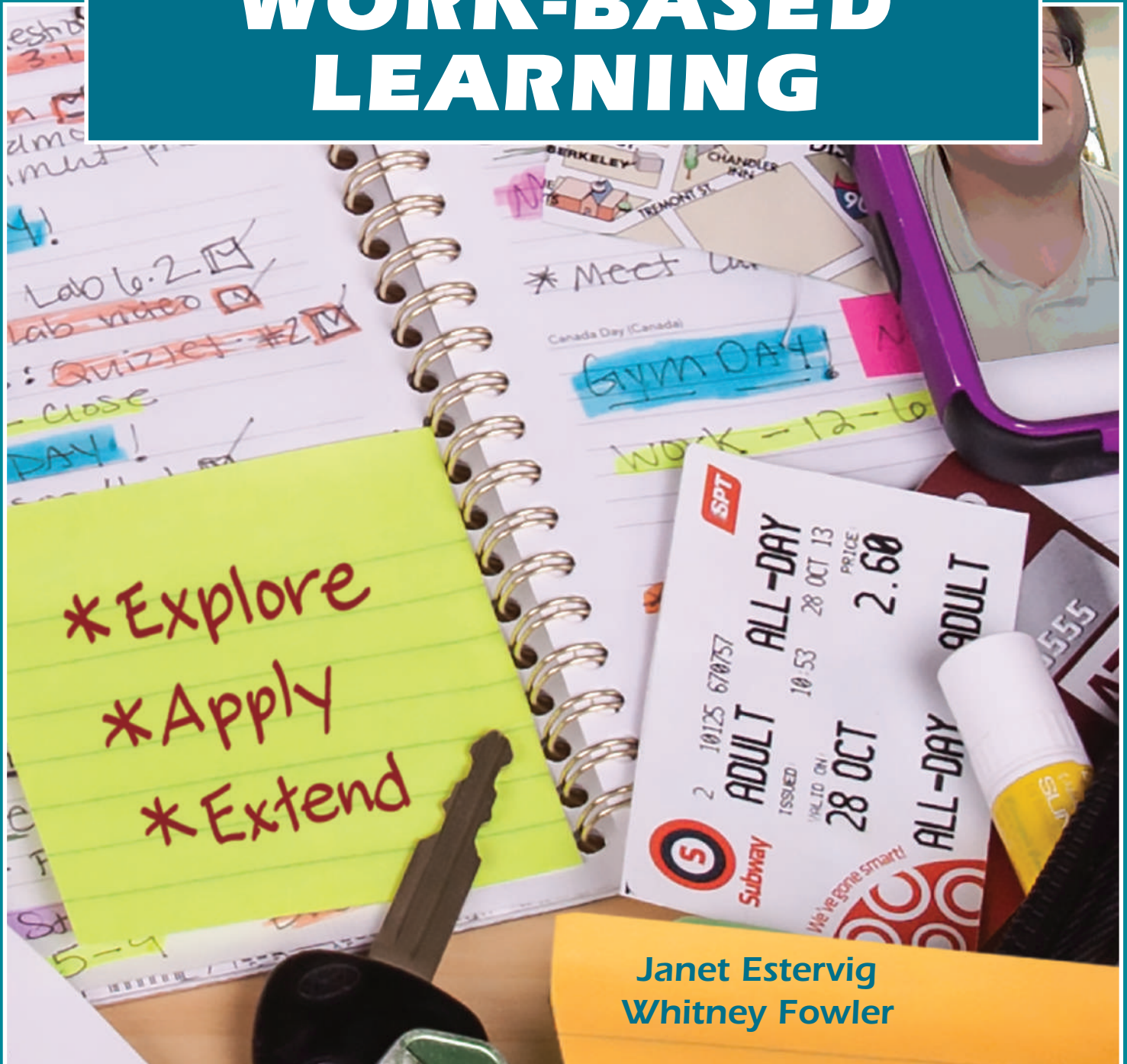


Attainment's

PreETS

Pre-Employment Transition Solution

2: FOCUS ON WORK-BASED LEARNING



Janet Estervig
Whitney Fowler

**Pre-ETS 2:
Focus on
WORK-BASED LEARNING
STUDENT WORKBOOK**

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Explore



CHECK LIST:

- SEO
- 3G / 4G
- Responsive
-

cloud

DOWNLOAD!
- files / photo
- song



Inspiration



Follow!

think?
good!



SH

Expectations of Work-Relevant Skill Development

Directions: Read the question.

Circle YES or NO.

Give an example based on your answer.

If you answer no, write down one way you could develop the skill.

Work-Relevant Skill		Give an Example	If you answered no, write down one step you could take to develop that skill
When you have a task to do, do you like to use technology?	YES NO		
When you are working on something, do you give up if it doesn't work the first time?	YES NO		
Do you get things done on time?	YES NO		
When asked to do a task, does it usually get turned in late?	YES NO		
When you spend money, do you spend it until it's gone?	YES NO		
When you spend money, do you use a budget to decide how much to spend?	YES NO		
Can you work on more than one task at a time?	YES NO		
Do you like to work on a team?	YES NO		
Do you prefer to work on your own?	YES NO		
When it is your turn to speak, do you feel uncomfortable?	YES NO		
Do you like to speak in front of a group of people?	YES NO		
Do you know how to study for a quiz?	YES NO		

Work-Relevant Skill		Give an Example	If you answered no, write down one step you could take to develop that skill
Do people think you are responsible?	YES NO		
Are you a good listener?	YES NO		
When you go to school or an event, do you check to see if you and your clothes are clean?	YES NO		
Would people say you are a positive person?	YES NO		
If someone asks you to stop what you are doing to start something new, do you like that?	YES NO		
Would people say you always tell the truth?	YES NO		

Important skills that employers look for when hiring a new employee:

1. Most jobs will require that you use a computer for some part of the job.
2. Employers need you to be flexible and able to switch jobs based on the business needs.
3. Every job has a deadline that must be met, so it is important to know when each task in your job must be done or how much time you can take to finish that job.
4. Be on time for your job start time and breaks. Lunchtime and ending time are a critical part of being a good employee. Employers will fire employees who are not reliable.
5. When you start earning a paycheck, it is important to know how to spend your money and create a budget. Employers sometimes do a credit check of people who apply for jobs and may not hire you if your credit is bad.

6. An employer is looking for someone who will try different jobs and find the ones you are best at so they can match your skills with jobs in their company.
7. How well you speak at your interview may be the reason why they will hire you or not hire you for the job. Always answer questions with more than yes or no answers, and provide information about yourself in a positive way. It is important to practice talking about yourself with teachers, friends, and family so you are well prepared when you answer questions in the interview.
8. It can help to have a mentor that will let you practice interviewing or writing letters to a business where you are interested in working.
9. Being prepared for an interview is like studying for a quiz. Do you know the steps to be ready for either?
10. Listen to what the interviewer is asking before answering the question. If you are not sure what the question is, then ask them to repeat the question so you can better understand what they want to know about you.
11. Listening skills make you a good friend, good student, and great employee. Employers need someone who will listen to their instructions so that the employee will not make mistakes, which can cost them money. You also need to listen to your coworkers as they may be able to help you understand what is expected of you at the job.
12. Being able to listen to your supervisor's feedback and hear what they say about what you are doing well, and where you need to improve, is an important work-relevant skill for your first job and all jobs after that!
13. Being prepared when you come to work is an expectation of your employer. This means arriving on time, wearing your uniform or appropriate clothes for your job, checking in with your supervisor, having all your supplies ready to start work, and arriving with a positive attitude. Did you pack a lunch or snack for break? Did you put your cell phone away if required by your employer?

Work-Relevant Skills Summary

Directions: Use your summary sheet to copy down the score for each work-relevant skill. In the next column, write down one task you can do to develop the skill.

Team player



	Score	Idea to Develop Skills

Safety



	Score	Idea to Develop Skills

Independence



	Score	Idea to Develop Skills

Following Instructions



	Score	Idea to Develop Skills

Organization



	Score	Idea to Develop Skills

Reliability



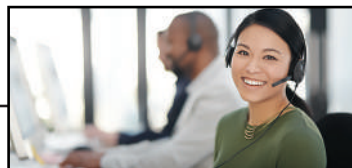
	Score	Idea to Develop Skills

(Continued on the next page)

Work-Relevant Skills Summary

Continued from page 7

Customer Service



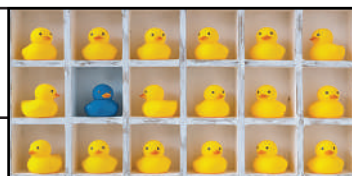
	Score	Idea to Develop Skills



Entrepreneurship

	Score	Idea to Develop Skills

Self-Advocacy



	Score	Idea to Develop Skills

Reading and Writing Numbers




Directions: Work with a partner. Take turns completing this task: Circle 20 numbers. Choose at least one from each row. Do not show your partner. Call the numbers out so your partner can write them.

1	3	4	9	12	16	19	24	32	33	35	37	44	46	48
53	55	59	61	62	64	67	68	70	72	73	80	81	82	85
87	88	97	98	99	100	104	106	110	112	118	121	125	129	130
138	144	148	152	157	159	163	167	169	173	174	177	179	184	185
190	192	197	199	200	207	213	215	219	222	227	231	237	239	243
247	250	255	256	259	262	267	269	271	279	283	286	288	289	291
297	298	302	308	310	313	315	317	324	322	326	328	333	335	339
345	348	350	353	356	359	360	363	368	375	377	382	385	390	391
400	408	412	416	422	428	437	439	444	448	453	459	460	462	468
475	477	482	488	492	493	502	507	511	514	522	527	531	538	545
549	552	555	564	569	573	577	586	588	590	591	600	606	611	617
622	628	633	639	641	647	658	659	664	665	671	676	680	683	685
694	699	703	705	710	716	727	721	722	738	739	745	746	752	753
764	769	770	772	773	782	788	791	795	800	801	815	816	820	823
830	832	841	843	853	854	864	865	870	879	886	887	892	895	908
909	912	917	925	928	931	934	936	943	944	950	952	967	968	969
974	975	977	983	985	988	989	991	994	999	1000	1001	1012	1173	1853

Write the 20 numbers your partner chose here:

Reading Pictures

Directions: Study the pictures. Look beyond the obvious to see what you can learn by studying the background.

