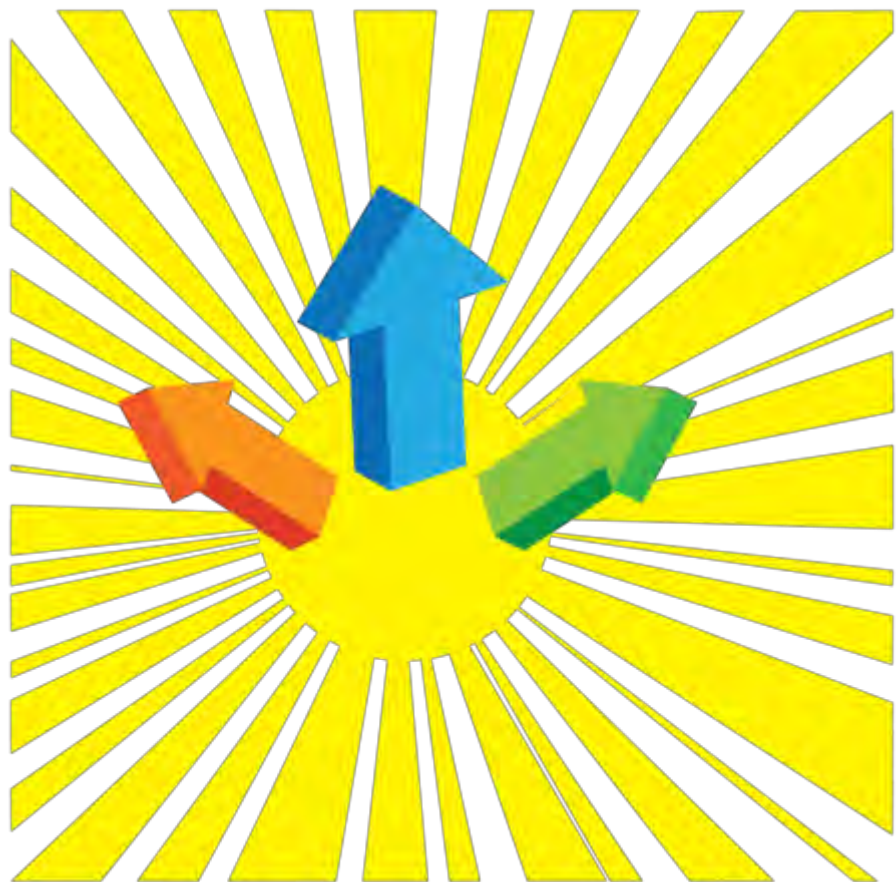


# MODULE 1

## Getting Ready for the Workplace



New York State Office of Temporary and Disability Assistance  
Bureau of Refugee and Immigrant Assistance  
Andrew M. Cuomo, Governor  
2012



# MODULE 1 - ACTIVITY #1

## ***SETTING GOALS: DAILY LIVING GOALS***

*In this activity MAC participants will set personal goals related to daily living.  
Note: Activities #2 Setting Goals: Skill Development and #3 Setting Goals: Employment Possibilities should follow this activity.*



### **SUPPLIES AND HANDOUTS**

Dollar bills, including a five dollar bill

Tape (for taping the \$5 bill to a wall)

Optional: Alarm clock

#### **Handouts:**

CELL PHONE

GOAL!

SOCCER

FOOTBALL

GOAL POST

ALARM CLOCK



### **VOCABULARY USED IN THIS ACTIVITY**

alarm clock  
beard  
brook  
cell phone  
custodian  
daily life  
fast food  
football  
gloves  
goal  
goal posts  
hammer and nails  
health care  
janitor  
job  
mansion  
mop  
movie star  
rake  
soccer  
store  
telephone repair  
text message  
theater  
tools  
truck  
yard work



## BACKGROUND INFORMATION

A goal is something to aim for – a personal or group achievement.

Some MAC participants may have firm ideas about what their personal goals are, while others may have no idea of what they want to achieve.

For many refugees, the concept of setting a goal may seem to be a futile effort. They may be unaccustomed to thinking about where they see themselves in the future. They may not comprehend that they can be responsible for setting and achieving their personal goals.

Or the MAC participants may have unrealistic goals that are based on misinformation about life in the United States.

Therefore, the goal-setting process should begin with small steps.

In this activity, the MAC participants begin with one small daily goal. It should be a goal that is personally meaningful and easy to achieve. The participants can keep adding more goals that specify their plans for the future.



MAC participants can record their goals on their personal Action Plan and their Individual Connection Plan (ICP) and keep referring to them as the progress through the activities.



## ACTIVITY STEPS

1. Hold up a \$5 bill and tape it to the wall. Tape the handout CELL PHONE next to the money. Explain that you plan to keep adding to the cash to save up for a cell phone. Add more bills next to the \$5 bill.

Explain that the *goal* is to buy a more sophisticated cell phone.

2. Discuss the meaning of the word *goal*:

A goal is something to aim for – a personal or group achievement.

Show the handout GOAL! and explain how the arrow is aimed toward the goal (center circle).

3. Show the handouts SOCCER GOAL and GOAL POSTS and discuss the meaning of a *goal* in sports. Explain that a goal in personal life is similar.
4. Tape the handout Alarm Clock to the wall (or set an alarm clock to ring).

Explain that your *goal* is to get to work on time every day.

5. *Ask*: What are some things that you would like to do every day but are not always successful?

Provide examples:

- Get to the MAC program on time.
- Learn English.
- Save enough money to buy new clothes.
- Be nicer to a sibling.
- Find a job.

6. *Ask*: What would it take to achieve the things that you mentioned?

Go through the steps for some of the goals mentioned. Explain that achieving a goal doesn't happen overnight. Some goals require several steps and practice. There will be mistakes and slip-ups, but it's important to keep the goal in sight.

7. Ask: Is this a good goal for me?

Discuss how goals must be realistic, but with determination, research, skill, and a little luck, they might be achievable.

- Learn how to drive a truck.
- Become a movie star.
- Grow a beard to my knees.
- Buy a mansion by the end of the year.
- Go out to dinner with (famous person familiar to the group).



8. Ask: What are smaller goals I could try to achieve in my daily life?

The group can offer possibilities or provide examples:



- Stop looking at text messages when talking to someone.
- Practice a new skill (guitar, basketball) at least 30 minutes a day.
- Save \$10 a month.

9. Ask each person to identify one daily goal that they would like to achieve.

The group should discuss how the goal can be achieved.

Explain that the group will provide support and guidance in helping the MAC participants achieve their personal goals.

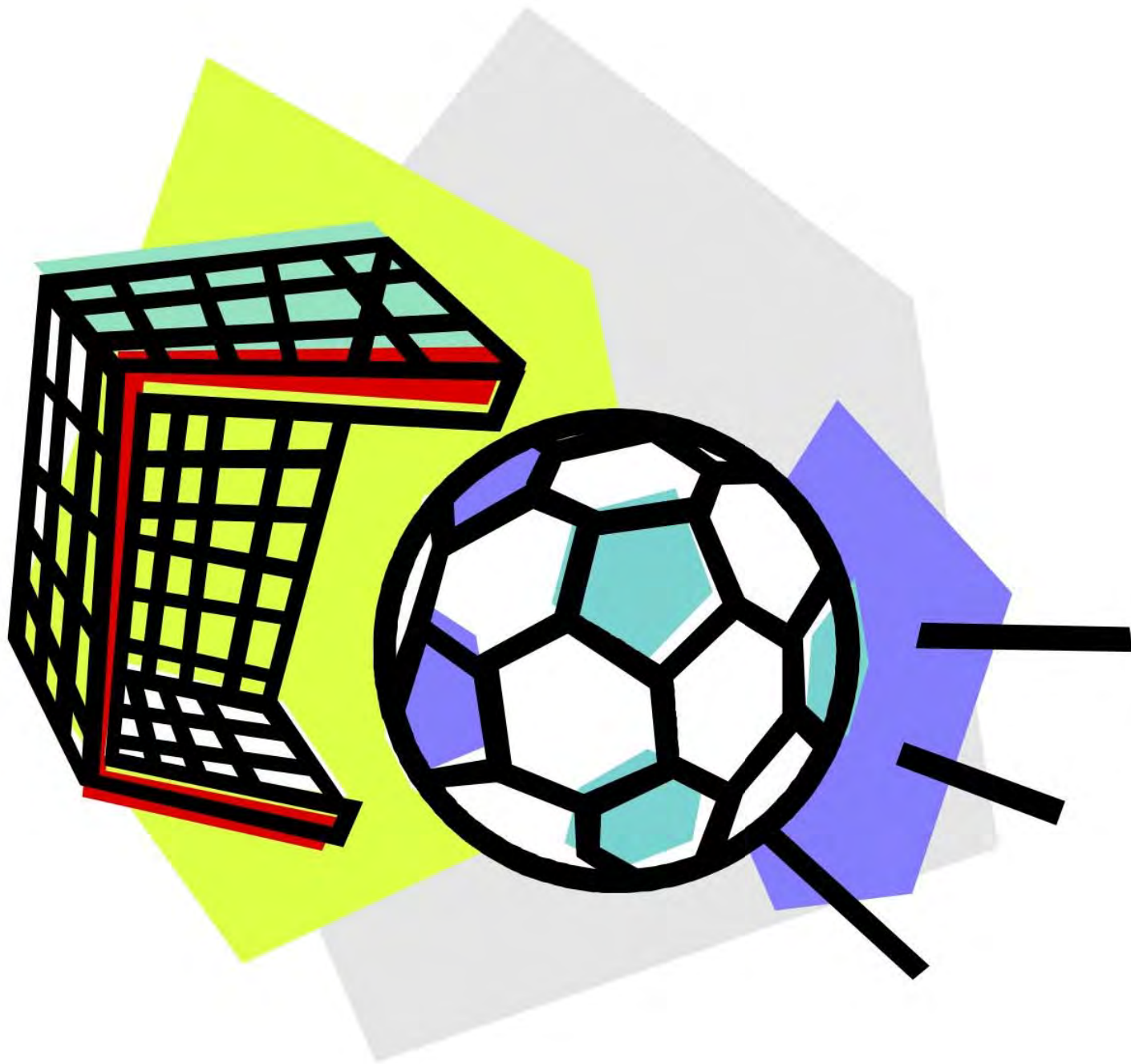
10. Additional goals can be added throughout the MAC program. Follow this activity with Activity #2 *Setting Goals: Skill Development* and Activity #3 *Setting Goals: Employment Possibilities*.



Goal!









# Football



# On Time





## MODULE 1 - ACTIVITY #2

### ***SETTING GOALS: SKILL DEVELOPMENT***

*In this activity, MAC participants will identify personal interests and connect them to skill building goals.*



#### **SUPPLIES AND HANDOUTS**

*Optional:* Sample job-related tools that will require specific skills, such as: laptop, drill, hammer and nails, stethoscope, paint roller, beaker, culinary equipment, wrench, hair dryer, blueprint, trowel, children's toy, calculator, level, serving tray, hangars, clipboard, and large floor mop.

##### **Handouts**

##### **OUTDOOR category handouts:**

YARD WORK

SAW

RIDING LAWN MOWER/HEAVY EQUIPMENT

##### **PEOPLE category handouts:**

STORE

BIG STORES

RESTAURANT

FAST FOOD

STORES

CHILDREN

##### **ORDER category handouts:**

CLEAN UP

CAR REPAIR

JANITOR

TOOLS

FILE

REPAIRS

##### **MOVEMENT category handouts:**

THEATER

FACTORY

SPORTS

DELIVERY

WHAT IS OKAY? (2 PAGES)

CERTIFICATIONS



#### **VOCABULARY USED IN THIS ACTIVITY**

child care

construction

customer service

delivery

equipment

factory

goal

grocery store

landscaping

interests

maintenance

movement

outdoors

preference

repair

skills

tools

trash collector



## BACKGROUND INFORMATION

In this activity on goal-setting, the MAC participants will begin to identify their personal interests. They will become familiar with what skills they may have to develop in order to pursue their interests.

For example, if a MAC participant likes to be outdoors as much as possible, there are jobs that take place outside. This activity will inform the participant about what those jobs are, and what skills must be developed in order to be qualified for outdoor jobs.

The MAC participants will not be setting specific employment or education goals, but *skill-building* goals. They will become familiar with a few jobs that are connected to specific interests. More details about fields of employment are discussed in *Activity #3 Setting Goals: Employment Possibilities*.

Remind the MAC participants that a goal is something to aim for – a personal or group achievement. Some participants may have firm ideas about what their personal goals are, while others may have no idea what they want to achieve.




For many refugees, the concept of setting a goal may seem to be a futile effort. They may be unaccustomed to thinking about where they see themselves in the future. They may not comprehend that they can be responsible for setting and achieving their personal goals.

Or the MAC participants may have unrealistic goals that are based on misinformation about life in the United States. This activity will serve as a reality check about what skills are necessary to achieve employment goals.

MAC participants can record their goals on their personal Action Plan and Individual Connection Plan (ICP) and keep referring to them as they progress through the activities.

## ACTIVITY STEPS

1. Remind the group that a goal is something to aim for – a personal or group achievement. The group is going to explore how a goal can be connected to a personal interest or skill.
  2. *Ask the whole group:* Do you enjoy being outdoors? If yes, then move to [name any location in the room].
    - ☐ Explain that the Outdoors subgroup might want to develop specific skills so that they can obtain a job that requires them to be outdoors.
    - ☐ Give examples of outdoor jobs and the skills that may be required:
      - landscaping
      - environmental centers
      - trash collector
      - outdoor repair (telephone, cable)
      - construction
- 
- Discuss the handouts from the OUTDOORS category.
    - ☐ If work-related tools and equipment are available, give the MAC participants a chance to hold the tools. (See Supplies list.)
    - ☐ *Ask the Outdoors subgroup:* What goals could you set to develop your skills so you could work outdoors?
      - Learn how to use a tool
      - Observe people on the job
      - Talk to workers in the job and find out what they do
      - Practice some of the job activities
      - Explore the local neighborhood to see who works outdoors
    - ☐ Short-term skill development goals should be included in the MAC Action Plan.
  3. *Ask the whole group:* Do you like being around people? If yes, then move to [name a different location in the room].
    - ☐ Explain that the PEOPLE subgroup might enjoy developing specific skills so

that they can obtain a job that requires them to interact with people (e.g., providing customer service).

- ❑ Give examples of the jobs and the skills that may be required:

- retail
- restaurant
- fast food
- schools / child care
- theaters
- convention centers

- Discuss the handouts from the PEOPLE category.

- ❑ If work-related tools and equipment are available, give the MAC participants a chance to hold the tools. (See Supplies list.)
- ❑ *Ask the PEOPLE subgroup:* What goals could you set to develop your skills so you could work with people?

- Learn about organizations that provide customer service
- Observe people on the job
- Talk to workers and find out what they do
- Practice some of the job activities
- Explore the local neighborhood to see what organizations provide customer service

- ❑ Short-term skill development goals should be included in the MAC Action Plan.

- 4. *Ask the whole group:* Do you like to make things organized and clean? If yes, then move to [name a third location in the room].

- ❑ Explain that the ORDER sub-group might enjoy developing specific skills so that they can obtain a job that requires them to organize things and make them neat and clean.

- ❑ Give examples of the jobs and the skills that may be required.

- maintenance
- filing
- retail
- grocery store worker
- health care worker



○ Discuss the handouts from the ORDER category.

- ❑ If work-related tools and equipment are available, give the MAC participants a chance to hold the tools. (See Supplies list.)
- ❑ *Ask the ORDER subgroup:* What goals could you set to develop your skills so you could work in a job that requires you to make things organized, neat, and clean?

- Learn how to use equipment
- Observe people on the job
- Talk to workers in the job and find out what they do
- Practice some of the job activities
- Explore the local neighborhood to see what businesses require order

- ❑ Short-term skill development goals should be included in the MAC Action Plan.

5. *Ask the whole group:* Do you like to move around and use your muscles? If yes, then move to [name a fourth location in the room].

- ❑ Explain that the MOVEMENT subgroup might enjoy developing specific skills so that they can obtain a job that requires them to be with people.
- ❑ Give examples of the jobs and the skills that may be required.

- construction
- maintenance
- equipment/car repair
- grocery / discount store worker
- factory worker
- delivery



○ Discuss the handouts from the MOVEMENT category.

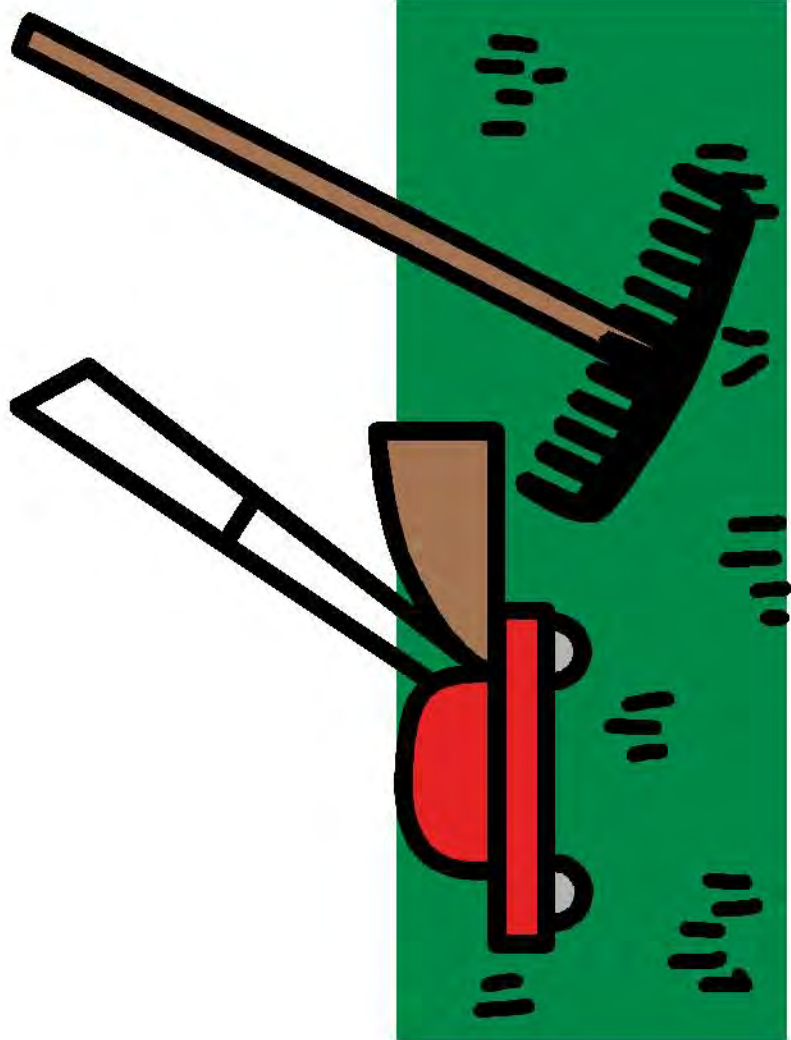
- ❑ If work-related tools and equipment are available, give the MAC participants a chance to hold the tools. (See Supplies list.)
- ❑ *Ask the MOVEMENT sub-group:* What goals could you set to develop your skills so you could work in a job that requires you to move around a lot and use your muscles?

- Build your strength
- Observe people on jobs that require movement

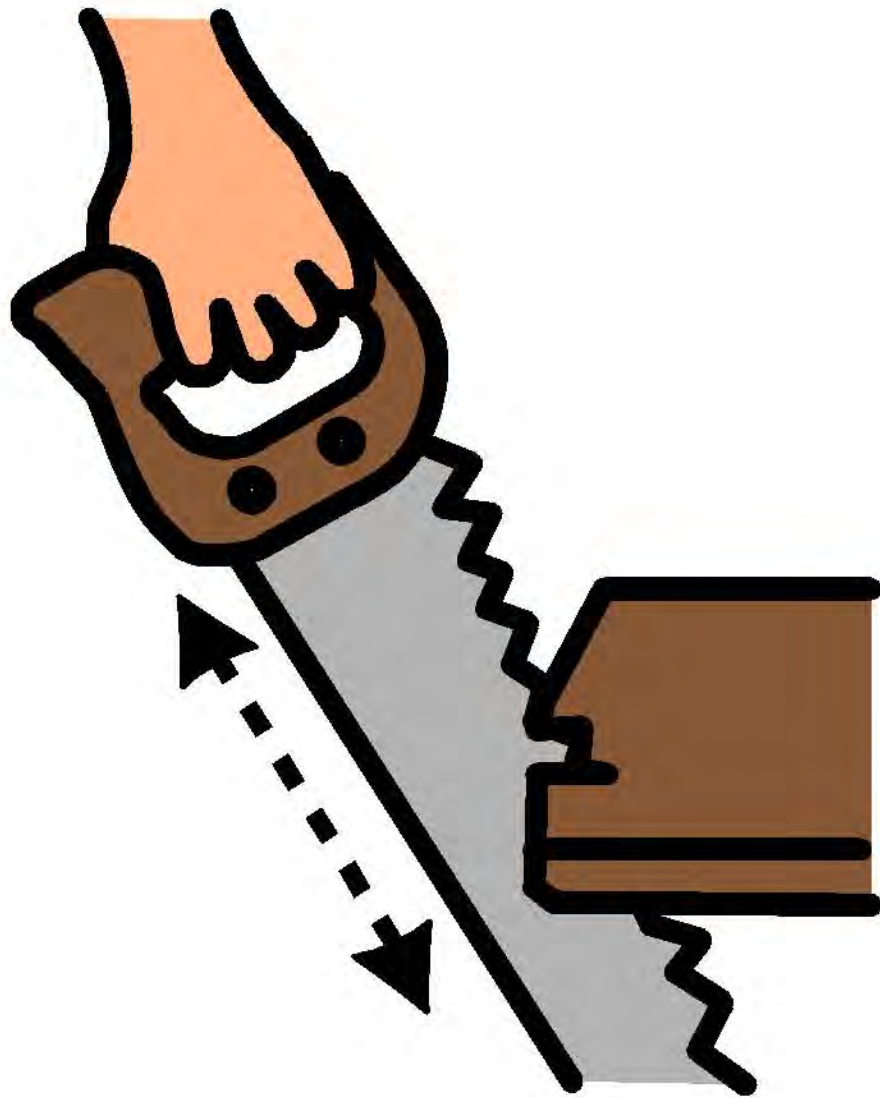


- Talk to workers in the job and find out what they do
  - Practice some of the job activities
  - Explore the local neighborhood to see what businesses require muscle power
6. Discuss the handout WHAT IS OK? with the group or individual participants. Some MAC participants may be ready to discuss the handout CERTIFICATIONS.
  7. Encourage MAC participants to report on what they observed and practiced to achieve their short-term skill development goals.

