



MTT-RG Curriculum Guide

Manufacturing Technology Training Guide

**career
pathways** 
for Individuals with Disabilities



**Wilson Workforce and
Rehabilitation Center**

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The purpose of MTT-RG is to prepare students to participate in effective, productive and psychologically safe manufacturing teams.

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Wilson Workforce and Rehabilitation Center

Introduction

MTT-RG focuses on teaching and improving the soft skills needed to be successful in a manufacturing career to individuals with barriers to employment. This curriculum was compiled from many different resources in order to meet the very diverse needs of Wilson Workforce and Rehabilitation Center students. The goals of this curriculum are to give students a solid foundation of soft skills to enable them to be successful in the workforce.

The skills portion of this assessment contains four domains:

1. Basic Social and Communication Skills
2. Problem-solving and Executive Functioning
3. Advanced Social and Communication Skills
4. Self-Regulation and Emotional Intelligence

The core competencies of this curriculum are:

- Initiate suggestions and interactions
- Speak in front of other members
- Take risks to move the team forward

- Regulate emotions and tolerate frustration
- Communicate effectively with peers and authority figures
- Accept constructive feedback from supervisors, consultants, and team members.
- Give constructive feedback to supervisors, consultants, and coworkers
- Assume different roles on the manufacturing team depending on the demands of the task.

Course Organization

This course was designed to provide instruction and fit a time frame of 9 ½ days, 6 hours a day. The daily activities are structured around the following framework:

- Morning Meeting
- Team Activities- projects, role plays, team building, problem solving, and team presentations
- Work Behaviors
- Stress Management
- Executive Functioning Skills- planning, time management, memory
- Communication and Social Skills
- Emotional Intelligence
- Daily Wrap-Up

You can structure your program to fit the needs of your organization.

In addition to this guide, we have developed a PowerPoint that is used as a visual aid for students and provide cues to instructors. This curriculum has been adapted to assist any population of students and/or trainees to develop and improve the soft skills necessary for successful employment.

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Day 1

During Day one of MTT-RG students will attend their vocational training orientation in the morning and then report to MTT-RG classroom in the afternoon. The afternoon is divided into an overview of MTT-RG, getting to know each other with simple, unimimidating introductions, ice breaker, and introduction to the MTT program, a self-assessment and completion of a How to Help Me Plan.

Welcome to MTT-RG:

- Facilitator Introduction
- Day 1 schedule
- Copy of MTT-RG program schedule for each student

MTT-RG Overview: 15 minutes

The purpose of MTT-RG is to prepare students to participate in effective, productive and psychologically safe manufacturing teams.

MTT-RG is a two-week program with a focus on developing the soft skills that are necessary to obtain and be successfully employed in the manufacturing industry. The skills that are the primary focus are: teamwork, basic and social communication skills, problem solving, positive and productive attitude, motivation, stress management, preparedness, attention, memory, flexibility, stamina, mindfulness, time management and emotional regulation.

Introductions: 15-30 minutes

- Hello my name is...
- My hometown is...
- My favorite hobby is...
- My goal here at WWRC...
- If I could be any vegetable, what would I be and why?

The purpose of the introductions, in addition to getting to know each other, is also so that the facilitator can determine the comfort levels of the students while speaking to the group and sharing information.

Icebreaker: Desert Island: 30-45 minutes

This activity is intended to help students discover common interests and initiate socialization with each other independently.

You've been exiled to a deserted island for a year. In addition to the essentials, you may take one piece of music or a movie, one book and one luxury item you can carry with you, i.e. not a boat to leave the island!

- What would you take and why?

Allow students to think for about five minutes, and then have everyone share with the group.

Motivation: 15-20 minutes

- Why am I pursuing a career in MTT?
- What are the goals I want to achieve while here at WWRC?
- How much effort am I willing to give to achieve these goals?
- Where do I see myself in five years?

These questions are printed on a worksheet (What is my Motivation Worksheet Pg. 53) and provided to students. Students are then asked to think about these questions for a few minutes and write their responses on the sheet provided. Finally, students will be asked to share their responses with the group. This will give students a sense of direction and will be used later in the class when developing goals.

MTT-RG Self-Assessment: 15-20 minutes

Materials: MTT Supports Assessment (Pg. 54-55), one per student

Each student will receive a MTT-RG Self-Assessment. Once completed, students will return to facilitator. On days 5 and 10 the original assessment will be returned to students, with a new, blank copy stapled on top in order for students to review their previous responses.

Students will be asked to complete a self-assessment in order to help determine a baseline of how the student feels about their soft skills initially. A self-assessment will be completed on day1, day 5 and day 10.

How to Help Me Plan: 20-30 minutes

Materials: How to Help Me Plan (Pg. 56-57), one per student

In order to better get to know our students and to provide them with the most suitable supports for their needs, we have created a How to Help Me Plan. This plan helps us identify, before a crisis, how to best assist a student in the event of a behavioral or medical emergency. It can also make us aware of any additional Wraparound Supports that would benefit the student.

MTT Introduction with Instructor: 60-90 minutes

The MTT class instructor will conduct an overview of the MTT program and curriculum. This will give students an in-depth look in to what to expect going forward. Students also get an overview of the successes of previous MTT students and where they are now.

Daily Wrap-Up: 15-20 minutes

On a daily basis, the facilitator will do a daily wrap-up to review the day and to reflect what the students gained from the activities, ask for feedback and provide an overview of the schedule for the next day.

- Review Day-ask for feedback
- Overview of Day 2

Day 2

Morning Meeting: 15-30 minutes

- Open discussion for questions or concerns
- Recap of Day 1
- Overview of Day 2
- Inform students that each team will rotate leading the morning meeting starting on Day 3.

My Daily Routine: 60 minutes

Materials: PowerPoint, printed daily routine handout 18 Reasons Why a Daily Routine Is So Important (Pg.58) and daily routine planner for each student Weekly Scheduling Template (Pg. 59)

- Ask students if they have a daily routine.
- Allow students to share their routines with the group.
- What are the benefits of having a daily routine?
- What would the possible be effects if you do not have a good daily routine?
- Start slides
- Handout 18 Reasons Why a Daily Routine is So Important
- Encourage students to schedule time in their self-care routines for leisure and times to do nothing.
- Handout Weekly Planner
- Allow students to work with their teams to develop individual daily routines.

Processing:

- Was it beneficial to have input from your teammates to help develop your own routine?
- Ask students to begin following their daily routines this afternoon.

Team Assignments: 15-30 minutes

Provide each team with a binder, folder or notebook in order to record team activities and assignments.

- Students are assigned to teams by the facilitator based on diversity.
 1. Students will be with their team throughout MTT training.
 2. Teams will report to their assigned areas every morning.
 3. Each team will have a leader, a speaker, and a time keeper; these roles will rotate on a daily basis for the first week then teams choose their own roles on a daily basis.
 4. Teams will create a team name, mission statement, and code of conduct.
 5. Team will also serve as study groups.
- Allow teams to gather in an assigned area and become acclimated.

