

Employment Activity Booklet

Activities Focused on Key Performance Indicators for Success in the Workplace

Inspired by Meticulon Assessment Services

Created by members of the SEAN Network

Background

In March of 2020, our employment services in BC were forced to pivot and adjust in response to the COVID 19 pandemic. We witnessed the mass majority of employed individuals with disabilities becoming laid off as businesses shut-down or reduced services. Employment Services were reporting that up to 85% or more of their job seekers were now out of work. Our employment services were mandated to follow Public Health Guidelines which included isolation, sometimes quarantine and mandatory social distancing of 6 feet or more.

Nearly all employment services shifted to virtual meetings. But this did not stop the SEAN (Supported Employment Advocacy Network) from meeting weekly via zoom and collaborating about the “new normal” of employment services. Resources and support was freely given during these Friday lunch meetings. The most frequently asked question was, “What can we do with our job seekers from home and at a distance to keep them engaged in employment”? From these conversations, a group of dedicated employment specialists teamed up and created this activity booklet.

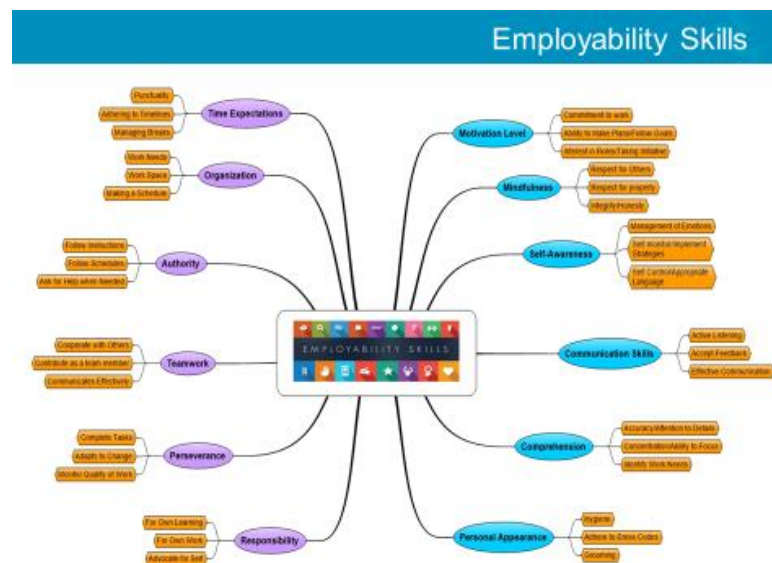
The 12 KPIs (Key Performance Indicators) were fleshed out and articulated by a company from Alberta call Meticulon (MAS). Inclusion Langley Services had developed a relationship with MAS in 2018 when partnering in a youth employment assessment project that used the 12 KPIs. We know that people with disabilities often struggle with the soft skills of employment and supporting the development of those skills can be job saving and create successful outcomes in the longevity of employment. This booklet is designed to support the practice and demonstration of those skills.

Use this booklet as a springboard for ideas. You may need to be selective about the activities you choose and you can adjust each activity according to your job seeker. If you have any suggestions, additional activity ideas or comments please contact Annette.borrows@southfraser.com

Special thanks to the creative teams at:

Inclusion Langley Society, Delta Community Living Services, Community Living Society, Semiahmoo House Society, Milieu Family Services, Fraserside Community Services Society, WorkLink Employment Services, Richmond Society for Community Living, Chilliwack Society for Community Living and Anne Millerd.

(Employability Skills matrix property of Meticulon.com)



COMPREHENSION

Definition: The level or capability of understanding concepts and gaining knowledge from what they've learnt.

Accuracy and Attention To Details

Definition: the ability to obtain a correct or precise value of a specification/task with a level of meticulousness and thoroughness.

Concentration and Ability To Focus

Definition: completing assigned tasks within the designated timeframes, taking breaks as scheduled.

Ability To Identify Work Needs

Definition: accessing support from supervisors, peers or other resources in a constructive and effective manner. Ability to prioritize requirements.

Comprehension

Reading and Understanding Work Notes

Read the following posted note and answer the questions below.

*We are closing early today.
Lock the doors at 3:00 then finish serving the
customers.
Thank you, Management*

Questions:

1. Why was this note posted?
2. According to the note, what should you do at 3:00?
3. What should you do if there are still customers in the store?
4. Who posted the note?

Comprehension

Reading and Understanding Emails

Read the following email and answer the questions below.

From: Annette Borrows
Sent: April 28, 2020 11:11 AM
To: Rita English
Subject: Dragonboat paddles

Hi Rita,

I noticed that there are 32 wooden paddles in the lock box at the lake. There are only 24 lifejackets. I picked up a brochure that has three different life jacket styles for sale. I think it would be best if we have the same amount of life jackets as paddles. Can you give me a call as soon as possible as I would like to decide which life jackets to buy for the team. I will be in the office only until 10:30am tomorrow.

Thank you,
Annette Borrows
Team Manager
604-333-1234

Questions:

1. What time was the email sent? _____
2. What kind of boat does Annette paddle in? _____
3. What is the Subject of the email? _____
4. How many life jackets does Annette need to purchase? _____
5. What time does Rita need to call Annette by? _____
6. What is Annette's position on the team? _____
7. What is Annette's phone number? _____

Comprehension

Interpreting common codes and signs

Dates

Number the dates from 1 to 11 starting with most recent to oldest.

_____	1/17/2014
_____	Nov 2019
_____	6/4/1999
_____	Mar 2020
_____	Aug 2021
_____	Apr 1982
_____	Sept 1975
_____	Dec 2021
_____	July 2021
_____	9/22/2021
_____	10/1/2021

Comprehension

Road signs

Write down what each road sign means.

























Possible answers:

- a) 4 way intersection
- b) 12.6 feet of clearance between the ground and the bridge
- c) Avalanche area
- d) Bear in the area
- e) Construction ahead
- f) Do Not Enter
- g) Obstacle ahead – stay right Railway crossing
- h) Risk of falling rocks
- i) Road narrows ahead
- j) Right turn ahead
- k) School zone – speed limit is 30 km/hr
- l) Slippery road surface
- m) Stop
- n) Traffic light ahead
- o) Yield

Comprehension

WHMIS signs

Write down what each WHMIS symbol means













Possible answers:

- a) Biohazard Infectious Materials
- b) Corrosion
- c) Environment
- d) Exclamation mark
- e) Exploding bomb
- f) Flames over O
- g) Flame, Gas Cylinder
- h) Health hazard
- i) Skull and Crossbones
- j) Acute Toxicity and potentially fata

Draw a line connecting Column A to the correct meaning in Column B

COLUMN A

Biohazard Infectious Materials

Corrosion

Environment

Exclamation mark

Exploding bomb

Flames over O

Flame, Gas Cylinder

Health hazard

Skull and Crossbones

Toxic and potentially fatal

COLUMN B

Aquatic Toxicity like diesel fuel

Cigarette smoke as an example

Infectious disease like COVID-19

Toxic and potentially fatal

Skin or eye irritant

Gases Under Pressure like Propane

Can cause damage to your eyes

Oxidizers like Chlorine

Gasoline for your car

Explosives like firecrackers

Comprehension

Barcodes



Products;

- Ending in 0 are canned foods
- Ending in 1 are bicycles
- Ending in 2 are snacks and candy

- Ending in 3 are gardening products
- Ending in 4 are frozen food products
- Ending in 5 are cleaning products
- Ending in 6 are clothing
- Ending in 7 are tools
- Ending in 8 are produce items
- Ending in 9 are bakery items

1. How many barcodes start with 1234? ____
2. How many of the 10 barcodes can be found in at a grocery store? ____
3. What are the product barcodes that can be found at a hardware store? ____
4. What barcode would you look for if you need seeds for your garden? ____
5. How many barcodes end in 2? ____

TEAMWORK

Definition: Participant is an effective part of a team, actively volunteering/taking on delegated roles, following through with assigned responsibilities and duties.

Cooperating With Others

Definition: adapting to different assigned roles, and/or volunteering for positions to contribute to successful task completion.

Contributing As a Member of the Group

Definition: volunteering or taking on assigned role towards successful task completion.

Communicating Effectively

Definition: engages and responds appropriately with team members, outlining planned and completed tasks.

EFFECTIVE TEAMWORK LESSON PLAN

Group Activity 1 (Total Time 10 minutes)

Teamwork-Collaboration, Cooperation and Contribution within your teamwork frame

Activity: Making paper chain using one hand

Learning Objective: Group based activities to help participants learn about collaboration and cooperation in any team environment.

Materials: 3 pairs of Scissors, 9 different colour sheets of construction paper, tape

Activity Goal: To make longest looped paper chain

Instructions

1. Divide participants into 3 groups- Group A, Group B and Group C
2. Each group gets a pair of scissors, 3 sheet of construction paper of varying colors and 1 tape
3. Facilitator will give brief explanation, assimilation and instruction on how to build a paperchain to the participants before group will start with the activity.
4. Each participants use only one hand to do this activity
5. Please follow the paperchain exercise below:

Paper Chains

- a) *Cut strips of paper in varying colors.*
 - b) *Tape ends together to make a loop.*
 - c) *Insert a second strip of paper into the loop.*
 - d) *Tape strips to make an interconnected loop.*
 - e) *Continue until your paper chain is as long as you want it.*
6. Groups will start their activity and will be allowed 5 minutes to complete the task.
 7. Discussions and interactions amongst the group members are timed and observed.
 8. As soon as 5 minutes is up, facilitator will ask all 3 groups to stop the activity

Discussions: Getting the participants from each group to answer the questions.

1. Which group has the longest chain?
2. What team behaviours helped them to make the longest chain?

Facilitator should be looking for answers such as:

- I. Communication- talking to each other

- II. Being able to adapt to new situation with the team
- III. Cooperation-Delegation/Assignment of tasks amongst team members

3. What caused the hindrance during the activity?

Facilitator will discuss with participants purpose of using one hand during the activity:

- I. To complete the tasks as a team using every team members hand
- II. Show of unity and cooperation within the team to be successful in completing tasks

Group Activity 2 (Total Time 10 minutes)

Teamwork-Importance of Communication within your teamwork frame

Activity: Making paper chain using only one hand, no conversation/talking during activity.

Learning Objective: Group based activity to help participants understand and learn importance of communication in any team environment.

Materials: 3 pairs of Scissors, 9 different colour sheets of construction paper, tape

Activity Goal: Goal is to make longest looped paper chain without talking to your team members during the activity and using only one hand to contribute towards the task.

Instructions

1. Divide participants into 3 groups- Group A, Group B and Group C
2. Each group gets a pair of scissors, 3 sheet of construction paper of varying colors and 1 tape.
3. Each group assigns a team leader
4. Before starting the activity, each leader of the group meet with their team for 1 minute to discuss whatever they feel will be important for the activity.
5. Participants will not talk during the activity
6. Participants will use only one hand in this activity.
7. Facilitator will time the activity for 5 minutes and will have her timer set to go
8. As soon as 5 minutes is up, facilitator will ask all 3 groups to stop whatever tasks they were doing.

Discussions:

1. Facilitator will ask the group with the longest paper chain;
 - a) What helped you make the longest chain?
2. Facilitator will ask the group with the shortest paper chain;
 - b) What made it difficult to work as a team
 - c) Is it related to not able to communicate with your team
3. Facilitator will ask the team leaders to explain their 1 minute discussion they had with their team before the activity?
 - d) Did the team members follow the instructions well from their team leaders?
Were they able to comprehend the instructions?

- e) How was the communication style?
 - f) How important is for everyone to communicate in order to complete the task?
4. Facilitator will discuss the purpose of not talking during the activity:
- g) To identify the impact of no verbal communication to complete the task

Teamwork

Building a tent Activity

Work together to build a tent. Use the instructions included with the tent or have someone that knows how to build the tent give the instructions. Optional: have people try on a disability like blindfold, ear plugs, tie an arm around your waist. When complete answer the following questions:

1. Were you able to complete building the tent?
2. Who took the lead?
3. Who followed instructions?
4. Were there any conflicts? How did they get resolved?
5. How did everyone feel about how it went?
6. If you added the challenge of a disability, discuss how that felt.

Teamwork

Physical distanced team work

Baking cupcakes

Steps:

- Buy ingredients (cake mix, cupcake wrappers, eggs, oil, milk, icing, any decorations)
- Drop-off the ingredients to the person you have been instructed to give to
- bake cupcakes
- Deliver the cupcakes to the person you have been instructed to give to
- Decorate cupcakes
- Deliver equal amount of cupcakes to the people you have been instructed to give to

Communicate through phone calls, email or zoom call to decide how to divide steps between team members.

Follow steps as decided (using good hygiene, masks and gloves as needed).

Take pictures of each step during and after completion.

These tasks can be completed with assistance if needed.

When complete please answer questions:

- 1: How did it feel working with your team mates?
- 2: Did you complete your assigned task?
- 3: What would happen if you didn't complete your part?
- 4: Did anyone else not complete their part?
- 5: How did this feel? How would this feel if it did happen?
- 6: How did you feel when all tasks were completed and you got to have your cupcake?
If all tasks were not completed why not? How did this feel?
- 7: How did you decide who would complete each task? Were you happy with this?
- 8: Was there anything that happened that you weren't happy with?
- 9: How were conflicts resolved if there were any?

