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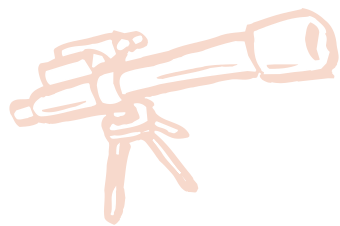
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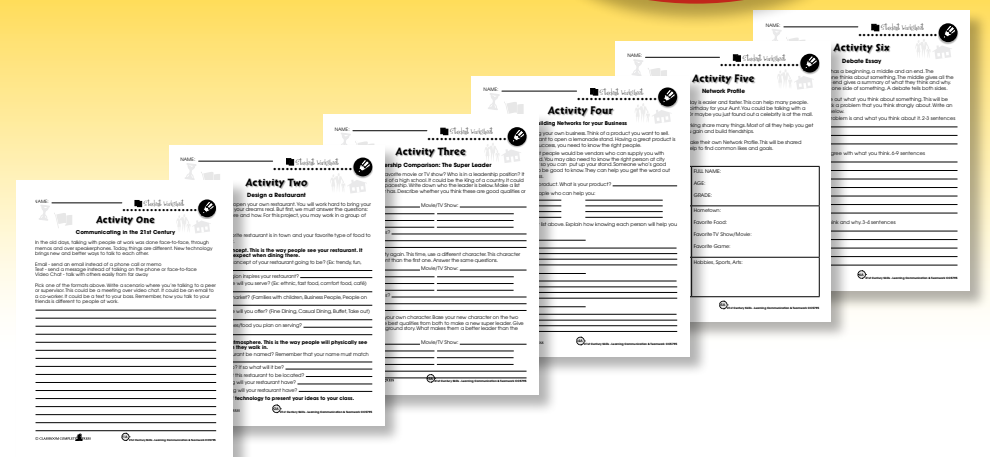
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Communicating with Peers and Supervisors

Workplace Behavior

Pick the best answer for each question.

- Mary comes into work on Monday morning. She hears two co-workers talking about another co-worker. What should Mary do?
 - A Talk to the two co-workers and tell them what they are saying is mean.
 - B Talk to her boss and let him deal with them.
 - C Tell the co-worker what they were talking about.
- John shows up late for work all the time. His co-workers are having to cover for him. What should his co-workers do?
 - A Continue to cover for him.
 - B Talk to him.
 - C Report him to the boss.
- Simone is a new employee. She's having trouble finishing some of her tasks on time. What should you do?
 - A Tell her to work faster.
 - B Complain to your boss about how slow she is.
 - C Offer to help her so she can learn to do it more quickly.
- Rafael is starting his first day in an office. What does he decide to wear?
 - A Shorts, a t-shirt and sandals.
 - B Dress pants, dress shirt, tie, blazer, and dress shoes.
 - C Jeans, a sweatshirt and runners.

Communicating with Peers and Supervisors

What is Communication?

Communicating comes in different types. It is used every day. It can be with family and friends. Or with schoolmates and teachers. Or even your dog and cat. Speaking clearly will help to fully know what someone is sharing with you. This makes it one of the most important tools you'll use.

What is communicating?

To share information. To share ideas. To share concerns with others. To know what someone means.

What are the different forms?

Verbal is a form. It means talking. So is **written**. **Body language** can also tell you something.

- What's a good time to have a conversation? _____
- What's a bad time to have a conversation? _____

Talking, writing an e-mail, waving your hand, or a smile are kinds of communication. We use these and other styles to share thoughts, ideas or feelings with people or groups of people. But just because we do these daily doesn't make them simple.

Here are some tips to help build good communication skills:

- **Respect** the other person. Being mean can quickly stop the message from being heard.
- Make **eye-contact**. Do this while talking and listening. It will help keep the other person's attention.
- Don't **interrupt**. It's rude and won't let others finish their thought.
- Be **clear** about what you are saying. Try changing how you say things if your message isn't heard, or fully understood.
- Another big point is **timing**. Sometimes the other party isn't paying attention, is distracted or preoccupied. It might be best to wait for them, or come back at a later time.

Collaboration - Project-Based Learning

Tips for Working as a Team

During your time at school and on the job, you will have to work on group projects. You will often be put into groups to finish a task or to solve a problem. Here are some tips and tricks to help you work as a team.

- Understand what is being asked of you.**
Make sure that everyone on the team is on the same page and knows exactly what is being asked. Maybe write down the problem and what you hope to solve so that there is no confusion.
- Divide the work equally among the team.**
Each person on the team will have their own strengths and weaknesses. You should split up the tasks evenly. Make sure no one is left out. Make sure no one is doing more work than other team members. For example: Michelle is good at drawing and Jayden is good at math. You would give Michelle a task that is more art- and image-based. You would give Jayden a job that relates to numbers.
- Listen to others and make sure everyone has a part.**
Listen to what each person has to say. We all think differently. We will all have different strategies on how to handle the problem.
- Exchange feedback.**
Make sure your group meets often to go over your progress. Talk about what you are doing well. Talk about what you can do to get better.

Let's practice these tips in a group activity. In the space below, write down your strengths and weaknesses. How will your traits help you in a group setting? Are there any traits that won't help? Explain. Compare your list with the members in your group. How will the differences in strengths and weaknesses help?

STRENGTHS	WEAKNESSES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Leadership

Leadership Exercises

Everyone can be a leader. You already have it in you. Try these leadership exercises to see just how good of a leader you are.

1. It's All in the Instructions Activity

Get into pairs. Sit back-to-back. One person draws. The other person gives instructions. These are instructions on something to draw. This can be anything, like a house, an animal, or a bowl of fruit. The other person must draw what is being described. The person giving the instructions can't see what the person is drawing. The trick here is in the instructions. They must be clear and easy to follow. When finished, look at the drawing. Switch places and try the activity again.

