LEVEL 2: WORKPLACE BEHAVIOR UNIT
LESSON 2: SUCCESSFUL BEHAVIOR

LESSON OVERVIEW

Digitability's Level 2 of the Classroom Economy includes strategies for teaching workplace behavior. In the workplace, there are behaviors that will help an employee be successful and behaviors that can be problematic. This lesson focuses on the many behaviors that will help students be successful in the workplace

Time: ~45 minutes

OBJECTIVE

Student will be able to demonstrate both successful and problematic workplace behaviors.

+$ SUCCESSFUL

Participation/contribution
Sharing/helping
Greeting a guest

Following directions/
Staying on task
Encouraging

-$ PROBLEMATIC

Off task
Off topic/inappropriate comment
Disrespect/teasing
Complaining/whining

Interrupting
UMAPA
Arguing

PRINT PREPARATION

1. Print this lesson's Dollar Tracker.

2. Review sequence of activities in lesson.

3. Learn which supplements you will use.

4. Print/Copy/Laminate materials that fit your student's needs.

5. Refer to your Level 2 Guide to read about effective practices
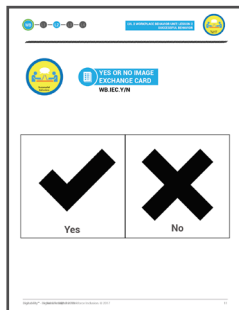
Successful Behaviors

LESSON PLAN

WARM UP

? 1. *"For a participation dollar, who can tell me one behavior that you earn a dollar for in this classroom? "*

Possible Answers: Participating, Contributing, Following Directions

2. Distribute **WB.IEC.SUCESS** Image Exchange Cards to students. See **+$** DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 On-topic verbal response shared response

T2 Writes response down in notebook or on post-it OR rephrase prompt to a **yes or no** question

T3 Points to **Successful Behavior Image Exchange cards** [9.4.IMAGE] or use **Yes or No Image Exchange Card** [9.IEC.Y/N] for rephrased question.

+/− 3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings on the **Dollar Earnings Tracker. [WB.2.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION	**−$ PROBLEMATIC**
"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."	You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.

Repeat the process to ensure all students get a chance to participate and earn a participation dollar.

Pro tip EBP Increasing Attendance: Use a timer for short, independent activities. Assign a dollar amount for completing tasks within the timer limits.

SUCCESSFUL BEHAVIOR GLOSSARY

1. *"This group does a great job participating. Participating or contributing is a behavior that will make you successful in the workplace. Today, we are going to identify more behaviors that will make you successful in the workplace, such as helping, greeting others, following directions or encouraging your peers."*

2. Distribute **WB.2.2**, Successful Behavior Glossary to students. See **+$ DIFFERENTIATION** for this activity to identify supplements needed for your students.

Pro tip Build confidence in your students: Identify students who have not earned money and focus on engaging them. Use differentiation tools if reluctant to participate. Ie. Have them point or write down their answers. EVERY student should be earning money.

Successful Behaviors

DIFFERENTIATION

T1 Using **Tier 1 Successful Behavior Glossary** [WB.2.2.1], students will write a paragraph that describes the ways they exhibit each behavior.

T2 Using **Tier 2 Successful Behavior Glossary** [WB.2.2.2], students will identify ways they exhibit each behavior using a checklist.

T3 Modify T2 checklist options and read out loud to students. Students point to **Yes or No Image Exchange Card** [WB.IEC.Y/N] for rephrased question.

3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings on the **Dollar Earnings Tracker. [WB.2.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION	-$ PROBLEMATIC
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.

ACT IT OUT!

1.Tell students*, "Great! Now that we spent some time understanding what behaviors can help you be successful in the workplace, we are going to practice acting them out."*

2. Distribute **WB.2.3** Acting Out Successful Behaviors. See +$ **DIFFERENTIATION** for this activity to identify supplements needed for your students.

