Unit Plan - Innovation

**Grade:** High School

**Content Area:** *CTE/Employability Frameworks*

*2.1 Interpersonal Skills*

*Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.*

**Benchmark:**

**2.1.1 Understands teamwork and works with others**

Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.

**Learning Intentions:**

* Identify the core skills necessary for success in the workplace
* Make the connection that the skills needed to be successful on the job are the same skills that are expected in the classroom
* Self-evaluate core skills within the classroom and identify personal strengths and weaknesses

# Lesson

## Innovation

[Principles of Innovation](https://docs.google.com/document/d/1I0ACI2qBK5r7-fQcTt0GXaNbwnuFCHJCAtQhxbiGZ5Y/edit?usp=sharing)

[Diffusion of Innovation](https://docs.google.com/document/d/11MOeJMIRzyE5oQhQQ3XiNxFuidQufnsbc8brb-3jQog/edit?usp=sharing)

# Supplemental Lessons:

**Student Background Knowledge:**

Students tend to believe that the primary reasons for employment termination is due to lack of technical performance (inability to do a required task), when in reality, up to 80% of the reasons employees are terminated have to do with lack of core (soft) skills, which includes an inability to get along with others or work on a team.

**Academic Language:**

Classroom grading: formative points; summative points; address the “red sign” (it says whether or not technology is allowed) and review it as a cue as to when they can use screens/earbuds, etc. This will help students practice their employability skills in the classroom setting.

**Content Specific Language:**

SOFT SKILLS (also known as core skills)

INTERPERSONAL SKILLS

TECHNICAL SKILLS

ENTITLEMENT

## “WHY” are interpersonal skills important on the job?

I can identify the primary reasons why employees are terminated from employment

**SUPPLIES:**

scratch/plain paper or post-it notes, markers/whiteboard

Articles:

[Top 7 reasons people get fired](https://docs.google.com/document/d/1bs75zfu4TaYPPQbjojfliC-YM_dafCuEKWqveXv9YZc/edit?usp=sharing)

[Top 10 reasons 21st century people get fired](https://docs.google.com/document/d/1DtclgwSBkucjc3TWSAAMFHwlOnA2Pisfp1vOA9wG858/edit?usp=sharing)

[Why do people get fired?](https://docs.google.com/document/d/11p92NUZz4hZ2Bg77L-yvJAW_RA3lmuzwP3WbYwwopmw/edit?usp=sharing)

[10 ways to get fired from your job](https://docs.google.com/document/d/1WS8DzIYUwkDWfdxLKL9Yv6ZZvh1QnH4Th3NQeyT-wvI/edit?usp=sharing)

**ACTIVITY #1 (formative assessment):**

Students get into small groups (3) and brainstorm the top five reasons why people get fired from their jobs.

Students record them on scratch paper. Ask for student volunteer to go to the white board and record what each team says. If another team has a duplicate reason, the recorder uses tally marks to identify the duplicate.

*\*Staff help reframe language (i.e.: student says “use of cell phone while on the job” staff will reframe this to say “personal business on company time”)*

**ACTIVITY #2- Compare/contrast articles on getting fired:**

* Groups of 2-3 students each *(assign each a role -reader, recorder, reporter)*
* Hand out a different article to each group (some may repeat)
* Students read, highlight, and discuss reasons for employee termination *(staff and/or staff assistants can join a group to help read, if reading levels are lower)*
* Teacher records team’s findings on whiteboard, using tally marks for any duplicates

## “HOW” to practice interpersonal skills in the classroom

I can understand that interpersonal skills needed on the job can be practiced in the classroom/school

**SUPPLIES:**

Projector screen for video

worksheets

ACTIVITY #1- Understanding entitlement (2-way street)

[Video: Soft skills in the workplace (2:20 min)](https://www.youtube.com/watch?v=9duplfJTv7g) stop video at 2:20 (the rest is an ad)

[Worksheet: soft skills in the workplace](https://docs.google.com/document/d/1FbswzcT2k2F0_rdveR3mQwRbSvzuUUqi__su7Dci9Qw/edit?usp=sharing)

