

ESTIMATED TIME

1 class period

PREREQUISITES

- This lesson is related to Lesson 11, Professionalism: Appearance and Lesson 7 Public Versus Private.
- The lesson should be taught *before* students begin any internship so that standards of behavior are set in preparation for the internship.

RESOURCES AVAILABLE

- *Professionalism: Behavior Rubric*
- *Behavior Scenarios*

ACROSS THE CURRICULUM

Knowledge of appropriate behavior in different environments has universal applications.

LESSON GOAL

Demonstrate understanding of what behaviors are appropriate and inappropriate at an internship site.

Essential Question

How can I demonstrate professionalism at a work or school site?

Student Expectations

1. Participate in discussions about professionalism.
2. Participate in role play to demonstrate knowledge of professionalism.
3. Create a role play that demonstrates understanding of professionalism.
4. Reflect on the definition of professionalism and standards for behavior expectations.

LESSON OBJECTIVES

1. Define professionalism.
2. Demonstrate an understanding of professionalism.
3. Evaluate professional and unprofessional behaviors in an internship scenario.
4. Develop an action plan for maintaining professionalism in difficult situations.

RATIONALE

Many students have not been faced with the necessity of behaving in a professional manner and maintaining professionalism in difficult situations. This lesson is designed to ensure that all students will be prepared for the professional behavior expectations at a job or internship site.

Professionalism is difficult to define. Some people think that professionalism is a superficial way of impressing a supervisor by dressing up, socializing, or being assertive. However professionalism is a foundation for effective communication and efficient performance. Professionalism involves standards for honor and integrity, respect, responsibility, leadership, caring, compassion, communication, and competence.



Professionalism: Behavior Rubric



Behavior Scenarios at Site

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Professionalism: Behavior Rubric* to explain how students will be evaluated. Then discuss the following.
 - a. Relate a situation in which you observed unprofessional behavior. For example, it may be when someone yelled at another person, made improper comments, or told an offensive joke. Explain what you or others did in response and how uncomfortable people felt. Then discuss what appropriate reactions could have been.
 - b. Ask students to describe similar situations they have witnessed, perhaps in a store, or in public.
 - c. Discuss students' thoughts and definitions of professionalism. Distinguish among professionalism at school, on the bus, in a store, and at a work or internship site. Make students recognize there are different standards for professionalism in different places.
 - d. Work together to create a definition of professionalism and record it on the board.

ASSESSMENT

Discussion Contribute to discussion to develop a definition of professionalism.

2. **SMALL GROUP** Divide the class into small groups of 3-4 and distribute the *Behavior Scenarios* resource that students will use for role playing. Explain that each group should pick one scenario and plan to act it out twice, once using unprofessional behavior and once using professional behavior. Give them five minutes to prepare their role plays.

ASSESSMENT

Small Group Role Play Participate in planning the role play.

3. **WHOLE GROUP** Have each group act out its scenario in front of the class. After each role play, discuss the group's decisions asking these questions.
 - a. Did the group find the best possible way to react in the scenario?
 - b. How could this situation be handled differently?
 - c. How could the situation be handled more professionally?

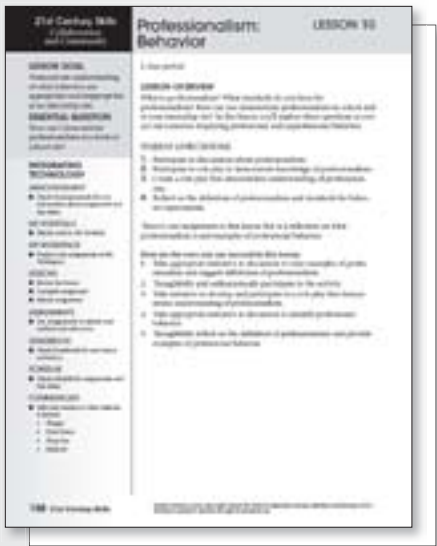
ASSESSMENT

Role Play Participate in role play that demonstrates knowledge of professional and unprofessional behavior.

4. **SMALL GROUP** After each group has completed its role play, have the group develop its own scenario to act out. The scenario should be something the group feels is important and realistic for an internship site. Repeat the group presentations and discussion.

ASSESSMENT

Scenario Creation Create a role play to demonstrate understanding of professional and unprofessional behavior.



Student Pages

- 5. WHOLE GROUP** Summarize the lesson with these questions. Make sure to mention the rules and standards your school has adopted for behavior.
- What is the role of the teacher or site mentor in a difficult situation?
 - What is the responsibility of each participant in an unprofessional situation?
 - What rules or standards are expected of behavior at an internship site?
 - What have you learned about professionalism?

ASSESSMENT

Discussion Participate in class discussion of professional behavior.

REFLECTION

Have students write a reflection on the following issues.



ASSIGNMENT

- What is professionalism?
- List and describe three behaviors that would be good to demonstrate at an internship site.
- List and describe three behaviors that would be inappropriate to display at an internship site.
- What questions do you still have about professionalism?

ASSESSMENT

Reflection Demonstrate understanding of professionalism at an internship site.

ASSESSMENT

Use the *Professionalism: Behavior Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Mailtool
- Chat Room
- Roster
- Drop box

Ohio Academic Content Standards

Grade 9 Social Studies: Citizenship Rights and Responsibilities

Participation

2. Describe and compare opportunities for citizen participation under different systems of government.

Grade 9 Language Arts Communication: Oral and Visual

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.

4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.

7. Vary language choices as appropriate to the context of the speech.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs may need to have this lesson adapted for their specific IEP. This may include giving the student additional time, guidance, or helping them type their submission on this assignment. The advisor should consult with the student's IEP coordinator or IEP specialist for appropriate strategies.

GIFTED AND TALENTED

Encourage gifted students to lead their small groups, or develop a script for their role playing. In addition, if you have leaders in class, they can be encouraged to lead the initial and final discussion.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- **Miss Manners Column Index** Use this link for tips on proper behavior, manners, and etiquette in public and private. lifestyle.msn.com/Relationships/Article.aspx?cp-documentid=27876
- **wikiHow** Use this link to answer questions about proper behavior, manners, and etiquette www.wikihow.com/Have-Good-Manners.
- **Manners and Etiquette Resource** Use this link to find lessons and activities for teachers to use to reinforce manners and etiquette in public and private. Featuring Activities on Manners by Cyndee Harrison of www.Manners4Kids.com. www.teacherplanet.com/resource/manners.php

BOOK RESOURCES

Use these books to learn more about activities for developing appropriate behavior, dress and language.

- Boys Town Press. *Basic Social Skills for Youth: A Handbook from Boys Town*. Boys Town Press, 1997.
- Goldstein, Arnold P. *The Prepare Curriculum: Teaching Prosocial Competencies*. Research Press, 1999.
- Goldstein, Dr. Arnold P., and Dr. Ellen McGinnis. *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*. Research Press, 1997.