	What have you learned by studying the background?
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Recognizing Important Information

Directions: Identify one piece of important information in each situation.

1. If a teenager plays tennis on a high school tennis team,

One piece of important information would be



2. If a student is 10 minutes late for math class,

One piece of important information would be



3. If a person who is allergic to peanuts is going to a party,

One piece of important information would be



4. If you bought a beach chair and found out it was broken when you got home,

One piece of important information would be






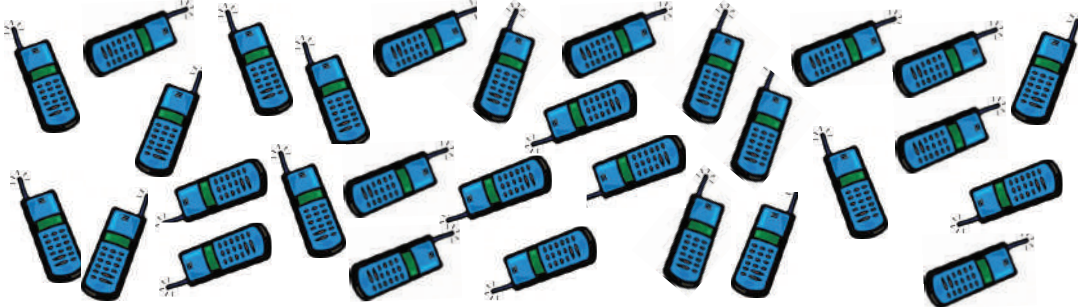

5. If you have to write a story for English class this week,

One piece of important information would be



Counting from 1 to 30

Directions: Count the number of items in each section.
Write the numbers in the boxes.

Items to count	Number
	
	
	
	
	

Using a Checklist

PowerPoint Notes:

What You Should Know	Examples from PowerPoint
1. <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
2. <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
3. <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
4. <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
5. <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
6. <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

TRY IT

Directions: Read the short story below and then answer the questions.

When you arrive at work, your supervisor has left a bag of coffee supplies and a note at your workstation. Your job is to read the note and create a checklist.

Good Morning,

As you can see, I have left a few bags of leftover coffee supplies on your desk. Today I need you to empty all the bags and sort the hot cocoa, tea, straws, sugar, and sweetener into separate bins. You will be finished with this when each item is in the correct bin. When you are finished sorting, please take all the bins to the break room. After you have finished, please come to my office for your next job. If you have any questions, please ask Shana.

Create the Checklist

1. What are the steps to finish this job?

- ☐ Sort
- ☐ Assemble
- ☐ Put in

2. How many steps need to be completed?

- ☐ 2
- ☐ 6
- ☐ 9

3. How do you know when you are finished?

- ☐ Sorted
- ☐ Empty bags

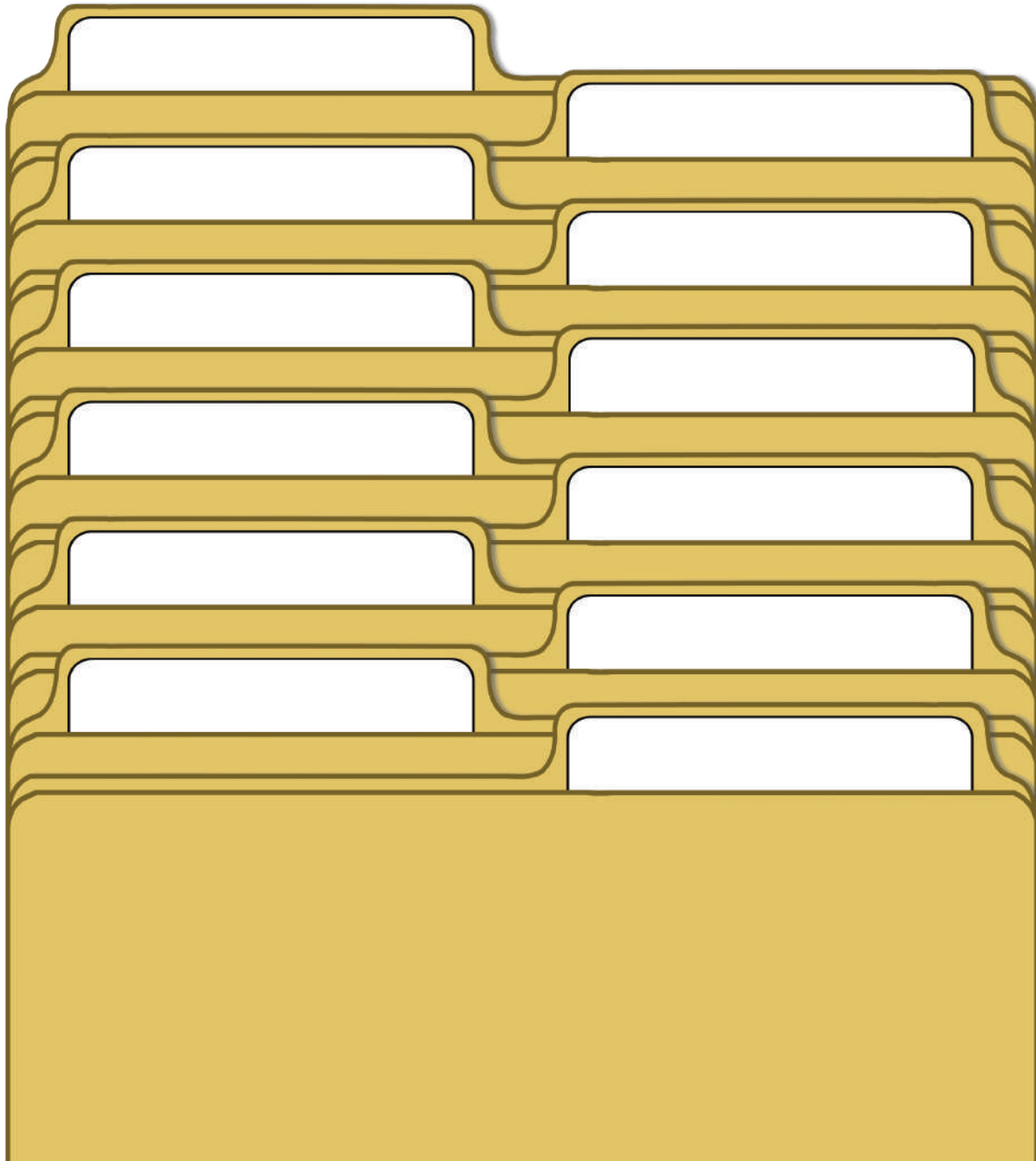
4. What do you do when you are finished?

- ☐ Ask Shana
- ☐ Come to office



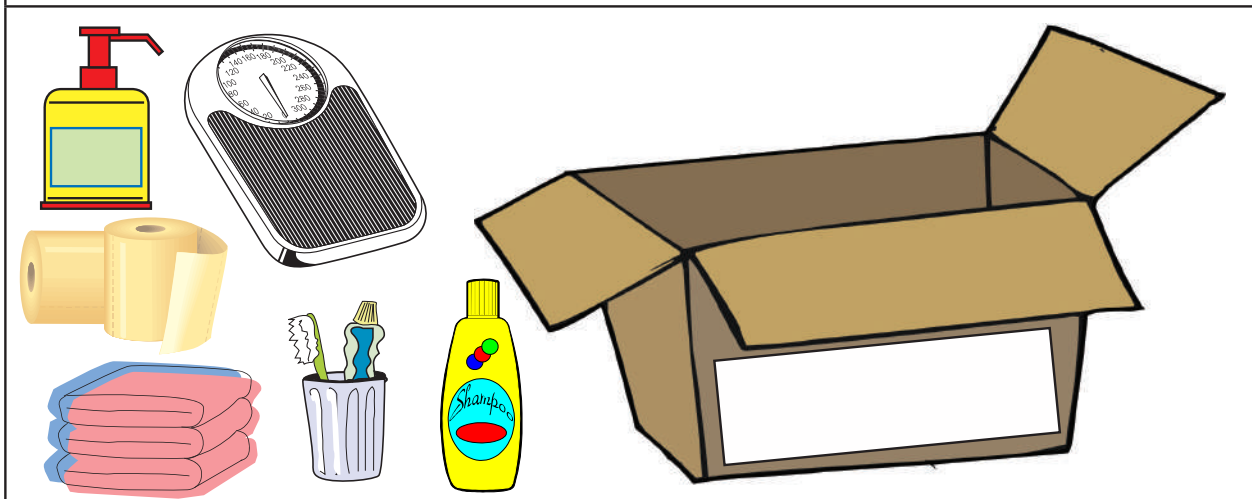
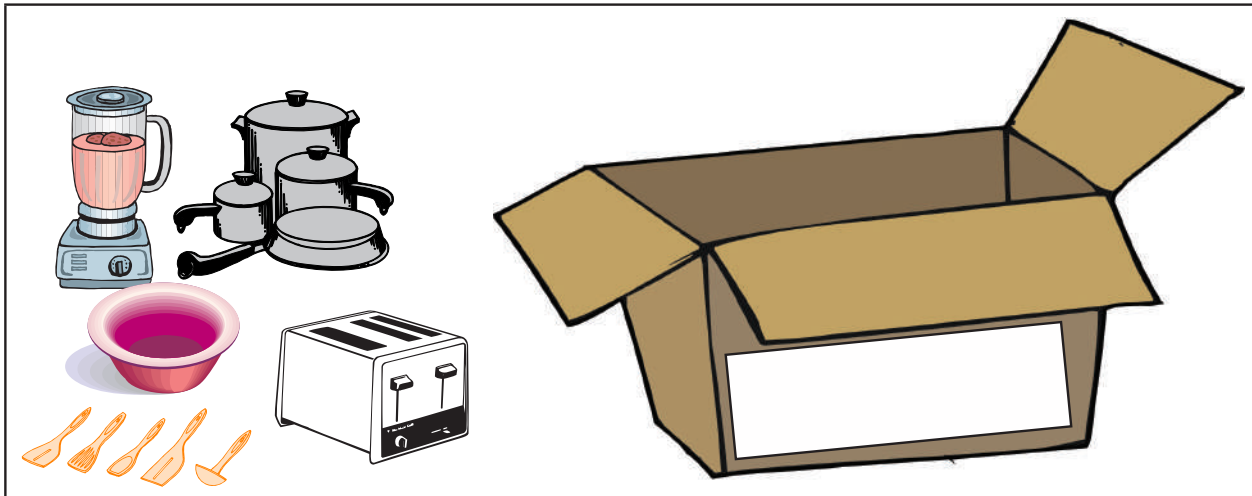
Labeling Files

Directions: Label these files with the months of the year in order.