How does the drawing compare to your instructions?

2. House of Cards Activity

Get into small groups of 3 to 5 people. One person is chosen as the leader. Your group must build a house of cards using a single deck of 52 playing cards. Here's the catch: only one person can build at a time. The leader is in charge of telling the group who can go, how many cards they can use, and where to place these cards. The leader will have to work with their group to make these decisions.

How high did you get your house of cards?

How many times did it fall and you had to restart?

3. The Mute Leading the Blind Activity

Get into pairs. One person is blindfolded. The other person can't talk. Have the person who can't talk lead the blindfolded person around the room. The blindfolded person is led to 2 things in the room. They need to guess what these two things are by only touching it. Switch places and try the activity again.

How did the blindfolded person feel doing this exercise?

Building Networks & Branding

What is Your Social Media Reputation?

Many people use social media for job building. They also use it for work networking.

Companies look for people online. They look for good character. Companies look at your poor posts or links.

Check your Social Media Status. Is what you post helping or hurting you?

See what's out there: Search online for yourself on all the major browsers. Go at least 5 pages in on the results.

Review all your social media's site profiles: See how you look to others.

What did you find out about yourself? What is your personal brand? Is it helping or hurting your name?

Get into pairs. Have your partner look up your social media profiles. Did you both have the same impressions?

Staying Professional on Social Media

What is right and not right to post. **Circle** all the things that are right. **Underline** all the things that are not right.

- | | |
|---------------------------|-----------------------------------|
| • not nice photos | • posts that inspire |
| • photos of your pet | • not right posts |
| • weather posts | • blog about your vacation |
| • not nice language | • bad things about old jobs |
| • bragging or showing off | • activity that isn't true |
| • music that you like | • information that isn't right |
| • mean posts | • list of your skills |
| • photos of your family | • what you thought of restaurants |

Debating

Four Opinion Debate

This activity will teach students how to debate. They will learn to express their opinion. They will learn how to oppose a topic.

1. Students will work in groups. They will express positions on a topic.
2. Students will learn to listen. They will listen to the other groups' views.
3. Students will learn how to sway others' opinions.
4. Students will write an essay. It will present their point of view. It will address opposing positions.

On the board, make 4 headings: **Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree**

Write a topic on the board. Each student will decide where they stand on the topic. Once they decide, they will stand under that heading. Each group will have 2 minutes to talk about what they think. Each group will pick a leader. The leader will give the group's position. He/she has 30 seconds to try to change their classmates' opinion. A student may have changed their opinion. If so, they can move to the heading that they now agree with.

Each student will write an essay. It should be 100 to 150 words. It should show their opinion clearly.

Bloom's Taxonomy

Bloom's Taxonomy* for Reading Comprehension

The activities in this resource engage and build the full range of thinking skills that are essential for students comprehension. Based on the six levels of thinking in Bloom's Taxonomy, assignments are given that challenge students to move beyond the worksheet to understand the information through higher-order thinking. By using higher-order skills of remembering, understanding, applying, analysing, evaluating, and creating, students become active learners, drawing more meaning from the information, and applying and extending their learning in more sophisticated ways.

Our resource, therefore, is an effective tool for any Social Studies program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask and interesting content, which promote creative and meaningful learning.

Vocabulary

- Branding:** Creating your own impression.
- Collaboration:** To work together for the same goal.
- Commitment:** To work just as hard as everyone else.
- Communicating:** To share ideas and things with others.
- Communication:** To get someone to know what you are trying to say.
- Compromise:** To come to an agreement.
- Confidence:** To believe in yourself.
- Conflict:** A fight with something or someone.
- Cons:** The not good things of something.
- Creativity:** To have great ideas and can think on your feet.
- Debate:** A talk with different sides.
- Digital Communication:** Using things like a computer or cell phone to talk.
- Inquiry-Based Learning:** Asking questions instead of giving facts.
- Integrity:** To be honest and fair.
- Leader:** A person that takes charge or leads.
- Mechanism Debates:** Set around a question of how something should be done.
- Motivation:** The reason to do something.
- Network:** A group of people who have things in common.
- Networking:** Talking to others and getting to know them.
- Personal Brand:** Helps YOU sell YOURSELF to the world.
- Problem Debates:** Set around a question if something is right or wrong.
- Pros:** The good things of something.
- Rebuttal:** To share the other side of something.
- Rube Goldberg Machine:** An everyday simple task that uses more than one step.
- Technology:** Using science to solve problems.
- Traits:** The good things about you.
- Work Networking:** Finding other people to meet and share.

Leadership Quotes



“It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.” - Nelson Mandela



“Innovation distinguishes between a leader and a follower.” - Steve Jobs



“People ask the difference between a leader and a boss. The leader leads, and the boss drives.” - Theodore Roosevelt



“The task of the leader is to get his (/her) people from where they are to where they have not been.” - Henry A. Kissinger



“I suppose leadership at one time meant muscles; but today it means getting along with people.” - Mahatma Gandhi

NAME: _____



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- Another big point is **timing**. Sometimes the other party isn't paying attention, is distracted or preoccupied. It might be best to wait for them, or come back at a later time.

Answers will vary, but may include:

1. A good time would be when someone is paying attention.

2. A bad time would be while someone is on the phone.

1.

Answers will vary.

1 E

2 C

3 D

4 A

5 B

2.

FALSE

3.

FALSE

4.

TRUE

5.

Answers will vary.

6.

Answers will vary.

8

10



1.

E-mail, Computer

2.

a) peer
b) supervisor

3.

a) NO
b) YES
c) NO
d) NO

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EASY MARKING ANSWER KEY