



8th 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	One class period
Materials	Board, chalk, 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 explore the difference between bad employees and good employees.
2. The teacher divides the classroom into two groups; one group is labeled “bad employees,” while the other group is labeled “good employees.”
3. Students have 15 minutes to develop a list of the attitudes and work habits of the employee group they have been assigned to.
4. The group shares their answers with the class.

Examples:

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



8th 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	Team-building
Subject	English, Gym, Health
Length	One 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 teaches the importance of sharing in a team setting.

1. Teacher defines and describes what cooperation means and provides examples.
2. Ask students if they participate on a team now. It can be dance, sports, or a club.
3. Students take part in the toilet paper roll team-building game.
4. Teacher breaks students into groups of three to five, depending on the size of the classroom.
5. Use the toilet paper roll team-building game guide.

Toilet Paper Roll Teambuilding Game Guide

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



8th 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	Two 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 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 five 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.



8th 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	Two class periods
Materials	<i>Time Management</i> 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 Sunday and end on a Saturday.

Class Period 2

1. Lead a class discussion on the 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 use 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!

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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							



**8th 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 (ADA) accommodations, and explain their impact on jobs and employment.
Lesson Topic	ADA compliance
Subject	English, Social Studies, Health, Computer
Length	One class period
Materials	A computer for each student, blank paper, pencil
Evaluation	Students will investigate the ADA and show how it changed the workplace.

Procedure:

1. Teacher pairs up students to explore the ADA.
2. On the paper provided, students write about the ADA, what it has done for people with disabilities in the workplace, and how it employs these individuals.
3. Students share their answers with the class in a group discussion.

Examples of ADA in the workplace include:

- Wheelchair accessible
- TTY (teletype) phone
- Large print
- Elevators in buildings
- Wheelchair ramps



8th 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	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, home, and the community.
2. Teacher explains 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. Teacher can provide examples, including:

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



PA Academic Standards for Career Education and Work

3. Have students answer out loud the following questions:

- Why is lifelong learning important in the workplace?
- Why is lifelong learning important in everyday life?
- Provide examples of technology that people need to have lifelong learning for?