

Problem-Solving

WEEK 1 (January 6-9)

SKILL: Practice individual and team problem-solving skills.

OBJECTIVE: Students will solve logic problems as individuals and in teams. The following Career Periods will be working together on TUESDAY THROUGH THURSDAY:

Mr. Kirby and Mrs. Mlady
Mr. Stevens and Mr. Conn
Mrs. Friedrich and Mrs. Stratman
Mr. Fuller and Mrs. Clausen
Mrs. Vanness and Mrs. Eddie

(Please decide which room you will be meeting in and let your students know on Monday. You will be meeting together on Tuesday through Thursday.)

PREPARATION:

MONDAY: Welcome students back. Share vacation highlights, etc. Explain to the students that the rest of the week will be spent with another career period. See the list above.

TUESDAY THROUGH THURSDAY: Please meet with your assigned career period. You have been given a logic problem for your students to solve—or attempt to solve. Please go over the instructions (handout) with your students on how to solve these problems. Let the students work on the problem by themselves for the first day, then divide the students into teams of 3 or 4 and let them work together on solving the problem. Please mix your career period students. This will be challenging, fascinating, and entertaining. Have some FUN!

Collect their team responses and then share their answers. Also, have a discussion on how their team worked on the solution. Was it easy? Did your team get along? Was it frustrating?

Does My Career Fit Me?

WEEK 2 (January 13-16)

SKILL: Career Re-Check

OBJECTIVES: Students will be able to complete a “Ven Diagram” in which compares their educational goals, training goals, and personal characteristics with their career choice at this time.

PREPARATION:

The instructor, using a whiteboard or Active Board, will model their own development of a Venn Diagram based on their career choice. Then the students will be instructed to list education training requirements and a minimum of 4 personal characteristics for current job-of-choice and for self in the left and right hand sections of the Venn Diagram. Students will list, in the center of the Venn Diagram, all education, training, and personal characteristics that are the same for their current job-of-choice and for themselves that are the same in the center of the Venn Diagram.

Encourage students to use the Venn Diagram process as they continue their observations and explorations of the World of Work. Essential question: Why is it important that individual characteristics fit with characteristics needed for life career goals?

Leadership

WEEK 3 (January 20-23)

SKILL: Leadership

OBJECTIVE: The students will model ethical leadership and effective management. **Wednesday and Thursday's activity will be done with another Career Period. See the list below.**

PREPARATION:

MONDAY: Grade check first then begin the week by talking about leadership. The definition for leadership is "*the action of leading a group of people or an organization.*" The first part of this curriculum includes your students compiling a list of qualities they think all leaders should possess. This should be at least 10 or more qualities. Have one student be your recorder. We will compare the lists with each career period and share the qualities listed.

TUESDAY: Please have your students (and yourself) go to the following website and take a survey to find out each person's leadership style. This should take about 10-15 minutes. There are 30 questions. Some questions refer to how a person is at work. Remind the students that this would be at school for them. Help your junior high students understand some of the questions.

<http://www.yourleadershiplegacy.com/assessment/assessment.php>

Copy and paste the results in a word document and save. Have the students add a short reflection on their results.

WEDNESDAY AND THURSDAY:

The following Career Periods will be working together on these two days:

Mr. Kirby and Mrs. Vanness
Mrs. Mlady and Mrs. Friedrich
Mr. Stevens and Mrs. Eddie
Mr. Conn and Mrs. Clausen
Mrs. Stratman and Mr. Fuller

Have the students pair into groups and problem solve the attached scenario. You decide how many students in a group—just be sure your groups include students from different career periods. You will want to make copies of this scenario for your students. A recorder should key their groups' comments and solutions by using the following "**resolute**" steps as a guide to be sure they have completely thought through all aspects of the scenario. You may want to copy this for your students as well. The final results will probably only be a paragraph or so when they are done.

Relevant facts—Define the problem.

Ethical issues—What is being challenged?

- laws, regulations, health, safety, someone's values or rights, values such as honesty, respect, equality

Stakeholders—Who will be affected?

- How could each stakeholder be affected?

Options—What are all the alternatives?

- Do the options reflect view of stakeholders?

Likely Outcomes—Each option's results.

- Who would be helped and who would be hurt? Are laws and policies followed? Are ethical values being honored? Are moral Principles being honored?

Unacceptable options—Eliminate options.