Team Icebreaker: 30-45 minutes

Materials: Strips of paper (1 per team member), pens.

This activity will allow team members to demonstrate and practice how to greet a new co-worker and how to begin an appropriate, professional, one-on-one conversation.

- Ask team members to create one question that would be appropriate to ask another team member in the development of a professional relationship.
- Team members will then pass their questions to the facilitator to be handed out in a random order.
- The facilitator should quickly review each question and return for revision any question that is not appropriate.
- The first team member will read their question aloud to the team.

- The author of the question will then identify him/herself to the team.
 - The team member will answer the question directing their answer to the author only, rather than the entire group.
 - The author will also ask one more question based on the team member's answer.
- Monitor the conversations within the teams and provide assistance as needed.

Processing:

- What was most difficult about this exercise?
- What were some of the aspects that you considered when creating your question?
- What do you think is most important when meeting a co-worker for the first time?

Creating a Team: 60-80 minutes

Materials: Blank paper and pens, Binders (1 per team)

- What is a team?
 - What are some of the skills needed to build a successful team?
 - Teamwork skills and roles (slides).
 - Assign team roles for that day.
-
- Instruct teams to create a team name, a mission statement, and code of conduct.
 - Give examples of previous team names and mission statements found on the PowerPoint.
 - Allow teams to brainstorm 30-45 minutes.
 - Make sure team members are working in their assigned roles.
 - Once all teams have chosen their name, written their mission statement, and code of conduct the team speaker introduces the team to the class.

Processing:

- What skills did your team use to complete this project?

- What do you think the roles provided to the team?
- How do you think this activity contributed to the team cohesion?

Values Statement Creation 30-45 minutes

“The mission of the *Wilson Workforce and Rehabilitation Center’s* Manufacturing Technology Training curriculum is to provide our consumers having qualifying disabilities, with current skill sets, academic and life-skills training as they relate to the area of modern manufacturing, including those interpersonal skills required for team and internal customer relationships necessary for successful employment in the field of manufacturing.”

- PUNCTUALITY/ATTENDANCE
- PERSONAL PRESENTATION
- ATTENTION TO TASK
- WORK ENERGY/WORK TOLERANCE
- COMMUNICATION & INTERPERSONAL SKILLS
- SAFETY AWARENESS
- CARE WITH MATERIALS
- RESPONSE TO SUPERVISION
- FOLLOWS INSTRUCTIONS
- WORK PACE
- INITIATIVE & DEPENDIBILITY
- CUSTOMER SERVICE
- ATTENTION TO DETAIL/QUALITY OF WORK

As a student in this class I pledge to demonstrate these agreed upon values as I participate in class discussion and activities, test taking, etc. I will conduct myself in keeping with these values at all times while at WWRC.

Benefits of Teamwork Activity: 30- 45 minutes

Materials: Use a white board or smart board for answers, PowerPoint slides and print Benefits of Teamwork worksheet and Leadership scenarios from *Employability Skills- Effective Teamwork* at www.realityworks.com .

- Begin by asking: What are the benefits of teamwork?
- Hand out Benefits of Teamwork worksheet(1 per team)
- Allow teams to collaborate for 5-10 minutes
- Have the team recorder write answers on white board, and the team speaker present to the class.
- After all teams have presented discuss which characteristics teams chose that are shared/different.

Processing:

- Talk with teams about how each teams' list of characteristics relates to their mission statement and code of conduct.
- Discuss some of the common goals that the class has as a whole.

Work Readiness: 30 minutes

- Punctuality
 1. Re-enforce the importance of punctuality in a manufacturing setting by allowing teams to come up with five reasons it is important to be punctual.
 2. Next, have teams identify the possible repercussions of being late to work.
 3. Using the philosophy, “if you are on time then you are late”, have teams develop strategies to be on time (five minutes early) to work.

4. Encourage teams to use one of these strategies for tomorrow and report how it worked for them.
 5. Handout the policy for your organization.
- Dress Code
 1. What is the dress code for MTT?
 2. Why is the dress code important in a manufacturing setting?
 3. How can I better prepare to have the proper clothing for work on a daily basis?

Processing:

- What are some strategies you can put in place now to better prepare for the workforce?

Daily Wrap-Up 15-20 minutes

- Review Day-ask for feedback
- Dress Code, attendance policy, etc.
- Encourage practice of daily routine.
- Give examples of passive, assertive and aggressive communication
- Which sensory or assistive device would you use?
- Overview of Day 3
- Select a team to lead the morning meeting on Day 3

Day 3

Morning Meeting: 15-30 minutes

- Led by team
- Review Day 2
 1. Punctuality Strategy
- Overview of daily schedule
- Open-Discussion- questions, concerns, etc.

Attention and Focus Activity: 15 minutes

This short video activity is to test our observation abilities and allow students to recognize that we miss a lot of what is going on around us and not all of us see things in the same way.

https://youtu.be/IGQmdoK_ZfY

www.invisiblegorilla.com

Processing:

- Ask how many times the ball was passed
- Ask who saw the gorilla
- What do you think the significance of this video is?

Assistive Technology / Sensory Processing: 60 minutes

Adults of all ages with sensory processing disorders. Many adults have never been diagnosed, so they haven't had the opportunity to develop coping skills and adaptive performance mechanisms. Many of these adults have trouble with interpersonal relationships, vocational skills, leisure activities, and general quality of life. Occupational therapy practitioners can provide direct

services, or they can offer accommodations and supports. For example, an adult who is easily distracted at work may benefit from an occupational therapist who works with the client and employer to recommend modifications such as headphones, if feasible, or environmental adaptations such as moving the client's desk to minimize external sensory input. Adults without healthy leisure activities could also benefit from an occupational therapist who can analyze their sensory needs, identify their strengths, then offer options and supports that promote engagement (Kinnealey et al., 2011).

Kinnealey, M., Koenig, K. P., & Smith, S. (2011). Relationships between sensory modulation and social supports and health related quality of life. *American Journal of Occupational Therapy*, 65, 320–327. doi: 10.5014/ajot.2011.001370

Materials: Examples of AT will be passed around to each class member. They will be asked to brainstorm how each item could be used in the workplace or classroom.

- Devices can be purchased or custom made
- Most are easily obtained
- Many are free
- Discuss how Career Pathways for Individuals with Disabilities can provide an AT evaluation and has a loaner library to assist with selection of the AT

Sensory Processing:

- Sensory items will be passed around for students to try and examples of how they can be used in the workplace / classroom.

Stress Management: 30-45 minutes

Materials: blank paper and pens

- What are your signs of stress?
- Why is it important to be aware of these?
- What do you currently do to cope with stress?
- What is something new that you can do to cope with stress?

Have students answer the above questions individually. Ask for volunteers to share their answers.

Processing:

- Why is it important to know what your signs of stress are?
- What can you do if you find yourself getting stressed while at work?

Stress Management Techniques That Work: 30-45 minutes

Materials: PowerPoint Sides, blank paper, pens

Have teams discuss and answer the following questions as a group:

- What is stress?
- Where does stress come from?
- What are some of the daily aspects of life that cause you the most stress? (one answer from each team member)
- Is stress always negative?
- How can stress be a positive thing?
- Show and discuss power point presentation.

