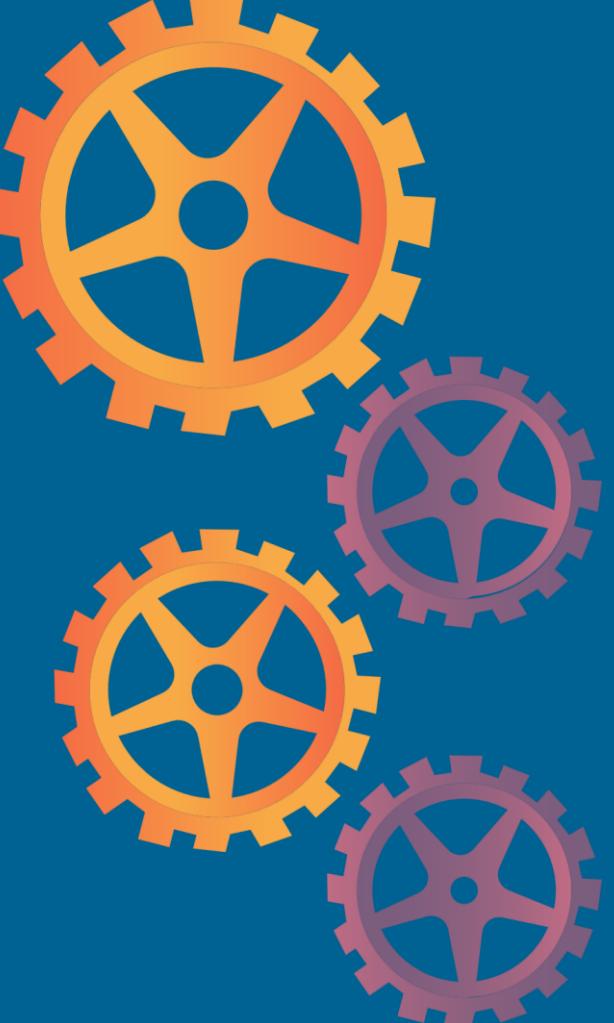


# Lesson plans – social skills for teamwork

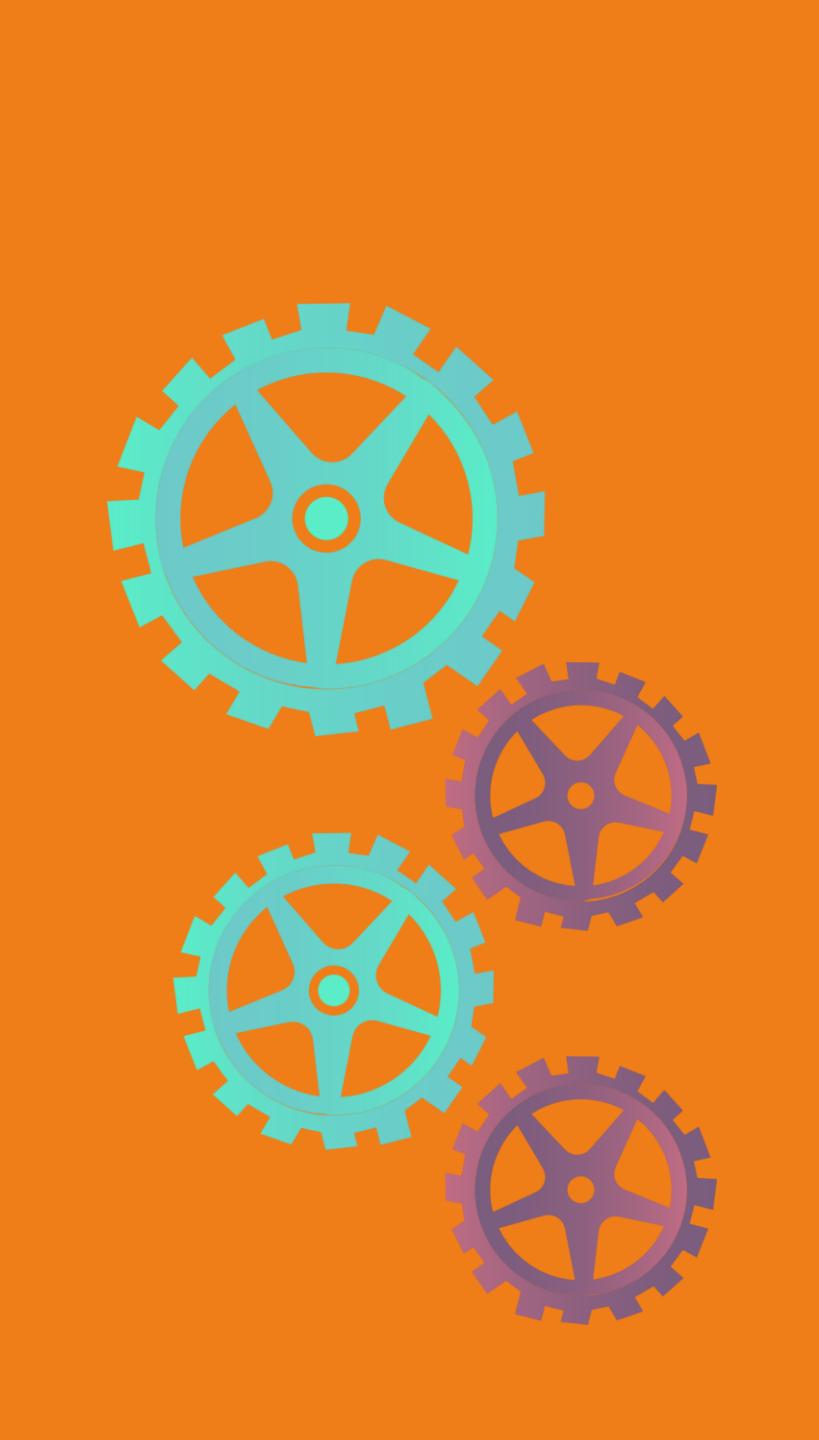
Davide Diletti  
Consorzio Ro.Ma.





