

THIS & THAT

Winter Issue, 2004

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THE FRIENDSHIPS OF THOSE WE SERVE ARE THE FOUNDATIONS FOR OUR PROGRAMS

During this Holiday Season, we send a world of thanks to those who touch the lives of students every day. Wishing you a relaxing holiday season and a New Year of peace and happiness!

WELCOME!

We welcome Nebraska marketing educators to our readership of this quarterly newsletter. *This & That* is truly a little bit of this and a little bit of that! The Winter Issue focuses on teaching strategies in three broad areas—marketing, information technology and business. Thanks to the many teachers who volunteered to share their best teaching strategies at the recent Fall ESU Workshops. As you review *This & That*, please think about lesson plans and teaching tips that you would also like to share. Merely send an email message to Bonnie Sibert. We would be happy to include your teaching strategies in future issues of *This & That* and have already posted many of these strategies at www.nde.state.ne.us/BUSED/behome.htm—click on Curriculum.

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CHANGES

Dr. Michael Fullan describes change in the following ways:

*Change is . . . inevitable and constant.
Change is . . . an ongoing process toward growth and improvement with ownership by the stakeholders.
Change is . . . a process that evolves over time. Change is . . . a process, not an event, in which successful innovation is implemented.
Change is . . . hard!*

As educators we are continually faced with changes. As business, marketing and information technology instructors, those changes seem to come at a very fast pace. Let's think just about the changes that have

occurred recently:

The INVEST Conference is now called the Nebraska Career Education Conference.

Career and technical student organizations (CTSOs) are now called career student organizations (CSOs).

Office 2003 is replacing Office XP or Office 2000.

The Essential Curriculum document continues to be discussed as forums are held across the state. Proposed changes would create a new structure for NCE (CTE) organized around six career fields.

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BUSINESS TEACHING STRATEGIES



ACCOUNTING

Lisa Fox of Hitchcock County High School indicated that she values the *Takin' Care of Business Education Handbook* that had been distributed at the INVEST Conference several years ago. This resource is provided through the American Institute of Certified Public Accountants (www.aicpa.org). If you do not have a copy, call Mary Grieser at 402.476.8482 or send email to mgrieser@nescpa.org. As Vice President of the Nebraska Society of CPAs, Mary can provide you with the *Takin' Care of Business* brochures, video and/or posters. Accounting students at Hitchcock County use the *New Accountant* magazine to provide them with career information for the field of accounting. To order this magazine, contact the Circulation Offices, 3525 West Peterson, Chicago, IL 60659, www.newaccountantusa.com.



BUSINESS COMMUNICATIONS

Shawna Koger of Arlington said that, "In an effort to increase student writing and improve scores from the 2002-2003 Statewide Writing Assessment, Arlington implemented a Portfolio Assessment System (PAS). With PAS, each teacher conducts a PAS writing assignment every six weeks. The students are scored on this assignment with a rubric assessing each of the six traits. At the end of the six weeks, a student receives all writings and determines his/her score (on a four-point scale) for each of the traits. Each student then sets a goal on how he/she wants to improve his/her own writing." The technical writing rubric being used for the PAS program in the Arlington business department is available at www.nde.state.ne.us/BUSED/behome.htm—click on Curriculum—click on Technical Writing.



CAREERS

Check out www.nde.state.ne.us/BUSED/behome.htm—click on Curriculum—click on Careers—click on Career Clusters. **Pat Olson** of Blair has collaboratively worked with the guidance counselor to provide guidance strategies that work. Pat's career course includes units of study that include the career clusters, career exploration, preparing for the work force and how to be successful on the job.

Tennille Gifford of Wood River uses the Wall of Words as a vocabulary improvement strategy in accounting by spending about 5 – 10 minutes at the beginning of each chapter on this activity. Each student is assigned a vocabulary word to write on a 4 X 6 note card or construction paper. On Side A, the student writes only the word. On Side B, the student writes the word and the definition. When the students have completed the card, have the students stand one at a time and read their word and definition. Then staple the card to a bulletin board or tape to a wall with the other words. Continue this activity for each chapter.

