



# LEVEL 2: WORKPLACE BEHAVIOR UNIT LESSON 1: WELCOME TO WORKPLACE BEHAVIOR

## LESSON OVERVIEW

Digitability’s Level 2 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 introduces this framework and prepares students to understand which behaviors they will need to focus on to obtain and sustain employment.

Time: ~30 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.

## ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 5**
5. Select **Lesson 7 - Posting Appropriate Comments**



## LESSON PLAN

### WARM UP



1. Tell students, *"In unit five, we discussed what a appropriate comment is. We are going to re-watch the video clip from Unit five about appropriate comments."*



**Pro tip:** If a student uses one word answers/responses, have them use a complete sentence before rewarding them with a dollar.



Play Video **unit 5, lesson 7 - posting appropriate comments**



2. When the video is complete tell students, *"For a participation dollar, raise your hand and tell me what an appropriate comment is?"*



*"I see [student's] hand is up. He thinks he can recall what an appropriate comment is. Great job!"*

**Possible Answers:** An appropriate comment is a comment that is on topic and respectful.



**Pro tip:** Prompt students to use the same language that is the video.




3. Tell students, *"For a participation dollar, raise your hand if you can give me an example of an appropriate comment."*

*"I see [student's] hand is up. He thinks he can give me an example of a appropriate comment. Great job!"*

**Possible Answers:** On topic, respectful

Call on more students and have them share. *"Great answers, everyone!"*



4. Distribute **WB.1.1** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Distribute any of the four **Tier 1 Power of Words Worksheets** [WB.1.1.1]
- T2** Distribute any of the four **Tier 2 Power of Words Worksheets** [WB.1.1.2]
- T3** Distribute any of the four **Tier 3 Power of Words Worksheets** [WB.1.1.3]



5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [WB.1.DollarTracker]

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

### +\$ PARTICIPATION

*"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."*

### -\$ 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.



6. Bring attention to the **Power of Words worksheet**. Tell students, *"We are going to review what appropriate comments look like. Some of you will write in both an appropriate and inappropriate comment. Some of you will circle the appropriate comments. Then, we will discuss our work together."*



7. *"I'm setting the timer for [two\*] minutes. If you complete the warm up in two minutes, you earned \$2."*



8. Ask students, *"For a participation dollar, who will come up and share their work on appropriate comments."*

9. Use the **Power of Words Answer Key** [WB.1.1.4] to guide your group discussion.

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



## THINK, PAIR, SHARE



1. Ask students, *"For a participation dollar, raise your hand and tell me why you think it's important to understand appropriate and inappropriate comments?"*

**Possible Answers:** to be respectful, to communicate with others, to stay on topic, to be effective, to get the help you need, to share useful information.



2. Ask students, *"For a participation dollar, raise your hand and tell me how do you think appropriate and inappropriate comments could affect the classroom?"*


**Possible Answers:** not be on-topic, not being respectful, not sharing useful information, distract students from tasks, and getting help needed, etc.



4. Ask students, *"For a participation dollar, raise your hand and tell me how do you think appropriate and inappropriate comments could affect the workplace?"*

**Possible Answers:** not being on-topic in work discussions, not being respectful to coworkers or supervisors, not sharing useful information to make business successful, distracting coworkers, not able to get the help needed, and employee could get fired.



5. Distribute **WB.1.2 Think, Pair, Share Worksheets** See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

**T1**

Using **Tier 1 Think, Pair, Share Worksheets** [WB.1.2.1], have students partner with a Tier 1 or 2 partner.

**T2**

Using **Tier 2 Think, Pair, Share Worksheets** [WB.1.2.2], have students partner with a Tier 1 or 2 partner.

**T3**

Using **Tier 3 Think, Pair, Share Worksheets** [WB.1.2.3], have students partner with a Tier 1-3 partner, the teacher or support staff.



**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.



6. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. **[WB.1.DollarTracker]**

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

<p><b>+\$ PARTICIPATION</b></p> <p><i>"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p>You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.</p>
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7. Just like in the classroom, there are behaviors that will help you be successful in the workplace. There are also behaviors that can be problematic in the workplace.

