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# Module 8

Middle School Preparation



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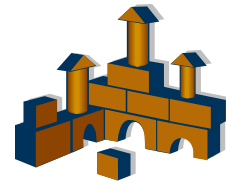
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## **Activity 6 Numbers Every Day**

No handouts for this activity.

# Alignment with NYS Learning Standards



## Career Development and Occupational Studies (CDOS)



### **Standard 2:**

*Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.*

### **(Elementary)**

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills, and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.
  - (a) identify academic knowledge and skills that are required in specific occupations
  - (c) solve problems that call for applying academic knowledge and skills

**Standard 3a:** *Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.*

### **(Elementary)**

**Key Idea 3a-2:** (Thinking Skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

- (a) use ideas and information to make decisions and solve problems related to accomplishing a task.

**Key Idea 3a-3:** (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

- (b) demonstrate the personal qualities that lead to responsible behavior

**Key Idea 3a-4:** (Interpersonal Skills): Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

(c) relate to people of different ages and from diverse backgrounds

**Key Idea 3a-7:** (Managing Resources): Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

(a) demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task

### (Intermediate)

**Key Idea 3a-2:** (Thinking skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

(a) evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skill

**Key Idea 3a-3:** (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

(a) demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner

**Key Idea 3a-4:** (Interpersonal Skills): Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations

(a) demonstrate the ability to work with others, present facts to support arguments, listen to dissenting points of view, and reach a shared decision

**Key Idea 3a-7:** (Managing Resources): Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

(a) understand the material, human, and financial resources needed to accomplish tasks and activities

# Family and Consumer Science



**Standard 1:** *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

**(Intermediate)**

**Key Idea 1-1:** Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

- (c) Students will recognize the mental, social, and emotional aspects of good health
- (d) Students will apply decision-making process to dilemmas related to personal health

**Standard 2:** *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

**Key Idea 2-1:** Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

- (d) Students apply basic rules of health and safety to a variety of home and work place situations

**Standard 3:** *Students will understand and be able to manage their personal and community resources.*

**Key Idea 3-1:** Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

**(Elementary)**

- (a) Students understand the kinds of resources available in their community and make informed decisions related to their own use

**(Intermediate)**

- (e) Students understand how working contributes to a quality living environment

**(Commencement)**

- (a) Students analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self
- (e) Students develop job skills (e.g., communication, effective time management, problem solving, and leadership)

# Health



**Standard 1:** *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

## **(Commencement)**

**Key Idea 1-1:** Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

- (b) Students will demonstrate necessary knowledge and skills to promote healthy development into adulthood.

**Standard 2:** *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

## **(Commencement)**

**Key Idea 2-1:** Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

- (b) Students will evaluate personal and social skills which contribute to health and safety of self and others

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# Background Information



**The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 8.**

- **Job readiness is an ongoing process that can begin as early as elementary school.**

As soon as students enter the school system they not only learn academics, but begin to build life skills such as creating interpersonal relationships, managing time and resources, and becoming a contributing member of society.

This module on job readiness in middle school focuses on the development of those life skills. Job readiness (or career education) in middle school is not about expecting students to make lifelong career decisions at a young age. It is about building problem-solving and interpersonal skills so that students can be successful in any job they choose.

Strong life skills are essential for success in the work place. They are particularly important for students with special needs as they learn about self-care, self-reliance, accessing community resources, and independent living. Some students with disabilities may require support systems, but that does not mean that they should not be given the opportunity to develop crucial life skills such as:

- managing daily living requirements
- participating in personal finance management
- maintaining personal health and safety
- communicating effectively with others
- self-advocating and problem-solving
- goal-setting, and decision-making.

Continued



**The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 8.**

These valuable skills are useful in everyday life with family and friends, as well as on the job. The sooner students can become exposed to basic life skills, the earlier they can incorporate those skills into their daily lives. When it comes time to apply life skills when seeking and maintaining employment, the students will be well-equipped to put the skills into practice.

In some education systems, the students will have access to work study, internships, and supported employment programs. The same life skills are needed to succeed in those opportunities.

As students explore life skills, they can start becoming aware of the wide range of job opportunities that exist (and may exist in the future), and personal skills and interests that may point them to a particular career field. Students do not have to make decisions in middle school about what employment they will seek when they transition from high school to employment, but they can start thinking about what they enjoy, what they want to know more about, and what seems to be an area where they can excel (or should avoid). A job readiness program allows them to widen their concepts of future possibilities.

Students with disabilities can start to determine the options that are available to them and the parameters that may exist because of their disabilities. Middle school is a chance to find out what the possibilities are, so that when they graduate they can take into consideration their likes, dislikes, capabilities, abilities, and the realities of the economy and employment options.

In addition, by becoming aware of the wide range of jobs associated with careers, students can also break down stereotypes that may influence their thinking about job opportunities. They may think that jobs are limited by gender, race, ethnicity, and disability. By exposing the students to a wide range of job choices as well as employees who are working in non-traditional jobs, the students have the chance to realize that they may be self-limiting choices because of stereotypical perceptions.

Continued



**The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 8.**

Students in middle schools are coping with dramatic changes in their cognitive, physiological, and psychological development. Many students with disabilities are also learning how to manage health and social concerns in addition to handling the challenges of adolescence. Middle school provides a significant opportunity for students to develop knowledge, skills, and attitudes about themselves and the world around them that are the foundation for setting goals and making decisions about the future.

- **Middle school students learn job readiness skills more effectively if they participate in hands-on activities and have opportunities for social interaction.**

Students in middle school (usually grades 6-8) respond positively to exploratory education, where they have a chance to experience new information first-hand. They benefit from activities that involve direct skill application. They enjoy hearing from adults first-hand who share stories and personal experiences. Above all, they prefer social experiences in the classroom, such as cooperative learning and teamwork activities.

Middle school students also learn more effectively if career education information (including life skills and pre-employment skills) is integrated into subject areas such as Science, Math, and Social Studies. Students see how academic skills are linked to specific jobs.

Job readiness activities should be carried out in a manner that will support self-esteem and will give students the opportunity to feel included and valued as they begin to explore new concepts and skills that will serve them for a lifetime.

*Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding, and approval (American School Counselor Association 2008).*

Continued



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 8**.

- **Early knowledge of legal rights can inspire confidence and motivation in middle school students with disabilities as they begin thinking about job readiness.**

As early as middle school students should become aware of their rights as individuals with disabilities. Module 4 of the Job Readiness curriculum includes information on laws and regulations that protect individuals with disabilities as they seek and obtain employment.

Middle school students with special needs may have already formed opinions about what job opportunities are available to them, based on what they have been told, or what they have observed. As they develop life skills they can build confidence. As they are exposed to a wide range of job options, they can build motivation. As they learn about their legal rights, they can develop goals and begin to become job ready.

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# Module Vocabulary



**Before conducting job readiness activities in this module, review the following key vocabulary words with the students:**

- ❖ Job
- ❖ Career
- ❖ Communication
- ❖ Teamwork
- ❖ Decision
- ❖ Goal
- ❖ Rights
- ❖ Independence
- ❖ Skills
- ❖ Interests
- ❖ Worker
- ❖ Co-worker
- ❖ Respect
- ❖ Customer Service

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# Module Journal Topics



**Encourage students to keep a notebook that contains their handouts, drawings, pictures from magazines, personal written notes, and/or photographs. This “Journal” will be a record of the steps they take to become “job-ready.”**

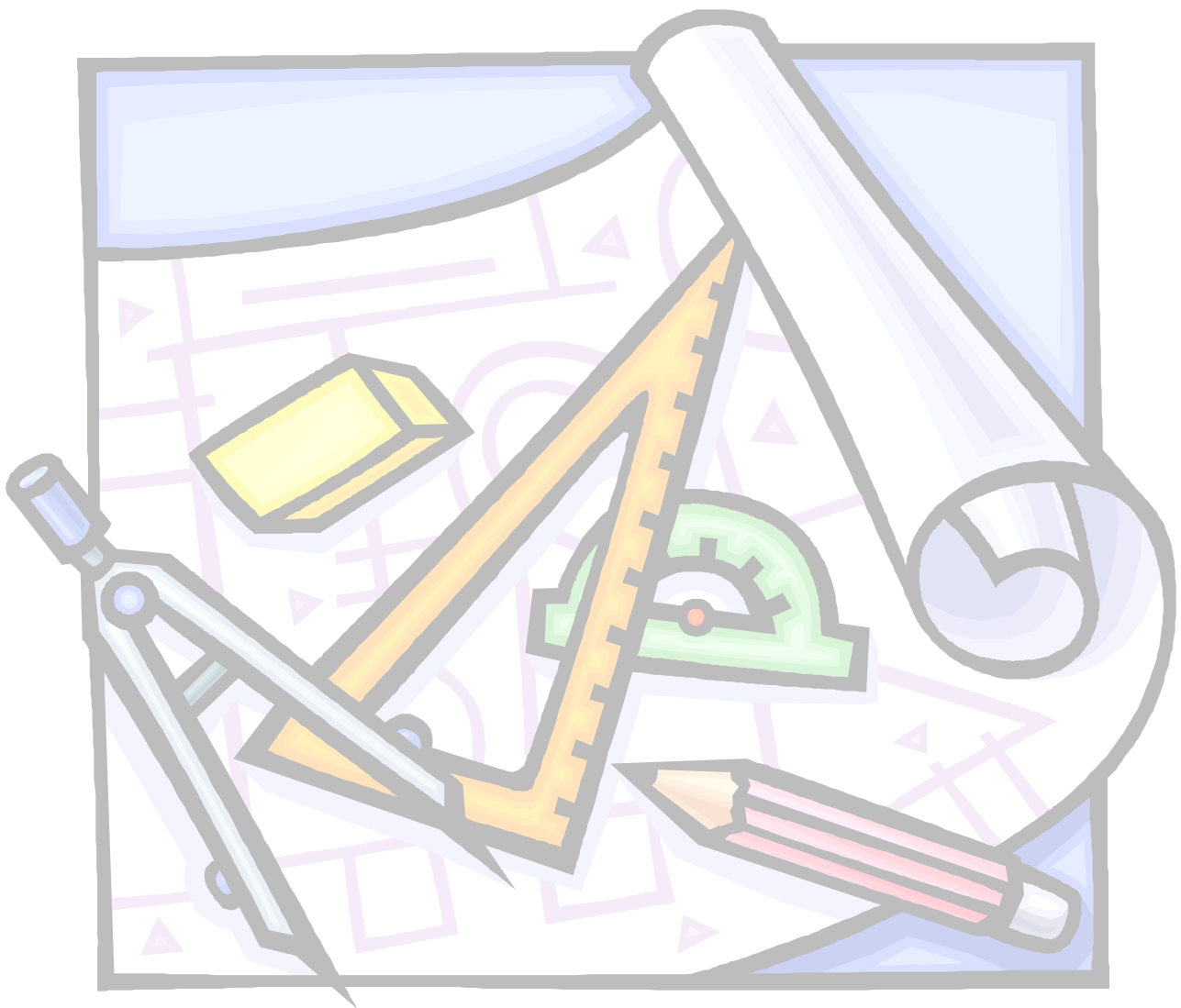
Suggested journal topics:

