

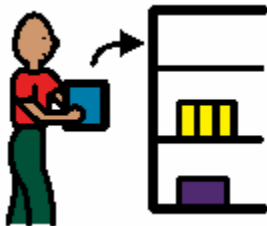
MODEL TRANSITION PROGRAM Job Readiness

INSTRUCTOR'S GUIDE



INSTRUCTOR'S GUIDE TABLE OF CONTENTS

	Page
Job Readiness Classes	1
Working with Schools.....	3
Contents of the Modules	4
Class Agenda	5
Classroom Rules.....	7
3-2-1 Activity Review	9
Differentiated Instruction	10
Adapting Instruction	11
Reinforcement Strategies	13
Classroom Management.....	14
Facilitating Sensitive Discussions	16
Calming the Class.....	17
Instructor Checklist	18
Instructional Resources	19
CD Job Readiness Situations Script	23



JOB READINESS CLASSES

This *Model Transition Program Instructor's Guide* is to be used by Job Readiness Instructors who are teaching 11th and 12th grade students with disabilities who are transitioning from high school to the workplace or to post-secondary education.

The *MTP Instructor's Guide* is part of a Job Readiness kit that includes a curriculum, supplemental resources such as workbooks and media, and instructional tools.

The curriculum in the kit consists of six modules, each based on a job readiness theme.

The Instructor chooses the module to be taught by assessing the needs and interests of the students, and the amount of class time scheduled for the Job Readiness classes.

Module 1 – Setting Goals

Module 2 – The Job Hunt

Module 3 – First Impressions

Module 4 – Professionalism at Work

Module 5 – Managing Work and Personal Life

Module 6 – Confidence on the Job

Each module contains:

- At least 3 student activities
- Handouts
- Background information on the job readiness topic
- Information on resources in the Job Readiness kit and how to use them (posters, MP3 CD, workbooks, etc.)
- Supplemental handouts, activities, and workbook pages
- An annotated list of additional resources available on-line and from educational organizations

The Job Readiness classes are held during and after school, depending upon the school schedules. The Instructors, trained in the use of the MTP Job Readiness kit and experienced in working with individuals with disabilities, work with teachers, vocational rehabilitation counselors, social workers, and other personnel, to determine the job readiness skills that are needed by the students.

The students have a range of abilities and capabilities. Some of the students have experienced volunteer work, job shadowing, internships, or part-time jobs. Others have never experienced employment. The purpose of the job readiness classes is for the students to either learn about work-related skills for the first time, or refresh their job readiness skills.

The Instructors in the Job Readiness classes are responsible for providing employment information to the students while making the classes interesting and fun. Many of the students will be nervous about transitioning from the classroom to the workplace. The adults in their lives may vary from completely supportive and helpful to overprotective or resistant. The classes should provide an environment where practical information is reinforced by sensitive guidance and support.

As a result, the MTP Job Readiness kit is designed so that the Instructor (perhaps planning with a teacher) can select the activities and resources that seem most relevant to the class. The Modules do not have to be used in any specific order, and the contents of each module cover a variety of aspects of a job readiness topic.

For example, Module 2: The Job Hunt covers employment applications, conducting a search for employment, interviews, resumés, and the rights and responsibilities of individuals with disabilities. The Instructor may determine that a class should be dedicated to the topic of preparing for job interviews. This decision could be based on the status of the students in their job readiness skills, the possibility of upcoming interviews, student concerns about the interview process, or the teacher's observation that the students need to study the topic.

No matter what the topic selected, the philosophy of instruction should be the same in all of the classes.

PHILOSOPHY OF INSTRUCTION

- Emphasize preferences, talents, dreams – not limitations.
- Define visions of lifestyles that students would like to attain, and requirements needed to attain that goal.
- Recognize that students learn differently and at a varied pace.
- Learning should be interactive and social, with active exploration of ideas.
- Blend the *systematic* (agenda, review of objectives) with *contextualized learning* (what makes sense to the student; meaningful activities).
- Carry out an ongoing assessment of the status of learning. Anyone who is lost should not be left behind.



WORKING WITH SCHOOLS

The Job Readiness Instructor will be a “visiting teacher” during the school day, after school, or during weekend programs. In some cases, the Job Readiness Instructors will be working side-by-side with the classroom teachers. But in most cases the Instructor will be planning and conducting the program while the classroom teacher has a planning period or lunch break.

The Job Readiness Instructor will be a guest in the teacher’s classroom and in the school building. In order to comply with school policies and procedures, the Instructor should review the Faculty and Student Handbooks.

No matter the level of involvement of the classroom teacher, it is essential that the Job Readiness Instructor talk to the teacher about the role of the teacher in planning and instruction, the use of the teacher’s classroom, and the policies and procedures of the classroom and the school. The Job Readiness Instructor may also be able to obtain background information on the students in order to plan effectively.

The Job Readiness Instructor should be familiar with:

- school schedules and bell systems/class attendance procedures
- school safety procedures, including evacuations, fire drills, lockdown procedures, and methods of obtaining assistance if necessary
- school district technology policies, particularly those related to accessing websites on the internet on school computers
- classroom policies related to hall passes, bathroom breaks, cell phones and laptops, borrowing books from the classroom, use of supplies in the classroom
- school procedures for reserving equipment such as computers, DVD players, televisions, and LCD projectors
- school and classroom disciplinary procedures, including required paperwork and resources for assistance such as social workers and guidance counselors
- use of copying equipment, computers for teachers, and other resources often found in the Faculty Room
- communication systems in the school system such as mailboxes, inter-departmental e-mail, public address systems and daily announcements, teacher websites and e-mails to parents
- changes in daily schedules such as assemblies, conference days, special events



CONTENTS OF THE MODULES

Each of the Modules in the Job Readiness curriculum contain:

A statement describing the purpose of the Module

Background information on the topic, including the key concepts that should be emphasized throughout the class discussions and activities

A supply list of items to be used for the activities, including handouts and instructional resources

Three or more class activities that can be modified, depending upon the size of the class and the school schedule

An Activity Review sheet that is used for reviewing the key concepts discussed in class (The students identify 3 things that they learned, 2 things that they need to practice to be “job ready,” and one thing that they want to review.)

Handouts that accompany the activities

Additional resources such as handouts or media that are located in the Job Readiness kit

A bibliography for Instructors

CLASS AGENDA

- Welcome Greeting
- Wait for Quiet
- Review of Rules
- Review of Previous Class
- Introductory Class Discussion
- 3-2-1- Activity Review (see page 9)



The format of each class should be the same so that the students are familiar with the routine. The Instructors can follow the following agenda:

1. Students are expected to treat the class as if it were the same as a job. That means that they arrive on time and are prepared to go to work.
2. Set the classroom up so that it is easy for everyone to see each other. The Instructor should make a point of moving students around so that they have a chance to get to know everyone in the class.
3. The role of the classroom teacher, Consultant Teachers, and Aides needs to be clear to the students. Establish that the Job Readiness Instructor is conducting the class, unless another arrangement has been made.
4. The class begins when everyone is quiet and ready to go to work.
5. Display the poster that “announces” it is time to “go to work.”
6. The class should always begin with a review of classroom rules. (See Rules page 7 and 8.)
7. Conduct a short discussion about the information that was learned in the previous class.
8. Make a short presentation to review the key concepts of the background information provided in the Modules.
9. Conduct the class activities as a full class or in small groups, depending upon the needs and abilities of the students

Continued

10. Divide the class into different activities if appropriate, but the general topic should be the same to ensure that all students have covered the same job readiness skills. For example, the topic may be learning how to fill out job applications. Some students may be able to practice completing applications, while others may work with an adult to discuss important paperwork that they need to collect so that they can fill out applications.
11. Small group management can be a challenge. The sections in this Model Transition Program Instructor's Guide that focus on adapting instruction (page 11) and Classroom Management (page 14) provide information on small group management.

For all small group activities, announce the amount of time the small groups will have to carry out an assignment. Explain that even if the group members are still talking or have not been able to complete the assignment, the small groups should stop working when the Instructor announces that time is up. At first this may frustrate some students, but once the routine is established, the students will see the need for reconvening as a class and reviewing the topic at the end of the class.

12. The class concludes with the entire class sharing what occurred in the activities and discussions. Emphasis is on reviewing the key points of the class, reinforcing the topic.
13. Display the 3-2-1 poster in the MTP Job Readiness kit and use it as a guide when the students summarize what they learned during class. The poster matches the 3-2-1 Activity Review sheet (see page 9) that is completed by asking the class:

- ***What are 3 facts that you learned today?***
The Instructor can take notes on all of the answers, or ask the class to come to a consensus. The Summary Review sheet will be referred to in future classes, to remind the students about what they learned.
- ***What are 2 things that you will do right away to be "job ready"?***
Discuss possible "homework" that the students can do to follow up after class.
- ***What is the 1 thing that you will need to review again?***
This question allows the students to identify topics that they did not understand or feel that they need to review again. The Instructor should make a point of getting back to these topics.



CLASSROOM RULES

The MTP Job Readiness Instructor should have a clear set of rules that are explained in the first class and continuously reinforced. Emphasis should always be on reinforcing positive work-related behaviors such as coming to class on time, showing a good attitude and willingness to learn, and practicing the skills to be better prepared for the workplace.

Some students may not regard the class as a school requirement, and may not take the class too seriously. They may be worried or uncomfortable with the topics, or feel unsure of themselves. They may be resistant because of their insecurities or because grades are not assigned to the classes.

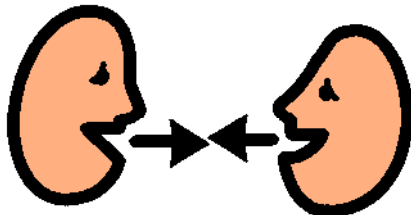
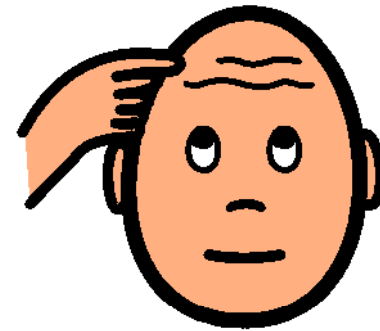
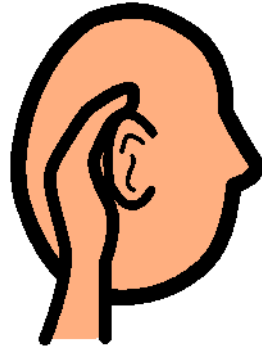
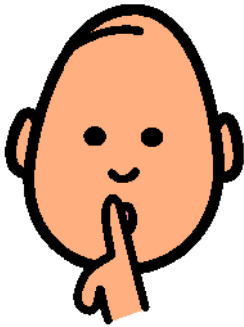
If the Instructor establishes classroom rules that show that the class is a serious one, but also relaxing and helpful, the students will start to see the benefits of participating with a positive attitude. The Instructor should stress from the very beginning that the purpose of the class is to ensure that the students feel confident about going to work and doing well on the job.

Rules that set the tone can be:

- Stay quiet while others are talking.
- Listen to the speaker.
- Think about yourself and your job.
- Tell about your ideas and experiences.
- Cheer each other.
- Support your friends.

- Post and distribute copies of the Class Rule handout on page 8.
- Review the rules before every class starts, and refer to them often.
- Since the Job Readiness Instructor may be using another teacher's classroom, make sure that the rules of that classroom are followed.
- Ask the students if they would like to add any rules.

Rules



3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

DIFFERENTIATED INSTRUCTION

Differentiated instruction means that the same information is covered at different levels, based on the needs, capabilities, and interests of the individual students.

A Job Readiness class could have a wide range of reading levels, work experience, attention spans, and job interests. The Instructor should determine what the students already know and are able to do, through student interviews and consultation with classroom teachers. Then the Instructor can carry out activities based on levels of function and work experience.

For example, some students may be able to lead group discussions and participate in role play, while others may need to complete basic tasks and practice repeatedly in order to comprehend concepts. No matter what the instructional methodology, the key points from the Background Information in the modules are the same.

Differentiated instruction also means that there are multiple pathways to learning. Some students need time to think and process, while others need to manipulate instructional tools and practice right away. Some need auditory or tactile cues, while others are visual and learn by watching a model. The classes should incorporate a multi-sensory approach, recognizing that students can learn in many different ways.

The Instructor needs to be aware of the type of supports that individual students may need. Some may need to dive in and try something new. Others may need reassurance and close guidance. And others may need to be told something a few times before they comprehend what they are supposed to do. All of the students need “personalized” instruction, tailored to their needs and interests.

The Supports in a differentiated classroom are:



Physical

Emotional

*Multi-Sensory
(auditory, visual, tactile)*

Personalized



ADAPTING INSTRUCTION

The following are strategies for adapting instruction:

- Always try to include manipulatives and hands-on activities.
- Use concrete examples, real things, true-to-life stories.
- Make topics personal, based on the lives of the students.
- Use icons and symbols instead of words for labels and signs.
- Review vocabulary that will be used in the class.
- Review the agenda and remind students of the goal of the class.
- Provide a multi-sensory approach to instruction (auditory, visual, and tactile).
- Facilitate socialization and games to reinforce messages.
- Use predictable text and pictures and keep repeating.
- Set up partnered activities and cooperative groupings.
- Use “natural” or peer supports.
- Include student preferences when organizing activities.

Continued

Every Class

Clear off desks before beginning an activity.

Wait at least 5 seconds for responses.

Alternate quiet and active times.

Use Essential Questions

Essential questions help students to develop a course of action. They require students to consider a real problem and make a decision.

- Ask about real-life problems.
- Base discussions on problems to solve.
- Actively practice answers to questions.
- Ask how new skills will be used.

- Change question levels slowly.
- Time discussions, with clear rules about when to stop talking.
- Use voice change to stress points.
- Segment directions and keep steps simple to follow.
- Model the desired activity.
- Act things out and demonstrate expected actions.
- Interject hands-on activities; give students a chance to try something.
- Break tasks into parts, teaching steps one-at-a-time (chaining).
- Incorporate popular characters and themes.
- Use real examples, not abstractions.
- Translate general information to real life.
- Limit time on each task to keep attention high.



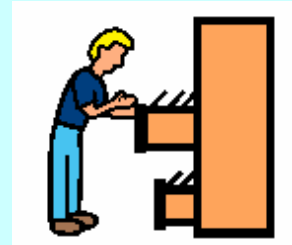
Classroom Teachers, Consultant Teachers and Aides can:

- participate in the activities as a “guide on the side”
- assist the Instructor with role playing and demonstrations
- assist with facilitating small group activities and discussions
- refrain from answering questions in large group discussions
- review the class key concepts and handouts with the students after the job readiness classes
- alert the Job Readiness Instructor if topics need to be covered or reviewed

REINFORCEMENT STRATEGIES

TO REINFORCE THE KEY CONCEPTS OF THE CLASS:

- Allow time to review previous knowledge before adding new knowledge.
- Keep repeating important information, sometimes in the exact same words.
- Validate the past experiences of students to reinforce a point.
- Ask students to restate and paraphrase.
- Keep restating.
- Allow time to summarize at the end of class.
- Distribute handouts for teachers, Consultant Teachers and Aides to review with students.
- Start each new class by reviewing what was learned in the previous class.



CLASSROOM MANAGEMENT

The Instructor's responsibility is to ensure that the classroom setting is welcoming so that the students feel comfortable. They will learn more if they are relaxed and enjoying themselves.

At the same time, it is important to establish a structure so that the goals of instruction can be accomplished.

The Classroom Management tips on page 15 will assist the Instructor in establishing a climate that is comfortable and practical.

On The First Day:

- Set up the classroom so that it is organized and uncluttered. Eliminate distractions as much as possible. Set up tables and chairs so that students can see each other and can move into small groups when necessary. (Most Instructors will be borrowing a classroom for awhile, and may have to adapt to the classroom teacher's setup and style.)
- Provide pocket folders and name tents (first names only) on the first day.
- Explain immediately that the program is designed to assist the students, but they will have a lot of opportunity to provide input.
- Expect complaints, questions, and perhaps resistance on the first day when the students discover that they will be expected to pay attention to the Instructor and follow classroom rules. They may regard the class as simply a break from school work, not realizing that the class is an important step in preparing for post-graduation.
- Review the ground rules and refer to them often. Emphasize that the students are to respect each other, refrain from making negative comments, and share ideas, experiences, and good news.
- Reassure the students that the activities will be fun and they will have a chance to relax, talk about their jobs, and get to know each other.



TIPS FOR CLASSROOM MANAGEMENT

- Clear off desks and tables for minimal distraction.
- Collect all materials before talking to the group.
- Pass out materials after presenting instructions. Wait until all materials are passed out, then review the instructions again.
- Move closer to students. Use their names and look at them directly.
- Provide anticipation cues, such as holding up a folder or raising a hand in the air.
- Use humor to get attention, get serious when behavior has to be managed.
- Change voice tone and tenor to send a message.
- Give directions before transitions, time the transitions, don't try to talk over the noise, and then wait until the class is settled before continuing.
- Assign roles for group work.
- Time the discussions, with clear notice when talking should stop or a new question should be discussed.
- Break students into partners if groups are not working.
- Defuse problems before continuing with the activity. If necessary, stop everything to encourage quiet and focused attention.
- Convey a low-key tone with no sense of urgency.
- Respect student need for occasional quiet.
- Take short, timed breaks.
- Be consistent about:
 - ❖ Rules
 - ❖ Expectations
 - ❖ Transitions
 - ❖ Routines

FACILITATING SENSITIVE DISCUSSIONS

Class discussions require the Instructor to have facilitation skills. These skills are particularly important when the topics are sensitive. The basic guidelines to facilitating classroom discussions are:

- establish a climate that encourages sharing
- ask guiding questions
- draw students out so that they can reveal their concerns and start solving problems
- mediate conflicts.

Some class discussions can become very personal and sensitive. All personal comments, no matter how emotional, should be followed with some form of acknowledgement by the Instructor. If the classroom teacher is in the room, the Instructor may choose to defer to the teacher to handle the response.

Instructors will soon learn the characteristics of the students in the class, and will know when it is necessary to halt a discussion and respond to a student's personal comments. Some students will suddenly speak up and reveal information that is new to everyone, requiring that the agenda be set aside temporarily and the revelations discussed.

Other students reveal information for shock value, or because they do not realize that they are revealing information that requires counseling or guidance. The Instructor will have to determine on the spot if the student needs individual consultation, if the class should become involved in a discussion, or if the Instructor should just gently react and then go back to the agenda.

After a student has revealed something personal (and sometimes the information will be quite dramatic) the Instructor should not just move on to another topic, no matter how uncomfortable the students may be. The Instructor should either provide support and then move forward, or invite the support of other students, depending upon the sensitivity of the information.

Some suggested reactions are:

- Thank you for sharing that with us. That must have been hard to do. Let's talk personally later because I have some ideas for you.
- This sounds like something others may have experienced. Does this sound familiar?
- Are there any suggestions? What steps can be taken to solve this?
- You should know that you are not alone. It takes courage to even mention your situation. Know that there are resources out there that can help you.

CALMING THE CLASS

Some topics can cause enthusiastic discussion.

If students are talking all at once:

- Do not engage in side conversations – stand and wait – do not say a word.
- If sitting, stand up suddenly and go to the front of the room.
- Nod and smile at specific individuals who are sitting quietly.
- Flick the lights.
- Post the rules and point to them often.
- Repeat aloud the same statement, such as “We have more work to do.”

If the class refuses to come to order:

- Identify students who are waiting to participate and ask them to join you in a group in the front of the room.
- Break up students who are being disruptive. Enlist the support of classroom teachers, Consultant Teachers and Aides, particularly if help is needed with some of the more challenging students.
- If verbal announcements are not working, start packing up materials, even if the class time is not over. Do this if the class will not cooperate. Stay with the class in the room until they are dismissed.
- When dismissing the class, remind them that the class is an important part of preparing for work and their participation is necessary for their personal success.
- If possible, meet privately with each student to discuss behavior in class. This is especially important for the cooperative students so that their attitude and behavior can be reinforced.



***Use this Instructor Checklist
to prepare for class.***

INSTRUCTOR CHECKLIST

- Select a Module and read the Purpose and Background Information
- Select an Activity
- Gather supplies for the Activity
- Copy handouts for students
- Prepare handouts for display
- Research additional resources in the MTP Job Readiness kit
- Research Additional Resources provided in the modules (websites, handouts, MP3 job readiness situations, etc.)
- Copy the Activity Review page to be used at the end of every class
- Review the Activity to plan
- Highlight questions to ask
- Plan role-playing, if included in an Activity
- Highlight discussion notes
- Post class rules
- Display the Job Readiness posters
- Arrange the room

INSTRUCTIONAL RESOURCES

The following resources (catalogs, instructional materials, and websites) may be useful to instructors in the Model Transition Program. Some of them are referenced in the curriculum modules. It is recommended that all materials be previewed before they are used with students. (Note that all website addresses are current as of December 2008.)

<p>1. Academic Innovations www.academicinnovations.com</p> <p>Career Choices is a curriculum that helps students develop a personalized, career plan using both a workbook and electronic activities</p>
<p>2. Career Solutions Publishing www.careersolutionsgroup.com</p> <p>Classroom materials that focus on work ethics and work readiness</p>
<p>3. America's Career Resource Network (ACRN) Transition Services: Moving From High School to Further Education and Work www.acrnetwork.org/parents/transition.htm</p> <p>Background information for parents and teachers on transition services, helping students with a transition plan, and additional resources available to help with transition from high school to jobs</p>
<p>4. At-Risk Resources The Bureau For At-Risk Youth www.At-Risk.com</p> <p>Catalog of guidance materials, including workbooks and media on life skills, social skills, and career success</p>
<p>5. Career Consulting Corner www.careercc.com</p> <p>Catalog loaded with career assessments, job search information, career games and posters, interviewing videos, and workbooks</p>
<p>6. Career Kids www.careerkids.com</p> <p>Catalog of career education and guidance materials, including 5-minute career and guidance news</p>

Continued

<p>7. Career Zone New York State Department of Labor www.nycareerzone.org</p> <p>New York State website focusing on identification of skills and talents and career exploration.</p>
<p>8. Common Terms in the Workforce National Collaborative on Workforce and Disability www.ncwd-youth.info/resources_&_Publications/definitions.php</p> <p>Vocabulary list of over 100 common vocabulary words related to job readiness</p>
<p>9. Education Beyond High School Northern Lights Special Education Cooperative http://www.nlsec.k12.mn.us/downloads/NLSECtransitionsWeb.pdf</p> <p>Booklet designed to assist students with disabilities make a smooth transition from high school to higher education</p>
<p>10. James Stanfield www.stanfield.com</p> <p>Catalog of resources for school to work skills, including lessons, worksheets, media on personal, career, and life management</p>
<p>11. JIST Publishing www.jist.com</p> <p>Career assessments, posters, workbooks, handouts, media, and publications on job readiness, including life skills</p>
<p>12. Learnovation www.learnovation.com</p> <p>Life skills and job readiness materials including a workforce preparedness pamphlet series</p>
<p>13. Mapping Your Future http://mappingyourfuture.org/planyourcareer/</p> <p>Mapping Your Future is a free resource for career, college, financial aid, and money management information with the goal to help individuals achieve life-long success by empowering students, families, and schools with free, web-based information and services. Emphasis on early planning or college and careers including the on-line Show Me the Future game</p>

Continued

14. Mountain State Center for Independent Living

www.mtstcil.org/skills/index.html

On-line job readiness and social skills activities; employment-related vocabulary words

15. My Career Journey

www.mycareerjourney.org

A website from the state of Pennsylvania for students to participate in a virtual program of career discovery

**16. National Center on Secondary Education and Transition
Creating Opportunities for Youth with Disabilities to Achieve
Successful Futures**

www.ncset.org/

A series of resources including self-determination for middle and high school students and career guidance and exploration. Also available: Work-Based Learning and Future Employment for Youth: A Guide for Parents and Guardians

**17. New York State Department of Labor
Career Zone**

www.nycareerzone.org

On-line program for students engaged in career exploration

**18. People Make it Happen
Transition Coalition – University of Kansas Department of Special
Education**

<http://www.familiestogetherinc.org/PDF%20FILES/peoplemakeithappen.pdf>

Booklet of transition skills relevant to all students with disabilities

**19. Person-Centered Planning Education
Cornell University Employment and Disability Institute**

<http://www.ilr.cornell.edu/edi/pcp/>

Person-centered planning involves the development of a "toolbox" of methods and resources that enable people with disability labels to choose their own pathways to success; It focuses on the people and their needs by putting them in charge of defining the direction for their lives, not on the systems that may or may not be available to serve them.

Continued

20. Pikes Peak Learning
Success in Education, Work, Relationships, Finances, and Life
www.pikespeaklearning.com

A series of engaging on-line programs for students, including topics related to life and social skills

21. S.E.A.L.S. (Self-Esteem and Life Skills)
Therapro, Inc.
www.theraproducts.com

Activity-based handouts and CD related to communication, conflict resolutions, coping skills, and job readiness.

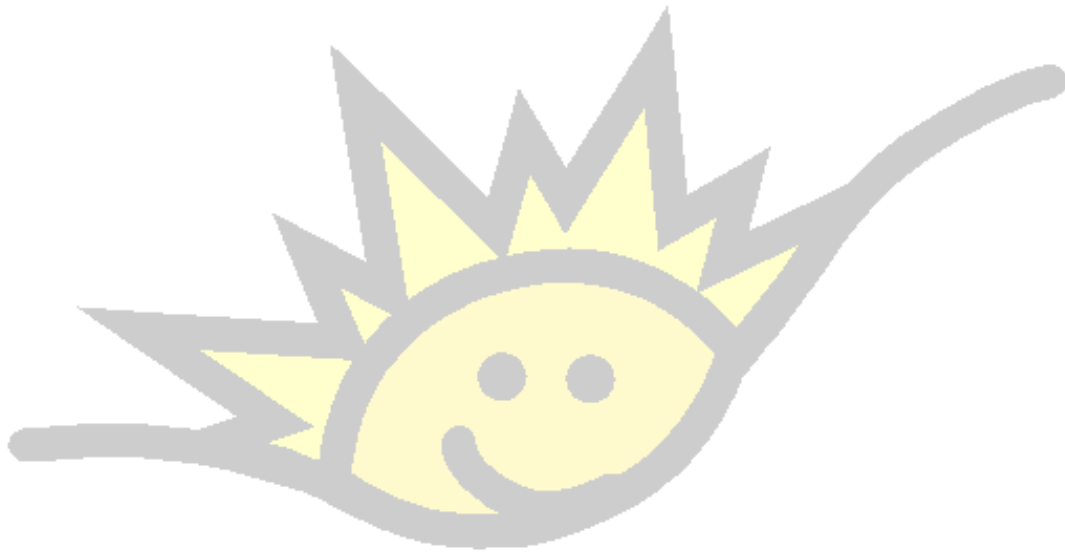
22. Transition Planning Guide
Bridges Career Resources
www.bridges.com

Comprehensive guide for students with disabilities on career development and post-secondary education, including worksheets and Top 20 Questions and Ways to Answer Them

23. WAVE (Work, Achievement, Values and Education)
www.waveinc.org

Curricula and training programs designed for students who are potential dropouts, with emphasis on job readiness, social and life skills

CD Job Readiness Situations Script



CD Script

Directions

1. The Instructor makes arrangements for two or more students to listen to scenarios together through audio media (MP3 player, computer, CD player)
2. The Instructor explains that the students will listen to a short problem and pause the audio media. They will discuss possible answers to the problem. Then they will listen to suggested answers. (The Instructor should determine if adult facilitation of the discussion is necessary.)
3. The students should not be testing to see if they get the right answers. They will probably come up with additional ideas beyond the short answers provided. The purpose is to practice problem-solving while listening to real-life situations.

4. The Instructor identifies the scenarios that the students should listen to.

The instructor should select scenarios that either match the topics to be discussed in class, or topics that the instructor thinks that the students need to review.

For example, some students may need to listen to the scenarios related to professionalism at work even though that may not be the topic to be discussed in class.

5. The students listen to one scenario. Then they turn off the audio media. Audio instructions to pause the media are provided as follows:

Please press PAUSE and talk about what YOU would do. After your discussion, press PLAY and listen to the suggestions.

6. Then the students discuss the scenario and come up with suggestions. The Instructor may want to put a time limit on the discussion.
7. The students turn the audio media back on and listen to the possible answers.
8. The students then listen to the next scenario.

MODULE 1: SETTING GOALS

#1

I'm supposed to figure out three goals that I want to do this week. I have to pick three things that are a little bit hard for me, but they are things that I really want to do better. The trouble is – I have no idea what goals to choose. How should I choose my three goals?

ANSWER:

First of all, think about the things that adults tell you that you need to work on. Do you need to get up earlier in the morning? Do you need to remember to bring in your homework? What are the things that your teachers and family keep reminding you about?

You can also think about things that *you* want to do better. Do you want to be nicer to your friends? Do you want to keep your locker clean?

Figure out three things that you *know* you can do and you *want* to do. Make those your three goals.

#2

My teachers keep asking me what I plan to do when I'm out of high school. I am supposed to start thinking about my goals. I know that a "goal" is something that I should try to do in the future --- but I have no idea what I want to do! How am I supposed to have goals if I don't have a clue about what I want? How do I figure out what is next?

ANSWER:

Don't make it so hard! You now have the chance to earn your own money in a job. Your first goal is to figure out what kind of job might be interesting to you. What do you enjoy? What are you good at?

Your second goal is to talk to adults who can help you find a job that you think you can do. Ask them how you can get ready for that job. They will have lots of ideas for you!

Figure out what is interesting to you, talk to adults about jobs, and learn how to get ready for your new job. You have a great future ahead – and now you have a plan!

#3

My friend suggested that I get a job with him as a janitor who cleans banks at night. He makes a lot of money and he really likes his job. But I really like to be around lots of people. The more people the better! I would like a job where I can talk to people and meet new friends. What kinds of jobs could I do?

ANSWER:

Congratulations on knowing what you like! There are a lot of jobs that involve being around people. But you have to remember that most of the time you will be busy working and won't have a lot of time to talk to people.

You could work at a grocery store or big store like WalMart or K-Mart. You could work at a fast food restaurant like McDonald's. You could work at a mall or a school or hospital. There will be lots of interesting people in those places.

Don't forget, though, you might be busy shelving or bagging groceries. You might be cleaning or delivering things as part of your job. You might want to work on a computer.

You can say hello and greet people with a smile, but you will still have to get your work done!

Module 1, continued

#4

Everyone knows that I like things to be organized. I like to make things neat and I like my things to be set up a certain way. My teacher says that she is impressed with how I keep things in order.

My mom wants me to work in a grocery store near our home. But it is so messy there! I don't think I would like it. Is there some place I can work where it's nice and neat?

ANSWER:

It's a good idea to think about the place that you might be working in. You will enjoy your job a lot more if you are comfortable.

There are lots of jobs where they could use your skills. You would probably be very good at anything that involves cleaning, like a custodian. Or keeping track of files in an office. Or working on a computer.

Or you might enjoy working in a factory where you put things together or ship them out in a neat and organized way.

But don't rule out a grocery store! Who do you think makes sure those shelves are filled? Someone has to make sure the customers can see the labels of the items on the shelves! Someone has to keep the floors clean and the food displayed neatly. Someone has to put the groceries in bags so that they fit perfectly.

That person could be you!

#5

My neighbor just got fired from his job. He said that they were mad because he never got to work on time. He was supposed to be there at 8:00 in the morning and he was always late. I think that's going to be a problem for me when I go to work.

I have trouble getting up in the morning and I will probably have to take a bus to work. What if I don't get up? What if I miss the bus? I don't want to get fired just because I didn't get to work on time.

ANSWER:

This is a very good thing to think about *now*. As soon as you find out where you will be working and what time you will have to be there, start getting ready.

Get *two* good alarm clocks and use them both. Figure out which bus will give you plenty of extra time to get to work on time. And make sure you know what to do if you do miss the bus or if it's late.

Practice laying out your work clothes the night before. Get your lunch ready to take to work the next day. Then practice a few times so that you know what to expect. Don't worry – if you plan ahead you will get to work on time and your supervisor will be very pleased with you.

Module 1, continued

#6

I think that I might be able to get a job at a restaurant that sounds pretty interesting. They never close, even on holidays, and they are really busy on the weekends.

I will have to be there every day of the week during the lunch and dinner hour. I will also have to work one Saturday night a month.

I don't know if I want to work on my birthday. And I'm visiting my uncle on a weekend in November. I guess I just won't go to work those days and they can get someone else. Do you think that would be okay?

ANSWER:

One of the most important things that you need to do to be successful at your job is to show up when they are expecting you.

If you are scheduled to be at work, you *have* to be there. You can get fired if you do not come in when you are supposed to.

If you are too sick to work, you have to call and talk to your supervisor.

If you want to change your schedule, talk to your supervisor. Sometimes workers can cover for each other or change their schedules around.

But even if it's your birthday, you have to go to work. You only get paid if you show up!

#7

Sometimes I get really confused when people give me directions. People try to tell me what to do and I get really flustered because they are talking too fast. I can't always follow what they are saying.

I am worried that I won't be able to follow directions when I go to work. What if my boss talks too fast? What if I make a mistake because I didn't understand the directions?

I want to do a good job but I'm afraid I'm going to mess it up. How should I handle this problem when I get a job?

ANSWER:

First, when someone is giving you directions, ask them to *show* you what they want. Tell them to talk slowly because you want to make sure that you do things right. Your boss will be *glad* that you want to do things right.

If you don't understand, then say, "Please repeat the directions. I want to make sure that I do it right."

You might also want to *show them* how you will follow their directions. Then say, "Is this what you want me to do?"

You can start practicing these things right now in school and at home. Then you will be prepared when someone at work gives you directions.

Module 1, continued

#8

Yesterday my teacher told me that I was doing very good work. It made me feel pretty good.

When I get a job, how will I know if I'm doing good work? Will anyone tell me? Should I ask how I am doing?

ANSWER:

First, make sure that you are coming to work on time. Make sure that you are there when you are supposed to be. If you are so sick that you cannot come into work, make sure that you call your supervisor.

At work make sure that you follow directions and do what you are told to do. If you don't understand, ask questions so that you can do the work the right way.

If you are on time and work hard, you are already doing a good job!

It's *okay* to ask your supervisor if you're doing a good job. Ask it this way: *How am I doing? Is there anything that you want me to do better?*

Only ask once a month – don't ask every day. If there are some things you need to do better, than work on them! Your supervisor will be pleased to see that you care about doing a good job.

#9

Why does everyone keep asking me what *career* I want? I just want a job!

I know that a career is when I pick something that really interests me and stick with it.

I would really like to work in a restaurant. I want to learn lots of different jobs in a restaurant - like setting tables, clearing dishes, taking orders, mopping floors, and maybe even doing some work in the kitchen.

I haven't worked in a restaurant yet. Do you think that I should say that I want a *career* working in restaurants?

ANSWER:

Right now you just need to focus on getting a *job*. Later on you can decide if you want to stay in that type of work and make it a *career*. Maybe you will discover that you don't like restaurants as much as you thought!

The first thing you need to do is find a job. Then you go to work on time every day and do what you are expected to do.

After a few months you will know if you want to learn more about the work in restaurants. *Then* you can think about a career.

But right now – get the job and work hard to keep it!

Module 1, continued

#10

My teachers keep talking about how a job will make me feel more independent. They say that I will be responsible for getting to my job on time every day, doing my best work, and earning my own money.

But I know that I will still need a lot of help to be able to do all of those things. Just because I will be earning money doesn't mean that I can do everything on my own.

If I still need help, how do I know if I becoming more independent?

ANSWER:

Getting a job is a big step. That's why it is very important that you have all of the help that you need. You may need help in getting the job. You may need help in getting to work. And you will definitely need help in doing the job well.

Of course you will need help! Your family, teachers, Job Coach, and supervisor will be there to help you. You must do everything you can to help them, too.

Get to work on time when you are supposed to be there. Work hard and do what your supervisor wants you to do. Ask questions if you don't understand something -- so that you can do your job well.

Be friendly to everyone, but don't waste a lot of time talking to people. If you show that you are getting your work done then you will get paid. Then you will definitely be on the way to being more independent.

MODULE 2: THE JOB HUNT

#1

I know that pretty soon I'm going to have to get a job, but I haven't even graduated yet!

I volunteered for awhile but that didn't work out very well. My teacher arranged something called a Job Shadow where I spent the day with a person who worked in a grocery store. That was kind of cool.

But I can't really start working until I graduate, so I'm not really sure when I should start looking for a job. What if I start looking for a job *now* and they want me right away?

ANSWER:

If your teacher is not finding you a job, it may take awhile to find one. You should plan on a few months to look for work. That gives you time to find out where the jobs are and to figure out what skills you have and what interests you.

Once you do apply for a job, it usually takes awhile before you hear anything from them. Even if you will have an internship, it might take a few weeks.

Let everyone know that you first want to graduate and then you want to go to work. But start your planning now so you'll be ready

Module 2, continued

#2

Everyone keeps telling me that I am lucky because I am going to be able to get a job after I leave high school.

But I don't think I really know how to do anything. I don't have any experience!

What should I write on a job application when they ask about my skills and experience?

ANSWER:

You do have a lot of skills that employers care about.

Are you a hard worker? Do you get to places on time?

Are you nice to people? Can you work on projects with other people?

These are skills you can put on an application.

And think about any time you have helped someone. Maybe you have helped to serve food at your church or you helped to clear some hiking trails in the woods. These are important skills and show that you work hard.

You don't need to have *job* experience to show that you are good at something. When you fill out the application, put down the things that you know that you do well.

#3

Pretty soon I'm going to start a new job. I am supposed to start thinking about what kind of job I would like to do.

But I don't know what kinds of jobs I can choose from!

How do I know what jobs are out there?

ANSWER:

There are so many places to look for jobs, starting with your friends and family. Ask them what they do in their job. Ask them if there are any jobs that *you* might be able to do.

Your teachers can help you look in the newspaper and phone book for the names of businesses that might have jobs. They can look at websites to get ideas, too. Most jobs today are found on the computer.

One of the best places to find out about jobs is in your guidance counselor's office in school.

There are also Job Centers in your town that have information about jobs. Ask your teacher about them. Sometimes when you volunteer or work as an intern, you will discover that there is a job that you can apply for.

Module 2, continued

#4

My sister was filling out a job application to work at Burger King, and it looked very hard. She spilled coffee on hers and she had to start all over again with a new application.

My teacher will help me with a job application, but she said that I need to be prepared.

What do I need for the application?

ANSWER:

Your sister was smart to turn in a clean and neat job application.

For an application you will need to know your address and phone number where you can be reached easily. You may want to put a phone number of a family member.

You'll need to know the name of the job that you are applying for, and the date that you will be able to start working if they hire you.

You'll need to tell them the name of your high school and what year you graduated if the job requires a high school education.

Be ready to list any volunteer work, internships, or other jobs that you have had.

Know the name and phone number of the organizations where you have worked before, and the name of someone there who knows you.

#5

I am afraid to fill out a job application or go to a job interview. I don't want them to ask me personal questions that might be embarrassing.

What are they *not* allowed to ask me?

ANSWER:

You cannot be asked your age or the day of your birthday.

You do not have to tell them what your religion is, or your race or family background.

You do not have to attach a picture to your job application, and you don't have to tell them how tall you are or how much you weigh. They can't ask questions about your health.

You can't be asked if you are married or have children, or if you are planning on having children some day.

If you've been arrested or gone to jail, check with your teacher to see if you can be asked about it. Every state has different laws.

You can decide what information you want to share at an interview.

Module 2, continued

#6

I have a disability but you really can't tell when you talk to me. I don't want to tell anyone in an interview. If I can't do the job then I won't apply in the first place!

What do you think I should do? Should I say something?

ANSWER:

If you have a disability, then *you* decide whether you want to talk about it. You may want to be very open about it because then the employer can make some changes for you. This is called making "accommodations."

But you might want to wait before you say anything because you think that you will be able to do the job *without* any changes. Just make sure that it's a job that you know you can do.

The person interviewing you should tell you what you will have to do on the job. Then you can decide if you can do the job.

You can always ask for accommodations when you are on the job later, as long as your request is reasonable.

#7

I was called for an interview!

My interview is at a factory in my town. Everyone who works there wears old shirts and pants or a uniform.

I was told by my teacher that I should not dress like that for the interview. Why not? What should I wear?

ANSWER:

You want to show that you are serious about getting a job. One way to do this is to wear something clean and neat to an interview.

If you are a young man, you should always wear a shirt that buttons down the front, a dark pair of pants, and polished shoes. No sneakers!

If you have a sport coat or a nice sweater, you can wear that, too

If you are a young woman, you should wear a dress or skirt that is not too short, or dark pants that are pressed neatly. Make sure that shirt blouse is not cut too low, and wear simple jewelry, Keep the makeup simple too. Low-heeled shoes are best.

If you dress like this it shows that you took the time to dress carefully for your interview. They will be impressed!

MODULE 3: FIRST IMPRESSIONS

#1

Oh no! What am I going to do? I have an internship at McDonald's.

I wore a nice clean uniform to work and someone spilled coffee on it.

We tried to clean it off with a paper towel, but that just made it worse.

I can't keep working with a messy uniform! What should I do?

ANSWER

First, talk to your supervisor and explain what happened. Maybe they have an extra uniform you can use.

Or, if you really planned ahead, you have an extra uniform that you kept in your backpack or your locker at work.

You should always have clean clothes handy if your job can get messy. Don't take time to change your uniform until you are sure that your supervisor knows what's going on.

#2

I just started a new job. I have hardly any time in the morning because it takes me so long to get out of bed. Sometimes I just throw on my clothes and get my ride to work.

When I get to work no one seems to want to talk to me. I try to be friendly, but they walk away from me.

Am I doing something wrong? What should I do?

ANSWER:

It's very important to allow time in the morning to make sure that you are very clean. If you do not take a shower and brush your teeth, then you could have body odor and no one will want to come near you. Bad breath could make someone back away from you.

You should make sure that you have washed your hair and your fingernails are clean and trimmed.

Men have to shave. And women --- not too much makeup!

Your clothes for work should be clean and pressed. You should put your work clothes out the night before so that you can dress quickly.

Get to work a little early. Say hello to everyone, but don't spend a lot of time talking. Let everyone get right to work. And smile with those clean teeth!

Module 3, continued

#3

I just started a new job at a place where I volunteer. A lot of people know me there.

I like to say hello to everyone when I get there in the morning. I like to talk to them about what they did the night before. Sometimes I like to give my favorite people a big hug.

My supervisor said that I need to get to work and stop saying hello to everybody. But I'm just being friendly! How can I greet people in the morning without making my supervisor mad?

ANSWER:

You are probably taking too long to say hello to everyone. If you just saw them the day before, it's not necessary to talk to every single person about their evening.

Say "good morning!" or "hi!" to the people that you pass. You don't need to go around the entire work place and greet everyone.

And hugs are not necessary all the time. Save hugs for special times when it looks like other people at work are hugging, too --- like when they are celebrating something.

A quick greeting is all that you need to do. Then it's time to get busy working!

#4

I'm getting ready to meet people at my new job. My teacher says that everyone will probably want to shake my hand.

I don't like to shake hands with people. I'm not used to it and I want to do it right.

What is a GOOD handshake?

ANSWER:

You probably will have to shake hands with your new boss and the people you work with.

The best thing to do is to *practice* with your friends and family. They will tell you if you have a good handshake.

If someone reaches out to shake your hand – grab their hand and shake it *one time*, then release your hand.

Don't grab too tightly – you don't want to hurt them!

But make sure that your handshake is firm --- not too loose.

Your hand should be *clean* and *dry*. Shake once, then release. Don't hang on!

After you start working on your job you won't have to shake hands every day.

But the first time you meet everyone, you will probably have to shake their hands. So practice ahead of time!

Module 3, continued

#5

When I start my new job I want to make sure that everyone knows that I am a hard worker.

I want them to know that I am easy to work with.

How can I let them know that I am friendly but I also work hard?

ANSWER:

The best way to let people know that you are friendly and work hard is to SHOW them!

First, make sure that you smile. When you arrive at work, say hello cheerfully and then get right to work.

Be pleasant and say only nice things about your job.

If you get tired or frustrated, talk to your Job Coach or someone in your family. The other workers and your boss don't need to hear complaining.

Every day you should be the same friendly hard worker. Then everyone will know that you are easy to work with and take your work seriously.

#6

I am starting a new job on Monday and I'm very nervous. I hope everyone likes me.

Sometimes at school people ignore me. They won't let me talk and they interrupt me.

Sometimes I just go up to them and interrupt so that they will pay attention to me.

Will I have to do the same thing at work?

How can I make sure that everyone likes me at my new job?

ANSWER:

Your job is not like school. Everyone is there to work and earn their paychecks. That means that they will like you if you are nice and pleasant and work hard.

Say hello cheerfully. If people are talking, just smile and wave and pass by. Or wait your turn and then say something friendly.

Don't complain about work! And don't gossip!

Soon they will figure out that you are easy to talk to. You are not rude. You don't interrupt.

They will like you – don't worry – as long as you smile and do your job.

Module 3, continued

#7

Sometimes in school I can't understand the teacher's directions. I can't figure out what I am supposed to do.

I get frustrated so I just don't do the work. Or sometimes I pretend that I know what to do and then I just guess. That usually means that I make mistakes.

I will be starting a new job soon, and I don't want to make mistakes.

But what am I supposed to do if I don't understand the directions?

ANSWER:

You are going to be a good employee because you want to do a good job!

When you are working you are expected to *ask questions*. Your supervisor will be pleased if you ask questions to make sure that you understand what you are supposed to do.

Here are some tips to understanding directions:

Ask for the directions to be repeated.

First they say the directions – then *you* say them.

If you are still confused, ask them to *show* you what you are supposed to do.

Practice in front of them and ask, "Is this right? Is this what you want me to do?"

Your boss will be glad that you want to get it right. Your Job Coach can help you, too.

#8

My teacher keeps talking about making a good impression when I get a job.

I don't know what that means. How can I make a good impression?

ANSWER:

When you make a good impression it means that people notice that you are clean, your clothes are clean, and you smile with clean teeth. It means that you are polite and you don't interrupt.

You come to work when you are supposed to, and you are always on time. You work hard the entire time you are at work, and you are friendly during your breaks.

And whenever you don't understand something, you talk to your Job Coach or supervisor.

That is how you make a good impression.

Module 3, continued

#9

My uncle told me that the key to success on the job is good communication.

He told me that “communication” is how you talk to people.

I am starting a job when I graduate and I want to be successful. I want to do a good job.

So how do I know if I have good communication?

ANSWER:

Congratulations on wanting to do well in your new job!

You are good at communication if you:

Wait your turn before you speak.

Don't shout.

Spend more time working than talking. You are there to get work done!

Smile and say pleasant things. The people around you do not like to hear complaining or arguing. If you have a problem, talk to your Job Coach or your supervisor.

When someone is talking to you, look at them and listen carefully. Ask questions – but only after they have finished talking.

Practice these things with your friends and family.

Take a few minutes and practice right now!

#10

I have friends at school who understand that sometimes I have trouble talking. They wait to hear what I have to say. My teachers give me time to say things.

I am worried that this won't happen when I start a new job. They may ignore me or interrupt me a lot.

How will everyone know that I have some good things to say, even if it may take a little longer?

ANSWER:

Don't worry – there are a couple of things that you can do right away.

Greet everyone and be nice. Wave, say hello, or just say “good morning!” If you have trouble talking, they will wait because you are being pleasant.

Explain right away that it may take you some time to say something. They will wait because you have explained.

You made friends at school even after they knew that you might take your time to talk. The same thing will happen at work. Be friendly and they will want to hear what you have to say!

MODULE 4: PROFESSIONALISM AT WORK

#1

I'm excited about starting my first job when I leave high school, but I don't really know what I'm supposed to do.

Will I know where to go? What will my schedule be?

Where will I eat lunch? And who will be my boss?

I have so many questions but I'm not really sure how to find out the answers. How do I find out about my new job?

ANSWER:

There are many different ways to find out about your new job.

You'll learn some things at the job interview -- like what you'll have to do in the job and when you are supposed to be there.

On the first day of the job you will probably go on a tour and you'll meet the people you'll be working with.

You may have something called an "orientation" where they explain everything to you. Your supervisor will show you the work that you are supposed to do, and will answer your questions.

You can always talk to the people you will be working with. They will tell you things about where to eat lunch, how to store your things in a locker, and who to talk to if you have a problem.

#2

Sometimes it's really hard to get up in the morning, especially in the winter. Mondays are particularly hard, and I just don't want to go to school.

When I am absent from school my mother calls the school and I bring in a note the next day. I try to have good attendance, but some days I just don't feel like going.

I'm sure there are going to be some days when I don't want to go to work, either. Can I just call in and tell them that I'm not coming in? They can find someone else to do my work that day.

Can I just bring in a note explaining that I didn't feel well, or I missed the bus – or I had something else to do?

ANSWER:

Your job is very different from school. If you don't go to work, you don't get paid.

If you do not have good attendance, you risk getting fired.

The most important thing you can do in your new job is **BE THERE ON TIME**. Show up when you are supposed to. Follow the schedule and try to arrive a few minutes early.

You can't just call in or bring in a note. If you are too sick to go to work, then call your supervisor. It is very important that you show up for work when you are supposed to be there.

Module 4, continued

#3

I've been working as an intern in an office and I really like the work. I would like to be able to work there in a job when I graduate from high school.

But one of the bosses is not very nice to people. He is not very friendly and he is always finding problems with the work that everyone does.

Everyone complains about him.

I'm afraid that if I work there he will be my boss. Or if I get a job somewhere else I may get a boss who is mean to me.

What do I do if I get a boss I don't like?

ANSWER:

No matter what job you get, you will have someone who supervises you. This person is your boss. Some bosses will be around a lot and will have comments and suggestions.

Other bosses will leave you alone --- in fact, you may need to talk to the other workers to get your questions answered.

No matter how the boss behaves, you should always be very polite. You should always work hard. Don't complain, even if the other workers do.

Ask questions if you are not sure what the boss wants.

Remember: Your boss decides if you can continue to work and your boss makes sure that you get paid. If you do your best you should be able to get along with any boss that you have.

#4

One of the reasons that I want to start working is that I want to make more friends. When I had an internship at the CVS Pharmacy I met a lot of new people.

But one of my new friends at the CVS got fired. She tried to get me to steal something with her, but I told my supervisor.

Should I forget about making friends when I get a job?

ANSWER:

You have learned that you have to choose your friends carefully when you go to work.

When you first start a new job, be nice to *everyone*. Smile and say hello, then get right to work. You might want to take your breaks with different people. Don't eat lunch with the same people every time.

Take your time to figure out who is really a good friend. Good friends do not tease you or try to get you to do things that the boss won't like.

You will make friends at work. Just take your time to pick the *right* friends.

Module 4, continued

#5

I'm hoping that when I start my new job I'll make a lot of new friends. I don't have a lot of friends at school and it's really frustrating. I have a couple of friends, but I would like to know more people.

I'm looking forward to a chance to make a whole new group of friends at work.

What should I do to make friends when I'm finally working in my new job?

ANSWER:

You *will* meet a lot of new people when you get a job. But you will not be at work just to make friends. You'll be there to get your work done and to earn your paycheck.

After awhile, you'll know who you can eat lunch with, and who will share your break times.

But the *best* place to make friends is in other activities that are *outside* of work. Talk to your teachers and family about things that you can do when you are not working.

There might be a class or a club that you would enjoy after work. Or maybe there's a place where you would like to volunteer on the weekends. If you join something that you attend often, you will have a good chance of making new friends.

No matter what, be polite and friendly to everyone at work.

#6

Last week I visited a place where I might get a job. I saw an argument between two workers.

They didn't agree on how to put some video games on a shelf for the customers.

The supervisor had to go over and talk to them. He was really mad because they were arguing and they weren't getting their job done.

Sometimes *I* get really frustrated and *I* argue with people. I don't want to fight with people and I really don't want to get a supervisor mad.

What should I do if I start getting frustrated at work?

ANSWER:

You're very smart to think about this before going to work.

First, make sure that you understand what you are supposed to do. Ask questions. Ask the supervisor to show you what you are supposed to do. Then you won't get as frustrated.

If you find that you are having trouble, *stop* what you are doing and take a few slow breaths. Wait before you say anything. Then you can calm down easier.

If you're getting frustrated, stop what you are doing and ask for help. our Job Coach or your supervisor are there to help you.

If someone you work with is trying to get you to argue, stop what you are doing and ask for help. Remember that your supervisor is there to help you do the job right.

Module 4, continued

#7

I have a friend who really doesn't like to go to work. She says that there is another worker who bothers her all the time. He teases her and sometimes gets in her way.

I don't want that to happen to me.

What should I do if someone is teasing me and I can't do my work?

ANSWER:

If someone is teasing you or getting in the way so that you can't do your work, tell them to stop.

Then you have to tell your supervisor right away.

Your supervisor will either talk to the person who is bothering you --- or will bring the two of you together so that you can fix the problem.

If the supervisor doesn't take you seriously or is the person who is bothering you --- find another supervisor to talk to.

No one is supposed to be teased or bothered at work. Say something so that it will stop.

#8

I had a work experience at an office to help sort the mail and deliver it.

I was supposed to be learning about what it is like to have a job.

I thought it was really boring.

Then I got an internship in a store in a mall. I was supposed to hang the clothes and keep the racks really neat. That was boring, too.

I think that work is really boring and I'm not interested in a getting a job. What kind of job can I get that isn't boring?

ANSWER:

First you should figure out *where* you would like to work. It may not be the job that is boring – it may be *where* you are working. Look for jobs in places that interest you.

And then you will probably *have* to start by doing something that is pretty boring. Everyone who starts work after high school gets jobs that are not always interesting.

But that's how you learn about the job and learn about the place where you are working. You also learn about how to get to work on time, how to get along with people at work, and how to please the supervisor.

If you show that you do a good job and have a good attitude, then you will be given other things to do.

Module 4, continued

#9

I have an internship at a bagel store where people come in and buy coffee, bagels, and sandwiches. My job is to put the potato chip bags on a rack and put out the drinks. I also clean the counters and tables.

Sometimes it gets very busy and I can't keep up. My supervisor gets mad at me because I try to do everything but I get confused.

Yesterday I forgot to put more napkins out because I was busy carrying drinks from the cooler. I just wanted to cry because I'm trying to do my best and I would like to get a job there.

Should I quit? What should I do?

ANSWER:

If you have a Job Coach, talk it over with them --- but you still need to talk to your supervisor about your job. Explain how you are doing your best but you need some help.

The supervisor may realize that you have too much to do.

Or maybe you need a better system that will help you to keep up.

Make it clear that you want to do a good job because you like working there. Your supervisor will probably find a way for you to still help out without getting confused.

#10

I always get nervous when it's time for report cards. My teachers talk to me and write out something called a "progress report" for me and my parents. It tells how I'm doing.

I just found out that I also get a progress report when I go to work. I'm afraid that I will get a bad progress report and I'll get fired. How do I get a good progress report?

ANSWER:

Progress reports at work are sometimes called "evaluations." The supervisor writes down what you do well – and what you need to work on.

These reports are very helpful to you! They tell you what you need to practice so that you will get better.

They also tell you what you are doing right!

If you want a good progress report, make sure that you are getting to work on time. Make sure that you are doing what you are supposed to be doing, and not wasting a lot of time.

And if you are worried about how you are doing, ask your supervisor. Don't wait until it's time for a progress report!

MODULE 5: MANAGING WORK AND PERSONAL LIFE

#1

I take my lunch to school because I don't really like what they serve in the cafeteria. My grandma lives with us so she makes my lunch every day.

She keeps saying that when I go to work I'm going to have to make my own lunch.

This has me very nervous. How am I going to do that?

ANSWER:

Ask your grandma to start showing you right now how she puts your lunch together. It's not that hard! Talk to her about what foods you like.

When you start a job, you can make your lunch the night before you go to work. Then you don't have to worry about making it in the morning.

You'll probably have a place at work to store your lunch --- like a locker or a refrigerator. They might even have a microwave that you will be allowed to use.

Make sure that you bring foods that are healthy for you. You don't want foods that are loaded with sugar and fats.

You might want to include a snack, too.

#2

I have an internship after school and that time of the day I'm really hungry.

There are vending machines that have lots of snacks, like potato chips, popcorn, and cookies.

I usually buy something like that but I still get hungry later. So then I usually buy a soda.

Is this okay?

ANSWER:

Think about all of the money that you are spending! And you are buying foods that aren't very good for your health.

Those snacks are full of fat and sugar. They are okay as a special treat once in awhile, but you should not be eating them a lot. And soda is really unhealthy.

If you know you are going to get hungry when you work at your internship, take something with you to eat. Keep part of your lunch for your internship. Put a snack in your backpack, like a granola bar or some fruit.

Module 5, continued

#3

When I started high school it took a long time to figure out where to sit in the cafeteria. I had a couple of friends but they had a different schedule, so I didn't see them at lunch.

Sometimes I ate alone, which I really hated.

Then I finally sat at a table with people I felt comfortable with. I ate there every day and we had a good time.

Do I have to go through this again when I start a new job? Where am I going to sit when I eat lunch?

ANSWER:

It may take awhile before you know where you will eat lunch.

Some jobs have short lunch breaks and everyone eats in a lunch room.

Other jobs let people take their lunch break when the supervisor says it's okay. They may eat at their desks, or in a break room --- or they may go out and buy their lunch.

When you start your job, ask where everyone eats lunch. Join people at the lunch tables, but try to sit at a different table every time so that you can meet more people.

You will figure out where to eat your lunch. But be patient. It might take some time before you feel comfortable.

#4

I have been to visit the place where I will start working in the summer. It looks like it will be interesting and fun.

But I will have to be there three days a week!

That seems like an awful lot of time. I have so many other things to do!

What do I need to do to be ready to work 3 days a week?

ANSWER:

You are very smart to think ahead. Three days a week means that you have a part-time job.

The first thing you need to do is make sure that you have everything ready for your new job. Plan how you will get to work, what clothes you will wear, and what you will take for lunch.

You want to make sure that you do a good job and you are there when you are supposed to be.

Your *job days* are the most important days of the week.

On the other days you should stay busy, but get lots of rest so that you are not too tired at work.

Module 5, continued

#5

I'm already really nervous about going to work. I get upset if I have too much to do. I start to worry and then I get afraid.

I'm worried that I won't be able to get to work on time. I won't know what to do when I get there. The people won't be nice to me. Maybe my boss will be really mean.

And maybe I won't know how to do the job and I'll get fired!

My teachers keep telling me not to be nervous. They think I will love working.

What do you think? How can I relax?

ANSWER:

Of course you're nervous! A new job is a big step!

But don't worry – there are millions of people working and they're doing fine. You will be one of them soon!

The best thing to do is to ask a lot of questions. Ask your friends and family about their jobs. Ask them what it's like. Tell them that you are a little nervous.

If you have a job interview, ask what you will have to do in the job. Ask them to explain to you what it is like to work there. Tell them that you are excited, but you have a lot of questions!

When you start working, the first few days will be like going to a new school. Soon you will realize that you know exactly what to do. You'll meet lots of nice people, including nice bosses.

If you come to work on time and work hard, you'll do just fine. You won't be nervous any more!

#6

My mom started a new job and she's always really tired. She's working a shift that starts at 3:00 and she comes home really late. She says that soon she won't be tired, but she has to get used to her new schedule.

I am worried that I will be really tired when I start working. I'm already tired from getting up every day to go to school! How can I make sure that I'm not really tired when I start a new job?

ANSWER:

Getting up every day can be tiring if you haven't had enough sleep.

Getting enough sleep is very important. When you start your new job, go to bed earlier than you normally do. Give yourself time in the morning to have a good breakfast and clean yourself up for work.

When you get to work you won't feel so tired. Like your mom, it might take a couple of weeks. But if you get enough rest then you will be full of energy when you go to work!

Module 5, continued

#7

This morning my teacher asked me if I had stress about getting a job.

I don't really know what she meant. She said that I might feel a little stressed when I start my new job.

What does she mean and how can I get rid of stress?

ANSWER:

Stress is when you are nervous or anxious about something. People who feel stress are usually worried about something. They might not be able to sleep, or they might be really cranky.

Sometimes people with stress have trouble paying attention. They might cry or sometimes they eat a lot more than they usually do.

Your teacher may have noticed that you are acting a little differently. She may think that you are worrying about getting a new job.

The best way to get rid of stress is to find out about things that are bothering you. Ask a lot of questions. Knowing some answers will make you feel better.

Talk to your teacher about what you are feeling. Or talk to a friend or someone in your family.

Stress can go away if you talk to people. And remember – you will probably love your job! So don't worry so much!

#8

When I start my new job my sister is going to be driving me to work. She has to take her kids to the babysitter first. She's always late.

If one of her kids is sick, then she stays home and I don't have a ride. Plus I have a lot of chores to do in the morning. I have to make my own lunch, clean the kitchen up, and do some other things for my mom and my sister.

My teacher keeps saying that I can't be late for work. I'm really worried that I will be late – a LOT. How can I get to work on time?

ANSWER:

Congratulations on being so concerned about getting to work on time. Your supervisor will be very pleased that you don't want to be late.

Talk to your family and explain that you want to do well in your job. That means that you have to get to work on time.

Talk about what you can do if your sister is late or not able to drive you. What else can you do? Is there a bus you can take? Is there someone else who can drive you?

You can talk to your Job Coach or other friends to see if they have any ideas.

But be very clear that you really want to get to work on time!

Module 5, continued

#9

I just started an internship and I'm hoping that they will hire me.

My supervisor gave me a few things to do every day in my job. As long as they all get done by the end of the day, my supervisor is pleased.

I can't seem to get everything done. People stop by to talk to me and joke around.

I get started on something and then I find something else to do. Sometimes I need to take a break.

Sometimes things take a lot longer than I thought they would.

How can I please my supervisor by getting everything done by the end of the day?

ANSWER:

You should only be talking to people about the work you have to do.

If you want to joke around, do it during your break. Make sure you only take a break when your supervisor says it's okay.

Ask your supervisor or Job Coach to help you to plan how you will get your work done. You need a schedule to follow.

If some things take longer than you thought they would, then talk to your supervisor about what you should try to finish before you go home.

Your supervisor may decide that you can do some things the next day that you come to work.

When you have a job, you are supposed to focus on getting the work done. Tell the people that you work with that you are busy and have to get your work done.

#10

I like to go to school because I feel safe there. When I go home I am teased and my uncle is really mean to me. It makes me very nervous and upset. I don't tell anyone because I was told not to say anything.

I really don't want to get a job because I don't know what it will be like. They may be mean to me there, too, and I won't feel safe like I do in school.

I'm really getting upset about this. What should I do?

ANSWER:

Talk to a teacher right away. No one should tease you and be mean to you, whether it is at school or at home. At least talk about how you feel so that your teacher can help you.

You will feel a lot better and can start planning on getting your new job.

MODULE 6: Confidence on the Job

#1

I have been taking some classes about getting ready for a job. I don't think I will be able to do a job.

Some things are hard for me and I'm afraid that I am going to be told to do things that I can't do.

I don't really know how to do a job. Everyone in my family gets up in the morning and goes to work, but I'm not even sure what they do all day.

I don't think I'm ready for this. What should I do?

ANSWER:

It only makes sense that you would be worried about starting a new job. If you've never had a job before, you don't know what to expect.

When you get an internship or a job you will get a lot of answers to your questions. You will be told what you are supposed to do. You will get lots of help in doing your job.

If you want to do well in your job, you need to make sure that you get to work on time. Make sure that you are clean and that your clothes are clean.

When you get to your job, smile and be friendly. Once you know what to do, work hard the entire time you are there.

Ask questions because people are there to help you. You'll do fine!

#2

Sometimes I make mistakes in school and I feel terrible. I wish that I could do better.

I'm afraid that I will make mistakes when I get a job. I don't really want to work because everyone says if you make a mistake you get fired.

I try my best but I just can't get it right sometimes. It's probably better that I don't get a job. Is it true that you can get fired if you make a mistake?

ANSWER:

Everyone makes mistakes, especially when they are first learning something.

When you start a new job you will probably make a few mistakes, but don't worry about it. Your supervisor will just want to know that you are trying your best.

You can't get fired when you are working hard and doing your best.

If you don't understand what you are supposed to do, then you need to ask questions. If the job is too hard, you will be able to do something else.

Don't worry – you will have lots of people to help you and you'll do fine!

Module 6, continued

#3

I have a disability and everyone at my school already knows about it. But pretty soon I am going to have to start a new job and the people there will not be used to my disability.

Sometimes people don't even try to get to know me because all they see is my disability.

There are some things that they will need to know.

I may need some help with some things. There are going to be some days that are harder than other days and they should know that.

How do I let people know that I can do the job even if I have a disability?

ANSWER:

At any new job it will take awhile to get to know new people. It may be a little bit harder if the people you work with are not used to working with someone with a disability.

You can decide how much you want to tell them. Sometimes it's better to be very open and just tell them what they need to know.

You don't have to tell them everything. Just tell them that you can do the job but you might need a little help now and then.

Sometimes it's better to wait until you know who you want to talk to. You should talk to your supervisor, but you might want to wait before you share anything with anyone else.

The most important thing is to always do your best on the job. Be pleasant and polite. Get to work on time and work hard so the people you work with will like working with you.

Then they will see YOU and not just the disability.

#4

I am not so sure that I can handle both my job and my health. I have to take medications and keep track of my diet.

Some days my health is better than other days. How am I going to do a job and take care of myself?

ANSWER:

This is a problem for a lot of people. You may want to work part-time instead of every day of the week, so that you have some days to rest. You should make sure that you get a job that enjoy and that is not too tiring.

Keeping busy is very important when you are worried about your health. When you get a job you will be very busy. You will make friends and the other workers will appreciate it if you come in and help them out. If you are feeling like you can't handle it, talk to friends and family.

Talk to a Job Coach if you have one, and talk to your supervisor. Changes can be made in the job so that you can do the job and take care of your health.

Module 6, continued

#5

Sometimes I get really frustrated and angry. Sometimes I get so angry that I start yelling at people.

I have been practicing how to calm down so that I don't get mad. I'm much better at staying calm now, but I still get really frustrated.

When I go to work, what should I do when I start feeling really frustrated?

ANSWER:

It is a very good thing that you are learning how to calm down. When you get frustrated and angry you get upset -- and you get everyone else upset.

You shouldn't do that with your friends and family --- and you can't do that at work!

First of all, make sure that you know what to do at work. If you understand your job you will do better at it. Then you won't get so frustrated.

If you start to get frustrated, you need to *stop working*. Take a few deep breaths. Go away from the problem so that you can calm down.

Look around at your job and you will see that most people do not get angry at work. They have too much to do! To be a very good worker, you must never yell at anyone and you need to stay calm.

#6

When I am at school and I have a problem, I have a lot of people to talk to.

My teachers listen to me. I have an Aide who helps me. And I know the school nurse and the guidance counselor well enough to visit their offices whenever I have a problem.

When I graduate I'm going to work at a job.

Who will help me at work?

ANSWER:

There are lots of people who will be able to help you at work.

You should try to solve your problems on your own at first. Talk to friends and family to get some ideas.

You may have a Job Coach who can give you advice.

If you still have a problem, talk to your supervisor. You can talk to the people you work with, but they will probably tell you to talk to your supervisor.

Remember – you should try to solve the problem by yourself first. But sometimes problems are too big and you need extra help.

Don't worry – you will find people at work who will help you.

#7

My brother just got fired from his job. He said that he didn't do anything, but then I found out later that he borrowed some tools and he wasn't supposed to.

Now I'm getting worried that I may get fired.

What are things that can get you fired?

ANSWER:

You can get fired if you are late or absent a lot. You have to follow safety rules and wear the clothes or uniform that they tell you to.

You can't argue with the boss.

Obviously, you can't steal or borrow anything from work, even if another worker tells you it's okay. Don't bring anything to work that doesn't belong there, like toys, games, cash, or alcohol.

You can listen to an iPod if they tell you that you can.

The most important thing is to get to work on time and work hard. Take your breaks only when you are supposed to. If you have any questions, ask your supervisor.

#8

I am excited about getting a job and I'm trying to learn everything in the job readiness class.

My teacher said that I should do ten things to show that I take my job seriously.

What are those ten things?

ANSWER:

The ten things are:

You come to work when you are supposed to.

You come to work on time

You always try to do your best work

You finish your work on time.

You follow the rules.

You are friendly and nice to everyone.

You cooperate with everyone, including your boss.

You are always clean and polite.

You try to learn new things.

And you set goals so that you can get better at your job.

Module 6, continued

#9

I think that I will do better in a job if I can work with other people. I like to do group projects at school and I always get along with everyone.

Will I be able to work with other people when I get a job?

ANSWER:

In most jobs you will have to work with other people. It depends on what job you do.

Even if you work by yourself, you will have plenty of time to talk to other workers during your breaks. You can sit with people during lunch and talk to them.

You can ask for help from other people if you need it.

And if your job lets you work with other people, keep up the good attitude!

Supervisors like it when their workers like to work on group projects and always get along with people.

Always be nice and polite with anyone you work with.

#10

I have had an internship and I have already started a job after school. When I graduate I will work more hours.

I love my job and I'm very proud of the work that I do.

But my supervisor never says anything to me, so I don't really know if I'm doing okay.

Sometimes I get nervous that maybe I'm not doing as well as I thought.

How do I know how well I am doing at work?

ANSWER:

Are you getting to work on time?

Are you doing the work that you are supposed to be doing?

Have you checked with your supervisor to make sure that you are doing the work right?

Sometimes supervisors don't have time to tell you how you are doing. Once in awhile you might want to ask "How am I doing? Is there something I can do better?"

If the supervisor can count on you to show up on time and work hard, then you are probably doing just fine.

You should be proud!

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