

Lessons/Activities

Cover Up

This activity will help students describe the importance of cooperation, understand leadership abilities, and demonstrate how to get along positively with people who are different from themselves.

Related Subjects – Elementary

Social Studies
Art
Language Arts

National Career Development Guidelines

Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. (CM4)

Materials/Supplies

Cut paper in quarters (4 covers per 8.5 x 11 page), markers, or crayons

Activities

Introduce the activity. Tell the students that you represent a music company looking for a cover design for a new CD. Explain that the students will be working in teams. In the first phase of the activity, the teams will compete to design the winning CD cover. In the second phase, they will compete to see which team can mass produce the most copies of the winning cover in a given period of time.

Begin Phase 1 of the activity. Have the students form small teams of 5 to 7. Ask each team to choose a manager. Give each team several sheets of paper and markers or crayons.

Lead a discussion. At the end of 40 minutes, have the teams submit their final designs. Lead a discussion concerning this phase of the activity. Ask these and other questions:

How did you organize for the job?
How did you get ideas for designs?
Did all the members of your team do the same thing, or did you specialize?

How did you select your final design?

How well did the members of your team cooperate?

What problems did you encounter?

Phase 2 preparations: Select one design to be mass produced in the second phase of the activity. Using tracing paper, draw a black-line master of the winning design and reproduce at least 100 copies of it. Reproduce three or more original colored copies for teams to refer to while completing their task.

Begin Phase 2 of the activity: Divide the copies equally among the teams, and provide plenty of markers or crayons. Explain: *You will have 20 minutes to produce as many exact copies of the model design as you can. The winning team is the team that produces the most. Since I have provided line copies, your main task is to add the color and texture, etc. Copies of poor quality will be eliminated prior to the final count.*

Give the groups 10 minutes to get organized. Announce the start of production, and call time after 20 minutes. Tally the results and announce the winning team.

Lead a follow-up discussion. Encourage the students to talk about what they learned from the activity. Ask these and other open-ended questions:

How did you organize for the job?

Did you specialize? How?

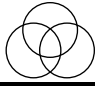
How well did the members of your team cooperate?

What did you learn about working with others from this activity?

If you were to do the production phase again, what would you change about your process and why?

Evaluation

Students will be evaluated on participation and quality of work.



Say it Again, Sam

Students will use positive communication skills in place of hurtful or intimidating words when expressing needs, wants, and feelings and identify the skills needed to be a responsible friend and family member.

Related Subjects – Elementary

Language Arts
Health

National Career Development Guidelines

Develop positive interpersonal skills, including respect for diversity. (PS2)

Materials/Supplies

“Say It Again, Sam” worksheet

Activities

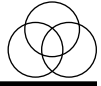
Ask the students to complete “Say It Again, Sam” worksheets.

Discuss with students their responses to the worksheet.

Have students discuss how crudely stated criticisms hurt people’s feelings and are destructive to friendships while considerately stated suggestions can be helpful.

Evaluation

Evaluation will be based on completion of “Say It Again, Sam” worksheet and group discussion.



Say It Again, Sam

People often say things that hurt other people’s feelings. Read the remarks under “One Way to Say It.” Then write the correct letter of “Another Way to Say It” from the list below.

One Way to Say It

- 1. _____ “Lester, you are so clumsy!”
- 2. _____ “Stupid Joanne, don’t you know how to look up words?”
- 3. _____ “During class is not the time for that!”
- 4. _____ “Oh, Cory always has crummy ideas.”
- 5. _____ “Don’t choose Iris. She can’t catch the ball!”



Another Way to Say It

- A. “These ideas don’t quite fit. We might change them a little.”
- B. “Maybe we could choose a different time.”
- C. “If you will watch where you are going, you may not bump into things as much.”
- D. “Perhaps we could use her for another activity.”
- E. “Some practice with the dictionary would help you.”

Care to Try It?

Say It Again, Sam. Rewrite each of the remarks on the lines below.

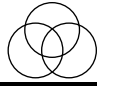
I think Ellen is a liar.

Audrey is just too dumb to do that project.

Everett is too lazy to be on my committee.

Someone stole my pencil.

Don’t you think Gail acts weird sometimes?



Transferable Skills

In this activity, students will identify transferable skills in school that may be implemented in a career.

Related Subject – Elementary

Language Arts

National Career Development Guidelines

Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. (CM4)

Materials/Supplies

“Transferable Skills” worksheet, pencil

Activities

Define transferable skills.

