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| Remembering my math teachers | The CybernagCareer and Technical Education | Remote Learning Activities  |



**Career & Technical Education Remote Learning Activities**

**Microsoft Teams**

Teachers will create a “team” for students through Microsoft Teams where students will be able to engage in lesson support, question and answer sessions, and general feedback sessions aligned to an instructional packet provided to students. Students may need additional assistance with the navigation of the platform if they are first-time users. Logging-on to Microsoft Teams is not necessary to complete the instructional lessons. For more information on Microsoft Teams click [here](https://education.microsoft.com/en-us/course/9c9f5c11/overview).

**Instructional Expectations**

Students will have the opportunity to complete Career and Technical Education lessons provided in the instructional packet. Lessons should be about 45 min - 60 min in length, three times a week.

*The content focus is as follows:*

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|  | **Lesson 1: Workplace Skills** |
| **Topic:** Attitude Counts |
| **Standard(s): Students will:**4.0 Demonstrate employability skills such as problem- solving and organizational skills and the importance of entrepreneurship. |
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| **Objective:** learn about positive and negative attitudes and examine your own attitudes. |
| **Materials:** Handout - *Attitude Quotient Survey* |
| **Description of Activity:**1. **Read:** Attitude is the way we think, feel, and act. In the world of work, employers not only look at your ability to apply your technical skills and knowledge effectively on the job, they also look at your attitude at work. Many times your values help to determine your attitude toward work. Discuss pride, passion, and belief with students.
	* **Pride -** "Pride" is taken to mean self-dignity. Pride prevents you from doing just enough to get by. If you know everything you do at work or school has your name and signature on it, then you will give it your best shot and nothing less.
	* **Passion -** Just a simple plain ‘interest’ in any work or career you choose isn’t enough. However, a burning desire and intense enthusiasm for all things worth doing will pull you through the challenges of work.
	* **Belief -** In order to generate that passion, it is important to believe. You have to take personal responsibility for your success, believe that nothing is impossible, and that you can learn from your mistakes and move on. Know that you can achieve all that you set out to do for yourself. You only need to start believing in yourself.
2. **Write:** How do you feel today? Did you have a it is “just another day” attitude or are you bursting with enthusiasm and positive energy? How can these attitudes impact your day?
3. **Think:** What are negative attitudes? Examples such as: makes excuses for not completing work; poor time management, i.e. always late, misses deadlines; doesn’t respect authority such as teacher or supervisor.
4. **Define:** What is work ethic? Work ethic is generally associated with people that work hard and do a good job. Many characteristics of work ethic can be summarized using three terms -- *interpersonal skills, initiative,* and
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| *being dependable*. If you have a positive attitude toward school and work, you generally have a good work ethic.1. **Complete:** Handout - *Attitude Quotient Survey*.
2. **Complete:**  Self-Reflection on your scores.
3. **Additional activity** – Read the following quotes from famous people and interpret their meaning:

**Abraham Lincoln** – I don’t like that man. I must get to know him better.**Zig Ziglar** – It is your attitude, not your aptitude that determines your altitude.**Author unknown** – Your attitudes and the choices you make today will be your life tomorrow, build it wisely.**Frank Lloyd Wright** – The thing always happens that you really believe in; and the belief in a thing makes it happen.**Lou Holtz** – Ability is what you’re capable of doing. Motivation determines what you do. Attitude determines how well you do it.**Helen Keller** – When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.**Vince Lombardi** – If you aren’t fired with enthusiasm, you will be fired with enthusiasm.**Mary Engelbreit** – If you don’t like something change it; if you can’t change it, change the way you think about it.**Dr. Viktor E. Frankl** – I am convinced that life is 10 percent what happens to me and 90 percent how I react to it. We are in charge of our attitudes. |
| **Evaluation:** Review your notes and survey and describe positive and negative attitudes and how they can impact success in your life. |

**Attitude Quotient Survey**

The following fourteen attitude traits are important to your ability to work. A high rating will help you win the approval of your co-workers and the applause of your boss. How do you measure up?

