



## CAREER DEVELOPMENT

**COURSE:** Career Discovery  
**UNIT 1:** Work Ethics Behavior



## INTRODUCTION

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**Annotation:**

In this lesson students will learn the importance of work ethics and complete several activities to reinforce the good work ethics and behavioral characteristics for success in a career and in life.

**Grade(s):**

	6 <sup>th</sup>
X	7 <sup>th</sup>
	8 <sup>th</sup>

**Time:**

Seven 50 minute class periods

**Author:**

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**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 appropriately. 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. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.



## FOCUS STANDARDS

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### GPS Focus Standards:

**MSCD7-1** Students will identify and evaluate work ethics and behavior characteristics needed for success in a career and in life.

- a) Demonstrate the importance of positive work ethics in relation to success (Appearance, attendance, attitude, character, communication, cooperation, productivity, organizational skills, respect, and teamwork).
- b) Identify examples of appropriate and inappropriate personal behaviors in specific school, social, and work situations.
- c) Assess the consequences of positive and negative work ethic choices.
- d) Perform activities that will develop effective communication and decisions making skills.
- e) Explore group dynamics and interpersonal skills in order to foster teamwork.

### GPS Academic Standards:

**ELA7LSV1** The student participates in student-to-teacher, student-to-student, and group interactions.

**ELA7LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools

**M7G4** Students will further develop their understanding of three-dimensional figures.

### National / Local Standards / Industry / ISTE:

**PS1.A3** Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

**PS1.A4** Demonstrate behavior and decisions that reflect your work values/needs.

**PS1.A6** Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

**PS2.A1** Demonstrate effective communication skills.

**PS2.A4** Demonstrate the ability to get along well with others and work effectively with them in groups.

**PS2.A10** Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

**ED1.A6** Exhibit attitudes and behaviors that support educational achievement and performance.



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

Education is a life long process if we want to be successful. As students move through their middle and high school years they need to determine their options and make decisions that ensure them success in the future.

A student's behavior and work ethics will impact and/or limit future choices. Students will have to work in the future to provide for their basic needs. After studying this unit on behavior and work ethics, the student will develop an understanding of the importance of positive behaviors and attitudes at school and at work. Students will develop a basic understanding of the resources, finances, time, energy, and personal sacrifices involved in making good choices and working in cooperative groups using effective communication skills.

### **Essential Questions:**

- What does behavior mean?
- What is the difference between behavior and attitude?
- What are the class rules?
- What are the types of behavior?
- What are your school rules and/or the school's code of conduct?
- Why learn about behaviors and attitudes?
- What will happen if no one considered his/her behaviors?
- Why is behavior important in our lives?
- What work ethics would improve my grades?
- How would good work ethics improve my major projects in all classes?
- Why do companies have rules and regulations?
- What will happen if no one considered his/her behaviors?
- What does work ethics have to do with exploring careers?
- How long do people work?
- Why learn about behaviors and attitudes?
- What are some effective communication strategies?
- What are some teamwork skills?
- How does one's behavior effect teamwork and communication?
- Why is work ethics important in our lives?
- What is work ethics?
- How does work ethics affect my success?
- What does work ethics include?
- What behaviors and attitudes do you need to improve on for future success?
- What are appropriate behaviors?
- What are consequences?
- Will my attitude have an impact on my future job?
- How do consequences affect my choices?
- What are some effective communication skills?
- What are the steps to decision making?
- What interpersonal skills are needed in teamwork?
- What are group dynamics?
- How does my behavior affect the group dynamics?
- What are some of your personality traits that are needed for positive work ethics?
- What are some of your characteristics that may limit your future choices?
- What assessments do you need to complete before making a career choice?
- What personal qualities are required for particular jobs?
- How do my interest, abilities, values and personality traits impact my career pathway and career goals?
- What qualities are needed to become the best qualified and most successful employee in the future?
- What is the decision making process?
- How do your decision making skills affect your choices?
- What are your career plans?

