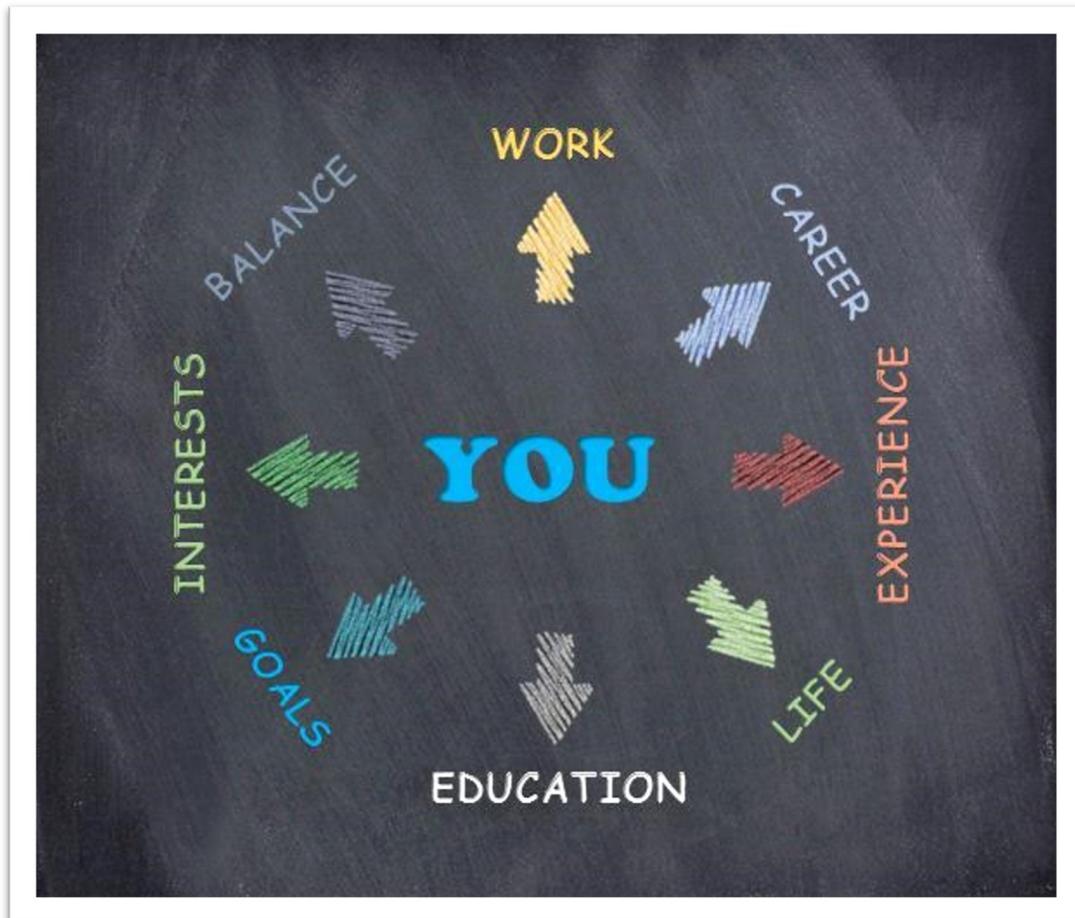


Module 4

Entering the Workplace



How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 4 – Entering The Workplace

Work Readiness Curriculum

Module 4: Entering the Workplace

Module Overview:

Module 4 will prepare trainees with tips and strategies to make a smooth transition into the workplace. Trainees will be encouraged to think about themselves as employees and picture themselves in a career. Trainees will learn the importance of presenting themselves in a positive light to potential employers and reflect on the skill that they have to offer. Trainees will also learn the process of applying for and accepting a job.

Topics Covered:

Expectations of the Workplace
Who I Am As An Employee
Complete Resumes and Applications
Preparing for Interviews
Self-Advocacy and Disclosure in the Workplace
Language and Paperwork Used in the Workplace

Desired Outcomes:

At the completion of Module 4, trainees will have an understanding of the steps that need to be complete to enter the workplace. They will have created a starting resume and will have explored possible employment opportunities in their community.

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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 will be added to the trainee’s career portfolio:

- “Recommendations” Activity 4.2.3 (Lesson 2)
- “The Pathway to a Job” Activity 4.4.1 (Lesson 4)
- “Resources to Help Me Find Available Jobs” Activity 4.4.2 (Lesson 4)
- “Creating My First Impression” Activity 4.6.1 (Lesson 6)
- “What Does a Cover Letter Look Like?” Activity 4.6.2 (Lesson 6)
- “My Interview: Before, During, After” Activity 4.7.1 (Lesson 7)
- “Interview Follow-Up: Writing a Thank-You Letter” Activity 4.7.2 (Lesson 7)
- “Language of the Workplace” Activity 4.9.1 (Lesson 9)
- “Paperwork and Documents of the Workplace” Activity 4.9.2 (Lesson 9)

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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.

employee	employer	expectations	professional actions
resume	application	first impression	disclosure
probationary	protocol	supervisor	shift
direct deposit	self-advocacy	interview	work ethic
recommendation	applicant		

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
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VOCABULARY WORD CARDS

Cut out each word card to introduce key vocabulary words for Module 4.

employee

employer

expectations

professional
actions

resume

application

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Cut out each word card to introduce key vocabulary words for Module 4.

first impression	disclosure
probationary	protocol
supervisor	shift

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Cut out each word card to introduce key vocabulary words for Module 4.

direct
deposit

self-advocacy

interview

shift

recommendation

work ethic



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Cut out each word card to introduce key vocabulary words for Module 4.

applicant

Lesson 1:

Preparing for the Workplace

Description of the Activity:

In this lesson, trainees will begin to think about themselves as an employee entering the workplace. They will explore the new possibilities that are to come in having a job, as well as discuss concerns they have about starting a new job. They will work to explore possible ways for handling their concerns in order to be successful in the workplace.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 2-10 (also available as PDF hardcopy) 2. “Dealing With My Concerns When I’m Starting a New Job” Activity 4.1.1 3. “3-2-1 Review” Activity 4.1.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 2-10. 2. Make enough copies of Activity 4.1.1 and Activity 4.1.2 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Explain to the trainees that starting a new job can make us excited and concerned at the same time. We are excited about the new things we will learn to do, but we can also feel concerned or unsure about what the new job might be like. 2. <u>ASK</u>: <i>What do you think will be the best part about having a job? (ex. having more money, making new friends, more freedom)</i> 3. View PowerPoint/PDF slides 2-10. As you look at each workplace example, <u>ASK</u>: <i>What new things would you learn if you worked in a (a grocery store, a restaurant, a mall, Wal-Mart...)</i> 4. As you look through these slides, discuss with the trainees what they would like/dislike about working at each of these example workplaces.

Lesson 1 (continued)

Preparing for the Workplace

**Lesson
Details**

Lesson Activity:

1. Next, hand out the “**Dealing With My Concerns When I’m Starting a New Job**” **Activity 4.1.1 sheet**.
2. Work together with the trainees to complete this sheet, or talk through the questions about what their concerns might be and how to deal with them. See example of a completed sheet below to help you guide the trainee.

Module Introduction

Activity 4.1

Dealing With My Concerns When I’m Starting a New Job

Think about the things that concern you most about starting your new job. Maybe you are concerned about getting along with your co-workers. Maybe you are worried that the first few days will be too overwhelming. Try to think of the things that concern you most. List one concern below.

My Concern

I am concerned that I will be overwhelmed by all of the things that I will have to do in my new job.

How will this concern affect your ability to be successful at your job?

This concern could affect my ability to concentrate. It will make me nervous that I will make mistakes.

Lesson 1 (continued)

Preparing for the Workplace

**Lesson
Details**

Module Introduction

Activity 4.1

Now, think of a plan that will help you work through your concern so that you can be successful in your new job. Has anything worked well for you in the past? Below, write a possible solution to help you handle your concern.

My Plan

My plan will be to focus on one task at a time. When I complete that task, I will go on to the next one. I can even make a list of all the things I need to complete and check them off when the task is done.

- 3. Trainees can either write down their responses, talk them out, or have the instructor write it for them.
- 4. Feel free to talk through more than one concern, as needed.

Lesson Reflection:

- 1. Have trainees reflect on what they have learned in this lesson. Trainees record their thoughts on **“3,2,1 REVIEW” Activity 4.1.2**. You can have each trainee complete their own sheet or work together as a group to complete one. Use information from this sheet to guide discussion on anything that needs clarification or further explanation.

Lesson 1: Preparing for the Workplace

Activity 4.1.1

Dealing With My Concerns When I'm Starting a New Job

Think about the things that concern you most about starting your new job. Maybe you are concerned about getting along with your co-workers. Maybe you are worried that the first few days will be too overwhelming. Try to think of the things that concern you most. List one concern below.



My Concern

How will this concern affect your ability to be successful at your job?

**How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
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Activity 4.1.1 (continued)

Now, think of a plan that will help you work through your concern so that you can be successful in your new job. Has anything worked well for you in the past? Below, write a possible solution to help you handle your concern.



My Plan

Adapted from Center for Practice Innovations
Employment Resources Book

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
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Lesson 1: Preparing for the Workplace

Activity 4.2.2

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 2:

Who Am I As An Employee?

Description of the Activity:

In this lesson, trainees will assess their work-related skills. They will learn that these skills will need to be made known to their potential employer. Trainees will create a “30 second commercial” that describes their value in the workplace. They will also begin to collect recommendations from teachers and other adults that know the trainee well in order help relay the trainees’ skills to potential employers.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 11-16 (also available as PDF hardcopy) 2. Access to the Internet 3. “Personal Vs. Work-Related Skills” Activity 4.2.1 4. “My 30 Second Commercial:” Activity 4.2.2 5. “My Recommendation Sheet” Activity 4.2.3 6. “3-2-1 Review” Activity 4.2.4
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 11-16. 2. Make enough copies of the Activity 4.2.1, 4.2.2, and 4.2.3 sheet as needed. 3. Arrange for a personal computer/internet access.
<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 focus on the things that they are good at. 2. Pass out “Personal Vs. Work-Related Skills” Activity 4.2.1 to each trainee. 3. <u>ASK:</u> “<i>What are some things that you feel you are really good at? How would your teachers, friends, family, and others describe you?</i>” 4. Have trainees make a list of all of the things they feel they are good at, using Activity 4.2.1 sheet. Accept all responses at this point.