Rate yourself on the traits listed below with five being the highest rating and a one being the lowest rating.

|  |  |
| --- | --- |
| Good grooming | 1 2 3 4 5 |
| Following Directions | 1 2 3 4 5 |
| Tactful | 1 2 3 4 5 |
| Courteous | 1 2 3 4 5 |
| Organized | 1 2 3 4 5 |
| Enthusiastic | 1 2 3 4 5 |
| Dependable | 1 2 3 4 5 |
| Cooperative | 1 2 3 4 5 |
| Dedicated | 1 2 3 4 5 |
| Willing to try new ways of doing things | 1 2 3 4 5 |
| Helpful | 1 2 3 4 5 |
| Ambitious | 1 2 3 4 5 |
| Showing initiative | 1 2 3 4 5 |
| Accept constructive criticism | 1 2 3 4 5 |

# TOTAL SCORE

Total all circled numbers and place the figure in the space provided for your total score.

Now see the explanation below to determine *your* “ATTITUDE QUOTIENT”

# TOTAL SCORE ATTITUDE QUOTIENT

01-20 You’ll last one day

21-34 Remain on probation

35-48 Shows potential

49-62 Sure to please

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|  | **Lesson Plan 2: Understanding the Workplace** |
| **Topic:** Employ yourself . . . Be an Entrepreneur |
| **Standard(s): Students will:**1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.4.0 Demonstrate employability skills such as problem- solving and organizational skills and the importance of entrepreneurship. |
|  |
| **Objective:** You will be able to describe the benefits and challenges of being self-employed and the qualities a person needs to be self-employed. |
| **Materials:*** “Employ yourself . . . Be an Entrepreneur” Checklist
* 3x5 Cards with Benefits and Challenges to consider for self-employment
 |
| **Description of Activity:**1. **Read:** Entrepreneurs are people who own and operate their own businesses. They may apply their talents in a wide variety of ways: however, successful entrepreneurs seem to have certain characteristics in common.
2. **Explore:** Look over the “Employ yourself . . . Be an Entrepreneur” checklist. These questions will help you to learn more about entrepreneurs and yourself. None of this can predict business success, but at least it can be used as a starting point in exploring if you are interested in being self-employed.
3. **Reflect**: Review your scores from the checklist.
4. **Think:**  What are the benefits and challenges of being self-employed? Write the challenges on 3x5 cards and divide them into categories. Then create a fictitious business such as starting up a T-shirt, computer repair, or a lawn maintenance company with these challenges in mind.
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| Additional benefits or challenges could be added according to the business being considered.**BENEFITS:*** Satisfaction of creating my own job
* Able to follow my own interests
* Variety, because no day is predictable
* Feeling of control over my schedule and working conditions
* Opportunity to be creative and test my ideas
* More tax deductions
* Flexible work hours
* No dress code

**CHALLENGES:*** Potential for financial loss if business doesn’t succeed
* Isolation if I work alone
* Constant pressure to keep sales up and work coming in
* Loss of a workplace structure
* The need to do paperwork and record keeping
* No benefits such as health, dental, and disability
* Long hours
* Unpredictable income
* Hiring competent employees

5. **Note:** Keep a list of your interests in being self-employed. Revisit this list frequently to see if you have changed your mind after continuing to explore careers. |
| **Evaluation**: Review your notes and checklist regarding the benefits and challenges of being self-employed and describe the characteristics of an entrepreneur and relate them to your own personal characteristics.  |

