

Products and Resources

Work Ethics Products and Resources

Workplace Ethics

This video covers attendance and punctuality, personal appearance, workload, safety and accident prevention, vacations, leaves of absence, resignations, confidentiality of company information, outside employment, personal finances, personal business, and general conduct. *Price:* Contact <http://okcareertech.org/cimc/catalog.htm> Select online catalog, enter postal code, click Workforce Prep, then Life Skills Series, scroll to the bottom of page.

Grade Level: 11-Adult

Order Number: BS7100

Working Smarter

Learn six methods of *working smart*: Be reliable and responsive, do what your boss thinks is important, take initiative, be positive, develop communication skills, and learn to work well with others.

Develop your *personal style*: Keep your emotions in check, consider developing an “at-work” personality, play the “office politics” game, ask for feedback, observe successful people in the workplace, and study your manager’s style.

Price: Contact <http://okcareertech.org/cimc/catalog.htm> Select online catalog, enter postal code, click Workforce Prep, then Life Skills Series, scroll to the bottom of page.

Grade Level: 11-Adult

Order Number: BS7101

Employee Survival Skills— Human Relations

This CD-ROM contains a set of computer slide presentations. This computer presentation set includes the following: human relations, personal appearance, personal traits, honesty and integrity, self-esteem, acting responsibly, using feedback for personal growth, adjusting to change, self-understanding, self-control, assertiveness, orderly and systematic behavior, positive working relationships, creativity, goal setting, time management, obtaining employment, and initiative.

Price: Contact <http://okcareertech.org/cimc/catalog.htm> Select online catalog, enter postal code, click Marketing Education, then Specialized Marketing Education Materials, scroll to the bottom of page.

Grade Level: 11-Adult

Order Number: DE8045

Career Cluster Products and Resources

Career Clusters: Awareness Activities for K-6

This collection of activities is designed to enhance the awareness of each of the 16 Occupational Clusters. The activities were all developed by teachers and career counselors. The book consists of 17 sections: one for each of the 16 clusters and one for career clusters in general. Each cluster has from three to five activities and accompanying handouts. An additional feature is the inclusion of several project-based activities that cover several career clusters at the same time.

Grade Level: Elementary

Order Number: CS1207

Career Clusters: Focusing Education on the Future Brochure

This brochure provides an overview of the Career Clusters concept and how high schools, educators, guidance counselors, employers, industry groups, parents, and learners can use career clusters to support career success. (Sold in sets of 10)

Grade Level: Middle Grades - Adult

Order Number: CC9017

Price: \$5

Set of 17 Career Cluster Brochures

Each of the 16 cluster brochures provides an overview of each pathway for that cluster with sample occupation and careers, postsecondary certificates and licensure requirements, and the employment outlook. Set includes one each of the following brochures:

Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business, Management, and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, and Security; Manufacturing; Marketing, Sales and Service; Science Technology, Engineering and Mathematics; Transportation, Distribution, and Logistics; and Focusing Education on the Future.

Grade Level: Middle Grades - Adult

Order Number: CC9000

Price: \$8.50

Career Clusters: Focusing Education on the Future Poster

This poster is a colorful representation of the 16 clusters that represent the entire world of careers. The poster can be used in classrooms, guidance counselors' offices, training facilities, and career fairs and

includes "how-to" tips for using the poster.

Grade Level: Middle Grades - Adult

Order Number: CC9018

Price: \$5

16 Career Cluster Video and DVD Series

This series of videos will explore six different careers in each of the cluster areas. The videos are between 20-30 minutes in length and are live interviews. The DVD contains the same interviews as well as links to Internet sites that give more information on each career and other careers in that area of interest. Videos/DVD can be purchased separately by cluster.

Grade Level: Middle Grades - Adult

Order Number: CE7013 (VHS) or
CE8013 (DVD)

Career Clusters: Project-Based Learning Activities

Experts in each of the career cluster areas created this collection of 16 scenarios. It includes a teacher section and student workbook, as well as vocabulary used in the cluster.

Grade Level: High School

Order Number: CS1208

How to Order?

You can order online 24 hours a day, or give us a call. Our toll-free (U.S. only) customer service number is 800-654-4502. Customer service hours are 8:00 a.m. to 4:30 p.m. Central Time. You may also fax an order to 405-743-5154 (a form is available in our catalog or online).

**Curriculum and Instructional
Materials Center**

**Oklahoma Department of Career
and Technology Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364**

**Toll-free ordering: 800-654-4502
<http://www.okcareertech.org/cimc>**

Tips for Teachers and Counselors

Teachers as Advisors (TAA) Rubric Developed by Career and Support Services Team Oklahoma Department of Career and Technology Education

This rubric is designed to assist in rating the current implementation status of your school's Teachers as Advisors program. This self-rating tool will assist school personnel in setting systemic goals. It can highlight at what level your program is being implemented, and it can serve as a benchmarking tool for improvement. Please mark all responses that apply for each statement that has been implemented at your school. Add the number of check marks in each area. Please contact the Guidance office for assistance or additional information at www.okcareertech.org/guidance or 1-800-522-5810.

