



Employability Skills

Lesson Toolkit

Prepared for DCPS CTE Teachers

Table of Contents

Activity 1: Self-Assessment	3
Activity 2: Appearance/ Hygiene	5
Activity 3: Timeliness	7
Activity 4: Public Speaking	10
Activity 5: Attitude	14
Activity 6: Accountability	16
Activity 7: Self-Control	19
Activity 8: Ambition/ Initiative	21
Activity 9: Supervision	23
Activity 10: Procedure/ Rule Following	24
Activity 11: Problem Solving	26
Activity 12: Information Management	30
Activity 13: Verbal Communication	31
Activity 14: Active Listening	34
Activity 15: Accepting feedback	37
Activity 16: Teamwork	38
Activity 17: Computer Literacy	39

Activity 1: Self-Assessment

Lesson: The self-assessment is designed as an opening activity for your youth. It creates the expectations for teaching employability skills and assists in your later assessment of the youth.

Introduction: What are Employability Skills?

- Ask class to brainstorm examples of employability skills
- Review why employability skills are important

Self-Assessment:

- Pass out self-assessment
- Collect from students

Follow up:

- Introduce upcoming lessons on Employability Skills
- Tell students they will again fill out survey after learning lessons
- Promote importance of lesson by reviewing Employability Skills Assessment and how that relates to future internships and jobs

Name: _____

Please complete the following assessment based on how you think an employer would grade you on the following areas.

CTE Employability Assessment

FUNDAMENTAL	YES or NO		
Appearance/Hygiene – I know how to dress for work and understand the importance of dressing correctly.			
Timeliness – I arrive on time and am rarely absent.			
Oratory/Speaking – I am good at speaking with others and am easily understood.			
WORK ETHIC / CHARACTER	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation
Attitude – I have a positive attitude.			
Accountability/Integrity – I assume responsibility for my decisions.			
Self-Control – I control my emotional reactions.			
Ambition/Initiative – I set and achieve goals.			
PROBLEM SOLVING			
Supervision – I do my work, even when no one is watching.			
Procedure/Rule Following – I carefully follow directions.			
Problem Solving Approach – I carefully plan before solving a tough problem.			
Information Management – I can find information that I need.			
INTERPERSONAL			
Verbal Communication – I can get my point across to others.			
Active Listening – Other people say I am a good listener.			
Feedback – I can accept feedback without getting upset.			
Teamwork ≥ 2 people – I work well in groups.			
COMPUTER			
Computer Literacy – I am skilled at using a computer.			

Activity 2: Appearance/ Hygiene

Lesson: Why is appropriate attire important? How do we define appropriate attire?

Introduction: Clothing and assumptions (5 minutes)

- Ask the class to reflect on the following questions:
 - What assumptions do we make based on what a person is wearing?
 - Is it fair that we make assumptions based on attire?
 - What is “professional dress”?

Activity: (25 minutes)

- Break students into groups
- Hand out 4 – 5 images cut from magazines to each group
- Ask each group to identify which outfits are professional – and why
- For those outfits that are not professional, ask groups to identify what could be changed to make them professional

Check for Understanding:

- Option 1: In groups, ask students to browse through magazines and cut out outfits that they can use to make a style board of professional clothes.
- Option 2: For homework, ask students to use a magazine and find one example of a professional outfit – or to draw a professional outfit that they would wear.
- Option 3: Hand out “Appropriate/Inappropriate” sign (next page). Hold up outfits from a magazine and ask all students to judge.

Appropriate

Inappropriate

Activity 3: Timeliness

Lesson: Why is being on time and showing up regularly important? What does it mean to be on time?

Introduction: Timeliness and assumptions

- Ask the class to reflect on the following question:
 - Think of a time that you showed up late somewhere and missed out on something. What was the event? Why were you late? Would you do anything differently?

Activity:

- Hand out “Getting to School On Time”
- Give students 5 – 10 minutes to complete
- Share some answers

Check for Understanding:

- On time/ Not on time: Ask students to complete
- Review answers: (1 – 5: Not on time. 6: On time)

Getting to School on Time!