**Employ Yourself – Be an Entrepreneur**

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes** | **No** |  |  |
|  |  | 1. | Are you able to get a point across in a conversation? |
|  |  | 2. | Do you have family and family friends who work for themselves? |
|  |  | 3. | Are you good at giving oral presentations in class? |
|  |  | 4. | Do you think you would like talking to friends and others about services and products that could benefit them? |
|  |  | 5. | Do you like being in charge of school events or just planning your weekend? |
|  |  | 6. | Is it important that you decide what you will do each day rather than someone else? |
|  |  | 7. | Are you usually the first person to introduce yourself in a group of new people? |
|  |  | 8. | Do you stick with things rather than give up? |
|  |  | 9. | Would you feel comfortable asking for the names of friends and colleagues to contact? |
|  |  | 10. | Do most people consider you outgoing and self-confident? |
|  |  | 11. | Would you be comfortable with a career in which income may vary from week to week or month to month? (for example – no steady paycheck) |
|  |  | 12. | Do you expect to fulfill your dreams for the future? |
|  |  | 13. | If you get lost, would you ask for directions? |
|  |  | 14. | Do you prefer to set your own goals rather than someone else doing it? |
|  |  | 15. | If you fail at something, do you bounce right back? |
|  |  | 16. | Do you consider yourself a good sales person? |
|  |  | 17. | Do you want a work schedule that doesn’t fit into the traditional 8-5 schedule? |
|  |  | 18. | Do you look for different ways of doing things? |
|  |  | 19. | Would you be comfortable calling strangers for appointments? |
|  |  | 20. | Do you generally step forward and ask for what you want? |

Give yourself one point for each “yes” answer. If you scored between 14 and 20, you probably have the necessary qualities to create your own business opportunity and competently handle the challenge involved. If you scored between 10 and 13, you may have the makings of an entrepreneur but may need more experience before taking the plunge. If you scored below 10, at this point in your life you are probably better suited to traditional employment.

**What are some examples of occupations and skills to consider for self-employment?**

|  |  |
| --- | --- |
| Accountant | Information Researcher |
| Auctioneer | Internal Trainer |
| Bricklayer | Machine Shop Operator |
| Business Plan Writer | Mail Order Entrepreneur |
| Car Buying Agent | Medical Illustrator |
| Carpenter | Personal Fitness Trainer |
| Carpet Cleaner | Personal Improvement Coach |
| Children’s Party Planner | Personal Shopper |
| Computer Consultant | Recycling Consultant |
| Computer Game Designer | Rock Climbing Gym Owner |
| Computer Tutor | Security Engineer |
| Day Care Provider | Specialty Optical Equipment Manufacturer |
| Day Spa Operator | Sports Scout |
| Desktop Publisher | Taxidermist |
| Disc Jockey | Tax Preparer |
| Greeting Card Writer | Travel Writer |
| Grounds Maintainer | Vending Machine Operator |
| Home Inspector | Web Designer |
| Hunting Guide Outfitter |  |

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|  | **Lesson Plan 3: Career and Education Planning** |
| **Topic:** Nontraditional Job Opportunities |
| **Standard(s): Students will:**1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training. |
|  |
| **Objective:** Students will:* Identify how some jobs have been stereotyped or discriminated against as “men’s” or “women’s” work.
* Identify biases against age, gender, and race in the workplace.
 |
| **Materials:*** Handout – *Job Checklist*
* Quiz - *Awareness of Nontraditional Jobs*
* Quiz Answer Sheet
 |
| **Description of Activity:**1. **Think**: What are certain stereotyped roles that exist in society? This activity will focus on discriminatory behaviors toward men and women in nontraditional jobs. Think about how aware you are of nontraditional jobs. Review your answers.
2. **Define:** What are stereotypes? Brainstorm the kinds of jobs you think women do and then the jobs that men do. Make two lists that include these different jobs: “Women’s Work” and “Men’s Work.” Explain why certain jobs belong on only one of the lists and to examine where your attitudes and job roles come from.
3. **Complete:**  Fill out the *Job Checklist* worksheet, and review your answers.
4. **Think**: How do people tend to form opinions based on sex and age? DO you think these opinions are fair? Think about an example of an adult you know who has broken job-role stereotypes (for example, female highway construction workers; male daycare workers).
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| 5. **Reflect:** What are the results and the implications on men/women because of job stereotyping. As more job-role stereotypes are broken, will wider breadth of careers will be open to both men and women? |
| **Evaluation:**Review your notes and job checklist and recognize stereotyping in jobs and the impact that it has on you and others. Be able to identify nontraditional jobs for consideration in your career planning. |

