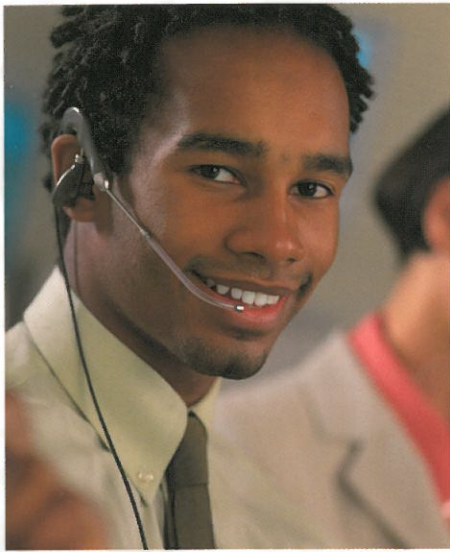


# W.A.G.E.S.

**Working at Gaining Employment Skills**



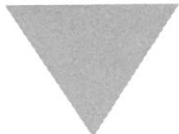
**A Job-Related  
Social Skills  
Curriculum  
for Adolescents**

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# Contents

## PART ONE

### INSTRUCTOR'S GUIDE

<b>Introduction</b>	<b>3</b>
<b>Curriculum Overview and Teaching Strategies</b>	<b>3</b>
Lesson Format	3
Complementary Activities	6
Teaching Tips	7
Evaluation and Assessment	10
<b>Conceptual and Research Foundation for the W.A.G.E.S. Curriculum</b>	<b>11</b>
Social Behavior: General Orientation and Theory	14
Foundation of the W.A.G.E.S. Curriculum	17
Instructional Content	17
Curriculum Features	20
Effective Teaching Behavior	20
Effective and Practical Structure	21
<b>References</b>	<b>23</b>

## PART TWO

### LESSONS

<b>UNIT ONE</b>	<b>LESSON 1</b>	<b>GETTING THE BALL ROLLING</b>	<b>31</b>
(INTRODUCTION)	<b>LESSON 2</b>	<b>W.A.G.E.S. PROGRAM OVERVIEW</b>	<b>35</b>
<b>UNIT TWO</b>	<b>LESSON 3</b>	<b>LOCUS OF CONTROL = RESPONSIBILITY</b>	<b>45</b>
(LOCUS OF CONTROL)	<b>LESSON 4</b>	<b>WHAT DOES "LOCUS OF CONTROL" MEAN TO THE TEAM? (PART ONE)</b>	<b>51</b>
	<b>LESSON 5</b>	<b>WHAT DOES "LOCUS OF CONTROL" MEAN TO THE TEAM? (PART TWO)</b>	<b>57</b>
	<b>LESSON 6</b>	<b>SELF-CONTROL (PART ONE)</b>	<b>61</b>
	<b>LESSON 7</b>	<b>SELF-CONTROL (PART TWO)</b>	<b>65</b>
	<b>LESSON 8</b>	<b>MAKING MORE W.A.G.E.S.</b>	<b>71</b>
<b>UNIT THREE</b>	<b>LESSON 9</b>	<b>TEAMWORK</b>	<b>77</b>
(TEAMWORK)	<b>LESSON 10</b>	<b>GOOD VALUES ARE OUT OF THIS WORLD!</b>	<b>81</b>
	<b>LESSON 11</b>	<b>WHAT'S IN THE BAG?</b>	<b>87</b>