# Yard Work

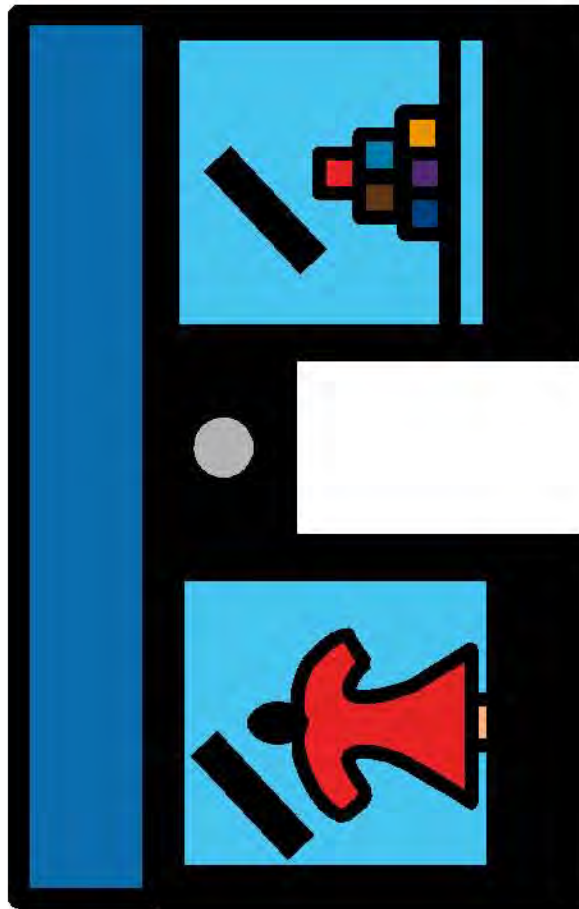


Saw





Store



# Restaurant



# Stores

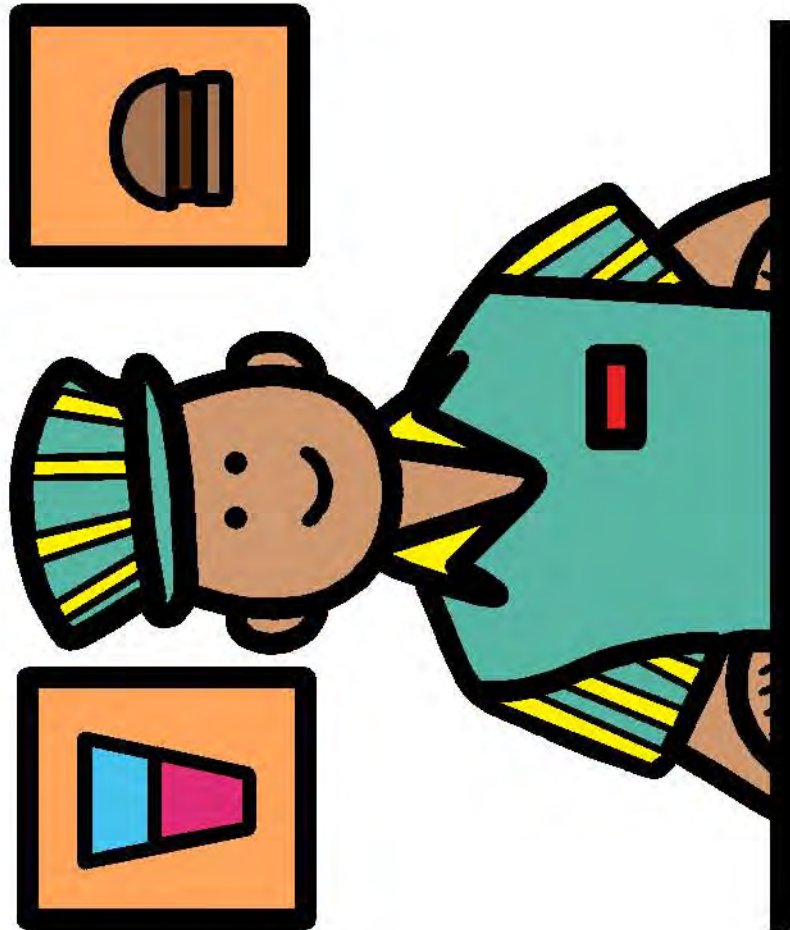




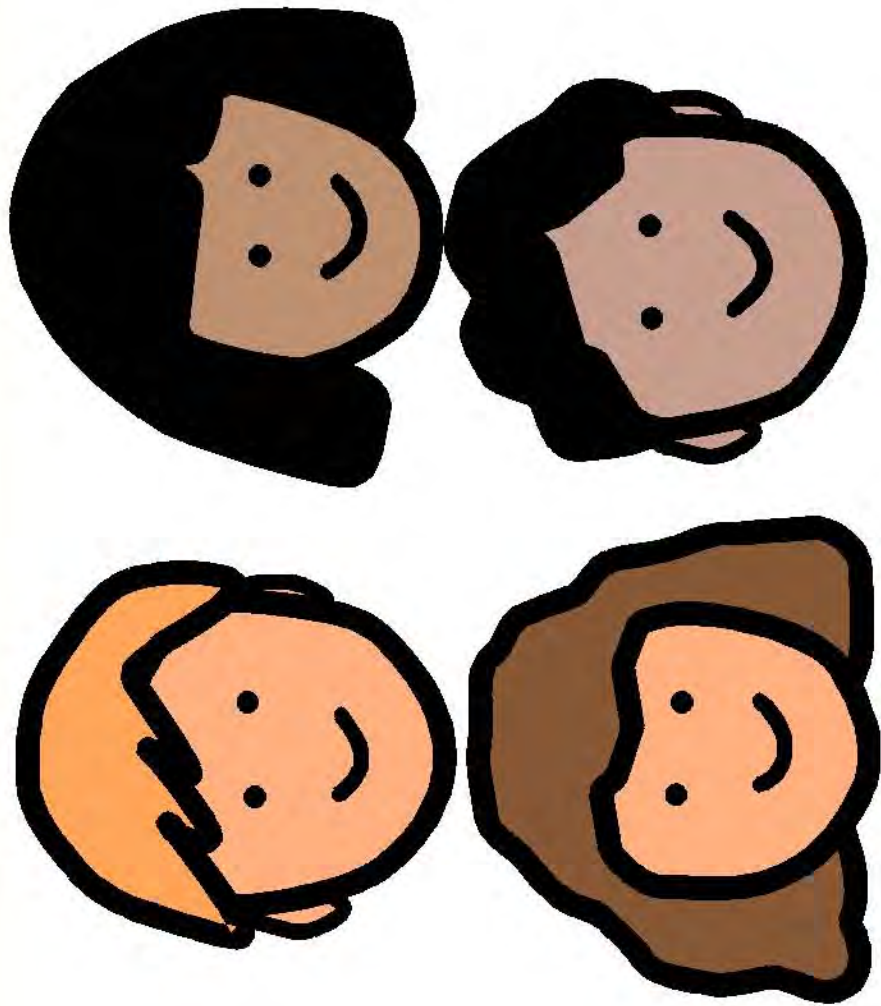
# Big Stores



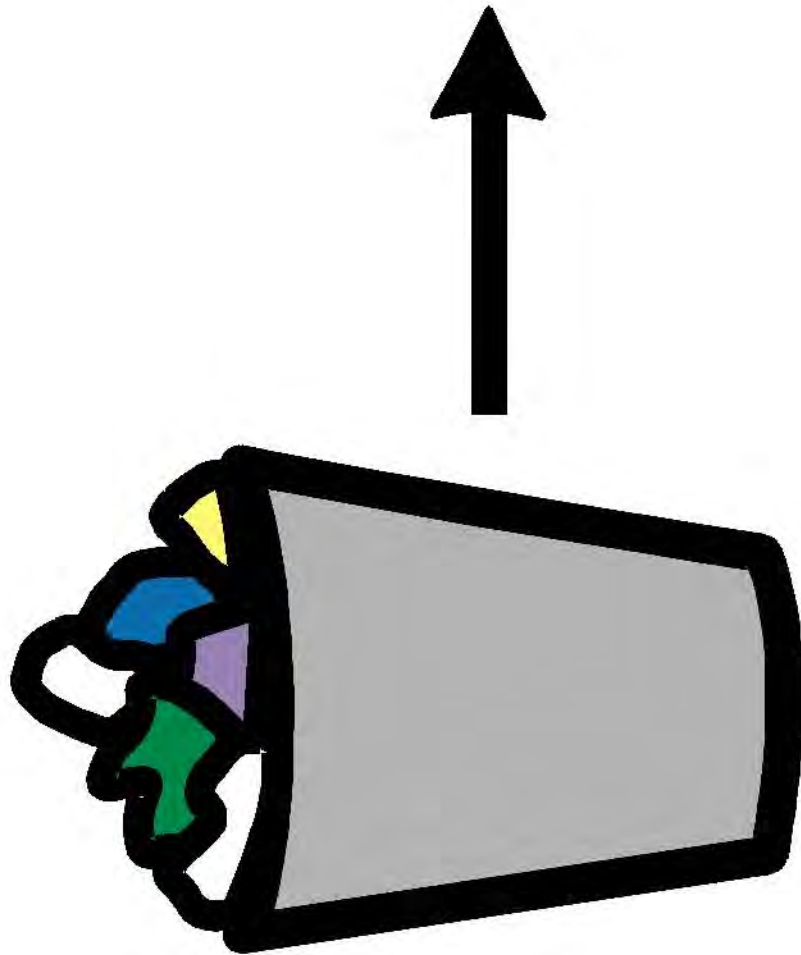
# Fast Food



# Children



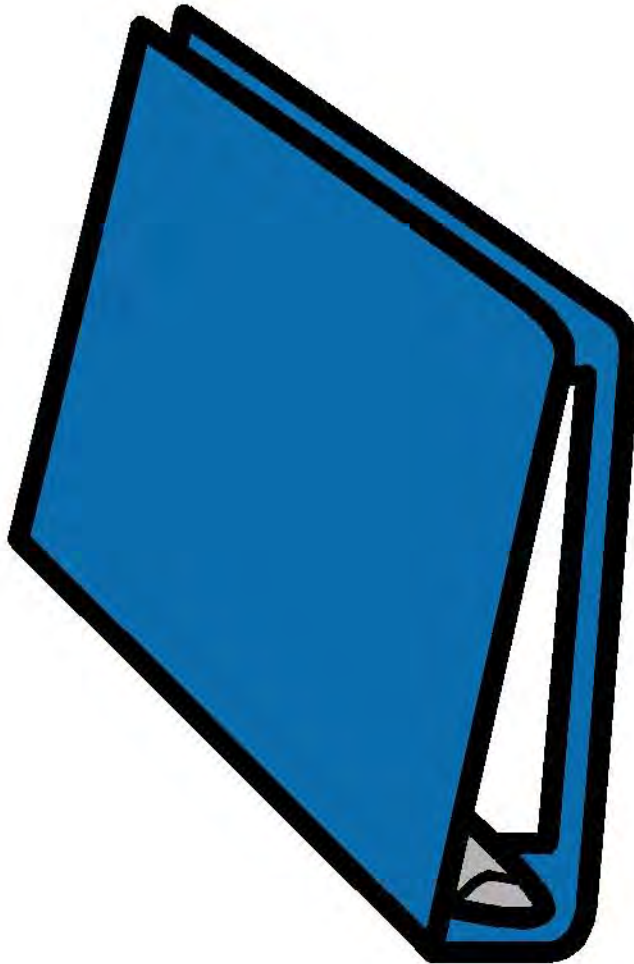
Clean Up



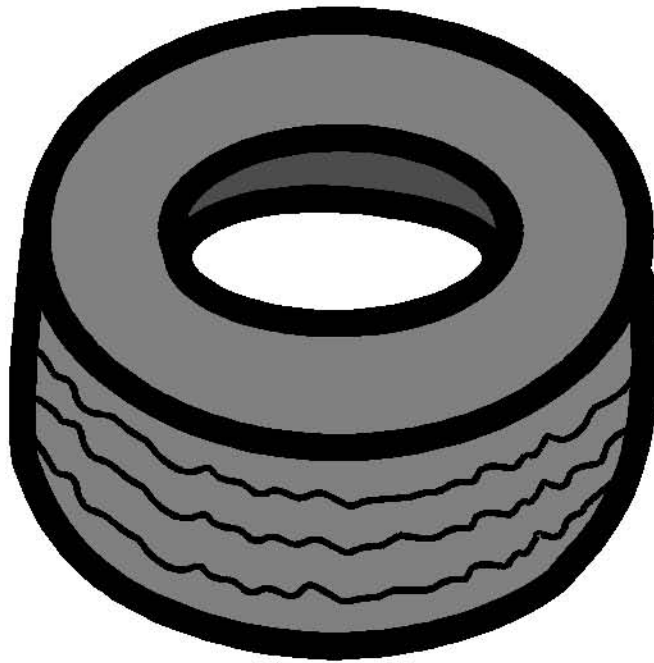
# Janitor



File

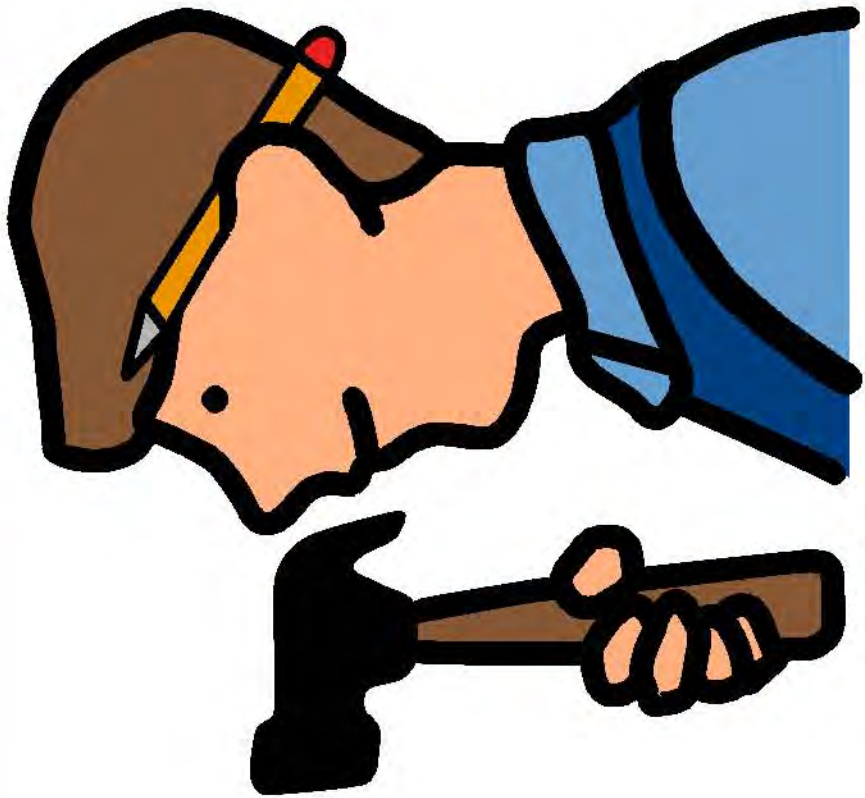


# Car Repair

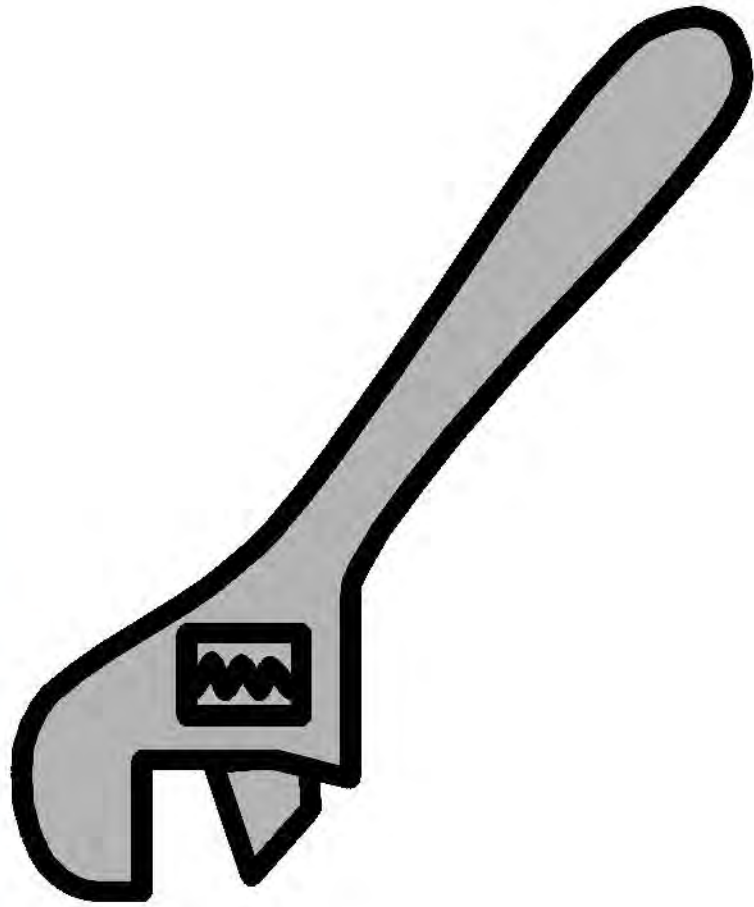




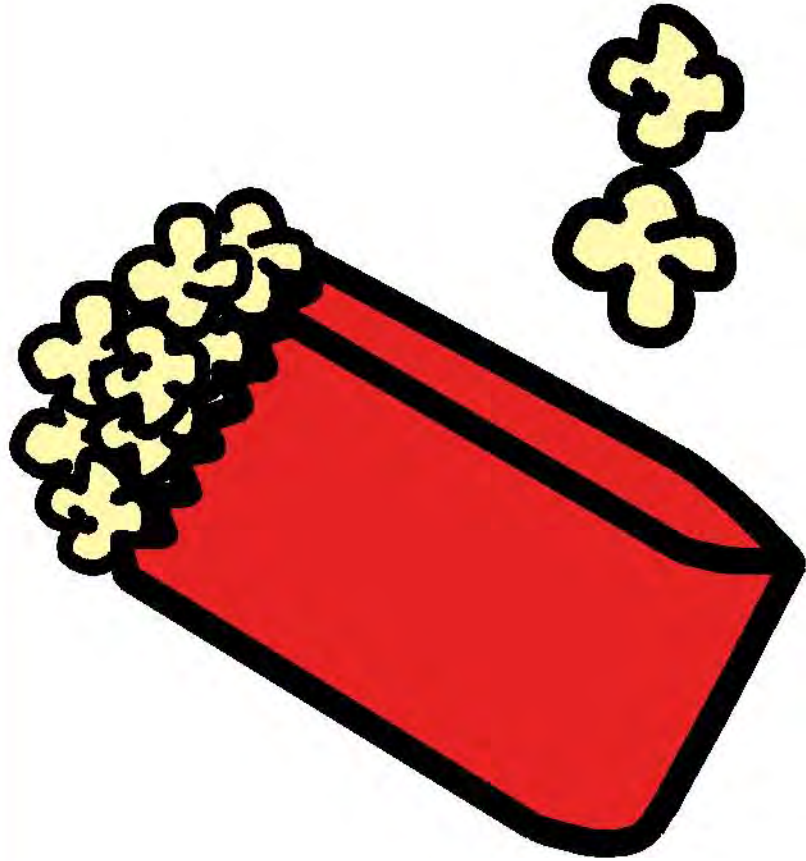
# Tools



# Repairs



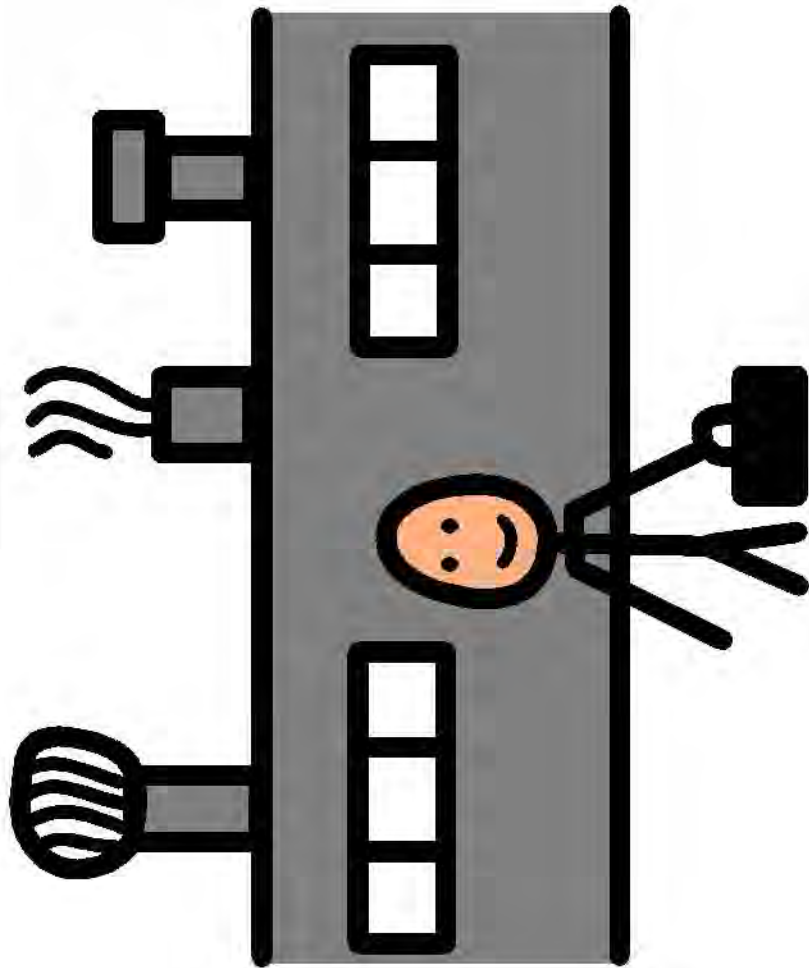
# Theater



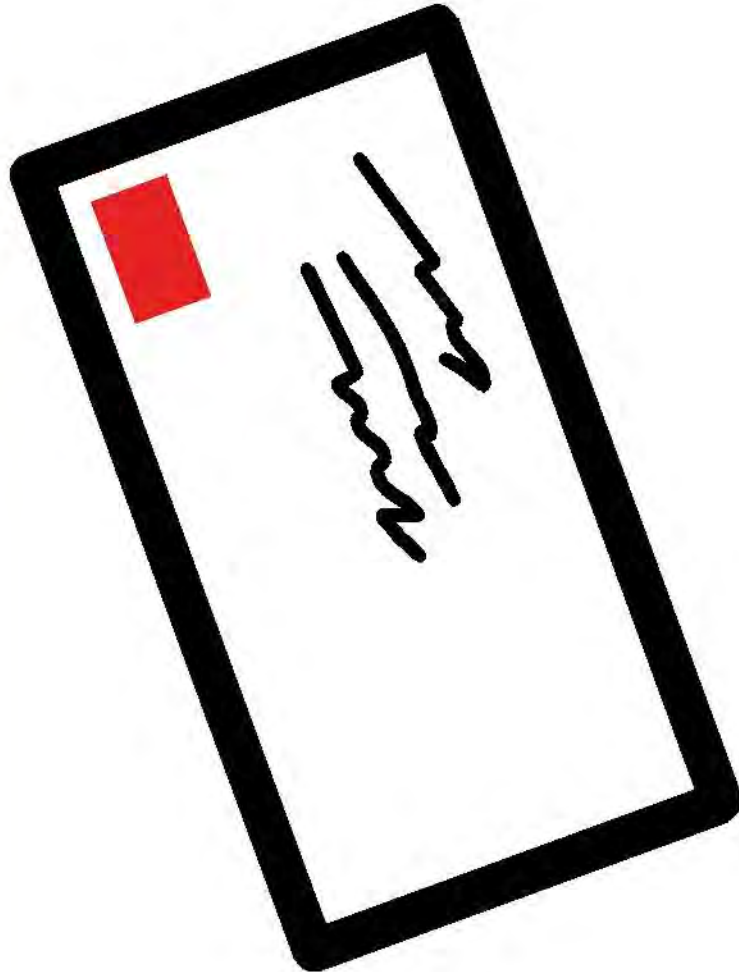
# Sports



# Factory



# Delivery





# What is Okay?

If you got a job, what would be okay  
and not okay?

	Okay	Not Okay
Working indoors		
Working outdoors (including bad weather)		
Doing physical labor		
Lifting things		
Doing clerical work (like filing & copy work)		
Doing cleaning		
Organizing and sorting things		
Working with food		
Working on a computer		
Having to read things		
Having to write things		
Having to do math		
Doing the same thing all day		
Doing lots of different things during the day		
Working in an office		
Working in a factory		
Working in a store		
Working in a warehouse		
Working in a small building		
Working in a big building		
Working by yourself		
Working with a few people		
Working with lots of people		
Working in a place that is noisy		
Working a place that is quiet		
Having to talk to people		

Continued



# What is Okay?

If you got a job, what would be okay  
and not okay?

	Okay	Not Okay
Having to be quiet all day		
Having a supervisor nearby most of the time		
Not having a supervisor nearby		
Helping customers		
Dressing up for work		
Wearing a uniform		
Dressing how ever you want		
Moving around a lot		
Sitting all day		
Standing all day		
Getting dirty at work		
Working around children		
Starting work in the morning		
Starting work in the afternoon		
Starting work in the evening		
Working on weekends		
Working on holidays		



## Certifications



**Certifications are examinations that test or enhance your knowledge, experience, or skills in an occupation. New York State may require certification in the following fields.**

**Choose 3 fields that interest you and research their certification requirements. Begin with the U.S. Department of Labor Certification Finder. ([http://www.careerinfonet.org/certifications\\_new/default.aspx](http://www.careerinfonet.org/certifications_new/default.aspx)). Then check out the websites of the New York State Department of Labor and the New York State Education Department (Office of the Professions).**

### **Architecture and Engineering**

- ☐ Architects, Except Landscape and Naval
- ☐ Engineers
- ☐ Landscape Architects
- ☐ Surveyors

### **Arts, Design, Entertainment, Sports and Media**

- ☐ Interior Designers

### **Building and Grounds Cleaning and Maintenance**

- ☐ Pesticide Handlers, Sprayers, and Applicators, Vegetation

### **Business and Financial Operations**

- ☐ Accountants
- ☐ Agents and Business Managers of Artists, Performers, and Athletes
- ☐ Appraisers, Real Estate
- ☐ Financial Specialists, All Other
- ☐ Insurance Adjusters, Examiners, and Investigators

### **Community and Social Services**

- ☐ Social Workers, All Other
- ☐ Substance Abuse and Behavioral Disorder Counselors

## **Construction and Extraction**

- ☐ Construction and Building Inspectors
- ☐ Earth Drillers, Except Oil and Gas
- ☐ Explosives Workers, Ordnance Handling Experts, and Blasters
- ☐ Hazardous Materials Removal Workers

## **Education, Training, and Library**

- ☐ Self-Enrichment Education Teachers
- ☐ Teachers and Instructors

## **Farming, Fishing, and Forestry**

- ☐ Graders and Sorters, Agricultural Products

## **Healthcare Practitioners and Technical**

- ☐ Athletic Trainers
- ☐ Audiologists
- ☐ Chiropractors
- ☐ Dental Hygienists
- ☐ Dentists
- ☐ Dietitians and Nutritionists
- ☐ Emergency Medical Technicians and Paramedics
- ☐ Health Diagnosing and treating Practitioners, All Other
- ☐ Health Technologists and Technicians, All Other
- ☐ Licensed Practical and Licensed Vocational Nurses
- ☐ Medical and Clinical laboratory Technicians
- ☐ Occupational Health and Safety Specialists
- ☐ Occupational Therapists
- ☐ Opticians, Dispensing
- ☐ Optometrists
- ☐ Pharmacists
- ☐ Physical Therapists
- ☐ Physician Assistants
- ☐ Physicians and Surgeons, All Other
- ☐ Podiatrists
- ☐ Radiologic Technologists
- ☐ Radiologic Technologists and Technicians
- ☐ Registered Nurses
- ☐ Respiratory Therapists
- ☐ Respiratory Therapy technicians
- ☐ Speech-Language Pathologists
- ☐ Veterinarians
- ☐ Veterinary Technologists and Technicians



## **Healthcare Support**

- ☐ Dental Assistants
- ☐ Healthcare Support Workers
- ☐ Massage Therapists
- ☐ Nursing Aides, Orderlies, and Attendants
- ☐ Occupational Therapist Assistants
- ☐ Physical Therapist Assistants

## **Installation, Maintenance, and Repair**

- ☐ Security and Fire Alarm Systems Installers

## **Legal**

- ☐ Court Reporters
- ☐ Lawyers

## **Life, Physical and Social Science**

- ☐ Food Science Technicians
- ☐ Medical Scientists, Except Epidemiologists
- ☐ Psychologists

## **Management**

- ☐ Education Administrators
- ☐ Funeral Directors
- ☐ Managers, All Other
- ☐ Medical and Health Services Managers

## **Personal Care and Service**

- ☐ Barbers
- ☐ Hairdressers, Hairstylists, and Cosmetologists
- ☐ Manicurists and Pedicurists
- ☐ Personal Care and Service Workers
- ☐ Skin Care Specialists
- ☐ Tour Guides and Escorts

## **Production**

- ☐ Inspectors, Testers, Sorters, Samplers, and Weighers
- ☐ Water and Liquid Waste Treatment Plant and System Operators
- ☐ Welders, Cutters, and Welder Fitters

### **Protective Services**

- ☐ Private Detectives and Investigators
- ☐ Security Guards

### **Sales Related**

- ☐ Insurance Sales Agents
- ☐ Real Estate Brokers
- ☐ Real Estate Sales Agents

### **Transportation and Material Moving**

- ☐ Bus Drivers, School
- ☐ Bus Drivers, Transit and Intercity
- ☐ Crane and Tower Operators
- ☐ Taxi Drivers and Chauffeurs
- ☐ Truck Drivers, Heavy and Tractor-Trailer



## **Interested in getting certified?**



**See the handout on Education and Training information to find out where certificate programs are offered. Also contact your guidance counselor and the nearest Board of Cooperative Educational Services (BOCES) to ask about their post-high school vocational training programs.**

**(<http://www.vesid.nysed.gov/sedcar/schoollsts/boces.htm>)**



## MODULE 1 - ACTIVITY #3

### ***SETTING GOALS: EMPLOYMENT POSSIBILITIES***

*In this activity, MAC participants will begin to set goals that are related to future employment.*