#  JOB CHECKLIST

Identify which jobs on the list are traditionally done by men/women and check that box

|  |  |  |
| --- | --- | --- |
| **JOB** | **MEN** | **WOMEN** |
| Plumber |  |  |
| Librarian |  |  |
| Forest Ranger |  |  |
| Secretary |  |  |
| Elementary Teacher |  |  |
| Photographer |  |  |
| Scientist |  |  |
| Babysitter |  |  |
| Pilot |  |  |
| Carpenter |  |  |
| Lawyer |  |  |
| Cab Driver |  |  |
| Truck Driver |  |  |
| Architect |  |  |
| Nurse |  |  |
| Dental Assistant |  |  |
| Cashier |  |  |
| Artist |  |  |
| Model |  |  |
| Bank Teller |  |  |
| Accountant |  |  |
| Homemaker |  |  |
| Gardener |  |  |
| Radio Announcer |  |  |
| Day Care Worker |  |  |
| Postal Worker |  |  |
| Musician |  |  |
| Professional Athlete |  |  |
| Physical Therapist |  |  |
| Factory Worker |  |  |
| Newspaper Editor |  |  |
| Computer Programmer |  |  |

**Part Two**

## Read the stereotypes about age below. Write what you think about each opinion. Then list other stereotypes about age.

1. Kids under age 16 aren’t responsible enough to have a job.
2. Knitting is for old ladies.
3. Once people reach 60, they are not productive in jobs.
4. Write your own.

**Test Your Awareness of Nontraditional Careers**

|  |  |
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| Circle which answer corresponds with the statement |  |
| 1. Traditional coursework or occupations for women lead to low-wage jobs. | **True** | **False** |
| 2. Occupation, not education, is the most important variable affecting earnings. | **True** | **False** |
| 3. The most important factor in reducing the likelihood that displaced homemakers and single mothers will live in poverty is increased education. | **True** | **False** |
| 4. Teen mothers are more likely to finish high school and postpone subsequent pregnancies when they are enrolled in school during pregnancy and after childbirth. | **True** | **False** |
| 5. Men are entering the workforce at twice the rate of women and are leaving the workforce at a slower rate than women. | **True** | **False** |
| 6. On the average, women can expect to be in the workforce longer than men. | **True** | **False** |
| 7. Women with high school degrees earn the same as men with high school degrees. | **True** | **False** |
| 8. Females continue to be clustered into traditionally female occupations. | **True** | **False** |
| 9. The ratio of girls to boys in computer courses is equal. | **True** | **False** |
| 10. Women who take more than two college-level math courses often achieve pay equity with men. | **True** | **False** |
| 11. Women now account for 52% of the labor force. | **True** | **False** |
| 12. On average, women make 78.5 cents for every $1.00 that men make. | **True** | **False** |
| 13. At the current rate of change, the wage gap will not be eliminated until the year 2039. | **True** | **False** |
| 14. Over the course of her career, the average woman loses approximately$50,000 to the wage gap. | **True** | **False** |

#  Answer Sheet for Test Your Awareness of Nontraditional Careers

1. True
2. True
3. True
4. True
5. False, women are entering the workforce at twice the rate of men and leaving the workforce at a slower rate.
6. False, women will be in the workforce for 34 years and men for 40 years.
7. False, women earn 47% less than men.
8. True, women comprise 79% of administrative support workers and only 2% of workers in construction trades. In 1998, the six leading occupations for women were still secretaries, nurses, beauticians, waitresses, instructors, and cashiers.
9. False, no more than one-third of the participants in computer courses, programs, and camps are girls.
10. True
11. False
12. True
13. True
14. False

