

Survival Search

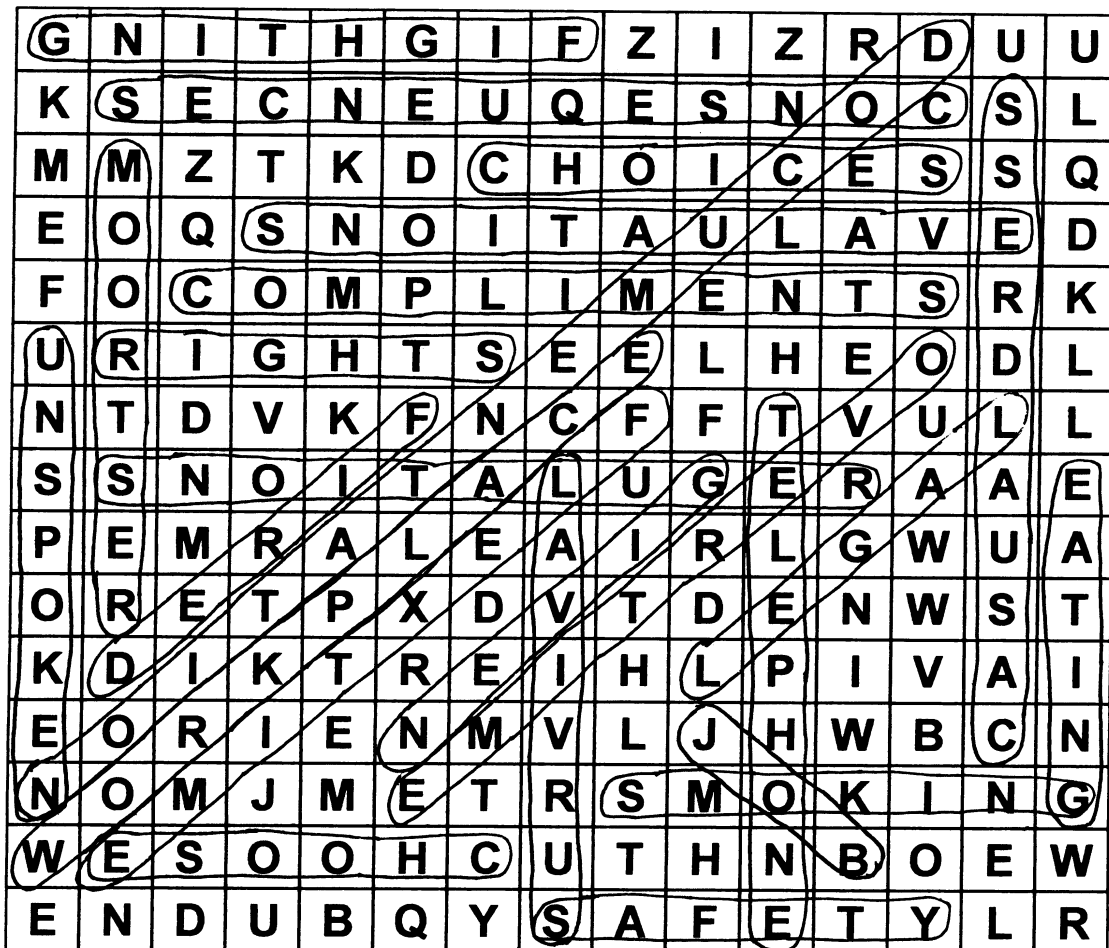
Use: At end of chapter

Format: Individual

Time: 20 minutes

Materials: Pencils, copies of word-search puzzle on next page

1. Give each student a copy of the puzzle.
2. Make sure everyone understands the directions.
3. Collect and check the puzzles when everyone is done. An answer key is provided below.



Survival Search

Name: _____

Directions: Find and circle the words listed below. The words are listed horizontally, vertically, and diagonally. As you find each word, stop and think about how it relates to your job survival, especially as it pertains to the rules and rights in your workplace.

