

Session Plan

Workplace Responsibilities

Area: Career Access Skills

Time: 45 Minutes

Standards: Acquire Knowledge: 5a. Learn about rights and responsibilities of the workforce.

Purpose/Goal: Students will learn about, and practice, appropriate workplace behaviors and identify workplace responsibilities by examining workplace standards.

Materials Needed:

- “Workplace Skit “Handout (pg. 5)
- “Workplace Responsibility Case Study” Handout (pg. 6)
- “What Every Teen Worker Needs to Know” Handout (pg. 7)
- Chart Paper/Board
- Markers/Chalk
- Cellphone

Evidence of Growth:

Students will demonstrate learning in the following ways:

- The discussion after the skit will provide the students an opportunity to identify proper and improper behavior at the workplace.
- Students will identify areas of workplace etiquette they feel confident about, and areas where they may need improvement.

Agenda:

Facilitator Talk:

Greet students and ask, by a show of hands, which students have ever had a job. Remind them that babysitting, mowing lawns, or walking a neighbor’s dog counts. When hands go up, ask the “workers” what they liked, and didn’t like about their jobs. What were the certain things they had to do? What were the other things they couldn’t do? How did they know what was, or wasn’t, acceptable behavior? Ask for a volunteer to record answers to the activity on the board/chart.

When students have answered, use their responses to point out that when you have a job, certain things are required of you, and you must know what they are to succeed. In addition to fulfilling your obligations, you must also behave appropriately and be aware of how your actions will affect the other people in your workplace.

Activities:

- **Workplace Skit:** See “Workplace Responsibilities Lesson Plan Additions” on page 5 in this document.
- **Workplace Case Study:** See “Workplace Responsibilities Lesson Plan Additions” on page 6 in this document. Model for an example for students before they complete it on their own. (An example is included for you to walk them through.)
- **What Every Teen Worker Needs to Know (Responsibilities):** See page 7 in this document.

Closing Facilitator Talk:

Have students fill out an “Exit Ticket”: On the exit ticket, list two areas of “workplace etiquette” that you feel confident you can do well, and two areas that might be challenging for you.

Post-Session Reflection:

- You can use the exit slip responses to individually support students or create additional workshops addressing their challenge areas.

Additional Resources:

- Roads to Success: Finding a Job 3, Workplace Responsibilities:
https://secure.collegeincolorado.org/images/CiC/pdfs/Roads_to_Success/Facilitators_Guides/Grade_9-12/G9_9-12_FindingAJob3.pdf
- For information on the legal aspects of teen employment, visit:
<http://www.osha.gov/SLTC/teenworkers/index.html> and <http://www.youthrules.dol.gov>

Workplace Responsibilities Lesson Plan Additions

Note to Facilitators: *This workshop was developed from Roads to Success Student Handbook. Below are talking points for the “Workplace Skit” and the “Workplace Responsibility Case Study” from the Roads lesson plan.*

Activity # 1 – Workplace Skit and Discussion (10 minutes)

1. Have a student volunteer act out the skit as described in Roads to Success Student Handbook Workplace Skit (pg. XX) Explain to the class that you will be playing the role of employee, while the student will be playing the role of your boss/employer. Ask the class to notice how you act during this skit and to take note of how your boss reacts.

2. After the skit, ask the students what they thought of your behavior. How did your behavior affect your boss? How might it have affected business? Ask students if they would have wanted to work with you.
SAY SOMETHING LIKE: Because I was performing in a skit, I intentionally pushed my behavior to the limit. But people do things all the time at work that are similar. For example, when I told my boss that filing papers isn’t my dream job, I made it obvious that I felt bored. How might a worker do this in real life? (sigh loudly, mutter under their breath, etc.)

And what about talking loudly on a cell phone? What are some things a worker might do that would give the boss the idea that they’re not working very hard?” (take too many breaks, fool around, come back from lunch an hour late, etc.)

3. Ask students to brainstorm other ways people might get into trouble at work, and quickly list these items on chart paper or the board.

Activity #2 - Workplace Responsibilities (15 minutes)

1. SAY SOMETHING LIKE: In this next activity, I’d like you to take a look at the workplace from the employer’s perspective.

2. Group students in teams, and refer them to Roads to Success “Workplace Responsibility Case Study” (Pg. 6). Have students follow along as you read aloud. Their task is to come up with two rules for each category, one to correct the problem given as an example, and another to correct a similar problem – same category. Give groups a structure (for example, each person offers a suggestion in turn, in the order in which they’re sitting) for accomplishing their work, perhaps having them select a recorder to take notes and a reporter to share their work with the class. Allow students 5 – 10 minutes to come up with a list of workplace rules.