Tennille says, "I use a Wall of Words for Accounting I. This introduces the students to the vocabulary and allows them a little creativity. They can use crayons or markers on the card and add creativity to a traditionally structured subject. By standing and reciting the definition, students work on their public speaking skills. It is a kinesthetic activity because the students have to stand, walk and attach the card to the wall. This simple activity involves multiple intelligences and can be adapted to many other content areas. The wall can be used for other things as well—helping students create a bingo card for review, playing Swat-the-Spot or taking them down and use as flash cards to review words."



BUSINESS LAW

Reaching the Age of Majority: *Your Legal Rights and Responsibilities* is a free booklet from the **Nebraska State Bar Association**. The latest version has a bright yellow cover and was distributed several years ago at the INVEST Conference. To receive copies at no cost for your Business Law students, order online at www.nebarfind.org or call 402.475.1042.

Pam Sutton of Lincoln Christian High School shared a voice messaging assignment for her careers class. Pam said, "I try to make the job hunting process as realistic as possible for my students. After they have completed a mock interview, they prepare a thank-you letter to their interviewer. About a week after the interview, we discuss making a phone call. One possible option the students may face when calling someone is leaving a voice mail message. I emphasize the importance of being prepared for this option by discussing a worksheet on voice messaging. As their assignment, I tell them to call me at school and leave me (as a potential employer) a voice mail message. They are required to cover all four points on the worksheet in their own words. Afterwards I have them listen to their message and make a self evaluation."

Sherry Marks of Wilber-Clatonia uses lots of free magazines in her classroom and subscribes to several free electronic newsletters. *Small Business Update* can be found at www.smallbusinessupdate.com/. Visit <http://ientry.com/page/newsletters/index.html> to see many other free newsletters that focus on small business owners, web developers, software and ebusiness management.



ECONOMICS / PERSONAL FINANCE

If you are looking for a free resource for Personal Finance, consider ordering the *Practical Money Skills for Life Kit*.

Multiple teachers at the ESU workshops shared that this is a great resource that provides lesson plans, activities and classroom resources to help you present financial topics to K-14 students. Activities include The Money Management Intelligence Game, The Smart Money Quiz Show, Countdown to Retirement, Ed's Bank, Road Trip to Savings, Cash Puzzler and Calculators. When you order a free CD at <http://practicalmoneyskills.com>, you will receive one in English and one in Spanish.

Kevin Scheef of Wahoo uses the Checking Account Simulation provided by First National Bank. After covering banking, checking accounts and balancing your checkbook, he uses the free simulation. In this simulation, students open a checking account, fill out deposit slips, write checks, make deposits and reconcile their checkbook over an eight-month period.

Lois Hixson, Julie Jensen and Dave Long of Aurora High School feel the following resources are essential when teaching a Personal Finance course:

www.econedlink.org
Check out Economics Minute, Millionaire Minute and Net News Link for online economics lessons provided by the National Council on Economic Education.

www.ncee.net and www.ncee.net/resources/
National Council on Economic Education.

www.handsonbanking.org
Wells Fargo's Hands on Banking CD and MSMoney Software can be used when teaching students how to use checkbooks.

www.irs.gov/app/understandingTaxes/
Understanding Taxes.

www.nbr.org
By clicking on Streaming Video and choosing "Top Stories" on the Nightly Business Report web site, students can view a 5-minute update on current economic changes in the United States and the world.

<http://ecedweb.unomaha.edu/>
UNO's EcEdWeb on Economic Education. Click on K-12 Teach to see lessons, projects and standards for economics.

Omaha Public School's Introduction to Economics curriculum is featured at www.nde.state.ne.us/BUSED/behome.htm — click on Curriculum — click on Personal Finance/Economics. All sophomores within Omaha Public Schools are required to take this semester course.

Taffy Lewis of Southern Valley High School utilizes the Stock Market Game in her Personal Finance course. In addition, she indicated her favorite web sites included: Fed 101 (Federal Reserve) – www.kc.frb.org/fed101/index.cfm (good lessons and quizzes)
Practical Money Skills – www.practicalmoneyskills.com (good activities)
There's Something About Money – www.yourmoney.cba (Canadian site)



KEYBOARDING

Jean Ann Watermeier of Ashland-Greenwood loves *Games Keyboarding Teachers Play* by Business Education

Publishing, Box 8558, Warwick, RI 02888, www.bepublishing.com, 888.781.6921. This resource sells for \$35.95 and offers games, activities and instructional strategies that will make teaching and learning keyboarding more fun in your classroom.

