



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

CAREER DEVELOPMENT

COURSE: Career Management

UNIT 1: Behavior Interpersonal Skills

INTRODUCTION

Annotation:

This unit includes lessons on behavioral interpersonal issues and how these skills can help students solve conflicts, use teamwork to accomplish goals, and better understand disabilities. Students learn how to use these skills in applying and working on the job as well as working with their peers.

Grade(s):

<input type="checkbox"/>	6 th
<input type="checkbox"/>	7 th
<input checked="" type="checkbox"/>	8 th

Time:

Five 50 minute class periods

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

MSCM8-1- Students will develop and demonstrate positive interpersonal skills.

- a) Demonstrate and evaluate the ability to get along well with others including conflict management and respect for diversity.
- b) Recognize the difference between appropriate and inappropriate behaviors and attitudes in specific school, social, and work situations.
- c) Demonstrate effective verbal and non-verbal communication skills (oral, written, and electronic).

GPS Academic Standards:

ELA8LSV1 The student participates in student-to-teacher, student-to-student, and group interactions.

ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

M8P4 Students will make connections among mathematical ideas and to other disciplines.

National / Local Standards / Industry / ISTE:

PS2.R9 Assess how you show respect for all kinds of human diversity.

PS2.R10 Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.

PS1.K7 Recognize that situations, attitudes, and the behaviors of others affect your selfconcept.

PS1.R8 Analyze how your behaviors and attitudes might affect the self-concept of others.

PS1.K9 Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.

PS2.R1 Evaluate your use of effective communication skills.

UNDERSTANDING & GOALS

Enduring Understandings:

- People are unique and all have important impacts on society.
- Despite differences, all people can be successful.
- Teamwork and positive attitudes are essential for quality employability skills.
- Conflict management is helpful for people of all levels.

Essential Questions:

- How can you be successful when you have weaknesses or disabilities?
- What do you need to do to be a “good” member of a team?
- Explain how you can resolve conflicts with others.

Knowledge from this Unit:

Students will be able to:

- Define diversity, behaviors, communication skills, disabilities, conflicts, employability skills, expectations, and positive attitude, interpersonal skills.
- Identify diversity situations and the benefits of using individual strengths.
- Recognize behaviors and suggest solutions to problems.

Skills from this Unit:

Students will be able to:

- Participate in group projects and demonstrate communication skills, positive attitudes, interpersonal skills, and other appropriate behaviors.
- Students will communicate verbally and non-verbally to improve results when working with adults and peers.

ASSESSMENTS

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☒ Journal reflections on concepts, personal experiences and impact on one's life

- ___ ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
- ___ ☐ Academic prompts
- ___ ☐ Practice quizzes/tests
- ___ Subjective assessment/Informal observations
- ___ ☐ Essay tests
- ___ ☒ Observe students working with partners
- ___ ☒ Observe students role playing
- ___ Peer-assessment
- ___ ☐ Peer editing and commentary of products/projects/presentations using rubrics
- ___ ☐ Peer editing and/or critiquing
- ___ Dialogue and Discussion
- ___ ☐ Student/teacher conferences
- ___ ☐ Partner and small group discussions
- ___ ☐ Whole group discussions
- ___ ☐ Interaction with/feedback from community members/speakers and business partners
- ___ Constructed Responses
- ___ ☐ Chart good reading/writing/listening/speaking habits
- ___ ☒ Application of skills to real-life situations/scenarios
- ___ Post-test

Assessment(s) Title:

Teamwork Project

Assessment(s) Description/Directions:

Prior to the teamwork performance assessment the instructor will need to obtain items for 7-9 groups (teams of 3-5 students). The items should be purchased for the activity in advance, some items are classroom items. You can ask students to provide items (cookies, candy, cereal, fruit snacks, crackers). This is an interactive performance assessment that needs to be of a variety of items to use in the structure.

Attachments for Assessment(s):

Rubric for teamwork activity on the PowerPoint (Teamwork Project)



LESSON PLANS

• LESSON 1: POSITIVE LESSON SUCCESS FOR TEENS

1. Have students read Michelle's story from the Success for Teens book, www.SUCCESSFoundation.org
2. Ask students to answer the following questions based on Michelle's story. See attached Positive Lesson Success for Teens.

- a) What stood out for you in Michelle's story?
 - b) What did these teens discover about themselves?
3. Lead the students in a discussion of changing challenges into opportunities by focusing on the following questions.
- Discuss when you had challenges. When did you keep trying, despite not doing well?
 - How can you change a challenge in to a positive situation?
 - How many hours should you spend on your weakness? Michelle worked hard at being successful. How many hours do you have after school? How many does that leave you for working on this (sports, improving relationships, grades, saving money, etc)?