8. Tell students, *"FIRST, we are going to THINK about these scenarios. I'm going to read the first scenario out loud."*

9. Read number 1 on the Think, Pair, Share Worksheet out loud to students.



10. *"I'm setting a timer for [one\*] minute. I want you to think about the scenario so you can discuss or decide if you think the behavior will make Marcus successful."*

11. Ask students, *"Great! Now that we have had time to THINK, I am going to PAIR with [student or support staff/teacher]. Together we are going to discuss our own ideas."*

12. You will model a discussion that shares your ideas and listens to your partner's ideas. You will model asking your partner a question. You may model disagreeing.



13. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [WB.1.DollarTracker]

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

<p><b>+\$ PARTICIPATION</b></p> <p><i>"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p>You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.</p>
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14. Tell students, *"Now, we are going to SHARE our discussion together to the rest of the class."*

15. You will model sharing the discussion you had with your partner to the class. You will model taking turns to add input.

16. Say, *"Thank you [partner name] for helping me model this activity."*


17. Tell Students, *"With your partner, you will now THINK, PAIR and SHARE your thoughts and discussion on each of the scenarios on this worksheet."*



Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [WB.1.DollarTracker]

**ASSESSMENT/EXIT TICKET**



1. Distribute **WB.1.3 Self-Inventory Exit Ticket Worksheets** See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Using **Tier 1 Self-Inventory Exit Ticket** [WB.1.3.1], students will brainstorm their own ideas on personal behavior in the workplace.
- T2** Using **Tier 2 Self-Inventory Exit Ticket** [WB.1.3.2], students will use a checklist and sentence starters to evaluate their personal behavior.
- T3** Using **Tier 3 Self-Inventory Exit Ticket** [WB.1.3.2], students will use a checklist and/or modified questions with their Yes/NO Image Exchange Cards [WB.IEC.Y/N]. Alternatively, students may use Trace and Learn Exit Ticket [WB.1.3.3]



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [WB.1.DollarTracker]

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

<p><b>+\$ PARTICIPATION</b></p> <p><i>"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p>You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.</p>
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- 3. Students will complete a self-inventory on successful and problematic behaviors to determine the areas they may need to work on.
- 4. Check student responses for accuracy and areas that may need to be worked on in the classroom.



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## 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.1.4] 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.”**





**Behaviors**

**Name**

**Successful**

Participation/  
Contributing

EX: Sam

Sam							
							

Sharing/Helping/  
Collaborating

Greeting a Guest

Following Directions/  
Staying on Task

Encouraging/  
Complementing

**Unlock all successful behaviors in lesson 2**


**Problematic**

Off Task

Off-Topic/  
Inappropriate  
Comment

Disrespect/Teasing

Complaining/Whining

Arguing

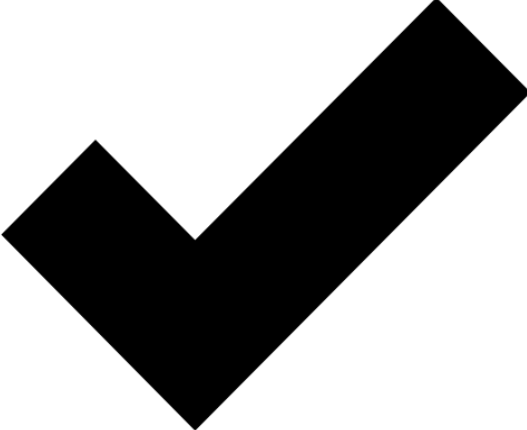
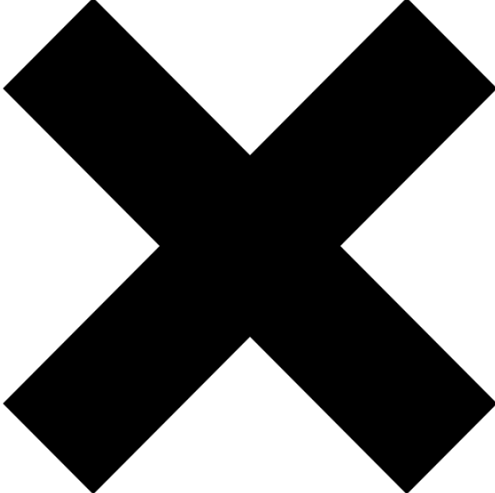
Interrupting

UMAPA




 **YES OR NO IMAGE  
EXCHANGE CARD**

**WB.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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# T1 POWER OF WORDS

WB.1.1.1



Jordan Schimdt  
53 mins · 🌐

This award show has been great! I can't wait to see the performances.