#### **SUPPLIES AND HANDOUTS**

##### **Large bag with the following items:**

- calculator
- potted plant or watering can
- law enforcement badge or gavel
- model car
- drill or piece of lumber
- bus token/ticket
- box ready to be shipped
- business report
- advertisement (to represent sales and marketing)
- travel brochure or hotel advertisement
- clipboard
- chalk
- empty prescription medicine container
- makeup
- small paint can or paint brush

##### **Handouts:**

- SOME QUESTIONS TO HELP YOU
- DREAM JOB
- DREAM JOBS (6 pages)
- I WANT TO WORK OUTDOORS!
- I WANT TO HELP PEOPLE
- THE WORLD OF SALES
- FOOD AND HOSPITALITY
- JOBS THAT WORK WITH NUMBERS
- QUALIFICATIONS CHART
- WHY TAKE THE GED?
- PATHS TO THE HIGH SCHOOL DIPLOMA



#### **VOCABULARY USED IN THIS ACTIVITY**

advertisement  
badge  
brochure  
bus token  
business report  
calculator  
chalk  
clipboard  
diploma  
dream jobs  
gavel  
GED (General Educational Development)  
goal  
hospitality jobs  
lumber  
makeup  
medicine  
qualifications  
sales jobs  
ticket  
watering can



## BACKGROUND INFORMATION

In this goal-setting activity, the MAC participants will begin to think about what they may need to do to prepare for a job. *They will not be expected to establish a career plan*, but will become aware of the many different routes to becoming qualified for jobs.

Remind the MAC participants that a goal is something to aim for – a personal or group achievement. In this activity they can set goals related to preparing for a job.

Keep in mind that for many refugees, the concept of setting a goal may seem to be a futile effort. They may be unaccustomed to thinking about where they see themselves in the future. They may not comprehend that they can be responsible for setting and achieving their personal goals.



Or the MAC participants may have unrealistic goals that are based on misinformation about life in the United States. This activity will provide the opportunity to explore realistic employment options that are tied to interests and personal goals.

Module 1 Activity #1 *Setting Goals: Daily Living* and Activity #2 *Setting Goals: Skill Development* will also assist MAC participants in the process of setting goals.

## ACTIVITY STEPS

1. Fill a large bag with the items listed under SUPPLIES AND HANDOUTS. Ask one MAC participant to reach into the large bag and pull out an item without looking.

The group should discuss:

- the name of the item
- what it is used for
- who might use it on the job
- if anyone in the group has used the item on the job



Describe the many different jobs where the item might be used.

Discuss the requirements for becoming qualified for the jobs, and the routes to becoming qualified. Record on the handout QUALIFICATIONS CHART.

Examples of routes are:

- education
- training courses
- certification programs
- on-the-job training
- volunteer / job shadowing opportunities



2. Each MAC participant should pull an item from the bag and the group should discuss it.

As they discuss the items, the participants can share information about qualifications they already have or would like to achieve.

Many of the MAC participants will still be absorbing the information about all of the job options and the steps that have to be taken to be able to apply for a job that interests them. It may be overwhelming, especially if they are not remotely qualified – or if jobs in their chosen field are not available. The purpose of the activity is to provide information on all of the different approaches to becoming qualified for employment.



3. Encourage each MAC participant to identify a personal goal that is related to future employment. They do not have to be specific, but should identify one thing that will start them on the path. Sample goals might be:

Find out what is required to become a \_\_\_\_\_.

Contact the \_\_\_\_\_ agency to find out if my skills are transferable.

Talk to a \_\_\_\_\_ Community College about training courses available.

It is important to identify *one step* that is easy to accomplish with assistance from the MAC Coach, the Refugee Resettlement Case Manager, and other adults.



4. Some MAC participants may benefit from the information provided on the handouts WHY TAKE THE GED and PATHS TO THE HIGH SCHOOL DIPLOMA. (Activity #12 *Why Take the GED* provides more information.)
5. For MAC participants who are still uncertain about what jobs they would like to pursue, assist them in completing the handout SOME QUESTIONS TO HELP YOU. This process may assist them in identifying goals.
6. Encourage the MAC participants to share their personal discoveries and goals with the rest of the group.

## SOME QUESTIONS TO HELP YOU

Here are some questions to think about when you are deciding what kind of job would be good for you.



### LEISURE

What do you like to do for fun?  
Are there sports or other recreational activities you enjoy?  
Do you have any hobbies?  
What do you like to do with your friends?  
Do you like to do things by yourself or with other people?



### AT HOME

What do you do when you are home?  
What household chores do you like doing?  
What household chores do you not like doing?  
What do you like to do for fun at home?



### AT WORK

Where have you worked or volunteered?  
What did you like about the work?  
What jobs have you seen that look interesting?  
What jobs do you need to know more about?



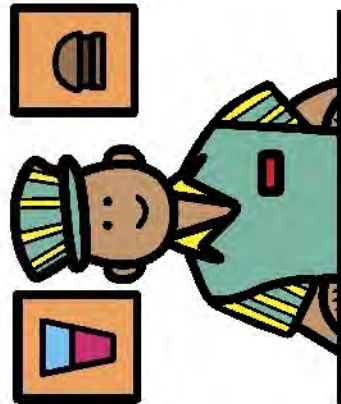
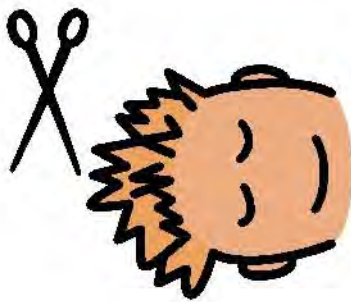
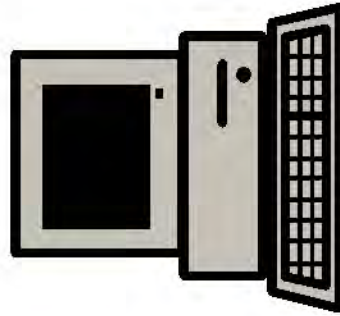
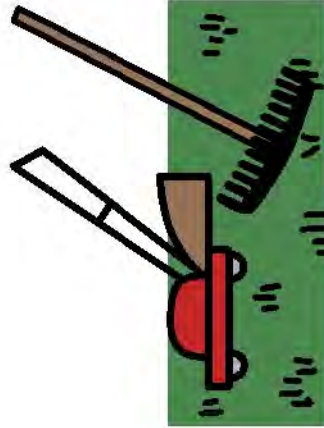
### AT SCHOOL

Have you had any schooling?  
What would you like to learn about?  
What do you think that you need to know?

# Dream Job

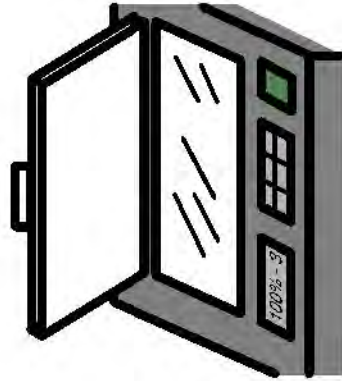
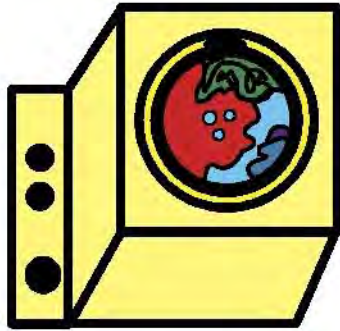


# Dream Jobs

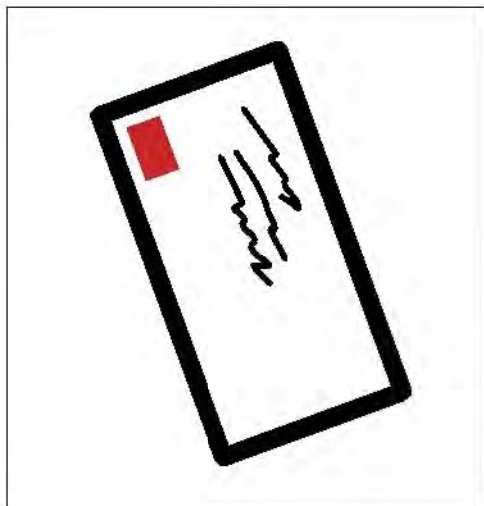
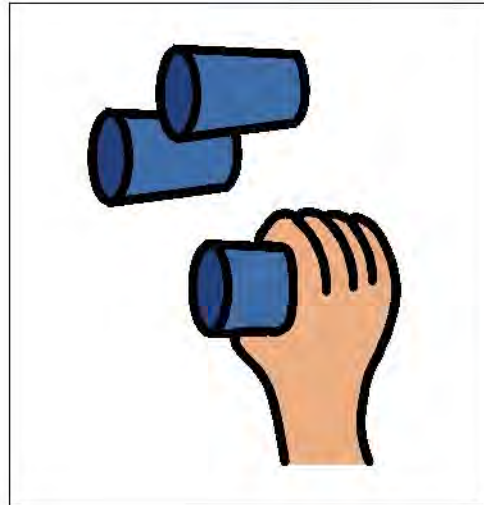
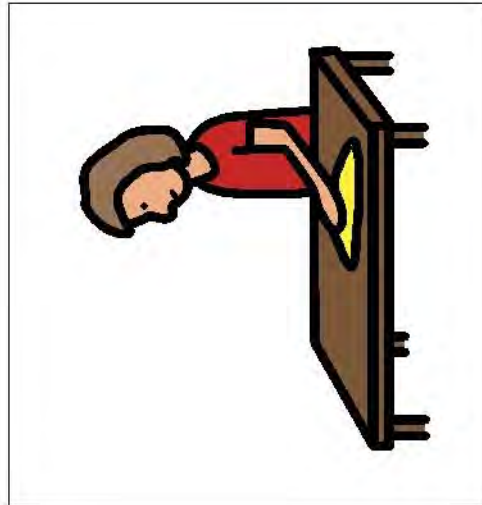
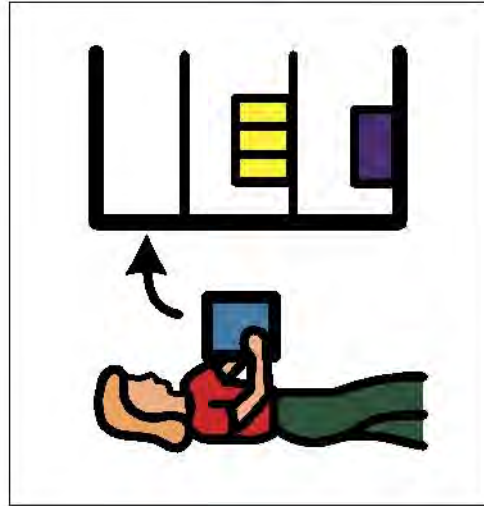
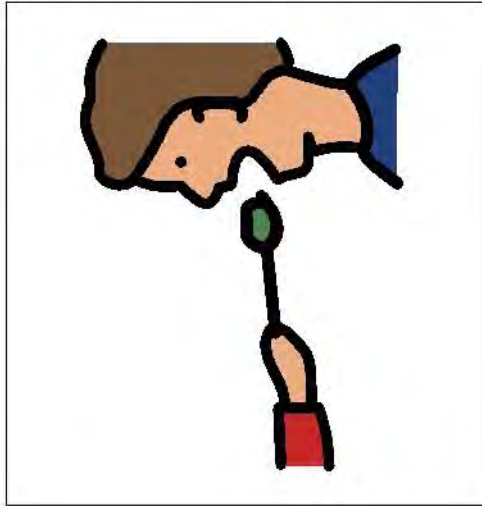




# Dream Jobs



# Dream Jobs



# I WANT TO WORK OUTDOORS!



Construction Worker

Environmental Cleanup

Painter

Parks and Recreation Assistant

Forest Ranger

Building Repair

Road Repair

Sanitary Engineer

Traffic Management

Landscaping

Environmental Conservation

Wildlife Preservation

Animal Care

Recycling Centers

Wastewater Treatment Plants

Farming

Outdoor Recreation



# THE WORLD OF SALES

There are many responsibilities in the world of sales.  
Maybe you can help!



## **MANUFACTURING**

Making the product in a factory

## **ADVERTISING**

Printing and mailing promotional materials



## **MARKETING**

Spreading the word about a product

## **SALES**

Finding customers and selling them the product



## **RETAIL**

Selling in a store directly to the customer

## **INVENTORY**

Storing and keeping track of the product



## **SHIPPING**

Getting the product ready to ship and tracking delivery

## **CUSTOMER RELATIONS**

Keeping customers happy





# **JOBS THAT WORK WITH NUMBERS?**

## **MAYBE YOU CAN HELP!**



Inventory and shipping department

Science labs

Medical research lab

Newspaper Sports department (statistics!)

Engineering firms (build bridges and roads!)

Architect businesses (design buildings!)

Grocery stores

Nursing school

Retail stores

Tax Preparation Centers

Computer data entry department

Computer Software and web design companies

Technology companies (like Apple)

Business office of schools, hospitals, businesses



Bookkeeping office

Accounting firm

Surveyor companies

Bank



# QUALIFICATIONS CHART



Type of Jobs	Skills I Need to Learn	Where Can I Learn the Skills

# Why Take the GED?

GED = General Education Development = High School Diploma

**Qualify for more jobs.**

**Qualify for higher paying jobs.**

**Prepare for training programs.**

**Qualify for job promotions.**

**Prepare to enter college programs.**

**Expand your mind.**

**Show employers you can work hard.**

**Show employers you can handle challenges.**

**Show your children that education is important.**

**Prove that you can finish what you started.**

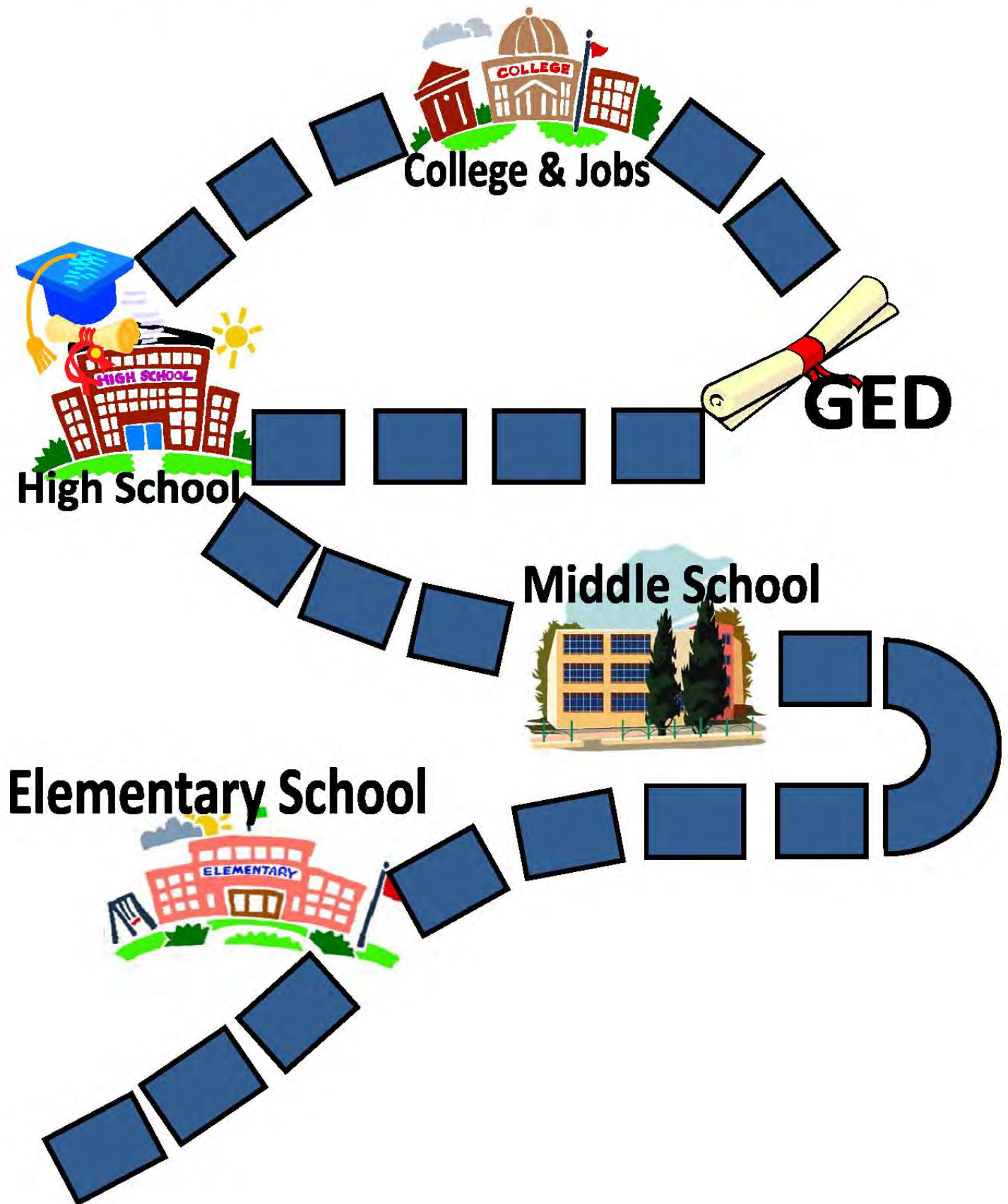
**Feel good about reaching a goal.**

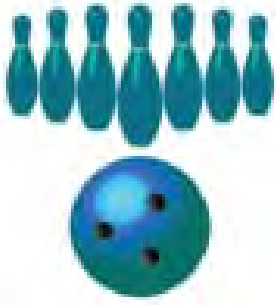


New York State Education Department GED Office  
518-474-5906



# PATHS TO THE HIGH SCHOOL DIPLOMA





## MODULE 1 - ACTIVITY #4

### ***BUILDING A STRONG WORK ETHIC***

*In this activity, MAC participants become familiar with the characteristics of a strong work ethic that every employee should establish.*



#### **SUPPLIES AND HANDOUTS**

Set of plastic bowling pins or small picture books set up to be knocked over

Plastic bowling balls

Bowling pin pictures attached to the pins / books (see Handouts below)

Space to set up pins and roll bowling balls (long table or floor space)

#### **Handouts:**

BOWLING PIN PICTURES (5 pages) cut out and attached to the bowling pins with tape

GOALS FOR WORK



#### **VOCABULARY USED IN THIS ACTIVITY**

bowling

bowling pins

excellent attendance

professional

teamwork

work ethic



## BACKGROUND INFORMATION

Regardless of their job, employees are expected to have the same basic work ethic that includes the following characteristics:

- excellent punctuality and attendance
- professional behavior (polite, clean, cooperative)
- quality work
- completed work
- compliance with policies and procedures
- positive relationships
- responsible team membership
- willingness to learn and grow



MAC participants, especially those who have not experienced employment, volunteering, or internships, will need to practice the skills that build a strong work ethic. As they play the game in this activity, they will become familiar with basic expectations of all employees and should establish related goals.

## ACTIVITY STEPS

1. Set up the bowling pins (or thin books used as “pins”) at the end of a long table, or where the participants will be able to take turns rolling a ball to knock them down. The distance to the pins should be short enough so that the players can be successful.



Remind the MAC participants about that a goal is something to aim for – a personal or group achievement.

The pins should be labeled with the eight work-related goals that every employee should try to achieve. (See Handouts.)

Explain how the pins can represent personal goals in the workplace that everyone should have. The employee is the bowling ball, aiming to knock over (or achieve) a goal.

2. Show each pin and how to roll the ball to try to knock it over.

### **Front Pin**

Excellent Attendance

### **Second Row of Pins**

Getting to Work on Time

Doing your best work

### **Third Row of Pins**

Finishing the work on time

Following the rules of the organization

Developing good relationships

### **Fourth Row of Pins**

Teamwork – working well with other employees

Professional Behavior (polite, clean, cooperative)

Willing to Learn

3. Each MAC participant can keep taking turns to knock the pins over. Rotate to set up the pins for a new bowler.

Keep repeating what the pins represent and encourage the group to cheer the employee (bowler):

- Congratulations! You are going to get to work on time!
- Nice work! You are following the rules of the job!
- Great job! You are polite, clean, and cooperative!

Give the bowlers plenty of chances to knock all of the pins over.

4. When everyone has had a chance to bowl, turn the pins around so that the group cannot see the labels.



*Ask:* What are the things that every employee should do at work?

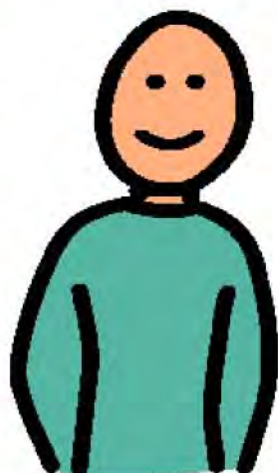




# Bowling Pin Pictures



*Attendance*



MONTH					
S	M	T	W	T	F

*Front  
Pin*

*Time*



*2nd  
Row*



# ***Bowling Pin Pictures***



*Proud*



*2nd  
Row*

*Deadlines*



*3rd  
Row*



# Bowling Pin Pictures



## Rules



3rd  
Row

## Good Relationships



3rd  
Row

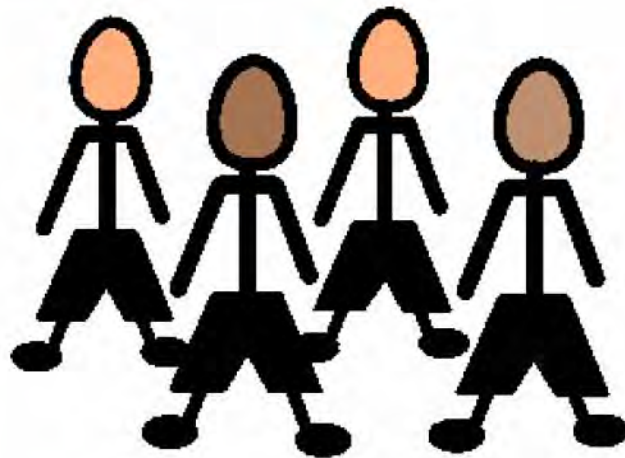




# Bowling Pin Pictures



*Team*



*4th  
Row*

*Clean*



*4th  
Row*



# ***Bowling Pin Pictures***



*Goals*



*4th  
Row*

# GOALS FOR WORK



**BE ON TIME**



**BE CLEAN**



**BE FRIENDLY**



**HEALTHY LUNCH**



**WORK HARD**



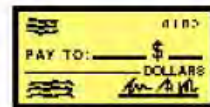
**BE CAREFUL**



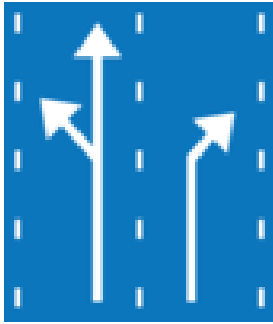
**OBEY RULES**



**ASK QUESTIONS**



**EARN MONEY**



# MODULE 1 - ACTIVITY #5

## ***UNDERSTANDING INDEPENDENCE***

*In this activity MAC participants will understand how employment can lead to increased independence.*



### **SUPPLIES AND HANDOUTS**

#### **Handouts:**

SIGNS OF INDEPENDENCE

IS THIS INDEPENDENCE?

BASICS OF INDEPENDENCE

PAYCHECK INDEPENDENCE

GET YOUR HIGH SCHOOL DEGREE!

WHO WOULD YOU CALL?

DO YOU NEED HELP?



### **VOCABULARY USED IN THIS ACTIVITY**

advertising

bus

cell phone

checkbook

child care

college

computer

doctor

groceries

healthy living

hotline numbers

independence

movie theater

paycheck

repair

shelter

television

transportation

uniform

vacation





## BACKGROUND INFORMATION

Independence means the ability to make decisions, have opinions, and experience freedom without control from others. The concept of independence may be new to most refugee MAC participants. They may be experiencing independence for the first time, but not realizing that with independence comes responsibility and accountability.

In this activity, the focus will be on independence that can be the result of obtaining employment. Emphasis is on the importance of accepting guidance and support while developing an independent life – and building competence so that independent life is fulfilling.



The MAC Coach should stress that good decisions usually come from personal ideas and preferences *combined* with input from respected friends, family members, and experts.



## ACTIVITY STEPS

### 1. Distribute the handout SIGNS OF INDEPENDENCE.

Explain that independence means that MAC participants can be in control of their own lives. They can:

- participate in activities that they choose
- determine their own path – and succeed on their own terms
- apply their talents to help themselves and others as they wish
- use their strengths for self-reliance (instead of depending on other people for everything).

*Ask:* Are these examples of independence?

Use each picture on the handout SIGNS OF INDEPENDENCE to provide examples of independent living. Discuss how a paycheck will allow for the freedom to explore personal interests and make personal decisions about lifestyle.

Read the statements on the handout IS THIS INDEPENDENCE? and discuss.

### 2. Distribute the handout BASICS OF INDEPENDENCE.

Review the basic expenditures that are the first step to independence:

- food
- shelter
- clothing/uniform
- transportation
- child care
- healthy living



### 3. Distribute the handout PAYCHECK INDEPENDENCE. For each item on the handout ask what the MAC participants would use their paycheck for (e.g., transportation to work, taking a trip, going to the movies).

The MAC participants may have unrealistic notions about how far a paycheck will stretch. Discuss how television and advertising show what is available but not always what is affordable. Stress that the basics come first.

4. *Ask:* If you are living independently, does it mean that you are always alone?

Discuss the importance of family, friends, and community as a source of support, fun, and comfort. The MAC participants can still be independent and live with family members, collect social services such as food bank items, and accept donated items.



*Ask:* If you were earning a paycheck would you still be able to live with your family and be independent?

5. Distribute the handout WHO WOULD YOU CALL?

*Ask:* Why would you need someone to call if you are supposed to be living on your own?



Stress the importance of reaching out for assistance and information so that independent living can be successful.

Discuss how good decisions usually come from personal ideas and preferences combined with input from respected friends, family members, and experts.

*Ask:* Who would you call if you need help?

Make sure that the MAC participants actually know how to reach friends, family, MAC Coaches, Refugee Resettlement Case Managers, and others who can assist them.

Distribute the handout DO YOU NEED HELP? and discuss each hotline and the value of free, confidential advice for anyone who has a question or problem.

# SIGNS OF INDEPENDENCE



# Is This Independence?

- ☐ taking the bus to work
- ☐ grocery shopping with a list and a budget
- ☐ calling for information about a training program
- ☐ interviewing a child care worker
- ☐ opening a savings account
- ☐ using the computer in the public library
- ☐ planning for food for the month
- ☐ making an appointment with a counselor
- ☐ talking to a landlord about repairs
- ☐ asking about financial aid for college

**Make the phone call**

**Do your own research**

**Make up your own mind**

**Make your own decisions**



# BASICS OF INDEPENDENCE





# PAYCHECK INDEPENDENCE

*What will be different if you are earning money?*

FOOD

HOUSING

TRANSPORTATION

FAMILY LIFE

ENTERTAINMENT

CLOTHING

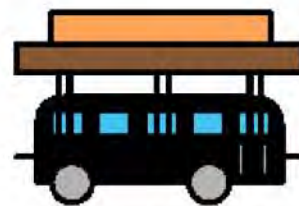
TRAVEL

SHOPPING

EDUCATION

INTERESTS AND  
HOBBIES

FUTURE PLANS





## GET YOUR HIGH SCHOOL DEGREE!

	High School Diploma	High School Diploma	High School + Experience or 2-year Associate's Degree
	\$7/hour	\$12/hour	\$15/hour
	40 hours/week	40 hours/week	40 hours/week
<b>Salary</b>	<b>\$1120/month</b>	<b>\$1920/month</b>	<b>\$2400/month</b>
Less taxes and FICA	\$168	\$288	\$360
Less Uniform or Union fee	\$15	\$15	\$15
Less Health Insurance Contribution	\$40	\$40	\$40
Less public transportation or gas	\$80	\$80	\$80
Less rent	\$400	\$400	\$400
Less food	\$417	\$600	\$600
<b>Balance</b>	<b>\$0</b>	<b>\$497</b>	<b>\$905</b>

This chart does not show additional expenses such as child care, entertainment, car payment, clothes, savings, insurance, etc. and does not account for rising costs.

# WHO WOULD YOU CALL?





# DO YOU NEED HELP?

FREE SERVICES — READY TO HELP YOU

**POLICE 911**

**FIRE 911**

**A CHILD IN DANGER 911**

**ABUSE HOTLINE  
1-800-942-6906**

**HEAT HOTLINE  
1-800-342-3009**

**FOOD STAMPS HOTLINE  
1-800-342-3009**

**LEGAL ASSISTANCE  
1-800-342-3009**

**HIV/AIDS HOTLINE  
1-800-541-2437**

**ABANDONED INFANT HOTLINE  
1-866-505-7233**

**NEW YORK CITY EMERGENCY FOOD AND OTHER SERVICES  
1-866-888-8777**

**SCHOOL LUNCH  
1-800-342-3009 or your local school district**

**GENERAL NEW YORK STATE SERVICES  
1-800-342-3009**

**[www.mybenefits.ny.gov](http://www.mybenefits.ny.gov)**

## **CALL TO FIND OUT ABOUT LOCAL FOOD PANTRIES**

**New York City 212-566-7855  
Long Island 631-582-3663  
Syracuse 315-437-1899  
Capital Region 518-768-3691**

**Elmira 607-796-6061  
Westchester 914-923-1100  
Rochester 585-328-3380  
Western 716-852-1305**



# MODULE 1 - ACTIVITY #6

## FIRST IMPRESSIONS

*In this activity MAC participants will learn about the importance of a positive first impression.*



### SUPPLIES AND HANDOUTS

Information about local sources for free and inexpensive clothes.

Hygiene items, preferably more than one choice for some of the items: shampoo, toothbrush and toothpaste, deodorant, nail clipper, comb/brush, soap, body wash, nail file, shaving cream, razor, washcloth and towel, breath mints, mouthwash

Laundry products (detergent, stain remover, bleach)

Dirty and clean shirts (or uniforms)

Dirty and clean socks

Clean shoes (they can be old, but not falling apart)

Hand sanitizer (with pump)

*Optional:* A visitor, arranged in advance, who will shake everyone's hand

#### Handouts:

SHOWER AND BATH

SOAP

TOOTHBRUSH AND TOOTHPASTE

DEODORANT

RAZOR

SHAMPOO

NAIL CARE

CLEAN SHIRT



### VOCABULARY USED IN THIS ACTIVITY

bath

breath mints

clean clothes

clean socks

deodorant

detergent

hand sanitizer

laundry

mouthwash

nail care

razor

shampoo

shaving cream

shower

smell (body odor)

soap

toothbrush

toothpaste

towel

uniform

washcloth



## BACKGROUND INFORMATION

Employers and co-workers will draw conclusions about an employee on the basis of first impressions. The conclusions may not be fair, but the reality is that immediate cues will cause judgments that may be hard to change.

This can be especially true if the employers and co-workers are not used to working with individuals who have a different cultural background or who are still learning the English language.

Appearance, attitude, and communication behaviors can send messages about work ethic and professionalism as soon as an applicant or new employee crosses the threshold of a workplace.