## *Agenda*

- Setting goals for work;
- Asking for feedback on the job;
- Minding one's own business on the job.



# *Setting goals for work*

## Lesson plan

**Objective:** Students will set daily work goals in a job setting.

**Performance Criteria:** This skill will be performed adequately when the student:

1. Identifies a daily task area.
2. Identifies a reasonable amount of work to accomplish to task area.
3. Identifies a quality aspect of the task.
4. Sets a goal to accomplish a specific quantity of work.
5. Sets a goal to meet a quality criterion.

**Materials:** Chalkboard, copies of homework form, "Setting Work Goals."



# Setting goals for work/2

## Procedures

### Step #1. Establishing the Need

- a) If available, show a film or video tape depicting a worker's responsibilities.
- b) If an appropriate film is not available, ask students to identify some that a good worker sets goals for how much and how well work will be done.
- c) Relating to the film or the class discussion, ask students to cite some goals that might be set by the worker in a specific situation. Elicit or provide two or three examples.

### Step #2. Identify the Skill Components

- a) First, define a work goal as a target for how much will be done and how well something will be done.
- b) Through discussion, elicit the following steps and write them on the chalkboard.
  - I. Pick out something on your job that you must do.
  - II. Think about how much can be done.
  - III. Tell yourself how much you will do.
  - IV. Tell yourself what will make your work good work.
  - V. Start to work and try to meet your goal.

