



Module 5

Learning the Job & Managing the First 30 Days

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Work Readiness Curriculum

Module 5: Learning the Job and Managing the First 30 Days

Module Overview:

Module 5 is designed to provide trainees with information and tips on how to be successful in a new job. Trainees will explore their personal learning style and how they can apply it to learning new job tasks. Trainees will also develop important communication, problem solving, and customer service skills needed for the workplace. Finally, trainees will explore their rights and responsibilities in the workplace.

Topics Covered:

Learning Styles
Communication at Work
Problem Solving
Developing and Maintaining Work Relationships
Providing Customer Service
Preparing for the Work Day
How to Handle Unexpected Events
Workplace Safety
Rights and Responsibilities in the Workplace

Desired Outcomes:

Trainees will leave Module 5 with an understanding of how to be successful in the workplace and how to begin and maintain their role as an employee.

**How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days**

Trainee Career Portfolio

Throughout the Work Readiness curriculum, trainees will be creating and maintaining a career portfolio. Provide each trainee with a folder or 3-ring binder that will work as their career portfolio. Different activity sheets will be completed by the trainee and then should be added to their career portfolio. These activity sheets can be later used when preparing for a job. Career portfolios should be kept in a safe place that is easily accessible.

The following sheets from this module be added to the trainee’s career portfolio:

1. “Providing A+ Customer Service” Activity 5.6.1 (Lesson 6)
2. “Getting Ready for Work” Activity 5.8.1 (Lesson 8)

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Module Vocabulary

Before conducting the job readiness activities in this module, review the following key vocabulary words with the trainees. Use **vocabulary word cards** to help introduce the words. Present each card separately and give a brief explanation of each word. Explain to the trainees that each word will be discussed in more detail throughout the module to help them understand it better.

learning style	active listening	customer service	etiquette
problem solving	safety hazard		

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

VOCABULARY WORD CARDS

Cut out each word card to introduce key vocabulary words for Module 5.

learning
styles

active
listening

customer
service

etiquette

problem
solving

safety
hazard

Lesson 1:

Understanding How I Learn

Description of the Activity:

In this lesson, trainees will explore what their unique learning style is and how they can best learn the skills of a new job. Trainees will complete an inventory on each learning style to see which learning style best reflects them. They will learn how they can apply this information to a new job.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 2-12 (also available as PDF) 2. “Learning Style Inventory” Activity 5.1.1 3. “Strategies for Learning” Activity 5.1.2 4. “3,2,1 Review!” Activity 5.1.3
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 2-12. 2. Make enough copies of Activities 5.1.1, 5.1.2, and 5.1.3 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking trainees to share a time that they had to learn how to do something new. If able, share your own personal story with the trainees about a time you learned something new. 2. <u>ASK:</u> <i>How you did <u>feel</u> when you learned to do that new skill/activity? (nervous, excited...etc.) What <u>thoughts</u> did you have while learning the new skill/activity? (“What If I can’t do this?” “I’m frustrated because I can’t figure this out”...etc)</i> 3. Explain that knowing how you learn best can save a lot of time (and sometimes frustration) when learning something new. 4. Tell trainees that today they will begin exploring the ways that they best learn. 5. View PowerPoint/PDF slides 2-8. Go through each of these slides to introduce and briefly discuss each learning style.

Lesson 1 (continued)

Understanding How I Learn

**Lesson
Details**

Lesson Activity (Part 1):

1. Provide each trainee with the “**Learning Style Inventory**” **Activity sheet 5.1.1**. Read through the headings of each learning style.
2. Explain that they will look at each learning style separately and mark an X only next to the statements that are true for them.
3. Tell trainees that after completing each learning style section, they will begin to see which learning style they are leaning towards.
4. Allow trainees several minutes to work through the “Learning Style Inventory.” Assist as needed.
5. If appropriate and needed, read through each statement as a group, allowing trainees to mark an X or leave blank as each statement is read.
6. When trainees have completed the inventory, have them go back and add up the total of X’s marked for each section. Have trainees circle their top three learning styles

Lesson Activity (Part 2):

1. Once trainees have determined their top three learning styles, divide trainees into groups according to their top learning style (the style that received the most X’s). All trainees sharing the same top learning style will work together.
2. Provide each trainee in each group a copy of the “**Understanding How I Learn Best**” **Activity 5.1.2 sheet** that matches their group’s learning style. (Ex. Provide the “Language Learning Style” group with ONLY the language learning sheet.)
3. Give groups a few minutes to read through the information on the sheet, specifically the strategies that this type of learner may use.

Lesson 1 *(continued)*

Understanding How I Learn

**Lesson
Details**

4. Then, using **PowerPoint/PDF slides 9-12**, display an example of something a person may need to learn to do. After reading the example, have each group look back at their activity sheet and discuss a way that a learner with their learning style might best like to learn this new activity.
5. For example, PowerPoint/PDF slide 9 says “*I need to learn how to take the public bus to my new job*” The trainees in the “Mathematical Learning Style” group may discuss making a checklist of all the stops that they will pass on the bus before they need to get off the bus.
6. This may be difficult for trainees at first, so be prepared to assist and offer suggestions. For each example, have 1 or 2 groups share.

Lesson Reflection:

1. Use the following prompts to engage trainees in discussion:
 - *Did your learning preference surprise you or was it a good fit with what you already knew about yourself? In what ways?*
 - *Why is understanding your learning style important for the workplace?*
2. Either as a whole group or individually, complete the “**3,2,1 Review**” **Activity 5.1.3 sheet**.

Lesson 1: Understanding How I Learn

Activity 5.1.1

Learning Style Inventory



To find out how you best learn, mark an “X” next to each statement that best describes you for each learning style.



Language Learning Style



“I learn best by using language through speaking, hearing, reading, and writing.”

“X”	Learning Statement
	I am a good at writing
	I love to tell jokes and stories
	I have a good memory for names, places, dates, or trivia
	I enjoy word games
	I enjoy reading books
	I spell words accurately
	I appreciate nonsense rhymes, puns, tongue twisters, etc.
	I enjoy listening to the spoken work (stories, commentary on the radio, books on tape, etc.)
	I have a good vocabulary for my age
	I communicate with others using my words

Total Number of “X’s” for this section: _____

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.1 (continued)



Mathematical Learning Style

“I learn best with simple and specific steps. Math is also a strength of mine.”



“X”	Learning Statement
	I ask a lot of questions about how things work
	I can work through math problems in my head quickly
	I enjoy math class
	I find math computer games, chess, checkers or other strategy games interesting
	I enjoy working on logic puzzles or brainteasers
	I enjoy putting things in categories
	I have a good sense of cause and effect
	I like to experiment in a way that shows an advanced way of thinking

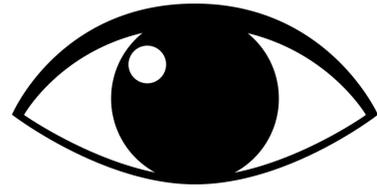
Total Number of “X’s” for this section: _____

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.1 (continued)



Visual Learning Style



“I learn best through the use of pictures and videos, and other images.”

“X”	Learning Statement
	I see clear visual images
	I read maps, charts, and diagrams more easily than text
	I daydream a lot
	I enjoy art activities
	I like to view movies, slides, or other visual presentations
	I enjoy doing puzzles, mazes, “Where’s Waldo?” or similar visual activities
	I build interesting three-dimensional constructions (e.g. LEGO buildings)
	I get more out of pictures than words while reading
	I doodle on workbooks, worksheets, or other materials

Total Number of “X’s” for this section: _____

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.1 (continued)



Kinesthetic Learning Style



“I learn best by doing and physically practicing a skill. I use movement and motion while thinking.”

“X”	Learning Statement
	I excel in one or more sports
	I move, twitch, tap or fidget while seated for a long time in one spot
	I like to copy other people’s actions or faces
	I love to take things apart and put them back together again
	I put my hands all over something I have just seen
	I enjoy running, jumping, wrestling, and/or other physical activities
	I show great control when using my hands and like to do activities that require coordination (sewing, wood-work...etc)
	I have a dramatic way of expressing myself
	I enjoy working with clay or other things that feel different

Total Number of “X’s” for this section: _____

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.1 (continued)



Musical Learning Style



*“I learn best when information is in rhyme,
rhythm, tune or pattern*

“X”	Learning Statement
	I can tell when music sounds off-key or disturbing in some other way
	I remember melodies of songs
	I have a good singing voice
	I play a musical instrument or sing in a choir or other group
	I have a rhythmic way of speaking and/or moving
	I sometimes hum to myself
	I tap rhythmically on the table or desk as I work
	I am sensitive to environmental noises (e.g. rain on the roof)
	I respond positively when a piece of music is playing
	I sing songs that I have learned previously

Total Number of “X’s” for this section: _____

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.1 (continued)



Interpersonal Learning Style



“I learn best when I communicate and interact with others.”