Describe your primary responsibility: (Choose only one)

- | | |
|------------------------------|------------------------------|
| (a) Superintendent | (f) Academic Teacher |
| (b) High School Principal | (g) Elective Teacher |
| (c) Middle School Principal | (h) Career/Technical Teacher |
| (d) Assistant Superintendent | (i) Guidance Counselor |
| (e) Assistant Principal | (j) Other _____ |

Planning Process

A. Administrative support:

- _____ Administrative leaders work in concert with teacher
- _____ Review/discuss teacher as "advisor" role during teacher evaluation
- _____ Review teacher expectations during hiring process
- _____ Appoint a "Teachers as Advisors" (TAA) program coordinator
- _____ Organize and work with a planning committee that includes parents, students, faculty, and other stakeholders
- _____ Approve established goals and a plan of action
- _____ Market program name/logo
- _____ Foster communication among parents, teachers, counselors, and students about the program
- _____ Provide via technology opportunities to tour or observe model "TAA" school programs
- _____ Provide "Teachers as Advisors" orientation for key staff
- _____ Actively participate as an "advisor" to a group of students
- _____ Develop a school master schedule that allocates time for advisement activities

_____ **Total of 12 points possible for Section A**

Set Calendar

B. Yearly Calendar Schedule:

- _____ Establish planning committee meeting times
- _____ Target staff training dates
- _____ Schedule regular student advisory meeting sessions, exercising care to minimize the impact on a single class period
- _____ Schedule parent/teacher/student conference dates/times
- _____ Conduct enrollment utilizing TAA process and available resources

_____ **Total of 5 points possible for Section B**

Curriculum

C. Curriculum Development and Implementation (To be addressed by planning committee and administration)

- _____ Develop and administer a student advisory needs assessment
- _____ Identify or develop grade-level materials for program use
- _____ Prepare lessons/advisor outline guide
- _____ Copy materials for use by advisors
- _____ Identify categories to be incorporated into the development of student portfolios

Suggested lessons include but are not limited to: (Please check lessons being utilized. Each check mark counts one-half (.5) point toward total.)

- _____ Develop a plan of study to identify course selection
- _____ Interpret interest inventories/academic assessments
- _____ Create resumé writing
- _____ Demonstrate employability skills
- _____ Improve study skills
- _____ Explore lifelong learning options
- _____ Figure grade point average (GPA)
- _____ Address high school graduation requirements
- _____ Learn college and military entrance requirements
- _____ Develop a portfolio related to future goals
- _____ Utilize the United States Department of Education (USDA) 16 Career Clusters (www.careerclusters.org) to explore potential career opportunities
- _____ Other _____

_____ **Total of 11 points possible for Section C**

Advisor Time With Students

D. Student Advisement:

- Work with career cluster or single grade peer groups for one to four years as a unit
- Meet with small, equitably distributed groups of students
- Meet a minimum of six to ten times per year
- Meet with advisory group for a minimum of 30 to 45 minutes
- Provide a senior seminar to address grade-specific needs

Total of 5 points possible for Section D

Teacher Training

E. Teacher Involvement

- Train staff on TAA topics prior to advisor/advisee time
- Establish peer mentors for “new” advisors
- Train substitutes, new staff, and support staff on the use of TAA materials
- Train advisors with guidance counselor’s assistance prior to sessions (Planning committee responsibility)
- Provide advisors inquiry-only access to advisees’ records regarding attendance, grades, discipline, etc., on “need-to-know” basis

Teacher training includes but is not limited to: (Please check training opportunities being offered. Each check mark counts one-half (.5) point toward total.)

- TAA program purposes, curriculum, and benefits
- Advisor responsibilities/duties for “quality”
- Orientation to technology center programs
- Cooperative agreements
- Completion of enrollment forms/personal data
- Sequence of core class selection
- Academic progress, attendance, and future plans
- Enrollment forms
- Plans of study for students (See Plan of Study Rubric)
- Assessment interpretation (Interest inventories, ACT, etc.)
- Career Clusters
- High school graduation requirements and NCAA requirements
- College entrance requirements
- Other _____

Total of 12 points possible for Section E

Parent/Student/Advisor Conference

F. Parental Participation

- Increase parental attendance at conferences and their involvement in the enrollment process
- Provide a course description booklet
- Provide information booths (e.g., yearbook, PTA-PTO, student organizations, military, postsecondary education, etc.)
- Update students' plan of study at least annually

Observed benefits at your school: (Please check measurable benefits observed at your school. Each check mark counts one-half (.5) point toward total.)