To add variety to keyboarding, **Kevin Scheef** of Wahoo asks keyboarding students to keyboard lists such as: 15 different flavors of ice cream, 15 famous Hollywood actresses, 15 annoying habits, 15 different United States Presidents, 15 professional football teams, 15 different restaurants, 15 different emotions.



•By the Numbers :

- ⌚ It took radio 38 years to reach an audience of 50 million people.
- ⌚ It took TV 13 years to reach an audience of 50 million people.
- ⌚ It took the Internet only 4 years to reach a user base of 50 million people; 2 years later it was accessible to double that number.

INFORMATION TECHNOLOGY TEACHING STRATEGIES

Handhelds

Visit Melissa Schram's web site and click on *Classroom Uses and Links*, www.maryville.k12.mo.us/NTS/Schram/HandheldSite/Index.htm

Melissa is a graduate of Gretna High School and is teaching in Missouri. Melissa gave a presentation at NBEA 2004 on handhelds.



Tonya Skinner's Lesson Plans

Many business teachers mentioned how often they use Tonya's site at <http://lessonplans.btskinner.com>.



MULTIMEDIA

Dee Christensen of Verdigre reported that both she and her students are learning to use Adobe PhotoShop Elements 2.0. There are many special effects that can be utilized when working with digital images. Students are cropping digital images, removing the red eyes, removing people or objects from photographs (called cloning part of a picture and erasing the object), placing people or objects into pictures when they were not originally there (called a virtual field trip), making a dark photo lighter, recoloring the photo, removing blemishes, scratches, glare on eyeglass lens, adding text with special effects (better than WordArt, students say), putting objects into layers, etc. After learning how to do all of these things, students were asked to bring photos from home, scan them into their computers and use the photos to create a digital scrapbook page with requirements listed on a rubric. This kind of a scrapbook page can be stored on a computer, printed and/or sent over email to others. Christensen's students have really enjoyed this project. The rubric Dee used to grade their digital scrapbook pages is available at www.nde.state.ne.us/BUSED/behome.htm — click on Curriculum — click on Computer Applications.



Amy Lamm of Mitchell High School uses a "Wanted" poster activity in her computer classes. The students create a "Wanted" poster using Word and a digital camera. Students pair up and take each other's picture in front of a backdrop (waist up).

Mickie Mueller, Coordinator of the Technology Academy of Northeast Nebraska, posts her lesson plans, projects and links for teachers at www.norfolkpublicschools.org/nhs/staff/mmueller/index.htm. You will find the latest projects completed by her students in her advanced technology courses.

UNL CBA's Business Administration 150 Technology Waiver Program

For a complete explanation of the waiver program, refer to the Fall Issue of *This & That* or visit www.cba.unl.edu/dept/management/mgmt150hs waiver.html. Tips and tricks shared at the Fall ESU workshops for using the newly revised web-based test-out process included:

- Teacher should request one access code and take the 4 tests before testing their students.
- Don't request access codes for the students until about 5 days before testing is to occur.
- Require all students to take the practice test the day before you plan to test online.
- While taking the practice test, if the computers are missing applications needed to test online, you will be given the opportunity to download free Macromedia authorware web player to the hard drives.
- Most students will have time to take two tests during a 45-minute period.
- The students can take the four tests over a period of time or all of them at the end of a course.
- At the conclusion of each of the four tests, the final screen reports the percentage grade to the student but can't be printed unless the student does a Print Screen and then pastes the copy in the clipboard into a word processing document for printing. Another alternative would be to have each student raise his/her hand when finished, which would allow the teacher to manually record the percentage grade for each student.
- Teachers need to establish a process for having a transcript notation recorded for any student passing all four tests at 80 percent or better.
- Teachers are to report the results via the UNL CBA's Business Administration 150 web site.