Labeling Boxes

Directions: Look at the items that are to go in each box. Then, label each box with the room it should go to and the key items in the box.



Money Calls

Hugo encounters some work problems at his first job, even though he is good at it.

.....
Some kids just can't wait to get their first jobs. Hugo Ortiz was like that. The day he was 17, he went to the Wade Call Center. Abe Walling hired Hugo on the spot. Hugo started working two days later.

He worked two hours after school each day. He also worked on Saturdays. He sat at a small desk. Each day, he turned his computer on. Then, he put a headpiece on. He pushed a button on his computer and it dialed a number. If someone answered, a script came on the screen. Hugo read the script and tried to sell. He made money every time he sold a CD.

The script Hugo read was made of very simple sentences. The boss liked callers to use plain words. He believed plain words made people buy.

Hugo was quite good at his job. He was able to sell to two or three people every hour. He got extra money for each sale. So, he was excited about his first check. It was odd when he opened his check. It showed

Hugo was quite good at his job. He was able to sell to two or three people every hour.



that he only made five sales. But, he knew he had made 42 sales. He talked to Jeff, the person who made the reports. Jeff said, “You have only been here for two weeks. Wait for your next check.” So Hugo did not worry about his money.

The next day, Hugo had some phone numbers that would not work. They were from a town near Chicago. The computer dialed each number. A voice said the area code was wrong. He looked online. He saw that the town had some new area codes. He changed the numbers in the list. Then he pushed the button and started calling again. Now the numbers worked.

On Friday, Abe called Hugo into his



Try to get 18 sales each hour. If you do, you will each get a \$100 bonus for the day. They all started calling.

office. Three other callers were there. Abe said, “The four of you are going to be a team today. As a team, try to get 18 sales each hour. If you do, you will each get a \$100 bonus for the day. They all started calling. After 45 minutes,

Hugo had 10 sales. He thought that the other three could get eight sales. So, Hugo goofed off for the last 15 minutes. He was careful to look like he was working. After one hour, Abe talked to the team. He said, “Hey, team, you were one sale short this first hour. You are going to have to make up for it the next hour. Try hard if you

want your bonus.” Hugo did not goof off anymore. In the end, he was happy to have the extra \$100.

On Tuesday, a new worker was sitting next to Hugo. Her name was Kelly. She smelled like flowers. Hugo started to sneeze and cough. He said to Kelly, “I’m sorry. I have a problem with perfume.”

Kelly said, “I’m sorry, too. But, I like to smell nice.”

Hugo told Abe about the problem. Abe said to Kelly, “I’m moving you to the other side of the room. I’ll be right back. I have to find you a place.” Hugo sort of slumped in his seat. He didn’t want Kelly to be able to see him.



A new worker was sitting next to Hugo. Her name was Kelly. She smelled like flowers.

But, Kelly came right up to him. She said, “Sorry we can’t sit by each other. I’ll see you around.” Then she made a call on her cell phone. She walked away from her desk to be alone. Hugo was glad that the smell wasn’t so close. He didn’t try to listen. But, he guessed she was talking about him.

Soon, Hugo’s second paycheck came. He was short money again. He checked his list of sales. He had each person’s name and the date. He asked Abe about

the money. Abe said that something was wrong. Abe said he would look into it.

Now, Hugo had been at his job for a month. Abe told him to make one file for each sale. Hugo used his sales list. Abe also told him to box up his month of sales. Hugo took a piece of paper. He used it to see how high the stack of files was. Then, Hugo went to the room with the boxes. He used the piece of paper to find a file box that would fit his stack. Soon, they were all packed away. He was ready to start a new list and a new month.



He was ready to start a new list and a new month.

A few days later, Abe talked to Hugo about the missing money. He said, “Jeff and Beth were taking money. Jeff changed the reports. He put the extra calls on Beth’s report. Then the two of them split the money.”

Hugo said, “No wonder Jeff told me not to worry.” Hugo rolled his eyes. Finally, Hugo got all of his money. He didn’t get a chance to talk to Jeff and Beth about it. They no longer worked there.



Story Quiz

- 1** Why didn't Hugo work in the mornings during the week?
 - A. He didn't have enough training.
 - B. He hadn't been at the company long enough to work the best hours.
 - C. He was in school.
- 2** Why did Abe tell Kelly to move to the other side of the room?
 - A. It was less crowded on the other side.
 - B. Her chair was broken.
 - C. Hugo couldn't deal with her perfume.
- 3** Why don't Jeff and Beth work at the company anymore?
 - A. They were fired for stealing.
 - B. They found better jobs.
 - C. They retired.
- 4** Choose the word that means "to give a job to someone."
 - A. hire
 - B. wait
 - C. dial
- 5** Choose the word that means "sat low or slouched."
 - A. packed
 - B. pushed
 - C. slumped
- 6** What is the best thing to do if you are cold at work?
 - A. Turn the heat up.
 - B. Get busy and forget about it.
 - C. Keep a sweater at your desk.
- 7** Which date is the same as July 12th, 2013?
 - A. 7-12-13
 - B. 12-12-13
 - C. 2-0-13
- 8** Say Hugo put his files in alphabetical order by buyers' last names. Which of these names would have come first?
 - A. Connie Toule
 - B. Mike Dennison
 - C. LaTasha Winter
- 9** Which item might fit in a file box that is three inches thick?
 - A. a laptop computer
 - B. a suitcase
 - C. a set of kitchen pans

Types of Vocational Tasks

PowerPoint Notes

1. Sorting

What is sorting?

One example of a job that uses sorting is:

2. Assemble

What is assemble?

One example of a job that uses assemble is:

3. Put In

What is put in?

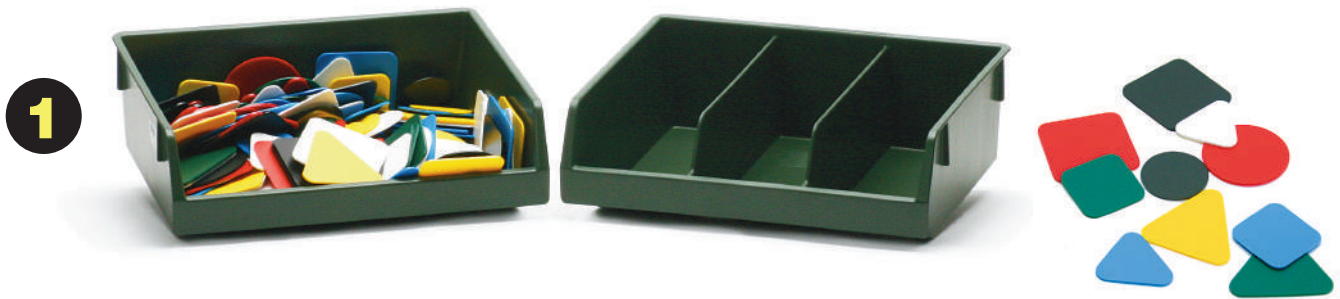
One example of a job that uses put in is:

4. Coordination

What is coordination?

One example of a job that uses coordination is:

Directions: Look at the picture and answer the questions.



What could you do with the material in the picture?

What type of vocational task is this?

Write down a job where you might use this skill.



What could you do with the material in the picture?

What type of vocational task is this?

Write down a job where you might use this skill.

3



What could you do with the material in the picture?

What type of vocational task is this?

Write down a job where you might use this skill.

4



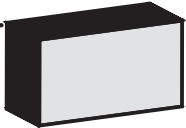

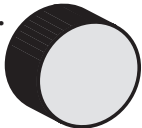

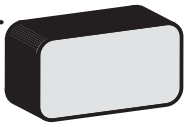
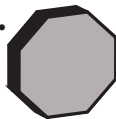

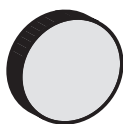

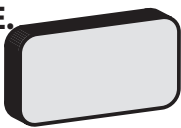
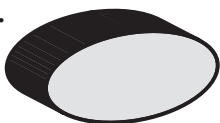


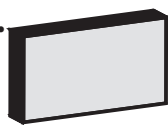
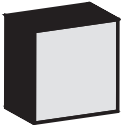





What could you do with the material in the picture?

What type of vocational task is this?

Write down a job where you might use this skill.

Choosing a Lid That Will Fit Based on Shape

Directions: Match the lids to the containers.

Matches	Containers	Lids
	1. 	A. 
	2. 	B. 
	3. 	C. 
	4. 	D. 
	5. 	E. 
	6. 	F. 
	7. 	G. 
	8. 	H. 
	9. 	I. 
	10. 	J. 

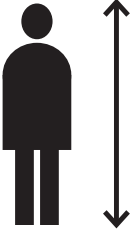









Choosing Appropriate Box Sizes

Directions: As a group, place ten boxes of different sizes in the front of the room. Number the boxes from 1 to 10. Name something in the room that would come close to filling each box and would fit in without sticking out. Check to see if your guesses are correct.