- Increased parental participation/attendance (75% or above)
- Improved course scheduling
- Decreased schedule changes
- Increased faculty ownership for “student” success
- Increased time for counselors to focus on counseling
- Increased student participation in enrollment with parents as a team
- Increased knowledge of educational opportunities
- Improved understanding of graduation requirements/college entrance requirements
- Increased enrollment in math and science
- Greater number of students with a “career” plan/focus on higher achievement
- Increased number of partners (i.e., businesses, colleges, etc.)
- Higher Academic Performance Index (API) score

Total of 10 points possible for Section F

Marketing

G. Community and Parental Public Relations

- Provide letter to inform parents of program purpose and meeting dates
- Maintain contact with parents regarding student progress and TAA activities
- Publish a newsletter (bi-annual, annual, quarterly, etc.)
- Report to the community on a regular basis about the program and its results (TV, radio, etc.)

Total of four points possible for Section G

Career Activity File — Work Ethics and Career Clusters

Evaluation

H. Program Evaluation and Improvement

- _____ Parents evaluate conference/enrollment time
- _____ Students evaluate advisor time and conference/enrollment time
- _____ Teachers evaluate advisor time and conference/enrollment time
- _____ Advisory Committee compiles, reviews, and shares program evaluation results
- _____ Program adjustments are made prior to the next school year's session

_____ **Total of five points possible for Section H**

_____ **GRAND TOTAL for Section A through Section H**

Evaluating Your Teachers as Advisors (TAA) Program

Add one (1) bonus point if additional specific lessons are listed after "Other" in Section C and one (1) bonus point if additional specific training topics are listed after "Other" in Section E

Advanced (Majority of criteria checked in each section)	Proficient (Minimum of 3 criteria checked in each section)	Basic (Minimum of 2 criteria checked in each section)	Developing (Must have at least 1 criterion checked in each section)	Not Yet Established (No criteria checked in one or more sections)
56-66 Points	41-55 Points	26-40 Points	11-25 Points	11-25 Points

- Advanced** Your TAA program is well established. Continue to review and self-evaluate after every session and make required adjustments as needed to continue to help students be successful.
- Proficient** Your TAA program has engaged the majority of your school's staff, students, and parents. The TAA activities are varied and supportive of students' goals. Continue to challenge yourselves to find additional ways to provide students the opportunity to develop the skills they need for future success.
- Basic** Your TAA program is meeting the standard. Continue to meet on a regular basis with your advisory committee, encourage staff participation, and seek feedback from students and parents to help make progress in what you're doing.
- Developing** Your TAA program is in the development stage. You most likely have been working hard to develop a program in which everyone is actively involved. You feel frustration because not everyone views it as their job to assist students in planning for their future. Continue to seek administrative support, train staff on a regular basis, and seek community assistance.
- Not Yet Established** Seek assistance because your TAA program may need improvement or you have not worked to develop and implement a TAA program.

Career Activity File — Work Ethics and Career Clusters

Plan/Program of Study (POS) Rubric Developed by Career and Support Services Team, Oklahoma Department of Career and Technology Education

Performance Element	1 Novice	2 Emerging	3 Developing	4 Meets Standard	5 Well-Developed/Advanced
Recommended Requirements	High school graduation checklist.	High school graduation checklist with a planned career cluster or career/technical area of concentration.	High school, college, and postsecondary training entrance requirement checklist with a planned career cluster or blended academic and career/technical area of concentration.	School-wide plan of study that includes high school, college, and postsecondary training entrance requirements with a planned career cluster or blended academic and career/technical area of concentration.	Students can speak about the options, requirements, and benefits of their POS. Students are expected to complete a rigorous academic core as well as rigorous career tech courses. A copy of the POS follows the student to the tech center.
Staff Involvement	Counselor or Carl Perkins staff	Counselor and/or Carl Perkins staff	Counselor and other school staff work together on school-wide POS system.	Counselor and other school advisers/mentors work with assigned students on career planning to reach all students.	Counselor and other school advisers/mentors, and technology center or postsecondary (tech center, university/ college, military) student services jointly plan and work with all students on career planning.
Grade Level Group or Individual Participation	All 8th graders involved in an orientation process individually or in groups.	8th grade orientation and 9th grade follow-up conference.	Individual and/or group advisement sessions for 9th – 10th – 11th – 12th grade students.	Teachers as Advisers Program available for Grades 9-12 with individual advisement.	Teachers as Advisers Program available for Grades 9-12 with individual advisement including a student/parent/adviser conference.
Review		Updated annually.	Reviewed and updated annually.	Reviewed and updated annually.	Reviewed and updated twice annually.
Parental Involvement	Enrollment and assessment information is sent home to parents.	Enrollment and assessment information is sent home to parents. Regularly scheduled Parent Teacher Conference days.	Enrollment and assessment information is sent home or students take information to parents, and parent's signature is required for enrollment purposes. Regularly scheduled Parent Teacher Conference days.	All parents meet with student and school staff in parent-teacher-student conferences during scheduled time to develop plan of study. Parent's signature is required for enrollment purposes.	All parents meet with student and school staff to develop plan of study. A parent signature is required on POS for the student to be enrolled and before class changes can be made. Parent meets with student and school staff twice annually to review and update POS.
Academic and Interest Assessments	OK EPAS (EXPLORE and PLAN) or other assessments are administered/used.	OK EPAS or other interest inventories are used to begin career exploration process.	Student assessment results are given and interpreted to the students/parents.	Student assessments/interest inventories/academic results are interpreted with parent/child to discuss life-career goals, course options, and hobby preferences. Assessment results are used in development of POS.	Student assessments/interest inventories and academic results are interpreted with parent and child to discuss life-career goals, course options, and hobby preferences to develop and review a POS.

