



POWER-UPS for Employment

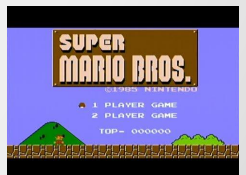
Presenter: Rachel McDonough, SBCSC Adult Education
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Room 202: Roosevelt

Classify This



Effective
Relationships

<p>Lesson Title: Classify This</p> <p>Employability Skill: Effective Relationships (Teamwork), Problem Solving (Application)</p> <p>Time: 10-15 minutes</p> <p>Objective: This exercise promotes teamwork and creative thinking, but it also encourages your team to rethink how they view everyday objects.</p>	
Materials:	<ul style="list-style-type: none">• variety of about 20 objects placed at the center of a table (office supplies, silverware, jewelry, toys, game pieces, etc.)• if objects aren't available, use pictures of objects instead
Lesson Description:	<ol style="list-style-type: none">1. Break the class into groups, giving each group a sheet of paper and a pen. Make sure they have a clear view of all the objects.2. Instruct them to classify the objects into four groups, writing down the groupings on their sheet of paper. They should not let the other groups hear what they are doing.3. Teams need to have a full consensus before they present to the other groups. If a member of the team disagrees, they should work together to persuade or compromise on the groupings.4. When time is up, have a spokesperson for each group reveal how they classified the objects and why. Reasons might vary from function to material.5. Were there any classifications that you hadn't thought of? Discuss working as a team and problem solving.
Variations:	<p>Use items that correlate with the curriculum you are studying:</p> <ul style="list-style-type: none">• vocabulary• history lesson• job sectors



What is a Power-up?

According to Wikipedia, “power-ups are objects that instantly benefit or add extra abilities to the game character.”

In terms of employability, power-ups provide students with an opportunity to practice and enhance their career-readiness skills.

In a 2016 study from assessment company Wonderlic, 93% of employers said that these skills are either an “essential” or “very important” factor in hiring decisions.

“Power-up” is also an acronym to teach the following employability skills:



Workforce Preparation

WIOA states that workforce preparation programs

“...include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self management skills, including competencies in:

- (a) Utilizing resources;
- (b) Using information;
- (c) Working with others;
- (d) Understanding systems;
- (e) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- (f) Other employability skills that increase an individual’s preparation for the workforce.”



[Power-up Database](#)

Problem Solving &
Critical Thinking



Observation &
Communication

Lessons focus on:

- Fact-based decision making
 - Innovation
- Resourcefulness

Lessons focus on:

- Active listening
- Non-verbal cues
- Verbal communication
- Written communication

Lesson Title: My Trusty Paperclip	
Employability Skill: Problem Solving (Resourcefulness), Undeterred Focus	
Time: 15 minutes	
Materials:	<ul style="list-style-type: none"> • YouTube video of MacGyver • My Trusty Paperclip worksheet (attached)
Vocabulary:	resourcefulness: the ability to find quick and clever ways to overcome difficulties
Lesson Description:	<ol style="list-style-type: none"> 1. Pass out a paper clip to each student. What is the purpose/use for a paperclip? Have a quick discussion. 2. Introduce MacGyver, a television character from 1980-1990's. In the show, MacGyver is a secret agent and all around problem solver. 3. Play YouTube clip of the Pilot episode, where he shorts out a missile timer with a bent paperclip, causing the time to stop and keeping the missile from detonating. 4. MacGyver was resourceful. Explain the definition of resourcefulness. 5. Some other things MacGyver did with a paperclip includes: <ul style="list-style-type: none"> • MacGyver uses his Swiss Army Knife, a paperclip, and fish line to steal a towel from the clothesline • Trapped in the driver's seat of a car with bazookas pointed at him, MacGyver needs to get out of the car and disable the bad guys all in one move. He removes his shoelaces and ties a lasso, using it to rope the gas pedal. He slips a paperclip onto the lace, secures it in a monkey wrench, and manipulates the wrench so it is braced between the floor and the brake pedal. This situates the lace so that when pulled on, it will pull down the gas pedal. Finally he routes the lace around the steering wheel on ties it to the door handle. The result is that when he gets out of the car, it will lurch forward and crash into the bad guys. 6. Distribute My Trusty Paperclip worksheet. Have the students brainstorm ways that they could use a paperclip to help them around the house, car, or school. 7. Share ideas with the class. 8. Some possible ideas include: <ul style="list-style-type: none"> • Unclog spray bottles • Pit cherries • Reach tiny "reset" buttons inside electronics. • Temporarily replace a broken zipper

My Trusty Paperclip

Problem Solving & Critical Thinking



MacGyver- My Trusty Paperclip

(1985)



WWMD?