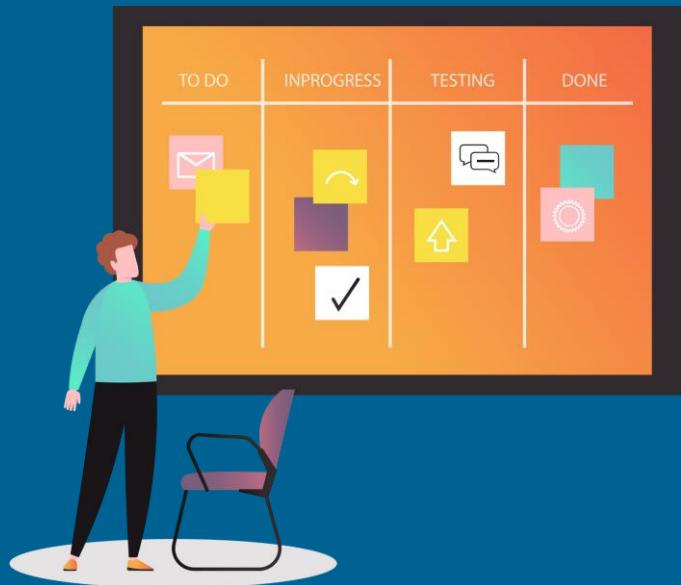
# *Setting goals for work/3*

## **Step #3.** Model the Skill

- a) Create a hypothetical work situation which will be meaningful to your students and model the skill for that simulated situation. Some situations which might be simulated are:
  - I. Work as a bus boy (girl) where speed and customer courtesy goals are set.
  - II. Work in school cafeteria where serving speed and neatness goals are set.
  - III. Working as a baby-sitter where goals for child monitoring and straightening up rooms are set.
  - IV. Working on an assembly line where a production quantity goal is set and a quality criterion for performing the job is set (e.g. making sure all screws are tight).
  - V. Working as a custodian where a goal is set to accomplish a certain amount of cleaning and a goal is set related to quality (e.g. no spots or specks on the mirrors).
- b) Use the think aloud procedure to model the skill and have students comment on whether or not the skill was modeled in accordance with the steps written on the board.



# *Setting goals for work/3*



## **Step #4. Role Play**

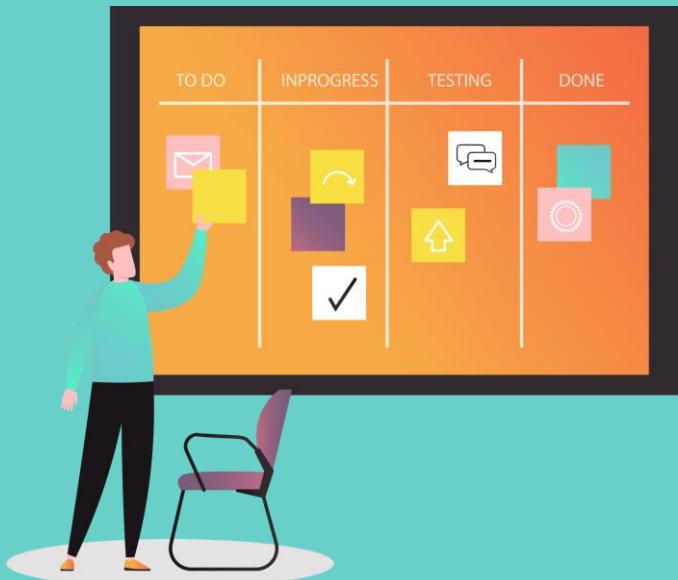
- a) For students participating in work experience training, have them role play a situation relevant to their current training job. For students not working, have them select and role play goal setting for home chores.
- b) Give students feedback assignments and have each role played situation end with feedback from students and teacher.
- c) Ask each student to evaluate his or her performance.

## **Step #5. Practice**

- a) Have students set quantity and quality goals for class work each day during the week following introduction of the skill. Have students articulate the goals and then provide feedback and praise to students for setting and working to meet the goals.
- b) Have students set goals for their classes in the regular education program. Solicit the assistance of those regular class teachers to prompt and provide feedback for goal setting. For example, have industrial arts teacher simply ask, "What are your goals for class today?"
- c) Challenge individual students to set goals for hypothetical and real situations. Provide feedback and praise.
- d) Review the skill steps and have students model the skill at skill review sessions.