3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings on the **Dollar Earnings Tracker.** **[WB.2.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

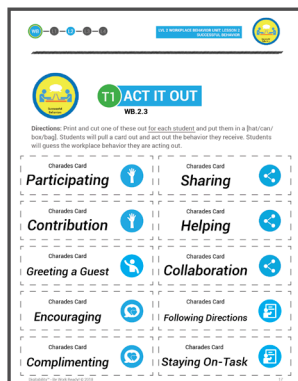| **+$** PARTICIPATION	**-$** PROBLEMATIC
"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."	You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.

4.Tell students, *"One by one, you will come up and pick a behavior out of this [hat/can/box/bag]. You will act out the behavior and our class will try to guess which successful workplace behavior you are acting out. For two participating dollars, who would like to go first?"*

5. Use your Dollar Tracker to keep track of which students have come up and call on students until everyone has had a turn. Students may want to include other students in their scenarios.

CALL IT OUT!

1. Cut and Distribute **WB.2.4**, the Call it Out Cards and pass ALL cards out to student. See **+$** DIFFERENTIATION for this activity to identify supplements needed for your students.

+$ DIFFERENTIATION

T1 Tier 1 students use their auditory processing and receptive language to interpret scenario read by the teacher.

T2 Tier 2 students can use a copy of WB.2.4.2, the Call it Out Scenarios to read and interpret scenario.

T3 Tier 3 students can use a copy of WB.2.4.3, the Call it Out Scenarios to read and interpret scenario. There are visual cues that the student can use to match the correct response to the behavior. Tier 3 students can be paired with another student or support staff/teacher for help.

+/- 3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings on the **Dollar Earnings Tracker. [WB.2.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION

"That's right. You earn a dollar when you participate. You know that you exhibited a successful workplace behavior because I said, 'You earned a participation dollar.' Participation is one behavior that will make you successful in the workplace."

-$ PROBLEMATIC

You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.

3. Tell students, *"For a participation dollar, someone tell me what you hear me say after someone participates or contributes to our discussion?"*

Possible Answers: Nice job participating! You earned a dollar. Good work! You earned a participation dollar. Nice job contributing and earning a dollar!"

4. Ask, *"For a participation dollar, when you share in the classroom, what am I going to say to you?"*

Possible Answers: Nice job! You earned a sharing dollar.; Good work sharing; you earned a dollar! You earned a sharing dollar. Nice job sharing and earning a dollar!"

5. Ask, *"For a participation dollar, when you encourage a peer in the classroom, what am I going to say to you?*

Possible Answers: Nice job encouraging [name]! You earned a sharing dollar.; Good work encouraging your co-worker, teammate or classmate; you earned a dollar! You earned a encouraging dollar. Nice job encouraging your colleague and earning a dollar!"

6. *"We're going to play Call it Out! In this game, you will get a card with a phrase on it. You can look at it when you get it. We will read several behavior scenarios. If you think that your card is the appropriate response to the story, then you Call it Out. That means you can read it out loud without raising your hand. If you're right, you will win $2 for participating and getting the answer correct!"*

7. If you have support staff in your classroom, please encourage them to participate in this activity. You can also reference them by name using the scenarios as an example. *"So if you share your ideas to help solve a problem for a peer, what is Ms. Brown going to say to you?" [student responds] Yes, Ms. Brown is going to say, 'Nice job helping your teammate with their email. You earned a participation dollar.' [Then, you provide your immediate feedback: Great job participating [student] and earning a dollar."*

EXIT TICKET: BEHAVIOR AND CONSEQUENCES

1. Distribute **WB.2.5**, Behaviors and Consequences Exit Ticket to students. See **+$ DIFFERENTIATION** for this activity to identify supplements needed for your students.

+$ DIFFERENTIATION

T1 Using **Tier 1 Behaviors and Consequences Exit Ticket** [WB.2.5.1], students will identify the behavior being described and the teacher's response.

T2 Using **Tier 2 Behaviors and Consequences Exit Ticket** [WB.2.5.2], students will match the behavior being described and give one example of a teacher's response.

T3 Using **Tier 2 Behaviors and Consequences Exit Ticket** [WB.2.5.2], students will match the behavior being described and give one example of a teacher's response. Alternatively, student can complete WB.2.5.3, Trace and Learn activity.

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings on the **Dollar Earnings Tracker.** **[WB.2.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION	**-$ PROBLEMATIC**
"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."	You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.