Well-being



Effective
Relationships

Lessons focus on:

- Mental/emotional
 - Physical
 - Social

Lessons focus on:

- Leadership
- Feedback
- Teamwork

Random Acts of Kindness Jar

Well-being



Lesson Title: Random Acts of Kindness	
Employability Skill: Well Being (Social), Effective Relationships (Teamwork)	
Time: 10 minutes	
Vocabulary:	<ul style="list-style-type: none">altruism: the belief in or practice of selfless concern for the well-being of others
Lesson Description:	<p><i>Random acts of kindness can be big or small things you do just for the benefit of someone else. It also feels good to help or support people, although that is a happy consequence and not the intended aim of the act.</i></p> <p><i>The knock-on effects of kindness in the workplace are considerable. It creates stronger bonds among team members, and can make them feel engaged and motivated, which can lead to better performance.</i></p> <p><i>Any act of kindness that you perform with genuine altruism makes a difference to you, the recipient and your organization, whether it's making someone a cup of coffee, listening to an anxious colleague, or bringing donuts to the morning meeting.</i></p> <ol style="list-style-type: none">Brainstorm a list of random acts of kindness that could be performed at work/school. Some ideas include:<ul style="list-style-type: none">Send someone a note of appreciation.Eat lunch with someone new.Bring in treats for your team.Offer a colleague a ride home.Give team members an impromptu afternoon off for doing a great job.Compliment someone to his boss.Help a co-worker with a project she's struggling with, even when you're busy.If a coworker's is having a problem, be a good listener.Smile at people you work with!Take action! Start implementing these acts of kindness into your day.

Lessons focus on:

- Reliability
- Accountability
- Consistency

Lessons focus on:

- Flexibility
- Self-motivation
- Grit

Lessons focus on:

- Workplace literacy
- Professionalism
- Organization

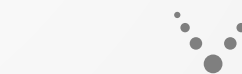
Responsibility



Preparation &
Career Readiness



Undeterred
Focus



Lesson Title: "Wasn't Me"

Employability Skill: Responsibility (Reliability, Accountability)

Time: 20-25 minutes

Materials:	<ul style="list-style-type: none">• Scenario cards (print from Slides)• Chart paper or white board• YouTube video
Vocabulary:	<ul style="list-style-type: none">• reliable: consistently good in quality or performance; able to be trusted• dependable: trustworthy
Lesson Description:	<ol style="list-style-type: none">1. Begin the lesson by watching a parody video on YouTube about a mysterious co-worker called "Wasn't Me." Employees are constantly blaming mishaps on him, until he is fired from the company. Employees are then required to take responsibility for their actions and mistakes.2. Brainstorm a list of things that "Wasn't me" was responsible for.3. Then brainstorm a list of adjectives that describe a good employee. If students do not mention reliable or dependable, add those to the list. Ensure that they understand the meaning of those synonyms.4. Pass out scenario cards to a pair of students to role play. One person will respond with the "wasn't me" attitude, and the other person will respond with reliable and trustworthy attitude.5. Share scenarios with the class.6. Conclude the lesson by creating a class definition of a good employee to post in the classroom.
Variations:	<p>To save time, you can split the class in half. One half of the class will complete the brainstorm for "Wasn't me" and the other half will complete the brainstorm for a responsible employee. Then have participants partner with someone from the other group to act out the scenarios.</p>

"Wasn't Me"

Responsibility



Parody video about mysterious coworker



Distractions & Disruptions



Undeterred
Focus

Lesson Title: Distractions & Disruptions

Employability Skill: Undeterred Motivation (Grit)

Time: 25 minutes + (Can be split up into different days)

Objective: Compare the length of time it takes to complete a similar activity, one with distractions and one without distractions.

Materials:

- Chart paper & markers
- 2 versions of the same assignment based on lessons you are currently teaching in class
- Timer or clock
- [Clown on a Unicycle video](#)
- [Distractions & Disruptions Slideshow](#)
- [Distraction To-Do List](#)

Lesson Description:

1. As students enter the classroom, give them an assignment that should take about 5 minutes to complete without distractions (math problems, word search, short article, etc.) Secretly begin timing how long it takes the students to complete the task. Do NOT set a time limit or give any hint to the experiment you have started. The class should be able to talk, check cell phones, walk around the room, and other normal activities of "getting settled." After the majority of the class has completed the assignment, begin the lesson.
2. Post large paper around the room. Divide students into groups with paper and marker. Instruct students that they have two minutes to write down as many things that distract people as they can think of.
3. When groups are finished with two minutes, explain that there are various ways that our attention can be taken off a task. We might look away from what we're doing (visual distraction), we may start working with something else (manual distraction), our mind may wander (cognitive distraction), or a combination of those distractions.

Western Washington University Study



Distraction To-Do List





QUESTIONS?

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