

Lesson Plan: BYAG 6

Course Reference: 6

Subject: BYAG Acceptance

Duration: 60 minutes



Lesson Objectives:

- Students will relate a job offer to their course syllabus defining both as a contract they enter into that outline the rules and expectations for them that they have agreed to adhere to.
- Students will learn rule one on the job is having respect for others and how to handle a situation with someone you don't like.
- Participants should be able to identify behaviors outside work that could negatively affect them at work including social media use.
- Participants will be able to explain the benefits of staying at a job and overcoming conflicts.

Summary of Tasks/Actions

1. Provide an introduction to Acceptance (6 minutes).

- a. Write the term ACCEPTANCE on the whiteboard.
- b. For 2 minutes, have the students provide examples of what Acceptance in the workplace means.
- c. Provide the BYAG definition, "Having respect and following direction. Be coachable and play by the rules.
- d. Share a personal story or use of reference materials.

2. Managing Your Emotions Activity (25 minutes, pg. 52-53 workbook)

- a. SAY: "Emotional Intelligence is often talked about as an important factor in success. It is defined as an ability, skill or a self-perceived ability to identify, assess and control the emotions of oneself, of others and of groups." So... What does this definition mean to you?
- b. Take 2 minutes and ask for volunteers to identify emotions that derail you on your path to reach your goals and write them on the whiteboard.
- c. Have the students take about 7 minutes and complete the emotional intelligence self-assessment on pg. 52.
- d. Group students together in groups of 3 based on their highest area of emotional intelligence.
- e. Have each group complete pg. 53 of the workbook, designate 1 team member as a recorder. Spend about 90 seconds to identify 2 advantages of your greatest area of strength (Self-awareness, self-regulation, empathy and social skills) in the workplace. Have each group spend 90 seconds to identify 2 strategies to improve their overall Emotional Intelligence.

f. Ask for volunteers to identify 3 total advantages of Emotional Intelligence strengths and write them on the whiteboard.

4. Generational Differences Activity (20 minutes, pg. 56-57 workbook):

- a. PREP: On the whiteboard, write "Mature Generation-born 1925-1944", "Baby Boomer-born 1946-1964", "Generation X-born 1965-1980", "Millennial-born 1980-1995" and "Generation Z-born after 1995"
- b. Ask "How many of you have worked with people who are from a different generation than you?"
- c. Give students 5 minutes to complete the worksheet on pg. 56 in the workbook. They will read each column and circle the description that best describes them. After participants are finished, ask them to add up their points and explain to them that their score indicates which generation they best identify with - regardless of when they were born. Scores 14 or more think like the Mature Generation, 10-13 like a Baby Boomer, 7-9 as a Generation X, 6 or less as a Millennial or Generation Z.
- d. Pair students up, and give them 10 minutes to complete the table on pg. 57 of their workbook.
- e. Ask for 2 volunteers to share their answer for each of the four questions. Any of the generations is acceptable.
- f. Take 90 seconds and ask for 3 benefits of understanding generational differences in the workplace, then 90 seconds to identify 3 new concepts about working with difference generational groups. Write them on the whiteboard.

5. Reflection Task (8 minutes, no workbook)

- a. SAY: "Acceptance is a powerful trait to develop especially when it comes to differences. This activity will allow you reflect on what you learned from the acceptance module."
- b. Give students 5 minutes to complete the questions on pg. 58 of their workbook. When finished, they were rejoin their previous group and share their answers with each other.
- c. Take 2 minutes and ask for 2 volunteers to share 1 thing they learned about acceptance with the group.

6. Take Away

Ask the students what their take away is, if the group is small enough each student can take a turn. If a group is bigger, ask a couple of the students what their take away is. This is a final temperature check for the workshop.