Processing:

- What technique discussed in the presentation did you find helpful?
- What are some coping skills that you practice now?
- Would any of the techniques described in the slides be helpful in the workplace?

Adapted from Dr. Margaret Wehrenburg

<http://slideplayer.com/slide/5180923/>

Passive, Assertive, and Aggressive Communication: 60-90 minutes

Facilitated by: Ginger Shifflett, Speech Therapist

Materials: Pens, White Board and Being Assertive Worksheet pgs. 169-180 (1998) *Social Skill Strategies: A Social-Emotional Curriculum for Adolescents, Book A 2nd Edition. Thinking Publications.*

- Start the class discussion by using the white board to discuss the differences between Passive, Assertive, and Aggressive communication.
- Ask students what type of communication they use the most.
- Prompt all students to give examples of at least one of the categories.
- Have students demonstrate each type of communication for each example.
- Handout worksheets and pens to each student.
- Allow teams to work through each activity together.
- Once teams have completed an activity process the activity with the group.

Processing:

- Identify the differences between passive assertive and aggressive communication.
- How can you change aggressive and passive communication in to assertive communication?
- Why is being able to communicate assertively important for the workplace?

Daily Wrap-Up 15-20 minutes

- Review Day-ask for feedback
- Overview of Day 4
- Select a team to lead the morning meeting on Day 4

Day 4

Morning Meeting: 15-30 minutes

- Led by team
- Review Day 3
- Overview of daily schedule
- Open-Discussion- questions, concerns, etc.

Memory Game: 45-60 minutes

Materials: Pens and blank paper

For this activity I like to begin with a quick telephone game. Students should be sitting in a circle and a statement is whispered to the person on the left, then each person repeats the statement to the person on their left until it ends back at the original person.

Processing:

- Notice how the statement has changed; what are the reasons?
- Why do you think memory is important for learning?
- How proficient do you think your memory is?

Show the video Quick Memory Test- pause between questions if needed

- Quick Memory Test

<https://youtu.be/OOPzfXCrLfl>

Inform students that the next video will be more difficult.

Show Rapid Memory Test- pause between questions if needed

- Rapid Memory Test

<https://youtu.be/jUedTBb6Njs>

- The Memory Game: Included in the PowerPoint slides (or can be obtained from the link below).

Give each student a sheet of paper and have them set it off to the side. Explain that students will have one minute to memorize the objects shown in the picture. After the minute, the picture will be hidden and students will have one minute to write down all of the objects they can remember.

After the minute is up ask for each student's total of objects remembered. Next, have students meet with their teams and compile their answers together. This will also reinforce the benefits of teamwork.

For the second part of the exercise, allow teams to work together to remember as many objects as possible. Allow team leaders to organize teams for the maximum number of answers.

<http://www.greatgroupgames.com/memory-game.htm>

- How to Improve Memory

Allow students to show what they know and discuss ways to improve memory before the handout.

Review the handout with students.

<https://www.linkedin.com/pulse/8-tips-improving-your-memory-ian-dickson>

Processing:

- Which of the following techniques that we discussed do you use currently?
- Which one will you try? Why?

Psychological Safety 45-60 minutes

Power Point Slides

- What is Psychological Safety?
- The term ‘Psychological Safety’ refers to the work environment where people come together to meet the ‘goals and objectives’ of the business
- —A ‘psychologically safe’ environment is one where individuals feel comfortable and free to do their jobs, express their opinions and feel psychologically ‘safe’ in their work environment. The individual should feel free to:
 - ◦Ask questions without fear
 - ◦Seek help on their work or task
 - ◦Be allowed to try new things
 - ◦Ask for feedback on their job or task performance
 - ◦Offer critiques on the process or work effort
 - ◦Take risks in attempting new things
 - ◦Be able to acknowledge their vulnerability in a situation

Matching Game

Mindfulness: 45-60 minutes

Materials: Pens and printed worksheet Mindfulness (Pg.60)

For this activity, the goal is to give insight into our own behaviors by identifying likes, dislikes, strengths and struggles and to ask yourself why you like what you like, dislike what you dislike, etc.

- Begin a discussion by asking if anyone knows what Mindfulness is.
- Review the definition of Mindfulness

1. The quality or state of being conscious or aware of something.

2. A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

- Handout Mindfulness Worksheet
- Have students complete the worksheet independently, give ample time (10-15) minutes for students to apply the most thought.

Processing:

- Review the activity with students.
- Ask if any clarity was achieved.
- Lead in to the next activity by emphasizing the importance of being present in the moment, identifying feelings and sensations before they are able to overwhelm you.

MTT Class Mentors: 60 minutes

- Students will have the opportunity to spend time in the MTT classroom and get to know the current students. This will allow for peer to peer interactions and discussions on what to expect in the MTT training program. Students will also be able to observe lectures, projects and team interactions in the classroom.

Paper Plane Activity

Tape measure, card stock

- Each team will create a paper plane that they think will fly the farthest. Assign roles such as designers, contractors and pilot. Have teams compete to see which team's plane will fly the farthest.

<https://www.wrike.com/blog/ultimate-guide-team-building-activities/>

Daily Wrap-Up: 15-20 minutes

- Review Day-ask for feedback
- Overview of Day 5
- Select a team to lead the morning meeting on Day 5

Day 5

Morning Meeting: 15- 30 minutes

- Led by team
- Review Day 3
- Overview of daily schedule
- Open-Discussion- questions, concerns, etc.

Teamwork on the Job: 45-60 minutes

Materials: PowerPoint, Print *Teamwork on the Job* activity pg. 72 and 75-76 at

<https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

- Why is teamwork on the job important?
- What are some of the benefits of being part of a team?
- What might be some of the challenges when working with a team?

- Show Activity 15 A on the PowerPoint.
- Instruct teams to work through the scenario and answer the questions.
- Have the team recorder write the team answers on the white board
- The team speaker will share the answers with the class

- Ask for three volunteers to participate in a role-play exercise.

- Assign roles to volunteers.
- Allow 5 minutes for volunteers to read through the script.
- After the role play ask the following questions:
 1. What did Shawn do well?
 2. What could she have done differently?
 3. How might she handle herself in the future?
 4. How should Nathaniel handle this situation?
 5. Consider the fact that he probably wants to help Shawn to improve and not necessarily punish her.

Processing:

- Reinforce that the importance of teamwork is undeniable.
- Ask for teams to share benefits of teamwork and give an example

Clear Verbal Communication Activity 45-60 minutes

Employability Skills- Effective Communication Skills at www.realityworks.com print page 5 (1 per group), and page 6 (1- cut shapes out and paste or tape to index cards).

Assign one person to perform each of the following roles in this activity. If you have more than four people, have two people act as observers.

- Director – Give clear verbal instructions to the Manager so that the Creator can make an exact copy of the original.
- Manager – Listen to the Director’s instructions and then go to the other part of the room to where Creator is and pass on the instructions.
- Creator – Recreate the image from the verbal instructions given by the Manager.
- Observer(s) – Watch and make detailed notes about what worked, what didn’t and how each person reacted under pressure.