“X”	Learning Statement
	I enjoy socializing with peers
	I seem to be a natural friend or leader
	I give advice to friends who have problems
	I seem to be street-smart
	I belong to clubs, committees, or other organizations
	I enjoy teaching others
	I like to play games with others
	I have two or more close friends
	I care about how others feel and I have concern for others
	Others seek out my company

Total Number of “X’s” for this section: _____

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.1 (continued)



Intrapersonal Learning Style



“I learn best when observing and taking time to reflect. I best in one-on-one situations”

“X”	Learning Statement
	I display a sense of independence or a strong will
	I have a realistic sense of my strength
	I do well when left alone to play or study
	I march to the beat of a different drummer in my style of living and learning
	I have an interest or hobby that I do not talk much about
	I have a good sense of where I am going in life
	I prefer working alone to working with others
	I can accurately express how I am feeling
	I am able to learn from my failures and successes in life

Total Number of “X’s” for this section: _____

Lesson 1: Understanding How I Learn

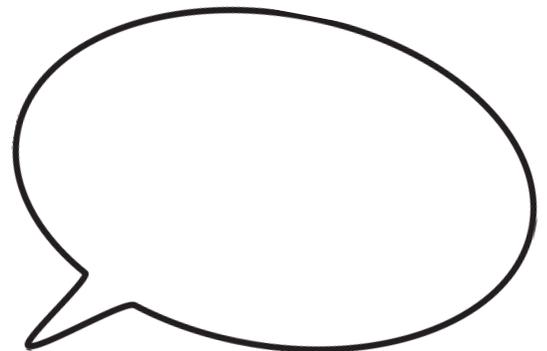
Activity 5.1.2



LANGUAGE Learning Style Strategies

_____ A person with this type of learning style may like to _____

Use talking and language when learning
Read, write, and listen
Learn new words or verbal tasks
Present orally or in written word
Take formal training
Write or talk creatively



_____ Strategies for learning _____

Verbal instruction
Reading aloud
Taking notes while learning or training
Written or tape recorded messages
Use various written materials
Make up stories that apply to the task
“Sticky” notes available and encouraged
Keep a personal spelling log for written tasks

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.2 (continued)

MATHAMATICAL Learning Style Strategies

———— A person with this type of learning style may like to ————

- Have a specific goal
- Figure out relationships
- Know how to solve things
- Be precise
- Work with numbers
- Measure progress with a graph or chart
- Be organized and efficient
- Manage money
- Work on computers



———— Strategies for learning ————

- Use checklists, to-do lists, and schedules
- Record as much information as possible
- Break tasks up into segments and sequences
- Use an outline/categorize ideas
- Develop a system of organization
- Use numbers as memory triggers
- Maintain clear goals
- Create a visual layout

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.1 (continued)

 **VISUAL Learning Style Strategies**

———— A person with this type of learning style may like to ————

Draw or visualize

Imagine

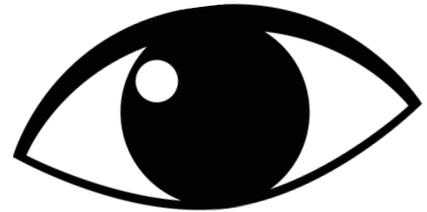
Use colors

Remember information in pictures

See information or be shown a diagram

Create images in their mind

Can think through the design or process with the assistance
of visuals, notes, or pictures



———— Strategies for learning ————

Use color coding/large print

Draw pictures on index cards

Use a piece of paper to move down the page during reading

Highlight important words or phrases

Use video or pictures, maps, graphs of task sequences

Watch a role-play or someone performing task first

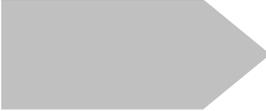
Associate pictures with words

Visualize in their mind someone saying words

Prepare visual model as samples or guides

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.1 (continued)

 **KINESTHETICS Learning Style Strategies**

———— A person with this type of learning style may like to ————

- Be physically active
- Have a variety of tasks
- Make or create things
- Think best when body is moving
- Express their understanding of something through movement



———— Strategies for learning ————

- Keep training experiential/playful
- Be given step-by-step instruction
- Have something in their hand to squeeze or fiddle with
- Walk, and talk as they are thinking or processing
- Take notes on flash cards
- Practice, practice, practice
- Do a little at a time and take activity breaks
- Talking into a tape recorder
- Cutting and pasting sequencing of notes
- Repetitive note taking
- Act out what they want to say

Activity 5.1.1 (continued)

MUSICAL Learning Style Strategies

———— A person with this type of learning style may like to ————

Sing to themselves

Have music in the background

Tap or move to rhythms

Connect music to emotions

Be soothed by music

Use rhymes or rhythms with memorization

Listen to others

Avoid auditory distractions or other sound when focusing



———— Strategies for learning ————

Learn by word or music association

Use rhyming or poetic patterns with instructions

Tap or keep a beat while learning

Use headphones with music

Read or repeat instructions aloud

Tape themselves and play it back

Make silly songs

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.1.1 (continued)

INTERPERSONAL Learning Style Strategies

———— A person with this type of learning style may like to ————

Be talkative and listen

Think out loud

Be social and communicate with others well

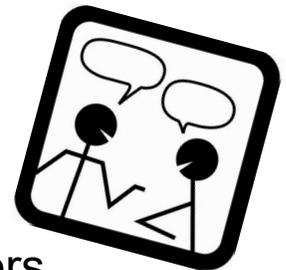
Teach

Remember through stories or associations with others

Get feedback

Be a leader

Learn through discussion



———— Strategies for learning ————

Consider role-plays

Get feedback on their work

Encourage asking for help and associating with people

Work with a mentor, buddy, or in groups

Act out what they are learning

Teach you what they learned

Brainstorm with others

Repetition

Talk through ideas or problems with others

Read or write with assistance from others

Activity 5.1.1 (continued)

INTRAPERSONAL Learning Style Strategies

———— A person with this type of learning style may like to ————

Observe and reflect
Think or be alone
Have time to think things through
Have fewer but closer friends
Be independent
Be in quieter environments
Follow another person's lead
Be in close relationship with just a few friends



———— Strategies for learning ————

Tape record their own instructions
Take time to think about what they are learning
Encourage positive self-talk
Consider training in a quiet place with few distractions
In louder environments, use ear plugs
Brainstorm
Time for discovery
Diaries to write what they are learning or thinking about
Read to self instead of aloud
Have ample time for questions

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Lesson 1: Preparing for the Workplace

Activity 5.1.3



3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 2:

Communicating At Work: *Who to Ask for Help*

Description of the Activity:

In this lesson, trainees will learn how to determine who to go to when they need help. They will be able to assess a situation and decide which person is the most appropriate to refer to and be able to explain why.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 13-16 (also available as PDF) 2. “Coworker vs. Supervisor” Activity 5.2.1 3. “3,2,1 Review!” Activity 5.2.3
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 13-16. 2. Make enough copies of Activities 5.2.1 and 5.2.3.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by viewing PowerPoint/PDF slides 13-16. With each slide, have trainees discuss who they would go to for help with each situation. (<i>Ex. Who would you go to for help if you needed a ride to work? A brother/sister? Parent? Neighbor?</i>) 2. Explain that in a workplace, it is important to know who to go to for help when we need it. Explain that when first beginning a job, they may have questions about their new job and knowing the right person to ask for help is essential. 3. Discuss that sometimes the questions that they have can most likely be answered by other coworkers, while more serious questions might need to be answered by the supervisor. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Provide each trainee with the “Coworker vs. Supervisor” Activity 5.2.1 sheet. 2. Work together to read through each situation. Discuss whether a coworker or supervisor is more appropriate to go to for help. Be sure to discuss why.

Lesson 2 (continued)

Communicating At Work: *Who to Ask for Help*

Lesson Details

Lesson Reflection:

1. Use the following prompts to engage trainees in discussion:
 - *Why is it important to know who to ask for help in the workplace?*
 - *How can going to the right person for help make me a better employee?*
2. Either as a whole group or individually, complete the “**3,2,1 Review**” **Activity 5.2.2 sheet**.

