



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 9.5: Using Good Manners



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

In this unit, students will relate good manners to professional success. Students will apply this knowledge by analyzing a scenario and developing an appropriate solution.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: Two 50 minute periods.

Author: Sarah Vaughn. Based on the PowerPoint by Career Solutions Publishing. Used with Permission.

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior and legal responsibilities in the workplace.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

ESS09.01: Identify and demonstrate positive work behaviors and personal qualities needed to be employable.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students understand of the importance of good manners and the ability to act appropriately in a business environment.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: *Why is life-long learning important in the modern workplace?*

- *Why are manners important?*
- *How might having poor manners negatively impact a person on the job?*
- *Which actions convey good manners and give a good impression?*

Knowledge from this Unit: Factual information.

- Students will relate manners to success on the job.
- Students will describe examples of good and bad manners.

Skills from this Unit: Performance.

- Students will demonstrate good manners.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

1. Etiquette Dinner
2. Using Good Manners Exam

Assessment(s) Description/Directions:

1. Take students on a field trip to a restaurant nearby and have them practice good manners while eating and talking to each other.
2. Administer unit exam to students at the end of the lesson.

Attachments for Assessment(s): Please list.

Using Good Manners Exam



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior and legal responsibilities in the workplace.
2. Review Essential Questions.
 - a. Why are manners important?
 - b. How might having poor manners negatively impact a person on the job?
 - c. Which actions convey good manners and give a good impression?
3. Identify and review the unit vocabulary.
4. Show the "Using Good Manners" PowerPoint by Career Solutions Publishing.
5. Divide the class into 10 groups and hand each group a scenario from the attached worksheet.
6. Let the groups discuss their solutions and then have each group read their scenario and solution.
7. Allow the rest of the class a short discussion on whether they agree or disagree with the group's solution.

Attachments for Learning Experiences: Please list.

"Using Good Manners" Power Point

Using Good Manners Scenario Worksheet

1. The secretary in the office where you are employed does work for you and several other office employees. She never seems very happy to do her job. She is friendly to customers, but around the office she is a grouch. Many people in the office take advantage of her by asking her to complete tasks that she should not be responsible for, such as taking care of their personal mailings and delivering memos to other employees within the company. You begin to debate whether or not you should ask her to do similar things for you. Because she isn't very friendly or helpful you feel little reason to be helpful in return. Should you demand the secretary do personal work for you?

2. Around 8:30 PM you are starting to cleanup in the restaurant where you work. The restaurant closes at 9:30 PM, but normally on slow nights the boss has told you that he will allow you to close at 9:00 as long as there is no one in the restaurant. At 8:45 a man walks in and asks if you are still open. You answer that you are and the man sits down. When you go to take his order the man says he isn't ready. When you come back a few minutes later he orders something that takes a long time to cook. You become increasingly irritated and want to tell the man how much he is holding you up. Should you say anything? Why or why not?

3. When introduced to a friend of your parents he offers his hand for you to shake. His hands are glistening with sweat and the last thing you want to do is shake hands with him. What should you do?

4. You stayed up too late last night and did not get very much sleep so you are very tired. Your boss comes by to discuss your newest project with you and begins to share her ideas and vision for where she wants the project to go. You are sleepy and would rather not have the conversation now, all you want to think about is sleep! What should you do?

5. During an employee meeting the boss says something that you do not understand. Normally, he stops and asks if anyone has any questions, but today he just moves one to the next item of business and continues talking. What should you do about your question?

6. While waiting to close up for the night you are working with a coworker who is generally very quiet. You know the boss likes the employees to make attempts to get to know one another, but you have never really talked to this coworker. What are some questions or comments you could use to start up brief small talk while closing?

7. At the retirement party for a senior official in the company your phone starts vibrating. You glance at caller i.d. and see that it is your best friend calling you. Your friend just got back from her family vacation and you haven't been able to talk to her for the past 2 weeks. How should you handle the call?

8. You have a dentist appointment scheduled for 4:00 PM next to the office where you work. Your employer, however, scheduled an employee meeting for 3:15 PM. You are worried that you may have to

miss part of the meeting if you go to your appointment, but changing the appointment is not an option as you really need to see the dentist and he has no other available appointments. What should you do?

9. You overhear the tail-end of a coworker's phone conversation in which he sounded angry and upset. Later that day you walk by his desk as he is logging-in to his email. A few minutes later while you are standing in the break room, the coworker goes storming by you. On your way back to your desk you pass his computer and an email is up on the screen. He is still in the break room and the email is short. Should you peek?

10. When trying to transfer a call to another department you accidentally hang up on a very important client. No one knows that it was you attempting to transfer the call and before you can try to call the customer he has already dialed back. This time someone else answers the phone and he is furious that he was hung up on. Should you confess that it was your mistake?

Grading Criteria	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1
Participation in solving scenario and presenting solution					
Participation in class discussion about other groups' solutions					
Reasonable, well thought out solution for scenario					
Stayed on Task					

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		