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|  | **Lesson Plan 4: Self Awareness** |
| **Topic:** Selecting a Lifestyle |
| **Standard(s): Students will:**2.0 Develop skills to locate, evaluate, and interpret career information. |
|  |
| **Objective:** Students will identify what is important to them and how their salary can affect the lifestyle they prefer. |
| **Materials:** Handout - *Select A Lifestyle* |
| **Description of Activity:**1. **Read:** Everyone wants to be happy. But each person looks for happiness in a different way. Each wants his or her own kind of life. The way you spend your time is called *lifestyle*.
2. **Read:** When we talk about lifestyle you usually think of the kind of house you live in, the car you drive, how much money you have for leisure activities, clothes, vacations, jewelry, etc. It also involves work, friends, and personal choices. Many of the things just mentioned may sound materialistic. Money is not the most important thing to everyone so it is important that you think about what you value and the kind of life you want to lead. You may have the opportunity for a high paying job, but you have to travel all the time, the pressures are great, and you have little time to spend with your family. This may be just the ticket for some people but not others. You will spend most of your life working so you should choose a career that gives you the lifestyle you want. Salary, work hours, travel, and job responsibilities are examples of things that will impact your lifestyle.
3. **Complete:** In this activity look at one aspect of lifestyle. How will you financially support the lifestyle they want? You will make some projections about your future lifestyle by completing the handout below - ***Select a Lifestyle*.**
4. **Note:** Be sure to review the comment on taxes and insurance so that you realize that approximately 30-40% of their base pay goes for taxes and insurance before other expenses. Also, remember that the numbers are approximate and are used to make the point that the type of lifestyle you choose has a direct bearing on the salary you need to make.
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| 1. **Consider:** You may start out with an “A” lifestyle and but you can always work up to a different level.
2. **Remember:** Not everything about lifestyle is related to money. As you start exploring careers, you should thoroughly research all aspects of a job to ensure that it meets your needs.
 |
| **Evaluation:**Complete your future lifestyle handout and relate the importance of choosing an occupation that has the salary requirements necessary to achieve it. Begin to develop an awareness of other factors that will impact your lifestyle, also. |

**SELECT A LIFESTYLE**

# Select A, B, or C in each category to choose the item that best describes the lifestyle you would like to have in your working future.

1. **Would you like to live in a house that has: 6. Groceries will cost:**
	1. 1 bedroom-900 sq. ft.
	2. 2 bdrms-1,300 sq. ft.
	3. 3+bdrms-2,000+ sq. ft.

# Will you drive a:

* 1. 10+ year old car
	2. 3-5 year old car
	3. brand new car

$700 a month

$1,000 a month

$2,000 a month

$150 a month

$300 a month

$500 a month

1. $300 a month
2. $700 a month
3. $900 a month

# Will you dine out:

* 1. hardly ever $20 a month
	2. 2-4 times a week $100 a month
	3. 5-10 times a week $200 a month

# Will you have a cell phone:

* 1. no $0 a month

# Will you go to the movies:

* 1. once a month $10 a month
	2. basic plan
	3. unlimited minutes/options

$45 a month

$80 a month

1. twice a month $20 a month
2. once a week $40 a month

# Will you have:

* 1. basic cable $40 a month

# Will you go clothes shopping:

* 1. once a month $50 a month
	2. basic/plus movie channels
	3. Satellite

$70 a month

$80 a month

1. twice a month $100 a month
2. five or more times a month $300 a month

# Will you have the Internet:

* 1. no $0 a month

# Will you have other miscellaneous expenses:

* 1. none $0 a month
	2. dial up
	3. high speed

$40 a month

$70 a month

1. gym membership $30 a month
2. concerts, etc. $60 a month

You will spend approximately 25% of your total salary on taxes. Don’t forget that you will have other expenses for car, property, and medical insurance-approximately 15%.

Your yearly salary should range:

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| --- | --- |
| If you chose mostly A’s | $20,000-$30,000 |
| If you chose mostly B’s | $40,000-$60,000 |
| If you chose mostly C’s | $80,000-$100,000 |

When exploring occupations, you should look for those with salaries that match your desired lifestyle. And, remember, you can always work up to the lifestyle you desire.

