

Teacher’s Manual for 10B:

Finishing Strong and Looking Beyond

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 10B:

- 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: Finishing Strong

Suggested Timing: 10 to 15 Minutes

Facilitation Steps:

1. Have students read Nicole’s story and check for comprehension of the main points of the story.
2. Give students time (5-8 minutes) to answer the questions.
3. Have students get themselves into pairs to discuss their answers to the questions.
4. If time allows, have a brief class discussion about Nicole’s story.

Learning Target

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

Plus 1 additional slide

Tips for Successful Implementation:



Literacy: 157 words, 7th grade level

- It can be helpful to have students write down any words that they are unfamiliar with or unsure about during their first read-through. Then, as a class, create a master list of words on the board, and ask students to define each one. You may find that as a class, students will be able to provide definitions for one another. This will prevent pausing the story during the read-aloud to answer vocabulary questions.



Accommodation:

- If you are concerned about comprehension, pause at a few points during the story to have students summarize.
- If you have struggling readers, read the story out loud first; pair weaker readers with stronger to work through the questions.

Student Page

WHAT DO YOU THINK: Finishing Strong



DIRECTIONS

Read Nicole's story and answer the questions. Be ready to share your thoughts.

Nicole's Story

A local heating and cooling company in Amherst, Massachusetts, chose Nicole for an internship. Nicole doesn't mind helping with office work and has learned a lot whenever she gets to go along on calls.

She committed to working three months. Many of Nicole's friends have finished their internships. They are spending the week hanging out and enjoying the end of summer.

Nicole doesn't want to miss out, but staying out late with friends sometimes causes her to be late for work. The last two days that Nicole is supposed to work, her friends are planning a trip to the beach. Nicole reasons that since her job is almost over, she is only losing about \$186 by not showing up. Nicole decides to go to the beach and does not inform her boss. She also decides not to tell the program that placed her that she is going to miss these last days of the job.



1. How might Nicole's decision impact her employer?

2. How might Nicole's decision impact the internship program that helped place her?

3. How do you think Nicole's decision will impact her chance of getting another job?

4. How do you think Nicole could have handled the situation differently?



Assessment:

- Are students able to come up with ways Nicole could have handled the situation differently?
- Do students understand how decisions have long-term consequences?

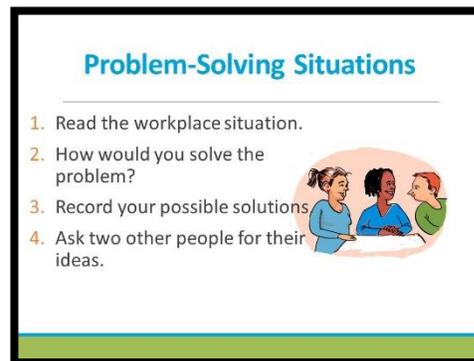
Small Group Activity: Problem-Solving Situations

Suggested Timing: 15 to 20 Minutes

Materials: Problem-Solving Workplace Situations

Facilitation Steps:

1. Distribute the situations to students face-down and explain the activity to them before letting them turn their situations over to work on them.
2. Give students a few (5 to 6) minutes to read and respond to their workplace situation. Remind them of the brainstorming work they did earlier, and that they can use the WBLP employability skills to help come up with solutions.
3. Group students together into groups of 3 or 4 and have them each present their situation to their group member and give the group members time to brainstorm their own solutions before the student shares their own.
4. After all students in a group have gone, have them individually answer the questions.
5. If time allows, have any students who volunteer present their situation, their original solutions, their group member's solutions, and what they ultimately thought the best solution would be.



Tips for Successful Implementation:

 <p>Organization/Class Management:</p> <ul style="list-style-type: none">• Try to match students with the situation that might happen at their internship. This will allow them to generate solutions they can use.	 <p>Accommodation:</p> <ul style="list-style-type: none">• Selecting one of the workplace situations and going through it as a class might help students brainstorm solutions more effectively.• Students can scribe for one another to process their feedback more thoroughly.
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Problem-solving Situations

DIRECTIONS

You will get a workplace situation with a common but challenging problem. Take a moment to think about how you might solve the problem. Use the chart to record possible solutions. Then meet with at least two other people and get their perspectives on the problem.

Your ideas for solving the problem	Other people's thoughts

Other people's thoughts	Other people's thoughts

1. Which solutions do you think are the best options? Why?

2. What additional information or resources would make it easier to solve the problem?



Assessment:

- Are students able to generate possible solutions to the workplace problem?
- Can they take other people's thoughts into account to come up with the best solution?

Looking Ahead – Future Decisions

***Optional:** If students need downtime, then keep this activity and skip the Web Activity if you need more time. Otherwise, choose the Web activity if students need an energizing session.