TASK	TIME NEEDED
GETTING OUT OF BED (DO YOU PUSH THE SNOOZE BUTTON BEFORE RISING?)	
MAKING AND EATING BREAKFAST?	
SELECTING YOUR CLOTHES, IRONING, AND GETTING DRESSED	
BATHING	
GROOMING (BRUSHING TEETH, FIXING HAIR, ETC.)	
PREPARING LUNCH	
MISCELLANEOUS THINGS AROUND THE HOUSE (WASHING DISHES, ETC.)	
ARE THERE ANY STOPS YOU NEED TO MAKE ON THE WAY TO SCHOOL (DROP OFF SIBLING/CHILD AT BABYSITTER'S, ETC.) HOW LONG WILL THAT TAKE?	
How much time do you need to accomplish the above items?	
HOW LONG WILL IT TAKE YOU TO GET TO THE METRO FROM YOUR HOUSE? (DO YOU WALK OR TAKE A BUS TO THE TRAIN?)	
HOW LONG IS THE RIDE FROM THE STATION YOU START AT TO THE STATION YOU ARE TO EXIT?	
HOW MUCH TIME WILL IT TAKE YOU TO GET FROM THE STATION TO YOUR BUILDING, INTO YOUR CLASS, AND READY TO WORK?	
How much time do you need to accomplish the above items?	
If you have to be at school at 9:00a.m. what time do you need to wake up?	

On Time – Not On Time

1. You are scheduled to start work at 2:00p.m. You enter your office at 2:37p.m.
2. You are scheduled to start work at 2:00p.m. Your office is on the 8th floor and you usually have to wait for the elevator. You walk into your building at 2:00p.m.
3. You are scheduled to start work at 1:30p.m. The office is really slow from 1:30 to 2:30. You get to work at 1:30, put your things down, and run out to get a snack.
4. You are scheduled to start work at 1:30P.m. You walk in at 1:30 with a snack. You sit with the other staff in the office and eat for 15 minutes.
5. Your lunch break is from 12:30 – 1:30p.m. You use the hour to go shopping downtown. You return to your office at 1:30 with McDonalds. You sit in the employee lounge and eat your lunch until 1:50.
6. You are scheduled to start work at 1:30p.m. You sit at your desk at 1:25 and start checking your personal email. You begin your assigned tasks at 1:30p.m.

Activity 4: Public Speaking

Lesson: How do you conduct a professional conversation? What do you want people to know about you?

Introduction: Clothing and assumptions

- Review “Conversation Tips and Pointers”

Activity:

- Hand out “The Art of Conversation”
- Read intro together
- Ask students to come up with appropriate questions. Possible answers include:
 - What do you do?
 - What do you do in that role?
 - What do you enjoy most about your job?
 - Where are you from?
 - What brought you to the event?
 - Do you have hobbies?
 - Where did you attend school?
 - Follow-up questions are excellent ways to continue the conversation (give examples)
- Repeat for inappropriate. Possible answers include:
 - What do you dislike about your job?
 - Do you know if your co-worker is single?
 - Any “gossip”
- Ask for volunteers to model a professional conversation

Check for Understanding: 30 second pitch

- A “30 second commercial” is an individual version of an elevator pitch: if you had 30 seconds to introduce yourself to someone important – what would you say? This is a great skill for all students to have as they look for work. Think about what your 30 second commercial would be and, ideally, share this with students before they delve into this activity.
- Give them or ask them for some bullet points for their commercials ahead of time. Some examples: school attended, major, field of interest, recent accomplishments, future goals, etc.
- Remind them that this is for a professional setting and they are not trying to get a date. They are, however, trying to make a positive impression especially in today’s competitive job market.
- Share with students two powerful phrases and some thoughts:
 - “If you are not distinct, you are extinct.” How are you distinct? How can you stand out from the crowd in a positive way?
 - There’s a common saying in sales, “If they like you, they’ll buy from you. If they don’t, they won’t.” This saying is very applicable to networking. If someone has a positive impression of you, based upon how you present yourself, they are more likely to do business with you.

Conversation Tips and Pointers

1. Pay attention: Pay close attention to details given to you. You can always ask follow up questions on information given to you.
2. Speak well: How you talk at home is your business. How you talk during business must always be professionally.
3. Be confident: Smile, stand up straight, and know that you have much to offer others.
4. Eye contact: Nothing screams “I’m bored” more than your wandering eyes. Keep them naturally fixed on their eyes. Do not stare at other parts of their body.
5. Don’t be afraid to make small talk: It’s perfectly fine if it’s a rainy day to start out with, “Can you believe all of this rain we’re getting?” Follow it up by introducing yourself. Small talk can be a great way to break the ice.



The Art of Conversation

Talking about you is just part of what it takes to be able to network professionally. You need to be able to talk to others and keep the conversation going. The best way to do this is to ask questions about the other person. Let's brainstorm the following:

Appropriate conversation questions:

1. _____

2. _____

3. _____

4. _____

Inappropriate conversation questions:

1. _____

2. _____

3. _____

4. _____



Your Commercial!

When meeting people for the first time, it is helpful and important to have on hand, some key points about you that you can convey *concisely* and *quickly* to another person.

What type of information can you share with another professional?

Think about four key things that you would like another professional to know about you.

1)

2)

3)

4)

Now that you have some key points you can put in your 30 second commercial, turn to your neighbor and take turns practicing your commercial delivery with one another.

Activity 5: Attitude

Lesson: What do my actions and words say about me?