Lesson 2 (continued)

Who Am I As An Employee?

**Lesson
Details**

5. Next, display **PowerPoint/PDF slide 11** to the trainees. Use this slide/page to define a personal skill. Explain that a personal skill is something that you can do well in an area of interest. For example, they may be a good dancer, singer, or sketch-artist.
6. Next display **PowerPoint/PDF slide 12** to the trainees. Use this slide/page to define a work-related skill. Explain that a work-related skill is something you do well that will help you do your job better. For example, being a good cook would help you if you worked in a restaurant, or being a good listener would be a good skill to have if you worked at a job where you dealt with customers directly.
7. Have trainees look back through their list on Activity 4.2.1. Have trainees *circle* anything from their list that he/she thinks would be a personal skill. Then, have trainees *underline* anything from their list that he/she thinks could be a work-related skill. Assist as needed. Help trainees to understand why a skill may be personal vs. work-related. For example, even though someone may be a great singer, this skill will not help them if they worked in a kitchen of a restaurant.
8. If a trainee does haven't any work-related skills listed to underline, help him/her come up with a few. (ex. friendly, responsible, good listener...etc)

Lesson Activity:

1. Next, view the commercials on **PowerPoint slides 13-14** or view the YouTube videos on a personal computer (see links on following page). Tell trainees that you are going to watch two commercials. Watch each one together.
2. If using the PowerPoint, you will only need to click on the image on the slide. If using a computer, you will need to visit the following YouTube sites:
 Commercial 1: <https://www.youtube.com/watch?v=-5iYFNKYcgo>
 Commercial 2: <https://www.youtube.com/watch?v=7L21EKPeUM>

Lesson 2 (continued)

Who Am I As An Employee?

**Lesson
Details**

3. You may choose to have them watch the commercial once, and then watch it a second time and ask them to pay attention to the words the commercial uses to describe the product or service. Discuss each commercial.
4. ASK: *What was the commercial trying to sell? What parts of the commercial caught your attention most?*
5. Explain that commercials are made to help convince us to want to buy a product, or visit a certain place. The commercial has to catch our attention in order to convince us in about 30 seconds or less to buy whatever it is the commercial is selling. Since there is only a short amount of time, commercials must use their words wisely to include information about the product, telling us the best thing about owning that product, or visiting a place.
6. Tell the trainees that applying for a job is like making a commercial for themselves. They must share only the best information about themselves that they think will help convince someone to give them a job.
7. Give trainees the “**My 30 Second Commercial**” **Activity 4.2.2 sheet**. They will also want to have their “Personal vs. Work-Related Skills” Activity 4.2.1 sheet from earlier for reference.
8. Display the example on **PowerPoint/PDF Slide 15**
9. ASK: *If this were a commercial, what would you learn/think about this person based on the information given?*
10. Have trainees read the fill-in-the-blank section of Activity 4.2.2. Then, have trainees refer back to their Activity 4.2.1 sheet.
11. Explain that you want them to use the work-related skills that he/she listed earlier on the Activity 4.2.1 sheet to help them create their “30 second commercial.” Trainees can feel free to add additional skills that were not initially included on their Activity 4.2.1 sheet.
12. Assist each trainee in creating their “commercial.”
13. When each trainee has completed the Activity 4.2.2 sheet, have them practice reading their “commercial” as if they were on TV trying to convince someone to hire them. The instructor may want to model this first using the example on the PowerPoint/PDF.

Lesson 2 (continued)

Who Am I As An Employee?

<h3>Lesson Details</h3>	<h3>Lesson Reflection:</h3> <ol style="list-style-type: none"> 1. Explain that now that they have created their “30 second commercial” about themselves, they are going to take it a step further and see what others have to say about them. 2. <u>ASK</u>: <i>What is a recommendation?</i> 3. Explain that we will often buy a certain product or go to a certain place, such as a restaurant, if someone we know and trust recommends it. Explain that sometimes when applying for a job, employers want to hear what other people have to say about you. 4. Provide each trainee with the “My Recommendation Sheet” Activity 4.2.3 Explain that on this sheet they will collect recommendations and quotes from people they know to help the potential employer know more about them. 5. Display PowerPoint/PDF slide 16. Use this slide to show examples of information that could be placed on their recommendation sheet. 6. Tell the trainees that you would like them to take their sheet home and ask teachers, pastors, neighbors and or other adults that know them well to write down their recommendations on the sheet. Give trainees several days to complete their recommendation sheet. When complete, the recommendation sheet should be kept in a safe place. 7. This recommendations sheet should be placed in the trainees career portfolio when complete. 8. Finally, as a group or as individuals, complete the “3-2-1 Review” Activity 4.2.4 sheet to reflect on the lesson topic. Use information from this sheet to guide discussion on anything that needs clarification or further explanation.
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Lesson 2 Who Am I As An Employee?

Activity 4.2.1

Personal vs. Work-Related Skills

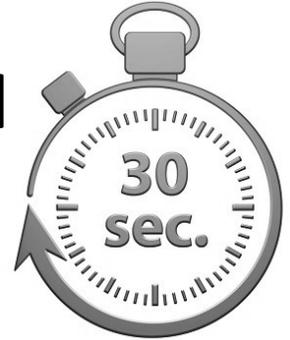
Think about what you are good at. What are your talents? What positive things do others say about you? List them in the chart below.

I am good at...

Lesson 2: Who Am I As An Employee?

Activity 4.2.2

My 30 Second Commercial



It's time to advertise YOURSELF. Fill in the blanks below to tell others what you have to offer.

Hi! My name is _____.

You've never met anyone like me! I am _____

You can count on me to _____

If you're looking for someone who can _____

_____,

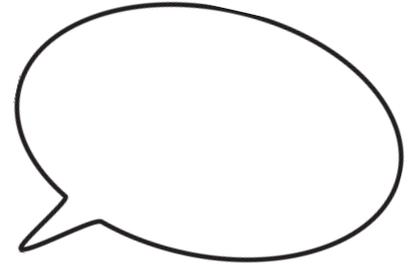
than I'm the one for you!

Lesson 2: Who Am I As An Employee?

Activity 4.2.3



Recommendations



The following quotes were written by my teachers and other adults who are familiar with my skills, behaviors, and attitudes.

Name/Relationship	Recommendation Quote:

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Lesson 2: Who Am I As An Employee?

Activity 4.2.4

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:

What Does My Employer Expect of Me?

Description of the Activity:

In this lesson, trainees will first explore what an expectation is and brainstorm a list of expectations they have of people in their own lives. Trainees will then focus on the expectations that employers have for their employees. Trainees will discuss ways that they can meet these expectations. Finally, trainees are encouraged to connect with employers in their own community to get a specific list of expectations necessary for that workplace.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 17-25 (also available in PDF hardcopy) 2. Large chart paper and marker 3. “My Expectations” Activity 4.3.1 4. “Interviewing an Employer” Activity 4.3.2 5. “3-2-1 Review” Activity 4.3.3
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint/PDF Slides 17-25. 2. Make copies of Activities 4.3.1, 4.3.2, 4.3.3 for as needed. 3. Gather large chart paper and a marker. 4. Arrange for trainees to meet with employers in their community (see “Community Experience Opportunity” for more detail).
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Explain to trainees that in this lesson, you are going to be talking about expectations. Provide each trainee with the “My Expectations” Activity 4.3.1 sheet. 2. <u>ASK:</u> <i>What is an expectation?</i> 3. Use PowerPoint/PDF slide 17 to explain what an expectation is. Ask the trainees to think about someone important in their life. (ex. a parent, best friend, teacher...etc...) 4. Have trainees write that person’s name in the center of the web on their activity sheet. 5. <u>ASK:</u> <i>What are some things that you expect from this person?</i> 6. Have trainees list their expectations for this person around the web on their activity sheet. Give a couple examples to get the trainees started. (ex. I expect my best friend to return my phone calls.)

Lesson 3 (continued)

What Does My Employer Expect of Me?

<p>Lesson Details</p>	<p>4. ASK: <i>How do you communicate your expectations to this person? How do you feel when your expectations are not met?</i></p> <p>5. Have trainees share an example of a time they were let down by someone because their expectations were not met. It may help for the instructor to model an example first.</p> <p>6. Display PowerPoint slide 18 or PDF page 18. Use this slide to discuss what employees and employers are. Then, create a chart, like shown below using the marker and chart paper.</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">An <u>Employer</u>, “The Boss,” expects...</th> <th style="text-align: center;">An <u>Employee</u>, “The Worker,” expects...</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Possible Responses:</p> <ul style="list-style-type: none"> • the employee show up to work on time • the employee are dressed appropriately • the employee completes the tasks asked of him/her </td> <td style="vertical-align: top;"> <p>Possible Responses:</p> <ul style="list-style-type: none"> • to be paid for their work • their employer to give them feedback • his/her co-workers to work equally as hard as he/she is </td> </tr> </tbody> </table>	An <u>Employer</u> , “The Boss,” expects...	An <u>Employee</u> , “The Worker,” expects...	<p>Possible Responses:</p> <ul style="list-style-type: none"> • the employee show up to work on time • the employee are dressed appropriately • the employee completes the tasks asked of him/her
An <u>Employer</u> , “The Boss,” expects...	An <u>Employee</u> , “The Worker,” expects...			
<p>Possible Responses:</p> <ul style="list-style-type: none"> • the employee show up to work on time • the employee are dressed appropriately • the employee completes the tasks asked of him/her 	<p>Possible Responses:</p> <ul style="list-style-type: none"> • to be paid for their work • their employer to give them feedback • his/her co-workers to work equally as hard as he/she is 			
	<p>10. ASK: <i>What are some expectations that employers have of their employees? What are some expectations that employees have of their employers?</i></p> <p>11. Record their responses on the chart.</p> <p>12. Explain that both employees and employers have expectations of the people they work for and with. Explain that as an employee, it is important that they know and understand what is expected of them in order to be successful in their job.</p> <p>13. View PowerPoint/PDF slides 19-25. Use these slides to go over some common expectations of employers. Use the prompts on the slide to create discussion about each expectation.</p> <p>14. Be sure to provide examples of how the trainee can reach each expectation. For example, when discussing <i>work ethic</i> explain that employees can show their employer that they have a good work ethic by making sure they do each task to the best of their ability, and not just giving the minimal effort.</p> <p>15. After going through the PowerPoint slides, revisit the left-hand side of the T-chart. If not already on the chart, add any additional expectations that trainees learned about while looking through the slides.</p>			

Lesson 3 (continued)

What Does My Employer Expect of Me?