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|  | **Lesson 5: Self Awareness** |
| **Topic:** Skills for the Workplace |
| **Standard(s): Students will:**2.0 Develop skills to locate, evaluate, and interpret career information.4.0 Demonstrate employability skills such as problem- solving and organizational skills and the importance of entrepreneurship.8.0 Demonstrate knowledge of technology and its application in career fields/clusters. |
|  |
| **Objective:** Students will understand the importance of skills in school and in the workplace. |
| **Materials:** Handout – *Is School a Real Job?* |
| **Description of Activity:**1. **Write**: List certain skills that you need in life and how they can help to impact your future.
2. **Compile:** Make a list of ways the skills you wrote down are used in the workplace.
3. **Create:** Make a personal improvement plan that gives two strategies for each skill that you feel you need to improve.
4. **Reflect:** Determine which of the skills mentioned are transferable skills. Which of these skills would they be able to transfer to different jobs regardless of your career?
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| 1. **Question:** Ask yourself.
* Based upon your rating, which two skill areas do you feel are your areas of strength? Why?
* Which two areas need more development?
* What actions can you take in order to improve the skill areas that are lacking?
* What are the skills you think employers are looking for? Why?

6. **Complete**: Fill out the handout – *Is School a Real Job?* Review your results. Reflect on how the skills you develop and use in school are also used in the workplace. |
| **Evaluation:**Use your notes and the completed handout to identify skills that you have and ones that you need improve on. Next, relate those skills to how they are used in school and in the workplace. |

Is School a Real Job?

Explain how each skill is used at school or home and how it will be used on the job.

|  |  |  |
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| **SKILL** | **How This Skill Is Used at School** | **How This Skill Is Used at Work** |
| Meeting deadlines |  |  |
| Expressing yourself verbally |  |  |
| Being dependable |  |  |
| Remembering |  |  |
| Expressing yourself in writing |  |  |
| Listening |  |  |
| Working independently |  |  |
| Taking notes |  |  |
| Writing in an organized manner |  |  |
| Organizing |  |  |
| Making decisions |  |  |
| Solving problems |  |  |
| Working as part of a team |  |  |
| Negotiating |  |  |
| Being motivated |  |  |
| Leading others |  |  |
| Arriving on time |  |  |

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|  | **Lesson 6: Understanding the Workplace** |
| **Topic:** Supply and Demand |
| **Standard(s): Students will:**1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training. |
|  |
| **Objective:** Students will learn about supply and demand and how it impacts their personal lives as well as their future careers. |
| **Materials:** None needed |
| **Description of Activity:**1. **Read:** What is supply and demand…….
2. Professional athletes: How much is a superstar in the NBA or WNBA (such as Kobe Bryant, LeBron James, Brittney Griner, Elena Delle Donne) paid compared to an average player?
3. Automobiles: Do you think you'd pay more for a 1962 Corvette or a 2015 Corvette (assuming that both are in good condition)?
4. Rocks: Which costs more, diamonds or gravel?
5. **Reflect:** Why do you think some items are more expensive than others? Think about why rare things like superstars, antique automobiles, and diamonds are in short supply. How many superstars are there in the league, and how many average players are there?" Consequently, why is the cost for special items usually higher? Is it because they are harder to acquire?
6. **Example:** Long ago, when houses made of wood were first being built, nails were very expensive. It seems funny to us today, but it's true. Each nail had to be made by hand, pounded into shape by a blacksmith. Though it wasn't difficult, it took time. Even a good blacksmith wouldn't be able to make more than a few hundred nails in an entire day. On the other hand, there are machines today that can manufacture thousands of nails an hour. Because they are so much easier to acquire now-that is, because there is a greater supply of nails-the price has dropped substantially.
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| 1. **Review**:
	1. **Supply**: The total amount of a good or service available for purchase; along with demand, one of the two key determinants of price. A change in the price of the product will cause a change in quantity supplied.
	2. **Demand**: The willingness and ability of the people within a market area to purchase particular amounts of goods or services at a variety of alternative prices during a specified time period.
	3. **The Law of Supply and Demand**: The price of an item will **go down** if the supply increases or if the demand for the item decreases. The price of an item will **go up** if the supply decreases or if the demand for the item increases. In general, the price of an item is usually pushed toward the level at which the quantity supplied will equal the quantity demanded.
2. **Relate:**  How do each of these terms above align with the opening read. For instance, review why the supply of superstars is low yet demand for them is high, so their price is high; in contrast, there is a greater supply of average players and the demand for them is not as high as it is for superstars, so their price is relatively low.
3. **Question:** What effect do you think the law of supply and demand has on your life? Come up with 3 ideas about how supply and demand effects the prices of items you want, such as shoes, videogames, cars, and clothes.
4. **Review**: What are the effects of supply and demand on the workplace? If there is a shortage of workers in a certain field, the demand will increase and competition will be keen for companies that are looking for trained workers. Many companies may offer salary packages that include bonuses, higher than average salaries, payment of employee’s student school loans, assistance with purchasing home, etc. Think about careers such as teachers, Information Technology, lawyers, etc. and how supply and demand has impacted those careers.