Box #	Item in room that you think would fit	Did it fit?	
1		Yes	No
2		Yes	No
3		Yes	No
4		Yes	No
5		Yes	No
6		Yes	No
7		Yes	No
8		Yes	No
9		Yes	No
10		Yes	No

Choosing Measurement Instruments

Directions: For each situation below, draw or describe the measurement tool that you would use.

Situation	Measurement Tool	Situation	Measurement Tool
Your height 		Amount of postage needed on an extra-stuffed envelope 	
Amount of water in a bucket 		Whether or not DVDs will fit on a shelf you would like to buy 	
Amount of flour for baking a cake 		The length of a driveway in front of a garage 	
Amount of sugar for a cup of coffee 		The weight of a loaded semi truck 	
Your weight 		Amount of water to make a package of lemonade 	

Identifying Basic Object Characteristics

such as Size, Color, and Shape

Directions: Choose ten items around the room. List the names of the items in the Object column. Then, fill in the rest of the table.

#	Object	Size	Color	Shape
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Task Breakdown



1 Write down each step of making a peanut butter and jelly sandwich:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

2 Go back and highlight a step where you might need help.

3 How could someone help you with this step?

Task Breakdown

- What task have you been assigned?

- Look at the directions for your assembly task.
- Write down each step you need to complete this task.
- As you are working on the task, circle YES in the support column if you need help.
- Write down what type of support you need.

Task Steps	Support	Type of Support Needed
1.	Yes No	
2.	Yes No	
3.	Yes No	
4.	Yes No	
5.	Yes No	
6.	Yes No	
7.	Yes No	
8.	Yes No	
9.	Yes No	
10.	Yes No	

Types of Support on the Job

Directions:

Write down the type of support and an example from each slide.

Support	Example
1.	
2.	
3.	
4.	

Directions: Read the example and identify the type of support needed.

1.

2.

3.

Asking for Reading Help If Needed

Directions: For each question, choose the correct answer from the answer box.

Answer Box

- A — Ask for help right away.
- B — Try to figure out the word(s) before asking for help.
- C — Try to figure out the words on own. If you can't, you should just go on without asking for help.

Answers	Letter-Clarification Spellings
	1. If Carol is reading a story and comes to a word she doesn't know, she should...
	2. Carlos is trying to read a label on a tube in a First Aid kit so he can help a hurt child. If Carlos is not sure what the label says, he should...
	3. If Ollie is reading about a TV show and isn't sure what the words say, he should...
	4. If Malik is reading the words of a song in church and doesn't know all the words, he should...
	5. If Becca is having trouble reading a menu in a restaurant, she should...

Asking for Verbal Clarification

Directions: Make a list of names that include the letters listed below. Then, working with a partner, take turns spelling the names aloud so the other person can write them. If you are unsure of a letter you hear, ask for clarification by saying, “Is that *b* as in boy?”

Letters	Your List
p or b	1.
s or f	2.
m or n	3.
g or t	4.
b or d	5.
b or v	6.

Your Partner's List
1.
2.
3.
4.
5.
6.

Food King

Olav gets his first job. Since English is not his first language, he has some reading and writing issues to hurdle.



Olav walked through the grocery store with his mother. She sent him to get milk. Then, she sent him to get beans. She didn't know English very well. She needed Olav to help her find things in the grocery store. He knew how the store was set up and could find most things easily. When they were checking out, Olav read a sign by the checkout, "Stock person needed." He asked the checkout person, "What's a stock person?"



"What's a stock person?"
Olav asked.

She said, "A stock person puts the products on the shelves."

"How old does a stock person have to be?" Olav asked.

"Sixteen."

"I'm sixteen," Olav said. "I bet I would be a good stock person."

A man standing by the checkout said, "I'm Keith Walls. I'm the manager. I can get you an application if you would like." Olav left the store with an

application. He took it to Dan Ward's house. He knew his friend's family would help him read it.

The next day, Olav took his filled-out application back to the store. He gave it to Mr. Walls. Mr. Walls asked, "Do you have time for an interview?"

Olav said, "Sure!" He followed Mr. Walls to a small office. Mr. Walls asked Olav how he spent his free time. He also asked Olav how many days of school he had missed this year.

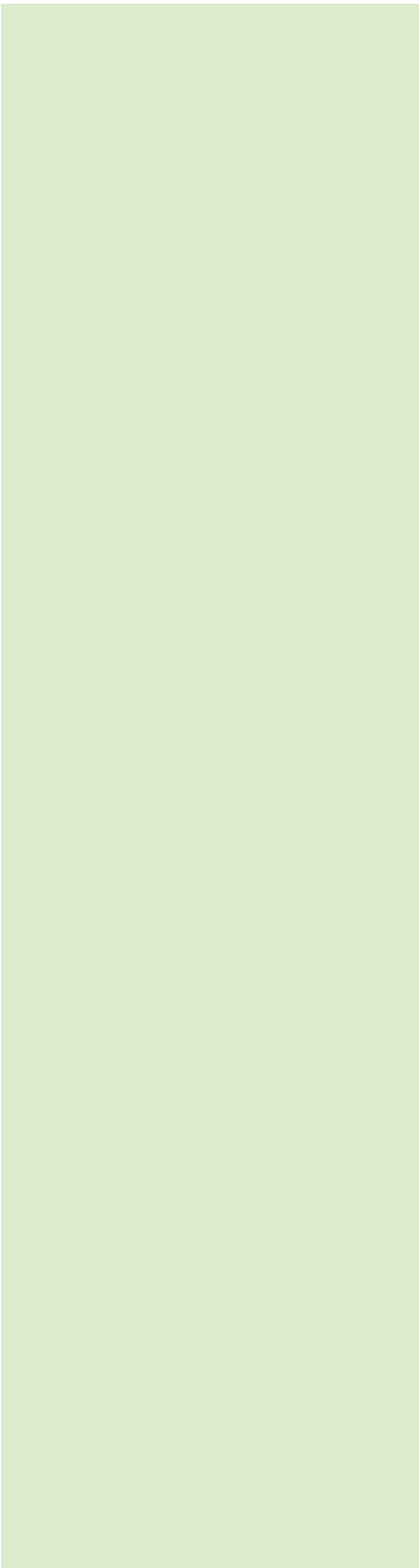
After about ten minutes, Mr. Walls said, "OK. I think you would work out fine. Do you have any questions?"

Olav said, "Yes, I do. My family moved here from Greece when I was eleven. I am a hard worker. And, I will always be on time. I can speak English pretty well. I learned it from my friends and from school. But, sometimes I have trouble reading and writing. And, sometimes, I have trouble understanding directions when I hear them. Can I get long instructions in writing? If I can study them, I can understand better. Will that be a problem?"

Mr. Walls said, "Not at all. I always write out the instructions. I post them on



The next day, Olav took his filled-out application back to the store.



the board in the break room. So, the job is yours if you want it.”

“I do want it!” Olav said. “What would my hours be? And, when would I begin?”

“We need you at night on Tuesday from 8:00 to midnight. We also need you from 5:00 to 9:00 on Saturday mornings. Can you start next Tuesday?”

“Yes, I can,” Olav said.

“OK. Did you put your e-mail address on your application?”

“Yes.”

“Great! You will get some forms from human resources. Fill them out and send them back.”

Olav went home. When the e-mail came, he started filling out the forms. He came to a blank that asked for his social security number. He had just seen a movie about identity theft. The thief hacked into an employer’s site. So, he left the blank empty. He sent the form back with a note. He said, “I’ll give you my social security number in person.”

Human resources sent him a note. It said, “Our site is secure. Please add your social security number and resend.”

He sent a reply. “I don’t send my

number over the Internet. I'll call you on the phone." He sent the e-mail and called.

A human resources person told him, "I can't add it to your form. I am locked out. Could you come down here? You could go onto a computer and go into your form." Olav went to the store. He sat at a human resources computer and found his file. Then he added the social security number. Afterwards, he stopped in the break room. He saw the employee names on the wall. His name had already been added. He guessed that 10 females and 12 males worked at the store.

Olav ran into Mr. Walls on his way out. Mr. Walls gave him a paper. He said, "Study this map before Tuesday. It shows the store layout. You can also see the colors for each department. You'll need to remember the colors. We color-code signs and price tags."

At home, Olav studied the map. He smiled since he already knew the layout and colors. He said to himself, "I'm going to be good at this job!"



Olav did his homework as soon as he got home.

On Tuesday, Olav did his schoolwork as soon as he got home. He left for the store at 7:45. Mr. Walls had him put a skid of canned vegetables on the shelves. While he was stocking the cans, another worker stopped. He said, "I'm Joel Stein. I'm new here. Are we supposed to stack small cans two high or three high?"

Olav said, "I'm Olav Dukas, and I'm new, too. Mr. Walls told me to stack them three high only if the cans are quite small. He said to make sure stacks are not tight against the shelves above them. I can only stack two of these cans. I'm not sure about yours. Maybe you should ask Mr. Walls."

During his first break, Olav went to the break room. He saw a computer he hadn't noticed before. He checked his e-mail. He also sent an online birthday card to a friend. Then he went back to stocking shelves. Midnight came quickly. As he headed home, Olav thought, "I'm going to like this job. I'm great at piling food up. I'm sort of a food king!"



"I'm going to like this job!"
Olav thought.