Lesson Details

Community Experience Opportunity Activity:

1. Now that trainees have learned about the general expectations of employers, enhance their understanding by setting up a meeting with one or more real employers. If at all possible, take the trainees out into the community to the place of business. This portion of the lesson may be done on a separate day as the trainee’s schedule allows.
2. Trainees will use the “**Interviewing An Employer**” **Activity 4.3.2 sheet**. Provide this sheet to each trainee and go over the components of it.

Lesson Reflection:

1. As a final thought for the lesson, have each trainee share one expectation he/she believes they can easily meet, and one expectation that may be a struggle and why.
2. Create a discussion on how the trainees can meet the expectation that they feel might be a struggle. (ex. A trainee may say that being on-time might be a struggle because he/she has a hard time getting out of bed in the morning. Suggest that the trainee set his/her alarm 15 minutes before the actual time needed to get up to give him/her time to wake up.)
3. **ASK:** *Why do you think expectations are important (Possible Answers: expectations make sure that everyone is doing their job, expectations help us to stay focused, expectations make the workplace run smoother)*
4. Finally, as a whole group or as individuals, complete “**3,2,1 REVIEW**” **Activity 4.3.3 sheet**. Use information from this sheet to guide discussion on anything that needs clarification or further explanation.

Lesson 3: What Does My Employer Expect of Me?

Activity 4.3.1

My Expectations



Think about a person you are very close with. Write his or her name in the center. Then, in the outer boxes, write down the expectations you have of that person.

I expect this person to:	I expect this person to:
Person's Name:	
I expect this person to:	I expect this person to:

Lesson 3: What Does My Employer Expect of Me?

Activity 4.3.2

Interviewing an Employer

Meet with a real employer in your community. Ask this employer what they expect of their employees in their workplace. Record their comments below.



Employer's Name: _____

Company Name: _____

List of employer expectations:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 3: What Does My Employer Expect of Me?

Activity 4.3.3

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 4:

The Pathway to a Job

Description of the Activity:

In this lesson, trainees will explore the steps that someone goes through in preparing for a job. The trainees will learn how to access and use different resources available to them to help them find jobs in the community. Finally, trainees will explore ways that they can network with others in order to stay current with the work force.

Lesson Materials	<ol style="list-style-type: none"> 1. PowerPoint Slides 26-31 (also available in PDF hardcopy) 2. Access to personal computers and the internet 3. Help wanted sections from the newspaper 4. “The Pathway to a Job” Activity 4.4.1 5. “Resources to Help Me Find Available Jobs” Activity 4.4.2 6. “3-2-1 Review” Activity 4.4.3
Instructor Preparation	<ol style="list-style-type: none"> 1. Preview PowerPoint slide 26-31. 2. Make copies of Activities 4.4.1, 4.4.2, 4.4.3 as needed. 3. Collect several newspapers with the “Help Wanted” sections. 4. Arrange for personal computers with internet access for each trainee.
Lesson Details	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Explain that there are many different steps to take in finding a job. 2. Provide each trainee with the “The Pathway to a Job” Activity 4.4.1 sheet, while displaying PowerPoint/PDF slide 26 (Please note: if using the PowerPoint, you will notice that this slide is interactive. You will need to click several times to reveal the different steps on finding a job. If using the PDF, all of the steps are shown at once.) 3. Begin discussing each step toward finding a job. Use the prompts and explanations on the following page to facilitate discussion about each step.

Lesson 4 (continued)

The Pathway to a Job

**Lesson
Details**

STEP ONE: ASSESS

- Explain that they have already assessed their work-related skills in lesson 2 (30 second commercial). Have trainees recall some of their skills and share out.

STEP TWO: SEARCH

- Explain that this is the step that they will begin today.
- ASK: *Where are some places you could look to find out about what jobs are available in your community?* (accept all responses at this point and explain that in this lesson you will look further into it)

STEP THREE: PREPARE

- Explain that once you identify a job that you think will be a good fit, you will need to prepare for the job by filling out a job application, and creating a cover letter and resume.
- ASK: *Has anyone heard of a cover letter and resume before? What is it? What is it used for?*
- Allow trainees to share any prior knowledge that they have on cover letters and resumes.

STEP FOUR: CONTACT

- The contact step is where the trainee will actually send in their applications, make follow-up phone calls, and set up interviews.

STEP FIVE: INTERVIEW

- ASK: *What types of things do you think happen in an interview? Does the idea of going to an interview make you nervous? Why or why not?*

4. This “Pathway to a Job” sheet should be placed in the trainees career portfolio when complete.

Lesson 4 (continued)

The Pathway to a Job

Lesson Details

Lesson Activity:

5. Explain that in this lesson, trainees will focus on the “SEARCH” step on the pathway to a job. Explain that there are many places that you can look for finding available jobs in your community.
6. Provide each trainees with the “**Resources to Help Me Find a Job**” **Activity 4.4.2 sheet**. Display **PowerPoint/PDF Slide 27** and discuss the different resources available to find jobs.
7. **This resource sheet should be placed in the trainees career portfolio when complete.**
8. Continue with **PowerPoint/PDF Slides 28-31**. Go through each of these slides to discuss the different places where jobs may be listed. Explain that in this lesson, trainees will get a chance to begin using some of these resources. (Note: On slide 30 are links to 3 job search websites. If using the PowerPoint presentation, you will need to simply click on the name of each website. If using the PDF pages the links are found below:
 - www.careerbuilder.com
 - www.monster.com
 - www.thingamajob.com
9. Be sure to explore these sites together before having trainees explore them on their own so that they are familiar with how to navigate them.
10. After going through the slides/pages, allow each trainee to have access to a **computer with internet access** and the help wanted section of **local newspapers**.
11. As trainees begin to research job resources, they will complete “Resources to Help Me Find a Job” Activity 4.4.2 sheet. Trainees can complete this sheet, with or without assistance as needed
12. Allow trainees several minutes to complete their activity sheet. Depending on the trainees’ abilities and experience with computers, you may want to complete this activity together.

Lesson 4 (continued)

The Pathway to a Job

Lesson Details

Lesson Reflection:

1. Have trainees reflect on what they have learned in this lesson. As a whole group or as individuals, complete “**3,2,1 REVIEW**” **Activity 4.4.3**. Use information from this sheet to guide discussion on anything that needs clarification or further explanation.

Lesson 4: The Pathway to a Job

Activity 4.4.1

The Pathway to a Job

Begin Working!



STEP 4: Contact

- Send in applications
- Make phone calls
- Set up interviews

STEP 5: Interview

- Meet with potential employers
- Ask/Answer questions

STEP 3: Prepare

- Complete applications
- Create cover letters and resumes

STEP 2: Search

- Use community resources to find available jobs

STEP 1: Assess

What work skills do I have?
What types of jobs interest me?

Lesson 4: The Pathway to a Job

Activity 4.4.2

Resources to Help Me Find Available Jobs



Friends and Family Search



Newspaper Search



Job Search Resources

Online Search



Community Search



How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 4 – Entering The Workplace

Activity 4.4.2 (continued)

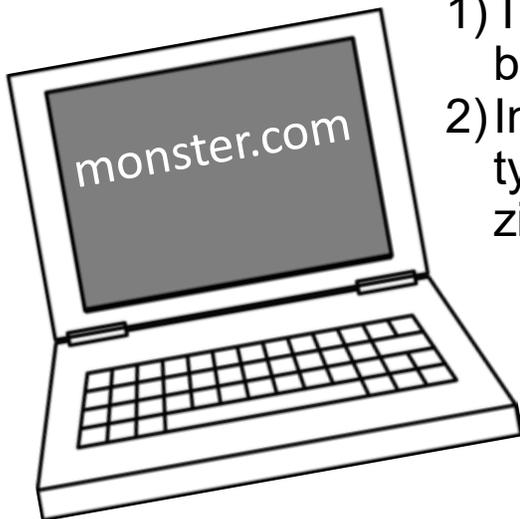
Explore the different resources for finding a job.

Newspaper Search



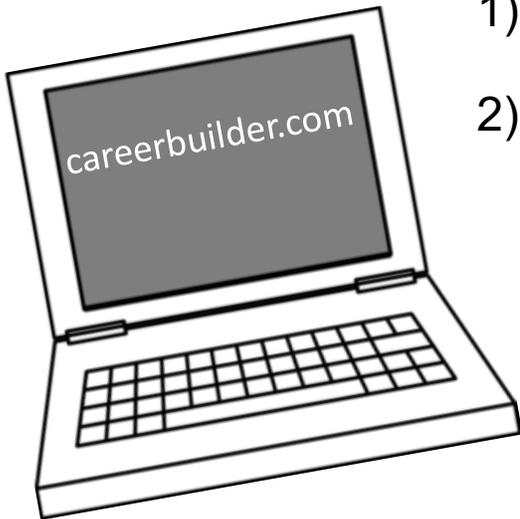
Find the “Help Wanted” section of a local newspaper. List 5 different jobs that are listed.

Online Search



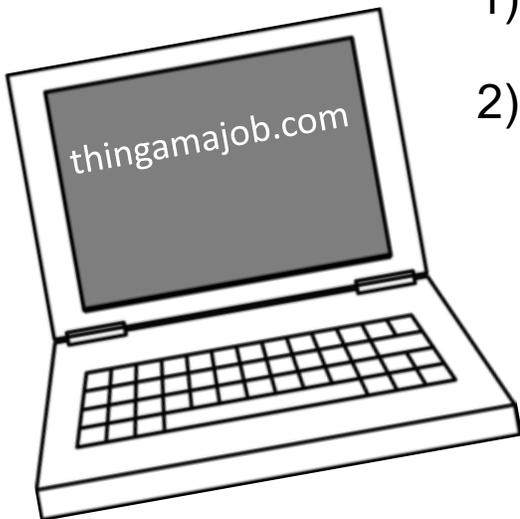
- 1) Type in **monster.com** into an internet browser
- 2) In the “search” box at the top of the screen type in **automotive repairs**. Type in your zip code into the “location” box.

