New Business Teacher Tool Kit

Published by:

Alpha Chi Chapter of Pi Omega Pi

Eastern Illinois University
December 2005
# Table of Contents

Instructional Methods ................................................................................................................... 1
Ice Breakers .................................................................................................................................. 6
Personality Games ....................................................................................................................... 8
Classroom Management .............................................................................................................. 9
Seating Chart Ideas ..................................................................................................................... 14
Internet Web Sites ...................................................................................................................... 16
Student Career Development ..................................................................................................... 17
Business Speaker Ideas ............................................................................................................... 18
Student Organizations ................................................................................................................ 19
Professional Organizations ......................................................................................................... 19
Proofreading Marks .................................................................................................................... 21
Bulletin Board Ideas ................................................................................................................... 21
Motivational Quotes ................................................................................................................... 27
Cooperative Learning
- Used because high school students like socializing.
- Increases student motivation
- Develops classroom collaborations positively

**Jigsaw:** used to develop participation skills and group work. This strategy focuses on 5 aspects:
  - *Listening*: Students must listen to be able to teach material to other members of their group.
  - *Speaking*: Students will be responsible for transferring information from one group to the members of their original group.
  - *Cooperation*: All members are responsible for one part of the group assignment.
  - *Reflective Thinking*: Reflective thinking must occur in the original group discussing information from the expert groups.
  - *Creative Thinking*: Groups must think of ways to present the information.

The task at hand is explained to the class. The students are broken into small groups at random. Each student is assigned a part of the assignment in which they will become an expert (the same expert topics will be given in each group). Change the groups into the expert so students with the same topic can work with other students with the same topic. After each expert group discusses a topic, the original groups get back together and take turns giving their expertise to the group. These groups then present all the material to the class.

**Numbered Heads Together:** Used to motivate students to work together so everyone in the group understands the material.
- Students are organized in group with equal numbers if possible.
- Each student is assigned a specific number
- The group is given a question or problem to solve.
- The students then examine the question and find the answer as a group. The team is responsible for all members understanding the answer.
- One of the numbers given is chosen.
- The student with that number must answer the question on behalf of the group.

**Buzz Session:** Students are to discuss three things about a topic: what they already know, what they would like to know, and how they can find what they want to know. This helps students organize their thoughts and how to work on a task.
- Organize students into groups.
- Give each group a topic to focus on.
- Have the groups choose one person to be the recorder.
• Give that student a chart with three columns containing the three questions.
• The group thinks of as much information as they can about the focus topic.

**Think-Pair-Share:** A discussion tactic that can be used in all content areas.

• Teacher brings up a topic.
• Students are paired up or work in small groups.
• The students work together to brainstorm all that they know.
• The students then read the section that deals with the question/topic at hand.
• The students make a new post-reading outline of the main aspects of the topic.
• The students share what they have learned with the class.

**Additional Methods**

**Demonstration:** A carefully prepared presentation that shows how to perform an act or use a procedure. It is accompanied by appropriate oral and visual explanation, illustrations, and questions.

• This technique can be used to:
  ▪ Teach people how to perform an act or use a new procedure or product.
  ▪ Promote confidence that a procedure is feasible for the learner to undertake.
  ▪ Promote interest in learning and use of a procedure.

• A good demonstration will include:
  ▪ An explanation.
  ▪ Interwoven questions.
  ▪ Instruction sheets.
  ▪ Visual aids.
  ▪ Safety instruction.
  ▪ A discussion or question and answer period.

**Field Trip:** A field trip is a carefully planned educational tour in which a group visits an object or place of interest for first-hand observation and study.

• When you wish to accomplish one or more of the following, the field trip is appropriate:
  ▪ To provide first-hand observation and study of something that cannot be brought to the learning group.
  ▪ To stimulate interest and concern about conditions or problems that need study.
  ▪ To illustrate the results of practice or a course of action in its natural environment.
  ▪ To relate theoretical study to practical application.

• Students should be expected to accomplish something in relation to the field trip. This could be a check sheet relating to their observations or a written report.

**Group Discussion:** Group discussion is purposeful conversation and deliberation about a topic of mutual interest among 6 to 20 participants under the guidance of a trained participant called a leader or a moderator.