Lesson 2: Communicating At Work: *Who to Ask for Help*

Activity 5.2.1

Coworker vs. Supervisor

Look at each situation. Decide whether you should ask a coworker or a supervisor for help. Place an “X” in the correct column.

Work Situation	I should ask a coworker	I should ask my supervisor
I need some time off from work to attend a family member’s wedding.		
I am having trouble with a new machine that I am supposed to work.		
I am sick with the flu and can’t come in to work today.		
I have a question about where to hang my coat when I arrive at work.		
I need to change my work availability.		



How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.2.1 (continued)

Work Situation	I should ask a coworker	I should ask my supervisor
A customer asked me a question that I don't know the answer to.		
I am unsure about how to punch in and out of work.		
The restaurant that I bus tables at is really busy today and I am having a hard time keeping up.		
The customer I am talking with on the phone is becoming angry.		
I am having an issue with another coworker.		
I am unsure about when my lunch break is.		
I saw another coworker take some cash from the register at the store I work in.		

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Lesson 2: Communicating At Work: *Who to Ask for Help*

Activity 5.2.2

3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 3:

Communicating At Work: *Active Listening*

Description of the Activity:

In this lesson, trainees will learn what active listening is and how to practice it in the workplace.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 17-18 (also available as PDF) 2. Chart paper and marker 3. “Becoming an Active Listener” Activity 5.3.1 4. “3,2,1 Review!” Activity 5.3.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 17-18. 2. Collect chart paper and a marker. 3. Make enough copies of Activities 5.3.1 and 5.3.2 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking a volunteer to participate in a role-playing activity with you. Invite the trainee to be a speaker while you are the listener. Ask the trainee to begin telling you about what they did over the weekend (or other relevant topic). 2. Explain to the other trainees that you would like them to observe your actions as you listen to the volunteer talk about their weekend. 3. Allow the trainee to speak for about one minute. While the trainee is talking, demonstrate behaviors that show that you aren’t really listening. (flipping through papers, looking at the clock or your watch, not making eye contact...etc...) 4. After the minute is up, create a T-chart using your marker and chart paper. On one side write “<i>distracted listening</i>” and on the other side write “<i>active listening</i>” Have trainees describe what they observed you doing and write them under the “<i>distracted listening</i>.” 5. <u>ASK:</u> <i>Did it look like I was really interested in what (trainee) had to say? What was my body language saying to (trainee)?</i>

Lesson 3 (continued)

Communicating At Work: *Active Listening*

<p>Lesson Details</p>	<p>Lesson Activity (Part 1):</p> <ol style="list-style-type: none"> 1. Provide each trainee with the “Becoming an Active Listener” Activity 5.3.1 sheet while you display PowerPoint slide 17. Describe what active listening is. 2. Have trainees look at the list of behaviors on their activity sheet. Instruct them to circle behaviors that they think are active listening behaviors. 3. Have trainees share the behaviors that they circled. Write these on the chart paper under the “<i>active listening</i>” column. Discuss each behavior and <u>ASK</u>: <i>How does this behavior show the person is listening? Why is this behavior important for active listening?</i> 4. Display PowerPoint/PDF slide 18. Watch the short video clip about active listening. If using the PPT, simply click on the video. If not using the PPT, you will need to visit the following website: https://www.youtube.com/watch?v=z_-rNd7h6z8. 5. Draw trainees’ attention to the “Tips for Active Listening” section of their activity sheet. Review each one (as explained in the video) and give examples where needed. 6. Now, invite a second volunteer to role-play with you. Again, have the trainee spend about one minute telling you about their weekend (or other relevant topic). This time demonstrate active listening skills while the other trainees observe. 7. After role-playing, have trainees share the difference between the first role-playing activity and the second activity. Add anything to the “<i>active listening</i>” column on your T-chart as needed.
----------------------------------	--

Lesson 3 (continued)

Communicating At Work: Active Listening

<p>Lesson Details</p>	<p style="text-align: center;">Lesson Activity (Part 2):</p> <ol style="list-style-type: none"> 1. Have trainees get into pairs. This time, the trainees will get a chance to practice active listening. 2. Give the trainees a topic, or allow them to choose their own. 3. Instruct the pairs to choose one listener and one speaker. The speaker will have 1-2 minutes to talk about the topic. The listener will demonstrate active listening skills while the speaker talks. 4. Partners will then switch roles. <p style="text-align: center;">Lesson Reflection:</p> <ol style="list-style-type: none"> 1. After trainees have had a chance to practice active listening, have them complete the last portion of their activity sheet, reflecting on their own listening skills. 2. Use the following prompts to generate discussion: <ul style="list-style-type: none"> • <i>Since we are saying that you need to be “active” while you are listening, what are you doing that is “active”?</i> • <i>How can you tell if someone is actively listening to you? How do you know when someone isn’t really listening?</i> • <i>How do you feel when someone is really listening to you? How about when someone isn’t really listening?</i> • <i>Why is it important to you to be an active listener?</i> • <i>How will active listening be important in a workplace? At an interview? With your coworkers? With your boss?</i> 3. Either as a whole group or individually, complete the “3,2,1 Review” Activity 5.3.2 sheet.
----------------------------------	---

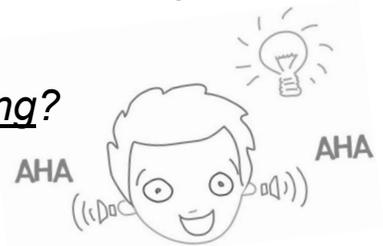
Lesson 3: Communicating At Work: *Active Listening*

Activity 5.3.1

Becoming an Active Listener

Active Listening is a way of showing someone who is talking that you are interested and focused on what they are saying. Active listeners use eye contact and positive body language to show that they are focused on the speaker.

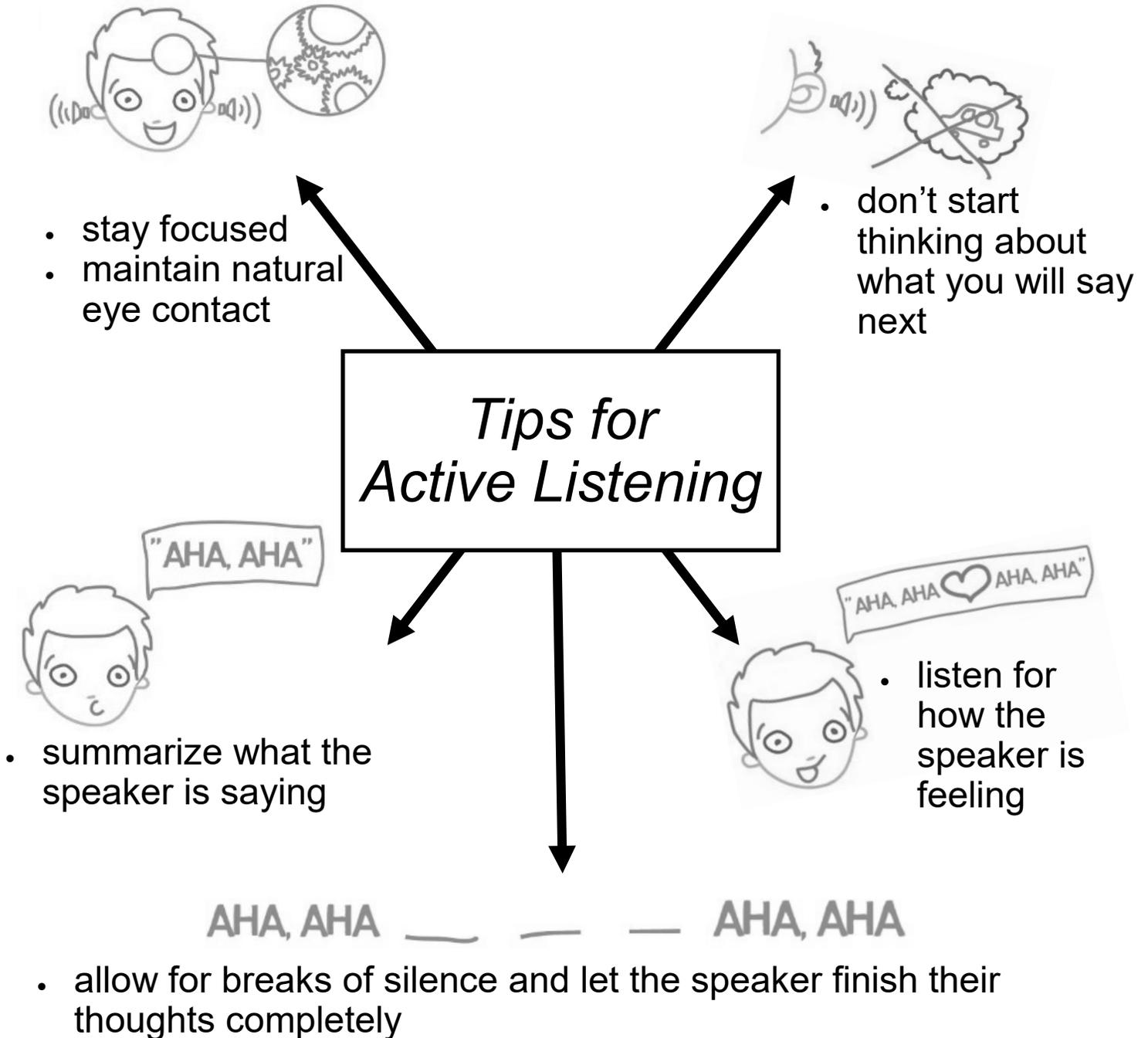
Which behaviors below do you think show active listening?
Circle each active listening behavior.