List 3 companies that are hiring in this job field.

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 4 – Entering The WorkplaceActivity 4.4.2 (continued)
.....

- 1) Type in **careerbuilder.com** into an internet browser.
- 2) Click on “Find Jobs” along the top of the page. Type in your zip code into the “Location” box.

List 3 different kinds of jobs that are looking to hire.



- 1) Type in **thingamajob.com** into an internet browser.
- 2) Click on “Find Jobs” along the top of the page. Type in **data entry** into the “keyword” search box. Choose the state you live in using the drop box at the top of the page.

List 2 cities that are hiring for data entry.

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Activity 4.4.2 (continued)



- 1) Choose one of the websites listed on the left.
- 2) Use the site to find a job that interests you.

Here is a list of job fields that you may want to search for:

- * Automobile Detailer
- * Baker Assistant
- * Bus Driver
- * Cafeteria Attendant
- * Child Care Attendant
- * Custodian
- * Cook Assistant
- * Data Entry Clerk
- * Factory Helper
- * Floral Designer
- * Housekeeper
- * Groundskeeper
- * Nurse's Aide
- * Photo Developer
- * Receptionist
- * Security Guard
- * School Bus Monitor
- * Truck Driver
- * Teacher's Aide
- * Food Service Worker
- * Cashier
- * Animal Caretaker

What job are you searching for?

List a company that is hiring for a job that interests you.

Where is this company located?

Activity 4.4.2 (continued)

Community Search



Keep your eyes open as you walk around your community this week!

List any businesses and companies that have “Help Wanted” signs posted or other postings saying that they are hiring.

Friends and Family Search



Talk to your friends and family! Ask them where they work and if their company is hiring.

Write down the names of any businesses or company that may be hiring.

Lesson 4: The Pathway to a Job

Activity 4.4.3

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.



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Lesson 5:

Completing an Application

Description of the Activity:

In this lesson, trainees will learn where to look for applications as well as how to ask for one in person at a specific workplace. Trainees will become familiar with the format and language of job applications. They will explore several examples and gain experience in filling them out

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slide 32 (also available in a PDF hardcopy) 2. Access to personal computers and the internet 3. McDonalds Job application 4. Highlighter for each trainee 5. Several job applications from a variety of business and companies 6. “3-2-1 Review” Activity 4.5.1
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint slide 32. 2. Make copies of Activities 4.5.1 as needed. 3. Collect several local job applications from a variety of businesses (many of these can be printed online). 4. Print out the McDonalds job application from the following link: http://wpc.4728.edgecastcdn.net/004728/applications/mcDonalds-job-application.pdf. 5. Arrange for personal computers with internet access for each trainee.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Display PowerPoint/PDF slide 32. Use this slide to review the different steps to getting a job. Review steps one and two and discuss how they are already working on these steps. If using the PowerPoint, click one time on the slide and emphasize “Step 3: Prepare.” This step will become enlarged on the screen. If using the PDF, simply point out this step. 2. Explain that in today’s lesson, they are going to look at different applications.

Lesson 5 *(continued)*

Completing an Application

<p>Lesson Details</p>	<p style="text-align: center;">Lesson Activity (Part 1):</p> <ol style="list-style-type: none"> 1. Provide each trainee with a sample McDonalds Application. Have the trainees preview the application. 2. <u>ASK</u>: <i>What is the purpose of an application?</i> 3. Explain that applications are a way for the employer to get a first look at who you are as a potential employee and to see if you would be a good fit for their company. Explain that applications give the employer basic information about you, the applicant. 4. Explain that every application is different, but most applications contain similar sections. 5. Provide each trainee with a highlighter. Explain that the trainees are going to highlight important application language that they will need to know when filling out an application. If appropriate, and trainee is able, you can have trainees actually fill out the application as you discuss its components. 6. First, read the top section of the application asking for basic employee information (name, phone number, address, email...etc.). Explain that trainees will include this information for any application they fill out. 7. Next, have trainees highlight the word AVAILABILITY. Discuss this section and point out that trainees will need to decide which days they will be able/willing to work and for how long on each day. Explain that they will not be guaranteed those hours, but employers take their availability into consideration when hiring. Stress the importance of being truthful on the application. For example, trainees should not indicate that they are available on Sundays if they can't work on that day. 8. Next, have trainees highlight the words EMPLOYMENT HISTORY. Explain that if the trainee does not have any prior work experience, he/she will leave this section blank. If the trainee has had a job before, he/she will include that information here 9. Next, have trainees highlight the words SCHOOL MOST RECENTLY ATTENDED. Explain that in this section, trainees will indicate when they last attended school. For some trainees this may have been a while ago.
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Lesson 5 (continued)

Completing an Application

Lesson Details

10. Next, have trainees highlight the words **US MILITARY**. Explain that if trainees have not served in the military, he/she will leave this section blank.
11. Next, have trainees highlight the word **GENERAL**. Explain that trainees will include any experience that they have had that is related to the job. For example, if the trainee had experience volunteering in any kind of food service, that could be important information to include in a job application for McDonalds.
12. Point out the Race/Ethnicity section of the application. Explain that this section is voluntary and does not **HAVE** to be filled out if the employee is uncomfortable sharing that information. If a trainee would like to include this information, help him/her understand which sections he/she would complete.
13. Finally, view the information regarding criminal history. Explain that employers require future employees to disclose *some* information about their criminal history. If a person has had no criminal history, he/she would check “NO” where indicated on the form and sign their name at the bottom of the form.
NOTE: Due to the sensitivity of this content, you may decide to discuss this portion of the application on a individual basis instead of as a whole group.
14. Provide trainees with **several job applications**. Have the trainees look through each one. Discuss the similarities and differences of each application.

Lesson 5 (continued)

Completing an Application

Lesson Details

Lesson Activity (Part 2):

- 1) After looking over the applications, explain that there are a number of ways and places to get an application.
- 2) Explain that many applications are available in the actual places of business. Tell trainees that they may need to ask a current employee for an application. You may need to model this. (Ex. *Hi, my name is _____ and I was wondering if you were hiring and if I could have an application.*)
- 3) Next, explain that some applications are available online through the company website. Some of these applications can be printed out, completed and then returned to the business itself.
- 4) Explain that some applications can be filled out directly on the website itself.
- 5) A good example of an online application can be found at <https://www.mysubwaycareer.com/>.
- 6) If possible, preview this online application process with trainees (without actually applying). You will need access to a **computer** and **internet access**.

Community Experience Opportunity:

1. If possible, arrange to take trainees to one or more workplaces to ask for applications for possible jobs.

Lesson Reflection:

1. Have trainees reflect on what they have learned in this lesson. As a whole group or as individuals, complete “**3,2,1 REVIEW**” **Activity 4.5.1**. Use information from this sheet to guide discussion on anything that needs clarification or further explanation.

Lesson 5: Completing an Application

Activity 4.5.1



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

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Lesson 6:

Resume and Cover Letter Writing

Description of the Activity:

In this lesson, trainees will learn what resumes and cover letters are and what information is included in both. Trainees will explore the importance of resumes as a “first impression” to potential employers. Finally, trainees will begin to craft their own resume.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slide 33-42(also available in a PDF hardcopy) 2. Sample Resumes (see <i>Instructor Preparation</i> note #4 below for details) 3. “Creating My First Impression” Activity 4.6.1 4. “What Does a Cover Letter Look Like?” Activity 4.6.2 5. “3-2-1 Review” Activity 4.6.3 6. <u>Suggested Material</u>: “My 30 Second Commercial:” Activity 4.2.2 (from lesson 2) 7. Personal computers for each trainee
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint slides 33-42. 2. Make copies of Activities 4.6.1, 4.6.2, and 4.6.3 as needed. 3. Gather Activity 4.2.2 for each trainee (used in lesson 2). 4. Arrange for personal computers. Part of this lesson will be looking at the different sections of a resume. This can be done by looking at hardcopies of resumes or by looking at some available online. You may want to have the following link already bookmarked on each computer for easy access: <ul style="list-style-type: none"> • http://www.careeronestop.org/ResumeGuide/MoreSampleResumes.aspx (You can also print these resumes out to view as hardcopies.)
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Explain that they will be looking through several different pictures. As you go through each slide, you would like the trainees to say the first things that come to their mind when they see the image. As trainees say what they are thinking, ask them to explain what about the photo makes them think that. View PowerPoint/PDF slides 33-39.

Lesson 6 (continued)

Resume and Cover Letter Writing

Lesson Details

1. After looking through each photo, explain that as they looked through each image, they were creating first impressions. Use **PowerPoint/PDF slide 40** to explain what a first impression is.
2. Hand back to each trainee the **Activity 4.2.2 sheet** that trainees completed in lesson 2. Have each trainee read back through their “30 Second Commercial.”
3. Explain that their commercial is how they will want their future employer to view them. The first step to doing that is to making a great first impression through a resume.
4. Display **PowerPoint/PDF slide 41**. Use this slide to explain what a resume is.

Lesson Activity (Part 1):

1. At this point in the lesson, you will either want to provide the trainees with printed out copies of the sample resumes available at <http://www.careeronestop.org/ResumeGuide/MoreSampleResumes.aspx> or have trainees actually go on the website themselves using **personal computers**.
2. Have trainees look over the different sections of the resume. Point out that each resume is unique depending on the person and the job that is being applied for. Compare the different resumes.

Lesson Activity (Part 2):

1. Provide each trainee with the “**Creating My First Impression” Activity 4.6.2 sheet**.
2. Tell trainees that they only have a small amount of space to leave their first impression on their resume, so he/she needs to choose the best words and phrases that will best describe him/her.
3. Explain to trainees that this activity sheet will help them write the different parts of their resume.

