Investing in Wisconsin's Future

# Youth Apprenticeship Core Skills & Safety Online Module Guidebook

Wisconsin Youth Apprenticeship Program

Department of Workforce Development

June 2013

For more information contact:
Department of Workforce Development
Youth Apprenticeship Program
P.O. Box 7972
Madison, WI 53707-7972

The Youth Apprenticeship Core Skills & Safety Online Modules and their supporting documents were developed for training purposes through a grant from the Wisconsin Department of Workforce Development to the Cooperative Educational Service Agency 6 (CESA 6) with sub-contracted service provision to Cooperative Educational Service Agency 5 (CESA 5) and the University of Wisconsin- Oshkosh Center for Career Development and Employability Training (CCDET). Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. This material may not be copied or reproduced by a private-for-profit organization without the permission of the Department of Workforce Development.

Credits for the development of the module are given to Pamela Hilleshiem Setz, Ph.D. of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. The YA Online Core Skill Modules were developed in the spring/summer of 2013.All modules meet *508 Compliance for Web Accessibility* by being produced in closed captioning and audio formats. If you have a disability and need to access this information in an alternate format, or need it translated to another language, please contact:(608) 266-2134 or (866) 864-4585 (TTY)

©2013 (revised 11.1.13)
DWD is an equal opportunity employer and service provider.

# TABLE OF CONTENTS


| | | |
|---|---|---|
| Section I | Introduction | Page 4 |
| Section II | Project Background | Page 5 |
| Section III | Strategies and Tips for Using the Modules | Page 7 |
| Section IV | Project Participants/Focus Group Reviewers | Page 10 |
| Section V | Student - Youth Apprenticeship Core Skills & Safety Modules<br>• Applying Your Knowledge and Skills<br>• Communication is the Key<br>• Being an Effective Team Member<br>• Professionalism in the Workplace<br>• Security and Safety<br>• Emergencies at Work | Page 12<br><br>Page 13<br>Page 23<br>Page 36<br>Page 46<br>Page 59<br>Page 69 |
| Section VI | Mentor - Youth Apprenticeship Core Skills & Safety Modules<br>• Being a Mentor<br>• Emergencies at Work | Page 76<br><br>Page 77<br>Page 91 |

# INTRODUCTION

With the current emphasis on preparing students to be *college and career ready* it is critical that more students enter career fields mastering "core skills" or employability skills. Core skills are the abilities and attitudes that enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect for others, and become effective team members.

The Partnership for 21st Century Skills stresses the importance of having every student ready to work in an increasingly competitive economy and indicates that all students should be proficient in the "21st century readiness" skills by integrating the "4 Cs" into all learning experiences. The 4Cs stand for (1) critical thinking and problem solving, (2) communication, (3) collaboration, and (4) creativity and innovation (Framework for 21st Century Skills, 2011). Competencies in the 4 Cs and the full range of 21st century skills enable students to build and reinforce knowledge and empower students to take ownership of their learning, create their own knowledge and acquire the skills to keep learning. Students need opportunities to apply their knowledge in meaningful ways and employers want prospective workers to acquire these experiences before they enter the workforce (Up to the Challenge. 2010)

Mastery of the 21st century skills signals that students are ready to transition successfully to higher-level learning and earning. Students who participate in the Wisconsin Youth Apprenticeship program must complete the REQUIRED SKILLS (core skills and safety skills) competencies for each pathway they are enrolled in. The "Youth Apprenticeship Core Skills and Safety Online Modules" integrate in these required skills and the 21st Century skills to provide students with relevant learning opportunities that can be applied to the workplace.

# PROJECT BACKGROUND

The Task:

- Develop asynchronous, interactive, online training modules for students on the YA program "Required Skills (Core Employability Skills, Workplace Fundamentals, Safety, and Security).
- Design asynchronous, interactive, online training modules to assist mentors at the workplace learn more about their roles and responsibilities and/or receive strategies on working with YA students.

The Challenges:

- Modules must:
    - Be asynchronous – There is no live online interaction that occurs with the student or mentor while viewing the module. Although there are a variety of interactive slides, the responses are not saved or maintained in the program and cannot be retrieved.
    - Engage the student/mentor in the content by using interactive slides - Any videos imbedded or linked to the slides can only come from government sources. "YouTube" videos cannot be used as sources as they may not be a reliable link and information presented cannot always be validated. Web links cannot be used if they connect with outside sources as they may not be able to be validated, are not always reliable and may be taken off line at any time.
    - Use only culturally diverse pictures and videos that have received written permission, come from governmentally funded sources, and /or are purchased (such as "i-stock" photos/graphics).
    - Be accessible by computers and other hand held electronic devices (iPad, iPod, Chrome book, etc…). This requires software to be cross platform and "flash/non-flash" compatible.
    - Comply with ADA regulations related to closed caption and audio.

The Process:

- Collate the "Required Skills" (core employability skills, workplace fundamentals, safety, and security) from each youth apprenticeship program/pathway and determine topics to focus on in modules.
- Survey business employers, YA coordinators, school instructors, CTE teachers, STW coordinators, Technical College Career Pathway coordinators, and students to determine content requests and to solicit input on key topics related to basic workplace readiness core skills and safety skills.

- Survey YA coordinators, school instructors, CTE teachers, STW coordinators, and Technical College Career Pathway coordinators to identify an initial team of individuals willing to participate as "focus review group" members.
- Investigate appropriate online learning software, to use to develop the core skill and safety modules. Software must be cross platform for McIntosh and Microsoft Windows work with flash/non-flash features (desktop computer, laptop, iPad, iPod, chrome books, etc…) and be compatible with DWD Information Technology servers.
- Develop "storyboards" for all modules (includes slide narrative, graphic suggestions, vocabulary, interactives, resource links, and audio scripts).
- Contract with UW Oshkosh Center for Career Development & Employment Training (CCDET) to design and produce the technical components of online modules.
- Research private business and technical college contacts for production of the audio for each module. (Venders were contacted and contracting for audio became cost prohibited.)
- Verify the accuracy and functionality of the online modules as they are released by CCDET.
- Contact focus review group members to provide feedback on each module as it is released. Members have 3 days to return the rubric with comments and suggestions for improvement to CESA 5.
- Make module revisions in storyboard script and audio based on focus review group recommendations and comments within 3 days and return to CCDET.
- Provide overview of "YA Core Skills and Safety Online Modules" project at DWD Youth Apprenticeship Spring Meeting.
- Complete a review of the DWD YA web page with the assistance of the CESA 5 Web Content and Applications Coordinator and submit to DWD in quarterly report.
- Develop the "YA Core Skills and Safety Online Modules Guidebook" to assist YA coordinators and classroom instructors use the modules with students and mentors. The guidebook will have a copy of the module's slide script narrative, interactives, vocabulary, classroom enhancement strategies, and suggested resources (such as YouTube video, research articles, training resources, and web links). The mentor resources includes the module's slide script narrative, interactives, vocabulary to review with students, workplace enhancement strategies for the mentor or to use with the student, and suggested resources for the mentor or student (such as YouTube video, research articles, training resources, and web links).
- Coordinate with DWD Information Technology staff to upload the eight "YA Core skills and Safety Online Modules" and the Guidebook to the Department of Workforce Development servers.

# Strategies and Tips for Using the Modules

The "Youth Apprenticeship Core Skill and Safety Online Modules" are designed to complement the competencies identified as "Required Skills" in the student's YA program. Modules can be used as large group, classroom instructional tools or used independently by students. Please note that the responses added to the slides are not saved or maintained in the program and cannot be retrieved. Classroom discussion or enhancement activities with the student(s) are suggested to verify completion of the module.

A suggested sequence for viewing the modules is presented. This progression is based on the content and discussions that are presented and build off one another. However, modules can also be used as single lessons and viewed in any order. The time it takes for the individual to complete the module will vary, but time estimates are provided based on focus review group experiences. Access the modules through the DWD-YA website. All modules are posted in cross platforms – Be sure to select the one that best aligns with the electronic tool being used.

**Student – YA Core Skills and Safety Online Modules:**

- Applying Your Knowledge and Skills (40 Minutes)
  - Part 1- Applying Your Knowledge
  - Part 2- Applying Workplace Skills
  - Part 3 - Applying Your Career Readiness

- Communication is Key (45 Minutes)
  - Part 1 - Communication Effectively
  - Part 2 - Communication and Customer
  - Part 3 - Communicating with Technology

- Being an Effective Team Member (30 Minutes)
  - Part 1 - Collaborating in a Team Setting
  - Part 2 - Respecting Differences
  - Part 3 - Critical Thinking and Problem Solving

- Professionalism in the Workplace (50 Minutes)
  - Part 1 - Maintaining Confidentiality
  - Part 2 - Ethical and Legal Responsibilities
  - Part 3 - Act Professionally
  - Part 4 - Using Technology

- Security and Safety (35 Minutes)
  - Part 1 - Security Facts
  - Part 2 - Safety Basics

- Emergencies at Work (20 Minutes)
  - Part 1 - Different Kinds of Emergencies
  - Part 2 - Emergency Action Plans

**Mentor – YA Core Skills and Safety Online Modules:**

- Being a Mentor (30 Minutes)
  - Part 1 - Being a Mentor
  - Part 2 - Effective Communication
  - Part 3 - Learning Styles
  - Part 4 - Safety and Regulations

- Emergencies at Work (20 Minutes)
  - Part 1 - Different Kinds of Emergencies
  - Part 2 - Emergency Action Plans

Each module is produced with a variety of interactives to engage the student/mentor in learning. The interactives are not the same in each module and may include short answer response in a text box, multiple choice, true or false, matching, watching a video, completing activities in a web link, responding to questions, discussion with another person, completing a survey, selecting hazards on a picture, looking for errors in a diagram, describing a situation, or writing a personal reflection. The guidebook sections to follow have a copy of the module's slide script narrative, interactives, vocabulary, classroom enhancement strategies, and suggested resources (such as YouTube video, research articles, training resources, and web links). These tools have been useful in developing new learning activities for students. The mentor resources included in the guidebook also have the module's slide script narrative, interactives, vocabulary the mentor can review with students, workplace enhancement strategies for the mentor or to use with the student, and suggested resources for the mentor or that they can use with the student (such as YouTube video, research articles, training resources, and web links).

A certificate of completion is available at the end of each of the student modules. It is suggested that the student fill in the requested information (first name, last name) and print the certificate while they are on the screen. This can become a component of the "Academic and Career Plan", validate learning on a topic in the "Required Skills" competencies in the YA program area, and /or used to indicate completion of the module for the YA coordinator and classroom instructor.

# Project Participants/Focus Group Reviewers

The following individuals were involved in the preparation or review of one or more of the "Youth Apprenticeship Core Skills & Safety Online Modules". Their input, critical suggestions and resource ideas were very much appreciated.

| Name | Location, Position or Title | E mail Address |
|---|---|---|
| Tim Alft | Waukesha County Technical College (WCTC) | talft@wctc.edu |
| Sara Baird | DPI Assistant Director Career and Technical Education | sara.baird@dpi.wi.gov – |
| Sienna Best | Greenfield High School - Student | |
| Julia Beyer | Sparta High School | jbeyer@spartan.org |
| Megan Brzinski | Greenfield High School - Student | |
| Chris Daniels | South Shore Suburban Consortium | daniels.chris@sdsm.k12.wi.us |
| Susan Dantuma | Rock County School-to-Work Partnership - Blackhawk Technical College | sdantuma@blackhawk.edu |
| Brooke Dredske | Pardeeville High School - Student | |
| Julee Dredske | CESA 5 Curriculum Coordinator | dredskej@cesa5.org |
| Shelley Drescher | CESA 5 School to Work Coordinator | dreschers@cesa5.org |
| Kathy Eidsmoe | CESA 1 Career and Technical Education Coordinator | kathyeidsmoe@wi.rr.com |
| Peter Eidsmoe | Greenfield High School - Student | |
| Amy Erickson | Dane County School Consortium - Middle College Coordinator | aerickson@comeherefirst.org |
| Frank Fedie | Wisconsin Dells - Business and Information Technology Instructor | ffedie@sdwd.k12.wi.us |
| Mary Ellen Flanagan | Whitnall Consortium Coordinator | meflanagan@whitnall.com |
| Scott Fromander | Department of Workforce Development-WIA Student Services | Scott.Fromader@dwd.wisconsin.gov |
| Nancy Graese | CESA 11 Career and Technical Education Coordinator | nancyg@cesa11.k12.wi.us |
| John Higgins | Workforce 2020 -Director | john.higgins@pwssd.k12.wi.us |
| Pamela Hilleshiem Setz | CESA 5 School to Work/Curriculum & Instruction Director | hilleshiemp@cesa5.org |

| | | |
|---|---|---|
| Francine Horton | Department of Workforce Development – Youth Apprenticeship Program | francine.horton@dwd.wisconsin.gov |
| Paige Johnson | United Health – Program Manager | |
| Tanya Kilpatrick | CESA 6 Career and Technical Education Coordinator | tkilpartrick@cesa6.org |
| Genevieve Kirchman | Consultant | genevievekirchman@gmail.com |
| Tamara Kreklow | CESA 5 Project Assistant | kreklowt@cesa5.org |
| Robin Kroyer-Kubicek | CESA 6 /Department of Workforce Development - Youth Apprenticeship Curriculum Coordinator | rkkubicek@cesa6.org |
| Kari Krull | Manitowoc Public School District - Manitowoc County Youth Apprenticeship | krullk@mpsd.k12.wi.us |
| Candyce Lund | CESA 10 Director of Instructional Services | clund@cesa10.k12.wi.us |
| Sean MacAvery | Greenfield High School - Student | |
| Will Olson | Stevens Point Area High School - Career and Technical Education/Youth Apprenticeship | wolson@wisp.k12.wi.us |
| Amy Phillips | Department of Workforce Development - Youth Apprenticeship Program | Amelia.Phillips@dwd.wisconsin.gov |
| Jo Anne Pella | Elkhorn Area School District | pelljo@elkhorn.k12.wi.us |
| Jill Preissner | Sheboygan/ Lakeshore Technical College (LTC) -Youth Apprenticeship Coordinator | jill.preissner@gotoltc.edu |
| Sue Ruekauf | Dodgeville High School | sreukauf@dsd.k12.wi.us |
| Nancy Schaaf | House on the Rock, Spring Green - Manager | nancys@thehouseontherock.com |
| Donna Schulz | North Central Technical College Partnership | schulzd@ntc.edu |
| Dan Setz | Johnson Sales, Arlington – Business Manager | jsids@tds.net |
| Melissa Setz | University of Wisconsin – Madison – Engineering Teaching/Research Assistant | msetz@wisc.edu |
| Sierra Tanner | Mount Horeb High School - Student | |
| Bill Taubman | Taubman Farms, Shell Lake – Self Employed | |
| Cindy Vaughn | Stoughton High School - School to Career Director | cindy.vaughn@stoughton.k12.wi.us |
| Laura Warning | Wolf River School-to-Work Director | director@wolfriverschool.org |
| Susan Watring | Kenosha School District | scwatrin@kusd.edu |
| Susan Wellnitz | Consultant | skwell2003@yahoo.com |

# *Youth Apprenticeship Core Skills & Safety Online Modules For Students*

# Applying Your Knowledge and Skills

**Student - Youth Apprenticeship Core Skill and Safety Online Module**

## Module 1 Overview:

The **Applying Your Knowledge and Skills** module takes approximately 40 minutes to complete.

*Employees learn quickly that applying one's knowledge and skills is important for success in the labor market at all employment levels and in all career clusters. In this module, the basics of employability skills, self management, and networking will be reviewed.*

Part 1- Applying Your Knowledge – In "Applying Your Knowledge" a focus is placed on key vocabulary and critical thinking skills that are used in the workplace. It is stressed that classroom learning should be integrated into the workplace and using academic skills related to reading, writing, math, and scientific principles is important.

Part 2- Applying Workplace Skills - This section begins with an emphasis on planning, scheduling and time management. Skills needed to evaluate information and manage a variety of resources are presented.

Part 3 - Applying Your Career Readiness – Tips on the importance of networking with others is highlighted along with the introduction of the 3 P's – Prepare, Practice, and Pull It Together.

| Youth Apprenticeship Core Skills & Safety Online Student Module: Applying Your Knowledge and Skills | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (40 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 1 | Welcome to this introductory youth apprenticeship module on the core skills needed to be successful in the workplace. Please complete all the activities presented in the module and Thank you for taking an active role in preparing for your future career! | | Core skills | Provide your student with an explanation of how you will use the modules in their program. Reinforce the need to complete all the interactive activities in the module. Details on the youth apprenticeship program can be explored by the student on the YA web page. | http://dwd.wisconsin.gov/youthapprenticeship/students.htm |
| 2 | Please review the components of the navigation slide. Note that in order to advance the slides you must click on the forward arrow/button on the bottom tool bar. You may also access the glossary by clicking on the button on the bottom tool bar. | | Navigation<br>Tool bar<br>Glossary | Review the navigation slide components. Specifically point out the forward/back buttons, the glossary, and closed caption option. | |
| 3/4 | Applying your knowledge and skills is important for success in the labor market at all employment levels and in all career clusters. In this module we will review the basics of employability skills. Part I will focus on applying your knowledge, Part II will discuss applying your workplace skills, and Part III will concentrate on Applying your career readiness skills. | | Labor market<br>Workplace skills<br>Career readiness skills | Indicate that the module has 3 parts and students may return to this slide and forward to any part of the module they did not finish or want to review without going through the entire module.<br>An overview of the "21st Century Skills" can be used as an anticipatory set to the module. | http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf |
| 5 | Part I - Applying your Knowledge | | | | |
| 6 | When you put the academic skills you learned in the classroom to practical use in the workplace, you will feel a great sense of accomplishment. All your focus on academics is paying off! In some capacity you are using reading, writing, mathematical strategies, and scientific principles. | | Accomplishment<br>Strategies<br>Scientific principles | Allow students to celebrate their accomplishments. Use of an online word wall (i.e.: Wordle or tagxedo) could help students identify their successes. | http://www.brymotivation.com/celebrate-your-accomplishments.html<br>http://www.wordle.net/<br>http://www.tagxedo.com/ |
| 7 | At your workplace you may be asked to read and understand employee handbooks, directions, operating manuals and written reports. You may be expected to apply the understanding of the reading material to daily tasks at your job. It is critical that you can derive the meaning of a written technical passage and be able to summarize it to your mentor if asked to do so. Being able to identify and know the meaning of key vocabulary used in your workplace is also important. | | Manuals | Share samples of employee handbooks or manual to provide examples of the level of reading needed on the job. Have your student bring written samples into the classroom from the workplace. Highlight key vocabulary that they need to know. | http://www.autowest.net/uploads/6/3/6/9/6369058/_microsoft_word__m1_auto_collision_centers__employee_handbook_1.pdf (automotive employee handbook) |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Applying Your Knowledge and Skills | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (40 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 8 | When you are asked to apply your writing skills at the workplace always apply the English language correctly using good spelling, grammar, and sentence structure. Yes - just like in school spelling counts! Use acceptable and appropriate language and write legibly. | | Write legibly | Encourage students to bring in copies of writing "assignments" or tasks t assigned to them at work. Work with them through the first task to provide a sample they can follow in the future. | http://owl.english.purdue.edu/owl/resource/732/01/ (medical writing sample) |
| 9 | Some type of math is used in all careers. You have been learning basic math operations using whole numbers, decimals, and fractions for years. Use mathematical reasoning to solve word problems and use statistics (such as percent and average) to monitor reports or production performance. Apply your skills to interpret meaning from multiple data sources when necessary. Now it's time to apply your mathematical knowledge to job-specific problems. If there is an equation or formula you are unsure about, ask for help from your classroom teachers and mentor as making mathematical mistakes on the job can be costly to your employer. | | Statistics | Review basic math with student as needed. Develop practice problems related to a variety of career clusters. Have students bring in math problems to share with the class from their job. | http://www.mathscore.com/<br><br>http://www.majortests.com/ |
| 10 | Another way to apply your knowledge is by using scientific principles and procedures. This may be done by using reasoning, problem-solving, and critical thinking skills. You may be asked to differentiate between fact and opinion; apply the principles of organized thinking; support your viewpoints with evidence; evaluate information, ideas, and problems; or help solve a problem. | | Scientific principles<br>Problem solving<br>Critical thinking<br>Differentiate<br>Organized thinking | Present a problem solving model that students can transfer to the workplace. The Wisconsin Job Center has a "Problem Solving" handout that is free and can be downloaded from their web site. Provide practice situations to students. | http://www.wisconsinjobcenter.org/publications/ |
| 11 | Which of the following careers use scientific reasoning? Put a check in the box next to those that do. Civil Engineer, Auto Technician, Plant Scientist, Chef, Accountant, Dental Hygienist. (Pause) If you checked all the careers, YOU ARE CORRECT! Congratulations! | Which of the following careers use scientific reasoning? Put a check in the box next to those that do. Civil Engineer, Auto Technician, Plant Scientist, Chef, Accountant, Dental Hygienist. | Scientific reasoning | Brainstorm other occupations that use scientific reasoning. Many graphics explaining the scientific process can be found online. Provide practice situations to students. | http://explorable.com/scientific-reasoning |
| 12 | When employees are asked to analyze reason, solve problems, plan, organize, and make sound decisions, they are applying critical thinking skills by using basic scientific principles. | | Analyze<br>Critical thinking<br>Scientific principles | Provide examples of scientific principles in the daily life of a student. | http://www.ask.com/question/what-are-scientific-principles |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Applying Your Knowledge and Skills* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (40 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 13 | In the text box, write about a time at your workplace when you have been asked to help solve a problem, support your view point, or share your opinion. | In the text box, write about a time at your workplace when you have been asked to help solve a problem, support your view point, or share your opinion. | | Encourage the student to share the problem & solution constructed with others to get different perspectives on it. Share stories that provide Win-Win solutions. | http://www.acacamps.org/campmag/9905/problem-solving-camp-creating-win-win-solutions |
| 14 | When you are at work, collaborative problem solving makes a team stronger. As you watch the VIDEO on "Critical Thinking and Problem Solving". Return to the slide after the video. Think about two ideas that you could apply at your workplace. Place your response in the text box. | As you watch the VIDEO on "Critical Thinking and Problem - Solving". Return to the slide after the video. Think about two ideas that you could apply at your workplace. Place your response in the text box. | Collaborative<br>Problem solving | Process together the US Dept of Labor Soft Skills video on "Critical Thinking and Problem Solving". Share main points of the video and how it applies to all types of work with an online tool such as "padlet".<br>Use the video study guide to promote discussion. | http://www.youtube.com/watch?v=hPiI44XEKgs<br><br>http://padlet.com/<br><br>http://www.dol.gov/odep/topics/youth/softskills/ (study guide) |
| 15 | Did you know that 92% of employers surveyed reported having a high need for employees with critical thinking and problem solving skills? Applying your knowledge while on the job is very important. Employees who think critically are more productive and productive workers are critical to the success of a business. | | Critical thinking<br>Problem solving<br>Critical | Share resources to confirm the need for these skills in the future. Two web references are "Skills You Need" and "Partnership for 21st Century Skills". The publication from "Wisconsin Youth First" offers communication and problem solving strategies to students with disabilities. | http://www.skillsyouneed.com<br><br>http://www.p21.org/<br><br>http://wiyouthfirst.org/Downloads/Essential%20Skills%20to%20Getting%20a%20Job.pdf |
| 16 | Part II - Applying Your Workplace Skills | | | | |
| 17 | Workplace skills are the abilities employees need to successfully accomplish a variety of tasks. These include: managing time and other resources; evaluating, and using a variety of information; communicating effectively with others in multiple formats (such as speaking, writing, and listening); applying technology effectively, and utilizing interpersonal skills. | | Interpersonal skills | Share various resources with students to confirm the need for these skills in the future. Two web references are "Skills You Need" and "Partnership for 21st Century Skills". The key findings of the study "Are they Really Ready to Work" 2006 may be reviewed/revised in the classroom. | http://www.p21.org/<br><br>http://www.p21.org/storage/documents/key_findings_joint.pdf |
| 18 | When employees manage their time they are reliable, punctual, and always attend to the task at hand. Time is a valuable resource and we all have the same amount. To be productive, it is best to focus on the task at hand. When at school, focus on your assignments. When at work, focus on the jobs you are given. Put away devices that may distract you while you are working. | | Reliable<br>Punctual<br>Productive | Provide students with an hourly calendar and instruct on the basic skills of time management.<br>The "Skills to Pay the Bills" booklet (Dept of Labor) offers enrichment activities on communication (page 17-32). | www.Teaching-Time-Management-Skills-To-Teens.htm (About.com)<br><br>http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Applying Your Knowledge and Skills* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (40 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 19 | One key to success is to have balance in your life. Managing your time at school, home, with friends and at work will help you achieve that balance. Outline your typical school and work day to demonstrate your time management skills: What do you do in the morning, afternoon, early evening and evening? | Outline your typical school and work day to demonstrate your time management skills: What do you do in the morning, afternoon, early evening and evening? | Balance<br>Time management | Introduce students to a variety of tools (online and paper) that introduce them to time management concepts. Google also has a calendar feature. Collect schedules and encourage reflection by the student. | www.Google.com<br>http://www.mindtools.com |
| 20 | Managing resources wisely is another way we apply our workplace skills. We do this by disposing of materials appropriately, reducing waste, and making "green" choices. Which of the following demonstrate wise uses of resources: 1. Sort recyclables into bins 2. Bundle papers and cardboard 3. Use Styrofoam plates and plastic silverware 4. Leave lights on and computers on after hours 5. Dispose of chemicals in waterways 6. Drink from washable water bottles | Which of the following demonstrate wise uses of resources: 1. Sort recyclables into bins 2. Bundle papers and cardboard 3. Use Styrofoam plates and plastic silverware 4. Leave lights on and computers on after hours 5. Dispose of chemicals in waterways 6. Drink from washable water bottles. | Green choices | Engage students in researching ways their workplaces could expand their recycling programs. Complement businesses on recycling practices they already initiate. | http://www.recyclemore.ie/recycle-at-work<br><br>http://www.paperrecycles.org/recycling-resources/workplace-recycling |
| 21 | Our ability to read and understand instructions and ask appropriate questions is a form of using information effectively. It is important that you form your own opinions after researching an issue and gathering information. Being informed and using information to respond properly at your workplace is an admirable quality of an employee. | | Admirable | The Wisconsin Job Center has a handout that is free and can be downloaded from their web site on "Ability To Follow Directions". Provide instruction and practice sheets to students. | http://www.wisconsinjobcenter.org/publications/ |
| 22 | Demonstrating friendliness and politeness to those around you is one way you use your interpersonal and communication skills. Communication is how we give and receive information and convey our ideas and opinions. Think about the many ways you communicate. These include using verbal and non-verbal messages, listening, writing and conveying an idea through visual formats. Employers consistently rank good communi-cation skills as an important quality for employees to have. | | Politeness<br>Verbal messages<br>Non-verbal messages | YouTube videos can be viewed by students to pick up quick skills related to verbal & nonverbal communication and listening. About.com has a series of articles on workplace communication. Set up simulation experiences for students to practice these skills. | http://www.youtube.com/watch?v=kxz7uqIBRLA (8 Types of Nonverbal Communication. About.com)<br><br>http://management.about.com/od/communication/a/ImprovingCommunicationsSkills.htm |
| 23 | An important skill is knowing how to communicate with people in the right context in a given situation. For example, in the professional world it is common to greet people with a handshake rather than a high five or a hug. We might use slang with our friends when talking about what is happened at school, but we use more formal language when sharing an event at work. Remember that what is acceptable and expected in one setting may not be appropriate in another. | | | Students can research a variety of appropriate ways to greet people. Practice makes perfect. Chad Foster's book "Teenagers Preparing for the Real World" is one example of an out of class reading for students (currently out of print - search Amazon for a copy) | Foster, C. 1995. Teenagers Preparing for the Real World. Rising Books |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Applying Your Knowledge and Skills* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (40 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 24 | We all communicate differently with the people in our lives. In the given situations, describe how you would communicate to the following groups: Situation 1: How would you saying Hello or Goodbye to a friend, teacher, or workplace mentor? Situation 2: Asking for help from a parent, youth apprenticeship coordinator, or employer? | In the given situations, describe how you would communicate to the following groups: Situation 1: How would you saying Hello or Goodbye to a friend, teacher, or workplace mentor? Situation 2: Asking for help from a parent, youth apprenticeship coordinator, or employer? | Workplace mentor<br>Youth apprenticeship coordinator | Conduct an action research project and collect the different response students give when greeting others or asking for help. Use an online tool to collaboratively create an appropriate list to share, such as Google docs. | http://smallbusiness.chron.com/business-etiquette-greetings-2897.html |
| 25 | Being skilled at understanding and using technology means selecting the appropriate tools, software and hardware for the job. The technology should enable you to successfully perform your tasks at school and at work. Technology is accelerating changes in the way work is done. It is critical that you continue to develop your skills and knowledge related to technology used in your professional field of interest. List some of the technology tools that you are good at using. | List some of the technology tools that you are good at using. | Technology<br>Accelerating | Technology is always advancing. The web page "Free Technology for Teachers" provides current tools to integrate into instruction. Sharing some "self help" technology site for Google and MOS (PC or MAC) may be beneficial. | http://www.freetech4teachers.com/<br>http://www.googleguide.com/about/<br>http://www.microsoft.com/mac/how-to/word<br>http://office.microsoft.com/en-us/word-help/ |
| 26 | Interpersonal skills enable employees to collaborate as a member of a team or work independently, and contribute to the overarching goals of the workplace. As you gain more experience in the workforce, your skills in teamwork, leadership, resolving conflicts, and respect of individual differences will grow and develop into useful tools. | | Interpersonal skills<br>Collaborate | "Grooming for Employment" and personal hygiene are topics to be covered more extensively in the classroom. The Wisconsin Job Center has a handout that is free and can be downloaded from their web site. | http://www.wisconsinjobcenter.org/publications/ |
| 27 | A positive attitude is an "I CAN" attitude. Developing a positive attitude is an essential workplace skill and it starts from learning to believe in one's self. Knowing your personal strengths assists in promotion of a positive attitude and self image. These qualities are critical components to workplace success. Complete the following sentence starters: Other people complement me on my ability to... I would like other people to know that I am... I feel really good about myself when... I am proud of my ability to.... | Complete the following sentence starters: Other people complement me on my ability to... I would like other people to know that I am... I feel really good about myself when... I am proud of my ability to.... | Complement | Developing a positive attitude early in life has made many business owners successful. Research people who have positive attitudes and self images. Create a book study around the book "7 Habits of Highly Effective Teens" by Sean Covey. | http://www.wikihow.com/Develop-a-Positive-Attitude-Toward-Life<br><br>Covey, S. 2011. 7 Habits of Highly Effective Teens. Franklin Covey Publishing |
| 28 | Developing effective relationships in the workplace requires a combination of interpersonal skills and personal qualities. Personal qualities include a set of behaviors and skills that enable employees to establish effective relationships and function appropriately in the workplace. Examples of personal qualities are... Demonstrates responsibility and self-discipline, Adapts and shows flexibility, Works independently, Shows a willingness to learn, Demonstrates integrity, Exhibits professionalism, Takes initiative, Displays positive work attitude and sense of self-worth, and Takes responsibility for professional growth. | Examples of personal qualities are... Check off those that you have: Demonstrates responsibility and self-discipline, Adapts and shows flexibility, Works independently, Shows a willingness to learn, Demonstrates integrity, Exhibits professionalism, Takes initiative, Displays positive work attitude and sense of self-worth, and Takes responsibility for professional growth. | Interpersonal skills<br>Personal qualities<br>Self-discipline<br>Integrity<br>Professionalism<br>Initiative | The Wisconsin Job Center has a handout that is free and can be downloaded from their web site on "Self Management Skills". The handout provides a self assessment for. | http://www.wisconsinjobcenter.org/publications/ |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Applying Your Knowledge and Skills* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (40 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 29 | Which of these personal qualities do you feel you have? In the text box, list one personal quality that you could work to develop. | In the text box, list one personal quality that you could work to develop. | | The Wisconsin Job Center has a handout that is free and can be downloaded from their web site on "Qualities an Employer Looks For When Hiring and Promoting".<br>The list of positive personal qualities can be shared and discussed. . | http://www.wisconsinjobcenter.org/publications/ |
| 30 | Here are several one minute videos that can help demonstrate the importance of the workplace skills. Click on the link. Select FOUR of the following titles to view: Basic Skills, Idea Generation & Reasoning, Interpersonal Skills, Personal Qualities, Resource Management, Thinking Skills, Using Information, Using Technology, or Verbal Ability. After viewing the videos, close your browser and return to this slide. Check off the videos you watched and summarize one key idea from each of the videos. Isn't it amazing what you can learn in one minute! | Click on the link for the one minute videos. Select FOUR of the following titles to view: Basic Skills, Idea Generation & Reasoning, Interpersonal Skills, Personal Qualities, Resource Management, Thinking Skills, Using Information, Using Technology, or Verbal Ability. After viewing the videos, close your browser and return to this slide.<br>Check off the videos you watched and summarize one key idea from each of the videos. | Interpersonal skills<br>Personal qualities<br>Resource management<br>Thinking skills<br>Verbal ability | Take extra time to assign/discuss the one minute videos as a class. Study guides can be developed for the videos. Summaries of the videos can be placed on a collaborative Google document. | http://www.careeronestop.org/Videos/SkillandAbilityVideos/skill-and-ability-videos.aspx |
| 31 | Part III - Applying Your Career Readiness Skills | | | | |
| 32 | There are several online tools to help you define your career interests and skills. One of them is the "Career One Stop" website for students. You may already be in a work experience that you love...but it never hurts to continue to explore your options. The opening page of the website gives you 4 starting points: Identify Your Interests, Explore Careers, Get Work Experience, and Find Education Options. Click on the link and select one of these four options to explore. Take about 10 minutes to get acquainted with its components. Close the browser and return to this slide...Describe what you learned. | Click on the link and select one of these four options to explore. Take about 10 minutes to get acquainted with its components.<br><br>Close the browser and return to this slide...Describe what you learned. | Acquainted | Take time to further investigate the tools in the "Career One Stop" web site for students. Multiple discussions and activities can develop from this source. It is a free site supported by the American Job Center Network and can be used by students after graduation.<br>Assist students learn the many facets of the "Wisconsin Career Pathways" online tool as they explore careers.<br>"What's My Next Move?" is another career planning document to explore. | http://www.careeronestop.org/StudentsandCareerAdvisors/StudentsandCareerAdvisors.aspx<br><br>www.wicareerpathways.org<br><br>http://www.careeronestop.org/TridionMultimedia/WMNM%20FINAL%20JAN%2007%202013_tcm24-13704.pdf |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Applying Your Knowledge and Skills* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (40 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 33 | Is this what you learned? In the section "Identify Your Interests" there are many great interest inventories and skill profiles. The section on "Explore Careers" provides career videos, matches personal skills to several careers and provides job projections. In "Get Work Experience," we learned about resumes, portfolios and job boards.<br>In "Find Education Options" there were charts showing earnings based on education, an occupation profiler, and financial planning tools. | | Occupation profiler | The Wisconsin Job Center has a handout that is free and can be downloaded from the web site titled "Thoughts on Resumes" and "80% of Job Search Success Depends on Research".<br>Have students develop different resumes and complete job searches based on their work experiences and interests. | http://www.wisconsinjobcenter.org/publications/ |
| 34 | When it comes to finding a job for your high school work experience or when you begin your career, you have got to network! A personal network is a group of people with whom you interact every day - family, friends, parents of friends, friends of friends, neighbors, teachers, your employer, and co-workers. Approximately 80% of all jobs are found through the help of others. In the text box, share a story about someone you know who got their job from the help of another person? | In the text box, share a story about someone you know who got their job from the help of another person? | Personal network | Share the stories students know about successful networks.<br>Encourage each student to develop a list of personal contacts they can use when networking.<br>Brainstorm a variety of ways to network with individuals you may not personally know.<br>The "Skills to Pay the Bills" booklet (Dept of Labor) offers enrichment activities on networking (page 77-95). | http://www.youtube.com/watch?v=ZcOCJbvUY-w<br><br>http://money.usnews.com/money/blogs/outside-voices-careers/2012/02/08/building-a-network-in-8-steps<br><br>http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 35 | Networking means you talk about your career goals, interests and your dreams with the people you know and trust. Most people learn about job openings through friends, relatives and others in their personal network. Studies show that 1 out of every 12 interview that started through networking resulted in a job offer. Watch the video on Networking now. | | Networking | Discuss the video "Networking" using the study guide.<br>The Wisconsin Job Center has a handout that is free and can be downloaded from their web site on "Networking". | http://www.wisconsinjobcenter.org/publications/<br><br>http://www.youtube.com/watch?v=ZcOCJbvUY-w<br><br>http://www.dol.gov/odep/topics/youth/softskills/ (study guide) |
| 36 | Writing an analogy helps us visualize the similarities between two unrelated concepts...For example: Networking is like planting vegetables in a garden because we take great care to cultivate them and help them grow. Another example: Networking is like a bee hive because all the activity is centered on making connections for you. Now you complete your own sentence... Networking is like _____ because____. | Now you complete your own sentence... Networking is like _____ because____. | Analogy | Developing analogies helps students associate a new term or concept to something they already know. Create analogies on many topics related to core skills in the workplace. | http://grammar.about.com/od/topicsuggestions/a/Thirty-Writing-Topics-Analogy.htm |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Applying Your Knowledge and Skills* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (40 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 37 | Talking with new people when you are building a network or interviewing for your job can make you a bit nervous. Follow the "3 Ps" to eliminate your fears. These are PREPARE, PRACTICE, and PULL IT TOGETHER. "Prepare" means you investigate, make notes, and "do your homework" before going to an interview. "Practice" by answering sample interview questions and state out loud what you want to share to others. "Pull it Together" by looking your best, having your paperwork completed, taking a copy of your resume, and being confident in your skills. | | Resume | "Thoughts on Resumes" is available free from the Wisconsin Job Center web page.<br>Invite students to read more on the "3 P's" in the "Skills to Pay the Bills" Dept. of Labor publication. Extension activities are also offered in the booklet. | http://www.wisconsinjobcenter.org/publications/ |
| 38 | Using social media (such as Facebook) to network is very common. However, research shows that 75 percent of companies run searches for candidates on the web and 35% will eliminate a candidate based on the information or pictures posted on a candidate's Facebook page. Don't let this happen to you!<br>If you are posting an online profile or pictures, be sure it is appropriate and professional. What types of online postings should you avoid when you are preparing for a job interview? List 3-5 examples in the text box. | What types of online postings should you avoid when you are preparing for a job interview? List 3-5 examples in the text box. | Social media<br>Facebook<br>Network | Share findings from a 2011 report on "Trends in Employment Background Screening". (Researched and compiled by EmployeeScreenIQ) | http://www.employeescreen.com/ESIQ_Trends_2011.pdf |
| 39 | In Summary...When you combine your knowledge, workplace skills and career readiness skills into one package you will find that you are an extra special person with interests, talents and skills unlike any others. This is what will help you to succeed in your career! | | | Provide enrichment reading such as the article "7 Key Skills You Need To Get Hired Right Now" (US News.com). | http://money.usnews.com/money/careers/articles/2013/02/21/7-key-skills-you-need-to-get-hired-right-now |
| 40 | A final thought as this module comes to a close…Steve Jobs, founder of Apple shares his thoughts on work. "Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. " | | | Develop your own personal quote about life and work. Search out several examples and post onto a collaborative doc or wiki. | http://www.goodreads.com/quotes/tag/work<br><br>http://pinterest.com/ |
| 41 | It's up to you to be prepared for your journey. The world is full of unique and exciting careers just waiting for you. | | | Use online picture boards, prezi or flipbooks to give a visual representation of a student's career goals. | http://prezi.com/ |
| 42 | Congratulations! You have completed the Youth Apprenticeship "core skills" module. Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Core skills<br>Academic and Career Plan<br>Portfolio | Discuss the creation of an "Academic and Career Plan" or "Career Portfolio".<br>Integrate student work from the module into WISCareers, Career Cruising, WI Career Pathways, etc… | http://www.wikihow.com/Create-a-Career-Portfolio |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Applying Your Knowledge and Skills* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (40 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 43 | No Narrative (Certificate) | | | Print certificate | |
| 44 | "Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes.<br><br>Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development." | | Disclaimer | Students can be directed to the Department of Workforce Development web page for more information on the youth apprenticeship program. | http://dwd.wisconsin.gov/youthapprenticeship/ |

Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz, Ph.D. of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellness. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. The YA Online Core Skill Modules were developed in the spring/summer of 2013.

# Communication is Key

**Student - Youth Apprenticeship Core Skill and Safety Online Module**

**Module 2 Overview:**

The **"Communication is Key"** module takes approximately 45 minutes to complete.

*Learning to communicate effectively at the workplace, home, and school is critical when getting along with others. Communication techniques will be explored through three different topics. By the end of the communication module, the student will have more confidence in their ability to share their ideas and converse with others*.

Part 1 - Communicating Effectively - In this section, the basics of good communication and ways the student can communicate effectively with others is shared. Students will learn the differences between workplace and their everyday communication. With videos, interactive quizzes and online reflection boxes, students have an opportunity to further their knowledge of workplace communication and active listening.

Part 2 - Communication and Customer Service – Several communication tips to use with customers are highlighted in this section. Students will learn the differences between external and internal customer service. Students will use the acronym "CARE" to remember 4 key concepts of customer service. An interactive quiz allows feedback for the student.

Part 3 - Communicating with Technology - Useful strategies are provided related to communicating using technology tools (such as phones, iPhones, iPads, computers, and social media). Students will be presented guidelines for writing and sending business communications such as being friendly, using correct grammar and spelling, applying business language, and proof reading messages.

