



Middle School

National FFA Organization

Lesson MS.30

IDENTIFYING IMPORTANT SKILLS FOR ALL CAREERS

Unit.

Stage One of Development—ME

Problem Area.

What Foundational Skills Do I Need for Career Success?

Precepts.

IS: Demonstrate exemplary employability skills.

National Standards.

NL-ENG.K12.8 - Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify and define the essential skills for career success.
- 2 Assess his or her own current skill level.
- 3 Distinguish between positive and negative work skills.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2002

Popov, Linda Kavelin. *The Virtues Project Educator's Guide*. Torrance, CA: Jalmar Press, 2000

Ricketts, Cliff. *Leadership: Personal Development and Career Success*. Delmar

Thompson Learning, 2003



Tools, Equipment, and Supplies

- ✓ Overhead projector or computer projector
- ✓ MS.30.TM.A
- ✓ MS.30.TM.B
- ✓ MS.30.AS.A—one per student
- ✓ MS.30.Assess—one per student
- ✓ MS.30.Test—one per student
- ✓ Role-play cards



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Communication
- ▶ Responsibility
- ▶ Courtesy
- ▶ Dedication
- ▶ Cooperation
- ▶ Honesty
- ▶ Integrity
- ▶ Technical ability



Interest Approach



Think about a nice home, a fancy car, and a luxurious lifestyle. How can you achieve all of these things? Of course, hard work and dedication are essential to achieving career success, which will enable one to acquire nice things. Today we will focus on getting on the right track to succeed in a career.

Make a statement to the class that reviews yesterday's lesson, MS.29, and ties into today's lesson, MS.30. Tell students to listen to the following question. Use a Hieroglyphics Moment to engage student learning. Give students two minutes to complete this question.





Think of a sibling or friend who has a job. What skills does that person have that make him or her a good employee? Draw an icon or small picture to represent each skill. For example, you may draw a clock to represent the skill of being on time. You have two minutes to complete this activity. What questions do you have? Begin.

Call on a few volunteers to share what they drew and why.



When your name is called, please share with the class what you drew and explain what skill that represents.

Expect drawings depicting hard work, communication, honesty, etc.



Now that we have heard a few skills you think are important, let's take a look at a few definitions to help us out.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify and define the essential skills for career success.

Give students three different jobs to think about - fast food restaurant worker, hardware store worker and owner of a lawn mowing service. Instruct students to list skills they think are important for achieving success in these three different positions. Have students record this information in their notebooks.

After students have listed skills, have them pair off and combine their list with their partner's. Allow the groups to share their lists with the class as you display their answers on a writing surface. Once this is completed, discuss the similar skills needed for all jobs. Compare these skills to the skills on transparency MS.30.TM.A and discuss what category they fit into.



Listen to the following job positions. I will say the type of job, pause for 30 seconds and you will write down, as many skills that you think are important to that job. You will do this for three different jobs. Are you ready? Fast food restaurant worker, (pause), hardware store worker, (pause), lawn mowing service owner.

Now that you have listed these skills, take one minute to compare your list with a partner's list.

After students have compared lists, ask students to share their skills and write them on the writing surface.



Let's make a class list on the board. Who will share first?

As we go through MS.30.TM.A let's compare the list we created to see how the skills fit into the broad categories of skills needed for all jobs.

I. Career Skills

- A. Communication: Listening, speaking, writing, and non-verbal expression
- B. Responsibility: Willingness to be accountable for your actions
- C. Courtesy: Being polite and considerate of those around you



- D. Dedication: To commit to a particular course of action or thought
- E. Cooperation: Working together for the good of everyone; being willing to respect others and follow rules that keep everyone safe and comfortable
- F. Honesty: Trustworthy and truthful
- G. Integrity: Living by your highest standards; having your actions reflect your beliefs
- H. Technical ability: Having knowledge or training in the area of your work

Objective 2. Assess his own or her own current skill level.

II. Assess current skill level.



You identified and defined several essential skills. Now let's think about your own current skill level. Think about your strengths and weaknesses as you complete MS.30.AS.A. The lab sheet has skills listed on it, with five columns to the right of each skill. Rank yourself from one to five for each skill, one being the lowest ranking and five indicating a skill you have mastered. Begin when you receive the handout.

Once this exercise has been completed, allow the students to discuss their strengths and weaknesses with the class and discuss how to improve the area of weaknesses.



I hope this activity has helped to identify both your strengths and your weaknesses. As a class, you will identify ways to improve your weaknesses. Who would be willing to share a weakness with the class?

List student responses on the writing surface. Then initiate a discussion on ways to manage weaknesses. Have students discuss weaknesses and try to come up with positive steps to transform weaknesses into positives. Choose one or two common weaknesses (ex. - getting work done late, being tardy, not showing up to work, etc.) that are listed on the board. Write several steps down on how to improve on or overcome these weaknesses.



Since you have identified your weaknesses, you can strive to improve them. What steps can we take to improve upon these weaknesses we have identified?



Now let's take a look at some situations that will help to create success in a job situation.

Objective 3. Distinguish between positive and negative work skills.

Have the role-play cards ready for this activity.



Two volunteers will be selected. One will play the role of the manager of a fast food restaurant, and the other will play the role of an excellent employee. The manager needs extra help cleaning the parking lot. Who would like to be the manager? Please raise your hand to volunteer. Who would like to be the employee?