Lesson 6 (continued)

Resume and Cover Letter Writing

<p>Lesson Details</p>	<ol style="list-style-type: none"> 3. Help trainees complete all of the sections of the activity sheet. Explain that when they apply for different jobs, they may need to change up their resume to fit the specific job they are applying for. This activity sheet is designed to be a master list that they can draw from for creating different resumes. For example, when completing the “Other Skills and Abilities I Have” section, they may list that they are good at baking. If they are applying for a job in a restaurant, this would be a good skill to list, however if they are applying for a job as an office building custodian, this skill is irrelevant. 6. Once trainees have completed their activity sheet 4.6.2, tell them that they will use this sheet as a guide to complete their actual resume using a computer. 7. This first impressions sheet should be placed in the trainee’s career portfolio. <p style="text-align: center;">Lesson Activity (Part 3):</p> <ol style="list-style-type: none"> 1. Provide each trainee with a personal computer (if they don’t already have one from the lesson introduction). In this portion of the lesson, trainees will begin to create their own resume. Explain to trainees that resumes are ever changing as they have new different experiences. There are several different resume templates to choose from both online and through Microsoft word. Choose a template that will work best for the trainees. 2. Guide trainees in filling out the template by entering in the correct information in for each section. Trainees will be using the information on their activity sheet 4.6.2 to help them fill in each section. Assist as needed. 3. If you are working with several trainees at once, you may want to have each trainee working on the sections together so that everyone stays on pace. Once each trainee has completed one section, move together as a group to the next section of the resume.
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Lesson 6 (continued)

Resume and Cover Letter Writing

<p>Lesson Details</p>	<p style="text-align: center;">Lesson Activity (Part 4):</p> <ol style="list-style-type: none"> 1. Provide each trainee with the “What Does a Cover Letter Look Like?” Activity 4.6.2 2. In the final part of this lesson, explain that along with a resume, applicants will often include a cover letter with their resume. Explain that a cover letter briefly introduces the applicant to the potential employer and discusses the position that they are applying for. 3. Together, read the example cover letter on the activity sheet. <p style="text-align: center;">Lesson Reflection:</p> <ol style="list-style-type: none"> 1. Display PowerPoint/PDF slide 42. Explain that filling out an application and creating a resume completes step 3 on the “Pathway to a Job.” 2. Explain that the next step, step 4, will be to contact the business or company by sending in their applications (or handing it in in person) 3. Have trainees reflect on what they have learned in this lesson. As a whole group or as individuals, complete “3,2,1 REVIEW” Activity 4.6.3. Use information from this sheet to guide discussion on anything that needs clarification or further explanation. <p style="text-align: center;">Note to Instructor:</p> <p>The following resources are available to assist your trainees in creating resumes and cover letters. Use each resource as it is appropriate and needed:</p> <p style="text-align: center;"> http://www.careeronestop.org/ResumeGuide/MoreSampleResumes.aspx (this resource is already mentioned within the lesson) </p> <p style="text-align: center;"> https://www.cover-letter-now.com/builder/howitworks.aspx </p> <p style="text-align: center;"> https://www.myperfectcoverletter.com/ </p>
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Lesson 6: Resume and Cover Letter Writing

Activity 4.6.1

Creating My First Impression

Use this form to help you create your resume. Anytime you create a resume for job, you can use this sheet and pick the most important pieces of information off of it for your resume.

All About Me:

Full Name: _____

Address: _____

Email: _____

Phone Number: _____

My Education:

(Write down the last level of education that you completed)

My Skills and Abilities:

Positive ways I can communicate with others:

Ways that I show I can be a leader:

Other skills and abilities I have:

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Activity 4.6.1 (continued)

Places I Have Worked:

Places I Have Volunteered:

Words/Phrases to Best Describe Me:

(Circle Words or Phrases That Best Describe You)

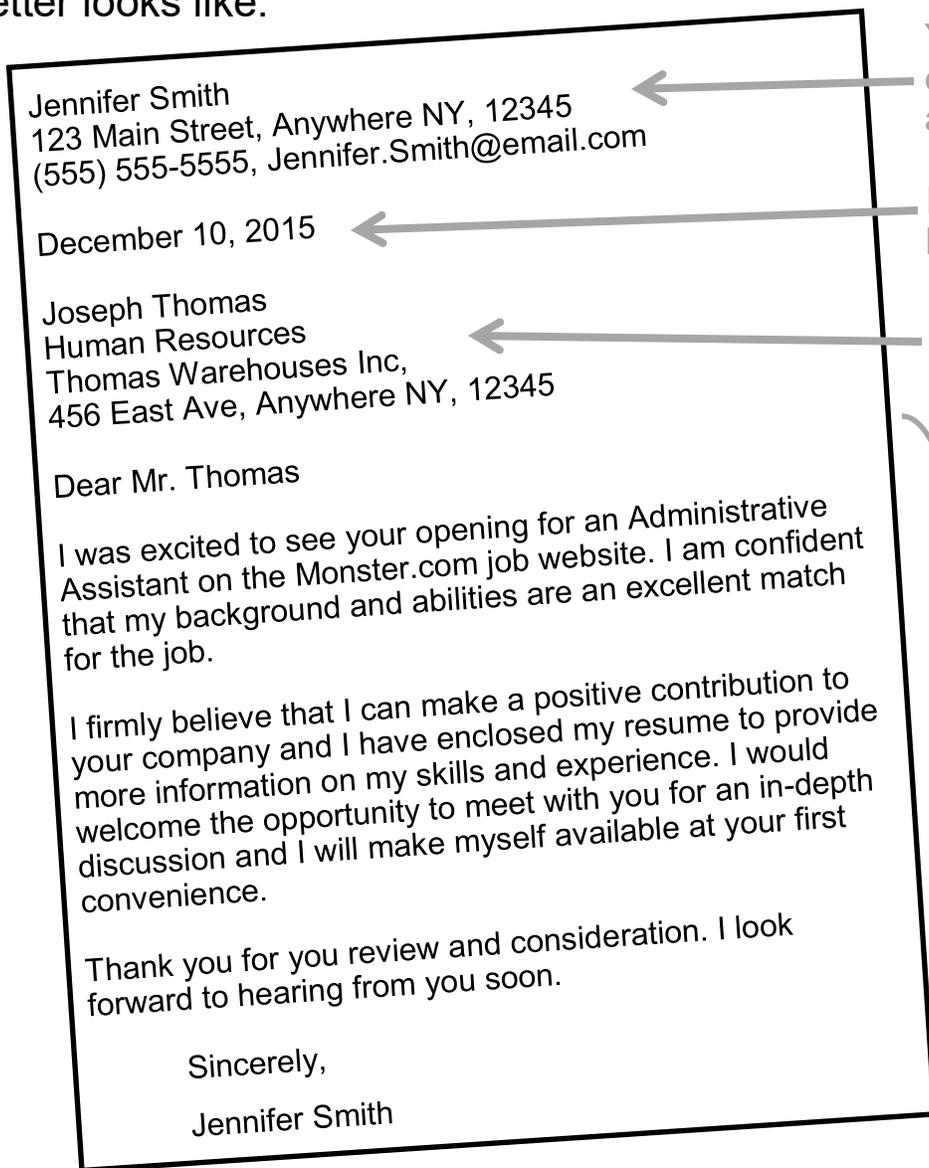
- | | | |
|----------------|---------------------|-------------|
| Friendly | Problem-solver | Outgoing |
| Great Listener | Reliable | Patient |
| Fast Learner | Attentive to Detail | Decisive |
| Compassionate | Trustworthy | Personable |
| Confident | Creative | Independent |
| Cooperative | Goal-oriented | Helpful |
| Dedicated | Organized | Considerate |
| Efficient | Determined | Positive |
| Responsible | Observant | Motivated |

Lesson 6: Resume and Cover Letter Writing

Activity 4.6.2

What Does a Cover Letter Look Like?

Read the example cover letter below to get an example of what a cover letter looks like.



Jennifer Smith
123 Main Street, Anywhere NY, 12345
(555) 555-5555, Jennifer.Smith@email.com

December 10, 2015

Joseph Thomas
Human Resources
Thomas Warehouses Inc,
456 East Ave, Anywhere NY, 12345

Dear Mr. Thomas

I was excited to see your opening for an Administrative Assistant on the Monster.com job website. I am confident that my background and abilities are an excellent match for the job.

I firmly believe that I can make a positive contribution to your company and I have enclosed my resume to provide more information on my skills and experience. I would welcome the opportunity to meet with you for an in-depth discussion and I will make myself available at your first convenience.

Thank you for you review and consideration. I look forward to hearing from you soon.

Sincerely,
Jennifer Smith

Your name, address, and contact information is included at the top of the letter

Include the date that the letter is written on

Include the name and business address of the person receiving your resume and cover letter.

Your letter should briefly describe the job you are applying for and express your interest in the position.

Lesson 6: Resume and Cover Letter Writing

Activity 4.6.3



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

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Lesson 7:

Preparing for the Interview

Description of the Activity:

In this lesson, trainees will discuss how to be successful before, during, and after the interview process. Trainees will practice skills that will help them feel comfortable in an interview setting. Trainees will also learn about appropriate behavior and appearance for an interview. Finally, trainees will participate in mock interviews to help them understand the interviewing process.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slide 43-54 (also available in a PDF hardcopy) 2. “My Interview: Before, During, After” Activity 4.7.1 3. Mock Interview Question Cards (1 set, per 2 trainees) 4. “Interview Follow-Up: Writing a Thank You Note” Activity 4.7.2 5. “3-2-1 Review” Activity 4.7.3
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint slides 43-54. 2. Make copies of Activities 4.7.1, 4.7.2, and 4.7.3 as needed. 3. Print and cut out the mock interview question cards. You will need one set of question cards for every 2 trainees.
<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 if they had ever bought something, and then were disappointed in their purchase. <u>For example:</u> You saw a commercial for a restaurant and liked what you saw on the commercial, so you decided to go to the restaurant. When you got to the restaurant, you ordered the best sounding/looking item on the menu, but then when the meal came out, it didn’t look or taste like what you thought it would. 2. Allow trainees to share any similar experiences. 3. <u>ASK:</u> <i>How do you feel when your first impression doesn’t match up with the real thing?</i> 4. Explain that it can be frustrating when you expect one thing, and get something else. Tell trainees that as potential employees, they will want to make sure that they match their first impressions (their resumes) with who they really are.