G	N	I	T	H	G	I	F	Z	I	Z	R	D	U	U
K	S	E	C	N	E	U	Q	E	S	N	O	C	S	L
M	M	Z	T	K	D	C	H	O	I	C	E	S	S	Q
E	O	Q	S	N	O	I	T	A	U	L	A	V	E	D
F	O	C	O	M	P	L	I	M	E	N	T	S	R	K
U	R	I	G	H	T	S	E	E	L	H	E	O	D	L
N	T	D	V	K	F	N	C	F	F	T	V	U	L	L
S	S	N	O	I	T	A	L	U	G	E	R	A	A	E
P	E	M	R	A	L	E	A	I	R	L	G	W	U	A
O	R	E	T	P	X	D	V	T	D	E	N	W	S	T
K	D	I	K	T	R	E	I	H	L	P	I	V	A	I
E	O	R	I	E	N	M	V	L	J	H	W	B	C	N
N	O	M	J	M	E	T	R	S	M	O	K	I	N	G
W	E	S	O	O	H	C	U	T	H	N	B	O	E	W
E	N	D	U	B	Q	Y	S	A	F	E	T	Y	L	R

Casualdress

Fighting

Restroom

Choices

Fired

Rights

Choose

Flextime

Safety

Compliments

Given

Smoking

Consequences

Job

Survival

Documentation

Legal

Telephone

Eating

Overtime

Unspoken

Evaluations

Regulations

Workplace

The Three Cs

Use: At end of chapter

Format: Small group

Time: 30 minutes

Materials: Chart paper, pens/pencils, situation cards

1. Divide the class into small groups.
2. Say to the class, "We have spent a lot of time talking about legal and given rights, but also about choices and consequences. You must make decisions based on your knowledge of legal and given rights. Imagine that you go back to your car after class. When you open your door, you're shocked to see a huge rattlesnake sitting in the driver's seat. What would you do?"
3. Before students answer the question, tell them you want to hear what they would do step-by-step. For example, "First I would close the door, then I would..."
4. No matter how simple or complex the answer, explain to students that they used a decision-making strategy to figure out what to do. Tell students that most people use a strategy even if they don't realize it.
5. Teach students a simple decision-making process by remembering the three Cs: choices, consequences, and choose.
6. Explain the following or write them on the board or overhead:
 - Step 1: Choices.** Think or make a list of all the choices available to you. Another word for choices is alternatives.
 - Step 2: Consequences.** Think of all the possible consequences, both positive and negative, for each choice. Be sure to consider the consequences for you and other people involved.
 - Step 3: Choose.** Look at all of the consequences and decide which will have the most satisfactory results for you.
7. Give each group a situation from the next page and have the group members go through the three-C process.
8. Have them write down the three Cs on the chart paper, followed by lists based on their group's situation. Finally, tell each group to reach a decision.
9. Have students share how they handled their situations.

Situation Cards

Situation 1

You have been feeling poorly all morning and think it may be slowing you down. Sometimes a clear soft drink helps to settle your stomach, but your company doesn't allow soft drinks on the work site. What do you do?

Situation 2

A co-worker who is a friend of yours routinely clocks in 10 to 15 minutes late in the morning and clocks out 10 to 15 minutes early in the evening. When asked about it by a supervisor, your friend says he takes only 30 minutes for lunch as part of flex time. You know this is untrue. Do you report it?

Situation 3

In the summer months, your company has a casual dress policy. You really want to wear shorts but are not sure whether that is acceptable. The company seems very conservative, so you think shorts are probably not acceptable. But you *really* want to wear shorts. What do you do?

Situation 4

You've never had access to an internet email account. The company policy is to use email for business only, but you and many co-workers use it a few times a week for personal communications. Who watches anyway? What do a few notes to friends hurt? Do you continue or stop?

Situation 5

In nearly a year of work, you have received highly complimentary evaluations. Your co-workers like you, and you're very proud of your success. One afternoon you're called into your supervisor's office and told that you must pack your things—you've been fired! You are shocked! You ask for documentation and reasons. Your employer says your recent work has been unsatisfactory, and that's it! What do you do?