• This educational technique can be used for one or more of the following purposes:
• Clarifying or exploring issues raised or information presented previously by means of another technique.
• Enabling the audience to contribute ideas and opinions.
• Conducting a more thorough discussion than a question and answer period permits.
• Permitting resource persons to speak to needs and interests as they emerge from discussion.
• Identifying needs and interests to be met by further programming.

**Interview:** The interview is a 5 to 30 minute presentation conducted before an audience in which one or two resource persons respond to systematic questioning by an interviewer about a previously determined topic.
• This technique can be used in learning situations to do the following:
  ▪ To present information in a relaxed and informal manner.
  ▪ To explore or analyze a problem.
  ▪ To clarify issues.
  ▪ To stimulate interest in a topic.
  ▪ To encourage audience participation in a technique that is to follow the interview (for example--a group discussion).
  ▪ To provide, by way of the interviewer, a bridge between the resource person(s) and the audience.
  ▪ To obtain the impressions of an authority about an experience which he and the audience have in common.

**Panel:** The panel is a group of three to six persons having a purposeful conversation on an assigned topic.
• The panel may be the technique to use when topics and goals point toward accomplishing one or more of the following:
  ▪ Identifying and clarifying problems or issues.
  ▪ Bringing several points of view before the audience.
  ▪ Glorifying the advantages and disadvantages of a course of action.
  ▪ Stimulating interest in a topic.
  ▪ Promoting understanding of the component parts of a topic.
  ▪ Making use of a wide range of informed opinion.

**Role-Playing:** Role-playing is a spontaneous portrayal (acting out) of a situation, condition, or circumstance by selected members of a learning group.
• Role-playing may be used:
  ▪ To illustrate dramatically various aspects of an interpersonal problem in order that they can be discussed.
  ▪ To promote the understanding of the viewpoints and feelings of other persons.
  ▪ To discover how people might react under certain conditions.
  ▪ To provide skills and training in such areas as problem solving and diagnosis.
  ▪ To encourage the audience member to gain insight into his or her own attitudes and behavior.
**Listening And Observing Groups:** This technique involves the division of an audience into two or more groups, each of which is assigned specific listening or observing tasks to be performed during a speech, panel, etc.

- Listening and observing groups are used to:
  - Encourage active participation, by means of a specific assignment.
  - Help develop ideas and solutions to problems.
  - Set the stage for verbal participation by audience members.

**Speech (Lecture):** A speech is a carefully prepared oral presentation of a subject by a qualified person. It is frequently referred to as a lecture.

- The speech may be the technique to use when your topics and goals point toward doing one or more of the following:
  - Presenting information in an organized way.
  - Identifying or clarifying problems or issues.
  - Presenting analysis of a controversial issue.
  - Stimulating or inspiring the audience.
  - Encouraging further study or inquiry.
  - Introducing a new subject.

- Use these seven points to make a good speech:
  - Have something to say.
  - Prepare material especially for the group.
  - Be prepared with your equipment and surroundings.
  - Start off with a strong attention getter.
  - Develop your topic skillfully.
  - Maintain a high level of interest.
  - Close with a positive summary.

**Idea Inventory:** The idea inventory, sometimes called "brainstorming" or "freewheeling," is the spontaneous outpouring of ideas pertinent to an area of interest or need about which a group desires to reach a decision. For a limited time (5-15 minutes) ideas are presented freely and are recorded as they are offered without being modified in any way. It is not necessary that ideas be related to each other. During the period of taking inventory, quantity of ideas takes precedence over quality; quality is considered at a later time.

- This technique is used:
  - When a group desires to identify several alternative ideas before reaching a basis for making a decision.
  - When many aspects of a problem need to be considered before it can be defined.
  - When maximum participation is sought from the entire group. Frequently, persons who are hesitant in offering suggestions will relinquish their restraint when they can present their ideas without feeling compelled to develop or defend them.