Have two students plan for two minutes and allow one minute for the role-play. While the two students are preparing, instruct the rest of the class to pay close attention to the role-play. The other students are to take notes of what skills they see in the role-play.





Take notes during the role-play activity of the skills presented. Following the activity, we will discuss what went well and what could be improved.

Write comments on the writing source. Initiate discussion of the positives and negative skill portrayed in the role-play and relate the skills discussed in Objectives 1 and 2.

Second Role-play.



Two more volunteers will be selected. One student will play the role of an owner of a hardware store, and the other will play the role of an employee who didn't show up for work the day before and did not notify the manager. Who would like to play the owner? Please raise your hand. Who would like to play the employee?

Have two students plan for two minutes and allow one minute for the role-play. While the two students are preparing, instruct the other students to pay close attention to the role-play. Students are to take notes of what skills they see in the role-play. Compare what the students record to the positive and negative work habits on MS.30.TM.B. Have students record the information in their notebooks from the transparency.



Take notes during the role-play activity of the skills presented. Following the role-play, we will discuss what went well and what could be improved.

Write comments on the writing source. Initiate discussion of the positive and negative skills and relate them to everything presented in the lesson.



We have now seen several skills demonstrated. Write the positive and negative work habits in your notebook.

III. Distinguish between positive and negative work habits.

A. Positive work habits

1. Punctual
2. Dependable
3. Respectful
4. Asks for help when expectations are unclear
5. Dresses appropriately
6. Asks for days off in advance
7. Diligent

B. Negative work habits

1. Tardiness
2. Misses work without notice
3. Rude to customers
4. Dresses inappropriately
5. Does not complete tasks



Have students write a paragraph in their journals or notebooks, describing the career skills they have already mastered. Next, they should write a paragraph on the skills they need to improve and how they can go about it.

 Application

► **Extended Classroom Activity:**

Guest Speaker - Army, National Guard or area businessman speak on career important career skills. Have students participate in school's career day activities if one is conducted.

► **FFA Activity:**

Students should review the list of career development events that may help them develop their skills. Have them choose a CDE and participate in the event.

► **SAE Activity:**

Students should participate in an internship or job-shadow with local agricultural businesses. During the internship, they should try to learn as much about the career as possible. This will assist students in making important career decisions.

 Evaluation

MS.30.Test is included for evaluating students' work. Make copies and provide to students once you have explained the assignment.

Assessment:

Draw a comic strip, including dialogue, the demonstrates three skills of a successful employee.

Answers to Assessment:

1. g
2. a
3. d
4. f
5. e



IDENTIFYING IMPORTANT SKILLS FOR ALL CAREERS

► Matching

Instructions: Match the correct definition with the term.

- _____ 1. Communication
- _____ 2. Courtesy
- _____ 3. Honesty
- _____ 4. Integrity
- _____ 5. Technical ability

- a. Politeness and consideration of others
- b. Willingness to be accountable for your actions
- c. Committing to a particular course of action or thought
- d. Trustworthy and truthful
- e. Having knowledge or training in the area of your work
- f. Living by your highest standards
- g. Listening



ASSESSMENT FOR THE COMIC STRIP

Create a comic strip that includes dialogue and graphics showing a character who exhibits successful career skills.

Content	15
Minimum of three skills displayed	15
Neatness	10
Total:	40



CAREER SKILLS

◆ Communication:

- ➔ Listening
- ➔ Speaking
- ➔ Writing
- ➔ Non-verbal expression

◆ Responsibility:

- ➔ Willingness to be accountable for your actions

◆ Courtesy:

- ➔ Being polite and considerate of those around you

◆ Dedication:

- ➔ Committing to a particular course of action or thought

◆ Cooperation:

- ➔ Working together for the good of everyone; being willing to respect others and follow rules that keep everyone safe and comfortable

◆ Honesty:

- ➔ Trustworthy and truthful

◆ Integrity:

- ➔ Living by your highest standards; having your actions reflect your beliefs

◆ Technical ability:

- ➔ Having knowledge or training in the area of your work



WORK HABITS

Positive Work Habits:

- ◆ **Punctual**
- ◆ **Dependable**
- ◆ **Respectful**
- ◆ **Ask for help when expectations are unclear**
- ◆ **Dress appropriately**
- ◆ **Ask for days off in advance**
- ◆ **Diligent**

Negative Work Habits:

- ◆ **Tardiness**
- ◆ **Missing work without notice**
- ◆ **Rude to customers and fellow workers**
- ◆ **Dress inappropriately**
- ◆ **Not completing tasks**



Directions: Evaluate your strengths by circling the appropriate number from 1 to 5.

1 indicates a strength that needs to be developed; 5 indicates mastery of a strength.

	Low	High
1. Communication	1	2 3 4 5
2. Responsibility	1	2 3 4 5
3. Dedication	1	2 3 4 5
4. Respect	1	2 3 4 5
5. Cooperative	1	2 3 4 5
6. Honesty	1	2 3 4 5
7. Courtesy	1	2 3 4 5
8. Integrity	1	2 3 4 5
9. Public speaking	1	2 3 4 5
10. Treat others equally	1	2 3 4 5