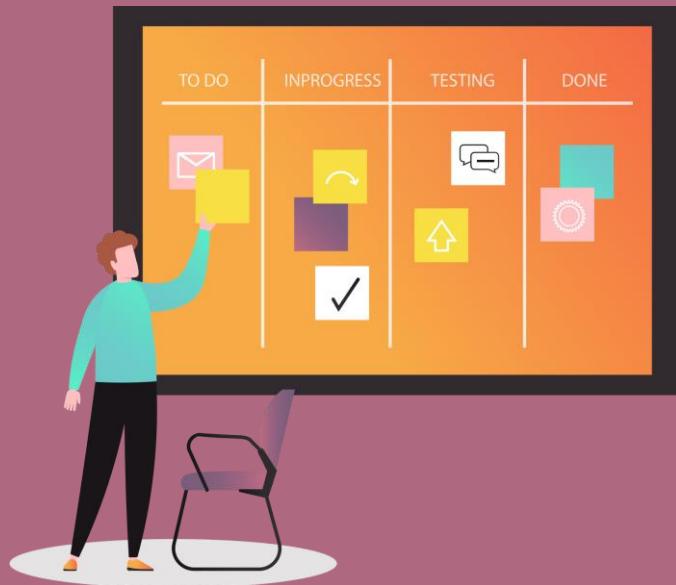
# *Setting goals for work/4*

## **Step #6. Generalization**



- a) For students who have work experience jobs, assign homework to be accomplished for the work setting every day for a week. Use the appropriate homework form.
- b) For students not involved in work experience jobs, assign homework for household chores every day for a week. Use the appropriate homework form.
- c) Occasionally, have students self-report on goal setting on jobs and chores. Praise students for selfreporting.

# *Asking for Feedback on the job*



**Objective:** Students will ask for feedback in work situations.

**Performance Criteria:** This skill will be performed adequately when the student:

1. Identifies persons on the job who can give performance feedback (e.g., co-workers, supervisors).
2. Looks for opportunity to ask for performance feedback.
3. Considers how to ask for feedback (e.g., asking with an open statement like, "How am I doing?" or asking questions on something specific like, "Did I do that job right?").
4. Decides how to ask for feedback.
5. Asks for feedback.
6. Says "thank you" after feedback is received.

**Materials:** Chalkboard, general homework form.

# *Asking for Feedback on the job/2*

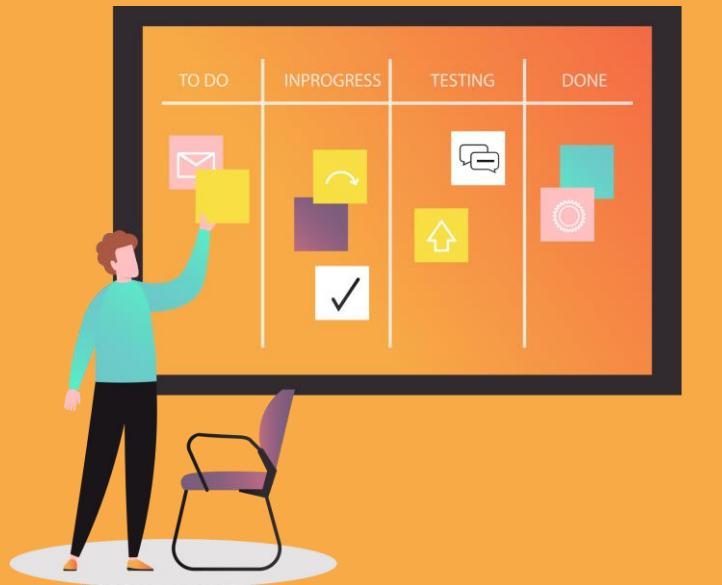
## **Procedures:**

### **Step #1. Establishing the Need**

- a) In the context of career education instruction, begin a discussion related to good worker traits. Ask students to list a few good worker traits. Ask probing questions about good worker traits until "asking for feedback" can be elicited. Your question may have to be as abrupt as: "Do you think that asking how well you are doing will help you on the job?"
- b) Point out that asking for feedback is not an easy skill, but that it is an important skill.

### **Step #2. Identify the Skill Components**

- a) List the following skill steps on the chalkboard and have students write them on a general homework form:
  1. Find out who can give you feedback on your work. (Discuss using supervisors and more than one experienced worker.)
  2. Look for the right time to ask for feedback. (Discuss not interrupting a person who is extremely busy.)
  3. Think of how to ask. 4) Decide what you will say.



## *Asking for Feedback on the job/3*



- b) Have students write the four steps on a general homework form.
- c) Discuss and write on the chalkboard a number of ways that feedback can be asked for, such as:
  - 1) Did I do this right?
  - 2) Were you satisfied with that job?
  - 3) Should I have done something else?
  - 4) Is there anymore that I am supposed to do?
  - 5) Can you tell me if this is good enough?
  - 6) If I get done early, can you tell me what else to do?
  - 7) Am I working at about the right speed?
  - 8) Could you tell me how I'm doing?
  - 9) Can you tell me how to do that again?
  - 10) Just so I'm sure I won't be wrong, can you show/tell me again?
  - 11) Was there anything wrong with the way I did that job?