Story Quiz

- 1** Why did Olav's mother need help in the grocery store?
 - A. She couldn't read the signs very well.
 - B. She couldn't walk very well.
 - C. She was talking to someone on her cell phone.
- 2** Why does Olav have problems reading and writing English?
 - A. He doesn't try very hard since his parents don't speak much English.
 - B. Learning is hard for him and reading and writing are especially hard.
 - C. He spoke Greek as a child and is still learning English.
- 3** Why is there a computer in the break room?
 - A. The break room is also someone's office.
 - B. The computer is probably for employees to use while on break.
 - C. The computer is probably used for training new employees.
- 4** Choose the words that mean "personal identification for each U.S. citizen."
 - A. filled-out application
 - B. social security number
 - C. color-coded tags
- 5** Choose the word that means "safe from people who shouldn't see or hear."
 - A. identity
 - B. secure
 - C. empty
- 6** Which choice is an example of a personal fact you could know?
 - A. your friends' birthdays
 - B. your weight
 - C. your cousin's name
- 7** Which of these names is obviously male?
 - A. Pat
 - B. Chris
 - C. Adam
- 8** What color arrow is usually used to mean "go to the next page"?
 - A. red
 - B. yellow
 - C. green
- 9** What kind of greeting card would you most likely send in December?
 - A. Mother's Day card
 - B. Christmas card
 - C. Valentine's Day card

Creating Independence

Directions: Answer the questions.

1 Is this a type of support?

Verbal	YES	NO
Driving	YES	NO
Modeling	YES	NO
Physical	YES	NO
Shopping	YES	NO
Visual	YES	NO
Outside	YES	NO
Adapted	YES	NO

2 Circle what fading means:

Increasing Support

Reducing Support

Examples of Support *(The first example has been completed for you.)*

- 1** Lori fills bags with french fries at McDonald's. When she is finished filling one bag of fries, her job coach says, "Next, Lori, you need to fill another bag of fries."



What support does Lori have? (Circle one and then give an example in the space provided.)

Physical

Adapted

Verbal

Visual

Lori has Verbal Support:

"Next, Lori, you need to fill another bag of fries."



What type of support would make Lori more independent? (Circle one and then explain your answer in the space provided.)

Physical

Adapted

Verbal


Visual

A more independent level of

support is VISUAL.

Lori could ask her skills trainer to use a picture/checklist to prompt her instead.

- 2** Tyler works at a grocery store stocking fruit on the displays. Tyler's job coach pushes the cart full of supplies for Tyler, opens the boxes, then points to the display where Tyler should stock next.


 **What support does Tyler have?** (Circle one and then give an example in the space provided.)

Physical

Adapted

Verbal

Visual

 **What type of support would make Tyler more independent?** (Circle one and then explain your answer in the space provided.)

Physical

Adapted

Verbal

Visual

3

Marissa files paperwork at a dentist's office. Marissa uses an electric wheelchair to help her navigate. When she arrives at work, a coworker pushes her chair inside, takes off Marissa's coat for her, and puts away her belongings. When she's done, her coworker switches on Marissa's chair for her.



What support does Marissa have? (Circle one and then give an example in the space provided.)

Physical

Adapted

Verbal

Visual



What type of support would make Marissa more independent? (Circle one and then explain your answer in the space provided.)

Physical

Adapted

Verbal

Visual

4

Bobby works at a honey factory. His job is to put the labels on the honey jars. Sometimes, Bobby's labels are not straight, so his job coach helps Bobby place the labels with hand-over-hand assistance.



What support does Bobby have? (Circle one and then give an example in the space provided.)

Physical

Adapted

Verbal

Visual



What type of support would make Bobby more independent?
(Circle one and then explain your answer in the space provided.)

Physical

Adapted

Verbal

Visual

- 5** Jennifer works at a senior living community. Her job is to set the tables for each meal. When Jennifer is setting the tables, her job coach puts a picture of the place setting in front of her.



What support does Jennifer have? (Circle one and then give an example in the space provided.)

Physical

Adapted

Verbal

Visual



What type of support would make Jennifer more independent? (Circle one and then explain your answer in the space provided.)

Physical

Adapted

Verbal

Visual

Writing a Plan

Directions: Practice writing a plan for independence for Lori (#1, pg. 42)

A job task where Lori receives support is _____.

The type of support she currently has is _____.

The level of support she would like to move to is _____.

One thing she could ask her skill trainer to try is _____

_____.

She will give this a try.

My Plan for Independence

A job task where I receive support is _____.

The type of support I currently have is _____.

The level of support I would like to move to is _____.

One thing I could ask my job coach/skills trainer to try is _____

_____.

I will give this a try.



Making and Carrying Out Plans

Directions: Order the sentences below to show a logical plan for getting ready for school in the morning. Use the numbers 1–10 to show the correct order.

Plan for Getting Ready for School in the Morning	
Numbers 1–10	Step in Plan
	Get dressed
	Make your bed
	Comb your hair
	Get your backpack ready
	Decide what to wear
	Get out of bed
	Eat breakfast
	Leave for school
	Brush your teeth
	Pack your lunch
Try to follow this plan yourself!	

Understanding the Skills Needed to Perform a Desired Job

Directions: Match each school subject to a job where the skill is needed.

Answers	Jobs	School Subjects
	1. cashier	A. English
	2. hair stylist	B. Science
	3. construction worker	C. Chemistry
	4. greenhouse worker	D. Math
	5. receptionist	E. Woodworking
Answers	Jobs	School Subjects
	6. cook	F. Art
	7. tour guide	G. Gym
	8. architect	H. Culinary
	9. dance instructor	I. Speech
	10. software programmer	J. Computer Science

Creating Opportunities: School-Based Business

A great way to love your job is to start up a small business using your passion and skills in a specific area of interest. Use this worksheet to develop a business plan for an idea that interests you.

FIRST:

Circle the words or pictures that are your interests



Gardening/Lawn Care



Baking/Cooking



Camping



Fitness



Arts & Crafts



Photography



Gaming



Scrapbooking



Music



Swimming



Reading



Jewelry Making

NEXT:

Choose one interest that you circled or that you do and fill in the answers to the questions.

Interest/Passion:

Is this a service?	YES NO
Does this make a product?	YES NO
Does this service or product already exist? If yes, describe the business:	YES NO
Describe how people would use your service or product:	
Describe why people would use your product/service:	
Do you have the skills to do this job?	YES NO
Describe the skills you will need to do this job:	

LAST:

Do this for three more items.

Interest/Passion:

Is this a service?	YES NO
Does this make a product?	YES NO
Does this service or product already exist? If yes, describe the business:	YES NO
Describe how people would use your service or product:	
Describe why people would use your product/service:	
Do you have the skills to do this job?	YES NO
Describe the skills you will need to do this job:	

Interest/Passion:

Is this a service?	YES NO
Does this make a product?	YES NO
Does this service or product already exist? If yes, describe the business:	YES NO
Describe how people would use your service or product:	
Describe why people would use your product/service:	
Do you have the skills to do this job?	YES NO
Describe the skills you will need to do this job:	

Interest/Passion:

Is this a service?	YES NO
Does this make a product?	YES NO
Does this service or product already exist? If yes, describe the business:	YES NO
Describe how people would use your service or product:	
Describe why people would use your product/service:	
Do you have the skills to do this job?	YES NO
Describe the skills you will need to do this job:	

Getting Fired

Directions: The following is a list of things that could get a person fired from work.

Place an “**S**” in front of the items that are work-related skills and a “**W**” in front of the items that are work skills.

- _____ A worker works in an unsafe manner.
- _____ A worker is often late.
- _____ A worker makes frequent mistakes in the job.
- _____ A worker fails to call when they can't be at work because of illness.
- _____ A worker doesn't know how to do a task.
- _____ A worker always has another idea of how things should be done.
- _____ A worker wears inappropriate clothing to work.
- _____ A worker spreads rumors about others at work.

How to Conduct Informational Interviews

What is an informational interview? _____

Step #1

Describe	Example

Step #2

Describe	Example

Step #3

Describe	Example

Step #4

Describe	Example

Step #5

Describe	Example

Step #6

Describe	Example

Big Ideas

What career interests you?

1.

2.

3.

Who could you interview?

Write down three questions you would ask:

1.

2.

3.



Five Competencies in the Workplace

#1

Define	Identify	Career Example

#2

Define	Identify	Career Example

#3

Define	Identify	Career Example

#4

Define	Identify	Career Example

#5

Define	Identify	Career Example

Competency	Career	Link to Today
Resources		
Interpersonal		
Information		
Systems		
Technology		

Projecting Needed Time for An Activity

Directions: Write the number of minutes you think each activity will take. Then compare your list with a classmate. Discuss any differences. Change any times that you think should be changed.

Activities	How long do you think the activities will take?	How much time did your partner say?	Time changes, if any, that you want to make.
Make your bed			
Put the clean dishes away			
Make a peanut butter and jelly sandwich			
Wash the car			
Take out the garbage			
Clean your room			
Eat breakfast			
Brush your teeth			
Read the newspaper			
Research online to find facts for a school paper			
Go to the store for milk and bread			
Walk three miles			

Discussing Current Events

Directions: Attach a newspaper headline in each box. List three points you could discuss about each headline.

Headline:

1.

2.

3.

Headline:

1.

2.

3.

Headline:

1.

2.

3.

Following Neighborhood Guidelines

Directions: Match the neighborhood guidelines with possible purposes for the guidelines.

Answers	Possible Guideline Purposes	Neighborhood Guidelines
	1. People want their neighborhoods to look tidy and for their visitors to be able to park.	A. Keep pets inside, fenced, or on a leash.
	2. You must find out where the pipes and wires are located so you don't hit them.	B. Do not dig in your yard without a permit.
	3. People want to help keep their property values up by making sure all houses meet certain requirements.	C. Campers, boats, and semi-trucks cannot be parked by a house for more than 24 hours without moving.
	4. Dogs are not predictable, and some people just do not want other people's dogs in their yards.	D. All houses in a neighborhood must be at least 2600 sq. ft.
Answers	Possible Guideline Purposes	Neighborhood Guidelines
	5. The city wants no building over buried pipes or wires, and they want building plans to meet requirements.	E. Clean up all pet waste.
	6. People want their neighborhoods to look tidy.	F. You must have a permit for all building projects.
	7. Your neighbors will not want your smelly piles in their yards.	G. Approval is required for paint-color choices.
	8. People often want houses to blend in, so colors like purple are not allowed for the outside of houses.	H. You must mow your yard regularly.