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| **Evaluation:**Review the readings and your notes on supply and demand and it could potentially effect your future career path.  |

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|  | **Lesson 7: Workplace Skills** |
| **Topic:** Teamwork |
| **Standard(s): Students will:**4.0 Demonstrate employability skills such as working in a group, problem- solving and organizational skills, and the importance of entrepreneurship. |
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| **Objective:** Students will understand how teams are used in the workplace and those skills that will make them effective team members. |
| **Materials:** Handout –*The Team and Me* |
| **Description of Activity:**1. **Reflect**: When you have been part of team, group, or organization? What was your role? How did you contribute? Examples could include sports, classroom projects, student organizations, etc.
2. **Think**: Which jobs require working on a team? A team may be formed to solve a problem, develop a product, work on a project, etc. Why do you think it would be beneficial to work with a team rather than doing something in isolation? What are some problems that could arise when working on a team? Examples could include some team members not contributing or completing their assignments, personality conflicts, members cannot agree, etc.
3. **Complete**: Review the *The Team and Me* handout and complete.
4. **Review:** When completed, look over your responses.
5. **List**: Five ways you can improve your group membership skills.
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| **Evaluation:** Review and analyze the skills that you listed and your areas of strength/weakness and how that relates to you being able to be an effective team member. |

**Team and Me**

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|  | **OK** | **Need To Do More Of** | **Need To Do Less Of** |
| **Communication Skills** |  |  |  |
| Talking in the group |  |  |  |
| Listening actively |  |  |  |
| Inviting others to speak |  |  |  |
| Staying on the topic |  |  |  |
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| **Leadership Skills** |  |  |  |
| Giving directions and information |  |  |  |
| Inspiring/encouraging others |  |  |  |
| Pitching in and helping others |  |  |  |
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| **Problem Solving Skills** |  |  |  |
| Stating problems and goals |  |  |  |
| Asking for ideas and opinions |  |  |  |
| Giving ideas |  |  |  |
| Evaluation ideas |  |  |  |
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| **Team Building Skills** |  |  |  |
| Showing interest |  |  |  |
| Expressing appreciation |  |  |  |
| Helping achieve agreement |  |  |  |
| Reducing tension |  |  |  |
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| **Expressing Feelings** |  |  |  |
| Telling others what I feel |  |  |  |
| Disagreeing openly |  |  |  |
| Being sarcastic |  |  |  |
| Expressing humor |  |  |  |
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| **Getting Along With Others** |  |  |  |
| Competing to out do others |  |  |  |
| Dominating the group |  |  |  |
| Criticizing others |  |  |  |
| Helping others |  |  |  |
| Being patient |  |  |  |

**Directions:** Reflect on your behavior in a previous group situation. Evaluate yourself.

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|  | **Lesson 8: Self Awareness** |
| **Topic:** Values . . . What’s Important to You? |
| **Standard(s): Students will:**2.0 Develop skills to locate, evaluate, and interpret career information. |
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| **Objective:** Students will become aware of how their values are an important part of determining what occupations would satisfy them and meet their needs. |
| **Materials:** *Value Assessment* Handout |
| **Description of Activity:**1. **Think**: What do you value? Identify how your personal values are an important part of developing your career plans. In this context, the word "value" refers to how you feel about the work itself and the contribution it makes to society. Most people who pursue work that matches their values feel satisfied and successful in their careers. As you mature and have more life experiences, your values may change or even become more important in certain areas.
2. **Read:** Work values can be divided into two functional categories. --~**Extrinsic** values relate to the favorable conditions that accompany an occupational choice, such as physical setting, earning potential, and other external features. For example, most people don’t look at a list of the highest paying jobs and decide that they want to choose one of them. Other things will come into play such as: do you have to travel, work on weekends, be willing to move, etc. How much education will you need? Salary alone will not make a person happy and satisfied with their work.