Lesson 7 (continued)

Preparing for the Interview

Lesson Details

5. Display **PowerPoint/PDF slide 43** once again showing the “The Pathway to Employment” model. Point out the first 4 steps that they have already discussed and quickly review each one (*assess, search, prepare, contact*).
6. Review the idea of an application, cover letter, and resume, in step 3, being a potential employer’s first impression of a trainee.
7. Direct trainees’ attention to “Step 5: Interview” on the PowerPoint/PDF. Explain that their goal is to match their employer’s first impression with the reality of who they really are as an employee. Tell trainees that they will have this opportunity when they go in for an interview.
8. Display **PowerPoint/PDF slide 44** to introduce what an interview is and what happens during an interview. Describe the interview as a “getting-to-know-you” meeting between the trainee and the potential employer.
9. **ASK:** *When you are first getting to know someone, how do you act? How do you want them to see you? What do you want them to think about you? What might you think about someone if they didn’t look at you when you first met? How would you feel if the person you just met stood very close to you?*
10. Provide each trainee with the “**My Interview: Before, During, After**” **Activity 4.7.1 sheet**. Tell trainees that there are a few things that they can do before, during, and after the interview that will help them match their resume’s first impression.
11. Look together at the different sections (before, during, after). Discuss each bullet in the different sections.
12. **This interview sheet should be placed in the trainee’s career portfolio.**
13. Display **PowerPoint/PDF slide 45**. Have trainees observe the picture of the man on the slide and point out all the things that show that this man ready for an interview.
14. Next, view **PowerPoint/PDF slide 46**. Have trainees look at the images on the slide and discuss which pictures show an appropriate vs. inappropriate appearance for an interview. (*Note: If using the PowerPoint, these images will appear one by one with a click. If using the PDF, point to each image separately.*)

Lesson 7 (continued)

Preparing for the Interview

<h3>Lesson Details</h3>	<p style="text-align: center;">Lesson Activity (Part 1):</p> <ol style="list-style-type: none"> Next, explain to trainees that one of the best ways to prepare for the interview is to look through some of the questions that an employer might ask them and to prepare some possible answers ahead of time. Tell trainees that you are going to look at some common questions that an employer may ask during an interview. Together, view PowerPoint/PDF slides 47-54. With each question make sure trainees understand what the question is asking, then discuss some possible responses. Next, divide trainees into groups of 2. Provide each partner group with a set of the Mock Interview Question Cards. Explain to trainees that they are going to take turns being the employer and person being interviewed, the applicant. Have trainees decide which role they will play first. Trainees can also choose what type of job that they would like to practice interviewing for. The “employer” will begin by asking the questions on the card. The “applicant” will practice answering the questions. Once the partners have practiced their role, have them switch roles and repeat the activity in the reverse role. <u>ASK:</u> <i>How did it feel to be the employer? How did it feel being the person who was being interviewed? How did the activity help you prepare for an interview?</i> <p style="text-align: center;">Lesson Activity (Part 2):</p> <ol style="list-style-type: none"> After trainees have had time to participate in the mock interview, explain that after the interview is complete, it is best to send a thank-you note to the employer, thanking him/her for the interview. Provide each trainee with the “Interview Follow-Up: Writing a Thank You Note” Activity 4.7.2 sheet. Discuss the parts of a thank-you letter using the activity sheet. Have the trainees use the template to create their own thank-you note. This thank-you note reference sheet should be placed in the trainee’s career portfolio.
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Lesson 7 (continued)

Preparing for the Interview

**Lesson
Details**

Lesson Reflection:

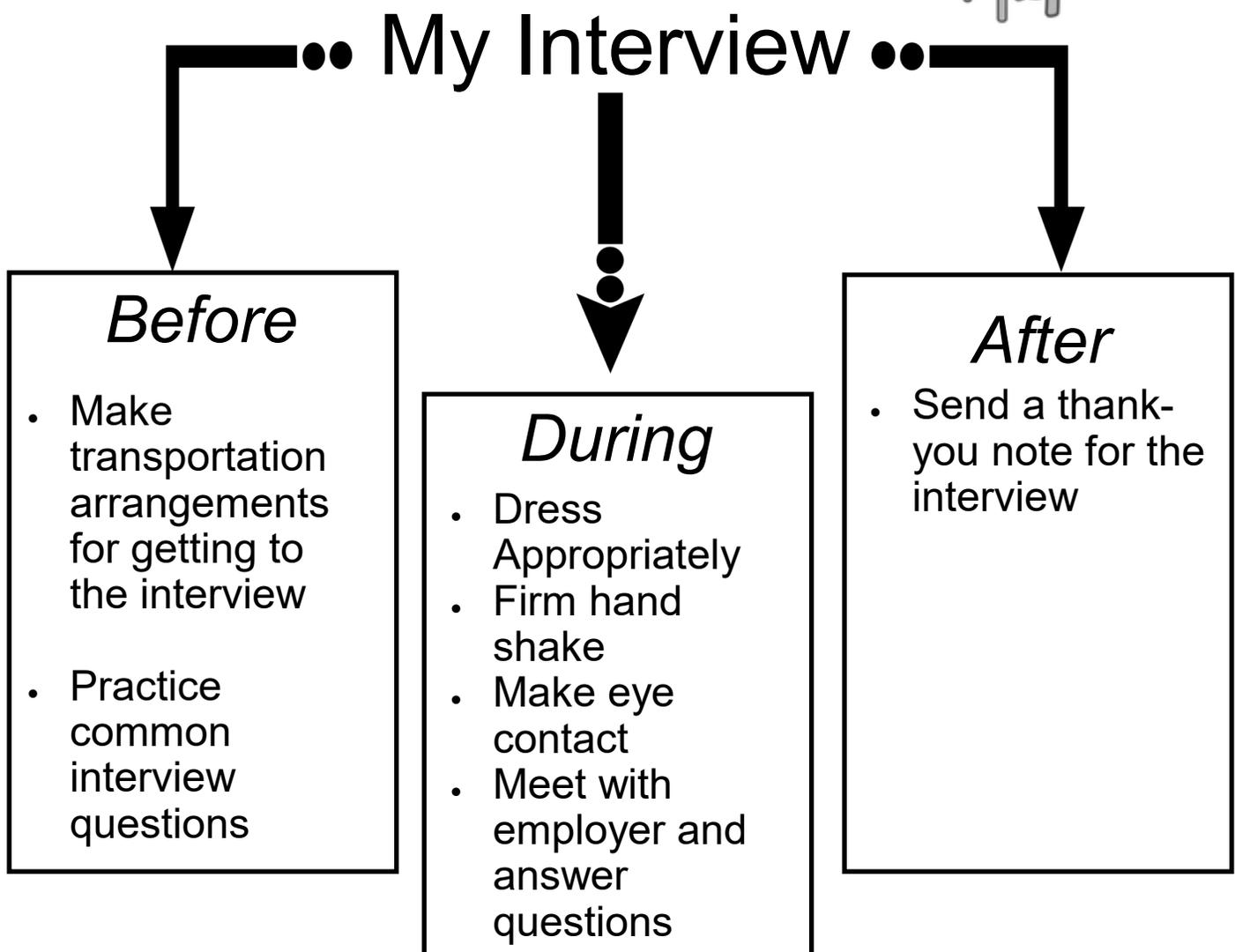
1. Have trainees reflect on what they have learned in this lesson. As a whole group or as individuals, complete **“3,2,1 REVIEW” Activity 4.7.3**. Use information from this sheet to guide discussion on anything that needs clarification or further explanation.

Lesson 7: Preparing for the Interview

Activity 4.7.1

My Interview: Before, During, After

Here are some things that you can do before, during, and after your interview in order to be successful.



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Mock Interview Question Cards

Cut out the following question cards and make 1 set of the cards per two trainees.

<p>Why do you want to work for this company? Why are you interested in this job?</p>	<p>Tell me about yourself. Why should we hire you?</p>
<p>How well do you work under pressure?</p>	<p>What do you feel are your greatest strengths?</p>

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What five words
would best describe
you?

Are you a team
player?

What specific goals
do you have for
your life?

What are your
weaknesses or
areas you would
like to improve?

Lesson 7: Preparing for the Interview

Activity 4.7.2

Interview Follow-Up: Writing a Thank-You Letter



After your interview is over, you will want to write a thank-you note and send it into the company that you interviewed for.

A thank-you note should:

- ➔ Greet the person who interviewed you. (*Dear Mr./Mrs. _____*)
- ➔ Thank the interviewer for his/her time in interviewing you.
- ➔ Let the interviewer know how interested you are in the job and why you would be a good fit for the job.
- ➔ End with a closing (*Sincerely, _____*)

Dear Mr. Jones,

Thank you very much for the opportunity to interview for the position of receptionist yesterday. I enjoyed speaking with you and learning more about the position. I am very interested in the opportunity to join your team. I feel like I would be a great match for the job.

Again, thank you for considering me for this wonderful opportunity. Please let me know if you have any questions or concerns or need more information. I look forward to hearing from you soon.

*Sincerely,
Matthew Kempt*

Lesson 7: Preparing for the Interview

Activity 4.7.3

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

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Lesson 8:

Self-Advocacy and Disclosure

Description of the Activity:

In this lesson, trainees will explore ways to disclose their disability to potential employers. Trainees will learn what to take into consideration when disclosing, who they should tell, and how to best advocate for themselves.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slide 55-59 (also available in a PDF hardcopy) 2. Avocado 3. Knife for cutting avocado 4. “Avocados and Advocacy” Activity 4.8.1 5. “3-2-1 Review” Activity 4.8.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint/PDF slides 55-59. 2. Make copies of Activities 4.8.1 and 4.8.2 as needed. 3. Get an avocado, cut it in half, and lift the pit out to ready it for the lesson. Place the pit back inside the avocado and put the two halves back together .
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin lesson by showing the trainees an avocado. Hold it up and ask for some observations about its appearance. (It has a tough but flexible outer skin, for example). 2. Then separate the two halves of the avocado and let them see the inside. Let them see how soft the inside is. 3. Pull the pit back out and have trainees notice how hard it is on the inside. This inner pit needs to be “solid” so it can do all the hard work of providing the fruit with all of its many health benefits. 4. Ask trainees if they knew that the avocado is by far the healthiest food we can eat. 5. Display PowerPoint/PDF slide 55 showing the words “avocado” and “advocacy” next to each other to show the similarities between the two words.