Apprenticeships

What is an apprenticeship?

Activity

1. Go to the website **My Next Move**: <https://www.mynextmove.org/>.
2. Click on Registered Apprenticeship.
3. Click on a career that looks interesting, then fill in the information in the table below:

Career	Job Outlook	Check out My State	Explore More	Apprenticeship Information
1.				
2.				
3.				
4.				
5.				

What Can I Do for My Career?

1 My best subjects in school are (circle yours):

Math

Writing

Reading

English

Social Studies

History

Shop classes

Art

Business classes

Computer classes

Physical Education

Music

2 My two favorite hobbies are:

3 Do my best school subjects match my hobbies? YES NO

4 Are there careers in which I could use my hobbies and best school subjects?

If yes, list one here: _____

If no, ask your teacher to assist you to find some that will.

Giving “How To” Directions

Directions: Write step-by-step directions for one of these activities:

- How to play a certain video game
- How to score tennis (or some other sport)
- How to grill hamburgers

Use additional paper if you need to.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

Step 8:

Step 9:

Step 10:

Internships

What is an internship?

What is the difference between an internship and an apprenticeship?

Find out More!

Directions: Use the following website to research internships:

<http://www.internships.com/student>.

Search by Local Opportunities (with zip code).

Use the information you find to fill in the table below:

Internship	Type	How to apply

Next: Use the following website to research internships:

<http://www.internships.com/student>.

Search by Career Keyword.

Use the information you find to fill in the table below:

[illegible]

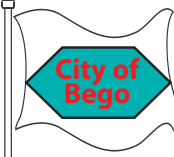
Which internship are you interested in pursuing?

If you wanted to apply, what step would you take next?


Understanding Local, State, and National

Directions: Use the number to sort the situations into local, state, and national.

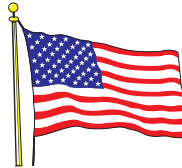
1. Northern, Eastern, Western, and Southern Universities all four had more students this year.
2. In Washington D.C., the Senate passed a new tax law.
3. The mayor has asked four volunteers to work on Summer Fest.

<input type="text"/>	—	Local 
<input type="text"/>	—	
<input type="text"/>	—	

4. The school principals from 20 counties met for a meeting.
5. Car sales are up in 30 states.
6. The article in the paper says that your school was evacuated due to a problem with a science experiment.

<input type="text"/>	—	State 
<input type="text"/>	—	
<input type="text"/>	—	

7. The president held a news conference.
8. Your governor is running for reelection.
9. During winter snowplowing season, park on the left side of the street on odd days and on the right side on even days.

<input type="text"/>	—	National 
<input type="text"/>	—	
<input type="text"/>	—	

Service-Learning

What is service-learning?

Service-learning combines meaningful community service with teaching and reflection, to enrich the learning experience, teach civic responsibility, and strengthen communities (Learn and Serve America National Service-Learning Clearinghouse).

Think About It

- What is a community need related to families?
- What is a community need related to children?
- What is a community need related to animals?
- What is a community need related to the environment?
- What other community needs do you know?



Types of Service-Learning

- Collecting school supplies for children
- Picking up trash on the beach
- Collecting stories from elderly adults
- Starting a community garden
- Walking shelter animals

Five Components of Service

1. Investigation
2. Planning and preparation
3. Action
4. Reflection
5. Demonstration/Celebration

Developing a Potential Service-Learning Project

Investigation	Planning	Connection to Learning
What community need would support a service-learning project?	What would you do?	What academic subject would this project connect to?
	What would you need?	
	How long would it take?	
	Who would benefit?	

Next Steps?

What would you do next if you wanted to complete this plan?

Using Community Resources

Directions: Fill in the second column with resources in your community.

If I needed or wanted to...	I would go to...
1. wash my car	
2. get a book to read	
3. play golf	
4. go on a picnic	
5. get a haircut	
6. see some original art	
7. get my computer repaired	
8. get my teeth cleaned	
9. have my wool coat cleaned	
10. get a massage	
11. rent a carpet cleaner	
12. play raquetball	

The Warmth of Minnesota's Winter

Hannah and Pearl win a trip to a Teen meeting in Minnesota.



“I can’t believe we are really going on this trip! It just doesn’t seem real,” Hannah Bome said. She pinned her dark hair up. Then she put her bag on the bed.

Pearl Shank said, “I know what you mean. This is the first thing I have ever won. I know we will have to go to some meetings. But, I think it is going to be so fun!” Hannah and Pearl both volunteered a lot at Madison High School. They were out of high school now. But, they still helped out when they could. They were heading to Minnesota for a *Teens Can Help* meeting. The state of Maine held a drawing to send two students. Over 2,000 pairs of student names were in the drawing. They had to sign up in pairs so they could stay in one room. Hannah and Pearl were the lucky winners.

“Let’s call the airline. We need to make sure our flight time is the same. And, our flight is less than 24 hours away. So, we



Hannah and Pearl were the lucky winners.

can check in now. Do you have your cell phone with you?" Hannah asked.

Pearl pulled her phone out of her pocket. "Yes, I do." She looked at her info sheet and dialed. She worked her way up to a live person. Then she said, "I'm calling about Flight 7835 from Madison, ME to St. Cloud, MN. Is it still set for 8:30 a.m.?"

A voice said, "Yes, it is ma'am. Would you like to check in?"

"Yes, I would like to. Then do I get my boarding pass at the airport?" Pearl asked.

"You can do that. Or, you can check in online. Then you can print your boarding pass at home. Just go to www.bepair.com. Click on 'Check-In.'"

"That sounds perfect. I'll do that. Thanks a lot," Pearl said. The girls printed their boarding passes. Then Pearl went home to pack.

The girls thought about March in Little Falls, MN. They guessed it would be a lot like March in Maine. So, they packed the same type of clothes they would wear at home. And, they packed small shampoos, soaps, and creams. While they were packing, Hannah's cell phone rang. Pearl said, "Make sure to pack mittens, a hat, and a scarf. We are going to be outside some. We don't want to risk frostbite."

The next morning, Pearl and her mother drove to Hannah's. They pulled up in front of Hannah's apartment at 6:00 a.m. Hannah was watching for them. She rolled her bag out to the car. Three hours later, they were in the air on their way. A woman by Pearl talked to the girls a lot. She asked them about school and their jobs. She asked about their families and friends. Hannah and Pearl talked with the woman. But, they were careful not to share too much.

Hannah and Pearl watched out the plane window. They flew over frozen land and the Great Lakes. Then they could see St. Cloud below them. Soon they were pulling their bags out to the shuttle. The ride from St. Cloud to Little Falls went by quickly. Before they knew it, they were in their room. Then they unpacked and went back downstairs to eat.

"What do you want?" Pearl asked.

"I was thinking about a cheeseburger," Hannah said.

"That sounds good. Maybe we should split it," Pearl said.

"That's a good idea. We'll be eating out all week. If we aren't careful, we'll gain 10 pounds. Eating out is very different than eating at home." They ordered a cheeseburger. When it came, Hannah said, "Look at all those fries." She puffed her



Hannah and Pearl watched out the plane window.

cheeks out and rolled her eyes. “They look great, but...”

“You are right,” Pearl agreed. She dabbed a fry in catsup and then ate it. “Even if they are not good for us, they sure are yummy!” Then they joined the clean plate club.

Back up in their room, Hannah pulled out some papers. “We need to fill these out.” They sat on the bed and started writing. Hannah said, “Some of these blanks are so small. I’m going to abbreviate as many words as I can.”

Pearl said, “I know what you mean. I’m having to shorten words, too. But, I’m almost done. How about you?”

“Yeah, me too. And, it is only 4:00. Let’s go find the pool area. We could relax in the hot tub for a while. Then we can get ready for the opening event,” Hannah said.



Thirty minutes later, they were sitting in the hot tub talking.

Thirty minutes later, they were sitting in the hot tub talking. Two guys joined them. Their names were Dennis and Manu. Then two girls, Paige and Jen, came in. They were all here for the same event. The boys were from Dodge City, Kansas. Paige and Jen were from Storm Lake, Iowa. The six teens agreed to meet up before the night’s event and stick together. They came from all parts of the U.S. and bonded in Little Falls, Minnesota. Yes, they found warmth in the depths of the coldness.



The Warmth of Minnesota's Winter

Story Quiz

- 1** Where did Pearl and Hannah live?
 - A. Minnesota
 - B. Maine
 - C. Iowa
- 2** How did Pearl and Hannah pay for their trip?
 - A. They saved money all year.
 - B. They put it on charge cards.
 - C. They won the trip.
- 3** Where did Pearl and Hannah meet their first friends on the trip?
 - A. on the ride from the airport
 - B. when they went to eat
 - C. in the hot tub
- 4** Choose the word that means “grew close; became friends.”
 - A. bonded
 - B. guessed
 - C. abbreviated
- 5** Choose the word that means “frozen skin.”
 - A. depths
 - B. frostbite
 - C. coldness
- 6** Which item should you NOT plan to wear in Minnesota in March?
 - A. blue jeans
 - B. flip flops
 - C. sweaters
- 7** How is a baked potato at a restaurant often different than a baked potato you make at home?
 - A. The restaurant potato is usually smaller and rounder.
 - B. The restaurant potato is usually lower in calories.
 - C. The restaurant potato is usually bigger and has more toppings.
- 8** What is one way to make sure you can fit needed information in a small space?
 - A. Write in your best handwriting.
 - B. Use a marker instead of a pen.
 - C. The girls abbreviated words to make them all fit.
- 9** Which choice BEST describes a lake?
 - A. A lake is almost always salt water.
 - B. A lake is completely surrounded by land.
 - C. A lake flows into an ocean.

