at your organization's mission and your team's role in fulfilling that mission.

Ask yourself:

- How do I serve the team and the organization?
- What are my responsibilities to the organization, and what are their responsibilities to me?
- Do our values and talents match?
- Does my work for the organization benefit me?

Be realistic. One workplace, one organization, may not fill all the buckets you need to fulfill you in all ways.

How to communicate your needs
No one wants to hear a continual list of complaints and how the organization is not doing its job. If the leadership begins to feel under attack, they may choose to frame your request as "your problem." Rather than hear your words, they will actively tune them out.

For effective self-advocacy, it is your responsibility to do the work of presenting your issue in a clear and compelling way that others will see as an issue worth solving.

When the time comes to advocate for yourself and others, make sure to take the following steps*: prepare, consult, draft, and state your case.*

1. Prepare
Start by documenting your concerns in detail. When does it happen? What happens? Which players are involved? What is the negative consequence on you and others?

Do your research. Which laws govern the issue on a federal, state, and local level? What do the governing rules of your organization state about the situation you are experiencing? Is there a group that is assigned to enforce the laws? Is there an ombuds office to help you craft the needed communication?

2. Consult
Ask your support network for their feedback and input. Have others experienced the situation you have experienced? What were their lessons

3. Draft
Begin to draft (and redraft, if necessary) a solution. Write out the following in detail: What is the issue? What is the negative impact on you and your team, and ultimately the organization? What is the desired resolution? How can it be a win not only for yourself but for others involved? What is your best alternative? What are your non-negotiables?

When you feel like you've considered all possible angles, reach out to your established and trusted network of experts. Get their feedback and input.

4. State your case
Now you are ready to state your case with clarity and confidence. As you approach the person, remember to use open-ended questions to invite the person into a conversation. Perhaps that there is another alternative that you are not seeing. However, be clear going into the conversation what you are willing to compromise on, and what you are not — and why.

Sometimes, rules are not followed. In those times, knowing your rights and having alternate areas of influence, and ideally income streams, matter. They allow you greater freedom to choose and to have the power to speak up without fear of retribution.

[Visit the source website to find more resources on self-advocacy.]

Article: Work Advocacy 101: Asking your boss for what you need to thrive

By Ben Samuel Shapiro

Source: https://www.understood.org/articles/work-advocacy-101-asking-your-boss-for-what-you-need-to-thrive

Even the best employees need support on the job sometimes. They also know that small changes can make a big difference. But how do you ask your boss for what you need to thrive at work?

Most bosses want you to do well at your job, because it makes the company more successful. But you have to take the initiative.

Quick tips

1. Test the waters

Not sure how your boss will react? It's OK to start small, like asking to wear headphones because it's noisy.

2. Make time to talk

You want your boss's full attention, so ask for a few minutes to talk one-on-one.

3. Be Specific about the "ask"

Managers are busy and often respond best when you have a single, clear request.

4. Explain why

Make sure to explain how your request will help you do your job better. If you can, explain why it's good for your employer, too.

> **Notes:**

Sentence starters for work advocacy

Not sure how to start a conversation? Here are sentence starters that you can use with your boss.

- "If I could get _____, I think I could get these tasks done faster. Can we talk about how to make that happen?"

- "I know you're busy today, but I need advice. I want to discuss how I can improve in how I handle the following situation: _____."

- "I want to do the best job I can. Can we talk for a few minutes about some challenges I'm having with _____."

- "I'm struggling with _____. I want to try doing _____ instead to get the job done. Are you OK with that?"

When bosses aren't helpful

In the real world, your boss or employer may not agree to your request. They might even be unhelpful. What then?

Always make clear that you're asking for support because you want to do your job well. After that, you have a few options:

- You can try to build trust with your boss. Over time, they may become more flexible.

- You can propose alternatives for your boss to consider.

- If you have a disability, you can formally ask for a work accommodation. (Keep in mind that learning and thinking differences can qualify as disabilities.)

- Lastly, if there's a lot of resistance, you may want to consider if you want to work with this company or boss.

Your right to work accommodations

It's important to know that workers with disabilities have the legal right to reasonable accommodations at work. Having a learning or thinking difference can qualify as a disability.

[Visit the source website for a one-page fact sheet on workplace rights for people with disabilities.]

Lesson 14: Coping with Conflict

Objective

SWBAT define conflict, identify appropriate conflict responses, and discover their conflict management style.

Key Takeaways

- Conflict doesn't have to be negative
- Recognize your conflict management style and others
- Different situations require different conflict management styles; be flexible

Good to Know

Many people view conflict as negative and dread any type of confrontation. Yet, conflict is a natural part of life. You make the choice to handle conflict in a positive or negative way. The first step is understanding what conflict is and recognizing
the way you handle conflict. This is called your conflict management style or mode.

Historically, conflict influenced laws for civil rights, labor unions, women's voting rights and much more. And you, too, can influence positive change in your workplace by the way you handle or manage conflict. Employers seek candidates with this skill.

Introduction (10 minutes)

1. **Activity 1: What is Conflict?**
   Students brainstorm definitions.

Guided Practice (15 minutes)

2. **Activity 2: Workplace Conflict Video**
   (1:37) View video and student analysis.

Independent Practice (30 minutes)

3. **Activity 3: Conflict Management Style Assessment**
   Students discover conflict management style.

   Optional Activities:
   - Discuss coach conflict article
   - Conflict Teen Talk Video (4:09)
     https://www.youtube.com/watch?v=8wHwNAnhC1Y

   Extend this Lesson – See additional resources:
   - Understanding Conflict
   - Tips for Positive Conflict Confrontation (CAPS)
   - Conflict videos, articles, and scenarios

Check for Understanding (10 minutes)

4. Write the definition of conflict. Explain how you can use your conflict management style appropriately in the workplace.

Activity 1: What is Conflict?

1. Write the word CONFLICT scrambled on the board. FLOCCNIT (optional to include definition)
2. Ask students to unscramble the word.
3. For one minute ask students to call out any images, words, or feelings that come to mind when they think about conflict.
4. Write their responses on the board.

Central Questions:
- What is the cause of conflict?
- How were you taught to deal with conflict?
- What do you think is successful conflict resolution?

Conflict Definition: The existence of competing or incompatible expectations, ideas, needs, or course of action.

5. Explain to students that neither conflict nor confrontation has to be negative. Managing conflict is not always easy because everyone brings emotional baggage. It's a choice and requires genuine self-awareness. The situation may be mixed up but learning certain skills to handle conflict can promote personal growth and positive change.

Activity 2: Workplace Conflict

1. Show video.
   Co-worker Conflict (1:37)
2. Discuss student feedback.

Central Questions:
- What is the issue?
- Was anyone right or wrong?
- How could the situation have been handled for a better outcome?
- What are some possible consequences if the co-workers don't settle on an agreement?

Activity 3: Conflict Management Style Assessment

1. Carefully explain the survey and how to calculate results.
2. Ask students to complete the assessment and discuss their results with a fellow student.
3. Instruct students to think of situation examples in which certain management styles are suitable in the workplace.
4. Ask for volunteers to share answers with class.

Central Questions:
- Were they any surprises with your results?
- Do you agree with the results? Why or why not?
- What are the styles of your close friends, family, or teachers?
- What style do you want to learn and with whom do you need to practice (e.g., teachers, friends, family, co-workers)?

Notes:

What Is Your Conflict Management Style?

Read each of the statements below. Complete all statements by writing the number for your answer (i.e., Frequently – 3, Rarely – 1). Only one answer per line. Next, write your number for each corresponding question in the table below (Total Your Results).

Then add up each Style column.

How do you usually handle conflict?	Frequently (3)	Occasionally (2)	Rarely (1)
1. I use all my resources to win			
2. I try to understand the other person's point of view			
3. I look for a middle ground			
4. I look for ways to let the other person win			
5. I avoid the person			
6. I firmly pursue my own goals			
7. I try to reach a compromise			
8. I give in			
9. I change the subject			
10. I complain and badger until I get my way			
11. I try to get all concerns out in the open			
12. I give a little and encourage the other person to do the same			
13. I make quick agreements to keep the peace			
14. I try to joke my way out of it			
15. I threaten to bring in higher or stronger authorities			
16. I present alternatives to consider			
17. I settle for a partial victory			
18. I aim to be liked			
19. I try to focus on something else			
20. I emotionally or physically walk away from the situation			

Total Your Results (total each column in the last row)

Styles	Style I	Style II	Style III	Style IV	Style V
	1.	2.	3.	4.	5.
	6.	7.	8.	9.	10.
	11.	12.	13.	14.	15.
	16.	17.	18.	19.	20.
Total					

The highest column total is your conflict management style. Match the style number with the management styles table. Review your style description.

1. What is your conflict management style? _____
2. Do you agree or disagree with the results? Why or why not?

Conflict Management Styles: Advantages and Limitations

Style	Potential Advantages/Uses	Potential Limitations
I: Competing	Use when immediate action is needed; safety is a concern or you believe you are right.	Intimidates people or leads to rebellion; doesn't allow others to participate in problem-solving.
II: Collaborating	Leads to decisions that address everyone's needs, improve relations between parties; learn from other's point of view.	Takes time, won't work unless all parties agree to the process.
III: Compromising	Quick, easy and most people know how to do it; use when parties are of equal status and have different goals, or when all else fails.	May avoid real issues in the conflict; may displease all.
IV: Accommodating	Use when relationship is more important than the issue.	You may never get your needs met, "doormat" mentality.
V: Avoiding	Use when confrontation is too dangerous or damaging; when issue is unimportant; when a situation needs to "cool down" or you want to buy time and prepare.	Important issues may never be addressed; conflict may escalate, return or resurface later.

What Is Your Conflict Management Style? | Completed Example

How do you usually handle conflict?	Frequently (3)	Occasionally (2)	Rarely (1)
1. I use all my resources to win		2	
2. I try to understand the other person's point of view	3		
3. I look for a middle ground		2	
4. I look for ways to let the other person win			1
5. I avoid the person			1
6. I firmly pursue my own goals		2	
7. I try to reach a compromise	3		
8. I give in		2	
9. I change the subject			1
10. I complain and badger until I get my way			1
11. I try to get all concerns out in the open	3		
12. I give a little and encourage the other person to do the same		2	
13. I make quick agreements to keep the peace			1
14. I try to joke my way out of it			1
15. I threaten to bring in higher or stronger authorities		2	
16. I present alternatives to consider		2	
17. I settle for a partial victory		2	
18. I aim to be liked			1
19. I try to focus on something else			1
20. I emotionally or physically walk away from the situation			1

Styles	Style I		Style II		Style III		Style IV		Style V	
	1.	2	2.	3	3.	2	4.	1	5.	1
	6.	2	7.	3	8.	2	9.	1	10.	1
	11.	3	12.	2	13.	1	14.	1	15.	2
	16.	2	17.	2	18.	1	19.	1	20.	1
Total	9		10		6		4		5	

The highest column total is your conflict management style. Review your style description in the conflict management styles table.

1. What is your conflict management style? **Collaborating**

Understanding Conflict

The potential for conflict continues to grow as the pace of our society accelerates with technology advances and change. Change brings uncertainty, fear, and discomfort which is fertile ground for conflict. Understanding conflict, its causes and effects is essential for your personal and professional success. Therefore, your ability to deal effectively with people and seek cooperation even in tense situations is important to employers.

What Is Conflict?

Meriam Webster Student Dictionary defines conflict as:

1. A clashing or sharp disagreement (as between ideas, interests, or purposes)
2. Mental struggle resulting from needs, drives, wishes, or demands that are in opposition or are not compatible

Did You Know...?

1. Conflict is a natural part of everyday life; although many people try to avoid it and confrontation.
2. Conflict is commonly caused by miscommunication.
3. Conflict, if left alone, will **NOT** take care of itself; without examination, conflict cannot be resolved.
4. Confronting an issue or person does **NOT** have to be unpleasant; it's simply putting the items in question on the table to be addressed.
5. Conflict can be handled in positive or negative ways; it is up to **YOU**.
6. Conflict can be a positive force for personal growth and/or social change.
7. Conflict can have either creative or destructive results, some irreversible.
8. As conflict escalates so do your feelings; you can control yours alone and not someone else's.
9. Anger is **NOT** always negative and destructive; how well you control your anger and stress level impacts your ability to handle conflict.
10. You bring baggage to conflict; for example, past relationship with the person, feelings about the person, feelings about yourself, your mood, your past experience with conflict or even how you feel about conflict and more.

Optional Videos:

- Animated: https://www.youtube.com/watch?v=EABFilCZJy8&t=51s
- Life choices (celebrities): https://www.youtube.com/watch?v=o7QKl_vKb1A
- Bullying drama: https://www.youtube.com/watch?v=N2_DSbnQHOQ
- Conflict Solvers (students): https://www.youtube.com/watch?v=SOBpSK1fEZ0

Facilitator Notes:

Tips for Positive Conflict Confrontation (CAPS)

Control your emotions – Cool off (take deep breaths, talk to yourself, take a time out, think about the consequence, relax your muscles, acknowledge your baggage).

Agree to work it out – Show willingness to work with other person, set mutual meeting time, suggest talking it out.

Point of view (POV) – Ensure each person expresses their point of view, use "I" statements ("I feel, not you make me feel"); use active listening skills.

Solve the Problem – Brainstorm solutions, propose win-win solutions, decide how to implement the solution, make sure solution and implementation are agreed upon.

Constructive Confrontation Steps:

1. State your feeling or reaction to problem
   - "I feel angry"
   - "I am frustrated"

Note: Soften the approach even further by switching to "it is" statements (e.g., "It is annoying").

2. State the specific behavior to be stopped
   - "When you interrupt"
   - "When you come in late"

3. State the effect the behavior has on you (the reason for your reaction)
   - "It causes me to lose my train of thought"
   - "It causes me to do your work"

"YOU" Messages have a tendency of:	**Construct "I" Messages**
• Putting others down • Making others feel guilty • Making others feel their needs are not important • Putting others on the defensive • Making others resist change • Making anger grow instead of shrink	• Stay focused on issue – don't bring up past situations. • Speak clearly and think about your words before speaking – no profanity. • Remain professional – no name calling; practice a positive tone and without threat. • Avoid generalizations – you always, you never, etc. • Tell the truth – don't add to the issue or make assumptions about person because you feel upset about the situation. • Take ownership for <u>your</u> behavior contributing to the conflict – resistant placing all the blame on someone else. • Seek and expect a positive outcome – it may not always end positive, but initiate a positive attitude.

Examples:

I: *"I feel angry when you interrupt me when I'm speaking. It causes me to lose my train of thought."*

YOU: *"You make me angry when you interrupt me while I'm speaking. You make me lose my train of thought."*

Real-life Confrontation Example

CBS NEWS August 10, 2018, 11:16 AM
Wake Forest basketball coach accused of throwing punch that killed New York City tourist

NEW YORK -- A rising college basketball coaching star was accused of throwing a punch that killed a New York City tourist who had apparently mistaken the coach for an Uber driver. Wake Forest University assistant coach Jamill Jones pleaded not guilty Thursday to an assault charge.

Jones attacked digital marketing guru Sandor Szabo around 1:15 a.m. last Sunday in Queens, police said. Szabo fell and smashed his head on the sidewalk.

Szabo, visiting from Boca Raton, Florida, banged on the window of Jones' SUV while looking for his ride after his step-sister's wedding, police said. The coach got out, followed Szabo to the sidewalk, clocked him and sped off, police said.

Szabo never regained consciousness and was taken off life support Tuesday. Josh Gillon, the CEO of the company where Szabo worked, told WABC-TV Szabo's co-workers were shocked by his death.

Jones, 35, of Kernersville, North Carolina, turned himself in to police Thursday, accompanied by a lawyer. He was arraigned Thursday night on a misdemeanor assault charge and released on his own recognizance after entering his plea.

The coach's next court appearance is scheduled for Oct. 2, the Queens district attorney's office said. Jones was with his family after the court session, his attorney, Alain Massena, told The Associated Press.

"This was a tragic accident, and Mr. Jones and his family send their deepest condolences and their thoughts and prayers to the Szabo family," Massena said. In a statement, Wake Forest said the school would comment further once it gathered more information.