Instructions for activity:

Have each group follow the written instructions on the handout.

- The Director is given a picture of an image and this person is the only one allowed to see the picture.
- The Director gives instructions to the Manager, explaining what the image looks like so that the Manager can give good instructions to the Creator. During this part of the activity, the Creator is located across the room so that they cannot see or hear the instructions as the Director gives them to the Manager.
- The Manager then goes over to the Creator and verbally passes on the instructions from the Director as clearly as possible.
- The Creator is given the Drawing Space for Creators handout and attempts to draw the image as instructed by the Manager.
- The Observer(s) silently watch the entire activity and make notes about what has worked well, what has not worked well and how each person has performed under pressure.
- Give each group five to ten minutes to complete the activity.
- When the time is up, call the class back together. Have each group share the original picture of the Director's object and the final product of the Creator.

Processing:

- While comparing the before and after results, have the Observers share what worked, what didn't and how everyone reacted under pressure.
- Have them share anything they believe could have done differently and perhaps in a clearer way.
- This will provide a way for each group to reflect on how successful their communication was as a group.

Professional Work Attitude: 30-45 minutes

Materials: PowerPoint and White Board, print activity *Professional Work Attitude* on pages 119-121 at <https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

- What is a professional work attitude?
- What are the benefits of a professional attitude?
- Why is it important?
- Start power point.
- Teams will work through the scenarios together.
- The speaker will present answers to the class.
- Start power point

Processing:

- Describe Justin's work attitude?
- What do you think would be the most difficult part of being Justin's supervisor?
- How can a supervisor affect your job performance?
- How can coworker attitudes affect your job performance?

Professionalism in Today's Workforce: 45-60 minutes

Materials: PowerPoint Slides, Print *Professionalism in Today's Workforce* activity on 116-118 at <https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

This activity is to help students become aware of diversity in the workplace and identify how our perceptions of others may not be as accurate as we think. Students will ideally begin to identify their own biases and perceptions in order to become more aware of how their own preconceived ideas and beliefs influence how they perceive others and how others may perceive them.

- Cultural Divide: Today's workforce is very diverse. People of different ages and backgrounds are working alongside one another more today than ever before. The purpose of this activity is to consider how we perceive others and how others may perceive us, as well as whether or not these perceptions paint an accurate picture of who we are.
- Begin the discussion using these questions:
 1. What do you think the older generation thinks of the younger generation?
 2. What does your generation think of the older generation?
 3. Do you think these ideas are always true?
 4. Why do you think each group may have other ideas about the other group?
- Review the first scenario with the class.
- Give each team one of the remaining scenarios to work through.
- Have each team present their scenario to the class.

Processing:

- What are some strategies you can develop to ensure stereotyping does not occur on the job?
 - a. Look past stereotypes.
 - b. Find common ground.
 - c. Learn from each other.
 - d. Listen to each other.
 - e. Acknowledge and appreciate differences.
 - f. Promote intergenerational discussions.

MTT Class Mentors: 60 minutes

- Students will have the opportunity to spend time in the MTT classroom and get to know the current students. This will allow for peer to peer interactions and discussions on what to expect in the MTT training program. Students will also be able to observe lectures, projects and team interactions in the classroom.

Stress Management- Coping Skills: 60 minutes

Materials: Stress Balls, Open area

- What are coping skills?
- What are your coping skills?
- Do you feel your coping skills are healthy or unhealthy?
- Teams should be allowed 5-10 minutes to list healthy and unhealthy coping skills.
- Next have the team recorder list the teams answers on the board.
- The team speaker will present to the class.

Next, have teams gather in an open area with enough room for teams to stand in either one big circle or two smaller circles.

- Have three stress balls minimum per circle of students.
- Explain that one stress ball will be thrown to student A.
- Student A will then throw to a student of their choice, and so on, until all students have received and thrown the ball.
- Now tell students that they will throw this ball to the same student on each turn.
- Next, get another ball, this ball cannot be thrown to the same person as the first ball and the same rules apply.

The objective of this activity is not perfection, but for students to laugh and have fun while being distracted from their stressors.

Processing:

- What were you thinking about while participating in this activity?
- What are some other coping skills that involve distraction?

Daily Wrap-Up: 15-20 minutes

- Review Day-ask for feedback
- Overview of Day 6
- Select a team to lead the morning meeting on Day 6

Day 6

Morning Meeting: 15- 30 minutes

- Led by team
- Review Day 5
- Overview of daily schedule
- Open-Discussion- questions, concerns, etc.

Perception Activity: 20-30 minutes

Materials: Copy of “The Cookie Thief” page 61, Video

- Handout a copy of “The Cookie Thief”, to each student, the instructor or a student can read aloud to class.
- Show video. The video is a good visualization tool.

The Cookie Thief

by Valerie Cox

<https://youtu.be/L3Rt3Z3gmPw>

A woman was waiting at an airport one night, with several long hours before her flight. She hunted for a book in the airport shops, bought a bag of cookies and found a place to drop.

She was engrossed in her book but happened to see, that the man sitting beside her, as bold as could be. . .grabbed a cookie or two from the bag in between, which she tried to ignore to avoid a scene.

So she munched the cookies and watched the clock, as the gutsy cookie thief diminished her stock. She was getting more irritated as the minutes ticked by, thinking, “If I wasn’t so nice, I would blacken his eye.”

With each cookie she took, he took one too, when only one was left, she wondered what he would do.

With a smile on his face, and a nervous laugh, he took the last cookie and broke it in half.

He offered her half, as he ate the other; she snatched it from him and thought... oooh, brother. This guy has some nerve and he’s also rude, why he didn’t even show any gratitude!

She had never known when she had been so galled and sighed with relief when her flight was called.

She gathered her belongings and headed to the gate, refusing to look back at the thieving ingrate.

She boarded the plane, and sank in her seat, then she sought her book, which was almost complete. As

she reached in her baggage, she gasped with surprise, there was her bag of cookies, in front of her eyes.

If mine are here, she moaned in despair, the others were his, and he tried to share. Too late to apologize, she realized with grief, that she was the rude one, the ingrate, the thief.

Processing:

- What could the lady have done differently?
- Would you have questioned your assumptions?
- How would you have reacted when you realized your initial assumption was not true?
- How could this apply to the workplace?

Team Exercise- There is no “I” in team: 30-45 minutes

Materials: blank paper, pens and Print activity, *There Is No “I” in Team*, [on page 60 at https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf](https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf), one per team.

- Start a discussion by asking if any student has heard the statement, “*There is no I in team*”.
- Ask where and whom they recall using the term.
- Use PowerPoint slides and display the teamwork quotes.
- Handout activity- one per team
- Have teams collaborate to write a team quote of their own that conveys the importance of teamwork, allow 15 minutes.
- Team recorders will write their quote on the white board
- The team speaker will read the quote to the class.

Processing:

In order to help students gain a better understanding, discuss with students why teamwork is an important characteristic of employment as well as, why being a team player is one of the most important qualities that employers look for.

Mental Flexibility: 45-60 minutes

Materials:

- What is mental flexibility?
- Sheldon's Sitting Spot <https://youtu.be/l2hIIvF5gJI>
 1. Is Sheldon a flexible thinker? Why or why not?
 2. Why is it important to be flexible?
- What are some other ways we can be mentally flexible?
- Mind Matters <https://youtu.be/Q2TFzoniLuc>
- Thinking Flexibly <https://youtu.be/OqZimVIN558>
- Handout Mental Flexibility Test <https://aztil.com/2011/01/13/mental-flexibility-test/>
- Allow five minutes for the test to be taken individually. After five minutes give teams a new blank test and have teams work together for an additional five minutes.

Processing:

- What did you learn about mental flexibility from this activity?
- Do you think that mental flexibility coordinates with success in the workplace? Why?
- Where you able to answer more questions with or without your team? Why?

Problem Solving: 60 minutes

Materials: White Board, Power Point, Pens, Employability Skills- Problem Solving Critical Thinking at www.realityworks.com print pages 3 and 5, 1 per student.

- Handout Seven Steps to Solving a Problem Effectively.
- Review each step with the class.
- Handout Problem Solving Organizer.
- Give each team one of the scenarios from page 7 to work through as a team.
- Have each team present their Problem Solving Organizer using the white board.

Processing:

- Was this process helpful? Why? Why not?
- What were the advantages of solving this problem with a team? Disadvantages?
- How will this exercise prepare you for the workplace?

Body Language: 60-90 minutes

Facilitated by: Ginger Shifflett, Speech Therapist

Materials: Pens, White Board and Body Language Worksheet pgs. 55-66, (1998) *Social Skill Strategies: A Social-Emotional Curriculum for Adolescents, Book A 2nd Edition. Thinking Publications.*

- Start a class discussion asking what percentage of communication is through body language.
- Use the white board and ask students to list the components of body language.
- Have students demonstrate different emotions using each component of body language.
- Handout worksheets and pens to each student.

- Allow teams to work through each activity together.
- Once teams have completed an activity, process the activity with the group.

Processing:

- Why is it important to know what your body language looks like to others?
- Why is it important to understand the body language of others?
- How will this benefit you in the workplace?

Daily Wrap-Up: 15-20 minutes

- Review Day-ask for feedback
- Overview of Day 7
- Select a team to lead the morning meeting on Day 7

Day 7

Morning Meeting: 15-30 minutes

- Led by team
- Review Day 6
- Overview of daily schedule
- Open-Discussion- questions, concerns, etc.

Emotional Intelligence Introduction: 60 minutes

Materials: PowerPoint, Relationship Management and Self-Awareness handout for each team member

- Print Relationship Management and Self-Awareness Activities at www.realityworks.com and PowerPoint slides.
- Start a class discussion using the following questions:
 1. Are you able to understand your own emotions?
 2. Are you able to control your emotions?
 3. Are you able to gauge how other people feel?
 4. Are you open to other people's feelings?
- Review definition of Emotional Intelligence
- Discuss the two primary competencies: Personal and Social
- The four core skills: Self-Awareness, Self- Management, Social Awareness and Relationship Management
- Handout the Relationship Management activity.
- Have teams divide into pairs and complete the activity.
- At the conclusion ask why it is important to pay attention to those around you?

Self-Awareness

- Review the PowerPoint slides for Self-Awareness

- Utilizing the handout, choose three strengths for yourself, and three you would like to improve on.
- If you don't see a trait listed, feel free to write your own!
- Once you've chosen traits that need improving, think about and describe how you will attempt to improve those traits.

Processing:

- Why is it necessary to be able to understand your own emotions?
- Why is it just a necessary to understand the emotions of others? In the workplace?
- Why does relationship management in the workplace entail?
- What is the basis of emotional intelligence?

S.M.A.R.T. Goals: 45-60 minutes

Materials: Pens, Previously completed Motivation Worksheet, Smart Goals Worksheet- <http://templatelab.com/smart-goals/> and PowerPoint

The objective of this activity is to provide students with a guide to identify, develop, and monitor the progress of goals.

- Introduce activity by asking if anyone knows what the acronym S.M.A.R.T. represents
- Review PowerPoint- S.M.A.R.T. Goals
- Handout the worksheets students completed on Day 1 regarding motivation, these will be used in this activity for students to develop a S.M.A.R.T. Goal.
- Suggest that students identify a short-term goal that can be achieved while in the training program.
- Allow students 15-20 minutes to complete their goal planning.
- Ask for volunteers to share their goal plan with the class.

Processing:

- After students have shared ask how writing out their goal on paper and breaking it down into steps has changed the way they think about their goal. Does it seem more or less attainable?
- Do you feel more or less confident in achieving your goal?
- Discuss the similarities between problem solving and goal planning.

This activity was adapted from:

Power Point Slides- <https://www.uth.edu/dotAsset/9e70db2f-583f-4b82-b81a-92acf0ac3c3a.ukn>

Frostbite: 60 minutes

Creative Problem Solving and Collaboration Exercise

Construction Materials: card stock, toothpicks, rubber bands and sticky notes

Teams of 4-5 are arctic explorers trekking across the frozen tundra! Have each team elect a leader to guide their expedition. When a sudden storm hits, the team must erect an emergency shelter to survive. However both of the team leader's hands have frostbite, so she/he can't physically help construct the shelter, and the rest of the team has snow blindness and is unable to see. Give each team a set of construction materials and start the timer. When the time runs out, turn on the electric fan's arctic winds and see who successfully built a shelter that will keep them safe. Adjust the difficulty with sturdier construction materials (provide Popsicle sticks instead of toothpicks, etc.) by changing the fan's settings or by having the fan running while the team constructs their shelters.

<https://www.wrike.com/blog/ultimate-guide-team-building-activities/>

Register Shifting: 60-90 minutes

Facilitated by: Ginger Shifflett, Speech Therapist

Materials: Pens, White Board and Using Formal and Informal Language Worksheet pgs. 122-12 (1998). *Social Skill Strategies: A Social-Emotional Curriculum for Adolescents, Book A 2nd Edition*. Thinking Publications.

- What is register shifting?
- Ask students if they use the same language to communicate with friends that they would use with a supervisor?
- Have students identify formal and informal situations.
- Use the white board to discuss the aspects of formal and informal language.
- Handout worksheets and pens to each student.
- Allow teams to work through and role-play each activity together.
- Once teams have completed an activity, process the activity with the group.

Processing:

- What do you think would happen if you spoke to your supervisor using informal language?
- What kind of impression would a co-worker have if they witnessed your informal interaction with your supervisor? Formal?
- How will being able to register shift benefit your professional relationships?

Daily Wrap-Up: 15-20 minutes

- Review Day-ask for feedback
- Overview of Day 8
- Select a team to lead the morning meeting on Day 8

Day 8

Morning Meeting: 15-30 minutes

- Led by team
- Review Day 7
- Overview of daily schedule
- Open-Discussion- questions, concerns, etc.