Introduction: Definitions of Communication

- Review Conversation Tips and Pointers

Activity:

- Review formal styles of communication
- Ask students to reflect on their styles of communication
- Discuss how styles of communication can demonstrate attitude

Check for Understanding: Communication styles/ attitude role play

- Pair students up. Ask students to come up with a role play that uses a style of communication that demonstrates a good attitude and a role play that uses a style of communication that demonstrates a bad attitude
- Ask for volunteers to share each example with the class

Formal Definitions of Communication

Assertive Communication: The most effective and healthiest form of communication is the assertive style. It's how we naturally express ourselves when our self-esteem is intact, giving us the confidence to communicate without games and manipulation. When we are being assertive, we work hard to create mutually satisfying solutions. We communicate our needs clearly and boldly. We care about the relationship and strive for a win/win situation. We know our limits and refuse to be pushed beyond them just because someone else wants or needs something from us. Surprisingly, assertive is the style most people use least.

Aggressive Communication: Aggressive communication always involves manipulation. We may attempt to make people do what we want by inducing guilt (hurt) or by using intimidation/bullying and control tactics (anger). We simply want our needs met - and right now!

Passive Communication: Passive communication is based on compliance and hopes to avoid confrontation at all costs. In this mode we don't talk much, question even less, and actually do very little. We just don't want to rock the boat. Passives have learned that it is safer not to react and better to disappear than to stand up and be noticed.

Passive-Aggressive Communication: A combination of styles, passive-aggressive avoids direct confrontation (passive), but attempts to get even through manipulation (aggressive). If you've ever thought about making someone who needs to be "taught a thing or two" suffer (even just a teeny bit), you've stepped pretty close to (if not into) the devious and sneaky world of the passive-aggressive. This style of communication often leads to office politics and rumor-mongering.

If you had to select one formal form of communication, which one do you feel best fits your current style of communication? Explain.

Activity 6: Accountability

Lesson: The buck stops here.

Introduction: Photo

- Hand out photo
- Ask students to answer questions
- Discuss as a class

Activity:

- You are the HR Manager Role Play
- Hand out activity sheet
- Give students time to read and answer.

Check for Understanding:

- Share answers from group.
- Come to consensus on what it means to be accountable for your own actions.

The Buck Stops Here



The above picture is of President Harry Truman and his desk in the Oval Office of the White House.

Why do you think the president had a sign that said "The Buck Stops Here!"?

What does that phrase mean to you?

You are the HR Manager!

You are the Human Resources Manager at a local sporting goods store. As the HR Manager, you are in charge of firing and hiring all staff. Recently, it has come to your attention that one of the employees on your staff has been late to work EVERY DAY for the last two weeks.

You confront the employee about their punctuality. The employee bursts into tears and says:

1. My kid has been sick!
2. My mom is in the hospital!
3. Metro is always late!
4. I need this job to pay my bills!
5. Please, please, please give me one more chance!!!!

What do you do?

Why?

Did this employee take accountability for his/her actions? Why or why not?
What would you do if you really did have all those emergencies?

Activity 7: Self-Control

Lesson: Translating anger to professional communication

Introduction: What is self-control?

- Ask students to define self-control
- Ask students to reflect on a time they lost self-control
- What did they learn? What could they do differently?

Activity:

- Hand out Workplace Translation activity
- Explain that part of having self-control is being able to say things when you are upset without showing that you are upset.
- Do the first example together
- Ask class to complete rest of worksheet individually.

Check for Understanding:

- Share answers from group.
- Discuss whether new translations are better examples of self-control.

Workplace Translation

Take a look at each phrase. In the context given, the quote makes sense. Can you rephrase it to have it fit the other environment? Complete the chart on your own. Pair up with someone next to you and share your ideas with them.

At Home	At Work
"I'm bored, this work is so easy."	I'd like to take on more challenging tasks to improve my skillset. Are there any projects I could assist you with?
"I'm sick of cleaning the kitchen in this place!"	
	I'd appreciate if you would address me with a more respectful tone.
"I have things to do and being here isn't one of them."	
	Hi Ms. Washington. My name is Reginald. It's a pleasure to meet you.
I don't know what this is. I don't get it!"	

(The activity you just completed above is called **code switching**. It simply means that you know how to change your language from a less formal to a more formal setting.)

Activity 8: Ambition/ Initiative

Lesson: What is initiative and how to show initiative.

Introduction: Initiative: What is it and why have it?

- Hand out activity.
- Discuss top half of worksheet.