- | | | | |
|--|---|--|-------------------------------------|
| avoiding eye contact | asking questions | daydreaming | nodding your head |
| restating the speaker's comments | thinking about what you will say while the speaker is still talking | looking the speaker in the eye | ignoring all distractions |
| looking at your watch while the speaker is talking | keeping an open mind about the speaker's comments | allowing the speaker to finish their thoughts before adding comments | making judgements about the speaker |
| interrupting the speaker | tapping your foot impatiently | summarize what the speaker says | listening for how the speaker feels |

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.3.1 (continued)

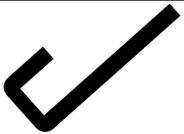


How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.3.1 (continued)

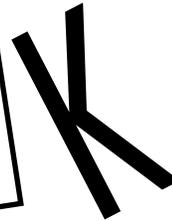
3 listening skills I already have:

*How Are
YOUR
Active Listening
Skills?*



3 listening skills I want to work on:

Places I will need to use active
listening:



How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Lesson 3: Communicating At Work: *Active Listening*

Activity 5.3.2

3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 4:

Communicating At Work: *Problem Solving*

Description of the Activity:

In this lesson, trainees will learn practical strategies to help them problem solve in the workplace.

Lesson Materials	<ol style="list-style-type: none"> 1. PowerPoint slides 19-20 (Also available in PDF) 2. Problem Solving Scenario Cards 3. “Problem Solving” Activity 5.4.1 4. “3,2,1 Review!” Activity 5.4.2
Instructor Preparation	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 19-20. 2. Copy the problem solving scenario cards onto cardstock and cut out each card separately. 3. Make enough copies of Activities 5.4.1 and 5.4.2 as needed.
Lesson Details	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Introduce this lesson by sharing a story of a time you had a problem to solve and how you solved it. 2. Invite trainees to share their own examples. <p style="text-align: center;">Lesson Activity (Part 1):</p> <ol style="list-style-type: none"> 1. Display PowerPoint/PDF slide 19 and provide each trainee with the “Problem Solving” Activity 5.4.1 sheet. 2. Use the slide to discuss the process of problem solving. <ul style="list-style-type: none"> • First, identify the root of the problem. Explain that in a tree, roots are underground and we sometimes must dig into the ground to find them. Explain that similarly, when dealing with a problem, we sometimes have to dig a little deeper to see what’s really going on. • Next, we have to come up with small steps to help us arrive at a solution. Just like tree trunk supports to the tree, small steps help support finding a solution. • Finally, explain that as we work through steps that help us solve the problem, we “blossom” into a solution that fixes the problem. The leaves that grow on a tree represent the solution.

Lesson 4 (continued)

Communicating At Work: *Problem Solving*

Lesson Details

3. Display **PowerPoint /PDF slide 20** to show an example of problem solving. The trainees' activity sheet has this same graphic organizer on it.

Lesson Activity (Part 2):

1. Next, instruct trainees to break up into equal groups. Optional: Do not give them instructions for how to do this. Let them use problem solving strategies to figure out how to divide the group.
2. Once trainees are in groups, instruct them that their group will be given a problem that requires a solution. They will work together to complete the graphic organizer on their activity sheet.
3. Pass out the **problem scenarios cards**, one per group. Instruct trainees to work together to complete their graphic organizer on their activity sheet using their assigned problem. Assist and monitor as needed.
4. Option: Work as a whole group, choosing one scenario card to complete the graphic organizer with. If time allows, talk through additional scenario cards using the steps on the graphic organizer.

Lesson Reflection:

1. Engage trainees in discussion using the following prompts:
 - *How easy or difficult was it to identify the root of the problem?*
 - *Did everyone agree on the root of the problem. This is the first step to effective problem solving.*
 - *Were the steps to solving the problem obvious, or did it take a little time to figure out the possible steps?*
2. Finally, invite trainees to share a real problem they are working through in their own lives and have the group work through a solution.



How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

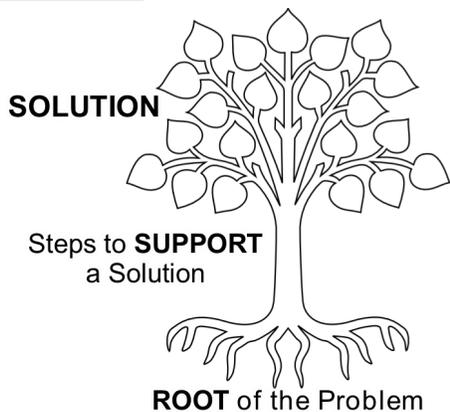
Print cards and cut apart.

<p>Your friend dropped you off at your house and drove away. When you get to your front door, you realized that you don't have your keys to get into your house and no one else is home.</p> <p>What could you do?</p>	<p>You and a coworker drive to work together each day. Your coworker is constantly late picking you up, making you late for work often. You don't want to get in trouble with your supervisor.</p> <p>What could you do?</p>
<p>The person that usually gives you a ride to work just called to say he can't give you a ride today. You're supposed to be at work in 30 minutes.</p> <p>What could you do?</p>	<p>You finish your work early on the job, but your shift doesn't end for another hour.</p> <p>What could you do?</p>

Lesson 4: Communicating At Work: *Problem Solving*

Activity 5.4.1

Problem Solving



The problem in my own words:

Now break the problem down:

ROOT of the
problem:

Steps to
SUPPORT a
solution:

1. _____

2. _____

3. _____

SOLUTION:

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Lesson 4: Communicating At Work: *Problem Solving*

Activity 5.4.2

3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 5:

Developing and Maintaining Work Relationships

{Adapted from “Model Transition Program” Job Readiness and the Employment Resource Book from Center for Practice Innovators}

Description of the Activity:

In this lesson, trainees will learn the importance of developing and maintaining positive work relationships

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint slides 21-26 (Also available in PDF) 2. “Helpful Hints for Talking With Coworkers” Activity 5.5.1 3. “3-2-1 Review!” Activity 5.5.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 21-26. 2. Make copies of 5.5.1 and 5.5.2 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by explaining that often times, relationships can develop at work. 2. <u>ASK:</u> <i>How do you know that someone is a good friend?</i> 3. Display PowerPoint/PDF slide 21. Discuss the qualities of a good friend listed on the slide. (Optional: Describe one of your good friends to trainees. Explain how and why you became friends). 4. Next, view PowerPoint/PDF slides 22-26 and discuss how the qualities of a good friend translate to the work setting. While going through the slides, remind trainees that not all coworkers will become friends, however, it is still important to demonstrate the qualities of a good friend to everyone that they work with. Also explain that just because someone is friendly with them at work, does not necessarily mean that they are looking to develop a strong friendship with them. 5. <u>ASK:</u> <i>What do you think people do at work that shows that they are really your friends? (saves you a place at lunch, helps you with your work, asks about your personal life...etc...)</i>

Lesson 5 (*continued*)

Developing and Maintaining Work Relationships

Lesson Details

Lesson Activity:

1. Provide each trainee with the “**Helpful Hints for Talking With Coworkers**” **Activity 5.5.1 sheet**.
2. Read through the tips together, discussing each one and give examples of how each tip looks when used in the workplace. (Optional: Have trainees role play one or more of the tips)
3. After reading through the help hints, explain that after you get to know a coworker better, you will have a better idea about whether or not the person may become a friend. Have trainees refer to the section of the activity sheet that includes information about deepening work relationships.
4. Have trainees think of ways that they could deepen a friendship with a coworker and write down their thoughts on their activity sheet. (ex. spend time during breaks, exchange phone numbers, begin sharing personal information...etc.)
5. Next, focus on the “topics to avoid” on the activity sheet. Read through each topic and discuss why these topics aren’t great conversation topics for the workplace.
6. Finally, go over disclosing disabilities to coworkers. Read through the points to consider and have a discussion about when disclosure might be right.