Each level builds upon the previous level. It is assumed all services in the previous level are continued as the rubric works upward. This rubric is designed to assist in rating the current status of your school's implementation of student's Plan/Program of Study (POS). This self-rating tool assists school personnel in setting systemic goals. It can highlight what level is being implemented and it can be used as a benchmarking tool for improvement. Place a mark in the area that best describes your school's Plan/Program of Study format. If you need assistance with strategies for program improvements, please contact our Guidance office for more information. www.okcareertech.org/guidance or **1.800.522.5810, ext. 159**.

America's Career Resource Network — Parent Brochures

(<http://www.acrnetwork.org/parentsguide/parents.htm>)

Parents can be active participants in their children's schooling and can help children make sound decisions about their lives after school.

America's Career Resource Network has identified four key topic areas for parent involvement and has developed two informational brochures under each topic. You can read the brochures online or download and print them for your convenience. Refer to these brochures in your newsletter to parents.

Career Exploration

Career exploration doesn't have to be a frustrating, hit-or-miss experience. Nor does it mean your child will be locked into a certain career path from a young age. Instead, career exploration can be a fun, systematic approach to finding out what your child likes to do and how these interests might translate into future jobs.

Help Your Child Identify Interests

Help Your Child Make Career Decisions

Why Should My Child Explore Careers?

Work Experience Options for High School Students

Starting Young

You can plant the seeds of future success even when your child is very young. Helping your child learn, develop skills, and see the connections between school and adult life will give him or her a solid foundation from which to grow.

Career Awareness in Elementary School: Help Your Child Discover the World of Work

Helping Your Child Succeed in School:

A Parent's Guide to Elementary School Success

Is Your Child Ready for Elementary School?

School Success

There is a lot that parents can do to help their children succeed in school. From making sure you know your child's teachers to creating a good home study environment, your involvement is key to your child's success.

Discovering Your Child's Preferred Learning Style

Parent Involvement = Student Success Homework Tips and Study Skills

Is Your Child Ready for Middle School?

Is Your Child Ready for High School?

What Classes Should My Child Take in Middle and High School?

Beyond High School

High school graduation is not an end, but rather a transition. That means both parents and students need to be prepared for what comes next. Whether your child chooses work or more schooling, he or she should begin to prepare for life beyond high school long before graduation day.

What Should My Child Do After High School?

Financial Aid Resources for Post-High School Education

Finding the Right College

ABCs of Career Awareness and Career Exploration Exemplary Program Award

The ABCs Awards Recognition Program is designed to recognize national exemplary career awareness and exploration programs at the elementary and middle school levels. The ABCs will help identify, promote, and share the content and concepts of successful career awareness and exploration programs that operate across the nation. The major goals of this program are to generate interest, gain support, develop understanding, and gain commitment from all concerned and to recognize schools that promote the concept that career awareness and exploration is critical to students as they plan for their future.

Please consider applying. All districts, schools, institutions, businesses, or agencies that serve students at the elementary and middle school levels (K-8) are eligible to participate. Each

participant must submit an application in order to be eligible for recognition. The program must be in operation at the time the application is considered and in compliance with guidelines and standards of the appropriate state agencies. The program must be available to all elementary/middle students within the applying school, institution, or agency.

For an application or for more information, please contact Janet Hawkins, 405-743-5123 or jhawk@okcareertech.org



Special Needs Information

The Oklahoma Association of Higher Education and Disabilities (OK-AHEAD) www.okahead.org

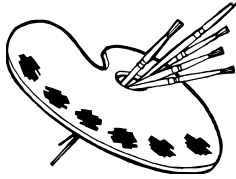
Located at this site is a list of scholarships specifically for students with disabilities who want to attend a postsecondary school. For a complete list with contact information, requirements, and deadlines, click on "Scholarships."