👍 Like    💬 Comment

**Directions:** Write an example of an appropriate and inappropriate comment.

**Appropriate** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Inappropriate** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Kevin Johnson**  
53 mins · 👤

## First day on the Job

Like Comment

**Directions: Write an example of an appropriate and inappropriate comment.**

**Appropriate** \_\_\_\_\_

\_\_\_\_\_

**Inappropriate** \_\_\_\_\_

\_\_\_\_\_



**Kim Coleman**  
53 mins · 👤

## Watch Yourself Walking today. Its slippery!

Like Comment

**Appropriate** \_\_\_\_\_

\_\_\_\_\_

**Inappropriate** \_\_\_\_\_

\_\_\_\_\_



**Jasmine Combs**

53 mins · 👤

This weekend I am taking a trip to New Orleans. Anyone know their way around?

👍 Like    💬 Comment

**Directions: Write an example of an appropriate and inappropriate comment.**

**Appropriate** \_\_\_\_\_

\_\_\_\_\_

**Inappropriate** \_\_\_\_\_

\_\_\_\_\_



## T2 POWER OF WORDS

WB.1.1.2



Kevin Johnson

53 mins · 🗣️

### First day on the Job



Like



Comment

Circle the APPROPRIATE comment to the social post above.

1. Great Job, good luck on your first day!
2. I hate this!
3. I love school!
4. Who cares -\_\_\_-
5. I don't want to.
6. I got a new cat :D



Circle the APPROPRIATE comment to the social post below.



Kevin Johnson

53 mins · 🧑🏻

Today at school we worked really hard to organize our garden sale!



1. I made a salad!
2. Wow what a great selection of plants.
3. Who cares?!
4. I'm hungry...



Circle the APPROPRIATE comment to the social post below.



Lisa Levin

53 mins · 🌐

Today I got a new cat :)



1. I love playing my new video game.
2. I cant wait to get home!
3. What a cute cat!
4. lol your cat is ugly.





Jasmine Combs

53 mins ·

This weekend I am taking a trip to New Orleans. Anyone know their way around?



Circle the APPROPRIATE comment to the social post above.

1. Why would you go to New Orleans!? I hate that place.
2. I know a few places to eat. I'll send them to your inbox.
3. Check out my new cat!
4. I'm going to swimming today.



# T3 POWER OF WORDS

WB.1.1.3

Directions: Is this an appropriate comment? Circle or point to YES / NO



Kevin Johnson

53 mins · 👤

## First day on the Job

👍 Like

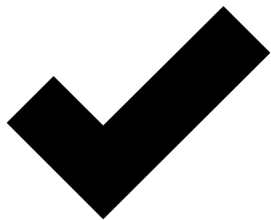
💬 Comment

👍 1

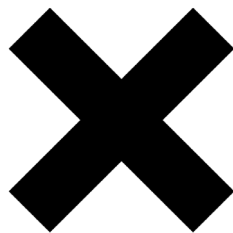


Martin Smith Congratulations, you will do great!

Like · Reply · 47 mins



Yes



No



**Jordan Schimdt**

53 mins ·

I hear it is going to snow. How many inches will it snow?



Like



Comment



1



**Martin Smith** I believe the news said 3 inches..

Like · Reply ·

 Yes	 No
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**Kim Coleman**

53 mins · 👤

Watch yourself walking today, its slippery!



Like



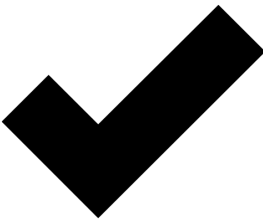
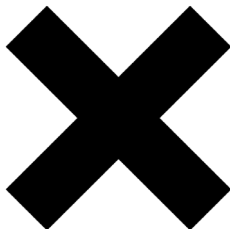
Comment



**Martin Smith**

I am playing video games for 2 hours today!