MARKETING TEACHING STRATEGIES

Career and Life Skills (CALs) Assessment

Carol Jurgens, Tech Prep Coordinator at the Nebraska Department of Education, shared an update for the CALS project. The Career and Life Skills Assessment (CALs) is an observation assessment to be used by students to evaluate their academic and technical preparation for a career as well as employability readiness in the “soft skills” area. CALs requires students to self-assess in addition to identifying several individuals to evaluate their performance based on a rubric of common career preparation and employability skills. Assessed areas include:

- Academic Foundations
- Career Development
- Communication
- Employability Skills
- Information Technology Applications
- Leadership and Teamwork
- Legal Responsibilities & Ethics
- Problem Solving & Critical Thinking
- Safety, Health & Environmental
- Systems
- Technical Skill



In a 2003 survey, 265 Nebraska employers rated employability skills as the most important qualities for entry-level workers. Over 95% rated attendance/punctuality, desire to learn, oral and written communication and teamwork as extremely or very important qualities for getting and keeping a job. To quote one Nebraska employer: “Soft skills are the most important. We want employees who are committed to the community as a whole, with capability and drive to improve themselves, and who value honesty and integrity and who show up to work on time. That should come with ease, but it doesn’t.”

National data from *The Futurist* supports Nebraska findings, reporting the *Top 10 Skills for the Future* as follows:

- Work Ethic – including self-motivation, time management
- Physical Skills – health, appearance
- Verbal Communication – one-on-one and in a group
- Written Communication – e.g., editing and proofing one’s work
- People Skills – relationship building, teamwork
- Influencing People – salesmanship, leadership
- Using Information – gathering and organizing
- Using Quantitative Tools – statistics, graphs, spreadsheets
- Zeroing In – asking the right questions, evaluating information, applying knowledge
- Solving Problems – identifying problems, developing and launching solutions

To date, there has been very little assessment of student competency attainment in the career preparation and employability skills arena. Although this area has long been an integral component of career and technical education, limited numbers of students have been reached and accountability for results has been elusive. As a component of Individual Career and Education Plans, integration of CALs assessment for all students beginning at the end of the 8th grade would allow for intervention and improvement of competency levels gained from year to year.

TV Target

A recent MarkED Customer Service newsletter featured a teaching strategy used by Michelle Volk of Green Bay, WI. Michelle states, “Each year I use Ad Age magazine to reinforce the concept of target marketing for cable television. I give each student a viewer profile for a different cable TV network. They then identify six companies that offer products or services appropriate to that particular network. We add a little fun by dividing into teams and developing a concept for a new television show for several of the networks—including character descriptions and storyline. This assignment makes the concept of “target” more real and helps them understand how important targeting is to media. And, it’s lots of fun!”



MANAGEMENT

“**S**ixty-five percent of Americans received NO praise or recognition in the workplace in the last year, reports a Gallup Poll; and the No. 1 reason people leave organizations is that they don’t feel appreciated”, notes the U.S. Department of Labor.

A serious recognition gap exists in most organizations, and that gap seems acceptable to many. Yet Gallup’s study of nearly 5 million employees reveals that increasing the recognition and praise in organizations can lead to lower turnover, higher customer loyalty and satisfaction scores and increases in overall productivity.

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It's for Real—Workplace Ethics, Series I, Issue 13

Looking for a case study that will emphasize the importance of teamwork? Try the following student activity provided by Career Solutions Training Group.

Case Study

Ling, one of the five friends in *It's for Real*, is assigned to work on a team with Dylan, who is uncooperative. Dylan makes working together very difficult.

In a team, all members believe that what they are doing is important, and they want to work together to make sure the team's goals are reached. Team members recognize that what they accomplish together by blending the talents of several people will almost always be superior to what can be accomplished by one person working alone.

It's Your Decision

What would you do in each of the following situations? Compose complete sentences for your answers.

1. You have been asked to serve on a team with a person for whom you have very little respect. All team members are expected to help and support one another. What will you do?
2. Every time the team meets to work on its project, one member gives an excuse for why she hasn't finished her part of the project. She always promises to have it ready for the next meeting. What will you do?
3. One person on your team won't share information. What will you do?
4. Competition is normal, but one member of your team seems hostile and jealous of the others. What will you do?
5. You're the only team member that disagrees with an idea that has been suggested. What will you do?

Teacher's Guide

Suggested answers. Accept others as appropriate.