Use This Strategy to Change the Way You Communicate at Work

By Jill Nawrocki | 01/07/19

Poor communication is often at the root of interpersonal conflict. It's easy to misinterpret tone, skip out on answering an email, or interrupt a colleague during the morning meeting without realizing. And whether it's talking to your partner at home or speaking up to a supervisor in the office, saying what we mean—and what we need—can be hard. The fear of being seen as needy, unprofessional, or lacking talent keeps many of us quiet. Thankfully, there's a single strategy (complete with an easy-to-follow

script) that makes it easier to speak up.

Nonviolent Communication

Nonviolent communication may sound like something reserved for peacekeepers and conflict zones, but this simple approach to dialogue developed by Marshall B. Rosenberg is truly for all people in all places.

At its heart, nonviolent communication encourages compassion and empathy, and equally promotes speaking as well as being heard. According to Rosenberg, this practice is transformative because "When we hear the other person's feelings and needs, we recognize our common humanity." Voices shake when speaking the truth because vulnerability is high and defenses are low. It can be hard to ask for help or support—especially in the workplace.

The four tenets of nonviolent communication

Rosenberg's strategy for talking to friends, partners, colleagues, and supervisors is rooted in honesty and humanity, and it's outlined in even more detail in his book,
Nonviolent Communication: A Language of Life. His approach forces interpersonal connection by acknowledging wants, needs, actions, and desires.

Nonviolent communication offers a simple script for moving through conflict and defusing arguments using the following four sentence starters: "When," "I feel," "Because I need," "Therefore I would like." Here's how it works:

Say what you want and how you feel

Poor communication typically lacks clarity and content, which is why nonviolent communication explicitly asks practitioners to state what's happening and how it makes them feel. If
a colleague always arrives late to meetings, a nonviolent communicator might start a conversation by saying, "When you come late to meetings, I feel like you don't value my time."

If a project collaborator drops the ball on a deadline, someone practicing Rosenberg's strategy might say, "When you miss our deadlines, I feel like I can't rely on you for our project." Linking an action to a feeling helps draw a connection between what's happening and our humanity.

Ask for what you need and what you want

In a world that values innovators and individuality, asking for help can be especially difficult. But few people rise to

the top without a little assistance from others. Nonviolent communication recognizes this fact and encourages naming needs and actions as part of the practice.

Remember that colleague who always arrives late to meetings? A nonviolent communicator might round out "When you come late to meetings, I feel like you don't value my time" with "I need to feel like my time is valued, and so I would like you to be punctual when we have something on the calendar." There's little space for confusion or misunderstanding since nonviolent communication links a situation to a feeling, then a need with an action. It's a roadmap for interactions as much as it is for outcomes.

What about the co-worker who missed the essential deadline? Someone practicing Rosenberg's approach will likely say "When you miss our deadlines, I feel like I can't rely on you for our project," and then add "I need to feel like I can trust you in this partnership so please turn in your assignments on time."

Find freedom in the formula
Saying what you need or what you expect can be hard, but Rosenberg's script makes the challenge of getting vulnerable easier to stomach.

Start small, using his four sentence starters with close colleagues or friends. Then work up to supervisors and outside partners. Remember that conflict is often steeped in poor communication and that connecting with clarity, humanity and humility can pave the way towards more compassionate, empathic, and productive professional relationships.

Conflict in the Workplace Scenarios

A co-worker is not following safety procedures at the park where you work.	A co-worker at Starbucks where you work always leaves early and does not perform the cleaning duties.
The manager has short-changed you on last week's paycheck.	A co-worker always tries to compete with you and make you look bad.
A customer at Kings Dominion where you work refuses to cooperate with you.	You have never liked your boss and he seems to show favoritism to other employees.
A guest misunderstood your driving directions to a restaurant and is complaining to the manager.	You have to work closely with another lady and there seems to be a personality clash between the two of you.

UNIT 3: Initiative: Getting Things Done

Lesson 15: Decisions! Decisions!

Objective

SWBAT analyze difficult work situations and choose positive workplace outcomes using the S.O.D.A.S. (situation, options, disadvantages, advantages and solution) method.

Key Takeaways

- All decisions, good and bad, have consequences.
- Good decision-making is learned and requires thinking and practice.
- Employers value employees with the ability to make good decisions.

Good to Know

Life is full of decisions. Some decisions are easy and some not so easy. Every day you decide what to wear, what to eat, whether to study, attend class, or post that comment or picture on social media—and the list goes on. Every decision has a consequence, good and not so good—some with lifelong impact. Employers seek employees who know how to make wise decisions that lead to a positive outcome.

Introduction (15 minutes)

1. **Activity 1: Every Decision Matters video (3:50)**
   View video and discuss student feedback.

   Optional Video: Celebrity insights on choices. Life Choices-the Movie (9:59)
   Every Decision Counts

Guided Practice (25 minutes)

2. **Activity 2: What Would You Do? Scenarios**
   Students analyze workplace scenarios.

Independent Practice (15 minutes)

3. **Activity 3: S.O.D.A.S. Method**
   Students use decision method for personal situations.

Check for Understanding (5 minutes)

4. Direct all students to stand. Based on lesson, ask them to describe the changes they will make when making decisions and sit down after speaking.

Activity 1: Every Decision Matters

1. Show video: Life Choices-the Movie (9:59)

2. Ask for student feedback.

   Central Questions:

   • Do you agree that every decision matters? Why or why not?

   • What types of decisions do you make now that can affect your future (e.g., studying to pass a class, posts on social media, acquiring skills to obtain employment, unprotected sexual activity, etc.)?

   • Ask students to describe decisions at the workplace that affect others, the company, and their future success with the company (e.g., coming to work on time, completing assignments, taking ownership of mistakes, helping co- workers, having a positive attitude, etc.).

3. Explain to students that good decision-making requires skill, practice, and wisdom over time. Begin with thinking first. Avoid hasty and emotional decisions. Take responsibility for all of your choices. Employers seek candidates who are able to make responsible decisions that lead to positive outcomes.

Activity 2: What Would You Do? Scenarios

1. Facilitator and students complete a scenario together first to demonstrate the process before grouping students to complete on their own. See sample answer sheet.

2. Group students - Use number count off to group students in fours.

3. Cut scenarios into strips and allow groups to randomly select one.

4. Instruct students, using the S.O.D.A.S method worksheet, to do the following:

   a. Identify the situation

   b. Define the options

   c. Identify the disadvantages (negatives) and advantages (positives) of each option

   d. Decide on the solution

5. Ask groups to perform a skit of their scenario.

   Optional Activity: Ask students to explain their process and final decision to the entire class.

   Central Questions:

   • What are the benefits of using a method to make decisions?

   • Does having discussions with others make decision- making easier?

   • How do you think employers expect you to make decisions?

   • What decisions can cause job termination?

Activity 3: S .O .D .A .S . Method

1. Distribute another S.O.D.A.S. worksheet

2. Ask students to identify a personal pending life decision. Use the S.O.D.A.S. worksheet to decide a solution.

3. Compare solution with another student and exchange feedback.

4. Ask volunteers to discuss their life decision.

Facilitator Notes:

What Would You Do? Scenarios

Instructions: Read the scenarios below and use the S.O.D.A.S. worksheet to decide the best outcome.

Scenario 1: You're in a meeting with your supervisor and co-workers. The supervisor is asking for ideas to keep Modell's, the sporting store, neat during the day because customers mess it up when moving items and dropping them on floor. The supervisor is rejecting all of the co-worker's ideas. He seems to be waiting for one really great idea. You think you have it but are afraid of speaking up because you'll feel embarrassed if he discards it. However, if your idea is chosen, it would make a great impression.

Scenario 2: You work as a cashier at CVS. A customer says that you didn't give them the correct change for the purchase. It was short $1.35. You said you did. The customer insists that you did not and begins to get loud for other people in the store to hear.

Scenario 3: At 9 a.m. your manager asks you to update and print the team's work schedule. It also needs to be emailed to everyone by 12 noon. You send the schedule to the printer three times and it isn't printing. And you realize you don't have all the employee's email addresses. It is now 11:30 a.m.

Scenario 4: Benjamin takes the train to work. At least three times a week he is five minutes late. Then he takes another 10 minutes to put on his uniform and put his things away to start work. Customers are waiting in long lines. You are Benjamin's manager.

Scenario 5: The company you work for has the potential to get a new million-dollar client. Everyone is working on the proposal to make it perfect. At 4:45 p.m. you are asked to finalize a 20-page PowerPoint presentation. You get off at 5 p.m. and made plans to meet friends.

Scenario 6: You've been at your job for 30 days. And it seems like every day your manager says you are doing something wrong. You still have another 60 days before the end of your probation period. You are afraid you may be fired.

Scenario 7: You work in the HR department that works with employee confidential information, like their social security number, hourly pay, and home address. You notice that your co-worker regularly leaves employee files open on her computer and her desk for anyone to see when walking by. You know this is against company policy.

S.O.D.A.S.– a decision-making tool

S = Situation: describe or identify the situation

O = Options: list at least three ways to handle the situation

D = Disadvantages: list all the drawbacks or negatives for each option

A = Advantages: list all the benefits or positives for each option

S = Solution: review all the advantages and disadvantages; decide which is the best option

A. Describe the situation:

B. List three or more options (ways) to handle the situation:

1.

2.

3.

C. For each option, list the disadvantages and advantages:

Options	Disadvantages (-)	Advantages (+)
Option 1		
Option 2		
Option 3		

D. What is your decision or solution?

TEACHER/STUDENT PRACTICE (Scenario 2)
S.O.D.A.S.– a decision-making tool

S = Situation: describe or identify the situation

O = Options: list at least three ways to handle the situation

D = Disadvantages: list all the drawbacks or negatives for each option

A = Advantages: list all the benefits or positives for each option

S = Solution: review all the advantages and disadvantages; decide which is the best option

A. Describe the situation: *A customer is accusing the cashier of being short-changed $1.35 for the purchase. Customer is becoming upset by the increase in voice volume.*

B. List three or more options (ways) to handle the situation:

1. Argue back and forth with the customer and defend your actions that you gave the correct change.
2. Politely tell the customer you appreciate their business and are more than happy to check the receipt and review the transaction.
3. Immediately call the manager of the store to handle the situation.

C. For each option, list the disadvantages and advantages:

Options	Disadvantages (-)	Advantages (+)
Option 1 *Argue with customer*	• Show negative attitude in front of other customers and current customer. • Shed negative light on CVS store; giving it a bad image of poor customer service. • May lose your job.	• Gets your point across and sets the customer straight.
Option 2 *Politely review transaction*	• Customer may still be upset.	• Customer receives polite response and sees willingness to correct issue. • Other customers see positive behavior. • Increase positive image of CVS customer service. • Keep job.
Option 3 *Call the manager*	• Manager may think you don't know how to handle angry customers. • Miss opportunity to practice dealing with conflict and turn a bad situation good.	• All responsibility is on the manager and not on you. • Don't deal with the angry customer.

D. What is your decision or solution?
Advise the students to discuss and determine final decision.

Tenacity | Professional Character Skills

Lesson 16: Organization

Objective

SWBAT understand that creating systems for organization is a way to take initiative in a professional environment.

Key Takeaways

- Being organized improves your ability to manage time.
- It is up to you to take the initiative to be organized.
- Implement an electronic or paper organization system that works best for you.
- Employers value employees who effectively manage tasks and information.

Introduction (10 minutes)

1. **Organization**

   Discussion Central

   Questions:
   - What habits do you have that make you organized?
   - Do you consider yourself an organized person?
   - What makes you organized?

Guided Practice (20 minutes)

2. **Activity 1: How Organized Are You? (10 minutes)**
   Student organization assessment.

3. **Activity 2: A Hot Mess (15 minutes)**
   Student develop organization system.

   Optional Video:
   Video Organizational Strategies (2:35)
   https://www.youtube.com/watch?v=H8-rjSXqr8c

Independent Practice (10 minutes)

4. **Activity 3: Plans to Organize**
   Student develop personal plan to become organized.

Check for Understanding (10 minutes)

5. Allow students three minutes to write one action they will practice to be better organized. Ask for volunteers to share their action.

Higher Order Thinking Activity

Shokunin

Direct students to research the meaning of the Japanese term Shokunin. The translated meaning is artisan or craftsman but the literal meaning is the pursuit of perfection through repetition and discipline in a craft. Ask students to discuss how the Shokunin philosophy can help them (or not) in becoming organized. Ask students how organization is important at the workplace. Provide examples of being organized at work. What are the results of not being organized?

Activity 1: How Organized Are You?

1. Explain that one of the first steps to getting organized is analyzing your current habits. Think about how you manage daily activities.

2. Facilitator either reads the survey questions and ask students to write "yes" or "no" on separate paper or distribute handout.

One of the first steps to getting organized is analyzing current practices. Think about how you manage daily activities. In this exercise, answer "yes" or "no" to find out how organized you really are:

_____ Do you know how long it takes you to get up/out the door each morning?
_____ Do you arrive on time or early for your classes and scheduled events?
_____ Do you return calls, texts, e-mails the same day?
_____ Do you know where you spend your money?
_____ Do you schedule major events in a calendar?
_____ Do you make lists?
_____ Are all clean clothes put away and all the dirty clothes in the hamper?
_____ Did you organize something in your life in the last three weeks?
_____ Would people say you are organized?
_____ Is it easy for you to find things when you need them?

Score: 10 points for each "yes" response.

• 90 points or higher. Congratulations! You have excellent organization skills.

• 70-89 points. You're a generally well-organized person who has things together.

• 50-69 points. You're a little organized … just a little.

• 10-49 points. Uh-oh. Disorganization zone.

Central Questions:
1. Which items on the survey do you do well or struggle with?
2. What are the reasons you are not organized? e.g., why are you late for class, go to bed late, miss bus, etc.?
3. What is one thing you can do to become more organized?

Emphasize that being organized is placing things in order and is related to task management. An organized person demonstrates initiative by creating systems that manage responsibilities and meet deadlines.

Activity 2: A Hot Mess

1. Separate students into groups to analyze the picture.

2. Ask students to develop a list of ways the work space could be better organized.

3. Advise one student in the group to record the strategies.

4. Ask for volunteers to share list.

Note: Facilitators can supply their own pictures of disorganized spaces or create one in class for students to physically organize.

Activity 3: Plans to Organize

1. Ask students to think about ways they can become better organized in their lives.

2. Group students by pairs to discuss ways in which they are, or are not, organized.

3. Instruct students to make suggestions for each other and list at least two new ideas they can practice.

4. Ask for volunteers to share with the class.

Lesson 17: Time Management

Objective
SWBAT recognize the importance of practicing effective time management skills in a professional environment.

Key Takeaways
- Time management involves consciously planning and exercising the use of one's time in order to effectively meet major objectives.
- Use of effective time management skills demonstrates taking initiative.

Introduction (25 minutes)
1. **Activity 1: Even the Best Made Plans I | Pomodoro Technique**
   Students participate in time management activity.

   Optional Activity: Article - Eisenhower Technique

Guided Practice (15 minutes)
2. **Activity 2: Tips for Time Management**
   Students develop a top three list.

Independent Practice (15 minutes)
3. **Activity 3: Even the Best Made Plans II**
   Students identify tasks and set goals.

   Optional Activity: Demonstrate how to use a Google or cell phone calendar to schedule tasks.

Check for Understanding (5 minutes)
4. Ask students to explain how managing time demonstrates initiative and identify one task they will apply the Pomodoro technique for overcoming procrastination.

Higher Order Thinking Activities
- **Design Your Own Tips**
  Students were given the ten tips for time management during class. These ten tips were created to fit a general audience. You may notice that your students do not feel that these tips work best for them. Have students design their own ten tips for time management based on their own experiences with time management as well as what they learn from other sources that they find online.
- **Critique a Peer**
  After finishing the task master, challenge students to read over a peer's completed task master. Have them focus on the following questions as they critique their peer's tasks. Are these tasks realistic for their time frame? Did they forget to add necessary steps? Did they allocate the appropriate amount of time to each step? Are the steps in the proper order?
- **Google Calendar**
  Challenge students to put all of their task master steps on to their Google Calendar and then sync it up with their phone.
- **Informational Interviews**
  Instruct students to interview someone that they see as a busy person in the school or in their life. Students should ask these individuals how they stay organized and how they stay on top of their schedule. After conducting their informational interviews, students should reflect on their own organization and time management skills. How can they incorporate the information from their informational interviews in their own time management techniques?