**Audience Reaction Team:** This sub-technique uses three to five audience representatives who interrupt a speaker or other resource person at appropriate times to seek immediate clarification of points that seem obscure, or to assist the speaker in treating the needs of the audience.
The audience reaction team is based on the idea that:
- Speakers or resource persons sometimes are not understood and go on talking over the heads of the listeners or explaining something that the audience already understands.
- Three to five audience representatives will ask for clarification at much the same points as the audience would if it were practical to allow the audience to interrupt at will.

This method of instruction is used:
- When the subject matter is likely to be difficult to understand.
- When the resource persons welcome interruption in the interest of adequate learning.
- When the audience is so large that interruptions from all audience members might be impractical or annoying.
- With these techniques only: speech, panel, demonstration, or the interview.

**Simulations and Games:** Many teachers are finding simulations a highly effective teaching strategy in simplifying life situations and presenting experiences that lead to discussion. They may include a competitive game where there are actual winners, or merely a life-like situation that leads to discussion.

- This method of instruction:
  - Encourages participation.
  - Decision-making skills on part of students.
  - Resource findings to back decisions on part of students.
  - Attitudes are developed by students.
  - Develops persuasion and communication on the part of students.
  - Students are introduced to leadership roles.

**Case Studies:** Case studies are descriptions of actual experiences which are used in teaching to illustrate a point.

- They are used most effectively:
  - When group participants do not have real experiences they can use to illustrate a point.
  - To get an entire group thinking about a specific problem.
  - To encourage discussion.

- Use of case studies in the classroom should employ the following steps:
  - Start with an incident.
  - From the case study, pick out and organize factual information.
  - Formulate each issue for discussion.
  - Have the participants make decisions.
  - Discuss what you have learned from the case as a whole.

**Reviewing and Studying Strategies**

- Helps students do well on tests
- Allows students to focus in class as well as out of class on material
- Gives students better ways to retain information
**Ticket Out:**
- After a review day or game, students must correctly answer one last question before they can leave class.
- As the class is leaving, the teacher stands at the door and asks them the question.
- If the students answer their question wrong, they must go back in line for a new question.

**Carousel:**
- Place a sheet of poster-sized post-its or poster board on the walls of the classroom.
- Assign students into groups, each group having a different color marker.
- The posters have a topic/subject on them.
- The students take an allotted amount of time to discuss and write what they know about that specific topic.
- The groups are then rotated until each group has been to each poster.
- The class discusses the material written on each poster.

**12 Minute Study:**
- Students are assigned to small groups.
- In these groups, the students make two-column notes for themselves while discussing the material in the groups.
- When this is complete, the students take 12 minutes to study by themselves, covering up one column and trying to recall the information on the other side.
- Students should do this at least twice before a test.
- On the test, the students will note how they studied.
- After tests are graded and returned, the teacher discusses the class outcome and study habit.

**Content Frames:**
- The students are given general ideas of what is going to be on a test.
- They then make a table (frame) with details about each specific issue.
- Example: Business types, size, organization, ownership, pros, cons.
- The students can take these frames home and study them for tests.

**Ice Breakers**

**Take As Much As You Want!**
During the first activity, have a roll of toilet paper on hand! Explain to the students that they will need this for the next activity. Tell students that you're going to pass around the roll. Invite each student to take as much as they want. After everyone has had a good laugh over the amount of paper they took, explain how the game works. For every piece of toilet paper the students ripped off, they must tell the class one thing about themselves. Some realize they took quite a bit of toilet paper, but with a little prompting and probing from the teacher they will find things to share. This activity provides a nice way to find out about students' personalities, families, likes, and dislikes -- and the students really love it!
Color, Car, Character

1. While distributing paper and pencils to all of the participants, the leader explains that the group members will be taking part in an activity that is designed to help them become acquainted with one another.

2. The group leader then asks that each participant write his or her name on the piece of paper. Under his or her name each participant is to write a color which he or she feels fits his or her personality. Beneath the color the participant is to write the name of a car that he or she thinks is appropriate to his or her self-image. Finally, under the name of the car, the participant is to write the name of a fictional character with whom he or she identifies.

3. Then, one at a time, the group members introduce themselves by stating their names, color, cars and fictional characters. In the introduction, each participant is to provide a brief rationale for each of his or her three choices.