- What skills have I developed as I’ve grown?
- What are my favorite things to do in school and after school?
- What new and interesting jobs have I learned about?

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# Activities

## Module 8



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# Activity #1 – Learning New Skills

## Description of Activity

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**In this Activity students will learn about skills that they are learning in school that will be necessary for success on the job.**



## Supplies

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- ❖ No supplies required

## Handouts

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- ❖ Listening to the Teacher (2 versions)
- ❖ Riding the Bus (2 versions)
- ❖ Getting to School on Time
- ❖ Getting to Class on Time
- ❖ Communicating with Other People (2 versions)
- ❖ Respect (2 versions)
- ❖ Getting a Job
- ❖ Money (2 versions)
- ❖ Working on a Team (2 versions)
- ❖ Goals for School
- ❖ Goals for Work
- ❖ One of My Best Skills

---

# Activity Directions

**ASK:** Does anyone have a younger brother or sister at home? Or do you know a younger child in your neighborhood?

**ASK:** Are any of them just learning how to walk and talk? What else can they do?

Accept all responses, pointing out that every year of life children learn new skills. For examples, most toddlers are learning how to walk, run, put puzzles together, play with toys, and eat finger foods.

Discuss the details of what students have observed about very young children and the skills that the children have developed.

**ASK:** Do you know anyone in elementary school? What skills are they learning?

- Discuss what the students have observed about how elementary school children behave on the playground, how they interact in the classroom, how they take care of their personal needs, and the how they are learning how to follow rules and listen to adults.


Emphasize the skills that they have developed since they were toddlers.

**ASK:** What new skills have you learned as you have been growing up?


As the students respond, keep in mind that some of the individuals with disabilities may not have been able to learn some of the skills that have been discussed, such as reading and writing, riding a bicycle, jumping rope, etc. Point out what they are capable of doing and what they have learned successfully. For example:

- Choose clothes and get dressed
- Fix foods at home – prepare lunches
- Move from class to class successfully
- Use a locker
- Keep books and papers organized
- Connect with friends
- Work in groups on class projects
- Participate in school activities such as chorus, sports, science fairs and clubs

- Display handouts that show what skills they already have developed that are essential in school. (Note that there are two choices for some of the handouts below.)



## Handouts




---


- ❖ ***Listening to the Teacher*** (2 versions)
- ❖ ***Riding the Bus*** (2 versions)
- ❖ ***Getting to School on Time***
- ❖ ***Getting to Class on Time***
- ❖ ***Communicating with Other People*** (2 versions)
- ❖ ***Respect*** (2 versions)

**ASK:** Would you like to be good at *these skills*?

- Display handouts that show what skills are necessary for success when transitioning from high school to the work place. (Note that there are two choices for some of the handouts below.)



## Handouts



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- ❖ ***Getting a Job***
- ❖ ***Managing Money*** (2 versions)
- ❖ ***Working on a Team*** (2 versions)

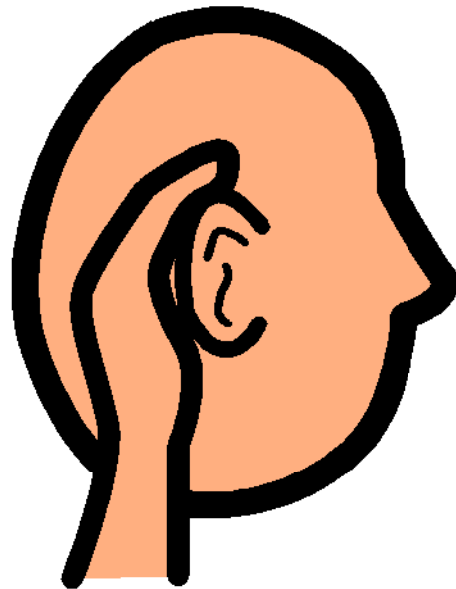
Explain that they are already beginning to develop skills in school that will be useful on the job.

- Display the handouts ***Goals for School*** and ***Goals for Work*** to show the comparison between school and the work place. The last item in the handout shows that the big difference is that students can earn a paycheck.

Review what basic skills are necessary to succeed in the work place, such as:

- Time management
  - Attendance
  - Responding positively to authority
  - Communicating calmly with peers/co-workers
  - Sharing in the workload
  - Doing excellent work at all times
- Distribute the handout ***One of My Best Skills*** and ask students to illustrate a skill that they have mastered in school that could also be applied on the job.