Skills such as organization, public speaking, interpersonal skills, highly technical skills, etc., that can be used in different occupations are known as transferable skills.

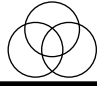
Discuss how skills learned in one situation are used again in different situations.

Have the students fill in the “Transferable Skills” worksheet.

Ask the students to make a list of future skills they may be able to transfer from school to work.

Evaluation

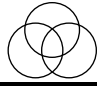
The student will be evaluated on class participation and completed worksheet.



Transferable Skills

Transferable Skills	When Used in School	When Used in Career
1. Meeting deadlines		
2. Listening		
3. Expressing yourself verbally		
4. Expressing yourself in writing		
5. Remembering		
6. Working independently		
7. Taking notes		
8. Writing in an organized manner		
9. Organizing		
10. Making decisions		
11. Solving problems		
12. Using criticism to grow		
13. Being dependable		
14. Being responsible		
15. Working as part of a team		
16. Planning ahead		
17. Negotiating		
18. Being motivated		
19. Leading		
20. Arriving on time		

May be photocopied for student use.



The Wide World of Volunteering

Who cleans the local stretch of highway? Who reads to the shut-in down the street? Who organizes the spring egg hunt in the park? Chances are it is a group of volunteers or an individual volunteer. This activity will explore the topic of volunteering, explain the benefits of volunteering, and help students identify ways they can volunteer.

Related Subjects – Middle Grades

Social Studies
Language Arts

National Career Development Guidelines

Develop positive interpersonal skills including respect for diversity. (PS2)

Materials/Supplies

“Summary of Volunteer Experience,” and
“Evaluation of Volunteer Experience,”
chalkboard, paper

Activities

Lead a class discussion on volunteering and volunteer organizations within your community.

Have the students list ways in which they have volunteered, and write them on the chalkboard.

Ask the students to brainstorm new ideas for volunteering. Activities could include: cleaning a park, visiting people in a nursing home, etc.

Have the students discuss the benefits of volunteer work. (Examples: Getting to know people of a different age, feeling good about “just helping someone” without being paid.)

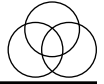
Ask the class to brainstorm volunteer work they could do as a group or that the students could do themselves at school, home, or in the community.

Make a master list from the brainstorming session.

Have each student prepare a written plan to volunteer in the community. It should list the type of activity, who will benefit, when it will be done, etc.

Evaluation

Students will be evaluated on their participation in discussions, their written plans of action, and their completed worksheets on their experiences.



Summary of Volunteer Experience

Name of Volunteer _____ Organization _____

Job _____

Address _____ Telephone _____

Dates of Service _____ Total Hours Worked _____

Major Functions of Your Job: _____

Accomplishments _____

Skills Developed _____

Specific Training (if applicable) _____

Signature of Supervisor _____

Title of Supervisor _____

Date _____

Evaluation of Volunteer Experience

Position _____ Organization _____

I would rate the quality of the experience as:

excellent _____ good _____ fair _____ poor _____

What I found most rewarding about this experience _____

What I found difficult and why _____

Strengths I brought to the position _____

Skills I used _____

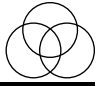
New skills/knowledge I picked up _____

Skills I enjoyed using _____

How this experience benefited me _____

Skills I'd like to develop further _____

Other volunteer roles I'd like to try _____



In the News

Related Subjects – Middle Grades

English
History

National Career Development Guidelines

Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. (CM4)

Materials/Supplies

Magazines, newspapers

Activities

Clip five articles from newspapers or magazines that pertain to leadership skills. These articles can be examples of either good or poor leadership practices, i.e., company receives a recognition or a company is involved in unethical practices. Share with the class, explaining your point of view as to good or bad practices, and discuss why you feel that way.

List the headlines of the stories.

1. _____

2. _____

3. _____

4. _____

5. _____

Evaluation

Students will be evaluated on locating articles pertaining to leadership skills and their oral presentations about them.

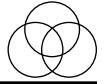


Chart Goals

Related Subjects – Middle Grades

English
Careers

National Career Development Guidelines

Use a process of decision making as one component of career development. (CM2)

Materials/Supplies

Decision Making and Chart Goals handouts

Activities

Think about your goals. These may be tentative or definite. Write the goals in the chart below. Underline those you think of as definite.

Goals	Educational	Occupational	Interests & Hobbies	Others (Home life, spiritual, social, etc.)
Immediate (Today, this week, or this month)				
Intermediate (This semester or this year)				
Long-range goals Next year				
Two years				
Five years				
Ten years				



Decision Making

Think about these goals and how they fit together. Select the goal that seems most important to you now and work it out in more detail by completing the following statements.

