



11th Grade ▪ Career Retention and Advancement ▪ English

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| Competency | 13.3.11A Evaluate personal attitudes and work habits that support career retention and advancement. |
| Lesson Topic | My attitude |
| Subject | English |

Suggestions:

- Students can role-play positive and negative attitudes and work habits.
- Students can be paired off and can brainstorm positive and negative work habits.
- Teacher can show an episode of the “Office” or any other television show that portrays poor work behaviors and have the class record positive and negative attitudes and work habits from the characters.
- Provide examples of positive and negative attitudes and work habits and have students discuss how they may hinder or help in career retention and advancement



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| Competency | 13.3.11B Evaluate team member roles to describe and illustrate active listening techniques, including clarifying, encouraging, reflecting, restating, and summarizing. |
| Lesson Topic | Active listening |
| Subject | English |
| Length | One class period |
| Materials | Students participation |
| Evaluation | Students will learn to actively listen and apply techniques associated with active listening. |

Procedure:

1. The teacher explains the importance of listening techniques and describes the terms associated before taking part in the activity.
 - Clarifying
 - Encouraging
 - Reflecting
 - Restating
 - Summarizing
2. Students are given a partner and a list of topics they can talk about, such as:
 - If you had one “do-over” in life, what would it be and why?
 - What would you do if you won a million dollars?
 - What is your favorite childhood memory and why?
 - If you could go anywhere in the world, where would it be and why?
 - What is your favorite school subject or club and why?
 - What do you think you will do after high school? Explain where you may be.
 - If you could be better at one thing in life, what would it be and why?
3. In this activity, one of the students will be the speaker and the other the active listener.
4. The speaker should not think too long about what they will discuss just speak.
5. The activity should last for 2 to 3 minutes and be timed by the teacher.
6. The listener should try to incorporate/demonstrate as many of the listening techniques as they can without interrupting the speaker.
7. Students switch roles, and the speaker now becomes the listener, and the activity begins again.



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| Competency | 13.3.11C Evaluate conflict resolution skills as they relate to the workplace, including constructive criticism, group dynamics, managing/leadership, mediation, negotiation, problem Solving. |
| Lesson Topic | Role-playing and conflict resolution |
| Subject | English |
| Length | Two class periods |
| Materials | Students 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 discusses the following terms associated with conflict resolution skills:
 - Constructive criticism
 - Group dynamics
 - Managing/leadership
 - Negotiation
 - Problem solving
2. Students divide into groups of two and are 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 take turns showcasing their conflict resolution skills role-playing assignment in front of the classroom.



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| Competency | 13.3.11E Evaluate time management strategies and their application to both personal and work situations. |
| Lesson Topic | Time management |
| Subject | English |

Suggestions:

- Create a time management tips and hints worksheet for students. Incorporate how these tips and hints relate to personal, home, and workplace situations. Examples include:
 - Create a “to-do” list. Determine the most important thing on your list that needs to be done first.
 - Use a daily planner.
 - Use a monthly planner.
 - Think of the top five things you do during the day that waste your time.
 - Make and keep an activity log.
 - Have study hall? Use it to study or get your homework done.
 - Keep all of your homework, notes, and supplies in one place. This will save time when you need to get your work done.
 - Study in the same place (somewhere quiet) every day.
 - Don’t procrastinate. If you have something to do, do it!
 - Break down large projects into small pieces to achieve a bit at a time until the whole project is done.
 - Say “no” to other outside projects or activities if you already have other more important things to get done.
 - Do the hard things first.
- Have students create a written log of all the activities they take part in during a day for the entire week. Students record the activity type, how long it took, and what part of the day the activity took place. Remind students to include things such as text messaging, internet usage, TV time, and just plain doing nothing!
 - At the beginning of the next week, students should answer the following questions about their behavior from the previous week.
 - Did you get everything done you needed to? That you wanted to?
 - Were you able to get your chores accomplished?
 - Was there anything you wanted to do but did not have enough time to do?



11th Grade ▪ Career Retention and Advancement ▪ English, Social Studies, Computer

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| Competency | 13.3.11F Evaluate strategies for career retention and advancement in response to the changing global workplace. |
| Lesson Topic | Changing workplace |
| Subject | English, Social Studies, Computer |

Suggestions:

- Research upcoming jobs and new opportunities in Career Planning section of the EducationPlanner.org website. Look for “Hot Jobs of the Future” under “Find Careers.”
- Are any of the jobs similar to your career goal? What are the steps you may need to take to achieve this new position?
- Have a class discussion on the changing global workplace.
- Assign a research paper on the changing global workplace.
- Have students divide into groups and ask them to brainstorm the strategies they may need to participate in to keep or advance in the workforce. Share the answers with the class.



11th Grade ▪ Career Retention and Advancement ▪ English, Social Studies

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| Competency | 13.3.11G Evaluate the impact of lifelong learning on career retention and advancement. |
| Lesson Topic | Learning and advancement |
| Subject | English, Social Studies |
| Length | One class period |
| Materials | Student participation, board |
| Evaluation | Through exploration, students will learn the importance of lifelong learning. |

Procedure:

1. Define what lifelong learning means and provide examples of why it is important to continue to learn in school, at home, and in the community.
2. Explain that lifelong 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 every day.

Suggestions:

- Students identify the careers they are interested in and research how lifelong learning is important in career retention.
- Students explore some of the consequences associated with failing to embrace lifelong learning in career retention and advancement.
- Students explore technology and how the workforce has had to embrace lifelong learning. Students provide examples, such as wireless internet, text messaging, video conferencing, etc.