
Module 6

Confidence on the Job

Self-Esteem

Self Confidence at Work

Job Retention



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Purpose



The purpose of this Module is for students to improve their self-esteem so that they can feel confident on the job.

The activities and supplemental resources provided in this Module are designed for a range of abilities in transition classes at the high school level, allowing for differentiated instruction.

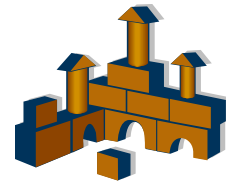
Module Objectives



Students will:

- Understand the concept of self-esteem and how to improve their own self-esteem
- Understand strategies for building confidence on the job
- Recognize the importance of being a valued member of a work team
- Understand how to retain employment

Alignment with NYS Learning Standards



Career Development and Occupational Studies (CDOS)



Standard 1: *Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.*

(Elementary)

Key Idea 1-1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (a) begin a career plan that would assist in the transition from school to eventual entry into a career option
- (b) demonstrate an awareness of their interests, aptitudes, and abilities
- (c) know the value of work to the individual and society in general
- (e) explore the preferences for working with people, information, and/or things
- (f) demonstrate understanding of the relationship of decision making to the attainment of future goals

(Intermediate)

Key Idea 1-1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (c) understand the relationship of personal interests, skills, and abilities to successful employment

Standard 2: *Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.*

(Elementary)

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills, and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

(c) solve problems that call for applying academic knowledge and skills

Standard 3a: *Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.*

(Elementary)

Key Idea 3a-2: (Thinking Skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

- (a) use ideas and information to make decisions and solve problems related to accomplishing a task.

Key Idea 3a-3: (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

- (b) demonstrate the personal qualities that lead to responsible behavior

Key Idea 3a-4: (Interpersonal Skills): Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

- (c) relate to people of different ages and from diverse backgrounds

Key Idea 3a-7: (Managing Resources): Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

- (a) demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task

(Intermediate)

Key Idea 3a-2: (Thinking skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

- (a) evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skill

Key Idea 3a-3: (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

- (a) demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner

Key Idea 3a-4: (Interpersonal Skills): Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations

- (a) demonstrate the ability to work with others, present facts to support arguments, listen to dissenting points of view, and reach a shared decision

Key Idea 3a-7: (Managing Resources): Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

- (a) understand the material, human, and financial resources needed to accomplish tasks and activities

Family and Consumer Science



Standard 2: *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

(Intermediate)

Key Idea 2-1: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

- (d) Students apply basic rules of health and safety to a variety of home and work place situations

Standard 3: *Students will understand and be able to manage their personal and community resources.*

Key Idea 3-1: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

(Intermediate)

- (e) Students understand how working contributes to a quality living environment
- (f) Students identify their own abilities and interests as possible guides to career choice.

(Commencement)

- (e) Students develop job skills (e.g., communication, effective time management, problem solving, and leadership)

Health



Standard 1: *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

(Commencement)

Key Idea 2-1: Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

- (b) Students will evaluate personal and social skills which contribute to health and safety of self and others

Background Information



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 6**.

▪ **The definition of self-esteem is:**

- Confidence and satisfaction with self
- Self-respect
- Positive self-worth
- Positive self-concept

Strong self-esteem is critical for developing a positive attitude, especially at work.

A sense of self-worth is important for developing resiliency, flexibility, and other coping skills that are often necessary when working with managers and co-workers.

A healthy self-concept allows individuals to build strong relationships and develop confidence at work.

Positive self-esteem cannot be developed overnight, but individuals can improve their self-esteem at any point in their lives.

▪ **There are multiple factors that influence self-esteem.**

The factors can have a positive or negative impact, depending upon the basic self-image of the individual and the power and influence of the source of self-esteem.

It is ultimately up to the individual to strive to overcome the negative factors and concentrate on building a positive self-image. Understanding typical sources of self-esteem can be the first step.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 6.

Sample factors that influence self-esteem:

- Parental attitude about children and raising children
- Adult (teacher, family member, neighbor, etc.) treatment of children
- Personal appearance, communication patterns, abilities, and the reaction of others to those characteristics
- Adult tone and language when communicating with children
- Peer treatment, including friendships and sibling support, as well as teasing and bullying
- Access to safe, clean living environments, clothing, good hygiene
- Societal standards of beauty and weight
- Financial experiences as a child, especially exposure to inaccessible higher standards of living
- Adult expectations about achievement, beauty, success, intelligence
- Personal health and comfort
- Access to resources for maintaining personal appearance
- Educational experiences and opportunities to develop capabilities

Positive self-esteem can be developed and nurtured.

If students are able to identify their strengths and positive characteristics, they can begin to counteract the impact of negative factors that influence self-esteem.

- A constantly critical parent can cause low self-esteem, but a supportive teacher can quickly have a positive impact and improve self-esteem.
- Sincere praise from a significant other (relative, sibling, friend) can counteract poor body image or discomfort about disabilities.
- Bullying can cause negative self-esteem in the victim, but learning how to prevent bullying can result in self-respect and pride.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 6.

- Resilience is a critical component of positive self-esteem. Defined in this case as “the ability to recover from or adjust easily to misfortune or sustained life stress,” resilience determines whether individuals are flexible enough to adapt to negative situations and figure out a way to move ahead successfully.
 - For individuals with disabilities, it is often difficult to be resilient and to overcome negative factors in the environment without support. Children with disabilities who are treated poorly may take things personally and develop self-blame and poor self-concept. With appropriate supports and repeated successes, they have a better chance of overcoming past messages and developing resiliency and a positive self-image.
 - Instructors can continuously point out the positive aspects of each student to reduce a sense of frustration and self-blame and build confidence and self-esteem. As a result, the students will role model positive reinforcement for each other.
- **Successful employment can be a significant source of positive self-esteem.**

If the students have the opportunity to be part of a team of employees, contribute to the success of an organization and build their skills, the results can be a sense of self-worth and strong self-esteem.

For some students, the workplace can be where they receive positive reinforcement and encouragement. It may be where they cultivate social skills and job skills that contribute to a sense of pride and accomplishment.

At the same time, the workplace can be where they experience negative factors that make them question themselves, or may reinforce low self-esteem.

It is important that the students learn that the way that they feel about themselves should not be dependent upon the views of others. The strategies in this module can help students boost self-esteem and disregard experiences that might make them question themselves.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 6.

- **New employees have a better chance of succeeding on a job if they remember the following strategies:**
 - Have solid arrangements for transportation, including reliable backup plans.
 - Do not align themselves with particular groups or individuals, but make a point of meeting as many people as possible.
 - Realize that becoming comfortable in a new job can take weeks, even months. Most new employees say that they are not fully acclimated until at least a year.
 - Ask lots of questions, even if some questions have to be repeated.
 - Consult regularly with respected co-workers and supervisors to assess progress.
 - Have excellent attendance during the probationary period and continue the same pattern, demonstrating a good work ethic.
 - Talk to a job counselor, physician, or counselor if handling the job becomes difficult.
 - Meet as many new people as possible.
 - Learn as many new skills as possible, but don't rush it.
 - Study what is enjoyed at work and ask for more opportunities to do what is enjoyable.
 - Develop positive personal relationships as a valued team member.
 - Consult with supervisors about progress and opportunities.

Continued



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 6**.

- **Some days at work will run smoothly and other days will be challenging.**

For some students, these problems are all part of the work day and they can quickly make the necessary adjustments. For others, even minor problems can feel like major challenges.

In order to be prepared for possible work challenges ahead, it is important to discuss what situations may come up during the work day that are unpleasant or difficult. At the same time, it is essential to discuss strategies for overcoming the challenges.

Emphasis should always be on seeking assistance in coping with difficult challenges. This does not mean that the students should report everything to their managers. It means that they should determine whether the challenge is actually unusual (or just typical of a normal work day). They should try to resolve the problem on their own, unless they feel unsafe. And they should feel comfortable approaching an employer or manager and explaining problems and possible solutions.

Note: This module should be implemented after the students have had the opportunity to discuss other topics in the Job Readiness program and are comfortable sharing personal concerns in front of the entire group.

Discussing on-the-job experiences can be emotional for some, particularly if they discuss co-workers who are mean to them. Incorporate the information discussed in activities related to conflict and managing stress.

No student at any time should be *required* to share personal information or concerns.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 6.

No one should stay in a job if they are being harassed or if the job is unsafe or involves illegal activities. Occasionally the requirements of a job do not match an employee's skill set, or interferes profoundly with family life.

But before quitting the job, it is important to identify the problem (including conducting a serious self-assessment), and possible solutions.

If policies and procedures are not being followed, the supervisor should be told privately – with specific examples.

If the employee is being sexually harassed or treated differently because of race, religion, national origin, or gender – or requirements of the American Disabilities Act are not being followed – the Human Resources representative should be notified immediately.

Alternatives to quitting should be discussed with a respected friend, a job counselor, or the supervisor – with specific ideas in mind, not just complaints.

Staying in a job, even if it is unpleasant or difficult, shows:

- Perseverance
- Positive attitude
- Professionalism

Quitting should be viewed as the last possible action when a job is challenging.