The following disabling conditions have specific scholarships to apply for: Cystic Fibrosis, Epilepsy, Immune Deficiency

Disease, Hearing Impairments, Learning Disabilities, Mental Disabilities, Physical Disabilities, Visual Impairments, and Not Specified/Other.

Special Needs of the Oklahoma Department of Career and Technology Education http://www.okcareertech.org/guidance/Special_Needs/specneeds.htm

Bookmark this site that has legislation, resources, and professional development information for special needs teachers.



Career Poster Contest

November 2004

My Career: Imagine the Possibilities!

Sponsored by the
**Oklahoma Career Development Association (OCDA) and the
Oklahoma Department of Career and Technology Education**

Eligibility: There are six divisions: Primary (Grades K-2), Intermediate (Grades 3-5), Middle Grades (Grades 6-8), Senior (Grades 9-12), Adult-Student (enrolled in school), and Adult (18 and older, not enrolled in school).

Theme: The poster should reflect the theme: "My Career: Imagine the Possibilities!" Each poster's topic must relate to the theme.

Judging Criteria: Judging will be based on originality, creativity, and development of national theme. Attention will be focused on basic art principles and appropriate use of media and lettering. **Only posters judged as first-, second-, and third-place school winners should be sent for judging in the state contest.**

Lettering: Simple, bold lettering is preferred. Captions may be used to convey the message, attract attention, and achieve goals of clarity, vigor, and originality. All letters will be considered part of the design.

Media: Ink, pencil, collage, poster paints, magic marker, acrylic, photography, computer-generated graphics, oil, or cut and pasted paper.

NEW Size: Each poster must be created in 8¹/₂- by 11-inch format.

Display: Posters are to be displayed in the student's school during National Career Development Month in November. Winning posters must be sent to the Oklahoma Department of Career and Technology Education by **December 1**.

Entry Form: Copy and complete the entry form below and attach to the back of each entry.

Mail Posters Chosen as School Winners to:

Oklahoma Career and Technology Education, Guidance Division • 1500 West Seventh Avenue • Stillwater, OK 74074-4364.

Name _____	Grade _____	Age _____
First MI Last		
Address _____	State _____	ZIP _____
City		
School Name _____	e-mail _____	
Contact Person _____		
School Address _____	State _____	ZIP _____
City		
School Phone _____	County Name _____	

All entries become the property of OCDA/ODCTE and will not be returned.

For further information, contact: Oklahoma Guidance Internet site <http://www.okcareertech.org/guidance>. Scroll down to Classroom Resources; choose your grade level. Click on Poster/Poetry Contest.



Career Poetry Contest

November 2004

My Career: Imagine the Possibilities!

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Eligibility: There are six divisions: Primary (Grades K-2), Intermediate (Grades 3-5), Middle Grades (Grades 6-8), Senior (Grades 9-12), Adult-Student (enrolled in school), and Adult (18 and older, not enrolled in school).

Theme: The poem should reflect the theme: “My Career: Imagine the Possibilities!” Each poem’s topic must relate to the theme.

Judging Criteria: Judging will be based on originality, creativity, development of national theme, appropriate form, execution, spelling, and grammar. **Only poetry judged as first-, second-, and third-place winners in the school contests should be sent for judging in the state contest.**

Poetic Form: Poems may be written in any poetic form, i.e., cinquain, diamante, free verse, haiku, limerick, metered, rhyming, blank verse, etc.

Size: Each poem should be typed or printed on a sheet of paper 8½ by 11 inches in 12-point font.

Display: Poems are to be displayed/read in the student’s school during National Career Development Month in November. Winning poems must be sent to the Oklahoma Department of Career and Technology Education by **December 1**.

Entry Form: Copy and complete the entry form below and attach to the back of each entry.

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Name _____	Grade _____	Age _____
First MI Last		
Address _____	State _____	ZIP _____
City		
School Name _____	e-mail _____	
Contact Person _____		
School Address _____	State _____	ZIP _____
City		
School Phone _____	County Name _____	

All entries become the property of OCDA/ODCTE and will not be returned.

For further information, contact: Oklahoma Guidance Internet site <http://www.okcareertech.org/guidance>.

Scroll down to Classroom Resources; choose your grade level. Click on Poster/Poetry Contest.

Careers of the Future

Creative Writing

artificial	coin	producer
digital	pizza	inspector
creative	coaster	officer
3-D	phone cord	technician
dedicated	luggage	tester
certified	movie	engineer
industrial	clouds	clerk
mechanical	soap dish	contractor
high-tech	rock	announcer
original	puppet	manager
punctual	book	designer
antique	scissors	scientist
expert	magazine	trainer
rural	popcorn	specialist
wireless	chicken	operator
flexible	car	agent
miniature	hammer	repairer
complimentary	pencil	adjuster
motivational	computer	appraiser
vertical	tooth	coordinator

a.

b.