	LESSON 12	WHAT'S IN A TEAM? . . . . .	91
	LESSON 13	PRACTICE MAKES PERFECT . . . . .	95
<b>UNIT FOUR</b>	LESSON 14	DID I HEAR YOU RIGHT? . . . . .	101
(COMMUNICATION)	LESSON 15	COMMUNICATION BREAKDOWN . . . . .	105
	LESSON 16	COULD YOU REPEAT THAT? . . . . .	109
	LESSON 17	ACCEPTING CRITICISM . . . . .	115
	LESSON 18	COMMUNICATING WITH POWER . . . . .	121
	LESSON 19	COMMUNICATING WITH SELF-CONTROL . . . . .	127
	LESSON 20	ENTHUSIASM . . . . .	137
	LESSON 21	PEER INTERVIEWS ORIENTATION . . . . .	141
	LESSON 22	INTERVIEWS WITH PEER RATINGS (PART ONE) . . . . .	147
	LESSON 23	INTERVIEWS WITH PEER RATINGS (PART TWO) . . . . .	149
	LESSON 24	INTERVIEWS WITH PEER RATINGS (PART THREE) . . . . .	151
<b>UNIT FIVE</b>	LESSON 25	HOW DO I SOLVE THE PROBLEM? . . . . .	155
(PROBLEM SOLVING)	LESSON 26	LET'S SOLVE SOME OF OUR OWN PROBLEMS. . . . .	163
	LESSON 27	DEPENDABILITY . . . . .	167
	LESSON 28	HONOR ROLE . . . . .	173
	LESSON 29	THE WHOLE IS GREATER THAN THE SUM OF ITS PARTS . . . . .	179
	LESSON 30	CREATIVE RADD . . . . .	185
	LESSON 31	MAKING MORE W.A.G.E.S. AGAIN . . . . .	189
	LESSON 32	LET'S RADD OUR PROBLEMS (PART ONE) . . . . .	191
	LESSON 33	LET'S RADD OUR PROBLEMS (PART TWO) . . . . .	193

## APPENDIX

<b>VOCABULARY LISTS . . . . .</b>	<b>199</b>
<b>CBM VOCABULARY TESTS . . . . .</b>	<b>207</b>
<b>MAKING W.A.G.E.S. GAME CARDS . . . . .</b>	<b>221</b>
<b>UNIT MASTERY VOCABULARY TESTS . . . . .</b>	<b>243</b>
<b>EMPLOYER MOCK INTERVIEW EVALUATION . . . . .</b>	<b>255</b>

## LESSON 3

# Locus of Control = RESPONSIBILITY

<b>PURPOSE</b>	<p>THIS LESSON PROVIDES AN OPPORTUNITY FOR STUDENTS TO UNDERSTAND WHAT IT MEANS TO TAKE RESPONSIBILITY FOR THEIR OWN ACTIONS.</p> <p>Students will learn how to differentiate between an internal and an external locus of control (LOC). This lesson will emphasize the value of an internal locus of control in job settings.</p>
<b>COMPLEMENTARY ACTIVITIES</b>	<p>At some point during Unit Two, schedule a day for the career guidance activity suggested in <b>Table 3</b> of the Instructor's Guide.</p>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>Students will understand that LOC is a framework for measuring their ownership (responsibility) of a situation or problem.</li> <li>Students will understand that LOC can be reflected in actions or words that are external or internal.</li> <li>Students will recognize behaviors that suggest a person is acting in an internal manner (taking responsibility) or an external manner (not taking responsibility) by the person's actions or reactions.</li> </ul>
<b>REQUIRED MATERIALS</b>	<ul style="list-style-type: none"> <li>Newspaper articles that exemplify internal and external LOC</li> <li>Locus of Control Worksheet</li> <li>Locus of Control Log for homework</li> </ul>
<b>LESSON 3 VOCABULARY</b>	<p>REFER TO THE <b>UNIT TWO VOCABULARY LIST</b> AS YOU REVIEW THE FOLLOWING VOCABULARY PHRASES.</p> <p><b>Locus of Control (LOC):</b> The "location" of an individual's sense of personal control or responsibility over actions and events. For example, people who tend to blame others have a locus of control that is located outside of themselves.</p> <p><b>Internal Locus of Control:</b> "Internal locus of control" is a measure that determines how much self-control and responsibility a person has for his or her own behavior. People with a strong internal locus of control tend to "own," or take credit or blame for, their actions. Example: apologizing for being late to a meeting without making excuses.</p> <p><b>External Locus of Control:</b> "External locus of control" is a measure of how little self-control and responsibility a person has for his or her own behavior. People with a strong external locus of control tend to "moan" about, or place credit or blame for, their actions. Example: whining or making excuses about being late.</p>

