

Job Skills & Social Training

Semester Curriculum · Fall 2026

Seventeen weeks, Monday through Friday, August 17 to December 11, 2026

ABOUT THIS CURRICULUM

This is the first written curriculum for JSST. It runs seventeen weeks of daily sessions and works through eight units of job readiness skills. Everything needed to run a session is in this document: the activity directions, the questions to ask, the stories to read and the forms to photocopy.

This is a **first semester, to test and revise**. Each Friday the group completes a review sheet and every participant gives feedback on the week, with their GA adding what they observed. At the end of the semester those sheets show which weeks worked and which need rebuilding before Spring.

THE SEMESTER IN EIGHT UNITS

Unit	Weeks	Theme
1	1–3	Setting Goals
2	4–5	First Impressions
3	6–8	The Job Hunt
4	9–11	Job Skills Practice
5	12–13	Professionalism
6	14	Managing Work and Personal Life
7	15–16	Confidence on the Job
8	17	End of Semester Review

HOW TO READ THIS DOCUMENT

- **Pages 2–4** set up how every session runs: the class agenda, classroom rules, philosophy of instruction, and the Monday-to-Friday rhythm each week follows.
- **Pages 5–11** are the seventeen week plans, grouped by unit.
- **Pages 12–17** hold the stories, the cards and certificates to make, the question banks, the forms, and the review and feedback sheets to photocopy.
- Each week lists the materials it needs. Gather them before the Monday.

Confirm the week dates against the official SIU Carbondale academic calendar and EDC's holiday schedule before the semester begins.

i How Every Session Runs

Class agenda, classroom rules and philosophy of instruction

Philosophy of instruction

This holds for every session:

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

Class agenda

The format of every session should be the same so that participants are familiar with the routine.

	Step	What the GA does
1	Welcome greeting	Greet each participant by name as they arrive.
2	Wait for quiet	The session begins when everyone is quiet and ready to go to work.
3	Review of rules	Read the classroom rules aloud. Refer back to them during the session.
4	Review of previous class	Short discussion of what was learned last session. Reread the 3-2-1 sheet.
5	Introductory class discussion	Short presentation reviewing the key concepts from the module's Background Information.
6	Activity	Run the activity as a full group or in small groups, depending on needs and abilities.
7	Close and share	The whole group shares what happened in the activity. Reinforce the key points.
8	3-2-1 Activity Review	Complete the review sheet together (Fridays, or whenever an activity finishes).

Classroom rules

Post these, review them before every session, and ask participants if they would like to add any.

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

Adapting instruction

Participants have a range of abilities. Keep the topic the same for everyone and vary the depth:

- Group participants by what each person can do. One group completes an application while another sorts the documents needed to fill one in.
- Demonstrate before asking anyone to try.
- Announce the time limit before small-group work starts, and hold to it even if groups have not finished.
- Repeat activities across the week.
- Praise specifically. Name the thing the participant did.

NOTE FOR THE GA

Facilitating sensitive discussions. Several weeks touch on hygiene, health, money and disability. Speak to the whole group in general terms and never use a participant in the room as an example. If someone discloses something personal, such as a medication, a health condition or a problem at home, acknowledge it but do not pursue it in the group. Follow up privately with that participant and their assigned GA afterwards.

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Semester at a Glance

Seventeen weeks, August 17 to December 11, 2026

Wk	Dates	Unit	Week theme
1	Aug 17–21	1: Setting Goals	Getting Started and Daily Goals
2	Aug 24–28	1	Interests and Jobs; Dreams and Goals
3	Aug 31–Sep 4	1	Goals at Work for Everyone; My Work Goals; Independence
4	Sep 7–11	2: First Impressions	Hygiene; Building Life Skills
5	Sep 14–18	2	Greetings; Communication at Work
6	Sep 21–25	3: The Job Hunt	The Path to Jobs
7	Sep 28–Oct 2	3	Job Applications
8	Oct 5–9	3	Job Interviews
9	Oct 12–16	4: Job Skills Practice	Learning New Skills; What Do People Do In Their Jobs?
10	Oct 19–23	4	Working In A Store
11	Oct 26–30	4	Sorting and Packaging; Numbers Every Day
12	Nov 2–6	5: Professionalism	Characteristics of Professional Workers; First Days of the New Job
13	Nov 9–13	5	Friendships at Work; Conflict at Work
14	Nov 16–20	6: Managing Work and Personal Life	Time and Attendance; Working and Budgeting; Managing Stress
15	Nov 23–27	7: Confidence on the Job	Self-Esteem (<i>short week, Thanksgiving Nov 26</i>)
16	Nov 30–Dec 4	7	Feeling Confident; Keeping Your Cool; Keeping the Job
17	Dec 7–11	8: End of Semester Review	Portfolio, goal review and semester feedback