• LESSON 2: CONFLICT LESSON ACTIVITY

1. Introduce conflict management by discussing the need for conflict resolution.
2. Present the attached PowerPoint discussing conflict management.
3. Have the students discuss, in small groups, the three conflict situations that are discussed in the PowerPoint and the following questions.
 - How can you solve a conflict if you do not know all the facts?
 - Is there more than one possible answer when solving conflicts?

• LESSON 3: DISABILITIES

1. Watch the video and have the students complete the attached worksheet, **Women Scientists with Disabilities Video.** There is a link to the video in the attachment **Disabilities Lesson Video.**
2. Discuss the following questions following the conclusion of the video.
 - What were the disabilities of the scientists?
 - Since these scientists were good in math, science, and acted appropriately at work, did it matter that they had a physical disability?
 - How can you focus on your behaviors and basic skills to be successful in the future?
3. Lead the students in a discussion of how people can be successful with math and science even if they have a disability.
4. Reflect with the students on how math and science can allow students to be successful as long as they have appropriate behaviors at work.
5. Have students write a one paragraph persuasive response on how their math skills or behaviors can allow them to succeed in the future. They should imagine they are writing a blog. Have them convince the reader

how people should respect diversity and focus on strengths instead of having inappropriate behaviors and little mathematic skills.

• **LESSON 4: TEAMWORK LESSON ACTIVITY**

1. Introduce teamwork by discussing what a good team needs in order to be successful.
2. Present the attached PowerPoint outlining the teamwork project.
3. Have the students work in teams and look over the items given and review the PowerPoint requirements. Then have the students build the structure to represent the Pathway the team selects.
4. When the team feels they are complete they should explain to the teacher all 5 points from the PowerPoint rubric so they can be graded.

*Incorporating Mathematics: It is important for students to explain the mathematics needed for their occupation/pathway in their project.

5. Have the students reflect on their teamwork and do a written response at the end of the activity answering the following questions.
 - How do your math skills help you achieve a better score? Is measurement important? Is it helpful to use your items and use problem solving skills?
 - What should you do verbally and non-verbally to communicate better?
 - How can you get along with your team?
6. Have students clean-up

• **LESSON 5: TRENDY T'S LESSON ACTIVITY**

1. Introduce trends in interpersonal skills by discussing those skills that are important for school or work.
2. Present the attached Trendy T's PowerPoint outlining the Trendy T's activity.
3. Lead students in a discuss on current trends in fashion
4. Remind students that employers are looking for interpersonal skills in their workers and show the students the attached "Behaviors That Keep Me Employed" chart. Discuss the following questions.
 - What skills are companies looking for when I start working?
 - Why are interpersonal skills so important?
5. Have students design a t-shirt based on good behaviors listed. Encourage students to be creative.

ATTACHMENTS FOR LEARNING EXPERIENCES:

Behaviors that Keep me Employed
Conflict Lesson Activity
Conflict Management Challenge

[Disabilities Lesson Video](#)
[Disabilities Video Worksheet](#)
[Positive Lesson Success for Teens](#)
[Teamwork Lesson Activity](#)
[Teamwork Project](#)
[Trendy T's PowerPoint](#)
[Trendy T's Lesson Activity](#)

NOTES & REFLECTIONS:

Suggested to request the video and books 2-3 weeks in advance. They are provided free of charge through the companies listed, but need to be obtained prior to the lesson.

UNIT RESOURCES

Web Resources:

For current events on interpersonal skills at work: www.inc.com, www.fastcompany.com,
www.sba.gov/teens, www.workforce.com,
<http://www.jist.com/shop/jist/excerpts/J3316A.pdf>

Materials & Equipment:

- Success For Teens book (free) from www.SUCCESSFoundation.org
- Women Scientist with Disabilities Video (free) from <http://science.education.nih.gov>
- Teamwork PowerPoint and project items:
 - Oreo cookies
 - Twizzlers
 - Toothpicks
 - String
 - Straws
 - Hotfries
 - Sour Punch Straws
 - Marshmallows
 - Paper Clips
 - Mailing Labels
 - Fruit Loops
 - Cheese
 - Cracker Packages
 - Rulers available for students to measure height

What 21st Century Technology was used in this unit?

x	Slide Show Software
	Interactive Whiteboard
	Student Response System
	Web Design Software
	Animation Software
	Email

	Graphing Software
	Calculator
	Desktop Publishing
x	Blog
	Wiki
x	Website

	Audio File(s)
x	Graphic Organizer
	Image File(s)
X	Video
	Electronic Game or Puzzle Maker