Lesson Reflection:

1. Use the following prompts to engage trainees in discussion:
 - *What could you do if one of your coworkers is not friendly?*
 - *How can you be friendly even if you are in a bad mood? If someone else is in a bad mood?*
 - *When talking with a coworker, what might you do if someone brought up a topic that you didn’t want to discuss?*
2. Either as a whole group or individually, complete the “**3,2,1 Review!**” **Activity 5.5.2 sheet**.

Lesson 5: Developing and Maintaining Work Relationships

Activity 5.5.1

Helpful Hints for Talking With Coworkers



Getting the Conversation Started:

Introduce Yourself

- offer a firm handshake
- smile
- keep eye contact

QUICK TIP >>>>

Keep conversation related to work at first, until you get to know your coworkers.

Set the Tone

- Let people know how happy you are to have the job and are looking forward to meeting them

Starter Questions

- “How long have you worked here?”
- “What are your responsibilities?”

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.5.1 (continued)

Conversation Topics for Your First Day:

QUICK TIP >>>>

Avoid asking questions and sharing information that is too personal until you develop stronger relationships.



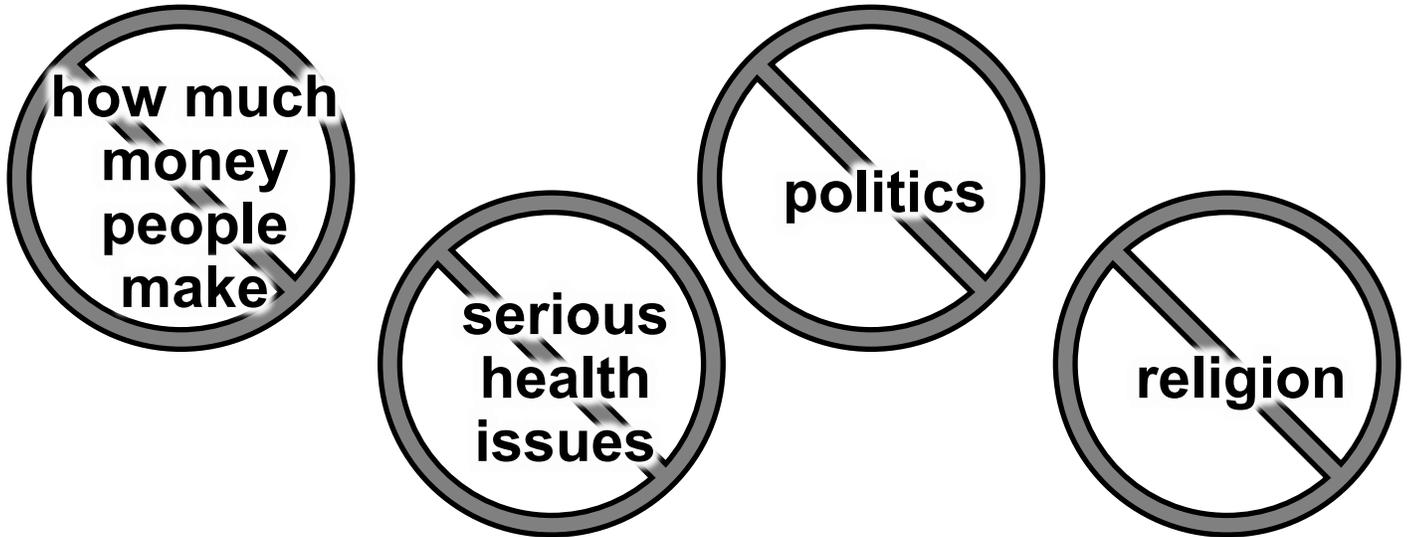
Deepening My Work Relationships:

Write down some things that you can do to make your relationships stronger with a new coworker:

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.5.1 (continued)

Topics to Avoid:



Disclosing your disability to your coworkers:

Although the decision to disclose your disability is YOURS, you may want to hold off mentioning it until your coworkers know you better. **Here are some things to think about:**

Why kinds of help do you think you will need to get your job done?

What is the most effective way to communicate with you?

How much information will you share about your medications?

Do you need accommodations or assistive technology?

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Lesson 5: Developing and Maintaining Work Relationships

Activity 5.5.2

3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 6:

Customer Service Skills: Communicating with Customers Face to Face

Description of the Activity:

In this lesson, trainees will learn strategies and tips for effective customer service. Trainees will learn important customer service etiquette.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint slides 27-30 (Also available in PDF) 2. Chart paper and marker 3. “Providing A+ Customer Service” Activity 5.6.1 4. “3-2-1 Review!” Activity 5.6.2 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 27-30. 2. Collect chart paper and marker. 3. Print off enough copies of Activity 5.6.1 and 5.6.2 as needed. 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. In this lesson, trainees will watch a series of videos that illustrate both positive and negative examples of customer service. 2. To begin the lesson, display PowerPoint/PDF slide 27 to describe what customer service is. 3. Use a marker to create the following chart on your chart paper: <table border="1" data-bbox="483 1199 1484 1535" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="483 1199 984 1289">What Good Customer Service <u>LOOKS</u> Like</th> <th data-bbox="984 1199 1484 1289">What Good Customer Service <u>SOUNDS</u> Like</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 1289 984 1535"> <ul style="list-style-type: none"> • The worker smiles at customer • Keeps eye contact with customer </td> <td data-bbox="984 1289 1484 1535"> <ul style="list-style-type: none"> • The worker politely greets customers • The worker’s voice keeps calm, even when the customer is upset. </td> </tr> </tbody> </table> 4. Before talking in detail about customer service, invite trainees to share what they think good customer service looks and sounds like. Write their responses on the chart. See examples in red above. 5. Next, display PowerPoint/PDF slide 28 to view the first clip by clicking on the image on the slide. If not using the PowerPoint, use the following link.: https://www.youtube.com/watch?v=PvyuNt9bTPY&list=PL3F79BA3148626C28&index=6 	What Good Customer Service <u>LOOKS</u> Like	What Good Customer Service <u>SOUNDS</u> Like	<ul style="list-style-type: none"> • The worker smiles at customer • Keeps eye contact with customer 	<ul style="list-style-type: none"> • The worker politely greets customers • The worker’s voice keeps calm, even when the customer is upset.
What Good Customer Service <u>LOOKS</u> Like	What Good Customer Service <u>SOUNDS</u> Like				
<ul style="list-style-type: none"> • The worker smiles at customer • Keeps eye contact with customer 	<ul style="list-style-type: none"> • The worker politely greets customers • The worker’s voice keeps calm, even when the customer is upset. 				

Lesson 6 (continued)

Customer Service Skills: Communicating with Customers Face to Face

<p>Lesson De- tails</p>	<p>6. Watch this video with the trainees. Tell trainees that you would like them to focus on how the two people in the interview interact with each other. After watching, ask trainees to express how they think the interaction went.</p> <p>7. ASK: <i>Was this a positive or negative customer experience? How could the delivery man have provided a more positive customer experience? How could the desk receptionist have provided a more positive customer service experience?</i></p> <p>8. One thing to point out about the interaction is that neither worker was receptive to the other person and didn't pick up on the tone of the conversations (for example, the receptionist kept on talking even though the delivery worker seemed annoyed or disinterested.)</p> <p>9. Explain that today they are going to learn some important tips on how to provide a positive customer service experience.</p> <p style="text-align: center;">Lesson Activity:</p> <p>1. Provide each trainee with the “Providing A+ Customer Service” Activity 5.6.1 sheet. Explain that they will be watching a series of video clips that will help illustrate the A+ qualities of customer service.</p> <p>2. Display PowerPoint/PDF slide 29 to view the second video clip by clicking on the image, or visit the following site: https://www.youtube.com/watch?v=7rJTAp6G57A&index=10&list=PL3F79BA3148626C28</p> <p>3. ASK: <i>What did we see in the video that we could add to our chart paper on what good customer service looks and sounds like?</i></p> <p>4. Add additional qualities of good customer service that were demonstrated in the video on the chart paper.</p> <p>5. Draw trainees' attention to the portion of their activity sheet titled “A Happy Customer is a Repeat Customer” and read through each tip.</p> <p>6. Next, display PowerPoint/PDF slide 30 to view the final video clip or visit the following site: https://www.youtube.com/watch?v=wFs6tQ07hVw&list=PL3F79BA3148626C28&index=7</p>
------------------------------------	---