4. The exercise continues until all of the participants have introduced themselves by color, car, and character.

Imagination

1. The leader asks the group members to let their minds expand as they consider innovative ways of thinking and perceiving.

2. Next the group leader explains that in this exercise the participants will be asked to respond to some questions and then to explain why they responded as they did.

3. The leader begins the exercise by choosing a group member at random and asking him or her a question from the Imagination List. When the group member has given his or her response and has provided a rationale for the answer, the leader may ask another participant to answer the same question or a different question from the Imagination List.

4. When all of the participants have responded to at least one question, the group leader may wish to process the exercise and its relevance to problem solving, brainstorming, or the examination of basic assumptions.

Imagination List

1. What color is the letter "S"?
2. What does happiness look like?
3. What color is today?
4. What does purple taste like?
5. What does your self-image sound like?
6. What texture is the color green?
7. What color is the smell of your favorite scent?
8. What does love look like?
9. What is your favorite sense?
10. What color is your favorite song?
11. What texture is your favorite scent?
12. What does winter sound like?
13. How old is the letter "P"?
14. How does the letter "M" feel?
15. What color is the fragrance of soap?

**Personality Games**

**Personality Quizzes**
Visit the following website to use with students to find out more about them. Also with this website are a variety of different tests to have students take.

[www.2h.com/personality-test.html](http://www.2h.com/personality-test.html)

**The Pig**
Ask your students to draw a pig. Do not give any more clues than that.

- If the pig is drawn on the top of the page, the person is an **optimist** and a very positive person.
- If the pig is drawn in the middle of the page, the person is realistic and factual.
- If the pig is drawn on the bottom of the page, the person is a **pessimist** or tends to have a negative outlook.
- If the pig is facing left, the person is traditional, friendly, and remembers birthdays and dates.
- If the pig is facing straight, the person is direct, likes to play devil’s advocate and doesn’t avoid issues.
- If the pig is facing right, the person is innovative, action-orientated, and not family or date orientated.
- If the pig is very detailed, the person is analytical, cautious, and suspicious.
- If the pig has little detail, the person is emotional, bored by detail, naïve, and a risk taker.
- If the pig has four feet, the person is secure, stubborn, and has firm beliefs.
- If the pig has less than four feet, the person is insecure or going through major changes in life.
- The larger the pig’s ears, the better listener the person is.
Classroom Management

Contracting for Grades Idea

Overview: The contracts we focus on here help teachers assess students' understanding of the objectives of a unit. Contracts can help younger students grasp the basics of setting a goal (the contract) and dealing with the smaller pieces needed in achieving that goal (the projects). Older students can benefit from the process by realizing a greater state of independence and responsibility in school lives. Most of the procedure involves teacher preparation, followed with students picking from a list of given projects that are worth varying grade points to achieve the total letter or point grade the student desires.

Contracts seem to involve lots of teacher preparation, and they do. But the benefits are: class time is spent monitoring and helping with projects as opposed to needing a new lesson every day, it provides a change of routine in the classroom, students get to have input in learning activities, students get to choose to focus on projects that show off their best skills, and the finished projects don't come in all at once during the two to three weeks a contract can last making grading easier.

Resources: Teacher: none. Student: variable depending on project.

Teacher Preparation: see below.

Procedure Ideas:

1. Prepare a list of projects that students will choose from. Look for processes that include different ways of communicating information such as art, writing, research, constructing models, or making timelines. Difficulty of each project will affect number 4 below.

2. Determine a point value for each project.

3. Decide on a grading scale.

4. Determine the length of time for the contract, factoring in the difficulty and time needed for the various projects.

5. Write a contract stating that the student will be responsible for completing and handing in projects of their choosing to achieve the total number of points they desire.

6. Make a project sheet for each student listing all projects with their corresponding maximum point values and blanks for the number of points they actually receive upon completion. This is handed in with each project and returned to the student so they can keep track of their accumulated points for the contract.

7. Hand out the project sheets and contract sheets and explain the contract procedure.

8. Have students decide what grade they wish to contract for, and determine which projects they must complete to receive that grade.

9. Monitor student progress and grade projects as they are turned in.
10. After each project is completed and graded and the project sheet is returned to the student, they must determine if they must complete extra projects in order to meet their contract goal.

