

Teacher’s Manual for 10A:

Decisions & Showcasing Your Most

Professional Self

Module Key Learning Target:

- I can use effective problem-solving and decision-making to make the best impression from my first day through my last.

Learning Target for 10A:

- I can use effective problem-solving and decision-making to make the best impression from my first day through my last.

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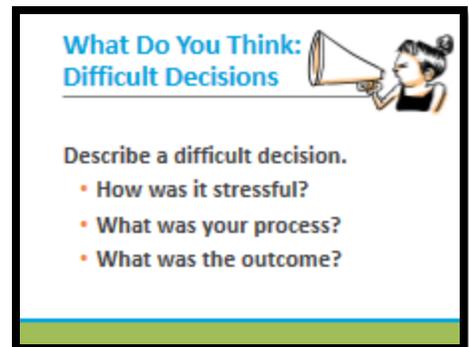
*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

What Do You Think: Difficult Decisions

Suggested Timing: 10 to 15 Minutes

Facilitation Steps:

1. Review the learning target and ask students to think back to a decision that was difficult to make but that worked out well.
2. Read through and clarify the components of the work sheet: stress, process and outcome.
3. Working individually, have students reflect on these aspects of a challenging decision.
4. Ask volunteers to talk about their experiences. Be ready to share about a difficult decision that you have had to make in the past.



Tips for Successful Implementation:

 <p>Safe Space:</p> <ul style="list-style-type: none">• Remind students to share only what they feel comfortable discussing.	 <p>Accommodation:</p> <ul style="list-style-type: none">• Students who often make decisions impulsively may struggle to articulate things like levels of stress or strategies employed. They may insist, “I just decided.” Be ready to ask questions in order to get them to reflect and elaborate. Otherwise, they may not be able to connect the process to the outcome in any meaningful way.• You may also choose to use the ELL accommodation version of this activity.
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WHAT DO YOU THINK: Difficult Decisions

DIRECTIONS Use the graphic below to write about a difficult decision that had a positive outcome. Start with the oval, then fill in the rest.

What was your level of stress around this decision? What were your emotions?

Start by describing the decision you had to make. Be sure to include the options involved and the choice that you made.

How long did it take you to make the decision? What was the process of deciding like? Did you make a list? Talk to others?

How and why did the decision lead to a positive outcome? Did you imagine the future consequences?



Assessment:

- Are students able to identify three aspects of decision-making?
- Did students learn from each other about making decisions?

Presentation: Effective Decision-Making

Suggested Timing: 5 to 10 Minutes

Facilitation Steps:

1. Using the slides to provide your talking points, have students take notes around effective decision-making.
2. For each category, either ask for or provide some examples from personal experience.
3. Regarding stress: Research has shown that under stress people tend to emphasize the possible positive outcomes at the expense of recognizing the potential negative consequences. Research has also shown that, when making decisions under stress, men generally are more willing to take risks while women generally are less willing to do so.
4. Have volunteers share their experiences with seeking mentors when processing difficult decisions.

Effective Decision-Making: Types of Decisions

- Neither urgent nor important
- Urgent but not important
- Important but not urgent
- Urgent and important

Plus 4 additional slides

Tips for Successful Implementation:



Organization/Classroom Management:

- You may want to post the decision –making steps if you wish to revisit them with students in future workshops.



Accommodation:

- Model for those struggling with note-taking which terms/words you would highlight for each slide during this presentation.
- The cloze version of the presentation will help ELL students process the information.

Effective Decision-Making

DIRECTIONS Use the space below to take notes about what you learn during the presentation.

One question I have is: _____

 **Assessment:**

- Are students able to identify three aspects of decision making?
- Did students learn from each other about making decisions?

Whole Group Activity: Responsible Decisions

***Optional:** This activity helps students who need practice making decisions. If this is something your students struggle with, choose this activity.