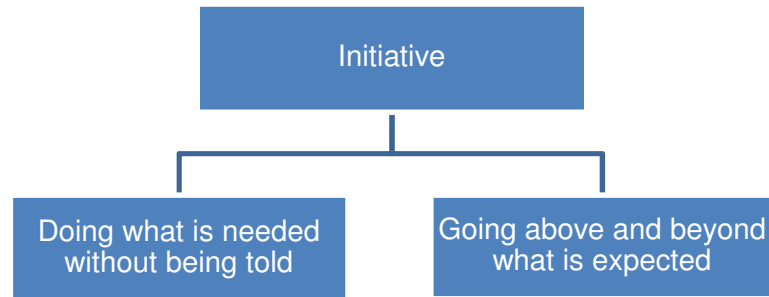
Activity:

- Have students individually or as a group complete true false activity.

Check for Understanding:

- Create class challenge, designed for students to demonstrate initiative worth extra credit. Every time someone shows initiative, someone else can get a ½ point of extra credit for pointing it out. The person who showed initiative gets 1 full point. Up to a maximum of 5 points.

INITIATIVE...What is it and why have it?



How to show initiative?

- Find a new way to do something
- Make a task easier or faster
- Ask others if they need help
- Start a task that everyone has been overlooking

Why show initiative?

- Enhance our jobs, and improve products and services
- Increase our value to the company

TRUE OR FALSE: The following scenarios all show initiative

1. You volunteer to help a coworker complete a mass mailing because you are bored and have completed your work. _____
2. After completing the filing assignment your supervisor gave you, you spend the remainder of the morning searching for colleges. _____
3. You take extensive notes at all meetings so that you can refer to them later. _____
4. You refrain from asking your coworkers and supervisors questions in the beginning because you want them to believe you have plenty of work experience. _____
5. In an effort to meet all deadlines, you begin all tasks/projects immediately to allow for plenty of time to complete and double-check your work. _____
6. You learn about the office and department you work in – possible sources are books, brochures and their website. _____
7. You ask to do and learn new things once you have mastered the old ones. _____

Activity 9: Supervision

Lesson: This is a tricky one to teach, so let's use a bit of a trick...

Activity:

On a Monday, issue the following assignment:

For next Monday, please turn in a list that includes:

- Your favorite color
- Your lucky number
- Your birthday
- Your favorite cartoon character

Do not mention the assignment again for a week.

The next Monday, announce: "Please turn in your assignment from last Monday."

After you see how many/few turn in assignments, ask the class why so many people didn't turn in such an easy assignment.

Ask students to reflect on the following questions:

1. Why is working independently important to a professional?
2. What did this assignment teach you about your ability to work independently?
3. What are some steps you can take to prove you need less supervision?

Activity 10: Procedure/ Rule Following

Lesson: The importance of reading all of the directions before beginning a task.

Activity:

- Tell the students you are giving out a pop quiz. Hand out the activity on the next page. (It is important that you print it on two pages or front and back.)
- After students complete the activity, use the following questions for discussion:
 - Why is it important to read all instructions before finishing a task?
 - What could you have done differently in this task?
 - What does this activity teach you about procedures and rule following?
 - Why would following complete directions be important if you were at work?

Pop Quiz!

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Sign your name under the title.
7. Put a circle around each square.
8. After the title, write "yes, yes, yes".
9. Put a circle around each word in sentence seven.
10. Put an "X" in the lower left hand corner.
11. Draw a triangle around the "X".
12. On the reverse side of this paper, multiply 7×2 .
13. Call out your first name when you get to this point of the test.
14. If you think you have followed directions up to this point, call out, "I have".
15. On the reverse side of this paper, add 48 and 49.
16. Count out loud in your normal speaking voice backwards from ten to one.
17. In your normal speaking voice, say, "I'm finished".
18. Now that you have finished reading carefully, do only sentences one and two.

Activity 11: Problem Solving

Lesson: Critical thinking in a group to solve a problem.

Activity:

- Survival!
- Hand out survival worksheet.
- As students work to complete task, feel free to give hints. Remind students to figure out what they can use each item for, and then prioritize which are most important. Answers are as follows: (taken from: <http://scoutingweb.com/scoutingweb/SubPages/SurvivalGame.htm>)

EXPLANATION

Mid-January is the coldest time of year in Northern Canada. The first problem the survivors face is the preservation of body heat and the protection against its loss. This problem can be solved by building a fire, minimizing movement and exertion, using as much insulation as possible, and constructing a shelter.

The participants have just crash-landed. Many individuals tend to overlook the enormous shock reaction this has on the human body and the deaths of the pilot and co-pilot increases the shock. Decision-making under such circumstances is extremely difficult. Such a situation requires a strong emphasis on the use of reasoning for making decisions and for reducing fear and panic. Shock would be shown in the survivors by feelings of helplessness, loneliness, hopelessness, and fear. These feelings have brought about more fatalities than perhaps any other cause in survival situations. Certainly the state of shock means the movement of the survivors should be at a minimum, and that an attempt to calm them should be made.