Tests—Rank and choose an option, then ask:

- Would a virtuous person make this choice? What if my decision appeared in the newspaper? Would I choose this if I were adversely affected? Will others trust me? Will I respect myself?

Ethical Decision—Explain how you make the decision. What compromises did you make?

Conflict Resolution

WEEK 4 (January 27-30)

SKILL: Conflict Resolution

OBJECTIVES: Students will engage in discussion and learn skills in how to effectively and ineffectively resolve issues or problems with one person or group of persons.

PREPARATION:

Handout provided (“Managing Conflicts”) Have students answer questions on the second page of the worksheet. Facilitate discussion regarding students’ relationships and conflicts. The questions on the second page of the worksheet will serve as prompts to “break the ice.” Distribute and discuss “Alternatives for Solving Conflicts” handout. For the follow up discussion, ask the students to answer the following or similar questions of your own. What did you learn about yourself during this activity? Which of the six alternatives would you like to try more often?

Collect and review worksheets with student responses. Use as means to identify those who may be having difficulty negotiating conflict.

Elementary Project

WEEKS 5-7 (February 3-20)

SKILL: Elementary Project

OBJECTIVES: Students will plan a career project for elementary students. Presentations for this project will be done on February 19 (date subject to change).

PREPARATION:

The students will work together to develop a career project that will be presented to an elementary class. The tentative date for the presentations will be February 19. We are planning on presenting during 6th period on this day. The presentations should take the entire class period. The project needs to incorporate something to do with careers. In addition to a presentation, students will need to make something that could be left with the students—for example, a coloring book or bookmarks, etc. A career period may want to focus on just one of the career fields or on one of the career clusters or on the college and career-readiness skills from the middle of the career field model (teamwork, communication, etc.). Be sure that the topic and presentation are age appropriate to fit the age group assigned to them.

The presentation may be a slideshow or a skit or a video (PSA) that they prepared. They could make comic strips or go animate videos. This should be a fun presentation as well as help the elementary students start to learn about careers. Please be sure that the students use some sort of technology during this project.

The following table shows which career period has been matched up with which elementary class:

CAREER PERIOD	ELEMENTARY CLASS
Mrs. Eddie	Pre-School
Mrs. Clausen	Pre-Pre-School
Mr. Kirby	Kindergarten
Mrs. Mlady	1 st Grade
Mr. Stevens	2 nd Grade
Mrs. Friedrich	3 rd Grade
Mr. Conn	4 th Grade
Mrs. Stratman	5 th Grade
Mr. Fuller	6 th Grade (1/2)
Mrs. Vanness	6 th Grade (1/2)

Etiquette

WEEKS 8-9 (February 24 to March 6)

SKILL: Etiquette

OBJECTIVES: Students will practice proper etiquette as related to introductions, phone, and table manners. Two weeks have been allotted for this topic. A tentative time frame has been included, but if you think you need more time on one and less on another, please feel free to make adjustments as needed.

PREPARATION:

Days 1-2: Begin this unit by helping the students learn the correct way to introduce themselves to someone as well as introducing other people to someone. Please use the following websites to begin your discussion. When finished, have the students practice. NOTE: You will need to override these websites.

Handshake Etiquette Websites:

<http://etiquette.about.com/od/Professional-Etiquette/tp/7-Tips-On-Proper-Handshake-Etiquette.htm>

<http://socialanxietydisorder.about.com/od/copingwithsad/ht/shakehands.htm>

Days 3-4: Talk about proper etiquette while on the phone, either speaking or texting. Have the students prepare an appropriate voice mail. Then enter this voice mail message on their cell phones. If they do not have cell phones, have them record their voice mail message using Garageband. Listen to their message. The following websites offer tips and suggestions for phone and cell phone etiquette:

Phone Etiquette (voice mail)

<http://operationstech.about.com/od/informationtechnology/a/PhoneVMGreet.htm>

Cell Phone Etiquette

<http://etiquette.about.com/od/Smartphones/a/Cell-Phone-Etiquette.htm>

Days 5-6: Talk about the correct manners to use during a meal. The following websites offer tips, etc. Please share this information with your students. There are several websites, so you may want to assign students to read and present to the group. Finally, once you have gone over the tips, have your students practice these tips while eating a fake meal.

