

Workforce Preparation Activities - Skills (Example)

Transportation Industry/Truck Driving

Example of **contextualized basic academic skills**. In a unit on finding employment, intermediate (level 4) Adult Basic education students:

- write job interview questions and role-play them in pairs to practice WH questions (who, what, where, why, why);
- use examples of real employee handbooks to practice reading strategies, such as inferencing from headings and picture/diagrams, background knowledge, and finding the main idea; and
- identify unfamiliar vocabulary words to learn.

Self-management is the set of skills, strategies, and steps required to set and achieve goals, and includes:

- working independently;
- taking initiative;
- demonstrating a willingness to learn; and
- taking responsibility for growth.
- In addition to laying out the procedural steps in a plan and managing time on tasks, self-management includes mustering the initiative, motivation, and mindset to stay on course. It also involves monitoring one's own progress, seeking information and assistance, and adjusting as obstacles and opportunities surface.

Independence Initiative Willingness Responsibility

Students create a log to track how they allocate their time for transportation, school, work, sleep, meals, household chores, television, reading, etc. In class, they analyze the results and discuss whether they can dedicate an additional 45 minutes per week for homework to progress more rapidly in class. During class, students develop a study schedule and commit to following it for four weeks. Each week, students meet in small groups to discuss challenges to sticking with the schedule and possible solutions.