Suggested Timing: 15 to 20 Minutes

Materials: Responsible Decisions Situations

Facilitation Steps:

1. Read through or have a volunteer read through the instructions and then review and discuss the Six Steps for Responsible Decision Making.
2. Direct student groups to read and summarize the scenario, and then brainstorm three possible choices before discussing what effects each choice might involve.
3. Circulate around the room to be sure groups don't settle on a first choice right away. Suggest choices that might offer some middle ground between a best and worst decision.
4. Ask groups to share out their situation and decision. Focus on the character traits each group identifies as being integral to this choice.

Responsible Decisions Activity

- Think of three choices that could be made.
- Track the consequences of each choice.
- Decide on the best choice and determine the four character traits most in play.
- Be ready to discuss.

Plus 1 additional slide

Tips for Successful Implementation:



Organization/Classroom Management:

- If student groups have been working in similar groups recently, consider having them count off so they can work with new classmates and hear new ideas.
- There are multiple correct answers to the situations, allowing time for the class to discuss their differing answers will help students understand decision making better.
- You may choose to only concentrate on one or two decisions and see what solutions students come up with.



Accommodation:

- Be prepared to spend some additional time helping students understand how decisions affect more than the decision-maker. For some students, this may be a new or difficult concept that requires a degree of patient, direct instruction.
- You may choose to use the simplified ELL version of this activity.

Responsible Decisions Activity

DIRECTIONS Your instructor will give each group a situation. Think of three possible choices to solve the decision, and complete the rest of the steps to identify the best choice for the situation.

- Steps for Responsible Decision-Making**
1. Identify your choices.
 2. Think about what is best for you now.
 3. Consider your future based on your choices.
 4. Consider how your decision will affect others.
 5. Make a choice.
 6. Circle four character traits illustrated by your final choice.

Summary of situation

Choices	How will this affect the decision maker now and in the future?	How will others be affected by this decision?

What is the best decision? Why?

Circle four character traits influencing this decision.

Alert	Cooperative	Funny	Imaginative	Pleasant	Thankful
Ambitious	Decisive	Gentle	Independent	Polite	Thoughtful
Attentive	Dependable	Giving	Industrious	Reliable	Tolerant
Bright	Eager	Grateful	Intelligent	Responsible	Trusting
Calm	Easygoing	Happy	Leader	Serious	Trustworthy
Careful	Efficient	Helpful	Loyal	Shy	
Confident	Energetic	Honest	Mature	Smart	
Considerate	Friendly	Humorous	Nice	Talented	



Assessment:

- Were students able to work collaboratively toward an agreed-upon best choice?
- Did students successfully identify character traits that were influential?

Partner Activity: Deciding How Best to Showcase Your Brand

***Optional:** This activity highlights the strengths students will use at their internship. Please choose this activity if your students could use practice recognize their own strengths.

Suggested Timing: 15 to 20 Minutes

Materials: Index cards, Internship situations

Facilitator Steps:

1. Distribute three index cards to each student give them a minute to write one strength they feel they have on each card. Students can use the list of qualities in their manual or the employability skills from the WBLP if they are having trouble coming up with three strengths.
2. Partner students up either with a neighbor or by counting off and instruct them to follow their directions in their student manual of mixing their strengths together face down, once the pairs are finished mixing up their strengths, distribute the internship situations to the pairs.
3. Each pair should match their combined strengths up with an internship situation. They might have a difficult time matching some of their strengths to their situations, conversely some of their strengths may apply to more than one situation. Encourage them to think together about the situations and how their strengths can be beneficial.
4. Have pairs first share out all of their strengths, and how they matched some of them to the situations they have. Make sure to have pairs share out which strength they had the most difficulty matching up with the situations and why they had difficulty.

Deciding How Best to Showcase Your Brand

Find at least three strengths and write each one down on an index card.