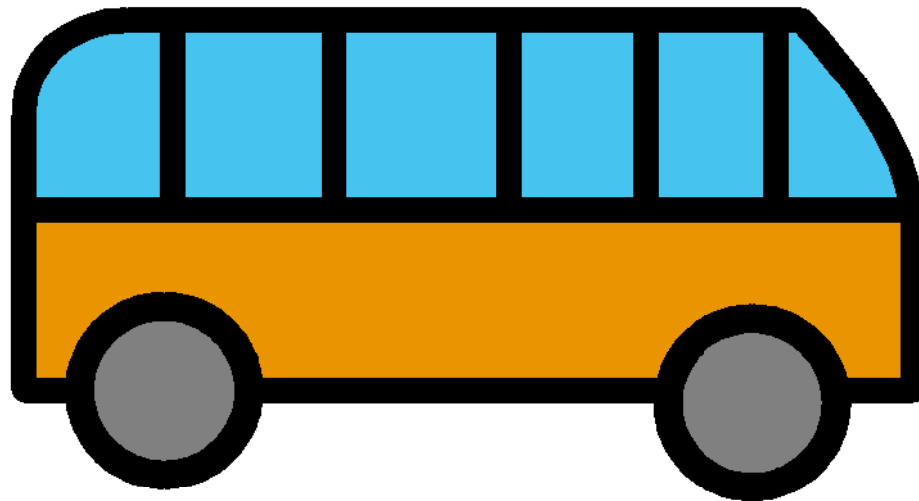
# Listening to the Teacher



# Listening to the Teacher



# Bus



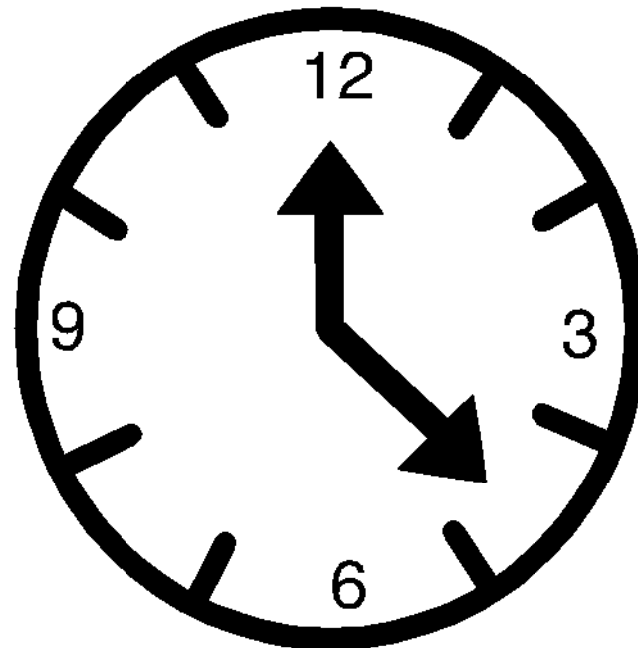
# Riding the Bus



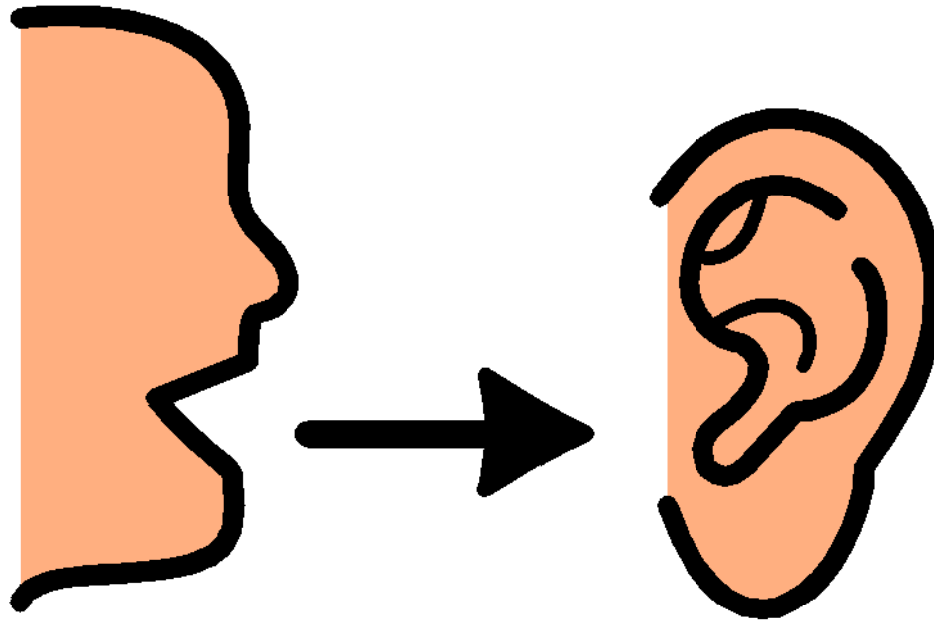
# Getting to School On Time



# Getting to Class On Time



# Talk



# Communicating With Other People



# Respect

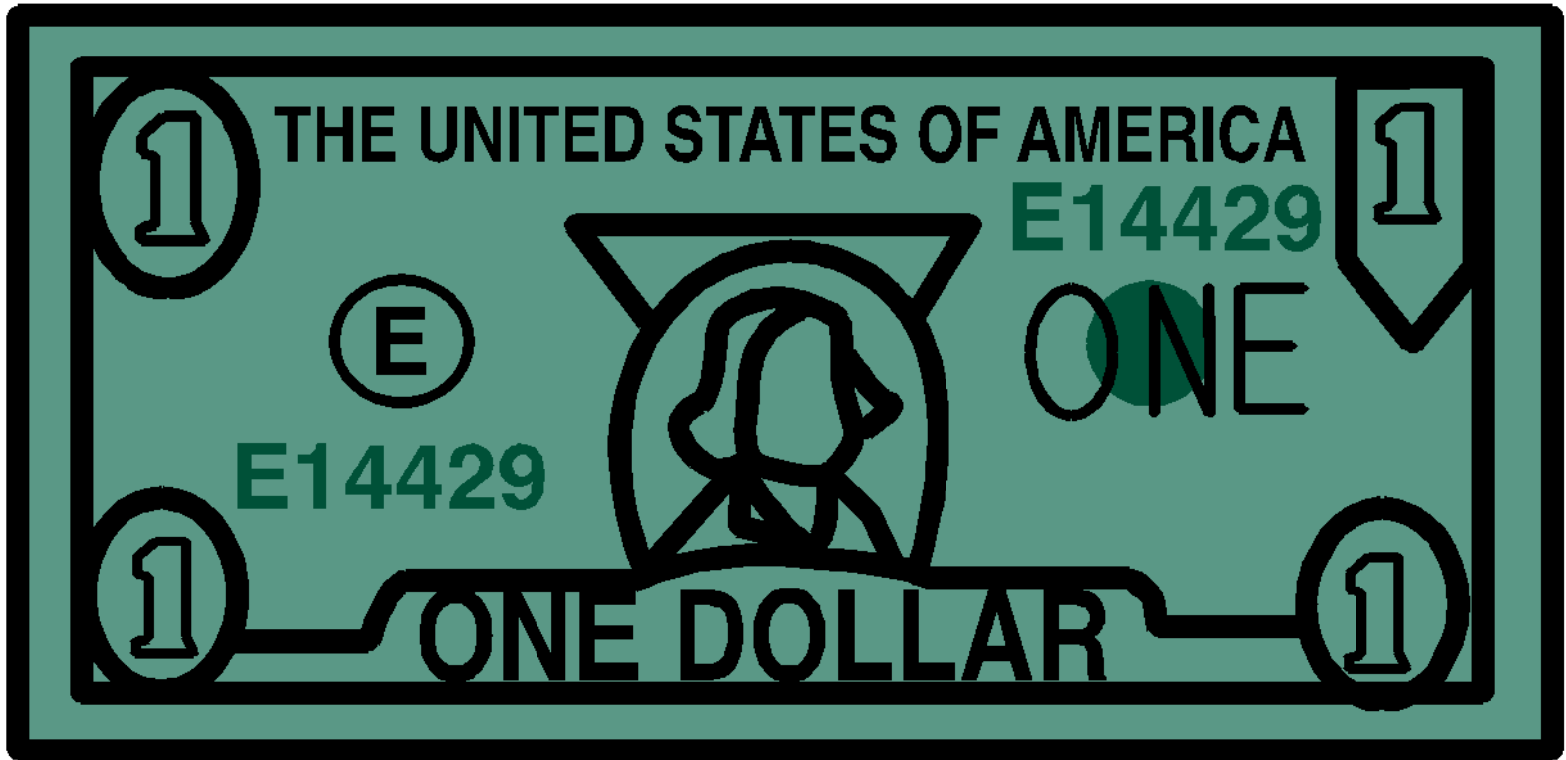


# Respect



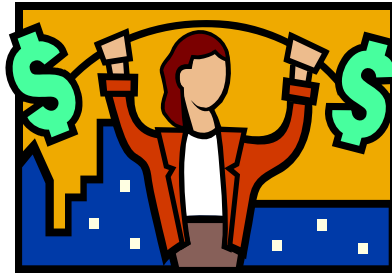
# Getting A Job





# Managing Money

**Balance your Budget!**



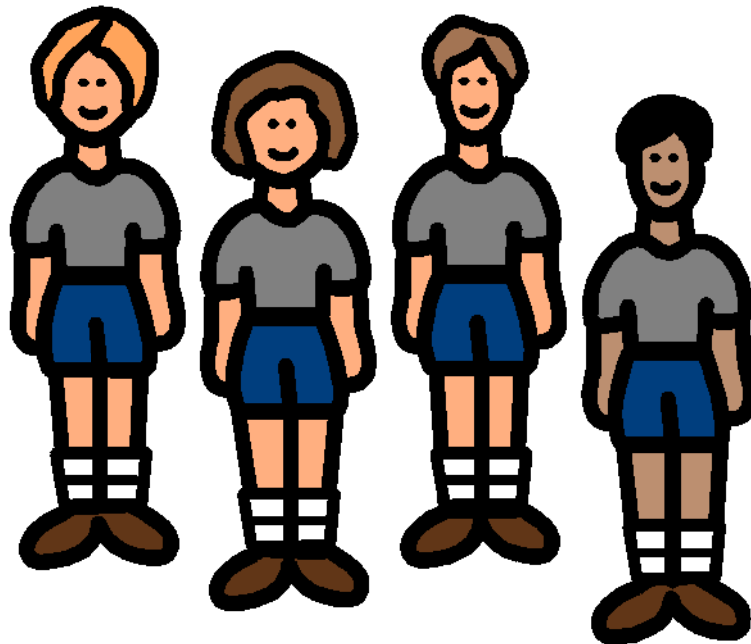
**Stay afloat!**



**Save!**



# Teamwork



# Teamwork

**Be polite**

**Share information**

**Explain ideas**

**Listen to ideas**

**Share the workload**

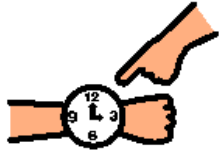
**Do your best for the team**

**Help each other**

**Share the success**



# GOALS FOR SCHOOL



**BE ON TIME**



**BE CLEAN**



**BE FRIENDLY**



**HEALTHY LUNCH**



**WORK HARD**



**BE CAREFUL**



**OBEY RULES**

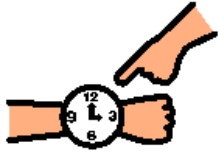


**ASK QUESTIONS**



**GRADUATE**

# GOALS FOR WORK



**BE ON TIME**



**BE CLEAN**



**BE FRIENDLY**



**HEALTHY LUNCH**



**WORK HARD**



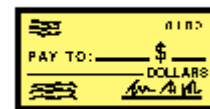
**BE CAREFUL**



**OBEY RULES**



**ASK QUESTIONS**



**EARN MONEY**

# *One of My Best Skills*

# 3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

---

3

---

2

---

1

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# Activity #2 – What Do People Do In Their Jobs?

## Description of Activity

---

**In this activity students will learn about the daily responsibilities of workers in a variety of jobs.**



## Supplies

---



***Box of worker's tools such as:***

- ❖ Wrench
- ❖ Calculator
- ❖ Tape Measure
- ❖ Broom
- ❖ Laptop
- ❖ Sponge
- ❖ Disposable sanitary gloves (medical and food handling)
- ❖ Hospital scrubs, surgical cap, stethoscope, or thermometer
- ❖ Fast food uniform
- ❖ Comb, rollers, hair dryer or hairbrush
- ❖ Empty cardboard box and packing tape
- ❖ Rake, trowel and shovel

(Try to have at least one item per student.)

## Handouts

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See Activity #1 in this Module (pages 30 – 31)

- ❖ Goals for School
- ❖ Goals for Work

---

# Activity Directions

Place the box of worker's tools on a table in front of the students. Ask each student, one at a time, to come up and select an item from the box and hold it up so that the class can talk about it.

