

Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by Steve Ahlenivs, President & CEO, McAllen Chamber of Commerce

Cynthia Salgado	Communications	Summer 2007
Teacher's Name	Course/Subject	Date(s)/Time

Content	Objective(s)	Career Concentration(s)
	TLW exercise interpreting a recognized emotion to analyze/evaluate the power & quality of the voice when speaking on the telephone; using a T-chart, TLW will record approp. ways to improve voice projections.	<input type="checkbox"/> Agricultural Science <input checked="" type="checkbox"/> Human Dev., Management & Services <input type="checkbox"/> Art, Communications & Media <input type="checkbox"/> Industrial and Engineering <input type="checkbox"/> Business & Marketing <input type="checkbox"/> Personal and Protective Services <input type="checkbox"/> Health Science Technology

TEKS Reference: 1A, D, F, H; 2B, H; 4C, H, K

Process	Focus/Anticipatory Set	Bloom's Taxonomy in Lesson	Multiple Intelligences	SCANS						
	Pictures of customer service over the telephone and in person; tell of a rude telephone experience; list rude behavior (tone, words, etc).	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application	<input type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Logical/Math <input type="checkbox"/> Musical <input type="checkbox"/> Spatial	Foundation						
Relevance/Connection to Workplace	<input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Bodily-Kinesthetic <input type="checkbox"/> Intrapersonal <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Naturalist	Competencies							
Customer service over the telephone and in person.				1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
				2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
				3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
				4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Process	Instructional Methodology (Activities)	Instructional Material(s)
	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Class/Group Discussion <input type="checkbox"/> Teacher Modeling <input checked="" type="checkbox"/> Question/Answer <input type="checkbox"/> Media Presentation <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Independent Practice	Chapter 8; role play using information on page 258-259; T-chart to list behavior / appropriate alternatives;

Process	Detail(s) of Instructional Methodology (Activities)	Materials/Resources
	Working in a pairs each team will select a different emotion. While one student orally interprets words on a cereal box (or other item) using only the the written information as dialogue using the selected emotion while the other student acts out the emotion. Each team will convey the emotion within 30-60 seconds. The words may make no sense, however the vocal tones will convey the emotions & will help in expressing the appropriate message while communicating over the phone.	selected emotions, cereal boxes (or other items), T-chart

Process	Accommodations	Use of Technology
	peer tutoring; frequent feedback; oral presentation; visual aids	internet, computer to provide picture of cereal box or food item

Product	Assessment	Bloom's Taxonomy in Assessment
	<input type="checkbox"/> Teacher Evaluation <input checked="" type="checkbox"/> Peer/Self Evaluation <input type="checkbox"/> Employer Evaluation <input checked="" type="checkbox"/> Written/Oral Presentation <input type="checkbox"/> Test/Quiz <input type="checkbox"/> Others; _____	<input type="checkbox"/> Knowledge <input type="checkbox"/> Analysis <input type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Synthesis <input type="checkbox"/> Application <input checked="" type="checkbox"/> Evaluation

Product	Reteach Activity/Homework	Lesson Closure
	role-play scripts; create list of rude/pleasant words to use; express emotions looking into a mirror; record voice and evaluate areas of improvement.	Overview of rude behaviors/emotions and manners of how we would like to be treated; self-check alternatives to do on our own using the right side of the T-chart.