1. You don't have to respect someone to work with him or her, although it helps. Be courteous, fair and helpful. Keep your thoughts about the person to yourself.
2. Tell her in a professional manner that she is causing problems for the rest of the team and that if she can't serve effectively she should ask her supervisor to be taken off the team. Be clear about what is expected from her.
3. Make sure everyone on the team is getting a fair share of credit and that team chores are divided equally. This individual may feel that he or she is unappreciated.
4. Compliment the person when he or she offers a good plan or idea. Be friendly. Perhaps the person feels insecure.
5. Tactfully say you disagree with the idea and explain why. While everyone may not be happy with your comment, they will understand your reason. They may want to discuss your objection. Be willing to listen to what they have to say.

Teaching Tips

Developing Strategic Readers

To order the textbook by **Rachel Billmeyer** that was used at the ESU Fall Workshops, visit www.rachelbillmeyer.com or send email to Rachel at rachelb2@cox.net. *Strategies to Engage the Mind of the Learner: Building Strategic Learners* provides a wealth of graphic organizers and teaching strategies for developing strategic readers.

Mona Schoenrock of Columbus reminded us that the April 2003 issue of the *Business Education Forum* featured an article on "Getting Your Students to Read" by Janice Keil and John Olivo. The article included strategies for note-taking, K-W-L exercises and vocabulary building.



Quantum Learning—SLANTZ

Ellen Ramig of Mitchell modified the SLANT Quantum Learning strategy to fit her classroom needs. She uses SLANTZ to teach her students how to pay attention in class by showing them how to manage their own learning. Give your students a new SLANT on learning! Tell students that the way they listen can make a difference.

- S—Sit up
- L—Lean forward
- A—Ask questions
- N—Nod your head
- T—Talk to the teacher
- Z—Give the mouse a rest



GRAPHIC ORGANIZERS

Kirk Shrader of Elmwood-Murdock uses two different graphic organizer textbooks: *The Cooperative Think Tank*, James Bellanca, 1990 and *The Cooperative Think Tank II*, James Bellanca, 1992. A web site that provides examples of graphic organizers is www.graphic.org/. Software such as Inspiration and Kidspiration allow students and teachers to create their own graphic organizers.



MENTORING

Donna Harr of McCook Community College uses *Mentor Me: A Guide to Being Your Own Best Advocate in the Workplace* as a required text for her Business and Professional Development course (BSAD 1010). This new resource by Joanne Lozar Glenn was published by NBEA in 2003.



As educators it is important that we commit ourselves to constant self-improvement.

CHANGES (continued from page 1)

- We don't anticipate any action on reauthorizing Perkins until next January (at the earliest). That means we basically start over, although there has been some indication from both the House and Senate that they will pick up from where they left off on the reauthorization process. It does mean the OVAE is preparing for a continuing resolution, which will carry us to FY06 under the current legislation.
- Gregg Christensen, former Marketing Director and DECA State Adviser, has a new position with NDE. His new title is Career Education Specialist—Communications, Partnership and Entrepreneurship. Until a Marketing Curriculum Specialist can be hired on a permanent basis, Aaron Bear-

inger has accepted a contract as DECA State Adviser, and Bonnie Sibert will serve as interim Marketing Director. We know that you will all support Aaron and his new administrative assistant, Nicole Coffey. Aaron can be reached most days after 1 p.m.

Sheila Kepler of Southeast Community College often speaks about the change process. She says, "People are being asked to learn entirely new and different ways of thinking, communicating, behaving and motivating. Our survival, not to mention our success, will depend upon our ability to change." The choice of how we deal with change is in our hands!!

MARKETING (continued from page 5)

To help you and your organization reap these valuable rewards, Gallup has created a web site loaded with tools designed to increase workplace recognition. The site is available to the general public free of charge. The site, www.bucketbook.com, is being launched in conjunction with the release of the book *How Full Is Your Bucket?* Visit this site today and:

- Take the new *Positive Impact Test*
- Download the *Bucket Filling Interview* to individualize recognition
- Set up recognition reminders
- Share tips on the discussion board
- Print or email drops for your bucket

During the past few months, many Nebraska business teachers have had the opportunity to tour the new Gallup facility in Omaha. Omaha Public School's business, marketing, information technology and industrial technology teachers toured Gallup on October 4; and over forty NSBEA members toured on October 9. Student tours were also made available to FBLA Chapters attending the FBLA National Fall Leadership Conference. Thanks to Gallup for providing these opportunities for teachers and students.