**ASK:** How can you learn how to use this tool?

**ASK:** What is it used for?

**ASK:** Who uses this tool in their job?

**ASK:** What is done with the tool?

**ASK:** What else does the worker do in this job?

For example, if a carpenter uses a tape measure, what else does a carpenter do on the job? What tools are needed?

**ASK:** How do you prepare for being able to do this job? What skills are needed?

- For each occupation, ask the following and discuss the responses:

**ASK:** Do (carpenters, nurses, fast food workers, etc.) have to be on time on their job?

**ASK:** Do they have a schedule that they have to follow?

**ASK:** Do they have to be able to work with other people?

**ASK:** Do they have customers? Do they have to be nice to them? Why?

Point out that the same basic professional skills are needed for every job.

- Review the handouts Goals for School and Goals for Work.

Explain that the students are already beginning to develop the skills that will be necessary when they eventually go to work.

**ASK: Of all these tools, which one interests you the most, even if you have never used it before?**

**ASK: How can you think you can learn how to use this tool?**

- Explain about job shadowing, interviewing employers and employees, taking special classes, enrolling in training programs, and researching more information about the profession.
- If relevant, describe the work study, job shadowing, internships, and other work experiences that are available through the school district or local agencies.
- Point out that there are many opportunities to explore a field of interest, even if the job itself may be difficult to achieve. For example, some of the students may not be able to be carpenters for cognitive or physical reasons, but they may be able to work at a store that sells tools to carpenters, organize equipment on a work site, assist in construction, etc.
- Also point out that jobs are not restricted by gender, race, or ethnicity, even if the students have observed that some jobs are dominated by a particular group. Encourage them to expand their notions of what jobs would be appropriate.
- Emphasize that in middle school the students are to begin thinking about what interest them, but they don't have to make decisions about jobs until later in high school when they have a better idea of what their options are and what appeals to them.

# 3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

---

3

---

2

---

1

---

# Activity #3 – Working In A Store

## Description of Activity

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In this Activity students will learn about the many jobs that are involved in maintaining a retail establishment.



## Supplies

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- ❖ Establish a table of items that could be for sale, such as clothing, canned goods, shoes, tools, etc.

## Handouts

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- ❖ Do You Have the Skills for Customer Service?

---

# Activity Directions

- If possible, begin this activity by taking the students to a retail establishment such as a grocery store or a mall filled with shops. Ask the students to observe what the employees are doing on their jobs.

If a field trip is not possible, ask the students to think about a store that they like to go to or have been to recently.

**ASK: What do the workers in the store do?**

Accept all responses (even the negative observations such as employees smoking at the entranceway, talking to friends on the phone, etc.). Some examples might be:

- Shelve goods
- Work a cash register
- Ask customers if they need help
- Organize clothes and other goods for sale
- Serve as security
- Bag or wrap items after a sale
- Help customers try on clothing and shoes
- Help customers retrieve items from shelves
- Give directions in a large store
- Greet customers

**ASK: If you worked in a store, what job would you like to do?**

**ASK: What job do you think would be the hardest?**

**ASK: What would it be like to work when a store is very busy?**

**ASK: Why should you treat all customers with respect, even if they are rude?**

- Review the elements of positive customer service and why it is important to treat all customers in a friendly, patient manner, even if the customer is wrong.

## ROLE PLAY

The instructor should play the part of the customer. The students can take turns practicing positive customer service skills.

- ❖ Ask one student at a time to pretend to be organizing a table full of things for sale. For example, the student can be folding clothing, matching shoes, sorting tools, etc. on the table.
- ❖ Ask the student to respond in a positive, friendly manner to the customer.

### **Customer Situations:**

- Customer needs help finding the right color (correct tool, right size, etc.)
  - Customer can't find something in the store
  - Customer thinks a price is too high
  - Customer messes up the display
  - Customer starts to try something on
  - Customer asks how something is used
  - Customer drops something on the floor and it gets dirty
  - Customer doesn't have enough money
- ❖ After each role play, point out the skills that are needed to do the jobs in a retail store.
  - ❖ Conclude the activity by discussing whether retail work is appealing to the students.

**ASK:** Would you like to work in a store?

**ASK:** Would you enjoy working with people all day long?

**ASK:** Do you think that you could be patient with customers who are rude?

**ASK:** Do you like organizing things and making attractive displays?

**ASK:** Do you like to keep things neat and clean? How would you do that in a store?

**ASK:** How could you help to keep a store organized?

**ASK:** Could you work for a store and not have to communicate with customers? (Examples: shipping, on-line order fulfillment, cleanup, packaging, shelving, etc.)

**ASK:** What other jobs require the same skills as retail?

Explain how all jobs require positive customer service because employees have to treat their fellow employees with respect, too. (Employees are *internal* customers and the public consists of *external* customers.)

**ASK:** How would these workers show that they can treat their co-workers and the public with respect?

- Custodian
  - Server (in a restaurant or fast food establishment)
  - Office worker
  - Garbage hauler (sanitary engineer)
  - Shipping clerk
- 
- Discuss and/or distribute the handout ***Do You Have the Skills for Customer Service*** and ask the students how they would handle the situations.

# DO YOU HAVE THE SKILLS FOR CUSTOMER SERVICE?

## **How would you REALLY handle these situations?**

A customer is wandering through the store where you work. You approach her to offer your assistance. She gives you a rude answer.

A customer thanks you for wonderful service and wants to give you a large tip. You are not allowed to accept tips.



A customer on the phone is very upset about something they recently bought. The customer keeps interrupting you and complaining.

You are embarrassed by the place that you work, but you can't let the customers know how you feel. The customer points out things that you agree are problems.

A customer complains about you to your supervisor. The customer is exaggerating, but the supervisor blames you in front of the customer.

A customer returns regularly to your business, but you are supposed to treat all customers the same.

A customer is about to buy a mother-of-the-bride dress that looks horrible on her.



A customer gave you too much money and walked away without getting their change.

A customer is trying to return something that you know they did not buy in your store.

You make a mistake at the cash register and it is holding up the line.

Your business shipped the wrong package to a customer and they are in a panic.

The customer claims that they ordered something and you have no record of it.

A customer is not supervising his children who are out of control in your business.



***Do you think you would be good at customer relations?  
How would you tell an employer?***

# 3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

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# Activity #4 – Sorting and Packaging

## Description of Activity

**In this Activity students will learn about how to work with co-workers on a team to compile and ship a product.**



## Supplies



- ❖ At least 12 boxes of multi-colored clips in different sizes
- ❖ 5 empty shoeboxes
- ❖ Muffin tins (one tin for each group of 4 students)
- ❖ At least 10 small boxes per group of 4 students
- ❖ Wrapping paper for covering at least 30 small boxes
- ❖ Masking tape
- ❖ Magic marker
- ❖ Shipping labels

## Handouts

See Activity #2 in this Module (pages 32 – 33)

- ❖ Teamwork (2 versions)

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# Activity Directions

- Explain to the students what work is done in a factory. Explain that they are going to be part of a factory that sorts and ships paper clips.

Divide the class into small groups of 3 or 4 students who represent a factory team of workers or the entire class can work together in the factory.

*Note that the instructor should determine the teams.* Middle school students will naturally gravitate to their friends and the exercise can quickly focus on social connections rather than on the task at hand. The instructor may discover that mixing up the teams as the activity is repeated will encourage inclusion and opportunities for students to interact with new peers.

- Explain the following:
  - ❖ The “workers” will have to sort the paper clips by color and size. (They can sort in the muffin tins or into small empty boxes.)
  - ❖ They are to take out any paper clips that are broken.
  - ❖ They are to put the sorted paper clips into small boxes and wrap up the boxes with paper and masking tape.
  - ❖ Each box needs to be labeled with the name of the company. A single mark will suffice. (The instructor can determine whether the class will be able to draw a logo, write addresses on the labels, and keep a shipping log.)
  - ❖ The boxes that are ready to be shipped will be placed on a cart or table in the classroom.
  - ❖ Each package will be inspected before it is “shipped.”

**ASK: What jobs are needed to get these tasks done?**

Possible answers can be:

- Sorters
- Packagers
- Wrappers
- Labelers
- Shippers (delivery to shipping table)
- Inspectors

- Encourage the students to assign more than one task to each worker so no one is idle if they are waiting their turn, or if their job is done. For example, a labeler can also help out with sorting.
- Explain that the students themselves will decide who is going to do the jobs and how the team is going to determine if they are doing the job correctly.
- Remind them that teamwork requires everyone to participate and do their very best. The instructor will be the factory manager and will walk around and make sure that the job is getting done correctly and efficiently.
- Ask the students to meet in their teams and determine who will do the different tasks. The instructor may have to assist the students in dividing up the labor.

**ASK THEM TO DISCUSS:**

**Where will they put the sorted paper clips?**

**How will the paper clips be moved into the packages?**

**Will someone be the team leader or will they all keep track of how they are doing?**

- Tell them that they have to do a good job but they should not rush. It is not a competition, although the customers are waiting for their paper clips.
- When everyone is ready, tell them to pour the paper clips into a shoebox for sorting. They can begin getting the paper clips ready to be shipped.
- Every time they work as a team to sort and ship the paper clips, the class should stop and discuss their teamwork.
- The teams should have at least 3 opportunities to complete this activity. (This may mean taking apart the packaging to start over.)

**ASK: What did you learn about working with other people on a team?**

(Do not permit students to complain about a single team member, but point out how communication or work ethic can always improve productivity.)

**ASK: What would you do differently to improve the teamwork?**

(Share examples of systems that might work more efficiently. Point out that time is money in the workplace, so workers are often asked to work as quickly as possible without making mistakes.)

**ASK: Is there anyone who would like to try a different job the next time?**

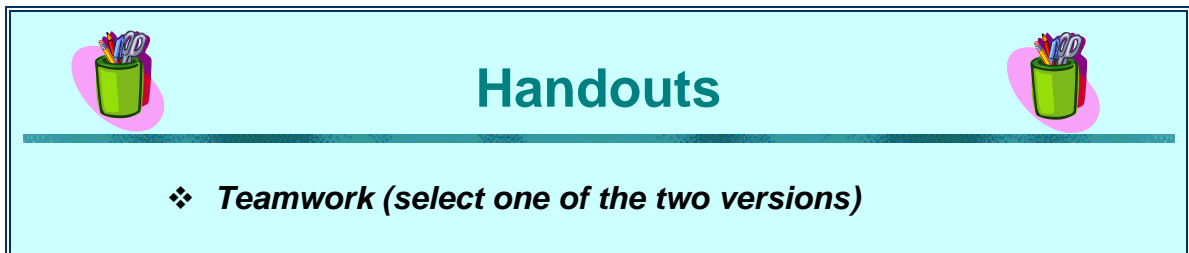
(Explain that sometimes a job is not the right fit and workers need to try different tasks to see what they enjoy and what they do well.)

- The instructor might want to mix up the teams so that the students get the experience of conducting the activity with different “workers.”
- Explain that everyone at work has to work with other employees at some point. Review the qualities of a good team member at work.

**ASK: What does a good team member do?**

A good team member:

- Is polite
  - Explains directions and ideas
  - Listens to directions and ideas
  - Shares in the workload
  - Makes sure everyone has a part of the process
  - Respects leaders, even if they have not been chosen by the group
  - Works hard to do their part of the job
  - Helps other team members who may be behind in their work.
- Display the handouts:



- Praise the students for developing teamwork skills that will help them throughout life.
- Everyone should receive a handful of colored paper clips as a reward.

# 3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

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# Activity #5 – Building Life Skills

## Description of Activity

In this Activity, students will learn about life skills (specifically hygiene and greetings) that are important for success in daily living and on the job in the future.



## Supplies



- ❖ A bar of soap
- ❖ A Toothbrush and toothpaste
- ❖ Shampoo
- ❖ Deodorant
- ❖ Razor
- ❖ Nail clippers, nail file, emery board
- ❖ Soap or gel for hand-washing
- ❖ Clean uniform shirt
- ❖ Detergent
- ❖ 5 Clean shirts (any type)
- ❖ 5 hangers

### ***Optional Items***

- ❖ Bleach, stain remover, closet rod, shelf with hanger rod
- ❖ Body wash, washcloth, conditioner, mouthwash, and other hygiene items
- ❖ Sample hygiene items for all students, available from dentist offices, grocery stores, distribution companies, dollar stores



## Handouts



- ❖ Soap
- ❖ Toothbrush and Toothpaste
- ❖ Shampoo
- ❖ Deodorant
- ❖ Razor
- ❖ Nail Care
- ❖ Clean Shirt
- ❖ Clean Hands
- ❖ No Germs
- ❖ Wave Hello
- ❖ Smile
- ❖ Shake Hands
- ❖ Space!
- ❖ Wait Your Turn
- ❖ No Shouting

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# Activity Directions

**ASK: What are the most important things to remember when you are getting ready to go to school?**

- Accept all responses, but focus on answers related to hygiene and appearance.
- Define “first impression.” Explain that a first impression can be a lasting impression at school and at work.
- Show samples of the following items and discuss their importance in getting ready for school and work:
  - Bar of soap
  - Toothbrush and toothpaste
  - Shampoo
  - Deodorant
  - Razor (for men and women)
  - Nail clippers and emery board
- Point out that using the above items sends the message that the students take care of themselves.
- Explain that students need to take care of their hygiene so that they can make friends. When they are older they might be looking for volunteer work or a job and will need to make a good impression with their new employer and co-workers.

**ASK: When should you use each item?**

Some items may need to be used more than once, such as a toothbrush three times a day. Stress the importance of using the items when getting ready for school.

**ASK: How do you use each one of these items?**

Demonstrate each item, even if the items are used routinely by the students. For example, show the right amount of toothpaste or shampoo, point out that mouthwash should not be swallowed, etc. Individual students can share their experiences and demonstrate the proper use of hygiene items.

**ASK: What happens when one of the items is not used?**

Body odor and bad breath may cause friends and family members to express their disapproval.

**ASK: How would you feel if you were sitting next to someone who did not use these items?**

**Optional Questions:**

**ASK: What other items can keep you clean and smelling nice?**

Show optional hygiene items such as body wash, mouthwash, etc.

**ASK: What happens if someone wears too much perfume or aftershave lotion?**

- Display the following handouts



## Handouts



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- ❖ *Soap*
- ❖ *Toothbrush and Toothpaste*
- ❖ *Shampoo*
- ❖ *Deodorant*
- ❖ *Razor*
- ❖ *Nail Care*
- ❖ *Clean Shirt*

- Break the students into pairs or small groups and ask them to discuss the following questions, one question at a time.
- The students will not be expected to report back to the large group, although they will be given the opportunity to share.
- The purpose is to review their own situations and make plans if necessary.

**Discussion Questions:**

**ASK:** Where do you keep your soap, toothbrush/toothpaste, shampoo, deodorant and razor at home?

Explain that employees can usually take a backpack to work and are given a place to store their belongings.

**ASK:** Do you have any favorite brands?

**ASK:** How can you make sure that you always have these items available?

**ASK:** What items will you use every day before you go to work?

- Ask for volunteers to share anything they discussed.
- Show a clean, pressed shirt or uniform, or display handout Clean Shirt.
- Explain how some businesses require a uniform or have a dress code.

Explain that when it comes time for students to work (or volunteer), clean clothes send the message that the employee is ready to work with co-workers and the public. Employers will know right away that the employee has pride in their appearance and will take work seriously.

- Recite the basic rules of dress codes:

Not too high

Not too low

Underwear

Should not show!

Skirts should not be too short, pants and blouses should not be hanging too low, and underwear should never be visible. Use hand motions to indicate a high skirt, a low blouse, pants or blouse tops falling down to reveal underwear.

- Ask the group to recite these rules a few times.
- If relevant to the group, point out that some workplaces do not allow piercings or visible tattoos so they may want to consider that information before committing to body adornment.

**ASK: How could a shirt or uniform get dirty at work?**

Discuss working conditions, improper cleaning, and stains.

**ASK: How would you know it was dirty?**

Point out that body odor cannot be seen.

**ASK: What can you do to keep the shirt clean when you are wearing it?**

Wash hands in rest room instead of wiping on shirt, use clean towel instead of shirt, blot out stains, use deodorant.

**ASK: How do you get a dirty shirt clean?**

Display samples of detergent, and optional bleach, stain remover and other cleaning items.

**ASK: How do you dry a shirt so that it is not wrinkled?**

Show how to hang a shirt on a hanger after washing it. This is a skill that most of the students will already have, but the focus is on the importance of taking care of work clothes and reducing wrinkles by hanging up the clean shirt.

**ASK: How do you keep your clothes clean?**

**ASK: What if you have a messy job to do at work? How will you keep your clothes clean?**


- Conduct an informal discussion, always coming back to review dress code rules and the importance of arriving at school with good hygiene and wearing clean clothes.
- Continue discussing basic life skills that students can develop now and use for the rest of their lives.
- Explain that greeting people appropriately is a significant skill.
- Begin by greeting individual students several different ways. Demonstrate a pleasant, friendly tone.
- Greet the students in several different ways. Demonstrate a pleasant, friendly tone.
  - Hi!
  - Good morning!
  - Hello there!
  - How are you today?
- Discuss how a greeting can send a message about attitude, friendliness, and willingness to communicate.
- Explain that when students start working, it is important to greet people in a cordial, pleasant manner.

**ASK: Is it okay to say hello like this to people you meet?**


Demonstrate the following behaviors while saying “Good morning!” Another adult or student can assist in role-playing the greetings. Wait for a reaction from the group after each behavior.

- Speak too loudly
- Stand too close
- Repeat a greeting several times
- Touch affectionately
- Prolong conversation
- Scowl
- Block a person from passing
- Interrupt a conversation
- Speak with head down

- Display all of the handouts and discuss the meaning of each handout as they pertain to greetings at work.



## Handouts



- ❖ **Wave Hello**  
(Greet people with a quick wave. If you are uncomfortable shaking hands you can always wave and smile.)
- ❖ **Smile!**
- ❖ **Space!**  
(Use the handout to show that standing too close to someone is unprofessional.)
- ❖ **Wait Your Turn**  
(Do not interrupt a conversation to greet someone.)
- ❖ **No Shouting**  
(Greetings should be pleasant and not shouted across the room.)

**ASK: Is it okay to greet someone at work like this?**

Demonstrate and wait for a reaction from the group after each behavior.

- Friendly hello in a normal tone of voice while passing
- Wave hi and smile without speaking, moving on
- Stepping around people engaged in conversation
- Looking someone in the eye and greeting them
- Standing an appropriate distance to catch someone's attention

**ASK: What are the best ways to greet someone?**

Review positive behaviors, using the handouts for emphasis.