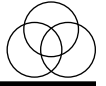
1. One goal that I really want to accomplish is

2. I am going to make progress toward this goal by

3. My deadline to turn this plan into reality is

4. The abilities and skills that I have that will help me achieve this goal are

5. I have detailed knowledge of the following subjects that will help me reach my goal.



6. Areas in which I need more information, help, skill, and knowledge are

7. Places to go and people to see for gaining knowledge, acquiring information, and mastering skills are

8. The first step I am going to take (this week!) is

9. My next three main steps will be

a.

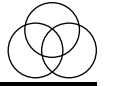
b.

c.

10. My deadline for completing these three steps is

Evaluation

The students will be evaluated on the thorough completion of the handouts.



Rank Employees’ Needs and Desires

All too often managers think that they know what the employees want, but the employees claim otherwise. To illustrate this point, the following survey was conducted. The managers were asked to rank 10 job factors in the order they thought their employees would rank them. Independently, the workers were asked to rank the same factors in order of importance.

Related Subjects - High School

English
Careers

National Career Development Guidelines

Use accurate, current, and unbiased career information during career planning and management. (CM3)

Materials/Supplies

Employee Ratings/Job Factors handout

Activities

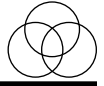
Rank the 10 job factors as you believe employees would rank them. Write a “1” before the factor you believe the employees will rank first, a “2” before the second most important factor, and so on through number 10. Then compare your results with those of the original survey that is printed on the next page. Be sure to discuss what you discovered with the rest of the class.

Evaluation

The student will be evaluated on the discussion of the employee and supervisor rating.

Employee Ratings Job Factors

- _____ Work that keeps you interested
- _____ Good wages
- _____ Job security
- _____ Good working conditions
- _____ Personal loyalty of management to workers
- _____ Promotion and growth in company
- _____ Feeling “in” on things
- _____ Full appreciation of work done
- _____ Sympathetic help on personal problems
- _____ Tactful disciplining

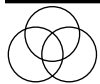


Job Factors	Employee Rating	Supervisor Rating
Full appreciation of work done	1	8
Feeling “in” on things	2	10
Sympathetic help on personal problems	3	9
Job security	4	2
Good wages	5	1
Work that keeps you interested	6	5
Promotion and growth in company	7	3
Personal loyalty of management to workers	8	6
Good working conditions	9	4
Tactful disciplining	10	7

Keep these job factors in mind when looking at occupations you would like to do — will your chosen occupation provide you with these rewards?

Evaluation

Students will be evaluated on their discussion of the different ratings given by the employees and the supervisors.



Evaluate an Open-Door Policy

Many team leaders or managers claim to maintain an “open door” to the office. They want the staff to feel free to come into the office and discuss anything relating to the firm. Some encourage “small talk” as well. This assignment will help you understand the challenge of maintaining open communication.

Related Subject - High School

English

National Career Development Guidelines

Develop positive interpersonal skills, including respect for diversity. (PS2)

Materials/Supplies

Case Study Question Handout

Activities

- Read the case study and answer the questions. Be prepared to discuss your responses with the class.

Tina Saunders, chief accountant, and Bob Williams, manager of the men’s department, were walking down the main aisle of Mason’s Ready-to-Wear Shop on their way out to lunch. As they approached the door, they saw Jim Mason, the president, talking to Miss Bakes, the jewelry department manager. Jim was trying to edge away, and he sounded somewhat impatient as he said, “Well, I have to run along now. Drop into my office when you have a chance. You know . . .”

As Tina and Bob walked out the door, Bob said, “Bet his next words were ‘My door is always open.’”

Tina replied, grinning, “I won’t take that bet.”

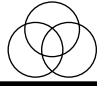
After the two were seated in the restaurant across the street, Bob said, “Jim is finding it pretty hard to take his father’s place as head of the store. Of course, it was a shock

to him when his father was killed in that plane crash. But, it’s been over eight months now, and Jim is still tense and keyed up all the time. It’s not that he doesn’t know store operation. He was well-coached from the ground up. He started as a part-time stock boy even before he was in high school, and he worked every summer through his high school and college years. He spent time in every department. For five years, he was his father’s assistant. So, he knows operations all right.”