**~Intrinsic** values are those that relate to a specific interest in the activities of the work itself, or to the benefits that the work contributes to society. Why do you think people go into teaching? Health care occupations? What are some areas of research? What about environmental concerns? What about government officials such as the President, Governor, or other politicians? Most people, in order to feel truly satisfied with their work, must find some personal intrinsic value in it.1. **Review and Complete**: Look over the *Values Assessment* handout below. After you complete the assessment, list at least five values that are most important to you.
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| 5. **Apply:** Think about the following occupations: Salesperson, doctor, carpenter, realtor, President (and others). What values do you feel are important for these occupations? Use the values listed on the assessment for support. |
| **Evaluation**:Use your notes and the values assessment and identify their five most important values in life and how that can pertain to your future career path.  |

**VALUE ASSESSMENT**

Identifying your personal values is an important part of a successful career plan. In this context, the word "value" refers to how you feel about the work itself and the contribution it makes to society. Most people who pursue work that is compliments their values feel satisfied and successful in their careers. As you mature and have more life experiences, your values may become more important in certain areas.

Work values can be divided into two functional categories. **Extrinsic** values relate to the favorable conditions that accompany an occupational choice, such as physical setting, earning potential, and other external features. **Intrinsic** values are those that relate to a specific interest in the activities of the work itself, or to the benefits that the work contributes to society. Most people, in order to feel truly satisfied with their work, must find some personal intrinsic value in it.

The following is a list of personal values that many people have identified as being important to them in their careers. To begin exploring your own personal work values, rate each value listed with the following scale and add other values you consider essential to your list.

**1** – Things I value **VERY MUCH 2** – Things **I VALUE**

**3** – Things **I DON’T VALUE** very much

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| **Rating** | **Values** |  |
|  | Help Society | Do something which contributes to improving the world we live in |
|  | Help Others | Be directly included in helping other people, either individually or in small groups |
|  | Public Contact | Have a lot of day-to-day contact with the public |
|  | Work with Others | Work as a team member toward common goals |
|  | Work Alone | Do projects by myself, with limited contact with others |
|  | Competition | Engage in activities which pit my abilities against others |
|  | Make Decisions | Have the power to decide courses of action and |
|  | Work Under Pressure | Work in situations where time pressure is prevalent |
|  | Influence People | Be in a position to influence the attitudes or opinions of other people |
|  | Knowledge | Engage in the pursuit of knowledge and understanding |
|  | Work Mastery | Become an expert in whatever work I do |
|  | Artistic Creativity | Engage in creative artistic expression |
|  | General Creativity | Have the opportunity to create new programs, materials, or organizational structures |
|  | Aesthetics | Participate in studying or appreciating the beauty of things, ideas, etc. |
|  | Supervision | Have a job in which I am directly responsible for the work of others |
|  | Change and Variety | Have work activities which frequently change |
|  | Precision Work | Work in situations where attention to detail and accuracy are very important |
|  | Stability | Have a work routine and job duties that are largely predictable |

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| **Rating** | **Values** |  |
|  | Security | Be assured of keeping my job and receiving satisfactory compensation |
|  | Recognition | Be publicly recognized for the high quality of my work |
|  | Fast Pace | Work in circumstances where work must be done rapidly |
|  | Excitement | Experience a high degree of (or frequent) excitement in the course of my work |
|  | Adventure | Have work duties which require frequent risk-taking |
|  | Financial Gains | Have a high likelihood of achieving very great monetary rewards for my work |
|  | Physical Challenge | Do activities that use my physical capabilities |
|  | Independence | Be able to determine the nature of my work without significant direction from others |
|  | Moral Fulfillment | Feel that my work contributes to a set of moral standards which I feel are very important |
|  | Community | Live where I can participate in community affairs |
|  | Time Freedom | Be able to work according to my own schedule |

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| **My 5 Most Important Values** |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |