

Vocational Connections

Unit 6: Entering the Workplace

Unit Overview:

Unit 6 will prepare students for what to expect as they enter the workplace. Students will explore their own expectations for having a job as well as learn the expectations that potential employers will have for them in the workplace. Through a variety of activities, students will understand the importance of preparing for emergency and unexpected events, as well as the importance of safety in the workplace.

Topics Covered:

Expectations of the workplace
Understanding employee expectations
Preparing for the work day
Preparing for emergency and unexpected events
Safety in the workplace

Target Outcomes:

At the completion of unit 6, students will have a clearer understanding of what life will be like in the workplace. Students will understand what will be expected of them by employers and how they can meet those expectations. Students will also learn how they can set themselves up for success by being prepared. This includes setting up routines that will help them be prepared for the work day as well as being prepared for emergency or unexpected situations. Finally, students will learn how to identify safety hazards in the workplace and what they can do about them to make a safer work environment.

Lesson 1: Part 1 and 2 Overview

Unit 6

Preparing for the Workplace

This lesson encourages students to explore their personal concerns for entering the workplace.



Students participating in this lesson will learn:

1. to think about their concerns with entering the workplace and come up with strategies to handle their concerns.



Students will be able to:

1. describe their concerns with entering the workplace.
2. come up with strategies to deal with their concerns.



Target Outcome:

1. Students will understand that everyone has concerns about entering the workplace for the first time and that there are strategies for handling their concerns.



Measurable Outcome:

1. Students will be able to describe how they will handle their concerns with entering the workplace.

Lesson 1: Part 1

Unit 6

What Are My Expectations About the Workplace?

<h3>ELA/CDOS Standards</h3>	ELA 11-12.1.c 11-12.2 11-12.5	Speaking & Listening 11-12.1.c 11-12.2 11-12.5	Reading 11-12.7	Writing 11-12.4	Language L11-12.6						
<h3>Lesson Materials</h3>	1. PowerPoint (PPT) slides 2-10 (Also available in PDF) 2. Chart paper and marker										
<h3>Instructor Preparation</h3>	1. Preview PPT/PDF slides 2-10. 2. Collect chart paper and a marker. Create the following chart ahead of time: <table border="1" data-bbox="570 1129 1495 1297" style="margin-left: 40px;"> <tr> <td style="width: 33%; text-align: center;">The best part about having a job:</td> <td style="width: 33%; text-align: center;">Our biggest concerns about having a job:</td> <td style="width: 33%; text-align: center;">New things I could learn from having a new job:</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table>					The best part about having a job:	Our biggest concerns about having a job:	New things I could learn from having a new job:			
The best part about having a job:	Our biggest concerns about having a job:	New things I could learn from having a new job:									
<h3>Lesson Details</h3>	<p style="text-align: center;">Lesson Introduction:</p> 1. Explain to the students 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. <p style="text-align: center;">Lesson Activity:</p> 1. <u>ASK</u> : <i>What do you think will be the best part about having a job?</i> (ex. having more money, making new friends, more freedom) 2. Allow students to share their thoughts while you use the chart paper and marker to chart their responses in the first column. 3. Then, <u>ASK</u> : <i>What are your biggest concerns about having a new job?</i> Chart their responses in the middle column.										



Lesson 1: Part 1 (continued)

Unit 6

What Are My Expectations About the Workplace?

Lesson Details

4. Next, explain that having a job is a great way to learn new things.
5. View **PPT/PDF slides 2-10**. As you look at each workplace example, ASK: *What new things would you learn if you worked in a...* (a grocery store, a restaurant, a mall, Wal-Mart...). Chart the new things that students might learn from each workplace in the last column of your chart paper.
6. As you look through these slides, discuss with the students what they would like/dislike about working at each of these example workplaces.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Now that we've explored possible jobs, where do you picture yourself working?*
 - *What are some of your expectations about the workplace?*

Lesson 1: Part 2

Unit 6

Dealing With My Concerns

<p>ELA/CDOS Standards</p>	<p>ELA</p> <p>11-12.1.a 11-12.5</p>	<p>Speaking & Listening</p> <p>11-12.1.a 11-12.5</p>	<p>Reading</p> <p>11-12.7</p>	<p>Writing</p> <p>11-12.6 11-12.10</p>	<p>Language</p> <p>L11-12.1a,b 11-12.4c</p>
<p>Lesson Materials</p>	<p>1. “Dealing With My Concerns When I’m Starting a New Job” Activity 6:1.1</p>				
<p>Instructor Preparation</p>	<p>1. Make enough copies of the Activity 6:1.1 as needed.</p>				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> Review your chart from part one of this lesson. Read back through some of the students’ responses for each section of the chart. Remind students about how it is normal to have concerns about entering the workplace. Explain that today they are going to work through some of their concerns. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> Provide each student with the “Dealing With My Concerns When I’m Starting a New Job” Activity 6:1.1 sheet. Work together with the students to complete this sheet. Talk through the questions about what their concerns might be and how to deal with them. For example, a student’s concern might be that they will feel overwhelmed with all of the new things they will need to learn with their job. This concern could affect his/her ability to concentrate and stay focused. The plan to deal with the concern might be to focus on one task at a time by making a check list of tasks to complete to help stay focused. 				



Lesson 1: Part 2 (continued)

Unit 6

Dealing With My Concerns

Lesson Details



3. Students will complete their activity sheet, writing down their responses.
4. Feel free to have students talk through more than one concern, if needed.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *How does thinking through your concerns and developing a plan better prepare you to handling your concern?*
 - *Are there any other concerns you have about entering the workplace?*

Dealing With My Concerns

Activity 6:1.1

Dealing With My Concerns When 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 coworkers. 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?

Activity 6:1.1

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

Lesson 1:


Instructor Notes and Suggestions

The following activity sheets will be used in lesson 1:

Students will use this sheet to work through one of their concerns about starting a new job.

Activity 6:1.1

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 a possible solution to help you handle your concern.




My Plan

Dealing With My Concerns

Activity 6:1.1

Dealing With My Concerns When 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 coworkers. 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

Lesson 2: Part 1 and 2 Overview

Unit 6

Understanding Employer Expectations

This lesson will help students to understand what is expected of them in the workplace.



Students participating in this lesson will learn:

1. what professionalism is.
2. what employers expect of their employees and how to meet those expectations.



Students will be able to:

1. describe the qualities of a professional.
2. describe what employers expect of their employees.



Target Outcome:

1. Students will understand that employers expect their employees to be professional individuals in the workplace.



Measurable Outcome:

1. Students will be able to describe professionalism and give specific examples of what it means to be a professional in the workplace.

Lesson 2: Part 1

Unit 6

What is Professionalism?

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1.a ,b,c 11-12.3</p>	<p>Reading</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.1a,b 11-12.4c</p>						
<p>Lesson Materials</p>	<p>1. PowerPoint (PPT) slides 11-23 (Also available in PDF) 2. Chart paper and marker</p>										
<p>Instructor Preparation</p>	<p>1. Preview PPT/PDF slides 11-23. 2. Gather chart paper and marker. Create the following chart:</p> <table border="1" data-bbox="561 930 1446 1071"> <tr> <td data-bbox="561 930 854 1010">Professional <u>A</u>ttitude</td> <td data-bbox="854 930 1149 1010">Professional <u>A</u>pppearance</td> <td data-bbox="1149 930 1446 1010">Professional <u>A</u>ttendance</td> </tr> <tr> <td data-bbox="561 1010 854 1071"></td> <td data-bbox="854 1010 1149 1071"></td> <td data-bbox="1149 1010 1446 1071"></td> </tr> </table>					Professional <u>A</u> ttitude	Professional <u>A</u> pppearance	Professional <u>A</u> ttendance			
Professional <u>A</u> ttitude	Professional <u>A</u> pppearance	Professional <u>A</u> ttendance									
<p>Lesson Details</p>	<p>Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by displaying PPT/PDF slide 11. Use this slide to define “professionalism.” 2. Display your chart paper on the 3 A’s of professionalism. 3. Emphasize that students should try to get an “A+ in professionalism.” Discuss the meaning of each term that begins with an “A.” 4. Have students share possible ways to show your professionalism through your attitude, appearance and attendance. See possible responses in the chart below: <table border="1" data-bbox="570 1551 1455 1969"> <tr> <td data-bbox="570 1551 865 1640">Professional <u>A</u>ttitude</td> <td data-bbox="865 1551 1161 1640">Professional <u>A</u>pppearance</td> <td data-bbox="1161 1551 1455 1640">Professional <u>A</u>ttendance</td> </tr> <tr> <td data-bbox="570 1640 865 1969"> <p><i>EX. smiles at others, takes on tasks without complaining, willingness to do any task, does each task to the best of his/her ability</i></p> </td> <td data-bbox="865 1640 1161 1969"> <p><i>EX. wears assigned uniform, showered, neat looking (combed hair, ironed clothes...etc.)</i></p> </td> <td data-bbox="1161 1640 1455 1969"> <p><i>EX. shows up on time, doesn't miss work, if needed, calls ahead of time for being sick or late</i></p> </td> </tr> </table>					Professional <u>A</u> ttitude	Professional <u>A</u> pppearance	Professional <u>A</u> ttendance	<p><i>EX. smiles at others, takes on tasks without complaining, willingness to do any task, does each task to the best of his/her ability</i></p>	<p><i>EX. wears assigned uniform, showered, neat looking (combed hair, ironed clothes...etc.)</i></p>	<p><i>EX. shows up on time, doesn't miss work, if needed, calls ahead of time for being sick or late</i></p>
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Lesson 2: Part 1 (continued)

Unit 6

What is Professionalism?

Lesson Details



Lesson Activity:

1. After discussing the three “A’s” of professionalism, together as a group, view the scenarios on **PPT/PDF slides 12-23**.
2. Have an in depth conversation about each scenario and discuss the professional actions that should happen in response to each situation. In addition, discuss what the *unprofessional* thing to do would be as a way to discuss “what NOT to do.”

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Why is it important to act professional?*
 - *Which part of professionalism do you think will be the easiest for you? Most challenging?*
 - *How might an employer respond if he/she saw someone acting unprofessionally?*

Lesson 2: Part 2

Unit 6

Employer Expectations

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1.a ,b,c 11-12.3</p>	<p>Reading</p>	<p>Writing 11-12.4</p>	<p>Language L11-12.1a,b 11-12.4c</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4, 5,6,7,8</p>		<p>3b 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 24-32 (Also available in PDF) 2. Large chart paper and marker 3. “My Expectations” Activity 6:2.1 4. “Interviewing an Employer” Activity 6:2.2 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Review professionalism from part 1 of this lesson. 2. Explain to students that in this lesson, you are going to be talking about expectations. Provide each student with the “My Expectations” Activity 6:2.1 sheet. 3. <u>ASK:</u> <i>What is an expectation?</i> 4. Use PPT/PDF slide 24 to explain what an expectation is. Ask the students to think about someone important in their life. (ex. a parent, best friend, teacher...etc...) 4. Have students 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 students list their expectations for this person around the web on their activity sheet. Give a couple examples to get them started. (ex. I expect my best friend to return my phone calls.) 				

Lesson 2: Part 2 (continued)

Unit 6

Employer Expectations

Lesson Details



4. **ASK:** *How do you communicate your expectations to this person? How do you feel when your expectations are **not** met?*
5. Have students 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.
6. Display **PPT/PDF slide 25**. Use this slide to discuss what employees and employers are. Then, create a chart, like shown below, using the **marker** and **chart paper**.

An <u>Employer</u> , "The Boss," expects...	An <u>Employee</u> , "The Worker," expects...
Possible Responses: <ul style="list-style-type: none">• the employee shows up to work on time• the employee is dressed appropriately• the employee completes the tasks asked of him/her	Possible Responses: <ul style="list-style-type: none">• to be paid for their work• their employer to give them feedback• his/her coworkers to work equally as hard as he/she is

10. **ASK:** *What are some expectations that employers have of their employees? What are some expectations that employees have of their employers?*
11. Record their responses on the chart.
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.
13. View **PPT/PDF slides 26-32**. Use these slides to go over some common expectations of employers. Use the prompts on the slide to create a discussion about each expectation.
14. Be sure to provide examples of how the students can reach each expectation. For example, when discussing *work ethic* 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.

Lesson 2: Part 2 (continued)

Unit 6

Employer Expectations

Lesson Details

15. After going through the PPT slides, revisit the left-hand side of your chart. If not already on the chart, add any additional expectations that students learned while looking through the slides.

Community Experience Opportunity Activity:

1. Now that students have learned about the general expectations of employers, enhance their understanding by setting up a meeting with one or more real employers. If possible, bring real employers in their community into the classroom to meet with your students. Students can also go out into the community on their own to meet with employers in their community.
2. Students will use the “**Interviewing An Employer**” **Activity 6:2.1 sheet**. Provide this sheet to each student and go over the components of it.

Lesson Reflection:

1. As a final thought for the lesson, have each student 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 students can meet the expectation that they feel might be a struggle. (ex. A student 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 student set his/her alarm 15 minutes before the actual time needed to get up to give him/her plenty of 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)

Employer Expectations

Activity 6:2.1

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:

A diagram showing a central oval labeled "Person's Name:" connected by arrows to four surrounding rectangular boxes, each containing the text "I expect this person to:". The arrows point from the central oval to each of the four boxes, indicating that the name in the center is used to identify the person whose expectations are being listed in the boxes.

Employer Expectations

Activity 6:2.2

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 2:


Instructor Notes and Suggestions

The following activity sheets will be used in lesson 2:

Employer Expectations
Activity 6:2.1

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:

Students begin to think about what an expectation is by thinking about the expectations that they have for people in their own lives.

As an option, students can use this sheet to interview real employers in their community.

Employer Expectations
Activity 6:2.2

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: Part 1 and 2 Overview

Unit 6

Preparing for My Work Day

This lesson will help students to create a routine to help them prepare for work and choose appropriate transportation modes.



Students participating in this lesson will learn:

1. how to effectively prepare for their work day by creating a routine.
2. the pros and cons of a variety of forms of transportation they may use to get to work.
3. which mode and route is the best for their potential workplace.



Students will be able to:

1. develop a routine that will help them prepare for their work day.
2. critically evaluate a variety of modes of transportation practical for getting to work.
3. choose the best form of transportation and most efficient route for their workplace.



Target Outcome:

1. Students will be able to develop a routine for preparing for work as well as choose appropriate modes of transportation.




Measurable Outcome:

1. Students will have considered many ways they can get to work and will have a plan for preparing for work.

Lesson 3: Part 1

Unit 6

Getting Ready For Work

<p>ELA/CDOS Standards</p>	<p>ELA</p> <p>11-12.1 a 11-12.4</p>	<p>Speaking & Listening</p>	<p>Reading</p>	<p>Writing</p> <p>11-12.7</p>	<p>Language</p> <p>11-12.2 b 11-12.6</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. Chart paper and a marker 2. “Getting Ready for Work” Activity 6:3.1 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Collect a chart paper and a marker. 2. Make enough copies of Activity 6:3.1 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 students to think about how they prepared to come to school today. Have several students 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. ASK: <i>What is everything that you need to do BEFORE going to work?</i> 4. Using a marker and chart paper, list student’s responses. (Ex. Shower, eat breakfast, pack a lunch, set an alarm...) 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 if he/she has 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 students can use to pick out information that applies to them. 				

Lesson 3: Part 1 (continued)

Unit 6

Getting Ready for Work

Lesson Details



Lesson Activity:

1. Provide each student with the “**Getting Ready for Work**” **Activity 6:3.1 sheet**.
2. Students will use the list created on the chart paper (along with additional items) to help them create their personalized list.
3. Encourage students to write down the tasks in the order that they will complete them so that this sheet can serve as a daily check list.

Lesson Reflection:

1. Use the following prompts to engage students 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?*

Getting Ready For Work

Activity 6:3.1

Getting Ready for Work



Create a check list of tasks that need to be completed 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 3: Part 2

Unit 6

Transportation to Work

<p>ELA/CDOS Standards</p>	<p>ELA</p> <p>11-12.1 a 11-12.4</p>	<p>Speaking & Listening</p>	<p>Reading</p>	<p>Writing</p> <p>11-12.7</p>	<p>Language</p> <p>11-12.2 b 11-12.6</p>									
<p>Lesson Materials</p>	<p>1. Chart paper and a marker. 2. “Getting to Work” Activity 6:3.2</p>													
<p>Instructor Preparation</p>	<p>1. Collect a chart paper and a marker and create the chart shown below:</p> <table border="1" data-bbox="553 1140 1495 1272"> <thead> <tr> <th>Transportation Mode</th> <th>Pros</th> <th>Cons</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>2. Make enough copies of Activity 6:3.2 as needed.</p>					Transportation Mode	Pros	Cons						
Transportation Mode	Pros	Cons												
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <p>1. Introduce the lesson by asking students how they got to school today. Have students share out. 2. Explain that once you have a job, you will have several options for how to get to that job. If your workplace is located within walking distance, you may choose to walk there, but if it’s several miles away, you will need to choose another mode of transportation.</p> <p style="text-align: center;">Lesson Activity:</p> <p>1. Provide each student with the “Getting to Work” Activity 6:3.2 sheet. 2. Together as a class, come up with all ways that they might get to work. These will be similar to the ways that the students got to school. While you write each transportation mode on the chart paper with your marker, students will complete their activity sheet.</p>													



Lesson 3: Part 2 (continued)

Unit 6

Transportation to Work

Lesson Details



3. Ask students to discuss the pros and cons of taking each mode of transportation. For example, a pro for taking the bus is that you don't have to pay for gas. A con might be that you can't choose what time you leave your house. You must go by the bus schedule.
4. For each mode of transportation, write the pros and cons on the chart paper while students record them on their activity sheet.
5. Next, ask students to think about their ideal job within their community. What mode of transportation would work the best if they got that job and why?

Lesson Reflection:

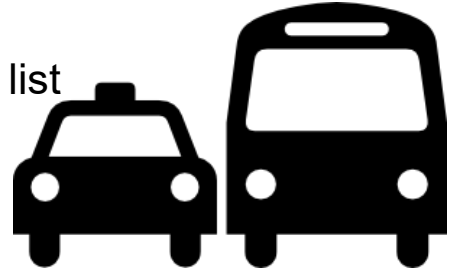
1. Use the following prompts to engage students in discussion:
 - *If you could choose any way you'd most like to get to work, how would you get there? Why?*
 - *What would your ideal commute time be? Why?*
 - *What would you like your commute to look like?*
 - *Would you prefer to commute with other people or by yourself?*

Transportation to Work

Activity 6:3.2

Getting to Work

Think of all the ways that people get to and from work. List the options below and come up with a list of advantages (pros) and disadvantages (cons) for each option. You can use this list to help you make the best decision for your transportation needs.




Transportation Mode	Pros	Cons


Lesson 3:

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 3:

Getting Ready For Work
Activity 6:3.1

Getting Ready for Work 


Create a check list of tasks that need to be completed 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"/> _____

Students will use this sheet to help them organize a routine that will help them be successful in preparing for work.

Students will use this reference sheet to help them think through their transportation options.

Transportation to Work
Activity 6:3.2

Getting to Work 

Think of all the ways that people get to and from work. List the options below and come up with a list of advantages (pros) and disadvantages (cons) for each option. You can use this list to help you make the best decision for your transportation needs. 

Transportation Mode	Pros	Cons

Lesson 4: Part 1 and 2 Overview

Unit 6

Preparing for Emergencies and Unexpected Events

This lesson will help students to learn how to handle the unexpected when it comes to the workplace.



Students participating in this lesson will learn:

1. what constitutes as an acceptable reason to miss work.
2. steps to take when dealing with a work-related emergency.



Students will be able to:

1. describe situations in which missing work is acceptable and how to handle the situation.
2. describe sample work-related emergencies and unexpected events and the best way to respond.



Target Outcome:

1. Students will understand the concept of work-related emergencies and unexpected events and understand how to respond to them.



Measurable Outcome:

1. Students will be able to describe how they would handle sample emergencies and unexpected events.

Lesson 4: Part 1

Unit 6

Acceptable Reasons to Miss Work

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1 a 11-12.4</p>	<p>Reading</p>	<p>Writing</p>	<p>Language 11-12.2 b 11-12.6</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 33-41 (Also available in PDF) 2. “OK” and “Not OK” posters. 3. tape 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slides 33-41. 2. Print off the “OK” and “Not OK” posters. Tape each poster on opposite ends of your classroom. 				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Review the idea of “employer expectations.” Remind students that one of the main expectations is that employees will have regular attendance. 2. Ask students to think about a situation where getting to work may not be possible. Have students share out their examples. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Explain that being an employee comes with the responsibility to show up to work, even if you sometimes don’t feel like it for whatever reason. 2. Tell students that you are going to explore possible reasons for missing work and decide if it is acceptable or unacceptable. 3. Direct students’ attention to the “OK” and “Not OK” posters on opposite ends of your classroom. Explain that you will display several scenarios describing reasons why someone might miss work. Students will decide if it is considered OK or Not OK to miss work and go to that side of the room. 4. View PPT/PDF slides 33-41. Read each scenario and then have students walk to one side of the room that represents their answer. Discuss each scenario. 				



Lesson 4: Part 1 (continued)

Unit 6

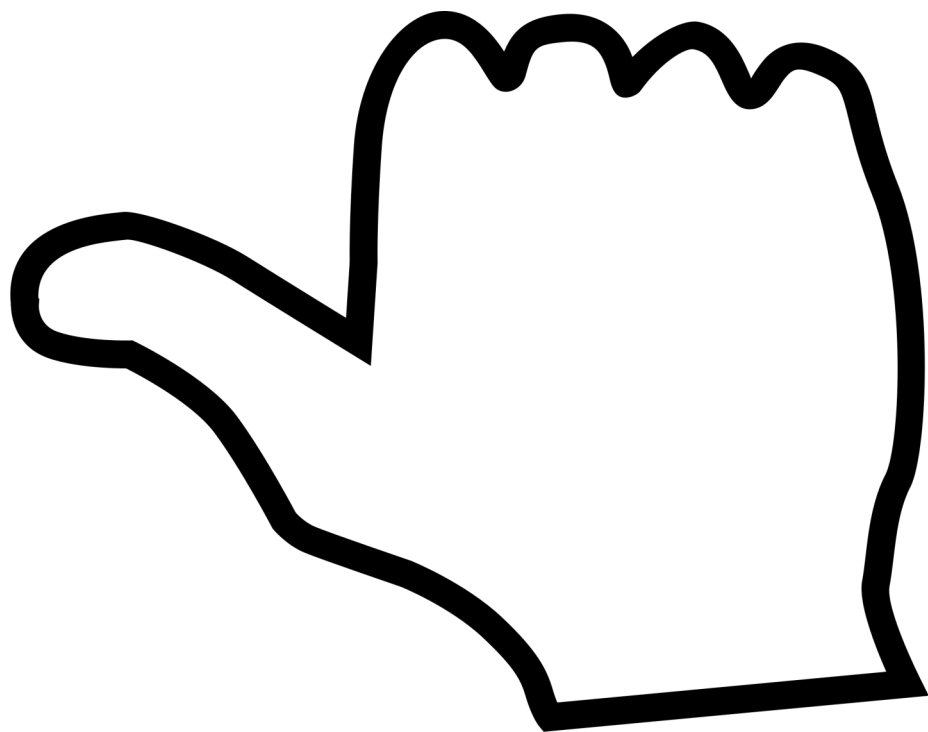
Acceptable Reasons to Miss Work

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *Did some of the acceptable/unacceptable reasons surprise you?*
 - *Why is regular attendance important?*
 - *If you have to miss work for one of the acceptable reasons, what steps should you take to let your supervisor know?*

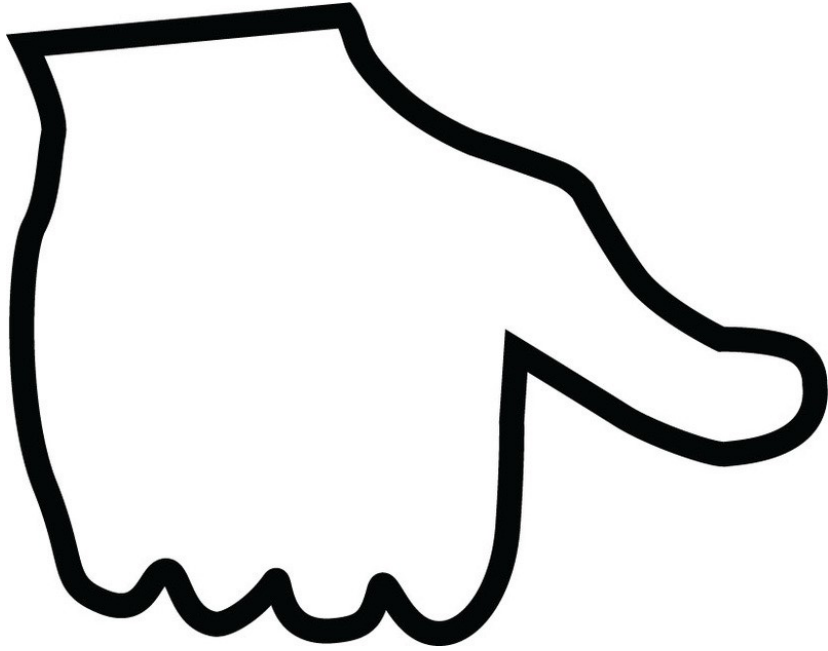


**Lesson
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Lesson 4: Part 2

Unit 6

What Should I Do If...

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking & Listening 11-12.1 a 11-12.4</p>	<p>Reading</p>	<p>Writing</p>	<p>Language 11-12.2 b 11-12.6</p>
<p>Lesson Materials</p>	<p>1. PowerPoint (PPT) slides 42-45 (Also available in PDF) 2. “What Should I Do?” Activity 6:4.1</p>				
<p>Instructor Preparation</p>	<p>1. Preview PPT/PDF slides 42-45. 2. Print off about copies of 6:4.1 as needed.</p>				
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <p>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 a plan in place to handle these situations, should they occur.</p> <p style="text-align: center;">Lesson Activity:</p> <p>1. Provide each student with the “What Should I Do?” Activity 6:4.1 sheet. 2. Together as a group, you will explore several emergency scenarios and unexpected events that would effect the employee’s ability to get to work. 3. With each scenario, refer to the planning tips on the activity sheet and talk through how the students should respond. 4. View PPT/PDF slides 42-45, going through each scenario and discussing a plan of action. With each situation, stress the importance of remaining calm.</p>				



Lesson 4: Part 1 (continued)

Unit 6

What Should I Do If...

Lesson Reflection:

1. After discussing each scenario, use the following prompts to engage students in discussion.
 - *What strategies can you use to remain calm, even in an emergency situation?*
 - *Why is it important to contact your workplace, even during an emergency?*
 - *How can planning for an emergency help you to better handle one when/if they arise?*

**Lesson
Details**

Transportation to Work

Activity 6:4.1

What Should I Do? >>>>>>>>>>

Follow these steps as a guide to handling emergency or unexpected 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 prepare 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

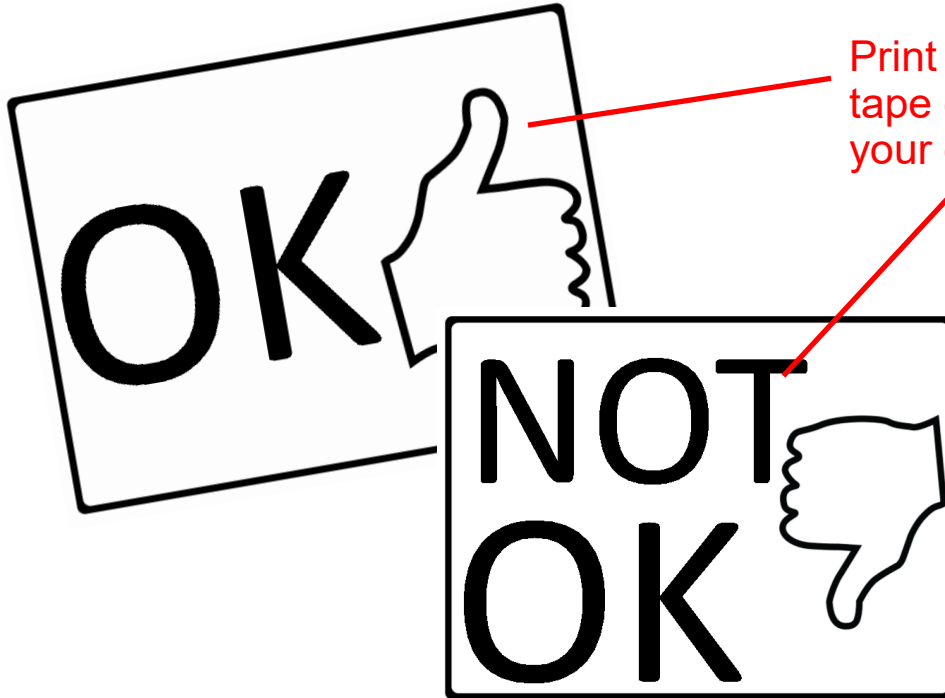
If your situation will effect your ability to work over the course of several days, check back in with your supervisor to let him/her know your current status.

Lesson 4:

Unit 6

Instructor Notes and Suggestions

The following activity sheets will be used in lesson 4:



Print off each poster and tape on opposite ends of your classroom.

Transportation to Work
Activity 6:4.1

What should I do?

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

STOP and THINK **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.

Students will use this sheet as a quick reference for how to handle emergencies and unexpected situations.

Lesson 5: Part 1 and 2 Overview

Unit 6

Safety in the Workplace

This lesson will help students to identify safety hazards in the workplace



Students participating in this lesson will learn:

1. what a safety hazard is.
2. the different types of safety hazards that could exist in the workplace and how to spot them.



Students will be able to:

1. explain what a safety hazard is.
2. identify unsafe working conditions.



Target Outcome:

1. Students will understand what a safety hazard is and how to spot them in order to maintain a safer work environment.



Measurable Outcome:

1. Students will be able to survey a potential workplace scene, identify the safety hazards that exist, and discuss potential solutions.

Lesson 5: Part 1

Unit 6

What is a Safety Hazard?

ELA/CDOS Standards	ELA	Speaking & Listening	Reading	Writing	Language
		11-12.1 a , c	11-12.2	11-12.4	11-12.6
	CDOS	2- 1, 2 3a 1, 2, 3, 4,	2- 1, 2, 3 3b 1 (NAS) 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS)		2- 1, 2 3a 1 3b 1 (AH)
Lesson Materials	1. PowerPoint (PPT) slides 46-47 (Also available in PDF)				
Instructor Preparation	1. Preview PPT/PDF slides 46-47.				
Lesson Details	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking students to describe the first things that come to mind when they hear the word “safety.” Invite several volunteers to share their thoughts. 2. Discuss how safety is important in every part of our life; at home, at school, and at work. 3. Next, display PPT/PDF slide 46 to define what a safety hazard is. Explain how important it is to be able to identify safety hazards in their workplace in order to maintain a safe environment. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Next, display PPT/PDF slide 47 and explain to students that they are going to watch a short video to see if they can identify all of the safety hazards. Click on the image on the slide to view the video or visit the following site: https://www.youtube.com/watch?v=Ux8enY36ABg 2. The first half of the video shows a man walking into and around his house, encountering and creating several safety hazards. Pause the video as often as needed, if desired, to discuss the hazards. 				

Lesson 5: Part 1 (continued)

Unit 6

What is a Safety Hazard?



3. The second half of the video replays the same scenario. Each time a safety hazard is encountered or created, you will hear a small ding sound. Again, stop to discuss the hazards, as needed.

Lesson Reflection:

1. Use the following prompts to engage students in discussion:
 - *What should you do if you're not sure if something is safe or not?*
 - *What can you do if someone asks you to do something that you feel is not safe?*

**Lesson
Details**

Lesson 5: Part 2

Unit 6

Spotting Safety Hazards in the Workplace

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1 a , c</p>	<p>Speaking & Listening 11-12.1 a , c</p>	<p>Reading 11-12.2</p>	<p>Writing 11-12.4</p>	<p>Language 11-12.6</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint (PPT) slides 48-52 (Also available in PDF) 2. Chart paper and marker 				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PPT/PDF slides 48-52. 2. 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. Review what a safety hazard is as described in part one of this lesson. 2. Explain that safety hazards exist everywhere, and as an employee, it is the student’s responsibility to identify them and fix them, if possible. <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. View PPT/PDF slides 48-52. 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. 2. Use the chart paper and marker to record the safety hazards found in each image. Discuss how the employees 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 students 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> 				