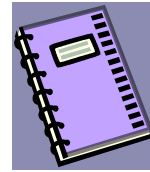
Module Vocabulary



Before conducting job readiness activities in this module, review the following key vocabulary words with the students:

- ❖ Self-esteem
- ❖ Confidence
- ❖ Challenge
- ❖ Fired

Module Journal Topics



Encourage students to keep a notebook that contains their handouts, drawings, pictures from magazines, personal written notes, and/or photographs. This “Journal” will be a record of the steps they take to become “job-ready.”

Suggested journal topics:

- What will I do when I’m not feeling confident?
- Who can help me if I’m feeling like I need some support?
- What will I do to make sure that I keep my job?

Activities

Module 6



Activity #1 – Self-Esteem

Description of Activity

In this Activity students will discuss the concept of self-esteem and learn how to boost their personal self-esteem.



Supplies




- ❖ Set of 5 pom poms or something to wave for cheering, such as a flag.

Handouts


- | | |
|------------------------|----------------------|
| ❖ <i>I Like Myself</i> | ❖ <i>Paycheck</i> |
| ❖ <i>Proud</i> | ❖ <i>Parents</i> |
| ❖ <i>Cheerleader</i> | ❖ <i>Carpenter</i> |
| ❖ <i>Disappointed</i> | ❖ <i>I Win!</i> |
| ❖ <i>Bully</i> | ❖ <i>Cook</i> |
| ❖ <i>Frustrated</i> | ❖ <i>Self-Esteem</i> |
| ❖ <i>Date</i> | ❖ <i>Self-Talk</i> |

Activity Directions

- Display the following handouts.
- Discuss how each handout pertains to building positive self-esteem.



Handouts



- ❖ **I Like Myself**
(Discuss how positive self-esteem means feeling good about yourself. It means being proud of who you are and what you can do.)
- ❖ **Proud**
(Discuss the meaning of *pride* and how it *feels* to be proud of yourself. Give personal examples.)

I like that

ASK: What is something that you know that you do very well?

- Accept all responses, even if the answers are things like “eat pizza” or “sleep.” Point out that when you are pleased with yourself you have good self-esteem.

Proud

ASK: How does it feel when you have strong self-esteem -- when you are proud of yourself? When have you felt proud of yourself?

- One by one display all of the handouts and ask questions that pertain to the handouts. Emphasis should be on identifying feelings that relate to self-concept, with a focus on identifying positive influences on self-esteem.

Start with recognizing factors that can negatively influence self-concept.

I Hate That

ASK: Are there days when you don't like yourself very much?

(Provide a personal example of when you were disappointed in yourself or had poor self-concept. Explain that everyone has times when they do not feel good about themselves. The important thing is to identify the positive points and learn from experiences that reduced self-esteem. Emphasize that self-esteem comes from within, not from what others say.)

Cheerleader

ASK: What are some things in your life that make you feel good about yourself and make you want to cheer?

(Accept all responses. Point out that family, success in a sport or hobby, friendships and affection, earning money at work, are all examples of things that make you feel positive about yourself.)

Disappointed

ASK: Are there times when there are things in your life that *don't* make you feel so good about yourself?

(Accept all responses and be prepared for sensitive topics such as family treatment, comments about appearance or personal struggles with disabilities, mistakes at work, etc.)

- If the students do not raise these sensitive issues, make a point of mentioning the issues as examples of how individual people or daily struggles can influence the way people feel. Explain that one negative comment can bother *anyone*, regardless of their level of ability or self-concept.
- Give other examples of negative factors that influence self-esteem, such as those listed in the Background Information. Keep in mind that the students may be uncomfortable when these examples are given and should never be asked directly if they are personally experiencing these factors. If students do share personal experiences, stress the fact that self-concept comes from personal pride and confidence, not from the opinions of others. Stop and immediately point out what is positive, and ask the students to identify what they like about themselves. Take note if a student appears to need personal counseling to develop self-esteem.


Bully

(Bullies can be a major source of low self-esteem. People who yell, threaten, hurt others are mean and out of line, but they can still make you feel bad. Discuss how to handle a bully at work.)


Frustrated

(Frustration can develop and you can lose your temper or do something embarrassing. Discuss how to use stress management strategies such as walking away, calming down, and talking to someone about how you feel.)

Give examples of positive factors that can influence self-esteem, such as:



Handouts



- ❖ **Date**
(Love, affection, good friendships)
- ❖ **Paycheck**
(Getting paid)
- ❖ **Parents**
(Family, including housemates, siblings, extended family)
- ❖ **Carpenter**
(Knowing how to do something, learning a new skill)
- ❖ **I Win!**
(Hobbies, winning at sports, having friends, being on a team)
- ❖ **Cook**
(Cooking and other daily skills that develop self-reliance and independence)

- Explain that the best way to build and maintain strong self-esteem (or to feel good about yourself) is to be able to identify your positive qualities.
- Point out that everyone in the room has positive qualities, even if they may not recognize them.
- Ask each student to name a person who could influence **positive** self-esteem in their lives today. If they get stuck, point to the Instructor as an example.

- Break the students into small and ask them to look at handout Cheerleader.
- In each group, one by one, each person is to give a cheer as they describe something that they do well.
- The instructor should provide personal examples while cheering. (If pom poms or a flag are available, the instructor can shake them and give a cheer.) Examples are:
 - I lost five pounds this month!
 - I am a great dancer!
 - When I look in the mirror I see beautiful blue eyes!
 - I have very good taste in shoes!
 - I can barbeque anything you want!
- As the individuals carry out their cheers in the small groups, encourage others in the group to point out positive qualities. Walk around the room and identify skills and positive qualities that are especially valuable in a work setting, such as:
 - Good listener
 - Always on time
 - Willing to share
 - Follows directions
 - Gets along with everyone
- Instruct the students to be supportive of everyone in their group and to make only positive comments.
- The students will not be expected to report back to the large group, although they will be given the opportunity to share information about their positive qualities.
- Be prepared for this activity to get a little noisy!

ASK: What is one thing that you can do to build your self-esteem and make you feel better about yourself?

- Accept all responses and make the following suggestions:
 - Clean clothes so that you are proud of what you are wearing. Replace clothes that are ill-fitting, torn, dirty, or unflattering.
 - Make sure you have a clean body and grooming habits. Talk to friends to find out how to get a good haircut or get nails polished.
 - Spend time with people who are kind and supportive.

- Try to limit time with people who make you feel bad. (If no choice, concentrate on the positive things that you know about yourself that others fail to mention.)
- Take a look at diet and eating habits to see if they make you feel bad about yourself, such as eating foods that cause weight gain.
- Ask others for help so that you can improve in a skill or learn something new.
- Take pride in your home environment by keeping it neat and organized. You will feel better about yourself, especially if guests are impressed with your home.
- Take pride in your work and let your manager know what you have been able to accomplish.

ASK: Who in this room can you count on to make you feel good about yourself?

(As the students look around they may point at each other. Point at yourself and remind them that the instructor will always be there to bolster their self-esteem, if needed.)

Optional:

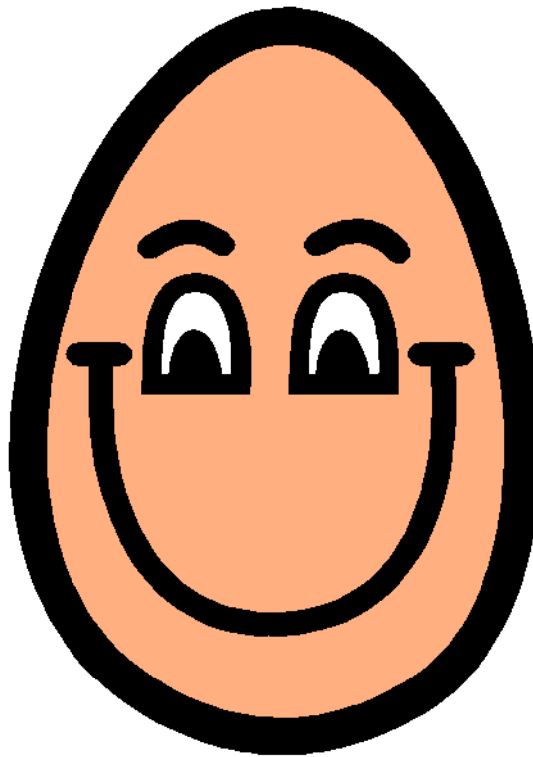
- Distribute the handouts *Self-Esteem* and *Self-Talk* and complete them in class, with a large group discussion afterwards. They can also be discussed and completed in pairs.

The handouts can be done as a “homework” assignment, but it is best to take class time and discuss the possible answers. Too often positive self-talk is framed in a negative manner, such as “I will do better” or “I’m not always like this.” Students should be guided in self-talk that is affirmative and forward-looking.

- Invite speakers who have overcome factors that *could* have resulted in negative self-esteem and low self-confidence. For example:
 - Business owners and entrepreneurs who were told they would fail
 - Individuals in caretaking professions (nursing, home health aide, child care) who discovered that helping others improved their own sense of self worth

- Representatives from Weight Watchers who now lead groups because they lost weight and kept it off, after years of teasing and low self-esteem
- Individuals with disabilities who discovered activities that they could do successfully
- Teachers and counselors who work to help others build their self-esteem because they personally experienced negative factors in life that affected their self-respect.

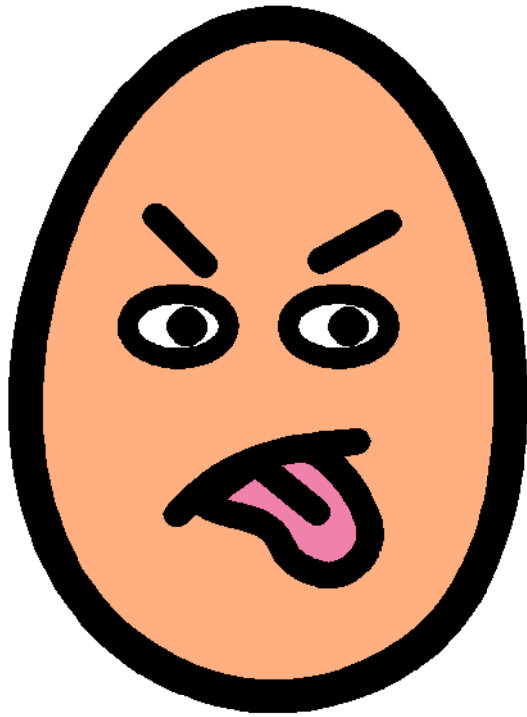
I like myself



Proud



I hate that

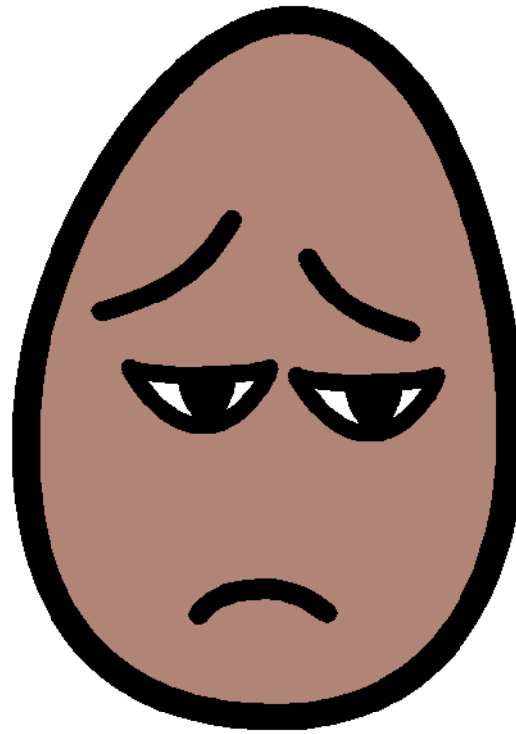


Cheerleader



Module 6 Cheerleader

Disappointed



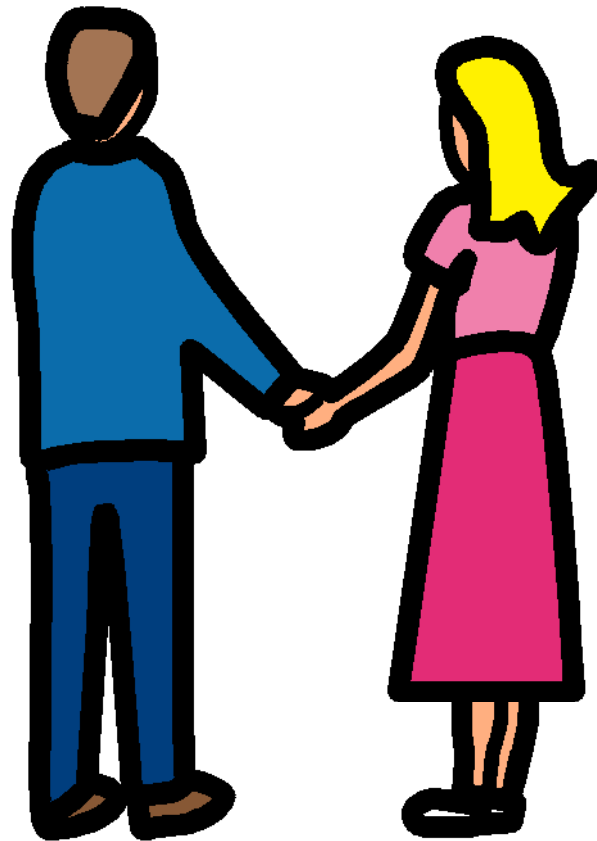
Bully



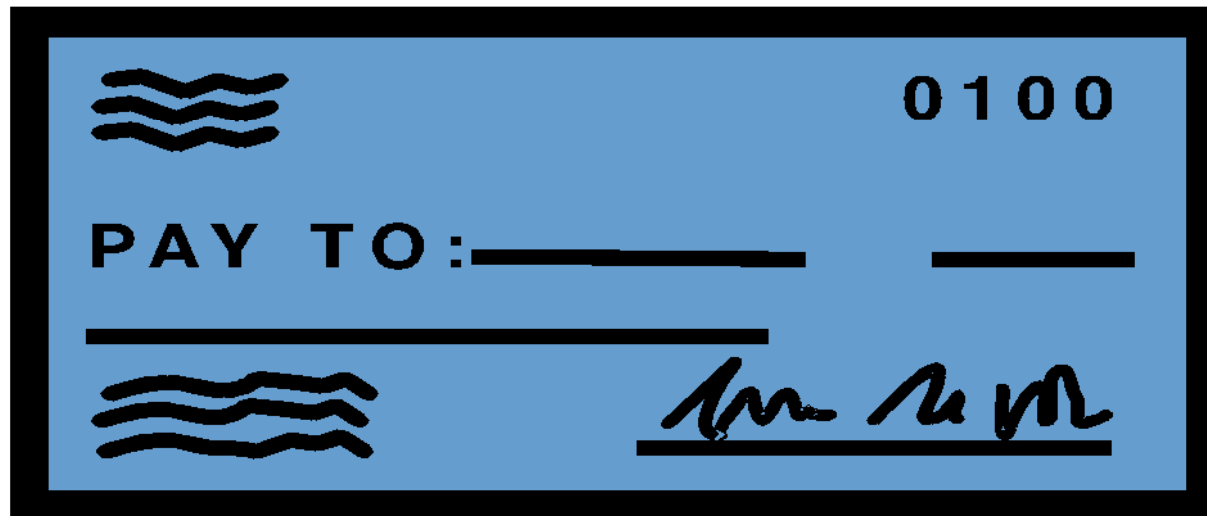
Frustrated



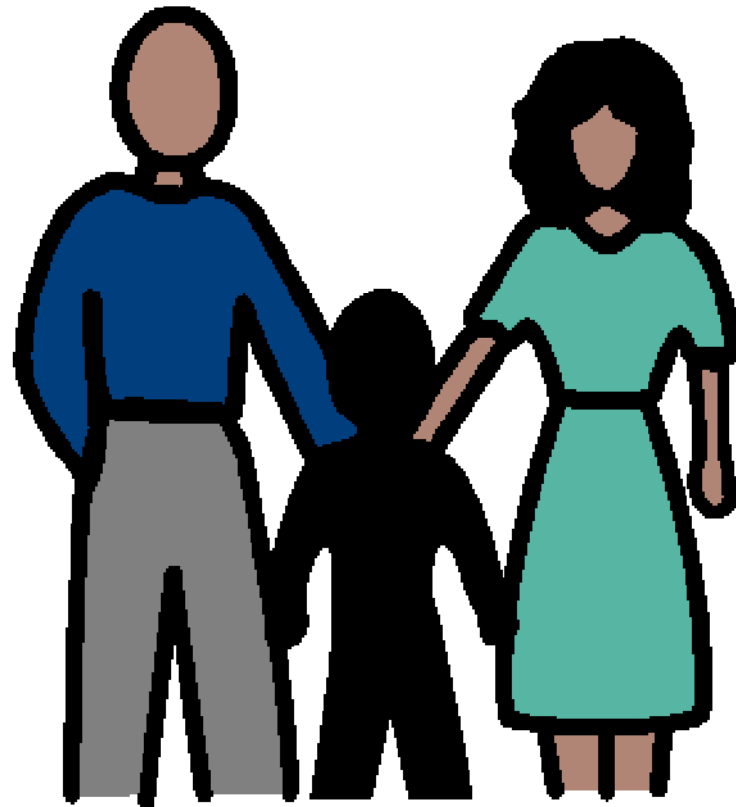
Date



Paycheck



Parents



Carpenter



Module 6 Carpenter

I Win!



Cook



SELF-ESTEEM

Circle the answer that you think is the right thing to do.

1. When I am feeling frustrated, I will:
 - (a) blame myself
 - (b) blame everyone else
 - (c) pick one small problem to solve

2. When a child I care about sees me get upset, I will:
 - (a) tell the child to leave me alone
 - (b) tell the child that things are hopeless
 - (c) tell the child that right now I'm frustrated but I will work to solve the problem

3. When someone tries to make me feel bad about myself I will:
 - (a) argue with them
 - (b) agree and feel worse
 - (c) plan to live my life to prove them wrong

4. When I am afraid to try something new I will:
 - (a) put it off as long as possible
 - (b) pretend that it's not important
 - (c) figure out why I'm afraid and get help in overcoming the problem

5. When I feel like I have low self-worth, I will:
 - (a) act like it doesn't bother me, but feel hurt inside
 - (b) agree and give up
 - (c) remember that changing my self-worth is up to me

The answer is "c" for all of the questions. Copy each of the "c" answers on the back of this sheet and use them as a guide when you are working on improving your self-esteem.

SELF-TALK

When someone says something to you that is hurtful, what can you think that will protect your self-esteem?

1. I know that is not true about me.

2. _____

3. _____

4. _____

What positive words can you say to yourself when you leave this class every day?

1. I am proud of myself for attending class.

2. _____

3. _____

4. _____

What can you say to others to help them build their self-esteem?

1. _____

2. _____

3. _____

3-2-1 Activity Review

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

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

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #2 – Feeling Confident

Description of Activity

In this Activity students will discuss how employment helps to build confidence.

Note: This activity should be used with students who are employed or have experienced internships, volunteering, or other jobs.



Supplies




- ❖ 15 empty shoeboxes

Handouts


- ❖ *Confident*
- ❖ *Worried*
- ❖ *Be Proud*
- ❖ *Paycheck*
- ❖ *Jobs You Like*
- ❖ *Jobs You Don't Like*

Activity Directions

- Define “confidence” as:
 - Trusting yourself
 - Feeling like you *can* do something
 - Knowing that you are good at something, that you have the skills
- Display the following handouts. Discuss how each handout relates to feeling confident at work.



Handouts




- ❖ **Confident**
(When you feel like you can handle something pretty well, then you are confident and you feel comfortable and relaxed.)
- ❖ **Worried**
(Explain to students that if they are worried it may be because they don't really understand that they are supposed to do at work, or maybe they are having trouble with someone at work. It can be upsetting to feel worried and can cause tension and discomfort. Good workers build their confidence by talking to someone about what is bothering them and fixing the problem.)
- ❖ **Proud**
(Remind students that they have been given a particular job because other people think they can do it. They should be proud of their job, no matter what it is. They make an important contribution to the organization.)
- ❖ **Paycheck**
(Remind students that they are able to work and earn their own money. This is very impressive and it's important to keep working hard to keep your job.)


ASK: What is one thing that you can do to build your confidence at work and make you feel better about yourself?

- Accept all responses and make the following suggestions:
 - Practice
 - Make sure that you understand the directions

- Do one thing at a time until you understand all of the steps.
 - Ask others for help so that you can improve in a skill.
 - Take pride in your work and let your manager know what you have been able to accomplish.
 - Challenge yourself so that you can accomplish something new
- Display the following handouts.



Handouts



❖ ***Jobs You Like***

❖ ***Jobs You Don't Like***

Jobs You Like

ASK: What is one thing at work that you like to do? What do you enjoy?

Jobs You Don't Like

ASK: Everyone has tasks that they don't enjoy at work. What is one thing at work that you don't really like to do?

(Explain that it is important to do all parts of the job, even those parts that are not enjoyable. Explain that sometimes tasks are unenjoyable because practice is needed, or help from a co-worker will make the job go faster. Success and confidence can often make the job more enjoyable. Give personal examples.)

Proud

ASK: What are you proud of at work?

- Break the students into small groups and ask them to discuss what their job responsibilities are.
- The purpose of the discussion is to discuss those tasks that make them feel confident and proud.
- For this activity, each student in the group should be encouraged to tell the large group about one task that they do very well at work. The group

members can help identify what tasks the students should talk about by asking about the tasks of the different jobs.

- The Instructor should visit each group and comment about the amount of work they are responsible for, the difficulty level of the tasks, and how they should be proud of the work that they do.
- Some of the students may feel that their work is nonessential or boring. The instructor should point out the value of every employee's contribution to the success of an organization.

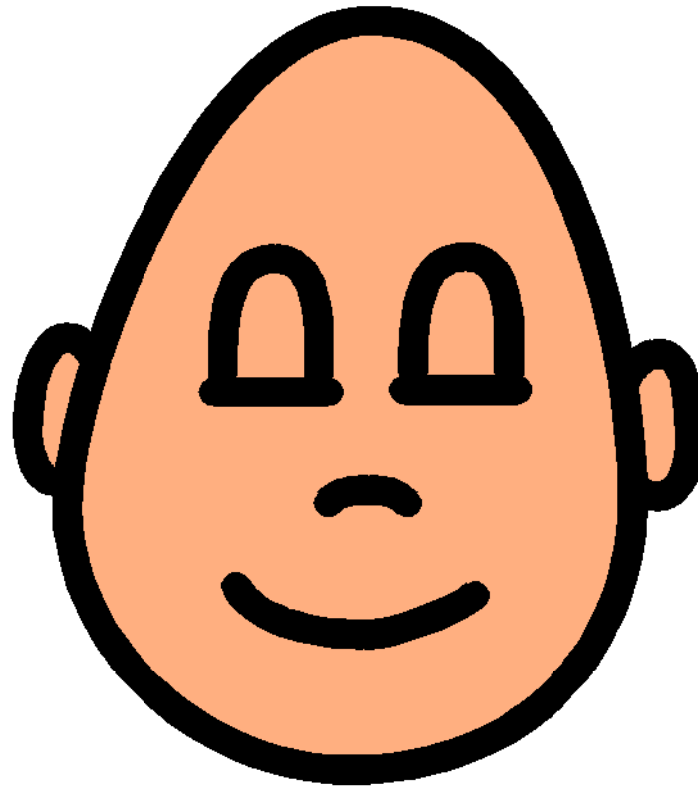
Demonstration

- ❖ Lay out several empty shoeboxes.
- ❖ Ask a student to give the Instructor directions on what to do with the shoeboxes. After doing the steps below, ask another student for directions. Keep asking for many different instructions about how to organize the shoeboxes.
(The instructor should encourage the class to come up with a number of difficult assignments.)
 - Should they be stacked?
 - Placed around the room?
 - Balanced on your head?
- ❖ The instructor should start out each task by saying, "I can do this! I have confidence in myself!"
- ❖ While carrying out the assignments with the shoeboxes, the instructor should then demonstrate the suggestions given for building confidence:
 - Practice
 - Make sure that you understand the directions
 - Do one thing at a time until you understand all of the steps.
 - Ask others for help so that you can improve in a skill.
 - Take pride in your work and let your manager know what you have been able to accomplish.
 - Challenge yourself so that you can accomplish something new
 - Remember that even small tasks are important at work.

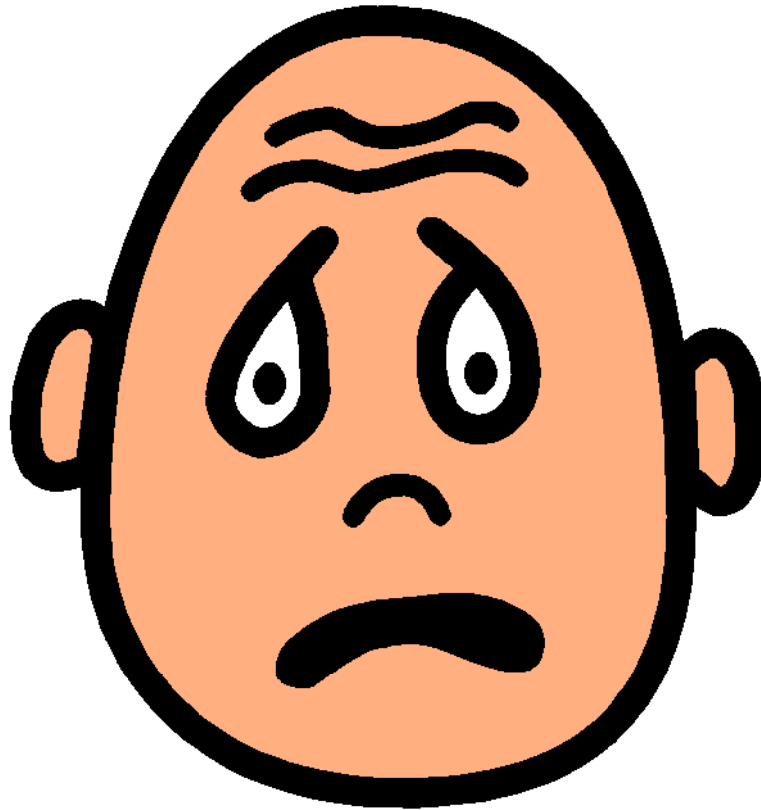
ASK: Who else has confidence that you can do this?

(Identify a number of different tasks for individuals to try with the shoeboxes. Make sure that the tasks can be achieved. Each time the above suggestions should be reviewed for building confidence.)

Confident



Worried



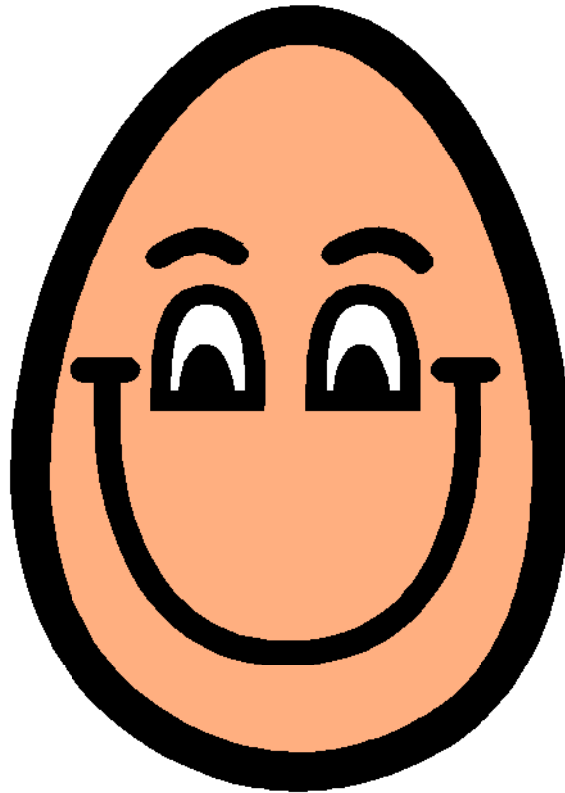
Module 6 Worried

Be Proud

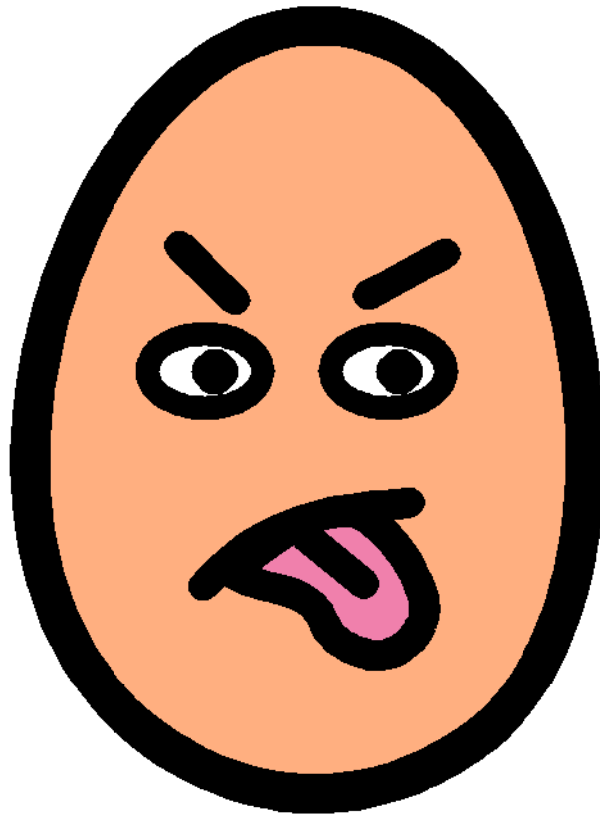




Jobs You Like



Jobs You Don't Like



3-2-1 Activity Review

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

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

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

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Activity #3 – Keeping Your Cool: On-the-Job Challenges

Description of Activity

In this Activity students will learn how to handle emotions at work.

Note: This activity should be used with students who are employed or have experienced internships, volunteering, or other jobs.



Supplies



❖ *Colored pencils*

❖ *Drawing Paper*

Handouts

❖ *Afraid*

❖ *Upset*

❖ *Confused*

❖ *Worried*

❖ *Embarrassed*

❖ *Tired*

❖ *Frustrated*

❖ *Sad*

❖ *Mad*

❖ *Smile*

❖ *Bored*

❖ *Relax*

Activity Directions

- Display the following handouts. Say what each handout represents as they are displayed (afraid, confused, embarrassed, etc.)



Handouts



- ❖ *Afraid*
- ❖ *Confused*
- ❖ *Embarrassed*
- ❖ *Frustrated*
- ❖ *Mad*
- ❖ *Bored*

- ❖ *Upset*
- ❖ *Worried*
- ❖ *Tired*
- ❖ *Disappointed*
- ❖ *Smile*

ASK: Have you ever felt this way at work?

- Explain that every employee feels all of these emotions some time at work.
- Provide personal examples of when you (the instructor) have felt disappointed, upset, or worried at work.
- Ask for volunteers, one at a time, to come up to the handouts and point at a picture of how they have felt at work. Encourage them to describe the circumstances that caused them to feel that way.
- If they point at the SMILE handout, ask if they have ever felt like any of the other pictures when they were at work.

- Obviously, the purpose of the activity is not to encourage emphasis on bad feelings, especially if students are enjoying their jobs. But some students may be hesitant to share how they have felt at work, particularly if they have been embarrassed or if they believe that what co-workers have said about them is accurate.
- As each student provides an explanation, discuss what can happen to improve the situation, or what can be done when work is a challenge.

ASK: Did this ever happen to you? How did you feel when it happened?

- If the answer is “yes” from any of the students, ask them to talk about *how they felt* when it happened. The instructor should try to avoid stories about the details of the challenges, and concentrate on *how to overcome* challenges that can make employees feel uncomfortable at work. Focus on how everyone has similar feelings at work.
- Students can use the handouts to express their feelings, if necessary.
- The students should not be expected to remember the solutions to all of the challenges at work. Select problems that are relevant to the group, always emphasizing the importance of asking for help after trying to resolve the problem in a pleasant manner.

Discuss how to handle these situations.

- ❖ **A co-worker complains about the speed that you do your work. How would you handle this situation?**
Explain that it is always wise to talk directly to a co-worker about their concerns. Find out why they are so concerned about your work and ask if they have any suggestions. If they seem to be just picking on you, try to talk to them. If that doesn't work, talk to a manager and ask how you can *all* improve the situation.
- ❖ **You don't know who to eat lunch with. How would you handle this situation?**
Explain that it may take awhile to form friendships. Discuss how to approach people in the lunch room and how to ensure that joining the group will be welcome in the future.

❖ **You need assistance with these situations:**

(Discuss each situation separately.)

- Finding your way around a building
- Choosing items in vending machines
- Opening heavy doors
- Taking medications at the right time
- Understanding instructions

How would you handle these situations?

Explain that one of the best ways to form relationships in the workplace is to ask for assistance. In some cases, reasonable accommodations may have to be made in order for the student to do an excellent job. The employer will not know unless told.

❖ **Your manager asks you to do things that the manager knows you cannot do. How would you handle this situation?**

Some managers are universally inconsiderate to all employees. This does not justify their behavior, but at least the employee with a disability is not being singled out. Explain that the manager needs to be told about employee strengths as well as areas of work that may be difficult.

❖ **Your manager watches you all of the time and only points out the mistakes, not the good work. How would you handle this situation?**

Some bosses need to be reminded of good work. They spend their days looking for problems because their job is to fix them. Students should be encouraged to point out their successes and reassure bosses that they are always working on improvement.

❖ **Your break is not long enough for you to get to a rest room. How would you handle this situation?**

The health of employees should not be jeopardized because of working conditions. If the environment, schedule, or other policies are causing health problems, the employee should talk to a manager to fix the problem.

However, some employer policies are just not fair, but they won't be changed. For example, the breaks may not be long enough for any of the employees. Extra shifts may be required of everyone. Explain that unfair policies are not necessarily aimed just at individuals with disabilities. However, if they interfere with effectively conducting the job, then the problem should be discussed with the manager.

❖ **One co-worker always seems to be complaining about your work. How would you handle this situation?**

Students should look closely at their own work habits and personal interactions with employees before assuming that co-workers are being insensitive or discriminatory because of their disability. Discuss how they might be able to improve the situation.

If the co-worker is being unfair, students should be encouraged to ask politely how the problem can be resolved or meet with the co-worker and a manager together.


❖ **A co-worker keeps saying things that are hurtful.**

Sometimes co-workers need to be told in a gentle manner that they are saying hurtful things or are out of line.


Ask the students to practice saying these statements when someone hurts their feelings.

- *You may not have meant to, but you hurt my feelings.*
- *What you said is not true. Would you like to know the truth?*

- Distribute handout Relax! to each student.
- To lighten the mood of the session, ask the students to identify which of the following items on the handout Relax! would make them feel better after a challenging day at work. Ask them to provide details. What else would they add?
- **Optional activity:**
 Draw a picture of something to look forward to at the end of the day. Remind students that ice cream and pizza may be appealing at the end of the day, but they should aim for healthy food choices.



Handouts

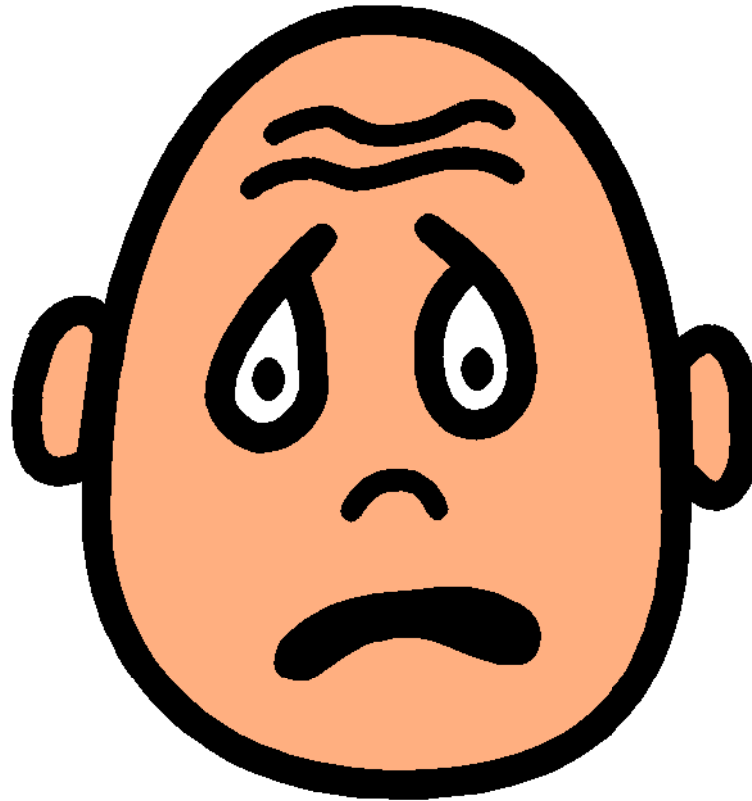


Handout Relax!

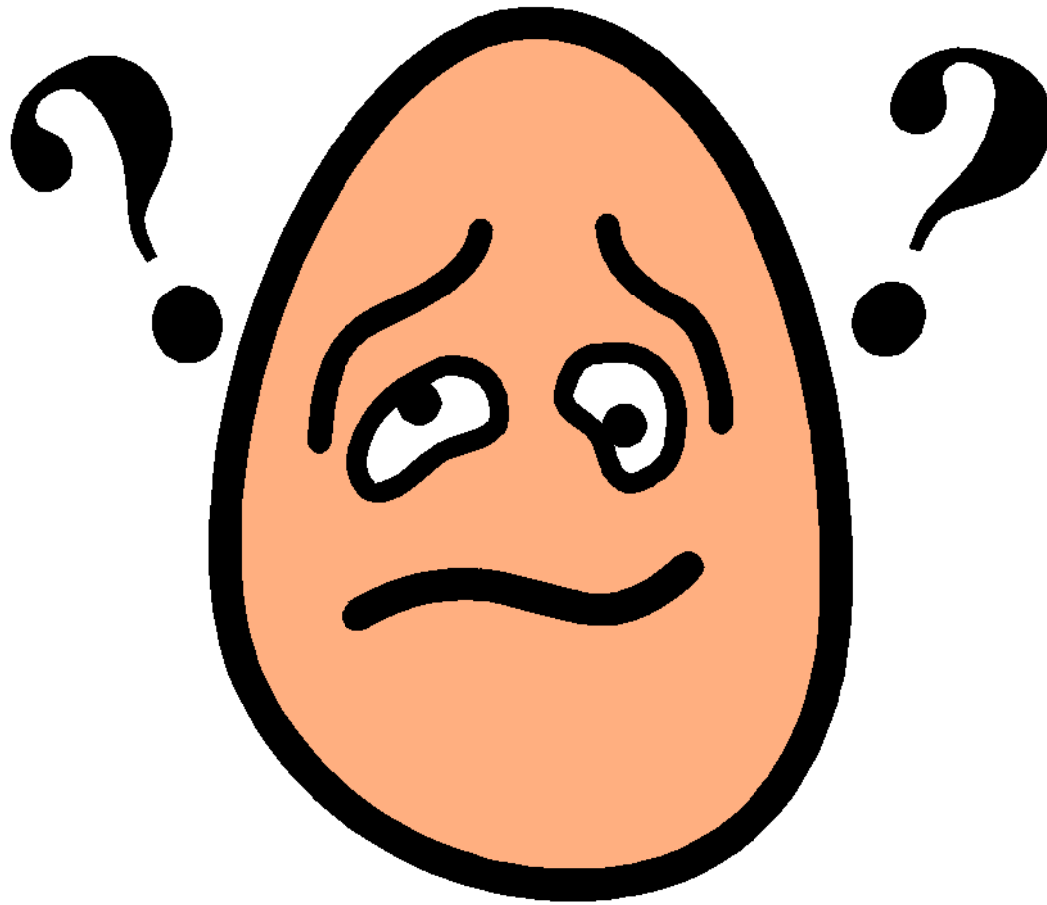
(Nine pictures on grid)

Nice friend	Relaxing	Watching TV
Date	Bowling or other exercise	Chocolate and treats
Balance budget	Enjoy family	Enjoy beauty

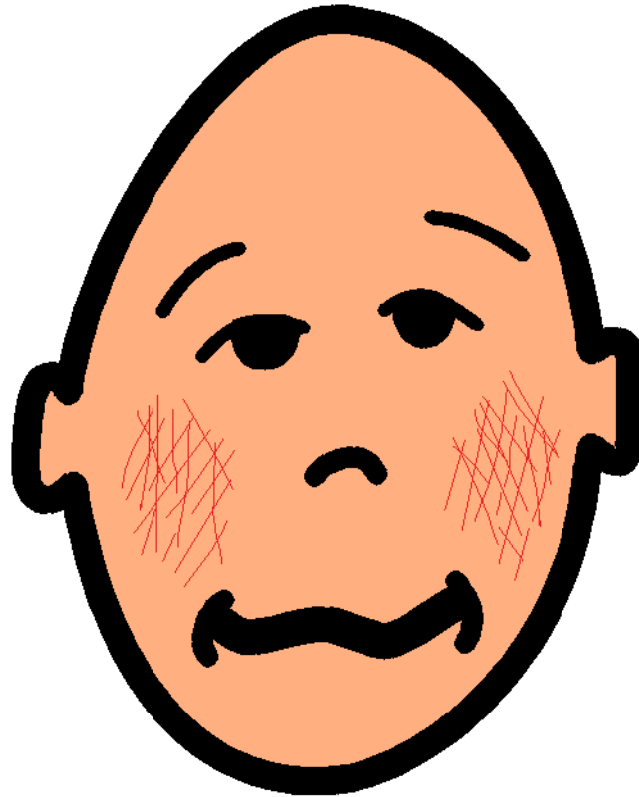
Afraid



Confused



Embarrassed

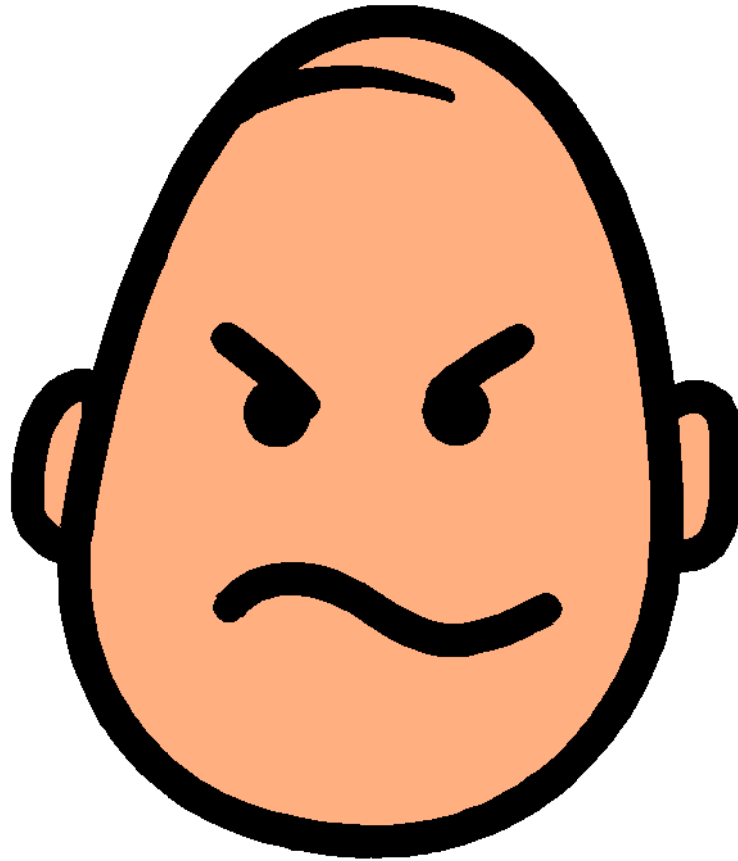


Module 6 Embarrassed

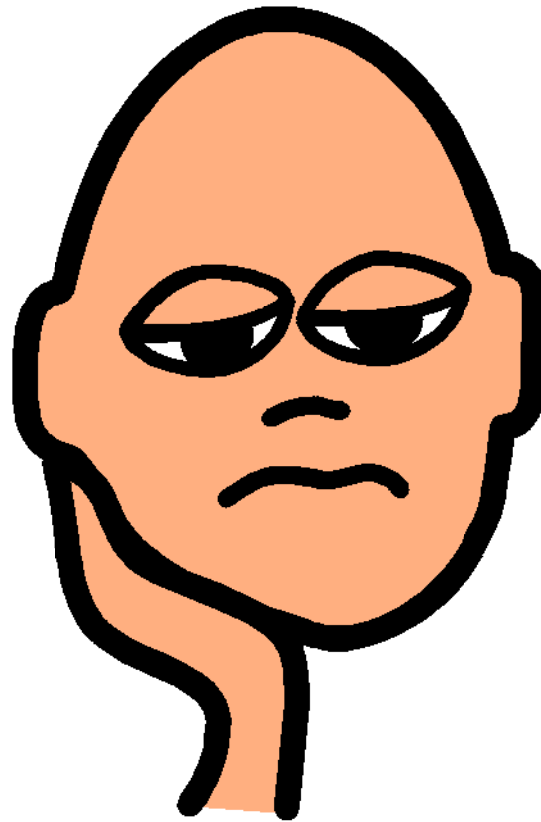
Frustrated



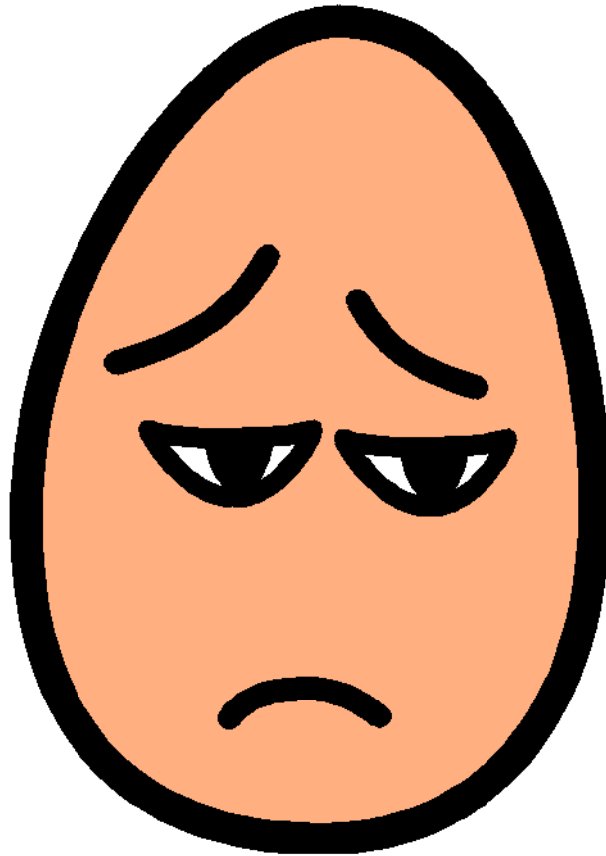
Mad



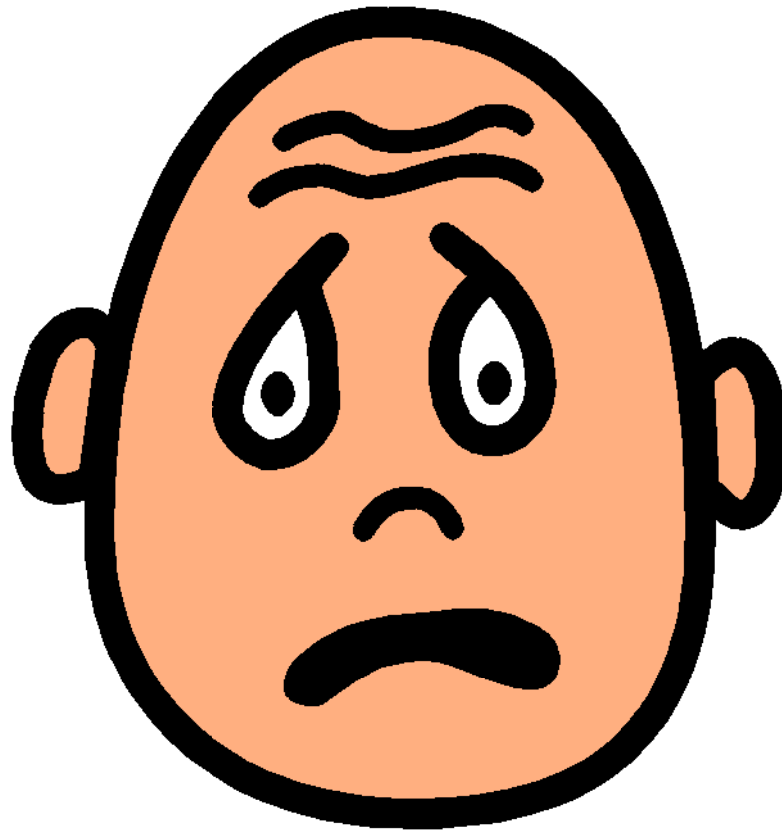
Bored



Upset



Worried



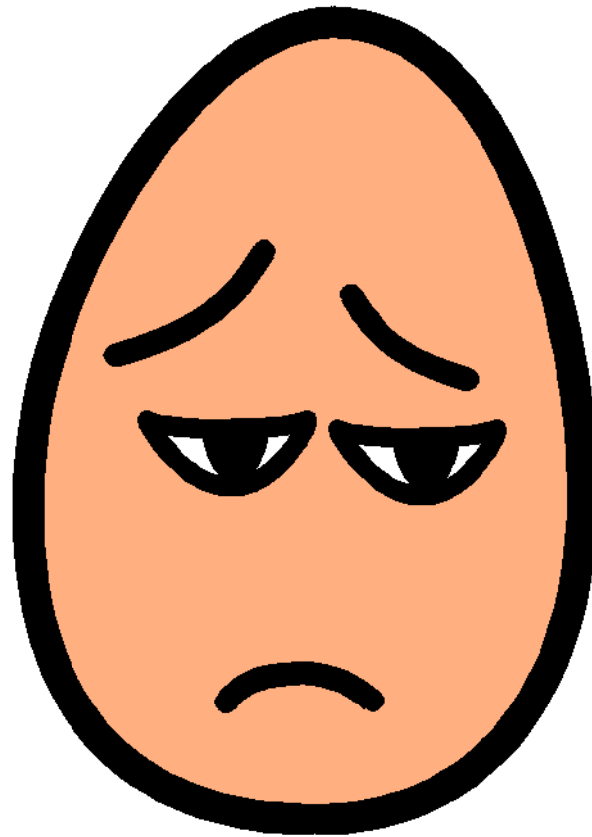
Module 6 Worried

Tired



Module 6 Tired

Sad

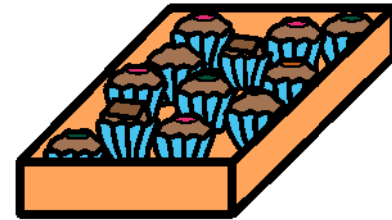
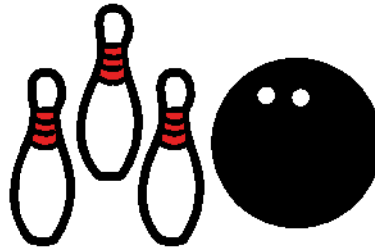
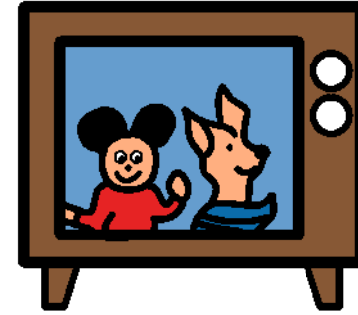


Module 6 Sad

Smile



Relax



3-2-1 Activity Review

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

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THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

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Activity #4 – Keeping the Job

Description of Activity

In this Activity students will learn about the essential elements of keeping a job.



Handouts



- ❖ How Am I Doing In My New Job?
- ❖ Don't Get Fired!!

Activity Directions

ASK: Do you know anyone who complains about their job?

Discuss the difficulties of staying in a job that is boring, difficult, unpleasant, or frustrating.

Discuss what students can gain personally, professionally, and economically if they stick with a job. Recognize that jobs are not always enjoyable and exciting.

Ask students:

- Have you ever felt like quitting anything (including this class)?
 - What can you do when you feel like quitting?
 - Has anyone ever tried to convince you to quit anything?
 - How can you make your own decisions about sticking with a new job?
 - How can you make work more pleasant?
 - How long do you think you should stay in a job?
 - If you really like your job and do well, how can you use it as a stepping stone to success in life?
-
- Reassure students that they are “job ready.”
 - Discuss the contents of the two handouts *How Am I Doing in My New Job?* and *Don’t Get Fired!* (Some students may want to keep copies of the handouts to refer to when they are working.)

How Am I Doing In My New Job?

Check off the items that are true about YOU.

- I have a plan for transportation, and a backup plan.
- I have two alarm clocks.
- I keep my uniform clean and have work clothes ready to go.
- I make sure to eat a good breakfast.
- I pay attention to good health habits and hygiene.
- I try to meet many people, forming friendships slowly and carefully.
- I get to work on time – in fact, I am often early.
- I take breaks only when they are allowed.
- I am a good team player and help out other workers.
- I do not quit working until my shift is over.
- I ask questions often, and consult with respected co-workers.
- I maintain a positive attitude, even if I don't really feel like it.
- I have a budget and I stick to it, even on payday.
- I resist temptations to spend my paycheck right away.
- My relatives see me as a good role model.

**What else do I need to do to make sure
that I am ready for my new job?**

DON'T GET FIRED!!

Here are ways you can get fired.

Do not do any of these – not even once!!

Use obscene or abusive language

Leave your work station without permission

Take frequent breaks

Arrive late often – especially without calling in

Absent – especially without calling in

Reporting a false reason for being late or absent

Smoke in “no smoking” areas

Use alcohol or drugs – or be under the influence at work

Lie or spread rumors about the company

Threaten, harass, or bother other employees

Violate safety and fire regulations

Do unsatisfactory work with no attempt to improve

Do little work, or complain about the workload

Put up unauthorized notices

Make conditions unsanitary

Use a tool or equipment without permission

Refuse to work overtime when not excused

Intentionally abuse or destroy company property

Take tools, supplies, or equipment home for personal use

Intentionally sign in or clock in another employee

Engage in unsafe behavior, even if just “joking around”

Work at a second job on company time

Leave the facility during working hours without permission

Get convicted of a criminal offense

Encouraging or engaging in a fight

Engaging in immoral or indecent behavior

Carry a gun or other weapon on to company property

Deliberately discriminating against another employee

Sleeping, reading, hiding during work time

Providing company information to other companies without permission

Writing false statements on your employment application or other records

Submitting an altered or substitute drug test

Stealing

Restrict production

Refuse to do a task required (unless it violates policies and procedures)

Refuse to follow directions (unless unsafe).

Each company has its own rules and regulations.

READ THE EMPLOYEE HANDBOOK

3-2-1 Activity Review

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

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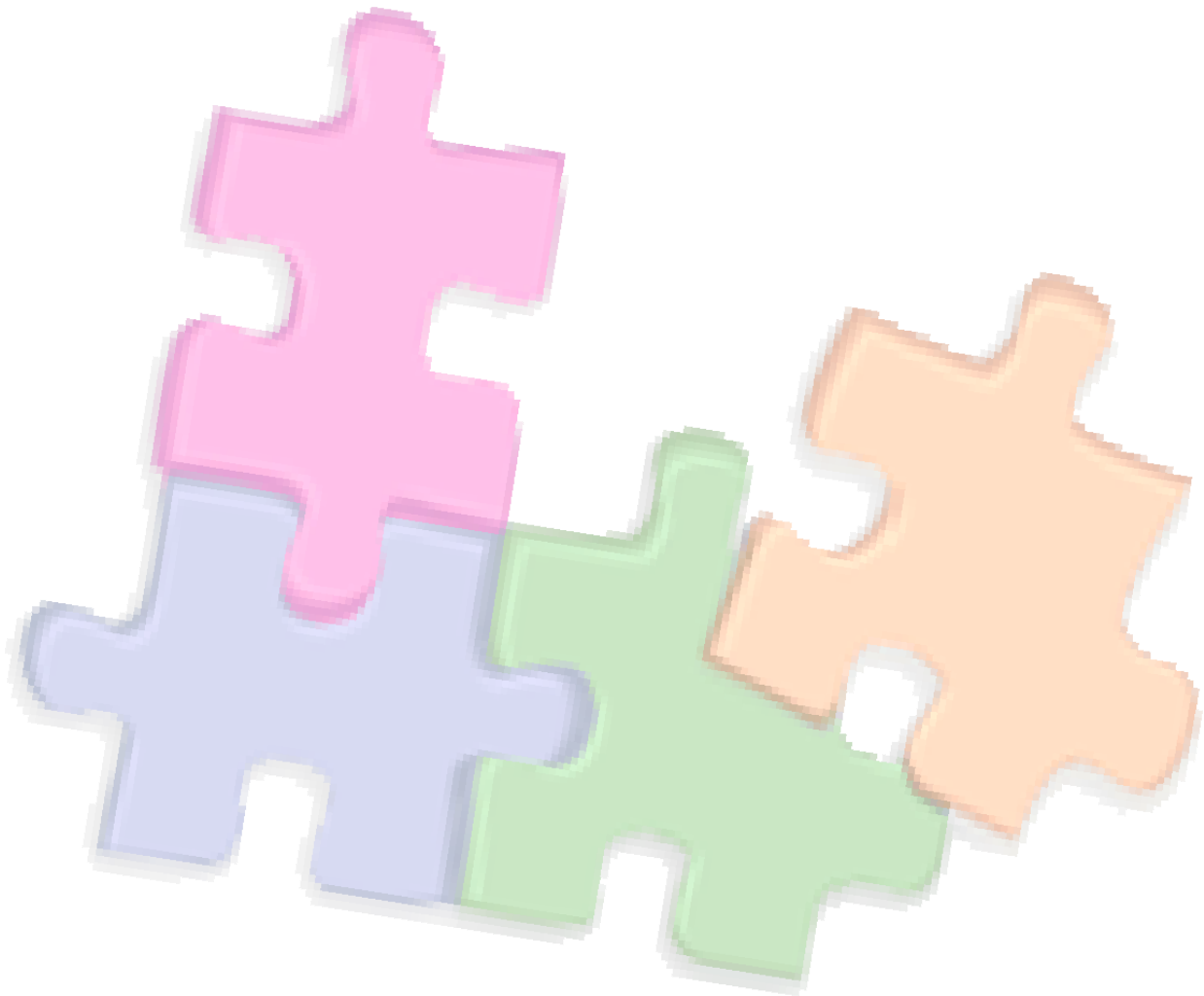
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Module 6

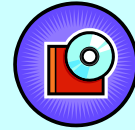
Additional Resources



Note that all website addresses are current as of December 2008.



Instructional Resources in the Job Readiness Kit



- **MP3 CD: Job Readiness Situations: Can You Solve the Problem?**

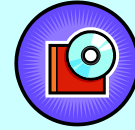
A series of short problem-solving situations organized by Module. Students can work individually, in pairs, or in groups, depending upon the availability of computers. The students listen to a short scene that describes a problem, stop the CD and discuss the possible solutions, then listen to the suggested answers.

Note: The CD script is provided in the Instructor's Guide and 5 copies of the CD are provided in the Job Readiness kit.

- **Job Smarts – 12 Steps to Success Workbook**..... Page
Overcome Negative Words and Feelings 13-15
Difference Between School and the Workplace 37-39
Check Your Attitude 53-54
Don't Get Fired! 67-68



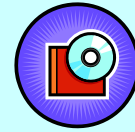
Related Resources



- ***New York State Disability History Curriculum***
(grade k-12) available on-line through the Museum of disABILITY History
[www.museumofdisability.org] (716) 817-7261
- ***Stereotypes and Perceptions***
A website with embedded videos of “Travis” who speaks openly about his disability and employment. Designed for employers, but students may want to watch the videos. University of Missouri – Kansas City Institute for Human Development.
[<http://www.empowermotraining.org/DA2008/disabilityawarenessFINAL/disabilityawarenessFINAL2.html>]
- ***Life Skills for Vocational Success***
Lesson 2: Anger Management, Coping Skills Series of lesson plans for teaching life skills. Alabama Department of Rehabilitation Services.
[<http://www.workshopsinc.com/manual/index.html>]
- ***Keeping A Job (video)***
Brings viewers up-to-date on what employers want and what to do to keep a job. Teacher’s Guide provided. PCI Education [<http://www.pcieducation.com>]
- ***Group Exercises for Enhancing Social Skills and Self-Esteem by SiriNam Khalsa***
Professional Resource Press. [<http://www.pypress.com/books/gee2fr.html>]
- ***Pikes Peak Learning Company***
This website promotes a number of on-line job readiness and self-esteem programs, including downloadable handouts on keeping and succeeding in your job. [<http://www.pikespeaklearning.com>]
- ***My Personal Qualities***
Self-Awareness Workbook designed to build self-esteem and confidence.
[http://www2.careers.govt.nz/fileadmin/pdf/selfaware_actsheet.pdf]
[[/selfaware_actsheet.pdf](http://www2.careers.govt.nz/fileadmin/pdf/selfaware_actsheet.pdf)]
- ***Pacer Stories***
Short biographies and photos of real life individuals with disabilities who have successfully retained jobs. [<http://www.pacer.org/stories>]



Related Resources



- **Full Life Ahead Foundation**
Three types of People Who Can Influence Your Dream. Discussion tool on the topic of coping with “toxic” people, “balcony” people and “neutral” people. [www.Fulllifeahead.org]
- **Using Self-Control**
An exercise in using self-control and reservation during a tense situation. [<http://www.cccoe.net/social/DISusingselfcontrol.htm>]
- **Ten Hope Facts**
A handout on how hope is “helping other people envision” created by the Full Life Ahead Foundation. Includes statements such as “Hope is to envision a new beginning, Hope inspires dreams, Hope is built on Attitude, Action, and Achievement” and others that can be shared in the handout or displayed in the classroom. [<http://www.fulllifeahead.org/files/fullLifeAhead/documents/Ten%20Hope%20FACTS.pdf>]
- **Careers Passport: Self-Reflection**
A workbook that includes a series of assessment tools, background information on career adaptability, personal career narrative journal pages, identification of strengths and skills. [<http://www.une.edu.au/careers/pdf/self-reflection.pdf>]
- **Career Development: Self-Reflection Workbook**
Fill-in workbook for assessing work styles, interests, personality type, educational experiences, lifestyle, personal values, and social experiences. [http://www.deakin.edu.au/hr/sd/related_files/Self_Reflection_WKBK.doc]
- **Clues for Clarifying Your Interests (worksheet)**
[http://cardinalcareers.stanford.edu/start/assessments/Clues_For_Clarifying_Your_I.pdf]
- **If You Had 5 Lives, What Would You Do With Your Time? (worksheet)**
[http://cardinalcareers.stanford.edu/start/assessments/Five_Lives.pdf]
- **Clarifying Your Work Values (worksheet)**
[<http://cardinalcareers.stanford.edu/start./assessments/Values.pdf>]