

**Business Partner: Bollinger Enterprises, Inc. (BEi)****Curriculum Relationship: Life Skills****Grade Level: Special Ed 9-12**

Diane J. Groszek

Warren Area High School

Many of my LSS students work/or will work at BEi on a daily basis during the regular school year and during the summer Extended School Year program.

**Objective:** To train interpersonal skills essential to job success for an end result of successfully **retaining employment** once gained. (BEi's Rehabilitation Supervisor stressed that everyone can learn the job skills but...it is the "soft skills" of socialization that must be learned, internalized, and used in the appropriate social context if a worker is to be accepted in the workplace.)

**Materials:** "Yes I Can Work With People!" from RPM Press

**Procedure:** For this one-day lesson, I will focus on how to diffuse anger when one worker (Worker # 1) is talking to another worker (Worker # 2) during work time, which is forbidden by the employer. Talking is reserved for break time.

1. Begin by asking the students if they have any suggestions on what to do if someone is talking to you when you are supposed to be quiet and focusing on a task. Write suggestions on the chalkboard/overhead/Smart board to give the students a visual as well as verbal cue.
2. If students have no suggestions, teacher/aide may begin the discussion.
3. Allow students to discuss each suggestion in detail with minimal input from teacher/aides to ensure students are doing the talking and not the adult. Adult may politely (good opportunity to role model manners) break into discussion if students are giving misinformation.
4. Have the teacher and aide role play one scenario from above to give students a model for correct role play.
5. Select two students to role play a scenario suggested above. Continue around the room, allowing all students a turn to role play each scenario listed above, then repeating scenarios by choosing different students to practice the skills.
6. Review the skills learned today by repeating a few role plays the next time the class meets. Review again next week and the week after that, then repeating occasionally throughout the school year. LSS students need constant practice to remember a new skill.
7. If possible, take students to a real work site to practice the objective being taught so students have the opportunity to practice the skill in a real work environment for generalization to take place. (We have a bus that takes us out into the community every Thursday morning, so transportation is available.)

**Activities:** "Yes I Can Work With People!" suggests the use of role playing, case studies, work simulations, and job assignments.

**Business Partner: Northwest Savings Bank: Security Fraud, Identity Theft, Counterfeit****Curriculum Relations: Math, Economics, History****Grades 9 – 12**

Ginny Barrett

Online and Cyber Services Coordinator

**Objective:** This lesson will be designed to introduce the students to different scams that are used to steal money from an individual or to steal their identity thus allowing them to steal money and commit crimes that the individual may be held accountable. The lesson will also provide the students with ways that they will be able to help stop their own identity theft and avoid scams plus how to report scams to the proper authority. The lesson will take 2 days to complete. Since the computer has become such an important means of communication, students need to understand how scams operate and become knowledgeable of how to avoid or protect themselves.

**Materials:** Guest speaker from the Security department of Northwest Savings Bank, Pamphlets on Counterfeit money, and Pamphlets on Identity Theft.

**Procedures:** Students will be presented with the pamphlets on counterfeit money and Identity Theft. A class discussion will be presented on what is meant by identity theft. The Internet will be used to research reported and documented cases. Procedures to prevent Identity theft will be discussed along with ways that individuals have used to steal an individual's identity. Students will also be given pamphlets on counterfeit money. The material describes how to determine if the money is counterfeit or not. This discussion would then continue to counterfeit checks, money orders govt. checks, etc.

Day 2

The second day would be the guest speaker. The information being presented by someone who is involved in the detection and daily occurrences with this topic is vital for the students to understand the full impact. Also with the visual aids that may be presented, the students will achieve a better understanding of material.

**Business Partner: Rouse Suites**  
**Curriculum Relationship: Health / History**  
**Grade Level: 9-12**

Gary Monza  
 Youngsville High School

**Objective:** Students will create a history of the residences reactions to significant events of the 20<sup>th</sup> century for all to share. The Rouse Suites offer its residence high quality personalized retirement care in comfortable surroundings; however, that comfort keeps the residence away from the community that could use their influence. The scope is to build greater relationships between youth in search of positive role models and using a facility that contains them in abundance.

**Materials:** Computer lab, digital cameras, guideline papers, pen and notepad, and bus transportation.

**Procedure:** Ask students what would be easier if I were to tell them about an event or if I challenged them to read a book about that event? Of course, students will yell back, “Just tell me!” Take a hand vote to reinforce the concept. We are going to have an opportunity to do just that! I’m not going to ask you to read your history book before you listen to people that have lived that history. Residence from the Rouse Suites will be sharing their personal histories with us so that we may better understand the impact of that time period. We will collect their stories in an eyewitness journal and publish that journal for the entire class to experience.

**Procedure:**

1. Create a contact with the activities director at your local care facility.
2. Have the individual create a list of all interested residence for interview.
3. Go through the introduction with the class.
4. Assign students to various groups
  - a. interviewers – ask the residents the questions
  - b. Note takers – they write down the resident’s responses on paper.
  - c. Photos – take pictures of the residences and any artifacts they may have.
  - d. Caption writers – they will create the captions that will appear beneath the pictures and artifacts.
  - e. Layout – they give the individual pages their look and help the typist by reading the copy.
  - f. Typist – they type out the notes for the book.
5. Give students a survey as to what jobs they would like to do, but be careful to make no guarantees of duties. They should be based on availability and teacher discretion.
6. Establish a date for visiting the home and set up a common meeting room for the group.
7. Only the first four duties need the go the home, the final two groups (layout and typist) can meet with computer teacher or Media center coordinator for an intro to publisher software.
8. Then all groups can come together with all info and begin to create. Students that did the visiting can be separated to watch a DVD on personal stories of WWII if needed.