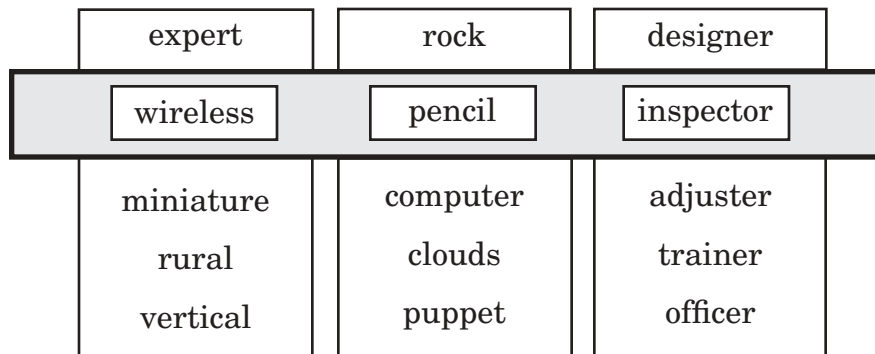
c.

Directions

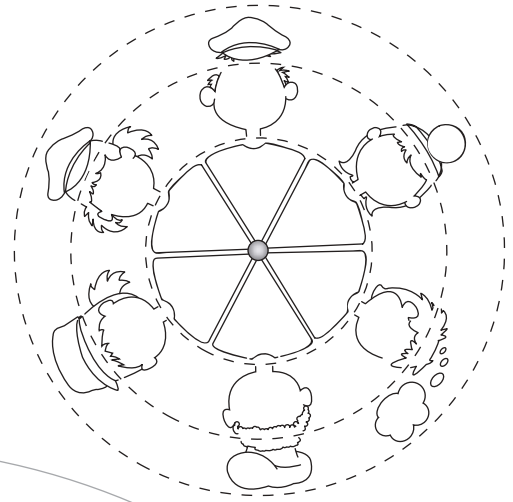
Choose one word from each column to make a new fictitious occupational title. Write the following information about this new occupation.

1. Description of what the worker does.
2. Working conditions (typical hours worked, workplace environment, and/or physical activities).
3. Training/education qualifications (able to read, write, speak well, compute, obtain a high school diploma, college, etc.)
4. Job outlook (growth or decline in job openings)
5. Earnings (annual, hourly, commission)
6. Related occupations (occupations having similar duties, skills, interests, or education).

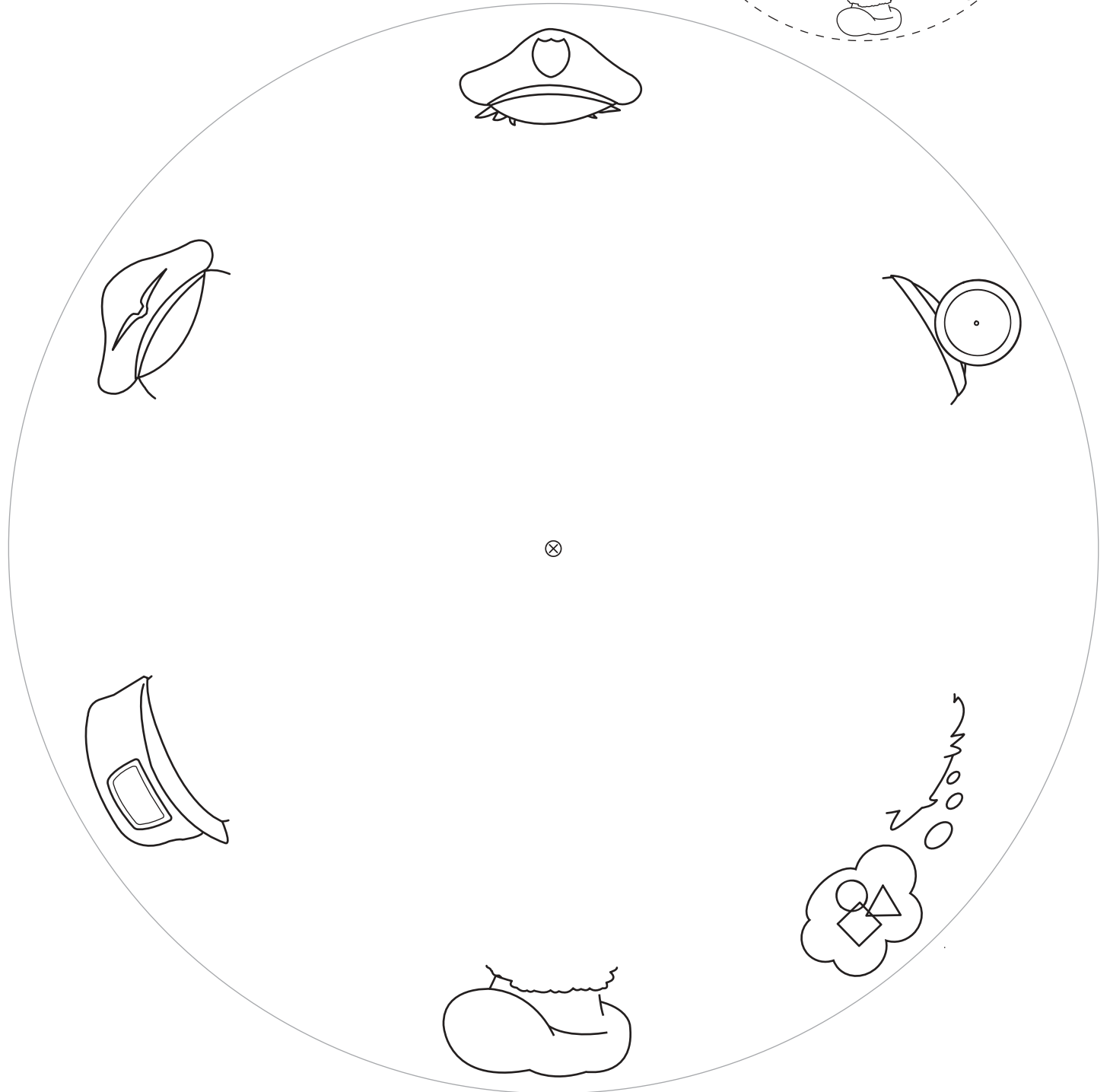
Optional: Insert columns a, b, and c into heavy cardboard. Students pull columns up and down to make their own new occupation.