Activity 1: Even the Best Made Plans I | Pomodoro Technique
1. Facilitator sets 10-minute count down on the screen or other device.
2. Instruct students to list five tasks they need to complete in the next six months and describe how they plan to complete them and what are they doing now.
3. Advise students they cannot stop, talk, or do anything else but the assigned activity for 10 minutes and they will receive a reward when the time is up (e.g., sticker, candy, 2-minute talk, or walk, etc.).
4. At the end of 10 minutes, reward students.

   Central Questions: (15 minutes)
   - Ask students to share their task list and describe the type of person they are managing time and projects (e.g., procrastinator, taskmaster, or in-between).
   - How did they feel about working without distractions?
   - Ask if their time management strategies are reliable to transfer to the workplace.

5. Explain to students that although we intend to finish tasks on our list, sometimes we put off doing the things we don't like or dread. They participated in a variation of a time management process called the Pomodoro technique, used to overcome procrastination.

6. Show the Pomodoro technique video (0:40).

Pomodoro Technique

    a. Pick a task

    b. Set a timer for 25 minutes (or minimum 15 minutes)

    c. Do the task

    d. Stop at the pre-determined time

    e. Reward yourself immediately

    f. Repeat as necessary until you the complete task

Note: There are also phone apps to help you manage tasks.

Activity 2: Tips for Time Management

1. Distribute time management tips handout and divide class into three groups.

2. Instruct each group to discuss whether they practice any of the tips.

3. Ask students to describe which tips are easy or difficult to follow.

4. Direct each group to develop a "Top Three" list of tips that they believe are necessary for success in the workplace. Each group will select a spokesperson to share their "Top Three" list with the entire class and explain why they are important.

Ten Tips of Time Management

- Make a to-do list, and then prioritize your list.
- Dare to break the to-do list. Be flexible as things change. Adjust your list as needed; the list is just a guide to help you use your time more efficiently.
- Don't wait until things become urgent. Take care of things when you have time. Figure out a way to avoid living crisis to crisis.
- Focus on your goals. Use your time to work towards your goals.

- Identify where you waste time and figure out how you can spend that time more efficiently.
- Know when to quit. If something is not working, don't be afraid to make a new plan.
- Don't waste time holding on to or worrying about things you can't change. Use your time to change what you can.
- Know when to ask for help. Don't waste too much time trying to figure things out on your own if help might be available.
- Learn to say 'no'.
- Take time for you. You can't work efficiently if you are not taking care of yourself.

Activity 3: Even the Best Made Plans II

Explain that during this activity, the students will use time management skills to set clear goals completing personal tasks. Students will practice making a to-do list, delegating time, and scheduling important dates in an online calendar.

1. Distribute Task Master Worksheet.

2. Facilitator discusses the Task Master example first.

3. Instruct students to complete the Task Master Worksheet using one to two tasks recorded in the activity, Even the Best Made Plans Part I.

4. Ask for volunteers to share their task steps.

Optional Activity:

- Once the activity is complete, show the students how to use a Google calendar to schedule the activities leading up to the main task. Introduce the various features provided by the online software to advance the students' scheduling ability.
- Show students:
  - □ How to select a date and time slot
  - □ How to input the task or event
  - □ How to set a specific time of day for completion
  - □ That this calendar can be synced up with their smartphone so that notifications will pop up when they have something they need to do

A MATTER OF TIME
9 ideas to keep you on schedule.

Create a to-do list.

Priorize.
Highlight the most important tasks.

Write a journal to understand how much you can do every day.

Schedule interruptions.
Expect to be pulled away from what you are doing.

Ask for help!
Don't be afraid to delegate.

Use 30 minutes every morning to **plan your day**

Say "no" more often.
You can't be everywhere at once.

Block distractions.
Turn off your phone and stay away from social media.

Don't blow yourself off.
Honor your own commitments.

Task Master

List 3-5 concrete tasks that you need to complete in the next six months. This can include home/school responsibilities such as tests, projects, work, community service, college application deadlines, etc.

1. _____

2. _____

3. _____

4. _____

5. _____

Facilitator Notes:

Task Master Worksheet

For each task, list the steps that must be completed. Decide how much time is needed to complete the step and assign a day to complete it. See the example:

1. _____

Step	Time Needed	Day Assigned for Completion
1.		
2.		
3.		
4.		

2. _____

Step	Time Needed	Day Assigned for Completion
1.		
2.		
3.		
4.		

3. _____

Step	Time Needed	Day Assigned for Completion
1.		
2.		
3.		
4.		

Task Master Example

Your final exam for a class is a 10-minute presentation. How will you prepare?

Step	Time Needed	Day Assigned for Completion
1. Draft outline of key points and logical flow	1 hour	Wednesday
2. Get peer & teacher feedback	30 mins	Friday
3. Revise your draft and finalize the PowerPoint	2 hours	Friday
4. Rehearse out loud	30 minutes	Sunday

Lesson 18: Smart Money Management

Objective

SWBAT define and explain basic money management terms that include: budgeting, saving, credit, and paycheck deductions.
SWBAT analyze lifestyle scenarios and create a budget.

Key Takeaways

- Income management is a skill that is mastered over time

- A spending plan (budget) helps track your spending habits and plan for future goals

- Distinguishing between legitimate needs and wants help you live within your income range

- How you pay your bills today affects your credit reputation tomorrow

Facilitator Note

This lesson offers opportunity and flexibility to extend according to your class needs. Curricula resources are provided to prepare for the lesson. Inviting guest speakers from the finance industry or visiting a Junior Achievement Finance Park may also enhance your student's learning experience.

Relevant student topics: Bank savings/checking accounts, compounded interest, W-4 and W-2 forms, company pay schedules, paying for college, investments, and real-life cost of living options in DC.

Higher Order Thinking Activities

- **Real Life Research**
  Along with the resources from class, have students research the factors that should be considered when opening savings/checking accounts or credit cards. Afterwards, have students compile a list of banks and companies that offer saving/checking accounts, and credit cards throughout DC. Have students, based on the factors determined for each type of account, choose which bank offers the best savings/checking accounts and credit cards (high interest rate for savings/checking, low interest rates for credit cards).

- **How much am I spending?**
  It is important for students to begin understanding how much they spend in the specific areas of their lives. Have students design a Microsoft Excel sheet where they can input all their expenses. In the sheet, students should make separate columns for certain areas that they spend in (i.e. food, transportation, clothes, etc.). This will allow them to understand how much they spend on each facet of their life, which will make them learn how to be more efficient and conscientious with their spending.

High School Financial Literacy Resources

No.	Resource	Website
1.	**High School Financial Planning Program® (HSFPP)** • 6 modules (5 lessons) • 45 minutes	Turnkey financial literacy program specifically focused on basic personal finance skills that are relevant to the lives of teens. **Free** https://www.hsfpp.org/
2.	**Practical Money Skills** • 22 lessons • Student activities • Teacher guide	Visa's award-winning Practical Money Skills program strives to link consumers, educators, banks and governments to the tools and resources they need, helping individuals and communities develop their money management skills. **Free** http://www.practicalmoneyskills.com/
3.	**Everfi Financial Literacy** • 9 learning modules (total 6-8 hours) • Certificate award upon completion	Online personal finance courses equip students with tools to manage their money in the real world, from applying for financial aid to establishing credit and investing. Aligned with national standards. **Free with registration** https://everfi.com/
4.	**Next Gen Personal Finance (NGPF)** • 12 units/65 lessons • Student activities/videos • Teacher guide/assessments	NGPF is a high-school personal finance curriculum and professional development partner helping teachers deliver essential money understanding in an easy- to-grasp, engaging way. It offers complete course of up-to-date, customizable lessons and a unit on career and soft skills. **Free with registration** https://www.ngpf.org/our-curriculum/
5.	**FDIC –Money Smart** • 22 lessons • Activities • Teacher guide	Standards-aligned curriculum series empowers educators with engaging activities to integrate financial education instruction into subjects such as math, English, and Social Studies. **Free**: https://www.fdic.gov/resources/consumers/money-smart/teach-money-smart/index.html
6.	**Junior Achievement (JA) Finance Park** • 13-14 lessons • Upon completion option to attend local Finance Park	Helps students make intelligent financial decisions that last a lifetime, including decisions related to income, expenses, savings, and credit. Field trip to Finance Park allows students to experience simulations of challenges in making real-life financial decisions. **Free** JA Finance Park Program
7.	**Federal Reserve Bank of Dallas** • Building Wealth	This Dallas Fed financial education resource provides basic guidance to individuals and families who wish to develop a plan for building personal wealth. **Free** https://www.dallasfed.org/~/media/microsites/cd/wealth/online/index.html
8.	**Natl Financial Educator's Council** • 67 classroom hours across 73 lessons • Over 90 engaging activities and educational games	Created through collaboration between financial professionals, educators, and financial education experts, the NFEC's financial capability curriculum delivers practical lessons that our youth can use in the real world. **Requires Fee** https://www.financialeducatorscouncil.org/financial-literacy-curriculum-high-school/
9.	**Finance in the Classroom** • Teen interactives	Provides various interactive financial games and activities. **Free** https://financeintheclassroom.org/student/activities.shtml - teens
10.	**MyMoney** • Resource website	Provides links to games, fun activities, websites, video games, and information about money for kids and youth. **Free** https://www.mymoney.gov/Pages/default.aspx

No.	Resource	Website
11.	**TD Bank PDF Tips**	TD Bank WOW! Zone is designed to help you learn more about money, banking, credit, and investing. Check out the tips, budget worksheets, and money lessons to get started on a lifetime of smart money habits. **Cost: Free** https://www.td.com/us/en/personal-banking/wowzone
12.	**Zogo Finance**	Built for teachers and students alike, our web-based Zogo Classroom is designed to deliver quality lessons to anyone anywhere. **Cost: Demo with students for free.** https://zogo.com/

Facilitator Notes:

Lesson 19: Resume Writing

Objective

SWBAT write a resume showing their skills, experiences and education that they can use when applying for a job, scholarship or college.

Key Takeaways

- A well-designed resume highlights qualifications, experiences, skills, and accomplishments.
- A resume is a marketing tool to secure an interview invitation.

Introduction (10 minutes)

1. **Resume**

   Discussion

   Central

   Questions:

   - What is a resume?
   - How is it used?
   - What are components of a resume?
   - How should information be listed?

2. Explain that a resume is a single-page document that summarizes one's qualifications, experiences, skills, and accomplishments. Employers use resumes to assess whether an applicant has the suitable credentials and experience for a position.

   A standard resume is typically one page, depending on the number of years experience one has in a specific field. There is no consensus on what constitutes a perfect resume—many expert opinions exist. A well-written resume opens the door for an interview.

Guided Practice (20 minutes)

3. **Activity 1: Identify Relevant Skills and Experiences (10 minutes)**
   Students evaluate a narrative and identify resume elements.

4. **Activity 2: How You Say It (10 minutes)**
   Students review Resume Rubric and critique resumes.

Independent Practice (25 minutes)

5. **Activity 3: Students Write a Resume**

   Optional Activity: Students can use resume development worksheets to help them document their content first.

Check for Understanding (5 minutes)

6. Students explain the purpose of a resume and plans to complete their unfinished resume.

Higher Order Thinking Activities

- **What Do Employers Care About?**
  Have students do a research report on the components of a resume that employers think are most important to focus on when developing a resume. In addition, have students research what makes a resume stand out to an employer. Afterwards, students should reflect on how they can incorporate their findings into their own resume.

- **Critique a Peer**
  After finishing their draft resume, challenge students to read over a peer's completed resume. Have them focus on the following questions as they critique their peer's resume. Do they have a clear format to their resume? Do they incorporate good action verbs? Do they clearly and effectively describe their experiences?

- **Tell Me About Your Resume**
  A common question asked during interviews comes in the form of, "Please take me through your resume and how it applies to this job." Have students design/rehearse how they would explain their resume to someone in an interview. Make sure that they explain as if their applying for a job in their career field.

Activity 1: Identify Relevant Experiences and Skills

1. Instruct students to read the narrative of a fictional high school student, Regina Wilson, and jot down items Regina should include in her resume.

2. Ask students to explain which items they selected and why they were chosen.

3. What else can be highlighted about Regina's experiences?

4. If the student missed a few experiences, make sure to discuss those experiences.

Regina is in her junior year at Cheltenham High School. She is on track to graduate May 2017. She lives with both her parents and her younger brother at 7473 Kittrel Lane NE, Washington, D.C. 20017. For fun, Regina likes to play basketball with her friends or watch television. She is actually captain of the school varsity basketball team. Last year, Regina was a member of the Speech and Debate Team. She really enjoyed the debate team because she formed good friendships with other members on her team, but she also drastically improved her public speaking skills. She was unable to continue with the Speech and Debate Team this year because she has other competing commitments.

Regina also periodically babysits for her next-door neighbor, who has three kids all under the age of 10. Regina helps the kids with their homework. In addition, just this past summer, Regina was able to get a summer job at a CVS store just a few blocks from her house as a cashier. Regina aspires to be an engineer, which explains why her classes are concentrated in mathematics and science.

Helpful Tips

1. If on a sports team, the student can highlight teamwork and dedication to improvement.

2. If on a science/math club, the student can highlight their ability to learn information quickly and think through and solve problems.

3. If on a speech/debate team, the student can highlight their public speaking ability and communication skills.

Activity 2: How You Say It

1. Pair students and distribute sample resumes.

2. Instruct students to critique the resumes using the resume rubric and underline the action verbs.

3. Discuss student feedback.

4. Explain that many job candidates make the mistake of being vague when talking about their experiences on their resume. Doing so undersells their experience and reduces the chance of an interview invitation.

   The more detailed and specific you are in describing your relevant/transferrable experiences, chances increase for an interview. Ensure emphasizing accomplishments, highlighting the method, and the results.

Activity 3: Write a Resume

1. Distribute the list of Action Verbs.

2. Ask students to use the rubric and sample template to begin drafting their resume (either on paper or computer).

3. Encourage collaboration and help from other students.

Facilitator Notes:

Resume Action Verbs

Management/ Leadership Skills
administered
analyzed
assigned
consolidated
controlled
converted
coordinated
delegated
developed
directed
enforced
enhanced
established
executed
generated
handled
headed
improved
increased
initiated
inspected
instituted
led
managed
merged
motivated
planned
prioritized
produced
reorganized
replaced
reviewed
scheduled
strengthened
supervised

Communication/ People Skills
addressed
advertised
arranged
articulated

collaborated
communicated
consulted
contacted
convinced
defined
described
developed
directed
discussed
drafted
edited
explained
interacted
interpreted
interviewed
listened
marketed
mediated
negotiated
outlined
participated
presented
promoted
proposed
referred
reported
resolved
responded
summarized
synthesized
translated

Research Skills
analyzed
clarified
collected
compared
conducted
critiqued
determined
evaluated
examined
experimented

explored
formulated
gathered
identified
inspected
interpreted
interviewed
investigated
measured
organized
researched
summarized
surveyed
tested

Technical Skills adapted
assembled
built
calculated
computed
constructe
d designed
developed
installed
maintained
repaired
restored
solved
utilized

Teaching Skills adapted
advised
coached
conducted
coordinated
critiqued
developed
enabled
encouraged
evaluated
explained
facilitated

guided
informed
instructed
motivated
persuaded
taught
tested
trained

Financial/Data Skills
administered
analyzed
assessed
audited
balanced
calculated
computed
corrected
developed
estimated
managed
marketed
measured
planned
projected
retrieved

Creative Skills
adapted
combined
condensed
created
customized
designed
developed
established
illustrated
instituted
integrated
introduced
performed
planned
revised
solved

Tenacity | Professional Character Skills

Helping Skills
adapted
advocated
aided
answered
arranged
assisted
cared for
coached
collaborated
contributed
demonstrated
encouraged
facilitated
guided helped
motivated

provided
presented
resolved
simplified
supplied
supported
volunteered

Organization / Detail Skills
arranged
collected
compiled
distributed
executed
generated
implemented

inspected
logged
maintained
monitored
obtained
operated
organized
prepared
processed
provided
responded
reviewed
scheduled
submitted
supplied
updated

More Verbs for Accomplishments

achieved
completed
expanded
exceeded
improved
restored
succeeded
transformed

Facilitator Notes:

SAMPLE RESUME # 1

Paulette Jones
6 Pine Street Arlington, VA 12333
Phone: 566.486.2222
email: phjones@vacapp.com

Education

Arlington High School   **May 2025**

Experience

Sales Associate, The Retail Store   **June 2022 – Present**
- Maintain and restock inventory
- Provide customer service
- Operate computerized cash register system

Child Care   **May 2022 -- Present**
- Provide child care for several families after school, weekends and during school vacations.