Introduction to Team Presentations: 15-20 minutes

- As a team, pick a product and a company to research in order to explain the manufacturing process of the product to the class.
- Each team member will present a portion of the project to the class on Day 10.
- Teams will have access to PowerPoint, videos, and other media for their presentations.
- Teams will have class time to develop the presentation.

Team Presentation Instructions: 15-20 minutes

Teams will compile a 5-10 minute presentation on a product that is currently manufactured in the USA.

Identify a product and answer the following questions in your presentation:

- What is the history of this product?
- When was it invented?
- Did it evolve from another product? If so what product?
- Who is credited with inventing it?
- What company is the biggest producer of this product?

- How it was first produced?
- How is it produced currently?
- What is the production process?
- Where is it produced?
- What is the current market for this product?

Plane Crash 30- 45 minutes

Communication, Teamwork, Brainstorming, and Negotiation Skill Building

Materials: Paper and Pencil

Imagine this: the plane carrying your team has crashed on a desert island. Have your group work with 12 items from around the office that they think would be most useful in their survival, ranking each item in order of importance. Alternatively, have individuals make their selections first and then have the group discuss and come to a consensus.

Processing:

- How does this activity relate to Psychological Safety?
- What skills were used?
- How did your team come to a consensus?

<https://www.wrike.com/blog/ultimate-guide-team-building-activities/>

Emotional Intelligence: Self-Management 45-60 minutes

Materials: PowerPoint, Pens and Self-Management Activity www.realityworks.com

- Ask students to share their definition of self-management.
- Discuss the definition of self-management.
- Show YouTube video.

- Give each student the self-management activity.
- Review Positive and Negative Emotions.
- Allow students 15-20 minutes to complete the activity.
- Ask for volunteers to share with the group about a time they were angry and/or their plan for the next time they are angry.
- Show You Tube video https://www.youtube.com/watch?v=5KM4_F-KFow

Processing:

- Why is managing your emotions in a healthy way important in the workplace?
- What are some ways you can manage your emotions in the moment? Refer back to stress management/mindfulness.

Emotional Intelligence: Social Awareness Activity 45-60 minutes

Materials: PowerPoint, Pens and Social Awareness Activity www.realityworks.com

- What is Social Awareness?
- What does being socially aware mean to you?
- Handout Social Awareness Activity
- Have students complete the Social Awareness activity independently. Allow 5 minutes.
- Review the activity of identifying emotions with the class.

Processing:

- Why is it important to be socially aware?
- What are the benefits of being socially aware?
- How can being socially aware help you professionally?

Perspective Taking: 60-90 minutes

Facilitated by: Ginger Shifflett, Speech Therapist

Materials: Pens, White Board and Understanding the Feelings of Others Worksheet pgs. 361-369, (1998). *Social Skill Strategies: A Social-Emotional Curriculum for Adolescents, Book A 2nd Edition*. Thinking Publications.

- Using the white board, begin the discussion by asking what a perspective is?
- Ask what the group thinks perspective taking would be.
- How does this relate to body language?
- What is empathy?
- Handout worksheets and pens to each student.
- Allow teams to work through and role-play each activity together.
- Once teams have completed an activity, process the activity with the group.

Processing:

- What are some ways you can understand how a person is feeling?
- What is a benefit of being able to understand the behavior of others?
- How will this help you in the workplace?

Thinking Publications, 1998

Daily Wrap-Up: 15-20 minutes

- Review Day-ask for feedback
- Overview of Day 9
- Select a team to lead the morning meeting on Day 9

Day 9

Morning Meeting: 15- 30 minutes

- Lead by team
- Review Day 8
- Overview of daily schedule
- Open-Discussion- questions, concerns, etc.

Team Presentation Planning: 120 minutes

Features of Effective Team Presentations

- The presentation is well-rehearsed and well-coordinated
- There is a smooth transition between speakers
- Team members are well-versed with their own segments and areas of responsibility
- Team members project a confident and knowledgeable image

Team Presentation Planning: 180 minutes

Allow teams to use the morning session to create their presentations. Interact with teams and ask about their planning process, assigned tasks, and media that they will include.

Workplace Ethics: 60 minutes

Materials: PowerPoint, Print activity pages 104-105

<https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf> one for each student and pens

- How do you make decisions?
- Is decision-making a skill that was taught to you?
- Do you have personal rules for decision-making? If you have rules, do these rules change if you are making decisions at home, at school, with friends, or at work?

Begin PowerPoint.

- What are ethics?
- What are some work ethics a company may have?
- Use Case 1 as a practice for the class.
- Give each team one remaining scenario to work through with their group.

Processing:

- Do you think these situations really happen in the workplace?
- How did each team make their decision?
- Do you think that dealing with this kind of situation is easy?

Daily Wrap-Up: 30 minutes

- Review Day-ask for feedback
- What emotional intelligence?
- How can having good social awareness skills benefit you in the workplace?
- How is everyone feeling about the team presentations tomorrow?
- Overview of Day 10
- Select a team to lead the morning meeting on Day 10

Day 10

Morning Meeting: 15-30 minutes

- Lead by team
- Review Day 9
- Open-Discussion- questions, concerns, etc.

Team Presentations Prep: 60 minutes

- Polish
- Rehearsals
- Test technology
- Relax

Team Presentations: 120 minutes

- Determine which team will present first by volunteers or random selection.
- Each team will have 5-10 minutes allotted for each presentation.
- Encourage the class to ask questions at the end of each presentation.
- Ask the team to evaluate their individual presentation skills.
- Ask what the team did or did not do to prepare.
- Ask the team what they did well?
- What could the team have done to improve the presentation?

Processing:

- What part of the presentation project did you enjoy the most?
- What was the most challenging aspect of the presentation?
- What did you learn?

Self-Assessment: 15-20 minutes

Materials: Pens, MTT-RG Self-Assessment (Pg.56-57)

Hand students their previously completed self-assessments with a blank assessment stapled on top. Ask students to take a few minutes to honestly answer the assessment. Encourage students to provide feedback about what they are taking away from this course.

Accepting Constructive Criticism: 60-90 minutes

Facilitated by: Ginger Shifflett, Speech Therapist

Materials: Pens, White Board and Accepting Constructive Criticism Worksheet pgs. 206-210 (1998). *Social Skill Strategies: A Social-Emotional Curriculum for Adolescents, Book A 2nd Edition. Thinking Publications.*

- What is constructive criticism?
- How does it differ from criticism?
- Have students individually complete the worksheet activities.
- Ask students to share their results with the group.
- Process through the activity with the group.

Processing:

- What are the benefits of constructive criticism?
- Why is it important to know how to respond to constructive criticism?
- What impression might you leave with a supervisor if you respond positively to constructive criticism? Negatively?

MTT-RG Review and Reflection: 60 minutes

Sit in a circle with all students and ask/answer the following questions:

- What was helpful about this course?
- What topic do you feel was the most helpful to you? Least helpful?
- What about MTT are you looking forward to? Not looking forward to?
- How has being part of a team helped you so far?