Teamwork

Hole Tarp Team Building Exercise

The objective of this challenge is for the team to work together to navigate a ball around a tarpaulin for as long as possible without the ball falling through a hole or off the tarp completely.

The aim of the challenge is for the tennis ball to travel around the tarp for the longest time possible without falling through the holes or coming off the tarp. Participants are provided with a tarp which they have to hold with both hands, creating a table top effect. If the ball falls off the tarpaulin or through a hole, the team must restart the challenge.

To create physical distance participants must stand 2 meters apart. To assist in good hygiene participants can wear gloves or wash hands before and after holding tarp, and a mask is optional.

When activity is complete ask participants these questions:

- 1: How did you feel working with your team mates?
- 2: Were you able to keep the ball on the tarp?
- 3: If it fell off how did you feel?
- 4: Were your team mates supportive of you?
- 5: Did everyone communicate to discuss strategy?

Teamwork

Spaghetti and Marshmallow Tower

Teams are given 15 minutes to build the tallest tower using spaghetti and marshmallows. Make sure each team is 6 feet apart and when communicating with other team members be sure to create a safe distance to ensure safety for all.

Materials:

- Dry spaghetti
- Marshmallows

Instructions:

In groups of 2 or 3 each team will choose a team leader. The team leader will provide instructions to the team but cannot participate in the building.

Teams are given 15 minutes to try and build the tallest tower. The tower has to stand on its own using only spaghetti strands and marshmallows.

Discussion points:

- Was it hard or easy to be part of a team?
- Was it hard being the leader and not being able to use your hands?
- Was it hard to understand what the leader wanted you to do?
- Did anyone get frustrated?

MOTIVATION

Definition: Participant is actively involved and engaged in his/her learning, taking initiative and seeking additional supports where appropriate.

Commitment To Work

Definition: adapting to different assigned roles, and/or volunteering for positions to contribute to successful task completion.

Ability to Plan and Follow Goals

Definition: completing assigned tasks within the designated timeframes, taking breaks as scheduled.

Interest in Role/Taking Initiative

Definition: accessing support from supervisors, peers or other resources in a constructive and effective manner.

Motivation

It is important to find out areas of interest of the Job Seeker, as people tend to be motivated to do activities they have a keen interest in. The areas they chose are from examples of non-virtual Discovery activities and also what they have seen is popular themes for people, working with animals, food service and horticulture.

Motivation: Definition: Participant is actively involved and engaged in his/her learning, taking initiative and seeking additional supports where appropriate.

- Commitment to Work

A. Working with Animals

Job Seeker takes pictures or video of common aspects of caring for household pet as appropriate. Activities may include: feeding, bathing, walking, cleaning, brushing, trimming, etc. If Job Seeker does not have access to household pet, Job Seeker outreaches to a friend or neighbor for use of a pet.

B. Working outside- Horticulture

Job Seeker takes a before and after picture of an area that has been maintained- mowing lawn, cultivating a flower bed, weeding, raking leaves, clearing brush

- The area is dependent on Job Seeker's living situation- if Job Seeker does not have access to their own property, this can be done at a friend or relative's property.

(The amount of assistance required is completely dependent on Job Seeker. Job Seeker can request as much assistance as needed to complete any portion of the task.)

Follow-up Questions:

1. How did you feel during the process?

- Did you feel like giving up?
- What was your favourite part?
- Least favourite part?
- What kept you motivated?

Motivation

Ability to Plan and follow Goals

1. Choose a location that you have not previously been to. Go on line and find the best bus route. Take the bus to the building, take a picture of the building and then return home on the correct bus.
2. Acquire some seeds or bedding plants for flowers or veggies that interest you. Research the type of soil, compost and pot that will be the most suitable for that product. Make sure that you track the amount of light and water needed to be the optimum level for growth. Take pictures along the way to show the success.

(The amount of assistance required is completely dependent on Job Seeker. Job Seeker can request as much assistance as needed to complete any portion of the task.)

Follow-up Questions:

- How did you feel during the process?
- Did you feel like giving up?
- What was your favourite part?
- Least favourite part?
- What kept you motivated?

Motivation

Interest in Roles, taking Initiative

1. Animal Care

If you have a dog that you have never walked alone, please determine a good route to take the dog. Make sure that the dog is secured on the leash. Be prepared with bags to clean up after your animal. Have a family member support you at a distance to offer a level of assurance.

2. Food Service- Baking

Job Seeker chooses a familiar (favourite) and unfamiliar recipe to execute and review. Job Seeker takes pictures or video of ingredients needed and process, including decision making. Job Seeker documents and shares challenges and troubleshooting during baking. Job Seeker shares results and reviews completed product.

(The amount of assistance required is completely dependent on Job Seeker. Job Seeker can request as much assistance as needed to complete any portion of the task.)

Follow-up Questions:

- How did you feel during the process?
- Did you feel like giving up?
- What was your favourite part?
- Least favourite part?
- What kept you motivated?

AUTHORITY

Definition: Participant is able to identify, plan, and structure tasks and assignments in a transferable manner.

Following Instructions

Definition: completing tasks by adhering to instruction and supervisor guidelines.
Prioritizing between verbal and written instructions.

Following Schedules

Definition: completing assigned tasks within the designated timeframes, taking breaks as scheduled.

Seeking Help When Needed

Definition: accessing support from supervisors, peers or other resources in a constructive and effective manner.

Authority

Definition: Completing tasks by adhering to instruction and supervisor guidelines. Prioritizing between verbal and written instructions.

Following Instructions

Completing tasks by adhering to instruction and supervisor guidelines

Materials

- Following Directions sheet (attached)
- Pencil/pen, eraser
- Colouring pencils, felt pens, or crayons

Procedures

- Give the sheet to the client
- Outline the instructions for completion

Modifications

- Read instructions to the client
- Draw for the client if fine motor can be a challenge
- If hesitant to draw, perhaps find items to cut and paste



Name: _____

Following Directions

Directions: Complete the faces by following the directions below.

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

Make face number 1 happy.

Give face number 3 a hat.

Make face number 7 sad.

Give face number 6 long, black hair.

Make face number 9 scared.

Draw face number 4 as your mom.

Give face number 5 red hair.

Make face number 2 mad.

Give face number 8 short, brown hair.

Authority

Definition: Completing tasks by adhering to instruction and supervisor guidelines. Prioritizing between verbal and written instructions.

Following Verbal Instructions

Completing tasks by adhering to instruction and supervisor guidelines. Prioritizing between verbal and written instructions

Materials

- Following Verbal Directions sheet (included)
- Prioritizing Between Verbal and Written Instructions sheet (included)
- Pencil/pen

Procedures

- Give the sheet to the client one at a time
- Help to read and understand the instructions for completion

Modifications

Following Verbal Instructions Activity

- Record these instructions and send recording for those who don't have the support
- Set up a Zoom call to read the instructions
- Person can take photos of completed work or before/after photos

Prioritizing between Verbal and Written Instructions Activity

- Increase sheet font size
- Ask a support person to read and record answers
- Set up a Zoom call for completion

Authority

Following Verbal Instructions

Name_____

Date_____

Have someone read the instructions for you to follow.

Indicate if completed independently or with support.

- 1) Turn around three times
- 2) Do 10 jumping jacks
- 3) Get a drink of water
- 4) Find something that you might wear to work
- 5) Find something you might take in your lunch to work
- 6) Sweep the floor
- 7) Clean off the counter
- 8) Find your cell phone
- 9) Text someone on your cell phone
- 10) Phone someone to say "Hi" and tell them you are doing something for work

Authority

Prioritizing Between Verbal and Written Instructions

Name_____ Date_____

Read and write what is **most** important, important and **least** important

1)

- A supervisor asks you to clear off your desk _____
- Your co-worker emails a list of things to do _____
- You have planned to meet a friend for your coffee break _____

2)

- You have a meeting with your manager _____
- There are papers you need to shred _____
- You have to return an email from a co-worker _____

3)

- A co-worker asks you for help to finish a work project _____
- You need a coffee _____
- Your work from yesterday has not been finished _____

4)

- There is a phone call you must return from a co-worker _____
- Your boss asks to speak to you _____
- You want to text your friend about meeting for lunch _____

From this sheet what have you learned about what is important to do first

If you don't know who can you ask?

Authority

Definition: completing tasks by adhering to instruction and supervisor guidelines.
Prioritizing between verbal and written instructions.

Following Schedules

Definition: completing assigned tasks within the designated timeframes, taking breaks as scheduled

Materials

- Task Chart (included)
- Pencil/pen, eraser
- Timing piece such as a cell phone or stop watch

Procedures

- Give the chart to the client
- Outline the instructions for completion
- Review when completed

Modifications

- Read instructions to the client
- Ask a support person to read, write and time the tasks
- Photos can be taken of task completion rather than writing on the chart

Task Chart

Name _____ Date _____

Read each task and complete the chart

Task	Start Time	End Time	Completed (Y/N)
Go for a 5 minute walk outside			
On the back of this paper write down three positive things			
Take a 5 minute break			
Unload the dishwasher			
Find a Youtube video or song less than 30 minutes and watch it			
Take a 7 minute break			
On the back of this paper write 1 thing you liked about doing this activity			
On the back of this paper write 1 thing you didn't like about doing this activity			
Go and find someone in your house who will sign this sheet to say you did this chart			

I verify that _____ has completed this activity.

Date: _____

Comments (perhaps things the person did really well or needed help with)

Authority

Definition: Completing tasks by adhering to instruction and supervisor guidelines. Prioritizing between verbal and written instructions.

Seeking Help When Needed

Definition: accessing support from supervisors, peers or other resources in a constructive and effective manner.

Materials

- Seeking Help Sheet (attached)
- Pencil/pen eraser

Procedures

- Give individual instructions on completion of the sheet

Modifications

- Where communication may be a challenge provide sheet with multiple choice
- When reading is challenging read the scenarios to the individual or provide a video recording that can be paused at anytime.

Seeking Assistance

Name _____ Date _____

Read the scenarios and outline what you would do.

1. You are in a job interview. The interviewer asks you a question you didn't hear. What would you do?
 - a. Say "Could you please repeat that?"
 - b. Just answer the question you think you heard.
 - c. Not answer the question and ask to go onto the next question.
2. During training you are asked to do a task. You are given instructions and you don't understand what you have to do. What would you say?
 - a. Could you please repeat that?
 - b. Could you please explain that?
 - c. Could you please speak more slowly?
3. A customer comes to you and asks for help finding an item you don't know of. What would you do?
 - a. Go to the general place you think it might be.
 - b. Ask a co-worker for help.
 - c. Ask the customer to tell you more about the item.
4. The toilet in the lunchroom isn't working. What would you do?
 - a. Just leave it and use another washroom.
 - b. Go and tell someone so they can fix it.
 - c. Try and find something to fix it yourself.
5. You lost an important tool which helps you to do your job – perhaps a visual guide or a supply you need. What would you do?
 - a. Tell your boss so they can get you another one
 - b. Go and buy one to replace it.
 - c. Try to do your job without it.
6. You need your phone as a timer for work and you have forgotten it. What would you do?
 - a. Ask a co-worker to loan you their's
 - b. Continue work without it
 - c. Tell your co-worker or boss.

7. A co-worker with the sniffles is making you feel uncomfortable by not social distancing. You are uncomfortable speaking to them about it. What would you do?
 - a. Ignore them and hope they don't come near you.
 - b. Go and tell your boss
 - c. Go and ask a co-worker to help you speak to them

8. Your friend texted you and asked you to leave work 15 minutes early to meet. Your boss had to leave early because he/she was sick. What would you do?
 - a. Just leave early when no one is watching.
 - b. Ask a co-worker if it was okay to leave a little early.
 - c. Tell your co-worker you aren't feeling well and ask to leave 15 minutes early.

ORGANIZATION

Definition: Participant is able to identify, plan, and structure tasks and assignments in a transferable manner.

Work Needs

Definition: to coordinate and prioritize task expectations and materials towards successful task completion.

Work Space

Definition: maintaining a clean, organized workspace where materials are readily accessed and do not interfere with the productivity of coworkers.

Making a Schedule

Definition: utilizing allotted time to prioritize, plan, and manage time towards successful task completion.

Organization

Shoe Organization

Work Space: Participant is able to identify, plan, and structure tasks and assignments in a transferable manner

Desired outcome: maintaining a clean, organized workspace where materials are readily accessed and do not interfere with the productivity of coworkers.

Preparation

Materials needed:

- Participants personal shoes
- Place to store shoes (examples: shoe shelf, closet floor, front door area, hanging shoe organizer, totes)
- Several pieces of paper, a pen
- Phone with camera and email accessibility

Method

Instructions:

1. Take a photo of your shoes before organizing them
2. Look at your shoes, decide how you want to sort your shoes into different categories

Example of Shoe Categories: Boots, Running shoes, Heels, Slip on Shoes, Sandals, Work shoes, Slippers, Seasonal (winter, spring, summer, fall), Trash/Donate, Other: _____

Circle or choose which categories are best for you

3. Write each of your categories of shoes on separate pieces of paper
4. Place papers with categories on floor approximately 2 feet apart
5. Take one pair of your shoes and place them on the floor in the category that they best fit

* Repeat process with each pair of your shoes until all your shoes are in a category

6. Once you have separated your shoes by categories now:

- Start with one category, place shoes back in **your** shoe area (Shelf, closet, floor near front door, etc.)
- Place your shoes back in a consistent way
- Place shoes away with toes facing forward
- Place shoes next to each other as close as possible
- Repeat process until each category is complete

(recognize there are many alternative options to organizing shoes: heels forward, by season, stacking on top of each other)

7. You are finished organizing your shoes when all shoes are put away

8. Take a photo of your organized shoes. Send before and after to abc@communitylivingsociety.ca

Measurement

Are shoes organized in a clean and readily available way?

- Participant sends a before and after photo of shoes to employment staff
- Employment staff reviews before and after photos and gives tips and feedback on participants organization

Organization

Organization

(Work Space)

Training Goals: To help individuals to develop organizational skills that can be transferred to the workplace.

Task: How to organize the spices in a kitchen cabinet

Skills Assessed: Prioritizing skills, motivation level, organizational ability, perseverance, responsibility, self-awareness

Materials: box/bin x2, cloth, computer

Duration: One session

Location: Video call to review activity

Method

Follow the steps below to rearrange the spices in one of your cupboards.

1. Take all spices out of the cupboard and place in the box/bin
2. Clean the cupboard with a wet cloth
3. Take spices out of the box one at a time and wipe with wet cloth if needed
4. Place spice in the clean cupboard. (Tall items go in back)

Organization

Chore scheduling

Preparation

Main skills assessed: organization

Other skills assessed: time expectation

Materials: Pen, paper (x2), scissors.

Location: video call

Duration: 1 meeting

Method

Note: this is meant to be a guided activity, with both facilitator and participant doing it in the same meeting. This is so that the facilitator is able to provide a visual reference if the participant gets stuck on a step.

Ask the participant about one chore that they do in their daily lives that require multiple steps to complete (e.g. cleaning their room, washing the dishes, etc). With this activity in mind, ask the person to brainstorm the individual steps of the activity, and have them list out the steps on the first piece of paper (doesn't have to be written in the sequence of order – alternatively, the participant can draw a symbol that represents each step, as long as they are able to explain what the symbol means).

After the list is complete, ask the participant to write how long each step takes (in minutes) beside each listed step. Then, ask the participant to cut out each step from the piece of paper. Ask them to include the written time estimates in the cut out.

After the cut outs are complete, ask the participant to organize each one in the order that they are meant to go to when actually completing the chore. Once the participant has completed organizing, ask them to say out loud the order in which they placed each cut out.

Taking a second piece of paper, ask the participant to write (at the top) the time of the day they typically start the chore. Then, ask them to look at the cut outs they just organized. Guide them to create a schedule out of that, based off the start time written on at the top. For example:

Cleaning room

5:00 – 5:03 Make bed (3 min)

5:03 – 5:08 Organize books (5 min)

5:08 – 5:10 Put dirty clothes in the laundry basket (2 min)

... etc

Discussion & debrief

After the participant has completed their schedule, have a discussion with them about the outcome of the activity, and have them consider observing the schedule next time they do the chore to see its function. Discuss with the participant the expectations of time management in the workplace, and the importance of getting organized at the beginning of each shift. Discuss ways in which this could vary depending on the job, as well as the need to include flexible buffer times for some tasks.

Organization

(Work Needs)

Training Goals: To help clients achieve effective skills level relating to coordinating, prioritizing, organizing, presenting, and to complete tasks as efficient as possible.

Scenario One: How to Organize a Closet Effectively?

- A. Skills Assessed:** Prioritizing skills, *motivation level, organizational ability, perseverance, responsibility, self-awareness*
- B. Materials:** Paper, pen, laptop, etc.
- C. Duration:** One session
- D. Location:** Video / Online Learning
- E. Methodology:** 1. Proper steps to follow
2. Video Learning

Instructions: Please reorganize your closet by rearranging the proper steps indicated below:

1. Design the ideal closet space
2. Empty and clean the closet
3. Use coordinating hangers
4. Roll T-shirts, pajamas, and workout clothes into storage space
5. Store clothes by category
6. Organize clothes by category (i.e. socks, pants, shirts, etc.)
7. Hang delicate clothes, fancy, or sturdy
8. Stack thick items like denim and jeans

Rearrange the proper steps below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Video Learning: 10 Small Closet Organization + storage ideas

Link: www.youtube.com/watch?V=Fj19_96Juik

Scenario Two: How to Organize a Presentable Cover Letter?

A. Skills Assessed: Presenting, communication, motivation, organizational ability

B. Materials: Paper, pen, laptop, etc.

C. Duration: One session

D. Location: Video / Online Learning

E. Methodology: 1. Reorganizing and rearranging your Cover Letter
2. Video learning

Instructions: Please reorganize your Cover Letter by rearranging the sentences in the proper order indicated below. Please remember to sign your Cover Letter before you send it out to your potential employer.

Cover Letter Sample:

1. Sincerely
2. May 1, 2020
3. I have had 3 years of related experience in the position that you are looking for
4. I write to apply for the position of a Warehouse Worker
5. I have always been responsible, dedicated, and loyal to my work and to my company
6. Please refer to my resume with respect to my related training and experience
7. I look forward to receiving your reply
8. I can be reached at 604-222-2222
9. Dear Hiring Manager
10. Thank you for your consideration

Rearrange the sentences of your Cover Letter below:

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

Video Learning: How to Write a Cover Letter

Link: www.youtube.com/watch?V=jHgob7Nai6c

Organization

Use this activity to organize all of your bills by vendor and important documents that you need as reference.

Materials: Large 3 ring binder, Dividers, Hole punch and a black marker.

Location: Zoom Meeting for instruction review and discussion sessions. Home for the application part

Duration: 2 meetings - One meeting to review instructions and setup.

Second meeting for discussion. Discussion points can include: This activity can be used on the job when filing. A company will have many different types of documents. Documents will be placed into a file cabinet instead of a binder but the concept is the same etc.

Method

Gather all bills – phone, utilities, credit cards, insurance, and Government correspondence. Include any papers that you need to keep.

1. Label dividers one for each vendor/company with the marker. (Telus, Shaw, BMO Bank and Government)
2. Place Dividers into the binder
3. Have the binder opened on your table or desk.
4. Place papers in a pile in front of you
5. For each bill, punch holes with the hole punch
6. Place the bill in the binder in the correct section. (All Telus bills go behind the Telus divider.)
7. Repeat steps 5 and 6 for each piece of paper.

Organization

Use this activity to organize any area that needs to be tidied. This can be your pantry, dresser drawers, medicine cabinet or closet.

Materials: 3 bins, labels (Cue cards/paper), Black marker, clean cloth, multi-purpose cleaner (spray bottle), laptop or computer (with internet access)

Location: Zoom Meeting for instruction review and discussion sessions. Home for the application part.

Duration: 2 meetings

Method

Before the meeting:

Set up a Zoom meeting to review the activity with your individual. Before the meeting, send an email containing the instructions and have someone from their network help with printing the instructions and locating the supplies that will be needed for the activity. (Confirm before the video meeting).

Instructions:

Locate 3 bins or boxes – use boxes similar in size to banker boxes. Recycle anything you have at home. Plastic laundry baskets or apple boxes from the grocery store would work.

Activity: Part 1 (Meeting 1)

1. Label your Bins. You can use sticky notes, file cards/cue cards or cut paper. Tape your labels to your Bins.
2. Bins should be labeled with a black marker. (a. Keep b. Donate c. Garbage) Steps to this point can be completed together at the Zoom meeting. Review the next steps with your individual
3. Take a picture of your labeled Bins.

Activity: Part 2 (Completed by your individual independently. Instructions will be provided on a separate sheet that is easy to read.)

4. Remove items from your space one at a time.
5. Place item into the correct bin.
 - a. If this is something you use on a regular basis or you would like to keep, place in the keep bin.
 - b. If this is an item that is still good/usable but you do not want it, place in the donate bin. Make sure that you check the expiry date if this is a food item.
 - c. Anything that is outdated or broken, place in the garbage bin.
6. Repeat number 4 and 5 until your area is empty.

Review steps 4 -6 with your individual during meeting 1 to check for understanding. Make sure that all questions have been answered and that it is clear as to what goes into each bin.

7. Take a picture of your Bins. (Bins are full)
 8. Clean your space with the spray bottle and cloth. (Spray 3 squirts of the cleaner and wipe the area with the clean cloth.)
 9. Place the keep bin in front of you.
 10. Take each item one at a time, wipe with the cloth and place it on the shelf.
 11. Once all items have been returned, take a picture of your space.
- Schedule a zoom meeting to review the activity and answer any questions.

Organizing Your Space Activity: Instructions

1. Remove items from your space one at a time.
2. Place item into the correct bin.
 - d. If this is something you use on a regular basis or you would like to keep, place in the keep bin.
 - e. If this is an item that is still good/usable but you do not want it, place in the donate bin. Make sure that you check the expiry date if this is a food item.
 - f. Anything that is outdated or broken, place in the garbage bin.
3. Repeat number 4 and 5 until your area is empty.
4. Take a picture of your Bins. (Bins are full)
5. Clean your space with the spray bottle and cloth. (Spray 3 squirts of the cleaner and wipe the area with the clean cloth.)
6. Place the keep bin in front of you.
7. Take each item one at a time, wipe with the cloth and place it on the shelf. (Place it where you would like it to be)
8. Once all items have been returned, take a picture of your space.

PERSERVERANCE

Definition: ability to adapt and continue working when confronted with challenges, and unexpected setbacks.

Task Completion

Definition: adapting work pace and quality of work to meet situational circumstances.

Adapting to Change

Definition: modifying output to meet situational demands (i.e., group dynamics, time limitations, unanticipated changes).

Monitoring Quality of Work

Definition: attending to task instructions to produce high quality work within the allotted time frames.

Perseverance

Your Choice

Choose an activity you enjoy. Could be anything: a word search, a jigsaw puzzle, play a video game, watch a movie. Your choice! Set a timer to do this activity for 15 minutes. If you are able please video record yourself doing the activity, or if there is someone else at home with you please have them observe you while doing the activity. When the timer goes off, stop the activity you are doing immediately and switch to another activity of your choice and do this for 15 minutes. After both activities answer the questions.

Q1. Were you able to stop immediately? If not, why not?

Q2. How did you feel stopping the activity without completing it?

Q3. If you were at work and you were handwashing pots and pans and a server came in and told you she needed clean cutlery and run it through the dishwasher immediately would you be able to switch tasks without hesitation? Do you understand why it is important to switch tasks?

Perseverance

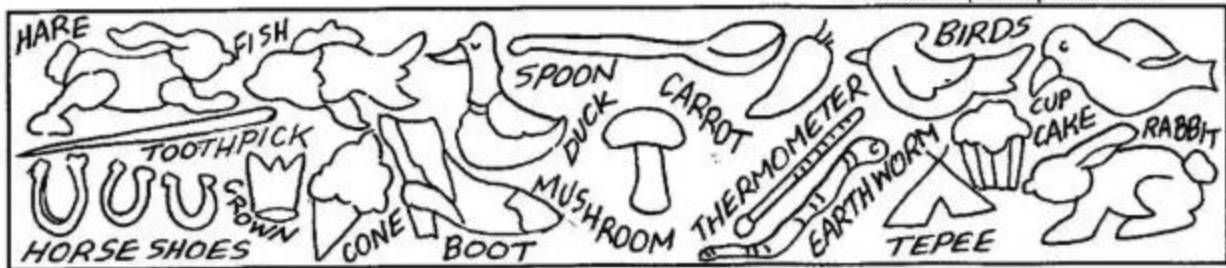
Hidden Objects

Set a timer and find all hidden objects in the picture. Video record yourself doing this activity if you are able, have a friend or family member video record you doing the activity, or take a picture. You have 20 minutes to complete this task.



© Liz Ball

www.hiddenpicturepuzzles.com



When you find them all please answer these questions and email answers to employment consultant:

Q1. Were you able to find all of the objects?

Q2. How did you feel while working on this task?

Q3. How did you feel about completing or not being able to complete this task?

Q4. If you were struggling to complete the activity what did you do? Did you ask anyone for help?

If a friend or family member observed you complete this task please ask them to answer the questions from their perspective and share the answers to employment consultant in an email or phone call.

At work we will come up against a task that we might not know how to do, or is something we aren't very good at. More important than easily being able to complete the task, if we are struggling it is important to keep a positive attitude and if you aren't sure how to move forward ask for help 😊

Perseverance

Picture Discrepancies

Objective:

The goal of this task is to find the differences between the two pictures. Please try to complete this within 10 minutes.

- 1) Please find the **5** differences



"I have to remove
all your teeth."

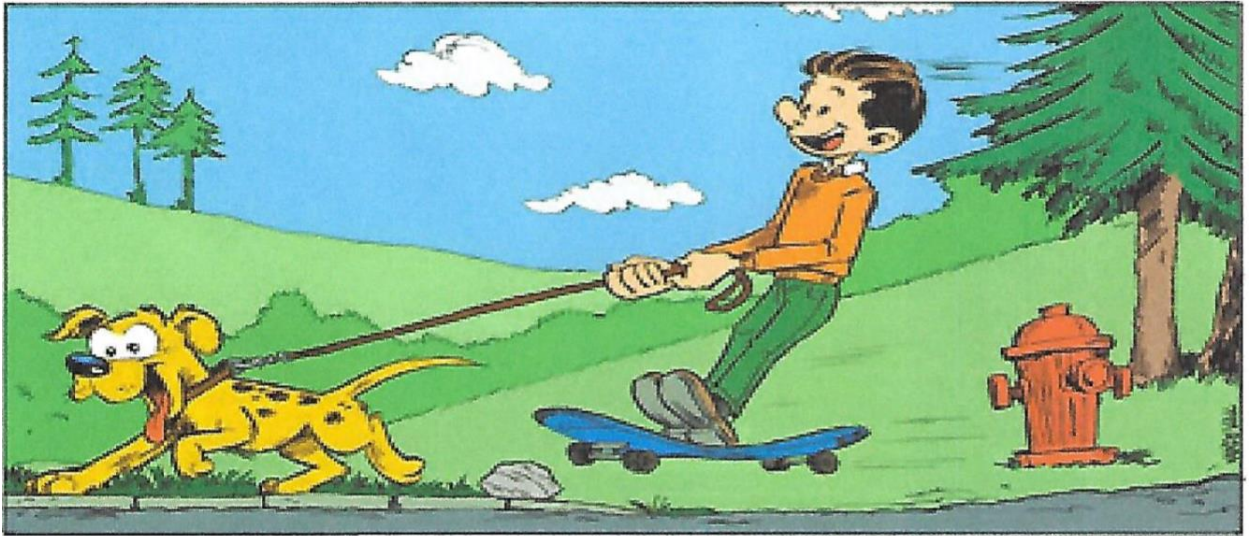
AEY



"I have to remove
all your teeth."

AEY

2) Please find the **10** differences between the pictures



[illegible]

Perseverance

Towel Folding Activity

Watch a YouTube Video <https://www.youtube.com/watch?v=HODXWj50pdE> or use printed instructions with pictures <https://images.app.goo.gl/6SF2Gri8hGKBw3nJA> on how to fold a towel.

The expectation is to learn the specific way a business wants them as an employee to fold the towel and the time it is to be completed. You may watch the video once or twice before you try, then complete folding a towel within 30 seconds. Video record yourself doing this, have a friend or family member record you, or take a picture of the completed product and send to employment consultant.

When the task is completed please complete the questions below and send answers to employment consultant in an email or video recording.

Q1. Were you able to complete the task in the time allowed or did you give up?

Q2. Did you fold it as shown or fold it the way they usually fold a towel at home?

Q3. Were you able to fold the towel neatly in 30 seconds? How many times did it take for you be able to do this?

Q4. Do you understand why it is important to fold it the way the company has asked you to? Please explain.

Q5. Do you understand the importance of why it has to be done at that speed? Please explain.

Q6. How did you feel completing the task?

If the task was observed by a friend or family member please ask them to answer these same questions from their perspective and send to employment consultant by email, separately.



Perseverance

Social Situations

These are real life situations that have happened other people in the workforce. The have all handled it in their own way that effected their employment independently. Please let us know how you would handle each of these situations if they were to happen to you!

Social Situation 1:

You go to speak with your boss about a question you have. However, you notice that they already have lots of other workers ahead of you that are also waiting to ask questions. You are standing in line to talk to them and it takes a lot longer then you had planned. How do you react?

Social Situation 2:

You are working at your job at a clothing store and you have been assigned to fold the clothes for the entirety of your shift. Just after you have completed folding an entire pile of jeans then a customer comes up and takes a pair out, completely ruining your pile and causing you to have to fold the pile again. How do you react?

Social Situation 3:

You are almost done your shift, it has been a long day and you are excited to go home. 15 minutes before you're off your boss comes to you and says that the coworker that was meant to replace you called in sick and they need you to stay longer. How do you react?

Social Situation 4:

You are working in customer service. As customer comes up to you and asks if there is a certain t-shirt in stock when you look around you can't find it. The customer said that on the website it says that you have the t-shirt in stock. You ask another co-worker and they say the t-shirt is not in stock. The customer gets mad at you and said you wasted their time. How do you react?

Social Situation 5:

You are working in the fast food industry as a lobby attendant. You have just finished wiping all of the tables, you have cleaned and stocked the condiment stands, and all the sweeping has been done. Your boss said that you can go home once all the cleaning was done, 15 minutes early! Suddenly a customer trips and spills their drink all over the floor and some of the tables. How do you react?

Perseverance

Inventory Checklists

You have two inventory lists in this task. Both are intended to contain the same information. However, there are 11 errors on the second sheet. Compare both lists and highlight the differences on the second sheet.

The purpose of this is for real life experience of how the workplace tasks can change daily, weekly, monthly, and you need to be prepared and aware of that.

You 15 minutes to complete it.

Good luck!

Inventory List (October 2019)						
Invento ry ID	Name	Description	Unit Price	Quantit y in Stock	Quantit y in Reorde r	Disconti nued?
14320	Crew Cut	T-shirt	\$15.99	35	15	N
16429	Polo	T-shirt	\$19.99	26	20	N
17983	Office Formal	Pants	\$44.99	45	0	N
15236	Wool	Sweater	\$35.00	23	10	N
16245	Boot	Jeans	\$59.99	27	15	N
15689	Ankle Cut	Socks	\$5.99	46	20	N
13284	Cowl neck	Sweater	\$39.99	28	20	Y
16820	Jeans	Shorts	\$24.99	17	15	N
13951	Thick Strap	Tank Top	\$12.99	34	10	N
15300	Company Logo	T-shirt	\$19.99	68	0	N
16720	White Hi-Rise	Jeans	\$59.99	34	20	N
15723	Capris	Leggings	\$59.99	27	20	N
17569	V-neck	Dress	\$74.99	36	15	N
15891	Jean Overall	Jeans	\$49.99	24	10	N
16324	Fitted	Sweater	\$59.99	55	0	N
13500	Hi-Rise Skinny	Jeans	\$59.99	13	0	N
14834	2 piece button up	Pajamas	\$29.99	38	15	N
15624	Hi-Rise	Leggings	\$59.99	41	20	N

Inventory List (September 2019)						
Invento ry ID	Name	Description	Unit Price	Quantit y in Stock	Quantit y in Reorde r	Disconti nued?
14320	Crew Cut	T-shirt	\$15.99	35	15	N
16429	Polo	T-shirt	\$19.99	26	20	N
17985	Office Formal	Pants	\$44.99	45	0	N
15236	Wool	Sweater	\$34.99	23	10	N
16245	Boot Cut	Jeans	\$59.99	27	15	N
15689	Ankle Cut	Socks	\$5.99	46	20	N
13284	Cowl neck	Sweater	\$39.99	28	20	N
16820	Jeans	Shorts	\$24.99	13	15	N
13951	Thick Strap	Tank Top	\$12.99	34	10	N
15300	Company Logo	T-shirt	\$19.99	68	0	N
16720	White Hi-Rise	Jeans	\$59.99	34	15	N
15623	Capris	Leggings	\$59.99	27	20	N
17569	V-neck	Dress	\$74.99	36	15	N
15891	Jean Overall	Jumper	\$49.99	24	10	N
16324	Fitted	Sweater	\$49.99	55	0	N
13500	Hi-Rise Skinny	Jeans	\$59.99	73	0	N
14834	2 piece button up	Pajamas	\$29.99	38	15	N
15624	Hi-Rise	Leggings	\$59.99	41	20	N

TIME EXPECTATIONS

Definition: Participant is able to identify, plan, monitor and follow guidelines for time management.

Punctuality

Definition: to arrive to work in a timely manner, prepared to complete the day's tasks. Includes trip planning and contingency time for unexpected delays and/or circumstances.

Adhering to Timelines

Definition: monitoring and following specified task timelines, completing work in a timely fashion. Reporting to necessary parties when tasks are completed.

Managing Breaks

Definition: taking responsibility for managing unstructured time in between tasks, as well as returning to assignments with enough time to adjust back into workplace routines.

Time Expectations

Punctuality Quiz

1. Why must you be punctual every time when meeting with your clients or boss?
 - ☐ To show that you miss them
 - ☐ To show them that you are good at time management
 - ☐ To show that you are great at your job
2. Why is punctuality important?
 - ☐ To show people that they can rely on you
 - ☐ To show others that you are a good person
 - ☐ To show that you are excited for work
3. Robert Munch has a 30-minute lunch break. He clocked out at 12:00PM what time must he clock back in?
 - ☐ 1:21 PM
 - ☐ 12:30 PM
 - ☐ 3:00 PM
4. It takes Lila approximately 20 minutes to get to work. Her shift starts at 8:20 AM what time should she leave her house?
 - ☐ 7:50 AM
 - ☐ 8:00 PM
 - ☐ 9:20 AM
5. Joseph is on his way to work, however, during his commute he gets stuck in traffic and realizes he will be late for his shift. What should Joseph do?
 - ☐ Speed and rush to work
 - ☐ When safe, he should call his manager and let the manager know that he will be late to work
 - ☐ Not go to work
6. Your manager schedules your 15-minute break at 10:30 AM. What time does your break end?
 - ☐ 10:45 AM
 - ☐ 10:00 AM
 - ☐ 11:00 AM

7. Amy has a one-hour lunch break. During her lunch break she decides to get some food. She has three options: McDonalds which is 15 minutes away, Wendy's which is 1 hour away, and Subway which is 5 minutes away. Which fast food restaurant is the closest to Amy?
- ☐ McDonalds
 - ☐ Wendy's
 - ☐ Subway
8. Bobby has a hard time remembering what time his shift starts. Every time he arrives to work he is late. His boss said if he is late one more time he will be fired. What should Bobby do to arrive to work on time?
- ☐ Set a reminder on his phone that states what time he needs to get up and what time his shift starts
 - ☐ He should not have to worry about being fired
 - ☐ Start finding another job that allows you to be late
9. Rick and Morty have set a very big adventure at Lake Superior. It takes approximately a 45-minute drive to arrive to their destination. Before starting their big adventure, each must get ready and it takes them 15 minutes to do so before heading out. Rick and Morty must be at Lake Superior at 9:00 AM what time should they leave their house?
- ☐ 8:00 PM
 - ☐ 5:30 AM
 - ☐ 8:00 AM
10. Samantha has a hard time remembering what time her breaks start. She is not allowed to look at her phone during work. What can Samantha do to remind herself what time her breaks start?
- ☐ She can work all day and should not take a break
 - ☐ She should sneak her phone in her pocket to see the time
 - ☐ She should write her breaks down on a piece of paper, put it in her pocket, and look for a nearby clock to see what time it is

Time Expectations

Mary's To Do List

Monday

- 10:30 dentist Appointment
- Pick up photos at 12:00PM
- Organize invoices at 1:00PM
- After 4PM – drop off invoices to accountant

Tuesday

- Before 10AM – write memo re: visit from head office
- 11:00AM meet with Sandra Lynch
- 5:00PM ride home with Eileen T.

Wednesday

- Talk to James about Lionel contract
- ~~1:00PM meet with Justin Trudeau~~ postponed to Thursday
- 2:45PM doctor appointment – 1350 Weston Ave. Ste. 300

Thursday

- 9:30AM meet with Tim Alband
- 3:00 PM Payroll

Friday

- 1 – 4PM tour of Zolt warehouse

Instructions: Read Mary's To Do list and answer the questions below.

1. On which day does Mary have the most to do?
2. On Monday, when will Mary organize the invoices?
3. What does Mary need to do on Tuesday Morning?
4. On Wednesday, which item can be done at any time?
5. On Thursday, who are meeting with Mary?

6. How long is the tour on Friday scheduled to last?
7. When is Mary's doctor appointment?
8. What day does Mary have to do payroll?
9. What day does Mary have a ride home?
10. What day does Mary have the least to do?
11. What should Mary do if they reschedule her doctor's appointment to Thursday at 9:30?
12. Why is it important that Mary writes down her schedule?

Mr. Wolf Clock Schedule

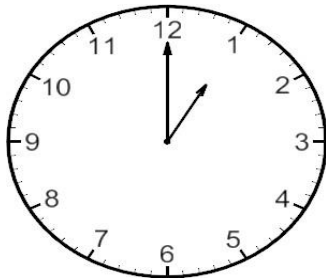


Can you help Mr. Wolf tell what time he punched in and out for work?

Part A

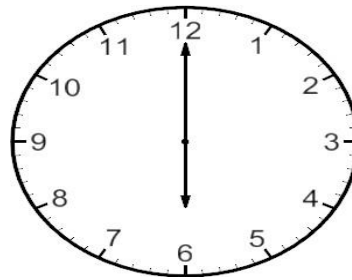
Identify what time it is

What time did he punch in?



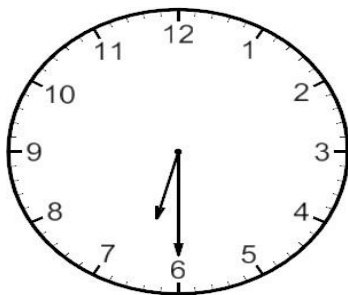
A.) _____

What time did he punch out?

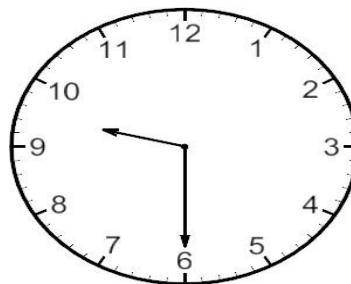


A.) _____

What time did he punch in?

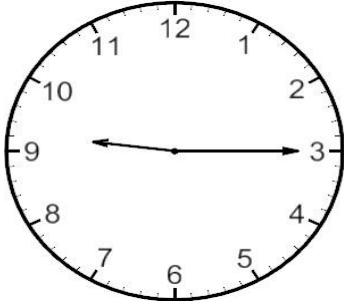


What time did he punch out?



B.) _____

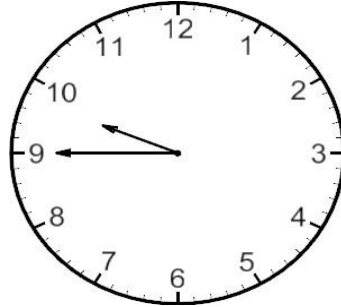
What time did he punch in?



C.) _____

B.) _____

What time did he punch out?

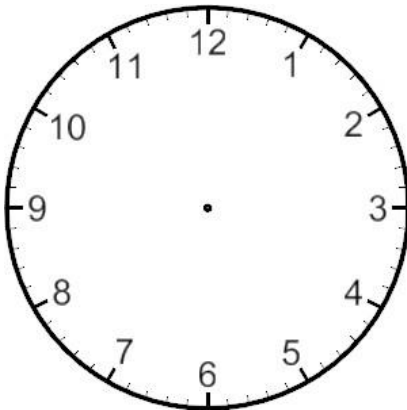


C.) _____

PART B

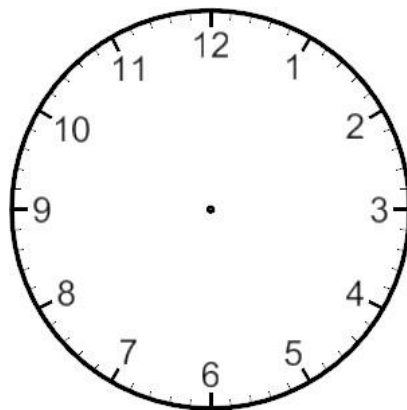
Draw in what time it is

Mr. Wolf punched in at 8:30

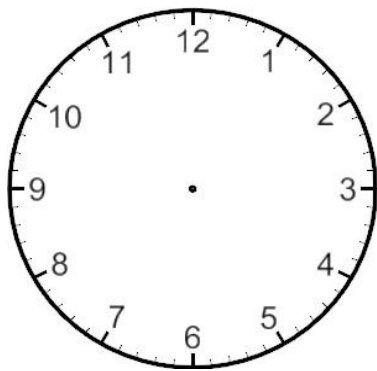


Mr. Wolf punched in at 9:15

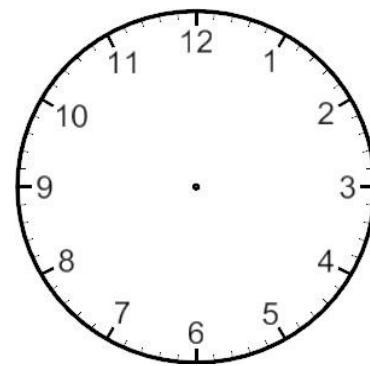
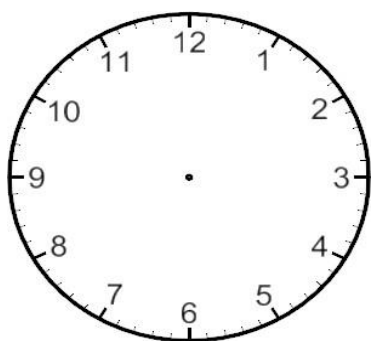
Mr. Wolf punched out at 4:30



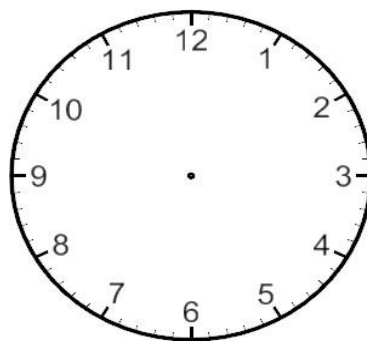
Mr. Wolf punch out at 7:40



Mr. Wolf punch in at 10:05



Mr. Wolf punched out at 9:37



Time Expectations

Our Household Chores

Doing household chores is a necessary part of our life. People all over the world try to work hard. They usually have a lot of duties. We have a lot of duties too. Our parents are often tired and we must take care of them. Everybody is happy when the home is always bright and clean. Day after day we can have fun when we do our household chores. In the kitchen we sweep and mop the floor, wash the dishes, sanitize the counter tops, and get the table ready for dinner. After we are done in the kitchen we go upstairs to our room. Unfortunately our room can also be messy, therefore we vacuum the floors, put our toys in the treasure box, fold our clothes, and make the bed. It's not easy to do every kind of work at home, but I can learn to do everything myself. When I do my household chores, well, everybody in the family is happy. If we have time, our parents ask us to go to the grocery store. We go there and buy bread, eggs, sugar, and treats. We buy some vegetables like carrots, broccoli, and cucumbers and also buy fruits like apples, pears, and kiwis. We also help out in the garden. In our garden there are many chores that we must complete such as mowing the lawn, picking up litter, and watering the plants. We think we can make an impact tidying our place. It's necessary to help our parents out. Sometimes we have so much chores it is hard to keep track of them all. In fact, there are so many chores that we lose track of what to do next. Can you help us create to do list to track what chore to do next?

Instructions:

Read the story carefully. Create individual to do list for each household chore. Include the day to be completed and time estimation. Reflect on time needed to complete chore.

Day: _____
Time: _____ to _____
Chore:

Day: _____
Time: _____ to _____
Chore:

Day: _____

Time: _____ to _____

Chore:

Day: _____

Time: _____ to _____

Chore:

Time Expectations

Princess Bubble Gums Security Guards Schedule

Team leaders, supervisors, and managers, prepare and adjust schedules for other to refer to. In some workplaces, the schedule is the same each week unless an employee has requested a change. Below is the schedule for the security desk at Princess Bubble Gums palace. Security guards choose which shift they would like to work, and prefer only to be scheduled for their chosen shift.

Refer to the schedule below to answer the questions that follow.

Names	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Finn	7:30 to 3:30	7:30 to 3:30	7:30 to 3:30	7:30 to 3:30	7:30 to 3:30		
Jake			3:30 to 11:30	3:30 to 11:30	3:30 to 11:30	3:30 to 11:30	3:30 to 11:30
Marceline				11:30 to 7:30	11:30 to 7:30	11:30 to 7:30	11:30 to 7:30
Ice King						7:30 to 3:30	7:30 to 3:30
BMO	3:30 to 11:30	3:30 to 11:30					
Peppermint Butler	11:30 to 7:30	11:30 to 7:30	11:30 to 7:30				

1. How many security guards are scheduled to work on Tuesday?
2. Finn works full time. How many hours are full-time employees scheduled for each week?
3. List the full-time employees who appear on this schedule.
4. Jake cannot work this Saturday. According to the schedule, which employee(s) can cover Jake's shift? (There can be more than one person)
5. Finn would like Sunday off this week, but does not want to lose the hours. On the schedule, see who are the best fit to switch shifts with Finn? (There can be more than one person)

6. Who spends the most time guarding Princess Bubble Gum's palace?
7. Based on their schedule what time is their break?
8. What time should Finn arrive to work each day and why?
9. If BMO gets side tracked helping another employee from 8:30-9:30 how much time does he have left to complete his tasks before the end of his shift?

Sock Factory Time Slot Activity



TJ just started his new job at the Sock Factory. Before his shift he is given a task list that he must complete in his 8.5-hour shift. His manager suggested filling out a chart to help him prepare and plan what task he should complete next. Keep in mind TJ has a 1-hour lunch break. It is your job to help organize TJ tasks onto the chart below. Be mindful some tasks take longer than others. You should also color code each task, therefore, it will clearly identify which activity TJ will be conducted next. Review the list and place the tasks in an appropriate time slot in the order you would do the tasks.

- Arriving back to factory – 1 hour
- Packaging socks – 30 minutes
- Lunch Break – 1 hour
- Organizing sizes of socks – 2 hours
- Delivering socks to small business – 1 hour
- Arranging socks from smallest to largest – 2 hours
- Placing boxes into the delivery truck – 30 minutes

Time	Task
8:00 AM	
8:30 AM	
9:00 AM	
9:30 AM	
10:00 AM	
10:30 AM	
11:00 AM	
11:30 AM	
12:00 PM	
12:30 PM	
1:00 PM	
1:30 PM	
2:00 PM	
2:30 PM	
3:00 PM	
3:30 PM	
4:00 PM	
4:30 PM	

SELF-AWARENESS

Definition: Participant understands his/her own personality/individuality including strengths, challenges, thoughts, beliefs, emotions and motivation.

Ability to Manage Emotions

Definition: ability to regulate emotions, impulses and emotional responses.

Self-monitors and Implements Strategies

Definition: ability to monitor expressive behaviours and nonverbal displays. Recognizes emotional/sensitivity triggers and implements strategies to lessen.

Self-control

Definition: managing one's own emotional responses in a socially appropriate and effective manner. Speaking/adhering to social norms/acceptable standards.

Self-Awareness (Being Late for Work)

Read the following scenario and answer the questions below.

*You are ready to go to work on time.
When you are at the bus stop you noticed
the bus was not on time schedule and so you
will miss the bus going for work. What is
your next step? Who are you going to call?*

Questions:

1. Have you missed the bus before?
2. According to the scenario, what should you do with the late bus?
3. Who should you call when you are being late for work? What is your next step?
4. This is really stressful to you because you hate being late. How would you handle the situation?
5. Why is it important you call?
6. How do you think this will affect your co-workers?

Self-Awareness (Making Mistakes at Work)

Read the following scenario and answer the questions below.

You are putting items on the shelves. The customer called your attention and you got distracted with what you are doing at the moment. When the customer left, you noticed you put the wrong items on the shelves.....What should you do?

Questions:

1. How do you feel when you made mistakes before?
2. What should you do with the wrong items being put on the shelves?
3. Who should you call when you ask for help?
4. What is your next step?
5. If you hadn't noticed the mistake what do you think the consequences would have been?
6. Making mistakes often frustrates you. What could be done to handle your frustration appropriately in the work place?

Self-Awareness (Meeting Deadlines)

Read the following scenario and answer the questions below.

You are working in a team and you have each share to finish a project. You are now due to submit your project to your boss but you are a long way from finishing your assignment. What is your next step? Who are you going to call?

Questions:

1. Have you experienced missing a deadline before?
2. How should you avoid procrastinating?
3. Who should you consult when you are behind schedule in finishing a project?
4. What is your next step?
5. How did it feel to miss the deadline?
6. How do you feel about your peers not completing the work on time?
7. How would you handle the conversation with your peers about running behind?

Self-Awareness (Deployment of another job task and location on short notice)

Read the following scenario and answer the questions below.

You are an effective worker when you have a fixed schedule or a daily routine.

When your company is not busy they assign you to another location to do a different task. How should you respond to it? What is your idea of advocating for yourself?

Questions:

1. Have you been deployed to different locations before?
2. How do you respond to changes given on a short notice?
3. Are you comfortable with the change? What would you say if you were not comfortable with the change?

Self-Awareness (Workplace Harassment)

Read the following scenario and answer the questions below.

*You are doing your job according to tasks that was given to you.
One of your co-workers told you to do another thing and said you are doing your job very slow.*

Questions:

1. Have you been told you are being “slow” before? If so, what did you do or what would you do?
2. What do you think is your best response to your co-worker?
3. Who should you call when you feel mistreated at work?

Self-Awareness (Workplace Repairs or Renovations)

Read the following scenario and answer the questions below.

*Your workplace is undergoing some minor repairs/renovations.
They posted a note that says, “We apologize for the noise and inconvenience”.
Thank you, Management*

Questions:

1. Why was this note posted?
2. Noise is very distracting for you, how do you plan to help yourself stay focused?
3. Your co-worker comes to you and starts complaining about the renovation, how do you respond?
4. What should you do if there are still customers in the store complain about the noise?

MINDFULNESS

Definition: Orderly and respectful treatment of materials, equipment and supplies as well as being considerate and mindful of others.

Respect for Others

Definition: being respectful of personal boundaries/space/materials of others and valuing the contributions/opinions of other people.

Respect for Property

Definition: orderly and respectful treatment of materials, property and supplies whether at home, school, activities or work.

Acting With Integrity and Honesty

Definition: values honesty in communication and actions because it creates trust and confidence. Has a strong moral compass/reliable to respond appropriately.

Mindfulness

Preparation

Materials needed:

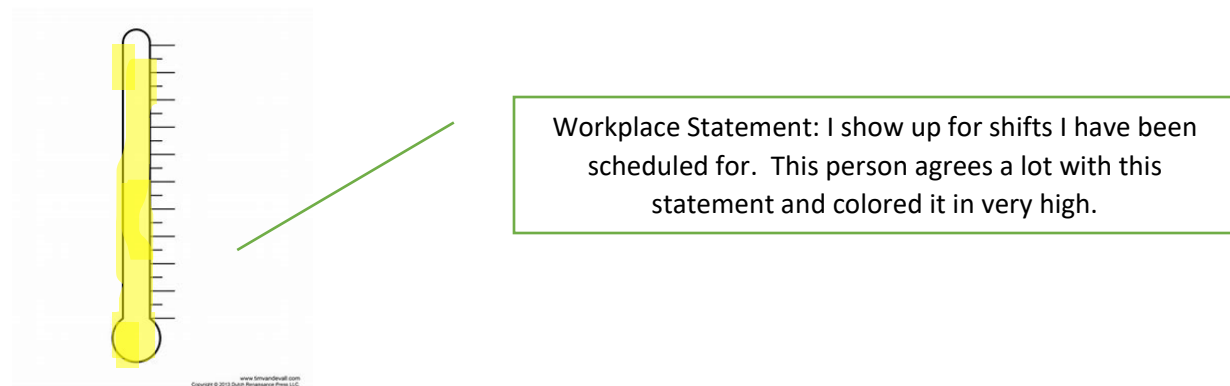
- Access to internet to get instructions from facilitator
- Printer or access to DRAW in Word or Google Docs
- marker to color in thermometer
- camera (to take picture of thermometers)

Method

Instructions:

1. Print out **Workplace Statements** or read from screen
2. Print out sheet(s) of thermometers labeled 1-15 or click on DRAW in Word or Google Docs
3. Read each **Workplace Statement** and then color the matching thermometer which best fits your answer. The higher the temperature, the more you agree with the statement.

A **Workplace Statement** that you really agree could be colored in up to the top, see below for example of this.



4. Repeat this process for each one until you are complete.
5. Save document, take a picture or scan and send to your facilitator.

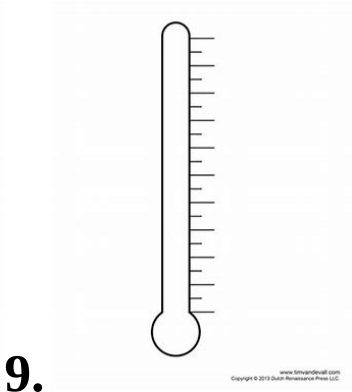
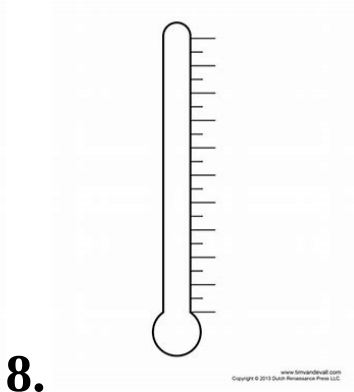
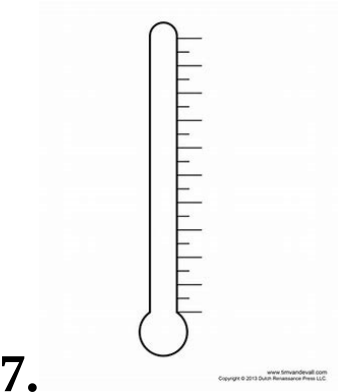
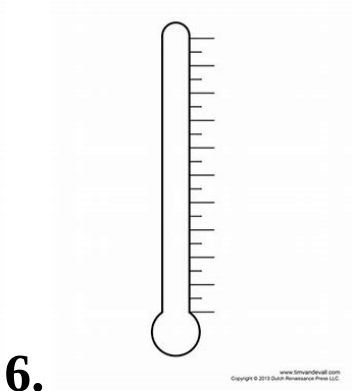
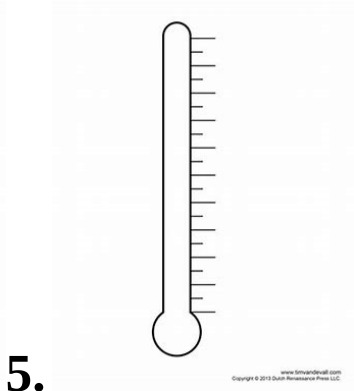
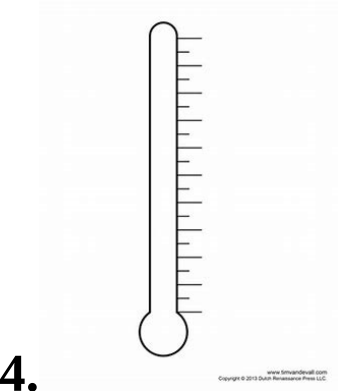
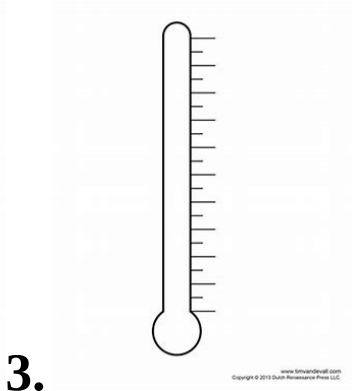
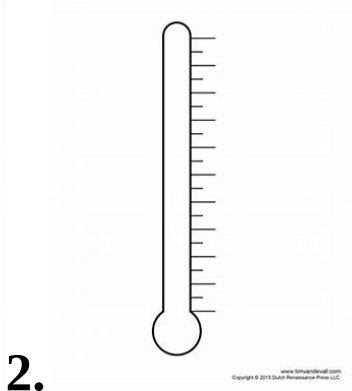
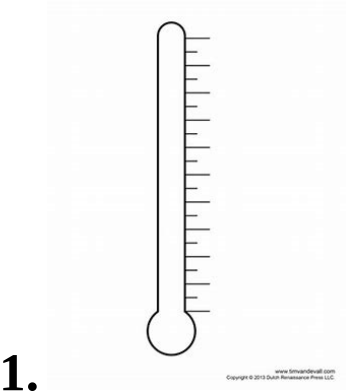
For person:

Workplace Statements – rate each statement using corresponding thermometer

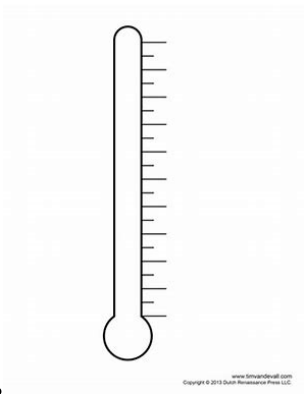
1. It's okay to take item(s) from someone's desk or personal workspace (For example, Pen, screwdriver, exacto knife, etc).
2. You have permission to use something of someone else's. When you are done using it you return it to the person and the place you found it.

3. I have broken something from the company I work for. I tell someone immediately what happened so it can be fixed or replaced.
4. I stand an arms length away from people when we are talking.
5. When I need more space to work it's okay to use other people space or equipment (For example, someone else's desk or work station, work area, etc).
6. When I am done my lunch, I leave my garbage and dishes where I ate.
7. While at work I accidentally broke something and threw it away to hide that it happened.
8. I slept in late and when I realized I called my supervisor to let them know I am running behind.
9. I don't want to have to wait for the bus so I am going to leave work just a little bit early without telling anyone.
10. You go to take your lunch out of the fridge and someone else has your favorite food in the fridge. It may be my favourite but I only eat food I have brought to work.
11. I am about to go on a break when I see my co-worker having a hard time carrying something. I go on my break like the schedule says and ignore the situation.
12. My co-worker asked how my weekend was and so I told them about it and then left the conversation without asking them about their weekend.
13. I often need reminders from my supervisor/co-workers to complete the same task (For example, submitting timecard, arriving to work on time, specific job tasks, cleaning up your workspace at end of day)
14. Property of the company I work for does not belong to me so it doesn't matter all the time what happens to it.
15. Someone asks me a question I don't know the answer to, so I ignore them.

Thermometers:

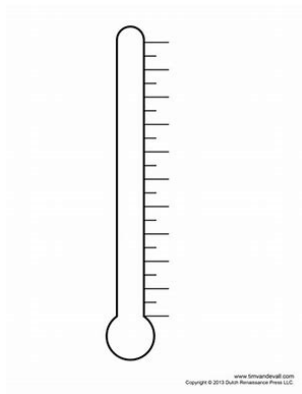


10.



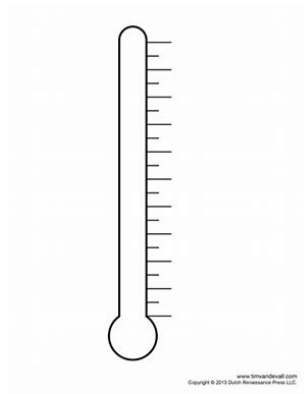
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11.



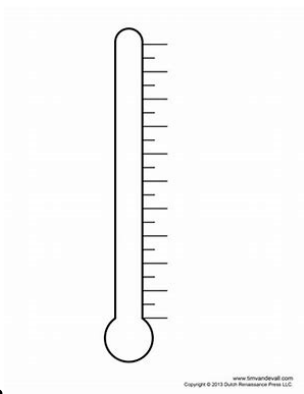
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12.



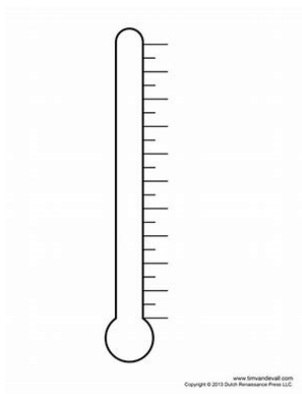
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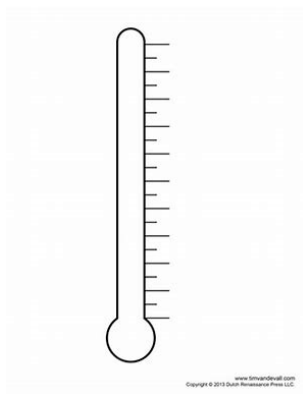
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Measurement

The person's understanding is evaluated by the thermometer readings of each **Workplace Statement**. It is up to the facilitator to know when the person understands the concept or needs some work in an area.

For facilitator:

Workplace Statements – the **Desired Outcomes** (**A**-Respect for others **B**-Respect for property **C**- Integrity and Honesty) are the letters in bold and sometimes it fits in multiple categories.

1. It's okay to take item(s) from someone's desk or personal workspace (For example, Pen, screwdriver, exacto knife, etc). **A**
2. You have permission to use something of someone else's. When you are done using it you return it to the person and the place you found it. **ABC**
3. I have broken something from the company I work for. I tell someone immediately what happened so it can be fixed or replaced. **AC**
4. I stand an arms length away from people when we are talking. **A**
5. When I need more space to work it's okay to use other people space or equipment (For example, someone else's desk or work station, work area, etc). **A**
6. When I am done my lunch, I leave my garbage and dishes where I ate. **AB**
7. While at work I accidentally broke something and threw it away to hide that it happened. **BC**
8. I slept in late and when I realized I called my supervisor to let them know I am running behind. **AC**
9. I don't want to have to wait for the bus so I am going to leave work just a little bit early without telling anyone. **C**
10. You go to take your lunch out of the fridge and someone else has your favorite food in the fridge. It may be my favourite but I only eat food I have brought to work. **AC**
11. I am about to go on a break when I see my co-worker having a hard time carrying something. I go on my break like the schedule says and ignore the situation. **C**
12. My co-worker asked how my weekend was and so I told them about it and then left the conversation without asking them about their weekend. **AC**
13. I often need reminders from my supervisor/co-workers to complete the same task (For example, submitting timecard, arriving to work on time, specific job tasks, cleaning up your workspace at end of day). **C**
14. Property of the company I work for does not belong to me so it doesn't matter all the time what happens to it. **B**
15. Someone asks me a question I don't know the answer to, so I ignore them. **AC**

Mindfulness

Respect for Property and Acting with Integrity and Honesty

1. Watch this video on YouTube about respect and team work.
https://www.youtube.com/watch?v=YNOnFsnjYhY&list=PL_GNAnChekN3T4VBMjC029uUZatrc-PRv&index=6
2. Look at the list below. Is this a skill that shows respect for other people and their things? Put a tick mark ✓ next the skills that show respect.

EXAMPLE: Holding the door open for my co-worker	✓
Bossing people around at work	
Taking my co-worker's sandwich without asking them	
Listening to my boss and following the instructions	
Getting back from my coffee break on time	
Swearing at a customer	
Borrowing my co-workers tools when they did not give permission	
Being polite to co-workers and customers	
Chatting on your cell phone while at work	
Asking my co-worker if they need help	
Gossiping about my boss in the lunchroom	
Asking my supervisor questions if I do not understand something	
Arriving at work on time every day	
Being in a bad mood at work all day long	
Making fun of the hairstyle of the new person at work	
Keep my work area tidy and organized	
Turn the radio up at work very loud as I like it very loud.	
Looking through my co-workers locker without them knowing	
Taking a big supply of Post It notes home that I took from the store cupboard at work.	
Ask my supervisor politely if I can have a pen and a notepad to do my work	
Try on my co-worker's new hat without asking them.	
Thank my co-worker for helping me fix a problem at work	
I accidentally took home my work tools, but I brought them back the next day and told my supervisor.	
Refusing to do my work because I am tired today	
Being rude and upsetting the customer	
Taking an extra 5 more minutes than scheduled minutes for my break time	
Being considerate of my co-workers feelings	
Showing that I am reliable by doing my job as best as I can everyday	

Respect for Property and Acting with Integrity and Honesty

1. Imagine this scene at a workplace;

John works in a supermarket as a cashier. He started this job about a month ago and he likes it. John goes to the lunchroom for his 30 minute lunch break. John realizes that he forgot to bring his own lunch and he has no money to buy any food. John is really hungry. John looks in the shared staff fridge and sees a lunch-bag with sandwiches in it. The bag has the name 'Peter' on it. John takes a quick look around to make sure no-one is watching, then he eats one of the sandwiches. John also notices a can of pop in the fridge, with no name on it. John does not know who the pop belongs to. John drinks the pop as fast as he can. John spills some of the pop on his work shirt, but he decides not to change into a clean shirt. Soon John's lunchbreak is over, but he needs more time to go to the washroom and to text all his friends. John decides to take 10 more minutes extra for his break. John goes back to his cashier station much later than scheduled. His co-worker had to stay for extra time to cover for John.

Talk to your support worker about this story.

What went wrong? What did John do that was a poor choice? Make a list of the bad choices.

How would this have affected your co-workers?

What could you do better and differently in this situation if you were John?

COMMUNICATION

Definition: Combining nonverbal and verbal skills, clarity and concision, open-mindedness and confidence with a respect for others and their ideas.

Active Listening

Definition: pays attention to what is said and asks questions to better understand and contribute to communicating.

Accepting Feedback

Definition: being able to appropriately receive feedback and implement accordingly and with an open mind.

Effective Communication

Definition: speaking and responding with clarity, understanding and appropriate volume, emphasis and pitch (modulation) with the ability to express needs, feelings and opinions, and speaking on appropriate topics (content).

Communication

The following video demonstrates poor communication skills. Please watch the video and make notes on what you think shouldn't have happened and what you think either person could have done differently to make the communication more effective. Be as precise as possible.

https://www.youtube.com/watch?v=W1RY_72O_LQ

Communication Skills

Please answer the following common interview questions to the best of your ability communicating your answers clearly.

Interview Questions:

- Do you work well with other people? Can you give me an example?
- Tell me about yourself.
- How would you describe yourself?
- What major challenges and problems have you faced?
- Describe a difficult work situation/project and how you overcame it.
- What have you learned from your mistakes?

Communication Skills

Active Listening and Effective Communication.

Please open the attachment and watch the video. After watching make some detailed notes on the following questions.

<https://www.ottawapublichealth.ca/en/public-health-topics/social-distancing.aspx>

What is Physical Distancing?

Why is Physical Distancing necessary?

How can we practice Physical distancing?

Communication skills - Feedback Practice

Instructions to participants:

Circle the number of each sentence that you think are using appropriate and respectful communication skills.(not necessarily perfect, but OK). How did the other sentences make you feel?

1.	"I'm really confused over what you just said about my work".
2.	"Now I don't want you to get upset about what I'm going to say, but...."
3.	"When you interrupt me like that, it makes me want to stop talking to you".
4.	"It really doesn't matter to me, but a lot of people would really be upset with what you just did".
5.	"You're really overreacting to what I just said".
6.	"Your problem is that you just don't like yourself".
7.	"I have some feedback for you and I've got to give it to you for your own good."
8.	"When you continue to talk so softly, even after I've said I have trouble hearing you, I get frustrated and want to end the conversation".
9.	"You've just offended every person in this group".
10.	"You appear to be frowning, and I'm confused about what just happened."
11.	"From the way you needle people, you must have a need to get even with the world".
12.	"I could work with you more easily if you had a better sense of humour".
13.	"Why do you do things like that?".
14.	"Do you understand what I mean when I say you're sending me a double message?".
15.	"Charlie, how does it make you feel when Tom keeps coming late to meetings?"
16.	"I'm going to be open with you, level with you: I think you're a fathead".
17.	"I wish you'd stop trying to run things around here".
18.	"How do you think it makes me feel when you say things like that?"
19.	"That kind of adolescent behaviour won't get you anywhere around here".
20.	"And another thing. I'm sick and tired of you calling me "Honey".

Assertive Communication

Here is a list of scenarios where assertive communication would be the most effective.

Write your responses to the situations and demonstrate aggressive, passive, and then assertive styles.

Scenarios:

- **You are standing in line at the check-out and two salespeople are engrossed in a deep conversation ignoring you.**

Aggressive:

Passive:

Assertive:

- **Your teacher graded a paper that you feel should have received a higher mark.**

Aggressive:

Passive:

Assertive:

- **Someone calls you a name that is hurtful.**

Aggressive:

Passive:

Assertive:

EFFECTIVE COMMUNICATION AND LISTENING LESSON PLAN

GROUP ACTIVITY (45 MINUTES)

COMMUNICATION AND LISTENING SKILLS IN A GROUP

Activity: Drawings based on verbal guidance

Learning Objective: Learn to improve communication, listening skills and better interactions with others

Activity Goal: Effective communication skills by following verbal instructions

Material: Pen, white sheet of blank paper

Instructions

1. Each participant receives a blank white sheet of paper and a pen
2. Facilitator will create abstract drawings with simple shapes/ diagrams in a certain layout beforehand or ask each participant to draw one if they want.
3. Facilitator will pick one individual from the group and will give the paper with drawings of shapes on it for only him/her to see or the participant can use the one they drew.
4. Facilitator will start with describing the drawing on the paper and will give verbal instructions on the recreation of the drawing.
5. Group will start recreating the drawings based on verbal instructions from the facilitator
6. All participants compare the drawings when the exercise is completed
7. After having exchanged feedback about the differences in the drawings and the way they communicated, facilitator will then switch roles with different participants taking lead on giving spoken instruction on his/her drawing to the group
8. Each participant will take turn in describing his/her drawing

Discussions:

What went well and where communications could have been better. Evaluate each participants experience during the exercise in terms of understanding the instructions.

Who in the group gave spoken instructions the best?

Who in the group followed the instructions really well?

What are the other challenges participants faced during this exercise;

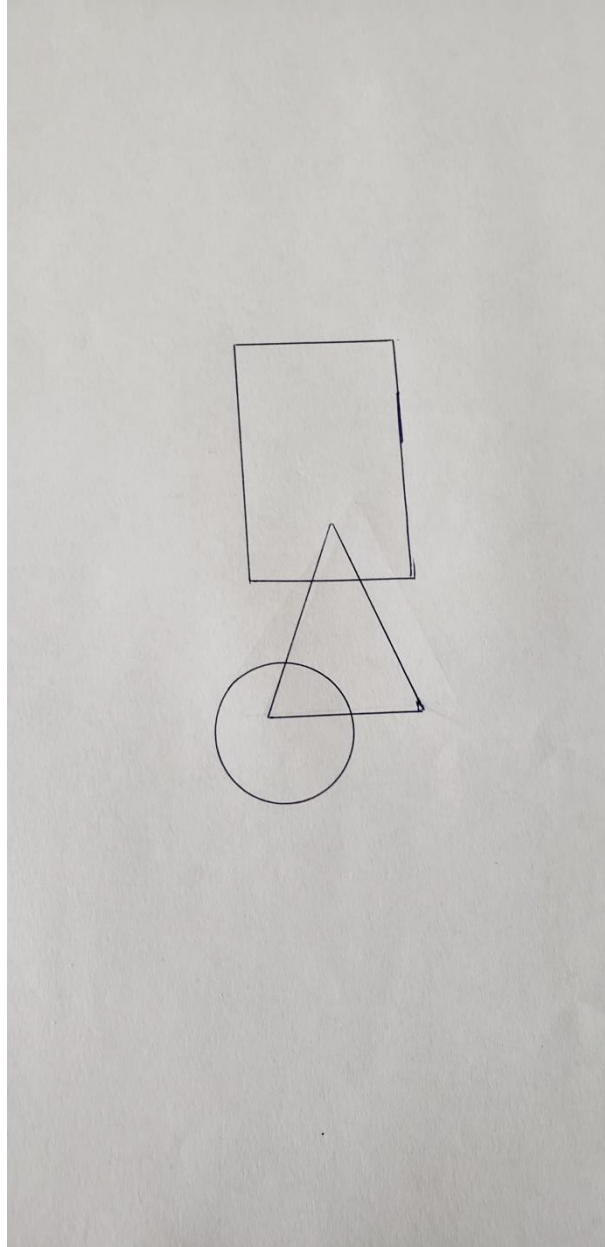
- a) Was pace of instructions given too fast?
- b) Was speech an issue?

What style of communication worked most efficiently and what style didn't work at all?

SAMPLE ACTIVITY HANDOUT 1.

Abstract drawing to show simple shapes

1. First draw a medium size triangle in the middle of the paper
2. Next draw a circle on the bottom left of the triangle slightly touching it
3. Draw a rectangle that intersects with the double the triangle



Communication

Feeling Charades

Instructions:

Have each person draw a “feeling phrase” out of a container. Take turns acting out the phrase while the audience tries to guess. Actors can’t talk and need to use their non-verbal communication skills including body language and facial expressions. Make sure each team is 6 feet apart and when communicating with other team members be sure to create a safe distance to ensure safety for all.

I love you	I’m so mad at you
I’m bored	I feel sick
I’m having fun	I’m sad today
I’m so excited	I’m scared
I’m hungry	I’m tired

RESPONSIBILITY

Definition: taking ownership for presence (emotional, cognitive, behavioural) in the individual and shared workspaces.

For Own Learning

Definition: identifying needs and understanding the consequences of one's own behaviour.

For Own Work

Definition: being open to feedback to adapt work habits to meet expected demands.

Advocates For Self

Definition: recognizing the need to ask for support from supervisors, peers, others in a constructive and effective fashion.

Responsibility Quiz

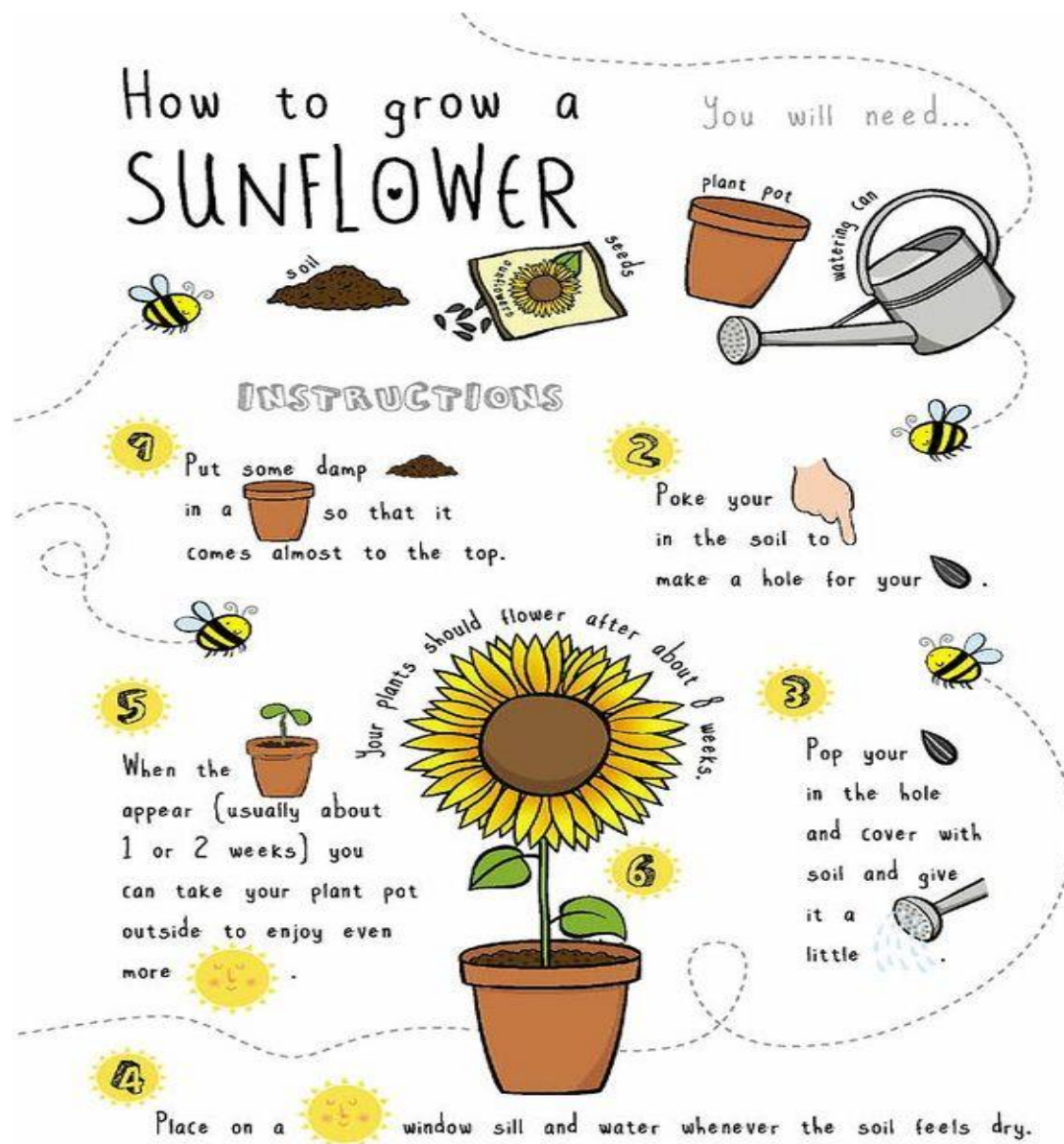
1. Sarah just landed a new job at Nike. Her boss has a strict policy on being late and advised Sarah if she is running late to call her in advance. One day Sarah was stuck in traffic, she looked at the time and she knew she was going to be late. Instead of calling her boss she decided to speed and try to make it on time. Did Sarah do the responsible thing?
 - a) Yes
 - b) No
2. Nicholas is sharing a desk with another co-worker in the office. Nicholas has the desk in the mornings, whereas his co-worker has the desk in the evenings. One day Nicholas had a big lunch that created a mess all over his desk. On his desk were used utensils, a plastic bag, food crumbs, and used napkins. What is considered the responsible thing to do?
 - a) Nicholas should just leave his desk messy for his co-worker to clean up
 - b) Nicholas should take some time and clean his mess up
 - c) Nicholas should not be eating food that makes a mess
3. Lian was called down to the boss's office for a work evaluation. The boss sat Lian down and said: "Lian you are doing a great job here in the office. You arrive to work on time, you complete all assignments that I have given you, and on top of that you are extremely friendly to our clients. However, if I were to make one critique that is handing your assignments on time, other than that you are doing great at the office." What is the responsible response Lian should give to her boss?
 - a) "Thank you for the feedback and I will defiantly start handing my assignments on time"
 - b) "I hate you and I hate working at this office"
 - c) "Whatever"
4. Sam is a student at Langara College. He always checks his syllabus for any upcoming assignments. While checking his syllabus he noticed he has an essay due on the same day he is leaving for a vacation. What is the responsible thing for Sam to do?
 - a) He should not write his essay and receive a zero
 - b) He should not tell his professor about his vacation otherwise he might get into trouble
 - c) He should email his professor stating he will not be attending class the day the essay is due
5. Mike came home late from a friend's party. Unfortunately, he overslept and arrived late to work. He arrives to work and his manager asked why he came in

so late. Mike was upset with his manager's tone and decided to scream and curse at his manager. Was this responsible response on Mike's part?

- a. Yes
- b. No

6. Han Solo has just been promoted to a managerial position at lightsabersareus. Every time a co-worker asks for help Han Solo does not provide any support. In fact, when a co-worker is walking towards him he walks the other way. What is the responsible thing for Han Solo to do?
 - a. Han Solo should provide help when co-workers ask for it
 - b. Han Solo should continue what he is doing
 - c. Han Solo should whip out his lightsaber and attack his co-workers
7. Mr. O'Brian was casually walking down the street where he happened to cross an old lady who had just dropped her wallet. Mr. O'Brian noticed the old lady dropping her wallet, he picked it up and gave the wallet back to her. Was this considered a responsible action?
 - a. Yes
 - b. No
8. Lousie just started her new job at the Pizza Factory. As she was on her way to make another delivery she accidentally dropped her client's pizza. The pizza was ruined and was not edible. What is the responsible thing for Louise to do?
 - a. Notify her boss what just happened
 - b. Leave the pizza and not warn the boss or client
 - c. Notify her boss about the incident and call the client stating another pizza is on the way
9. Jim and Sally love to eat candy. One day Jim and Sally brought a whole bag of candy to the park to share with their friends. As they were eating the candy they were unsure what to do with the candy wrappers. What responsible action should Jim and Sally do?
 - a. Throw the wrappers on the ground
 - b. Throw the wrappers in the trash can
 - c. Eat the wrapper
10. Tom was working on a project all day in the office. As he was preparing to leave he noticed a bag in the middle of the hallway. He picked the bag up and found \$1000. What is the responsible action Tom should do?
 - a. Take the cash and go on a vacation
 - b. Report the bag to a manager
 - c. Leave the bag there and walk away

Responsibility



Materials (your employment counsellor has all the supplies):

- Soil
- Seeds
- Pots
- Water
- Sun

Record the care of the plant. Measure it after each week. Report growth to your employment counsellor.

Responsibility Flower Artwork

Instructions:

In groups of two using the construction paper provided assemble a responsibility flower. Cut out four to five petals and with your team members write out an important responsible task commonly seen in the work place. For instance, some responsible tasks can include fixing your mistakes or getting to work on time. Once completed, present your flower and share why you chose these particular responsibilities.

Materials:

- Scissors
- Glue
- Colourful construction paper
- Markers

Example of a responsibility flower:



Responsibility

Helping Hands

Instructions:

Have job seekers trace their hands to create an outline. Have the job seekers list on the palm of each hand the title and name of a helper in the work industry, such as a nurse, custodian, teacher, or a cashier. In groups of two brainstorm a list of expected responsibilities of each occupation. After brainstorming, write each responsibility on the fingers and thumb that you have traced earlier with your job seeker. Once completed, on the opposite side identify ways you can act more responsible in order to help that person do their job easier and more efficiently.

Example:

Responsibilities of a custodian include:

- Performing minor repairs
- Disposing of trash and recycles
- Sweep, mopping, and vacuuming the floors
- Maintain cleaning equipment
- Maintain inventory of cleaning supplies and equipment

What I can do to help a custodian:

- Pick up my trash
- Keeping my work area tidy and clean
- Mopping the floor after spilling sticky drinks
- Not sticking my gum underneath the desk
- Stacking my chair

Responsibility

1. Find a license plate that isn't from British Columbia. Take a picture with it.
2. Find something really old. Take a picture with it.
3. Find a place where you can buy fruits, vegetables and ice cream at the same time. Take a picture **outside** of it.
4. Find a house with a red door. Take a picture with it.
5. Find a store or business with the word Canada or Canadian in it. Take a picture **outside** of it.
6. Find a house with hearts in the window. Take a picture with it.
7. Find a safe place. Take a picture of you there.
8. You don't need to go to the beach to find this Shell. Think about cars. Take a picture of yourself in front of it.
9. Find a pine cone. Take a picture with it.
10. Find a house or yard that still has Christmas lights up.
11. A place where you can find Harry Potter, Captain Underpants, Nancy Drew and Superman all at the same time! Take a picture of yourself **outside**.
12. Take a picture next to some colorful flowers.
13. Take a picture of you that has a Canada flag in it.
14. Take a picture of yourself somewhere that you can get some exercise.
15. **Last clue:**
Where you can buy a royal sweet treat? Take a picture of you with your treat!

BEING RESPONSIBLE ACTIVITY-LESSON PLAN

GROUP ACTIVITY (45 minutes)

BEING RESPONSIBLE FOR THE CHOSEN ACTIVITY

Activity: Demonstrate responsibility by being accountable and for the actions taken

Learning Objective: Learn to be Responsible for yourself, for your learning and follow through assigned duties to achieve results.

Activity Goal: Being responsible for assigned item

Materials: black markers, white construction paper charts,
List of written items on paper- keys, cat, dog, flower seeds, bicycle, iPad, winter jacket, guitar, lunch box, \$20 bill, pot plant

Instructions

1. Each participant receives a black marker and a white construction paper chart.
2. Each participants chooses one written item from the list for their activity
3. Participants write 6 "Being Responsible" on the paper chart to show how they will take care of the item they chose from the list.
4. Facilitator allows all participants **10 minutes** to complete the written exercise.
5. Facilitator will have each participant present their "Being Responsible" poster to the group. Participants will explain their responsibility for their given project. **(25 Minutes)**
6. Facilitator will let group make suggestions
7. Facilitator will evaluate each participant on their "being responsible" skills based on how they showed responsibility of their project

Discussion (10 Minutes)

1. Did any participants hesitate to show proper responsibility towards their project?
2. What are the ways each participant showed "being responsible"?
3. Did all the participants know what their responsibility was?
4. Ask the group what are some other situations they can demonstrate responsibility?
5. Based on the completion of the project, pick a participant whose project showed that he/she took ownership of their item through great care.

Personal Appearance

Definition: To attend to one's personal appearance and behaviour in accordance to expectations of environment - i.e. workplace professionalism.

Hygiene

Definition: the degree to which one maintains health and cleanliness.

Adheres To Dress Code

Definition: A set of rules specifying required manner of dress at school, offices, and other workplace environments or events.

Grooming

Definition: The process of caring for personal appearance, hygiene and clothing - ways to enhance your health and appearance by keeping clean, tidy and pleasant.

Personal Appearance

Hygiene & Grooming Activities

Dress Codes

1. Are You Work Ready? Picture Activity

Choose a work outfit, take a picture and send it to your job coach to show you are work ready.

- Clothes or uniform are neat clean and ironed
- No rips, stains, falling hems or missing buttons
- Hair is clean and follows work rules
- Shoes are clean with no holes
- Lunch and belongings are in your purse or backpack

Personal Appearance

Are You Work Ready? Flash Cards

Using the Flash Cards

The purpose of the Are You Work Ready? Flash cards are to help build awareness and understanding concerning appropriate work attire for differing situations. Locate pictures of a variety of work appropriate outfits/uniforms suitable for different jobs, along with some examples of inappropriate outfits. The photos can be printed, laminated and used in a variety of ways using prompts such as:

- What job do you think this person does?
- Is this person appropriately dressed to work in fill in the blank job?
- Challenge participants to think of the job they want and find an appropriate work outfit.

Introduction for Participants

Part of belonging to a team is that you all dress in a similar way. For example if you are on a basketball team you all wear the same uniform. Sometimes work teams all wear a uniform so everyone looks exactly the same like at McDonalds.

In other workplaces you have to choose what clothes to wear. It can get a bit confusing because different work teams wear different kinds of clothes. In the employment program we have people working in all kinds of businesses. Some people work in offices, some people do cleaning or landscaping, some work in restaurants and they all wear different clothes to work.

Basic Rules for Work clothes:

Dressing Don'ts:

- Clothes must be neat, clean, tidy and appropriate for the kind of work you are doing.
- Most workers wear tidy dress-casual clothes. (usually collared shirts)
- If you do dirty or physical work, wear proper protective clothing
- Short skirts or revealing clothing (including tights)
- No sweat pants or spandex workout wear
- T-shirts with big pictures or logos
- Overly fancy or dressy items
- Clothes that interfere with your ability to do your job.
- And never wear anything that is dirty, wrinkly or torn.

Personal Appearance

Grooming Activities

1. My Work Ready Grooming Checklist

Create a checklist to help new workers understand the various aspects of work ready grooming.

- Bathed or showered
- Hair is washed
- Shaved if needed
- Face and hands are clean
- Nails are trimmed and clean
- Hair is brushed/combed and tidy
- Teeth brushed
- Deodorant
- Not wearing strong perfume or cologne
- Clean bandages on any cuts or scrapes
- Clothes or uniform clean and ironed
- No holes, rips or stains on clothing
- Shoes are clean
- I am wearing a smile!

2. Make Your Own Grooming Kit

Good grooming is an important part of being 'work ready' and looking professional at work. It's not enough to be clean and tidy when you leave home. You may also need to tidy up during the day. Having the right tools with you will make it easier!

Find a small zipper bag at the dollar store. Fill it with handy grooming tools to keep in your purse or backpack so you are always prepared at work!

What to include:

- Pocket Mirror
- Lip Balm
- Travel toothbrush and paste
- Dental Floss
- Nail clipper with
- File and nail cleaner
- Comb and hair elastics
- Medicine
- Wet Wipes Tissues
- Stain Remover Wipes
- Some useful things to
- Include in your kit
- Glasses Cleaning Kit
- Sanitary Supplies

Personal Appearance

Hygiene Activities

1. Hand Washing Quiz

The purpose of this quiz is to help individuals understand some of the nuances of when it is necessary to wash their hands. Cut out and laminate pictures of different situations:

- sneeze
- touching face
- eating an apple
- cooking a meal
- before someone goes into a restroom
- after using the toilet
- putting on a bandaid
- after eating a meal
- petting a dog
- shaking hands
- reading a book
- talking on the phone
- going for a walk
- opening a door
- combing or brushing your hair
- cleaning up after a pet
- taking the garbage out
- pushing a shopping cart
- dirty hands

To conduct the quiz sort the cards into three piles: wash before, wash after, and no need to wash. It is a general way to spark conversation about specific work related rules for hand washing and hygiene that may be encountered in different work and public settings.

2. Hand Washing Resources

Some useful resources highlighting proper hand washing procedures.

- BC Ministry of Health - Covid 19 Hand Hygiene Poster
http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID19_Handwashing%20Poster_MD%20offices.pdf
- Public Health Ontario - Just Wash Your Hands Videos
<https://youtu.be/o9hjmges72I>
- Make your own Wash Your Hands Infographic <https://washyourlyrics.com/>