NOTE FOR THE GA

Confirm the calendar before you print. Week dates above are straight calendar weeks from Monday 17 August. Labor Day falls on Monday 7 September (Week 4) and Thanksgiving on Thursday 26 November (Week 15); both weeks are planned as four-day weeks. Check these and any SIU fall break against the official academic calendar and EDC's own closure schedule, and shift the weeks if they differ.

iii The Weekly Rhythm

The same five-day shape every week, so the routine never changes

Each week covers one topic across five days. Participants meet the same idea five times, in five different ways, which is what makes it stick.

Day	What happens
Monday	Introduce the topic. Explain the key concepts and what the week is about. Mostly discussion.
Tuesday	The activity. Run the activity for that week, using the ASK questions to lead the discussion.
Wednesday	Practice. Run it again in small groups or as role play. Rotate who does what.
Thursday	Real Life Story. Read a story about someone facing this situation and discuss it. Stories are on pages 12 and 13.
Friday	Apply and review. Put the skill to work on something real, then complete the 3-2-1 Activity Review together and fill in the weekly feedback forms (page 17).

Closing the week: the 3-2-1 Activity Review

Ask the group, record the answers on the sheet on page 17, and reread it at the start of the following week.

	Ask the group	What to do with the answers
3	THREE new things that you learned today.	Take all answers, or bring the group to a consensus. Keep the sheet and reread it next week.
2	TWO things that you will work on for home-work.	Whatever participants will practise before next week, at the Living Center, on a work crew or at home.
1	ONE thing that we should review again.	This tells you what to reteach.

Recording feedback

Every Friday, fill in two short forms for each participant (page 17) and keep them.

Who	What they record	Why we need it
The participant	Whether the week helped them, whether they feel readier to do this at a job, whether it was easy to understand, and what they want to practise more.	Whether the week held their attention.
The assigned GA	Participation, understanding, and whether the participant could perform the skill: not yet, with full support, with a prompt, or independently.	Whether the week taught the skill.

NOTE FOR THE GA

Keep every completed form. At the end of December they will show which weeks scored well with participants and which the GAs found unworkable, and that is what decides what gets rewritten for Spring.

1 Unit 1: Setting Goals

Weeks 1–3

Purpose of the unit. To assist participants in setting personal goals and employment-related goals. By the end of Unit 1 participants will identify personal interests and preferences, understand the basic work-related goals that everyone should try to achieve, establish their own goals, and understand the impact of employment on independence.

WEEK 1 | Aug 17–21

Getting Started and Daily Goals

- MON** Welcome and orientation. Introduce the class agenda and the classroom rules. Explain that the session is treated like a job: arrive on time, ready to work. Introductions.
- TUE** Background Information: what a goal is, and the difference between a daily goal, a personal goal and a work goal.
- WED** **Activity #1: Daily Goals.** Participants identify goals they already meet every day. ASK: *What did you have to do to get here today?*
- THU** Continue the activity in small groups. Each participant names one daily goal and what gets in the way of it.
- FRI** Set one daily goal for next week. First **3-2-1 Activity Review** and first weekly feedback forms. Explain what the forms are for.

Materials: Whiteboard or flip chart. A card with the classroom rules, to post and leave up.

Spend the first week on routine. Participants who learn the shape of the session now will need less redirection later.

WEEK 2 | Aug 24–28

Interests and Jobs; Dreams and Goals

- MON** Background Information on interests, preferences and talents. ASK: *What do you really love to do?*
- TUE** **Activity #2: Interests and Jobs.** Match interests to types of work, using the job pictures you collected.
- WED** Continue Activity #2 in small groups. Each participant names three jobs connected to something they enjoy.
- THU** **Activity #3: Dreams and Goals.** The difference between a dream and a goal, and how a dream is broken into steps.
- FRI** Apply: each participant names one dream and the first step toward it. 3-2-1 Review and weekly feedback.

Materials: Pictures of people doing different jobs, cut from magazines or printed. Blank cards.

WEEK 3 | Aug 31–Sep 4

Goals at Work for Everyone; My Work Goals; Independence

- MON** **Activity #4.** The goals every worker shares. Show the five goal cards: *On Time, Good Job, Friends, Paycheck, Enjoy*.
- TUE** ASK: *What would be the goals of someone who cleans tables in a restaurant? Who delivers mail in an office? Who works in a grocery store and wants to do a good job?*
- WED** **Activity #5: My Work Goals.** Each participant completes the **Goals! certificate**, naming one goal to work on. Keep these; they come back out in Week 17.
- THU** **Activity #6: Understanding Independence.** ASK: *What does it mean to be independent?* Discuss that independent people make their own decisions and still accept guidance and support.
- FRI** Apply: how a job increases the choices you can make. 3-2-1 Review and weekly feedback.

Materials: Five cards marked *On Time, Good Job, Friends, Paycheck, Enjoy* (page 14). One goal certificate for each participant (page 14).

Activity #6 discusses earning and spending a paycheck. Some participants do not control how their money is spent. Keep the discussion on choice and decision-making in general terms, away from individual finances.

2 Unit 2: First Impressions

Weeks 4–5

Purpose of the unit. To help participants understand that the impression they make on other people affects their success at work. Covers hygiene and appearance, greetings and handshakes, and communication at work.

WEEK 4 | Sep 7–11

Hygiene and Getting Ready for Work

- MON** Labor Day. EDC closed, four-day week.
- TUE** Background Information on first impressions. Define “first impression” and explain that it can be a lasting one. Show the hygiene items and discuss what each is for.
- WED** **Activity #1: Hygiene.** ASK: *When should you use each item? How do you use each one?* Demonstrate each item, even ones used routinely.
- THU** Clean clothes and dress codes. Show a clean pressed shirt or uniform. Recite the dress code rules together. ASK: *How could a shirt get dirty at work? How would you know?*
- FRI** Apply: hanging a shirt to dry; hand-washing practice. 3-2-1 Review and weekly feedback.

Materials: A bar of soap, a toothbrush and toothpaste, shampoo, deodorant, a razor, nail clippers and a file, hand soap or gel. A clean pressed shirt, a hanger and detergent.

Handle this week carefully. Speak to the whole group and never use a participant in the room as an example. Anything individual goes to that participant's own GA for a private conversation. If the group is uncomfortable, shorten it and give the time to Week 5.

WEEK 5 | Sep 14–18

Greetings, Handshakes and Communication at Work

- MON** Greet participants several different ways: *Hi! Good morning! Hello there. How are you today?* Discuss how a greeting sends a message about attitude and friendliness.
- TUE** **Activity #2: Greetings.** Demonstrate greetings done wrong: too loud, too close, repeated, touching, blocking the way, head down, scowling. Wait for the group to react each time. ASK: *Is it okay to say hello like this?*
- WED** Handshake practice. Wash hands first, then shake everyone's hand with a personal greeting. Short, firm, eye contact, no other touching. Practise the wave as an alternative for anyone who prefers it.
- THU** **Activity #3: Communication at Work.** Voice level, waiting your turn, asking a supervisor a question, using a telephone at work.
- FRI** Apply: each participant greets every other person in a small group and receives feedback. 3-2-1 Review and weekly feedback.

Materials: Hand gel, or access to a sink.

3 Unit 3: The Job Hunt

Weeks 6–8

Purpose of the unit. To familiarise participants with looking for work: searching, completing applications, interviewing, and the rights and responsibilities of individuals with disabilities in the workplace.

WEEK 6 | Sep 21–25

The Path to Jobs

- MON** Background Information: how people find work. People they know, walking in, notices in windows, online listings, agencies, supported employment.
- TUE** **Activity #1: The Path to Jobs.** Map the steps from wanting a job to starting one. ASK: *What has to happen first?*
- WED** Reading job advertisements. What the words mean: *part-time, shift, no experience necessary, apply within.*
- THU** Job search practice (page 15). Work through the sites and questions together. Which jobs are available near Carbondale right now?
- FRI** Apply: each participant names three real local employers they would like to work for. 3-2-1 Review and weekly feedback.

Materials: Job advertisements printed from a listings site or collected locally. A computer with internet if one is available. Job search practice on page 15.

WEEK 7 | Sep 28–Oct 2

Job Applications

- MON** Background Information: what an application asks for and why. Show the documents: Social Security card, state ID or licence, diploma or certificate.
- TUE** **Activity #2: Job Applications.** ASK: *What skills and activities have you done that show that you are a good worker?* Volunteer work, clubs, chores, work crews and supported placements all count.
- WED** Complete **My Job Application Record** with each participant, working one-to-one or in pairs with a GA. Keep a copy in the participant's file. (Form on page 16.)
- THU** Practise on real application forms collected from local employers. Signature practice for anyone who needs it.
- FRI** Apply: complete one full application start to finish. 3-2-1 Review and weekly feedback.

Materials: Application forms collected from local employers. A Social Security card, state ID and a diploma or certificate to show as examples. One *My Job Application Record* for each participant (page 16). Blank paper for signature practice.

The record card carries personal information. Tell participants plainly to keep it somewhere safe and hand it to nobody but an employer they are applying to. Store the file copy the way EDC stores any other participant record.

WEEK 8 | Oct 5–9

Job Interviews

- MON** Background Information: why employers interview, how they form conclusions, and how to prepare. Go through the getting-ready list together: clean clothes, clean shoes, showered, hair combed, teeth brushed, papers in a folder, transport arranged, phone off, arrive ten minutes early.
- TUE** **Role play interviewing.** Two GAs act it out in front of the group with the candidate doing **everything wrong**: late, messy, no paperwork, sloppy handshake, interrupting. Discuss what went wrong, then repeat it done correctly.
- WED** Practice interviews in pairs with a GA as the employer. *Tell me about yourself. What skills do you have? What work do you want to do? What shift can you work?*
- THU** Work through the interview questions on page 15. Discuss dressing for an interview and where to get inexpensive clothing.
- FRI** Apply: full practice interview for each participant, with feedback. 3-2-1 Review and weekly feedback.

Materials: A folder for each participant. Interview clothing if any is available. Interview questions on page 15.

The module's Background Information covers ADA rights, illegal interview questions and disclosure. Read it before Monday. Disclosure is an individual decision, so handle it one-to-one and keep it out of the group discussion.

4 Unit 4: Job Skills Practice

Weeks 9–11

Purpose of the unit. Hands-on practice of the tasks that make up real entry-level jobs: identifying, organising, sorting, sequencing, checking work and serving customers.

WEEK 9 | Oct 12–16

Learning New Skills; What Do People Do In Their Jobs?

- MON** Background Information: how a new skill is learned at work. Watch, try, get corrected, practise. ASK: *What is something you can do now that you could not do a year ago?*
- TUE** **Activity #1: Learning New Skills.** Break a familiar task into steps and teach it to someone else.
- WED** **Activity #2: What Do People Do In Their Jobs?** Name the actual tasks behind job titles: custodian, server, shipping clerk, office worker, kitchen help.
- THU** Invite a guest in to describe their own job. If no guest can be arranged, describe jobs you have done yourself and let participants ask questions.
- FRI** Apply: each participant describes the tasks of one job they would like. 3-2-1 Review and weekly feedback.

Materials: Whiteboard. A guest speaker if one can be arranged.

WEEK 10 | Oct 19–23

Working In A Store

- MON** If transport allows, visit a grocery store or a mall and ask participants to observe what the employees are doing. Otherwise ASK: *What do the workers in the store do?* Shelving, register, bagging, organising, greeting, directing customers, security.
- TUE** Set up the classroom store: a table of goods to fold, pair, sort and shelve, with handwritten aisle signs. ASK: *If you worked in a store, what job would you like to do? What job would be hardest?*
- WED** **Role play: customer service.** The GA plays the customer while a participant works at the table. *Customer can't find something in the store. Customer needs the right size or colour. Customer messes up the display. Customer thinks a price is too high. Customer drops something. Customer doesn't have enough money.*
- THU** Work through the customer situations on page 15. ASK: *Why should you treat all customers with respect, even if they are rude?* Establish that co-workers are customers too.
- FRI** Apply: each participant handles two customer situations while continuing to work. ASK: *Could you work for a store and not have to talk to customers?* 3-2-1 Review and weekly feedback.

Materials: Goods to handle: canned and boxed food, clothing to fold, shoes to pair, tools to sort. Handwritten aisle signs (page 14). A second table to act as the register. Customer situations on page 15.

Practise “Where is the spice aisle?” more than any other situation. Stop work, face the customer, then point or walk them there. Directing a customer is the commonest request a retail worker gets.

Setting up the classroom store

Week 10 needs a physical store in the room. Build it once on the Monday and leave it up all week, since it also serves Week 11. The closer it looks to a real shop floor, the better the role plays work.

Set up	Why
A table of goods to handle: canned and boxed food, clothing to fold, shoes to pair, tools to sort	Participants need to be working at a task while the customer interrupts.
Handwritten aisle signs: Spices, Meat, Bread, Cleaning, Paper Goods, Dairy	So participants can practise pointing and naming an aisle rather than saying “over there.”
A counter or second table to act as the register	For bagging, handling money and queueing practice.
A cart or shelf for the “back room”	Somewhere finished work goes. It carries straight into the Week 11 shipping table.

