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Attainment's
**JOB SKILLS
STORIES**
STUDENT BOOK **2**

Work-Based Learning

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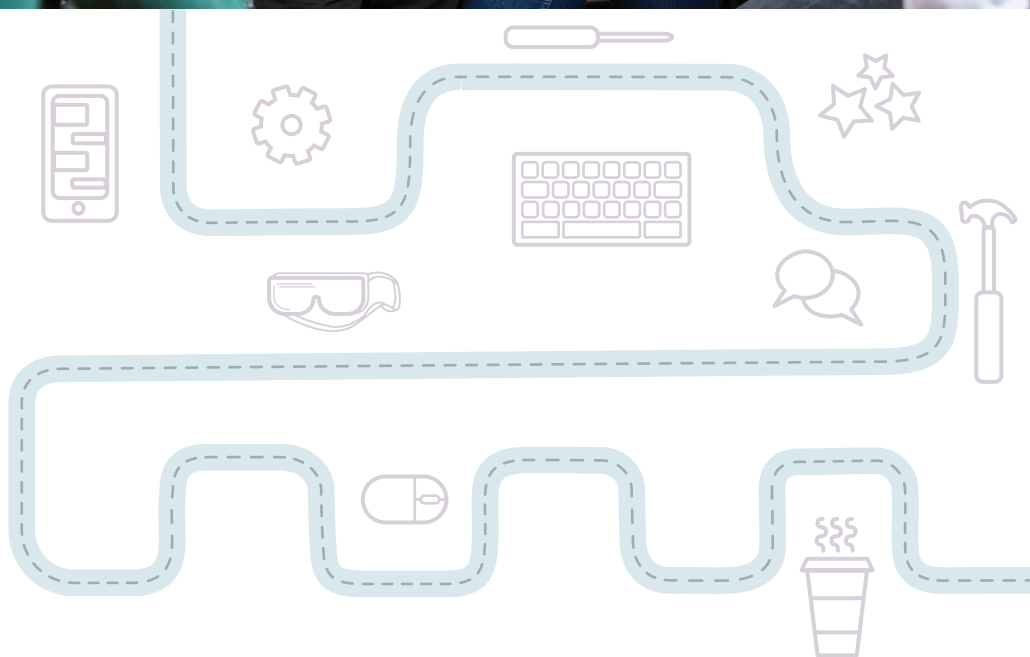
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Story 1

Joining Strengths



1 Joining Strengths Vocabulary



strength

A skill or ability that you can do well and helps you to succeed.

If math is your *strength*, you might enjoy working at a bank.



research

Reading books or online information to learn about something.

It's a good idea to do *research* on a company before you look for a job there.



creative

Being able to make new things or think of new ideas.

If you are a *creative* artist, you could make posters and ads.



presentation

Showing and talking about something to a group of people.

The museum tour guide gave a *presentation* about wild animals.

1 Joining Strengths

Four friends plan to use their strengths to complete a school project together.

“What are you kids working on?” Emma’s mom asked. She looked at her daughter and her three friends. They were sitting at the kitchen table.

“We have to do a group project about Spain,” Emma answered.

Logan added, “Miss Juarez said that we should split up the work based on our **strengths**.”

“Right now, we are trying to figure out what our strengths are,” Ella said.



Each person brings strengths and abilities to a group project.

“I’m very good at eating ice cream,” Logan said.

“Well, that strength won’t help us do **research** about Spain,” Jackson said.

“You are going to have to find a more helpful strength, Logan,” Emma said.

“I can see that this project is going to be a lot of work,” Jackson said. “It doesn’t sound like much fun.”

“If we work together, we can make it a fun project,” Ella said. “Do you remember what Miss Juarez said this morning about jobs and working?”

“No, what?” Jackson asked.

“She said a job that uses your strengths can be interesting and even fun.”

“Well, if it’s like a job, are we going to get paid?” Jackson asked.

“What do you think?” Logan answered.



Some people are good at reading and finding information.

“Let’s get back to our strengths,” Emma said.

“I am good at computer searches,” Ella said. “I also have some books about different countries of the world. One of them is on Spain. So, I could gather information.”

“Getting the information should be our first step,” Jackson said.