Like · Reply ·

 <p>Yes</p>	 <p>No</p>
--	---



Jasmine Combs

53 mins · 👤

This weekend I am taking a trip to New Orleans. Anyone know their way around?

Like

Comment

1



Martin Smith I love school!

Like · Reply ·

 Yes	 No
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 **POWER OF WORDS ANSWER KEY**

**WB.1.1.4**

**T1**

Page 1- Possible Answers: Yes it has been an amazing show. / I love foot ball!

Page 2- Possible Answers: a. Good luck on your first day! / No one cares  
b. Thanks for the heads up! I'll get my boots. / Look at this cat :)

Page 3- Possible Answers: I haven't been to New Orleans but it looks like loads of fun! / Have you seen my garden?

**T2**

Page 1- Circle #1  
Page 2- Circle #2  
Page 3- Circle #3  
Page 4- Circle #2

**T3**

Page 1- Yes  
Page 2- Yes  
Page 3- No  
Page 4- No



# T1 THINK, PAIR, SHARE

## WB.1.2.1

**Directions:** Circle Successful or Problematic. Write why it is successful or problematic.

### Scenario 1

*"Marcus shows Monica where to locate the information she needs to complete her project." Is this **SUCCESSFUL / PROBLEMATIC** workplace behavior?*

Think: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Scenario 2

*"While your boss is showing Marcus what to do, he is busy looking at his phone and checking his messages." Is this **SUCCESSFUL / PROBLEMATIC** workplace behavior?*

Think: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Scenario 3

*"Marcus tells Monica what a good job she is doing at finishing her project." Is this **SUCCESSFUL / PROBLEMATIC** workplace behavior?*

Think: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Scenario 4

*"Your boss asks Marcus what he is working on. He replies by asking him if he saw the basketball this weekend." Is this **SUCCESSFUL / PROBLEMATIC** workplace behavior?*

Think: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Scenario 5**

*“Monica drops the tray of dishes, Marcus points and laugh at her loudly.” Is this*

**SUCCESSFUL / PROBLEMATIC** *workplace behavior?*

Think: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Scenario 6**

*“Marcus is on a team. Marcus waits for his teammates to finish speaking before he talks about his ideas.” Is this*

**SUCCESSFUL / PROBLEMATIC** *workplace behavior?*

Think: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Scenario 7**

*“Monica is given 3 tasks to finish by 3pm. She gets all her tasks finished before 3pm.” Is this*

**SUCCESSFUL / PROBLEMATIC** *workplace behavior?*

Think: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Scenario 8**

*“When a customer comes in, Marcus says hello, how are you.” Is this*

**SUCCESSFUL / PROBLEMATIC** *workplace behavior?*

Think: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# T2 THINK, PAIR, SHARE

## WB.1.2.2

**Directions:** Circle if each scenario is successful or problematic workplace behavior.

Scenario 1

*“Marcus shows Monica where to locate the information she needs to complete her project.”*

**SUCCESSFUL / PROBLEMATIC workplace behavior?**

Scenario 2

*“While your boss is showing Marcus what to do, he is busy looking at his phone and checking his messages.”*

**SUCCESSFUL / PROBLEMATIC workplace behavior?**

Scenario 3

*“Marcus tells Monica what a good job she is doing at finishing her project.”*

**SUCCESSFUL / PROBLEMATIC workplace behavior?**

Scenario 4

*“Your boss asks Marcus what he is working on. He replies by asking him if he saw the basketball this weekend.”*

**SUCCESSFUL / PROBLEMATIC workplace behavior?**



Scenario 5

*“Monica drops the tray of dishes, Marcus points and laugh at her loudly.”*

**SUCCESSFUL / PROBLEMATIC**  
*workplace behavior?*

Scenario 6

*“Marcus is on a team. Marcus waits for his teammates to finish speaking before he talks about his ideas.”*

**SUCCESSFUL / PROBLEMATIC**  
*workplace behavior?*

Scenario 7

*“Monica is given 3 tasks to finish by 3pm. She gets all her tasks finished before 3pm.”*

**SUCCESSFUL / PROBLEMATIC**  
*workplace behavior?*

Scenario 8

*“A customer comes in, Marcus says hello, how are you?.”*

**SUCCESSFUL / PROBLEMATIC**  
*workplace behavior?*



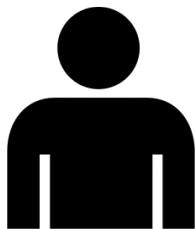
# T3 THINK, PAIR, SHARE

## WB.1.2.3

**Directions:** Student uses **WB.IEC.Y/N**, Yes or No Image Exchange Cards to tell if this scenario is an example of successful workplace behavior.