11. At the end of the predetermined contract period, uncompleted projects do not apply toward the goal.

Variations/Options: Teacher can set milestones so that certain numbers of projects or points are done by certain dates to keep students on schedule; contracts can be used for upper grades as outside work or longer periods of time; contracts can involve community service work, number of books read, working with partners, apprenticeship with local businesses.

What is your classroom management profile?

Answer these 12 questions and learn more about your classroom management profile. The steps are simple:

- Read each statement carefully.
- Write your response, from the scale below, on a sheet of paper.
- Respond to each statement based upon either actual or imagined classroom experience.
- Then, follow the scoring instructions below. It couldn't be easier!
  - 1 = Strongly Disagree
  - 2 = Disagree
  - 3 = Neutral
  - 4 = Agree
  - 5 = Strongly Agree

1. If a student is disruptive during class, I assign him/her to detention, without further discussion.

2. I don't want to impose any rules on my students.

3. The classroom must be quiet in order for students to learn.

4. I am concerned about both what my students learn and how they learn.

5. If a student turns in a late homework assignment, it is not my problem.

6. I don't want to reprimand a student because it might hurt his/her feelings.

7. Class preparation isn't worth the effort.
(8) I always try to explain the reasons behind my rules and decisions.

(9) I will not accept excuses from a student who is tardy.

(10) The emotional well-being of my students is more important than classroom control.

(11) My students understand that they can interrupt my lecture if they have a relevant question.

(12) If a student requests a hall pass, I always honor the request.

To score your quiz
Add your responses to statements 1, 3, and 9. This is your score for the authoritarian style.

Statements 4, 8 and 11 refer to the authoritative style.

Statements 6, 10, and 12 refer to the laissez-faire style.

Statements 2, 5, and 7 refer to the indifferent style.

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style. After you have scored your quiz, and determined your profile, read the descriptions of each management style below. You may see a little bit of yourself in each one.

As you gain teaching experience, you may find that your preferred style(s) will change. Over time, your profile may become more diverse or more focused. Also, it may be suitable to rely upon a specific style when addressing a particular situation or subject. Perhaps the successful teacher is one who can evaluate a situation and then apply the appropriate style. Finally, remember that the intent of this exercise is to inform you and arouse your curiosity regarding classroom management styles.

The classroom management styles are adaptations of the parenting styles discussed in Adolescence, by John T. Santrock. They were adapted by Kris Bosworth, Kevin McCracken, Paul Haakenson, Marsha Ritter Jones, Anne Grey, Laura Versaci, Julie James, and Ronen Hammer.

Authoritarian Style
The authoritarian teacher places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences.

Often, it is quiet. Students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian's students do not have the opportunity to learn and/or practice communication skills.

This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal's office. In this classroom, students need to follow directions and not ask why.
At the extreme, the authoritarian teacher gives no indication that he/she cares for the students. Mr. Doe is a good example of an authoritarian teacher. His students receive praise and encouragement infrequently, if at all. Also, he makes no effort to organize activities such as field trips. He feels that these special events only distract the students from learning. After all, Mr. Doe believes that students need only listen to his lecture to gain the necessary knowledge.

Students in this class are likely to be reluctant to initiate activity, since they may feel powerless. Mr. Doe tells the students what to do and when to do it. He makes all classroom decisions. Therefore, his style does little to increase achievement motivation or encourage the setting of personal goals.

**Authoritative Style**

The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances.

The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment. This environment offers the students the opportunity to learn and practice communication skills.

Ms. Smith exemplifies the authoritative teaching style. She exhibits a warm and nurturing attitude toward the students and expresses genuine interest and affection. Her classroom abounds with praise and encouragement. She often writes comments on homework and offers positive remarks to students. This authoritative teacher encourages self-reliant and socially competent behavior and fosters higher achievement motivation. Often, she will guide the students through a project, rather than lead them.

**Laissez-faire Style**

The laissez-faire teacher places few demand or controls on the students. "Do your own thing" describes this classroom. This teacher accepts the student's impulses and actions and is less likely to monitor their behavior.