Informational Interview

Interviewee:	Date:	Where:
	Time:	

Interview Questions:

What are your main responsibilities as a...?	<hr/> <hr/> <hr/>
What is a typical day (or week) like for you?	<hr/> <hr/> <hr/>
What do you like most about your work?	<hr/> <hr/> <hr/>
What do you like least about your work?	<hr/> <hr/> <hr/>
What types of problems do you have to deal with at work?	<hr/> <hr/> <hr/>
What decisions do you make as part of your job?	<hr/> <hr/> <hr/>

(Continued on the next page)

Informational Interview, continued

What are some other careers in this field?	<hr/> <hr/> <hr/>
What related jobs do you think I should consider?	<hr/> <hr/> <hr/>
How did you begin your career?	<hr/> <hr/> <hr/>
What kind of education, training, or background does your job require?	<hr/> <hr/> <hr/>
What skills, abilities, and personal attributes are essential to success in your job/this field?	<hr/> <hr/> <hr/>
Can you suggest anyone else I could contact for additional information?	<hr/> <hr/> <hr/>

Follow-Up Information

Don't forget to send an email or letter thanking the interviewee!

Exploring Situation-Appropriate Speech/Actions

Directions: Check things that are OK to say or do at home, but not at other places.

Things it is OK to SAY at home, but not at other places	
	1. That picture does not look very good on that wall.
	2. Let's watch a movie at 6:00.
	3. Shut up! (when someone is talking during a TV show)
	4. Swear words when others make you angry
	5. Does your oak tree have oak wilt?
	6. I don't like fish, so I'm going to eat something else.
	7. You should return this chair. It is really uncomfortable.
	8. I'm going to take a nap now. I'll help clean up later.
	9. Does that fireplace burn gas or wood?
	10. I think our family should try harder to get along.
	11. I'm allergic to cilantro. Is there any in this salad?

Things that are OK to DO at home, but not at other places	
	12. Chew with your mouth open.
	13. Go barefoot.
	14. Leave your shoes in the middle of the room.
	15. Throw a baseball around inside the house.
	16. Drink directly from the gallon milk jug.
	17. Eat while you are doing your homework.
	18. Ignore people you do not want to talk to.
	19. Listen to music you like no matter what others like.
	20. Walk around in your underwear.
	21. Sleep in front of the TV.
	22. Eat with your fingers.

Extend



• Plan A
• Plan B

good!

3

IDEA

CHECK

SUCCESS

DO New!

To Do!

1. When!?
2. Strategy
3. _____

cloud

↑↓

DOWNLOAD!

- files / photo
- song &

Inspiration

- time

Basic Skills Self-Assessment

Directions: Answer each question with: Yes, No, Working On, or Don't Know by placing a checkmark in the box.

Reading and Writing Skills		Yes	No	Working On	Don't Know
1.	I can recognize symbols.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I can read signs in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I can read directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I can understand what I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I can hold a pen or pencil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I can write legibly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I have keyboarding skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Skills		Yes	No	Working On	Don't Know
8.	I can recognize numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I can count.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I know more and less.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I know morning and night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I can tell time on a digital or analog clock.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I can write time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I can tell how much time has passed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I can recognize money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I can count money (coins and bills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	I can use money (take and make change).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	I know directions (right, left, top, and bottom).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I know big and small.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I know small, medium, and large.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I know measurements and volume (pounds and ounces).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Skills		Yes	No	Working On	Don't Know
22.	I can be still when listening to the speaker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	I can look at and pay attention to the speaker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24.	I can retell what the speaker has said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	I can ignore background noise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	I can listen without interrupting the speaker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	I can wait for the speaker to finish before asking questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking Skills		Yes	No	Working On	Don't Know
28.	I do not speak too loud or too soft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	I can be understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	When I speak I can stay on topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	I organize what I want to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Basic Skills for Every Job

Reading and Writing:

- recognize symbols
- read signs
- read directions
- understand directions
- hold a writing tool
- write legibly
- keyboarding skills



I am Marissa, and I work at the library as an aide. Some of my duties include putting genre stickers on new books, writing down titles of damaged materials, and sorting returned materials. To put genre stickers on new books, I need to read and understand directions. To record damaged materials, I need to write legibly. To sort returned materials, I need to read the symbols on each book to know what section of the library they belong.

I love my job. When I first started, my only task was to sort returned materials. I wanted to do more at the library, so my job coach and I made a list of tasks and skills I could work on. I practiced reading directions at school and home. My mom would write a list of tasks for me to do after school, and I would practice reading it with and without her help. Now I can read directions from the librarian, and I am in charge of placing stickers on new books. I am still working on skills so that I can continue being a productive employee at the library.

What skill did Marissa develop? _____

How did this help her at work? _____

Three Skills I am Working On

Skill "Working On"	Activity to Develop Skill at School	Activity to Develop Skill at Home
1. _____ _____	_____ _____	_____ _____
2. _____ _____	_____ _____	_____ _____
3. _____ _____	_____ _____	_____ _____

What could I do at school to develop a skill? _____

What could I do at home to develop a skill? _____

Career Training Decisions

Directions: Use the list of words and terms to complete the sentences.

college or university

graduate school

trade/vocational school

community colleges

on-the-job training

vocational programs

1. A _____ has programs that most often take about four years to complete.
2. These _____ programs are after the completion of college or university and often train professionals such as doctors.
3. _____ provide academic programs for people that will go to colleges or universities later and a variety of vocational programs.
4. A way to get trained and paid at the same time is to go into _____ programs.
5. Sometimes called work/study these high school _____ get you ready for a job when you graduate from high school.
6. A vocational school, often private, that trains people for specific careers is called a _____.

Job Shadowing

Job shadowing is a popular on-the-job learning, career development, and leadership development tool. Job shadowing is a work experience option where students learn about a job by walking through the work day as a



“shadow” to a worker. During your job shadow experience, you follow the professional you are shadowing, observe the duties of the job, the company culture, and ask many questions.

Job shadowing can reveal inside information about company culture that can help you decide what types of businesses and jobs you would like to apply for in the future. This experience can help you learn more about whether that work environment is a good match. Do you prefer working in an office or outdoors? Do you like a job with a quiet environment? Do you like a job where you can sit down or move around? You can find out about these environmental differences through job shadowing.

A job shadowing experience can range from a few hours to a day, or a week or more, depending on what you arrange with the person you’ve chosen to shadow. Whatever you decide, job shadowing is a great way to experience the career that interests you.

Work Safety



Having a job helps you earn money and gives you the freedom to live on your own. But be aware of safety issues on the job.



Young people don't always get their choice of jobs. You might get a job where there are risks.

Work Safety



Many young workers don't get safety training on the job. Ask your employers for safety training if available.



Young workers often don't know their rights and are afraid to ask questions. Know your rights and ask questions.

Work Safety

Specific Job Safety

These risks happen in the following jobs:



Food Service: Dangers include sharp objects and heated surfaces. Slippery floors can be risky. Move slowly and carefully when in these conditions.



Janitorial: Dangers include cleaning with toxic chemicals. Ask your employer for protective gloves and eye gear.

Work Safety



Retail: Dangers include lifting heavy objects. Test the weight before lifting it. This will tell you if you can lift without risk.



Clerical: Dangers include repetitive strain injuries when you repeat the same motions. Guards help you avoid these.

Work Safety

Study Questions:

issue — a point or matter of discussion

employer — someone who hires and manages workers

protective — intended to keep you safe from some danger

Directions: Circle the answer.

1. Getting a job helps you:

- a. feel responsible
- b. make money
- c. have a sense of freedom
- d. all of the above

2. Dangers in retail jobs include:

- a. getting bored
- b. making too much money
- c. becoming a victim of violent crimes

3. Dangers in computer data entry include:

- a. falling asleep on the job
- b. repetitive strain injuries
- c. back injuries

Work Experience



Work experience is time you spend working at a job to gain experience in a specific career field. Work experience can be a type of volunteer work intended for young people—often students—to gain an understanding of professional working environments. You may get paid for work experience for a period while the employer determines if you are a good fit for their job. You can use the work experience to learn if the field interests you or not.

During a work experience placement, you will speak to employees and ask them questions, learn the do's and don't's of the workplace, and be assigned duties to give you an idea of the skills you might need to thrive in the workplace.

A work experience placement can vary from weeks to months, but in the end, you will gain valuable information about your own work skills.

Role Play

Using Appropriate Manners

Scene: Chad and Clara are discussing two candidates who just finished interviewing for a job with their company.

Chad: Now that the interviews are over, we have to make a decision between Sheri and Jeff.

Clara: It's a lot easier to interview than make the decision.

Chad: I know what you mean. Either of them could do the job.

Clara: I agree. They have very good skills and training.

Chad: We could flip a coin.

Clara: Hey, not so fast. There were some differences.

Chad: Just joking. I noticed some important differences, too.

Clara: What did you see?

Chad: I saw the look on Mr. Chief's face when Jeff called him by his first name!

Clara: That was something. I've been here four years and would not do that!

Chad: And when the secretary offered something to drink he just said, 'Sure.'

Clara: Then, when she gave it to him he didn't say 'Thank you,' either.

Chad: That would not make a good impression on our customers or other employees.

Clara: Yes, but Sheri said 'A drink would be very nice.'

Chad: And told the secretary how nice she was to bring it for her.

Clara: When Mr. Chief reviewed his training and commented on how well he had done, Jeff used the phrase 'Right on.'

Chad: As opposed to Sheri's, 'I've worked very hard for the training and skills.'

Clara: I almost laughed when he was walking with that street walk down the hall.

Chad: Several of the other employees that saw him did laugh. I'm glad he didn't notice. Makes me wonder how customers would react.

Clara: I sure was impressed by the way Sheri stood and walked. She would make a good impression with our customers.

Chad: She had a lot of poise and grace. Seemed to add to her confidence.

Clara: Her confidence would make our customers feel comfortable.

Chad: I liked the way that she looked each speaker in the eye. I think that's something her co-workers would appreciate, too.

Clara: It let you know that you had her full attention. Then, she would answer just the questions asked of her and not a lot of other stuff.

Chad: Jeff would try to add other information to make himself look better. But he would have been better off letting his training and experience speak for itself.