- What is success?
- Why do people need to get along?
- What are the advantages and disadvantages of working in cooperative groups?
- Do you really need to be able to work in groups or teams? What are consequences?
- Will my attitude have an impact on my future job?
- How do consequences affect my choices?
- What are some effective communication skills?
- What are the steps to decision making?
- What interpersonal skills are needed in teamwork?
- What are group dynamics?
- How does my behavior affect the group dynamics?
- What are some of your personality traits that are needed for positive work ethics?
- What are some of your characteristics that may limit your future choices?
- What assessments do you need to complete before making a career choice?
- What personal qualities are required for particular jobs?
- How do my interest, abilities, values and personality traits impact my career pathway and career goals?
- What qualities are needed to become the best qualified and most successful employee in the future?
- What is the decision making process?
- How do your decision making skills affect your choices?
- What are your career plans?
- What is success?
- Why do people need to get along?
- What are the advantages and disadvantages of working in cooperative groups?
- Do you really need to be able to work in groups or teams?

### **Knowledge from this Unit:**

- Identify specific behaviors and attitudes:
  - That are acceptable in school or work settings.
  - That are not acceptable in a school or work setting.
  - That are acceptable in leisure/home situations but not at school/work.
- Discuss reasons for certain behaviors in specific settings.
- Identify acceptable behaviors and attitudes.
- Identify the purpose work ethics.

Students will be able to:

- Explain why behaviors and attitudes that are acceptable in leisure/home situations but not at school or work settings.
- Compare and contrast the consequences of acceptable and unacceptable behaviors and attitudes at school and work.
- Discuss reasons for certain behaviors in specified settings.

### **Skills from this Unit:**

Students will be able to:

- Demonstrate techniques to improve personal level of acceptable school and work behaviors and attitudes.
- Demonstrate specific behaviors and attitudes that are acceptable in a school or work setting.
- Assess their own behaviors.
- Assess their own work ethics and attitudes.

- Function as a productive member of a team.
- Communicate effectively.

The students will demonstrate acceptable behaviors, attitudes, and work ethics in their day to day interactions in the classroom and in the community, these need to be addressed daily throughout this course.



## ASSESSMENT(S)

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### Assessment Method Type:

- 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 and 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:

Behavior Assessment  
 Mini Me Project  
 Mini Me Graphic Organizer  
 Advantages and disadvantages of teamwork  
 Communication Lego Activity  
 Teamwork Activity

**Assessment(s) Description/Directions:**

Detailed instructions for all assessments are found in the daily lesson plans.

**Attachments for Assessment(s):**

- CD 7-1 Communication Lego Activity PowerPoint
- CD 7-1 Behavior Assessment
- CD 7-1-Advantages of teamwork
- CD 7-1- Disadvantages of teamwork
- CD 7-1 Attitude cards
- CD 7-1 Behavior and work ethic quiz
- CD 7-1 Essential questions
- CD 7-1 Group evaluation
- CD 7-1 Rubric for essay
- CD 7-1 Student checklist for group
- CD 7-1 Teacher observation check sheet
- CD 7-1 Teamwork advantages
- CD 7-1 Teamwork disadvantages
- CD 7-1 Vocabulary quiz
- CD 7-1 Behavior and work ethics quiz



# LEARNING EXPERIENCES

• **INTRODUCTION**

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**MSCD7-1 Students will identify and evaluate work ethics and behavior characteristics needed for success in a career and in life.**

- a) Demonstrate the importance of positive work ethics in relation to success (Appearance, attendance, attitude, character, communication, cooperation, productivity, organizational skills, respect, and teamwork).
- b) Identify examples of appropriate and inappropriate personal behaviors in specific school, social, and work situations.
- c) Assess the consequences of positive and negative work ethic choices.
- d) Perform activities that will develop effective communication and decisions making skills.
- e) Explore group dynamics and interpersonal skills in order to foster teamwork.

2. Review Essential Questions.

Essential questions are listed with the daily lessons for each activity as well as, in the Understandings & Goals section under essential questions.

3. Identify and review the unit vocabulary.

Career	Job	Attitude
Needs	Wants	Work Ethics
Effective Communication	Teamwork	Cooperative Groups
Decision Making Skills	Group Dynamics	Productivity

Organization	Respect	Consequences
Behavior	Personality	Abilities
Aptitude	Stress	Life Roles
Motivation	Soft Skills	Critical Thinking
Proficiencies		

#### 4. Assessment Activity

**The assessment activities are listed with each lesson and labeled as assessments.**

### • LESSON 1: INTRODUCTION AND CLASS RULES

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1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**MSCD7-1 Students will identify and evaluate work ethics and behavior characteristics needed for success in a career and in life.**

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- d) Perform activities that will develop effective communication and decisions making skills.
- e) Explore group dynamics and interpersonal skills in order to foster teamwork..

2. Review Essential Question(s). Post Essential Questions in the classroom.

What does behavior mean?  
 What is the difference between behavior and attitude? What are the class rules?  
 What are the types of behavior?  
 What are your school rules and/or the school's code of conduct?  
 Why learn about behaviors and attitudes?  
 What would happen if no one considered his/her behaviors?  
 Why is behavior important in our lives?  
 What work ethics would improve my grades?  
 How would good work ethics improve my major projects in all classes?  
 Why do companies have rules and regulations?  
 What will happen if no one considered his/her behaviors?  
 What does work ethics have to do with exploring careers?  
 How long do people work?

3. Identify and review the unit vocabulary.

Career	Job	Attitude
Needs	Wants	Work Ethics
Productivity	Organization	Respect
Consequences	Behavior	Personality
Abilities	Aptitude	Life Roles
Motivation	Proficiencies	

**The teacher will:**

1. Review the class rules, expectations and regulations.

2. Present a PowerPoint with rules, syllabus, and interest related to jobs.
3. Give each student a course syllabus to describe the major goals and activities of this course and explains the attitudes and knowledge and skills needed for this course.
4. Confer grading system.
5. Discuss note taking skills for Career Discovery.
6. Discuss how long people work during their lives (graduation to retirement).
7. Discuss bad days at work. Does it affect the family?

### Summarizing:

As a class, discuss what students hope to gain from this course, students are to write their expectations in their career notebook. Use questions like: How long will we work in the future? What will make good days, bad days? etc. The teacher should introduce the projects and the grading system for this class along with all the standards to be covered during the nine weeks. The attached PowerPoint can be adapted to their individual school for use. (**CD 7-1 Career Discovery day 1**). The teacher can provide all students with a handout that has the standards and elements listed on the front and back. The students can skim over the standards and come up with five questions from the standards. The teacher can read some of these questions and explain that by the end of the nine weeks the students will be able to answer every question on each of their papers. That is what the class is really about answering questions and discovering for themselves what is available for their future and what it takes to get there.

The teacher needs to have the students do the math as to these questions:

- What age does the average student graduate from high school? (18)
- What age is a person able to retire with full social security benefits? (67)
- That leaves how many years to work in between the two? (49 years)
- Now do you want a job or a career?

The teacher needs to explain and give examples of the two. (Unit from sixth grade goes into depth for this if the teacher is not familiar). The class time should allow for some of the unit vocabulary to be discussed today and for the students to put some of that vocabulary into their notebook to form their glossary for the nine weeks.

#### 4. Assessment Activity

First day assessment - Ticket out the door – two questions to every student **example:**

1. How many years will a person work between graduation and retirement?
2. Do you want a job or a career?

**Students are to return the course syllabus for a homework grade.**

**Students need to write what they expect to learn from this class in their career notebooks.**

**Five questions from the standards and elements from each student.**

### • **LESSON 2: TYPES OF BEHAVIORS**

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1. Identify the Standards. Standards should be posted in the classroom for each lesson.

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- c) Assess the consequences of positive and negative work ethic choices.
- d) Perform activities that will develop effective communication and decisions making skills.
- e) Explore group dynamics and interpersonal skills in order to foster teamwork.

2. Essential Questions:

- Why should students demonstrate the correct behaviors for the classroom during the entire nine weeks?
- What does behavior mean?
- What is the difference between behavior and attitude?
- What are the class rules?
- What are the types of behavior?
- What are your school rules and/or the school's code of conduct?
- Why learn about behaviors and attitudes?
- What will happen if no one considered his/her behaviors?
- Why is behavior important in our lives?
- What work ethics would improve my grades?
- How would good work ethics improve my major projects in all classes?
- Why do companies have rules and regulations?
- What will happen if no one considered his/her behaviors?
- What does work ethics have to do with exploring careers?
- How long do people work?

3. Review the Unit Vocabulary.

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Needs	Wants	Work Ethics
Decision Making Skills	Productivity	Organization
Respect	Consequences	Behavior
Personality	Abilities	Aptitude
Motivation	Soft Skills	Proficiencies

**Think/Write/Discuss Lecture**

Questions:

- What are the types of behaviors?
- Why is behavior important in our lives?
- What behaviors lead to success?
- What are the two types of behavior?

**Collaborative Pairs:**

Teacher needs to prepare the laminated behavior cards prior to the class session. Students select a laminated card and then work together to list the items required for their particular card. Students will make a list of behaviors that would be appropriate and inappropriate at school and at home depending on which card they selected. What behaviors would/should be allowed at one site but not at another site? Students will be able to put listed behaviors into two types of behaviors.

The teacher needs to have two sets of all of these cards in the pile for students to select from. The laminated cards are listed below. In groups of two, the students select a laminated card and then brainstorm a list of items to match their card. These are presented to the class and the student's lists are to be taped to the board into categories of acceptable or unacceptable according to the card.

List 20:

- Ways or things to help you have a better research project in school.
- Rules students must follow at school each day.
- Ways to handle cut downs from your classmates.
- Ways to make a good impression.
- Ways to make a bad impression in seventh grade.
- Ways or things to mess up on a research project in school.
- Ways to help you improve upon a research project in school.
- Ways or things to keep you from doing your work for school.

List 25:

- Ways or things to keep you from doing your work at home.
- Things to will get students into ISS at school.

List 15 ways or things to help:

- You become a better leader.
- You become a better team player.
- You have good communication skills between people.
- You handle stress.

A ten minute time limit is given for students to work with a partner to complete this assignment. One person writes the items the other person reads the list of items to the class. Both people decide if the list is acceptable or unacceptable behaviors and tape their paper to the appropriate side of the board under the poster sign - acceptable or unacceptable. Attached **CD 7-1 Behavior, attitude and work ethics PowerPoint** is available as a summary to this activity after the students have presented their brainstormed lists to the class and taped their list to the appropriate side of the board labeled acceptable and unacceptable.

Homework: Students write an "Improvement Plan" in their career notebooks

**Summarizing:**

Use Overhead projection/Transparency or Power point on behaviors to summarize all of the laminated behavior card categories.

**Students should now be able to:**

Identify specific behaviors and attitudes:

- That is acceptable in a school or work setting.
- That is not acceptable in a school or work setting
- That are acceptable in leisure/home situations but not at school or work.

Discuss reasons for certain behaviors are appropriate in specified settings and not appropriate in other settings.

**Teaching Strategies:**

- Think/Write/Discuss with partner – 2 minutes

Questions:

What are the types of behaviors?

Why is behavior important to us in our lives?  
What behaviors lead to success?

**Assessment** – Teacher and students both critique the partner activity for behaviors lists. Critique sheets

**\*\*\* Teacher needs to take a picture of every child for their "Mini Me" heads culminating project before they leave class today or tomorrow. The teacher has more time to print the pictures before they are needed.**

- **Activity 2:**

Students will complete a **behavior assessment** testing the student's knowledge of their own work habits and behaviors.

Students are to number their paper from 1 to 22.

Teacher is to read out each item twice, the students are to assess their level and put a number beside each number below using the following.

- 1 = Definitely YES – all the time
- 2 = Usually YES – most of the time
- 3 = Questionable- half the time I do and half the time I don't depending on how I feel and who I'm with etc.
- 4 = Usually NOT – most of the time I don't or it is not me
- 5 = Definitely NOT – this is no me

Use the attached behavior assessment for the items that the teacher will read aloud. What the scores mean and represent are also in the attached document.

**Assessment:**

If the students completed the assessment then they should receive a 100 for that activity.  
Student will need to develop an improvement plan for their behavior assessment as homework.

- **LESSON 3: WORK ETHICS AND ATTITUDE**

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1. Identify the Standards. Standards should be posted in the classroom for each lesson.

