

CHAPTER 05

Performing

Career Planning doesn't end once you get the job. It is just as important to learn job keeping skills as it is to learn job seeking skills. The following are lessons for performing.

Lesson One: The Toothpick Factory

The purpose of this lesson is to help students understand the importance of communication and learn about working in a team.

STANDARDS ALIGNMENT

North Carolina Essential Standards Guidance

- RED.CR.1 Understand the meaning and importance of career self-awareness and career goals.

North Carolina Professional Career Development Coordinator Standards

- Standard III: Career development coordinators understand and facilitate the implementation of a comprehensive career development program.
- North Carolina Essential Standards Grades 9-12, Information and Technology Essential Standards
- HS.TT.1.1 Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).

NC Community College System College and Career Readiness Adult Content Standards

- R.3 The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional and informational text.
- M.2 Students will develop and apply concepts of standard measurements and use measurement tools to explore, analyze, and solve mathematical and real-life problems.
- S.1 The student will develop and apply skills to demonstrate comprehension and collaboration of oral and aural information.

Workforce Development Standards

- 20 CFR Parts 676, 677, and 678: Workforce Innovation and Opportunity Act is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Programs are based on eligibility.

STUDENT OBJECTIVES

At the close of the lesson, learners will be able to say... I can

- Follow directions
- Communicate verbally
- Work efficiently in a group

MATERIALS NEEDED

- Toothpicks (flat-end)
- Scissors
- Rulers with ¼ inch markings
- Nail files
- Pencils
- Handout - Soft Skills Scorecard

DELIVERY SUGGESTIONS

The suggested time for the following lesson is 60 minutes depending on group size and technology access.

The following lesson is appropriate for:

- middle school students.
- high school students.
- adult learners.

INSTRUCTIONS

1. State purpose of session and post within the room for reference. (above)
2. Share the **I can** statements and post within the room for reference. (above)

You may wish to share the steps below in printed format with job seekers, as you walk them through the following:

3. Divide the group into teams of 4, each team will consist of a:
 - 1) Pre-production Technician
 - 2) Production Technician
 - 3) Finishing Technician and
 - 4) Quality Control Representative.
4. Review the Toothpick Factory Instructions handout.
 - You can give each team a copy or put the instructions on the board/projector.
 - Discuss “What is the Toothpick Factory?”
 - Go over “What will I be doing” and assign each participant a job (you can have participants select their jobs if you’d like).
 - Give each team 20 toothpicks, a pair of scissors, a nail file, a ruler, and pencil.
 - Go over how much time they have for their order (15 minutes)
 - Go over the order guidelines
 - Begin the game.
 - During the game, look over the Soft Skills Scorecard – use the “actions” listed on the scorecard and the sample questions (see Sample Sheet) to facilitate discussion.
5. When the time limit is up, have participants complete the Soft Skills Scorecard.
6. Using the scorecard, focus on the communication skills you observed during the activity. Were participants being respectful of each other, were they being bossy, etc?
7. Use the sample questions (see Sample Sheet) to further facilitate the discussion.
8. Encourage participants to share their observations and discuss what they would change/do differently.
9. ADDITIONAL OPTIONS: You can continue the activity by changing the customer order specifications (see Sample Sheet) and/or moving team members around to different teams.
 - This is a great opportunity to see how well the participants “adapt” to the change.
 - Discuss their reactions, how did they feel about the change, how did they react, and what would they do different.
10. Reflect on the **I can** statements, asking learners to give a “thumbs up” or “thumbs down” if they feel the objective was met.
11. Participants will analyze the skills that are important in the workplace and determine what they need to improve to be a successful team member.
12. You may choose to ask participants to provide formal feedback by accessing the following link: <https://conta.cc/3Cx9sSO>

Adapted from: **FLATE –flate.org**

LESSON CONTRIBUTOR

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The Toothpick Factory[©]

Instructions

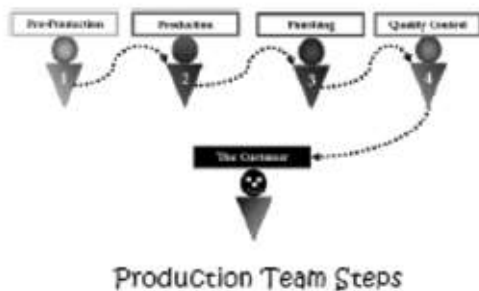


What is the Toothpick Factory?