Suggested Timing: 15 to 20 Minutes

Facilitation Steps:

1. Encourage students to tackle a real decision they might be facing soon, this is an opportunity to work through a choice they have yet to make that could have long term affects.
2. Read the guiding questions out loud one-by-one, and clarify as necessary.
3. Share a decision you are facing or have made in the past to help student think through the questions.
4. Circulate and help students brainstorm stressors, initial steps, potential mentors, etc.
 - a. If students are having problems thinking of big decisions consider changing school, deciding to take a job or an internship, choosing which job to take, picking a day care for your child, etc.
5. Ask volunteers to share out.

Looking Ahead — Future Decisions

We make big decisions in our lives. Sometimes, we can plan ahead to help make the decision easier.

1. Think about a big decision you have to make in the next year.
2. How much time and attention do you plan to give the decision?



Plus 1 additional slide

Tips for Successful Implementation:

 <p>Organization/Class Management:</p> <ul style="list-style-type: none">• The share out could be done in pairs.• If students struggle with any particular question, they could use their group to help brainstorm answers.	 <p>Safe Space:</p> <ul style="list-style-type: none">• Remind students to share only what they are comfortable with. It is totally appropriate to keep larger or personal decisions private.
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Looking Ahead - Future Decisions (Continued)

4. What steps do you plan to take in order to make this decision?

5. What do you think will make the decision process most difficult?

6. Who might you approach as a mentor to seek advice around this decision?



Assessment:

- Are students able to anticipate a major decision and the steps necessary to navigate it successfully?
- Are students able to identify support structures they can use to help them in their decision?

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Partner Activity: Mini-Interview Practice

Suggested Timing: 10 to 15 Minutes

Materials: Mingle Cards

Facilitation Steps:

1. Let students know that it is time to practice interviewing skills.
2. Distribute cards face down and let students find their partner. After four 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 min-interview.

Mini-Interview Practice:
Round 1 (4 minutes)

Find your partner and discuss:

- What plans do you have for your next steps in education and training? Why are these plans important to you?
- What type of career do you hope to have? What plans do you have for next steps?
- How does your education plan support your career plan?



Plus 1 additional slide

Tips for Successful Implementation:

 <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 using the sentence-starters for students 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 students 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 (4 Minutes):

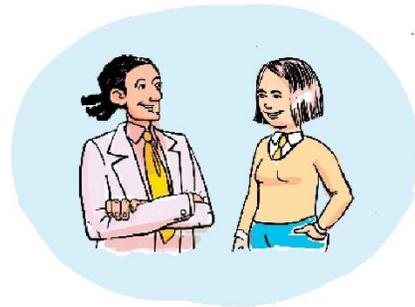
Find your partners and discuss:

- What plans do you have for your next steps in education and training? Why are these plans important to you?
- What type of career do you hope to have? What plans do you have for next steps?
- How does your education plan support your career plan?



Round 2: Role-Switching (4 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 to explain your career goals and how your education and training will help you prepare for that career.



You could say ...

- In the future, I plan to _____.
- The next steps for my career are, _____.
- My future career will require _____.
- A support to help me achieve my goal is _____ because _____.



Assessment:

- Where students able to successfully switch roles and interview each other?
- Did students identify some plans for the career path?

Activity: Connections Web

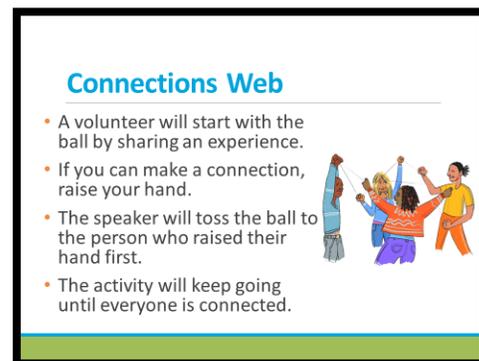
***Optional:** If students need an energizing session, then keep this activity and skip the Looking Ahead — Future Decisions Activity if you need more time. Otherwise, choose the Web activity if students need downtime.

Suggested Timing: 10 to 15 Minutes

Materials: Ball of String

Facilitation Steps:

1. Students will be sharing experiences during this activity. Have students start by stand in a circle.
2. One student will begin by holding the ball of yarn or string and sharing an experience from the course or their work.
3. Other students will try to make a connection to the experience that was shared. Any students that can make a connection will raise their hand.
4. The speaker will toss the ball to the person who raised their hand first. That student will then share their experience and continue the process.
5. Continue having students share experiences until they are all connected to one another.



Tips for Successful Implementation:

 <p>Organization/Class Management:</p> <ul style="list-style-type: none">• Make sure to have students properly spaced out so their connections with the string are more apparent, do not have them too close to one another or the effect of the connections won't be as dramatic.	 <p>Accommodation:</p> <ul style="list-style-type: none">• Make sure all student's voices are heard. At some point midway through the activity, have the speaker toss the ball to someone that raised their hand but hasn't talked yet instead of the person who raised their hand first.
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Activity: Connections Web

DIRECTIONS

1. A volunteer with a ball of yarn will start by sharing an experience from the course or work.
2. If you can make a connection to what is being shared, raise your hand.
3. The speaker will acknowledge the connection by tossing the yarn to the person who raised their hand first.
4. The game continues until we are all connected by our shared experiences!