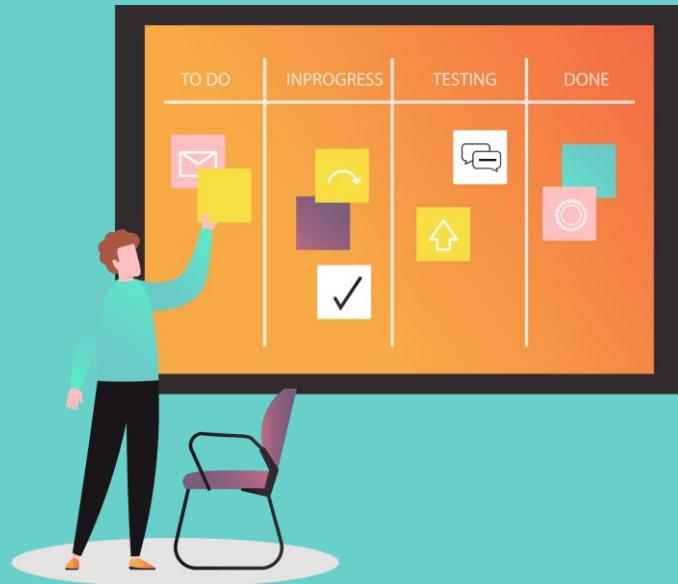
# *Asking for Feedback on the job/4*

## **Step #3. Model the Skill**

- a) Using the think aloud procedure, model the skill for about three different examples. Have students play the role of co-workers and supervisors.
- b) Discuss each modelled situation as to how it applied to the world of work.

## **Step #4. Role Play**

- a) Have students identify real and imaginary work situations and select partners to role play the skill. Be sure that students think aloud as they perform the skill.
- b) Give students feedback on their performance of the skill. Praise correct performance.



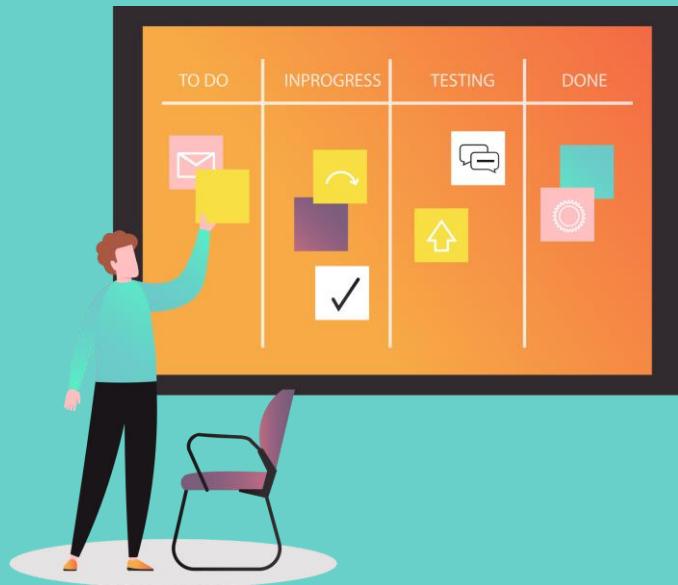
# *Asking for Feedback on the job/5*

## **Step #5. Practice**

- a) Assign homework to students. They should practice the skill with a friend, family member, or try the skill out on a real job.
- b) Create challenge situations in class where students are required to ask for feedback from another student. Provide feedback on the skill performance.
- c) Have one or two students model the skill at a skill review session.

## **Step #6. Generalization**

- a) For students who have work-study jobs, have the work-study coordinator prompt and reinforce the skill on the job site.
- b) Ask students to self-report on their use of the skill. Praise students for self-reporting.
- c) Make asking for feedback a work evaluation item for students engaged in job training.