Lesson 6 (*continued*)

Customer Service Skills: Communicating with Customers Face to Face

Lesson Details

7. After watching this video, direct trainees' attention to the portion of their activity sheet titled "Dealing with Difficult Customers." review the tips on the activity sheet for dealing with difficult customers. **This customer service tips sheet should be placed in the trainees career portfolio when complete.**

Lesson Reflection:

1. After viewing the videos, engage trainees in discussion using the following prompts:
 - *Why is customer service so important?*
 - *What can you do if you are having a difficult time with a customer and can't seem to solve the problem?*
 - *What do you think will be the hardest part of providing customer service?*
 - *What can you do NOW to help prepare yourself for providing good customer service?*
2. Either as a whole group or individually, complete the "3,2,1 Review!" Activity 5.6.2 sheet.

Lesson 6: Customer Service Skills: *Communicating with Customers Face to Face*

Activity 5.6.1

Providing A+ Customer Service

A happy customer is a repeat customer:

Be Confident

I can show I am confident by...

- standing tall
- speaking clearly to the customer
- maintaining eye contact with the customer



Know Your Product or Service

I can learn the product/service I am providing to customers by...

- observing how other workers complete their job
- asking questions when I don't understand something
- learning over time—as you work at your job longer, you will learn your product or service better!

Be Pleasant

I can show that I am pleasant by...

- smiling at the customer
- speaking with an upbeat voice

Take Time to Listen

I can show I am listening by...

- maintaining eye contact with the customer
- not rushing the customer when they are speaking
- not interrupting the customer when they are speaking

Activity 5.6.1 (continued)

Dealing With Difficult Customers

Stay Calm

I can show I am calm by...

- not raising my voice
- staying in control of my emotions



Get to the Root Of the Problem

I can learn what the real problem is by...

- asking the customer what I can do to fix the problem
- listening to what the customer is upset about

Don't Take it Personally

- Understand that the customer is not personally upset with YOU, but upset at the situation.

Get Assistance If Needed

- If you are unable to solve the issue, get assistance from your supervisor to help.

Phrases to use when dealing with a difficult customer:

“I am sorry you are upset...”

“I can see you’re upset...”

“What can I do to fix things?”

“I apologize for this misunderstanding...”

“I’m sorry to hear that...”

“Let me see if I’m understanding you correctly...”

“If you would like, I can...”

“It sounds like you need...”

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Lesson 6: Customer Service Skills:
Communicating with Customers Face to Face

Activity 5.6.2

3,2,1 REVIEW!

THREE new things that you have learned today
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 7:

Customer Service Skills: Telephone Etiquette

(Adapted from East Baltimore Pipeline Job Readiness Training Curriculum)

Description of the Activity:

In this lesson, trainees will explore tips for communicating successfully over the phone with customers.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint slides 31-34 (Also available in PDF) 2. A phone to be used as a prop 3. “Communicating with Customers Over the Phone” Activity 5.7.1 4. “3-2-1 Review!” Activity 5.7.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 31-34. 2. Obtain a cell phone or other phone to be used as a prop. 3. Print off enough copies of Activity 5.7.1 and 5.7.2 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by providing each trainee with the “Communicating with Customers Over the Phone” Activity 5.7.1 sheet. 2. Ask trainees to rate their comfort level with talking on the phone on a scale from 1-10 on their activity sheet. 3. Explain that some jobs will require them to communicate with customers over the phone. Today you are going to focus on the tips that will help them provide good customer service over the phone. 4. Display PowerPoint/PDF slide 31 to view the a video clip, or visit the following site: https://www.youtube.com/watch?v=F8dImol79ew 5. After watching the video using the following prompts to discuss the video: <ul style="list-style-type: none"> • <i>How would you have felt if you were the customer on the phone?</i> • <i>How did the body language of the employee reflect her attitude?</i> • <i>How could the employee have improved her communication with the customer?</i>

Lesson 7 (continued)

Customer Service Skills: Telephone Etiquette

Lesson Details

Lesson Activity:

1. Draw trainees' attention back to Activity 5.7.1. Read through "tips for talking on the phone" section. Discuss each one and give examples as needed.
2. Next, view **PowerPoint/PDF slide 32-34**. Read through each scenario together as a group. Invite one trainee to be the employee while you play the role of the customer. Have trainees role play the scenario by using the **phone prop**. Have trainees practice things that they could say using some of the phrases provided on their activity sheet.

Examples:

- "Good morning, thank you for calling _____, this is _____, how may I help you?"
 - "One moment please..."
 - "I understand...."
3. If needed, role play the same scenario more than once with a different trainee. Stop to discuss ways to improve their communication skills with the customer.

Lesson Reflection:

1. Use the following prompts to engage trainees in discussion:
 - *Why is having great phone skills important?*
 - *What do you need to work on in order to be able to provide good phone customer service?*
 - *What steps can you take to become more comfortable on the phone?*
 - *How will your phone etiquette represent the business/company that you work for?*
2. Either as a whole group or individually, complete the "**3,2,1 Review!**" **Activity 5.7.2 sheet**.

Lesson 7: Customer Service Skills: *Telephone Etiquette*

Activity 5.7.1

Communicating with Customers Over the Phone

How comfortable are you talking on the phone?

Place an X on the line that best represents your comfort level.



TIPS FOR TALKING ON THE PHONE:



Smile *before* you answer the telephone. This will help you to be thinking positively, which is communicated to the customer in the tone of your voice.



Try to answer the phone on the second ring. This shows the customer that you are ready and waiting to assist customers.



Use the same opening statement each time you answer the phone. “*Good morning/afternoon. Thank you for calling _____, this is _____, how can I help you?*”



Listen closely to what the customer is saying so that you can best assist them.

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.7.1 (continued)

TIPS FOR TALKING ON THE PHONE (continued)



Never eat or drink while taking phone calls.



Talk slowly and clearly. Your voice should be upbeat.



Repeat back the customer's needs and what will be done to meet them. *"I would just like to make sure I am understanding you correctly. You would like _____.*
We can _____.



Be honest. Do not tell customers that your company can do something if in reality they can't.



At the end of the conversation, thank the customer for calling to leave the caller with a positive impression of you and your company.

Phrases to use when talking on the phone:

"Thank you for calling..."

"I'm happy to direct you to..."

"One moment please..."

"Could you please hold?"

"How may I help you..."

"Thank you for holding..."

"Could you please describe the issue?"

"I understand..."

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Lesson 7: Customer Service Skills: *Telephone Etiquette*

Activity 5.7.2

3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 8:

Preparing for My Work Day

Description of the Activity:

In this lesson, trainees will complete a checklist of tasks to complete the night and the morning before work to help them prepare for their work day.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. Chart paper and marker 2. “Getting Ready for Work” Activity 5.8.1 3. “3-2-1 Review!” Activity 5.8.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Print off enough copies of Activity 5.8.1 and 5.8.2 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Introduce the lesson by asking trainees to think about how they prepared to come to their program today. Have several trainees share out their routine. 2. Explain that once they receive a job, it will be important to establish a routine that they can follow to help them be better prepared for work. 3. <u>ASK:</u> <i>What is everything that you need to do BEFORE going to work?</i> 4. Using a marker and chart paper, list the appropriate responses from trainees. (Ex. Shower, eat breakfast, pack a lunch, set an alarm...etc...) 5. Explain that not everyone completes the tasks in the same order, but instead creates a routine that works for them. For example, one person might prefer to shower at night instead of the morning since they have to be at work very early in the morning. 6. It is OK if something is written down that is specific to only one person, but doesn’t apply to others. You are creating a comprehensive list that trainees can use to pick out the information that applies to them.