Mr. Jones uses a laissez-faire style. He strives to not hurt the student's feelings and has difficulty saying no to a student or enforcing rules. If a student disrupts the class, Mr. Jones may assume that he is not giving that student enough attention. When a student interrupts a lecture, Mr. Jones accepts the interruption with the belief that the student must surely have something valuable to add. When he does offer discipline, it is likely to be inconsistent.

Mr. Jones is very involved with his students and cares for them very much. He is more concerned with the students' emotional well-being than he is with classroom control. He sometimes bases classroom decisions on his students' feelings rather than on their academic concerns.

Mr. Jones wants to be the students' friend. He may even encourage contact outside the classroom. He has a difficult time establishing boundaries between his professional life and his personal life.
However, this overindulgent style is associated with students’ lack of social competence and self-control. It is difficult for students to learn socially acceptable behavior when the teacher is so permissive. With few demands placed upon them, these students frequently have lower motivation to achieve.

**Indifferent Style**
The indifferent teacher is not very involved in the classroom. This teacher places few demands, if any, on the students and appears generally uninterested. The indifferent teacher just doesn't want to impose on the students. As such, he/she often feels that class preparation is not worth the effort. Things like field trips and special projects are out of the question. This teacher simply won't take the necessary preparation time. Sometimes, he/she will use the same materials, year after year.

Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline students.

The students sense and reflect the teacher's indifferent attitude. Accordingly, very little learning occurs. Everyone is just "going through the motions" and killing time. In this aloof environment, the students have very few opportunities to observe or practice communication skills. With few demands placed on them and very little discipline, students have low achievement motivation and lack self-control.

Mrs. Johnson is a good example of an indifferent teacher. She uses the same lesson plans every year, never bothering to update them. For her, each day is the same. She lectures for the first twenty minutes of class. Sometimes she will show a film or a slideshow. When she does, it becomes a substitute for her lecture, not a supplement. If there is any time left (and there always is) she allows students to study quietly and to talk softly. As long as they don't bother her, she doesn't mind what they do. As far as she is concerned, the students are responsible for their own education.

To learn more about classroom management, visit the following website. It is full of good information.

http://www.brains.org/classroom_management.htm
# Seating Chart Ideas

In the following seating chart arrangements the X’s represent the students, while the T represents where the teacher should stand or place his or her desk.

### Arrow
- **Aisles**
  - XX
  - X X
  - X X
  - T
  - X X
  - X X
  - X X

### Aisles
- XX
- X X

### Centers
- XX

### Direct Teaching
- **For Projects**
  - X X X X X
  - X X
  - X X
  - X X
  - X X
  - T
  - X X

### For Projects
- X X X X X
- X
- X

### Giant “U”
- X X X X X
- T X
- X X

### Groups of 4
- **Staggered**
  - XX XX
  - XXX XXX
  - X X X X

### Staggered
- XX XX
- XXX XXX
- X X

### “Z”
- XX XX
- XXX XXX
- T

### “Z”
- T
- X

XX
Seating Chart (dealing with behaviors)
Before making your seating chart, categorize each student in your class as one of the following. Then follow the guidelines below. A sample seating chart is also shown.

- High academic achievers
- Academically average
- Academically challenged
- Academically and behaviorally challenged
- Behaviorally challenged

TEACHER

1. Try to avoid putting behaviorally challenged (red) and academically plus behaviorally challenged (orange) students next to or diagonal from one another.

2. Keep your orange students as close to the focal point of the room as possible (probably the front).

3. Always try to put high academic achievers (blue) next to orange students.

4. Sometimes you may have to move orange students back if they are detracting from the other students’ education.
Internet Websites

**American Express Financial Management**  
http://www133.americanexpress.com/osbn/Tool/biz_plan/index.asp  
Students are able to develop a business plan for a fictional business.

**Arizona’s CTE Business Education Favorite Links**  
http://www.ade.state.az.us/cte/businesseducation/favorite_links.asp  
Arizona’s State Board of Education’s website has links that are broken down into subject matter. The categories range from Accounting to Virtual Field Trips to Grants/Funding.

**Association for Career and Technical Education**  
www.actonline.org  
The largest national education association dedicated to the advancement of education that prepares youth and adults for successful careers. The site has a resource library which includes lesson plans.