**Timeline of events:** Make sure you have established connections and pre planning with local facility.

Day 1 – Intro of assignment, tasks and survey (choose top two on a piece of paper)

Day 2 – A DVD of personal stories of the time period can help them understand the scope.

Day 3 – Announce survey results and pairings; go over handouts on how to do jobs.

Day 4 – How to act/ expectations at the home/ what to expect – some role-play would be fun and break the ice.

Day 5 – Visit the home – 1.5 hrs / Group B in the computer lab

Day 6 – turn over data to group B so they can start to work. Group A will make thank you cards for participation.

Day 7 – Groups A/B meet to finalize and print drafts.

Day 8 – Students read silently in class the papers collected and create their own list of the top 5 things that they were able to learn from these personal stories and what they mean.

Day 9 – student volunteers can return to the home with copies and thank you notes to the residences.

**Handout A - Interviewers questions - sample**

Name:

DOB:

POB:

Where were you when you first hear about this event?

Did you take part in the event and to what capacity?

How did your life change?

What were some of the emotions that you felt during this time?

What were your best and worst memories from that time?

Once you have your responses, place your interview into paragraph form and tell the story.

**Handout B - Photo crew guidelines**

1. Take a picture of each subject and artifact.
2. Note a brief statement about each person with a line that denotes a special fact about their involvement in the event (example – Nancy was a nurse during the war.).
3. Artifacts need to be named and have their significance explained.

**Handout C - Typist / Layout guidelines**

1. Use assigned publisher software to complete the task.
2. Each person must get their own page for their story, so make sure that you create room for up to two pictures and the copy.
3. Save your account and print a copy for me!
4. If you can't read writing, highlight the word and ask that it be defined after your have finished.
5. Layout chooses the designs and setup of the page after the copy has been added, don't forget to save. They may also help by reading the copy to the typist.

**Business Partner: Warren General Hospital****Curriculum Relationship: Spanish****Grades 10-12**

Margery Peters & Tanya Bonfiglio

Warren Area High School and Sheffield Middle High School

**Objectives:** To be able to ask for and receive personal information while developing hospital admittance form.

**Materials:** Spanish vocabulary and flashcards.

**Procedure:** Introduce vocabulary, Spanish words with English meanings, to read, write and comprehend vocabulary.

**Activity:** After students have shown adequate learning skills, they will develop an admissions form in Spanish. Then students will role play hospital registrar and patient, and then reversed roles using the form they developed.

**Business Partner: Warren County Sheriff's Office****Curriculum Relationship: Critical Thinking****Grade Level: Special Education 7-12**

Leesa Klakamp

Sheffield Middle High School

**Objective:** Given a scenario, students will use critical thinking skills to reach a possible solution and earn at least a 3 on section of the grading rubric.

**Materials:**

1. Scenarios
2. Number cards to determine groups
3. Paper for brainstorming
4. Paper for writing up solution
5. Rubric

**Procedure:** The day's lesson will begin with students completing a warm up task. This task should take approximately 5 minutes. The class period agenda will then be reviewed including the standard they will be working on for the lesson. The lesson will be briefly explains as well as rationale to complete this task. Directions will be given to the students as well as written on the board. Students will then be instructed to choose a number card, which will determine which group they will be working with. Once in groups, students will be given different scenarios. These scenarios include a situation which must have a solution. Within the students' groups they must brainstorm and discuss possible solutions or outcomes. They are to use the critical thinking skills discussed in previous classes. Once a solution is reached students will write their outcome on paper. After 25 minutes of deliberation and writing of their solutions, students will be instructed to share their solution with other class members. Students will be graded according to a rubric which includes their ability to work with others, their brainstorming techniques, their final outcome and the write up of their solution. The class will end with a preview of the following day's lesson and activity.

**Adaptations:** Some students need help reading scenarios. Some may need coaching to get started as well as social coaching for working with others.

**Grading Rubric – Critical Thinking Activity**

	<b>Working w/Group</b>	<b>Brainstorming</b>	<b>Outcome</b>	<b>Write-Up</b>
5	Worked with group on every aspect of assignment Contribute to assignment	Used at least 5 brainstorming ideas	Had logical and rational outcome	Had zero spelling or grammar errors Easy to follow
4	Worked with group on most aspects of the assignment Contributed a few ideas	Used 4 brainstorming ideas	Outcome lacked some logic, but could be possible	Had 1 or 2 spelling/grammar errors Easy to follow
3	Worked with group on some aspects of assignment Contributed Slightly to assignment	Used 3 brainstorming ideas	Outcome was of average quality; not the superior choice	Had 3 or 4 spelling/grammar errors Difficult to follow
2	Worked with group on few aspects of assignment Contributed very little to assignment	Used 2 brainstorming ideas	Outcome was of poor quality; lacking in depth thinking	Had 4 or 5 spelling/grammar errors Difficult to follow
1	Worked with group on one or two aspects of assignment Contributed one or two ideas to assignment	Used 1 brainstorming idea	Outcome lacked logic and rational; not likely to happen	Had more than 5 spelling/grammar errors Not able to follow
0	Worked with group on zero aspects of assignment Contributed to zero ideas to assignment	Used 0 brainstorming ideas	Did not have an outcome	Did not complete write-up