- Ask for volunteers to approach someone else in the class and greet them appropriately.
- Break the students into small groups and ask them to practice greetings, using the handouts as a guide. Each student should take a turn to greet every person in the small group.
- Stop the groups periodically and remind them to watch the voice level, smile, eye contact, and appropriate distance.
- Explain that the positive behaviors are necessary for all communication at work, not just for greetings.
- Give students the opportunity to wash their hands or use hand gel so that everyone in the room has clean hands.

Walk around the room and shake everyone's hand, giving them a personal greeting. Demonstrate that a handshake is short and firm, does not involve any other touching, and includes looking someone in the eye.

- Describe how a handshake is a formal greeting and can be initiated by any adult, especially in a workplace.
  - Explain that a good handshake includes eye contact.
  - Show how a handshake at work should not involve holding a hand for too long, pumping the hand up and down, grabbing a hand too tightly, moving fingers, or grabbing an arm or hugging when shaking the hand (unless the two parties are close friends or relatives and comfortable with a more intimate handshake).
  - Fist bumping, hand slides, chest bumping, and other variations on handshakes are not appropriate in the workplace. They may, however, be initiated by a co-worker, requiring a similar response. Demonstrate a fist bump with each student, but stress that elaborate handshakes are not always appropriate.
- Sometimes adults are hesitant to shake hands with a woman or with someone who has a disability. They are uncertain if it is appropriate. Discuss how a handshake is viewed as a formal greeting for *everyone* in the workplace, and the students may have to initiate a handshake in the workplace when they first meet someone.
  - For individuals with physical disabilities that preclude a traditional handshake, discuss possible alternatives that can be initiated as a greeting (e.g., wave, verbal greeting, fist bump, reaching out with opposite hand, etc.)

- Display the following handouts and discuss the meaning of each handout as they pertain to handshakes at work.
- Walk around the room again and demonstrate both appropriate and inappropriate handshakes. For each one, ask the students:

**ASK:** Is this a good handshake?

**ASK:** What do you do if someone does not reach out to shake your hand?

**ASK:** Should you shake hands every time that you meet someone?

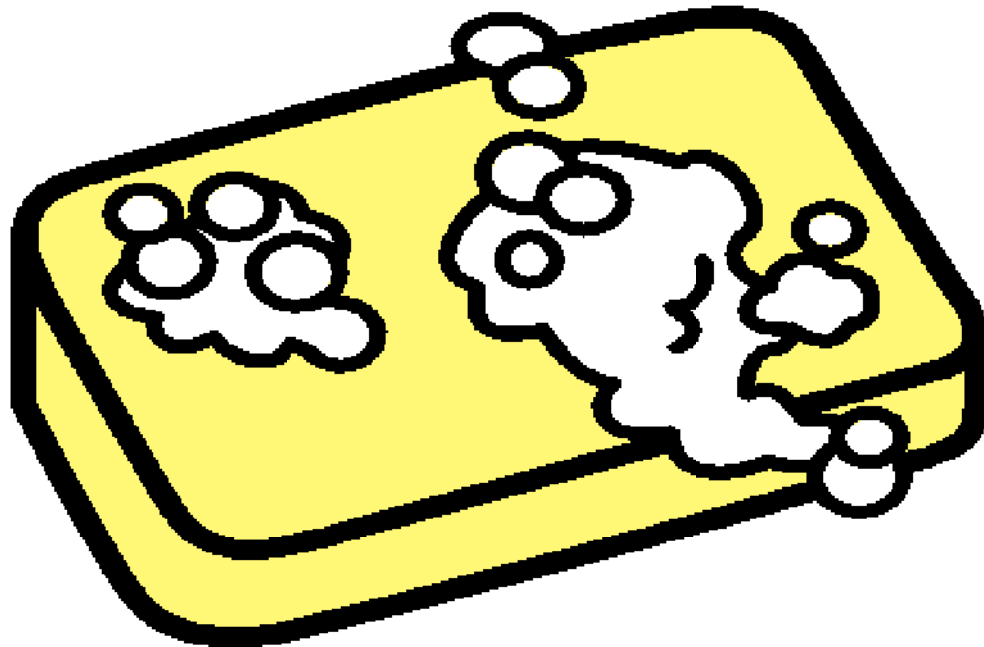
**ASK:** What if you don't want to shake someone's hand because it feels uncomfortable or it is hard to do?

Some students will be uncomfortable touching someone else's hand, or may not be able to shake hands. Help them to come up with an alternative greeting such as smiling and waving, fist bump, reaching out first to avoid confusion, etc.

**ASK:** Why should your hands be clean?

- Small groups can practice shaking hands. They should first shake hands with each person in their group.
- Make it clear that anyone with cold symptoms should not shake hands, even if they have used hand gel or soap. In fact, if it is flu season then skip shaking hands!
- Ask for volunteers to approach someone in the room and demonstrate a handshake with good eye contact and an appropriate greeting. For each positive demonstration, the group can applaud.