3. As each team reports its results, other teams should review their own lists for similar items, so that no “rule” is heard more than once.

Activity #3 - What Every Teen Worker Needs to Know (Responsibilities) (10 minutes)

1. Refer students to Roads to Success “What Every Teen Worker Needs to Know (Responsibilities)” (pg. 7). Ask them to read the items to identify any important issues they missed when creating their employee rules.

If your students' lists covered many of these points, congratulate them on having such a mature, clear grasp of the workplace. If not, use this opportunity to point out how valuable it is to think about workplace issues before you find yourself in the midst of one.]

2. Direct students' attention to the questions at the bottom of the page, which require their opinions about workplace responsibilities. Have students complete the questions independently, and then share their answers with a partner. Call on several pairs to share answers with the class.

Grade 9 (9-12), Finding A Job 5: Workplace Responsibilities
Facilitator Resource 1, Workplace Skit

Workplace Skit

[Employee is sitting at his/her desk, drinking coffee, eating breakfast and is deeply involved in a personal phone call. The employer enters with a stack of papers.]

Employer (student): Good morning, Chris. It's good to see you today.

Employee (teacher): (Into Phone: Hold on a minute, my boss is here.)

Employer: I'd like you to file these applications alphabetically, using the applicants' last name. [Hand the employee the papers.]

Employee: [Sigh loudly and roll your eyes.] Sure, I'll get to them in a little bit. (Into Phone: Ok, where were we?)

Employer: Ok, just make sure that you get them filed within an hour. There are a lot of things I need you to do today.

Employee: Sure, no problem. [Goes back to phone conversation and puts feet up on top of desk.] [After an hour the employer comes back to check in on the employee. The employee is still reading from the paper.]

Employer: Chris, how is the filing coming along?

Employee: Well, I started to work on them, but then I got really bored so I decided to take a break. I mean filing papers isn't exactly my dream job.

Employer: Chris, I know that filing can be a little tedious at times, but it helps keep all of our records organized. Okay, how many did you get done?

Employee: Um....I don't know about 20...I lost count. Oh and you wanted me to file them by the person's first name, right?

Employer: [Shakes head.] No, they need to be filed by the applicant's last name.

Grade 9 (9-12), Finding A Job 3: Workplace Responsibilities
Student Handbook, Case Study

Case Study

Name of Business: _____

Type of Business: _____



The members of your team are the owners of a small business that has been open for just one year. The rest of your employees are high-school students who work part time and on weekends.

At first, you wanted to be the kind of boss who could easily relate to your employees, who are close to you in age. Now it seems like they're totally taking advantage of you – coming in late, spending too much time on the phone, and behaving unprofessionally.

In the left hand column, there is a problem that has already been written into the boxes. Write down another problem that could come up relating to the same issue. Then in the right-hand column create a rule that would solve both of these problems. Once you have finished filling in the chart, create a list of rules that can be handed out to new and current employees to let them know what you expect. Be prepared to explain how each rule will solve a problem you've been having.

PROBLEM	RULE TO SOLVE IT
<p>Work Schedule Example: Employees arrive 15 minutes late.</p> <p>Another scheduling problem: _____</p>	
<p>Job Responsibilities Example: The last employee at work is supposed to mop the floor before they leave. Nobody does this.</p> <p>Another job responsibility problem: _____</p>	
<p>Safety Example: Employees store cardboard boxes next to the furnace. You're afraid there's going to be a fire.</p> <p>Another safety problem: _____</p>	
<p>Respect for Customers & Coworkers Example: Employees talk on their cell phones while waiting on customers.</p> <p>Another respect problem: _____</p>	

Grade 9 (9-12), Finding A Job 3: Workplace Responsibilities
Student Handbook, What Every Teen Worker Needs to Know (Responsibilities)

What Every Teen Worker Needs to Know (Responsibilities)

Read the list of responsibilities. Then write your answers to the questions below.

Teen workers have the responsibility to:

- Ask questions, and/or request training, about how to perform the job.
- Show up on time, and work assigned hours.
- Perform their assigned jobs.
- Be sober/drug free on the job.
- Call in sick if they're too ill to work.
- Follow employer's safety guidelines, and wear required protective clothing and equipment.
- Read workplace signs, and take an active role in keeping themselves safe.
- Treat coworkers and customers with courtesy and respect.
- Follow company rules and procedures.
- Work together to solve problems, and let employers know when help is needed.

1. Which responsibility above is meant to keep workers safe?

2. Which responsibility would have the biggest impact on customer satisfaction?

3. Which responsibility would contribute the most to making the business run smoothly?

4. How are these responsibilities similar to (or different from) your responsibilities as a student?

5. Which of these would you find hardest to do? Which would be easiest?
