Student Transition TENNESSEE

Learning Target: Students will be able to identify casual, professional, and unprofessional communication and apply their understanding to communicating their needs and rights in the workplace.

Pre-ETS Connection: Self-Advocacy and Workplace Readiness

Time Recommended: 60 Minutes

Transition TN Additional Resources for Instructors

Self-Advocacy: One-Page Profiles
Building A Resume Checklist
Employment Interview Task Cards
Work Based Learning Resume Template
How to Prepare for a Successful Work Experience
Problem Solving Visual

Materials

- Computers or tablets if completing activity with technology
- Printed resources as needed (fact sheet, additional resources, rating form, interview and reflection sheet)

Vocabulary Review

- Review the suggested vocabulary using the online vocabulary review or print out course vocabulary flashcards.

Think About

Ask students these questions to prompt discussion and guide students throughout this activity
- How would you describe the way you talk to your family and friends?
- How would you describe the way you talk to your teachers, principal, or boss at work?
- What are some different ways that you can communicate in the workplace?
- What are the consequences of communicating in a casual or unprofessional manner in the workplace?
- When communicating about what you need in the workplace, why do you think it is important to be professional?

Play the Game

- Instruct students to play the game found on the Get Involved page.
- Students can play the game independently, work in small groups, or play as a class.

School-Based Activity

Discuss:
- Instruct students to examine the fact sheet independently, with a partner, or as a group. After reviewing the fact sheet, use the Think About questions to prompt discussion about communication at work.

Explain:
- Emphasize that being able to communicate effectively in the workplace is key to being a strong self-advocate. It is important that students transitioning into the workplace understand the importance of giving and receiving information in a professional manner, especially when communicating about their needs and rights. Emphasize that a professional communicator in the work environment means being positive, reliable, and respectful. Professional communication also involves active listening and being able to follow directions.

Practice:
- Students will open the Communication Rating Activity on the website or the fillable Communication Rating Form.
- Students will read each workplace situation as if they are the employee or job applicant.
- Students will see three response options for the situation, and will analyze the response options by rating them as Professional, Casual, or Unprofessional.
- Students will complete this same process for every situation presented.
- Students will answer the reflection questions and will then create their own professional response to one of the situations that was presented.
- To extend the activity, students can write their own situations and response options and trade with a peer.
- Prompt students to discuss how they think their boss and co-workers would perceive them if they always choose to use unprofessional communication.
- Ask students to think about the possible benefits of using professional communication.

Community-Based Extension

Extend: Students will interview an employee or manager at a business in the community.
- Download or print the interview sheet so that students can record the answers from the interview.
- Help students to contact and set up informational interview. The interviews can be in-person, via email, over the phone, or through a video call.
- Students will ask an employee about the importance of professional communication in the workplace.
- After students have completed the activity, lead a discussion with the post-interview reflection.
- Students can share their results with peers or other adults.

Differentiate

- Read the questions out loud to the student
- Allow students to use audio recordings
- Provide a scribe or someone to type in the answers for the student as they verbally answer the questions
- Download and print the form for students who do not have access to a computer
- If applicable, meet with teacher to ensure any needed vocabulary is inputted into students' Augmented and Alternative Communication (AAC) devices