Daily Wrap-Up: 15-20 minutes

- Review Day-ask for feedback
- Overview what to expect for MTT

References

<https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

www.realityworks.com

<http://templatelab.com/smart-goals/>

<https://www.uth.edu/dotAsset/9e70db2f-583f-4b82-b81a-92acf0ac3c3a.ukn>

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NASA Ranking Chart http://insight.typepad.co.uk/moon_landing.pdf

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Videos

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https://youtu.be/IGQmdoK_ZfY

www.invisiblegorilla.com

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Activities and Worksheets

What is my Motivation?

- Why am I pursuing a career in MTT?
- What are the goals I want to achieve while here at WWRC?
- How much effort will I put in to achieve these goals?
- Where do I see myself in five years?

MTT-RG	Always	Often	Sometimes	Rarely	Never
Self-Assessment					
1. I am comfortable introducing myself to new people					
2. I make eye contact with others while talking/listening					
3. I will interrupt others to make my point					
4. I am usually thinking of a response while listening					
5. I am usually focused on the topic being discussed					
6. People tell me I talk a lot					
7. I am comfortable working with a group					
8. I can engage in small talk when needed					
9. I dominate a group and do most of the talking					
10. I am able to accept feedback and constructive criticism					
11. I am uncomfortable about having to answer a question in front of a group of people					
12. People understand what I say					
13. When I receive negative feedback I get angry and defensive					
14. I like structure and organization					
15. I am able to respond quickly when asked a question					
16. I am comfortable asking for help or clarification with a task					
17. I can easily cope with changes in routine or environment					
18. I arrive on time for class, work, etc					
19. My personal hygiene is a priority for me					
20. I feel safety is highly important					
21. I respect the opinions of others					
22. I frequently miss work or class					
23. I am able to be on my feet (standing or walking) for long periods of time					
24. I can easily lift 25 pounds					
25. I can tolerate loud noises					
26. I can prioritize multiple tasks					
27. When frustrated I can work through a task without giving up					

28. When I finish a task I can move on to the next one, or will ask for instruction					
29. Work relationships are the same as social relationships					
30. I am able to set and achieve realistic goals					
31. I do not need my electronic devices while working					
32. I feel the class environment is psychologically safe					

Additional
Comments: _____

HOW TO HELP ME PLAN

Name: _____

Date: _____

These are behaviors I sometimes show, especially when I'm stressed/angry:

- | | | | | |
|---|---|---|--|--|
| <input type="checkbox"/> Losing my temper | <input type="checkbox"/> Fighting/Assaulting people | <input type="checkbox"/> Feeling suicidal | <input type="checkbox"/> Running away | <input type="checkbox"/> Using other drugs |
| <input type="checkbox"/> Injuring myself | <input type="checkbox"/> Attempting suicide | <input type="checkbox"/> Threatening others | <input type="checkbox"/> Using alcohol | <input type="checkbox"/> Feeling unsafe |
| <input type="checkbox"/> Other (please describe): _____ | | | | |

When these things happen, I am more likely to feel unsafe and upset:

- | | | | | |
|--|---|---|--|---|
| <input type="checkbox"/> Not being listened to | <input type="checkbox"/> Feeling pressured | <input type="checkbox"/> Being touched | <input type="checkbox"/> Lack of privacy | <input type="checkbox"/> People yelling |
| <input type="checkbox"/> Loud noises | <input type="checkbox"/> Feeling lonely | <input type="checkbox"/> Arguments | <input type="checkbox"/> Not having control | <input type="checkbox"/> Being isolated |
| <input type="checkbox"/> Darkness | <input type="checkbox"/> Being stared at | <input type="checkbox"/> Being teased | <input type="checkbox"/> Particular time of day: _____ | <input type="checkbox"/> Particular time of year: _____ |
| <input type="checkbox"/> Contact with family | <input type="checkbox"/> Particular person: _____ | <input type="checkbox"/> Other (please describe): _____ | | |

These are things other people may notice me doing if I begin to become agitated:

- | | | | | |
|--|--|--|---|--|
| <input type="checkbox"/> Sweating | <input type="checkbox"/> Breathing hard | <input type="checkbox"/> Racing heart | <input type="checkbox"/> Clenching teeth | <input type="checkbox"/> Clenching fists |
| <input type="checkbox"/> Red faced | <input type="checkbox"/> Wringing hands | <input type="checkbox"/> Loud voice | <input type="checkbox"/> Sleeping a lot | <input type="checkbox"/> Sleeping less |
| <input type="checkbox"/> Acting hyper | <input type="checkbox"/> Swearing | <input type="checkbox"/> Bouncing legs | <input type="checkbox"/> Rocking | <input type="checkbox"/> Can't sit still |
| <input type="checkbox"/> Being Rude | <input type="checkbox"/> Pacing | <input type="checkbox"/> Crying | <input type="checkbox"/> Squatting | <input type="checkbox"/> Damaging things |
| <input type="checkbox"/> Eating more | <input type="checkbox"/> Eating less | <input type="checkbox"/> Not taking care of myself | <input type="checkbox"/> Isolating/avoiding people | <input type="checkbox"/> Laughing loudly/giddy |
| <input type="checkbox"/> Singing inappropriately | <input type="checkbox"/> Becoming very quiet | | <input type="checkbox"/> Other (please describe): _____ | |

These are things that might help me calm down when I'm feeling upset:

(Check off what you know works; star things you might like to try in the future)

- | | | | | |
|---|--|---|--|---|
| <input type="checkbox"/> Time out in my room | <input type="checkbox"/> Listening to music | <input type="checkbox"/> Reading a book | <input type="checkbox"/> Sitting with staff | <input type="checkbox"/> Pacing |
| <input type="checkbox"/> Talking with friends | <input type="checkbox"/> Talking with an adult | <input type="checkbox"/> Coloring | <input type="checkbox"/> Molding clay | <input type="checkbox"/> Humor |
| <input type="checkbox"/> Exercising | <input type="checkbox"/> A cold cloth on face | <input type="checkbox"/> Writing in a journal | <input type="checkbox"/> Punching a pillow | <input type="checkbox"/> Hugging a stuffed animal |
| <input type="checkbox"/> Taking a hot shower | <input type="checkbox"/> Taking a cold shower | <input type="checkbox"/> Playing cards | <input type="checkbox"/> Video Games | <input type="checkbox"/> Lying down |
| <input type="checkbox"/> Ripping paper | <input type="checkbox"/> Screaming into pillow | <input type="checkbox"/> Holding ice in my hand | <input type="checkbox"/> Getting a hug | <input type="checkbox"/> Using the gym |
| <input type="checkbox"/> Bouncing a ball | <input type="checkbox"/> Male staff support | <input type="checkbox"/> Female staff support | <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Speaking w/ my therapist |
| <input type="checkbox"/> Drawing | <input type="checkbox"/> Being read a story | <input type="checkbox"/> Making a collage | <input type="checkbox"/> Crying | <input type="checkbox"/> Snapping bubble wrap |
| <input type="checkbox"/> Being around others | <input type="checkbox"/> Doing chores/jobs | <input type="checkbox"/> Cold water on hands | <input type="checkbox"/> Drinking hot herb tea | <input type="checkbox"/> Using a rocking chair |

- ☐ Calling family (who?) ☐ Other (please describe):

These are things that do NOT help me calm down:

- | | | | | |
|--|--|---|--|--|
| <input type="checkbox"/> Being alone | <input type="checkbox"/> Being around people | <input type="checkbox"/> Humor | <input type="checkbox"/> Not being listened to | <input type="checkbox"/> Peers teasing |
| <input type="checkbox"/> Being disrespected | <input type="checkbox"/> Loud tone of voice | <input type="checkbox"/> Being ignored | <input type="checkbox"/> Having staff support | <input type="checkbox"/> Talking to an adult |
| <input type="checkbox"/> Being reminded of the rules | <input type="checkbox"/> Being touched | <input type="checkbox"/> Other (please describe): | | |
- _____

HOW TO HELP ME PLAN:

1) I will try to notice the following warning signs and triggers:

2) I'd like staff to notice the following warning signs:

3) When I notice these triggers or warning signs, I will take action by doing the following:

4) When staff notice that I'm getting upset, I'd like them to help me by doing the following:

5) Other ideas about what to do:

My Signature: _____ Date: _____

18 Reasons Why a Daily Routine Is So Important

1. Makes Us More Efficient
2. Reduces Our Need to Plan
3. Creates Structure in Our Lives
4. Saves Time, Our Most Valuable Resource
5. Instills Good Habits
6. Breaks Bad Habits
7. Helps Us Become More Proficient
8. Helps Us Get the Most Important Tasks Done
9. Prioritization
10. Reduces the Need for Determination and Willpower
11. Reduces Procrastination
12. Builds Momentum
13. Builds Self Confidence
14. Saves Us Money
15. Helps Reduce Stress and Facilitate Relaxation
16. Frees Up Our Time
17. Helps Us Achieve Our Goals
18. Keeping Track of Our Success

Weekly schedule

Name:

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday

What is Mindfulness?

Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment.

For this activity the goal is to give insight into our own behaviors by identifying likes, dislikes, strengths and struggles and to ask yourself why you like what you like, dislike what you dislike, etc.

1. What do you like?
2. What do you not like?
3. What do you do well?
4. What is more of a struggle for you?

Why?

1. Why do you like what you like?
2. Why do you dislike what you dislike?
3. Why are you good at what you are good at?
4. Why are certain things more of a struggle?

Extra Activities

Team Project- Construct Phone Keepers: 45-60 minutes

Materials: plain box (we used small cardboard shoe boxes purchased at craft store), markers, construction paper, scissors, glue and printable images (upon request).

- Since phone use on the job, especially in a manufacturing setting, is normally prohibited, teams will design a cell phone keeper for their group to store their phones during class. This will help to prepare students to leave phones in a locker or other area once employed.
- Class discussion regarding reasons why cell phone use is prohibited in a manufacturing setting to promote understanding of the issues that can arise from cell phone use. Use a white board or smart board to list answers. Provide your own cell phone use policy.
- Provide teams with a plain box (we used small cardboard boxes purchased at craft store), markers, construction paper, scissors and printable images.
- Instruct teams to choose one member to draw out the design, encourage teams to be as creative as possible.
- This activity will allow teams to collaborate hands-on for the first time. Reinforce the team roles and identify the responsibilities of each role in the project.

Processing:

- How did your team work together on this project?
- Did each member contribute to the process? How?
- Why do you think that cell phones would not be allowed in a manufacturing setting?

Team Exercise- Lost at Sea: 45-60 minutes

Materials: Pens, a Lost at Sea Ranking Chart http://insight.typepad.co.uk/lost_at_sea.pdf for each student, PowerPoint slides and a white board.

This is a team building activity to encourage interaction and teamwork. The chances of ‘survival’ depend on their ability to rank the salvaged items in relative order of importance and working together as a team.

- Instruct students to independently rank the items in order of importance. Allow five minutes.
- Next have students get in to their teams and compile a final team list of rankings that all members agree on. Allow ten minutes.
- Have the team's recorder write their rankings on the white board.
- Have the team speakers explain the team's rankings and explain why they choose that ranking for that item.
- Add up scores and see which teams survived.
- Ask how the scores differed from individual to team.
- Emphasize the benefits of working with a team.

Processing:

- How do think your team functioned on this activity compared to the NASA activity?
- Ask how the scores differed from individual to team.
- Did working with your team provide a better chance of survival? Why?
- Emphasize the benefits of working with a team.

Team Exercise- Build A...:

Materials: Suggested, spaghetti and marshmallows or cardboard, tape, wood scraps, construction paper, glue, or any materials that you have available. This exercise is not about building a perfect structure but how the teams communicate to achieve their goal.

- Each team will have two architects and two contractors.
- The architects will draw out a design for the team structure; the contractors cannot contribute to this design.
- The contractors will build the structure according to the architects' design.
- The architects will not be able to physically help the contractors; they can only give verbal assistance.
- Each team will have 45 minutes to complete a free standing structure with the materials provided.
- Teams should present their structures and explain their designs, the materials they chose and why.
- The team that has the tallest and most stable structure will be the winners.

Once the time is up, the class can judge the structures based on stability and creativity.

Processing:

- How did your team work together? What specifically worked well? What difficulties did you experience? Besides the team leader, what role did each person play in the group? How was each person helpful to the end goal?
- Was it a plus or a minus that the team leader was not able to physically participate in the activity? How did the team leader feel about his or her level of participation?
- What would you do differently if given a second chance at this activity?

Team Exercise- Moon Landing: 45-60 minutes

Materials: Pens, a NASA Ranking Chart http://insight.typepad.co.uk/moon_landing.pdf for each student, PowerPoint slides and a white board.

This is a team building activity to encourage interaction and teamwork. The chances of survival depend on their ability to rank the salvaged items in order of importance while working together as a team.

- Instruct students to independently rank the items in order of importance. Allow five minutes.
- Next have students get in to their teams and compile a final team list of rankings that all members agree on. Allow ten minutes.
- Have the team's recorder write their rankings on the white board.
- Have the team speakers explain the team's rankings and explain why they choose that ranking for that item.
- Add up scores and see which teams survived.

Processing:

- Ask how the scores differed from individual to team.
- Did working with your team provide a better chance of survival? Why?
- Emphasize the benefits of working with a team.

Wellness- Developing Good Sleep Habits: 30-45 minutes

Materials: PowerPoint slides, <https://sleepfoundation.org/sleep-tools-tips/healthy-sleep-tips>

- Describe your own sleep habits. (Hours needed, noise, light, room temp, etc.)
- How has being at WWRC affected your sleep?
- Why is sleep important?
- What can you do to improve your sleep habits?
- Encourage students to add a sleep routine to their daily schedules if they have not already done so.

Processing:

- What are some unhealthy sleep habits that you currently have?
- How do you plan to change those?
- What would be a healthier substitution?