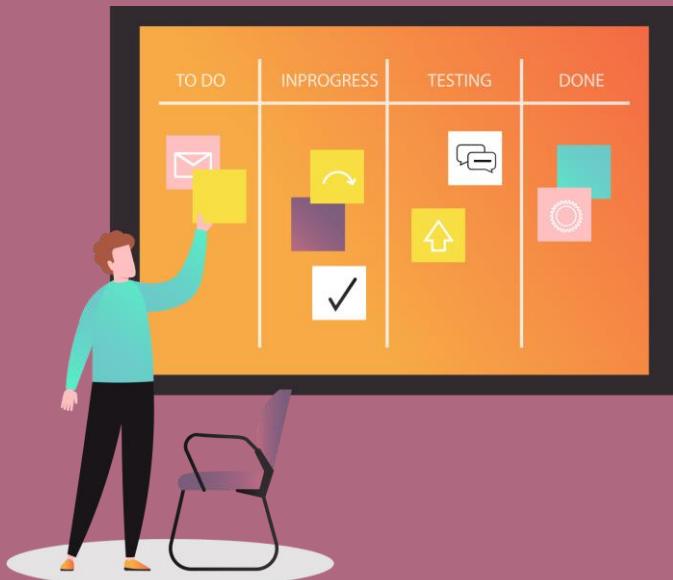
# *Minding One's Own Business on the Job*

**Objective:** Students will mind their own business in a job setting.

**Performance Criteria:** This skill will be performed adequately when the student:

1. Identifies the tasks related to his or her own job.
2. Refrains from physically interfering with the tasks of co-workers.
3. Refrains from commenting on the job performance of co-workers.
4. Refrains from publicly complaining about work performance of a co-worker.
5. Refrains from asking personal questions of co-workers during work hours.
6. Stays on task during designated work hours.

**Materials:** Chalkboard, general homework forms.



# *Minding One's Own Business on the Job/2*

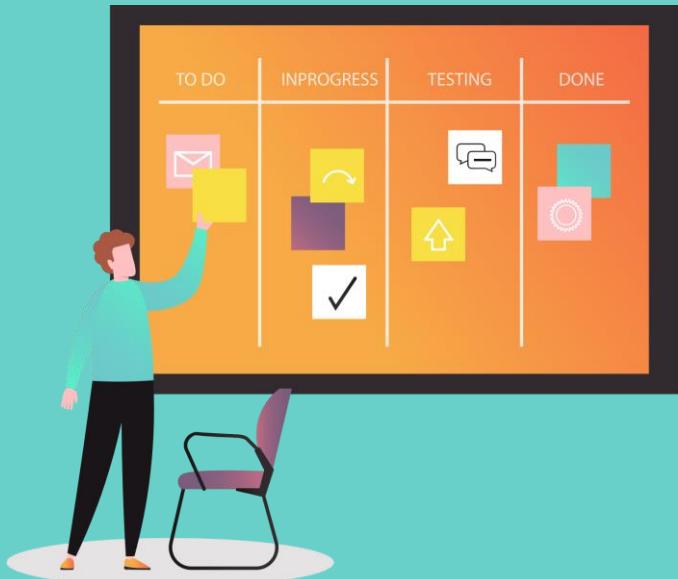
## **Procedure:**

### **Step #1. Establishing the Need**

- a) Ask students to identify some things that they don't like about other people. Elicit or suggest that they may not appreciate people who do not mind their own business. Have the students provide some examples of people not minding their own business.
- b) Have students identify some consequences for not minding one's own business on the job. Elicit that they can (1) slow other workers down, (2) make co-workers angry, (3) start arguments, (4) take time away from their own work, and (5) possibly get fired. Write the possible consequences on the board.