3. Check student responses for accuracy and areas that may need to be worked on in the classroom.

IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.

2. Students will fill in their dollar earnings from the lesson using their My Digitability Earnings sheet **[WB.2.6]** Have students staple this sheet into their notebooks so they can use it for the entire unit.

3. Ask students, "For a participating dollar, what will you do with your earnings?"

4. If time permits, students can log into their student accounts for independent practice. Remember to set a boundary for students when completing lessons independently. For example, say "You can unlock badges up until [name of badge you want students to stop at]. Then stop what you are doing and put your thumbs up."

+$ DIFFERENTIATION
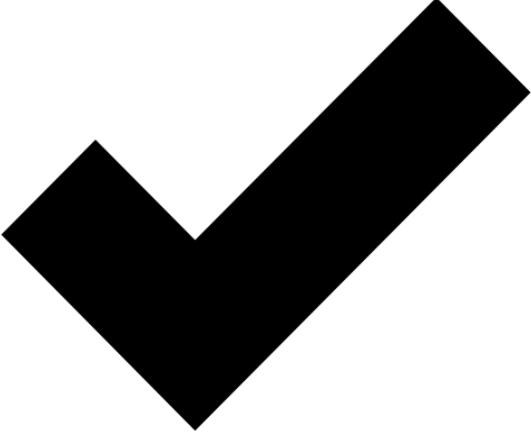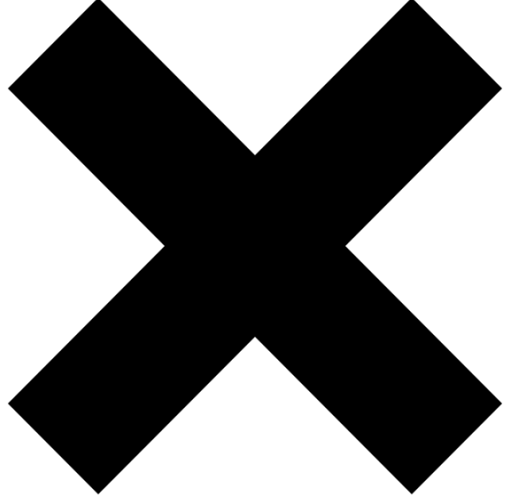
T1 Login independently **using password cards.**

T2 Login independently **using password cards** with the help from a Tier 1 partner for any required troubleshooting.

T3 Teacher or Tier 1 assistance to help student login using their password card.

WB — L1 — L2 — L3 — L4

Successful Behaviors

Behaviors

Name

Behaviors	EX: Sam					
Successful +$						
Participation/ Contributing	ЖІ					
Sharing/Helping/ Collaborating	ІІІ					
Greeting a Guest	І					
Following Directions/ Staying on-task	ІІІ					
Encouraging/ Complimenting	ІІ					
Problematic -$						
Off Task						
Off-Topic/ Inappropriate Comment		**Unlock problematic behaviors Sprending in Unit 9**				
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						

WB — L1 — L2 — L3 — L4

Successful Behaviors

YES OR NO IMAGE EXCHANGE CARD

WB.IEC.Y/N

✔ **Yes**	✗ **No**

Successful
Behaviors

SUCCESSFUL BEHAVIOR
IMAGE EXCHANGE CARDS
WB.IEC.SUCCESS

Participating/Contributing

Sharing/Helping/ Collaborating
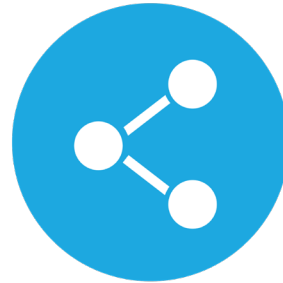
Encouraging/Complimenting

Following Directions/ Staying on-task

Greeting a guest

T1 SUCCESSFUL BEHAVIOR GLOSSARY

WB.2.2.1

PARTICIPATION/CONTRIBUTING:

Taking part in an activity. Providing contributions to a group or team.

Ex: 1. Teacher asks to name the first word that comes to mind when you hear the word 'internet.' Marcus raises his hands and says, "YouTube!"