Lesson 8 (continued)

Preparing for My Work Day

Lesson Details

Lesson Activity:

1. Provide each trainee with the “**Getting Ready for Work” Activity 5.8.1 sheet.**
2. Trainees will use the list created on the chart paper to help them create their personalized list.
3. Encourage trainees to write down the tasks in the order that they will complete them so that this sheet can serve as a daily check list.
4. **Trainees will place this activity sheet in their career portfolio.**

Lesson Reflection:

1. Use the following prompts to engage trainees in discussion.
 - *How can having a set routine help you to be more successful?*
 - *What will you do to help yourself stick to your routine?*
2. Either as a whole group or individually, complete the “**3,2,1 Review!**” **Activity 5.8.2 sheet.**

Lesson 8: Preparing for My Work Day

Activity 5.8.1

Getting Ready for Work



Create a check list of tasks that need to be complete the night and morning before you have to work.

The NIGHT before I work, I will...	The MORNING before I work, I will...
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

Lesson 8: Preparing for My Work Day

Activity 5.8.2

3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 9:

Preparing for Emergencies and Unexpected Events

Description of the Activity:

In this lesson, trainees will explore ways to handle possible emergency and unexpected events that could effect their ability to work.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint slides 35-38 (Also available in PDF) 2. “What Should I Do?” Activity 5.9.1 3. “3-2-1 Review!” Activity 5.9.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint slides 35-38. 2. Print off enough copies of Activity 5.9.1 and 5.9.2 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by sharing a personal story about when you had a family emergency or an unexpected event that effected your ability to make it to work. (ex. car breaks down). Discuss the event and how you handled it. 2. Explain that these types of situations happen and it is important to have plan in place to handle these situations, should they occur. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Provide each trainee with the “What Should I Do?” Activity 5.9.1 sheet. 2. Together as a group, you will explore several emergency scenarios and unexpected events that would effect the trainee’s ability to get to work. 3. With each scenario, refer to the planning tips on the activity sheet and talk through how the trainees should respond. 4. View PowerPoint/PDF slides 35-38, going through each scenario and discussing a plan of action. With each situation, stress the importance of remaining calm.

Lesson 9 (continued)

Preparing for Emergencies and Unexpected Events

<p>Lesson Details</p>	<p style="text-align: center;">Lesson Reflection:</p> <ol style="list-style-type: none">1. After discussing each scenario, use the following prompts to engage trainees in discussion.<ul style="list-style-type: none">• <i>What strategies can you use to remain calm, even in an emergency situation?</i>• <i>Why is it important to contact your workplace, even during an emergency?</i>• <i>How can planning for an emergency help you to better handle an emergency when/if they arise?</i>2. Either as a whole group or individually, complete the “3,2,1 Review!” Activity 5.9.2 sheet.
----------------------------------	--

Lesson 9: Preparing for Emergencies and Unexpected Events

Activity 5.9.1

What Should I Do?

Follow these steps as a guide to handling these types of situations.



Remain calm

Take a deep breath to help you focus on what to do next.
Stop and think BEFORE acting.



Contact your workplace right away

If you are not physically injured, your workplace should most likely be the first phone call to make.

Be prepared to tell your supervisor the following information:

- Give a brief description of the situation.
- Explain that you will be late and what your expected time of arrival will be.
- If you will not be able to make it to work at all, explain why and when you think you'll be able to return to work.
- Ask the supervisor if there are any other steps he/she would like you to take.



Keep your supervisor updated on your situation

If your situation will effect your ability to work over the course of several days, check back in with your supervisor to let him/her know your current status.

Lesson 9: Preparing for Emergencies and Unexpected Events

Activity 5.9.2

3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Lesson 10:

Safety in the Workplace

Description of the Activity:

In this lesson, trainees will learn important safety precautions and rules that they will need to follow in the workplace.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint slides 39-45 (Also available in PDF) 2. Chart paper and marker 3. “3-2-1 Review!” Activity 5.10.1
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint slides 39-45. 2. Collect chart paper and a marker. 3. Print off enough copies of Activity 5.10.1 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Explain to trainees that today you are going to talk about safety. Discuss how safety is important in every part of our life; at home, at your program/school, and at work. 2. Display PowerPoint/PDF slide 39 to define what a safety hazard is. 3. Next, display PowerPoint/PDF slide 40 and explain to trainees that they are going to watch a short video to discuss safety hazards. Click on the image on the slide to view the video or visit the following site: https://www.youtube.com/watch?v=HiYaQSJTdc Again, stop the video to discuss the hazards, as needed.

Lesson 10 *(continued)*

Safety in the Workplace

<p>Lesson Details</p>	<p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Explain that safety hazard exist everywhere, and as an employee, it is the trainee’s responsibility to identify them and fix them, if possible. 2. View PowerPoint/PDF slides 41-45. Explain that you are going to view several images. Together as a group, you will work to identify the safety hazards that are found in each image. Use the chart paper and marker to record the safety hazards found in each image. Discuss how the employee in each image could fix the safety hazard. <p style="text-align: center;">Lesson Reflection:</p> <ol style="list-style-type: none"> 1. After discussing each scenario, use the following prompts to engage trainees in discussion. <ul style="list-style-type: none"> • <i>Why is it everyone’s responsibility to watch out for safety hazards?</i> • <i>What should you do if you see a safety hazard?</i> • <i>Think about a workplace that you might be interested in working at. What safety hazards might there be?</i> 2. Either as a whole group or individually, complete the “3,2,1 Review!” Activity 5.10.1 sheet.
----------------------------------	--

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Lesson 10: Safety in the Workplace

Activity 5.10.1

3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 11:

My Rights and Responsibilities in the Workplace

Description of the Activity:

In this lesson, trainees will learn the difference between a right and responsibility. Trainees will discuss the rights and responsibilities in the workplace.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slide 46-55 (Also available in PDF) 2. “Rights and Responsibilities as a Worker” Activity 5.11.1 3. Chart paper and marker 4. “Just Another Day on the Job” Script Activity 5.11.2, plus teacher version 5. “3-2-1 Review!” Activity 5.11.3 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint Slide 46-55. 2. Make enough copies of Activity 5.11.1 and 5.11.2 as needed for each trainee, plus one copy of the teacher version of the 5.11.2 script. 3. Gather chart paper and a marker. 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by displaying the words <i>responsibility</i> and <i>right</i> on PowerPoint/PDF slide 46. 2. Using the marker and chart paper, create a chart like shown below: <table border="1" data-bbox="477 1373 1474 1497" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">What is a RIGHT?</td> <td style="text-align: center;">What is a RESPONSIBILITY?</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> 3. Have trainees pair up (or in small groups), and first discuss what they think a right and a responsibility is. 4. When trainees have finished, have pairs/groups share out their thoughts and together agree upon a definition for each word. Write the definitions on the chart. 5. View PowerPoint/PDF slides 47-54. Together as a class, read the statements on each slide and decide if the statement describes a right or a responsibility, and why. 	What is a RIGHT?	What is a RESPONSIBILITY?		
What is a RIGHT?	What is a RESPONSIBILITY?				

Lesson 11 (*continued*)

My Rights and Responsibilities in the Workplace

<p>Lesson Details</p>	<p style="text-align: center;">Lesson Activity (Part 1):</p> <ol style="list-style-type: none"> 1. Explain that just like there are rights in their everyday lives, there are also specific rights and responsibilities in the workplace. 2. Display PowerPoint/PDF slide 55. View the short video clip by clicking directly on the image shown on the slide. If not using the PPT, you will need to visit the following website: https://www.youtube.com/watch?v=LkeQieO5THw 3. If desired, you may want to stop the video periodically to discuss the different rights and responsibilities. <i>The following rights are discussed in this video:</i> <ul style="list-style-type: none"> • The right to know (procedures, safety precautions...etc) • The right to speak up (when you need help) • The right to refuse (unsafe work) 4. After watching the video, provide trainees with the “Rights and Responsibilities as a Worker” Activity 5.11.1 sheet. Review the rights and responsibilities on the sheet as they were discussed in the video. Give examples of each. 5. Have trainees complete the bottom portion of the activity sheet to decide which statement is a workplace right and responsibility. <p style="text-align: center;">Lesson Activity (Part 2):</p> <ol style="list-style-type: none"> 1. Provide each trainee with the “Just Another Day on the Job” Script Activity 5.11.2. You need to have the “teacher version” of the script. Have a few trainees volunteer for the different character roles. Choose trainees who feel comfortable reading aloud in front of others. For those who have difficulties reading aloud, allow them to participate in the sections where characters shout out “ACTION!” or “CUT!” to encourage them to participate. 2. Each time the script says “CUT” use the prompts written on the teacher version to discuss the rights and responsibilities being addressed.
----------------------------------	---

Lesson 11 (*continued*)

My Rights and Responsibilities in the Workplace

Lesson Details

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Was there anything that surprised you about your rights and responsibilities in the workplace?*
 - *What could you do if your rights were not being respected in the workplace?*
 - *What could you do if someone wasn't taking responsibility in the workplace seriously?*
2. Either as a whole group or individually, complete the “**3,2,1 Review!**” **Activity 5.11.3** sheet.