“OK,” Ella said, “I’ll gather information. Then I’ll write some notes and make copies for each of you.”

“I think we should group our information into four areas: facts about the cities, the people, the land, and things they make in Spain,” Jackson said.

“That’s a good idea. Ella, could you make four pages, one for each area?” Logan asked.

“I think that should work,” Ella said. Then she saw Logan with a bowl and asked, “Is that ice cream?”

Logan took a big bite. Then he said, “I told you I was good at eating ice cream.”

“This isn’t even your house, Logan,” Jackson said.

Emma laughed, “I said he could have it. The rest of you can have some, too, if you want it.”



Some people are creative problem solvers.

“Maybe later,” Jackson said. “First, let’s finish splitting up the work.”

“Being **creative** is one of my strengths. We will need some posters, and I love to design and draw,” Emma said.

“Well, eating is not the only thing I’m good at,” Logan said. “Writing is the strength that I can bring to this project. I can write what needs to be on each poster. We can make four posters—one for each of the four research areas. I can start writing as soon as we get the research information from Ella.”

Emma added, “By having a poster for each area, the posters will help us remember what we want to talk about. They will be sort of like very large notecards.”

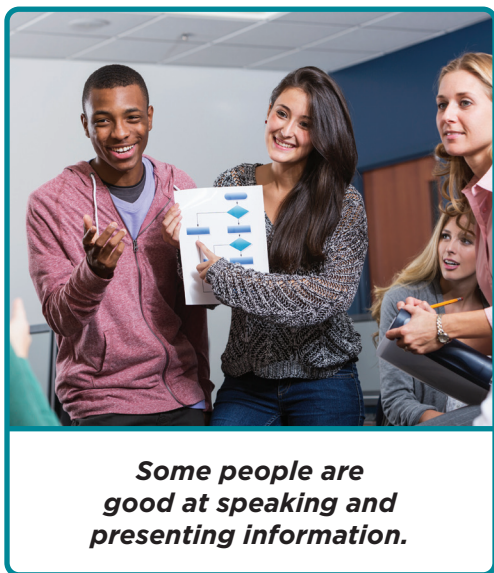
For the first time since they arrived at Emma’s house, no one said anything for almost a whole minute. Then Ella said, “We sure got quiet.”

“I was thinking about our posters,” Logan said.

“Me too,” Emma said. “I’m excited to get started. How about you, Jackson? What strength do you have for our project?”

“Miss Juarez said we had to give a 10-minute **presentation**,” Jackson said. “I like talking in front of groups, and I’m good at it. I can share the information from Ella and explain the posters made by Emma and Logan.”

“We have to present on Tuesday. We’ll bring the posters to school that morning,” Logan said.



“I need at least a night to practice. I want to be well prepared,” Jackson said. “I’ll already have Ella’s notes, but I will need to see the posters before Tuesday.”

“Would photos be good enough? We could send you a photo each time we finish a poster,” Emma said.

“That would be perfect!” Jackson said.

“And, I’ll gather the notes tonight and bring copies for you tomorrow,” Ella said.

Emma stood up and smiled. “It sounds like we’ve got a strong plan!” She looked around at everyone. Then, she asked, “Who wants ice cream?”

They all had ice cream, and Logan had seconds. Logan said, “I think you are all good at eating ice cream, too!”

“That’s not all we are good at,” Emma said. “I think our strengths are going to work out well for us! We are going to have a great project!”