Tina was quiet for a few seconds before answering. “Yes, he knows operations. Maybe that’s his trouble. Now, don’t get me wrong. I like Jim. But I can’t really get to him with ideas or suggestions. I’ve been with the store for a little over two years.” Tina paused for a moment, then said, “I was assistant chief accountant over at the Emporium when I heard of the opening here. I heard, too, that Mr. Mason, Jim’s father, was a fine person to work for, and he was. He gave me free reign in the accounting department and let me make a lot of changes after I’d discussed them with him. Easy man to talk to. Encouraged ideas. But not . . .”

“I know,” said Bob. “Now we don’t have a chance to discuss either ideas or problems with the boss. But heaven forbid that we go ahead and make our own decisions. I’ve stopped dropping in that ‘open door.’ Last week I made an appointment with Jim to discuss the new line of shirts and suits we’d been handling for the last month.

“When I got to his office,” explained Bob, “Jim was on the phone. He motioned to a chair, and I sat down. When he hung up, he dashed out, without a word, to talk with his secretary. He came back, wrote some things on a pad, and made a few notations on some incoming mail. He then turned to me and



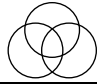
said, ‘Well, what’s your problem today? My door is always open!’

“I reminded him that he had agreed to discuss the new shirt and suit lines. I also told him that I had some sales figures and some customer comments that the clerks had passed on to me. When I mentioned clerks, he broke in to sound off about the shortage of help in the women’s department. Then the phone rang. We got back on the track again for about three minutes. He was looking at the sales figures, and I was pointing out the upward trend, when he said, ‘What do you think of Thompson in your department? Is he slowing down a bit?’

“Well, after that comment, I was trying to think of an excuse to leave, but I was saved by the phone. He was pretty angry when he finished the phone conversation. He turned to me and said, ‘Trouble in the advertising department again. Blake is always crying on my shoulder. Guess we have your problem worked out, haven’t we? Blake is coming up now. But, when you have a chance, drop back, and let’s have a real chat about your department. Especially those new lines we put in a while ago.’ I said thanks and left. I’d just about reached Mary’s desk in the outer office when Jim called, ‘Thanks for coming, Bob. Come back any time. You know my door is always open.’”

Evaluation

Students will be evaluated on how well they complete the handout.



Case Study Questions

1. How does Jim rate as a good listener?

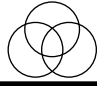
2. Give three examples to justify your rating of Jim.

3. What is the reaction of employees to Jim?

4. What is Jim's attitude toward his employees?

5. In your opinion, what is wrong with the way Jim acts in meetings with a staff member?

6. List what Jim did wrong when he met with Bob. What could Jim have done differently during the meeting with Bob?



Rate Yourself as a Leader

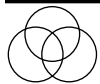
Effective leaders exhibit certain qualities of personal characteristics. This self-evaluation will provide personal leadership strengths and weaknesses.

Place a check mark in the column that best expresses your thoughts about the statement.

	Need to Gain Knowledge	Need to Improve	Can Do Well
1. I can work independently and in group settings to get things done.			
2. I can communicate effectively with others.			
3. I can take risks to get the job done.			
4. I can invest in others by enabling and empowering them.			
5. I can learn from mistakes and deal with setbacks.			
6. I can practice the human relations skill of honesty.			
7. I can practice the skill of listening.			
8. I can understand, accept, and appreciate others and their contributions.			
9. I can demonstrate courage to take risks.			
10. I can adapt to opportunities and obstacles.			
11. I can demonstrate moral behavior.			
12. I can accept diversity of ideas and opinions.			
13. I can accept responsibility for personal actions.			
14. I enjoy working with others.			
15. I can seek counsel from others.			
16. I can admit my mistakes.			

17. List your strengths.

18. List your weaknesses.



Products and Resources

Concepts of Effective Leadership

Outstanding leadership advice is provided on styles of leadership, basic motivational and human relation skills for effective leadership, and methods for setting and achieving personal and organizational goals. (20 minute video)

Grade Level: High School

Order Number: HO7106

Okla. In-State Price: \$39

Hey, Is Anyone Listening?

This tape teaches students the importance of listening and how listening impacts virtually every aspect of life. It explains in detail the causes of poor listening habits and gives concise cures for a lousy listener.

Order Number: TA7007

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Watch What You Say . . . to You!

This video explores how students develop or destroy the most important of all possessions . . . their self-esteem. It explains the essential skills of monitoring and mastering self talk. This video provides steps for noticing and combatting the cruel voice inside each student.

Order Number: TA7006

Okla. In-State Price: \$89.95

How to Order?

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