Before taking off, a pilot has to file a flight plan which contains vital information such as the course, speed, estimated time of arrival, type of aircraft, and number of passengers. Search-and-rescue operations begin shortly after the failure of a plane to appear at its destination at the estimated time of arrival.

The 20 miles to the nearest town is a long walk under even ideal conditions, particularly if one is not used to walking such distances. In this situation, the walk is even more difficult due to shock, snow, dress and water barriers. It would mean almost certain death from freezing and exhaustion at temperatures of minus 25 to minus 40, the loss of body heat through exertion is a very serious matter.

Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes. Thus, all the items the group has salvaged must be assessed for their value in signaling the group's whereabouts.

The ranking of the survivor's items was made by Mark Wanvig, a former instructor in survival training for the Reconnaissance School of the 101st Division of the U.S. Army. This survival simulation game is used in military training classrooms.

RANKINGS:

1. Cigarette lighter (without fluid)

The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signaling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a cigarette lighter can do that.

2. Ball of steel wool

To make a fire, the survivors need a means of catching the sparks made by the cigarette lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.

3. Extra shirt and pants for each survivor

Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unraveled), and fuel for the fire.

4. Can of Crisco shortening

This has many uses. A mirror-like signaling device can be made from the lid. After shining the lid with steel wool, it will reflect sunlight and generate 5 to 7 million candlepower. This is bright enough to be seen beyond the horizon. While this could be limited somewhat by the trees, a member of the group could climb a tree and use the mirrored lid to signal search planes. If they had no other means of signaling than this, they would have a better than 80% chance of being rescued within the first day. There are other uses for this item. It can be rubbed on exposed skin for protection against the cold. When melted into oil, the shortening is helpful as fuel. When soaked into a piece of cloth, melted shortening will act like a candle. The empty can is useful in melting snow for drinking water. It is much safer to drink warmed water than to eat snow, since warm water will help retain body heat. Water is important because dehydration will affect decision-making. The can is also a cup.

5. 20 x 20 foot piece of canvas

The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a wind screen. It might also be used as a ground cover to keep the survivors dry. It could also be a signaling device.

6. Small ax

Survivors need a constant supply of wood in order to maintain the fire. The ax could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.

7. Family size chocolate bars (one per person)

Chocolate will provide some food energy. Since it contains mostly carbohydrates, it supplies the energy without making digestive demands on the body.

8. Newspapers (one per person)

These are useful in starting a fire. They can also be used as insulation under clothing when rolled up and

placed around a person's arms and legs. A newspaper can also be used as a verbal signaling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.

9. Loaded .45-caliber pistol

The pistol provides a sound-signaling device. (The international distress signal is 3 shots fired in rapid succession). There have been numerous cases of survivors going undetected because they were too weak to make a loud enough noise to attract attention. The butt of the pistol could be used as a hammer, and the powder from the shells will assist in fire building. By placing a small bit of cloth in a cartridge emptied of its bullet, one can start a fire by firing the gun at dry wood on the ground. The pistol also has some serious disadvantages. Anger, frustration, impatience, irritability, and lapses of rationality may increase as the group awaits rescue. The availability of a lethal weapon is a danger to the group under these conditions. Although a pistol could be used in hunting, it would take an expert marksman to kill an animal with it. Then the animal would have to be transported to the crash site, which could prove difficult to impossible depending on its size.

10. Quart of 100 proof whiskey

The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch). The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and a drink of minus 30 degrees Fahrenheit whiskey would freeze a person's esophagus and stomach. Alcohol also dilates the blood vessels in the skin, resulting in chilled blood being carried back to the heart, resulting in a rapid loss of body heat. A drunk person is more likely to get hypothermia than a sober person is.

11. Compass

Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. Its only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).

12. Sectional air map made of plastic

This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. Its only useful feature is as a ground cover to keep someone dry.

How to score

Each team should list its top 5 choices in order prior to seeing the answer sheet. To award points, look at the ranking numbers on this answer sheet. Award points to each team's top choices according to the numbers here. For example, the map would earn 12 points, while the steel wool would earn 2 points. Lowest score wins (and survives).

SURVIVAL: A Simulation Game

You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daily temperature is 25 below zero, and the night time temperature is 40 below zero. There is snow on the ground, and the countryside is wooded with several creeks crisscrossing the area. The nearest town is 20 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items:

- A ball of steel wool
- A small ax
- A loaded .45-caliber pistol
- Can of Crisco shortening
- Newspapers (one per person)
- Cigarette lighter (without fluid)
- Extra shirt and pants for each survivor
- 20 x 20 ft. piece of heavy-duty canvas
- A sectional air map made of plastic
- One quart of 100-proof whiskey
- A compass
- Family-size chocolate bars (one per person)

Your task as a group is to list the above 12 items in order of importance for your survival. List the uses for each. You **MUST** come to agreement as a group and have an explanation for each item.