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- d) Perform activities that will develop effective communication and decisions making skills.
- e) Explore group dynamics and interpersonal skills in order to foster teamwork

2. Essential Questions:

What does behavior mean?  
 What is the difference between behavior and attitude?  
 What are the class rules?  
 What are the types of behavior?  
 What are your school rules and/or the school's code of conduct?  
 Why learn about behaviors and attitudes?  
 What will happen if no one considered his/her behaviors?  
 Why is behavior important in our lives?  
 What work ethics would improve my grades?  
 How would good work ethics improve my major projects in all classes?  
 Why do companies have rules and regulations?  
 What will happen if no one considered his/her behaviors?  
 What does work ethics have to do with exploring careers?  
 How long do people work?  
 What is work ethics?  
 How does work ethics affect my success?  
 What does work ethics include?  
 What behaviors and attitudes do you need to improve on for future success?  
 What are appropriate behaviors?  
 What are consequences?  
 Will my attitude have an impact on my future job?  
 How do consequences affect my choices?  
 What are some effective communication skills?  
 What are the steps to decision making?  
 What interpersonal skills are needed in teamwork?  
 What are group dynamics?  
 How does my behavior affect the group dynamics?  
 What are some of your personality traits that are needed for positive work ethics?  
 What are some of your characteristics that may limit your future choices?  
 What assessments do you need to complete before making a career choice?  
 What personal qualities are required for particular jobs?  
 How do my interest, abilities, values and personality traits impact my career pathway and career goals?  
 What qualities are needed to become the best qualified and most successful employee in the future?  
 What is the decision making process?  
 How do your decision making skills affect your choices?  
 What are your career plans?  
 What is success?  
 Why do people need to get along?  
 What are the advantages and disadvantages of working in cooperative groups?  
 Do you really need to be able to work in groups or teams?

3. Review the Unit Vocabulary:

Career	Job	Attitude
Needs	Wants	Work Ethics
Decision Making Skills	Productivity	Organization
Respect	Consequences	Behavior
Personality	Abilities	Aptitude

4. Assessment:

Present and discuss the **PowerPoint on Decision Making**.

Students will then complete an attitude assessment.

The teacher will lead a discussion about the definition of attitude before beginning the assessment.

**Attitude is your outlook on life; the way you think and feel about things in general.**

Students will draw a check list on their paper and correctly assess their attitude by placing the check mark in the correct section on their paper. The teacher will read each of these attitudes out loud to the class for the students to assess.

**Attitude is the way you think and feel about people, things and situations.**

Having a good attitude makes you a more productive employee.

The students are accustomed to the A,B,C,D,F grading system so they should be able to analyze their attitude and place the check marks in the appropriate columns.

Upon completion of the attitude assessment the students are to reflect about the placement of their check marks and write a paragraph as to how they can improve their attitude. The paragraph will be homework and needs to be collected the next day.

A	B	C	D	F

The actual items that the teacher will read orally are listed in the attitude assessment attachment.

Attitude cards are also in an attachment if the teacher wants to create a class set of the cards prior to this unit. You may have the ABCDF on tabs like the library card slots then the students can do the assessment as a tactual activity instead of an oral activity. Either way it would be an attitude assessment. A sample of this has been provided in the teacher information PowerPoint.

After the assessment and class discussion of what type of improvement needs to be made, the teacher will randomly assign partners and the team will mark the positive and negative attitudes at or about work handout correctly. The partners will be able to discuss each item. They will need to correct the negative items to make them positive. Depending on the time remaining in the class the teacher may assign each group a different number. For example group one has 1-10; group two has 10-20 etc. They need to have time to discuss the positive statements and the negative statements as a whole group class discussion.

**• LESSON 4: TEAMWORK**

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1. Identify the Standards. Standards should be posted in the classroom for each lesson.

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- c) Assess the consequences of positive and negative work ethic choices.
- d) Perform activities that will develop effective communication and decisions making skills.
- e) Explore group dynamics and interpersonal skills in order to foster teamwork

2. Essential Questions:

- Why learn about behaviors and attitudes?
- What are some effective communication strategies?
- What are some teamwork skills?
- How does one’s behavior effect teamwork and communication?
- Why is work ethics important in our lives?