Achievements

- Academic Honor Roll: 2020, 2022

Volunteer Experience

- Big Brother / Big Sisters   **July 2021 -- Present**
- Arlington Literacy Program   **Summer 2021**

Interests / Activities
- Member of Arlington High School Tennis Team
- Girl Scout
- Piano

Computer Skills
- Proficient with Microsoft Word, Excel, and PowerPoint, and Social Media

SAMPLE RESUME # 2

Ed Needs a Job

725 E. Main Street. Denver CO

High school

Abington High School

Work

Pizza Hut Delivery Driver   2023

- delivered Pizzas at night

House painting   2022

- Painted for my cousin Suzanna Robles.

Gardner for Smith Family   2022

Skills

Speak English and Spanish.

References

---my brother David 555---555---5555

---Sarah, coworker at Pizza Hut pizzaface@pizzahut.com

SAMPLE RESUME # 3
Alex Robyn

alexrobyn555@gmail.com
Address: 123 Fake St. SE Washington, DC 20002 • Cell: 123-456-7890

EDUCATION
Ballou High School, Washington, DC   Expected June 2025
GPA: 3.32

HONORS
- Honored for displaying exceptional leadership consistently throughout the entire month of May by helping fellow classmates understand the new material.
- Student of the Month (May 2023)
- All-D.C. High School Indoor Track 1st Team (March 2022)
- Selected to be a D.C. High School Indoor Track 1st team all-star for long jump.
- National Honor Society (June 2023 - present)

EXPERIENCE
Independent Babysitting, Washington, D.C.   September 2020-Present
Babysitter
- Supervised children for multiple families in addition to keeping the children entertained and fed throughout the night.
- Maintained calendars and lists to organize children's activities and allergies/needs that had to be accounted for.

Safeway Inc., Washington, D.C.   June 2022-Present
Stock Clerk
- Created positive experiences for our customers by ensuring that all questions/requests of customers were answered.
- Efficiently stocked products through redesigning the systematic approach to shelving items.

Southeast Youth Basketball League, Washington, D.C.   October 2022-November 2023
Coach/Mentor
- Educated youth about the importance of making the right choices on-and-off the court.
- Developed teamwork and athletic skills in children ages 7-15 of varying skill levels by altering drills and instruction.

Hart Middle School, Washington, D.C.   September 2022-May 2023
Math/Science Tutor
- Helped five 6-8 grade students that were below grade level in math/science achieve passing grades.
- Created supplemental lessons and worksheets to offer alternative ways for students to learn classroom material.

ACTIVITIES
*Treasurer***,** Ballou High School Science Club (2023-present)
Member, Digital Art Club (2021-present)
Member, Ballou High School Indoor/Outdoor Track (2021-present)
Member, Ballou High School Boys' Basketball Team (2021-present)

SKILLS
Basic knowledge of conversational Spanish
Experienced in Microsoft Word, Excel, PowerPoint, and Adobe Photoshop

FIRST NAME LAST NAME

XXX-XXX-XXXX; EMAIL@XXX.COM

OBJECTIVE Describe your reason for seeking an internship and your future goals, including the career you hope to pursue. For example, To obtain an internship within [Career Cluster] to build experience and skills within (list skills here) to prepare me for my future career in [list career goal here].

EDUCATION
School Name, Washington, DC   **Anticipated Graduation: June 20XX**
CTE Program of Study
- Certifications: Name of Certification (date obtained). For example: CompTIA (July 2023)
- You can use this space to describe any interesting projects you worked on in CTE classes, industry-specific skills you gained, field trips you went on, etc.

AWARDS AND HONORS Include academic and school-related awards and/or special opportunities. For example:
- GPA, if over 3.0
- Advanced coursework includes [AP or IB course name(s)]
- Dual enrollment class at [university] in [name of class]
- Scholar's Award, Fall 2022- Spring 2023
- DCPS Study Abroad Program, Beijing China, Summer 2023
- Honor roll, Spring 2023

WORK EXPERIENCE Include community service and internships. Copy/paste for each experience
Company/Organization, City, State   **Start Date - End Date**
Your position at the organization
- Description of work performed and your experience
- Description of work performed and your experience

Company/Organization, City, State   **Start Date - End Date**
Your position at the organization
- Description of work performed and your experience
- Description of work performed and your experience

EXTRACURRICULAR ACTIVITIES List participation in clubs, sports teams, student organizations, etc.
Name of Activity, Position   **Start Date - End Date**
- Description of your involvement in this club or activity, including any additional responsibilities

Name of Activity, Position   **Start Date - End Date**
- Description of your involvement in this club or activity, including any additional responsibilities

SKILLS AND INTERESTS
- Bilingual in English and Amharic. Proficient in Spanish
- Proficient in Google Suite, Microsoft Office Suite, virtual meeting platforms (Teams, Zoom), Canva, and Social Media platforms such as Instagram, TikTok, Discord, and Snapchat.
- Interests: Cooking, Designing Clothes, Social Media, Marvel films

Resume Writing Rubric

Student Name: _____   Date: _____

Criterion *Point Rating Scale* **1 to 5**	Exceeds Standards Good Job! 5	Meets Standards Satisfactory 3	Below Standards Needs More Practice 1
1. Heading **Aim:** ensure reviewer can reach you **Score:** _____	• Entry includes name, address, professional email name, phone number • Name stands out on the resume	• Entry name does not stand out • Email name is casual	• Entry is missing name, email, address, or phone number • Email name is unprofessional or inappropriate
2. Style & Appearance **Aim:** ensure strengths are highlighted and that resume is polished and easy to read **Score:** _____	• Entry font style and size are legible • Consistent formatting • Relevant information appears on the top half of page • Section headings reflect content	• Entries appear crowded, but do not exceed one page • Section headings reflect content • Font style is legible	• Content exceeds one page or does not fill majority of one page • Font style is illegible • Text size is too small or too big
3. Career Objective **Aim:** convey overall career aim or pursuit (brief - one line) **Score:** _____	• Entry statement is well- written in one sentence • Specifies a position candidate is seeking	• Entry statement is one sentence • Statement is somewhat vague	• Entry statement is wordy or too short • Statement is not specific
4. Education **Aim:** convey academic qualifications and training **Score:** _____	• Entry includes name of high school, city, and state • Include expected graduation date • GPA (if over 3.0) • Specialized courses	• Entry is missing an education detail (name, location, dates, relevant courses)	• Entry is missing two or more details (name, location, dates, relevant courses)
5. Honors or Awards **Aim:** convey accomplishments and accolades **Score:** _____	• Entry includes honors or awards received from school or community *Note: Entry required only when applicable*	• Entry is missing honors/ awards detail (full award name, date, organization)	• Known honors/awards are missing

Criterion *Point Rating Scale* 1 to 5	Exceeds Standards Good Job! 5	Meets Standards Satisfactory 3	Below Standards Needs More Practice 1
6. Work/Volunteer Experience Aim: organize and show relevant skills and qualifications **Score:** _____	• Entries start with recent experience • Contains company name, position title, location, and dates • Bullets begin with strong action verbs and correct verb tense • Bullets show accomplishments; impact and results	• Entries start with recent experience • Most entries have relevant company information and dates • Bullets have some strong verbs • Some bullets show impact and results	• Entries start with oldest experience first • Several entries do not include company name, dates, position title, or location • Bullets are written in complete sentences • Verb tense is inconsistent • Bullets do not show impact or results
7. Skills & Interests Aim: disclose relevant abilities or interesting information that further describes who you are **Score:** _____	• Entries are relevant to the reader • Items are concise • Proficiency level is indicated for language or computer skills	• Some entires are relevant to the reader • Some items are wordy • Proficiency levels not indicated for all language or computer skills	• Items are vague or not relevant • No computer skills listed • No proficiency levels stated
8. Spelling/Grammar Aim: ensure your resume is correctly worded and written **Score:** _____	• Entries contain no spelling errors • No punctuation errors • Correct spacing • Appropriate grammar (verb tense, no personal pronouns)	• Entries contain minor errors (spelling, grammar, punctuation, or spacing) • Inconsistent punctuation	• Entries contain several errors (punctuation, grammar, spelling, or spacing) • Inconsistent punctuation (some bullets have periods, some do not)
Total Score: _____	**Comments:**		

Evaluator Name: _____

Source: Amherst Career Center

Tenacity | Professional Character Skills

Lesson 20: Cover Letter Writing

Objective

SWBAT identify the components of a cover letter and create an effective cover letter utilizing proper business letter format.

Key Takeaways

- A cover letter is your personal introduction to a company and an opportunity to make a good first impression.
- 90% of executives say writing cover letters is valuable, according to a Robert Half survey.
- Customize your cover letter for specific positions, using keywords that match the skills employers are seeking.

Good to Know

A cover letter accompanies an application form or resume. It serves as an introduction to the resume and provides the opportunity to highlight special skills and experiences.

The purpose of a cover letter and resume is to persuade an employer to extend an interview invitation. Preparing a cover letter requires preliminary research about the employer (e.g., mission, values, accomplishments, etc.). It is important to identify the job responsibilities to emphasize one's qualifications to perform them.

Introduction (10 minutes)

1. **Cover Letter**

   Discussion Central

   Questions:
   - What is a cover letter?
   - Are cover letters necessary? Why or why not?
   - Ask students if they have written a cover letter and for what type of position.

Guided Practice (20 minutes)

2. **Activity 1: Parts of a Cover Letter**
   Students will review cover letter tips and components and critique a cover letter.

Independent Practice (25 minutes)

3. **Activity 2: Write a Draft Cover Letter**
   Student will create a draft cover letter.

Check for Understanding (5 minutes)

4. Ask students to explain the purpose of a cover letter and at least three key elements needed to create a strong message.

Higher Order Thinking Activities

- **Critique a Peer**
  Challenge students to read over a peer's completed cover letter. Have them focus on the following questions as they critique their peer's cover letter. Do they have a clear format to their cover letter? Do they use professional language? Do they clearly and effectively describe reasons why they are fitting for the job?

- **Make a Poster**
  Research best practices for cover letters. Have students focus on format, language, types of experiences to include, and anything else they might find. Then, students should design a "Cover Letter Tips" poster that your class can use moving forward.

Activity 1: Parts of a Cover Letter

1. Explain that the cover letter serves as your "sales pitch" to the employer, clarifying through specific examples what you can contribute to the company/organization.

   It should demonstrate that you have some knowledge about the employer, which sparks your interest in that employer and leads you to believe that this would be a good fit. It is important to research a company before writing a cover letter. Stress that punctuation and grammar are vital components of a letter.

2. Distribute the Cover Letter Do's and Don'ts and Cover Letter Writing Rubric.

3. Ask volunteers to read a few statements.

Central Questions:

- What do you think are some skills/ experiences employers in your field are looking for?

- What skills or experiences have you had that would be worth highlighting to persuade an employer to offer you an interview?

4. Instruct students to record any course work, projects, or extracurricular activities they can include in their cover letter to highlight qualifications.

5. Distribute sample cover letter and ask students to critique it based on the cover letter rubric.

6. Discuss student insights.

Cover Letter Dos & Don'ts

Do:

- Write a strong opening statement that is clear why you want the job and why you're right for it.

- Be concise — a hiring manager should be able to read it at a glance.

- Share an accomplishment that shows you can address employer challenges or needs.

Don't:

- Send a generic cover letter — customize each one for the specific job.

- Try to be funny — too often it falls flat.

- Go overboard with flattery — be professional and mature.

Cover Letter Components

1. **Return Address.** Your name, address, email address, and phone number should be at the top of the page. This header should be identical to the one on your resume; this creates the look of a professional letterhead.

2. **Date.** The date that you send the letter should be below your address.

3. **Recipient Address.** Address each letter to a specific person. If a name is not listed on the job posting, conduct online research to find the name of the hiring partner, supervising attorney, or human resources contact.

4. **Salutation.** The Salutation should read, "Dear Ms. Smith:" or "Dear Judge Smith:" It is appropriate to address the person by their last name and to use a colon, not a comma.

5. **Opening Paragraph.** State the reason for writing. Name the specific position that you are applying for. Also mention the resource used to find out about the opening or the organization.

6. **Body of Letter.** Explain why you are interested in working for this particular employer and/or specify your reasons for desiring this type of work. Talk about your relevant work experience and/or education by giving examples. This needs to do more than reiterate information that is already on your resume.

7. **Closing Paragraph.** Keep it short. Indicate that you would like the opportunity to interview for a position or talk with the employer to learn more about their opportunities or hiring plans. Thank the employer for his/her consideration.

8. **Closing Salutation.** Appropriate closing salutations include "Sincerely" and "Regards."

Activity 2: Write a Cover Letter

1. Ask students to select a position they want to apply for and conduct an internet research about the company that offers the position.

2. Instruct them to carefully review the job description and write a cover letter.

3. Advise students to exchange their letter with a classmate to review and provide feedback. Encourage students to use the cover letter rubric to base their feedback.

Notes:

Sample Cover Letter

Ronald Ku ●

Address
City, State, Zip

Email Address
(xxx) xxx-xxxx

May 28, 2023

●

Ms. Janice Johnson
Director
Mission Passage
P.O Box 785749
Hyattsville, MD 20740

●

Dear Ms. Johnson: ●

I am writing to you in regard to the Accounting Internship currently posted on the University of Maryland Career Services site. I am very excited about the prospect of bringing my skills and professionalism to work with an energy company like Mission Passage, which has made a clear investment in not only effective, traditional energy sources but also new and innovative alternative sources. Mission Passage is on the leading edge of the energy Industry and I am excited about the prospect of contributing to you organization. ●

I am a sophomore at the University of Maryland currently pursuing a Bachelor of Business Administration in Accounting and have earned a 3.5 GPA. I have been working part-time for the past two semesters in the Business Office at the University of Maryland where I am responsible for reconciling deposit statements,
balancing account ledgers and assisting students and parents with questions. I also have experience working with the Volunteer Income Tax Assistance (VITA) Program through my membership in the Accounting Society. In addition, I have a strong knowledge of QuickBooks and Excel. ●

I look forward to speaking with you in person about this opportunity and how I can contribute to the continued success of your company. Thank you for the time and consideration.

Sincerely,
●

Your Name

● Use the same header used on your resume

● 4 blank lines

● Address your letter to a specific person when possible.

● Immediately state why you are interested in the company and position.

● Draw attention to relevant skills, as defined by the job description and demonstrate when and how you have used them.

● Keep the letter short and to the point. Be direct but courteous in the closing.

Sample Cover Letter

<div style="border:1px solid">

Joanne Smith

123 Main Street   Joanne_Smith@gmail.com
Washington, DC 20001   Mobile: 202-123-5555

June 25, 2023

Mr Allan Moyle
Director
Electronic Retail Solutions
PO Box 76345
Washington, DC 20012

Re: Retail Sales Assistant position

Dear Mr. Moyle,

I am writing about the Retail Sales Assistant position posted on Monster.com. As a highly motivated and dedicated high school student with strong communication and interpersonal skills, I'm excited to bring them to this position and to your company which is a notable leader in the electronics industry.

My extensive involvement in drama performances and volunteering as an MC for school events offered many public speaking and teamwork opportunities. I also assisted with product sales and answered customer questions for various community fundraisers and auctions. These experiences have helped me develop effective time management and organizations skills, which are important in managing employment and school responsibilities.

I believe my skills are a great fit for the position and I look forward to speaking with you in person about how I can contribute to the success of your company. Attached is a copy of my resume for your review. Thank you for your time and consideration.