### Scenario 1

*"Marcus shows Monica where to locate the information she needs to complete her project." Is this **SUCCESSFUL** workplace behavior?*



### Scenario 2

*"While your boss is showing Marcus what to do, he is busy looking at his phone and checking his messages." Is this **SUCCESSFUL** workplace behavior?*



### Scenario 3

*"Marcus tells Monica what a good job she is doing at finishing her project." Is this **SUCCESSFUL** workplace behavior?*



### Scenario 4

*"Your boss asks Marcus what he is working on. He replies by asking him if he saw the basketball this weekend." Is this **SUCCESSFUL** workplace behavior?*

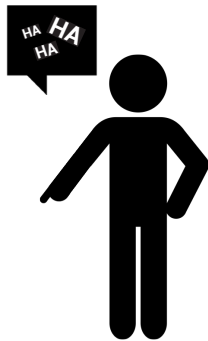




Scenario 5

*"Monica drops the tray of dishes, Marcus points and laugh at her loudly."* Is this

**SUCCESSFUL** workplace behavior?



Scenario 6

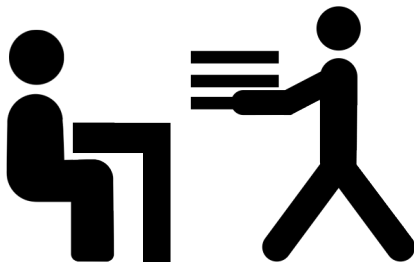
*"Marcus is on a team. Marcus waits for his team-mates to finish speaking before he talks about his ideas."* Is this **SUCCESSFUL** workplace behavior?



Scenario 7

*"Monica is given 3 tasks to finish by 3pm. She gets all her tasks finished before 3pm."* Is this

**SUCCESSFUL** workplace behavior?



Scenario 8

*"A customer comes in, Marcus says hello, how are you."* Is this **SUCCESSFUL** workplace behavior?





 **THINK, PAIR, SHARE ANSWER KEY**

**WB.1.2.4**



Scenario 1- Sharing/Helping/  
Collaborating



Scenario 7 - Following  
Directions/ Staying on Task



Scenario 2- Off Task



Scenario 8 - Greeting a Guest



Scenario 3- Encouraging/  
Complimenting



Scenario 4- Off-Topic/  
Inappropriate Comments



Scenario 5- Disrespect/Teasing



Scenario 6- Participating/  
Contributing



# T1 SELF-INVENTORY

## EXIT TICKET | WB.1.3.1

**Directions:** Write a paragraph describing the behaviors you have that will make you successful in the workplace.

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**Directions:** Write a paragraph describing the behaviors you have that can be problematic in the workplace.

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# T2 SELF-INVENTORY

EXIT TICKET | WB.1.3.2

**Directions:** Complete the sentence starter to evaluate behaviors you need work on.

I have \_\_\_\_ behaviors that will help me be successful in the workplace.

These behaviors are \_\_\_\_\_. I can use these behaviors in the workplace by \_\_\_\_\_.

I have \_\_\_\_ behavior(s) that may be problematic in the workplace. Examples of these behaviors are \_\_\_\_\_. One behavior I will work on is \_\_\_\_\_.



## T3 TRACE 'N' LEARN

EXIT TICKET | WB.1.3.3

Successful Workplace  
Behavior

Sharing, helping,  
encouraging,  
following directions,  
staying on task,  
greeting a guest





# MY DIGITABILITY EARNINGS TRACKER

## Workplace Behavior Unit | WB.1.4

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

**Name:** \_\_\_\_\_

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

**TOTAL DOLLARS EARNED:**