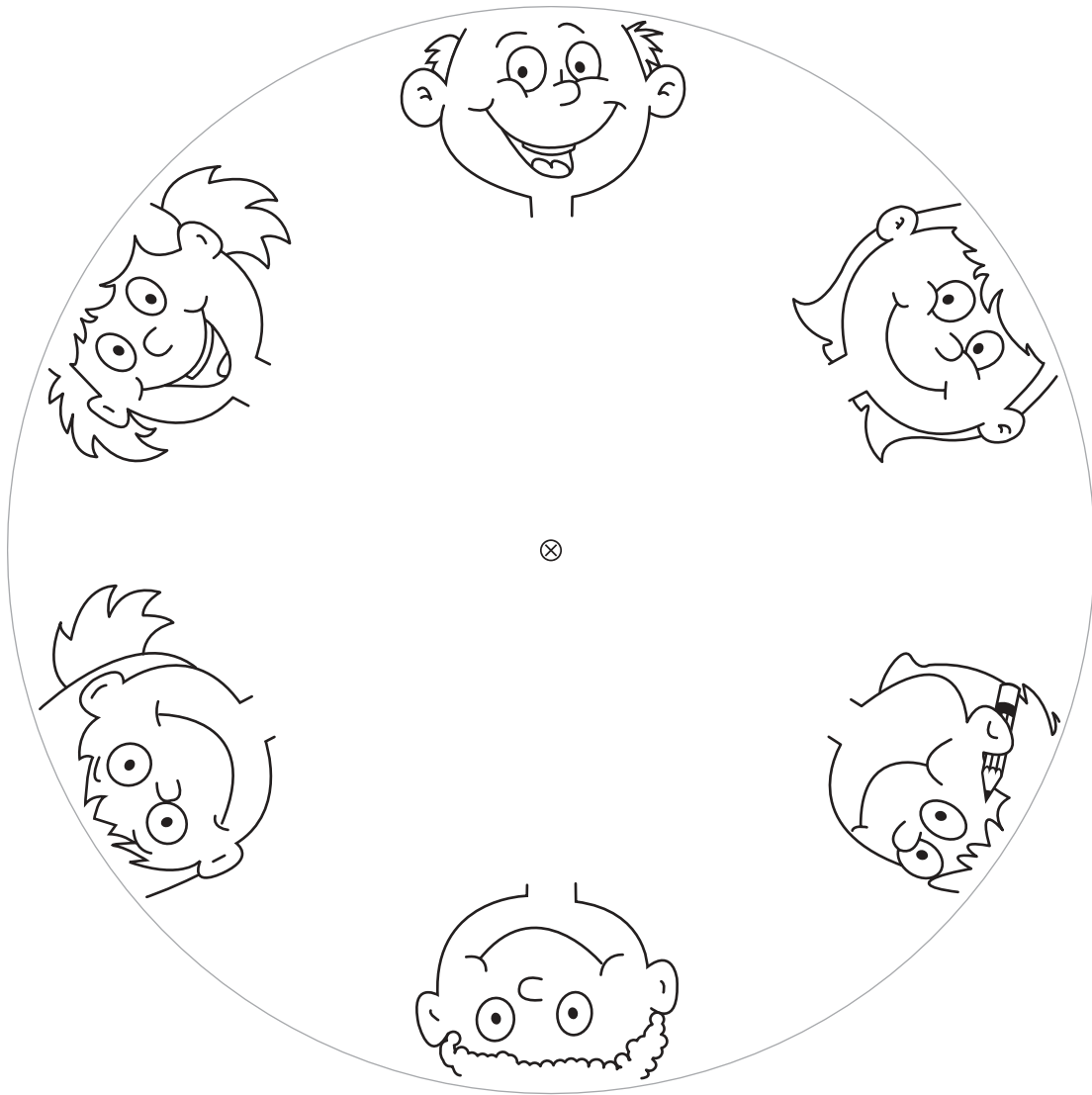


Example:



Students color and cut out circles.
Insert a brad in the center of the three circles.
Students turn the circles to match the tool to the occupational hat.





Bulletin Board Ideas

Making Excuses

Ethics are principles that define behavior as right, good, and proper. List common ethical issues that may confront us at work, placing each issue on a separate flower petal. List excuses people use to overlook the ethical situation, placing each excuse on a separate flower petal.

Optional: Attach petals so they rotate freely. One petal of one flower could match one petal of the other flower.

Common ethical issues:

- Calling in sick when you are not.
- Recording extra hours on your time card.
- Sneaking freebies to family and friends.
- Conducting other business on company time.
- Taking more time than allowed for lunches and breaks.

Excuses people use:

- Just enough to get by.
- I was just doing it for you.
- It doesn't hurt anyone.
- Everyone's doing it.
- I've got it coming.

Ethical Behavior

Sketch a large tree with branches where cut-out fruit (i.e., apples) may be placed. On each fruit shape, write the phrases shown below. Attach three teacher-created baskets or plastic strawberry baskets to bottom of bulletin board. Students read the words on the fruit shape and place them in the correct containers that match that category.

Word for basket: **Dependability**

Words for fruit shapes: Arrive on time, Keep commitments, Return what you borrow, Be honest, Do not steal, Do not damage equipment, Do not cheat

Word for basket: **Interpersonal**

Words for fruit shapes: Be fair, Be compassionate, Act courteously, Help people in need, Get the facts before decisions are made, Have good manners.

Word for basket: **Initiative**

Words for fruit shapes: Willingness to go above and beyond, Take pride in work, Don't quit, Set goals, Follow directions, Manage time, Be accountable, Strive for excellence, Develop new skills, Have drive and effort.