Table Manners

<http://etiquette.about.com/od/TableManners/a/Table-Manners-And-Dining-Etiquette.htm>

Tipping, Talking, and Tableware

http://www.lifescrpt.com/soul/self/growth/tipping_talking_and_tableware_25_etiquette_tips.aspx?gclid=CMiezJuCubsCFRSIfgodT1gAVA&trans=1&du=1&ef_id=HnNObXfN630AAMLy:20131218051555:s

Business Dining Etiquette

<http://www.udel.edu/CSC/pdf/BusinessDiningEtiquette.pdf>

Table Etiquette

http://us.wow.com/search?q=table+etiquette&s_chn=77&s_pt=aolsem&v_t=aolsem&s_cs=-5377721570978100768&s_it=mid_research

Top Ten Table Manners

<http://www.emilypost.com/table-manners-sub-menu/top-ten-table-manners>

Social Media Etiquette

WEEKS 10-11 (March 10-20)

SKILL: Social Media Etiquette

OBJECTIVES: Students will learn about the importance of social media etiquette. Speakers from the ESU will be presenting information on March 12 beginning at 1:00. This will take all of 6th and 7th periods. When the speakers are done, students will return to their Career Periods and reflect on the comments from the speakers.

PREPARATION:

Please share the links listed below with your students. You will need to override the links more than likely, so you may want to just put the websites up on your screen. Discuss the information found on the websites.

<http://facebook101.areavoices.com/>

<http://www.linkedstrategies.com/social-media-etiquette-10-commonly-overlooked-best-practices-in-social-media/>

Have your students compile a list of possible questions that they could ask the speakers during the presentation on Wednesday, March 12. Please remind your students to take notes during the presentation.

WEDNESDAY, MARCH 12: Speakers from the ESU will be presenting from 1:00-2:30. Please meet in the gym.

THURSDAY, MARCH 13: Have the students reflect on the information they learned from the speakers. Select one student to record the comments from your group. Collect the information and add to your binder.

MONDAY-THURSDAY, MARCH 17-20: Activities will be provided from the ESU speakers.

Team Building

WEEK 12 (March 24-27)

SKILL: Team Building

OBJECTIVES: Students will take part in a team building exercise to learn the importance of good communication and team work to solve problems.

PREPARATION:

In the handout provided, the students will be involved in a team building activity called "Mine Field." This is an activity that creates communication, trust, and safety. Some suggestions would be to use bean bags, soft foam noodles, cones or flat objects for the mines, do not use rubber or plastic balls for the mines because someone might roll and ankle. Have the students draw names out of a hat or you the instructor pick the pairs. Following the exercise have the students journal a paragraph or two about this exercise.

Service Learning

WEEK 13 (March 31-April 3)

SKILL: Service Learning

OBJECTIVES: Students will examine ways to participate in community service and set personal goals for involvement.

PREPARATION:

- 1.) Ask Students what comes to mind when they hear the words “Community Service?” Start a list on the white board or Active Board for their answers. Add serving others and getting now monetary value in return if they are not mentioned.
- 2.) Define Community Service: A service that a person performs for the benefit of his/her local community.
- 3.) Using a group discussion format talk about the importance of Community Service and being involved. Refer the students to Handout 1 “What Can I Learn from Community Service?” Review the positive aspects of participating in Community Service.
- 4.) Discuss the different venues in your area that provide community service opportunities that students can participate in. Start a list on the board.

Service Learning

WEEKS 14-17 (April 7-May 1)

SKILL: Service Learning

OBJECTIVES: Students will plan two service-learning projects—one that will be completed during school and one where the students will actually participate in an out-of-school project.

PREPARATION:

The following Career Periods will be working together to complete the two projects:

Mr. Kirby and Mrs. Eddie
Mrs. Clausen and Mrs. Friedrich
Mrs. Mlady and Mr. Conn
Mr. Stevens and Mr. Fuller
Mrs. Vanness and Mrs. Stratman

The combined Career Periods will collaboratively prepare two service-learning projects. The first project should be something that can be completed here at school that will show the entire community what we are doing as a school to connect with our community. Have the students brainstorm how this could be done—flyers, PSA's, surveys, handouts at businesses, etc.

The second project will be an actual service project where we leave school as in the past. This activity will take place during the week of April 28-May 1. All projects will be done on the same day and should be able to be completed within a four-hour time frame. More information on the actual date will be shared at the beginning of this project.

Optional

MAY

PREPARATION:

The month of May will be used for career periods to catch up or finalize other projects throughout the school year. Continue to use Monday's as your grade check day. With so many students absent during the end of the year, it would be hard to complete projects. Especially with the seniors being done on May 6.