Sincerely,

Joanne Smith

</div>

Cover Letter Writing Rubric

Student Name: _____   Date: _____

Criterion *Point Rating Scale* 1 to 5	Exceeds Standards Good Job! 5	Meets Standards Satisfactory 3	Below Standards Needs More Practice 1
1. Return Address **Score:** _____	• Entry includes name, address, professional email name, phone number • Identical to resume	• Entry includes contact information • Entry is not identical to resume	• Entry is missing name, email, address, or phone number
2. Date **Score:** _____	• Date is current and accurate • Date is below address	• Date is incorrect • Date is not below address	• Date is missing • Date not below address
3. Recipient Address **Score:** _____	• Entry includes full company name, street, city, state, and zip code • Includes specific name of person	• Entry is missing more than two elements of the address • Entry includes specific recipient name	• Entry is missing more than three elements of the address • Entry name is generic
4. Salutation Correct structure, "Dear Mr. Jones: " **Score:** _____	• Entry addresses person by last name • Colon is used	• Entry doesn't address last name	• Entry is missing last name • Entry is missing colon or uses comma
5. Opening Paragraph **Score:** _____	• Entry states reason for letter • Entry includes specific position • Entry includes source where position was posted	• Entry reason is unclear for letter • Entry includes source where position was posted	• Entry is missing reason for letter • Entry is missing position wanted
6. Body of Letter **Score:** _____	• Content explains interest in working for employer or company • Content expresses interest in position • Content describes relevant work experience and skills to position	• Content is unclear about interest in company or position • Content vaguely describes skills or experience for the position	• Content lacks statement of interest for position or company • Content is missing relevant skills or experience

Criterion *Point Rating Scale* **1 to 5**	Exceeds Standards Good Job! 5	Meets Standards Satisfactory 3	Below Standards Needs More Practice 1
7. Closing Paragraph **Score:** _____	• Closing is brief • Closing expresses desire to interview for position • Closing expresses gratitude for time and consideration for position	• Closing is a little wordy or vague • Closing includes interest in interview and gratitude for consideration	• Closing is wordy or vague • Closing lacks request for interview or gratitude for consideration
8. Closing Salutation (Sincerely or Regards) **Score:** _____	• Letter includes a salutation • Letter includes full name		• Letter does not include a salutation
9. Spelling/Grammar **Score:** _____	• Letter contains no spelling errors • No punctuation errors • No grammar (verb tense) and sentence structure errors	• Letter contains minor errors (spelling, grammar, punctuation, sentence structure)	• Letter contains several errors (spelling, grammar, punctuation, sentence structure) • Inconsistent punctuation and sentence structure
Total Score: _____	*Comments:*		

Evaluator Name: _____

UNIT 4: Tenacity: Relentlessly Pursuing Success

Lesson 21: Exploring Career Options

Objective

SWBAT identify their life interests and specify the careers that match them. SWBAT research and record skills and education required for their career choice.

Key Takeaways

- Everyone possesses different interests, skills, and life values that match various jobs and careers.
- Consider your cities' market demand, education, compensation, and personal fulfillment during career exploration.
- Success in any career requires knowledge, hard work, persistence, and a positive attitude—it is earned.

Introduction (15 minutes)

1. Show video, Follow Your Passion (3:53)

   Central Questions:
   - What key message did you learn from the video?
   - Identify what drives people to follow certain careers.
   - What is or isn't the difference between dreams and passion?
   - What is your personal passion? How are you making it a reality?

Guided Practice (20 minutes)

2. **Activity 1: Dreams and Nightmares**
   Students will think about their future career and lifestyle.

Independent Practice (45 minutes)

3. **Activity 2: Assess Career Clusters and Interests** Students complete a printed or online assessment to identify and record their top three career clusters.

Check for Understanding (5 minutes)

4. Direct students to describe what skills they need to learn or improve to be successful in their preferred position. Also explain the learning plan.

Lesson Extension Option:

- Students create career plan(s).
- Students assess their workplace values and/or personalities.
- Separate each activity per lesson and discuss specific soft skills for positions.

Activity 1: Dreams and Nightmares

Students will think about their desired future work and lifestyle by identifying things they definitely want and don't want.
Distribute dreams and nightmares worksheet to complete.

Central Questions:

- Ask students to share their dream jobs and nightmares and explain why.
- What do they want in their job, personal lives, or both? What are the positives and negatives?
- What type of education is required?
- Are their dream jobs in high demand? What are other options?

Activity 2: Assess Career Clusters and Positions

1. Facilitator selects a career survey to print or display web links for students to select; explain how to complete the survey.
2. Distribute My Career Clusters and Positions Worksheet.
3. Direct students to research their top three desired positions and identify the career clusters.
4. Students explore high demand occupations in the DC area.
5. Students will record the education requirements, compensation, skills, and career growth.
6. Discuss student findings.

Printed:

- Career Tech Interest Survey
- UCanGo Career Interest Survey

Online:

- https://futurescape.asa.org/
- https://www.mynextmove.org/explore/ip
- http://www.educationplanner.org/students/career-planning/find-careers/career-clusters-activity.shtml
- https://www.careeronestop.org/GetMyFuture/Toolkit/interest-assessment.aspx

Research Top Positions:

- Next Move – Job descriptions
- Career Videos - Career Videos
- Labor & Statistics - Salaries, Growth
- DC Top 50 Jobs – DC High Demand Occupations
- Find Jobs by Skill/Abilities

Optional Career Tools:

- Naviance – Record Career Plan
- Labor & Statistics – Games and Puzzles
- Bureau of Labor & Statistics – Explore Careers
- GoPursue.io

Notes:

My Dreams and Nightmares

My Dream Jobs/Careers	**My Dream Activities** (interests, hobbies)
My Dream Travel (where you would like to visit or live)	**My Nightmares** (careers, hobbies or places not interested)

Final Thoughts

What current strengths and skills do you have that meet the qualifications of your dream job?

What qualifications do you need to acquire to apply for your dream job (e.g., education, training/experience)?

Starting today, what will it take for you to obtain your dream job?

My Career Clusters and Positions

It is important to know what you are interested in and the skills needed to pursue a career. There are tools to help you identify your interests within career clusters or industries. Once you know the career cluster then you can explore the actual jobs within that industry.

Complete either the paper survey or the online tool to assess your interests and then record your top three career clusters.

My Top Career Clusters

_____

_____

_____

Use any of the following websites to identify the jobs in your career cluster.

1. https://www.mynextmove.org/
2. https://www.careeronestop.org/GetMyFuture/
3. http://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx?&frd=true
4. https://www.onetonline.org/find/descriptor/browse/Abilities/

My Top Cluster Jobs

Cluster 1 - Jobs	Cluster 2 - Jobs	Cluster 3 - Jobs

Websites to learn more about your career and top jobs in DC.

1. https://www.bls.gov/ooh/
2. https://does.dc.gov/page/washington-dcs-hot-50-jobs

My Overall Top Three Jobs/Career to Pursue

Job Title	Required Skills/Responsibilities	Education Required	Median Pay	Growth Rate

Putting It All Together - My Career Plan

Instructions: Using the information you researched, fill in the sections below.
Note: You can create more than one Career Plan for your top positions.

My Career Goal (Job Title):	

My main tasks and responsibilities for this role are:

The education for this position requires (e.g., associate, bachelor, or master's degree, certificate, on-the-job training):

Where will I obtain the degree, certificate, or on-the job training? How will the training be paid for?

The technical and soft skills need for this position are:

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

The technical and soft skills I already have for the position are:	To reach my career goal, I need to: *Note: include expected completion dates*
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Career Assessment Descriptions

Facilitators: Below is a brief description of the career assessment tools for you to determine what may work best for your students. It may be helpful to review and explore websites before presenting to the class. Consider taking a few of the surveys to assist students with any questions during class.

Assessment	Description/Comments
Career Tech Interest Survey (printed) https://careertech.org/student-interest-survey	Available in English and Spanish this illustrates top Career clusters for students. Good for students just beginning their college/career journey.
UCanGo Career Interest Survey (printed) http://www.ucango2.org/publications/student/ Career_Interest_Survey.pdf	Students have to count number of times they circled each letter which is time-consuming. In-depth approach. Careers listed are not comprehensive and students may research other options within the career pathway.
Finding Career Clusters (online) http://www.educationplanner.org/students/career-planning/ find-careers/career-clusters-activity.shtml	Comprehensive survey. Quickly provides students with career interests and their top skills. A better choice for students who are still learning about which career cluster(s) are right for them.
My Future Assessment (online) https://www.careeronestop.org/ GetMyFuture/Toolkit/interest-assessment.aspx	Asks for student likes and dislikes with more questions. It presents students with three general areas and specific careers within each. Good for giving more advanced students guidance and direction towards specific careers.
Find Jobs that Match Specific Skills or Abilities (online) https://www.onetonline.org/find/descriptor/browse/Abilities/	Students can search for jobs that match specific skills or abilities (e.g., work context – outdoors – crossing guard, landscaper, postal mail carrier). Great job ideas.
What Do You Want to Do for a Living? https://www.mynextmove.org/	Students can browse career descriptions and required skills by three categories: 1) keywords (enter dream job); 2) industry (over 900 career options); 3) unsure (suggest careers that match interests).
Personality Test (online) https://www.16personalities.com/free-personality-test	Takes less than 12 minutes and yields both four-letter personality types based on the Myers-Briggs system and a list of intriguing careers.
Psych Central – Personality Test (online) https://psychcentral.com/personality-test/start.php	Similar to the Myers-Briggs test but takes only seven minutes and measures five personality traits or preferences and your relationship with each. Shows immediate results with a score of each personality trait and a detailed description of each. Note: Survey asks two questions about voting, which is not applicable to students under 18.

Lesson 22: Public Speaking

Objective

SWBAT deliver a two-minute speech using a professional and confident tone.

Key Takeaways

- Public speaking is a common fear among many people but it is a top skill employers seek.
- Presenting information or pitching an idea at the workplace is a form of public speaking.
- Successful public speaking with poise and confidence requires consistent practice and preparation.

Introduction (10 minutes)

1. **Public Speaking Discussion Central Questions:**

   - What do you see and hear when a person gives a speech with poise?
   - What keeps or loses your attention while persons give a speech?
   - Explain why you or people are fearful of public speaking.

   Record student responses. Revisit the class definition of poise (poise: a dignified, self-confident manner or bearing; composure; self-possession). Example: Speaker makes eye contact with the audience.

2. **Activity 1: Review Public Speaking Rubric**
   Compare rubric statements with student responses (similarities and omissions).

Guided Practice (20 minutes)

3. **Activity 2: Critique a Speech**
   Students observe and critique Toastmaster video speech (7:30).

   Optional Activity: Invite a guest to narrate a speech.

Independent Practice (35 minutes)

4. **Activity 3: Speak Up**
   Students deliver two-minute speech based on random topic selection.

Check for Understanding (5 minutes)

5. Ask students to think about their speech. Record things done well and areas to improve on the Speak with Poise Reflection Sheet.

Higher Order Thinking Activity

Learning from the Greats
Have students use the Internet to find video footage of a famous speech. Have students watch the speech and record, at minimal, three specific public speaking techniques that the figure utilizes while speaking. Next, have the students deliver their own speech to the class that incorporates the traits they recorded.

Activity 1: Review Public Speaking Rubric

1. Distribute Public Speaking Rubric.

2. Ask students to compare the rubric statements with their responses stated during the introduction (similarities and omissions).

Activity 2: Critique a Speech

1. Play the Toastmaster video speech and instruct students to critique it based on the Public Speaking Rubric.

2. Discuss student feedback.

Video: Toastmaster Speech (7:30)
https://www.youtube.com/
watch?reload=9&v=7Tev43VNRlc

Activity 3: Speak Up

Establish norms for critiques: start with positive praise, respect each speaker, and support one another's development.

1. Facilitators provide an envelope containing various speech topics (e.g., people, places, objects, animals, or social issues).

2. Ask students to randomly select a topic and provide time for them to quickly research information to prepare their two-minute speech (about 250-300 words).

3. Instruct students to deliver their speech while classmates use the Public Speaking Rubric to critique.

4. Discuss how students felt speaking and specific rubric elements.

5. Discuss students speech evaluations.

Note: Facilitators determine the number of critiques required by each student.

Speak with Poise Reflection Sheet	
Three things done well in the speech	**Three things to improve**
1.	1.
2.	2.
3.	3.

Public Speaking Rubric

Student Name: _____ Date: _____

Criterion *Point Rating Scale* 1 to 5	Exceeds Standards Good Job! 5	Meets Standards Satisfactory 3	Below Standards Needs More Practice 1
Poise **Score:** _____	Calm, confident, stands straight, and connects with the audience (little nervous behavior)	Somewhat confident, good posture, with some nervous behavior that distracts a little from the content	Clearly nervous, uneasy; lacks confident posture; unable to connect with audience
Voice/Clarity **Score:** _____	Speaks clearly and loudly with no mispronounced words; uses appropriate tone and voice inflection	Speaks somewhat clearly with few mispronounced words; at times difficult to hear adequate voice inflection	Hard to hear or too loud; several mispronounced words; often could not understand; monotone
Topic Knowledge **Score:** _____	Main points are clear and organized; speaker is knowledgeable about the topic and uses supporting evidence	Several main points were clear; content topic somewhat organized	Main points are not clear; speaker is not fully knowledgeable about the topic
Delivery **Use of** **fillers** (um, you know, like, uh, er, etc.) **Score:** _____	Holds audience attention with interest in the topic; uses appropriate pauses. Rarely uses distracting fillers	Holds some audience interest; uses a few distracting fillers	Holds very little audience attention; delivery contains numerous distracting fillers
Eye Contact **Score:** _____	Makes natural eye contact with the audience throughout presentation (only a few brief glances at notes)	Adequate eye contact with audience; moderate focus on notes	Very little to no eye contact; too much focus on notes
Body Language (hand gestures, seating posture, facial expressions) **Score:** _____	Gestures and facial expressions appropriately complement message; sits up straight; comfortable use of hands	Gestures and facial expressions show some variety or spontaneity	Gestures and facial expressions lack variety, spontaneity or are inappropriate; fidgety with hands
Total Score: _____	**Comments:** (three things done well and three things to improve):		

Evaluator Name: _____
Source: Amherst Career Center

Tenacity | Professional Character Skills

Lesson 23: Networking – Turning It On

Objective

SWBAT evaluate and record their current networks, conduct an informational interview and write a follow-up email.

Key Takeaways

- Networking focuses more about building meaningful relationships than accumulating contacts—it's quality over quantity.
- Networking is a two-way street that should be mutually beneficial. Seek how you can bring value to the partnership and not only what you can get out of it.
- Send a follow-up email to contacts you meet and want to include in your network.
- Networking takes tenacity. Plan to expand your network. Make time to schedule face-to-face meetings to ask questions about your career field.

Good to Know

A professional network consists of any formal or informal relationship that influences or helps shape your career. These relationships can include friends, family, co-workers, or teachers, etc.

Introduction (10 minutes)

1. **Activity 1: Mapping My Network**
   Identify student social networks.

Guided Practice (10 minutes)

2. **Activity 2: Informational Interview Questions** Students review questions to ask during informational interviews.

Independent Practice (35 minutes)

3. **Activity 3: Speed Dating Interview Activity (20 minutes)**
   Students conduct informational interviews.
4. **Activity 4: Write a Follow-up Letter (15 minutes)**
   Students write follow-up interview letter.

Check for Understanding (5 minutes)

5. Students complete the Networking and My Next Steps worksheet.

   Optional Activity: Students identify one to two people with whom they would like to conduct an informational interview (community or school). Select and list five questions to ask them. Students will conduct the interview and report the experience and send a thank-you note.

Higher Order Thinking Activity

Business Card Design
Instruct students research what makes a business card look professional for a high school student. Students should design a personalized business card they would confidently distribute to employers.

During the research of business cards, have the students consider the following question: How do business cards differ for students and employees? Potential to get a printing company to donate business card printing services to class.

Activity 1: Mapping My Network

1. Ask students to think about the people they know.
2. Write their names on the Mapping My Network worksheet in the appropriate categories.

Central Questions:

- What did this exercise cause you to think about your professional network?
- Explain to students that they should continually seek to strengthen and grow their network, especially with professionals they rarely talk to or haven't yet met.

Activity 2: Informational Interview Questions

1. Distribute or display the example questions to ask in an informational review.
2. Ask students to select at least two questions and discuss why its important to know for their career choice.

Example Informational Interview Questions

- What is your current role?
- How did you get into your current position?
- Is there something you wish you had done or known earlier in your career?
- What is your biggest challenge in your current role?
- What do you dislike about your current role?
- Would you mind looking at my resume?
- What is the best way to get my foot in the door at your company?

- Are there any volunteer opportunities where you work?
- Do you know of any other people I should speak to?
- What did you study in school that helped you get to where you are today?
- What is your favorite thing about your job?
- Do you have any advice for me?
- How long have you lived in this city?
- Where are you originally from and how did you find your way here?
- Where did you go to school/college?
- What are your long-term professional goals?
- Did you always see yourself working in your current job?
- What skills have helped you throughout your career?
- What entry-level positions exist in your field?
- Do you have any questions for me?