For MAC participants, first impressions begin with the basics: hygiene, handshakes, eye contact, clean clothes, and greetings. It is important to keep in mind that some refugees may not have access to facilities that allow for good hygiene, such as regular hot showers and laundry facilities. Refugees may also find it confusing to determine what hygiene products to use, especially when perusing the shelves of a drugstore.



Discussing hygiene can be very sensitive and no MAC participants should be singled out for their positive or negative hygiene. The MAC participants may not be aware of what constitutes acceptable standards of cleanliness in American culture, and may use products that Americans are not used to smelling or seeing (e.g., hair products, eye cosmetics such as kohl).

Although the purpose of the activity is to encourage the MAC participants to adhere to American standards of good hygiene, the cultural traditions of the participants should not be eliminated entirely. Review the basics with *everyone*, even if some of the MAC participants seem to comprehend the elements of good hygiene.



In addition, some refugees have difficulty acquiring the clothing they need for work. As first impressions are discussed, include information about resources for items that may be needed for employment. Provide phone numbers and addresses of thrift stores, organizations that provide clothing for work, and discount stores.



This activity also explores the traditional greetings used in America, such as a handshake, wave, and verbal introductions. These greetings may be uncomfortable for the MAC participants not only because they are new behaviors, but because the behaviors may be contrary to their cultural traditions. The MAC participants should know what to do if they are uncomfortable with traditional American customs. It is important to practice so that they will be prepared to greet employers and co-workers appropriately in the workplace.

In Activity #7, the MAC participants will learn more about greetings and other communication strategies that create a positive impression.

## ACTIVITY STEPS

1. Display the hygiene items on a table and either demonstrate the use of each item (e.g., wash hair, brush teeth, shave, etc.) or ask MAC participants to join you in demonstrating how the items are used. This is an opportunity for dramatic role-playing, so include:

- reactions to bad smells
- confusion about choices of products
- misuse of products



Complete the role play by using all of the products and then putting on a dirty shirt and leaving for work.

Ask: Why is it important to keep your body clean?

Discuss how to wash and how often.

Ask: What happens when you don't smell good?

Discuss whether people will tell you if you have body odor or bad breath. It is best to prepare for the possibility since most people will not mention it. Discuss the conclusions that employers and co-workers may draw if hygiene is not addressed by an employee.

Ask: Why does the shirt need to be clean?



Ask: How can you keep shoes looking neat?

Shoes are sometimes difficult to find and replace, especially for growing young adults. The type of shoe can be a status symbol or an important message about lifestyle. Explain to the MAC participants:

Some jobs may have shoe requirements (for professionalism and safety).

Clean clothes includes clean socks.

There are local sources for obtaining secondhand shoes and other work clothes.

2. Display laundry items.



Ask: Where do you use these?

Why?

How often?

Explain the uses of the laundry items, emphasizing that all of the products that are advertised are not always necessary. Provide basic laundry information, including details about local laundromats.

Show the clean/dirty shirts and clean/dirty socks and ask which they should wear to work.

3. Demonstrate the use of hand sanitizer.



Explain that hand sanitizer should not be used too often and should not be inhaled or tasted.

Stress that soap and water should be used often and provide examples of when the MAC participants should wash their hands.

4. Walk around the room and shake everyone's hand. (Do this after using the hand sanitizer. If it is flu season, you may want to limit the amount of handshaking.)

Introduce yourself with a polite greeting:

- Hi – how are you?
- It's nice to meet you.
- My name is \_\_\_\_\_. What is yours?



You can also arrange in advance for a visitor to shake everyone's hand and introduce themselves.

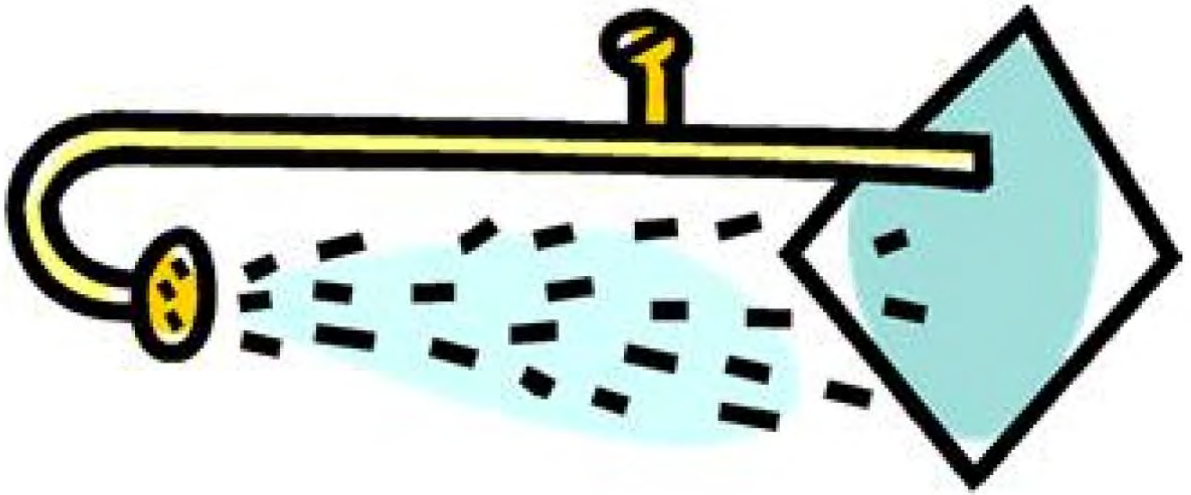
5. Discuss how to handle the situation when individuals have difficulty pronouncing the name of the MAC participant.
6. For each MAC participant, practice a handshake a few times, explaining the qualities of a firm handshake. Include the importance of eye contact, releasing the hand quickly, and having clean hands. Anyone who has cold symptoms should avoid shaking hands.

Point out that fist bumps and elaborate handshakes may be acceptable with peers, but not with employers.

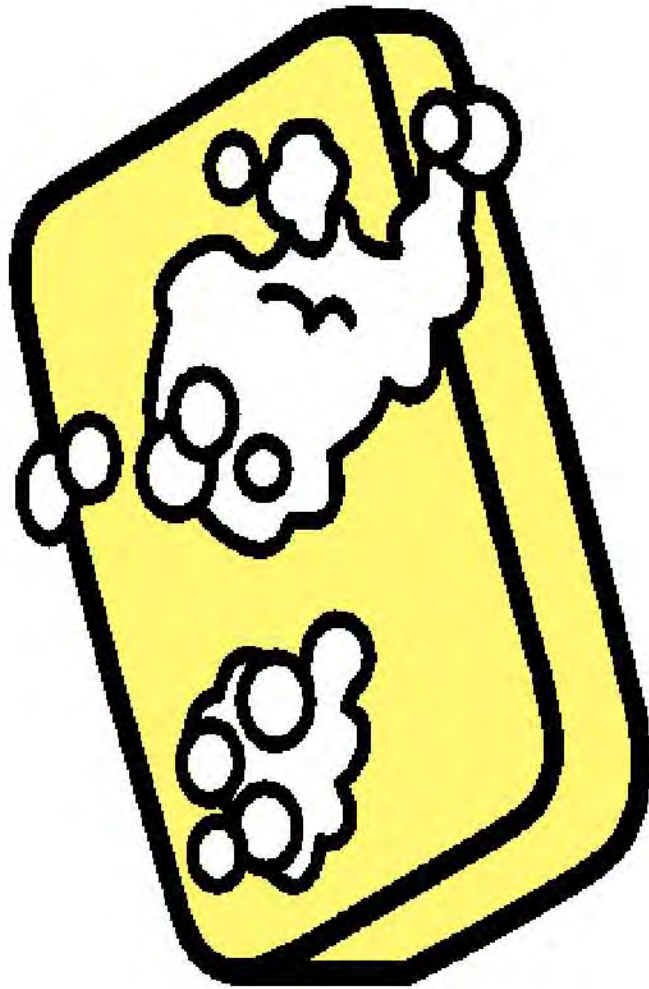
Keep in mind that some of the MAC participants will be uncomfortable touching someone else's hand or may not know what to do. Their cultural background may make it especially difficult to reach out and shake hands while maintaining eye contact (especially with the opposite sex.) Explain that every culture is different and the handshake is a cultural tradition in America.

If a MAC participant cannot shake hands for personal reasons, discuss alternatives in the workplace such as giving a quick wave, or providing a verbal comment such as a nod and "It's nice to meet you."

7. The MAC participants can practice shaking the hands of everyone in the room until they feel comfortable with the process. Explain that it is not necessary to shake hands with an employer or co-worker every time they see them, but it is very important for a positive first impression.

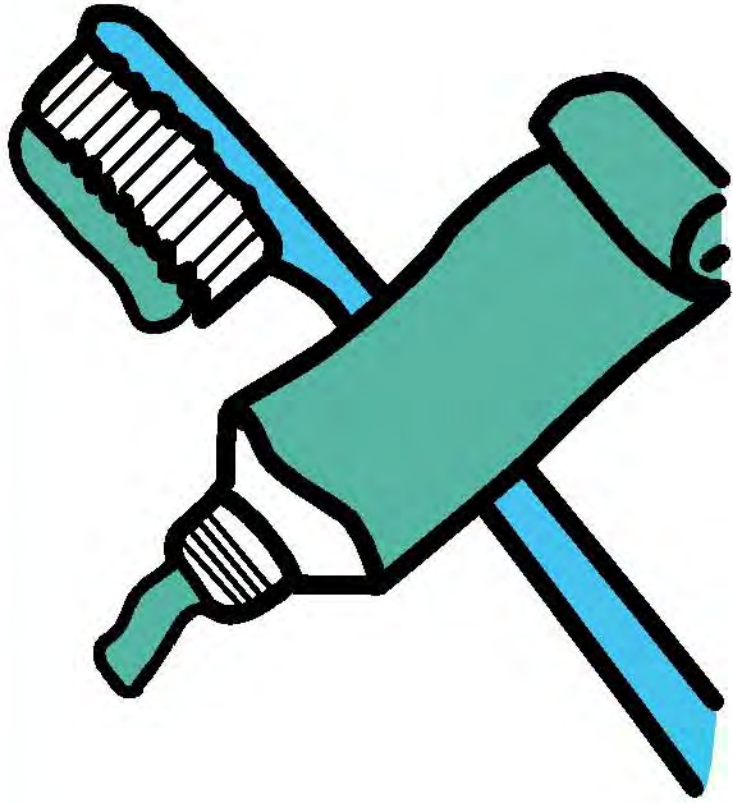


# Soap

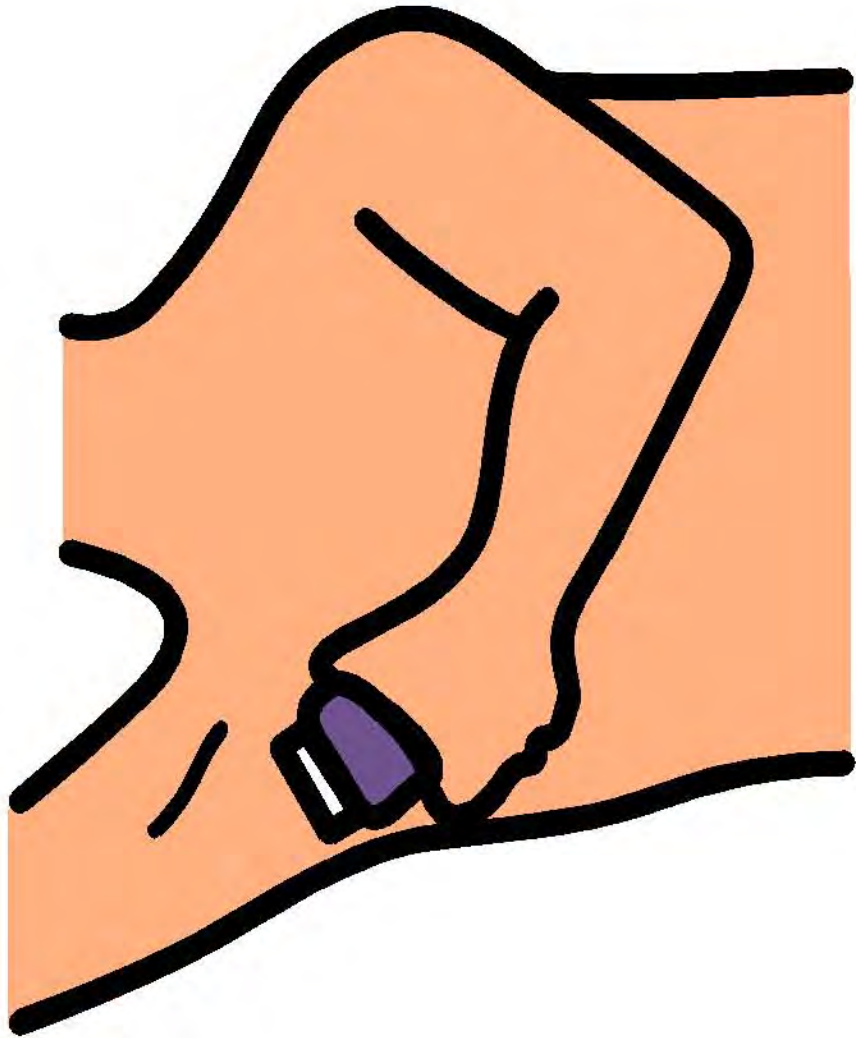




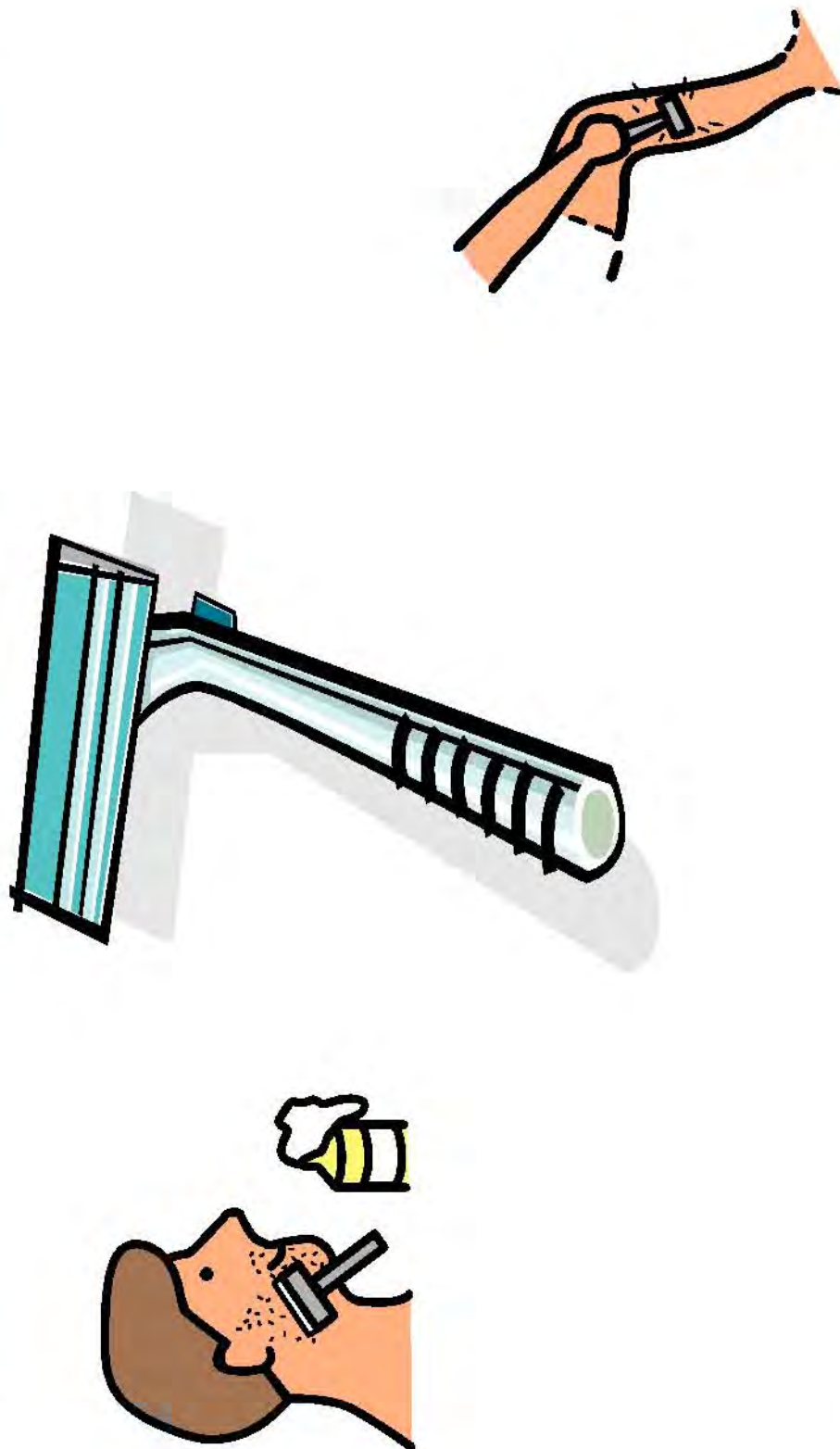
# Toothbrush and Toothpaste



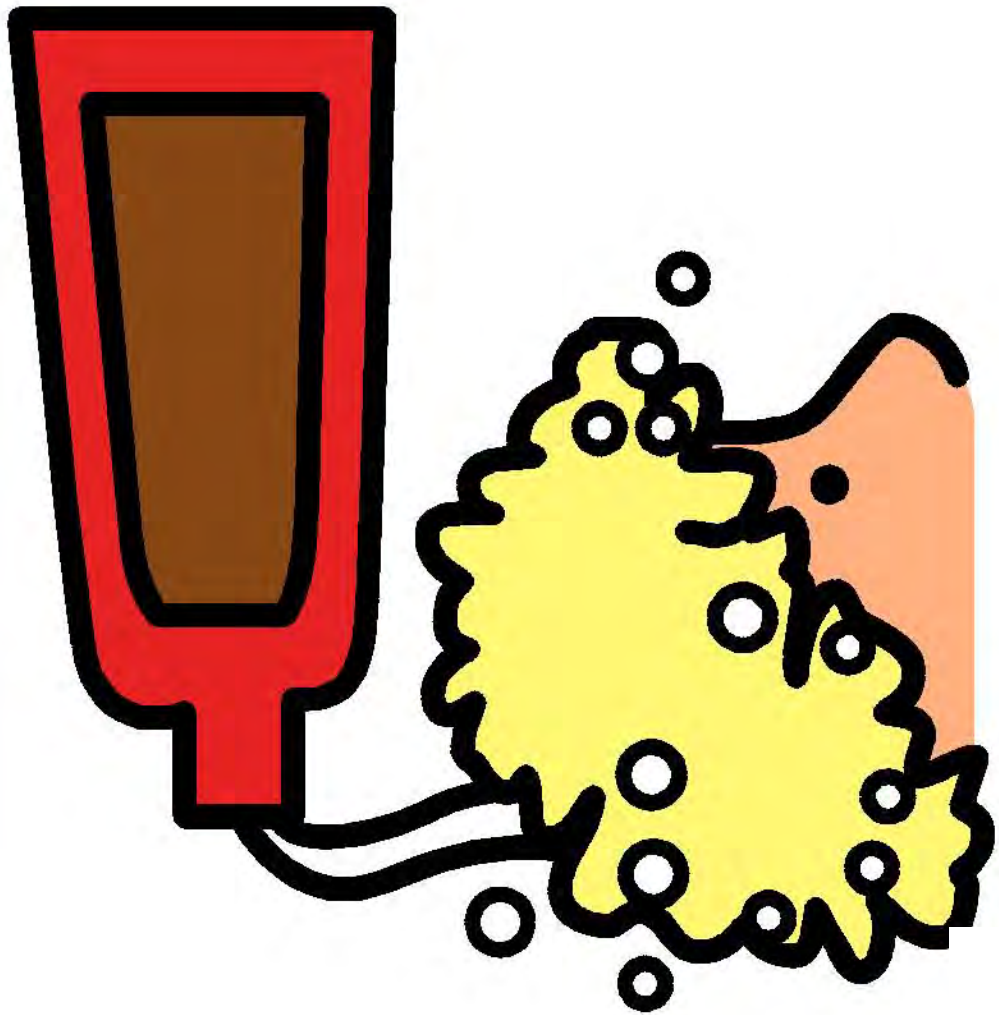
# Deodorant



# Razor



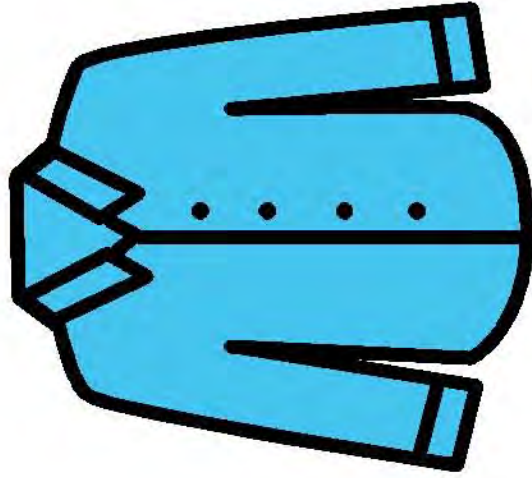
# Shampoo



# Nail Care



# Clean Shirt







# MODULE 1 - ACTIVITY #7

## COMMUNICATING AT WORK

*In this activity, MAC participants will become familiar with basic communication behaviors expected in a workplace.*



### SUPPLIES AND HANDOUTS

Role playing will require two or more adults.

#### **Handouts:**

WAVE HELLO

SMILE!

SPACE!

WAIT YOUR TURN

NO SHOUTING

NO GERMS

CLEAN HANDS



### VOCABULARY USED IN THIS ACTIVITY

cheerful

communication

eye contact

greetings

no shouting

smile

wait your turn

wave



## BACKGROUND INFORMATION

Communication behaviors at work are actually the same behaviors that MAC participants should be using in their everyday lives. They should be polite and respectful, pleasant, use clean language, and an appropriate voice level.

It may be difficult for young adult refugees to adjust to the expected communication behaviors in a workplace if they communicate with their peers in a different manner. Or they may copy other employees who do not have positive communication skills.

They may also have difficulty communicating because they are just learning English. But this activity incorporates the many aspects of communication, including non-verbal cues, such as:

Kinesics – gestures, facial expressions, posture

Proxemics – standing too close, interrupting a worker who is trying to concentrate

Paralanguage – voice rising, speaking slowly or loudly to make a point.

It is even more important for refugees to learn the impact of nonverbal communication if they are still learning English and need to send the right messages at work.

Note: See Module 3 - Activity 28 *Online Responsibility and Security* for the topic of communication via technology.



## ACTIVITY STEPS

1. Begin by greeting each MAC participant in a different way. Demonstrate a pleasant, friendly tone.

- Hi!
- Good morning!
- Hello there!
- How are you today?
- Demonstrate waiting for a response and making eye contact.



2. Ask: Is it okay to talk to people like this?

Roleplay inappropriate greetings with the Assistant Coach or another adult instructor:

- loud greeting
- barely audible greeting
- standing too close
- interrupting a response
- asking a question, then walking away or looking around
- asking a question about the listener, then answering it
- talking to someone who is obviously busy working
- touching arm, shoulder
- scowling and greeting unpleasantly
- speaking with head down
- blocking someone from passing



3. Discuss the handouts WAVE HELLO, SMILE, SPACE!, WAIT YOUR TURN, and NO SHOUTING, pointing out how nonverbal behaviors are just as important as words.

4. Role play appropriate communication:

- greeting in a normal tone of voice
- waiting for a response to a question
- keeping the head up (not looking down)
- maintaining eye contact
- not interrupting someone who is busy or walking by in a hurry
- greeting cheerfully

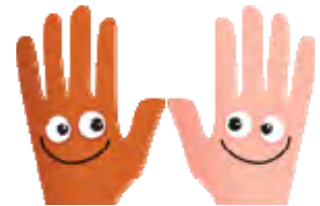
- keeping appropriate space between speaker and listener
- refraining from touching.

Repeat the examples in many different ways, always pointing out the importance of non-verbal communication.

5. Divide the MAC participants into pairs for this part of the activity. (The MAC coach can determine if this activity would be more effective in the large group.) Explain that you are going to verbally provide a sentence for them to practice in front of the entire group. They are expected to use positive communication behaviors with their partner. Start with the following sentences and praise the participants for their positive communication, gently correcting if they need more practice.

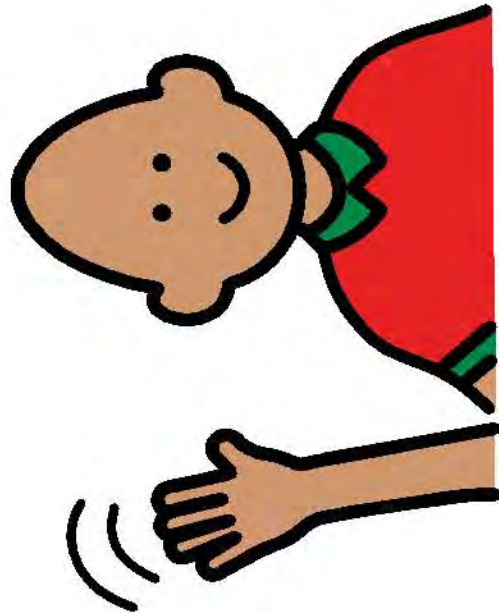
If necessary, review the meaning of the question in the native language of the participants. Then indicate appropriate phrasing and body language when the question is stated in English.

- Did you enjoy the weekend?
- What do you think of this weather?
- What did you bring for lunch today?
- Do you have time to answer a question?
- Thank you for helping me.
- Do you need help?
- Where can I find more paper?
- Do you know what we are supposed to do today?
- Can you explain something to me?
- Am I doing this right?



6. As the MAC participants become comfortable they can create their own greetings and conversations and practice positive communication.

# Wave Hello





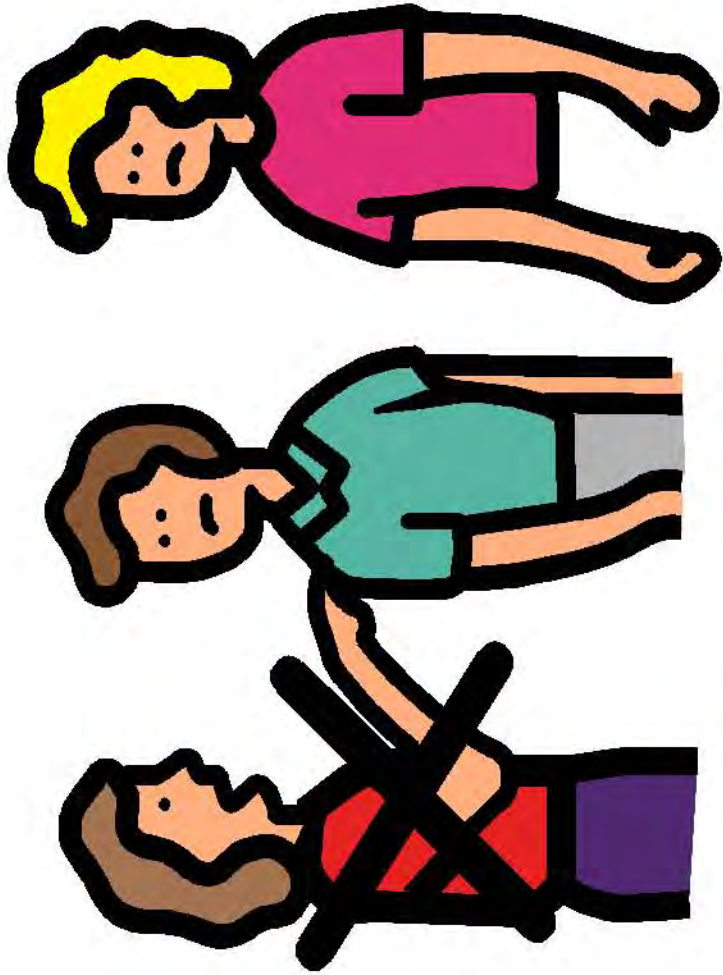
Smile!



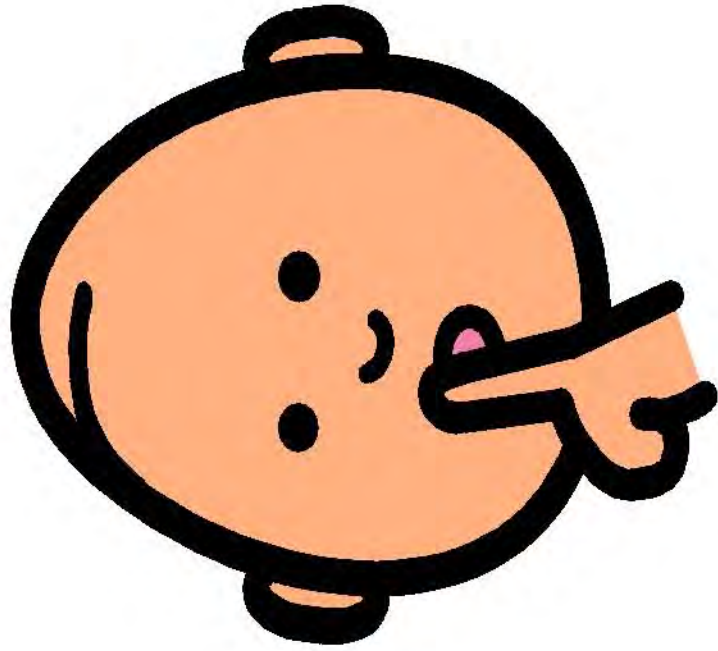
# Space!



# Wait Your Turn



# No Shouting



# No Germs





# Clean Hands





# MODULE 1 - ACTIVITY #8

## GOOD MANNERS AT WORK

*In this activity, MAC participants will be reminded about polite behavior in the workplace.*



### SUPPLIES AND HANDOUTS

This activity requires 3 adults to role play rude and polite behaviors.

The role-playing will require these props:  
(See page 3, *Rude Behaviors* for details.)

- pencil
- pen
- photograph
- YouTube video
- bottle of water or juice



### VOCABULARY USED IN THIS ACTIVITY

alarm clock  
boss  
break room  
candy bar  
cell phone  
chewing  
co-worker  
coffee  
computer  
employer  
grouchy  
hungry  
joke  
laugh  
manners  
offices  
polite  
poster  
rude  
schedule  
smell (body odor)  
supervisor  
The Black Eyed Peas (pop hip-hop group)  
thumbs down  
thumbs up  
time card  
time clock  
TMI (too much information)  
uniform  
video  
work shifts  
YouTube



## BACKGROUND INFORMATION

**Note:** The steps in this activity can be conducted as quick preliminary exercises before the activities in the other modules. The MAC participants can then get short, constant reminders about good manners at work.

If MAC participants were to copy the behaviors of some of their co-workers, they might be copying behaviors that are rude or inconsiderate.

Bad manners at work are not only a distraction and sometime offensive, but they could be in violation of the rules of the business.

Employees with bad manners, even if the behaviors are unintentional, can create a negative impression about attitude and capability. Employees with bad manners may discover that other workers avoid them because of their impolite behaviors.



MAC Coaches should explain that polite behavior (also known as “good manners”) is expected in the workplace. Managers and business owners respect employees who exhibit good manners.

Point out that some co-workers will not have good manners, but MAC participants should avoid copying them. Employers recognize individuals who are consistently polite.

When conducting this activity, it is important to reinforce the polite behaviors by demonstrating and practicing them.

## ACTIVITY STEPS

1. Role-play the following series of actions with the two other adults.

Explain that you are going to be acting out a series of rude behaviors.

After each rude behavior, demonstrate “thumbs down” for rude behaviors because you will be using this technique later in the activity.



*Ask after the role play:* What would be the polite thing to do in this situation?

Demonstrate the polite behaviors.

Ask one or two volunteers to practice each polite behavior. (Show “thumbs up.”)

### **Rude Behaviors:**

Sneeze loudly into the air.

Call another worker over with a loud “Hey! Over here! Toss that pen to me!”

Be rude to a colleague, but friendly and smiling when the boss comes along. (Emphasize the importance of being polite to everyone at work, regardless of their place in the hierarchy.)

Walk through a door without holding it open.

Grab a pencil and say, “You took my (blankety-blank) pencil!” (Discuss how some swear words may have become commonplace, but they are still considered inappropriate in the workplace.)

Sit close to a co-worker and say, “Hope you don’t mind cat hair” and brush off your clothing.

Show a photograph of yourself in a bathing suit (or something similarly inappropriate) to a co-worker. (Explain to MAC participants what “TMI” or Too Much Information means.)

Point out a video on YouTube. (Explain that the video may be inappropriate and the business may not allow internet use.)

Offer a used bottle of water or juice to a co-worker and say, “Want some?” (Explain that this may seem generous, but it is unhealthy.)



Laugh and say, "Here comes Mr. Grouchy!" when you see another co-worker. (Explain that there should be no name-calling at work, especially if it can constitute harassment.)

(Discuss how MAC participants should handle it if co-workers give them a nickname. In some organizations, nicknames are the norm and a sign of inclusion, but occasionally they are meant as an insult.)

Comment to another co-worker, "This place is a disaster." (Explain that this not only shows a negative attitude, but disrespect for the employer.)

2. Explain to the MAC participants that you are going to describe a typical work day. For each event during the day, ask the participants to indicate whether the behavior shows *good* or *bad* manners. Point out that some behaviors are more than just bad manners – they are not *allowed* in the workplace.

The MAC participants are to show thumbs up for GOOD and thumbs down for BAD manners.

After each behavior, provide the correct answer. If the behavior shows bad manners, explain how it can be changed to good manners.

All of the good manners can be role-played and MAC participants should be encouraged to practice the good manners.

- ☐ My alarm clock is set for 7:00 in the morning because that's when I get up to go to work. I clean office buildings. But my roommate needs to sleep in, so I put the alarm clock under my pillow.
- ☐ After I brush my teeth, I splash water around the sink to clean it so that the others in my apartment won't have to use a messy bathroom.
- ☐ I grab the same uniform that I wore yesterday. It doesn't smell *too* bad.
- ☐ On the bus I talk on my cell phone. The reception isn't very good on the bus, so I have to shout.
- ☐ I arrive at work early as usual, so I straighten up my supplies and fill my mop buckets. I fill Victor's too, and then we can both get started right away.
- ☐ I am allowed to drink coffee only in the break room, but I sneak a cup of coffee into the cleaning office because I don't think my supervisor is nearby.



- ❑ Victor and I share a desk that has a computer so we can keep track of the cleaning. I pile my lunch and other stuff on the desk wherever there is room. He keeps his stuff in a drawer.
- ❑ I have some time alone so I play a game on the computer. When I hear someone coming, I shut it down.
- ❑ I put up a poster over the desk that shows a picture of the country I came from.
- ❑ I ask Victor if we can switch shifts tomorrow. "Victor, can we please switch shifts? I would really appreciate it."
- ❑ Victor says he can't switch. I smile and say, "Thanks, that's OK." I know that he has a new baby and a crazy schedule. Sometimes he's really grouchy – I never know what mood he will be in.
- ❑ Sometimes Victor tells a joke that I don't want others to hear. I laugh because I don't want him to get mad at me.
- ❑ I get my work done, making sure not to bother anyone, especially people who are on the phone.
- ❑ I do like to talk to some of the women in the office. Some of them say that they have to get back to work, but I think they would rather talk to me.
- ❑ I keep my cell phone on, even though we are not supposed to. I like the ring tone. It's the Black Eyed Peas.
- ❑ When I'm hungry, I eat a candy bar while I'm working. If I'm chewing when someone asks me a question I go ahead and talk because I know they need the answer right away.
- ❑ I like to talk to the next shift and tell them about things that I saw in the offices that are funny or weird.
- ❑ When I sign my time card I always brag to my co-workers about how hard I work so that my supervisor will be proud of me.

### 3. Ask: Thumbs up or thumbs down?

- show up for work
- get to work on time
- follow the rules of the employer
- respect co-workers
- respect supervisors





# MODULE 1 - ACTIVITY #9

## WHO AM I?

*In this activity, MAC participants will identify their personal skills and interests.*



### SUPPLIES AND HANDOUTS

#### Handouts:

IS THIS YOU? (cut up into cards and placed in a paper bag)

PREFERENCE CHECKLISTS (6 pages)

SKILLS (4 pages)

DREAM JOBS (6 pages)



### VOCABULARY USED IN THIS ACTIVITY

ambitious  
artistic  
calm  
caring  
cheerful  
clear thinking  
creative  
dependable  
friendly  
good listener  
helpful  
leader  
logical  
optimistic  
organized  
patient  
persistent  
responsible  
self-starter  
sense of humor  
supportive  
team player  
volunteering  
willing to try



## BACKGROUND INFORMATION

(Note: Coaches should decide if this activity will be more successful if done individually with MAC participants or with the entire group.)

It cannot be assumed that young adult refugees arrive in the United States without any marketable skills, or that they have not developed personal qualities that would help them succeed in a job. Some of the refugees will have had previous schooling and employment. They may be able to speak English comfortably and are ready to pursue the job search because they have work experience.



Even if the refugees have spent some (or all) of their lives in harsh conditions, they still have developed unique characteristics and capabilities. Their experiences in America may provide the opportunity for them to expand their skills and interests and discover new ones – even identify gifts and passions that may be a surprise.

For some refugees, the concept of asking Who Am I? may seem like an unfamiliar task. In the past they may have been concentrating on survival – or remaining unnoticed – so there was little time to spend on self-reflection. They may feel that it is self-serving and inappropriate to concentrate on self rather than others.

It is not expected that in one activity the MAC participants will be able to identify all of their skills and capabilities. They may not even know if they have the skills for a specific field of interest – or whether they are capable of developing those skills.

They are also in their late teens so their interests and skill development can change every day. Like any young adult, they are just beginning to figure out who they are and what they can do in the future.

In this activity they will have a chance to investigate what qualities they have and how those qualities might be useful in specific jobs.

The Coach should also talk about universal skills that apply to all jobs, even if MAC participants are not able to obtain a job in a specific field of interest. The local geography, economy, and level of competition for employment will determine the type of jobs that are available for refugees. But the following skills should be developed no matter what the job:

- Polite, respectful communication skills (see Module 1 – Activity #7)
- Strong work ethic (see Module 1 – Activity #4)
- Desire to grow and learn (see Module 1 – Activity #2)
- Effective balance of work and family life (see Module 3).

## ACTIVITY STEPS

1. Either individually or as a group, complete the handout PREFERENCE CHECKLISTS.

This process may take a series of discussions so that the MAC participants have a chance to self-reflect and comprehend what skill is being described.



Encourage the MAC participants to ask trusted family and friends about their skills and interests. They may not realize that they are regarded as a “people person” or are known for being talented at fixing machinery.

2. For students who are comfortable with the English language (or who are learning new English vocabulary words), shake up the paper bag that is filled with the WHO AM I? cards.

Either the Coach or a MAC participant should pull out one of the cards. (This can be done individually or in a large group.)

*Ask:* Would you use this word to describe yourself?

Stress that all of the qualities on the list are positive qualities and no one is expected to have all of them!

They may hesitate to say yes because it may seem like bragging or self-serving. Point out that employers will expect applicants to describe their positive qualities.



If they say no, encourage them to come up with another word that is a more accurate description. Discuss how to develop the attribute.

*Ask:* What words would you use to describe yourself? (Or how would your friends and family describe you?) The Coach may have to contribute descriptions, particularly positive ones.

3. Distribute the handout SKILLS and discuss work experience and other ways that the MAC participants may have developed skills that can be used in a job.
4. Distribute the handout DREAM JOBS (also used in Activity #1) and discuss how personal skills and interests can match dream jobs.

**Artistic**

**Calm**

**Careful**

**Caring**

**Clear Thinking**

**Creative**

**Dependable**

**Energetic**

**Helpful**

**Leader**

**Team Player**

**Friendly**



**Good Listener**

**Logical**

**Optimistic**

**Organized**

**Patient**

**Persistent**

**Responsible**

**Self-Starter**

**Sense of Humor**

**Serious**

**Supportive**

**Willing to Try**

# Preference Checklists

Where do you want to work?




	<b>Not Important</b>	<b>Important</b>	<b>Very Important</b>
Indoors			
Outdoors			
Many locations			
One location			
Calm environment			
Organized environment			
Fast-paced environment			
Large organization			
Small organization			
Self-employed			
Set work hours			
Flexible work hours			
Work alone			
Work in a group			
Move around			
Stay in one place			



## Preference Checklists

### What makes you Smile?

	<b>Not Important</b>	<b>Important</b>	<b>Very Important</b>
Like to work with tools and machinery			
Like to work with your hands			
Like to work in nature or out of doors			
Like to move around often			
Like to build and fix things			
Like to be strong			
Like loose schedules			
Like art			
Like music			
Like dance			
Like theater			
Like to dress up, choose clothes			






## Preference Checklists

What makes you Smile?



	<b>Not Important</b>	<b>Important</b>	<b>Very Important</b>
Like to work with people			
Like to help people			
Like to work in groups			
Like to discuss feelings			
Like to be the leader			
Like to sell things			
Like work that is always the same			
Like to keep things organized			

Where do you picture yourself so that you are in a job that makes you smile?

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# Preference Checklists

What lifestyle do you want?



	<b>Not Important</b>	<b>Important</b>	<b>Very Important</b>
Make a lot of money			
Live near family			
Live in a house			
Life in an apartment			
Live a life of luxury			
Live a moderate lifestyle (neither rich nor poor)			
Have many possessions			
Work on a career			
Have a lot of personal time			
Work hard and work a lot			
Have a short commute to/from work			
Have an active social life			
Entertain frequently in my home			
Spend time alone			
Travel frequently			
Be politically active			
Be involved in culture and the arts			
Be involved in my community			
Live near my place of work			
Have access to movies and restaurants			
Live near schools			
Outdoor activities (hiking, camping, hunting, etc.)			



# Preference Checklists

What do you like to do?



	<b>Not Important</b>	<b>Important</b>	<b>Very Important</b>
<b>Observing:</b> Paying careful attention to and keeping track of details			
<b>Comparing:</b> Proofreading; discovering differences and similarities			
<b>Copying, Storing:</b> Entering data; keeping records; addressing; posting; copying; recording; memorizing			
<b>Computing:</b> Dealing with numbers; performing simple or complex arithmetic; keeping financial records; word processing			
<b>Researching:</b> Investigating; surveying; inventorying; compiling; composting; classifying; reporting			
<b>Analyzing:</b> Examining; testing; evaluating; proving; interpreting			
<b>Organizing:</b> Giving a definite structure to things			
<b>Visualizing:</b> Fine sense of rhythm; illustrating; photographing; sketching; designing			



# Preference Checklists

What do you like to do?

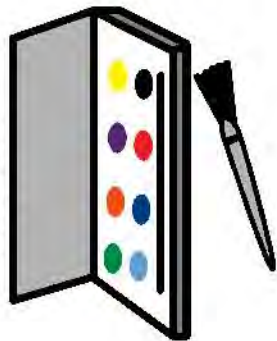


	Not Important	Important	Very Important
<b>Handling Objects:</b> Lifting; carrying; moving; sorting; delivering			
<b>Working Outdoors:</b> Plowing; planting; grounds maintenance			
<b>Loading or Emptying Machines:</b> Stacking; loading; emptying; removing			
<b>Using Tools:</b> Manipulating hand tools in the kitchen, on the grounds or in a shop			
<b>Operating Vehicles:</b> Driving or regulating controls			
<b>Minding Machines:</b> Monitoring; adjusting; and servicing machines			
<b>Operating Equipment:</b> Checking; controlling; adjusting; cleaning; refilling			
<b>Precision Work:</b> Data entry; tuning; adjusting; having great finger dexterity			
<b>Setting Up:</b> Preparing; building; assembling; displaying; installing			
<b>Repairing:</b> Putting something back into good operating condition			



# Skills

Hobbies



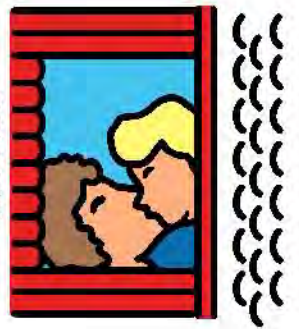
Gardening



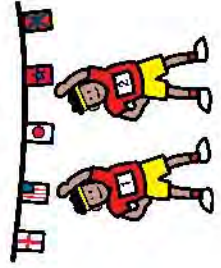
Dance



Movies



Games



# Skills

Restaurants



Cleaning



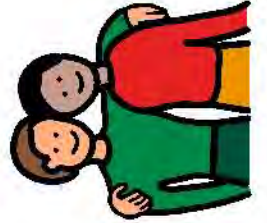
Talk



Cooking



Friends





# Skills

Friday

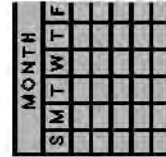
Su	M	T	W	Th	F	S
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Relaxing Music



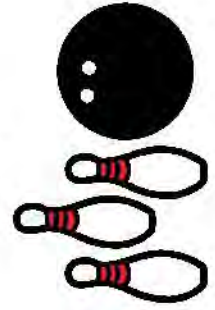
Calendar



Religion



Sports



# Skills

Cut Hair



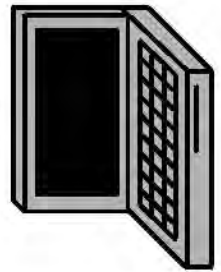
Camping



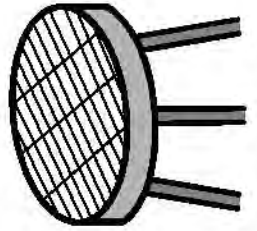
Building



Computer

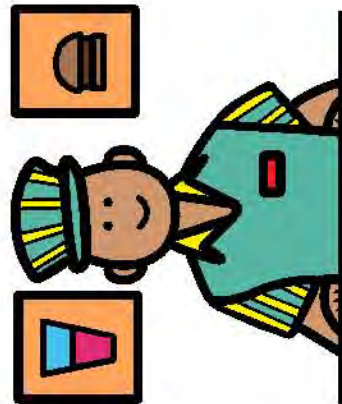
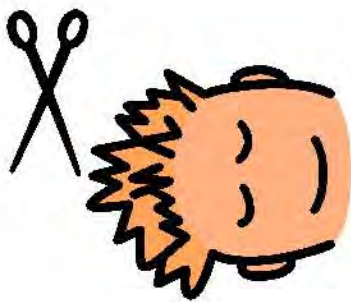
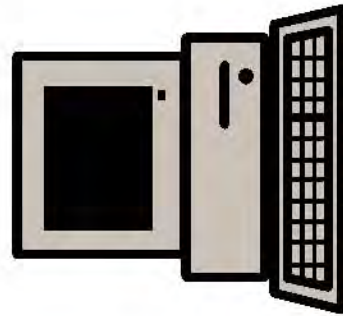
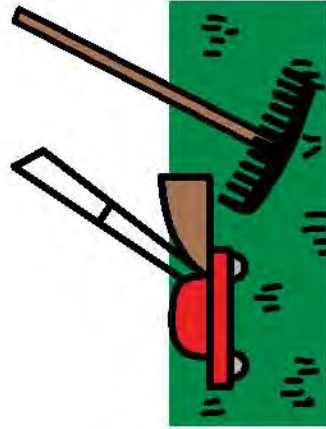


Barbecue





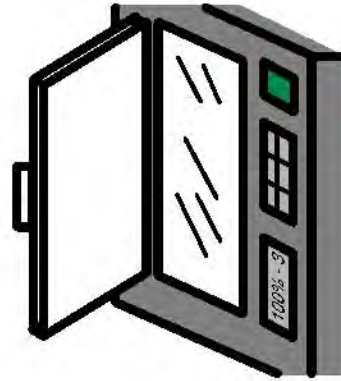
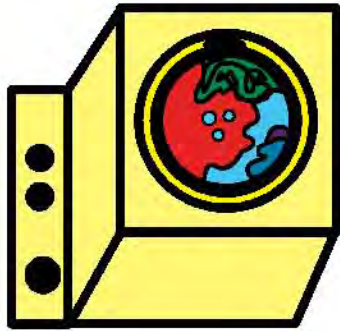
# Dream Jobs



# Dream Jobs

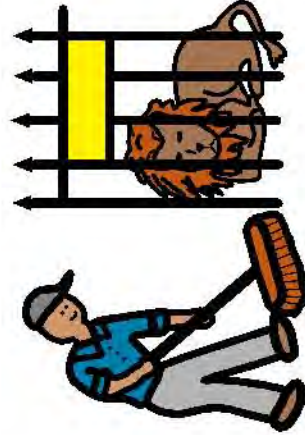
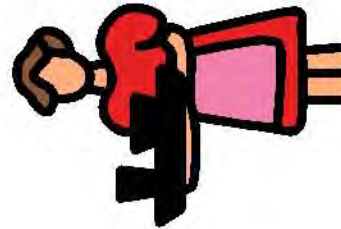
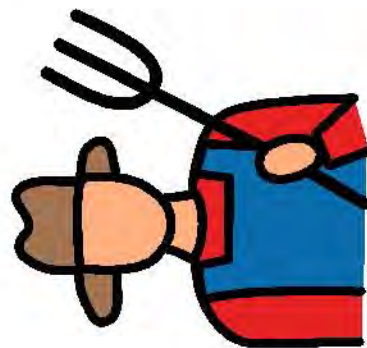
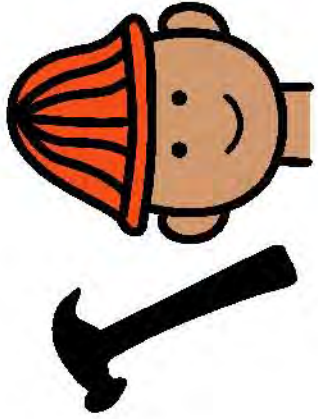
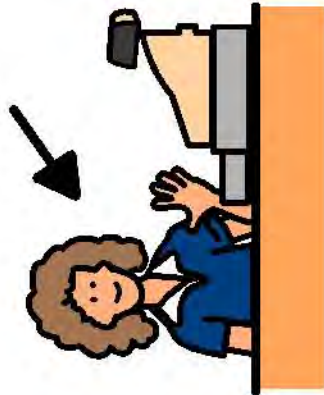


# Dream Jobs

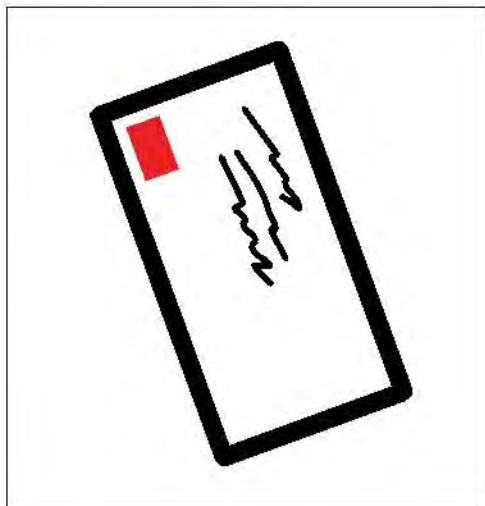
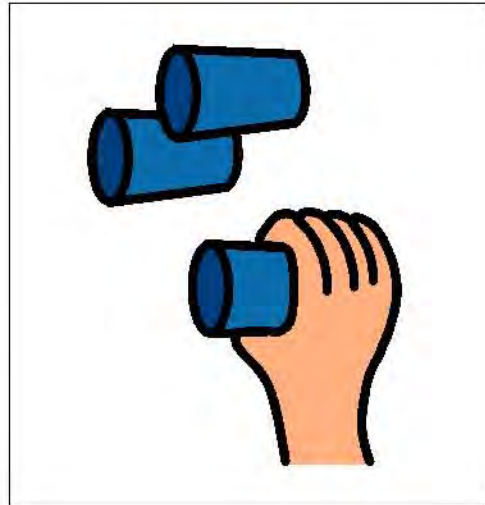
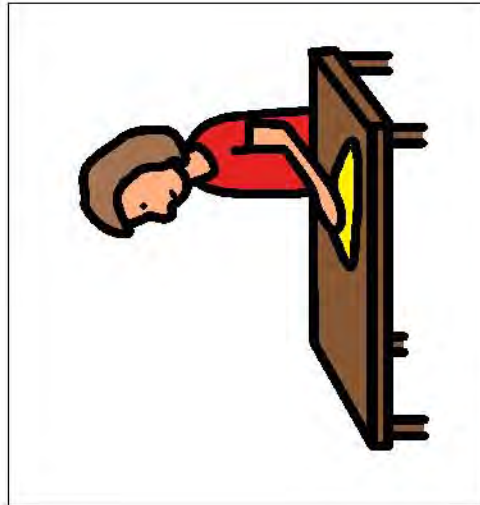
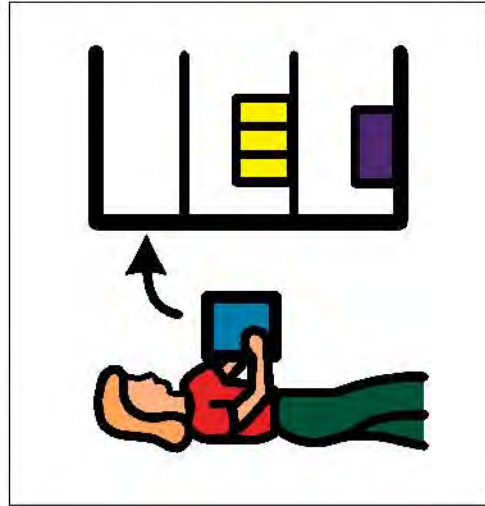
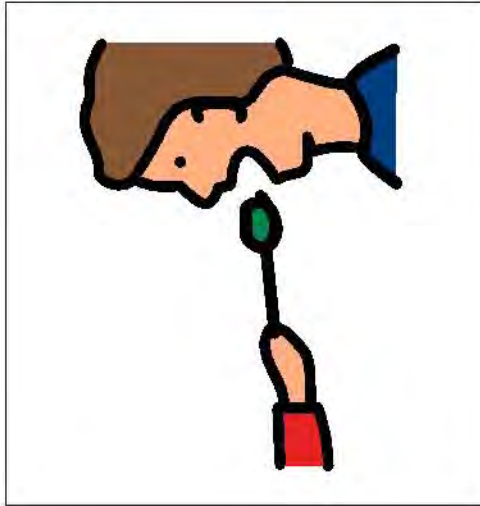




# Dream Jobs

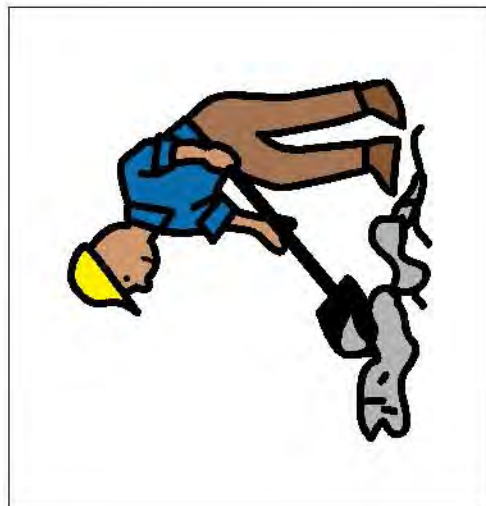
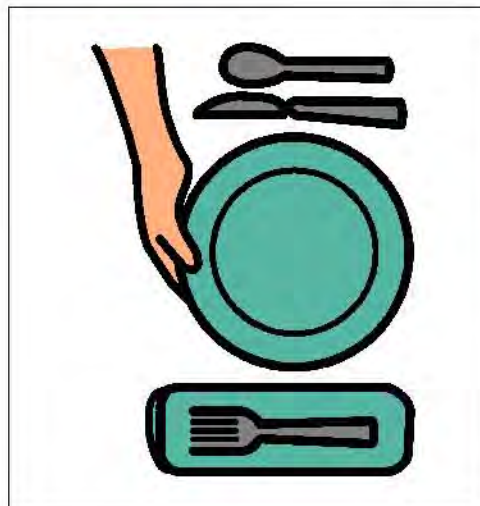
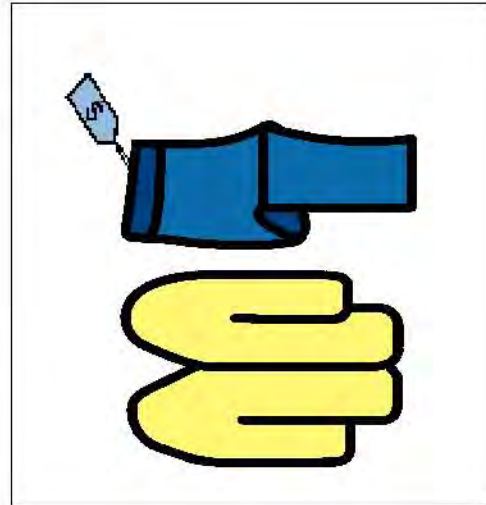
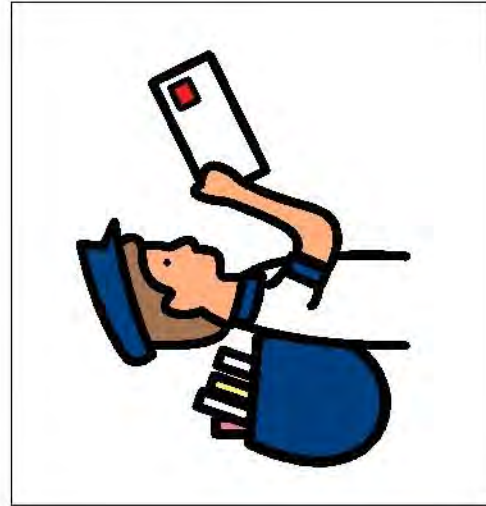
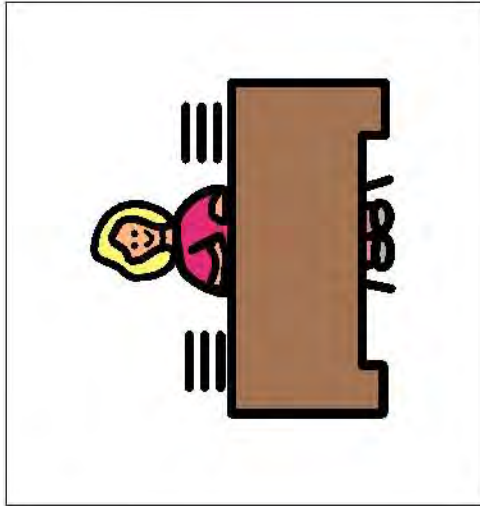


# Dream Jobs





# Dream Jobs





# MODULE 1 - ACTIVITY #10

## THE PATHS TO JOBS

*In this activity, MAC participants will become familiar with the variety of paths to obtaining employment.*



### SUPPLIES AND HANDOUTS

Reference Websites for the MAC Coach:

- Bureau of Labor Statistics—Occupations with the Largest Job Growth
- New York State Department of Labor - 2010

#### Handouts:

PATHS TO JOBS

JOB HUNT RESOURCES

TOP 25 OCCUPATIONS WITH  
GREATEST PROJECTED GROWTH

PATHS TO THE HIGH SCHOOL DIPLOMA

CERTIFICATIONS



### VOCABULARY USED IN THIS ACTIVITY

college  
community organizations  
community service  
Craigslist  
Internet  
internships  
interviews  
job applications  
job fair  
job hunt  
job shadowing  
jobs  
neighbors  
occupations  
One-Stop Career Center  
online  
path  
Refugee Resettlement Case Manager  
religious centers  
resources  
volunteering



## BACKGROUND INFORMATION

There are many ways to obtain employment, and MAC participants who are eager to find a job should be using as many different avenues to employment as possible. However, the process of looking for a job can be overwhelming, especially if refugees are new to the area, learning a new way of life, and striving to speak English.

Module 2 discusses the actual job hunt in more detail, but this activity in Module 1 focuses on MAC participants becoming aware of the many resources that are available when the time comes to look for employment. It is designed to inform the MAC participants about the variety of ways that they can:



- find out about jobs that are available
- connect with individuals who can provide guidance and information about job opportunities
- inform potential employers about their job hunt.

Emphasis is not on beginning the process of job hunting, but on gathering information and contacts for when the job hunt begins.

This activity can be combined with Module 1 – Activity #3 *Setting Goals: Employment Possibilities*.



## ACTIVITY STEPS

1. *Ask:* Do you know anyone who has a job?
  - What kind of job is it?
  - How did they get the job?
2. Explain that there are a number of ways to get a job and all of the methods should be tried. The job hunt can take a lot longer than most job-seekers realize, and it is helpful to have established a list of resources before the job hunt officially begins.
3. Distribute the handout PATHS TO JOBS and review each item on the handout as a source of information about jobs and employment opportunities.

Add the following:

- Job fairs
- Craig'slist and other local online sources
- Career centers (private, Department of Labor, and community colleges)
- Department of Labor One-Stop Career Centers

On-the-job contacts and information are shown on the handout as internships, job applications, and interviews.

Add the following:

- information interviews (for information about fields of interest and future openings)
- job shadowing
- volunteering
- community service



4. Distribute the handout JOB HUNT RESOURCES and assist each MAC participant in identifying possible contacts and employment resources. They can refer to the handout when they are ready to look for a job. Attach the completed handout to the MAC Action Plan.

Contacts shown on the handout are friends, teachers, and family members.

Add the following contacts:

- neighbors
- experienced refugees
- community organizations
- religious centers
- Refugee Resettlement Case Managers
- MAC Coaches



5. If the MAC participants appear to be ready to move forward in the job hunt but are unsure where to begin, distribute the handout TOP 25 OCCUPATIONS WITH GREATEST PROJECTED GROWTH (in New York State) and discuss:
  - the requirements of the position
  - interests in the career field
  - where to find more information about the job and possible openings.
6. Some MAC participants may be interested in the handout PATHS TO THE HIGH SCHOOL DIPLOMA.
7. The handout CERTIFICATIONS may also be of interest to MAC participants.

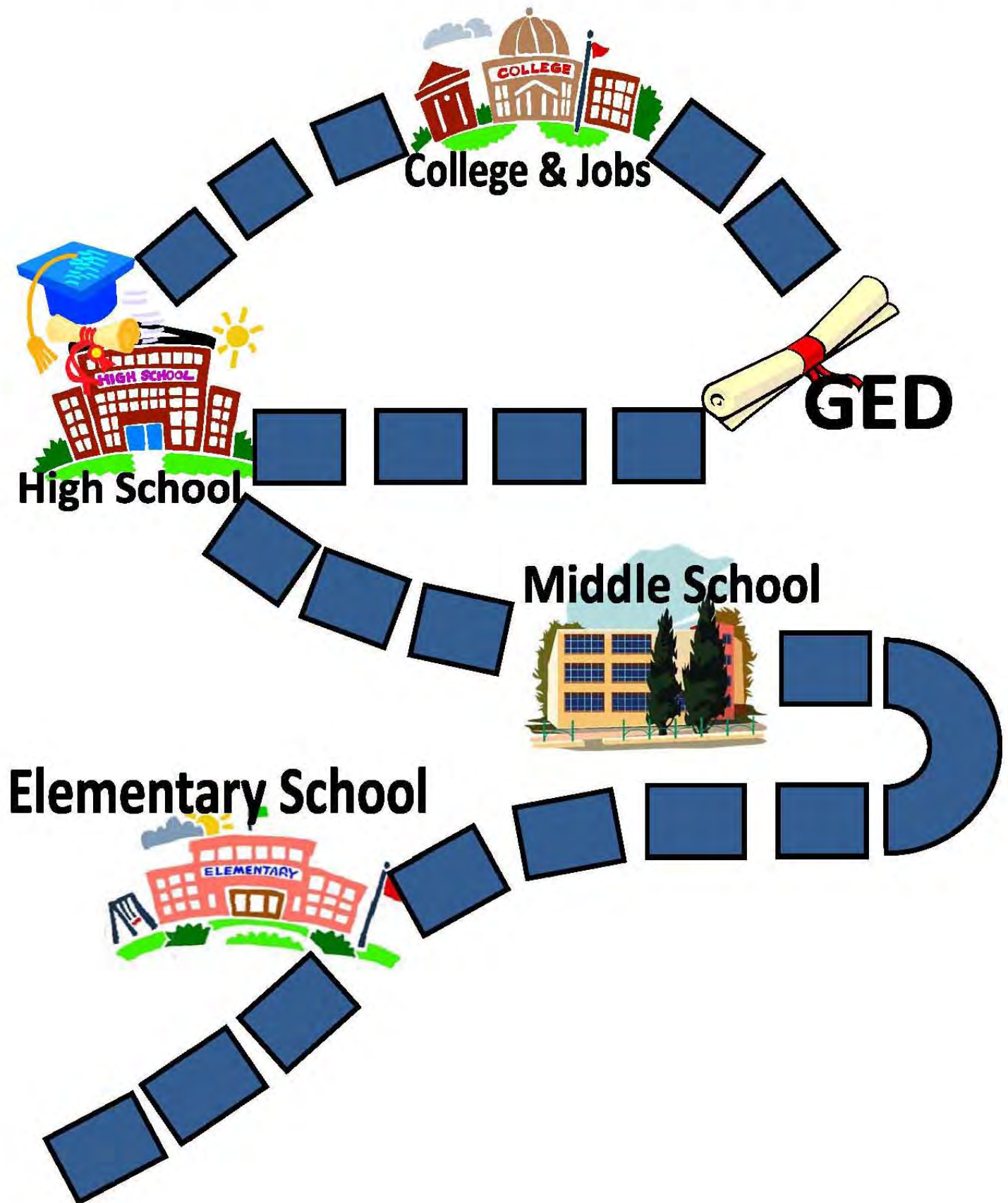




# Paths to Jobs




# PATHS TO THE HIGH SCHOOL DIPLOMA





# Job Hunt Resources

You may not realize what you can offer an employer.  
Ask others about your strong points!



Who To Ask	Names and Contact Information	What To Ask
Teachers		
Case Managers		
Coaches		
Club Supervisors		
Volunteer Supervisors		
Family Members		
Neighbors		
Employers		



**Table 3-A: Top 25 Occupations with Greatest Projected Growth**

New York State Employment Change/Annual Openings to 2016									
Rank	Occupational Title	Employment		Change		Annual Average Openings			
		2006	2016	Net	Percent	Growth	Replace-ment	Total	
1	Home Health Aides	138,290	190,610	52,320	37.8	5,230	1,240	6,470	
2	Retail Salespersons	280,650	308,820	28,170	10.0	2,820	8,640	11,460	
3	Personal & Home Care Aides	74,680	100,790	26,110	35.0	2,610	1,270	3,880	
4	Registered Nurses	169,400	193,520	24,120	14.2	2,410	2,800	5,210	
5	Customer Service Representatives	136,160	155,200	19,040	14.0	1,900	3,790	5,690	
6	Janitors & Cleaners, except Maids & Housekeepers	190,410	206,630	16,220	8.5	1,620	3,650	5,270	
7	Executive Secretaries & Administrative Assistants	147,060	161,530	14,470	9.8	1,450	2,340	3,790	
8	Accountants & Auditors	106,960	120,470	13,510	12.6	1,350	1,880	3,230	
9	Computer Software Engineers, Applications	32,250	44,490	12,240	38.0	1,220	470	1,690	
10	Nursing Aides, Orderlies & Attendants	104,210	116,310	12,100	11.6	1,210	930	2,140	
11	Child Care Workers	119,200	131,300	12,100	10.2	1,210	3,420	4,630	
12	Office Clerks, General	206,100	217,840	11,740	5.7	1,170	3,780	4,950	
13	Waiters & Waitresses	130,830	142,220	11,390	8.7	1,140	7,110	8,250	
14	Security Guards	100,550	111,250	10,700	10.6	1,070	2,040	3,110	
15	Receptionists & Information Clerks	87,120	97,820	10,700	12.3	1,070	2,130	3,200	
16	Bookkeeping, Accounting & Auditing Clerks	142,830	153,440	10,610	7.4	1,060	2,240	3,300	
17	Carpenters	69,260	79,810	10,550	15.2	1,060	940	2,000	
18	Elementary School Teachers, except Special Ed.	97,210	107,600	10,390	10.7	1,040	2,120	3,160	
19	Food Preparation Workers	88,540	98,810	10,270	11.6	1,030	3,070	4,100	
20	Combined Food Preparation & Serving Workers	73,580	81,580	8,000	10.9	800	1,400	2,200	
21	Construction Laborers	54,770	62,540	7,770	14.2	780	410	1,190	
22	Teacher Assistants	129,910	137,510	7,600	5.9	760	2,120	2,880	
23	Network Systems & Data Communications Analysts	17,100	24,270	7,170	41.9	720	350	1,070	
24	Computer Systems Analysts	30,520	37,260	6,740	22.1	670	810	1,480	
25	Social & Human Service Assistants	33,540	40,170	6,630	19.8	660	390	1,050	



## Certifications



**Certifications are examinations that test or enhance your knowledge, experience, or skills in an occupation. New York State may require certification in the following fields.**

**Choose 3 fields that interest you and research their certification requirements. Begin with the U.S. Department of Labor Certification Finder. ([http://www.careerinfonet.org/certifications\\_new/default.aspx](http://www.careerinfonet.org/certifications_new/default.aspx)). Then check out the websites of the New York State Department of Labor and the New York State Education Department (Office of the Professions).**

### **Architecture and Engineering**

- ☐ Architects, Except Landscape and Naval
- ☐ Engineers
- ☐ Landscape Architects
- ☐ Surveyors

### **Arts, Design, Entertainment, Sports and Media**

- ☐ Interior Designers

### **Building and Grounds Cleaning and Maintenance**

- ☐ Pesticide Handlers, Sprayers, and Applicators, Vegetation

### **Business and Financial Operations**

- ☐ Accountants
- ☐ Agents and Business Managers of Artists, Performers, and Athletes
- ☐ Appraisers, Real Estate
- ☐ Financial Specialists, All Other
- ☐ Insurance Adjusters, Examiners, and Investigators

### **Community and Social Services**

- ☐ Social Workers, All Other
- ☐ Substance Abuse and Behavioral Disorder Counselors



## **Construction and Extraction**

- ☐ Construction and Building Inspectors
- ☐ Earth Drillers, Except Oil and Gas
- ☐ Explosives Workers, Ordnance Handling Experts, and Blasters
- ☐ Hazardous Materials Removal Workers

## **Education, Training, and Library**

- ☐ Self-Enrichment Education Teachers
- ☐ Teachers and Instructors

## **Farming, Fishing, and Forestry**

- ☐ Graders and Sorters, Agricultural Products

## **Healthcare Practitioners and Technical**

- ☐ Athletic Trainers
- ☐ Audiologists
- ☐ Chiropractors
- ☐ Dental Hygienists
- ☐ Dentists
- ☐ Dietitians and Nutritionists
- ☐ Emergency Medical Technicians and Paramedics
- ☐ Health Diagnosing and treating Practitioners, All Other
- ☐ Health Technologists and Technicians, All Other
- ☐ Licensed Practical and Licensed Vocational Nurses
- ☐ Medical and Clinical laboratory Technicians
- ☐ Occupational Health and Safety Specialists
- ☐ Occupational Therapists
- ☐ Opticians, Dispensing
- ☐ Optometrists
- ☐ Pharmacists
- ☐ Physical Therapists
- ☐ Physician Assistants
- ☐ Physicians and Surgeons, All Other
- ☐ Podiatrists
- ☐ Radiologic Technologists
- ☐ Radiologic Technologists and Technicians
- ☐ Registered Nurses
- ☐ Respiratory Therapists
- ☐ Respiratory Therapy technicians
- ☐ Speech-Language Pathologists
- ☐ Veterinarians
- ☐ Veterinary Technologists and Technicians

## **Healthcare Support**

- ☐ Dental Assistants
- ☐ Healthcare Support Workers
- ☐ Massage Therapists
- ☐ Nursing Aides, Orderlies, and Attendants
- ☐ Occupational Therapist Assistants
- ☐ Physical Therapist Assistants

## **Installation, Maintenance, and Repair**

- ☐ Security and Fire Alarm Systems Installers

## **Legal**

- ☐ Court Reporters
- ☐ Lawyers

## **Life, Physical and Social Science**

- ☐ Food Science Technicians
- ☐ Medical Scientists, Except Epidemiologists
- ☐ Psychologists

## **Management**

- ☐ Education Administrators
- ☐ Funeral Directors
- ☐ Managers, All Other
- ☐ Medical and Health Services Managers

## **Personal Care and Service**

- ☐ Barbers
- ☐ Hairdressers, Hairstylists, and Cosmetologists
- ☐ Manicurists and Pedicurists
- ☐ Personal Care and Service Workers
- ☐ Skin Care Specialists
- ☐ Tour Guides and Escorts

## **Production**

- ☐ Inspectors, Testers, Sorters, Samplers, and Weighers
- ☐ Water and Liquid Waste Treatment Plant and System Operators
- ☐ Welders, Cutters, and Welder Fitters

### **Protective Services**

- ☐ Private Detectives and Investigators
- ☐ Security Guards

### **Sales Related**

- ☐ Insurance Sales Agents
- ☐ Real Estate Brokers
- ☐ Real Estate Sales Agents

### **Transportation and Material Moving**

- ☐ Bus Drivers, School
- ☐ Bus Drivers, Transit and Intercity
- ☐ Crane and Tower Operators
- ☐ Taxi Drivers and Chauffeurs
- ☐ Truck Drivers, Heavy and Tractor-Trailer



## **Interested in getting certified?**



**See the handout on Education and Training information to find out where certificate programs are offered. Also contact your guidance counselor and the nearest Board of Cooperative Educational Services (BOCES) to ask about their post-high school vocational training programs.**

**(<http://www.vesid.nysed.gov/sedcar/schoollsts/boces.htm>)**



# MODULE 1 - ACTIVITY #11

## ***BREAKING STEREOTYPES***

*In this activity, MAC participants will learn that they can pursue any job regardless of whether they are male or female, as long as they have the necessary skills.*



### **SUPPLIES AND HANDOUTS**

Guest speakers in nontraditional careers

Note: This activity requires surprising the MAC participants. Do not mention the point of the activity or the jobs that are held by the visitors.

#### **Handout:**

WORKERS IN NONTRADITIONAL JOBS



### **VOCABULARY USED IN THIS ACTIVITY**

barriers

goals

nontraditional workers

persistence

stereotypes

tools of the trade



## BACKGROUND INFORMATION

This activity can only be successful if the Coach locates individuals in the community who are in a “nontraditional” job for men or women and are willing to speak to the MAC participants. For example:

- Female construction worker, plumber, carpenter, truck driver, welder, mail carrier, etc.
- Male nurse, child care worker, elementary school teacher, cosmetologist, etc.



Select only speakers who like their jobs and are happy with their job choices. They must speak highly of their professions and be comfortable talking about the steps that it took to achieve their jobs.

They should not fit the traditional image of their job. Ensure a multicultural presentation, making sure that the MAC participants can see that it's possible to do jobs that are not normally shown in advertisements or television shows.

The point is to encourage students to think of jobs that they may have ruled out because of stereotypes.

For some young adult refugees, because of their personal cultural and religious mores, it may be incomprehensible to pursue some jobs. This activity is not meant to encourage the MAC participants to reject their cultural traditions. The participants are merely being shown that in the United States anyone is eligible for a job if they are qualified and can match the requirements of the position. (A bona fide qualification is when an employer has *specific* reasonable requirements for a job, such as requiring the applicant to be able to lift a certain weight, or to be able to drive a specific type of truck.)

Point out that not all employers, co-workers, or customers embrace workers in nontraditional jobs. For example, a patient may not want to be treated by a male nurse. A group of male factory workers may not provide assistance to a female forklift driver, either because they are uncomfortable with her presence or do not want to treat her differently. A citizen may not respect a female police officer.



The speakers can talk about the hurdles they have had to overcome to succeed in their jobs, and how they handled difficult situations.

The MAC participants should be encouraged to expand their notions about job possibilities, particularly if there are jobs available in a non-traditional field, and the jobs match their skills and interests.

## ACTIVITY STEPS

1. Invite speakers who are working in nontraditional jobs to come prepared to answer questions about their professions. They are not to reveal their jobs to the MAC participants at first.



Ask them to come in clothes that they would wear *outside* of work. They should *not* wear a uniform, tool belt, or anything that will reveal their actual profession. They should leave any tools of the trade outside in the hall, or somewhere where the MAC participants cannot see them. (They will be showing the tools later in the activity.)

The point is to surprise the participants because they may not have considered the possible jobs, based on stereotypes.

To really confuse the participants, the presenters might bring or wear something that can be misleading. A woman plumber may bring along her new baby. A male nurse could carry a laptop.

2. Tell the class that they are playing a game of "Twenty Questions" to determine the job of each presenter. Each person in the class will be able to ask one question that can only be answered only with *yes* or *no*; additional information will not be provided.

This concept may be difficult at first, and the MAC participants will need assistance in forming their questions. If the presenters only speak English, they may need help in understanding the questions. (The Coach and other adults can ask the questions if necessary.)

To get the process started, ask the first questions. Typical questions might be:

- Do you work outdoors?
- Do you have to wear a uniform?
- Did you need to go to college to get your job?



3. Some of the MAC participants may want to start guessing the profession right away. Make sure that a series of questions is asked before the group starts guessing. As the clues begin to add up, the participants can ask the speaker about specific jobs in the form of a yes-or-no question.

- Do you arrest people?
- Do you work in a hospital?

4. Discuss the surprise of the group when they discover the actual profession. Ask the presenter to discuss:



- why they pursued a nontraditional job
- the steps they took to get the job
- the barriers they had to overcome to get started and keep going
- the benefits of staying persistent
- the personal goals that they set (see Module 1 – Activities 2, 3 and 4)
- the individuals who helped them along the way
- the tools of the trade and how they use them on the job (now retrieved from the hall)
- what MAC participants can do if they are interested in the job.

5. Distribute the handout WORKERS IN NONTRADITIONAL JOBS and ask the MAC participants if they might consider jobs that they did not consider before.





# MODULE 1 - ACTIVITY #12

## WHY TAKE THE GED?

*In this activity, MAC participants will learn about the benefits of pursuing the General Educational Development (GED) diploma.*



### SUPPLIES AND HANDOUTS

#### Handouts:

Background reading for the MAC Coach

- WHY TAKE THE GED?
- I'M NOT SURE I CAN DO THIS!
- GET YOUR GED!
- MORE EDUCATION = BIGGER PAYCHECK

#### Handouts for MAC participants:

PATHS TO THE HIGH SCHOOL DIPLOMA



### VOCABULARY USED IN THIS ACTIVITY

diploma

education

graduation

GED (General Educational Development)

paycheck





## BACKGROUND INFORMATION

This activity contains handouts that provide background material for the MAC Coach, including:

- a general overview of the advantages of completing the GED
- responses to questions and concerns about taking the GED
- a chart depicting the differences in pay scales with a high school diploma
- suggested steps for increasing levels of education.



The MAC Coach should review these materials and other resources provided on the New York State Education Department GED Testing Office website before advising MAC participants.

[http://www.acces.nysed.gov/ged/about\\_us.html](http://www.acces.nysed.gov/ged/about_us.html) • (518) 474-5906

## ACTIVITY STEPS

1. Identify the MAC participants who might be eligible to prepare for the GED, even if they have not expressed interest in taking the test.

Consult with ESL instructors and GED instructors to determine what English language instruction may be necessary and appropriate available classes.



2. Meet with the MAC participants and discuss the handouts PATHS TO THE HIGH SCHOOL DIPLOMA. Discuss the standard steps to graduation from high school – and the alternative approach by studying for a high school graduation test.
3. Discuss the handout STEPS TO THE GED and discuss where each MAC participant is located on the steps.
4. Begin planning for preparing to take the GED.
5. Invite young adult refugees who have passed the GED to talk to the MAC participants.
6. Invite GED instructors to bring GED information and study materials to share with the MAC participants.



# Why Take the GED?

GED = General Education Development = High School Diploma

**Qualify for more jobs.**

**Qualify for higher paying jobs.**

**Prepare for training programs.**

**Qualify for job promotions.**

**Prepare to enter college programs.**

**Expand your mind.**

**Show employers you can work hard.**

**Show employers you can handle challenges.**

**Show your children that education is important.**

**Prove that you can finish what you started.**

**Feel good about reaching a goal.**



New York State Education Department GED Office  
518-474-5906

# I'm Not Sure I Can Do This

**Talk to your MAC Coach.**

**Talk to the teacher of the GED class.**

**I have problems with reading and math.**

Enroll in a class.

The GED teacher will help you to figure out how to study and get ready for the test.



**I'm not sure I can afford the classes and test.**

The application fee is \$10.00 - \$15.00.

The classes and books are free.

**I get nervous in classrooms.**

GED classes are different because everyone there is trying to finish high school.

Go ahead and enroll in a class.

The GED teacher will help you to figure out how to prepare for the exam.

You can also take GED classes and tests on-line.

**I get nervous when I take tests.**

Enroll in a class. One of the things you will learn is how to relax during a test.

You will have many chances to take practice tests.

You can always take parts of the test over again, if necessary.

**I will need help with the paperwork.**

Your MAC Coach will help you with the forms.

The New York State Education Department will help you to find your high school records.

**I don't know if I have time for the classes.**

There are classes offered at many different places and times.

This is so important that you may have to rearrange your schedule.

**I will need transportation and child care.**

Talk to the class about how arrangements can be made.





	<b>NO GED or high school diploma</b>	<b>GED</b>	<b>GED + Experience or 2-year Associate's Degree</b>
	\$7/hour	\$12/hour	\$15/hour
	40 hours/week	40 hours/week	40 hours/week
<b>Salary</b>	<b>\$1120/month</b>	<b>\$1920/month</b>	<b>\$2400/month</b>
Less taxes and FICA	\$125	\$125	\$125
Less Uniform or Union fee	\$15	\$15	\$15
Less Health Insurance Contribution	\$40	\$40	\$40
Less public transportation or gas	\$80	\$80	\$80
Less rent	\$400	\$400	\$400
Less food	\$460	\$600	\$600
<b>Balance</b>	<b>\$0</b>	<b>\$585*</b>	<b>\$1015*</b>

\*child care, entertainment, car payment, clothes, savings, insurance, etc.



# MORE EDUCATION = BIGGER PAYCHECK

➤ **Finish high school or pass the GED**

➤ **Research:**

- Community College websites
- Local college websites
- On-line programs from colleges all over the United States
- BOCES websites (Board of Cooperative Educational Services)
- Training programs in fields that interest you, sponsored by:
  - Businesses
  - Hospitals
  - Retail stores
  - Cosmetology schools
  - Law enforcement academies

➤ **Find out what is required:**

- What background do you need to be able to apply?
- Are there entry tests required?
- Do you need references?
- What paperwork do you need? (transcripts, copy of a driver's license, application form)
- Are there programs that offer tutoring and help with schoolwork?

➤ **Call the Financial Aid Office. Ask them about:**

- Tuition costs
- Housing and Meals costs
- Textbook costs
- Loans
- Scholarships
- Payment arrangements

➤ **Tour the campus or program and ask students about:**

- Transportation and parking
- Size of classes
- Places to study
- Tutoring centers
- Computer labs
- Course requirements for everyone
- Courses offered per work
- Course schedules
- Number of graduates in the program that interests you
- How students spend their time



➤ **Visit the Financial Aid office.**

- Review the questions that you asked on the phone

➤ **Talk to an Admissions representative.**

- Review your research and ask more questions.

➤ **Complete paperwork for admissions.**

- Ask a trusted friend or counselor to read over your application.
- Ask the Financial Aid office for help in completing forms. They are confusing!
- Plan your new budget and new schedule.

**REMEMBER THAT  
MORE EDUCATION = A BIGGER PAYCHECK!**



# PATHS TO THE HIGH SCHOOL DIPLOMA