Lesson 11: My Rights and Responsibilities in the Workplace

Activity 5.11.1

Rights and Responsibilities as a Worker

As a worker, you have several rights and responsibilities:

Worker Rights

I have the **right** to know procedures, safety precautions, and other possible hazards on the worksite.

I have the **right** to speak up and ask for help.

I have the **right** to refuse unsafe tasks.

Worker Responsibilities

I have the **responsibility** to following all workplace procedures and policies.

I have the **responsibility** to ask for important training if I need help.

I have the **responsibility** to identify safety hazards and to use protective safety equipment when needed.

Decide if each statement below is a right or responsibility:

Statement	Right	Responsibility
Wearing safety goggles when operating machinery		
Being taught how to use the grill at a restaurant		
Telling my boss I am uncomfortable using a new piece of equipment alone		
Asking for assistance on an unfamiliar task		

Lesson 11: My Rights and Responsibilities in the Workplace

Activity 5.11.2

Just Another Day on the Job

Setting:

A construction worksite

Characters:

Narrators 1 and 2

Mr. Martinez (employer)

Tony (employee 1)

Kevin (employee 2)



Narrator 1: ACTION!

Narrator 2: It was just another day on the job. Tony and Kevin, two construction workers just hired by Mr. Martinez, owner of *Martinez Buildings Incorporated*, showed up on the job site right on time at 8:30am.

Narrator 1: CUT!

{*What worker responsibility is being shown by Tony and Kevin?*}

Narrator 1: And...ACTION!

Tony: Hey Kevin! How's it going?

Kevin: Great! I'm excited to get started at this new job.

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.11.2

Tony: Yeah, me too. I wonder what Mr. Martinez is going to have us do today? Oh, look. Here he comes now.

Mr. Martinez: Good morning, gentleman! Glad to see you are here right on time! We've got a lot to get through today. First things, first. Let's take a look at some of the equipment that you will be using on this job.

Narrator 2: Mr. Martinez walked Tony and Kevin over to a large machine used for cutting metal.

Mr. Martinez: This here is where you'll be working, Kevin. You'll need to cut the metal pieces that will be used for the frame of the building. The machine isn't complicated, just play around with it a bit and you'll figure it out, I'm sure.

Narrator 1: CUT!

{What worker right is Mr. Martinez violating?}

Narrator 1: ACTION!

Kevin: Um, Mr. Martinez, do you think you could show me exactly how to use it? This is my first time working with this type of equipment and I want to make sure I'm using it correctly.

Mr. Martinez: Sure, Kevin. I'm sorry, you're right. Here at *Martinez Buildings Incorporated* we pride ourselves on educating our employees to do the best job that they can. Let me show you how to work it.

Narrator 2: Mr. Martinez began showing Kevin how to use the machine and allowed Kevin to practice it a few times before leaving him to work it on his own.

Activity 5.11.2

Mr. Martinez: Alright, Tony, I'm going to have you work over here nailing these wooden planks together for the floor base. You'll want to wear these safety glasses.

Tony: Naw, I'm all set Mr. Martinez. Safety glasses always feel annoying on my face. I'll be fine.

Narrator 1: CUT!

{What worker responsibility is Kevin ignoring?}

Narrator 1: ACTION

Mr. Martinez: I'm sorry Tony, but if you want to work on this construction site, all employees are required to wear safety glasses. It's company policy.

Tony: Alright, I understand.

Mr. Martinez: OK, gentleman. I'll be in my office in the trailer if you need me. We will break for lunch at noon. See you then.

Narrator 2: Mr. Martinez heads off to his office while Kevin and Tony get to work.

Kevin: Boy, there sure are a lot of things to learn on this job. It's gonna take a while before I get used to everything.

Tony: Yeah, but that's OK. Mr. Martinez seems pretty cool. If we need help learning how to do something, we can just ask him. Before long, we'll be pros.



How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days

Activity 5.11.2

Kevin: I guess you're right. Alright, let's get to work. We've got a lot to get done before lunch. Oh, and watch out for that powerline right where your nailing the wood over there. I noticed it while Mr. Martinez was showing you your job.

Narrator 1: CUT!

{What worker responsibility is Kevin showing}

Narrator 1: ACTION!

Tony: Thanks, Kevin! See you at lunch!

Lesson 11: My Rights and Responsibilities in the Workplace

Activity 5.11.2 **TEACHER VERSION**

Just Another Day on the Job

Setting:

A construction worksite

Characters:

Narrators 1 and 2

Mr. Martinez (employer)

Tony (employee 1)

Kevin (employee 2)



Narrator 1: ACTION!

Narrator 2: It was just another day on the job. Tony and Kevin, two construction workers just hired by Mr. Martinez, owner of *Martinez Buildings Incorporated*, showed up on the job site right on time at 8:30am.

Narrator 1: CUT!

{*What worker responsibility is being shown by Tony and Kevin?*}

Narrator 1: And...ACTION!

Tony: Hey Kevin! How's it going?

Kevin: Great! I'm excited to get started at this new job.

Possible Response: Tony and Kevin are showing responsibility by showing up for work on time.

Activity 5.11.2

Tony: Yeah, me too. I wonder what Mr. Martinez is going to have us do today? Oh, look. Here he comes now.

Mr. Martinez: Good morning, gentleman! Glad to see you are here right on time! We've got a lot to get through today. First things, first. Let's take a look at some of the equipment that you will be using on this job.

Narrator 2: Mr. Martinez walked Tony and Kevin over to a large machine used for cutting metal.

Mr. Martinez: This here is where you'll be working, Kevin. You'll need to cut the metal pieces that will be used for the frame of the building. The machine isn't complicated, just play around with it a bit and you'll figure it out, I'm sure.

Narrator 1: CUT!

Possible Response: Mr. Martinez is denying Kevin the training for new equipment.

{What worker right is Mr. Martinez violating?}

Narrator 1: ACTION!

Kevin: Um, Mr. Martinez, do you think you could show me exactly how to use it? This is my first time working with this type of equipment and I want to make sure I'm using it correctly.

Mr. Martinez: Sure, Kevin. I'm sorry, you're right. Here at *Martinez Buildings Incorporated* we pride ourselves on educating our employees to do the best job that they can. Let me show you how to work it.

Narrator 2: Mr. Martinez began showing Kevin how to use the machine and allowed Kevin to practice it a few times before leaving him to work it on his own.

**How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days**

Activity 5.11.2

Mr. Martinez: Alright, Tony, I'm going to have you work over here nailing these wooden planks together for the floor base. You'll want to wear these safety glasses.

Tony: Naw, I'm all set Mr. Martinez. Safety glasses always feel annoying on my face. I'll be fine.

Possible Response: Kevin is ignoring his responsibility to follow safety procedure.

Narrator 1: CUT!

{What worker responsibility is Kevin ignoring?}

Narrator 1: ACTION

Mr. Martinez: I'm sorry Tony, but if you want to work on this construction site, all employees are required to wear safety glasses. It's company policy.

Tony: Alright, I understand.

Mr. Martinez: OK, gentleman. I'll be in my office in the trailer if you need me. We will break for lunch at noon. See you then.

Narrator 2: Mr. Martinez heads off to his office while Kevin and Tony get to work.

Kevin: Boy, there sure are a lot of things to learn on this job. It's gonna take a while before I get used to everything.

Tony: Yeah, but that's OK. Mr. Martinez seems pretty cool. If we need help learning how to do something, we can just ask him. Before long, we'll be pros.

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 5 – Learning the Job and Managing the First 30 Days**Activity 5.11.2**

Kevin: I guess you're right. Alright, let's get to work. We've got a lot to get done before lunch. Oh, and watch out for that powerline right where your nailing the wood over there. I noticed it while Mr. Martinez was showing you your job.

Narrator 1: CUT!

{What worker responsibility is Kevin showing}

Narrator 1: ACTION!

Tony: Thanks, Kevin! See you at lunch!

Possible Response: Kevin is being responsible by identifying possible safety hazards on the worksite.

Lesson 11: My Rights and Responsibilities in the Workplace

Activity 5.11.3

3,2,1 REVIEW!

THREE new things that you have learned today
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1