Activity 3: Speed Dating Interview

1. Students will observe a mock informational interview by the teacher.

    Central Questions:

    - Ask students to explain the difference between a traditional and informational interview.
    - In a real informational interview (e.g. with a professional in your field of interest) what do you think you would enjoy about the interview?
    - What may be challenging or uncomfortable?

2. Distribute to students a career role sheet. Assign a career role as well as a copy of the Example Informational Interview Questions.
3. Encourage students to add to the background story of their role; students do not have to stick to the information on their sheet.
4. Pair students for the initial informational interview. Allow students 4-6 minutes and rotate to the next person.
5. Students can choose which questions to ask during the interview.
6. After students have completed several interview rounds, ask students to share feedback.

    Optional Activity: Invite professional business guests or teachers for students to interview.

Activity 4: Write a Follow-up Letter

1. Instruct students to review the Follow-up Letter/E-mail Tips and sample correspondence.

2. Read the school visit scenario and write a follow-up letter to Ms. Davis.

3. Ask for volunteers to read their letter.

High School Visit Scenario

James Patterson is a 12th grader at Mountain High School interested in building robots. Shannon Davis from Lockheed Martin came to his school to give a presentation about drones and her company during the Science Fair. He had a few minutes to talk with Ms. Davis about the type of robotics the company specializes in. James would love to have an internship with the company in the summer.

Mapping My Network

Category	I talk to these people daily	I talk to these people a few times a month	I talk to these people every few months, or less
Professionals			
Teachers/ School Staff			
Family			
Friends			

Speed Dating Interview - Career Roles

BARBER

How I got my job	I have several friends who are also barbers. We opened a shop together. Before that, I worked for a chain of barber shops.
My education and training	I completed a barber training program in Washington, DC.
What I like about my job	I enjoy working with customers and figuring out the style that works best for them. I like applying my creative talents.
My biggest challenges	We're a small business and keeping track of our accounts and ensuring we're making profit is a big challenge. You take a lot of risk as a small business.

BANKER

How I got my job	I worked at an internship for Wells Fargo for two summers in college. I developed a lot of contacts while working with them and they helped me get a job.
My education and training	I completed my bachelor's degree in finance at George Washington University.
What I like about my job	I enjoy working with numbers. I also like helping my clients achieve their financial goals. I really like the people I work with.
My biggest challenges	It is difficult to work with our partners in other countries because their cultural norms are different. Also, their work schedules are different due to the international time difference.

JOURNALIST

How I got my job	I worked at three internships in college for different newspapers. After graduating college, the contacts I developed helped me get a job.
My education and training	I earned my degree in journalism from the University of Virginia.
What I like about my job	I love chasing the next big story.
My biggest challenges	I have a lot of deadlines. I'm always scrambling to finish my stories. It's a lot to manage.

ENTREPRENEUR/BUSINESS OWNER

How I got my job	I worked for a major technology company for 10 years and then started my own business. I couldn't have started my business without my network, which I developed while working for a major corporation.
My education and training	I earned my bachelor's degree in computer science.
What I like about my job	I am my own boss. I get to make the decisions I want to make for my company.
My biggest challenges	Owning your own business is a lot of pressure. It's stressful.

CHEF

How I got my job	My uncle owns a restaurant and he gave me a chance to work in high school. My resume experience started there and allowed me to qualify for a job at a 5-star restaurant.
My education and training	After high school I completed a certificate in Culinary Arts from Prince George's Community College.
What I like about my job	I love the fast pace of the kitchen and the ability to work with my hands and move around. I enjoy what I do.
My biggest challenges	It can be a challenge to train younger, less experienced kitchen staff. We always need more talent.

Facilitator Notes:

Activity 4: Write a Follow-up Letter

Follow Up Letter/Email Tips

Following up with someone you met can help solidify your relationship with that person and give you a chance to ask further questions or arrange a time to meet one-on-one. Remember to obtain a business card or contact information before the end of your first meeting.

Some experts advise sending an email within 24 hours while others say within a few days, especially, if you met the

individual at a networking event. Waiting a few days sets your email apart from all the other follow-up emails the person may receive the next day. The point is don't wait too long to send. Sending neat, hand-written thank you notes or cards is another option to set yourself apart.

Your email should include:

- Correct spelling of contact name (use business card)
- Appreciation for their time
- A few details about your conversation, where you met and the date – helps the person remember you
- Interest in knowing more about their industry or career for a follow-up meeting – check LinkedIn to find out more about the person and seek permission to become part of their network

Sample Email Request for Meeting

Dear [contact's name],

It's been a pleasure or exciting [following your career/hearing you speak at X events/reading your work/keeping up with what you're doing]. In particular, I was impressed with [a piece of work you're particularly interested in]. If you have time,
I'd love to take/meet you for coffee and learn more about [something you're interested in].

Thanks so much,
[Your name]

• •

Sample Follow-up Email for Potential Employment
Jane Adams | 234 Longview Rd. | Saratoga Springs, NY 12286 | 518-555-1234 | jane.adams@email.com

Mr. Alan Thompson
ABC Legal Associates
123 Main St.
Albany, NY 12201

Subject: Thank you for taking time to speak with me

January 31, 20XX

Dear Mr. Thompson,

It was a pleasure meeting you at the Albany Young Business Professionals Reception last Friday. Your insights into the future of environmental law were fascinating and only increased my interest in the field. As you recommended, I contacted John Smith to discuss potential job openings at his firm. I will be meeting with him next weekend.

Please let me know if you hear of any other job openings for a paralegal in your firm, or if you have any further suggestions for people whom I should contact regarding open positions. I have attached my resume for your review.

Thank you so much for your assistance. I hope to see you at the Albany Young Business Professionals Cocktail Reception in the

fall. Sincerely,
Jane Adams

Check for Understanding

Networking and My Next Steps	
What are the three questions I will definitely ask during my next informational interview?	1. 2. 3.
What are three next steps I will take to tenaciously grow my network?	1. 2. 3.

Facilitator Notes:

Lesson 24: Interviewing – Marketing Yourself

Objective

SWBAT identify various interview methods, use confident body language and clear speech during a mock interview.

Key Takeaways

- Preparation is essential for any interview format employers decide to use when evaluating candidates.
- Body language, speech/voice, and clear responses to interview questions are critical to demonstrating poise.
- Practice articulating your brand and skills; reflect on your interview style and determine the areas you need to improve.
- Sending thank-you notes to interviewers sets you apart.

Good to Know

Ask for business cards or contact information for the people you met with. You can ask them as you meet them or ask the person who arranged the interview. Make sure you get the proper titles and email addresses for each of your interviewers prior to the end of your interview day so you can expedite your follow-up letter. Your follow-up communication should be sent immediately after the interview; either an email or even a hand-delivered thank-you card is usually the timeliest means of communicating.

Guided Practice (25 minutes)

1. **Activity 1: Match Interview Formats (10 minutes)**
   Distribute half sheet matching activity.

   Central Questions:
   - What interview format do you prefer and why?
   - What are some situations in which employers would choose certain interview formats?
   - What kind of preparation is important for each of the interview formats? Example: research company mission, values, review the job description, prepare questions to ask employers, etc.

2. **Activity 2: What are You Going to Say? (15 minutes)**
   Commonly asked interview questions.

Independent Practice (40 minutes)

3. **Activity 3: Mock Interview (20 minutes)**
   Role-play mock interviews.

4. **Activity 4: Write a Thank You Letter (20 minutes)**
   Students write a thank you letter.

Check for Understanding (5 minutes)

5. Ask students to explain the purpose of an interview and tips for a successful interview experience.

Higher Order Thinking Activity

Practice Makes Perfect

Instruct students to partner with a classmate. Students should start by asking their partner what career field they are interested in. Then ask them which company they would like to work for within that field. Each partner's job is to search for sample interview questions for an intern at that company.

Direct students to create a list of questions they expect to be asked by an interviewee (e.g. resume, career related questions, future aspirations, etc.). Each partner should take turns role-playing the interviewer and interviewee. Advise students to provide mutual feedback.

Activity 2: What Are You Going to Say?

1. Direct students to select three questions from the most commonly asked interview questions handout and write their responses.

2. Ask a few students to share their answers.

Activity 3: Mock Interview

1. Distribute Mock Interview with Poise Rubric and Questions to ask an Interviewer.

2. Group students in pairs. Direct them to role-play a short interview practicing the answers they wrote and asking at least two questions for the interviewer to answer.

   Optional: How to Answer Tell Me About Yourself (8:05)

   Central Questions:
   • What is the ease or difficulty of interviewing?
   • What can you do to prepare for a confident interview?
   • Discuss the appropriateness of the questions to ask an interviewer.

Activity 4: Write a Thank You Letter

Explain to students that sending an interviewer a thank you letter is definitely a way to set themselves apart from other candidates. Refer to Professional Writing lesson.

1. Review key elements to include in a thank you letter.

2. Instruct students to create a thank you letter for an interview for various positions: hotel concierge, cashier, inventory clerk, finance intern, IT help desk.

3. Ask a few students to read their letters.

Thank You Letter Key Points

• Re-emphasize core strengths and the value you bring to the company.
• Minimize any concerns the employer may have mentioned about your qualifications.
• Add important information you didn't get to discuss in the interview.

Facilitator Notes:

Activity 1: Match Interview Formats

Draw a line to match the interview format with the correct description.

1. In-person Interview

2. Phone Interview

3. Skype Interview

4. Panel Interview

5. Career Fair Interview

6. Group Interview

a. A first-round screening to determine if candidate is suitable for a lengthier interview

b. Meet with multiple interviewers at the same time

c. Impromptu interviews with only 10 or 15 minutes to sell yourself and make a positive impression on the recruiter

d. On-line video interviews

e. Multiple candidates interview together for either one position or multiple positions

f. Traditional interview with a solo interviewer asking a series of questions

Interview Formats (ANSWERS)
Draw a line to match the interview format with the correct description.

1. In-person Interview - **F**

2. Phone Interview - **A**

3. Skype Interview - **D**

4. Panel Interview - **B**

5. Career Fair Interview - **C**

6. Group Interview - **E**

a. A first-round screening to determine if candidate is suitable for a lengthier interview

b. Meet with multiple interviewers at the same time

c. Impromptu interviews with only 10 or 15 minutes to sell yourself and make a positive impression on the recruiter

d. On-line video interviews

e. Multiple candidates interview together for either one position or multiple positions

f. Traditional interview with a solo interviewer asking a series of questions

Activity 2: What Are You Going to Say?
Common Interview Questions

Know Yourself

- Tell me a little about yourself.
- What is your most memorable accomplishment?
- Where do you see yourself in five years?
- What is your greatest strength? Greatest weakness?
- What three things should I know about you?
- What are your hobbies, interests?
- What would you like to change about yourself?
- What is your definition of success? Of failure?
- How do you set goals?
- How do you go about achieving your goals?
- Describe your ideal job.

Handling Challenges

- How do you handle stressful situations?
- Do you like working under pressure?
- How do you deal with unexpected problems?

Your Work Preferences

- Do you prefer to work alone or with others?
- Are you a leader or follower? Please explain.
- What is your experience working with teams?

Why Should You be Selected?

- Why should I hire you over the other candidates?
- What can you tell me about yourself that will make me remember you?
- What key assets can you offer this job?
- Describe the process you go through to make a decision.
- What do you know about this position?
- Why did you apply to this company?
- How will you help our company?
- What kind of experience do you have for this job?

Sample Response to "Tell Me About Yourself"

I'll graduate in June from Jefferson High School with a GPA of 3.0. I volunteered 100 community service hours at a variety of organizations including: serving meals to the homeless, walking dogs, and packing groceries at a food bank. I also found time to participate on the debate team, serve on student council, and play basketball.

I usually have a positive outlook about life. I don't have any trouble jumping in to get started on a project and getting it done. I like working with teams the best.

Facilitator Notes:

Questions to Ask an Interviewer

The Job

1. What does a typical day look like?
2. What would my key responsibilities be?
3. What are the skills and experiences you're looking for in an ideal candidate?
4. What qualities does someone need to have to be successful in this position?

Your Performance

Understanding how your performance will be measured is key to understanding your supervisor's expectations and the company's overall goals.

5. What are the most important things you'd like to see someone accomplish in the first 30 days?
6. What goals will my performance be evaluated against?
7. What is the performance review process here? How often would I be formally reviewed?

Training and Development

Think of each new job not just as a job, but as the next step on your path to career success.

8. What type of training would I receive?
9. Are there opportunities for advancement or professional development?
10. Where have successful employees previously in this position progressed to?

Show interest in wanting to do the job and how you can meet the employer's needs. Avoid asking about salary or benefits during the first interview.

The Company

Learn a little bit about where you might work. I've read about the company's mission, but can you tell me more about _____?

11. What are the current goals that the company is focused on, and how does this team work to support reaching those goals?
12. Where do you see this company in the next few years?
13. What gets you most excited about the company's future?

The Team

14. Can you tell me about the team I'll be working with?
15. Who will I work with most closely?
16. Who will I report to directly?
17. Which other departments work most closely with this one?
18. What are the common career paths in this department?

The Culture

19. Is the office conservative or informal?
20. What is the company and team culture like?
21. How would you describe the work environment here—is the work typically team-based or more independent?
22. What's different about working here than anywhere else you've worked?
23. What is the expected work attire?

Next Steps

24. Before you leave, make sure that you're clear on the next steps.
25. What are the next steps in the interview process?
26. Is there anything else I can provide you with that would be helpful?

Activity 3: Mock Interview with Poise Rubric

Interviewee Name: _____   Date: _____

Suggested Interview Questions

1. Tell me about yourself.
2. Describe one strength and one weakness you have.
3. Tell me about a time you overcame a difficult challenge.
4. What is the most important skill you bring to an employer?
5. Describe how you would meet deadlines if given multiple tasks.
6. How do you handle stressful situations? Or deal with unexpected problems?
7. How do you achieve goals?

Criterion *Point Rating Scale* **1 to 5**	**Exceeds Standards Good Job!** **5**	**Meets Standards Satisfactory** **3**	**Below Standards Needs More Practice 1**
Poise **Score:** _____	Calm, confident; shows interest and prepared to answer questions; shows little or no nervous behavior	Somewhat calm and confident; shows interest in answering questions; shows some nervous behavior	Shows nervous and uneasy behavior; unprepared to answer questions or lacks interest
Body Language (hand gestures, seating posture, facial expressions) **Score:** _____	Gestures and facial expressions appropriately complement answers; sits up straight; comfortable use of hands	Gestures and facial expressions show some variety or spontaneity; sits up straight; comfortable use of hands	Gestures and facial expressions lack variety, spontaneity or inappropriate; fidgety with hands or slouching
Eye Contact **Score:** _____	Makes natural eye contact with the interviewer throughout interview	Makes moderate eye contact with interviewer	Makes very little to no eye contact with interviewer
Speech/Voice Use of fillers (um, you know, like, uh, er, etc.) **Score:** _____	Speaks clearly, effectively code switches; uses appropriate pauses; rarely uses distracting fillers	Speaks somewhat clearly with appropriate pauses; uses moderate code switching; uses few distracting fillers	Speaks vaguely with little use of appropriate pauses; unable to code switch; uses repeated distracting fillers
Clarity of thought answering questions **Score:** _____	Speaks using complete sentences; answers questions thoughtfully and directly; uses appropriate examples; easy to follow and understand	Speaks using several complete sentences; answers many of the questions thoughtfully and directly; moderately easy to follow with appropriate examples	Speaks with incomplete sentences; questions not directly answered or difficult to follow; provides no appropriate examples
Overall professional appearance **Score:** _____	Attire is professional (dress shirt, tie, suit/ blazer, dress/ skirt); student is well groomed	Attire is clean but casual (school uniform, khakis and polo); student is presentable	Attire is unprofessional (unclean, jeans/ sneakers, wrinkled) or distracting (ill fitting); student is not well groomed

Suggested Interview Questions

1. Tell me about yourself.
2. Describe one strength and one weakness you have.
3. Tell me about a time you overcame a difficult challenge.
4. What is the most important skill you bring to an employer?
5. Describe how you would meet deadlines if given multiple tasks.
6. How do you handle stressful situations? Or deal with unexpected problems?
7. How do you achieve goals?

Criterion *Point Rating Scale* **1 to 5**	Exceeds Standards Good Job! 5	Meets Standards Satisfactory 3	Below Standards Needs More Practice 1

Student Reflection: What two things did you do well during the interview? What two things do you want to improve?