Employability Skills

- Attendance & Punctuality
- Motivation & Initiative
- Communication
- Teamwork & Collaboration
- Critical Thinking & Problem-solving
- Workplace Culture, Policy & Safety

Plus 2 additional slides

Tips for Successful Implementation:

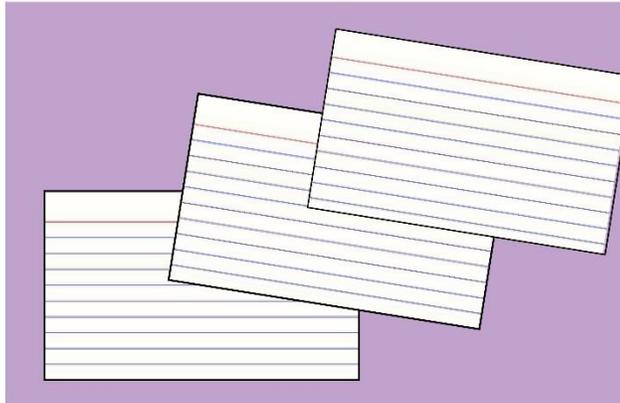
 <p>Organization/Classroom Management:</p> <ul style="list-style-type: none">• If time or space is an issue, you can have the pairs simply share with a neighboring pair their strengths and situations before going to the whole group.• This activity is a good opportunity to review the WBLP employability skills again, so spending a small amount of time looking at them together as a group might be beneficial to students.	 <p>Accommodation:</p> <ul style="list-style-type: none">• For some students, it may be more appropriate to have cards with different strengths already written on them that students can select for themselves• Students may be hesitant to attribute strengths to themselves, so you might want to have the student's partners identify areas of strength.
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Deciding How Best to Showcase Your Brand

DIRECTIONS Your instructor will give you three blank index cards. Write strengths that you feel you have on each of the index cards. If you are having a hard time thinking of three strengths, feel free to pick from the box below and to refer to the slide of employability skills from the MA WBLP.

Adaptable, Calm, Careful, Dependable, Energetic,
Good at getting things done, Helpful, Honest, Motivated,
Patient, Pays attention to details, Responsible, Team player,
Well-organized, Works quickly, Works well under pressure

- With your group, put all of your index cards into a pile face down and mix them up. Then ask your instructor for a set of internship situations.
- Then, turn the index cards over and match each of the positive traits to the situations to indicate which traits can be showcased in these different situations.
- Be ready to share some of the connections you found AND the at least one trait that was hard to match.



Assessment:

- Were students able to identify their own strengths?
- Could they match their strengths to the internship situations?

Partner Activity: Mini-Interview Practice

Suggested Timing: 10 to 15 Minutes

Materials: mingle cards

Facilitation Steps:

1. Let students know that it is time for a mini-interview.
2. Distribute cards face-down and let students find their partner. After three minutes have passed and round one is complete, tell them to role-switch and start round two.
3. When the second round has finished, have students return to their chairs for the next activity. If time permits, ask some volunteers to share anything they learned during the mini-interview.

Mini-Interview Practice:
Round 1 (3 minutes):

Find your partner and discuss:

- How will you highlight your skills to your employer?
- What are some decisions you have already made about your future career?
- How will you use what you learned today in future decision-making?



Plus 1 additional slide

 <p>Organization/Class Management:</p> <ul style="list-style-type: none">• Try to circulate during the interview activity. Shake hands with different pairs, and look for groups who may need help moving the conversation along.• Allow a minute or so for students to write down their ideas to help students who may need a few moments to process before beginning this activity.	 <p>Accommodation:</p> <ul style="list-style-type: none">• Consider having a few sentence starters for participants who may struggle with beginning conversation.• If space is too limited to move around as much, consider changing to a “speed dating” or similar format where participants sit facing each other and then shift seats in opposite directions to create new pairs.
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Mini-Interview Practice

DIRECTIONS Your instructor will give you a card with a picture, number or symbol. Find the person whose card matches your card and have a conversation based on the information below.

Round 1 (3 Minutes):

Find your partners and discuss:

- How will you highlight your skills to your employer?
- What are some decisions you have already made about your future career?
- How will you use what you learned today in future decision-making?



Round 2: Role-Switching (3 Minutes):

- Re-approach your partner and pretend they are interviewing you. Do your best to communicate in your most professional manner.
- Shake hands.
- Introduce yourself.
- Imagine your partner has just asked you how you make decisions.



You could say ...

- When I make decisions, usually I _____.
- In the future , I see myself _____.
- I am developing my _____ skills because _____.
- I think I will try to _____.