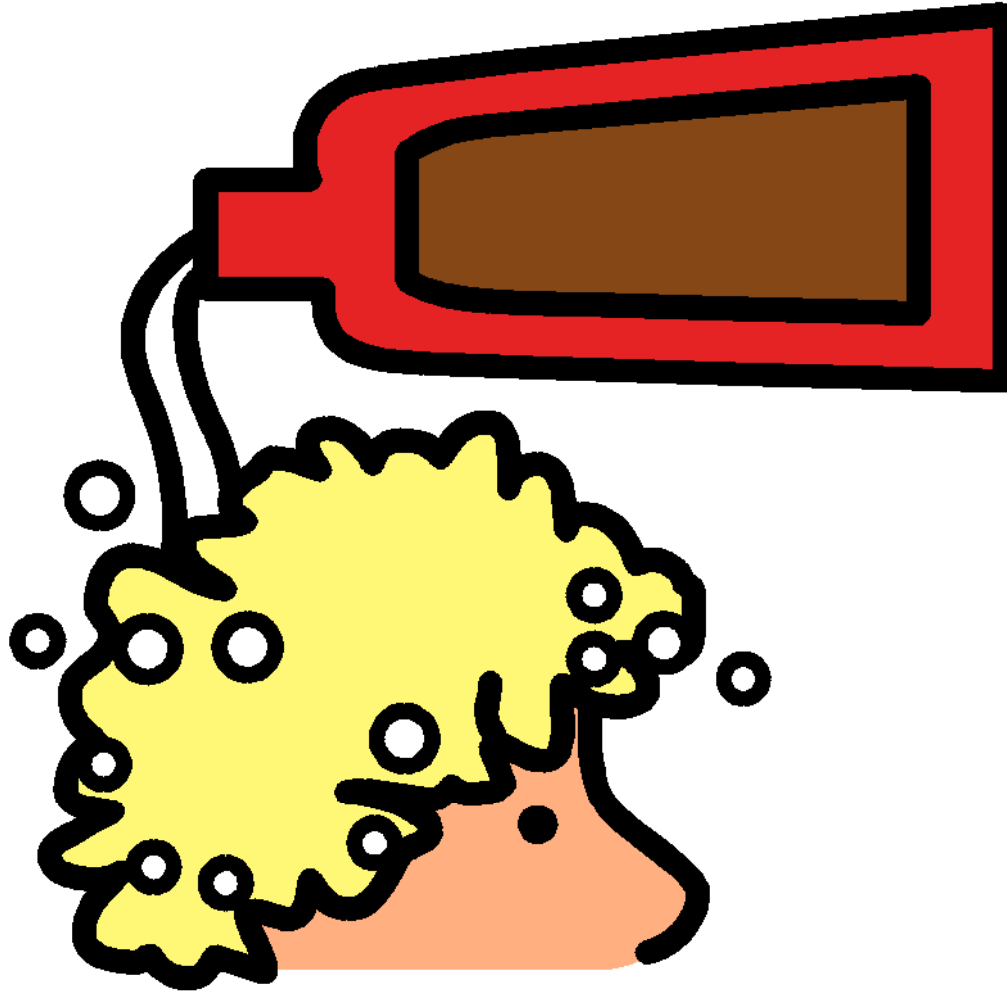
# Soap



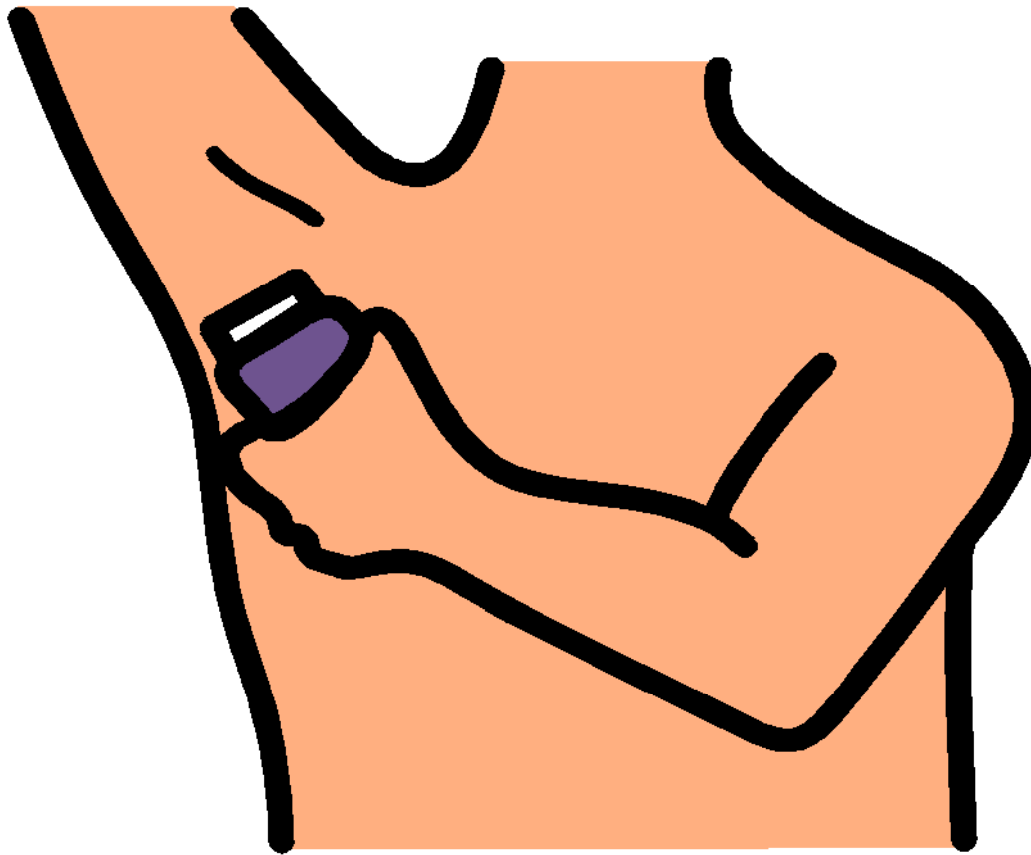
# Toothbrush & Toothpaste



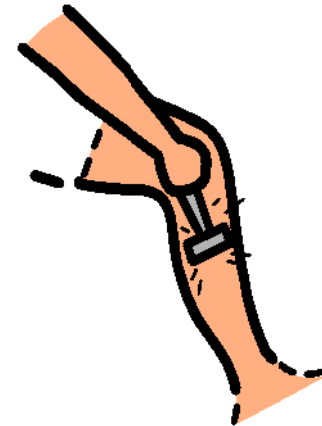
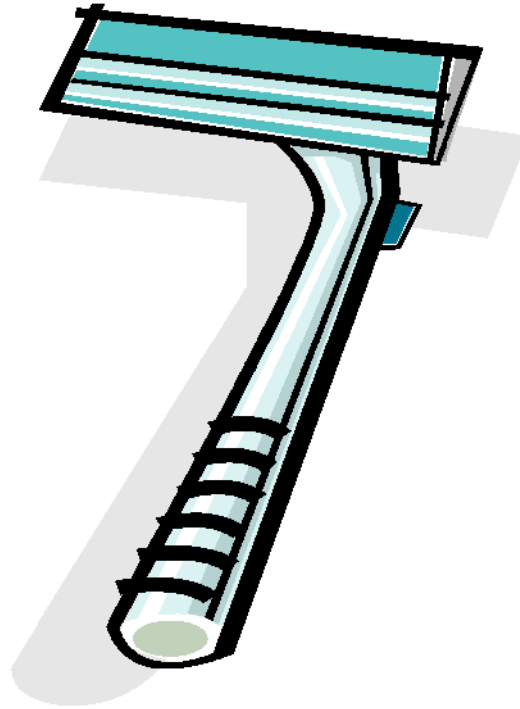
# Shampoo



# Deodorant



# Razor



# Nail Care



# Clean Shirt



# Clean Hands



# No Germs



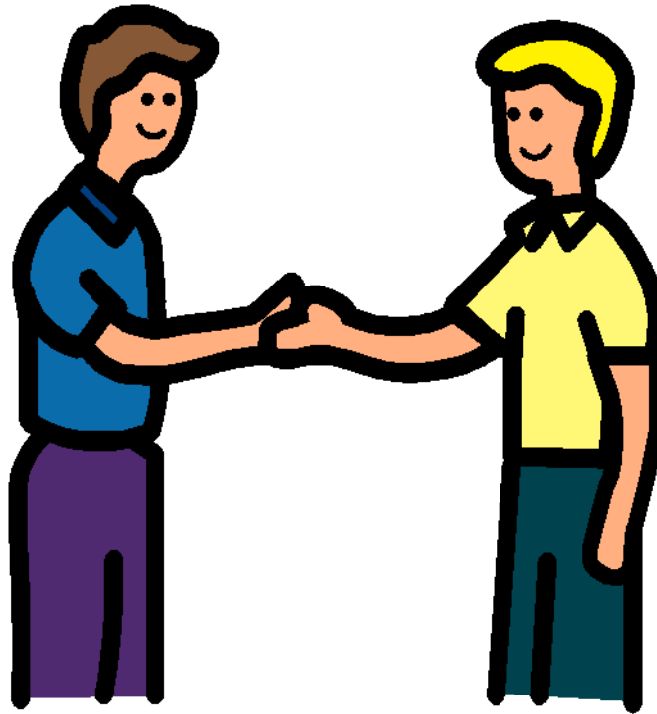
# Wave Hello



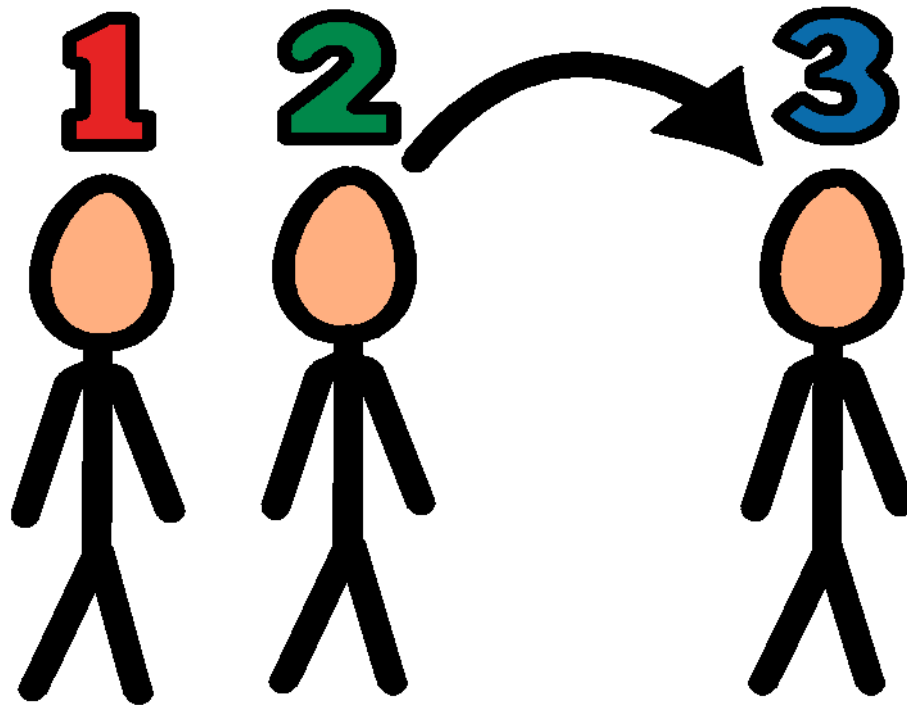
# Smile



# Shake Hands



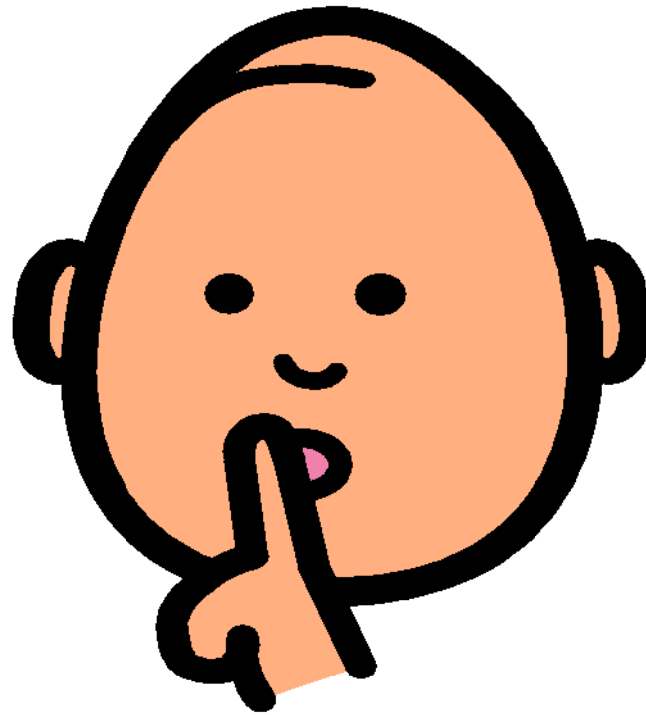
# Space!



# Wait Your Turn



# No Shouting



# 3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

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# Activity #6 – Numbers Every Day

## Description of Activity

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In this Activity students will learn about how they will use numbers in any job they pursue.



## Supplies

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- ❖ Anything in the classroom or in the teacher's purse/briefcase that has a number on it.

Collect as many examples as possible.

## Handouts

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There are no handouts for this activity.

---

# Activity Directions

- The instructor should hold up all of the items that have numbers on them, before displaying them on a desk or table.

**ASK:** What do you notice about these items? What is one every one of them?

- Explain that the students will encounter numbers in a variety of different ways in school and in their personal lives. Sometimes the numbers are part of a math problem, but sometimes they exist to keep things organized and efficient.

**ASK:** What does “top ten” mean?

**ASK:** Do you have an iPod? Are your favorite songs organized by numbers?

**ASK:** Do you ever look at the price of something?

**ASK:** How many numbers are there in your birthdate?

**ASK:** How many pages are in a telephone book?

**ASK:** What if you bought a pizza with 8 slices and there are 7 people at the table?

**ASK:** When would losing a one dollar bill be worse than losing a ten dollar bill?

(Possible responses might include if the money belonged to a friend, if the money could not be retrieved, if the \$1 was earned and the \$10 was a gift.)