[Ans. Key: soft skills in the workplace](https://docs.google.com/document/d/1Pxpn1jWGBLoh2S-4oVjXMMzxuBzjDurv9cz5dGKqALE/edit?usp=sharing)

* Students watch video on soft skills in the workplace
* Students complete worksheet (I put this on the projector and complete it WITH the students as a whole class assignment)
* Introduce employability skills 1-pager that connects interpersonal skills on the job to the skills they need to practice in the classroom. This is the document I use when grading kids (daily basis) on their skills practice each day

[Employability Skills 1-pager](https://docs.google.com/document/d/18KLTFQ-VBME4T9MZQtUNFWK-3jO56OlJbInun6g1HSw/edit?usp=sharing)

**ACTIVITY #2-Understanding skills for the classroom**

(Indep. activity)- Ask students to take a minute and highlight/underline 4-5 specific skills that may be the hardest for him/her

(lead them to the cell/screen distractions listed in ***time management*** and ***listening)***

Teach them about the scoring: 10pt per day

Formative scoring for 1st 2 weeks, then summative

Students will tape this to the front of folders

## Compare/contrast workplace evaluations and identify interpersonal skills listed

I can identify interpersonal skills on a variety of employer & school performance evaluations.

**Documents/links needed:**

[OJT In-Building evaluation](https://docs.google.com/document/d/1GqjDULCvfljj4P8oTP711Dpudl8WQ6_mGyrC2-rnf0Y/edit?usp=sharing) or

[Employability Skills 1-pager](https://docs.google.com/document/d/18KLTFQ-VBME4T9MZQtUNFWK-3jO56OlJbInun6g1HSw/edit?usp=sharing) (used for classrooms)

[Indeed.com](https://www.indeed.com/) or

[Job Descriptions](https://drive.google.com/open?id=0BybEkezp2QQRVjJwUUFEQWFNMlk)

**Set-up/Prep**

* Print several copies of either the building evaluation or the Employ. Skills 1-pager
* Print several copies of the job descriptions (there are 7 in the folder).
* Students work in pairs. Each pair should have a copy of the *(building eval or employ. Skills 1-pager)*, *TWO job descriptions* of their choosing and a *sheet of blank paper*

**ACTIVITY #3 - Linking classroom skills to desired job skills**

* Using the classroom doc, students use a highlighter to mark up the core or soft skills identified as necessary for success in the classroom
* Using the job descriptions, students use a highlighter to mark up the core of soft skills identified as necessary for success on the job
* Have them draw a basic, two-circle venn diagram on a piece of paper. One circle is labeled for one job description (ex: daycare) and the other circle is labeled for the 2nd job description (fuel clerk)
* Students complete the Venn Diagram, listing the highlighted skills they found on the job descriptions - skills found on both job descriptions should be listed in the overlap
* Students should then use a highlighter on the Venn Diagram and highlight the skills that are also listed on the classroom doc.
* Reflect and share their findings with the group. Teacher may want to list the skills that repeat on all docs on the whiteboard and pull back in the results from the 1st lesson (why people get fired). Look for similarities and differences

## Formative Assessments:

Students get into small groups (3) and brainstorm the top five reasons why people get fired from their jobs. Record them on paper. Ask for a student volunteer to go to the white board and list what each team says. If another team has a duplicate reason, the recorder uses tally marks to identify the duplicate.

* Staff help reframe language (i.e.: student says “use of cell phone while on the job” staff will reframe this to say “personal business on company time”)

## Summative Assessment

I can distinguish the differences between the three types of workplace skills (& entitlement) and apply them to workplace scenarios

I can use the OJT evaluation to self-evaluate my skills in this class so far this week

**ACTIVITY**

[Core Skills Test](https://docs.google.com/document/d/1pXF2XilTN6ZHn9JFtUV1dHwWJBVHiZJVCEX8-FGdUWI/edit?usp=sharing)

OJT In-Building evaluation