WEEK 11 | Oct 26–30**Sorting and Packaging; Numbers Every Day**

- MON** Explain what work is done in a factory or a warehouse. Set up the room as a small factory. The GA assigns the teams. Left to choose, participants pick friends and the activity turns social.
- TUE** **Activity #4: Sorting and Packaging.** Sort by colour and size, remove anything broken, count into boxes, wrap and tape, label, inspect, ship. ASK: *What jobs are needed to get these tasks done?* Sorters, packagers, wrappers, labelers.
- WED** Run it again with the teams mixed up and the roles swapped. ASK: *Is there anyone who would like to try a different job this time?* Explain that people at a real job try different tasks until they find one that fits.
- THU** **Activity #6: Numbers Every Day.** Counting stock, reading a price, telling the time for a shift, measuring, keeping a simple tally.
- FRI** Run the full activity a third time and discuss teamwork: *What does a good team member do?* 3-2-1 Review and weekly feedback.

Materials: Paper clips in several colours and sizes. Muffin tins or small boxes for sorting, small boxes to pack, wrapping paper, masking tape, a marker, blank labels, and a table or cart for finished work.

Record what each person could do independently, what needed a prompt, and what they could not do yet.

5**Unit 5: Professionalism**

Weeks 12–13

Purpose of the unit. To help participants understand professional behaviour at work: what employers expect in the first days of a new job, how friendships at work differ from friendships outside it, and how to handle conflict with a co-worker or a supervisor.

WEEK 12 | Nov 2–6**Characteristics of Professional Workers; First Days of the New Job**

- MON** Background Information on professionalism. ASK: *What makes someone good at their job, apart from doing the work?*
- TUE** **Activity #1 and #2: Get all A's!** Attendance, Attitude, Appearance, Attentiveness. Build the list of characteristics from the group's own answers.
- WED** **Activity #3: First Days of the New Job.** What happens on day one: paperwork, being shown around, meeting people, asking where things are, breaks and lunch.
- THU** Discuss what makes someone a good employee, and how to refuse a request politely.
- FRI** Apply: role play the first morning of a new job, from arriving to first break. 3-2-1 Review and weekly feedback.

Materials: Whiteboard.

Role play situations for Weeks 12 and 13

Run these as role plays, with a GA taking the difficult part. Do each one twice, once handled badly and once handled well, in the same way as the Week 8 interview.

Situation	What the participant practises saying or doing
You do not understand what your supervisor asked you to do.	"Could you show me that again?" Asking twice is fine; guessing is not.
You finish your task and there is nothing to do.	Find your supervisor and ask what is next, rather than waiting to be told.
A co-worker is not doing their share.	Say nothing to the co-worker in front of others. Tell a supervisor if it continues.
A co-worker asks to borrow money.	"I don't lend money at work." Practise saying it without apologising.
You are blamed for something you did not do.	Stay calm, say what actually happened once, and let a supervisor decide.
Your supervisor corrects you in front of other people.	Say "okay, thank you" and do it the new way. Raise it later if it needs raising.
You broke something or made a mistake.	Tell someone straight away. Practise this one hardest.

WEEK 13 | Nov 9–13**Friendships at Work; Conflict at Work**

- MON** **Activity #4: Friendships at Work.** How work friendships are different: what is fine to talk about, what is not, and what stays outside work.
- TUE** ASK: *What would you do if a co-worker asked to borrow money? If someone asked you out? If a co-worker wanted to be friends online?* Take all answers before guiding.
- WED** **Activity #5: Conflict at Work.** What conflict looks like, and the difference between a disagreement and a problem that needs a supervisor.
- THU** Role play conflict situations: being blamed for something you did not do, someone not doing their share, a supervisor correcting you in front of others.
- FRI** Apply: practise the sentences for asking for help, saying you do not understand, and telling a supervisor there is a problem. 3-2-1 Review and weekly feedback.

Materials: Whiteboard. Role play situations are on this page.

6**Unit 6: Managing Work and Personal Life**

Week 14

Purpose of the unit. Getting to work on time, understanding a paycheck, and managing stress at work.

WEEK 14 | Nov 16–20**Time and Attendance; Working and Budgeting; Managing Stress**

- MON** **Activity #5: Time and Attendance.** Getting to work on time; what to do when you are going to be late or absent; who to call and when.
- TUE** Practise the phone call: *"This is _____. I am scheduled at _____ today and I am sick. I am sorry."* Every participant makes the call at least once.
- WED** **Activity #6: Working and Budgeting.** What comes out of a paycheck, and the difference between what you earn and what you take home.
- THU** **Activity #7: Managing Stress.** What stress feels like, what causes it at work, and what helps.
- FRI** Apply: each participant names one thing that stresses them at work and one thing they will do about it. 3-2-1 Review and weekly feedback.

Materials: Two telephones for the call practice. A sample pay stub showing deductions.

As in Week 3, keep the budgeting discussion general. Some participants do not control their own money. The goal is understanding what a paycheck is, not planning anyone's finances.

7**Unit 7: Confidence on the Job**

Weeks 15–16

Purpose of the unit. To build self-esteem and confidence, and to help participants handle the challenges that come up once they are in a job.

WEEK 15 | Nov 23–27**Self-Esteem**

- MON** Background Information on self-esteem. ASK: *What are you proud of?* Take every answer and write them down.
- TUE** **Activity #1: Self-Esteem.** Identify personal strengths. Each participant hears three things other people in the group value about them.
- WED** Continue: what to do with a compliment, and what to do with criticism at work.
- THU** *Thanksgiving. EDC closed.*
- FRI** *EDC closed. Four-day week, so carry the 3-2-1 Review to Monday of Week 16.*

Materials: Blank cards.

Short week. Confirm EDC's actual Thanksgiving closure, since some years the Wednesday is also closed. Do not start Activity #2 in a short week; hold it for Week 16.

WEEK 16 | Nov 30–Dec 4**Feeling Confident; Keeping Your Cool; Keeping the Job**

- MON** Catch up the Week 15 3-2-1 Review, then **Activity #2: Feeling Confident.** What confidence looks like at work, and how practice builds it.
- TUE** **Activity #3: Keeping Your Cool.** On-the-job challenges: being rushed, being corrected, a task you cannot do, a day that goes wrong.
- WED** Role play the challenges. Practise the sentence for each one: asking for help, asking someone to slow down, saying you need a moment.
- THU** **Activity #4: Keeping the Job.** What gets people fired and what keeps them employed. ASK: *What would make you want to stay in a job?*
- FRI** Apply: each participant names the hardest thing about work for them and one strategy for it. 3-2-1 Review and weekly feedback.

Materials: Whiteboard.

8**Unit 8: End of Semester Review**

Week 17 · The last week of the semester

WEEK 17 | Dec 7–11**Portfolio, Goal Review and Semester Feedback**

- MON** Look back over the semester using the kept 3-2-1 sheets. What do participants remember? Which weeks come up without prompting?
- TUE** Bring out the **Goals! certificates** from Week 3. Each participant reviews the goal they set in September and says how it went.
- WED** Assemble a personal folder for each participant: My Job Application Record, résumé notes, transferable skills sheet, goal certificate, and any completed applications.
- THU** Practise the whole arc once more, end to end: greet, interview, do the task, handle the customer. Run it as practice, not as a test.
- FRI** **End-of-semester feedback.** Each participant completes the semester review form with their GA. Last 3-2-1 of the semester. Praise every participant for the work they have done, and tell them what next semester will cover.

Materials: The kept 3-2-1 sheets, the goal certificates from Week 3, and a folder for each participant.

This is the last week of the semester, not the end of the program. The folder each participant builds this week carries forward into next semester. Fill in the Friday feedback the same day, while the answers are still specific.

iv Real Life Stories

Thursday discussion material

Each Thursday, read one of these aloud and talk about it. None has a right answer. Participants often recognise the situation and start telling their own version. Use them in any order, and reuse them later in the semester with a different question.

Special Treatment Use in Week 13

Mario works at a dry cleaning store. He waits on customers and packages the clean laundry, and he likes the job. His manager knows Mario has a disability and makes sure he never has to lift anything heavy. On days when Mario is unwell the manager is understanding about it.

The trouble is that the manager keeps telling the other staff that Mario needs special treatment, and sometimes excuses him from jobs Mario can do perfectly well. The other workers have been patient but they are getting annoyed. Mario does not want to lose a good job, and he does not want his co-workers to resent him.

ASK:

What is going well for Mario, and what is going wrong?

Whose fault is the problem: Mario's, the manager's, or the co-workers'?

Guide toward this: nobody in the story is behaving badly. The manager means well and is handling it clumsily.

What could Mario say to his manager?

Practise the actual sentence. Something like "I really appreciate the help with lifting. Could we keep the rest between us? I can do the folding and I'd like to keep doing it."

Has anything like this ever happened to you?

Not Fair Use in Week 13 or 16

Jamal stocks shelves at a grocery store three afternoons a week and helps customers carry bags to their cars. He likes the work and he likes the paycheck. The customers are good to him.

The problem is a few of his co-workers. They make comments, imitate the way he talks, and walk behind him copying the way he walks. A customer noticed it and reported one of them to the manager, who told the worker to stop. He stopped while the manager was watching and started again afterwards. Jamal has dealt with this before at school and his instinct is to ignore it.

ASK:

Should Jamal keep ignoring it?

Take every answer. Ignoring it has worked for him before, so do not dismiss that.

Who at work could he tell?

Establish that telling a supervisor about this is not tattling. Practise the sentence.

What should the manager do about a worker who stops only when watched?

What would you want a co-worker to do if they saw this happening to you?

iv Real Life Stories

Continued

No Experience! Use in Week 6 or 7

Maribel wants to work in a restaurant. She likes food, she likes people, and she likes the idea of working evenings. When she said so, she was asked what restaurant experience she had. She said she clears the table at home, loads the dishwasher, helps her mother bake and cooks on the grill with her father. She was told that was not the kind of experience employers mean.

Maribel is frustrated. She only wants a chance to try restaurant work and find out whether she likes it, and she cannot get experience without experience.

ASK:

Is Maribel right that what she does at home counts for something?

Yes. Clearing tables, loading a dishwasher and following a recipe are all real. The skill is learning to describe them the way an employer hears them.

How could Maribel get restaurant experience?

Volunteering, a work crew, a church supper, a food pantry, a short placement, asking to shadow someone for a day.

What is one thing you do at home that you could put on an application?

Who Will Guide? Use in Week 2 or 3

Gary does not know who to listen to. His parents want him living at home and working part-time because they do not think he is ready for full-time work. His counsellor wants him working and studying part-time for a certificate in something with jobs in it. His friends are moving out and working full-time, and they want him around. Gary knows getting and keeping a job may be harder for him than for them, and he is not sure what he wants.

ASK:

Who should Gary listen to?

There is no right answer. Draw out that all three want good things for him and none of them is deciding for him.

Whose opinion matters most, and why?

Who do you go to when you have a decision to make?

Oops! Use in Week 12

Marcel cuts lawns and trims bushes for a landscaper at weekends. He is good at it, he is learning, and he is hoping to be taken on full-time in the summer, because another worker is leaving and Marcel could have that place.

Last Saturday the landscaper left him alone in a customer's garden with instructions to tear out a row of bushes. Marcel worked through them and fed most of them into the shredder. The owner came out and started shouting. Marcel had pulled out the wrong bushes. He is certain the landscaper pointed at the ones he removed.

ASK:

What should Marcel do right now, standing in that garden?

Stop, apologise, and say he will get the landscaper. Not argue with the customer.

What should he say to the landscaper afterwards?

Practise it. Saying what happened plainly, without blaming, and without hiding it.

Could Marcel have prevented this?

Draw out repeating instructions back, and asking again when you are not certain.

Should a mistake like this cost him the summer job?

Regular Work Use in Week 2 or 3

Joel wants to be a construction foreman building bridges and roads, like his uncle, who could point at a bridge and say he built it. His uncle has told him the rest: the work is seasonal, there is often nothing in winter, the days leave you sore, and getting further up takes extra training. Joel does not want more schooling. He wants to start.

ASK: Should Joel change his goal? (No, the goal is fine; draw out what the first step would be.) What could he do this year that gets him closer? What is your goal, and what is your first step?

V

Cards and Certificates to Make

Prepare these before the week that needs them

The five goal cards — Week 3

Write one per card, large enough to read across the room, and say the line underneath as you hold each one up. Keep them and reuse them in Week 12 and Week 17.

Card	What you say when you hold it up
ON TIME	Get to work on time, every day you are scheduled.
GOOD JOB	Do the work carefully, the way you were shown.
FRIENDS	Get along with the people you work with.
PAYCHECK	Earn your own money.
ENJOY	Like going to work.

Aisle signs — Week 10

Write these on paper and tape them above the classroom store so participants can practise pointing and naming an aisle: **Spices** · **Meat** · **Bread** · **Cleaning** · **Paper Goods** · **Dairy** · **Frozen**.

Goal certificate — Week 3, one per participant

Photocopy this. Keep the completed certificates and bring them out again in Week 17.

MY WORK GOAL

Name _____

My goal is _____

Why it matters to me _____

Signed _____

Date _____

vi Questions and Situations

Question banks for Weeks 6, 8 and 10

Interview questions — Week 8

A GA plays the employer and asks these. Let the participant answer, coach one improvement, then ask the same question again straight away. Practise *Tell me about yourself* more than any other; it is the hardest and it comes first.

The employer asks	Questions the participant can ask back
Tell me about yourself.	What would I be doing every day?
What are your skills?	Would I be trained?
Have you done a job like this before?	What would my hours be?
Why do you want this job?	Would I work evenings or weekends?
What do you know about our business?	Is there anything else you need to know about me?
Why should we hire you?	When will you let me know?
Do you prefer working alone or with a group?	
How do you get along with people?	
What shift can you work?	
Who can we contact as a reference?	

Remind participants to look at the person asking, listen to the whole question, say what they *can* do, and keep the answer short. No long stories.

Customer situations — Week 10

The GA plays the customer while a participant works at the classroom store. The participant keeps working *and* deals with the customer.

The customer. . .	What the participant practises
"Where is the spice aisle?"	Stop, face the customer, point and name the aisle, or walk them there. Practise this one most.
Asks for something you cannot find	"I'm not sure, let me find someone who knows." Never guess and never walk away.
Messes up a display you just straightened	Stay pleasant. Fix it after they move on. No sighing, no comment.
Says the price is too high	"The price is on the tag. I can call a manager if you like."
Is rude or short with you	Keep your voice level. Get a supervisor if it carries on.
Drops something and it breaks	"Don't worry, I'll take care of it." Get help and keep people away from it.
Hands you too much money and walks off	Call after them. If they have gone, give it to a supervisor. Never keep it.
Does not have enough money	Say what it costs, offer to put something back, call a supervisor.
Asks how something works	Say what you know and find someone who knows the rest.
Thanks you and offers you a tip	"Thank you, but we're not allowed to take tips."

Job search practice — Week 6

Work through these together on one screen, or print the results beforehand if no computer is available.

Where to look	What to find
A large listings site	Name five jobs within twenty miles of Carbondale that need no experience.
The local newspaper site	Find one job in food service and one in a shop.
Store websites directly	Walmart, Kroger and Murdale all post openings. Find the application page.
Walking in	Which local businesses have a notice in the window? Plan a visit.
People you know	Who do you know who works somewhere you would like to work?

Reading an advertisement: work out together what *part-time*, *shift*, *no experience necessary* and *apply within* mean.

vii Forms

Photocopy as needed

My Job Application Record — Week 7, Wednesday

Complete this with each participant and keep a copy in their file. Keep this in a secure place.

Full name	_____
Date of birth	_____
Address	_____
Phone / email	_____
State ID / licence no.	_____
Social Security no.	_____
Previous employers, work crews or volunteer placements, with contact	
1.	_____
2.	_____
Education programs entered and/or completed	

Two people who will speak for me (name, how they know me, phone)	
1.	_____
2.	_____
Days and hours I can work	

Building Your Résumé — any Thursday from Week 6 on

"You may not realize what you can offer an employer. Ask others about your strong points!" Work through this with the participant and add the answers to their record card.

Who to ask	Name	What do they think should go on your résumé?
A GA or job coach		
A work crew or volunteer supervisor		
A family member		
A teacher or club supervisor		
A previous employer		

Transferable Skills — Week 7 or 8

Skills learned anywhere transfer to a job. For each one, help the participant name a real example from their own life: at EDC, at the Living Center, on a work crew, volunteering, or in a hobby. These examples become what they say in the Week 8 practice interviews.

Skill employers ask for	"A time I did this was..."
Communication: telling someone something clearly	
Interpersonal: getting along with people	
Reliability: showing up and finishing what you start	
Adaptability: coping when plans change	
Problem solving: what you did when something went wrong	
Organising: sorting, tidying, keeping track of things	

viii Weekly Review and Feedback Forms

Photocopy one set per participant per week

3-2-1 Activity Review

Complete this with the group every Friday. Keep the sheet and reread it on Monday.

Week no. / theme

Date

3

THREE new things that you learned this week.

2

TWO things that you will work on for homework.

1

ONE thing that we should review again.

Participant Feedback — read aloud and record the participant's own answer

Participant

Week / date

Ask the participant	No, not at all	A little	Yes, some	Yes, a lot
Did this week help you?				
Do you feel more ready to do this at a job?				
Was it easy to understand?				
Would you like to do this again?				

What helped most?

What to practise more?

GA Feedback — completed by the participant's assigned Graduate Assistant

GA name

GA rates	Not yet	With full support	With a prompt	Independently
Participation across the week				
Understood the content				
Performed the skill in the activity				
Pace of the week was right				

Keep / change / cut this week?

Follow-up for this participant

Source. Adapted from the Model Transition Program Job Readiness Curriculum, New York Alliance for Inclusion and Innovation: nyalliance.org/MTPJobReadinessCurriculum