3. Review the Unit Vocabulary

Career	Job	Attitude
Effective Communication	Wants	Work Ethics
Decision Making Skills	Teamwork	Cooperative Groups
Group Dynamics	Consequences	Behavior
Personality	Abilities	Aptitude
Motivation	Soft Skills	Proficiencies
Productivity	Stress	Life Roles
Critical Thinking		

4. Assessment:

Divide the class into two groups. One group is to create a list of advantages of working as a team. The other group is to create a list of disadvantages of working in a group. Allow 12 minutes for the list creations, bring the class back together and discuss why some items are on both lists. Discuss what can be done to keep the group on task, to get everyone involved etc. Two sample lists are provided as an attachment.

Teacher will then present the **Decision making PowerPoint**.

The class will then compete a team building activity. See sample attachments. Many team building activities can be found on line depending on the tools and supplies that a teacher has in his/her classroom. I use Lego building blocks, Jenga games found very cheap at yard sales. Some students may have items that they will donate to your classroom if you ask them a few days before beginning this lesson. The free teacher and teamwork activities site has many great activities that take only a few minutes to complete but the students get a good understanding of the teamwork involved and required. Peer and self evaluation of teamwork participation are available as attachments.

• **LESSON 5: COMMUNICATION SKILLS AND TEAMWORK**

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1. Identify the Standards. Standards should be posted in the classroom for each lesson.

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- c) Assess the consequences of positive and negative work ethic choices.
- d) Perform activities that will develop effective communication and decisions making skills.
- e) Explore group dynamics and interpersonal skills in order to foster teamwork

2. Review Essential Questions:

- Why learn about behaviors and attitudes?
- What are some effective communication strategies?
- What are some teamwork skills?
- How does one’s behavior effect teamwork and communication?
- Why is behavior important in our lives?
- What will happen if no one considered his/her behaviors?

3. Review the Unit Vocabulary:

Effective Communication	Teamwork	Attitude
Cooperative Groups	Group Dynamics	Work Ethics
Decision Making Skills	Productivity	Organization
Respect	Consequences	Behavior
Personality	Abilities	Aptitude
Motivation	Soft Skills	Proficiencies
Stress	Life Roles	Critical thinking

Attachment of PowerPoint on **Effective Communication** – Teacher will present the PowerPoint and students will model or role play gestures from the PowerPoint. The class will explain what they think the gestures mean.

Attachment available for communication activity using Lego’s (picture of that activity is in the **teacher information** PowerPoint).

**Attachments for Learning Experiences:**

- [CD 7-1 Communication Lego Activity](#)
- [CD 7-1 Behavior Assessment](#)
- [CD 7-1 behavior and work ethic quiz](#)
- [CD 7-1 group processing](#)
- [CD 7-1 rubric for essay](#)
- [CD 7-1 student checklist for group](#)
- [CD 7-1 teacher observation check sheet](#)
- [CD 7-1 teamwork advantages](#)
- [CD 7-1 teamwork disadvantages](#)
- [CD 7-1 vocabulary quiz](#)
- [CD 7-1 Teacher information PowerPoint](#)
- [CD 7-1 rubric for oral presentation](#)
- [CD 7-1 checklist for essay](#)
- [CD 7-1 rubric for group evaluation](#)
- [CD 7-1 word wall](#)
- [CD 7-1 rubric for changing activities](#)
- [CD 7-1 rubric for improving behavior](#)

### Notes & Reflections:

The teacher should select teamwork and communication activities that are appropriate for his/her class and collect the necessary items to perform those activities prior to those lessons. Sample lessons have been provided on the attachments but many are available online that may not require additional supplies.

**Mini Me** pictures need to be made earlier in the unit so the teacher has them printed for the students when they start that activity. That project will be due in two or three weeks. It cannot be completed over night. The students present their Mini Me projects to the class and the other students take notes on each presentation on the **graphic organizer** provided. A check list is provided so that the teacher can **check off** the items presented during the presentations for the student presentation part of the Mini Me project.

A **teacher information PowerPoint** has been provided to show some of the items discussed in this unit.

It also shows some sample student projects completed that the teacher may want to use for examples until they build their own collection.



## CULMINATING PERFORMANCE TASK

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### Culminating Unit Performance Task Title:

"Mini Me"

### Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students are to bring in a picture of themselves to class or have their picture taken during class earlier in this unit.

The students are to design, cut out, and professionally dress "Mini Me" using their own picture.