Ex: 2. Carlos's supervisor asks him to enter data into a team doc. This doc will be used to help the company meet their goals.

I participate when _____

_____

SHARING/HELPING/COLLABORATION:

Working with another peer to complete a task. Sharing a resource or information that helps a peer. Offering guidance to help a peer complete a task.

Ex: 1. Vincent forgets his notebook and needs to write an essay. His classmate Lamar offers to share his paper from his notebook.

Ex: 2. Kevin is having trouble using the copier at work. Kim notices that Kevin is frustrated and helps him make his copies.

I share when _____

_____

GREETING A GUEST:

To welcome or recognize a guest. Introducing a friend or yourself to others.

Ex: 1. DeShaun sees Terrence's mom enter his classroom. DeShaun walks up to his mom and says, "Good Morning, Mrs. Watkins! I'm DeShaun. Great to have you visiting our classroom today."

Ex: 2. David is waiting to be interviewed for a job. The HR Director walks into the waiting room and introduces himself. David stands up, shakes his hand and says, "Hello, I'm David Cohen. Great to meet you!"

I greet guests when ————————————————————

FOLLOWING DIRECTIONS/STAYING ON TASK:

Student sustains attention, completes a given task and follows directions.

Ex: 1. Karema is enjoying a science video on the classroom computer. The teacher notices Karema's math assignment on the floor and asks her to pick it up. Karema stops what she is doing and puts her math assignment inside of a folder.

Ex: 2. Yann is asked by his supervisor to shift his focus from his video project to the maintenance of graphic files. Yann wants to finish, but he understands that his supervisor has prioritized the graphic files. He shifts his focus as asked.

I follow directions/stay on task when ————————————————————

ENCOURAGING/COMPLIMENTING:

Giving verbal or other types support to build confidence and promote future success.

Ex: 1. When Quamier finishes his presentation, Devonte says, "Great job explaining your topic. I also really liked your Google Slide design."

Ex: 2. David gives a shout out to his co-worker Kayla for delivering a project before the deadline.

I encourage when ————————————————————

T2 SUCCESSFUL BEHAVIOR GLOSSARY

WB.2.2.2

PARTICIPATION/CONTRIBUTING:

Taking part in an activity. Providing contributions to a group or team.

Ex: 1. Teacher asks to name the first word that comes to mind when you hear the word 'internet.' Marcus raises his hands and says, "YouTube!"

Ex: 2. Carlos's supervisor asks him to enter data into a team doc. This doc will be used to help the company meet their goals.

I speak about my ideas when working in a group.	☐	I raise my hand and answer questions in class when my teachers ask questions	☐	I work with my team in a Google doc.	☐

SHARING/HELPING/COLLABORATION:

Working with another peer to complete a task. Sharing a resource or information that helps a peer. Offering guidance to help a peer complete a task.

Ex: 1. Vincent forgets his notebook and needs to write an essay. His classmate Lamar offers to share his paper from his notebook.

Ex: 2. Kevin is having trouble using the copier at work. Kim notices that Kevin is frustrated and helps him make his copies.

I offer my classmates supplies if they need it.	☐	I help my classmates when they have trouble with technology.	☐	I help my mom reach a dish when she can't reach.	☐

GREETING A GUEST:

To welcome or recognize a guest. Introducing a friend or yourself to others.

1. DeShaun sees Terrence's mom enter his classroom. DeShaun walks up to his mom and says, "Good Morning, Mrs. Watkins! I'm DeShaun. Great to have you visiting our classroom today."

2. David is waiting to be interviewed for a job. The HR Director walks into the waiting room and introduces himself. David stands up, shakes his hand and says, "Hello, I'm David Cohen. Great to meet you!"

| I introduce myself to new students on their first day. | ☐ | I introduce myself to my friends parents when I meet them. | ☐ | I introduce myself when I meet my interviewer. | ☐ |

FOLLOWING DIRECTIONS/STAYING ON TASK:

Student sustains attention, completes a given task and follows directions.

Ex: 1. Karema is enjoying a science video on the classroom computer. The teacher notices Karema's math assignment on the floor and asks her to pick it up. Karema stops what she is doing and puts her math assignment inside of a folder.

