

## Unit 11: Lesson 3

# New Tactics, New Strategies

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**PSYCHOLOGICAL COROLLARY:** When success is in jeopardy, a person may need help or advice on a new strategy or way of approaching the task.

**LESSON OBJECTIVE:** Students will identify new strategies to solve problems. For example, if classified ads don't help, a job-seeker can visit employment agencies and ask friends to suggest other means of finding work.

### **SOCIAL BEHAVIORS**

This lesson shows students that successful people:

- TRY NEW STRATEGIES
- work consistently
- WHEN THEIR BEST EFFORTS
- handle frustration
- FAIL
- show initiative

### **SOCIAL VOCABULARY**

- interview

### **OTHER VOCABULARY**

- help-wanted ads

## SUGGESTED LESSON PLANS

### INTRODUCTION

- Ask students what they would do if they needed more money to spend, and the ten-hour-a-week job they have isn't providing the spending money they need. Brainstorm possibilities. For example:
  - ▶ Ask for a raise.
  - ▶ Ask to work more hours a week.
  - ▶ Get an additional job.
  - ▶ Quit this job and get a better paying one.
  - ▶ Quit this job and get a job where you could work more hours a week.
  - ▶ Revise your budget and live on what you have.
  - ▶ Revise your budget so you'd have more money to spend (e.g., take money from somewhere else for spending).
  - ▶ Forget about what you want that you can't afford.
- Define strategy (game plan, alternative method of solving a problem).
- Introduce vocabulary.

### GROUP USE OF STUDENT WORKBOOK

(p. 120 in SOFT SKILLS)

NOTE: Because students might not have had exposure to flow charts, they might benefit if you make this one into a transparency for use on an overhead projector. By doing this, you can show students how to trace Tom's path through the chart as he en-

counters results different from those shown on this worksheet. For example, if Tom's interview results in a job offer, his job search ends as shown at the middle-right section of the chart. Students should also be shown how Tom will repeat steps if he finds additional job possibilities in the classified ads (i.e., Tom will repeat steps 4, 5, and 6, going back through that section of the flow chart).

- Help students trace Tom's progress through this flow chart.
- Ask students what Tom needs now that the jobs in the newspaper have not come through (i.e., Tom needs new strategies).
- Discuss each strategy suggested at the bottom of the flow chart. Point out that private employment agencies might charge fees for assisting job seekers and that people should read the "fine print" carefully before signing any contracts at such agencies.
- Remind students that jobs advertised in newspapers change daily; therefore, ads should be consulted every day.

## **FOLLOW-UP**

- Ask students to state why it helps to have several strategies to use in solving a problem. For example:
  - We feel less helpless with several strategies.
  - We get less frustrated if one strategy falls through.
  - We are less likely to feel depressed about a problem if we have several ways to approach it.

## BEHAVIOR DEVELOPMENT ACTIVITY

To encourage students to *try new strategies when their best efforts fail*:

- Divide the class into small groups.
- Have each group identify new strategies for each of the following situations. Ask students to think of as many strategies as they can for each situation. Have students choose the strategies they think are the very best.

### Situations:

- ▶ You have a new prescription and have tried to read the directions on the bottle, but you can't understand them. What can you do?
- ▶ You don't understand the assignment given by your teacher. The assignment is a big project due in two weeks. Your grade will depend a lot on this project. You've read the assignment several times. You asked a friend to read it and explain it. What else can you do?
- ▶ You have been called for an interview for an exciting job. You have misplaced the paper on which you wrote the time of the interview and the directions. It is the afternoon of the day before your interview, and all you have is the telephone number of the place. You call, but there is no answer. What else can you do?
- ▶ There is a new piece of equipment at your job. You were absent when operation of the equipment was demonstrated, so you don't know how to operate it. You have watched what the other workers do, but you still don't understand the equipment. What else can you do?

- Ask each group to think of new strategies for each of these situations and report their ideas to the entire class.
- Then, as the ideas and strategies are reported, have students suggest consequences of both trying and not trying each strategy.
- Ask students if they have to follow advice that others give them. (No. If it is poor advice, of course they shouldn't use it.)
- How can you decide if advice you consider using is reliable? (For example, have you had previous success using this strategy? Do you have confidence in the person giving the advice and suggesting the strategy? Does the strategy make sense?)

## **REVIEW**

- Ask students to list two strategies for
  - ▶ finding a job (e.g., ask friends if they know of anything and go to the state employment agency).
  - ▶ losing weight (e.g., join a health club and go to a weight reduction clinic).