"Mini Me" is then to be taken home, given to or mailed to someone who will take "Mini Me" to work for the day to experience job shadowing. That person needs to be very responsible because "Mini Me" must be returned along with answers to the attached questions. These answers need to be in the **adult's handwriting**. They can be one-word answers if the question calls for short answers. The student will then take the adult's answers and write a **five-paragraph essay** using complete sentences. Each paragraph must have at least five sentences. This should follow the 8th grade writing assessment standards. This would help prepare them for the writing test next year.

Written reports are to be in black or blue ink or typed on front sides of the paper only. The students must construct a visual of "Mini Me" at the job site. It may be pictures of "Mini Me" at work during the day or it may be work samples or items that are related to the job "Mini Me" shadowed. Previous class samples were shown to the class. They are always available upon request before or after school. The student creates a visual to explain about the day in step by step graphics or pictures. The visual can be drawn to demonstrate the work done that day. Example: Waitress - draws an empty table, draw a table with napkins & silverware, draw a table with people, draw a table with plates of food in front of people etc. The students need to explain what is happening under each of their pictures in complete sentences. The students must present "Mini Me's" Job Shadowing experience to the class. The actual item "Mini Me" **must be** included as part of the visual. The students will explain their visual and use their question/answer sheet or essay to help in their presentations.

There are four parts to the Mini Me project after they have created their Mini Me.

1. The Adult's Answers
2. The Written Report
3. The Visual
4. The Presentation



All parts will be all added together for a total Grade for the “Mini Me” Project. This project will count as part of the final average of this class. The assigned due date is on the board the entire nine weeks, in the school grading system for parents, on the School's Career Website, and should be in the student’s agenda.

#### **Attachments for Culminating Performance Task:**

- [CD 7-1 Mini Me graphic Organizer](#)
- [CD 7-1 Mini Me Project](#)
- [CD 7-1 Mini Me Questions](#)
- [CD 7-1 Mini Me project Instructions](#)
- [CD 7-1 Mini Me project grading sheet](#)
- [CD 7-1 Mini Me visual rubric](#)
- [CD 7-1 Mini Me presentation check sheet](#)
- [CD 7-1 checklist for Mini Me Essay](#)
- [CD 7-1 rubric for oral presentation](#)



## **UNIT RESOURCES**

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#### **Web Resources:**

- [http://www.managementhelp.org/prsn\\_prd/decision.htm](http://www.managementhelp.org/prsn_prd/decision.htm)
- [http://www.mindtools.com/pages/article/newTED\\_07.htm](http://www.mindtools.com/pages/article/newTED_07.htm)
- <http://pblchecklist.4teachers.org/>
- [www.charactercounts.org](http://www.charactercounts.org)
- [www.goodcharacter.com](http://www.goodcharacter.com)
- [www.choiceskills.com](http://www.choiceskills.com)
- [www.positiveaction.net](http://www.positiveaction.net)
- [www.charactered.net/](http://www.charactered.net/)
- [www.ethicsusa.com](http://www.ethicsusa.com)
- [www.ilovethatteachingidea.com](http://www.ilovethatteachingidea.com)
- [www.joyinlearning.com/](http://www.joyinlearning.com/)
- [www.teachingvalues.com/](http://www.teachingvalues.com/)
- [www.giraffe.org](http://www.giraffe.org)

#### **Materials & Equipment:**

- Behavior cards
- Tape
- Multimedia projector
- Computer
- Transparencies
- Overhead projector
- Teamwork/ cooperative group items depending on which activity the teacher selects.
- Sample items - Lego blocks, Jenga games, pool tubes, and Mouse Trap etc

Check out these books for additional team activities.

Epstein, Robert, PhD. The Big Book of Motivation Games. New York: McGraw Hill, 2001.

Newstrom, John and Edward Scannelli. The Big Book of Team Building Games. New York: MacGraw Hill, 1998.

West, Edie. The Big Book of Ice Breakers. New York: McGraw Hill, 1999.

Tubesing, Nancy Loving, Ed. D. Instant Icebreakers: 50 Powerful Catalysts for Group Interaction and High Impact Learning. Daluth: Whole Person Associates, 1997.

**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 checked="" type="checkbox"/>	Calculator	<input checked="" 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 checked="" type="checkbox"/>	Electronic Game or Puzzle Maker
<input checked="" type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		