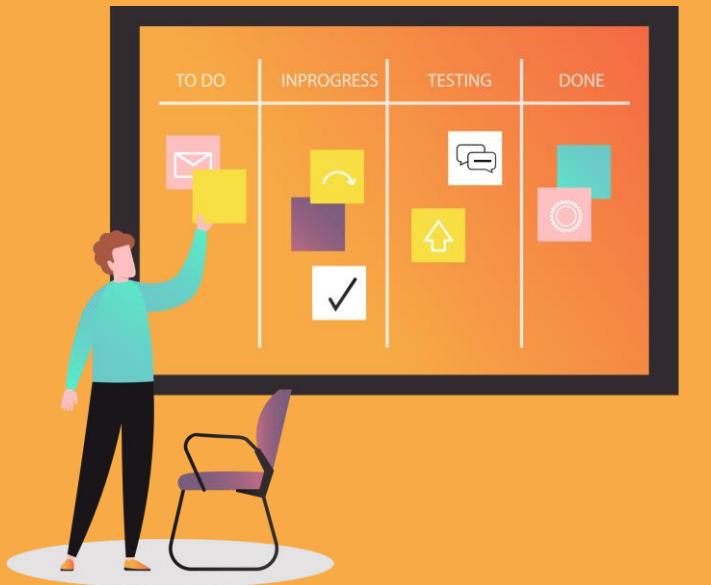
### **Step #2. Identify the Skill Components**

- a) Elicit from the students the following rules and write them on the chalkboard:
  1. Stick to your own job.
  2. Stay out of the way of someone doing their job.
  3. If someone is doing their job wrong, let the boss take care of it.
  4. Don't ask personal questions on the job.
- b) Discuss each of the rules and give examples and elicit consequences for not following the rules. Have students imagine as many situations as possible where the skill will be used.



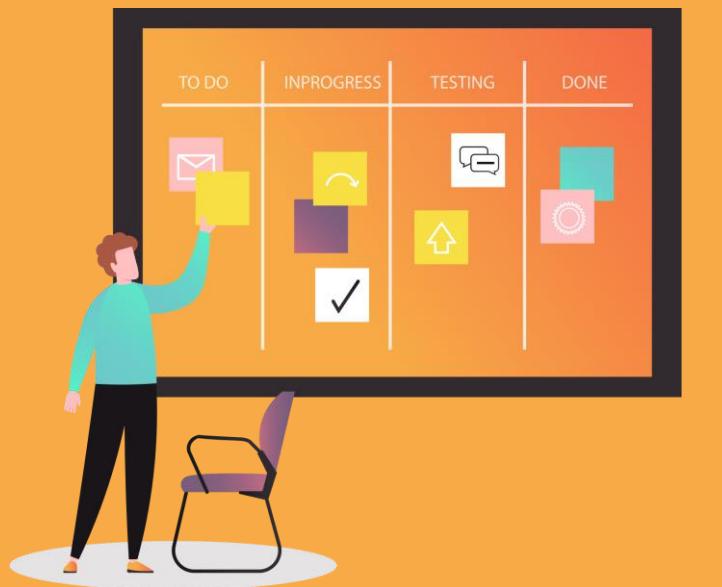
# *Minding One's Own Business on the Job/3*

## **Step #3. Model the Skill**



- a) Create a typical work situation and model the skill. Use the "think aloud" procedure to demonstrate following the rules.
- b) Some situations which may be modeled are as follows:
  1. Two individuals working as bus boys and one of them is not cleaning the tables in his area correctly.
  2. Workers on an assembly line and one is slowing down the work.
  3. Two workers in a store and one has a skin problem. Model avoiding asking personal questions about the problem.

# *Minding One's Own Business on the Job/4*



## **Step #4. Role Play**

- a) Have student suggest a work situation that they might find themselves in and then role play the skill. They should think aloud to demonstrate the cognitive components.
- b) Have class members provide feedback.
- c) Prompt all students through correct performance and provide praise.
- d) Have students evaluate their own performance.

## **Step #5. Practice**

- a) Each day during the week following introduction of the skill, remind students that minding their own business is the skill of the week. Tell students to practice the skill during the course of other instruction. Take a few minutes at the end of each class period to have students evaluate their own performance as you lead them through the skill components. Have students provide feedback on each other's behavior.
- b) Using the general homework form, give students a homework assignment to practice the skill on their work training job or while they are in attendance in another class.
- c) Have the skill modelled by a student at a periodic skill review session.

# *Minding One's Own Business on the Job/5*

## Step #6. Generalization

- a) Ask student's work supervisor or regular class teacher to prompt students to use the skill.
- b) Make "minding one's own business" an evaluation item for part of the student's work training. Insure that employers and work supervisors give students feedback on this behavior.
- c) Systematically ask students to self-report on skill usage. Praise students for self-reporting.



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