Assessment:

- Are students able to connect their experiences in the course and at work with one another?
- Did all the students speak and make a connection to one another?

Course Wrap-Up

Suggested Timing: 10 to 15 Minutes

Facilitation Steps:

1. This is the final lesson for the course, so take a moment to reflect with the students about everything they have learned about work based learning and employability skills.
2. Review the employability skills with students one final time, then have students first complete the table identify which employability skills are strengths for them and which they are still working on.
3. Have students select the strength they feel the most confident about to write about and which skills they are still working on to reflect on.
4. If time permits, students can their thoughts in a whole class discussion about their skill strengths and the skills they are working on.

Course Wrap-Up

- Look at the employability skills. Place an **S** for the two skills that are your strengths and a **W** for the two skills that you need to work on.
- Complete the table for one of your strengths and for one of the skills you are working on.

Tips for Successful Implementation:



Time Management:

- Have checkpoints during this activity to help keep students on track.



Accommodation:

- Some students may struggle to generate ways they can work on developing their skill, so selecting a skill to do as a class would provide a solid model to students.

Course Wrap-Up

DIRECTIONS Consider what you have learned in this course and from any work-based learning experiences. Read over the table of skills and put an **S** in the last column for the two skills you consider to be **strengths** and a **W** for the two skills that **need the most work**.

Employability Skills	What does this skill look like?	Strengths & Works in Progress
Attendance & Punctuality	<ul style="list-style-type: none"> • Being on time and reliable • Communicating with your supervisor if you need to miss work 	
Motivation & Initiative	<ul style="list-style-type: none"> • The ability and desire to apply full effort to tasks from beginning to end • Asking for new tasks as soon as you have successfully completed your current work 	
Communication	<ul style="list-style-type: none"> • Expressing yourself clearly and professionally in writing and speaking • Showing you are listening well by making eye contact and asking questions 	
Teamwork & Collaboration	<ul style="list-style-type: none"> • Working well with others so that work can be done effectively • Accepting feedback and direction with a positive attitude 	
Critical Thinking & Problem-solving	<ul style="list-style-type: none"> • Identifying problems and working to solve them by analyzing information, considering options, and seeking guidance from supervisors and coworkers 	
Workplace Policy, Culture and Safety	<ul style="list-style-type: none"> • Demonstrating an understanding of workplace rules, policies and culture • Wearing the right clothes for the job, including safety gear 	

Pick one of your strengths to discuss in detail and complete the table below.

1. Strength: _____	
2. Name two places/ways that you already demonstrate this skill.	
3. How can you apply this strength in a new way or setting? Provide concrete steps that you can take to expand on your strength.	

Student Page

Course Wrap-Up (Continued)

Pick one of the skills that you need to work on and discuss it in detail in the table below.

1. Skill to work on: _____	
2. Name two ways that you can work on developing this skill. Include details about what support or resources you would need.	
3. Identify one way in which you have already demonstrated some part of this skill. How can you build on this experience and success?	



 **Assessment:**

- Are students able to identify a skill they have strength in and a skill they are working on developing?
- Can they come up with ways they can improve on their skill?

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Resources for 10B in Teacher's Manual

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Problem-Solving Workplace Situations

<p style="text-align: center;">1.</p> <p>You are a waiter at a restaurant and your coworker Monique always asks you to cover her tables for her when she's running late. Monique lives across town and has to take the bus to work. Your manager has noticed you are not taking care of your tables as quickly as other waiters are and has said something to you about it.</p>	<p style="text-align: center;">2.</p> <p>You are interning at a shipping company, and one of your coworkers on your team takes his breaks without telling anyone, leaving you to cover for him when he is not there. You talked to your supervisor about it and he said to work it out yourself.</p>
<p style="text-align: center;">3.</p> <p>You work at a retail clothing store, and just got trained on the register. A customer asks for a refund in cash and you accidentally give it to them in store credit.</p>	<p style="text-align: center;">4.</p> <p>You are interning at software engineering company for about a year and have just been given a new project that is being developed in a programming language you do not know.</p>

<p style="text-align: center;">5.</p> <p>You have a new supervisor at work who you feel doesn't communicate with you respectfully. She also stops you when you are working on projects to help her with her work.</p>	<p style="text-align: center;">6.</p> <p>You have just been put on a new team at your internship, and the other team members who have been working with each other for a long time have meetings without you to talk about the projects they are working on.</p>
<p style="text-align: center;">7.</p> <p>Your mom recently got a new job that does not have consistent hours and needs you to watch your younger sister. Sometimes this conflicts with when you are supposed to be at your internship.</p>	<p style="text-align: center;">8.</p> <p>You got your first job working in an office, your supervisor has told you the dress code is business casual, and you do not know what that means or if your clothes are professional enough for the office.</p>