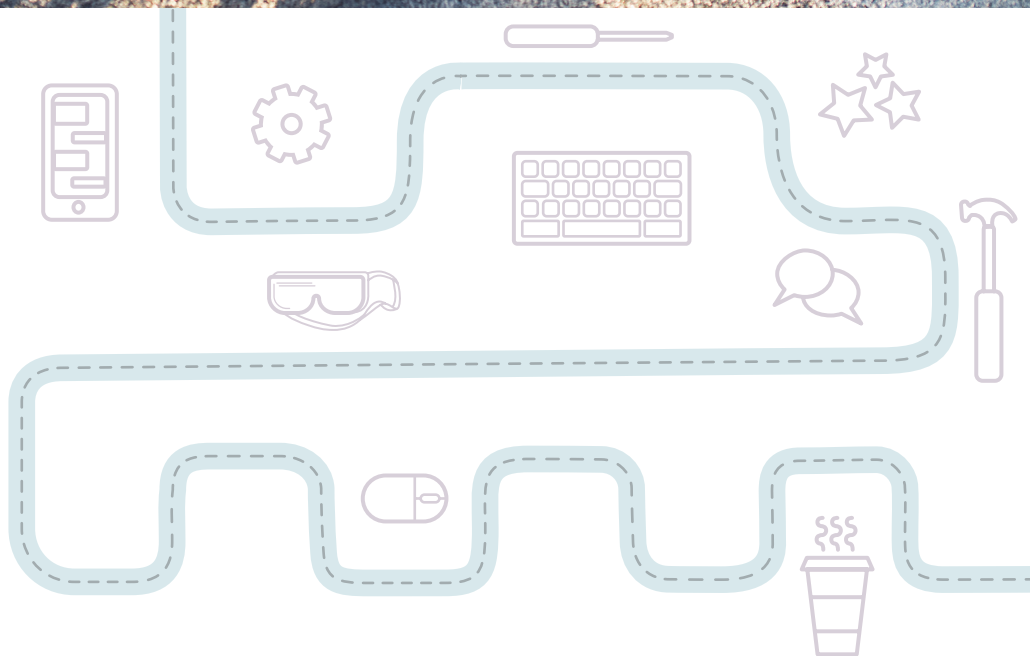
1 Joining Strengths Quiz

Select the correct answer.

1. A personal strength is _____.
 - A** something you struggle with
 - B** something you are good at
 - C** something you want to learn more about
2. In the story, how were the students told to organize their project work?
 - A** split up the work based on their personalities
 - B** work on everything together
 - C** split up the work based on their strengths
3. If Ella is good at using a computer to find information, what is a strength that she has?
 - A** talking in front of groups
 - B** researching
 - C** art
4. Jackson says he likes talking in front of groups. How can he use that strength?
 - A** making presentations
 - B** doing research
 - C** creating art
5. What are the people in the picture doing at the library?
 - A** playing music
 - B** reading and collecting information
 - C** making art for a poster



Facing Challenges



2 Facing Challenges Vocabulary



challenge

A difficulty a person must deal with.

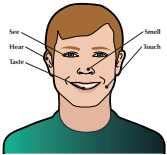
Getting used to a new workplace can be a *challenge*.



museum

A building that contains and shows art or educational items.

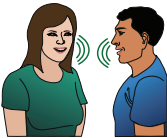
The aquarium is a *museum* with all kinds of fish.



senses

Physical ways to observe: seeing, hearing, smelling, tasting, and touching.

Dogs have a better *sense* of smell than people.



communicate

Tell, write, or show information to another person.

A good boss will clearly *communicate* your job tasks.

2 Facing Challenges

Four friends experience challenges related to a disability.

School had just ended for the day. Lily said to Ryan, “Do you want to watch Leo’s basketball game before we go home?”

“Maybe. I planned to go to the science **museum** with Leo and Maya. We have to work on our science report. I’ll see if Maya wants to watch Leo play basketball first,” Ryan answered. “Do you want to go to the museum with us?”

“Sure,” Lily said. “I need to work on my report, too.”

Lily left to go to her locker. Ryan saw Leo and Maya. Ryan asked, “Leo, I didn’t know you played basketball. How does that work with your wheelchair?”



Living with a disability can be a challenge when doing things. Knowing about a challenge will help you work with it.

Leo said, “Being in a wheelchair can make it more challenging, but I use my strengths to make up for my **challenges**.”

“Wow!” Ryan said. “I can’t wait to watch you play.”

“OK. Here’s Lily. We will see you at the game, Leo,” Maya said.

When they got to the game, Leo was already on the court. Maya, Lily, and Ryan cheered him on as he shot baskets and helped his team win.

When the game was over, Leo met up with his friends. “Great game, Leo!” Ryan said.

“Yeah,” said Maya, “you make shooting baskets look easy.”

“Thanks, guys,” said Leo. “Now let’s get to the museum so we can finish our science project.”