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 1 | Welcome to this introductory youth apprenticeship module on the core skills needed to be successful in the workplace. Please complete all the activities presented in the module and Thank you for taking an active role in preparing for your future career! | | Core skills | Provide your student with an explanation of how you will use the modules in their program. Reinforce the need to complete all the interactive activities in the module. Details on the youth apprenticeship program can be explored by the student on the YA web page. | http://dwd.wisconsin.gov/youthapprenticeship/students.htm |
| 2 | Please review the components of the navigation slide. Note that in order to advance the slides you much click on the forward button on the bottom tool bar. You may also access the glossary by clicking on the button on the bottom tool bar. | | Navigation<br>Tool bar | Review the navigation slide components. Specifically point out the forward/back buttons, the glossary, and closed caption option. | |
| 3/<br>4/<br>5 | Communication is Key to your success on the job! In this module, we will learn more about workplace communication by exploring three different topics. By the end of the communication module, you will have more confidence in your ability to share your ideas and converse with others. Being a good communicator at your work experience is essential. Part I will discuss the basics of good communication and ways you can communicate effectively, Part II will offer communication tips to use with customers, and Part III provides useful strategies when communicating using technology tools such as phones, I-phones, I-pads and computers. Let s begin with by clicking on "Part I". | | Communication | Indicate that the module has 3 parts and students may return to this slide and forward to any part of the module they did not finish or want to review without going through the entire module.<br>An overview of the "21st Century Skills" can be used as an anticipatory set to the module. Communication is found in the "Learning and Innovation Skills" section. | http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf |
| 6 | Part I - Communicating Effectively | | | | |
| 7 | Communication is the sharing of thoughts, feelings and ideas among people. Communication skills on the job involve speaking and listening, writing and analyzing written work, as well as gesturing and interpreting the body language of others. The development of good communications skills will increase your self-confidence at your workplace. | | Analyze<br>Gesture<br>Interpret<br>Body Language<br>Self Confidence | Discuss the definition, tools and methods used to communicate with others. A short article can promote discussion (i.e.: What is communication? The Definition of communication). | http://www.communicationstudies.com/what-is-communication |
| | | | | | |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 8 | In the workplace, you may find that the format for interaction is different than in the classroom. Every employee's experience in the workplace is enhanced when effective communication skills are used with supervisors, co-workers and customers.<br>Employers rank communication as the FIRST "must have" skill of an employee. You will need to apply verbal, non-verbal, written and listening skills. Let's explore each type of communication skill that you will use at the work site. | | Enhanced<br>Non Verbal | Complete readings in small group on the importance of good communication skills. Share summary thoughts using an online tool (i.e.: padlet). | http://www.wikihow.com/Develop-Good-Communication-Skills<br><br>www.padlet.com |
| 9/<br>10/<br>11 | The key to verbal communication is to be able to explain yourself clearly and provide accurate information.<br>When you communicate with others speak clearly, speak with confidence, think before you speak, be concise, choose appropriate business language, be an active listener, and respond appropriately.<br><br>In the workplace, you may be asked to comment on a topic of discussion, share your opinion, ask a question, or explain a task that you have been given. | | Confidence<br>Business Language<br>Active Listening | Brainstorm ways students will communicate in their workplace. Students might follow or create blogs related to effective workplace communication (see 10 Tips to Improve Workplace communication" and "10 verbal communication skills worth mastering".). | http://blog.seattlepi.com/workplacewrangler/2011/12/29/10-tips-to-improve-workplace-communication/<br><br>http://www.littlethingsmatter.com/blog/2010/11/30/10-verbal-communication-skills-worth-mastering/ |
| 12 | Some basic tips to practice when speaking to others is to be friendly, be yourself, use good articulation, (meaning you should speak clearly and pronounce your words), vary your speaking rate (neither too slow nor too fast), and use complete sentences. Eliminate the use of words such as "like" and "and" in your sentences and avoid using "texting" language when speaking at the workplace. | | Articulation | Share a variety of basic speaking tips (see article "Building Confidence") and practice in class by using simulations and case studies. | http://www.skillsyouneed.com/ps/confidence.html |
| 13 | An example of using slang, abbreviations or texting language is when someone says "lol" for laugh out loud or "gtg" for got to go. The video you are about to watch is clearly an exaggeration of the use of texting language at work, but after watching it you will agree that it makes a good point. As you watch the following video, think about two ways that this employee could improve their communication skills. | As you watch the VIDEO on "Communication". think about two ways that this employee could improve their communication skills | Texting Language | Process together the US Dept of Labor Soft Skills video on "Communication". Share main points of the video. Ask "Do you hear friends speak I n texting language"? Use the study guide with the video. | http://www.youtube.com/watch?v=hPiI44XEKgs (video)<br><br>http://www.dol.gov/odep/topics/youth/softskills/Communication.pdf<br>(study guide) |
| 14 | In the box below, write 2 ways that the employee in the video could improve their communication skills. | In the box below, write 2 ways that the employee in the video could improve their communication skills. | | Use the US Dept of Labor Soft Skills video on "Communication" study guide to promote discussion. | http://www.dol.gov/odep/topics/youth/softskills/ (study guide) |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 15 | When workers use their best communication skills which of the following do you think will happen? Check the boxes you think are correct.<br><br>Did you guess that all are correct?<br>When workers use their best communication skills .employees get along better, the work climate is more positive, there is greater efficiency and more productivity. | When workers use their best communication skills which of the following do you think will happen? Check the boxes you think are correct. | Efficiency<br>Productivity | Create a poster, brochure, slide presentation (using SlideRocket) identifying why using your best communication skills at work is important. | http://money.howstuffworks.com/business/starting-a-job/10-tips-for-effective-workplace-communication.htm#page=0<br><br>www.sliderocket.com |
| 16 | The more you practice your communication skills the more comfortable you will become when speaking with others at your workplace. One way to become a better communicator is to simply introduce yourself to others that you work with.<br>Click on the picture of the girl and listen to her introduction. You can practice an introduction using the following sentence starters...Hi, my name is_____. I am in the youth apprenticeship work experience program at ___high school. I am working with your company because I would like to pursue a career in _____. It was nice to meet you. | Click on the picture of the girl and listen to her introduction.<br><br>You can practice an introduction using the following sentence starters...Hi, my name is_____. I am in the youth apprenticeship work experience program at ___high school. I am working with your company because I would like to pursue a career in _____. It was nice to meet you. | | Create a script and have students practice introducing themselves to others.<br><br>Using the script, produce sound bites of an introduction and share using online tools such as voki or audacity. | www.voki.com<br><br>www.audacity.com |
| 17 | Asking questions is a big part of communication in the workplace. Asking the right questions is done by selecting thoughtful words and phrases. By demonstrating your interest and desire to learn, other co-workers will respect you and help you solve your problem. If you have a question about a task you are performing, always ask questions to clarify that you are doing it correctly. Your employer will appreciate your desire to "Do it Right the First Time". If your question is related to a policy or protocol, think about your question before asking it and show respect in the way you phase it. | | Protocol | Searching of online APPs will provide current strategies and tips on communication. For example one APP for purchase is "Communicate It: A Quick Guide to Better Communication Skills". | Purchase App for "Communication It: A Quick Guide to Better Communications" by Appsmosphere Form: Android Cost $.99 |
| 18 | Questions that start with "who," "what," "where," "when," "why," or "how" have a high chance of a thoughtful responses, whereas questions that begin with "would," "should," "is," "are," and "do you think" can limit the answers you will get back. It is a good idea to restate the answers back in your own words. This will typically provide you with a response such as "that's correct," or give you a clarification with extra detail. | | Clarification | Develop sentence starters that can be used to practice asking good questions.<br><br>Read articles online or books such as "The Power of Questions" or "The Art of Asking Questions: Ask Better Questions, Get Better Answers". | http://www.littlethingsmatter.com/blog/2010/04/27/the-power-of-questions/<br>Fadem, T. 2008. The Art of Asking Questions: Ask Better Questions, Get Better Answers. Pearson Publishing |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 19 | If you have finished your assigned tasks at the end of the workday, which question would be best to ask your mentor? a) It's almost 5:00 and I'm done with everything, can I go? b) I have finished my work for the day; do you think I could leave early?<br>c) I have completed all the tasks that were assigned to me today, what other projects would you like me to start on?<br>(No narrative- Responses appear on screen as the answers are selected.)<br>A – Not a good choice as it questions your commitment to the job.<br>B – An adequate answer but it could be phrased in a mover positive way. "Now can I leave?" could b<br>The last question is more direct, and even though it's a bit longer, it has forced the listener to determine if they have any mo phrased more positively,<br>C – This is the best response as it clarifies that you finished the tasks. It shows interest as you are asking if there is anything else that needs to be done before you leave for the day. | If you have finished your assigned tasks at the end of the workday, which question would be best to ask your mentor?<br>a) It's almost 5:00 and I'm done with everything, can I go? b) I have finished my work for the day; do you think I could leave early? c) I have completed all the tasks that were assigned to me today, what other projects would you like me to start on? | Mentor<br>Adequate<br>Clarifies | Brainstorm questions for other situations that come up at work that need to be discussed with the mentor: vacations, change in schedule, transportation, safety concerns, etc… | |
| 20 | Reflection is an essential component of learning. Take a minute to think about the type of questions you have asked your mentor or coworkers. In the 1st text box...type in a question that you have asked another person when you were at work...What was the reply? In the 2nd box, type in your question again in a different way. If you reworded your question, would you have received a different answer? | Reflection is an essential component of learning. Take a minute to think about the type of questions you have asked your mentor or coworkers. In the 1st text box...type in a question that you have asked another person when you were at work...<br>What was the reply? In the 2nd box, type in your question again in a different way. If you reworded your question, would you have received a different answer? | Reflection | Share the 1st question and revised question on a secured blog (i.e.: edmodo or padlet) to get feedback from others. | www.edmodo.com<br><br>www.padlet.com |
| 21 | Do not hesitate to ask questions ...Remember that when you ask relevant questions you are more engaged in your work, you take ownership for the outcome, and you will increase the quality of your work. | | Relevant<br>Engaged<br>Outcome | The "Skills to Pay the Bills" booklet (Dept of Labor) offers enrichment activities on clarifying questions (page 19 - What's Your Point?) | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 22/ 23 | Being a good listener is also a key component to effective communication. Listening to what others say will help to build meaningful connections with them. To be a good listener, you have to be present. Being present means not being preoccupied physically and mentally.<br><br>Simply put...you need to remove distractions around you and focus on the person speaking. | | Distractions<br>Focus | Develop a brochure titled "10 Ways to Become a Good Listener". Then compare the information in the brochure to professional articles on the same subject… Fill in any missed points before publishing. | http://www.littlethingsmatter.com/blog/2010/03/03/10-ways-to-being-a-good-listener1/ |
| 24 | Here are some tips to help you become a better listener: maintain eye contact with the speaker; do not interrupt the speaker; sit or stand still; nod your head to indicate that you understand; wait two seconds after the person finishes speaking to make sure they have completed their thought; and repeat any instructions or directions that are being given to you. After the speaker has finished, this is the time to ask appropriate questions.<br>Having good non-verbal body language is important as it lets the speaker know that you are interested. Make a check mark by the listening tip that you are pretty good at and almost always put into practice! | Make a check mark by the listening tip that you are pretty good at and almost always put into practice! Maintain eye contact with the speaker; do not interrupt the speaker; sit or stand still; nod your head to indicate that you understand; wait two seconds after the person finishes speaking to make sure they have completed their thought; and repeat any instructions or directions that are being given to you. | Interrupt<br>Appropriate<br>Non-verbal Body Language | View the YouTube tutorial video on "Gestures and Body Language". Collect data by observing others on the gestures and body language they use. Report back to verify the information in the video. | http://www.youtube.com/watch?v=ZUXtGQkJcQ0 (Gestures and Body Language Tutorial) |
| 25 | It has been suggested that 60 to 70 percent of all non verbal communication is derived from your body language. Body language is a form of non-verbal communication that consists of facial expressions, eye movements, gestures, and posture. When you control your emotions and body language, then you will become known as someone who's in control of your actions and behavior. Being a good listener can be demonstrated through your body language. | | Non-verbal Communication | View the video indicated or Search YouTube for videos on body language, gesturing, fidgeting and other distractive behaviors that appear as part of nonverbal communication (i.e.: Stop Communicating Ineffectively or Gestures and Body Language Tutorial)<br><br>Download the free I-tunes APP podcast on "The Power of Non-verbal Communication". After viewing make your own podcast demonstrating appropriate skills for workplace communication. | http://www.youtube.com/watch?v=m2upjBWRrfU (Stop Communicating Ineffectively)<br><br>http://www.youtube.com/watch?v=ZUXtGQkJcQ0 (Gestures and Body Language Tutorial)<br><br>https://itunes.apple.com/us/podcast/little-things-matter/id349111555 |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 26 | It's surprising how many people have less than average listening skills. Your listening skills will improve when you allow the other person to finish what they have to say, think about what they are saying, determine the message they are trying to convey and consider their point of view before responding. Keeping an open mind is very important to practice objective listening. Research suggests that we remember 25 percent to 50 percent of what we hear. Remember that we have two ears and one mouth so that we can listen twice as much as we speak. | | Convey<br>Objective Listening | For levity, use the "Wright Family" game to stress the importance of listening. (Directions and the story are provided on the web link.) | http://www.gobookee.net/wright-family-story-game/ |
| 27 | Being a good listener is one of the most important skills you can master if you want to do well at your job and begin to build meaningful relationships at your workplace. When you REALLY listen, you demonstrate your interest in what is being said and you show respect to the individual speaking. Listening is a magnetic force that draws people to you. | | Relationship<br>Respect<br>Magnetic | The article "The 10 Principles of Listening" stresses the importance of practicing *active listening skills.* In a journal, record the times when it was important to apply active listening skills at home, school or at work. | http://www.skillsyouneed.com/ips/listening-skills.html |
| 28 | See how good of an active listener you are...Respond yes or no to the following questions: 1. I let the speaker always finish before I begin to talk. 2. I maintain good eye contact with the person speaking to me. 3. I try to ignore distractions when I am listening. 4. I stay focused and do not do other things when I am listening. 5. I am good at remembering what people say to me without writing it down. 6. I ask questions when I am unsure of what the speaker is saying. | See how good of an active listener you are...Respond yes or no to the following questions: 1. I let the speaker always finish before I begin to talk. 2. I maintain good eye contact with the person speaking to me. 3. I try to ignore distractions when I am listening. 4. I stay focused and do not do other things when I am listening.<br>5. I am good at remembering what people say to me without writing it down. 6. I ask questions when I am unsure of what the speaker is saying. | | The "Skills to Pay the Bills" booklet (Dept of Labor) offers enrichment activities to practice listening skills (page 30 – Listen Hear!) | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 29/30 | Your "Yes" answers show that you are using some good active listening skills. Good for you! Your "No" answers help identify for you areas that could use some improvement. Let's work harder to improve on the skills that you answered "No" to.<br>Being able to practice good listening skills at home, in school, and on the job will provide you with a positive work experience and give you a greater sense of accomplishment! Practice good active listening everywhere you go. In the box, write one way that you could begin to improve your listening skills today! | Being able to practice good listening skills at home, in school, and on the job will provide you with a positive work experience and give you a greater sense of accomplishment! Practice good active listening everywhere you go. In the box, write one way that you could begin to improve your listening skills today! | Active Listening<br>Accomplishment | The "Skills to Pay the Bills" booklet (Dept of Labor) offers enrichment activities to practice listening skills. The activity sited below engages students in a fun 3-minute listening quiz. page 32 – Quit Talkin'! I Know What To Do ) | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 31/ 32 | Having solid writing skills will open up career opportunities for you. Every profession incorporates writing and good writers will aspire beyond their basic job descriptions.<br><br>If you were writing a note to your mentor informing them of the tasks you completed or you are asking for their input ... start by using your mentor's name. You can use a letter or memo format. Be sure to write in full sentences or use bullets to outline your message. Use proper grammar and punctuation. Remember that correct spelling does count! Use professional vocabulary. Be clear, to the point and maintain a friendly tone in your note. Don't forget to sign your name and date your note and include an e-mail or phone number in case your mentor needs to follow up with you. | | Incorporates<br>Job Descriptions<br>Grammar<br>Punctuation<br>Professional Vocabulary | Write a note to your mentor related to a change that is needed in your schedule for next week… include all the hints provided on the slide or in researched reference documents. | http://www.littlethingsmatter.com/blog/2011/02/10/improving-your-written-communication-skills/ |
| 33/ 34/ 35 | A final tip is to always proof read your note. Ask yourself "If I was the mentor and I am reading this note for the first time, does it make sense?" If something is unclear, always correct it! Look at the sample memo that Lori Maxwell has written to her mentor...can you find 5 errors or mistakes that she has made in the memo.<br><br>Here are some corrections that could be made:<br>1) Her first sentence is too long and should be shorter. 2) She needs to use professional language...the "machine that sticks the stamps to the mailer" is called a postage meter. 3) Misspelled words such as frustrating, help, and Thursday need to be corrected. 4) If Lori proof read her memo she would not have used "died" for "did" and<br><br>5) Texting language should not be used. Instead of using the letter "C" for the word "See" and the letter "U" for the word "You", the phrase "See you then" should have been written out. As a side note, her ending is not very good. Lori might have offered to help finish the newsletter mailing.<br>There is one more BIG mistake that is apparent in Lori's memo and it is the "tone" that she is using with her mentor throughout the memo. Lori is clearly complaining, blaming others, being rude to her co-workers, and not taking any responsibility for not finishing the task. Even when you are upset, your memo should be polite and friendly. | Look at the sample memo that Lori Maxwell has written to her mentor...can you find 5 errors or mistakes that she has made in the memo. | Professional language<br>Texting Language | Practice making composition, grammar and spelling corrections to other memos and/or sentences.<br><br>Research styles of writing used for writing letters for business. | http://english.clas.asu.edu/enged-grammarpractice<br><br>http://office.microsoft.com/en-us/word-help/write-effective-business-letters-HA001139158.aspx<br><br>http://www.ask.com/question/how-to-write-a-letter-to-your-boss |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 36 | In the reflection box, make 2-3 suggestions as to how she could improve the tone used in her writing? | In the reflection box, make 2-3 suggestions as to how she could improve the tone used in her writing? | Tone | Looking at samples of letters writing to a boss, supervisor or mentor will provide you with suggestions. | http://www.ask.com/question/how-to-write-a-letter-to-your-boss |
| 37 | Part II: Communication and Customer Service"." | | | | |
| 38 | The key to providing customers with outstanding service is to be an employee that is focused on effective customer communication at all times.<br>The term customer service actually means "making sure customers are satisfied and will continue to buy products or services of a company". That definition means that everyone at your workplace is responsible for keeping your customers happy and satisfied. Businesses survive by producing a product or service that other companies or people can use. | | Customer Service | Review the concepts of non-verbal communication emphasizing the power of a smile with customers. | http://www.littlethingsmatter.com/blog/2011/02/24/communication-without-words/ |
| 39 | Write in the text box, the type of end product and/or service that the company you are employed with produces or sells. | Write in the text box, the type of end product and/or service that the company you are employed with produces or sells. | | Using a collaborative document (i.e.: Google doc), compile a list of the businesses students are employed at and the service or product that they offer their customers. | |
| 40 | Your workplace has two types of customers: external and internal. External customers are consumers who purchase goods and services from a business. Internal customers are the people who work for that business or who do business with that company. You could be both an external and internal customer. The key is for you to treat your customers and co-workers as you would like to be treated. | | External Customer<br>Internal Customer | Download the free APP for the I-tunes podcast on "The Power of Non-verbal Communication". Review the importance of a smile on the job. Make your own podcast highlighting "tips and strategies" of good/great customer service. | https://itunes.apple.com/us/podcast/little-things-matter/id349111555 |
| 41 | Using the acronym "CARE" will help you remember the 4 key concepts of customer service: C-Communicate, A-Accountable, R-Respect and E-Exceed Expectations. Apply the concepts of CARE to everyone you meet, everyone you serve, at work, at school and at home. | | Acronym<br>Accountable<br>Respect<br>Expectations | Discuss examples of poor and positive customer service that people have experienced. Create a "T-Chart" to record the experiences. View the humorous YouTube video "Customer Service Compilation" | http://www.youtube.com/watch?v=9oywp2qRRyc |
| 42 | In general, The nicer you are, the nicer you are treated. Remember it works both ways - as an employee and as the customer. When surveyed, 75% of consumers stated that a bad customer service experience would impact their decision to do business with that company again. | | Impact | Preview the video "Be There" and discuss how you can prepare yourself for a good day at work and a positive day with customers. | http://www.workgo.net/demo_banner/attitude_4.html |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 43 | Your business does not want to lose customers. You can help by doing three simple things:<br>1. Give the customers more than what they expect<br>2. Give the customers the best possible service<br>3. Give the customers what they want and what they need | | | Using the "10 tips for Great Customer Service" article, conduct a survey of family, friends, co-workers…and determine which tips are of the greatest importance to the customer. Post your findings. | http://sixrevisions.com/project-management/10-tips-for-providing-great-customer-service-to-your-clients/ |
| 44 | We learn best from our own experiences...the quote from Doris Lessing is a good one to reflect on as we learn more about great customer service. She states "This is what learning is. You suddenly understand something you've understood all your life, but in a new way." Give an example of one experience you have had as a customer that was a positive experience for you. | Give an example of one experience you have had as a customer that was a positive experience for you. | Quote<br>Reflection | Skim the article "50 Customer Service Quotes". Select those quotes that you can connect with and illustrate the quote with pictures from an online source (i.e.: clip art, picmonkey) | http://blogs.salesforce.com/company/2013/03/50-inspirational-customer-service-quotes.html<br><br>www.picmonkey.com |
| 45 | Examples of great customer service include a wide variety of acts and services, which of the following responses do you feel demonstrate positive customer service?<br>Put a check mark by those that you think are positive responses. A. Hello. Thank you for shopping with us today. How can I help you? B. I don't know the answer. If you can wait 5 minutes I will get someone to help you. C. I did it correctly; sorry you are not happy with the results. D. We are out of that product today. Could I suggest something very similar for you? E. Listen, this is not my fault. If you don't like it...leave. F. I respect what you are saying, how can I fix this for you? | Examples of great customer service include a wide variety of acts and services, which of the following responses do you feel demonstrate positive customer service? Put a check mark by those that you think are positive responses. A. Hello. Thank you for shopping with us today. How can I help you? B. I don't know the answer. If you can wait 5 minutes I will get someone to help you. C. I did it correctly; sorry you are not happy with the results. D. We are out of that product today. Could I suggest something very similar for you? E. Listen, this is not my fault. If you don't like it...leave. F. I respect what you are saying, how can I fix this for you? | Customer Service | Create a short script of a scenario that is appropriate for each of the responses on the slide.<br>Role play the poor and positive examples. | |
| 46 | We've all been in a situation where we've been unhappy with the service we've received. Maybe the waiter wasn't attentive enough. Maybe a salesperson was too pushy. Maybe the technician didn't answer our questions clearly. Whatever the situation, we all know that those experiences leave us feeling angry, bitter, frustrated or cheated. We may not return to that business again and we might even warn our friends and family not to do business with them either. | | Attentive | The "Skills to Pay the Bills" booklet (a free download from the Dept of Labor) offers enrichment activities on "Your Positive Mental Attitude" (page 36- Never Underestimate the Power of PMA (Positive Mental Attitude). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 47 | Although some customers may be difficult to please, most of them aren't interested in stirring up trouble or making your job stressful. They just want YOU to find a solution to their problem. Using your problem solving skills, will help you strive for a "Win-Win" outcome with the customer. This is the ideal outcome in customer service because no one loses. | | Stressful<br>Solution<br>Win-Win | The "Skills to Pay the Bills" booklet (a free download from the Dept of Labor) offers enrichment activities related to "Thinking On Your Feet" (page 111- Tell Me About A Time When…). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 48 | In the following situations, match up the solutions description. You explain to the customer that there is a 30 day exchange policy. They are returning the product after 60 days and they accept your decision not to refund their money.<br>(Answer) Win-Lose Your company wins, but the customer loses. | In the following situations, match up the solutions description. You explain to the customer that there is a 30 day exchange policy. They are returning the product after 60 days and they accept your decision not to refund their money.<br>(Answer) Win-Lose Your company wins, but the customer loses. | Solutions | Brainstorm situations that demonstrate win-lose customer service. | http://www.beyondinteractability.org/bi-essay/win-lose |
| 49 | The part being returned does not look defective to you and based on company policy you refuse to give a refund or exchange the item. The customer feels this is unfair and states they will never do business with your store again.<br>(Answer). Lose-Lose The business loses a customer, the customer loses money. | The part being returned does not look defective to you and based on company policy you refuse to give a refund or exchange the item. The customer feels this is unfair and states they will never do business with your store again.<br>(Answer). Lose-Lose The business loses a customer, the customer loses money. | Defective | Brainstorm situations that demonstrate lose-lose customer service. | http://www.beyondinteractability.org/bi-essay/win-lose |
| 50 | A customer returns a product that has clearly been used. They are not satisfied with how it is working. Your company does not take back opened packages but to avoid confrontation, you go ahead and give them a cash refund.<br>(Answer) Lose-Win. Your company loses money, while the customer wins. | A customer returns a product that has clearly been used. They are not satisfied with how it is working. Your company does not take back opened packages but to avoid confrontation, you go ahead and give them a cash refund. (Answer) Lose-Win. Your company loses money, while the customer wins. | Confrontation | Brainstorm situations that demonstrate lose-win customer service. | http://www.beyondinteractability.org/bi-essay/win-lose |
| 51 | You explain to the customer that you can't offer a cash refund but that you can give them a store gift card for the same amount. The customer is satisfied with the gift card.<br>(Answer) Win-Win. Your Company wins, Your Customer wins. | You explain to the customer that you can't offer a cash refund but that you can give them a store gift card for the same amount. The customer is satisfied with the gift card. | Satisfied | Share more examples of "Win-Win" situations and reflect on the situations provided. How would you have responded? | http://www.2womenentrepreneurs.com/index.php?/Management/win-win-situations.html |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | | (Answer) Win-Win. Your Company wins, Your Customer wins | | | |
| 52 | Part III: Communicating using Technology | | | | |
| 53 | Every day we interact with people. Whether your communications are in person or using technology, it is important that you be fully present and give people your undivided attention. | | Interact<br>Technology<br>Attention | Respond to the question, "What is the best tool to use in this situation…" then create a multimedia slide show identifying the appropriate technology tool when communicating. | www.uvuvx.com<br>www.prezi.com<br>www.sliderocket.com |
| 54 | When using technology to communicate such as e-mail, telephones, social media, Facebook, blogs, tweets, or text messaging, you can be distracted and run the risk of being viewed as rude, inconsiderate, and disrespectful. | | Social Media<br>Blogs<br>Tweets<br>Distracted<br>Inconsiderate<br>Disrespectful | Review the article related to manners and technology. Develop daily tweets on appropriate technology use to share with other classmates. | http://www.emilypost.com/communication-and-technology<br><br>www.twidecate.com |
| 55 | A survey on the preferred methods of communication by professionals indicated that 40% communicate by e-mail, 39% face-to-face, 13% by phone, 5% using social media and only 3% by text messaging. Be sure to ask your mentor what their preferred method of communication. Specifically ask them how do they want to get messages from you? | Specifically ask them how do they want to get messages from you? | Preferred | Establish a "Survey Monkey" or "Google Form" to collect feedback from a variety of people on their preferred methods of communications. | http://www.littlethingsmatter.com/blog/2010/03/17/preferred-methods-of-communication/<br><br>www.surveymonkey.com |
| 53 | Most businesses, co-workers, families and friends use electronic communication every day. E-mail is fast, saves time, and is convenient. Your e-mail message can be stored by the receiver so use the same rules as when writing such as be friendly, use correct grammar and spelling, apply business language, and proof read your message before sending.<br><br>What is acceptable in your personal e-mail is not acceptable in a formal business e-mail. | | Electronic Communication<br>Business Language<br>Business E-mail | Research and know the etiquette rules related to sending business e-mails. Then share it with other students in an e-mail. | http://smallbusiness.chron.com/email-etiquette-rules-sending-business-emails-2859.html |
| 54 | If you use e-mail to communicate with your mentor and co-workers follow some simple e-mail "netiquette": 1) Your e-mail address should not be cute or funny as it does not give a professional impression. Sweetheart@ hotmail.com is not a professional address. Develop a new e-mail address for your business communications with your mentor. 2) Your e- | | Netiquette<br>Impressions<br>Emoticons<br>Instant Messaging | Establish simple guidelines for using electronic devices at work.<br><br>Develop "netiquette" when using technology to communicate with teachers, mentors, co-workers. Place your "rules and guidelines" on | http://www.littlethingsmatter.com/blog/2011/01/20/be-present-in-your-verbal-communications/ |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | mails should not use "emoticons". These are symbols such as different facial expressions that move, or colons and semicolons that make happy faces. 3) Abbreviations and acronyms should not be used in your e-mails. These include "texting language" such as "B4N" for By For Now, "BRB" for Be Right Back , or "PLZ" for Please. 4) Do not say anything in an e-mail that you would not be said face-to-face. 5) Never send or receive personal e-mail messages at work. Also do not use "instant messaging" on the business computers. | | | a social networking or social bookmarking web 2.0 tool. | http://www.networketiquette.net/<br><br>www.edmodo.com<br><br>www.delicious.com |
| 55 | Despite the growing use of e-mail by professionals, the phone remains an essential communication tool in business. When communicating by phone with your mentor, co-workers or customers at work always speak clearly and with a pleasant voice.<br><br>Ask your business mentor some critical questions if you are working with the phones, such as how to greet customers, how to place callers on hold, how to transfer calls, what information is required when taking a message, when to refer a call to another employee, are telephone documentation logs maintained, what is the confidentiality protocol, and what is the appropriate way to bring closure to the phone call. Is there anything else you think you should ask about before answering the phones at workplace? | Is there anything else you think you should ask about before answering the phones at workplace? | Critical<br>Protocol | Review an article on “telephone etiquette”. Create a list of “Do’s/Don’ts” to follow when you answer phone calls at the workplace. | http://www.baylor.edu/its/index.php?id=55276 |
| 56/<br>57 | Always give your full attention to the customer that you are with. If you are face-to-face with a customer or on another line with a customer, do not answer the incoming call. When you do this you are implying that the first person you are talking to is not important. Avoid multitasking when on the telephone. Few people can do two things at once and still pay attention to the customer on the phone.<br><br>Select the situation that displays the best phone etiquette? A. As the second line is ringing, John signals to the customer with his finger to "wait one minute" as I answer this call. B. Mary asks the customer if she can place them on hold while she refers to her directions and makes sure she transfers the call correctly. C. When the caller asks for the personal cell phone of an employee, Pat looks it up and provides it to the caller. | Select the situation that displays the best phone etiquette? A. As the second line is ringing, John signals to the customer with his finger to "wait one minute" as I answer this call. B. Mary asks the customer if she can place them on hold while she refers to her directions and makes sure she transfers the call correctly. C. When the caller asks for the personal cell phone of an employee, Pat looks it up and provides it to the caller. | Multitasking<br>Etiquette | Maintain a log of “good/bad” customer service practices and phone etiquette. Write an article for your school or local paper describing what was observed and tips for correcting the behavior. | http://www.littlethingsmatter.com/blog/2011/01/20/be-present-in-your-verbal-communications/<br><br>http://customerservicemanager.com/20-business-telephone-etiquette-tips.htm |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 58 | Most importantly, do not take your personal devices into work or if you must carry them always turn them off or put them to silence. Sending and scanning your phone or I-pad for messages is not a sign that you are focused and committed to your work experience. Never take pictures of the products manufactured or the services that are offered at your workplace unless you are given permission. The same goes for your co-workers. No one should ever be placed on Facebook without prior knowledge. Ask your mentor for the policy of the company regarding use of electronic devices. It's "Better to be Safe Than Sorry"! | Ask your mentor for the policy of the company regarding use of electronic devices. It's "Better to be Safe Than Sorry"! | Electronic Devices | Discuss with a mentor what information can be shared with others outside of the workplace.<br><br>Research social media guidelines for posting and best practices. Construct a "pledge" and agree to follow the etiquette for social media. | http://www.forbes.com/sites/evangelinegomez/2012/02/17/can-you-keep-a-secret-protecting-your-businesss-most-valuable-asset/<br><br>http://www.pcworld.com/article/169120/facebook_etiquette.html |
| 59 | Let's summarize what we have learned in the Communication module. | | | | |
| 60 | The development of good communication skills is essential to your success in school and in the workplace. When you express your ideas effectively to others, they will see you in a positive way! The better your communication skills, the more confidence you will have in your ability to work with a variety of people, be involved in new opportunities and share your ideas with others! | | Essential<br>Confidence | Imagine that you were a business owner; create a guidebook on "GREAT Communication Skills" for the work experience students employed at your business. | http://slincs.coe.utk.edu/gtelab/learning_activities/22evej.html<br><br>http://www.slideshare.net/ikcmclicks/communication-at-workplace |
| 61 | Congratulations! You have completed the Youth Apprenticeship Core Skill module. Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Core skills<br>Academic & Career Plan<br>Portfolio | Discuss the creation of an "Academic and Career Plan" or "Career Portfolio".<br>Integrate student work from the module into WISCareers, Career Cruising, WI Career Pathways, etc… | http://www.wikihow.com/Create-a-Career-Portfolio |
| 62 | (No narrative on this slide) | | | Print certificate | |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Communication is Key* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (45 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 63 | Disclaimer and Credits: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes.<br>Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program.<br><br>Credits for the development of the module are given to Pamela Hilleshiem Setz of CESA 5 and the independent consultant services of Genevieve Kirchman, Susan Wellnitz, and Cindy Vaughn. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. | | Disclaimer | Students can be directed to the Department of Workforce Development web page for more information on the youth apprenticeship program. | http://dwd.wisconsin.gov/youthapprenticeship/ |

Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz, Ph.D. of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. The YA Online Core Skill Modules were developed in the spring/summer of 2013.

# Being an Effective Team Member

**Student - Youth Apprenticeship Core Skill and Safety Online Module**

**Module 3 Overview:**

The "**Being an Effective Team Member"** module takes approximately 30 minutes to complete.

*Being an effective team member means that you demonstrate respect to others, contribute your ideas and suggestions, work collaboratively, and complete your share of assigned tasks necessary to finish a project. In this module the responsibilities of team members are defined, learning styles are discussed and problem solving strategies are presented.*

Part 1 - Collaborating in a Team Setting - For a team to be successful, all members must understand the goals and be committed to attaining them. Students will learn their roles on a team, what is expected of them and how they will be assessed. Students are given examples of good teamwork.

Part 2 - Respecting Differences - Respecting differences at the workplace includes being considerate of other people's privacy, their physical space and belongings, and respecting the different philosophies, physical abilities, beliefs and personalities of others. Students can assess their own learning styles, and are given interactive opportunities to reflect on ways of respecting differences.

Part 3 - Critical Thinking and Problem Solving - Making decisions and working out the solutions to problems are two vital tasks that a team will perform at the workplace. A problem solving model known as "STAR" is presented and response activities are given for student practice.