Ex: 2. Yann is asked by his supervisor to shift his focus from his video project to the maintenance of graphic files. Yann wants to finish, but he understands that his supervisor has prioritized the graphic files. He shifts his focus as asked.

| I finish tasks when they are assigned. | ☐ | I don't play with my pencil when I'm suppose to be working. | ☐ | I stop what I'm doing and do what my teacher needs me to do. | ☐ |

ENCOURAGING:

Giving verbal or other types support to build confidence and promote future success.

Ex: 1. When Quamier finishes his presentation, Devonte says, "Great job explaining your topic. I also really liked your Google Slide design."

Ex: 2. David gives a shout out to his co-worker Kayla for delivering a project before the deadline.

| I cheer my classmates on when they are struggling. | ☐ | I tell my co-workers how well they are doing after they finish presenting. | ☐ | I give my co-worker a shout out when they are doing a great job. | ☐ |

WB — L1 — L2 — L3 — L4

T1 ACT IT OUT
WB.2.3

Directions: Print and cut one of these out <u>for each student</u> and put them in a [hat/can/box/bag]. Students will pull a card out and act out the behavior they receive. Students will guess the workplace behavior they are acting out.

Charades Card *Participating*	Charades Card *Sharing*
Charades Card *Contribution*	Charades Card *Helping*
Charades Card *Greeting a Guest*	Charades Card *Collaboration*
Charades Card *Encouraging*	Charades Card *Following Directions*
Charades Card *Complimenting*	Charades Card *Staying On-Task*

Successful Behaviors

T1 CALL IT OUT
WB.2.4.2

Directions: Cut and hand out ALL cards to students. It's ok if students have more than one.

"Marcus, great job participating! You earned a participation dollar. YouTube is a part of the Internet."

"Marcus, great job participating! You earned a participation dollar."

"Marcus, great job following directions! You earned a participation dollar."

"Vincent, great job following directions! You earned a participation dollar."

"Marcus, great job sharing! You earned a participation dollar. Google is a search engine."

"Vincent, great job greeting a guest! You earned a participation dollar."

"Vincent, great job encouraging!. You earned a participation dollar."

"Marcus, great job encouraging! You earned a participation dollar."

"Vincent, great job participating! You earned a participation a dollar."

"Vincent, great job encouraging! You earned a participation dollar."

"David, great job participating! You earned a participation dollar."

"Vincent, great job greeting a guest! You earned a participation dollar."

"David, great job following directions! You earned a participation dollar. Google Chrome is a Browser."

"Marcus, great job encouraging! You earned a participation dollar."

"Vincent, great job participating! You earned a participation dollar."

"David, great job sharing! You earned a participation dollar."

Successful Behaviors

T2 CALL IT OUT
WB.2.4.3

Directions: Read these scenarios to students. Print out a copy for tier 2 students.

Scenario 1

Teacher asks, "For a participation dollar, who can tell me something they think of when they hear the word, 'internet?'" Marcus raises his hand. The teacher calls on him. Marcus responds, "YouTube!"

Scenario 2

Students are entering the classroom returning from their lunch. The teacher has the Do Now on the board. Marcus sits right down, reads the Do Now and opens his notebook.

Scenario 3

Vincent needs a pencil. He asks the class if anyone has an extra pencil. Marcus goes in his bag and happily offers Vincent a pencil.

Scenario 4

Marcus is having trouble with a question he came to the board to answer. Vincent says, *"Come on Marcus, You can do it,"* while clapping for him.

Scenario 5

Teacher asks, "For a participation dollar, who can tell me something they think of when they hear the word, 'Google?'" Marcus raises his hand. The teacher calls on him. Marcus responds, "Searching!"

Scenario 6

Vincent's boss sits with him and goes over three tasks for him to finish before lunch. When the time comes up Vincent is finished with all the tasks that were assigned.