At the museum, they found the elevator and headed up to the exhibit on the second floor.

Lily said, “What would you do if the elevator was broken, Leo? It’s not like we could carry you up the stairs. That would be too dangerous.”

“Good question,” said Leo. “There are actually laws for business places and buildings about being accessible. Like they need to have ramps, working door switches, and elevators.”

The elevator doors opened. “Look! There’s the ‘Respect Your Senses’ exhibit we are supposed to report on,” Leo said. “The first part is about the **sense** of hearing.”

Maya said, “It says that one person should go inside this tube and then talk to the people on the outside. I’ll go in.”

Inside the tube, Maya said, “Leo, you make a wheelchair cool!”



If you use a wheelchair, getting to some places can be a challenge.

Leo said, “We can’t hear you, Maya.”

Maya said, “What did you say?”

Lily said, “He said that we can’t hear what you are saying.”

Maya said, “What?”

Ryan yelled, “We can’t hear you.”

Maya pushed the button to leave the tube. A sign lit up that said, “It’s hard to talk to people when you can’t hear well.”

Leo said, “That’s the truth. We couldn’t hear you at all.”

Ryan said, “Yeah, and I didn’t like it. If I couldn’t hear, I would want to learn a way to **communicate** with people, like sign language.”

“Look at the next exhibit,” Lily said. “It says we can’t talk. We each have to go to a station and read the directions.”

Leo rolled over to one of the stations. He read the directions. “This one says to use only facial expressions to communicate something to other people.”

Ryan read the second station’s directions and said, “I’ve got pictures I can touch. Then they will light up, and you can all see them.”

Maya said, “I have a pen and paper at my station. Whatever I write will show on this screen, so you can see it.”

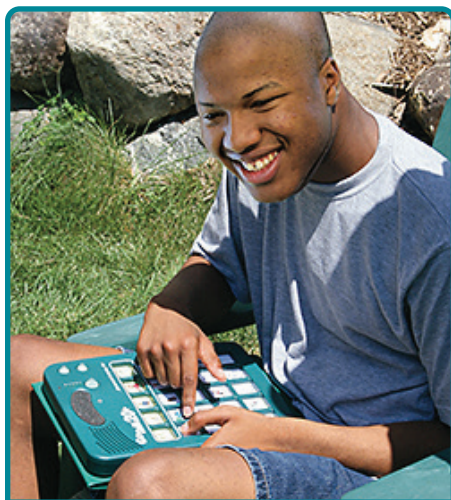


Communication can be a challenge for people with disabilities related to speech and hearing.

“My directions say I can use any body movements to communicate my message,” Lily said. “And, it says our messages should be about our favorite foods.”

“OK. Here we go. No more talking,” Leo said.

The four friends communicated silently for about two minutes. Then, Lily said, “OK. That’s enough for me! That was hard. Does anyone know what food I like?”



Special communication tools can help when speaking is a challenge.

“I thought you were bending like a banana,” Maya said.

“That’s right!” Lily said. “And I saw you wrote ‘pizza.’”

Ryan said, “Leo, were you puckering? Do you like lemons?”

“Lemons? Yuck! No, I was sucking a milkshake through a straw.” Leo laughed. “I saw the picture of a hamburger, so I know what you like.”

Lily said, “Pictures and words were sure easier to use than expressions and movements.”

“I agree,” Maya said, “but the point is that, if you can’t talk, communicating is a challenge. Luckily, there are tools for communication challenges.”

“That’s right,” Ryan laughed, “and I sure learned a lot today about using and not using my senses!”

2 Facing Challenges Quiz

Select the correct answer.

1. What can be a challenge for a person who uses a wheelchair?
 - A** talking
 - B** hearing
 - C** going up steps
2. In the story, what did students use for communication instead of words?
 - A** television
 - B** pizza
 - C** pictures and body movements
3. What makes it hard to talk to other people?
 - A** when you have a hearing disability
 - B** when you use a wheelchair
 - C** when you have a vision disability
4. Which is an example of a communication tool?
 - A** elevators
 - B** pictures
 - C** lemons
5. How are the people in this picture communicating?
 - A** with sign language
 - B** with finger paint
 - C** with finger puppets