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 1 | Welcome to this introductory youth apprenticeship module on the core skills needed to be successful in the workplace. Please complete all the activities presented in the module and Thank you for taking an active role in preparing for your future career! | | Core skills | Provide your student with an explanation of how you will use the modules in their program. Reinforce the need to complete all the interactive activities in the module. Details on the youth apprenticeship program can be explored by the student on the YA web page. | http://dwd.wisconsin.gov/youthapprenticeship/students.htm |
| 2 | Please review the components of the navigation slide. Note that in order to advance the slides you much click on the forward button on the bottom tool bar. You may also access the glossary by clicking on the button on the bottom tool bar. | | Navigation<br>Tool bar<br>Glossary | Review the navigation slide components. Specifically point out the forward/back buttons, the glossary, and closed caption option. | |
| 3 | Welcome to this module on being an effective team member in the workplace. Being a great team member will help make your work experience successful! | | Effective<br>Team Member | An overview of the "21st Century Skills" can be used as an anticipatory set to the module. | http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf |
| 4 | In this module, we will learn how to become a great team member by exploring three topics. Part 1 will provide tips on effective ways of Collaborating in a Team Setting, Part 2 discusses the importance of Respecting Differences, and in Part 3 you will be reminded to use Critical thinking and Problem-Solving skills when in a team. | | Collaborating<br>Team Setting<br>Respecting Differences<br>Critical Thinking<br>Problem Solving Skills | Indicate that the module has 3 parts and students may return to this slide and forward to any part of the module they did not finish or want to review without going through the entire module. | |
| 5 | **Part I: Collaborating in a Team Setting** | | | | |
| 6 | Many people think that being on a team means that you participate in sports. Besides a sports team, your teacher may have placed you in a small work group to complete a project or you may have participated on a team doing volunteer community work. | | Volunteer<br>Community Work | The article "What does it mean to be part of a team" describes why it is a privilege to be part of a team. Being on sports teams is most students first experience with a team …why is participating in "peewee" sports good for young kids? | http://www.swimmingcoach.org/articles/9701/article4.htm |
| 7 | Think for a moment and identify the types of teams that you have been a member of...they may be related to sports, student organizations, class projects, or a community effort. Put the names of three teams you have been a member of on the lines provided. | Put the names of three teams you have been a member of on the lines provided. | Student Organizations<br>Community Effort | Being a member of a team provides a feeling of satisfaction for most students. Describe successful experiences you have had working on a team. | http://www.reading-strategies-help.com/printable-graphic-organizers.html |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | | | | | (free graphic organizer templates) |
| 8 | When individuals come together for a common reason with the same goal of accomplishing a task, a team is formed. Ideally the team members must complement each other and work in close coordination to deliver their best. | | Complement<br>Coordination | Brainstorm a list of benefits for working on teams in the business world. Create your list in a "cause and effect chart". | http://www.callofthewild.co.uk/library/useful-articles/what-are-the-benefits-of-havingteams-in-a-business-environment/ |
| 9 | What do you remember as the benefits of working on a team? Click on the benefits that you experienced. 1. Tasks were accomplished at a faster pace. 2. More work was completed.<br>3. New ideas were shared to make the project better<br>4. New friends were made 5. Team members were motivated to work harder. | What do you remember as the benefits of working on a team? Click on the benefits that you experienced. 1. Tasks were accomplished at a faster pace.<br>2. More work was completed.<br><br>3. New ideas were shared to make the project better 4. New friends were made 5. Team members were motivated to work harder. | Benefits<br>Motivated | TEAM has been described as "Together Everyone Achieves More". Anyone who has been on a good team will agree with that acronym.<br><br>Think of other phases or descriptors that describe a TEAM and turn them into an acronym using a visual web 2.0 tool such as Tagxedo. | www.tagxedo.com |
| 10 | Being an effective team member means that you demonstrate respect to others, contribute your ideas and suggestions, work collaboratively, and complete your share of assigned tasks necessary to finish a project. | | Respect<br>Contribute<br>Collaboratively | Employees tend to be more productive and demonstrate more commitment and loyalty when they work in teams. Mind map out why this is true. | http://smallbusiness.chron.com/advantages-being-team-member-55878.html<br><br>http://www.biggerplate.com/mindmap-library (free mind map templates) |
| 11 | Vince Lombardi, who was a famous Green Bay Packer football coach, provides us with the following quote, "Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work." Your employer will agree that the ability to work as part of a team is one of the most important skills in today's job market. | | Commitment<br>Society Work<br>Civilization | Using Google "Quote book" identify other quotes and sayings that connect with you about commitment, team effort, and team work. | http://quotbook.com/ |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 12 | What does it take from each person on a team to really make a team work? Is it that they respect others, contribute ideas, work together or complete their share of the assignment? Select the most important attribute to you and write it the text box. | What does it take from each person on a team to really make a team work? Is it that they respect others, contribute ideas, work together or complete their share of the assignment? Select the most important attribute to you and write it the text box. | Contribute<br>Attribute | All work experience can help you prepare for a future career. Read the article "The 5 Job Skills that McDonalds Taught this PR Pro" and discuss the skills identified. | http://marciecasas.wordpress.com/2011/04/19/the-5-job-skills-that-mcdonald%E2%80%99s-taught-this-pr-pro/ |
| 13 | For a team to be successful, all members must understand the goals and be committed to attaining them. In other words when you are at your workplace, you need to have your mentor identify what team you are on, your role on the team, what is expected of you and how you will be assessed. | | Goals<br>Attaining<br>Assessed | Each team member's role needs to be understood to be successful on a team. If your role is not defined…learn the characteristics of an effective team player. Develop a podcast that describes the "Top 10 Characteristics" of effective team members. | http://www.dummies.com/how-to/content/ten-qualities-of-an-effective-team-player.html |
| 14 | When you have a strong connection to a team in your place of work, you will work harder to meet the identified goals. Select the scenarios you feel best demonstrates commitment to the goal? Check Yes- if you think the student worker is meeting the team goal or Check No - if they are not. 1. Jason is working at the reservation desk and the team's goal is to have all customers complete a satisfaction survey. As he hands the survey to the customer he states "You can complete it if you want, but you don't have to". 2. Erin's job today is stocking parts. The team's goal is to have all inventory put onto the shelves each night before leaving work. Her shift is done but she asks her supervisor if she can stay to complete the task. | Select the scenarios you feel best demonstrates commitment to the goal? Check Yes- if you think the student worker is meeting the team goal or Check No - if they are not. 1. Jason is working at the reservation desk and the team's goal is to have all customers complete a satisfaction survey. As he hands the survey to the customer he states "You can complete it if you want, but you don't have to". 2. Erin's job today is stocking parts. The team's goal is to have all inventory put onto the shelves each night before leaving work. Her shift is done but she asks her supervisor if she can stay to complete the task. | Connection<br>Scenarios<br>Reservation Desk<br>Satisfaction<br>Inventory | Identify questions that can be converted into a Google form and survey a wide variety of people at your workplace to determine the traits of successful team employees and the goals they work for on behalf of the company/ business. Publish your answers in your school newspaper. | http://www.mindtools.com/pages/article/newTMM_53.htm<br><br>http://www.wikihow.com/Answer-a-Team-Player-Interview-Question |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 15 | 3. "Safety Comes First" is the motto for Bobbie's team. He is vaccinating small animals and has forgotten his safety glasses. He could complete the work without them, but decides to ask his mentor if he can borrow a pair for today. 4. Tiffany is working with the daily ledger and her team's goal is to have the cash balance with the receipts at the end of each day. Teams receive awards when this happens. Tiffany is one dollar off and does not have time to find her error so she makes up the difference with her own money. | 3. "Safety Comes First" is the motto for Bobbie's team. He is vaccinating small animals and has forgotten his safety glasses. He could complete the work without them, but decides to ask his mentor if he can borrow a pair for today. 4. Tiffany is working with the daily ledger and her team's goal is to have the cash balance with the receipts at the end of each day. Teams receive awards when this happens. Tiffany is one dollar off and does not have time to find her error so she makes up the difference with her own money. | Vaccinating<br>Daily Ledger<br>Cash Balance<br>Receipts | Identify questions that can be converted into a Google form and survey a wide variety of people at your workplace to determine the traits of successful team employees and the goals they work for on behalf of the company/ business. Publish your answers in your school newspaper. | http://www.mindtools.com/pages/article/newTMM_53.htm<br><br>http://www.wikihow.com/Answer-a-Team-Player-Interview-Question |
| 16 | Team work is the collective effort of each and every team member to achieve their assigned goal. You cannot afford to sit back and expect the other team members to perform on your behalf. Collaboration and commitment are essential to an effective team. | | Collective Effort<br>Collaboration<br>Commitment | Research the traits of an effective team using 2-3 sources. Compile the findings into a poster. | http://www.michaelpage.com/content/110-what-makes-a-good-team.html#.UgQbpKG2Og |
| 17 | **Part 2 - Respecting Differences** | | | | |
| 18 | The teams in your workplace are made up of a variety of different types of people. It is important that you respect the different experiences, points of view, knowledge and opinions of others. | | Respect | Search for YouTube videos that explaining the importance of respecting others. Share with your friends. One example is “No one quite like me…or you – Respecting Differences”. | http://www.youtube.com/watch?v=zNLx3kKHv2o |
| 19 | Respect can be defined as showing consideration for yourself and others. Respect includes consideration for other people's privacy, their physical space and belongings, and respect for different philosophies, physical abilities, beliefs and personalities. | | Respect<br>Consideration<br>Privacy<br>Philosophies<br>Beliefs<br>Personalities | Identify pictures or music that describes the importance in respecting differences at home, school and/or in the workplace. | http://www.audiosparx.com/sa/display/displayby.cfm/target.subject (Music catalog by subject) |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 20 | Did you know that businesses that hire diverse employees have a tendency to bring in more sales revenue? A recent study notes that companies with the highest level of diversity brought in 15 times more money than businesses with low levels of diversity. Employing people who have a variety of characteristics including age, ethnicity, gender, disability, language, education, sexual orientation, personality and economic status is good for business! That means that your participation could help the business. It also means that you want to value the diversity of those you'll be working with. | | Diverse<br>Revenue<br>Ethnicity<br>Sexual Orientation<br>Economic Status | Explore the concept of "Diversity is Good for Business". Present the reasons diversity can expand the profitability of a business or company. Create a "4-minute speech" to present your findings. | http://comerecommended.com/2013/01/the-importance-of-diversity-in-your-workplace/ |
| 21 | One way that you can show consideration to others is to be courteous and use good manners. Say 'Hello' to your colleagues; maintain eye contact with them; do not interrupt when they are speaking; nod your head to indicate that you understand, ask appropriate questions and offer to assist others when you can! In the text box, write two other ways that you can show courtesy to your colleagues at work? | In the text box, write two other ways that you can show courtesy to your colleagues at work? | Consideration<br>Courteous<br>Colleagues<br>Courtesy | Conduct an action research project and collect the different response students give when greeting others or defining good manners. Use an online tool to collaboratively create an appropriate list to share, such as Google docs. | http://smallbusiness.chron.com/business-etiquette-greetings-2897.html |
| 22 | A quick way to determine your personality type is having you make a check by the description that best describes you: 1. I am an organized & logical person who likes structure, rules and information. 2. I am an investigative person who likes change and searches for ways to do things differently. 3. I am a goal oriented person who likes competition, challenges and recognition. 4. I am a social person who likes to talk things out and reduce conflict. 5. I am a creative person who likes doing new and different things. | A quick way to determine your personality type is having you make a check by the description that best describes you: 1. I am an organized & logical person who likes structure, rules and information. 2. I am an investigative person who likes change and searches for ways to do things differently. 3. I am a goal oriented person who likes competition, challenges and recognition. 4. I am a social person who likes to talk things out and reduce conflict,<br>5. I am a creative person who likes doing new and different things. | Personality Type<br>Logical<br>Investigative<br>Goal Oriented<br>Competition<br>Conflict<br>Creative | Several research projects are published on the traits of workers as it relates to personality. Take a personality inventory such as "DISC", True Colors, Holland, Myers-Briggs to determine your personality type. How does your personality align to the skills needed in your job? | http://us.talentlens.com/wp-content/uploads/pdf/WPI_Development_of_the_WPI.pdf<br><br>http://psychlearningjournal.files.wordpress.com/2012/11/workplace-personality-assess_cturner2.pdf<br>http://www.personalitypathways.com/type_inventory.html |
| 23 | As you can see people have a variety of different personalities. The goal is not to expect other people to think like you but it is to appreciate the qualities that others will bring to the team. Employers look for people who not only know how to work well together, but who understand that compromise may be necessary to get the job done. | | Personalities<br>Appreciate<br>Compromise | Getting along with many different personalities at work. Understanding the personality types helps you understand where another person is "coming from" View YouTube videos such as "Personalities at Work". | http://www.youtube.com/watch?v=LBxBmS5NTag |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 24 | It's helpful when you work with others who do not have a similar background or opinion as you, to ask open ended questions. Such as "How do you feel about this?" or "What does this mean for you?". Then listen to what the person is saying. When you first listen, really listen, and seek to understand, you can appreciate their position. Write in the text box another example of an open ended question. | When you first listen, really listen, and seek to understand, you can appreciate their position. Write in the text box another example of an open ended question. | Appreciate<br>Open ended question | Getting along with many different personalities at work.<br>Understanding the personality types helps you understand where another person is "coming from"<br>View YouTube videos such as "Personalities at Work". | http://www.youtube.com/watch?v=LBxBmS5NTag |
| 25 | Having a handle on basic teamwork etiquette can ensure that despite personality differences, you'll avoid offending anyone in the workplace. Check off the etiquette tips that you practice everyday...1. Bring a GREAT Attitude to your job & Be Friendly to your colleagues 2. Use positive non-verbal communication such as making eye contact, attentive listening, and nodding in agreement. 3. Be to work and meetings on time. Also complete project tasks on time. | Check off the etiquette tips that you practice everyday...1. Bring a GREAT Attitude to your job & Be Friendly to your colleagues 2. Use positive non-verbal communication such as making eye contact, attentive listening, and nodding in agreement. 3. Be to work and meetings on time. Also complete project tasks on time. | Etiquette<br>Personality<br>Colleagues<br>Non-verbal communication | The "Skills to Pay the Bills" booklet (Dept of Labor) offers an enrichment activity on Believe it or not: Your attitude and enthusiasm just might get you the job" (page 46). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 26 | 4. Respond to messages from your mentor, coworkers, or teacher within 24 hours, if at all possible. 5. Offer to help others and do the extra work needed to be appreciated. 6. Be open to new ideas, listen to other's point of view and contribute your suggestions. 7. Respect the contributions of everyone on your team and thank them when they help you. | 4. Respond to messages from your mentor, coworkers, or teacher within 24 hours, if at all possible. 5. Offer to help others and do the extra work needed to be appreciated. 6. Be open to new ideas, listen to other's point of view and contribute your suggestions. 7. Respect the contributions of everyone on your team and thank them when they help you. | Appreciated<br>Points of View<br>Contributions | The "Skills to Pay the Bills" booklet (Dept of Labor) offers an enrichment activity on "Believe it or not: Your attitude and enthusiasm just might get you the job" (page 46). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 27 | You have probably heard the saying that "There is no "I" in Team". Watch the video on showing appreciation for work well done! Notice how the team leader gives credit to everyone on the team. You should do the same. | Watch the video on showing appreciation for work well done! Notice how the team leader gives credit to everyone on the team. You should do the same. | Appreciation | Process together the US Dept of Labor Soft Skills video on "Soft Skills-Teamwork". Share main points of the video and list ways you can give credit to your colleagues.<br>Use the study guide and activity along with the video. | http://www.youtube.com/watch?v=sMFh9QYFh2I&feature=youtu.be (video)<br><br>http://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf (study guide. activity) |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 28 | In the text box, write the name of at least one person where you work that you need to give an appreciation to and Thank them for helping you! | In the text box, write the name of at least one person where you work that you need to give an appreciation to and Thank them for helping you! | Appreciation | The "Skills to Pay the Bills" booklet (Dept of Labor) offers an enrichment activity on "Praise, Criticism or Feedback" (page 99). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 29 | **Part 3 - Critical Thinking and Problem-Solving** | | | | |
| 30 | Making decisions and working out the solutions to problems are two vital tasks that your team will perform. The team you are on in your workplace will not run into roadblocks when they make high quality decisions together. | | Solutions<br>Roadblocks | Process together the US Dept of Labor Soft Skills video on "Soft Skills-Critical Thinking and Problem Solving". Share main points of the video and list ways you can problem solve as situations come up at your workplace. Use the study guide and activity along with the video. | http://www.youtube.com/watch?v=hPiI44XEKgs (video)<br><br>http://www.dol.gov/odep/topics/youth/softskills/Problem.pdf (study guide. activity) |
| 31 | When your team applies critical thinking skills to a problem, you will look at it from all angles, and then exercise your best judgment to draw conclusions. | | Critical Thinking Skills<br>Conclusions | | |
| 32 | Are there any situations or problems occurring at your workplace that you think should be addressed by your team, mentors or teachers? Such as missing tools and equipment, employees coming late, jobs not being clearly explained, co-workers are using their cell phones, or a potential for an unsafe situation to occur. List one situation that you feel could improve if your team discussed it. | Are there any situations or problems occurring at your workplace that you think should be addressed by your team, mentors or teachers? Such as missing tools and equipment, employees coming late, jobs not being clearly explained, co-workers are using their cell phones, or a potential for an unsafe situation to occur. List one situation that you feel could improve if your team discussed it. | Situations | Collect examples of problems that occur in the workplace and the solutions that teams used to solve them. | http://smallbusiness.chron.com/examples-workplace-problem-solving-10135.html |
| 33 | You can help your team with problem solving by offering them a method known by the acronym "STAR". S stands for SITUATION. Have the team define what the situation or problem is. T stands for TASK. The team should describe the task that needs to be accomplished. A is for the Action and R is for Results. Implement the action and evaluate the results. Outline the steps that should be taken to correct the situation. | S stands for SITUATION. Have the team define what the situation or problem is. T stands for TASK. The team should describe the task that needs to be accomplished. A is for the Action and R is for Results. Implement the action and evaluate the results. Outline the steps that should be taken to correct the situation. | Situation<br>Task<br>Implement<br>Evaluate | Investigate other problem solving models and/steps and determine which is best in your situation. | http://teacher.scholastic.com/lessonrepro/lessonplans/steppro.htm<br><br>http://www.businessinsider.com/nine-steps-to-effective-business-problem-solving-2011-7 |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 34 | Using the steps of "STAR", apply critical thinking and problem solving in the following situation. John's high school youth apprenticeship is with a manufacturing firm that makes air conditioning units. He is on a welding team. Their goal is to recycle/reuse 100% of their waste materials. Some welders do not pick up the extra materials and do not sort them into the recycle bins. The team John is on has been given a verbal warning from the manager to work harder at recycling or their hours will be reduced. Write in your responses to each question.<br>What is the situation? What is the task that is to done? What Action do you think should occur? Be creative and brainstorm some different ways to deal with the problem. In the last step, determine What will be the results if the Action steps are followed? | Using the steps of "STAR", apply critical thinking and problem solving in the following situation.<br>Write in your responses to each question. What is the situation? What is the task that is to done? What Action do you think should occur? Be creative and brainstorm some different ways to deal with the problem. In the last step,<br>determine What will be the results if the Action steps are followed? | Critical Thinking<br>Problem Solving<br>Recycle<br>Verbal Warning | Create a graphic organizer or visual outline of a problem being solved at your workplace. | https://www.google.com/search?q=problem+solving+steps&tbm=isch&tbo=u&source=univ&sa=X&ei=jEEEUojhBfLwyAGqsYGIDQ&ved=0CE4QsAQ&biw=1440&bih=747<br>(templates) |
| 35 | Did you answer something like this? The SITUATION is that all team members are not recycling. The TASK is to recycle /reuse 100% of the welder's waste materials. The ACTION is to get everyone to pick up the extra materials and sort them into the bins. One suggestion from John was to appoint a "recycling monitor" each day; another suggestion was to implement an incentive program. The Results were that all team members paid closer attention to recycling all the materials in their work space. | Did you answer something like this? | Situation<br>Task<br>Recycling Monitor<br>Incentive | Explain the graphic organizer or visual outline of a problem being solved at your workplace with others to agree on a solution. | https://www.google.com/search?q=problem+solving+steps&tbm=isch&tbo=u&source=univ&sa=X&ei=jEEEUojhBfLwyAGqsYGIDQ&ved=0CE4QsAQ&biw=1440&bih=747<br>(templates) |
| 36 | How would you problem solve this scenario? A friend comes to you seeking advice. They got into trouble at work for not being a team player because they have not met the project deadlines. They really like their job and are not sure what to do. In the text box, list 2 suggestions that would help your friend become an effective team member. What could your friend say to their employer that would win back their confidence? | How would you problem solve this scenario?<br>In the text box, list 2 suggestions that would help your friend become an effective team member. What could your friend say to their employer that would win back their confidence? | Problem Solve<br>Team Player<br>Deadlines<br>Confidence | Develop a rubric of a "Good Team Member" and rate yourself and others using the established criteria. | http://www.psychologytoday.com/blog/cutting-edge-leadership/201301/characteristics-good-work-team-members |
| 37 | Let's put it all together and review some key points to be an effective team member. | | | The "Skills to Pay the Bills" booklet (Dept of Labor) offers enrichment activities on Teamwork, attitude, and enthusiasm (page 36-76). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 38 | Your employer plays an active role in providing you with opportunities to become an effective team member. When you participate in sports, student organizations, class projects, or community efforts you are putting your teamwork skills into practice. | | Student Organizations<br>Community Efforts | Process together the US Dept of Labor Soft Skills video on "Enthusiasm and Attitude". Share main points of the video and how you can be positive at your workplace. Use the study guide along with the video. | http://www.dol.gov/dol/media/webcast/20121015-softskills/20121015-softskills-1-Enthusiasm-Attitude.htm (video)<br>http://www.dol.gov/odep/topics/youth/softskills/Enthusiasm.pdf (study guide) |
| 39 | Being an effective member of a team may take some work on your part. Determine which of your skills are "on target" and which might need some improvement by responding to the following statements with "Almost Always", "Sometimes", or "Rarely". 1. I come to meetings prepared and have completed given assignments 2. I am willing to share information, experiences, and knowledge with the group. 3. I work with other team members to accomplish the project - no matter what. 4. I adapt easily when the team changes direction or when I am asked to try something new. 5. I listen to and respect different points of view. | Determine which of your skills are "on target" and which might need some improvement by responding to the following statements with "Almost Always", "Sometimes", or "Rarely". 1. I come to meetings prepared and have completed given assignments 2. I am willing to share information, experiences, and knowledge with the group. 3. I work with other team members to accomplish the project - no matter what. 4. I adapt easily when the team changes direction or when I am asked to try something new. 5. I listen to and respect different points of view. | Accomplish<br>Adapt<br>Respect<br>Points of View | Make an electronic "flipbook" highlighting your attributes as a team member. | http://flpbs.fmhi.usf.edu/pdfs/Characteristics%20of%20Successful%20Team%20Members.pdf<br><br>www.flipbookmaker.com |
| 40 | When you are a good team member you will learn from the expertise and experience of others. In the words of Helen Keller, "Alone we can do so little; together we can do so much." | | Expertise | Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved. Mattie Stepanek<br>A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has. Margaret Mead<br>Journal on these quotes related to teamwork…how can you be inspired to become a more effective team member? | http://www.brainyquote.com/quotes/keywords/teamwork.html#tUdp6tjRCIJm5oGr.99 |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Being an Effective Team Member* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 41 | You did a GREAT JOB! Thank you for completing the "Being An Effective Team Member" module. You are ready to share your ideas and work with others on the job!! | | | Review the 3 parts of the module and discuss with the workplace mentor the expectations they have for team members. | http://work.chron.com/teamwork-expectations-workplace-4792.html |
| 42 | Congratulations! You have completed the Youth Apprenticeship "core skills" module. Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Core skills<br>Academic and Career Plan<br>Portfolio | Discuss the creation of an "Academic and Career Plan" or "Career Portfolio".<br>Integrate student work from the module into WISCareers, Career Cruising, WI Career Pathways, etc… | http://www.wikihow.com/Create-a-Career-Portfolio |
| 43 | (No narrative on this slide) | | | Print certificate | |
| 44 | Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes.<br>Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. | | Disclaimer | Students can be directed to the Department of Workforce Development web page for more information on the youth apprenticeship program. | http://dwd.wisconsin.gov/youthapprenticeship/ |

Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz, Ph.D. of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. The YA Online Core Skill Modules were developed in the spring/summer of 2013.

# Professionalism in the Workplace

**Student - Youth Apprenticeship Core Skill and Safety Online Module**

**Module 4 Overview:**

The **"Professionalism in the Workplace"** module will take approximately 50 minutes to complete.

*Professionalism is defined in this module as "the conduct, aims, or qualities that characterize or mark a person in the workplace". A professional learns how to naturally develop stronger relationships and earn the respect of customers, friends, and peers. It is stressed that once one learns how to hone these important skills, they will be on the path to achieving their goals in a "professional" manner.*

Part 1 - Maintaining Confidentiality - The student will understand that confidentiality is the protection of information and the privacy of others. The legal responsibilities of a business to protect privacy and maintain confidentiality are discussed. A checkbox activity allows students to think about the kinds of information in their workplace that are considered to be confidential.

Part 2 - Ethical and Legal Responsibilities - This section discusses what is ethical and what is legal at the worksite. Students will learn that ethics are standards of conduct, behavior and work principles that describe a person's attitudes and values toward work. Scenarios give students an opportunity to decide what is involved in making ethical decisions in the workplace.

Part 3 - Act professionally - Students will learn what "acting professionally" looks like at the workplace. A professional will work hard, manage time effectively; speak clearly and politely to customers and colleagues, answer questions, solve problems and be of service to others. They will also work productively with team members and continually improve as an employee.

Part 4 - Using Technology - There are many kinds of technologies available in the business world. As an employee, it is important to understand how and for what purpose technologies are used in the business/ industry where they work. An interactive opportunity allows students to translate text language into business language.

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 1 | Welcome to this introductory youth apprenticeship module on the core skills needed to be successful in the workplace. Please complete all the activities presented in the module and Thank you for taking an active role in preparing for your future career! | | Core skills | Provide your student with an explanation of how you will use the modules in their program. Reinforce the need to complete all the interactive activities in the module. Details on the youth apprenticeship program can be explored by the student on the YA web page. | http://dwd.wisconsin.gov/youthapprenticeship/students.htm |
| 2 | Please review the components of the navigation slide. Note that in order to advance the slides you must click on the forward button on the bottom tool bar. You may also access the glossary by clicking on the button on the bottom tool bar. | | Navigation<br>Tool bar | Review the navigation slide components. Specifically point out the forward/back buttons, the glossary, and closed caption option. | |
| 3 | Acting in a professional capacity is Key to workplace success. Welcome to this module on "Professionalism in the Workplace". Enter here to begin learning about several aspects of professionalism. | | Professional<br>Professionalism | An overview of the "21st Century Skills" can be used as an anticipatory set to the module. | http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf |
| 4 | Being a professional means different things to different people and is often influenced by the job and the work environment. No matter what the job or the work environment, being professional is important to job success. Part 1 of this module focuses on Maintaining Confidentiality. In Part 2, we explore Ethical and Legal Responsibilities. In Part 3, we learn what it means to Act Professionally, and in Part 4, we discuss Using Technology. | | Professional<br>Influenced<br>Confidentiality<br>Ethical | Indicate that the module has 4 parts and students may return to this slide and forward to any part of the module they did not finish or want to review without going through the entire module. | |
| 5 | **Part 1- Maintaining Confidentiality** | | | | |
| 6 | Confidentiality is the protection of information. At work, information may be about a customer, another employee, your supervisor or the employer. Information may also be about the business. Maintaining confidentiality means not telling or giving information to others including co-workers, friends, or your family. It means protecting the privacy of others. | | Confidentiality<br>Privacy | Research articles to compare definitions of "Workplace Confidentiality". Create a definition that applies to your work environment. | http://www.buzzle.com/articles/confidentiality-in-the-workplace.html |
| 7 | What information is private? Date of birth, a person's address, phone number, age, medical history, financial information, credit card numbers, social security number, and arrest record are all examples of | | Private<br>Confidential<br>Permission | Define what information is confidential at the workplace. The reading linked is comprehensive and can stimulate discussion. | http://www.bernsteinshur.com/wp-content/uploads/2012/06/MSBA-handout1.pdf |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | confidential information. The amount of money a business makes, how much a business spends for advertising, or the way in it operates is also confidential information and should not be discussed or shared without permission from the business owner. | | | | |
| 8 | What information about you is private? Think about yourself. What information about you is private? What is something you do not want others to know about you?<br>Have you ever found out that something private about you was shared without your permission? How did you react? In the text box, explain how you felt. | What information about you is private? Think about yourself. What information about you is private? What is something you do not want others to know about you?<br>Have you ever found out that something private about you was shared without your permission? How did you react? In the text box, explain how you felt. | Private | Explain how it would feel to have personal information distributed to others at work.<br><br>Do you feel businesses should have employees sign a "Pledge of Confidentiality"? | http://sielearning.tafensw.edu.au/MCS/CHCAOD402A/chcaod402a_csw/knowledge/confidentiality/confidentiality.htm |
| 9 | There are many state and federal laws that protect personal privacy. HIPAA (the Health Insurance Portability and Accountability Act), FERPA (the Family Educational Rights and Privacy Act), federal and state Child Labor Laws, Worker's Compensation, various mental health laws, and the US Patriot Act are all laws created to protect information. You will find information about all of these laws on the Internet. | You will find information about all of these laws on the Internet. | HIPAA<br>FERPA<br>Worker's Compensation<br>US Patriot Act | Review the article "Why is Confidentiality Important" and summarize. Discuss the state and federal laws with the HR manager at the workplace. | http://www.halpernadvisors.com/index.php?option=com_sobipro&pid=99&sid=485:Why-is-Confidentiality-Important&Itemid=53 |
| 10 | Businesses and schools are required to protect privacy and maintain confidentiality. They depend on their employees to do the same. This 4 minute video is a good illustration of the responsibility employees have to protect privacy and maintain confidentiality. Let's watch. | This 4 minute video is a good illustration of the responsibility employees have to protect privacy and maintain confidentiality. Let's watch. | Privacy<br>Confidentiality<br>Illustration | The YouTube video "Britney, Respect and HIPAA" is a humorous demonstration of mistakes that can be unintentionally made with the personal information of others. Develop a variety of scenarios that provide practice with ethical decision making. Post the scenario on "padlet". | http://www.youtube.com/watch?v=jdg_qphWrk0<br><br>http://padlet.com/ |
| 11 | What information is confidential where you work? Check the boxes to indicate the types of information your workplace has that is confidential. Does your business keep personal information such as: date of birth, a person's address, phone number, age, medical history, social security number, financial information, credit card numbers or arrest record? What business information is confidential? This might include the amount of money the business makes daily, monthly, or yearly. How much the business spends for advertising, or business operations, or any other examples that you | What information is confidential where you work? Check the boxes to indicate the types of information your workplace has that is confidential. Does your business keep personal information such as: date of birth, a person's address, phone number, age, medical history, social security number, financial information, credit card numbers or arrest record? What business information is confidential? This might include the amount of money the business makes daily, monthly, | Confidential<br>Personal Information | Brainstorm a list of information that is considered personal and confidential. Develop a collaborative document (i.e.: using Google docs) and add to the list as experiences in the workplace grow. Review the list periodically.<br><br>Use the reading "Personnel Records and Confidentiality of Personnel Information" as a reference as the collaborative list is developed. | http://hr.unc.edu/policies-procedures-systems/spa-employee-policies/personnel-information/personnel-records-and-confidentiality-of-personnel-information/ |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | can think of, and information about employees such as hourly wage, evaluation and performance, or absences. | or yearly. How much the business spends for advertising, or business operations, or any other examples that you can think of, and information about employees such as hourly wage, evaluation and performance, or absences. | | Meet with the Human Resource manager at the workplace to identify information that is considered confidential. | |
| 12 | When in doubt, don't give it out! If you don't know or aren't sure if information is private, don't share it! Ask your supervisor before you share information with others. Sharing things you've overheard, and sharing things another employee has told you are also violations of confidentiality. This short video gives you many reasons to keep information confidential. | When in doubt, don't give it out! If you don't know or aren't sure if information is private, don't share it! Ask your supervisor before you share information with others. Sharing things you've overheard, and sharing things another employee has told you are also violations of confidentiality. This short video gives you many reasons to keep information confidential. | Private<br>Violations of Confidentiality<br>Confidential | The YouTube video "Confidentiality Matters" uses words to describes why confidentiality is important to people. In a journal, describe how it would feel to have others know your personal information and why customer, client or patient information should remain confidential.<br>The small business article explains consequences to employees who divulge private information. | http://www.youtube.com/watch?v=oKGtJE84wIQ<br><br>http://smallbusiness.chron.com/employee-consequences-breach-confidentiality-15476.html |
| 13 | **Part 2- Ethical and Legal Responsibilities** | | | | |
| 14 | Legal responsibilities are rules of order. Laws define and govern legal responsibilities. Ethical responsibilities are standards of conduct and behavior. Ethical principles guide a person to know and do what is right. | | Legal Responsibilities<br>"Rules of Order"<br>"Standards of Conduct"<br>"Standards of Behavior"<br>Ethical Principles | Develop a presentation on the 12 ethical principles described in the article "Ethical Principles for Business Executives". Illustrate each principle with pictures and/or graphics. (Use Prezi, power point or picmonkey) | http://josephsoninstitute.org/business/blog/2010/12/12-ethical-principles-for-business-executives/<br><br>www.prezi.com<br>www.picmonkey.com |
| 15 | In Part 1, we discussed the legal responsibilities a business has to protect privacy and maintain confidentiality. Other legal responsibilities include treating employees fairly and without discrimination, protecting employees from harassment, providing a safe work environment, paying taxes, offering legal goods and services, following fair labor and employment laws, and following Child Labor Laws, if any employees are under the age of 18. | | Legal Responsibilities<br>Privacy<br>Confidentiality<br>Discrimination<br>Harassment<br>"Fair labor & Employment Laws"<br>Child Labor Laws | View the "slide share" presentation on "Preventing Harassment in the Workplace" for a comprehensive definition of harassment at the workplace and the legal responsibilities of the employer/employee.<br><br>Study the Wisconsin Child Labor Laws and summarize them in your own words. | http://www.slideshare.net/Gilbreath/preventing-harassment-in-the-workplace<br><br>http://dwd.wisconsin.gov/dwd/publications/erd/pdf/erd_17231_p.pdf |
| 16 | As an employee, you are responsible to act within the law. For example, it is illegal to harass another | | Illegal<br>Harass | Define workplace harassment. View a reference such as the "slide share" by Lico | http://josephsoninstitute.org/business/blog/2010/12/12- |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | employee. It is illegal to give away products or services. If you work in a restaurant, it is illegal for you to give your friends free food or beverages. No matter where you work, it is illegal for you to take things from your place of work without permission from your employer. | | | Reis on Workplace Harassment. Consult the employee handbook to identify illegal behavior at the workplace. | ethical-principles-for-business-executives/<br><br>http://www.slideshare.net/licoreis/workplace-harassment-3445350 |
| 17 | What's the big deal? It was just a piece of pizza! While giving a friend a free soda or taking home a pizza at the end of your shift without paying for it doesn't seem like a big deal; it is. It's stealing, which is illegal. These seemingly small acts affect a business.<br><br>The business loses profit when goods or services are given away for free. The business still has to pay for the food that was given away. The business buys the supplies that the employee takes home. All of these costs impact a business and their ability to pay their employees pay their overhead and keep their doors open. | | "Shift"<br>Illegal<br>Overhead | Complete a journal writing entry on a time you were in an ethical situation related to giving away, taking, or using something at work that you should not have. What was the dilemma and solution?<br>Review articles on "What is considered stealing at work" and consolidate a list. | http://jobs.aol.com/articles/2011/01/27/whats-considered-stealing-at-work/ |
| 18 | Have you ever witnessed another employee doing one of these things? Has a friend told you about someone at their workplace doing something like this? In the text box, describe the situation you witnessed or were told about. Did the employer find out? If so, what happened to the person who acted illegally? | In the text box, describe the situation you witnessed or were told about. Did the employer find out? If so, what happened to the person who acted illegally? | Witnessed<br>Illegally | "Stealing Company Time" is another concept to discuss. It is not something tangible but often occurs… Using a graphic organizer, identify ways employees "steal" time from the employer. | http://yourbusiness.azcentral.com/examples-stealing-company-time-1819.html |
| 19 | As we learned earlier, ethics are standards of conduct and behavior. Work ethic describes a person's attitudes and values toward work. | | Work Ethics<br>Attitudes | Watch a variety of videos to determine what positive characteristics of "Work Ethics" are. (i.e.: What Employers Want: Work Ethics of Dot Foods) | http://www.youtube.com/watch?v=-ALROU3duN0 |
| 20 | Employees who demonstrate a positive work ethic are often given more responsibilities, and receive promotions and raises more often and more quickly. | | Work Ethics<br>Promotions | Poll friends, family and coworkers to identify the major factors that demonstrate a strong work ethic. Consolidate findings to the top five and post onto a blog. | http://smallbusiness.chron.com/5-factors-demonstrate-strong-work-ethic-15976.html<br><br>www.blogster.com |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 21 | Responsible, motivated, honest, dependable, team worker, reliable, trustworthy, respectful, dedicated and productive are words that describe someone with a positive work ethic. | | Reliable<br>Dedicated<br>Productive<br>Work Ethic | Define the characteristics that display a positive work ethic in your business, industry, organization or company. | http://basicsofmanagement.com/positive_work_ethics.php |
| 22 | What's your attitude about work? Would your boss describe you as having a positive work ethic? Think about what you do at work to demonstrate a positive attitude. Check the boxes that describe you as an employee. | What's your attitude about work? Would your boss describe you as having a positive work ethic? Think about what you do at work to demonstrate a positive attitude. Check the boxes that describe you as an employee. | Attitude<br>Work Ethic<br>Positive Attitude | The "Skills to Pay the Bills" booklet (Dept of Labor) offers an enrichment activity titled "Professional Work Attitudes" (page 46). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 23 | Are you? Responsible, Motivated, Honest, Dependable, a Team Worker, Reliable, Trustworthy, Respectful, Dedicated, Productive | | Motivated<br>Dependable<br>Reliable<br>Dedicated<br>Productive | Organize a book study on topics related to work attitude and professionalism. | Keller, Jeff. 2012. Attitude Is Everything: Change Your Attitude. Attitude is Everything Publishing |
| 24 | Share an example of something you do at work that illustrates you have a positive work ethic. Write your answer in the text box. | Share an example of something you do at work that illustrates you have a positive work ethic. Write your answer in the text box. | Illustrates<br>Work Ethic | The "Skills to Pay the Bills" booklet (Dept of Labor) offers an enrichment activity titled "Workplace Ethics" (page 102). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 25 | Now that you know more about what work ethic means, consider the following situations. Your boss is on vacation and won't be back for a week.<br>You're going to a concert after work and know that it will be a very late night. You mention this to your co-worker, who offers to punch in for you if you don't get to work on time in the morning. Do you take the offer and let your co-worker punch in for you, especially because you know that your boss will never find out? Answer yes or no and explain your response. | Do you take the offer and let your co-worker punch in for you, especially because you know that your boss will never find out? Answer yes or no and explain your response. | Work Ethic<br>"Punch In" | Movies provide excellent examples of situations involving work ethics.<br><br>Preview the YouTube video from "Monsters Inc" titled "Business Ethics through Films". Find other film clips that demonstrate work ethics (positive and negative). | http://www.youtube.com/watch?v=CUCSK1QFwts<br><br>http://www.youtube.com/watch?v=k9EIvepTrIw |
| 26 | If you politely refused the offer from your co-worker and came to work on time, your actions indicate a positive work ethic. If you came late and allowed someone else to cover for you, both you and your co-worker were dishonest and both of you could be fired. | | Positive Work Ethic<br>Dishonest | Develop a bibliography of books, e-books and apps that can be used to begin a personal library. | Seymour, Paula. 2013. How to Be Positive: A Blueprint for Developing a Positive Attitude<br>(Download to Kindle from Amazon Digital Services) |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 27 | When faced with an ethical decision, consider following this 4-step process. 1. Define the problem, 2. List factors most important in deciding what to do, including who is affected by your decision. 3. Identify 2 or 3 possible solutions and how each solution might impact those affected and, 4. Decide on a plan of action. | | Ethical Decision<br>Solutions<br>"Plan of Action" | Create a template of the 4-step decision making process. Fill in with examples you have experienced or have happened to others. | https://www.google.com/search?q=ethical+decision+making+model&tbm=isch&tbo=u&source=univ&sa=X&ei=C18EUrSKMYnXygGvi4DACg&ved=0CDEQsAQ&biw=1440&bih=747 (templates) |
| 28 | To copy or not to copy. Jenny is a receptionist at a large insurance company. One of her duties is to make copies for the associates. It is not unusual for her to make many copies of the same document. One day her good friend, David, stops her at school and asks her if she will make copies of a report he is working on. He tells her the report is 5 pages long and he needs 150 copies. He further explains that he has to supply this number of copies and his grade depends on it. The report and all copies are due in two days and he can't afford to have these made at a copy shop. He knows that Jenny makes copies all the time. The copy machine that Jenny uses doesn't require the user to input a security code and the company doesn't keep track of how many copies are actually made. Employees are allowed to make copies for personal use, but at a cost of 10 cents per page. They pay on an honor system by putting money into a box next to the machine. | | Receptionist<br>"Honor System" | Collect a variety of situations that involve ethical decision making at the workplace. Using the strategy "Pass the Reflection", write a response to the situation and pass it to others for their feedback. | http://smallbusiness.chron.com/examples-making-ethical-decisions-business-30591.html |
| 29 | What are Jenny's ethical issues? Use the 4-step process to consider her situation. What are the facts? Who will be affected by Jennie's decision? What are some possible solutions? If she asked for your advice, what would you tell her? Write your answers in the text box. | What are Jenny's ethical issues? Use the 4-step process to consider her situation. What are the facts? Who will be affected by Jennie's decision? What are some possible solutions? If she asked for your advice, what would you tell her? Write your answers in the text box. | Ethical Issues<br>Solutions | Use a "4-square" graphic organizer to put in the 4-steps of the decision making process using a situation as described with Jenny's or another situation occurring at home, school or work. Decide on a plan of action. | http://www.gobookee.net/4-square-template-graphic-organizer/ (free downloadable e-book) |
| 30 | Let's review Jenny's ethical issues. Jenny was asked to use her employer's copier for a non-employee. And, because David couldn't afford to pay for the copies, she was also faced with paying for them herself. The cost could be as much as $75. If she makes the copies for David, she may jeopardize or lose her job. She may also | What did you name as Jenny's options? What action did you advise her to take? Did you advise her to act ethically and honestly? | Ethical Issues<br>Non-employee<br>Jeopardize<br>Ethically<br>Honestly | The "Skills to Pay the Bills" booklet (Dept of Labor) offers an enrichment activity titled " Workplace Ethics" (page 102). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | cause the company to change their policy about letting employees make personal copies. She may also lose her friend. She might have explained to David that she couldn't do this. She might have said that she would ask her boss if it was okay to do this. She may have offered to loan David money so he could make the copies at a copy shop. What did you name as Jenny's options? What action did you advise her to take? Did you advise her to act ethically and honestly? | | | | |
| 31 | **Part 3 - Acting Professionally** | | | | |
| 32 | A professional employee arrives on time and manages time effectively. | | Effectively | Create an I-Movie on the subject of "Do's and Don'ts in a Professional Workplace" (see YouTube sample video made by students) | http://www.youtube.com/watch?v=Zex9hKT2XZI www.animoto.com www.Tel.A.Vison.com |
| 33 | Professional workers take responsibility for their own behavior and work effectively with others. | | Responsibility | Create an I-Movie on the subject of "Do's and Don'ts in a Professional Workplace" (see YouTube sample video made by students) | http://www.youtube.com/watch?v=Zex9hKT2XZI www.animoto.com www.Tel.A.Vison.com |
| 34 | Professional employees look clean and neat and dress appropriately for the job. | | Appropriately | Create an I-Movie on the subject of "Do's and Don'ts in a Professional Workplace" (see YouTube sample video made by students) | http://www.youtube.com/watch?v=Zex9hKT2XZI www.animoto.com www.Tel.A.Vison.com |
| 35 | Communicating effectively and appropriately for the workplace is also an essential part of professionalism. | | Essential | Create an I-Movie on the subject of "Do's and Don'ts in a Professional Workplace" (see YouTube sample video made by students) | http://www.youtube.com/watch?v=Zex9hKT2XZI www.animoto.com www.Tel.A.Vison.com |
| 36 | Regardless of the job or the industry, professionalism is easy to spot. A professional will work hard and manage time effectively, including arriving and returning on time from breaks. A professional worker will speak clearly and politely to customers and colleagues and will try to answer questions, solve problems and be of service. A professional will work productively with others and hold to a high standard. A professional will work to continually improve as a worker. | | Politely<br>Colleagues<br>"High Standard" | Even when an employee is "off duty" (at lunch) they are still representing the company/business and are expected to act professional. List situations when the employee is "off duty" why professionalism is still needed. | Essential Skills to Getting a Job. 2008.Office of Disability Employment Policy, US Department of Labor www.dol.gov/odep |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 37 | Professionalism may look slightly different in different work settings, but the core elements are always the same. Young employees who demonstrate these qualities have an advantage as they begin their careers. | | "Core Elements" | Review the study complete be the Polk-Lepson Research Group on how employers define professionalism. | www.polklepsonresearchgroup.2012professionalism_study.com |
| 38 | Consider the following scenarios to explore your attitudes about professionalism. | | Scenarios | Construct a variety of scenarios related to being professional and determine how to act. | http://www.wikihow.com/Answer-What-Is-Your-Work-Ethic |
| 39 | Matt works at the local grocery store. He does only what he is told to do, no more no less. He frequently extends his breaks beyond the time allowed. Would you describe Matt as a professional? Use the text box to explain your answer. | Would you describe Matt as a professional? Use the text box to explain your answer. | Frequently Extends | Develop a working definition of a professional. As situations at work occur or experiences grow, continue to develop the definition to fit the work placement. Use Wordle or Tagxedo to display your definition. | www.mindtools.com/professionalism_developing_this_vital_characteristic<br>www.wordle.com<br><br>www.Tagxedo.com |
| 40 | If you said Matt doesn't act as a professional, you are correct. A professional would do more than what he is told; he would look for work and would rarely extend his break time. | | Professional | Design a poster or flyer for students working in similar jobs that describe professional and unprofessional behaviors. | http://www.youtube.com/watch?v=s3aR3yP4aKg<br><br>Publisher or Word software. |
| 41 | Sarah works at a fast food restaurant. One day, she bumped her co-worker Amber, and caused her to drop a jug of catsup on the floor. Sarah started laughing and told Amber she should be more careful. Sarah did not help Amber clean up the mess, instead she went on break. Throughout the day, she made sure to tell everyone she saw that Amber dropped a jug of catsup and made a big mess. Would you describe Sarah as a professional? | Would you describe Sarah as a professional? | "Fast Food Restaurant"<br>Professional | Using the example with Sarah and Amber, describe other events that may have occurred if one or the other girl would have responded differently in this situation. | |
| 42 | Sarah's behaviors are far from professional. Name 3 things Sarah did that were unprofessional. Record your answers in the text box. | Name 3 things Sarah did that were unprofessional. Record your answers in the text box. | Unprofessional | Design a graphic organizer to represent professional and unprofessional behaviors. A variety of templates can be prepared using the listed web site. | www.teach-ology.com |
| 43 | Sarah not only embarrassed her co-worker, she made fun of and compromised her to other employees. She failed to take responsibility for her own actions and placed all of the blame for the mess on Amber. Sarah also lacks the skills of a team worker. And, she acted | | Embarrassed<br>Compromised<br>Irresponsibly | Before embarrassing situations happen to you at work, practice how you will react/ recover by sharing stories and reading of situations. Explain how you would respond. | http://www.pbs.org/thisemotionallife/blogs/10-real-ways-overcome-embarrassment<br><br>http://www.uwalumni.com/B |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | irresponsibly by going on break instead of helping clean up the mess. Sarah lacks many qualities of a professional. | | | | CN_embarrassingstories2010.aspx |
| 44 | Megan works as an administrative assistant in a law office. She often comes to work in very low cut tops and short, tight skirts or leggings and flip flops or 4" heels. Does Megan dress appropriately for the job and her work place? Explain your answer in the text box. | Does Megan dress appropriately for the job and her work place? Explain your answer in the text box. | Appropriately | Contract and compare articles that describe "business dress" to determine what is appropriate or required at a variety of different workplaces. | http://www.ehow.com/way_5304458_tips-professionalism-workplace.html |
| 45 | If you said that Megan is not dressed appropriately for her job or workplace, you are correct. Low cut tops, tight skirts and leggings are not appropriate for her job setting. And, flip flops are not appropriate for most work sites. Megan should take clues from others working in this law office, and modify her dress accordingly. | | Clues<br>Modify<br>Unprofessional<br>Hospitality Industry | In a journal, write down the types of clothes, shoes, head cover, etc… others in the workplace dress. Parallel the appropriate dress. "Dress for Success in your Industry" tips should be recorded.<br><br>Examples about what it means to act professionally have been given- watch this 7-minute video and spot the unprofessional behaviors. Although the video was made for people working in the hospitality industry, it teaches a valuable lesson about professionalism no matter where one works.<br><br>Process together the US Dept of Labor Soft Skills video on "Professionalism". Share main points of the video and how it applies to all types of work with an online tool such as "padlet". Use the video study guide to promote discussion. | http://www.career.vt.edu/JobSearchGuide/BusinessCasualAttire.html<br><br>http://www.youtube.com/watch?v=hPiI44XEKgs<br><br>http://padlet.com/<br><br>http://www.dol.gov/odep/topics/youth/softskills/ (study guide) |
| 46 | **Part 4 - Using Technology** | | | | |
| 47 | Where would we be without smart phones, tablets, laptops and access to information through the Internet? We live in the Age of Technology. Just as individuals rely on technology to communicate with friends, shop and pay bills, so do businesses. Technology in some form is part of most businesses. Cash registers are | | Smart phones<br>Tablets<br>Laptops<br>"Age of Technology"<br>Social Media<br>Technology Skills | Develop a directory of all the different types of technology used in a business and industry. Research the purpose of those technology tools that are unfamiliar. | http://www.wireless-technology-advisor.com/types-of-wireless-technology.html |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | computerized, restaurants place and fill orders through computerized systems, and inventory is controlled and monitored through technology. More and more businesses are using social media to communicate with and market to their customers and clients. In today's work environment, workers must have technology skills. | | | | |
| 49 | Just as there are many kinds of technologies available, their value and use in businesses differs. As an employee, it is important to understand how and for what purposes technologies are used by and for the business where you work. | | Technologies | Compile a record of good/not good uses of technology in the workplace organized around career clusters (utilize a collaborative writing tool such as Google doc). | www.google.com |
| 50 | In the text box, list the technologies used at your work place. Describe how each is used. For example, you may use a computer to write letters to clients, or manage business accounts. A scope may be used to diagnose engine problems What technologies are at your place and how are they used? | In the text box, list the technologies used at your work place. Describe how each is used. For example, you may use a computer to write letters to clients, or manage business accounts. A scope may be used to diagnose engine problems What technologies are at your place and how are they used? | Technologies<br>Diagnose | Create a "dictionary" of technology tools at the workplace (name, purpose, specialized training needed to use). | http://outthinkgroup.com/tips/the-6-types-of-social-media |
| 51 | While you may prefer to communicate using texting, most businesses communicate with their customers by telephone, email or face-to-face. If your employer uses email, it is important to keep current by reading and answering messages often. It is also important to write in full sentences, and write out words that you would abbreviate when texting. Capital letters and punctuation are necessary to effectively communicate through email. | | Abbreviate<br>Punctuation | Practice writing memos and e-mail messages for the job. Develop "guidelines" for effective electronic communication with your mentor at work. | http://www.penandpixels.com/tips/effective-email/<br><br>ohttp://www.msmc.la.edu/PDFFiles/OIT/Email%20Etiquette.pdf |
| 52 | In the text box, translate the following text message into an email message. Remember to use punctuation and capitalize letters when appropriate. | In the text box, translate the following text message into an email message. Remember to use punctuation and capitalize letters when appropriate. | Translate<br>Punctuation | Discuss appropriate uses of text language and inappropriate uses.<br><br>Search for readings related to "Texting Etiquette at Work". | http://www.msmc.la.edu/PDFFiles/OIT/Email%20Etiquette.pdf |
| 53 | dEr Employer, I wud lik 2 aply 4 d dA tym cusmer srvic positN I saw advRtizd on FB. I hav atachd my resme & hOp U wiL agrE dat my skiLz & intRStz R diRctlE relAtd 2 d positN U hav avail. I wud aPrec8 d opRtunET 2 MEt w | | | | |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | U n prsn 2 discuS Y I wud mAk an XLNT employE 4 your co. | | | | |
| 54 | Does your translation look like this? "Dear Employer, I would like to apply for the Daytime Customer Service position I saw advertised on Facebook. I have attached my resume, and hope you will agree that my skills and interests are directly related to the position you have available. I would appreciate the opportunity to meet with you in person to discus why I would make an excellent employee for your company." If its does, you did a good job of translating text language into an email message. | Does your translation look like this? | Translation<br>Facebook | | |
| 55 | As an employee, don't assume that you will use a cell phone or have opportunity to text with your friends while working. Many businesses have strict rules about employees using personal phones during work hours. Ask your employer what the policy is and then follow it! | | Assume | Review the "Employee Handbook" from several work placements to compare policies. Know the rules on using your cell phone at work by asking. | http://careerplanning.about.com/od/workplacesurvival/tp/cell_phone.htm |
| 56 | Because business owners know that many employees surf the net and use their work email for personal business, they restrict or monitor employees' use of business computers. It is better to find out and follow your employer's rules and policies instead of getting in trouble because you didn't ask. | | "Surf the Net"<br>Restrict<br>Monitor | Read the article "10 Ways to Get Fired from Your Job" - develop the "10 ways" into a checklist using a -5 scale that can be used to monitor workplace behavior and technology use. | www.about.com/teenadvise/10waystogetfiredfromyourjob |
| 57 | What are the policies and rules at your work site about using technology? Are you allowed to use your cell phone to make personal calls & text with your friends during work? Is it okay to surf the net and use your work email for personal business? Check the boxes of those things you are allowed to while you are at work. | What are the policies and rules at your work site about using technology? Are you allowed to use your cell phone to make personal calls & text with your friends during work? Is it okay to surf the net and use your work email for personal business? Check the boxes of those things you are allowed to while you are at work. | Policies<br>"Surf the Net" | Survey employers to create a graph on technology tools that can/cannot be brought on the job. Clarify when these tools are to be used. | http://nces.ed.gov/nceskids/createagraph/default.aspx (graphing tool) |
| 58 | Be professional. Be careful what you post on social media sites. Many employers screen potential employers by looking at their profiles on social media sites before hiring. If the potential employee has unbecoming or distasteful pictures posted, or makes rude remarks and uses foul language, they may be eliminated as a job candidate. A recent study an | If your employer were to look at your Facebook page, what would she/he find? If in doubt, leave it out! | Social Media Sites<br>Screen<br>Profiles<br>Unbecoming<br>Distasteful<br>Rude Remarks<br>Foul Language | Pair up and check classmates Facebook pages to determine the appropriateness of the posting. Pretending you are the Human Resources Director of the organization they work at, what suggestions would you offer this individual. | www.facebook.com<br><br>www.about.com/teenadvise/10waystogetfiredfromyourjob |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | executive search firm found that 77% of job recruiters screen candidates' social media profiles as part of the hiring process. If your employer were to look at your Facebook page, what would she/he find? If in doubt, leave it out! | | Job Recruiters<br>Candidates | | |
| 59 | Never post comments or trash your employer or your work site in text messages or on a social media site. Even if you delete these comments, they can come back to haunt you! | | "Trash" | Analyze recommendations made by professionals related to writing blogs or posting on social media about work. | ohttp://www.msmc.la.edu/PDFFiles/OIT/Email%20Etiquette.pdf |
| 60 | Describe something you know someone else has posted on their Facebook page that an employer would find distasteful. If the person who posted this asked you for advice, because their post has caused them to lose a job opportunity, what advice would you offer? | Describe something you know someone else has posted on their Facebook page that an employer would find distasteful. If the person who posted this asked you for advice, because their post has caused them to lose a job opportunity, what advice would you offer? | Facebook<br>Distasteful | The "Skills to Pay the Bills" booklet (Dept of Labor) offers advice on posting to social networks in the articles: "A Word About Social Networking" and "Cyber Resource: CyberSmart!" (page 134-136). | http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 61 | Part 5 Putting it All Together | | | | |
| 63 | If you were asked to name the professional qualities you possess, what characteristics would you name? Check that boxes that describes you as a professional. | If you were asked to name the professional qualities you possess, what characteristics would you name? Check that boxes that describes you as a professional. | Professional Qualities<br>Possess<br>Characteristics | Professionalism in the workplace includes many things. It includes maintaining confidentiality, being legally and ethically responsible, acting with professionalism, and using technology appropriately and with skill. Professionalism develops over time and with experience. It requires thought and a willingness to critically look at and modify our personal behaviors and accept the consequences of our actions. Watch this short, 2 minute You Tube video to review key concepts of professionalism.<br><br>Process together the US Dept of Labor Soft Skills video on "Soft Skills-Professionalism". Share main points of the video. Use the study guide and activity along with the video.<br>Search for quotes that describe | http://www.youtube.com/watch?v=7dPWVjQSad4&feature=relmfu&noredirect=1<br><br>http://www.dol.gov/odep/topics/youth/softskills/Professionalism.pdf (study guide. activity)<br><br>http://www.brainyquote.com |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | | | | professionalism and summarize them using a Wordle. "I would advise all youths aspiring to athletic fame or a professional career to practice clean living, fair play and good sportsmanship."<br>Major Taylor | /quotes/keywords/professional.html#eZ0LxHqu2MbQA9PI.99<br><br>www.wordle.com |
| 64 | I am a professional because I....<br>am careful with information and data, avoid gossip and talking about my co-workers and my boss, help others, look for work and try to stay busy, take pride in my work, am clean, neat and wear clothes appropriate for my job and my workplace, am honest, am polite, treat others with respect, do my best to help customers, use technology for its purpose, accept feedback and suggestions, am a team worker, take good care of the tools and supplies I use while working, am dependable, come to work on time and stay my entire shift, am responsible, am trustworthy, strive to be good employee. | Check those traits that describe you: I am a professional because I....<br>am careful with information and data, avoid gossip and talking about my co-workers and my boss, help others, look for work and try to stay busy, take pride in my work, am clean, neat and wear clothes appropriate for my job and my workplace, am honest, am polite, treat others with respect, do my best to help customers, use technology for its purpose, accept feedback and suggestions, am a team worker, take good care of the tools and supplies I use while working, am dependable, come to work on time and stay my entire shift, am responsible, am trustworthy, strive to be good employee. | Gossip<br>"shift" | Develop a collection of inspirational sayings that guide you as a professional. Share the traits selected with another person. Can you validate them by giving an example of your professionalism? | www.pinterest.com<br><br>http://www.avery.com/avery/v/index.jsp?vgnextoid=ee7f5c4d59ffa110VgnVCM1000002118140aRCRD |
| 65 | If you checked three or more boxes, you're on your way to being a true professional and successful employee! Congratulations, keep up the great effort! | | Successful<br>Effort | Summarize this module by creating a sound recording that identifies 10 traits of a professional. | http://www.techrepublic.com/blog/10-things/10-things-that-define-a-true-professional/<br><br>www.voki.com<br>www.audacity.com |
| 66 | Congratulations! You have completed the Youth Apprenticeship Core Skills Module. Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Core skills<br>Academic and Career Plan<br>Portfolio | Discuss the creation of an "Academic and Career Plan" or "Career Portfolio". Integrate student work from the module into WISCareers, Career Cruising, WI Career Pathways, etc… | http://www.wikihow.com/Create-a-Career-Portfolio |
| 67 | No Narrative (Certificate) | | | Print certificate | |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Professionalism in the Workplace* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (50 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 68 | "Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development." | | Disclaimer | Students can be directed to the Department of Workforce Development web page for more information on the youth apprenticeship program. | http://dwd.wisconsin.gov/youthapprenticeship/ |

Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz, Ph.D. of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellness. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. The YA Online Core Skill Modules were developed in the spring/summer of 2013.

# Security & Safety

**Student - Youth Apprenticeship Core Skill and Safety Online Module**

**Module 5 Overview:**

The **"Security and Safety"** module will take approximately 35 minutes to complete.

*Every business takes steps to ensure that its employees, customers and clients are safe. Workplace security refers to an organization's policies and preparedness to prevent or handle situations such as unlawful entries, theft, and fire. Workplace safety refers to how working conditions in a company affect the workers' well-being and health. Improving safety and security in an organization is always a key concern of the employer.*

Part I - Security Facts - Security issues and the actions a business takes to make it secure are important for student workers to know. An activity allows students to decide what tangible and intangible assets are in a business, and how to protect those assets. Students are encouraged to read the business employee handbook to review policies and procedures related to security.

Part II - Safety Basics- This section discusses the factors that make a workplace safe and identifies job, chemical, biological and health hazards at the workplace. Scenarios are given to assist students understand how necessary safety procedures are at the workplace.

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 1 | Welcome to this introductory youth apprenticeship module on the core skills needed to be successful in the workplace. Please complete all the activities presented in the module and Thank you for taking an active role in preparing for your future career! | | Core skills | Provide your student with an explanation of how you will use the modules in their program. Reinforce the need to complete all the interactive activities in the module. Details on the youth apprenticeship program can be explored by the student on the YA web page. | http://dwd.wisconsin.gov/youthapprenticeship/students.htm |
| 2 | Please review the components of the navigation slide. Note that in order to advance the slides you much click on the forward button on the bottom tool bar. You may also access the glossary by clicking on the button on the bottom tool bar. | | Navigation<br>Tool bar<br>Glossary | Review the navigation slide components. Specifically point out the forward/back buttons, the glossary, and closed caption option. | |
| 3 | In this module, Security and Safety, we consider things that companies do to make their business secure and their customers safe. | | Security<br>Safety<br>Secure<br>Safe | An overview of the "21st Century Skills" can be used as an anticipatory set to the module. | http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf |
| 4 | Every business takes steps to ensure that the business is secure and its employees and customers or clients are safe. In Part 1, we will consider security issues and things a business does to make it secure. In Part 2, we will consider what factors make a work place safe and identify job hazards. Let's start with Part 1, Security Facts. | | Secure<br>Safe<br>Security<br>Job Hazards | Indicate that the module has 2parts and students may return to this slide and forward to any part of the module they did not finish or want to review without going through the entire module. | |
| 5 | Part 1 - Security Facts | | | | |
| 6 | Security is important to every business, no matter if how big or small. | | Security | Brainstorm reasons security is important for all businesses. | http://www.atl.org.uk/health-and-safety/work-environment/security.asp |
| 7 | At one time, a heavy door, a strong lock and a night light were all that a business needed to be secure. Today this is no longer true; businesses now take many and varied approaches to make their building and property secure. They also take many steps to ensure that their information and data is secure. | | Secure | Read articles and summarize general information related to security in the workplace. | http://www.dm.usda.gov/physicalsecurity/workplace.htm |
| 8 | Physical Security addresses the actions that are taken to protect buildings, property and assets. Parking lots, traffic flow, and landscaping are ways to direct and protect the perimeter of a building. | | Physical Security<br>Assets<br>Perimeter | | |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 9 | Think about a store you go to often. Are the parking lots at the front of the store? Do they lead the customer to the door(s) that the business wants customers to use? Is most of the back of the store (or building) hard to get to in a car, or out of the main flow of traffic? Is the landscaping near the front of the store, or the customer entrances? Doing things like this are not only convenient for the customer and make the main entrances to a building more attractive, they also deter people from using entrances not intended for the general public. Things like this help protect and secure the outside of a building or business. | Think about a store you go to often. Are the parking lots at the front of the store? Do they lead the customer to the door(s) that the business wants customers to use? Is most of the back of the store (or building) hard to get to in a car, or out of the main flow of traffic? Is the landscaping near the front of the store, or the customer entrances? | Main Flow<br>Landscaping<br>Convenient | List out the areas around the business that are potential security hazards. Determine the 4 landscaping areas that "invite" trouble. | http://simplisafe.com/blog/home-security-landscaping-natures-home-security-system |
| 10 | Lights, locks, alarms and cameras are other ways to secure the outside of a building. Some businesses even hire security guards. Think about your work site; what security measures are in place to make the building in which you work secure? Are there security lights? Locks? A separate employee entrance? Employee only signs? Do security guards roam the parking lot, or buzz you into the building? Are there metal detectors at entrances and exits? Are there security cameras? Use the check boxes to identify the security measures used where you work. | Think about your work site; what security measures are in place to make the building in which you work secure? Are there security lights? Locks? A separate employee entrance? Employee only signs? Do security guards roam the parking lot, or buzz you into the building? Are there metal detectors at entrances and exits? Are there security cameras? Use the check boxes to identify the security measures used where you work. | Security Guards<br>Metal Detectors<br>Security Cameras<br>Security Measures | List simple measures that can protect a business and provide the employees with security/peace of mind. Put these measures into a graphic organizer. | http://www.entrepreneur.com/article/217484<br><br>www.mindmeister.com |
| 11 | Many of the things used by a business to safeguard the outside of a building are used to make the inside of the building secure. The Employee Only entrance may stay locked at all times, an alarm system may be armed at all times; security cameras inside a building are used to monitor activity, and security guards may be on the lookout for shoplifters or suspicious activities. | | Safeguard<br>Alarm System<br>Shoplifters<br>Suspicious | Knowing what to look for in a shoplifting situation can save your employer money. Begin a Blog to collect data from other youth employees to see how shoplifting and employee theft are controlled at their businesses. | http://blog.intuit.com/marketing/how-to-protect-your-business-from-shoplifters/<br><br>http://specialtyretail.com/issue/2008/10/running-a-cart-or-kiosk/strategies_to_prevent_shoplifting_and_retail_theft/<br><br>www.21classes.com |
| 12 | Think about the building in which you work, both inside and out. In the text box, name 2 or 3 things your employer does to secure the building and the physical property. | Think about the building in which you work, both inside and out. In the text box, name 2 or 3 things your employer does to secure the building and the physical property. | Physical Property | Diagram the building of the employer. Identify in the diagram features that make the building secure for employees. | |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 13 | Every business has assets and takes steps to protect and secure these assets. For example, a retailer's assets are merchandise. Vehicles, parts and tools are assets at a car dealership. At insurance companies and law offices, information and electronic data are considered assets.<br>Most businesses have assets that are both tangible (things that can be seen or touched), and those that are not, such as information and electronic data. These are called intangible. For a business to be successful and profitable, it must protect and safeguard all of its assets. Think for a second about your workplace; are the assets more tangible or intangible? Check the box that most reflects the kind of assets found at your workplace. | Think for a second about your workplace; are the assets more tangible or intangible? Check the box that most reflects the kind of assets found at your workplace. | Assets<br>Protect<br>Secure<br>Electronic Data<br>Tangible<br>Intangible<br>Profitable<br>Safeguard | Security is every employee's responsibility. View the short YouTube video on "Security Awareness".<br><br>What security suggestions can you make in the work environment? Make an animated presentation on how can you help protect the employer's assets? (ie: comic strip, animated video, avatar character with voice thread) | http://www.youtube.com/watch?v=rFrlOAIE7fE<br><br>www.Pixton.com (comic strip)<br><br>www.voki.com (avatar) |
| 14 | Most businesses have written policies and procedures that explain how assets are to be handled. For example, policies may define the extent to which employees may use their work computer for personal use. Many companies restrict employees from using email for anything other than business. A business may monitor an employee's Internet searches and keep track of how much time the employee spends surfing the Net. A business may restrict or ban visitors from being in certain areas of a building, or restrict their use of company computers. Work stations are often designed to keep a client or customer from being able to read a computer screen. Passwords are used to protect and secure data. Often a customer is required to answer a series of questions to prove identity before being able to access an account. As an employee, it is important to know and follow security policies and procedures. To overlook, ignore, or disregard these rules not only jeopardizes your job, but also puts your employer at risk. | | Policies<br>Procedures<br>Restrict<br>Monitor<br>"Surfing the Net"<br>Ban<br>Security Policies<br>Jeopardizes<br>At Risk | With assistance from the Human Resource Director or Mentor at the business…Design a "Security Work Inspection Checklist". Determine a rubric to help rate the security where you are working. | httpwww.atl.org.uk/health-an://d-safety/work-environment/workplace-inspections.asp |
| 15 | Think about your work place. Name some of the things that your employer would consider as assets. Check the boxes for all of the assets at your workplace. Do they include any of the following? Merchandise, personal data, business information, inventory, such as food and supplies, vehicles, machinery, tools, office furniture, phones, or computers | Think about your work place. Name some of the things that your employer would consider as assets. Check the boxes for all of the assets at your workplace. Do they include any of the following? Merchandise, personal data, business information, inventory, such as food and supplies, vehicles, machinery, tools, office furniture, phones, or computers | Assets | Don't forget that even YOU are an asset to the business. What qualities make you a positive asset to your employer? Identify these qualities using a graphic organizer or chart. | http://voices.yahoo.com/top-10-qualities-employers-look-teen-job-applicants-78285.html?cat=31<br><br>www.Inspiration.com |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 16 | What security policies and procedures are you expected to follow to protect your employer's assets? In the text box, name 3 things you have to do. | What security policies and procedures are you expected to follow to protect your employer's assets? In the text box, name 3 things you have to do. | Security Policies<br>Procedures<br>Assets | Explore security steps needed for a company's technology. Put your suggestions into a Wordle-poster. | http://www.doctrackr.com/blog/bid/260517/Small-Business-Security-6-Steps-to-Stay-Secure<br><br>www.wordle.com |
| 17 | Not only does a business take steps to protect their assets, but they also do things to protect their customers'. For example, a hotel will connect a caller to a guest's room, but won't give out the room number.<br>When taking a credit card over the phone, the employee is cautioned not to repeat the number out loud for others to hear (and record or write down). | | Assets | Watch the YouTube one- minute videos on keeping information, papers and technology secure.<br><br>Process the main points from the 10 videos and put them into a 10 slide presentation tool such as "slide rocket". | http://www.youtube.com/watch?v=Q8Z5v46Itn8&list=PLD88EACF404839195<br><br>www.sliderocket.com |
| 18 | To review, employers use many and varied strategies to secure their business and their property. Name some of the things done at your work site to keep it secure...Do you have an electronic entrance card? Do you log in to the computer with a user name and password? Do you sign in when entering and leaving the building? Name some things you do to protect your employer's assets and the customers' assets. What security steps do you take? | Name some of the things done at your work site to keep it secure...Do you have an electronic entrance card? Do you log in to the computer with a user name and password? Do you sign in when entering and leaving the building?<br><br>Name some things you do to protect your employer's assets and the customers' assets. What security steps do you take? | Strategies<br>Secure<br>Electronic Entrance Card<br>Password<br>Assets | Explore security steps needed for a company's technology. Put your suggestions into a Wordle-poster. In a journal, reflect on ways to improve your contributions to keeping the workplace secure. | http://www.doctrackr.com/blog/bid/260517/Small-Business-Security-6-Steps-to-Stay-Secure<br><br>www.wordle.com<br><br>www.readwritethink.com |
| 19 | Part 2 - Safety Basics | | | | |
| 21 | Millions of teens in the United States hold jobs. In fact, approximately 80% of teens will have worked by the time they finish high school. | | Approximately | It's difficult to be employed as a teen in a down economy. Today only 1 in 4 teens are hired for summer jobs. Survey your friends and classmates to determine how many of them worked over the summer or during school and where they worked at. | http://www.slate.com/articles/business/moneybox/2011/07/get_a_job_kid.html<br><br>www.surveymonkey.com<br><br>Google forms (survey tool)<br><br>http://usatoday30.usatoday.com/money/economy/story/2012-06-12/teen-jobs-disappearing/55555506/1 |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 21 | While teens enjoy many benefits from working, it can also be dangerous. | | Benefits<br>Dangerous | | |
| 22 | In fact, teens are injured at a higher rate than adult workers. Every year, approximately 53,000 teens are seriously injured on the job and require emergency care. | | Injured<br>Emergency Care | What types of work are teens most injured at? Research the topic and provide 2 sources to support the findings. | http://www.cdc.gov/niosh/updates/teenfast.html<br><br>www.badgerlink.net |
| 23 | The reason for this is because teens are often less experienced and unfamiliar with the tasks they are assigned to do. Safety at work is one of the last things they worry about. They may be so eager to do a good job that they take on tasks they don't know how to do safely. They may also be reluctant to ask questions or refuse to do something they don't feel confident in doing. | | Unfamiliar<br>Reluctant<br>Confident<br>Refuse<br>Confident | "Youth @ Work: Talking Safety" is designed to help teachers give young people the basics of job health and safety in a fun and interesting way. Use the 6 lessons with students. | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf |
| 24 | Have you ever been hurt at work? Has a friend of yours been hurt? Have you ever been given a task that you thought was dangerous? If so, describe the situation; how did you handle it? | Have you ever been hurt at work? Has a friend of yours been hurt? Have you ever been given a task that you thought was dangerous? If so, describe the situation; how did you handle it? | Dangerous<br>Situation | Begin a blog outlining the elements of a workplace safety plan. Consult the employee handbook at eh workplace for key ideas. | http://smallbusiness.chron.com/elements-good-workplace-safety-plan-1302.html<br><br>www.abcya.com (word cloud) |
| 25 | Consider these real stories of teens injured on the job. | Consider these real stories of teens injured on the job. | | The average direct cost for an employee injured at work averages $43,000. Save your business money by identifying potential safety issues at the workplace and offer solutions to address them. | http://smallbusiness.chron.com/identify-safety-security-issues-workplace-11051.html |
| 26 | Dan is 16 and works at a fast food restaurant. One day he slipped on the greasy floor. To catch his fall, he tried to grab a handle bar near the grill. He missed it and his hand touched the hot grill instead. He suffered second degree burns on the palm of his hand. | | Greasy<br>Handle Bar | | |
| 27 | Megan works at a deli. One day she was told to clean the meat slicer, but had never done this before and had never been trained to do it. She thought the slicer was turned off. Just as she started to clean the blades, the machine started up. Megan lost the tip of one finger. | | Deli<br>Meat Slicer | | |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 28 | What solutions can you think of that might have prevented these accidents from happening? Record your answers in the text box. Did you list some of these responses? 1. Visually inspect the worksite for unsafe areas before beginning work. 2. Always ask for directions to clarify how to do something. 3. Unplug dangerous equipment before cleaning it. 4. Ask others to demonstrate a task to you before you attempt it. | What solutions can you think of that might have prevented these accidents from happening? Record your answers in the text box. Did you list some of these responses? 1. Visually inspect the worksite for unsafe areas before beginning work. 2. Always ask for directions to clarify how to do something. 3. Unplug dangerous equipment before cleaning it. 4. Ask others to demonstrate a task to you before you attempt it. | Solutions<br>Prevented<br>Accidents<br>Visually<br>Inspect<br>Clarify<br>Dangerous | Provide more examples of unsafe work conditions. Brainstorm solutions to preventing the injuries that occurred. | http://smallbusiness.chron.com/identify-safety-security-issues-workplace-11051.html |
| 29 | The injuries suffered by Megan and Dan might have been avoided if they recognized the hazards at their workplace. A hazard is anything at work that can hurt you, either physically or mentally. Watch this 12 minute video to learn more about safety on the job. As you are watching, think about Mallory's situation and listen for the 4 most common injuries teens suffer on the job. | Watch this 12 minute video to learn more about safety on the job. As you are watching, think about Mallory's situation and listen for the 4 most common injuries teens suffer on the job. | Hazards<br>Physically<br>Mentally | Review the video "Teen workers: Real Jobs, Real Risks" from "Youth @ Work (NIOSH) a second time and note preventative measures that could have been taken by the employer. | www.cdc.gov/niosh/talkingsafety/video.html (page 7) |
| 30 | What did you learn from this video about safety and being safe at the workplace? Choose the 4 injuries teen most commonly suffer on the job. Are they slips, burns, broken bones, cuts, sprains, bruises, concussions, or poisoning? Select Yes or No for each. | What did you learn from this video about safety and being safe at the workplace? Choose the 4 injuries teen most commonly suffer on the job. Are they slips, burns, broken bones, cuts, sprains, bruises, concussions, or poisoning? Select Yes or No for each. | | Occupations in the career clusters sustain a variety of injuries. Create a list of the types of injuries that occur in 4-6 different career clusters. | http://arbill1.web11.hubspot.com/arbill-safety-blog/bid/160371/Workplace-Accidents-10-Most-Common-Workplace-Injuries<br><br>www.careerclusters.org |
| 31 | Remember, a job hazard is anything at work that can hurt you, either physically or mentally. Some hazards are very obvious, and others are not. Recognizing hazards at work can help you avoid injury. | | Job Hazard<br>Physically<br>Mentally<br>Obvious<br>Injury | Create a definition of a job hazard and provide examples of it that could occur at the workplace. Put the definition onto a word cloud. | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 14)<br><br>www.classblogmeister.com |
| 321 | Job hazards fit into 4 categories - Safety, Chemical, Biological and Other | | Safety<br>Chemical<br>Biological | Brainstorm examples of the types of hazards that fall into the 4 categories. | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 14) |
| 33 | Safety hazards cause immediate accident or injury. Some examples are hot surfaces, slippery floors, falling objects, sharp knives, machines without guards | | Safety Hazard<br>Injury<br>Machine Guards | Brainstorm examples of the types of hazards that fall into the 4 categories. | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 14) |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 34 | Think about your work place. Are there safety hazards where you work? In the text box, describe one safety hazard at your job. | Think about your work place. Are there safety hazards where you work? In the text box, describe one safety hazard at your job. | Safety Hazard | Determine using a "T-Chart", How the workplace safety hazard listed be reduced or eliminated?<br><br>Read several example of a situation involving safety hazards. What precautions can be taken in the workplace to prevent the hazard from causing harm? | www.classroomtools.net<br><br>http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 29-31) |
| 35 | Chemical hazards are gases, vapors, liquids or dusts that harm you. Cleaning products, pesticides, solvents, gasoline, and poor air quality are all examples of chemical hazards. | | Vapors<br>Pesticides<br>Solvents<br>Chemical Hazards | Read another example of a situation involving chemical hazard. What precautions can be taken in the workplace to prevent the hazard from causing harm? | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 28) |
| 36 | Are there chemical hazards at your work place? Check Yes or No to indicate if you come into contact with any cleaning products, pesticides, gasoline, smoke, solvents, battery acid, oil, or fumes. | Are there chemical hazards at your work place? Check Yes or No to indicate if you come into contact with any cleaning products, pesticides, gasoline, smoke, solvents, battery acid, oil, or fumes. | Chemical Hazards<br>Pesticides,<br>Solvents<br>Battery acid | Define a chemical hazard using the OSHA guidelines. | https://www.osha.gov/Publications/osha3084.pdf |
| 37 | Biological hazards are living things that can cause diseases such as flu, Lyme disease, and tuberculosis. They can also cause rashes and other skin irritations. Insect bites from mosquitoes and ticks, contact with plants like poison ivy, molds, bacteria and used hypodermic needles are examples of biological hazards. | | Biological Hazards<br>Lyme Disease<br>Tuberculosis<br>Skin Irritations<br>Hypodermic Needles | Read another example of a situation involving a biological hazard. What precautions can be taken in the workplace to prevent the hazard from causing harm? | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 32) |
| 38 | Workers in health care facilities and those who work with children are often required to get vaccinations in order to avoid biological hazards. | | Vaccinations<br>Biological Hazards | Investigate the types of hazards that occur in the healthcare field. | http://www.wsna.org/Topics/Workplace-Environment-You/Workplace-Hazards/ |
| 39 | Do you work with children or in a health care facility? What vaccinations or tests did you have to get for your job? | Do you work with children or in a health care facility? What vaccinations or tests did you have to get for your job? | Vaccinations | Build a case for/against getting vaccinations for occupations working with people. | http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html |
| 40 | Pretend that you just got a summer job working for the Parks department. One of your responsibilities is to trim and mow the grass. What is something you can do to prevent getting a disease carried by insects? In the text box, list one way you can avoid this biological hazard. | What is something you can do to prevent getting a disease carried by insects? In the text box, list one way you can avoid this biological hazard. | Biological Hazard | Read another example of a situation involving a biological hazard. What precautions can be taken in the workplace to prevent the hazard from causing harm? | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 41) |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 41 | Noise, radiation, heat or cold, repetitive movements, heavy lifting, harassment, and stress are less obvious health hazards. The effects of these hazards may not cause problems right away; sometimes they become noticeable over time. Take preventative measures to ensure your work environment is safe. | | Radiation<br>Repetitive Movements<br>Harassment<br>Stress<br>Health Hazards<br>Preventative Measures | Read another example of a situation involving health hazard. What precautions can be taken in the workplace to prevent the hazard from causing harm? | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 40-42) |
| 42 | As you now know, many things can be hazards. A new employee has just been hired at your workplace - your boss tells you to "show them around, and tell them about what to be careful of." What would you tell them? In the text box, list 3 things you would tell the new employee about hazards at your job. | What would you tell them? In the text box, list 3 things you would tell the new employee about hazards at your job. | Hazards | Develop a podcast or i-movie outlining safety tips for teen workers. | http://safety.lovetoknow.com/Free_Workplace_Safety_Tips |
| 43 | Pick out the job hazards in this picture of a fast food kitchen. There are 7 hazards that you should recognize. | Pick out the job hazards in this picture of a fast food kitchen. There are 7 hazards that you should recognize. | Job Hazards<br>Recognize | View the pictures of workplace hazards and discuss. | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 94-97) |
| 44 | Did you see spills on the floor, hot grease, sharp knives, a hot stove, lifting objects off a shelf, chemical bottles, and boiling liquid? Did you spot all 7 of these hazards? | Did you see spills on the floor, hot grease, sharp knives, a hot stove, lifting objects off a shelf, chemical bottles, and boiling liquid? Did you spot all 7 of these hazards? | Chemical Bottles<br>Hazards | Read another example of a situation involving a chemical hazard. What precautions can be taken in the workplace to prevent the hazard from causing harm? | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 38-39) |
| 45 | Now test your skill at spotting hazards in an office. There are 7 hazards that you should be able to identify. | Now test your skill at spotting hazards in an office. There are 7 hazards that you should be able to identify. | Hazards | View the pictures of workplace hazards and discuss. | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 94-97) |
| 46 | Open file drawers, papers on the floor, an electrical cord across the floor, scissors, a paper cutter, the repetitive motion of working at a computer, sitting at a desk for long periods of time can all be job hazards. Did you find them all? Well done! | Open file drawers, papers on the floor, an electrical cord across the floor, scissors, a paper cutter, the repetitive motion of working at a computer, sitting at a desk for long periods of time can all be job hazards. Did you find them all? | Repetitive Motion<br>Job Hazards | | |
| 47 | Now that you've sharpened your skills at recognizing job hazards, use them to explain how hazards can be avoided or prevented. | Now that you've sharpened your skills at recognizing job hazards, use them to explain how hazards can be avoided or prevented. | "Sharpened Your Skills"<br>Hazards<br>Prevented | Detail ways to prevent hazards at work. | http://www.squidoo.com/work-safety-tips |
| 48 | Look again at the picture of the fast food kitchen. Recommend 4 or 5 things to do in order to avoid or rid the kitchen of hazards. Record your responses in the text box. | Look again at the picture of the fast food kitchen. Recommend 4 or 5 things to do in order to avoid or rid the kitchen of hazards. Record your responses in the text box. | Fast Food Kitchen<br>Hazards | View the pictures of workplace hazards and discuss. | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 94-97) |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 49 | Now do the same for the office environment. Name at least 3 things that could be done to avoid or rid the office of its hazards. | Now do the same for the office environment. Name at least 3 things that could be done to avoid or rid the office of its hazards. | Avoid<br>"Rid the Office"<br>Hazards | View the pictures of workplace hazards and discuss. | http://www.cdc.gov/niosh/talkingsafety/states/or/entireOR.pdf (page 94-97) |
| 50 | In this video, teens share their safety experiences and also learn about their rights as employees. As you watch this 9 minute video, think about the key points that the students are sharing with you. Always remember to tell someone if you feel that you are in an unsafe situation at work. Tell your employer, your youth apprenticeship teacher, a parent or another trusted adult. | In this video, teens share their safety experiences and also learn about their rights as employees. As you watch this 9 minute video, think about the key points that the students are sharing with you. | "Rights As Employees"<br>Unsafe | The video "*Teens: The Hazards We Face in the Workplace*" was produced by students in 1996. Create a "remake" of this video using the same concepts of hazards, teen concerns on the job and prevention. | http://www.cdc.gov/niosh/talkingsafety/video3.html |
| 51 | In summary, as we've learned in the Security and Safety module, employers, workers and customers all benefit when the work environment is safe and secure. By knowing how to recognize job hazards, accidents can be prevented or avoided entirely. Making sure the workplace is secure is another way to keep it safe. Making sure the workplace is safe and secure is everyone's responsibility. The employee who shares this responsibility is valued and respected! | | Security<br>Safety<br>Work Environment<br>Job Hazards<br>Responsibility<br>Valued<br>Respected | Develop and deliver a short speech on a topic related to workplace security and/or safety. Present it to a local business or community organization. Incorporate into the presentation a component of the Wisconsin Child Labor Laws. | http://www.worksafe.nt.gov.au/Business/Pages/Keeping-the-Workplace-Safe.aspx<br><br>http://www.orosha.org/pdf/pubs/4755.pdf<br><br>http://dwd.wisconsin.gov/dwd/publications/erd/pdf/erd_17231_p.pdf |
| 52 | Congratulations! You have completed the Youth Apprenticeship Core Skills Module. Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Core skills<br>Academic and Career Plan<br>Portfolio | Discuss the creation of an "Academic and Career Plan" or "Career Portfolio".<br>Integrate student work from the module into WISCareers, Career Cruising, WI Career Pathways, etc… | http://www.wikihow.com/Create-a-Career-Portfolio |
| 53 | No Narrative (Certificate) | | | Print certificate | |

| Youth Apprenticeship Core Skills & Safety Online Student Module: Security and Safety | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (35 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 54 | "Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes.<br><br>Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development." | | Disclaimer | Students can be directed to the Department of Workforce Development web page for more information on the youth apprenticeship program. | http://dwd.wisconsin.gov/youthapprenticeship/ |

Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz, Ph.D. of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. The YA Online Core Skill Modules were developed in the spring/summer of 2013.

# Emergencies at Work

**Student - Youth Apprenticeship Core Skill and Safety Online Module**

**Module 6 Overview:**

The **"Emergencies at Work - Information for Students"** module will take approximated 20 minutes to complete.

*An emergency is any unplanned event that threatens employees, customers or the public; that shuts down business operations; or that causes physical or environmental damage. Teaching students about the various types of emergencies prepares them for a variety of uncommon situations. The emergency action plan can be created by the student and mentor to outline steps that they will follow in case of a hostile, physical or environmental event occurs at the workplace.*

Part 1- Dealing with Emergencies - Students will learn about different kinds of emergencies and consider a variety of ways to handle these situations. A focus of the section is on weather, fire and health related emergencies. The employee handbook is a good reference for students to review before an uncommon event occurs. Situations are given and students have opportunities to respond to practice scenarios in reflection boxes.

Part 2 – Emergency Action Plans - Information on what an emergency action plan is and the importance of having an emergency action plan in place at the workplace is shared. Regulations mandate that employers are responsible for providing a workplace free from serious recognized hazards and comply with standards, rules and regulations issued under the OSHA Act. Suggested activities are given to help make student workers aware of emergencies at the workplace and initiate a plan if needed.

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 1 | Welcome to this introductory youth apprenticeship module on the core skills needed to be successful in the workplace. Please complete all the activities presented in the module and Thank you for taking an active role in preparing for your future career! | | Core skills | Provide your student with an explanation of how you will use the modules in their program. Reinforce the need to complete all the interactive activities in the module. Details on the youth apprenticeship program can be explored by the student on the YA web page. | http://dwd.wisconsin.gov/youthapprenticeship/students.htm |
| 2 | Please review the components of the navigation slide. Note that in order to advance the slides you must click on the forward button on the bottom tool bar. You may also access the glossary by clicking on the button on the bottom tool bar. | | Navigation<br>Tool bar<br>Glossary | Review the navigation slide components. Specifically point out the forward/back buttons, the glossary, and closed caption option. | |
| 3 | If there was an emergency while you were working, would you know what to do? In Part 1, we will learn about different kinds of emergencies and consider ways to handle these situations. In Part 2, we will learn about Emergency Action Plans. | | Emergency<br>Emergency Action Plans | Indicate that the module has 2parts and students may return to this slide and forward to any part of the module they did not finish or want to review without going through the entire module. | |
| 4 | **Part 1 - Dealing with Emergencies** | | | | |
| 5 | What is an emergency? An emergency is any unplanned event that threatens employees, customers, or the public; that shuts down business operations; or that causes physical or environmental damage. | | Emergency<br>Environmental Damage | Expand a definition of an emergency based on the workplace circumstances. | http://en.wikipedia.org/wiki/Emergency |
| 6 | Tornadoes, fires, power outages, explosions, and floods are all examples of an emergency. Serious illness or injury, an act of violence, a robbery, a chemical spill, or a bomb threat can also create an emergency situation. | | Emergency<br>Act of violence<br>Chemical Spill Threat<br>Bomb | Expand a definition of an emergency based on the workplace circumstances | http://emergency.oregonstate.edu/emergencymanagement |
| 7 | Emergencies are reported in the news and on TV every day. Most of the time, we think that situations like these won't happen where we work or happen to us. | | Emergencies | | |
| 8 | The best way to reduce the effects of an emergency is to know ahead of time what to do in each kind of emergency and to practice proper procedures. It is hard to think clearly and logically in a crisis. Practice helps us remember what we should do. The Fire Drills and Evacuation Drills done during school are a way to help you train your brain to respond in an emergency! | | Emergency<br>Logically<br>Crisis<br>Evacuation | Create a variety of workplace scenarios that involve emergencies. Using a "fishbone" graphic organizer, outline the steps to take to be most effective in the situation. | http://clubindustry.com/blog/how-react-emergency<br><br>www.Createagraph.com |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 9 | How much do you already know about responding to an emergency? In the text box, explain how each of the following emergencies should be handled. | How much do you already know about responding to an emergency? In the text box, explain how each of the following emergencies should be handled. | Emergency | Develop simple guidelines to follow at the workplace in case of an emergency. Share them with the mentor. | http://www.wikihow.com/React-in-an-Emergency |
| 10 | While you are working, the tornado sirens go off. What should you do? Record your answer in the text box. | While you are working, the tornado sirens go off. What should you do? Record your answer in the text box. | Tornado Siren | Publish a flyer or poster detailing how to proceed in extreme weather conditions, such as a tornado. | https://www.osha.gov/dts/weather/tornado/ |
| 11 | Does your answer include the following? Go to the lowest level of the building. Sit against an interior wall and away from any windows. Help customers and other workers get to a safe place. Stay put until the sirens stop or a supervisor tells you it's safe to return to work. | Does your answer include the following? Go to the lowest level of the building. Sit against an interior wall and away from any windows. Help customers and other workers get to a safe place. Stay put until the sirens stop or a supervisor tells you it's safe to return to work. | Interior Wall<br>Siren | Publish a flyer or poster detailing how to proceed in extreme weather conditions, such as a tornado or hurricane. | https://www.osha.gov/dts/weather/tornado/<br><br>https://www.osha.gov/SLTC/emergencypreparedness/guides/hurricane.html |
| 12 | If you smell smoke and suspect a fire burning somewhere in the building, what should you do? Check the best answers. Tell your supervisor or the manager on duty. Alert others; help them leave the building. Ignore the smell, it's no big deal. Pull the fire alarm, if there is one. Use a fire extinguisher, if the fire is small and the extinguisher is easily accessible. Scream, push people out of your way, and run as fast as you can. Get out of the building and shut the door. Call for help after leaving the building. | Check the best answers. Tell your supervisor or the manager on duty. Alert others; help them leave the building. Ignore the smell, it's no big deal. Pull the fire alarm, if there is one. Use a fire extinguisher, if the fire is small and the extinguisher is easily accessible. Scream, push people out of your way, and run as fast as you can. Get out of the building and shut the door. Call for help after leaving the building. | Alert Others<br>Fire Extinguisher<br>Accessible | Publish a flyer or poster detailing how to proceed if one smells smoke or can see fire at the workplace. | http://www.disastercenter.com/guide/fire.html<br><br>http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=307&cat_id=117&article_set=10325 |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 13 | While not every fire requires help from the fire department, it is better to call for help than to underestimate the emergency. Check your responses to this emergency. Yes, tell your supervisor or the manager on duty - immediately! Yes, alert others and, if necessary, help them leave the building. Never just ignore the smell; it may be a very big deal! Yes, pull the fire alarm, if there is one. Use a fire extinguisher, if the fire is small, the extinguisher is easily accessed and the fire easily contained. No, don't scream and push people out of your way. Try to remain calm and leave quickly without injuring others. Yes, leave the building and shut the door to contain the fire. Yes, call for help after leaving the building. | Check your responses to this emergency. Yes, tell your supervisor or the manager on duty - immediately! Yes, alert others and, if necessary, help them leave the building. Never just ignore the smell; it may be a very big deal! Yes, pull the fire alarm, if there is one. Use a fire extinguisher, if the fire is small, the extinguisher is easily accessed and the fire easily contained. No, don't scream and push people out of your way. Try to remain calm and leave quickly without injuring others. Yes, leave the building and shut the door to contain the fire. Yes, call for help after leaving the building. | Emergency<br>Fire Extinguisher | View the comprehensive video on "Workplace Fire Safety". Summarize the 5 sections in the video and design a power point or handbook on fire safety.<br><br>Understand the different types of fire extinguishers and practice using one. | http://www.youtube.com/watch?v=Ytyg5Ep2R0M (video on "Workplace Fire Safety")<br><br>http://www.youtube.com/watch?v=yWoiHBQhYnE (Video on how to use a fire extinguisher) |
| 14 | If someone comes into your workplace with or without a weapon and makes demands for money, what should you do? Record your answer in the text box. | If someone comes into your workplace with or without a weapon and makes demands for money, what should you do? Record your answer in the text box. | Weapon | Role play a situation that simulates a robbery – Practice reacting to the situation using the guidelines provided in the article "Stay calm during a robbery". | http://www.wikihow.com/Stay-Calm-During-a-Robbery |
| 15 | The best thing to do in a robbery is to cooperate. Don't argue or resist, especially if the assailant has a weapon. Do what is asked of you and call 911 when it is safe to do so. | | Robbery<br>Argue<br>Resist<br>911 | Summarize the correct action to take during a robbery. | http://www.bankersonline.com/articles/bhv12n12/bhv12n12a3.html |
| 16 | If a chemical gets into your eye or the eye of a co-worker, what should be done? Use the text box to record your answer. | If a chemical gets into your eye or the eye of a co-worker, what should be done? Use the text box to record your answer. | Chemical | Develop various scenarios that involve chemical spills and determine the appropriate action. | http://blink.ucsd.edu/safety/research-lab/chemical/spills/#1.-Plan-and-prepare-for-spill-r |
| 17 | If you said to flush the eye with cool water for 15 minutes, you are correct. Remember to ask someone nearby to also tell your supervisor or the manager on duty. | | Flush the Eye | Create a step by step set of directions to assist an employee with first aid for a chemical splash to the eye. | http://www.mayoclinic.com/health/first-aid-eye-emergency/FA00041 |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 18 | What should you do if the power goes out while you are working and inside a building? Record your response in the text box. | What should you do if the power goes out while you are working and inside a building? Record your response in the text box. | Power | List the emergency steps to follow when the power/electricity goes out at home, school or work. | http://www.bt.cdc.gov/disasters/poweroutage/needtoknow.asp |
| 19 | Great job, if you said, "Stay calm." If it's appropriate to leave the building, look for lighted exit signs to guide you out. Otherwise, stay where you are and wait for your supervisor to find you. And, always remember to help customers or co-workers. | | Lighted Exit Sign | Using the 4 steps to problem solving, develop a course of action when "left in the dark" or confined to a space during and after a power outage. | http://www.health.ny.gov/publications/7064/<br><br>http://www.getprepared.gc.ca/cnt/rsrcs/pblctns/pwrtgs-wtd/index-eng.aspx<br><br>http://teacher.scholastic.com/lessonrepro/lessonplans/steppro.htm |
| 20 | If your co-worker falls and is obviously injured, what should you do? What shouldn't you do? Record your answers in the text box. | If your co-worker falls and is obviously injured, what should you do? What shouldn't you do? Record your answers in the text box. | Obviously<br>Injured | | |
| 21 | Things you should do include: Call 911 for help. If the person is bleeding excessively, apply pressure to the wound. To prevent the wound from contamination, use a thick padding of clean rags or cloth. Do NOT move someone who may have a back or neck injury; this may cause more serious harm. Do NOT leave an injured person alone except to call for help. | | 911<br>Excessively<br>Apply Pressure<br>Contamination | List the basic first aid steps to follow when helping a person who has fallen down. | http://voices.yahoo.com/first-aid-falls-start-eye-scan-examination-7654150.html?cat=5 |
| 22 | Using these emergencies as examples, it's easy to understand that different situations require different responses. Thinking about how to respond BEFORE the emergency will help you be better prepared if there is an emergency. | Thinking about how to respond BEFORE the emergency will help you be better prepared if there is an emergency. | Emergency | Compile the suggestions given by the workplace mentor and others at the workplace for improving safety at the workplace. Using "think-pair-share" develop a basic first aid "tip sheet". | http://www.wikihow.com/Do-Basic-First-Aid<br><br>http://www.adlit.org/strategies/23277/ |
| 23 | **Part 2 - Emergency Action Plans** | | | | |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| 24 | By law, your employer is required to have an Emergency Action Plan. This plan should include many things. Some of these are: identify: what to do in different emergencies, where shelters and meeting places are; evacuation routes out of a building, procedures to follow when someone is injured or becomes seriously ill, and employee responsibilities. | | Emergency Action Plan<br>Evacuation Route | Compile the components needed to construct an emergency action plan. | http://emergency.oregonstate.edu/emergencymanagement |
| 25 | As a Mentor & student team, review the Emergency Action Plan. Talk about what's included in the plan and when different issues would be important to know and remember. For example, discuss in what kind of an emergency would you need to go to an agreed upon meeting place.<br>Or, what should you do if someone gets hurt on the job? Find out together where the first aid kit is kept and what's in it. Find out which employees know first aid and can administer CPR. | As a Mentor & student team, review the Emergency Action Plan. Talk about what's included in the plan and when different issues would be important to know and remember.<br><br>For example, discuss in what kind of an emergency would you need to go to an agreed upon meeting place. Or, what should you do if someone gets hurt on the job?<br><br>Find out together where the first aid kit is kept and what's in it. Find out which employees know first aid and can administer CPR. | Emergency Action Plan<br>First Aid Kit<br>First Aid<br>CPR | Develop a disaster plan/emergency plan that includes a plan of action. | http://www.disastercenter.com/guide/family.htm |
| 26 | As a Mentor/Student team, lead a fire drill or emergency evacuation. Doing this will develop leadership skills in the student-employee and help both of you be better prepared for these types of emergencies. | As a Mentor/Student team, lead a fire drill or emergency evacuation. | Fire Drill<br>Emergency Evacuation | Review the emergency procedures at the workplace. Make a list of ways to be prepared in case of an event that may occur when the mentor is not there and review the appropriate responses in a variety of situations. | http://www.bt.cdc.gov/preparedness/ |
| 27 | Interested in other ways to be better prepared for emergencies? Consider working together to train other employees. Create a "Be Prepared for an Emergency" poster for the break room, or sponsor a poster contest and encourage all employees to participate. Post emergency-related news articles in the break room and ask employees to name what went right, what went wrong, and what steps should be taken to make sure employees are better protected and prepared in the event of another emergency. | Create a "Be Prepared for an Emergency" poster for the break room, or sponsor a poster contest and encourage all employees to participate. Post emergency-related news articles in the break room and ask employees to name what went right, what went wrong, and what steps should be taken to | Emergencies<br>Prepared | Research how people react differently to emergencies. Gather the data and provide the information in a table format. | http://www.theguardian.com/education/2010/mar/16/disaster-planning-research |

| Youth Apprenticeship Core Skills & Safety Online Student Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Student Interactives In Module** | **Vocabulary in Module** | **Classroom Enhancement Strategies** | **Suggested Resources** |
| | These activities are ways to be more aware of emergencies and will help everyone be more prepared should there be an emergency. | make sure employees are better protected and prepared in the event of another emergency. | | | |
| 28 | Remember, the best way to reduce the effects of an emergency is to know ahead of time what to do should an emergency occur and practice how to best respond to the emergency. | | Reduce Emergency | Design a poster or brochure to alert others on "Tips to Responding in an Emergency Situation". | http://condofire.com/2011/09/03/how-people-react-to-emergency-situations-for-example-bear-encounters-burning-decorations-and-icy-skids/ |
| 29 | Congratulations! You have completed the "Emergency" module. Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Please insert your name on the line provided and on the next screen a certificate of completion will be generated for you. Print the certificate and include it in your Academic and Career Plan or your Portfolio. | Core skills<br>Academic and Career Plan<br>Portfolio | Discuss the creation of an "Academic and Career Plan" or "Career Portfolio". Integrate student work from the module into WISCareers, Career Cruising, WI Career Pathways, etc… | http://www.wikihow.com/Create-a-Career-Portfolio |
| 30 | (No narrative on this slide) | | | Print certificate | |
| 31 | Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes.<br>Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program.<br><br>Credits for the development of the module are given to Pamela Hilleshiem Setz of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. | | Disclaimer | Students can be directed to the Department of Workforce Development web page for more information on the youth apprenticeship program. | http://dwd.wisconsin.gov/youthapprenticeship/ |

Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz, Ph.D. of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. The YA Online Core Skill Modules were developed in the spring/summer of 2013.

# *Youth Apprenticeship Core Skills & Safety Online Modules For Mentors*

# Being a Mentor

**Mentor - Youth Apprenticeship Core Skill and Safety Online Module**

**Module 1 Overview:**

The **"Being a Mentor"** module takes approximately 30 minutes to complete.

*Students will gravitate to a mentor that cares about their success in the professional setting. It is said that great mentors are also great coaches and know how to modify behavior through positive reinforcement. This is critical because a key element of the mentoring relationship is the ability to see the student worker through the "fear factor" of the new experience. When mentors are able to see the strengths and weaknesses in themselves as well as in others, they can communicate this knowledge in a way that is motivational.*

Part 1 - Being a Mentor- In this section the mentor's roles and responsibilities are reviewed and the importance of developing a "training" plan for the student are stressed. An opportunity is given to reflect on the first job held by the mentor and how they felt in the new experience.

Part 2 - Effective Communication - It is stressed that effective communication is essential in maintaining good employee/employer relationships. Methods of giving positive and critical feedback are presented and the 4 R's of conflict resolution are highlighted.

Part 3 - Learning Styles – Information on the visual, auditory and kinesthetic types of learning styles are given to the mentor. Communicating with the student in their preferred learning style makes learning for the student clear and focused. Examples of how the learning styles can be applied in the workplace are shared.

Part 4 - Safety and Regulations- Important reminders for keeping the work environment safe are proposed to the mentor. The mentor is reminded to share the business procedures when the student worker encounters job specific, chemical, biological and health hazards. A video on the topic of safety in the workplace is included in this section.

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 1 | Welcome to this Youth Apprenticeship Mentor Module. This module has been developed to provide tips and strategies to mentors in the workplace in order to help you create a positive experience for the student working in your business. | | Core skills | YA Core Skill Modules have also been produced for the YA student. You may view any of them on the DWD YA website. | http://dwd.wisconsin.gov/youthapprenticeship/students.htm |
| 2 | Please review the components of the navigation slide. Note that in order to advance the slides you much click on the forward button on the bottom tool bar. You may also access the glossary by clicking on the button on the bottom tool bar. | | Navigation<br>Tool bar<br>Glossary | Review the navigation slide components. Specifically point out the forward/back buttons, the glossary, and closed caption option. | |
| 3 | Let's begin by "Thanking You" for being a mentor to a high school student! Without your involvement this program would not exist. | | Mentor | Details on all youth apprenticeship program can be explored on the DWD YA web page. | http://dwd.wisconsin.gov/youthapprenticeship/.htm |
| 4 | In Part 1, "Being a Mentor" - You will review your roles and responsibilities. In Part 2, It is stressed that "Effective Communication" is essential. Part 3, "Learning Styles" will share with you some theories on learning, and Part 4, "Safety & Regulations" offers important reminders for keeping the work environment safe. Let's begin with Part 1 ...simply click on the button. | | Communication<br>Learning Styles<br>Safety & Regulations | This module has 4 parts. The viewer may return to this opening slide and forward to any part of the module they did not finish or want to review without going through the entire module.<br><br>The mentor should also view the DWD video "Implementing Youth Apprenticeship at Your Workplace". | http://dwd.wi.gov/youthapprenticeship/training/module03.htm |
| 5 | **Part 1 "Being a Mentor"** | | | | |
| 6 | You should be proud that your business has made a decision to employ a student who is interested in pursuing a career in your field or industry. Students who participate in supervised work-based learning programs are exposed to all aspects of the "world of work", increase their opportunities to network with professionals, and develop positive social skills that will help them in their futures. | | Supervised Work –Based Learning Programs<br>Network<br>Social Skills | A mentor may want to overview the "21st Century Skills" identified on the "Partnership for 21st Century Skills" web page and assist the student connect each skill to the business/industry they work in.<br><br>An overview of the "21st Century Skills" can be explored on the "Partnership for 21st Century Skills" web page. This link describes the four 21st Century Skills: Core Subjects; Learning & Innovation Skills; Information, Media & Technology Skills; and Life & Career Skills. | http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 7 | Between the years of 2008 and 2018 Wisconsin's employment is projected to grow due to the creation of new jobs and retirements. At what percent do you think this growth will occur? Will it be at 6%, 8% or 10%? Click on the response you think is correct.(Pause)<br><br>The percent of growth between 2008 and 2018 is estimated to be at 8%. This equals approximately 925,000 job vacancies. If these labor market trends are accurate, we will need the help of our local business and industries to get our youth prepared for careers that are sustainable and respond to labor market needs. | Between the years of 2008 and 2018 Wisconsin's employment is projected to grow due to the creation of new jobs and retirements. At what percent do you think this growth will occur? Will it be at 6%, 8% or 10%? Click on the response you think is correct. | Labor Market Trends<br>Sustainable | With your student employee, explore the employment projections for your business/industry. See web links: "Help Wanted: Projections of Job and Education Requirements through 2018" and COWS (Center on Wisconsin Strategies). | http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/State-LevelAnalysis-web.pdf<br><br>www.cows.org |
| 8 | Students, who complete a work-based learning program and graduate from high school, are more likely to successfully complete their post secondary education in a two year associate degree program or a four year bachelor degree program. Many youth apprenticeships also lead to enrollment in the adult apprenticeship programs, trade schools and/or certificate programs. It is estimated that 61% of jobs in Wisconsin will require students to complete a post secondary education. One of your roles is to advise youth on career directions and opportunities, provide professional networks and help expand the student's career goals. | | Work-Based Learning<br>Post-Secondary Education<br>Adult<br>Apprenticeships | By 2018, 61% of Wisconsin jobs will require post-secondary education. This is 2% below the national average. Assist your student understand the important skills they need to learn to be a valuable employee in the field they are working in.<br><br>Learn more about the Wisconsin facts using the labor market information posted on the DWD web site.<br><br>Students can also gather information on post-secondary education options using the "WI Careers Pathway" web site. | http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/State-LevelAnalysis-web.pdf<br><br>http://dwd.wi.gov/<br><br>https://www.**wicareerpathways**.org<br>/ |
| 9 | You have been selected to be a mentor because you are a skilled, experienced worker who can teach students about your business and you are willing to share your experiences. Workplace mentors are one of the most critical elements which often determine the success of a youth apprenticeship student. | | Workplace Mentors | As a mentor you may want to read articles on the "Benefits of a Mentor". The resources explain why young workers need experienced co-workers to help them on the job. Ask your student employee why they have a mentor in the workplace and what their roles are. | http://online.wsj.com/article/SB10001424052702303404704577309750220810364.html |
| 10 | Your role as a mentor is to develop a training plan for the student that will allow them to experience and learn all the aspects of the job and the necessary skills. You will help the student recognize and avoid problems in their work assignments, as well as insure that they have received safety instruction. | | Training Plan<br>Safety Instruction | With the assistance of the YA Coordinator or classroom teacher, develop a training plan for the student that will allow them to experience and learn all the aspects of the job and the necessary skills. Share this with the student. | http://dwd.wisconsin.gov/dwd/publications/dws/youthapprenticeship/detw_9654_p.pdf |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 11 | A student may work with multiple mentors while they rotate among various departments but there should always be one key person assigned to the student who will monitor their progress and who will regularly evaluate the student. Students participating in the youth apprenticeship program need the mentor at the work-site to rate the work-based competencies in the skill standards checklist. This will occur approximately every four weeks. Your student will have a list of competencies and learning objectives identified for you that will indicate what they are expected to learn on the job. | | Monitor<br>Evaluate<br>Work-Based Competencies | Your student will have a list of competencies and learning objectives already identified that they are expected to learn on the job. Establish a time when together you will assess the work-based competencies in the skill standards checklist. This will occur approximately every four weeks and be used to assign the student a grade in their school program. | http://dwd.wisconsin.gov/youthapprenticeship/programs.htm |
| 12 | You will want to establish a calendar with your student. This will identify the days the student will be working, evaluation periods, and school activities. As the mentor, it is critical that you remember that you are employing a student who is balancing a full load of classes, work, family life and a social life with their friends. The student should remain involved in student activities in their high school. With your help they will learn to balance personal, social, school and work. ...In the text box, list any special calendar activities that you should share with the student such as your vacation dates, employee cookouts, days the business is closed, or safety trainings dates. | | Balance | Establish a work schedule/calendar with your student.<br><br>The publication "Planning a Youth Apprenticeship: A calendar for participants" is a helpful resource for the mentor and student. (See DWD YA web page ) | http://dwd.wisconsin.gov/dwd/publications/dws/youthapprenticeship/detw_16652_p.pdf |
| 13 | As you think about your role as a mentor, reflect back to your first job in high school. Were you nervous when you began your new job? Did you have an adult that helped you learn your job? Were you given feedback? Did you receive safety instructions? Did someone share an employee handbook with you? Did you know who to go to when you had a question? How long did it take you to be proficient at the tasks you were given? Do you remember how people helped you? | As you think about your role as a mentor, reflect back to your first job in high school. Were you nervous when you began your new job? Did you have an adult that helped you learn your job? Were you given feedback? Did you receive safety instructions? Did someone share an employee handbook with you? Did you know who to go to when you had a question? How long did it take you to be proficient at the tasks you were given? Do you remember how people helped you? | Mentor<br>Reflect<br>Employee Handbook<br>Proficient | Ask your student employee to research articles such as "10 tips for Starting Your Job Out on the Right Foot". Have the student summarize the main tips they determined important to being successful at your workplace. | http://money.usnews.com/money/blogs/outside-voices-careers/2012/10/31/10-tricks-to-starting-your-new-job-on-the-right-foot |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 14 | During the first week with the student be sure that you share the employee handbook and go over rules and regulations that all employees are expected to follow. Discuss procedures related to parking, go over the check in and checkout process used by the employees, determine how you will communicate with one another in case the student is ill or a serious conflict occurs and the student is unable to attend work. What are some other important topics you should cover with the student? List you topics in the text box. | Discuss procedures related to parking, go over the check in and checkout process used by the employees, determine how you will communicate with one another in case the student is ill or a serious conflict occurs and the student is unable to attend work. What are some other important topics you should cover with the student? List you topics in the text box. | Rules & Regulations<br>Conflict | If your business does not have a formal employee handbook, several web sites offer suggestions on topics to discuss with the student. With the mentor's assistance, the student may be assigned the task of creating a set of guidelines, policies, procedures and/or rules that will be followed at the worksite. | http://humanresources.about.com/od/handbookspolicies/a/sample_handbook.htm |
| 15 | Explain the company dress code and list specific dress regulations, such as steel toed boots, no open toed shoes, long sleeved shirts, acceptable jewelry, no visible tattoos or piercings, and uniforms if required. If students need their own tools, safety glasses, safety helmets, laptop computers or other types of equipment be sure to share this with the student and the youth apprenticeship coordinator. Check off the items that are included in your business's dress code. | Check off the items that are included in your business's dress code. | Dress Code<br>Dress Regulations | The mentor or the human resources manager should explain the company dress code and list specific dress regulations the student should follow.<br><br>"Dress for Work Success: A Business Casual Dress Code" is an article that could be used to model a dress code policy after.<br><br>You Tube videos can be used to help students understand when their dress is inappropriate for work. | http://humanresources.about.com/od/workrelationships/a/dress_code.htm<br><br>http://www.youtube.com/watch?v=M2_JAFIqgJQ |
| 16 | Don't forget to provide the student worker with a tour of your facility and identify restricted areas that they should not enter or that they need permission to access. Introduce your student to as many employees as possible so they are well known by your employees and are recognized while in your building. The more people the student becomes familiar with the more likely they are to feel comfortable at your workplace. | | Restricted Areas<br>Permission | Provide the student worker with a tour of your facility and identify restricted areas that they should not enter or that they need permission to access.<br>Introduce your student to as many employees as possible so they are well known by your employees and are recognized while in your building. | |
| 17 | Encourage your employees to talk to the student and make them feel welcome. Have them ask the student about their interests in and out of school. This will help others determine any common interests that they have with the student and provide them with conversation topics throughout the day and | | Conversation | Encourage your employees to talk to the student employee and make them feel welcome. Making the student feel welcome is one of the key foundations for building a successful relationship. | http://www.youtube.com/watch?v=tJRO-HGGErk |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| | during breaks. Several topics for beginning conversations with your students may be related to their interest in sports, athletics, student organizations, community service, volunteer experiences, clubs and activities. Making the student feel welcome is one of the key foundations for building a successful relationship. | | | If the student is having difficultly talking with co-workers, suggest they research videos and articles such as the YouTube video "Start a conversation when you having nothing to talk about". | |
| 18 | As the mentor, you are responsible for the student learner. Provide them with support, encouragement, direction and knowledge. Teach the student what they need to know about your profession. Look for strengths in the student's performance and give them spontaneous feedback. Set a good example for the student and provide them with positive learning opportunities. | | Profession<br>Support<br>Encouragement<br>Direction<br>Spontaneous Feedback | Provide the student with support, encouragement, direction and knowledge. Teach the student what they need to know about your profession. Together with the student, identify strengths in the student's performance and give them appropriate feedback. | http://ideas.time.com/2013/03/18/four-ways-to-give-good-feedback/ |
| 19 | **Part 2 - Effective Communication** | | | | |
| 20 | Communication is an ongoing process in which there is an exchange of information, thoughts, feelings, ideas and attitudes. Communication skills on the job involve speaking and listening, writing and analyzing written work, as well as gesturing and interpreting the body language of others. The development of good communication between you and your student worker is essential. | | Communication<br>Attitudes<br>Analyzing Written Work<br>Gesturing<br>Interpreting Body Language | Communication is important at the workplace. Students can learn a lot by watching others at work and following their good communication examples. Articles such as "The Importance of Communication in the Workplace" can be shared with the student worker. | http://www.buzzle.com/articles/importance-of-communication-in-the-workplace.html |
| 21 | A mentor must be able and willing to listen to a young person, explain complex concepts to a beginner, and empathize with a student who may be dealing with multiple stresses at school and at home. | | Complex Concepts<br>Empathize<br>Stresses | Encourage the student employee to ask questions, Listen to their responses, explain complex concepts with simple answers, and empathize with a student who may be dealing with multiple stresses at school and at home. Keep the lines of communication open. | http://www.huffingtonpost.com/2013/03/04/school-stress-8-awesome-w_n_2806869.html |
| 22 | Every employee's experience in the workplace is enhanced when effective communication skills are used. Employers rank communication as the FIRST "must have" skill of an employee. You will need to apply verbal, non-verbal, written and listening skills when communicating with the student. | | Verbal<br>Non-Verbal | Model for the student good business writing techniques that are used in your business/industry. Create a task where the student can duplicate your writing technique. | http://www.dailywritingtips.com/business-writing-101/ |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 23 | Asking questions is a big part of communication in the workplace. Asking the right questions is done by selecting thoughtful words and phrases. If you have a question about a task the student is performing, about their behavior or attitude, or about their schedule be sure to address the issue right away. The "teachable moment" can be created by asking a question and giving the student an opportunity to clarify their actions. | | Teachable Moment | If you have a question about a task the student is performing, about their behavior or attitude, or about their schedule be sure to address the issue right away. The "teachable moment" can be created by asking a question and giving the student an opportunity to clarify their actions. For example, every Monday ask the student 2-3 questions to check for understanding. | http://blog.penelopetrunk.com/2010/05/06/five-tips-for-asking-better-questions/ |
| 24 | As a mentor you will be delivering praise, constructive criticism and feedback. Praise is an expression of approval. Constructive criticism is intended to identify and find solutions to problems in a positive way. Feedback is providing information about a person's performance of a task. Say the following to your students..." I would like to praise for....", "I have constructive criticism to share...." or "I would like to offer my feedback..." | | Praise<br>Constructive Criticism<br>Feedback | As a mentor you will deliver praise, constructive criticism and feedback. Suggest the student log the feedback they are given so they have it to reflect on. | http://www.faculty.londondeanery.ac.uk/e-learning/appraisal/productive-praise-and-constructive-criticism |
| 25 | When providing a student with constructive criticism or less than positive feedback, follow these suggestions: Always clearly state the reason for the concern. Describe specifically what you are seeing. State your reactions. Provide the student with an opportunity to respond. Agree on a corrective action and Conclude with a positive statement. | | Constructive Criticism<br>Corrective Action | Mentors can provide constructive criticism or less than positive feedback, by following these suggestions: Always clearly state the reason for the concern. Describe specifically what you are seeing. State your reactions. Provide the student with an opportunity to respond. Agree on a corrective action and Conclude with a positive statement. (See the web page: How to Give Constructive Feedback in 6 Easy Steps") | http://info.profilesinternational.com/profiles-employee-assessment-blog/bid/102602/How-To-Give-Constructive-Feedback-in-6-Easy-Steps |
| 26 | For practice, identify each statement and match it to one of the terms: praise, constructive criticism or feedback. Click on the answer you feel be fits. 1. The records show that you are feeding the animals too much. You are not measuring correctly. I'll demonstrate how to use the measuring tools and then let's practice it together. - Praise, Constructive Criticism, or Feedback 2. Mr. Jones told me that you have been on time everyday this month and that you are putting in the extra time needed to learn how to operate the new machine. | For practice, identify each statement and match it to one of the terms: praise, constructive criticism or feedback. Click on the answer you feel be fits. | Praise<br>Constructive Criticism<br>Feedback | Mentors can find examples of praise, criticism and feedback in several resources, such as the book "Business Etiquette for Dummies". Encourage the student to log praise, criticism and feedback and design an appropriate plan of action to address concerns if needed. | http://books.google.com/books?id=yvVPTD4Cv84C&pg=PA35&lpg=PA35&dq=giving+and+receiving+praise+and+criticism&source=bl&ots=x2cXAAQbfX&sig=iyKdTOc5Gc6ah0-ceSSFKEpGcvU&hl=en&sa=X&ei=WSX_UbiBBaONygHe64HYAg&ved=0CEIQ6AEwAw# |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| | Your commitment and hard work is appreciated! - Praise, Constructive Criticism, or Feedback 3. The customer you just waited on shared with me how helpful you were and they appreciated the time you spent with them in making a product suggestion. - Praise, Constructive Criticism, or Feedback | | | | v=onepage&q=giving%20and%20receiving%20praise%20and%20criticism&f=false |
| 27 | It has been suggested that 60 to 70 percent of all non-verbal communication is derived from your body language. Body language is a form of non-verbal communication that consists of facial expressions, eye movements, gestures, and posture. Being a good listener can be demonstrated through your body language. | | Non-Verbal Communication<br>Body Language<br>Gestures<br>Posture | 60 to 70 percent of all non-verbal communication is derived from your body language. The web page "Wiki How" offers pictures and descriptions on 7 common body language postures.<br>If your student worker does not pick up on the non-verbal messages they are given, point them out to them. | http://www.wikihow.com/Read-Body-Language |
| 28 | When the student is asking a question or sharing a concern with you, here are some tips to help you become a better listener: maintain eye contact with the speaker; do not interrupt the speaker; nod your head to indicate that you are understanding; wait two seconds after the person finishes speaking to make sure they have completed their thought; and repeat the main idea back to them. After the speaker has finished, this is the time to ask appropriate questions. Having good non-verbal body language is important as it lets the student know that you are interested. Make a check mark by the listening tip that you are pretty good at and always put into practice! | Having good non-verbal body language is important as it lets the student know that you are interested. Make a check mark by the listening tip that you are pretty good at and always put into practice! | Eye Contact<br>Non-Verbal Body Language | Everyone one can become a better listener through practice.<br>Non verbal communication using body language can become easier to read after practice and/or reviewing reference materials. Check for understanding by asking the student to describe any non-verbal messages they have received during the week. | http://www.wikihow.com/Be-a-Good-Listener<br><br>http://en.wikipedia.org/wiki/Body_language |
| 29 | Every profession incorporates writing into their jobs. If you were writing a note to the student informing them of the tasks you want them to complete or you are asking for their input ... start by using your student's name. You can use a memo or bullet format. Use professional vocabulary in your note so the student becomes familiar with the terms. Be clear, to the point and maintain a friendly tone in your note. Don't forget to sign your name and date your note and indicate if you want the student to follow up with you or another employee. It is also recommended that you include the information for a second contact in case the student has questions and you are not available. | | Bullet Format<br>Professional Vocabulary | When writing a note to the student make it as complete and direct as possible. Your written note will become a sample for the student to follow. In the written note inform them of the tasks you want them to complete, share a comment with them or ask them to put in writing their thoughts on a topic.<br><br>Have the student reply back to you in writing. | http://www.dailywritingtips.com/business-writing-101/ |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 30 | Most businesses, co-workers, families and friends use electronic communication every day. You may find that phoning, texting or e-mailing is a fast, efficient way for you to communicate with your student worker. Be sure to have a conversation with the student and agree on how you will communicate with them. If using e-mail it may also be valuable to include the student's parents or the youth apprenticeship coordinator in your message. This quickly keeps everyone up to date on possible schedule changes or concerns that you have. | | Electronic Communication | Have a conversation with the student and agree on how both of you will electronically communicate. If using e-mail it may be valuable for the mentor and student to include the student's parents or the youth apprenticeship coordinator in your message and reply. | http://www.mindtools.com/CommSkll/EmailCommunication.htm (tips for writing e-mail messages) http://jerz.setonhill.edu/writing/e-text/email/(tips for writing e-mail messages) |
| 31 | It may be a good idea to keep a copy of all communication with the student. Mentors can create an electronic file through an e-mail program or print out hard copies. At some point, you and the student may want to look back on what was said in case of confusion or a misunderstanding. | | Electronic file<br>Confusion<br>Misunderstanding | The mentor and student employee should keep a copy of all communication with one another.<br><br>Have the student create an electronic file through an e-mail program to store the communications or print them out as paper copies. | http://www.asianefficiency.com/email-management/simple-guide-to-managing-your-email/ (storing e-mail efficiently) |
| 32 | Conflict and disagreement within members of a team may arise due to work pressures, deadlines, unclear expectations, personality clashes and miscommunication. Often employees are not trained to effectively manage conflicts. One suggestion is to use the 4-R method for conflict resolution. The 4 R's are reason, reaction, result and resolution. 1) Explore the reasons for the conflict. 2) Identify destructive and constructive reactions. 3) List the results that will occur if the conflict is settled and 4) Select the best resolution for all that are involved. | | Work Pressures<br>Deadlines<br>Unclear Expectations<br>Personality Clashes<br>Conflict Resolution | Identify a method for conflict resolution, such as the 4 R Model. Using sample situations, practice using a model with the student employee before conflict arises. | http://www.ehow.com/list_6765992_4-rs-understanding-conflict_.html |
| 33 | In review, remember to state all directions and instructions clearly either verbally or in writing to the student, check for understanding by asking questions, and ask the student to repeat back to you what you have stated in order to assure they received your message correctly. Schedule time to talk with the student, their parents, and the youth apprenticeship coordinator. Establishing an open line of communication with your student worker will not only help both of you achieve the objectives of the program but it will assure that you establish a positive relationship. | | Check for Understanding | As a mentor, state all directions and instructions clearly either verbally or in writing to the student, check for understanding by asking questions, and ask the student to repeat back to you what you have stated in order to assure they received your message correctly.<br><br>Practice these skills weekly. | http://www.dol.gov/odep/topics/youth/softskills/Communication.pdf |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 34 | **Part 3 - Learning Styles** | | | | |
| 35 | As a mentor, one of your tasks is to teach your student about all aspects of your industry and assist them with skill development. When teaching your youth apprenticeship student...Start by understanding what motivates them! | | Skill Development | Motivating your student worker to be the best they can be can be accomplished using the "5 principles of WAVES". This acronym is outlined in the article "5 Principles for Motivating Today's Young Workforce". | http://www.reliableplant.com/Read/13082/five-principles-for-motivating-today's-young-workforce |
| 36 | For some students, just being a member of a team and feeling connected to others at the workplace is motivating. When working with these students, you want to be sure they are introduced to those that they will be working with.<br><br>Some students have a desire for self-improvement and learning. You can motivate this student by providing challenges to them and help them set a goal to achieve. This student might also like to be involved in employee training opportunities. | | Member of a Team<br>Feeling Connected | Have a conversation with the student employee to determine what motivates them to learn, to stay interested in the job, and why they are pursuing a career in this field. Ask the student to create a list of their intrinsic motivators and extrinsic motivators to share with you.<br>Articles such as "Five Ways to Motivate Others" and "10 Secrets to Motivating Teenagers" are helpful in offering suggestions when working with youth. | http://www.solveyourproblem.com/motivation/ways-to-motivate-others.shtml<br><br>http://www.workhappynow.com/2008/06/10-secrets-to-motivating-teenagers/ |
| 37 | Incentives are motivating for some students. They may be motivated by prizes, rewards or recognition. Earning a certificate or qualifying for a drawing could be motivating for this type of student.<br>In the text box, write 2 ways that you motivate your employees. | In the text box, write 2 ways that you motivate your employees. | Recognition | Identify ways that you and/or your business motivate your employees. What types of incentives are used in your workplace? Ask the student to identify incentives given at a workplace, as this may be a new concept for them. | http://www.sba.gov/community/blogs/community-blogs/small-business-matters/get-more-your-team-5-employee-incentive-progr |
| 38 | When you are teaching a new skill to a student worker it is important to remember that people learn in different ways. Following these steps may help you in working with your student. Always begin with some basic questions to find out what the student already knows. Explain the task in detail. Demonstrate the task. Allow the student to try the task under your supervision. And continually check for progress and offer feedback. | | Learn in Different Ways<br>Supervision<br>Check for progress<br>Feedback | People learn in different ways. If you are unaware of your preferred learning style – take the learning styles inventory on the web page listed.<br>Have the student take the inventory too or identify their learning style preference to you. | http://sunburst.usd.edu/~bwjames/tut/learning-style/ |
| 39 | For our purposes, there are 3 main learning styles. They are visual, auditory and kinesthetic. Being aware of these styles may help you when teaching a new skill or task to a student. You may have to teach and provide information to your student worker using several different styles. | | Learning Styles<br>Visual<br>Auditory<br>Kinesthetic | When teaching a new skill and providing information to your student worker use several different learning style methods, such as visual, auditory and kinesthetic. | http://sunburst.usd.edu/~bwjames/tut/learning-style/ |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| | Students learn better and quicker if the teaching method used matches their preferred learning style. | | | Ask the student to identify their preferred method of learning. | |
| 40 | Visual learners prefer to be able to see written directions, pictures or diagrams of what you want them to do. If you can provide the student with a set of directions, a manual, a written reference, a step by step check list or a diagram of the task they will perform it better. When a student is an auditory learner, they will want you to provide them with verbal instructions. They will learn best if you talk them through the process and have a discussion with them about the task. Students who are auditory should repeat back to you what they are to do to assure they have heard the directions correctly. | | Visual Learner<br>Diagram of a Task<br>Auditory Learner<br>Discussion | As a mentor you may want to design your presentations for a variety of learning styles: Visual learners prefer to be able to see written directions, pictures or diagrams of what you want them to do. When a student is an auditory learner, they will want you to provide them with verbal instructions. | http://sunburst.usd.edu/~bwjames/tut/learning-style/ |
| 41 | Kinesthetic learners like to be able to perform the task and practice it with your help. They learn best if you provide them with a demonstration and have them do the task with you step by step. If you can provide a handout on the task, they will often take notes or draw pictures as you are demonstrating. Kinesthetic learners like to use their hands. The more activity they experience while doing a skill, the better and faster they will learn it. | | Kinesthetic Learner<br>Demonstration | Kinesthetic learners like to be able to perform the task and practice it with your help. For your student employee consider breaking a task down into small procedures and practice each with them to assure understanding. | http://sunburst.usd.edu/~bwjames/tut/learning-style/ |
| 42 | When hiring a youth with a disability, it is important to not only know the students preferred learning style but to identify a variety of instructional strategies that will help the student accomplish the program goals. | | Youth With a Disability<br>Instructional Strategies | The mentor, student with a disability and YA Coordinator should develop a work plan designed around the student's preferred learning style. If the business/industry has policy on working with youth with disabilities this should be shared with all YA parties. The mentor can read the testimonial from the Safeway Grocery chain on hiring youth with disabilities.<br>A variety of learning strategies to use with youth with disabilities are also outlined in the booklet "Skills to Pay the Bills" | http://www.ncset.org/publications/essentialtools/ownwords/part10.asp<br><br>http://www.ncset.org/<br>http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf |
| 43 | Share with your student a quote from Albert Einstein; he said "Anyone who has never made a mistake has never tried anything new." This quote will reassure the student that it will take time to become proficient at their new tasks. Did you know that several famous people have been unsuccessful at some point in their live? | Did you know that several famous people have been unsuccessful at some point in their live? | Mistake<br>Unsuccessful | Mistakes happen at the workplace to beginning employees and veteran employees. Both mentor and student should remember that what is important is that the student worker learn from their mistakes and not repeat them. | http://suite101.com/article/how-to-correct-workplace-mistakes-a116972 |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| | Who is the author who lived on welfare for years in an apartment infested with mice? (It is J.K. Rowling author of the Harry Potter books). What famous person was defeated seven times while running for political office (It was Abraham Lincoln.) and What famous athlete was cut from the varsity basketball team his sophomore year in high school (It was Michael Jordan.) | | | Have the student log mistakes that are made and outline a correction plan that could be followed if a similar situation happened again. | |
| 44 | The student worker will increase their self esteem and gain a sense of competence by taking on new challenges and succeeding in them. When they complete a task or project correctly and reach the goal they've been seeking, the student will gain a sense of pride in their capabilities. As you listen and communicate with your student you will determine ways to make learning a clear, focused and successful experience. | | Competence<br>Challenges | The American Society for Training and Development (ASTD) stresses that employers are looking for competencies in young workers: Self-motivation & discipline; effective communication; learning agility; self-awareness; and adaptability.<br>Together, Identify these competencies in your student employee. | http://people.cpp.com/rs/cpp/images/Preparing-Todays-Youths.pdf<br>(5 competencies in young workers report "Preparing Today's Youth For Tomorrow's Workplace") |
| 45 | **Part 4- Safety and Regulations** | | | | |
| 46 | As a mentor, the safety of your student is a primary concern for you. Review with the student the hazards in your business related to safety, chemical, biological and health. Also review the emergency procedures for weather and other situations. | | Safety<br>Chemical Hazards<br>Biological Hazards<br>Emergency Procedures | Review with the student the hazards in your business related to safety, chemical, biological and health. Also review the emergency procedures for weather and other situations. Encourage the student to define and write these hazards down in an electronic device or on paper. | http://www.takeonestep.org/pages/yoursafety/safenotsorry/workplacehazards.aspx<br>http://www.youtube.com/watch?v=b-56meby9fw |
| 47 | You must comply with all state child labor laws. These can be found on the Department of Workforce Development web page or consult your Youth Apprenticeship Coordinator. The "Guide to Wisconsin Child Labor Laws" booklet identifies when the student can work, the number of hours, liability, and prohibited equipment and tasks. | | Child Labor Laws | Mentors and students should be aware of the Wisconsin child labor laws. The "Guide to Wisconsin Child Labor Laws" booklet identifies when the student can work, the number of hours, liability, and prohibited equipment and tasks. | http://dwd.wisconsin.gov/dwd/publications/erd/pdf/erd_17231_p.pdf |
| 48 | Stress safety to supervisors who give teens their job assignments and encourage supervisors to set good safety examples. Train young workers to put safety first. Give them instructions for each task. Provide a demonstration and practice time. Show students the safety precautions to take. Point out possible hazards and Lead by example. | | Safety First | Train youth workers in your business/ industry to put safety first. Share with them OSHA and Wisconsin Child Labor laws related to safety. | http://www.youtube.com/watch?v=6FtZ6j_TBAs |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 49 | Noise, radiation, heat or cold, repetitive movements, heavy lifting, harassment, and stress are less obvious health hazards. The effects of these hazards may not cause problems right away, but sometimes they become noticeable over time. Take preventative measures to ensure your work environment is safe and talk with your student about "unseen" hazards too. | | Radiation<br>Repetitive Movements<br>Harassment<br>Stress<br>Health Hazards | Take preventative measures to ensure your work environment is safe and talk with your student about "unseen" health hazards too. Have the student define "unseen" hazards to assure understanding.<br>Mentors should share policy and injury prevention strategies with student employees. | http://www.nolo.com/legal-encyclopedia/repetitive-stress-injuries-workplace-32281.html (repetitive motion injury)<br><br>http://www.cdc.gov/niosh/docs/99-101/<br>(job stress)<br><br>http://www.dhrm.utah.gov/training/unlawfulharassment/uhpHandbook.pdf<br>(harassment prevention) |
| 50 | In summary, think about the steps for a task that you do on a regular basis, such as putting gasoline in a car or making a pot of coffee. Write these steps down and try not to forget any steps. Keep in mind that someone else will complete the task based on your instructions. You can add pictures, graphics and visual objects. This exercise is good practice for you, as it forces you to break down a task before you explain it to another person. | Think about the steps for a task that you do on a regular basis, such as putting gasoline in a car or making a pot of coffee. Write these steps down and try not to forget any steps. You can add pictures, graphics and visual objects. | Breakdown a Task | It is critical to breakdown a task before you explain it to another person. Outline the task with bullet points (in writing or with diagrams) as you explain it to the student employee. Have the student demonstrate each component of the task to you. | http://www.muskingum.edu/~cal/database/general/attention3.html<br>(Breaking down work tasks) |
| 51 | As a mentor you will put the student at ease, motivate them to do their best, and build the learner's interest in your occupation. Your Youth Apprenticeship student will be on a steep learning curve but with your guidance and feedback, they will soon be an independent worker and will be an asset to your business. As a mentor you will...Motivate, Explain, Demonstrate, and Evaluate your student...so they can become the best they can be! Thank You for your involvement in the Youth Apprenticeship program in the state of Wisconsin. | | Motivate<br>Independent Worker<br>Asset to Your Business | To review the YA Core Skill Modules produced for the YA student go to the DWD YA website. Student module topics include:<br>Applying Your Knowledge & Skills,<br>Communication is Key,<br>Workplace Professionalism,<br>Being An Effective Team Member,<br>Security & Safety in the Workplace, and<br>Emergencies at Work. | http://dwd.wisconsin.gov/youthapprenticeship/students.htm |
| 52 | Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. | | Disclaimer | For more information on the youth apprenticeship program and competencies, refer to the Department of Workforce Development web page for Youth Apprenticeship. | http://dwd.wisconsin.gov/youthapprenticeship/ |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Being A Mentor* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (30 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor &/or To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| | Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. | | | | |

Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz, Ph.D. of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. The YA Online Core Skill Modules were developed in the spring/summer of 2013.

# Emergencies at Work

**Mentor - Youth Apprenticeship Core Skill and Safety Online Module**

**Module 2 Overview:**

The **"Emergencies at Work - Information for Mentors"** module will take approximated 20 minutes to complete.

*An emergency is any unplanned event that threatens employees, customers or the public; that shuts down business operations; or that causes physical or environmental damage. Teaching students about the various types of emergencies prepares them for a variety of uncommon situations. The emergency action plan can be created by the student and mentor to outline steps that they will follow in case of a hostile, physical or environmental event occurs at the workplace.*

Part 1- Dealing with Emergencies - Mentors will learn about the different kinds of emergencies that should be shared with the student worker and offer a variety of ways to handle these situations. A focus of the section is on weather, fire and health related emergencies. Mentors should share the employee handbook with the student and point out practices and procedures recommended by the business when uncommon events occur. Practice scenarios are provided for the mentor and can be shared with the student.

Part 2 – Emergency Action Plans - Information on what an emergency action plan is and the importance of having an emergency action plan in place at the workplace is stressed. Regulations mandate that employers are responsible for providing a workplace free from serious recognized hazards and comply with standards, rules and regulations issued under the OSHA Act. Mentors are encouraged to create emergency action plans with the student. Suggested activities are given to help make student workers aware of emergencies at the workplace and initiate a plan if needed.

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 1 | Welcome to this Youth Apprenticeship Mentor Module. This module is developed to provide tips and strategies related to dealing with emergencies that occur at the workplace. Not only do your student workers depend on you for information, they also need your guidance in order to learn to be level-headed and thoughtful when dealing with an emergency. By developing skills such as these, student workers will gain confidence and their work experience will be positive. | | Core skills | YA Core Skill Modules have also been produced for the YA student. You may view any of them on the DWD YA website | http://dwd.wisconsin.gov/youthapprenticeship/students.htm |
| 2 | Please review the components of the navigation slide. Note that in order to advance the slides you must click on the forward button on the bottom tool bar. You may also access the glossary by clicking on the button on the bottom tool bar. | | Navigation<br>Tool bar<br>Glossary | Review the navigation slide components. Specifically point out the forward/back buttons, the glossary, and closed caption option. | |
| 3 | If there was an emergency while you and your student were working, would your student know what to do? In Part 1, we will learn about different kinds of emergencies and consider ways to handle these situations. In Part 2, we will learn about Emergency Action Plans. | | Emergencies<br>Emergency Action Plan | This module has 2 parts. The viewer may return to this slide and forward to any part of the module they did not finish or want to review without going through the entire module. | |
| 4 | **Part I Dealing with Emergencies** | | | | |
| 5 | What is an emergency? An emergency is any unplanned event that threatens employees, customers, or the public; that shuts down business operations; or that causes physical or environmental damage. | | Emergency<br>Environmental Damage | Expand a definition of an emergency based on the workplace circumstances. | http://en.wikipedia.org/wiki/Emergency |
| 6 | Tornadoes, fires, power outages, explosions, and floods are all examples of an emergency. Serious illness or injury, an act of violence, a robbery, a chemical spill, or a bomb threat can also create an emergency situation. | | Emergency<br>Act of violence<br>Chemical Spill Threat<br>Bomb | Expand a definition of an emergency based on the workplace circumstances | http://emergency.oregonstate.edu/emergencymanagement |
| 7 | Emergencies are reported in the news and on TV every day. Most of the time, we think that situations like these won't happen where we work or happen to us. | | Emergencies | | |
| 8 | The best way to reduce the effects of an emergency is to know ahead of time what to do in each kind of emergency and to practice proper procedures. It is hard to think clearly and logically in a crisis. Practice helps us remember what we should do. The Fire Drills and Evacuation Drills done during school are a way to help you train your brain to respond in an emergency! | | Emergency<br>Logically<br>Crisis<br>Evacuation | Create a variety of workplace scenarios that involve emergencies. Using a "fishbone" graphic organizer, outline the steps to take to be most effective in the situation. | http://clubindustry.com/blog/how-react-emergency<br><br>www.Createagraph.com |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 9 | How much do you already know about responding to an emergency? In the text box, explain how each of the following emergencies should be handled. | How much do you already know about responding to an emergency? In the text box, explain how each of the following emergencies should be handled. | Emergency | With your student worker, develop simple guidelines to follow at the workplace in case of an emergency. | http://www.wikihow.com/React-in-an-Emergency |
| 10 | While you are working, the tornado sirens go off. What should you do? Record your answer in the text box. | While you are working, the tornado sirens go off. What should you do? Record your answer in the text box. | Tornado Siren | If you do not have emergency posters in your workplace, request you student to publish a flyer or poster detailing how to proceed in extreme weather conditions, such as a tornado, snow storms, or hurricane…. when they are on the job. | https://www.osha.gov/dts/weather/tornado/ |
| 11 | Does your answer include the following? Go to the lowest level of the building. Sit against an interior wall and away from any windows. Help customers and other workers get to a safe place. Stay put until the sirens stop or a supervisor tells you it's safe to return to work. | Does your answer include the following? Go to the lowest level of the building. Sit against an interior wall and away from any windows. Help customers and other workers get to a safe place. Stay put until the sirens stop or a supervisor tells you it's safe to return to work. | Interior Wall<br>Siren | Publish the flyer or poster developed by the student in the workplace – make sure it correctly details how to proceed in extreme weather conditions, such as a tornado, snowstorm or hurricane. | https://www.osha.gov/dts/weather/tornado/<br><br>https://www.osha.gov/SLTC/emergencypreparedness/guides/hurricane.html |
| 12 | If you smell smoke and suspect a fire burning somewhere in the building, what should you do? Check the best answers. Tell your supervisor or the manager on duty. Alert others; help them leave the building. Ignore the smell, it's no big deal. Pull the fire alarm, if there is one. Use a fire extinguisher, if the fire is small and the extinguisher is easily accessible. Scream, push people out of your way, and run as fast as you can. Get out of the building and shut the door. Call for help after leaving the building. | Check the best answers. Tell your supervisor or the manager on duty. Alert others; help them leave the building. Ignore the smell, it's no big deal. Pull the fire alarm, if there is one. Use a fire extinguisher, if the fire is small and the extinguisher is easily accessible. Scream, push people out of your way, and run as fast as you can. Get out of the building and shut the door. Call for help after leaving the building. | Alert Others<br>Fire Extinguisher<br>Accessible | Ask the student worker to publish a flyer or poster detailing how to proceed if one smells smoke or can see fire at the workplace. Post this to the company web page | http://www.disastercenter.com/guide/fire.html<br><br>http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=307&cat_id=117&article_set=10325 |
| 13 | While not every fire requires help from the fire department, it is better to call for help than to underestimate the emergency. Check your responses to this emergency.<br>Yes, tell your supervisor or the manager on duty - immediately! Yes, alert others and, if necessary, help them leave the building. | Check your responses to this emergency. Yes, tell your supervisor or the manager on duty - immediately! Yes, alert others and, if necessary, help them leave the building. | Emergency<br>Fire Extinguisher | Ask your student to view the comprehensive video on "Workplace Fire Safety".<br>Have them summarize the 5 sections in the video and design a power point or handbook on fire safety. | http://www.youtube.com/watch?v=Ytyg5Ep2R0M (video on |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| | Never just ignore the smell, it may be a very big deal! Use a fire extinguisher, if the fire is small, the extinguisher is easily accessed and the fire easily contained. No, don't scream and push people out of your way. Try to remain calm and leave quickly without injuring others. Yes, leave the building and shut the door to contain the fire. Yes, call for help after leaving the building. | Never just ignore the smell; it may be a very big deal! Yes, pull the fire alarm, if there is one. Use a fire extinguisher, if the fire is small, the extinguisher is easily accessed and the fire easily contained. No, don't scream and push people out of your way. Try to remain calm and leave quickly without injuring others. Yes, leave the building and shut the door to contain the fire. Yes, call for help after leaving the building. | | Teach them about the different types of fire extinguishers used in the business or industry and have them practice using one. | "Workplace Fire Safety") http://www.youtube.com/watch?v=yWoiHBQhYnE (Video on how to use a fire extinguisher) |
| 14 | If someone comes into your workplace with or without a weapon and makes demands for money, what should you do? Record your answer in the text box. | If someone comes into your workplace with or without a weapon and makes demands for money, what should you do? Record your answer in the text box. | Weapon | Roles play a situation that simulates a robbery with the student. Practice reacting to the situation using the guidelines provided in the article "Stay calm during a robbery" or your own company guidelines | http://www.wikihow.com/Stay-Calm-During-a-Robbery |
| 15 | The best thing to do in a robbery is to cooperate. Don't argue or resist, especially if the assailant has a weapon. Do what is asked of you and call 911 when it is safe to do so. | | Robbery<br>Argue<br>Resist<br>911 | Based on best practice for your business/ industry, summarize to the student the correct action to take during a robbery. | http://www.bankersonline.com/articles/bhv12n12/bhv12n12a3.html |
| 16 | If a chemical gets into your eye or the eye of a co-worker, what should be done? Use the text box to record your answer. | If a chemical gets into your eye or the eye of a co-worker, what should be done? Use the text box to record your answer. | Chemical | Develop various scenarios that involve chemical spills and have the student determine the appropriate action. | http://blink.ucsd.edu/safety/research-lab/chemical/spills/#1.-Plan-and-prepare-for-spill-r |
| 17 | If you said to flush the eye with cool water for 15 minutes, you are correct. Remember to ask someone nearby to also tell your supervisor or the manager on duty. | | Flush the Eye | Create a step by step set of directions to assist a student employee with first aid for a chemical splash to the eye. Be sure to post these steps in the area that they work. | http://www.mayoclinic.com/health/first-aid-eye-emergency/FA00041 |
| 18 | What should you do if the power goes out while you are working and inside a building? Record your response in the text box. | What should you do if the power goes out while you are working and inside a building? Record your response in the text box. | Power | Brainstorm with the student a list of the emergency steps to follow when the power/electricity goes out at the workplace. | http://www.bt.cdc.gov/disasters/poweroutage/needtoknow.asp |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 19 | Great job, if you said, "Stay calm." If it's appropriate to leave the building, look for lighted exit signs to guide you out. Otherwise, stay where you are and wait for your supervisor to find you. And, always remember to help customers or co-workers. | | Lighted Exit Sign | Using the 4 steps to problem solving, develop a course of action the student can follow when "left in the dark" or confined to a space during and after a power outage. | http://www.health.ny.gov/publications/7064/<br><br>http://www.getprepared.gc.ca/cnt/rsrcs/pblctns/pwrtgs-wtd/index-eng.aspx<br><br>http://teacher.scholastic.com/lessonrepro/lessonplans/steppro.htm |
| 20 | If your co-worker falls and is obviously injured, what should you do? What shouldn't you do? Record your answers in the text box. | If your co-worker falls and is obviously injured, what should you do? What shouldn't you do? Record your answers in the text box. | Obviously<br>Injured | Share your policy and procedures with the student related to workplace injuries. | |
| 21 | Things you should do include: Call 911 for help. If the person is bleeding excessively, apply pressure to the wound. To prevent the wound from contamination, use a thick padding of clean rags or cloth. Do NOT move someone who may have a back or neck injury; this may cause more serious harm. Do NOT leave an injured person alone except to call for help. | | 911<br>Excessively<br>Apply Pressure<br>Contamination | Together, list the basic first aid steps to follow when helping a person who has fallen down. | http://voices.yahoo.com/first-aid-falls-start-eye-scan-examination-7654150.html?cat=5 |
| 22 | Using these emergencies as examples, it's easy to understand that different situations require different responses. Thinking about how to respond BEFORE the emergency will help you be better prepared if there is an emergency. | Thinking about how to respond BEFORE the emergency will help you be better prepared if there is an emergency. | Emergency | Ask the student to create a survey related to workplace safety and gather suggestions for improving safety on the job. Compile the suggestions given by the student and others at the workplace for improving safety at the workplace. Have the student develop a basic first aid "tip sheet". | http://www.wikihow.com/Do-Basic-First-Aid<br><br>http://www.adlit.org/strategies/23277/ |
| 23 | **Part II Emergency Action Plans** | | | | |
| 24 | By law, your employer is required to have an Emergency Action Plan. This plan should include many things. Some of these are: identify: what to do in different emergencies, where shelters and meeting places are; evacuation routes out of a building, procedures to follow when someone is injured or becomes seriously ill, and employee responsibilities. | | Emergency Action Plan<br>Evacuation Route | Share with the student the components needed to construct an emergency action plan for their work area. | http://emergency.oregonstate.edu/emergencymanagement |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 25 | As a Mentor & Student team, review the Emergency Action Plan. Talk about what's included in the plan and when different issues would be important to know and remember. For example, discuss in what kind of an emergency would you need to go to an agreed upon meeting place. Or, what should you do if someone gets hurt on the job? Find out together where the first aid kit is kept and what's in it. Find out which employees know first aid and can administer CPR. | As a Mentor & student team, review the Emergency Action Plan. Talk about what's included in the plan and when different issues would be important to know and remember. For example, discuss in what kind of an emergency would you need to go to an agreed upon meeting place. Or, what should you do if someone gets hurt on the job? Find out together where the first aid kit is kept and what's in it. Find out which employees know first aid and can administer CPR. | Emergency Action Plan<br>First Aid Kit<br>First Aid<br>CPR | If a plan is not readily available at your workplace, develop a disaster plan/emergency plan that includes a plan of action that the student can follow. | http://www.disastercenter.com/guide/family.htm |
| 26 | As a Mentor/Student team, lead a fire drill or emergency evacuation. Doing this will develop leadership skills in the student-employee and help both of you be better prepared for these types of emergencies. | As a Mentor/Student team, lead a fire drill or emergency evacuation. | Fire Drill<br>Emergency Evacuation | Review the emergency procedures at the workplace with the student employee. Make a list of ways they can be prepared in case of an event that may occur when the mentor is not there and review the appropriate responses in a variety of situations. | http://www.bt.cdc.gov/preparedness/ |
| 27 | Interested in other ways to be better prepared for emergencies? Consider working together to train other employees. Create a "Be Prepared for an Emergency" poster for the break room, or sponsor a poster contest and encourage all employees to participate. Post emergency-related news articles in the break room and ask employees to name what went right, what went wrong, and what steps should be taken to make sure employees are better protected and prepared in the event of another emergency.<br>These activities are ways to be more aware of emergencies and will help everyone be more prepared should there be an emergency. | Create a "Be Prepared for an Emergency" poster for the break room, or sponsor a poster contest and encourage all employees to participate. Post emergency-related news articles in the break room and ask employees to name what went right, what went wrong, and what steps should be taken to make sure employees are better protected and prepared in the event of another emergency. | Emergencies<br>Prepared | Ask the student to research how people react differently to emergencies. Discuss the findings together. | http://www.theguardian.com/education/2010/mar/16/disaster-planning-research |
| 28 | Remember, the best way to reduce the effects of an emergency is to know ahead of time what to do should an emergency occur and practice how to best respond to the emergency. | | Reduce<br>Emergency | With the student, design a poster or brochure to alert others on "Tips to Responding in an Emergency Situation". Share the finished product with others on the work team. | http://condofire.com/2011/09/03/how-people-react-to-emergency-situations-for-example-bear-encounters-burning-decorations-and-icy-skids/ |

| Youth Apprenticeship Core Skills & Safety Online Mentor Module: *Emergencies at Work* | | | | | |
|---|---|---|---|---|---|
| **Slide** | **YA Core Skills & Safety Online Module Audio (20 Minutes)** | **Mentor Interactives In Module** | **Optional - Vocabulary in Module to Review with Students** | **Optional - Workplace Enhancement Strategies for the Mentor To Use With Students** | **Optional - Suggested Resources for the Mentor or Student** |
| 29 | As a mentor you are responsible for the safety of the students in your employ. By discussing this important topic with your student workers, everyone will benefit. Your knowledge, leadership skills and dedication to the training of others makes you a valuable asset to the Wisconsin Youth Apprenticeship program.<br>On behalf of all students, educators and Youth Apprenticeship Coordinators, we thank you for all that you do! | | | The mentor may want to overview the "21st Century Skills" identified on the "Partnership for 21st Century Skills" web page.<br><br>This link describes the 4- 21st Century Skills: Core Subjects, Learning & Innovation Skills, Information, Media & Technology Skills, and Life & Career Skills. Connect each of these skills to the workplace. | http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf |
| 30 | Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes.<br>Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. | | | | |

Disclaimer: This module was developed for the Wisconsin Youth Apprenticeship Program with funding from the Wisconsin Department of Workforce Development and is used for training purposes. Therefore, is not intended to be used for marketing purposes or for making claims about the Wisconsin Department of Workforce Development or the Wisconsin Youth Apprenticeship Program. Credits for the development of the module are given to Pamela Hilleshiem Setz, Ph.D. of CESA 5 and the independent consultant services of Genevieve Kirchman, Cindy Vaughn and Susan Wellnitz, and. Production credits are given to Mark Schmitt and Renee Rickert of the University of Wisconsin-Oshkosh Center for Career Development. The YA Online Core Skill Modules were developed in the spring/summer of 2013.