**Biz/Ed**  
www.bized.ac.uk  
A site out of Scotland that has lesson plans suggestions for games, and other useful resources.

**Ethics in Computing**  
http://ethics.csc.ncsu.edu/  
A great site that covers many of the issues that are brought up regarding computers including: privacy, risks, commerce, computer abuse, and more.

**Future Business Leaders of America/Phi Beta Lambda**  
www.fbla-pbl.org  
Future Business Leaders of America is a high school organization that prepares students for careers in business and technology fields. Phi Beta Lambda is the collegiate version of FBLA.

**Illinois Business Education Association**  
www.ibea.org  
IBEA is the state’s professional organization for business teachers.

**Illinois State Board of Education – Business Curriculum Guidelines**  
http://www.isbe.net/career/html/cte_bus_ed.htm
Moneyopolis
http://www.moneyopolis.com
Features a game designed to teach basic financial planning concepts.

National Business Education Association
www.nbea.org
NBEA is the national professional organization for business teachers.

Pi Omega Pi – Alpha Chi Chapter
www.eiu.edu/~piomega
This is our chapter’s website. It has all sorts of information that is useful to teachers.

Teachnet.com
www.teachnet.com
This site is loaded with lesson plans, tips to teacher, teacher resources and more.

Tonya Skinner’s Business Education Lesson Plans and Resources
http://lessonplans.btskinner.com/
Possibly one of the most comprehensive websites on the web for business related lesson plans.

Student Career Development

Illinois Career Information System
http://cis.ilworkinfo.com/loginMain.aspx
The Career Information System is one the easier and best sources for career development information. The site allows you to find what you need and navigate through it easily. There are many sections on both the topic of jobs/employment and education/training. The job/employment section allows students to find occupations, do job searches, and also provides information on military, non-traditional, and self-employment options. If a student decides they want to go to college there is information on financial aid, programs of study, apprenticeships, Illinois schools, and also schools around the nation.

Americas Career Resource Network
http://www.acrnnetwork.org/students.aspx
Americas Career Resource Network gives sections for students, teachers, counselors, administrators, and parents for help in career development. In the student section, there are links for career voyages, college opportunities online, college toolkit, and also virtual job shadows. This site is updated often and has a monthly top five for its resources, as well as new topics displayed monthly. In addition the site also offers many helpful links at the bottom of the page.
U.S. Department of Education
http://www.ed.gov/about/offices/list/ovae/pi/cte/guidcoun2.html
This site is the government’s official site for education and education related topics. The government offers sections for students, teachers, parents, and administrators. Within the student section there a subsection for planning your future. Under the planning your future there are many helpful links for those students thinking about college, which include career maps and diploma mills. For those students thinking about working or learning a trade there is also a section. In the section there are links for career voyages, vocational education, and student jobs.

Quintessential Careers
http://www.quintcareers.com/teen_high-school.html
Quintessential Careers is a website that gives many articles and search engines for high school students to find and develop their careers. In the navigation area on the left of the website there are links to job-specific, industry-specific, or geographic-specific search pages. There are also some helpful links for resume writing and job tutorials. Finally, there are also sections college planning and more options on searching the website.

Business Speaker Ideas

Investment Banker
An investment banker would be a valuable resource to cover many finance related topics. Financial management, investments, banking, financial planning, real estate, and possibly even real estate are potential topics that an investment banker would be able to speak about.

Marketing Consultant
A marketing consultant could be called in for their knowledge. They could speak to advertising, marketing research/techniques, product/brand management, sales, retail management, or even public relations.

Accountant
A local accountant could share their experiences with the class and be a good resource for questions students might have.

Career Advisor
A career advisor can offer advice to students about resumes and how to plan for the future.

Motivational Speaker
George O’Hare is a motivational and inspirational speaker, who would be a good all-school assembly speaker. Visit http://www.AllSpeak.com to learn more about him.
Student Organizations

DECA
www.deca.org
Marketing, management, and entrepreneurship organization for high school and universities

Future Business Leaders of America – Phi Beta Lambda (FBLA – PBL)
www.fbla-pbl.org
FBLA is at the high school level, while PBL is at the college level.