Assessment:

- Where students able to successfully switch roles and interview each other?
- Did students identify some decisions they have made about their future careers?

Session Wrap-Up

Suggested Timing: 10 to 15 Minutes

Facilitation Steps:

1. Review the unit learning target with students and tell them at the end of every module, they will engage in self-reflection about the skills they learned.
2. Have students assess themselves with the Target Check-In; reminding them that this reflection is private and that no one will be asked to share their responses, and that there is no best answer, rather this is an opportunity for a genuine assessment of where they are in terms of this skill.
3. Finally, encourage them to be specific in their reason(s) for rating their skill level as they did.



Tips for Successful Implementation:

 <p>Time Management:</p> <ul style="list-style-type: none">• Reflections are a very important piece of the course. Make sure you leave ample time for these to be completed at the end.	 <p>Dig Deeper/Extension:</p> <ul style="list-style-type: none">• Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.• Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.
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Session Wrap-Up

Think about one goal that you have for improving some part of your professionalism and complete the chart.

My Goal..	
Two Next Steps ...	
One Obstacle and some possible solutions ...	

Target Check-In				
<p>Read the learning target and check the rating that best matches how you feel.</p> <p>I can use effective problem-solving and decision-making to make my best impression from my first day through my last.</p>	 1 Not sure ...	 2 Working on it ...	 3 Almost there ...	 4 I can do it!

I feel this way because ...



Assessment:

- Are students able to identify one goal for improving their professionalism?
- Do students understand the benefits of effective decision-making?

Resources for 10A in Teacher’s Manual

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Responsible Decisions Activity – Situations

<p style="text-align: center;">1.</p> <p>Your parents are gone for the weekend to help your grandmother move into a smaller apartment. Your friends want you to host a party. You know they can be a little rowdy and loud, but they are also the ones who you always look to for help or give you rides or spot you a bit of cash. When your parents left, they didn't specifically say not to have friends over, and you're pretty sure you won't get caught if you clean up well.</p>	<p style="text-align: center;">2.</p> <p>You've just started a job and have begun saving for a car. Your best friends want you to go with them to dinner and a concert. The cost of the meal and the concert ticket would be about the same as a month's worth of car savings. The restaurant they choose is a favorite of yours and the band they all plan to see is one of your favorites.</p>
<p style="text-align: center;">3.</p> <p>You start your internship early tomorrow. You plan to read the orientation materials after you've had dinner. Your best friend calls to remind you that there's a good game on and you had planned to watch together. The internship is very important as you hope to ask for a future job at the company.</p>	<p style="text-align: center;">4.</p> <p>At your job, you see a coworker who also happens to be a friend going into a cash register when there's no customer being served. Later that register drawer comes up \$40 short. The shift manager holds another employee responsible since they were supposed to be working the register on that shift. The manager explains that this other employee will have the \$40 taken out of their next paycheck if the money cannot be accounted for.</p>

<p style="text-align: center;">5.</p> <p>Your friends finished their internships. One of them is moving to Illinois next year. They are going to spend the week with each other. Your placement does not end for another three days.</p>	<p style="text-align: center;">6.</p> <p>Your boss told you that she wants to talk to you about your work performance tomorrow. You know that there was an upset customer earlier in the day.</p>
<p style="text-align: center;">7.</p> <p>You want to be a nurse and plan to apply for a Bachelor of Science in Nursing. The average grade-point average (GPA) for the school you want to apply to is higher than your present GPA.</p>	<p style="text-align: center;">8.</p> <p>Your internship is not working out the way you want. You do not find the work interesting and your WBLP evaluation was not that great. You are considering not going anymore.</p>
<p style="text-align: center;">9.</p> <p>You are offered an unpaid internship. You know this may lead to a job opportunity in the future. Your paycheck from your current job helps support your family. You will have to cut back your job hours if you take the internship.</p>	<p style="text-align: center;">10.</p> <p>Your supervisor does not seem displeased with your performance. However, you have a feeling you are not doing as well as she hoped you would at your placement.</p>