Lesson 8 (continued)

Self-Advocacy and Disclosure

<p>Lesson Details</p>	<p>6. Ask trainees if they know what the word “advocacy” means. Allow them to share out their thoughts about the word.</p> <p>7. Display PowerPoint/PDF slide 56 to explain what self-advocacy means. Then, watch the video on PowerPoint/PDF slide 57. If using the PDF file, you can access the video using the following link: https://www.youtube.com/watch?v=B6890IXdG_w&feature=youtu.be</p> <p style="text-align: center;">Lesson Activity (Part 1):</p> <ol style="list-style-type: none"> 1. Provide each trainee with the “Avocados and Advocacy” Activity 4.8.1 Sheet. Display the second avocado image on PowerPoint/PDF slide 58. 2. Explain that an avocado can help us think about self-advocacy. 3. Direct trainees’ attention to the outer skin layer of the avocado. Point out that the avocado’s skin is flexible. 4. <u>ASK:</u> <i>How might you need to be flexible in a work environment? Have trainees write those examples on the activity sheet.</i> 5. Next, point out the soft inner layer, just under the skin where all the nutrients are. Explain that the soft inner layer is like our emotions, they can easily be damaged, but our emotions are protected by our outer skin. 6. <u>ASK:</u> <i>How can our emotions effect us at work? How can we protect our emotions? Help trainees think about ways emotions come in to play at work and have them write the examples down on their sheet. (ex. A co-worker may snap at the trainee for not doing something right. It may hurt their feelings. Instead of letting their emotions take over, they might need to take a quick break to gain composure.)</i> 7. Finally, point out the solid pit in the core of the avocado. Explain that this pit represents our inner source of strength and courage. 8. <u>ASK:</u> <i>In what ways are you a strong person? What are your core values?</i>
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Lesson 8 (*continued*)

Self-Advocacy and Disclosure

Lesson Details

9. Help trainees write down their strengths and core values on the activity sheet.
10. Discuss how each part of themselves is needed and important for self-advocacy just as each part of the avocado is essential to the whole growth and health of the avocado. When they are faced with a situation when they need to self-advocate, invite them to recall the characteristics of the avocado.

Lesson Activity (Part 2):

1. Next, have trainees reflect specifically on their disability. If appropriate, have trainees share in their own words what their disability is.
2. Direct trainees attention to the graphic organizer on the back of their activity sheet. Explain that when they first get a job, they will have to make a very important decision about who they might want to disclose their disability to. Make sure trainees understand the term *disclosure*.
3. Next, display the video on **PowerPoint/PDF slide 59**. If using the PDF, you can access the video with a following link: <https://www.youtube.com/watch?v=rYxV7clu-tg&feature=youtu.be>
4. Discuss with trainees *who* they might want/need to disclose their disability to. Remind trainees that it is ultimately their choice as to who they tell. Have trainees write down who they might want to tell about their disability on their activity sheet. (Ex. supervisor, co-workers that they work closely with...etc.)
5. Next, explain that by thinking ahead of time about what they might say will help the disclosure process to go more smoothly. Have trainees look at the “script” on the activity sheet. Help them complete this portion of their sheet in reference to their specific disability.
6. When trainees have completed their “script” have them read it through. If appropriate, have them practice reading it aloud, or read it for them aloud so that they can hear how it sounds and make any changes.

Lesson 8 (continued)

Self-Advocacy and Disclosure

**Lesson
Details**

Lesson Reflection:

1. Explain that no matter what they decide about disclosure, it's important to self-advocate for themselves so that their needs are met and so that they can be a successful employee.
2. Have trainees reflect on what they have learned in this lesson. As a whole group or as individuals, complete **“3,2,1 REVIEW” Activity 4.8.2**. Use information from this sheet to guide discussion on anything that needs clarification or further explanation.

Lesson 8: Self-Advocacy and Disclosure

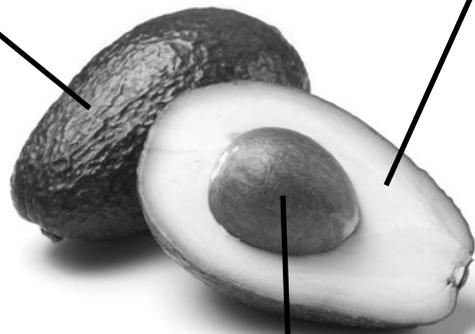
Activity 4.8.1

Avocados and Advocacy

Looking at an avocado can be a good reminder of who we are as a person.

The **outer skin** is flexible and protects the avocado.

Ways I might need to be flexible at work:



The **inside flesh** is soft and easily damaged, like our emotions.

Ways my emotions might effect me at work:

The **core** is hard and strong and provides the avocado with nutrients.

What are my core values that keep me strong?

Activity 4.8.1 (continued)

It is ultimately your decision about who to tell about your disability and what to say.

Disclosure of My Disability



Who I Might Tell:

What I might say:

"I have something important to tell you. I have a disability. My disability can best be described as _____

I know that I can still be a successful employee. I might need _____

I wanted you to know this because _____

Lesson 8: Self-Advocacy and Disclosure

Activity 4.8.2

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.



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Lesson 9:

Language and Paperwork of the Workplace

Description of the Activity:

In this lesson, trainees will become familiar with important language that is used specifically in the workplace. Trainees will also be introduced to important paperwork that they will need when starting a new job.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slide 60 (also available in a PDF hardcopy) 2. “Language of the Workplace” Activity 4.9.1 3. “Paperwork and Documents of the Workplace” Activity 4.9.2 4. “3-2-1 Review” Activity 4.9.3
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint/PDF slide 60. 2. Make copies of Activities 4.9.1, 4.9.2, and 4.9.3 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Display PowerPoint/PDF slide 60. Have students observe the word “school” on the slide. 2. <u>ASK:</u> What words or phrases do you think of when you think of a school. (<i>ex. teachers, students, homework, tests, school bus, school dances, diploma/certificate, etc...</i>) 3. Explain that there special words that are often used to describe a school, like teacher/student and even some special paperwork, like homework, tests, and diplomas/certificates that are used specifically in a school. Discuss how when you first began school, you started learning these words and began to understand what types of paperwork you would need as you went through school. 4. Explain to trainees that just like a school has special language and paperwork, so does the workplace.

Lesson 9 (continued)

Language and Paperwork in the Workplace

Lesson Details

Lesson Activity:

1. Provide each trainee with the **“Language of the Workplace” Activity 4.9.1 sheet**. Read through each word on the list and ask trainees if they have heard of any of the words.
2. Go through each word, its meaning, and how the word applies to the trainee. Be sure to give examples of each word.
 - When discussing “probationary” you may point out some of the things an employer is looking for during this probationary trial period (*showing up for work on time, completing tasks correctly, interacting with other employees...etc...*)
 - When discussing “protocol” you can provide an example of a work protocol such as how to punch in or punch out a timecard when arriving/leaving work.
 - When discussing “supervisor” you can point out situations when you may need to talk to your supervisor (*when having questions about a task, when needing time off from work...etc...*)
 - When discussing “direct deposit” you might need to give a personal example of how you are paid by your employer through direct deposit.
 - When discussion “shift” you might, again want to share what shifts you personally work, or give an example of what a work shift might look like.
3. Next, provide each trainee with the **“Paperwork and Documents of the Workplace” Activity 4.9.2**. Explain that when first beginning a job, there is some important paperwork that needs to be completed as well as forms of identification that may need to be provided to the employer.

Lesson 9 (continued)

Language and Paperwork in the Workplace

4. Go over this sheet with trainees being sure to explain each form. Be sure to explain that it is important that the trainees work with someone when filling out the paperwork for the first time, as it can be overwhelming and confusing.
5. **Place both the language and documents of the workplace sheets in the trainee’s career portfolio.**

Lesson Reflection:

1. Have trainees reflect on what they have learned in this lesson. Trainees record their thoughts on “**3,2,1 REVIEW**” Activity **4.9.3**. Use information from this sheet to guide discussion on anything that needs clarification or further explanation.

Lesson
Details

Lesson 9: Language and Paperwork of the Workplace

Activity 4.9.1

Language of the Workplace

When you first begin a new job, you may come across new words and phrases.



probationary

a “trial period” during the first few months of working when the employer makes sure the job is a good fit for the employee

What it Means to Me:

Your employer may hire you with the understanding that it is a probationary. You will need to show that you can handle the job and complete its responsibilities.

protocol

the specific way that something is done at the workplace

What it Means to Me:

You may be asked to follow a certain protocol, or routine, for completing a job task. Your employer will expect that you learn the protocols that apply to your job.

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Activity 4.9.1 (continued)

supervisor

a person in the workplace that checks to make sure the job is getting done correctly

What it Means to Me:

You will be assigned a supervisor who will check to make sure you are understanding your job correctly. Your supervisor will also be the person you go to if you have questions.

direct deposit

having your paycheck placed directly in your bank account instead of receiving a paper paycheck

What it Means to Me:

Your employer may require you to sign up for direct deposit. This means that on payday, the money you have earned from working will automatically be put into your bank account.

shift

the time an employee spends working at their job in a day

What it Means to Me:

Many jobs are broken down into shifts. You will be assigned a shift, a specific time during the day, that you will agree to work for. You may have several shifts each week.

Lesson 9: Language and Paperwork of the Workplace

Activity 4.9.2

Paperwork and Documents of the Workplace

Getting a new job means that you will need to complete some important paperwork and provide specific documents for your employer.



Tax Forms (W2 and W4):

Part of the money you earn will be sent to the government through paying taxes. You will need to fill out two tax forms so that the government knows how much money they need from your paycheck.

22222		a Employee's social security number		OMB No. 1545-0008	
b Employer identification number (EIN)			1 Wages, tips, other compensation		2 Federal income tax withheld
c Employer's name, address, and ZIP code			3 Social security wages		4 Social security tax withheld
			5 Medicare wages and tips		6 Medicare tax withheld
			7 Social security tips		8 Allocated tips
d Control number			9 Advance EIC payment		10 Dependent care benefits
e Employee's first name and initial		Last name		Suffix	11 Nonqualified plans
f Employee's address and ZIP code		13 Statutory employee		Retirement plan	Third-party sick pay
		12a		12b	12c
		12d		12e	12f
		12g		12h	12i
15 State	Employer's state ID number	16 State wages, tips, etc.	17 State income tax	18 Local wages, tips, etc.	19 Local income tax
20	Locality name				
Form W-2 Wage and Tax Statement		2010		Department of the Treasury—Internal Revenue Service	

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Activity 4.9.2 (continued)

Form W-4 (2011)

Purpose. Complete Form W-4 so that your employer can withhold the correct amount of income tax from your pay. Consider completing a new Form W-4 each year and after any personal or financial situation changes.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2011 expires February 15, 2012. See Pub. 905, Tax Withholding and Estimated Tax.