Clara: I agree. I think we may have an easier decision than we thought.

Chad: Yes, and it is almost too bad. Because if Jeff would have presented himself in a more appropriate way things might have been different for him.

Clara: There is certainly more to hiring a new employee than I thought.

Chad: There sure is. The job skills get the interview but the manners get the job!

Clara: Then we agree?

Chad: Yes. Sheri is our new employee.

Clara: She will have a positive influence on coworkers and customers.

Using Appropriate Manners

Directions: Place a check (✓) in front of each statement that would be a good thing to do in the workplace or during interviews.

- _____ When introducing someone in the workplace, it is a good idea to use Mr. or Mrs. with the person's last name.
- _____ Standard English, not slang, is preferable in the workplace.
- _____ When standing or sitting you should lean against something.
- _____ When talking with another person you should maintain eye contact.
- _____ Terms like Please, Thank you, and You're Welcome are important in the workplace.
- _____ Listen carefully to understand what is being said to you.
- _____ When asked questions, answer them directly and briefly.
- _____ Good posture makes a good impression.
- _____ Clean clothing is a must for most jobs.
- _____ When entering doors or halls, let others go before you.

Volunteering

Volunteering is when a person donates his or her time or effort to a not-for-profit or community organization without being paid. Volunteering directly or indirectly benefits people outside the family or household, or it can benefit a cause.

When people choose to volunteer, they often participate in activities based on their skills, interests, or passions. For example, if you are good at cooking, you might volunteer to make meals at a shelter. If you are interested in construction, you might volunteer to



help build a house for Habitat for Humanity. If you care about the environment, you might volunteer to pick up trash at a local park. When people volunteer, there is no limit to what they can do to help their community.

People volunteer for different reasons. Volunteering is a great way to learn or develop skills and interests. It can be a pathway toward a work experience or an opportunity to support a cause you care about. It's a wonderful way to meet new people or broaden your social circle.

Volunteering can be an afternoon experience or a weekly or monthly commitment; the length of time is up to the volunteer. To learn more about volunteer opportunities, you can ask people in your community or search the Internet for ideas.

Role Play

Otherwise Qualified

Scene: Two students viewing the job announcement board at the state employment office.

- Marge: I see a lot of jobs that I could do, but I would need to convince the employer first.
- Jill: Yes, I know. I keep hearing about the ADA and the idea of 'otherwise qualified,' but I'm not sure what it means.
- Marge: I have the same problem. I would like to talk with the employers about my ability and use the idea of 'otherwise qualified' but I just don't have the confidence I need.
- Jill: Maybe we should ask the employment counselor when we go in to see him.

Scene: Jill and Marge are called into the counselor's office.

- Mr. Gage: Well ladies, how are you today?
- Marge: Well, Mr. Gage, we were just talking and find that neither of us are clear on what 'otherwise qualified' means.
- Jill: And, what does it mean to us?
- Mr. Gage: I think you know about the ADA. In the ADA an 'otherwise qualified' individual is often called 'qualified individual.'
- Marge: Does that matter to us?
- Mr. Gage: No, you can use either term.
- Jill: So what does it mean?

Mr. Gage: A qualified individual with a disability is an individual who, with reasonable accommodation, can perform the essential functions of the job.

Marge: Now, what does 'reasonable accommodation' mean?

Jill: It has something to do with cost, right?

Mr. Gage: Good, Jill. A reasonable accommodation is a change to the job or workplace that will allow a person with a disability to perform the job.

Marge: A change to the job or workplace? Like what?

Mr. Gage: Well, your classmate, Sean, could not bend over for long periods of time so we arranged with his employer to raise the work table.

Jill: That was simple.

Mr. Gage: Yes, it was. It also helped several other employees that could work standing up instead of bending over all day.

Marge: What was the thing about cost?

Jill: If it costs too much they don't need to do it, right?

Mr. Gage: Yes, but it is not that simple. A very large company could afford to spend more than a small one. A company with less than 15 employees is not required to do it at all.

Marge: So if I work for a large company, a reasonable accommodation could cost a lot more than in a small company.

Mr. Gage: Also, if the accommodations create a safety problem or interfere with the usual work of the company then they will not need to do it, either.

Jill: So, I can ask for accommodations but it may not get done?

Marge: If they are very expensive or create a disruption or a safety hazard, they won't be done.

Mr. Gage: I think you get the idea. Most employers are willing to make accommodations if it means they will get or keep a good worker.

Jill: A woman where my mother worked uses a very big magnifying glass. Is that an accommodation?

Marge: Sounds like it.

Mr. Gage: Yes, it is. Some accommodations are complicated and some, like a magnifying glass, are very simple.

Jill: I feel better now. I think I understand. Thank you, Mr. Gage.



Otherwise Qualified

Directions: Fill in the blanks using the words provided.

1. Reasonable accommodations are changes to the _____ and/or _____.
2. An otherwise qualified individual is a person that, with reasonable accommodations, can perform the _____ of the job.
3. Another word for otherwise qualified is _____.
4. A limit to reasonable accommodations is a very high _____.
5. Small companies are required to spend _____ than large companies for reasonable accommodations.
6. Companies with less than _____ employees are not required to provide reasonable accommodations.
7. Reasonable accommodations must be _____.

Words to use:

safe	less
qualified individual	job
essential functions	workplace
cost	fifteen

Career Mentoring

A mentor is a person who teaches and provides guidance and advice to a less experienced and often younger person looking to gain job skills. A career mentor is someone who gives you advice and answers questions about a job or career that interests you. A career mentor is your go-to person when deciding about your career path. You often will develop a relationship that helps you through this time of discovering what you want for a career or job once you are out of school.

How Do You Find a Career Mentor?

1. First, think about the job or career that interests you and write it down.

2. Now, think about a person(s) you know who already has this job or the type of business where this job can be found. Write down all those specific people or places where you might find a career mentor.

3. The next step is to reach out to that person or business. Write down contact information for people who could possibly be career mentors for you.

Name of Person and Business	Phone Number and Address	Email Address
1.		
2.		
3.		

Sending an E-mail

Directions: Draw arrows from the explanations to the parts of the e-mail window.

After you have copied something, click here to place it somewhere else in your e-mail.

Click to change what you have typed back to a previous version.

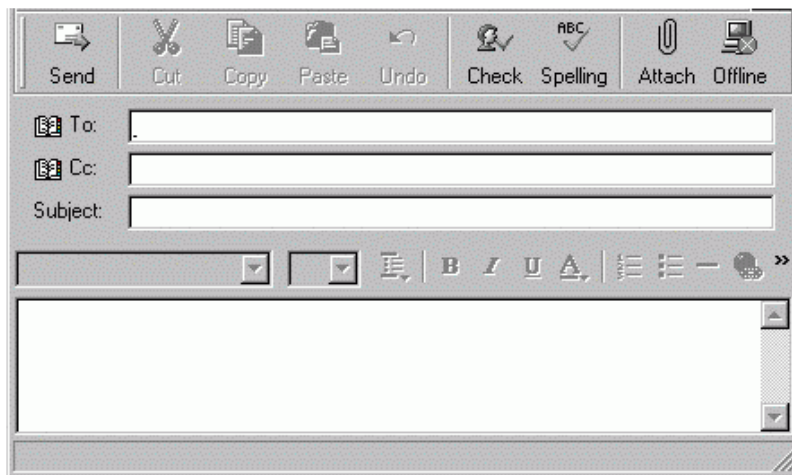
Click to make sure you do not have any misspelled words.

Click to make a copy of some words in one part of the e-mail.

In this blank, type the e-mail address of the person to whom you are sending the e-mail.

Click to send your e-mail.

Click to send a file that is on your computer along with your e-mail.



Click to make words in your e-mail bold.

Click to put words in your e-mail into italics.

Click to create a bulleted list in your e-mail.

In this blank, type a 1–4 word summary of the e-mail you are sending.

Click to create a numbered list in your e-mail.

In this blank, type the e-mail address of additional people to whom you would like to send this e-mail.

In this blank, type the main message of your e-mail.

Click to underline words in your e-mail.

Click to change the font you are using in your e-mail.

Leaving a Message on a Machine

Directions: Say you are leaving a message on an answering machine saying that you will stop by at 10:00 a.m. Write what you might say for each situation below—same general message each time, but different people. For each situation, make sure to identify yourself properly and use words that are appropriate.

Situations	Messages
Your grandmother called and asked you to help her get some boxes down off of a shelf.	<hr/> <hr/> <hr/> <hr/>
You had an interview yesterday, and the company called and asked if you could come in again this morning for a few minutes.	<hr/> <hr/> <hr/> <hr/>
You have to pick up some forms from your doctor to send in with an application.	<hr/> <hr/> <hr/> <hr/>
You loaned a friend some games and are going to pick them up.	<hr/> <hr/> <hr/> <hr/>

Mailing a Letter

Directions: Read each letter-mailing situation and choose the easiest letter-mailing option that would most likely work. Write the letters in the second column.

Letter-Mailing Options

- A.** U.S. Post Office
- B.** Business that has a contract with the U.S. Post Office
- C.** A private or government office that sends mail out daily
- D.** A convenience mailbox that is maintained by the U.S. Post Office
- E.** A private or neighborhood mailbox with pickup service

Situations	Letters for Letter-Mailing Options
1. You are at school and have a letter to mail.	
2. You are at home and have a letter to mail.	
3. You are shopping and have a letter to mail.	
4. You are in a strip mall and have a letter to mail. One of the stores in the strip mall is "Mail Spot."	
5. You are at a full-service post office.	
6. You are out for a walk and have a letter to mail. You see a post office box up ahead on the corner.	
7. You use a clothespin to clip a letter to the mailbox by your front door.	
8. You have a letter to mail and you go to a building with the words "U.S. Post Office" over the door.	
9. You are making copies at a copy center and you have a letter to mail, so you drop it in the "outgoing mail" slot.	
10. You are at work and you have a letter to mail.	