Total Score: _____

Interviewer Name: _____

Comments (include at least two areas for student improvement):

Tenacity | Professional Character Skills

Activity 4: After Interview Thank You Letter Example

Jasmine Brown

123 Main Street, Anytown, CA 12345 · 555-555-5555 · jasmine.applicant@email.com

Current Date

Amanda Lee
Manager
Acme Retailers
123 Business Rd.
Business City, NY
54321

Dear Ms. Lee:
Thank you for meeting with me this morning to discuss the executive assistant position. I enjoyed our conversation, and I am very excited about the possibility of joining your team.

I know what it takes to run a busy and successful insurance office. In my last position as an administrative assistant for XYZ Company, I helped manage all aspects of the operation, handling tasks such as customer service reporting, invoice preparation, and ongoing communications with the managers and clients. You mentioned that you need an assistant who has strong "people" skills, and this is an area in which I excel.

Again, thank you for considering me for this exciting opportunity. I will be your "right hand"—helping you manage the day-to-day operations, volunteering for special projects, and ensuring the company is positioned for growth and increased profitability. Please feel free to call me if you need additional information, have any questions, or would like to offer me the job! Thank you for your time, and I look forward to hearing from you.

Sincerely,

Jasmine Brown
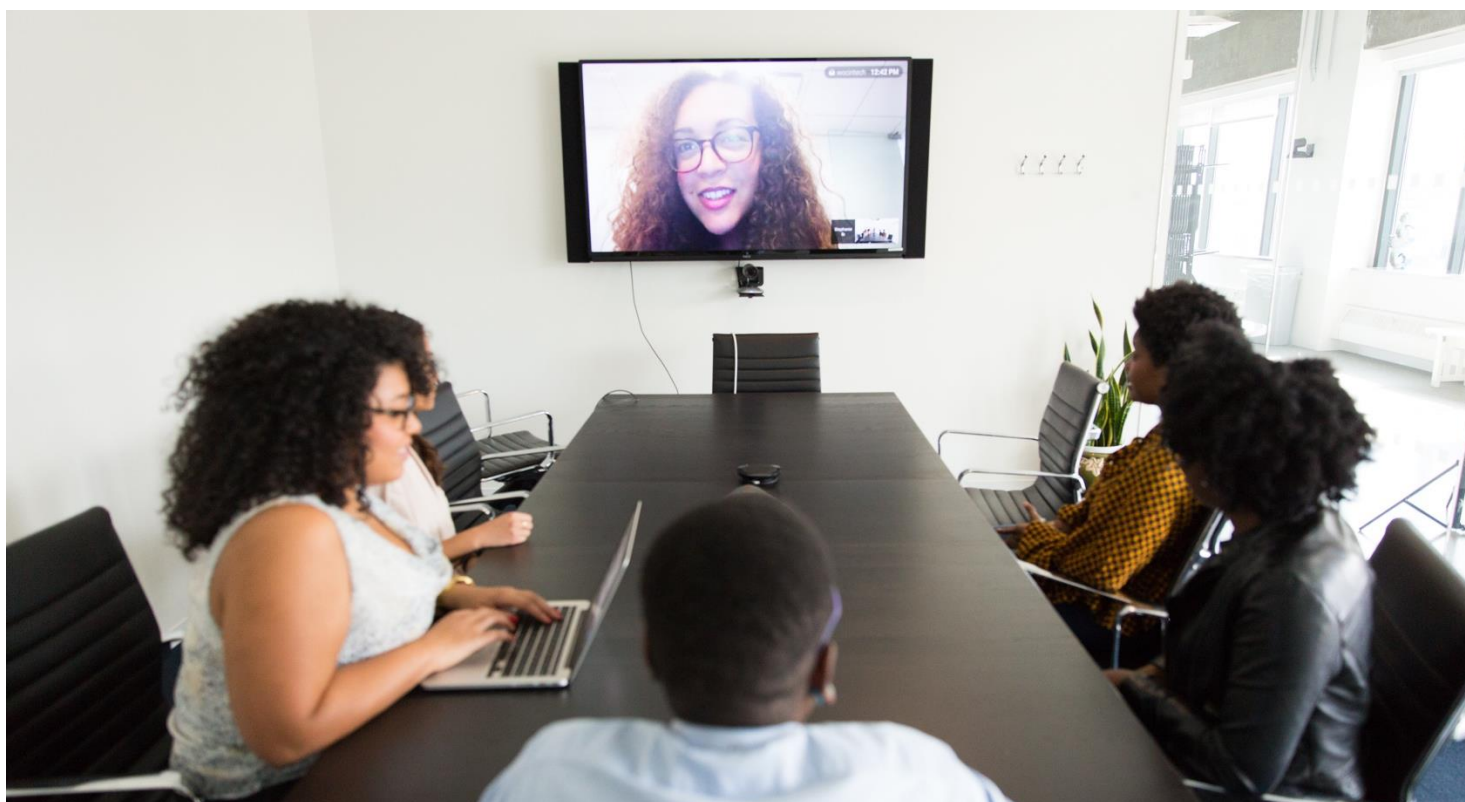
Lesson 25: Navigating Remote and Hybrid Work

Objective
SWBAT apply learning from previous experiences in remote school and work environments to create best practices for each work arrangement: remote, hybrid, and in-person.

Key Takeaways
- There are benefits and drawbacks of in-person, hybrid, and remote work arrangements.
- When working in any remote environment, including hybrid, communication and reliability are key to building trust and confidence with your employer.
- Remote work carries new norms and etiquette such as considering when to have the camera and microphone on or off based on the context of the meeting.
- Dress codes may or may not vary if you're in-person or remote. It's a great idea to ask your supervisor what is considered appropriate in each environment.

Guided Practice (30 minutes)

1. **Activity 1: Draw on personal experiences (5 minutes)**
Distribute the table for self-reflection activity.

2. **Activity 2: Empathize with Different Perspectives (15 minutes)**
In a structured way, students form groups to discuss different stances and preferences on remote work.

3. **Activity 3: Doing it Right, Doing it Wrong (15 mins)**
Students debrief the norms that surround virtual work environments and practices.

Independent Practice (15-30 minutes)

4. **Activity 4: Planning for Work Arrangements (15 minutes)**
Students synthesize the best practices they plan to implement in each type of work arrangement.

5. **Activity 5: Higher Order Thinking Activity (15 minutes)**
Students write an argumentative essay to remote work.

Check for Understanding (5 minutes)
Students read a cringe-worthy scenario and identify 3 ways the individuals could have handled it better.

Activity 1: Draw on Personal Experiences

1. Students to draw on personal experiences from both school and work to reflect on the differences, benefits, and drawbacks of each type of work.
2. Students choose which work setting they prefer most.

Activity 2: Empathize with Different Perspectives

1. Ask students to sort themselves into 3 corners of the room.
   - Corner A: People who prefer remote-only work.
   - Corner B: People who prefer hybrid (a mix of in-person and remote).
   - Corner C: People who prefer in-person full time.

2. Read this to the class: Some people thrive while working remotely. They accomplish more, focus better, and save time on the commute. However, some people thrive while working in person. They build relationships more effectively, pull teams into meetings more quickly, and enjoy being out of the house. It's very important to empathize with each perspective because it will help you advocate for your preferences, understand where your supervisor is coming from, and support your colleagues better.

3. Students form groups of three. 1 person from corner A, B, and C will become 1 group. In their new groups, students will each have 1 minute to explain their working environment preference, while the other two practice active listening.

Activity 3: Doing It Right, Doing It Wrong

1. Explain the purpose of this activity is to get students thinking about the norms that surround virtual work environments.
2. Give students the list of scenarios to brainstorm and start a 2-minute timer.
3. Ask students to share the funniest responses.
4. As a class, or with the same groups of 3 as before, brainstorm the **best** practices for each item in the list.

Activity 4: Planning for Work Arrangements

1. Explain the purpose of this activity is to help students formulate their plans for how they'll self-manage, communicate, and establish a reliable reputation in person and remotely.
2. Give students the list of questions to fill out individually or in pairs.

Activity 5: Higher Order Thinking Activity

1. Students write an email to their manager making a compelling case to work remotely a portion of the week. (This is basically an argumentative essay in a real world scenario.)

Check For Understanding

1. Students read a cringe-worthy scenario and identify at least 3 ways the individuals could have handled it better.

Activity 1: Draw on Personal Experiences

Instructions: Draw on your personal experiences from both school and work to reflect on the differences, benefits, and drawbacks of each type of work.

	In-Person Work Full Time	Hybrid Work (Sometimes in-person, sometimes remote)	Remote Work Full Time
How did you stay organized?			
What were the main methods of communicating with your teachers, supervisors, and peers?			
How did you call out sick?			
What were the benefits?			
What were the drawbacks?			
What did you "clock in" to work?			

Once you complete the table, identify which of these 3 work settings you prefer most.

Activity 2: Empathize with Different Perspectives

- Students sort themselves into 3 corners of the room:
    - Corner A: People who prefer remote-only work the most.
    - Corner B: People who prefer hybrid (a mix of in-person and remote) the most
    - Corner C: People who prefer in-person work the most
- Form groups of 3 with 1 person from each corner, so each group has a mix of different opinions.
- You have 1 minute to explain their working environment preference to the rest of the group while the other two listen actively to build empathy.

Activity 3: Doing it Right, Doing it Wrong

The purpose of this activity is to think about the norms that surround virtual work environments. In 2 minutes, brainstorm as many items as you can for each bullet point:

1. The worst times, places, and attire to be on camera:

2. The worst times to be unmuted:

3. The worst way to respond to a supervisor's email:

4. The worst method to ask a question to your supervisor:

5. The ways to show you're NOT reliable when you're remote:

Lesson 26: Your Rights as an Employee

Objective
SWBAT know which fundamental rights are protected at work and devise a plan for seeking support when incidents arise.

Key Takeaways
- All employees have rights that are legally protected, and most workers have resources to fall back on if situations arise.
- Equal Opportunity Employment Laws make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy and related conditions, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information.
- The Americans with Disabilities Act (ADA) requires employers to make certain accommodations for employees with disabilities.

Guided Practice (30 minutes)

1. **Activity 1: Employee Rights & Resources (10 minutes)**
2. Distribute the resources for students to read and write questions.

Optional Videos in TikTok style:
https://www.youtube.com/user/TheEEOC

3. **Activity 2: Court Case Study Jigsaw (20 minutes)**
   Students break into groups of 2-3. Each group chooses a different case to read about and summarize to the class.

Independent Practice (15-25 minutes)

4. **Activity 3: Individual Case Study (15 minutes)**
   Students choose a different scenario to research what is legally protected in each situation.

5. **Activity 4: Higher Order Thinking Activity (5 minutes)**
   Based on the scenario you just analyzed individually or with your group, what do you predict you would do if that situation happened to you?

Check for Understanding (5 minutes)
Students read 3 short scenarios. 2 are examples that were poor workplace etiquette, but 1 exhibits a fundamental right being violated. Students must identify the one that is legally protected.

Activity 1: Employee Rights & Resources

1. Distribute the articles and resources for students to read. Instruct students to write down questions they have, to debrief as a class.

2. Show these optional videos in TikTok style: https://www.youtube.com/user/TheEEOC

3. Explain to students the different resources to reach out to if they encounter troubles at the workplace. Examples include direct manager, an HR representative, a union representative if applicable, a DEI leader if applicable, a trusted mentor within the company, and worst case scenario, an equal opportunity employment mediator.

4. Ask students to predict who they should go to *first* for support, and how they should escalate their case if needed. For example, if someone makes an inappropriate joke, you wouldn't necessarily go straight to a 3rd party mediator.

Activity 2: Court Case Study Jigsaw

1. Break students into groups of 2-3. Assign each group 1 court case to study.

   - A: Racial discrimination in hiring

   - B: Harassment and employment decisions based on pregnancy, race, and religion.

   - C: Discrimination and Retaliation

2. Students read the summary of the case and identify:
   - who was harmed (victim)

   - who did the harming (offender)

   - what was the situation

   - which right was violated

   - who the Court ruled in favor of and why

3. Optional: student groups and do a two-minute presentation to the class to break down the key facts of the case, and who was in the wrong and why.

Activity 3: Individual Case Study

1. Independently, students choose a case from the same list. Students write the summary of the case and identify: who was harmed, who did the harming, what was the situation, which right was violated, and who the Supreme Court ruled in favor of.

Activity 4: Higher Order Thinking Activity

1. Based on the situation of the supreme court case, you read, what do you think you would do if that situation happened to you? Who could you talk to?

Check For Understanding

1. Students read 3 short scenarios. 2 are examples that were poor workplace etiquette, but 1 exhibits a fundamental right being violated. Students must identify the one that is legally protected.

Facilitator Notes:

Tenacity | Professional Character Skills

Activity 1: Employee Rights & Resources

Articles to distribute:

1. https://resources.workable.com/hr-terms/what-is-eeo
2. https://www.understood.org/articles/ada-accommodations-at-work
3. https://www.investopedia.com/terms/w/workers-compensation.asp

Show these optional videos which are produced by the Federal office for equal employment in TikTok style: https://www.youtube.com/user/TheEEOC

Activity 2: Court Case Study Jigsaw

Source: https://www.eeoc.gov/initiatives/e-race/significant-eeoc-racecolor-casescovering-private-and-federal-sectors#youth

1. Break students into groups of 2-3. Assign each group 1 court case to study.

- A: In September 2006, the Korean owners of a fast food chain in Torrance, California agreed to pay $5,000 to resolve a Title VII lawsuit alleging that a 16-year old biracial girl, who looked like a fair-skinned African American, was refused an application for employment because of her perceived race (Black). According to the EEOC lawsuit, the owner refused to give the teen an application and told her the store was not hiring anymore despite the presence of a "Help Wanted" sign in the window. After consultation among the friends, another White friend entered the store and was immediately given an application on request. EEOC v. Quiznos, No. 2:06-cv-00215-DSFJC (C.D. Cal. settled Sept. 22, 2006).

- B: In July 2012, hotel groups Pacific Hospitality and Seasons Hotel agreed to pay $365,000 and provide preventative measures. The EEOC charged in its lawsuit that the general manager persistently harassed and denigrated women, including those who were minorities and had strong religious beliefs, in violation of federal law. According to the EEOC, female employees were subjected to the constant use of racial slurs and derogatory sex-based and racial comments, yelling and physical intimidation. The EEOC also alleged that the general manager also illegally fired five women after they revealed they were pregnant. EEOC v. Pacific Hospitality LLC d/b/a La Quinta Inn Federal Way, No. 3:10-CV-5175 (W.D. Wash. consent decree entered July 3, 2012).

- C: In November 2010, a nationwide provider of engineering and janitorial services paid $90,000 to settle the EEOC's claim that it [fired] a building services engineer at a mall in Bethesda, Maryland in retaliation for complaining of race and sex discrimination. EEOC alleged that the engineer reported to his supervisor that the mall's operations manager was engaging in race discrimination and sexual harassment; the supervisor told the engineer to ignore the operations manager's conduct, and offered to relocate the engineer. EEOC also alleged that when the engineer declined to relocate, the provider [fired] him. The settlement also requires the offender to distribute written policies against discrimination in English and Spanish, to all employees and independent contractors who work for defendant in Washington, D.C., Maryland, and Virginia. Lastly, the company will provide discrimination and retaliation training of at least 2 hours to supervisors and managers in Washington, D.C., Maryland, and Virginia. EEOC v. Crown Energy Services, Inc., No. PJM 8:09-CV-2572 (D. Md. Nov. 30, 2010).

2. Students read the summary of the case and identify:

- who was harmed (victim)

- who did the harming (offender)

- what was the situation

- which right was violated

- who the Court ruled in favor of and why

3. Optional: student groups and do a two-minute presentation to the class to break down the key facts of the case, and who was in the wrong and why.

Check For Understanding

Read 3 short scenarios. 2 are examples that were poor workplace etiquette, but 1 shows a fundamental right being violated. Identify the one that is legally protected and explain why.

Scenario 1: Amaya has called out sick 6 days in the last 2 weeks. Her employer sends her a warning that termination is possible if she continues to miss work without providing a doctor's note.

Scenario 2: Nikouri is applying to be promoted to the open manager position. Her employer lets her know that this is not the right time for the company to promote her because she's about to go on maternity leave.