Scenario 7

Teacher says, *"Vincent is at his new job. His boss brings in a colleague he has never met. He brings him to Vincent and introduces him. Vincent smiles, says, "Hello," and shakes his hand.*

Scenario 8

Marcus is having a bad day. He has called out many times. Vincent comes over and says, *"Hi Marcus, everyone has a bad day, but you can always turn it around!"*

Scenario 9

Teacher asks, *"For a participation dollar, who can tell me something they think of when they hear the word, 'Email?'"* Vincent raises his hand. *The teacher calls on him. Vincent responds, "Communication!"*

Scenario 10

Teacher asks, *"For a participation dollar, who can tell me something they think of when they hear the word, 'Google Chrome?'"* David raises his hand. The teacher calls on him. David responds, "Browser!"

Scenario 11

David's boss sits with him and goes over five tasks for him to finish by the end of the day. At the end of the day David is finished with all the tasks that were assigned.

Scenario 12

Vincent is in a meeting at work. He is told by his team he will be creating emails to send to the district manager. Vincent works with his team to create three great emails that the district manager loved.

Scenario 13

Vincent is at the board answering a question David says, *"You're doing great Vincent!"*

Scenario 14

The teacher brings in a new student, "Class this is Kayla. She is new and excited to be here." Vincent goes over and says, "Hi I'm Vincent. Nice to meet you, Kayla."

Scenario 15

Kayla is at the board answering a question. Marcus says, *"You're doing great Kayla!"*

Scenario 16

Kayla does not have enough paper to finish her writing assignment. David offers her three pieces."

T1 **EXIT TICKET BEHAVIOR AND CONSEQUENCES**

WB.2.5.1

Directions: Read each scenario. Then fill in blanks in the teacher response.

Scenario 1

David's boss sits with him and goes over five tasks for him to finish by the end of the day. At the end of the day, David is finished with all the tasks that were assigned.

David, great job following directions. You earned a participation dollar.

Scenario 2

Natalie did her homework and knew the correct answer to the math problem. She raised her hand and offered to give the answer to the rest of the class. She was correct.

Natalie, great job _____. You _____.

Scenario 3

Jane needed to know where to find information about the science fair. She wanted to sign up. Brandon had already signed up. He showed Jane where to get the permission slip so that she could sign up for the fair.

Brandon, great job _____. You _____.

Scenario 4

Marcel was upset that he didn't win the science fair. However, John told him he did a great job and his project was great. This made Marcel feel happy.

John, great job _____. You _____.

Scenario 5

A new investor walks into the office to talk to your boss, Jake said, "Hello, welcome to the office."

Jake, great job _____. You _____.

Scenario 6

Natalie is having a bad day, she called out three times. Vincent comes over and says, "Cheer up Natalie. You still have a chance to make your dollars back!"

Marcus, great job _____. You _____.

Scenario 7

The teacher asks, *"For a participation dollar, what is the first thing you think of when you hear the word 'Internet'? Marcus raises his hand and responds, "Facebook!"*

Marcus, great job _____. You _____.

Successful
Behaviors

T2 EXIT TICKET BEHAVIOR AND CONSEQUENCES

WB.2.5.2

Directions: Match the scenario to the appropriate workplace behavior.

Maria says, "Hello Jimmy. How are you?" when the new student enters the classroom.

Participating/Contribution

Jimmy can't find the book he needs for class. Maria helps him by showing him where they are stored.

Sharing/Helping/ Collaborations

Jimmy raises his hand when he knows the right answer to the math problem.

Encouraging/ Complimenting

Maria tells Jimmy he is doing a great job in class.

Follow Directions/ Staying on Task

Maria and Jimmy put the materials back on the shelf where the teacher told them to.

Greeting a guest

Directions: Read the teacher response example below. Write in your own teacher response on the lines provided.

Ex: *"Vincent, great job sharing! You earned a participation dollar."*

_____

_____

Successful Behaviors

T3 **TRACE 'N' LEARN**

WB.2.5.3

Successful Workplace Behavior
Sharing, helping, encouraging, following directions, staying on-task, greeting a guest

MY DIGITABILITY EARNINGS TRACKER

Workplace Behavior Unit | WB.2.6

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Name:

	DATE:	DOLLARS EARNED:
LESSON 1: Welcome to Workplace Behavior		
LESSON 2: Successful Behavior		
LESSON 3: Problematic Behavior		
LESSON 4: Workplace Behavior Master Badge		

TOTAL DOLLARS EARNED: