

BUS:Human Resources is People

Summary

Short Human Resources unit includes student instructions booklet and activities. Human Resources is defined as: Human = people and Resources = supply. The people supply in the world of work is known as employees or personnel. This unit deals with employee issues, ethics, and skills required in today's workplace. The unit is introduced with the video FISH by Charter International with a focus of attitudes build success.

Main Core Tie

College and Career Awareness

[Strand 1 Standard 2](#)

Additional Core Ties

College and Career Awareness

[Strand 1 Standard 3](#)

College and Career Awareness

[Strand 2 Standard 2](#)

Time Frame

3 class periods of 45 minutes each

Group Size

Large Groups

Life Skills

Social & Civic Responsibility, Employability

Materials

Each student will need access to the Human Resources instructions booklet and a hard copy of each activity. Human Resources is a desk unit requiring pen/pencil only. All materials are available in MS Word and PDF format.

Background for Teachers

This unit is introduced with the video, FISH, with employers and employees of Pike's Fish Market in Seattle, WA. It focuses on the importance and impact "attitude" has on each of us. Employers expect the same things of employees that teachers expect of students. School is the student's training ground for the world of work. Students should successfully complete an employment application BEFORE beginning this unit. WORK is defined as paid or unpaid activity that produces something of value. Consequently, VOLUNTEERING can be identified as work on the job application. Allow students to complete a rough draft application(for practice during class discussion of space allowed and purpose of questions). The final application (on different colored paper) MUST be completed in blue/black ink and printed. Give puzzle hints on Activity 4: 13 down first three letters are J O B; 19 across last three letters are J O B.

Intended Learning Outcomes

Students will understand Human Resources as an integral part of the workplace and be able to

identify and define employee issues. • Students will be able to define workplace terminology. • Students will understand and be able to define "ethics" terminology. • Students will understand that ethics is intertwined in all aspects of life. • Personal values change as we grow older, gain more self-awareness, and begin to focus on future lifestyle and career goals. • Personal choices and decisions help shape our attitudes, self-image, lifestyle, and how we are perceived by others. • An ethical person is a good citizen at home, at school or work, and in the community. • Individual attitudes about and behaviors on the computer have become a worldwide concern.

Instructional Procedures

To be determined by classroom teacher: Self-paced individual student learning and completion of assigned activities -or- Teacher-directed group instruction -or- Combination of instructional strategies. Student becomes an employee after successfully completing the job application.

Strategies for Diverse Learners

Human Resources info is fundamental to every business class but is not often well received by students as it's "boring" and requires reading. This slide show (obviously targeted for 12-year olds) will get the student actively or at least physically involved. Animation, transitions, graphics, etc. are completed and students simply "play" the show. However, students working in pairs or groups of three, must enter the HR data (definitions, lists, etc.) acting as "reading" specialists and "keyboarding" specialists. One student locates the info in the curriculum booklet and repeats it to the typing specialist and that student enters the info. A third student (low functioning resource student or intellectually handicapped student) serves as the "play" specialist. This allows the low functioning student to receive curriculum info in a non-threatening manner and still participate by acting as the "play" specialist. Teamwork and modeling are practiced. Students will receive more repetitive HR information feedback through student interactions: locating and reading info, repeated oral responses to the typists while he/she inputs the info, and finally playing the show which groups it all together with sound, animation, etc. Finally, students "e-mail" their assignment (attachment required) to the teacher.

Extensions

Divide the class into small groups of 3-4 students giving each small group a hypothetical business situation. Students discuss and evaluate behaviors as ethical, unethical, and/or criminal. Are all workplace and/or career behaviors black and white? Students are confronted with real-life dilemmas. Do they agree with the behaviors?

Assessment Plan

** Classroom discussion and interaction--invite students to share thoughts, ethical situations they face daily, weekly, etc. ** Students complete Ethics Quiz to stimulate and enhance self-awareness and conscious-level thinking of ethics. Students do not turn in quiz but should receive credit for activity. ** Students complete Ethics Worksheet, Human Resources worksheet, and Human Resources crossword puzzle. *** A quality standard of 80% minimum is mandated for credit.

Authors

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