**ASK:** What is your shoe size?

**ASK:** What would you buy if you needed 2 eggs for a cake recipe but the store only sold packages of a dozen eggs?

**ASK:** What is the number of this room? The room next door? The house or apartment where you live?

Continue to point out how numbers are used every day.

- Discuss the importance of numbers and how students should try to learn how to read, add, and subtract numbers. (The instructor should determine if this skill is appropriate for the students in the class. The instructor can determine if the students should also be able to multiply, divide, and carry out additional calculations with numbers.)

For all of the mathematical activities, provide real life examples of how students use math, such as:

- Locker combinations
- Measuring their height or weight
- Counting the number of notebooks they have to take home for homework
- Sharing a snack so that everyone gets the same amount
- Counting calories

**ASK: How do people use numbers in their jobs?**

Provide some examples and gather suggestions from the students, such as:

- Keeping track of time and recording time cards
  - Adding up accounts
  - Counting the number of customers in a store
  - Tracking mileage on a truck for shipping
  - Calculating the cost of gas for shipping
  - Tracking the number of items sold
- Ask students for homework to ask their family members (neighbors, teachers, etc.) how they use numbers on the job. Some students can record the responses. Students should be prepared to discuss what they learned.

Stress that numbers make life easier and more efficient, and can be fun to use. Numbers can provide valuable information, such as:

- How much money you have in the bank
- Whether your library book is overdue
- What size shoes you wear
- Whether you won a lottery

Encourage students to appreciate the importance of numbers so that they are prepared to use them comfortably when they enter the work force.

# 3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

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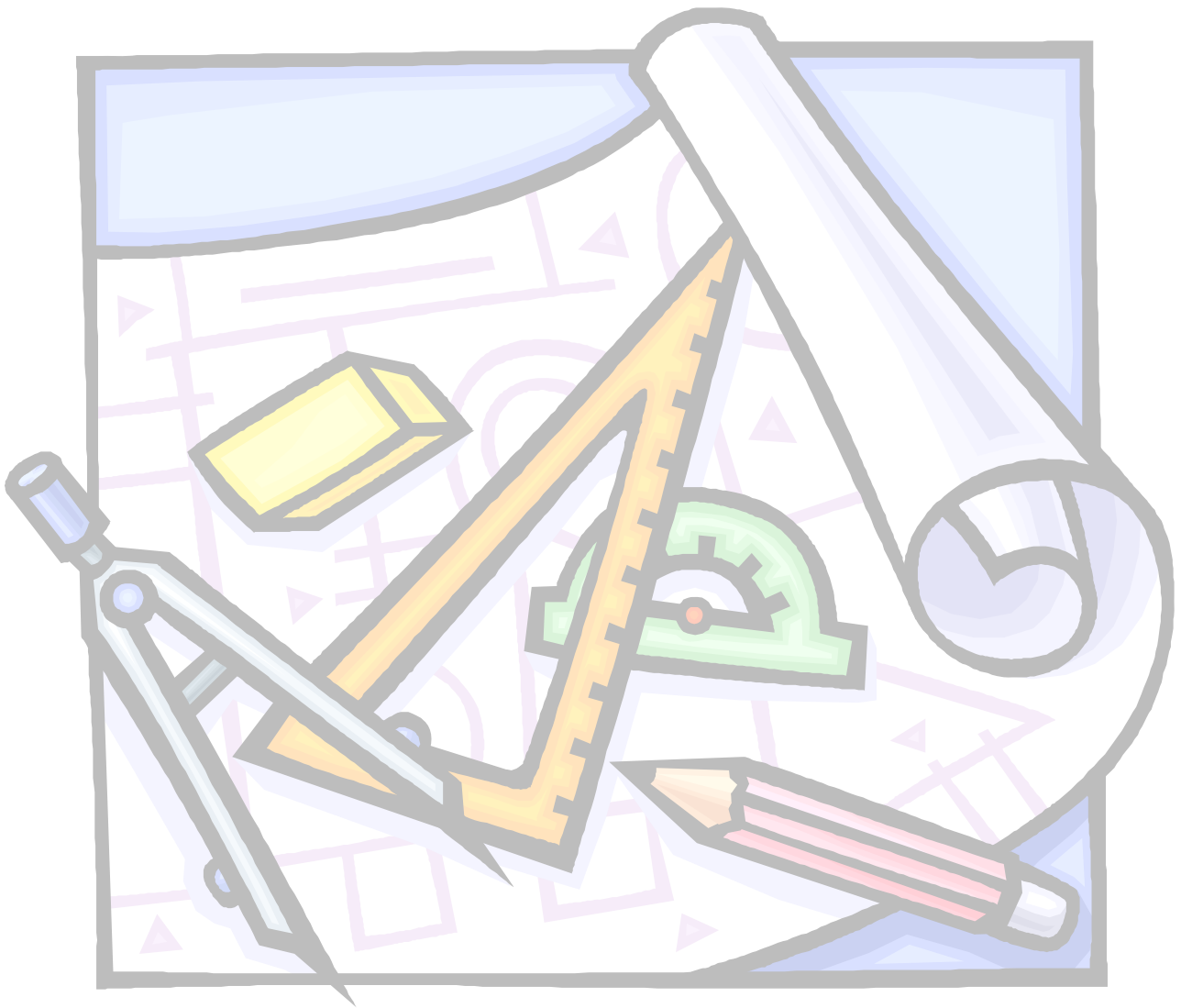
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# Module 8

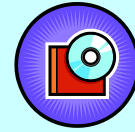
## Additional Resources



Note that all website addresses are current as of January 2010.



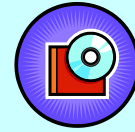
## Related Resources



- ***Choices Explorer: Motivate Students for Success***  
Tailored for middle school students, Bridges' exploration and planning products enhance self-discovery as they identify career pathways and build high school plans [[http://www.bridges.com/us/prod/serv/choicesexplorer\\_ms/index.html](http://www.bridges.com/us/prod/serv/choicesexplorer_ms/index.html)]
- ***The Real Game California***  
A curriculum that allows students to take on adult career roles and begin to understand and appreciate the complexity of adult life. [<http://www.realgamecalifornia.org/>]
- ***Career Spotlights***  
Kids.gov, the official Kids' Portal for the U.S. Government covers career descriptions for a number of professions, such as Scientists in Action, Girls Go Tech, Look to the Future: Careers in Space. Career Videos-Career Voyages. [[http://www.kids.gov/6\\_8/6\\_8\\_careers.shtml](http://www.kids.gov/6_8/6_8_careers.shtml)]
- ***A Young Person's Guide for Getting and Keeping a Good Job (Instructor's Guide)***  
This companion to the workbook can serve as a guide for instructors in determining what topics to discuss with students. Topics include: expectations of employers, communicating skills, preparing for the job search, and building experience. [<http://www.careercc.com/>]
- ***Young People's Press (see***  
Publisher of children's books and character education materials related to life skills and school-to-work. [<http://youngpeoplespress.com>]
- ***Money Smart for Young Adults***  
A financial education program prepared by the FDIC that encourages students to learn about how to manage a paycheck including topics in setting up a banking account, setting financial goals, saving money, etc. Instructors can select specific activities to match the academic level of the middle school students. [<http://www.fdic.gov/consumers/consumer/moneysmart/young.html>]
- ***Relish is For More Than Hot Dogs: Helping Students Make Their Own Sweet Success***  
A guide by the National Dissemination Center for Children with Disabilities for nurturing the development of positive self-esteem in children with disabilities. Emphasis is on encouraging children to develop self-determination skills. Includes A Student Guide to making Your Own Decisions and a teacher's guide and audio script. [<http://www.nichcy.org/pages/Home.aspx>]



## Related Resources



- ***Steps to Self-Determination***  
A curriculum by the Council for Exceptional Children to help adolescents learn to achieve their goals.  
[[http://www.bridges.com/us/prodnserv/choicesexplorer\\_ms/index.html](http://www.bridges.com/us/prodnserv/choicesexplorer_ms/index.html)]
- ***What Do You Like?***  
This site includes a list of careers with details, as well as sections organized by subject areas such as reading, math, and science. Additional topics include sports, Nature, My Money, Building & fixing Things, and Law. (From the federal Bureau of Labor Statistics) [<http://www.bls.gov/k12/>]
- ***The Fun Works for Careers You Never Knew Existed***  
A website designed for students to explore many different jobs, think about what they may enjoy, and experience ideas about what they want to do as adults. User friendly for middle school students. [<http://thefunworks.edc.org/index.php>]
- ***Girls go Tech***  
A site developed by the Girl Scouts to promote careers in math, science, and technology in an interesting way. Students can start with questions such as:
  - How would you like to design a new attraction for a theme park?
  - Decipher coded messages?
  - Study patterns in the earth's atmosphere?[<http://girlsgotech.org/careers.html>]
- ***Careers Are Everywhere!***  
Downloadable Activity Workbook filled with worksheets, games and puzzles for learning about skills and careers.  
[<http://www.cdr.state.tx.us/shared/PDFs/CareerActivitiesBook.pdf>]
- ***What Do They Do?***  
A site for students with an extensive list of jobs that students can click on and find easy-to-understand descriptions and stories about real people in the job.  
[<http://www.whatdotheydo.com/>]