## DESCRIPTION OF ACTIVITY:

### ACTIVITY 3.1 NEWSPAPER ARTICLE (25 MINUTES)

**THIS ACTIVITY WILL ALLOW STUDENTS TO RECOGNIZE REAL-LIFE SITUATIONS INVOLVING AN INTERNAL AND AN EXTERNAL LOCUS OF CONTROL.**

- ◀ Introduce the lesson by reading an article from the local newspaper that demonstrates that the person being described in the story has little sense of personal responsibility (e.g., suing a gun manufacturer for making the weapon that killed someone's child). Discuss this person's locus of control with the students.
- ◀ Ask students if they can think of other people and situations where a sense of self-control was lacking (e.g., hallways at break, lunchroom, athletic contest).
- ◀ Read an article that demonstrates or shows a person with a high level of personal responsibility. Discuss this person's degree of self-control with the students.
- ◀ Have students think of other people and situations where self-control was demonstrated (e.g., raising hand vs. interrupting, handing the ball to a referee after a bad call vs. yelling at him, staying "cool" after missing a putt vs. throwing your club). Emphasize the importance of self-control.
- ◀ Explain that behaviors or statements that demonstrate a lack of control or ownership tend to be "external" in nature. Conversely, behaviors and statements that exemplify self-control and ownership can be viewed as "internal."

Have students provide examples of statements that demonstrate internal or external locus of control. List their ideas on a flip chart or board under **"Moaning/Placing Blame or Credit/External"** or **"Owning/Taking Blame or Credit/Internal."** Explain that you want to be sure they understand the difference between an internal and an external locus of control, as it is important to practice "owning" your own behaviors. They might give an example such as, "My alarm didn't go off. That's why I was late." They then should be able to identify this as **"Moaning/Placing Blame or Credit/External."**

### ACTIVITY 3.2: LOC WORKSHEET (15 MINUTES)

**THIS ACTIVITY WILL ALLOW STUDENTS TO DEMONSTRATE IN WRITING THEIR UNDERSTANDING OF THE DIFFERENCE BETWEEN AN INTERNAL AND AN EXTERNAL LOCUS OF CONTROL.**

- ◀ Hand out the LOC Worksheet to all students.
- ◀ Model the first item so that they get the idea of how to write an internal or external locus response to a statement or situation. Prompt the students for ideas of how to complete the first item. Basically, they are to write an internal and external response to each statement.

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- ◀ Give students 10–15 minutes to complete the worksheet individually. Students may talk to one another while working on the assignment. (As a time-saving alternative, you may give this worksheet as homework to be done before the next lesson.)

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**Wrap-Up/Homework:** (5 minutes)

Hand out the LOC Log sheet to each student. Explain that this sheet will be assigned as ongoing homework during the four units of the course. We suggest that you make the first completed log sheet due within two to three days. Four more completed log sheets should be due at various times throughout the remainder of the course (for example, every fifth class meeting). Walk students through some examples of how they will record events that occur that reflect internal and external locus of control. It is helpful to reward students for log entries as they continue to participate in remaining lessons. If grades are used, five complete logs over the course of the term or semester could be equated with an "A," four could be a "B," and so on.