Note. If another person can claim you as a dependent on his or her tax return, you cannot claim exemption from withholding if your income exceeds \$950 and includes more than \$300 of unearned income for example, interest and dividends.

Basic instructions. If you are not exempt, complete the **Personal Allowances Worksheet** below. The worksheets on page 2 will help you with withholding allowances based on itemized deductions, tax credit adjustments to income, or two-earner/multiple jobs situations.

Complete all worksheets that apply. However, you may claim fewer (or zero) allowances. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

Head of household. Generally, you may claim head of household filing status on your tax return if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependents (or other qualifying individuals. See Pub. 501, Exemptions, Standard Deduction, and Filing Information, for information).

Tax credits. You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the **Personal Allowances Worksheet** below. See Pub. 919, How Do I Adjust My Tax Withholding, for information on converting your other credits into withholding allowances.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you may owe additional tax. If you have annuity or royalty income, see Pub. 918 to find out if you should adjust your withholding on Form W-4.

Two earners or multiple jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others. See Pub. 919 for details.

Nonresident alien. If you are a nonresident alien, see Notice 1305, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

Check your withholding. After your Form W-4 takes effect, use Pub. 919 to see how the amount you are having withheld compares to your projected total tax for 2011. See Pub. 919, especially if your earnings exceed \$30,000 (single) or \$180,000 (married).

Personal Allowances Worksheet (Keep for your records.)

A Enter "1" for yourself if no one else can claim you as a dependent. A

B Enter "1" if:
 You are single and have only one job; or
 You are married, have only one job, and your spouse does not work; or
 Your wages from a second job or your spouse's wages (for the total of both) are \$1,500 or less. B

C Enter "1" for your spouse. But, you may choose to enter "0" if you are married and have either a working spouse or more than one job. (Entering "0" may help you avoid having too little tax withheld). C

D Enter number of dependents (other than your spouse or yourself) you will claim on your tax return. D

E Enter "1" if you will file as head of household on your tax return (see conditions under Head of household above). E

F Enter "1" if you have at least \$1,900 of child or dependent care expenses for which you plan to claim a credit.
Note. Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details. F

G Child Tax Credit (including additional child tax credit). See Pub. 972, Child Tax Credit, for more information.
 If your total income will be less than \$61,000 (\$60,000 if married), enter "2" for each eligible child; then less "1" if you have three or more eligible children.
 If your total income will be between \$61,000 and \$94,000 (\$90,000 and \$119,000 if married), enter "1" for each eligible child plus "1" additional if you have six or more eligible children. G

H Add lines A through G and enter total here. **Note.** This may be different from the number of exemptions you claim on your tax return.
 For accuracy,
 if you plan to itemize or claim adjustments to income and want to reduce your withholding, see the **Deductions and Adjustments Worksheet** on page 2.
 if you have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed \$40,000 (\$10,000 if married), see the **Two-Earner/Multiple Jobs Worksheet** on page 2 to avoid having too little tax withheld.
 if neither of the above situations applies, stop here and enter the number from line H on line 5 of Form W-4 below. H

Enter here and give Form W-4 to your employer. Keep the top part for your records.

W-4 Employee's Withholding Allowance Certificate OMB No. 1545-0074 2011

Department of the Treasury Internal Revenue Service

1 Type or print your first name and middle initial. Last name. 2 Your social security number.

3 Single Married Married, but withheld at higher Single rate.
Note. If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.

4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a replacement card.

5 Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2) 5

6 Additional amount, if any, you want withheld from each paycheck 6 \$

7 I claim exemption from withholding for 2011, and I certify that I meet both of the following conditions for exemption.
 Last year I had a right to a refund of all federal income tax withheld because I had no tax liability.
 Last year I expected a refund of all federal income tax withheld because I expect to have no tax liability.
 If you meet both conditions, write "Exempt" here. []

Under penalties of perjury, I declare that I have examined this certificate and to the best of my knowledge and belief, it is true, correct, and complete.

Employee's signature (This form is not valid unless you sign it.) Date

Employer's name and address (Employer, complete lines 8 and 10 only if sending to the IRS.) Office code (optional) Employer identification number (EIN)

For Privacy Act and Paperwork Reduction Act Notice, see page 2. Cat. No. 10220G Form W-4 (2011)

Be sure to ask a family member or your employer for help in filling out the W2 and W4 forms.

Job Contact:



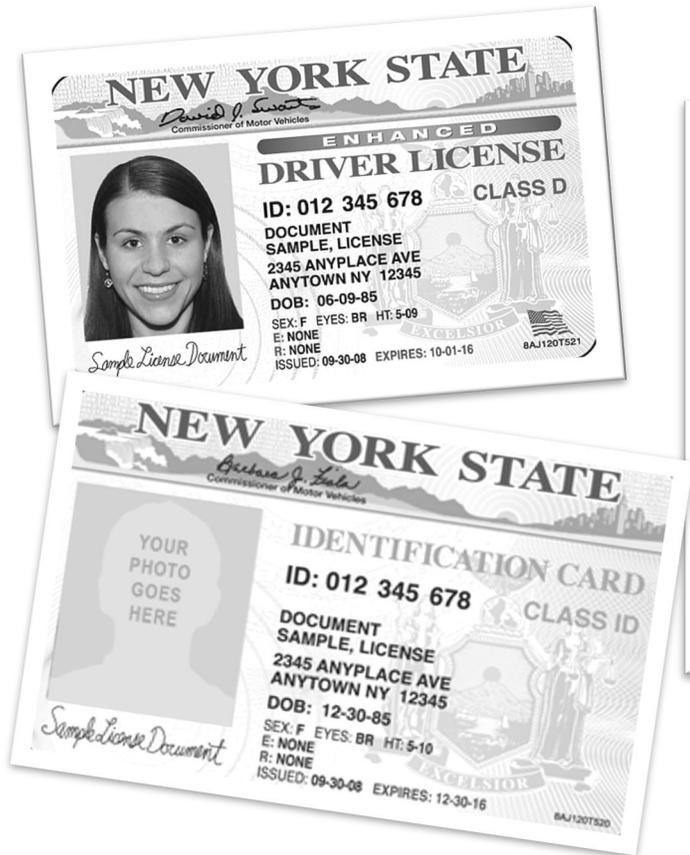
When you accept a job offer, you will be asked to sign a contract. A contract is a written agreement between you and the employer about the details of the job. In your contract you will:

- agree to an hourly wage that you will be paid for completing your job
- agree to complete certain tasks required by your job
- agree to follow rules that are specific to your workplace and job position

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Activity 4.9.2 (continued)

Forms of Identification:



Your employer may ask for other forms of identification including a driver's license or learner's permit (if you have one) or a state identification card.



Every person is given a social security card when they are born. This card proves you are a US citizen and are able to work in the US. You will need to provide your employer with your social security number when you begin working.

Lesson 9: Language and Paperwork of the Workplace

Activity 4.9.3

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.



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Lesson 10:

Community Resources for Success

Description of the Activity: *Trainees will explore different resources in the community that will help them to be successful in receiving and maintaining a job. Trainees will create a list of resources that can be used as a reference.*

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. “My Community Resources” Activity 4.10.1 2. “3-2-1 Review” Activity 4.10. 3. Personal computers for each trainee with internet access
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Make enough copies of Activity 4.10.1 and 4.10.2 as needed. 2. Access to personal computer with internet access.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by having trainees fill in this thought: “<i>My job success depends on...</i>” Have trainees share their responses. 2. Explain that no one can be successful completely on their own. People must rely on others and resources to help them be successful. 3. Explain that today, trainees will explore different community resources that they may need to rely on before getting a job as well as while maintaining a job. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Provide each trainee with “My Community Resources” Activity 4.10.1. You will also want to have personal computers close by for easy access. 2. With the trainees read through all the different types of resources in the community (child care, finances, social services, transportation...etc...). 3. Explain that these are just some of the community resources that they may need to rely on. Note: This list of resources should be an on-going list. Trainees should take the list home with them and add in information and community contacts with the help of friends and family.

Lesson 10 (continued)**Community Resources for Success****Lesson
Details**

4. You may want to work together as a whole group to complete this activity sheet. When needed, have trainees use the computers to look up information for their sheet. For example, when completing the section on “health care,” trainees may need to look up the address and phone number of their doctor or local hospital that they would go to in case of emergency. You may also need to look up information on your local “One-Stop” location.
5. Assist trainees as needed.

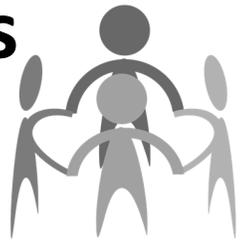
Lesson Reflection:

1. Remind them that they can take their community resources list home and add to it later if they don’t know the information off-hand.
2. Have trainees reflect on what they have learned in this lesson. As a whole group or as individuals complete “**3,2,1 REVIEW**” **Activity 4.10.2**. Use information from this sheet to guide discussion on anything that needs clarification or further explanation.

Lesson 10: Community Resources for Success

Activity 4.10.2

My Community Resources



Child Care Resources:

Make a list of organizations and people that you know that you can rely on for child care:

Resource Name:	Contact Information:	Services Provided:
	Phone Number: Address:	
	Phone Number: Address:	
	Phone Number: Address:	



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Activity 4.10.2 (continued)

Financial Resources:

Make a list of the bank(s) you use or other financial services you may use:

Resource Name:	Contact Information:	Services Provided:
	Phone Number: Address:	
	Phone Number: Address:	
	Phone Number: Address:	



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Activity 4.10.2 (continued)

Transportation:

Make a list of transportation services and other people you can rely on for transportation to your job:

Resource Name:	Contact Information:	Services Provided:
	Phone Number: Address:	
	Phone Number: Address:	
	Phone Number: Address:	

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Activity 4.10.2 (continued)

Health Care:

Make a list of your doctors and the local hospitals in your area that you may need in case of an emergency:

Resource Name:	Contact Information:	Services Provided:
	Phone Number: Address:	
	Phone Number: Address:	
	Phone Number: Address:	

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Activity 4.10.2 (continued)

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Career:

Make a list of the local one-stop/work force development centers and job counselor services in your area:

Resource Name:	Contact Information:	Services Provided:
	Phone Number: Address:	
	Phone Number: Address:	
	Phone Number: Address:	

Lesson 10: Community Resources for Success

Activity 4.10.1

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.



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