Activity 12: Information Management

Lesson: Why is getting information an important work task?

Introduction: Information Management

- Ask class the following questions:
 - What is information management?
 - In what kinds of jobs do you use this skill?
 - Is this something you are good at?

Activity:

- Clue! Materials Needed: Classroom created scenario, Character props, Teacher-created summary requirements if the expectation is for written results and slips of paper to choose the killer.

Scenario should include motives for each person and clues that help get to the conclusion.

See: <http://briannacarlisle.hubpages.com/hub/Murder-Mystery-Dinner-Party-Games-Activities-Decorating-Ideas-and-Hosting> for more ideas.

Rules:

1. The investigator can ask any question except any version of “were you the killer?”
2. If you are the killer, you can mislead, but not give any outright lies.
3. If you are a character, your goal is to give true information that will eliminate you as a suspect.

Procedures:

1. The students in class get to vote on who dies.
2. The students come up with a scenario of how the person died, how they were found and who found them. All this is stated before they learn who will be the killer.
3. Slips of paper are then passed around. Only one says “killer” on it. One says “investigator.” The students refold the paper and give it back to the teacher. The only person who knows who the killer is, is the student who draws the piece of paper. The investigator reveals him/herself to the class.
4. Rules of the game are re-stated. Each character must tell a story about themselves. The killer must start off spinning a story but gradually will begin to make mistakes, little by little. The student who is acting as the investigator must come up with their own questions. Each student is responsible for their own character and their whereabouts at the time of the murder.
5. Students create props or make plans for any props that they will need to perfect their character.
6. Everyone comes in and takes a position around the room. The deceased will take their place in the room according to the rules of their death. The investigator will walk in.
7. The investigator must speak clearly and ask precise questions. The students play it out until the investigator runs out of questions or until they figure out who the killer was.
8. If the investigator gets stuck the teacher may then step in and help with questions, even if they are presently the deceased on the floor.

Check for Understanding: Have students create their own murder mysteries.

Activity 13: Verbal Communication

Lesson: How do we use words to get our ideas across?

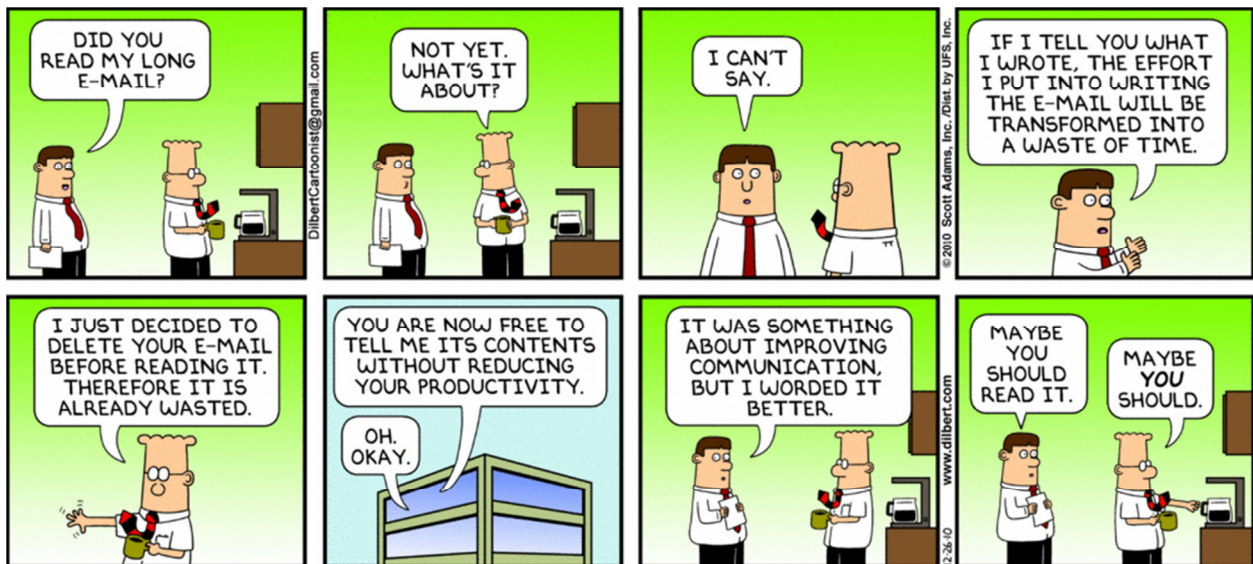
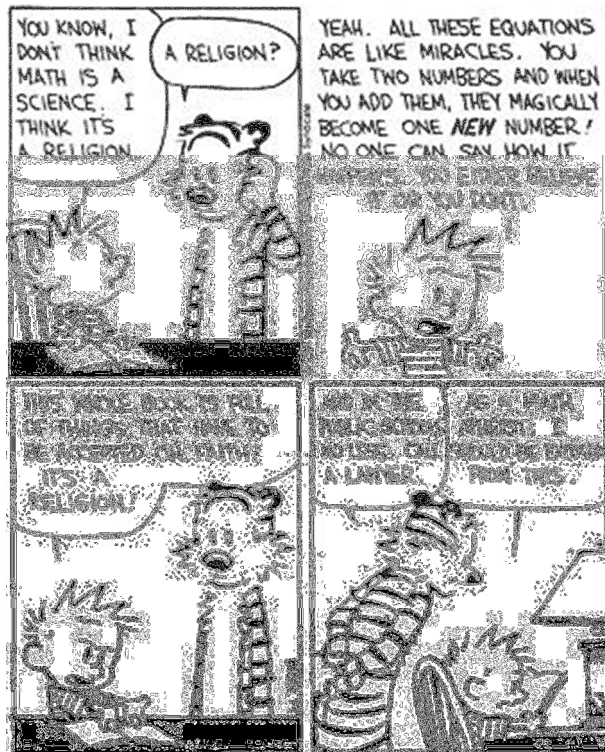
Introduction: Calvin and Hobbes