# LESSON 6

## Self-Control (Part One)

<b>PURPOSE</b>	<p><b>THIS LESSON INTRODUCES STUDENTS TO STRATEGIES THAT WILL HELP THEM MAINTAIN SELF-CONTROL IN STRESSFUL SITUATIONS.</b></p> <p>They will understand how these strategies help people operate from an internal locus of control. Students will investigate what causes them to lose control and how they react emotionally and physically to stress.</p>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>Students will be able to identify common “firecrackers” that cause them to lose self-control.</li> <li>Students will use a “pressure gauge” to detect the physical/emotional signals that occur as they begin to lose self-control.</li> </ul>
<b>REVIEW</b> (5 MINUTES)	<p>Ask students for examples of people who have lost control under stress. Explain that these are the behaviors that cost people relationships and jobs. As they talk about these events or situations attempt to help students understand the connection between locus of control and self-control. Affirm that acting from an internal locus of control encourages people to demonstrate a higher level of self-control.</p>
<b>REQUIRED MATERIALS</b>	<ul style="list-style-type: none"> <li>Flip chart or white board</li> <li>“I’m Going Off!” Worksheet</li> </ul>
<b>LESSON 6 VOCABULARY</b>	<p><b>HAVE STUDENTS REFER TO THEIR UNIT ONE VOCABULARY LIST AS YOU INTRODUCE THE FOLLOWING VOCABULARY WORDS.</b></p> <p><b>Firecracker:</b> A word, statement, or action that makes a person “go off” and begin to lose self-control. Example: being called “stupid” by a coworker when you ask an honest question.</p> <p><b>Pressure Gauge:</b> The physical/emotional indicator that signifies someone is under stress and losing control. For example, sweaty palms, clenched fists, a red face, a tight stomach, elevated breathing, and a suffocating feeling are all indicators of starting to lose self-control.</p>

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## DESCRIPTION OF ACTIVITY

### ACTIVITY 6.1 "I'M GOING OFF!" (20 MINUTES)

This activity allows students the opportunity to identify common "firecrackers" that set them off. They will also become familiar with their personal "pressure gauge," which registers stress and a loss of control.

- ◄ **Discuss** what sets people "off" in various situations. Have students provide key words, phrases, or gestures that act as "firecrackers" in stimulating a loss of self-control. For example, "When my boss rolls his eyes at me if I ask a question, I go ballistic" or "My boss tells me that I'm always late. I hate that!" Record their responses on the flip chart or white board.
- ◄ **Explain** that "firecrackers" tend to create a reaction in people that activates emotions. These emotions can be physically detected by a "pressure gauge" that measures increased stress and loss of control. Record on the flip chart or board the various "pressure gauge" reactions that students have noticed in themselves and others (i.e., sweaty palms, clenched fists, rapid breathing).
- ◄ **Hand out** the "I'm Going Off!" worksheet. Have students list different firecrackers that have set them off at home, at school, and at work (assuming they have worked in some capacity). After they have determined what firecrackers have set them off, have students begin thinking about the emotional or physical responses that register on their "pressure gauges."
- ◄ **Discuss** examples of firecrackers and pressure gauge reactions with the entire group.

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### WRAP-UP/HOMEWORK:

Ask students if they see a connection between the strategies presented in this lesson with operating from an internal locus of control. Tell them that maintaining self-control is critical to communicating effectively. Explain that later, during the communication unit, they will have an opportunity to practice their self-control in a "constructive communication" role-play.

Name \_\_\_\_\_

# "I'm Going Off!"

Students should recall events and interactions that have occurred in three different settings: home, school, and workplace. They should list three "firecrackers" that have been ignited in each setting. The firecrackers should set off reactions that can be measured on their "pressure gauge." They should record the common reaction(s) to each firecracker in the pressure gauge section. For example, Firecracker = "My mom telling me to get off the phone, when she's been on it all evening." Pressure Gauge = "A knot in my stomach."

## At Home

**FIRECRACKERS:****PRESSURE GAUGE:**

1.

1.

2.

2.

3.

3.

## At School

**FIRECRACKERS:****PRESSURE GAUGE:**

4.

4.

5.

5.

6.

6.

## At Work

**FIRECRACKERS:****PRESSURE GAUGE:**

7.

7.

8.

8.

9.

9.