Time for Good Deeds

Make a variety of large clock faces. Each time a child does a good deed, he/she can write it on a piece of paper and attach it to the clock.

“Nothing is more important to the public welfare than to form and train our youth in wisdom and virtue.”

– Benjamin Franklin

Bulletin Board Ideas, cont.

ABCs of Jobs

Designate a bulletin board for the letter of the week. Use student-generated pictures.

Adventurous Andy and Amber want to travel in space as *Astronauts*.

Brave Brad and Bridget want to be *Bus Drivers*.

Considerate Carl and Crystal want to be *Computer Programmers*.

Deliberate Dan and Diane want to be *Dentists*.

Energetic Ed and Emily want to be *Electricians*.

Friendly Frank and Faith want to be *Fast Food Workers*.

Gracious Gene and Gina want to be *Gardeners*.

Helpful Henry and Heather want to be *Hotel Managers*.

Interesting Ivan and Iris want to be *Investigators*.

Jolly Justin and Judy want to be *Janitors*.

Knowledgeable Karson and Kate want to be *Kindergarten Teachers*.

Likeable Larry and Lisa want to be *Librarians*.

Mature Mike and Mary want to be *Musicians*.

Nice Ned and Nancy want to be *Nutritionists*.

Outgoing Orval and Oprah want to be *Optometrists*.

Polite Phil and Pam want to be *Pharmacists*.

Quiet Quenton and Quella want to be *Quilt Sewers*.

Relaxed Rollo and Rona want to be *Reporters*.

Sociable Steve and Susan want to be *Surveyors*.

Trustworthy Tanner and Tess want to be *Taxi Drivers*.

Unique Ulys and Ursula want to be *Upholsterers*.

Versatile Victor and Vada want to be *Veterinarians*.

Wise Wade and Wendy want to be *Writers*.

Xylophone players Xosa and Xanadu want to be *X-ray Technicians*.

Yelling Yen and Yukon want to be *Yoga Instructors*.

Zany Zed and Zip want to be *Zookeepers* and take care of animals.

*“There are two kinds of sorry —
Sorry I did wrong, Sorry I got caught.”*

- Unknown