- Hand out the comic worksheet.
- Ask: In this comic, does Calvin (the little boy) make a convincing argument? Why or why not?
- What about the second comic. Are they using their words and emails effectively?

Activity:

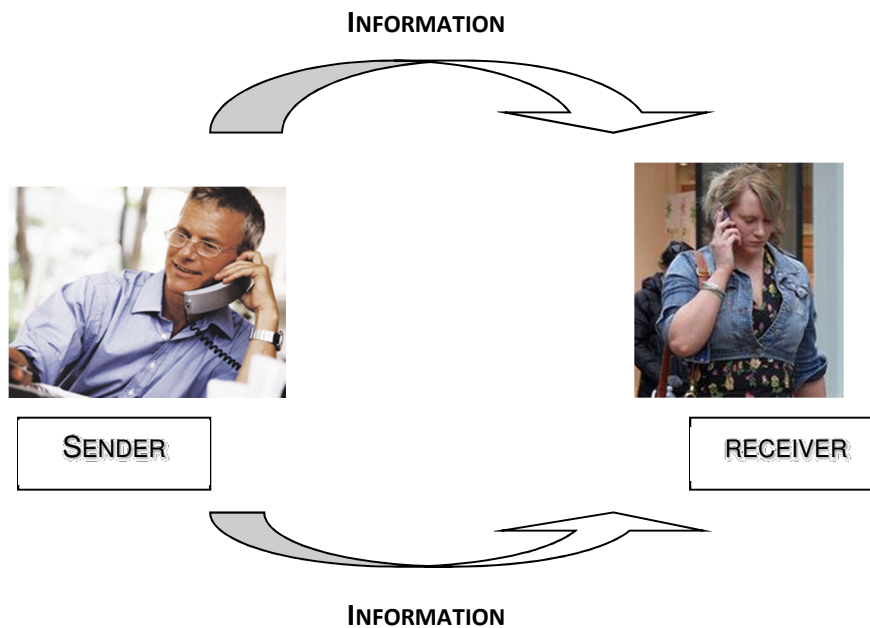
- Review Communication Handout.
- Have students write the definition down as you read it. Communication is an exchange of information. Express to students that this is communication defined in its most basic form. There are many other factors that can complicate communication (like in the Dilbert comic).
- Ask: “What do you notice taking place in this picture?”
- Answers: Multiple people involved, there’s one person giving a message, the audience is providing feedback, etc.

Check for Understanding: Assign students to create their own comic strip using effective verbal communication to make an argument. If students are having a hard time, assign a specific argument.



What Is Communication?

Communication is: _____



There are many ways we can exchange information. Here's another example:

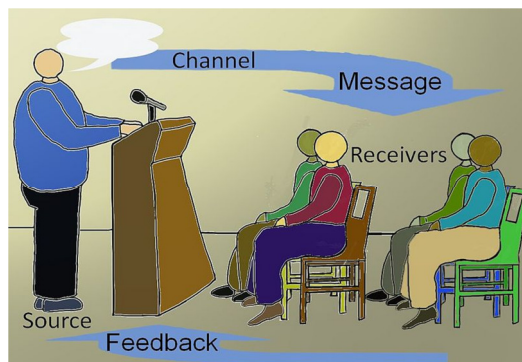


PHOTO FROM: [HTTP://EN.WIKIPEDIA.ORG/WIKI/COMMUNICATION](http://en.wikipedia.org/wiki/Communication)

Communication Barriers: How can communication get messed up?