Partner Activity: Deciding How Best to Showcase Your Brand
Internship Situations

<p>1.</p> <p>You were placed at an internship at a physical therapist’s office that mainly works with professional athletes helping them recover from injuries. Originally, you were supposed to be helping one of the physical therapists administer therapy directly to patients to help them recover, but when you arrived, they assigned you to work with the patient outreach coordinator who keeps notes on the patients and maintains contact with them to help monitor their progress and recovery.</p>	<p>2.</p> <p>You have an internship at an artist’s studio that has open studio space for local artists to share workspaces and use equipment like a kiln to make pottery. The studio manager has asked you to create a calendar for all the artists to use so she can keep track of who is using the equipment, and so the artists know when the equipment will be free. You have to get into contact with every artist who uses the studio to get them to sign up for the calendar, and monitor the calendar so all the equipment and studio spaces are being used equally and fairly.</p>
<p>3.</p> <p>You have an internship at an architecture firm that designs parks and playgrounds for cities and schools. You were excited to help design playgrounds for children, but your supervisor has asked you to visit different local playgrounds to take surveys from parents and children about what they like and don’t like about the playgrounds. She wants you to present your research to the architects designing a new playground.</p>	<p>4.</p> <p>You have an internship at an after school tutoring center for elementary school-aged children. You have tutored children before, in a one-on-one setting and felt really good about how you helped them. The center has a group of students who are different ages, but all the same skill level, and sees an opportunity to help more children together. They want you to teach this larger group of students together and keep track of their progress.</p>

5.

You just started at your internship at a veterinary office which you are excited about because you love animals. So far, you have just been observing the veterinarians helping animals and talking to the pet's owners about their pet's health. The office manager has noticed how good you are with the animals, and wants you to stop your observation period and start working in the waiting room, helping the animals and their owners stay calm.

6.

You have an internship at a software development company and have been learning how to write computer programs and work on a team to code collaboratively. The manager of the project you have been helping with wants you to make a presentation to the programmers in the company about the work you have been doing and your experience learning to code. You did not know you would have to present to the whole company when you started, and you are worried about representing yourself and your team well.

What Do You Think: Difficult Decisions



Directions: Some decisions are easy. Others take a lot of time and thought .

Think about an **important decision that made you happy.**

1. What was decision? What were your choices?

2. How much time did you need to make the decision?

3. How did you decide?

- a) make a list
- b) talk to people
- c) ask for advice
- d) think about your future

3. Why do you feel good about the decision?

I felt good about my decision because _____

Effective Decision-Making

Directions: Use the space below to take notes about what you learn during the presentation.

	Complete the sentences.	Notes
Types of Decisions 	<ul style="list-style-type: none"> ➤ Neither _____ nor important ➤ Time-sensitive but not important ➤ Important but not time-sensitive ➤ Time-sensitive and _____ 	
Decision-Making Strategies 	<ul style="list-style-type: none"> ➤ _____ what makes this a difficult decision. ➤ Be open to _____. ➤ Think about your _____ in making this decision. ➤ Seek _____ from others. ➤ Do what is _____. 	
Find a Decision-Making Mentor 	<ul style="list-style-type: none"> ➤ Think about who might help you with a _____ decision. ➤ Respect another _____. ➤ Think about why you ask went to that _____. ➤ Be ready to return the _____. 	

5 Steps for Responsible Decision-Making

1. Think about your choices
2. Think about what is best for you *now*
3. Consider your choice based on your future
4. Consider how your decision will affect others
5. Circle 4 traits used in your final choice.

Responsible Decisions Activity

Directions: Your instructor will give each group a situation. Think of three possible choices to solve the decision, and complete the rest of the steps to identify the best choice for the scenario.

<u>Summary of Situation:</u>		
Choices	How will this affect the decision-maker now and in the future	How will others be affected by the decision?
1.		
2.		
3.		
What is the best decision? Why?		

- | | | | | | |
|------------|-----------|----------|-------------|---------|----------|
| Calm | Energetic | Generous | Imaginative | Nice | |
| Careful | Friendly | Happy | Kind | Serious | Talented |
| Confident | Focused | Helpful | Leader | Shy | Thankful |
| Dependable | Funny | Honest | Loyal | Smart | Trusting |