Pi Omega Pi
http://info.nwmissouri.edu/%7Eoisbe/piomegapi/
Collegiate Business Education Honor Society

Pi Omega Pi – Alpha Chi Chapter
www.eiu.edu/~piomega
Eastern Illinois University’s Chapter of Pi Omega Pi

Professional Organizations

Association for Career and Technical Education (ACTE)
www.acteonline.org
National Professional Association for Career and Technical Educators

Illinois Business Education Association (IBEA)
www.ibea.org
Develops leaders who serve the professional needs of all levels of business education

National Business Education Association (NBEA)
www.nbea.org
Educating for success in business and life

Illinois State Board of Education (ISBE)
www.isbe.net
Provides leadership, advocacy, and support for the work of school districts, policymakers, and citizens in making Illinois education Second to None
Illinois Association for Career and Technical Education (IACTE)
http://www.iacte.org/
Illinois Professional Association for Career and Technical Educators

Illinois Career and Technical Administrators (ICTA)
http://www.iacte.org/affiliates-icta.htm
Promotes the interests of those with major responsibilities in the administration of career and technical education in secondary and post-secondary schools

National Career and Technical Administrators (NCLA)
Same as ICTA with focus on national issues

Illinois Career Coordinators’ Association (ICCA)
Serves all cooperative education coordinators, keeping them informed on issues affecting both coordinators and students

Technology Education Association of Illinois (TEA of IL)
http://www.teai.net/
Promotes the interests of industrial and technical education and teachers in Illinois

Illinois Association of Vocational Education Special Needs Personnel (ILAVESNP)
Fosters the development of employment related programs for those with special needs

Illinois New and Related Services (INRS)
http://www.iacte.org/affiliates-inrs.htm
Serves the needs of all who are involved in training and development activities related to workforce preparation
Proofreading Marks

1. Capitalize  
2. Close Up  
3. Delete  
4. Insert  
5. Insert Comma  
6. Insert Space  
7. Insert Apostrophe  
8. Insert Quotation Marks
9. Move Right  
10. Move Left  
11. Move Down; Lower  
12. Move Up; Raise  
13. Lowercase /  
14. Paragraph  
15. No New Paragraph  
16. Align Copy  
17. Spell Out  
18. Let It Stand; Ignore Correction  
19. Transpose  
20. Underline or Italics  

Bulletin Board Ideas

A few bulletin board ideas follow. They can be made much bigger to fill an entire wall or bulletin board.
Ready, Set, Go...

Eyes on your Book or Monitor

Feet Flat on the Floor

Sit Up Straight
Brush up on your typing skills

Speed

Accuracy
Keyboarding I

Careers Involving Keyboarding

- Teacher
- Doctor
- Nurse
- Receptionist
- Secretary
- Pharmacist
- Biologist
- Principal
- Banker
- Accountant
Bulletin Board Idea
Put cans of paint spilling over with the words “Speed” in one and “Accuracy” in the other. Put the top students’ names in “paint spills” under the appropriate spilt can.
Keys to Success

Learn a skill that will help you be more successful in high school, in college, and in your career!
Sign up for Keyboarding!
**Motivational Quotes**

“Business is a game. The minute you think of it any differently it ceases to be fun and immediately begins to control your life and ultimately drives you crazy with wild obsessions & eventually ruins your family life. Keep things in perspective. First family, second friends, and third your business. Practice this and you'll be much happier for it. And your business will be much happier as well.”

*Josh S. Hinds*

“Show class, have pride, and display character. If you do, winning takes care of itself.”

*Coach Paul "Bear" Bryant*

“What you do speaks so loudly that I cannot hear what you say.”

*Ralph Waldo Emerson*

“And in the end, it's not the years in your life that count. It's the life in your years"

*Abraham Lincoln*

“Do not let what you cannot do interfere with what you can do.”

*John Wooden*

“The future belongs to those who believe in the beauty of their dreams.”

*Eleanor Roosevelt*

“Success is the ability to go from failure to failure without losing your enthusiasm.”

*Winston Churchill*

“The difference between the impossible and the possible lies in a person's determination.”

*Tommy Lasorda*