Scenario 3: Ximena Hart-Rodriquez just got a new job at a big company. 2 weeks in, a co-worker invites her to join the Hispanic/Latino/Latina affinity group, which meets once a month and provides a safe space for people of that identity.

[Correct answer: scenario 2 violates a legally protected right. Employers cannot make hiring decisions based on pregnancy.]

Student Capstone Project

The capstone project provides an opportunity for students to exhibit what they learned during the Tenacity course. The aim is to conclude the course with a portfolio of relevant documents and tips essential for post-secondary career and college success. Students should also have a clear understanding of the key character traits, poise, tenacity and initiative, and why they are necessary for life and the workplace.

The project engages students in personal reflection, critical thinking, creativity, reading, writing, problem-solving, and peer collaboration. It also integrates organization and time management skills.

Below is a capstone checklist with suggested activities that can be customized for your class. Activities can be completed in any order. Inform students about the capstone project as early as the first day of class (write on the board or distribute as handout).

This should establish course credibility, promote student participation, and completion of lesson activities. The facilitator determines the timeline for completion and submission, document packaging requirements, and the grading scale.

Capstone Checklist	Tenacity Lesson(s)
□ **Activity 1:** Final Resume/Personal Brand Statement	Lessons 7, 19
□ **Activity 2:** Cover Letter	Lesson 20
□ **Activity 3:** Interview Ready Statements	Lessons 22, 24
□ **Activity 4:** Ready for the Workplace	Lessons 2, 3, 14, 25, 26
□ **Activity 5:** College and Career Plan	Lessons 2, 12, 21
□ **Activity 6:** Workplace Etiquette - Top 6 Tips	Lesson 9, 25
□ **Activity 7:** Pecha Kucha Communication Presentation	Lessons 8, 10, 14, 22
□ **Activity 8:** Smart Money Management	Lessons 15, 18

IDEAS

Capstone Project Activities

Activity 1: Final Resume/Personal Brand Statement (Lessons 7, 19)

Description
In this activity you will demonstrate your understanding of an effective resume and the importance of a clear and concise brand statement. You will create or update a final resume containing its relevant elements and your personal brand statement describing your character and aspirations.

Requirements
Finalize your resume with current information, clear sentences, and correct spelling and grammar. Use the Resume Writing rubric to guide you. Review and finalize your brand statement that is no less than five (5) sentences. Include centered titles, "Your Name", second line, "Personal Brand Statement." Ask a classmate, friend, or family member to review your documents with feedback.
Make changes as needed.

Optional Activity: Create business cards with a shortened personal brand statement and custom logo.

Activity 2: Cover Letter (Lesson 20)

Description
In this activity you will demonstrate your understanding of an effective cover letter by creating a basic cover letter
containing its relevant elements that can be customized for specific positions.

Requirements
Create your cover letter for a position you would like to have. Include clear sentences, correct spelling and grammar, and company name of your choice. Use the Cover Letter Writing rubric to guide you. Ask a classmate, friend, or family member to review your document with feedback. Make changes as needed. Submit your brand statement, resume and cover letter paper-clipped together (in that order).

Activity 3: Interview Ready (Lesson 22, 24)

Description
In this activity you will demonstrate your grasp of common interview questions asked by employers and realize the importance of preparation before an interview. You will select three employer questions and a classmate to role-play a mock interview. No reading from a script is allowed, which means you must write and practice your answers before your assigned mock interview day. You should also include two questions to ask the employer about the company.

Requirements
You must type your answers to your selected interview questions (including two questions for employers). Submit them to your teacher before the mock interview. You and your partner should schedule a time to practice before the actual role-play. Use the Interview rubric to guide you.

You have seven (7) minutes to complete the interview. Professional dress and using appropriate code switching are encouraged.

Note to Facilitator
Activity requires a scheduled class time for student role-play interviews (e.g., schedule interviews for specific day of week or half a class. Allow students to select day and/or time slot).

Common Employer Interview Questions

- Tell me a little about yourself.
- How do you set goals?
- Why do you want a job with our company?
- Do you prefer to work alone or with others?
- How do you handle stressful situations? Or deal with unexpected problems?
- What are you most proud of? Greatest accomplishments?
- How do you achieve goals?
- Tell me about a conflict you had and how did you handle it?
- Why should we select you for this position?
- What is your greatest strength? Weakness?
- Describe how you would meet deadlines if given multiple tasks.

Common Interview Questions

Question 1: _____

My Answer: _____

_____

_____

_____

_____

_____

Question 2: _____

My Answer: _____

_____

_____

_____

_____

_____

Question 3: _____

My Answer: _____

_____

_____

_____

_____

_____

My Questions for the Employer

Question 1: _____

_____

_____

_____

Question 2: _____

_____

_____

_____

Facilitator Notes:

Activity 4: Ready for the Workplace (Lessons 1, 2, 3)

Description

In this activity you will demonstrate your understanding of soft skills, what employers expect, and the character traits you need to develop for workplace success. You will create a written assignment about what you learned in the lessons: Tenacity Introduction, Set Yourself Apart, and Know Thyself.

Requirements

You are a newspaper reporter and have been asked to write an opinion article telling readers about the soft skills employers are seeking. You should describe how they contribute to successful workplace relations and provide tips on how to develop them.

The article submission should be typed in a two-column layout. Include an eye-catching title with a minimum of four (4 paragraphs) for the content. Proofread for correct spelling, grammar, and sentence structure.

Note: Review the Washington Post or Express for layout and design examples.

Activity 5: College and/or Career Plan (Lessons 2, 12, 21)

Description

In this activity you will demonstrate your grasp of setting college and career goals and the action steps to accomplish them. You will create a road map, diagram or graphical depiction displaying your post high-school plans. Note: Review your personalized "Guide to Graduation, College, and Career" and Naviance for assistance. For further guidance, review How to Access Guide to Graduation, College & Career.

Requirements

Your project submission can be created using Microsoft Word, PowerPoint, artistically hand-drawn, or on a poster board using magazine photos. It must be understandable, neat, and include correct spelling and grammar. Whatever medium you decide to use, it must contain the following elements:

1. Clear description of at least two (2) career options and/or colleges you desire to pursue.

2. Required qualifications and skills (soft and hard) required for each job or college.

3. At least three (3) strengths or skills (soft and hard) you currently have that meet the qualifications.

4. At least three (3) skills (soft and hard) you need to develop or improve to attain your desired job or college choice.

5. Specific action steps you plan to do to attain your college and career goals.

Activity 6: Workplace Etiquette Top 6 Tips (Lesson 9)

Description

In this activity you will demonstrate your awareness of workplace etiquette and how it relates to poise, tenacity and initiative. You will create your own "tip sheet," stating specific behaviors you plan to practice in the workplace.

Requirements

Review the Workplace Etiquette lesson and select two behaviors from each category: What you say, What you do, and How you work. You will record a total of six (6) behaviors and explain how practicing them can help you advance at the workplace.

Facilitator Notes:

Workplace Success: My Top 6 Tip Sheet

Six workplace behaviors I intend to practice every place I work.

1

2

3

4

5

6

Reflect on the six behaviors you selected. Describe how they can affect your advancement at the workplace. Explain how they relate to poise, tenacity and initiative.

Activity 7: Pecha Kucha Professional Communication Presentation (Lessons 8, 10, 14, 22)

Description
In this activity you will demonstrate your knowledge and application of professional communication skills (code switching, public speaking, nonverbal, etc.) that are necessary for building and maintaining positive relationships. You will create and present a Pecha Kucha PowerPoint presentation (a presentation technique with a set number of slides and speaking time for each slide).

See Pecha Kucha website or google the term for more details and samples https://www.pechakucha.com/. You will also evaluate your ability to handle conflict.

Requirements
You will deliver a two-minute Pecha Kucha PowerPoint presentation highlighting the key communication skills you learned. The PowerPoint presentation must include seven (7) slides. The first one is your title slide. The other six (6) slides are set for 20 seconds each and must contain one picture (image) per slide that represents your key communication points.

This requires planning and practice, as the slides automatically advance after 20 seconds to the next slide. You will also complete and submit the conflict communicator exercise. Tips to get started with your presentation:

1. Carefully review your notes for the above lessons (seek help from facilitator or classmates, if necessary).
2. Record the key points you learned.
3. Research and select six (6) images that best depict what you learned.
4. Create a title slide that includes your name, a creative title, and date (no picture on this slide).
5. Insert one picture on the remaining slides (picture should fill the entire slide).
6. Write your script for each slide that is 20 seconds long (about 30 words); script should include key points you are making and why it is important to life and the workplace.
7. Set up your PowerPoint slide timings. See video to learn how to set up slide timings Set up Slide Timings.
8. Email your presentation to your teacher
9. Practice, Practice, Practice.

Note to Facilitator
Activity requires a scheduled day(s) for student presentations. Student slides must be compiled into a single PowerPoint presentation set for 20 seconds per slide (except the title slide). Once slides are compiled, inform students at start of class, the order in which they will present. They must be attentive and ready, as the slides advance automatically.

Are you an Effective Conflict Communicator?

Answer Key
1. When a classmate keeps talking without a pause and you want to say something, do you…
   a) Politely interrupt
   b) Talk over them
   c) Wait for them to finish
2. While someone is talking, do you…
   a) Focus on what you want to say next
   b) Listen, trying to pick out the main issues
   c) Wait for them to finish so you can make your own point
3. When you don't understand what your manager is saying, do you…
   a) Pretend that know what he or she is trying to say
   b) State that it doesn't make sense to you
   c) Ask for clarification
4. When your co-worker is talking, do you…
   a) Nod your head in understanding
   b) Read your cell phone text messages
   c) Cross your arms
5. In a disagreement, do you…
   a) Assume that you know the motives of the other party
   b) Ask questions to discover the underlying issues of the other party
   c) Take what the other person is saying at face value
6. Bringing up past issues in a conflict …
   a) Is sometimes acceptable
   b) Is a great weapon
   c) Should be avoided
7. In a disagreement, yelling is…
   a) An effective way to show emotion
   b) Is unprofessional, trying to stay calm is better
   c) Bad only if it hurts the other person's feelings

8. When you feel like you are not being understood do you…
   a) Try and explain things again in a different way
   b) Get angry
   c) Repeat what is said

9. When listening, it is…
   a) OK to absently stare or do other things
   b) Important to have good eye contact
   c) Unimportant to pay attention

10. If you want to stop the argument, do you…
   a) Angrily walk away from the situation
   b) Change the subject
   c) Calmly explain that you need some space to calm down and think

Source: Unknown

Total Score: _____

What is your communication level? What do you need to improve?

_____

_____

_____

Facilitator Notes:

Calculate Your Score

Circle the number for each letter you selected on the questionnaire. Add all your circled numbers and write the total on the total score line. Record your total on the front page and your communication level.

QUESTIONS	NUMBERS FOR SELECTED ANSWERS		
	A	**B**	**C**
1.	2	1	3
2.	1	3	2
3.	2	1	3
4.	3	2	1
5.	1	3	2
6.	2	1	3
7.	1	3	2
8.	3	1	2
9.	2	3	1
10.	1	2	3

Total Score: _____

Scale

30-25 points
You are a good communicator! You are on the right track towards effective communication. If you maintain this attitude you will be able to prevent conflicts from escalating and your personal relationships will benefit.

24-18 points
You have the potential to become a good communicator but there is still room for improvement. Remember to listen closely to what the other person is saying and to think before you react.

17-10 points
There's still a lot of work to do. Your ability to communicate has room for improvement. You tend to over react, with the potential to make awkward situations worse. Calm down and separate the person from the problem.

Activity 8: Smart Money Management (Lessons 15, 18)

Description

In this activity you will demonstrate your basic understanding of gross and net income, real-life living expenses, and how to manage finances by creating a spending plan.

Requirements

Read the scenario below and complete the questions. Some external research may be necessary for calculations. *Note: An Excel spreadsheet is acceptable.*

Scenario

Maya just started a new position earning $25 per hour and works 35 hours per week (paid twice a month). She is single and declared herself as an exemption on the W-4 form.She lives in an efficiency apartment paying $1000 and $75 for electricity per month. Maya daily rides the metro bus and sometimes makes two connections to get to work or run errands. She has a cell phone paying $75 a month, TV/cable $150/month, and eats at Chipotle every day for lunch.

Thankfully, she has no credit cards, but she loves shopping at Macy's and will spend her last $35 for make-up or buying miscellaneous things from CVS with her debit card. Maya
is struggling and runs out of money before her next pay check. She is sometimes late paying bills and does not have a spending plan (budget).

Create a spending plan for Maya and provide a minimum of three recommendations to help Maya start saving money.

Expense	Est Amount
Rent	$1000.00
Electric	75.00
Cell Phone	75.00
Cable	150.00
Transportation	65.00
Dining out - Chipotle	200.00
Misc – Macy's, CVS	35.00
Total Expenses	**$1600.00**
Surplus/Deficit	**-$192.00**

Answer Key (Answers may vary)

1. **Calculate Maya's Monthly Net Income:**
   $1408 **Resource:**
   https://www.paycheckcity.com/calculator/hourly/

Calculate Maya's Monthly Expenses

After reviewing Maya's income and spending habits, what three recommendations do you have for her to save some money?

- Select basic cable plan to reduce cable bill
- Research a less expensive cell phone plan or get a Tracphone
- Take lunch instead of eating at Chipotle
- Buy monthly metro bus pass for unlimited rides instead of paying for single fares
- Seek a roommate (cut rent in half)
- Secure a part-time job (to increase income)
- Maya needs to regularly track and record all of her spending to determine needs from wants

2. **Create a Monthly Spending Plan (Budget) for Maya**
   Total budget items should equal total income ($1408). Include new saving recommendations and other important budget items.

Expenses/Savings	Amount
Rent	$1000.00
Electricity	75.00
Transportation (bus pass)- www.wmata.com	35.00
Cell Phone (new cell phone carrier)	50.00
Cable (only basic cable no premium channels)	75.00
Misc/Entertainment (reduce eating out)	28.00
Food (missing from narrative)	75.00
Savings (include for future emergencies)	70.00
Total	**$1408.00**

Appendix

Tenacity Video Clips and Articles

Below is a collection of additional video clips and articles you can use to support the Tenacity curriculum.

Lesson 1 - Introduction
The Pursuit of Happyness (2:15)
Malala Yousafzai Initiative (2:21)
Obama Confronts Heckler (3:02)
Every Kid Needs a Champion (7:45)
Finishing a Race on One Leg (2:35)
Impose your Will (8:02)

Lesson 2 – Set Yourself Apart
Fox News Soft Skills (3:34)
Article: Soft Skills to Help your Career

Lesson 3 – Know Thyself
EL Importance Animated (7:25)

Lesson 4 – Employment Types
Telecommuting Good for Business (1:57)

Lesson 5 – First Impressions
Skit - First Impressions (4:52)
Article: How to Make First Impressions Count

Lesson 7 – Creating Your Own Brand
What is Your Personal Brand? (1:00)
Steps to Create Your Brand (4:11)

Lesson 8 – Communicate with Finesse
What is Code Switching (5:12)
Student Struggles (:45)
Code Switching Explains World (1:36)
Teen Code Switch TedTalk (7:48)
About Body Language (2:46)

Articles:
Obama Code Switching
Code Switching in Business
About Body Language

Infographic: Tips for Effective Communication

Lesson 9 – Workplace Etiquette
Starting a New Job (5:42)

Lesson 11 – Digital Footprint
Social Media Footprint (1:58)
Article: 12 Student Social Media Don'ts

Lesson 13 – Diversity Awareness & Self Advocacy
Article: Importance of Self-Advocacy

Lesson 14: Coping with Conflict
Co-worker Conflict (1:37)
Conflict Teen Talk (4:09)
Animated Dealing w/Conflict (4:44)
Bullying Drama (9:52)
Student Conflict Solvers (5:12)

Article: Wake Forest Coach Accused of Punching Tourist

Lesson 15 – Decisions! Decisions!
Every Decision Counts (3:50)
Life Choice - Celebrity Movie (9:59)

Lesson 17 – Time Management
Pomodoro Technique (:40)

Lesson 20 – Cover Letter Writing
Article: 10 Steps to Dynamite Cover Letters

Lesson 21 – Exploring Careers
Follow Your Passion (3:53)

Lesson 22 – Public Speaking
Toastmaster's Speech (7:30)

Lesson 24 – Interviewing
How to Answer Tell Me About Yourself (8:05)

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