

Eighth Grade ▪ Career Retention and Advancement ▪ English

Competency:	13.3.8A Determine attitudes and work habits that support career retention and advancement.
Lesson Topic:	How Not to Be a Good Employee
Subject:	English
Length:	1 class period
Materials:	Board, chalk, and student participation
Evaluation:	Students will learn about the attitudes and work habits of good and successful employees.

Procedure:

1. During this interactive class period, students will explore the difference between bad employees and good employees.
2. The teacher will divide the classroom into two groups; one group will be labeled the “bad employee” while the other group will be labeled the “good employee.”
3. Students will have 15 minutes to develop a list of the attitudes and work habits of the employee they have been assigned to.
4. The groups will share their answers with the class.

Examples:

Good employee:	Bad employee:
<ul style="list-style-type: none"> ▪ Dependability ▪ Good at taking direction ▪ Trust ▪ Confidentiality ▪ Participation ▪ Attitude 	<ul style="list-style-type: none"> ▪ Tardiness ▪ Disrespectful ▪ Likes to Argue ▪ Not open ▪ Difficult

**Eighth Grade ▪ Career Retention and Advancement ▪ English,
Gym, Health**

Competency:	13.3.8B Analyze the role of each participant's contribution in a team setting.
Lesson Topic:	Teambuilding
Subject:	English, Gym, Health
Length:	1 class period
Materials:	Student participation, multiple rolls of toilet paper (one per group), toilet paper roll teambuilding game guide.
Evaluation:	Students will be able to describe how they cooperate with one another in a team building activity.

Procedure:

This activity encourages sharing and the importance of that in a team setting.

1. Teacher will define and describe what cooperation means and provide examples.
2. Ask students who participates on a team now? It can be dance, sports, or a club.
3. Students will take part in the toilet paper roll teambuilding game.
4. Teacher will have students break into groups of 3 to 5 students depending on the size of the classroom.
5. Use the toilet paper roll teambuilding activity game guide.

Toilet Paper Roll Teambuilding Game Guide

1. Divide students into groups of 3 to 5 participants.
2. Give a roll of toilet paper to one of the students and tell them to tear off as many sheets as they normally use.
3. Do NOT explain the reason for this activity, you may get quite a few silly looks, and weird faces too.
4. Next, students pass the roll to each other until every member of the group as toilet paper. (Some may take a few pieces, some make take a ton!)
5. Explain, for each piece of toilet paper the student has torn off, they have to reveal one fact about themselves.

Eighth Grade ▪ Career Retention and Advancement ▪ English

Competency:	13.3.8C Explain and demonstrate conflict resolution skills: Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving.
Lesson Topic:	Role Playing and Conflict Resolution
Subject:	English
Length:	2 class periods
Materials:	Student participation
Evaluation:	Students will take part in various role-playing activities, designed by them, to learn about the skills associated with conflict resolution.

Procedure:

Class Period 1

1. The teacher will discuss the following terms associated with conflict resolution skills:
 - Constructive criticism
 - Group dynamics
 - Managing/Leadership
 - Negotiation
 - Problem solving
2. Students will be divided into groups of two and will be asked to create a role-playing activity for each of the 5 terms.
3. Role playing activities should include a conflict and a resolution skill being portrayed.

Class Period 2

1. Students will take turns showcasing their creations of conflict resolution skills role-playing assignment in front of the classroom.



**Eighth Grade ▪ Career Retention and Advancement ▪ English,
Health**

Competency:	13.3.8E Identify and apply time management strategies as they relate to both personal and work situations.
Lesson Topic:	Time Management
Subject:	English, Health
Length:	2 class periods
Materials:	Time management worksheet
Evaluation:	Students will be able to identify time management strategies.

Procedure:

Class Period 1

1. Teacher discusses how time is used in school and at home.
2. Ask the students to take the Time Management worksheet home and mark all the things that they do starting at 8:00 AM and ending at 10:00 PM. The activity should be started on a Saturday and end on a Sunday.

Class Period 2

1. Lead a class discussion on their results from the time charts and have students suggest ways to plan their time more effectively in order to have time to accomplish what they “need” to do and what they “want” to do.
2. The teacher asks the class who else may need to utilize a time management chart or schedule and records the answers on the board.

Examples include:

- Parents
- Teachers
- Celebrities (Sport stars, singers, actors)
- Doctors
- Lawyers

Basically, everyone needs to manage their time to accomplish the things they would like to get done.

Time Management Worksheet

Name: _____

Write down all the things you do for the week, include text messaging too!

	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
8:00 AM						
9:00 AM						
10:00 AM						
11:00 AM						
Noon						
1:00 PM						
2:00 PM						
3:00 PM						
4:00 PM						
5:00 PM						
6:00 PM						
7:00 PM						
8:00 PM						
9:00 PM						
10:00 PM						

**Eighth Grade ▪ Career Retention and Advancement ▪ English,
Social Studies, Health, Computer**

Competency:	13.3.8F Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment.
Lesson Topic:	ADA Compliant
Subject:	English, Social Studies, Health, Computer
Length:	1 class period with computer access
Materials:	A computer for each student, blank paper, pencil.
Evaluation:	Students will investigate the Americans with Disabilities Act and show how the workplace changed due to this act.

Procedure:

1. Teacher will have students pair up with a partner and explore the American with Disabilities Act.
2. On the paper provided, students will write about the Act and what it has done for people with disabilities in the workplace and how they are employed.
3. Students will share their answers with the class in a group discussion.

Examples of ADA in the workplace include:

- Wheelchair accessible
- TTY phone
- Large print
- Elevators in buildings
- Wheelchair ramps



**Eighth Grade ▪ Career Retention and Advancement ▪ English,
Social Studies**

Competency:	13.3.8G Identify formal and informal lifelong learning opportunities that support career retention and advancement.
Lesson Topic:	Learning Takes a Lifetime
Subject:	English, Social Studies
Length:	1 class period
Materials:	Student participation, board
Evaluation:	Through exploration, students will learn the importance of lifelong learning.

Procedure:

1. Define what life long learning means and provide examples of why it is important to continue to learn in school, home, and the community.
2. Teacher explains that life long learning means it is never too soon or too late for learning. You should be open to new ideas, skills, behaviors, and choices. New occupations, careers and technology are being created everyday, teacher can provide examples including:

<p><u>Construction</u></p> <ul style="list-style-type: none"> ▪ Metal stud framers ▪ Epoxy floor installers 	<p><u>Health Services</u></p> <ul style="list-style-type: none"> ▪ Tissue and eye bank technicians ▪ Schedulers for surgical cases
<p><u>Education</u></p> <ul style="list-style-type: none"> ▪ Distance learning coordinators ▪ Poison information specialist ▪ Home-school liaison ▪ Athletic compliance coordinator 	<p><u>Social Services</u></p> <ul style="list-style-type: none"> ▪ Energy auditor ▪ Disaster preparedness staff <ul style="list-style-type: none"> ○ Bill Review nurse ○ HazMat drivers
<p><u>Service</u></p> <ul style="list-style-type: none"> ▪ Surveillance person ▪ Divers-underwater inspectors ▪ Interactive media planner ▪ Matchmakers ▪ Translators 	<p><u>Engineering Services and Manufacturing</u></p> <ul style="list-style-type: none"> ▪ Hazardous material engineer ▪ Neon glass bender ▪ Glue mixer ▪ Laser engineer

3. Have students answer out loud the following questions:
 - a. Why is life long learning important in the work place?
 - b. Why is life long learning important in every day life?
 - c. Provide examples of technology that people need to have life long learning for?