A leading manufacturer of Custom toothpicks, *the only one of its kind!!*

What will I be doing?

There are several **Production Team** jobs at the Toothpick Factory. Each **Production Team** must have 4 team members, which are listed below. As a team (or per your teacher), assign each team member a job.



- **Pre- production Technician** – measures how long the toothpicks should be and marks where they need to be cut, according to the Customer's order.
- **Production Technician** – cuts the toothpicks to the correct length according to the Customer's order.
- **Finishing Technician** – makes the ends smooth or sharp according to the Customer's order.
- **Quality Control Representative** – checks over the toothpick to make sure it is what the Customer ordered, re-measures and checks the ends. This person can send the order back if it's not right. If the order is good, you would send it on to your Customer.

Custom Toothpick Orders:

Everybody wants Custom toothpicks and the Toothpick Factory is the only place to get them! The order has come in from your Customers and they are VERY specific on what they want, so make sure you pay close attention!

Production Tools:

To complete the order each team will need a set of production tools (toothpicks, scissors, ruler, nail file, and a pencil).

Order information

Complete the order and wait for further instruction from your teacher.

HOW MANY?	HOW LONG?	ENDS SHARP/SMOOTH
8	2 ½ inches	All with one sharp end

Complete the Soft Skills ScoreCard:

Once everyone has completed their orders, each person will complete the Soft Skills ScoreCard. There are no wrong answers, yeah!!!



Instructions

Use this scorecard to check how you did! Be honest with yourself; remember there is no wrong answer!! This will help you see what soft skills are important in the workplace and contribute to your success as a team member. Circle the option (1-3) that describes your actions or none if you did not exercise a particular skill this time.

Soft Skill	Actions	How often did you practice these actions today?		
		Not much	A little	A lot
Listening	1) Listen to someone's question or comment before responding.	①	②	③
	2) Listen to the needs and ideas of others with respect.	①	②	③
Working in Teams	3) Work with peers to establish goals, tasks and processes.	①	②	③
	4) Value everyone's input.	①	②	③
	5) Encourage cooperation between peers.	①	②	③
	6) Worked with peers to resolve conflicts.	①	②	③
Leading	7) Influence others to accomplish quality.	①	②	③
	8) Encourage team members to agree.	①	②	③
Adapting	9) Express receptivity to input from peers.	①	②	③
	10) Quickly accommodate to changing conditions.	①	②	③
	11) Change production and inspection methods to improve quality.	①	②	③
Speaking	12) Ask appropriate questions.	①	②	③
	13) Communicate with a clear voice.	①	②	③
	14) Presents ideas calmly and clearly.	①	②	③
Add the points in each column.				
Add all three columns.		TOTAL SCORE		

Sample Sheet

Sample questions to help facilitate the discussion.

1. During the activity, what are some of the things that you felt your team did well?
 - a. Why do you feel these soft skills are important?
 - b. What might have happened if those skills were not used?
2. What are some things that your team did NOT do so well?
 - a. Why do you think that?
 - b. What would you have changed to make this better?
3. From the list of soft skills on your scorecard, what skill(s) did you use?
 - a. How do you feel they contributed to the team?
4. What were some things that happened during the activity that caused problems?
 - a. Talk about how you or your team could prevent this?
 - b. Were there people on your team that were doing a lot of work?
 - c. Were there people on your team that were not doing very much work at all?
5. Would anyone like to share their personal experience?
6. Does everyone see why soft skills are so important?

SAMPLE ORDERS			
ORDER #	HOW MANY?	HOW LONG?	ENDS SHARP/SMOOTH
2	8	1 ¼ inches	No sharp ends
3	8	2 ¼ inches	4 sharp and 4 with smooth