

Post-COVID Workforce Preparation Activity Ideas

The activities can be adapted to be used with varying levels of learners while instructing face to face or from a distance. When accessing the SAMPLE Google Docs mentioned in activities, please save a copy to your Google Drive, and DO NOT edit or link to the original document. For additional assistance with integrating workforce preparation activities into basic skills instruction, contact KayLynn (klh267@psu.edu) or Chrissie (cok5111@psu.edu).

Compare and Contrast Workplace Health and Safety Infographics

CCRS Anchors:

- CCR Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCR Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

FSF Skills:

- Observes critically.
- Uses technology.
- Reads with understanding.
- Writes clearly and concisely.
- Demonstrates effective interpersonal relations.
- Applies health and safety concepts.

Lesson Activities:

1. Teacher will guide learners in large group brainstorm around COVID-related vocabulary (social distancing, face mask, face covering, disinfect, symptoms, sanitizers, etc.).
2. Teacher will guide learners in evaluating an infographic (notice vocabulary from brainstorm, recognize synonyms, etc.).
3. Learners will independently analyze two workplace safety infographics to identify terms and vocabulary that are similar and different (compare and contrast).
4. Learners will create a [Venn diagram graphic organizer as a Google Doc](#) to illustrate the similarities and difference between the infographics.
5. Learners will share their Google link with a partner to comment on the similarities and differences between their Venn diagrams.
6. Learners will reflect on the activity by responding on the class [Notice and Wonder Google Doc](#).

Additional Resources:

- CDC infographics: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/businesses-employers.html>
- American Red Cross infographics: <https://www.redcross.org/about-us/news-and-events/news/2020/coronavirus-what-social-distancing-means.html>
- World Health Organization infographics: <https://www.who.int/phe/infographics/occupational-health/en/>
- Pennsylvania Department of Health: <https://www.health.pa.gov/topics/disease/coronavirus/Pages/Coronavirus.aspx>
- PA Chamber of Commerce: <https://www.pachamber.org/coronavirus/>

Using the DECIDES Model to Make Decisions about Returning to or Entering the Workforce

CCRS Anchors:

- CCR Speaking and Listening Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCR Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR Language Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FSF Skills:

- Makes decisions.
- Observes critically.
- Lifelong learning skills.
- Solves problems.

Lesson Activities:

1. Teacher will review three styles of decision making. (See [Exploring Work-Based Foundation Skills in the ABL Classroom](#) pg. 144.)
2. Teacher will guide learners in Wh- questioning and answering: When do I make decisions? What influences my decisions? Who can help me make decisions? Why might I need to change my mind/decision?
3. Learners will work in pairs or small groups to complete [DECIDES model worksheet](#). (Teacher can have learners use an everyday problem of their own or give a scenario or sample problem for learners to use.) Examples: how to deal with lack of childcare, how to deal with car issues, how to decide on where to shop for food, etc.
4. Teacher will choose how to use [Integrating Career Awareness Curriculum Guide](#), pp. 58-64, *Identifying and Prioritizing Job Values*, with learners. Learners should be able to state, at least, their top three job values.
5. Learners will use information from ICA job values activity and DECIDES model activity to write an argumentative essay (with evidence) on why they will or will not be returning to the job they had before COVID, OR write about a specific job they are or are not interested in pursuing because of COVID.

Additional Resources:

McGraw-Hill Workforce Career Companion books, pages 56-57 and 72-73 (Every Career Companion book covers *Apply Workforce Policies and Procedures* on pp.56-57 and *Make Decisions Based on Workplace Graphics* on pp. 72-73. Students can use the Career Companion that best matches the industry sector of personal interest).

Exploring Mathematical Concepts Related to Social Distancing in the Workplace

CCRS Anchors:

- CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR Math Level B: Measurement and Data.
- Math Practice 4: Model with mathematics.
- Math Practice 5: Use appropriate tools strategically.

FSF Skills:

- Applies mathematical concepts and operations.
- Observes critically.
- Uses technology.

Lesson Activities:

1. Teacher will guide learners in creating a [Frayer model](#) around the term “social distancing.”
2. Learners will read about [social distancing on Red Cross website](#). Learners will discuss ways to estimate six feet. (What are some [objects you can envision that create a six-foot line?](#))
3. Teacher will explain or review the difference between measurement of a line, perimeter, and area.
4. Teacher will give learners dimensions of a room and learners will be asked to determine the perimeter and area.
5. Learners will then draw a picture of the room and use Xs to estimate how many people can safely be in the room and maintain six feet social distancing.
6. Learners will write a short explanation of their reasoning for the estimate they determined.
7. Learners will work with a partner to share drawing and reasoning.
8. Learners will complete other activities related to estimating lengths, perimeter, and area. (See additional resources.)

Additional Resources:

- How to use mathematical models to understand social distancing: <https://youtu.be/AKDVEu7P79Q>
- American Red Cross social distancing infographic: <https://www.redcross.org/about-us/news-and-events/news/2020/coronavirus-what-social-distancing-means.html>
- Social distancing guidelines at work: <https://www.shrm.org/resourcesandtools/tools-and-samples/pages/social-distancing-guidelines.aspx>
- Interactive online ruler to measure rectangles to find perimeter and area: https://www.mathplayground.com/area_perimeter.html
- [Measure it! game](#)
- More online math measurement games: <https://mrnussbaum.com/math/measurement>

Summarizing Information/Locating and Using Resources

CCRS Anchors:

- CCR Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

FSF Skills:

- Locates and uses resources.
- Uses technology.
- Works in teams.
- Reads with understanding.
- Speaks and/or writes clearly and concisely.

Lesson Activities:

1. Put learners into groups of three, and then assign each learner a different letter: A, B, C.
2. Each learner will meet with their letter group to read and summarize information related to health and safety.
3. Learners will then go back to original group of three and teach other learners what they learned by sharing key details and summary.
4. Each group of three will complete a Google Doc together, listing all the health and safety activities they learned, resources needed for each activity, and where to locate the resource for each activity.

Additional Resources:

- How to take your temperature: <https://my.clevelandclinic.org/health/articles/9959-thermometers-how-to-take-your-temperature>
- How to wash hands: <https://www.cdc.gov/handwashing/when-how-handwashing.html>
- Cleaning cellphones: <https://health.clevelandclinic.org/sanitize-your-mobile-phone-with-these-helpful-tips/>
- Locating health and safety resources activity: [Google doc](#)
- OSHA: <https://www.osha.gov/>
- Sample health and safety plan: <https://www.oshatrain.org/courses/pdf/trainingplan.pdf>