Activity 14: Active Listening

Lesson: How can we become better listeners?

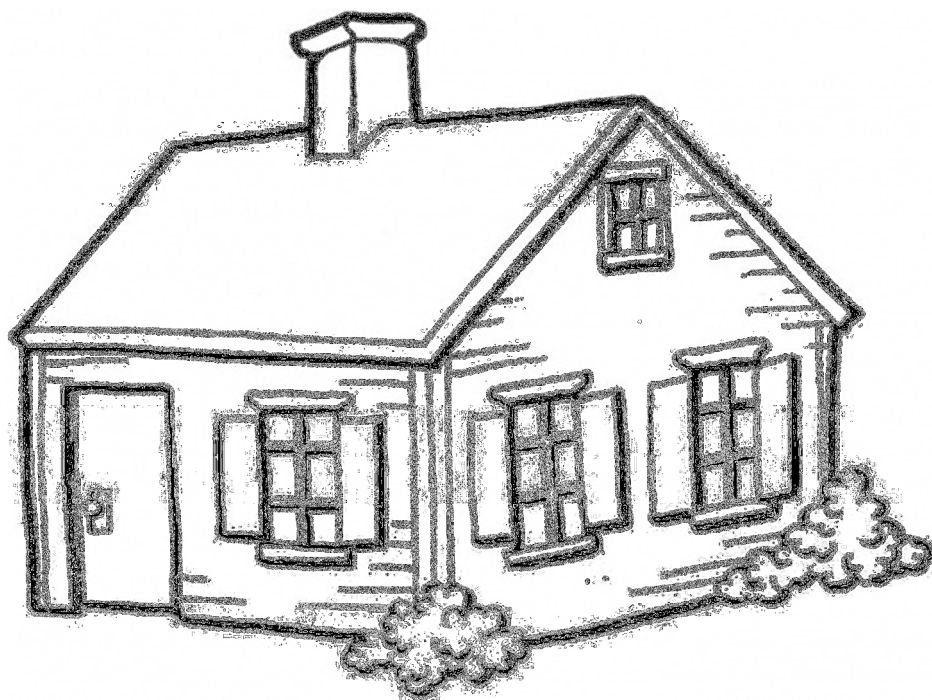
Introduction: Remind class of what they've learned about communication from previous activities. Stress that communication has two parts – giving and receiving information. Ask – which is harder, communicating clearly as a speaker or a listener? Discuss why they believe that.

Activity:

- Pair students up.
- Hand out image on next page.
- Give the following directions.
 - Stand or sit back to back.
 - Do not look over your shoulder.
 - You have 2 minutes.
 - The person speaking needs to clearly explain the image to the person listening.
 - The person listening must remain silent.
 - Go.
- Ask for feedback on how it went.
- Hand out the second image.
- Same instructions, except give 3 minutes and the listener can ask questions.
- Ask for feedback.
- Have class discussion about how important it is for listener to ask questions and be an active listener.

Check for Understanding: Ask students to come up with three ways they can be more active listeners.





Activity 15: Accepting feedback

Lesson: Do you accept feedback without being defensive?

Introduction: Remind students of self-assessment they took at beginning of employability skills lesson. Ask if they feel anything has changed. Would they score themselves higher or lower?

Activity: Tell them they get another chance and re-distribute survey. Ask them to give reasons for any areas they are scoring higher or lower.

Check for Understanding: Compare their scores to your scores of the students. Discuss with students who are well off. Offer in class meetings to any students that want to discuss.

Activity 16: Teamwork

Lesson: How can you work better in a team?

Introduction: Ask students: why is teamwork important at work? Discuss.

Activity: Build a Tower

- Break students into groups.
- Give each group the following materials:
 - 5 pieces of paper
 - Tape
 - 5 paper clips
 - 5 toothpicks
 - 1 straw
- Tell each group they have 15 minutes to make the tallest tower possible. The tower must be able to stand on its own.
- After the activity ask each group to answer the following questions:
 - Was it easy to work together?
 - Were there any disagreements?
 - Were some people better teammates than others? Why?
 - Were you a good teammate?

Check for Understanding: Each individual in the class should assess their own teamwork in the process. Give a score from 1 (bad team member) to 5 (excellent team member) and describe why.

Activity 17: Computer Literacy

Lesson: Can you use your computer skills effectively?

Introduction: Ask students for a show of hands: how many of them are good at computers? The majority will say yes. Tell them that the way to demonstrate you are good at something is to be able to teach it to someone else.

Activity: Each student needs to create a manual that would show a brand new computer user – someone who had never before seen a computer – how to send an email. Remind them to start from the beginning and assume no knowledge. Also remind students to think back to what they learned in the direction following lesson.

Check for Understanding: Review of student manuals.