

Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by Julian Mendez, Operators Manager, Digital Office Systems

Roberto Liguez

Auto Technology

June 4-June 21, 2007

Teacher's Name

Course/Subject

Date(s)/Time

Content

Objective(s)

TLW distinguish appropriate and inappropriate phone etiquette in a place of employment when answering the phone and greeting customers by demonstrating a group role play activity. Teacher will critique performance by following a telephone script.

Career Concentration(s)

- | | |
|---|---|
| <input type="checkbox"/> Agricultural Science | <input checked="" type="checkbox"/> Human Dev., Management & Services |
| <input checked="" type="checkbox"/> Art, Communications & Media | <input type="checkbox"/> Industrial and Engineering |
| <input checked="" type="checkbox"/> Business & Marketing | <input type="checkbox"/> Personal and Protective Services |
| <input type="checkbox"/> Health Science Technology | |

TEKS Reference: 125.5 1c,2a,5g

TAKS Reference:

Process

Focus/Anticipatory Set

Ask students to think of a time in which they called a place of business in need of service. Have them discuss what the person on the other end was like, what they said and made them feel.

Relevance/Connection to Workplace

At Digital Office Systems proper phone etiquette is crucial when speaking with current customers and prospective customers. An employees courtesy, knowledge and overall attitude determines whether the customer continues to do business with them.

Bloom's Taxonomy in Lesson

- | | |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> Knowledge | <input type="checkbox"/> Analysis |
| <input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Synthesis |
| <input checked="" type="checkbox"/> Application | <input type="checkbox"/> Evaluation |

Multiple Intelligences

- | | |
|--|--|
| <input checked="" type="checkbox"/> Linguistic | <input checked="" type="checkbox"/> Bodily-Kinesthetic |
| <input type="checkbox"/> Logical/Math | <input checked="" type="checkbox"/> Intrapersonal |
| <input type="checkbox"/> Musical | <input checked="" type="checkbox"/> Interpersonal |
| <input type="checkbox"/> Spatial | <input type="checkbox"/> Naturalist |

		SCANS					
		A	B	C	D	E	F
Foundation	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"/>
Competencies	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Methodology (Activities)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Class/Group Discussion |
| <input checked="" type="checkbox"/> Teacher Modeling | <input checked="" type="checkbox"/> Question/Answer |
| <input type="checkbox"/> Media Presentation | <input checked="" type="checkbox"/> Guided Practice |
| <input checked="" type="checkbox"/> Small Group | <input checked="" type="checkbox"/> Independent Practice |

Instructional Material(s)

Handout #1 description of appropriate phone etiquette. Handout #2 Phone etiquette script. Auto shop phone and answering machines.

Detail(s) of Instructional Methodology (Activities)

Teacher will explain the importance of helping customers feel at ease and encourage a positive self-image in students. Teacher will review handouts #1 and #2(see attached copies). Teacher will demonstrate proper phone etiquette. Students will be placed in groups and will participate in a recorded role play activity that will demonstrate appropriate phone etiquette.

Materials/Resources

Handout #1 description of appropriate phone etiquette. Handout #2 Phone etiquette script. Auto shop phone and answering machines.

Use of Technology

Phones and answering machines.

Accommodations

follow modifications for special education students and Lep students.

Product

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; _____ |

Bloom's Taxonomy in Assessment

- | | |
|---|--|
| <input checked="" type="checkbox"/> Knowledge | <input checked="" type="checkbox"/> Analysis |
| <input type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Synthesis |
| <input checked="" type="checkbox"/> Application | <input checked="" type="checkbox"/> Evaluation |

Reteach Activity/Homework

Have students write down proper phone etiquettes responses.

Lesson Closure

Ask students if they think this method of greeting possible customers is more effective and professional and whether customers will be satisfied and most likely to come back.