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Dedicated to Serve



LANGUAGE ARTS for the **CONSTRUCTION INDUSTRY**

Instructor Workbook

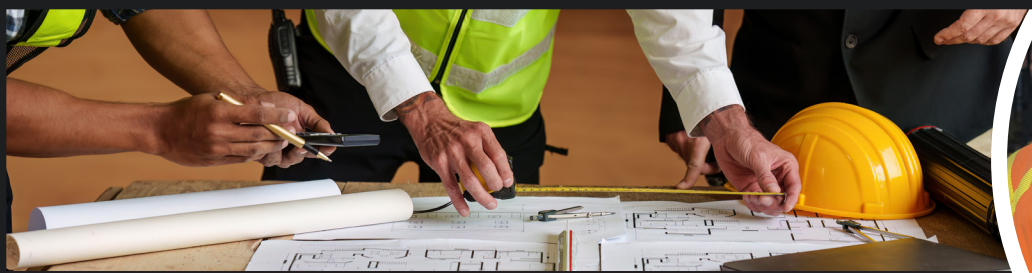


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Preface

Developing and enhancing an Adult Education curriculum that educates learners about construction-related language arts skills and provides them with opportunities to explore, experiment, and develop expertise using real-world applications can help prepare learners to successfully find, evaluate, create, and communicate information within the workforce.



Within the construction industry, language arts skills play an integral role in employee advancement across fields. Employees who possess strong language arts skills have an increased ability to problem-solve, demonstrate efficiency, and collaborate.

Each lesson of this course focuses on a scenario that will take learners through the process of developing the following skills: reading and writing, oral and written conventions, research, and listening and speaking.

Purpose Statement



This course content is aligned with the Texas Adult Education and Literacy Content Standards 3.0 and O*NET OnLine elements.

This course is designed for you to use hands-on activities to teach your learners the basic skills needed for working in the construction field, with a focus on language arts-related skills for reading, writing, oral and written conventions, research, and listening/speaking skills.

Learning these skills will enhance employee opportunities for promotion and job-related mastery across the construction industry. Upskilling the workforce ensures employers that potential employees are equipped to participate in the evolving language arts-minded landscape.



Texas Adult Education and Literacy Content Standards 3.0

Texas Adult Education and Literacy Content Standards 3.0 (AEL) aligns Texas Adult Education and Literacy Content Standards to the knowledge, skills, and abilities required for success in high-demand entry and intermediate-level jobs. AEL standards merge employer needs with content-related skills in the areas of English Language Learners (ELL), Math, History, Civics, and English.

According to the Texas Workforce Commission, Standards 3.0 aims to illustrate how the standards are relevant to work while maintaining the competencies needed to prepare students for educational progress and transition to postsecondary education or training. This is accomplished by bridging the academic standards to crosswalks that define the specific knowledge, skills, abilities, and detailed work activities required for work.

The language arts curriculum uses Standards 3.0, which provides a clear outline of content and skills for programs to develop and align curriculum, instruction, and assessments. This curriculum supports the progress of adult education students in their education, training, and career goals.



O*NET OnLine Elements



O*NET OnLine provides the O*NET Content Model, which encapsulates the key features of an occupation into a standardized, measurable set of variables called “descriptors.” The hierarchical model starts with six domains, describing the day-to-day aspects of the job and the qualifications and interests of the typical worker. This provides a framework for the development of a comprehensive, targeted curriculum for the construction workforce.

Curriculum Overview

As the instructor for this Adult Education course, you will use this guide to assist your learners in gaining knowledge about basic language arts skills used in the construction industry.

As shown in the Table of Contents, each lesson provides an overview and several short lessons to assist learners with building content knowledge. The instructor guide provides AEL and O*NET standard correlations along with instructional procedures and lesson guidance, including learner objectives, guiding questions, suggested instructional strategies, and engaging activities.

Each lesson is tied to language arts-related skills used in plumbing, electrical, or general construction settings. Instructors also have access to *Student Views* with answers to each activity.



To get the most out of this curriculum:

1

Prepare for the lesson in advance (read the lesson, gather materials).

5

However, as the instructor, you should adjust based on learner needs.

2

Know your audience.

6

Assess learner progress; make sure to check for understanding throughout each lesson to ensure learner engagement and content retention.

3

Modify and adapt learning, based on learner needs and abilities.

7

Make real-world/personal connections to the content.

4

Watch the pace; each lesson is designed to be completed in a 90-minute session.

8

Use varying instructional strategies to engage learners (individual, small-group, and whole-class instruction).

There are many tools used in the construction industry. These include the basics, such as hammers, tape measures, and specialized tools for different types of work. Each tool requires an understanding of its use and its application to a particular job.

The same can be said for the language arts skills required to complete certain job-related tasks. As you seek promotion within your company, you need to possess certain language arts skills to ensure effective communication, both oral and written. In addition, strong reading and writing skills are needed to complete various job-related tasks.

This course will use hands-on activities to teach you the basic language arts skills needed for working in the construction field, with a focus on such things as reading blueprints, creating work orders, composing emails, and professional communication with coworkers, vendors, and customers.



By the end of this course, you will be able to:

- Perform basic language arts functions in construction
- Explain what language arts means in the workplace
- Apply language arts thinking skills in the construction industry

Lesson Overview: Missing Inventory

As the instructor, you will facilitate activities to help learners identify key terms used in construction related to language arts, review relevant terms specific to language arts, and solve real-world construction problems using language arts skills.

To begin the lesson, explain to learners the importance of having basic language arts skills. The activities within the lesson will help build the foundation they need to perform language arts-related job tasks in the workplace.

Group Discussion

Use the following guiding questions to engage learners in a discussion to introduce this lesson, then proceed to Activity 1.

- Are you familiar with different ways language arts skills are used in the workplace?
- What language arts skills have you used in your personal or work experience?
- Are you comfortable using language arts skills to complete tasks in the workplace?

AEL Standards

Reading & Writing

Reading Subarea I.1 a-d

Reading Subarea I.2 a-f

Writing Subarea I.3 a

Oral & Written Conventions

Oral & Written Subarea I.4 a-b

Research

Research Subarea I.5 a-c

Listening & Speaking

Listening & Speaking Subarea I.6 a-c

O*NET Elements

- Active Listening
- Cooperation
- Critical Thinking
- Oral Comprehension
- Speaking
- Writing



Student View

1. Missing Inventory



In the construction industry, whether your focus is general construction, plumbing, or electrical work, language arts skills are necessary. For example, your boss may ask you to compose an email, compile a work order, contact customers, or problem-solve to find solutions to complete job-related tasks for a project.

The activities in this lesson will provide you with a basic understanding of language arts skills for reading, writing, oral and written communication, research, and listening and speaking. These skills will build a foundation for success in your job now and in the future.

After completing this lesson, you will be able to:

- 1 - Read a basic blueprint to determine plumbing fixture needs**
- 2 - Create lists and documents**
- 3 - Communicate professionally with customers and vendors**
- 4 - Review and compare documents to locate errors or issues**



Activity 1: Reading/Writing

As the instructor, you will teach learners about reading, writing, listening, and speaking skills related to construction tasks.

Walk through one of the procedures below. Then have learners open the workbook and complete Activity 1.

Option 1 is designed for learners who need more assistance, and Option 2 is designed for learners who may have more familiarity with basic language arts skills and require less assistance.

.....

Instructional Procedures: Option 1

1. Review steps and key features of blueprints. Explain activity expectations.
2. Divide learners into groups and have each group work to compile a list of all plumbing fixtures and supplies necessary for the blueprint in Activity 1 of the workbook.
3. Explain that the group must create a complete list of all plumbing fixtures necessary to complete the plumbing installation, allowing each person an opportunity to review and collect necessary data. Instruct learners to use the section of the workbook in Activity 1 to compile the inventory list. All learners should write the list in their workbooks.
4. When all learners are finished compiling the list, review correct answers and have students correct inventory list items that are incorrect or missing.



Instructional Procedures: Option 2

1. Review steps and key features of blueprints. Explain activity expectations.
2. Have learners work individually to complete Activity 1 with a pencil. Instruct learners to use the section of the workbook in Activity 1 to compile the inventory list. All learners should write the list in their workbooks.
3. When all learners are finished compiling the list, review correct answers and have students correct inventory list items that are incorrect or missing.



TIP

As learners work individually or with a small group, walk around and monitor work time. Check with learners to ensure they are considering all plumbing requirements for each room of the house.



As the Assistant Project Manager for the Collier project, a new home build, your supervisor has tasked you with ensuring you have all the plumbing fixtures and supplies needed for the project.

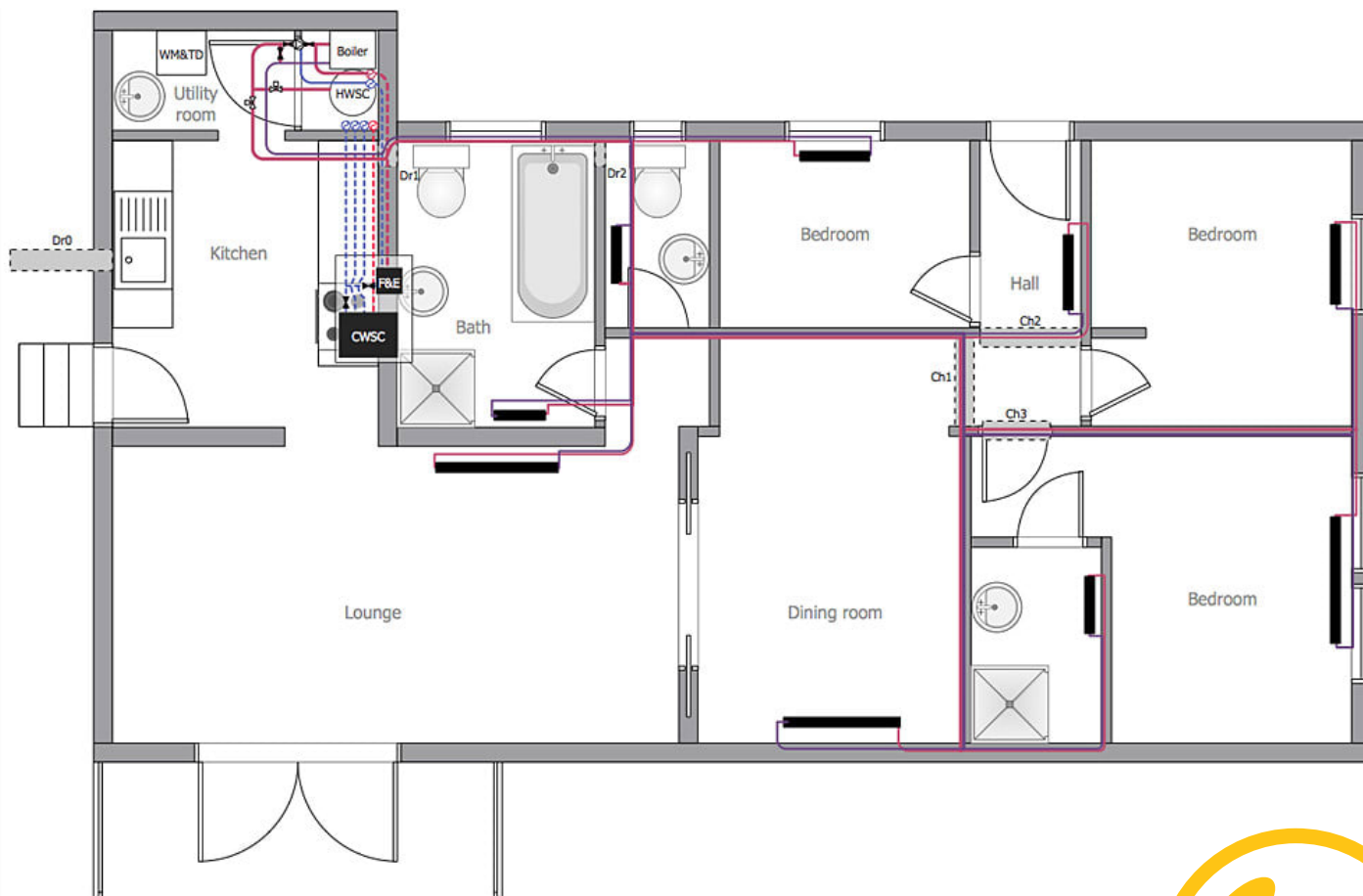


In this scenario, you will:

- review a blueprint
- make a list of fixtures and supplies to order
- submit the list to your supervisor for approval
- complete an inventory check to ensure the correct fixtures and supplies were received
- communicate with a vendor about the supply order

Activity 1: Reading/Writing

Review the blueprint for the home. Then, make a list of the fixtures and supplies needed (for example, sinks, toilets, plumber's tape, etc.) on the next page.



Hint:

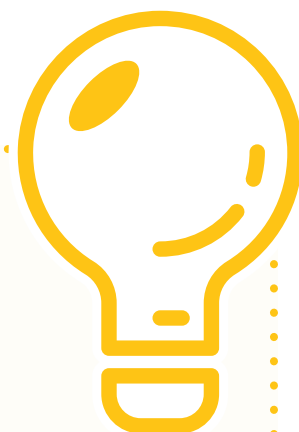
Blueprints for plumbing and other professions will have common symbols that represent each item. The symbols will not always look exactly the same, but they should be similar. As you can see from the blueprint above, the symbols for toilets, sinks, and bathtubs are shaped like the items they represent.

Do you know what this symbol means?



SHOWER

If you ever need help figuring out a symbol, remember that you can search the internet for "plumbing blueprint symbols."



Plumbing Fixtures and Supplies Needed:



KITCHEN



BATHROOM



**UTILITY
ROOM**

Activity 2a: Oral/Written Conventions

Now that learners have read a blueprint to compile a plumbing inventory list, they will input the inventory list into an Excel file and compose an email to send to their supervisor for approval.

Walk through the instructional procedures below. Remember to consider both individual and group opportunities for learners to work independently, as well as collaboratively as a group.

Learner Objectives

Create an inventory list using Microsoft Excel, and compose a professional email.



Instructional Procedures:

1. Review the steps for using Excel and the steps for drafting a professional email. There is a sample email and tips page included in the student workbook for this activity.
2. Review the correct inventory list from Activity 1.
3. Divide learners into groups and have each group work to create an Excel inventory file using the handwritten list in Activity 1 of the workbook.
 - Each learner should create the Excel file individually.
 - Make sure to advise learners that the customer has requested certain items that need to be included in the work order. These items are included in a list within Activity 2.
 - Advise learners that in a real work scenario, they would have to visit the vendor's website for item numbers not included in the list (e.g., caulk, plumber's tape, etc.).
4. Once the Excel inventory list is complete, have learners work to compile a professional email to their supervisor. Review the sample email and tips page provided within Activity 2. Encourage learners to use the email draft template page within the workbook to compose the email.
5. Once learners have an email draft, have them open their preferred email software program and send the email to the class instructor. Remind them to attach the Excel inventory list to the email. This should be done individually so that every learner has the opportunity to compose and send an email with an attached file, as well as receive feedback regarding their email and attachment.
6. Learners will wait for an approval email from their instructor before moving on to Activity 3 of the workbook.

Activity 2a: Oral/Written Conventions



Use the list of fixtures and supplies you made in Activity 1 to create an Excel spreadsheet containing the items and quantities needed.

A basic example of what the headings should look like is provided below.

	A	B	C	D	E	F	G
1	Item	Brand	Color/Finish	Model #	SKU	Quantity	Room
2							
3							
4							
5							

Provided below are the specific fixtures required for this standard-build home.

Note: For this exercise, you will use the same fixtures for several rooms, but in the workplace, these may be different for each room.

For the supplies not listed below, you may leave the numbers blank, but in a real work situation, you would need to search the vendor's website for the item numbers.



Standard Plumbing Fixtures (Vendor: Home Depot)

Kitchen

- Moen Kaden Faucet | Chrome | Model 7966 | SKU 1003954738
- Moen 2000 Series Sink | Stainless | Model GS202131Q | SKU 1004427409

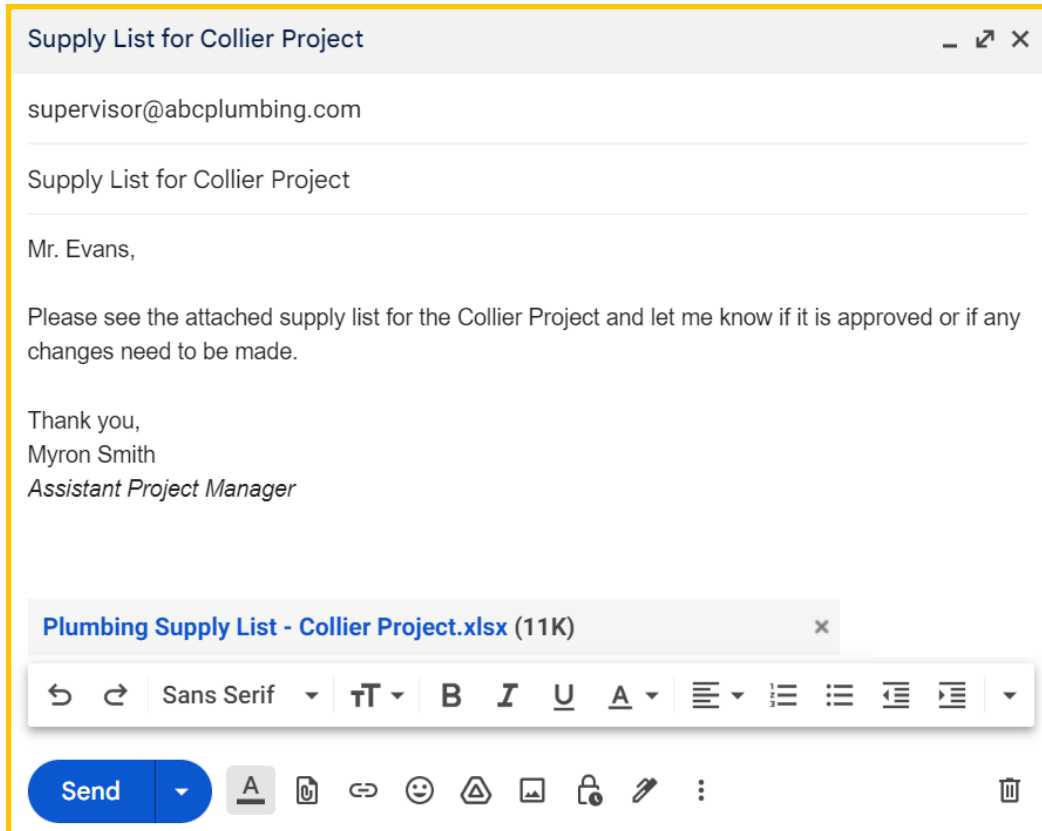
Bathrooms and Utility Room

- Vanity Art Freestanding Tub | White | Model VA6815-XS | SKU 1005114973
- AKDY Floor Mount Tub Faucet | Chrome | Model TF0021 | SKU 1002257918
- Glacier Bay 2-Handle Faucet | Chrome | Model F5121054CP | SKU 217251
- Glacier Bay Vanity with Basin | White | Model GB18P2-WH | SKU 630204
- MAAX Corner Shower Kit | Chrome | Model 10560500129104 | SKU 678910
- Adler Shower Faucet | Chrome | Model 82604 | SKU 1002081930
- Glacier Bay Toilet | White | Model N2316 | SKU 215583

Activity 2b: Sample Email



A sample email is provided below. Depending on your work environment and your relationship with your supervisor, you may need to be more professional or possibly more casual. For example, you might address your supervisor by their first name.



Email Tips

- ✓ **Font:** Make sure to use a readable font that looks professional.
 - Arial and Calibri are good options.
 - Make sure the font size is at least 11 or 12 points.
- ✓ **Email length and message body:** Include all of the necessary information, such as why you are writing, but keep the email as brief as possible.
- ✓ **Subject:** Include a subject that summarizes the purpose of your email.
- ✓ **Greeting (Salutation):** If you know who the contact person is, address the person directly (for example, “Mr. Smith”).
- ✓ **Closing:** Use a formal closing line, such as “Sincerely” or “Thank You.”

Activity 3: Research

Now that learners have composed an email with an attached inventory list, they will check in the inventory received based on the ordered items.

Walk through the procedures below, having learners complete Activity 3 in the workbook.

Learner Objectives

Complete an inventory check of delivered items, and problem-solve to find a solution for missing inventory items.

Instructional Procedures:

1. Activity 3 allows learners to go through the process of checking the received inventory and comparing it to the ordered items. Discuss with learners the importance of checking in the inventory and the steps they might go through to do so. Create a step-by-step list of what learners should do when checking in the inventory.
2. After a step-by-step list has been created, divide learners into small groups, and have each group work to check in the delivered plumbing items. Learners will use the *Packing Slip* to compare items received with items ordered, noting any discrepancies between ordered items and delivered items.
3. After learners have completed the check-in process, discuss as a whole group any discrepancies noted within the order.
4. Once all discrepancies have been identified, discuss with the learners what might be the next steps to resolving the missing inventory items.
5. After the next steps have been discussed, have learners move to Activity 4 in their workbook.



Activity 3: Research

Below is the packing slip with the incorrect items. Once learners have completed Activity 3 listing missing/incorrect items, use the list below to ensure all missing/incorrect items were identified.

Packing Slip			Home Depot
Deliver to: ABC Construction 1234 Anywhere Street Houston, TX 12348		Customer Order: 98765 Phone: 832-555-0102 Purchase Order: 123456 Date: 10/11/2022	
<i>Thank you for your order!</i>			
Item Description	Model #	SKU	Quantity
Adler Sh Faucet Chrome	82604	1002081930	1
Glacier Bay Toilet White	N2316	215583	2
Glacier Bay Faucet Chrome	F5121054CP	217252	4
Glacier Bay Vanity White	GB18P2-WH	630204	3
MAAX Shower Kit Chrome	10560500129104	678910	1
Moen Kaden Stainless	7966	1003954738	1
Moen 2000 Stainless	GS202131Q	1004427409	1
Vanity Art Tub White	VA6815-XS	1005114973	1
AKDY Tub Faucet Chrome	TF0021	1002257918	1
Caulk			10
Plumbing Tape			6
PVC Cement			1
Plumber's Putty			3
Wax Ring			2
Shut-off Valves			9
Water Lines (hot and cold)			12
PEX Piping: 8 ft. joints			12
Threaded Pipe Adapters, set of 25			1

Activity 3: Research

Your supervisor approved your list. You submitted a purchase order to a local vendor, and the fixtures and supplies were received. Compare the packing slip to your supply list to ensure all items were received.

Packing Slip			Home Depot
Deliver to: ABC Construction 1234 Anywhere Street Houston, TX 12348		Customer Order: 98765 Phone: 832-555-0102 Purchase Order: 123456 Date: 10/11/2022	
<i>Thank you for your order!</i>			
Item Description	Model #	SKU	Quantity
Adler Sh Faucet Chrome	82604	1002081930	1
Glacier Bay Toilet White	N2316	215583	2
Glacier Bay Faucet Chrome	F5121054CP	217252	4
Glacier Bay Vanity White	GB18P2-WH	630204	3
MAAX Shower Kit Chrome	10560500129104	678910	1
Moen Kaden Stainless	7966	1003954738	1
Moen 2000 Stainless	GS202131Q	1004427409	1
Vanity Art Tub White	VA6815-XS	1005114973	1
AKDY Tub Faucet Chrome	TF0021	1002257918	1
Caulk			10
Plumbing Tape			6
PVC Cement			1
Plumber's Putty			3
Wax Ring			2
Shut-off Valves			9
Water Lines (hot and cold)			12
PEX Piping: 8 ft. joints			12
Threaded Pipe Adapters, set of 25			1

Activity 3: Research

Do the items received match your list of ordered fixtures and supplies? _____

If not, use the space below to list any issues you found.



**MISSING
ITEMS**



**INCORRECT
ITEMS**

Additional Notes:

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Activity 4: Listening/Speaking

Now that learners have identified the missing inventory items, they will work to resolve the issue.

Walk through the procedures below, and have learners complete Activity 4.

Learner Objective

Communicate using listening and speaking skills to problem-solve.

.....

Instructional Procedures:

1. Discuss with learners possible ways to resolve the issue. Create a list of possible solutions learners have identified.
2. Let learners know that for this task they are going to call the vendor to resolve the missing/incorrect inventory items issue. Review the infographic for Speaking Professionally in Activity 4.
3. Learners will participate in a role-playing activity where they practice a mock phone conversation between the Construction Assistant Project Manager and the Vendor Supervisor/Customer Service Representative. Each learner will take turns playing each of these roles. Divide learners into groups and have each group practice the role-playing activity.
4. As the groups work to role-play, actively monitor the conversations to advise proper tips to discuss the missing and incorrect items.
5. Once learners have had an opportunity to participate in the role-playing activity as a whole group, work together to write out an example conversation that would model an appropriate real-life conversation to resolve the issues. Have learners write notes on the outline in Activity 4 to help remind them of how the conversation might be conducted.



You must now call the vendor to resolve any issues you found. Use the space below to outline or script what you will say to the vendor.

The Conversation Script or Outline:

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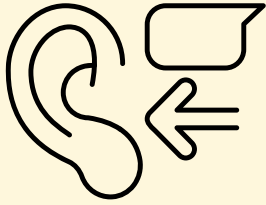
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Activity 4: Tips for Speaking Professionally

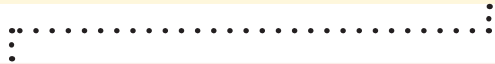


The tips below will help you to speak professionally.



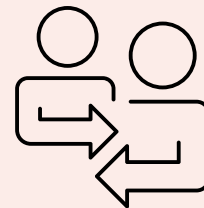
Listen actively.

When someone is speaking, really try to listen and understand what they are saying. Be patient.



Repeat back what you have heard.

This shows that you were listening and helps to clarify any misunderstandings.



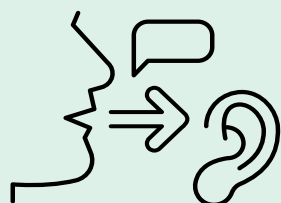
Ask questions.

If you are not sure about something, ask for clarification.



Use nonverbal cues.

If you are talking in person or on a video call, facial expressions, eye contact, and body language can all affect how well you communicate.



Be aware of your own communication style.

We all have different ways of communicating, so be aware of how you come across to others. Be polite.

Instructor Notes



A series of horizontal dotted lines for writing notes.

Learner Resources & Assessment Tools

Assessment (Check Your Understanding)

Now that learners have reviewed how to read a blueprint, composed an inventory list, checked in the inventory received, and problem-solved, they will complete the unit by demonstrating their understanding of the content as it applies to the construction industry. Learners should complete the *Check Your Understanding* assessment at the end of this unit. This assessment is not intended to be graded, but to be used to identify areas of strength and weakness within the learner's knowledge related to language arts skills.

Option 1 is designed for learners who need more assistance, and Option 2 is designed for learners who may have more familiarity and require less assistance.

Option 1

Have learners work individually or with a partner to complete the *Check Your Understanding* assessment.

Once learners have completed the assessment, go over each question with the whole group. Make sure to clarify any misunderstandings or questions students may have about the content.

Option 2

As an Exit Ticket to end the class, please have learners complete the *Check Your Understanding* assessment within their workbook individually.

As the instructor, you should review each learner's answers prior to beginning the next class.

Reflect on what you learned in this scenario by answering the questions below.

Reflection

Do you feel confident that you can check inventory received and identify any issues? If not, what might you need help with in the future?

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.....

In your job (or future job), why is it important to know how to communicate professionally on the phone, in an email, and in person?

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How comfortable are you with reading and writing on the job? What might you need help with?

.....

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.....

Lesson Overview: Cost Increase

As the instructor, you will facilitate activities to help learners develop a clear understanding of general construction knowledge and its importance in the workplace.

To begin the lesson, review with learners the importance of having basic language arts skills and the connections between basic language arts skills and the construction industry. The activities in this lesson will continue to build the foundation they need to perform language arts-based job tasks in the workplace.

.....

Group Discussion

Use the following guiding questions to engage learners in a discussion to introduce this lesson, then proceed to Activity 1.

- What types of information do you need to know about general construction?
- How is language arts used in the general construction setting?
- Are you comfortable using language arts skills to complete general construction tasks?
- What is your experience in the general construction setting?

AEL Standards

Reading & Writing

Reading Subarea I.1 a-d

Reading Subarea I.2 a-f

Writing Subarea I.3 a

Oral & Written Conventions

Oral & Written Subarea I.4 a-b

Research

Research Subarea I.5 a-c

Listening & Speaking

Listening & Speaking Subarea I.6 a-c

O*NET Elements

- Active Listening
- Cooperation
- Critical Thinking
- Oral Comprehension
- Speaking
- Writing



Student View

2. Cost Increase



There are many types of construction, and one of those is home construction, also known as residential construction. Building homes requires a collaboration between many people, which can include a general contractor and workers who complete specific tasks, like electrical wiring, plumbing, and carpentry. When you think of building homes, you might not think about language arts, but those skills are needed when you read blueprints or instructions, find and evaluate information, and listen and speak to coworkers and customers.

After completing this lesson, you will be able to:

- 1 - Study product information to acquire professional knowledge**
- 2 - Interpret diagrams to determine product or material specifications**
- 3 - Prepare and process correspondence and documents**
- 4 - Communicate details to customers**



Activity 1: Reading/Writing

Now that the learners have familiarized themselves with the basic language arts skills in a plumbing setting, they will take a closer look at how they are used in the general construction setting. As the instructor, you will facilitate the activities as the learners work to problem-solve the general construction scenario.

Learner Objectives

Demonstrate an understanding of various surface materials, and effectively communicate cost increase based on new surface material.

To begin the lesson, use the following guiding question to facilitate a brainstorming discussion to introduce the lesson. Then proceed to Activity 1.

- What experience do you have in working with customers?
-

Instructional Procedures:

1. Review Scenario 2 with the learners.
2. Brainstorm a list of steps that should be followed to address the customer's request.
3. Divide learners into groups and have each group discuss the steps needed. Then have them record the steps in Activity 1. Remind the learners to ask questions and share previous work experiences that are relevant to this scenario. Have learners add steps as necessary.
4. After the group has completed the list of necessary steps, review the different types of surface materials. Have learners read the description of each surface material provided in Activity 1.
5. Explain that each group needs to have a clear understanding of the various surface materials so that they can provide the customer with adequate information to make an informed decision.





You are the Assistant Project Manager for the Thompson project, and the Thompson family has requested to view options for an upgrade in the kitchen countertops. Your supervisor has tasked you with working with the customer to ensure they get the ones they want.



In this scenario, you will:

- review the plan for the kitchen
- determine the measurements for the countertops
- work with the customer to select countertops that work for their budget

Activity 1: Reading/Writing

The original price quoted to the customer for kitchen countertops was for laminate, but they now want to review other options, such as marble, granite, and quartz. Use the space below to list the steps you would take to assist the customer.

A large rectangular area with a rounded orange border, containing 20 horizontal dotted lines for writing.

Activity 1: Reading/Writing

The customer has asked you to send them an email with information about each countertop type (marble, granite, and quartz). Before you can communicate with the customer, you need to read about each type.



Marble

Marble is well-made and solid, but it is sensitive to acidic liquids, and it can be stained and scratched. Marble also tends to darken over time. However, it is heat-resistant and can get about twice as hot as quartz before it cracks. Marble is used in a lot of luxury builds, and it is typically more expensive than granite and quartz.

Price for this scenario: \$198 per square foot



Granite

Granite is a common option because it is solid, durable, and stain-resistant. This is a natural stone, so there are fewer color options compared to quartz. Granite needs to be resealed occasionally. Granite is heavy, so the cabinets must be able to withstand the weight. Granite has the most heat resistance. It can withstand over 500 degrees before it starts to crack. The price of granite is typically in between marble and quartz, but it depends on the quality and appearance.

Price for this scenario: \$149 per square foot



Quartz

Quartz has many of the benefits of granite, but it is not entirely natural. Quartz countertops are typically made from crushed quartz and resin, with some dyes for coloration. Quartz does not need to be resealed regularly. It is not very heat-resistant. It can become damaged at around 180 degrees. Quartz is traditionally cheaper than granite, but many variations of quartz cost the same or more than granite.

Price for this scenario: \$120 per square foot

Activity 2: Oral/Written Conventions

Now that the learners have familiarized themselves with the necessary steps and various surface materials, they will work to draft an email to the customer. As the instructor, you will facilitate the activities as the learners work to compose a professional email.

Learner Objective

Compose a professional email.

To begin the lesson, use the following guiding question to facilitate a discussion to review professional email qualities. Then proceed to Activity 2.

- What should you include in an email to the customer?

Please note: Option 1 is designed for learners who need more assistance, and Option 2 is designed for learners who may have more familiarity and require less assistance.

Instructional Procedures: Option 1

1. Review professional email qualities and discuss what should be included in the email to the customer.
2. Divide learners into groups and have each group compose a draft email in Activity 2 of the workbook.
3. Explain that the group must address all customer needs/concerns in a professional manner.
4. After each group has completed the draft, have them share it with the whole group. Provide feedback that supports learner progress and enhances the email draft. Have learners email the draft to the instructor for feedback.



Instructional Procedures: Option 2

1. Review professional email qualities and discuss what should be included in the email to the customer.
2. Have learners work individually to compose a draft email in Activity 2 of the workbook. Explain that the email should address all customer needs/concerns in a professional manner.
3. After all learners have completed the draft, have them share it with a partner. Encourage them to provide feedback that supports their partner's progress and enhances the email draft. Have learners email the draft to the instructor for feedback.

Activity 2: Oral/Written Conventions

The customer has asked you to send them an email with general information about each countertop type (marble, granite, quartz). Write a professional email to the customer with a summary of each type, including cost differences, and provide your recommendation.

Email Draft:

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Activity 3a: Research

Now that the learners have provided the customer with the surface material information, they will use the blueprint to determine the total square feet of material required to complete the project.

Begin the lesson by discussing the following probing questions with learners:

- How do you calculate total square feet?
- How do you determine total cost?
- What do you need to consider when making a change to original plans and price quotes?

Learner Objectives

Read a blueprint to calculate measurements, and solve equations to determine material requirements.

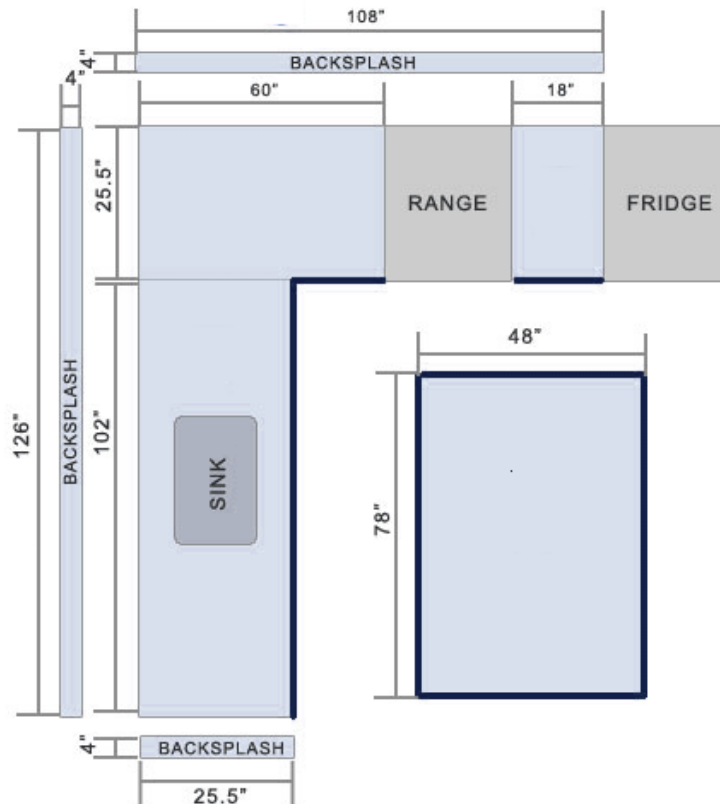
Instructional Procedures:

1. Using the probing questions, establish a working list of the important information to consider when making a change from originally quoted products. Make connections to any prior experience that learners may have with this scenario.
2. Discuss/review with the group the steps used to solve the total square feet needed for the countertops.
3. Break learners into small groups to work collaboratively on Activity 3a.
4. Make sure to reinforce the expectation that everyone should work to solve the equations. It is important to address the conversion from square inches to feet. Remind learners to include all countertop space, including the island. Encourage learners to talk through the steps with each other.
5. Once learners have completed the activity as a group, bring the whole group together to review the correct answers. Have learners fix any incorrectly worked equations.
6. Have learners move on to Activity 3b.



Activity 3a: Research

The customer has now made a decision on the kitchen countertops they want to order. You will need to contact the local countertop vendor to get a price quote, but first you need to know how much product is needed. Use the kitchen drawing below to measure the countertops and determine how many square feet of product you will need.



- Record the length and width for each countertop piece needed.
- Multiply the length by the width for each section to get the square inches.
- Add all of the numbers in the sq. inches column together to get the total.
- Divide the total square inches by 144 to get the total square footage needed.

Countertop Measurements

	Length	Width	Sq. inches
1	<u>102</u>	x <u>25.5</u>	= <u>2,601</u>
2	<u>60</u>	x <u>25.5</u>	= <u>1,530</u>
3	<u>18</u>	x <u>25.5</u>	= <u>459</u>
4	<u>78</u>	x <u>48</u>	= <u>3,744</u>
	Total =		<u>8,334</u>

Convert to Square Feet

Total Square Inches	=	<u>8,334</u>
Divide by 144	÷	144
<hr/>		
Total Square Feet	=	<u>57.875</u>

Activity 3b: Research

Now that the learners have calculated the total square feet required to complete the kitchen counter project, learners will create a *Change Order Request Form* for the customer, to explain the price increase.

Learner Objective

Communicate the price increase using written communication.

Instructional Procedures:

1. Now that learners have calculated the total square feet required for the kitchen countertop price change, they need to communicate the new price to the customer.
2. Learners will use Microsoft Word to create a new *Change Order Request Form* (example in Activity 3b). They can select which countertop surface the customer chose and fill out the form based on that selection.
 - The price for laminate (\$45 per sq. ft.) is included in Activity 3b so that learners can calculate the price for the chosen material.
 - All other information, such as the change order number and contract number, can be selected by the instructor, the groups, or the individuals.
3. Learners can work together in a small group or individually to create the form.
4. After forms have been created, review the information included in the form with the whole group. Have learners fix any incorrect information.
5. Once the information has been reviewed, have learners email the form, as an attachment, to the instructor. As the instructor, review each learner's form and provide feedback to assist the learner.
6. Have learners proceed to the last activity in this scenario.



Activity 3b: Research



Using your square foot calculation, plus the quotes below from the vendor, calculate the price. Then, use Microsoft Word to create a *Change Order Request Form* for the customer, to explain the price increase.

Cost of Material Per Square Foot			
Marble: \$198	Granite: \$149	Quartz: \$120	Laminate: \$45

ABC Construction | Construction Change Order Request Form

Change Order #: _____ Contract #: _____
Project Name: _____

Under our AGREEMENT dated _____, you are hereby authorized and directed to make the following change(s) in accordance with terms and conditions of the Agreement:

(DESCRIPTION OF THE CHANGE)

FOR THE ADDITIVE SUM OF: \$ _____.

Original Agreement Amount: \$ _____

Sum of Previous Changes: \$ _____

This Change Order: \$ _____

Present Agreement Amount: \$ _____

The time for completion shall be (increased/decreased) by ____ calendar days due to this Change Order. Accordingly, the Contract Time is now _____ calendar days, and the substantial completion date is _____.

Your acceptance of this Change Order shall constitute a modification to our Agreement and will be performed subject to all the same terms and conditions in our Agreement indicated above, as fully as if the same were repeated in this acceptance.

The adjustment, if any, to this Agreement shall constitute a full and final settlement of any and all claims arising out of or related to the change set forth herein, including claims for impact and delay costs.

Accepted on _____ (Date)

By: _____ (Contractor) By: _____ (Owner)

Activity 4a: Listening/Speaking

Now that learners have completed the *Change Order Request Form*, they will role-play to learn and practice the proper communication skills necessary when speaking with customers.

To begin the lesson, ask learners the following guiding questions:

- What experience do you have in communicating with customers?
 - What important information needs to be shared with the customer?
 - How do you communicate this information professionally?
-

Instructional Procedures:

1. Divide learners into groups.
2. Have each group discuss the opening questions listed above.
3. Once their small-group discussions are complete, have learners share with the large group.
4. As the instructor, make sure to reinforce correct responses, and clarify any response that does not align with the information included in Activity 4a. It is important to make relatable connections to the construction industry for the learners.
5. Once the draft script has been completed, have learners role-play within their small groups. Allow learners to assume the role of the customer as well as the construction Project Manager.
6. Once learners have completed the draft script and role-playing activity, have them remain in their groups, and move to Activity 4b.

Learner Objective

Communicate using professional verbal skills.



Activity 4a: Listening/Speaking

In this scenario, a customer asked to make a change to an existing contract. You took the steps of reading about kitchen countertop options, distributing information to the customer, helping them make an informed decision, researching how much the cost increase would be, and drawing up a *Change Order Request Form* for the change in countertops. Now, you need to meet with the customer to explain the *Change Order Request Form* and have them sign it. Use the space below to outline or script what you will say to them when you meet.

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Activity 4b: Listening/Speaking

Now that learners have practiced communicating verbally with a customer, they will practice doing so with a customer who rejects the price increase.

To begin the lesson, ask learners the following guiding questions:

- What should you do when the customer rejects the price increase?
- How should you proceed with a rejected change order request?

.....

Instructional Procedures:

1. Learners should still be in the groups they worked with for Activity 4a.
2. Have each group discuss the two opening questions listed above.
3. Once their small-group discussions are complete, have learners share with the large group.
4. Create a list of important steps learners should follow.
5. As the instructor, make sure to reinforce correct responses and clarify any response that does not align with the information included in Activity 4. It is important to make relatable connections to the construction industry for the learners. Reinforce the importance of documenting all meetings.
6. Once the discussion is complete, have learners practice role-playing the proposed scenario. Have them take turns playing the role of the customer as well as that of the construction Project Manager.
7. Once learners have had an opportunity to role-play, have them make notes in Activity 4b that will provide assistance for them in the future if they encounter this scenario.

Learner Objective

Communicate using professional verbal skills.



Activity 4b: Listening/Speaking



In the last step of this scenario, you spoke to the customer and discussed the *Change Order Request Form*. What would you have done if the customer had disagreed with the changes or the price listed on the form?

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Remember:

Give full attention to what the customer is saying. Take the time to understand the points they are making, and be sure not to interrupt. This is called *active listening*. You should also make sure you have a cooperative attitude and remain pleasant and patient.

Learner Resources & Assessment Tools

Assessment (Check Your Understanding)

Now that learners have reviewed how to read a blueprint, calculate square feet needed for materials, research price increases, create a *Change Order Request Form* using Microsoft Word, and communicate both in writing and verbally to customers, they will complete the unit by demonstrating their understanding of the content as it applies to the construction industry. Learners should complete the *Check Your Understanding* assessment at the end of this unit. This assessment is not intended to be graded, but to be used to identify areas of strength and weakness within the learner's knowledge related to *language arts* skills.

Option 1 is designed for learners who need more assistance, and Option 2 is designed for learners who may have more familiarity and require less assistance.

Option 1

Have learners work individually or with a partner to complete the *Check Your Understanding* assessment. Once learners have completed the assessment, discuss their responses with the whole group. Make sure to clarify misunderstandings or answer questions learners may have about the content.

Option 2

As an Exit Ticket to end the class, have learners complete the *Check Your Understanding* assessment within their workbooks individually.

As the instructor, you should review each learner's answers prior to beginning the next class.

Reflect on what you learned in this scenario by answering the questions below.

Reflection

Why is it important to fill out a *Change Order Request Form* when changing something that is already under contract? How do language arts skills help when performing tasks like this?

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In your job (now or in the future), will you have to take measurements for customers? This requires math skills, but how do language arts skills help?

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Do you feel confident in your ability to speak with customers? What might help you boost your confidence?

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Lesson Overview: Employee Attendance

As the instructor, you will facilitate activities to help learners develop a clear understanding of general construction knowledge and its importance in the workplace.

To begin the lesson, review with learners the importance of having basic language arts skills and the connections between basic language arts skills and the construction industry. The activities in this lesson will continue to build the foundation they need to perform language arts-based job tasks in the workplace.

Group Discussion

Use the following guiding questions to engage learners in a discussion to introduce this lesson, then proceed to Activity 1.

- What experience do you have in a supervisory role?
- What types of issues might you face in a supervisory role?
- Are you comfortable speaking with employees about concerns regarding workplace expectations and violations?

AEL Standards

Reading & Writing

Reading Subarea I.1 a-d

Reading Subarea I.2 a-f

Writing Subarea I.3 a

Oral & Written Conventions

Oral & Written Subarea I.4 a-b

Research

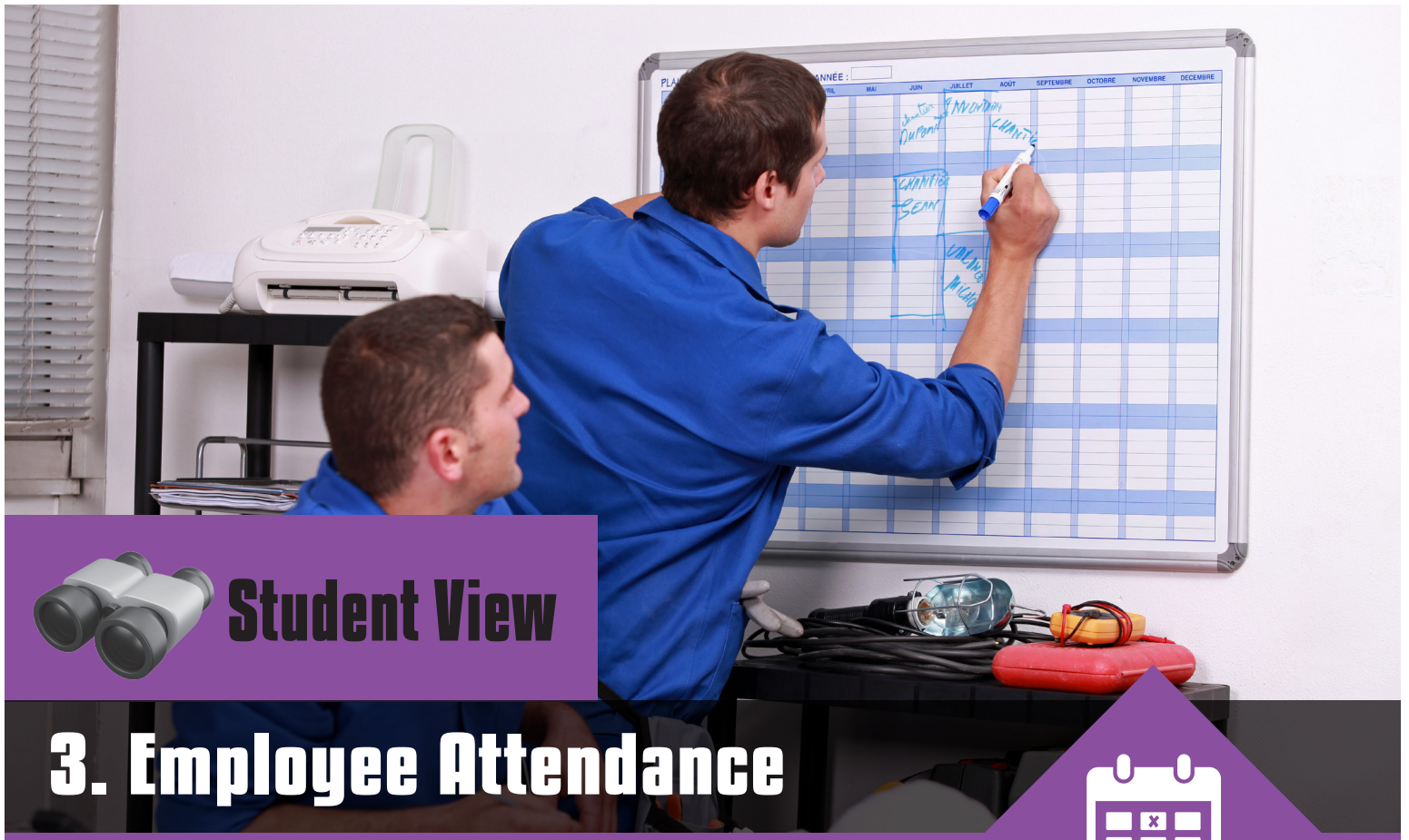
Research Subarea I.5 a-c

Listening & Speaking

Listening & Speaking Subarea I.6 a-c

O*NET Elements

- Active Listening
- Cooperation
- Critical Thinking
- Oral Comprehension
- Speaking
- Writing



Student View

3. Employee Attendance



In any workplace, attendance is important. In the construction field, excessive employee absences could cause a loss of money due to project deadlines not being met and the need for increased overtime.

As with any workplace issue, you will need language arts skills, such as reading, writing, listening, and speaking, to resolve attendance issues. For example, you will need to read attendance policies and potentially speak with employees professionally about difficult topics.

The activities in this scenario will help enhance your language arts skills to better prepare you for communicating in the workplace.

After completing this lesson, you will be able to:

- 1 - Read company policies and procedures
- 2 - Compose official documents, such as emails and conduct notices
- 3 - Communicate professionally with employees on difficult topics



Activity 1: Reading/Writing

Now that the learners have familiarized themselves with the basic language arts skills used to communicate with customers in a general construction setting, they will take a closer look at how to use these skills when working with employees.

Learner Objective

Problem-solve to identify different steps used to address employee concerns.

As the instructor, you will facilitate the activities as the learners work to problem-solve the general construction scenario.

To begin the lesson, use the following guiding questions to facilitate a brainstorming discussion to introduce the lesson. Then proceed to Activity 1.

- What experience do you have in working with employees?
 - What steps are required when addressing concerns regarding employees not meeting workplace expectations?
-



Instructional Procedures:

1. Review Scenario 3 with the learners.
2. Brainstorm a list of steps that should be followed to address the employee violation.
3. Divide learners into groups and have each group discuss the steps needed. Then have the learners record the steps in Activity 1. Remind them to ask questions and share previous work experiences that are relevant to this scenario. Have learners add steps as necessary.
4. After the group has completed the list of necessary steps, have learners read the sample employee handbook included in Activity 1.
5. Explain that each group needs to have a clear understanding of the company's attendance policy so that they can make an informed decision about how to address the employee concern.
6. Once learners have had an opportunity to read and discuss company policy, have each group move on to Activity 2



You are on the construction site of the Hernandez Project, which is nearing completion, but the deadline is quickly approaching. One of your employees has not shown up yet, and work started over an hour ago. All of the other employees arrived on time.



In this scenario, you will:

- determine which steps to take to resolve the attendance problem
- have a conversation with the employee once you decide how to handle the situation

Activity 1: Reading/Writing

You are on the construction site of the Hernandez Project, which is nearing completion. One of your employees, Terrence Cooper, has not shown up yet, and work started over an hour ago. Write down the steps you think you should take.

A large rounded rectangular box with a purple border containing 20 horizontal dotted lines for writing.

You have located your company's attendance policy in the Employee Handbook. Part of the policy is provided below. Read it before moving on to the next activity.

ABC Construction | Employee Handbook

Attendance and Punctuality

It is important for you to report to work on time and to avoid unnecessary absences. The Company recognizes that illness or other circumstances beyond your control may cause you to be absent from work from time to time. However, frequent absenteeism or tardiness may result in disciplinary action, up to and including discharge. Excessive absenteeism or frequent tardiness puts an unnecessary strain on your co-workers and can have a negative impact on the success of the Company.

You are expected to report to work when scheduled. If you know in advance that you will be absent, you should notify your immediate supervisor or the designated manager. If your absence is unexpected, you should attempt to reach your immediate supervisor as soon as possible, but in no event later than one hour before you are due at work. If your immediate supervisor is unavailable, you must speak with a manager. When leaving a voicemail, you must provide a number where your supervisor may reach you if need be. Please note that some, but not all, absences are compensated under the Company's leave and benefits policies. An employee who is absent 3 or more consecutive days must present a written doctor's certification that the employee was unable to work during the period of absence. Any employee who "no-shows" or "no-calls" will be terminated.

The following reprimands will be implemented for contacting the Company later than one hour before you are due at work:

- 1st time – verbal warning
- 2nd time – written warning
- 3rd time – reviewed with possible termination

Leave Procedure

Requests for time off should be submitted to your supervisor as soon as you know when you wish to schedule your time off, but in no event less than two weeks prior to the time requested. Time off requests are approved by your immediate supervisor. This is coordinated so that sufficient staff is available to provide adequate coverage at all times. Time off requests are granted on a first-come, first-served basis. In the event of a conflict in requests, your supervisor will consider the Company's staffing needs during the relevant period, as well as the length of service with the Company of the employees involved.

(continued on next page)

ABC Construction | Employee Handbook

Leave Benefit

Employees accrue one hour of paid sick leave for every 30 hours of work performed. Unless a local ordinance requires otherwise, employees may not accrue more than 40 hours or five regularly-scheduled workdays of paid sick leave, whichever is greater, at any given time. Employees who reach the applicable cap will cease to accrue further paid sick leave hours until paid sick leave is used, at which point the employee will continue to accrue additional paid sick leave up to the cap.

Leave Usage

Employees may take the greater of 40 hours or five regularly-scheduled workdays' worth of paid sick leave per leave year for any of the qualifying reasons discussed below, as well as any reasons allowed for under an applicable local paid sick leave ordinance. For the purposes of this policy, the leave year is the employee's anniversary year. Paid sick leave may be used for the diagnosis, care (including preventive care), or treatment of an existing health condition of an employee and certain family members of the employee. A family member includes a child, parent, spouse, domestic partner, grandparent, grandchild, or sibling. For purposes of this policy, a "child" means a biological or adopted child, a foster child, a step-child, a legal ward, or a child to whom the employee stands in loco parentis (in the place of a parent). Similarly, a "parent" under this policy means a biological or adoptive parent, a foster parent, a step-parent, an employee's legal guardian, a legal guardian of an employee's spouse or domestic partner, or a person who stood in loco parentis when the employee was a minor child.

Civic Duty Leave: Jury Duty

The Company encourages employees to fulfill their civic duties. To that end, employees will be allowed leave to serve on a jury, if summoned. We request that you bring in a copy of your summons notice as soon as you receive it, so that we may keep it on file. If you are called during a particularly busy period, we may ask you to request a postponement. The Company will provide additional documentation in this regard, if necessary, to obtain such postponement. Jury duty can last from a portion of a single day to several months or more. During this time you will be considered on a leave of absence and will be entitled to continue to participate in insurance and other benefits as if you were working. While serving on jury duty, you are expected to call in to your supervisor periodically to keep him or her apprised of your status.

Instructor Notes



A series of horizontal dotted lines for writing notes.

Activity 2: Oral/Written Conventions

Now that learners have reviewed the company's attendance policy, they will reach out to Human Resources (HR) via email to obtain a copy of the employee's file.

To begin the lesson, ask learners the following guiding questions:

- What experience do you have in requesting employee records?
- How and why should you request employee records?

Option 1 is designed for learners who need more assistance, and Option 2 is designed for learners who may have more familiarity and require less assistance.

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Instructional Procedures: Option 1

1. Discuss guiding questions and review professional email qualities. Make sure to discuss what should be included in the email to Human Resources.
2. Divide learners into groups and have each group work to compose a draft email in Activity 2 of the workbook.
3. Explain that the group must request employee forms in a professional manner.
4. After each group has completed the draft, have them share it with the whole group. Provide feedback that supports learner progress and enhances the email draft. Have learners email the draft to the instructor for feedback.



Instructional Procedures: Option 2

1. Discuss guiding questions and review professional email qualities. Make sure to discuss what should be included in the email to Human Resources.
2. Have learners work individually to compose a draft email in Activity 2 of the workbook. Explain that the group must request employee forms in a professional manner.
3. After all learners have completed the draft, have them share it with a partner. Encourage them to provide feedback that supports their partner's progress and enhances the email draft. Have learners email the draft to the instructor for feedback.

Learner Objective

Compose a professional email.

Activity 2: Oral/Written Conventions



After reviewing the attendance policy, you decide your next step is to email Human Resources (HR) to ask for the employee's record to determine if they have previous warnings for attendance. Compose an email to HR asking for the records.

Email Draft:

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Activity 3: Research

Now that learners have requested the employee records, they will review them and compose a written warning for the employee.

As the instructor, you will facilitate the activities as the learners work to compose the letter.

Learner Objective

Compose written communication regarding the company violation.

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Instructional Procedures:

1. Now that learners have reviewed the company's attendance policy and the employee's file, a written warning letter needs to be drafted to address the concern about the employee.
2. Using Microsoft Word, learners will create a new document for the written warning notice (sample letter included in Activity 3).
3. Learners can work together in a small group or individually to create the letter. Learners can use the draft page included in Activity 3 to draft the letter prior to creating it in Word.
4. After the letter has been created, review the information included in the letter with the whole group. Have learners fix any information that is incorrect.
5. Once the information has been reviewed, have learners email the letter, as an attachment, to the instructor. As the instructor, review each learner's letter and provide feedback to assist the learner.
6. Have learners proceed to the last activity in this scenario.



Activity 3: Research

HR has provided the employee file below. Review the first page of the attendance policy again. It informs you that you should provide a written warning to the employee since they have already received a verbal warning for providing late notice of a tardy.

ABC Construction Employee Attendance Record		
Name: Terrence Cooper		Employee ID: 08946
Date	Type	Action
01/09/22	Tardy	On-time notice
02/11/22	Absence/Jury duty	Excused
03/14/22	Absence/Illness	Excused/leave used
03/15/22	Absence/Illness	Excused/leave used
03/16/22	Tardy	On-time notice
03/17/22	Tardy	Late notice/verbal warning

Sample Written Warning (Simple):

March 19, 2022

Dear Terrence Cooper,

Please consider this a letter of written warning concerning tardiness. Attendance records indicate that on March 17, you received a verbal warning for tardiness without notice of at least one hour. On March 19, you were tardy again without providing adequate notice that you would be late to the jobsite. Please note that employees who fail to provide notice for a third time will be under review and can be terminated.

You also recently used two sick days and had one tardy with on-time notice. Your good health and presence on the job are important to us and are essential for the smooth completion of the current project. Please reach out to HR if you need assistance or additional information.

Thank you,
Elyse Castillo
Construction Supervisor

Instructor Notes



A series of horizontal dotted lines for writing notes.

Activity 4: Listening/Speaking

Now that learners have completed the *written warning letter*, they will role-play to learn the proper communication skills necessary when speaking with employees of concern.

To begin the lesson, ask learners the following guiding questions:

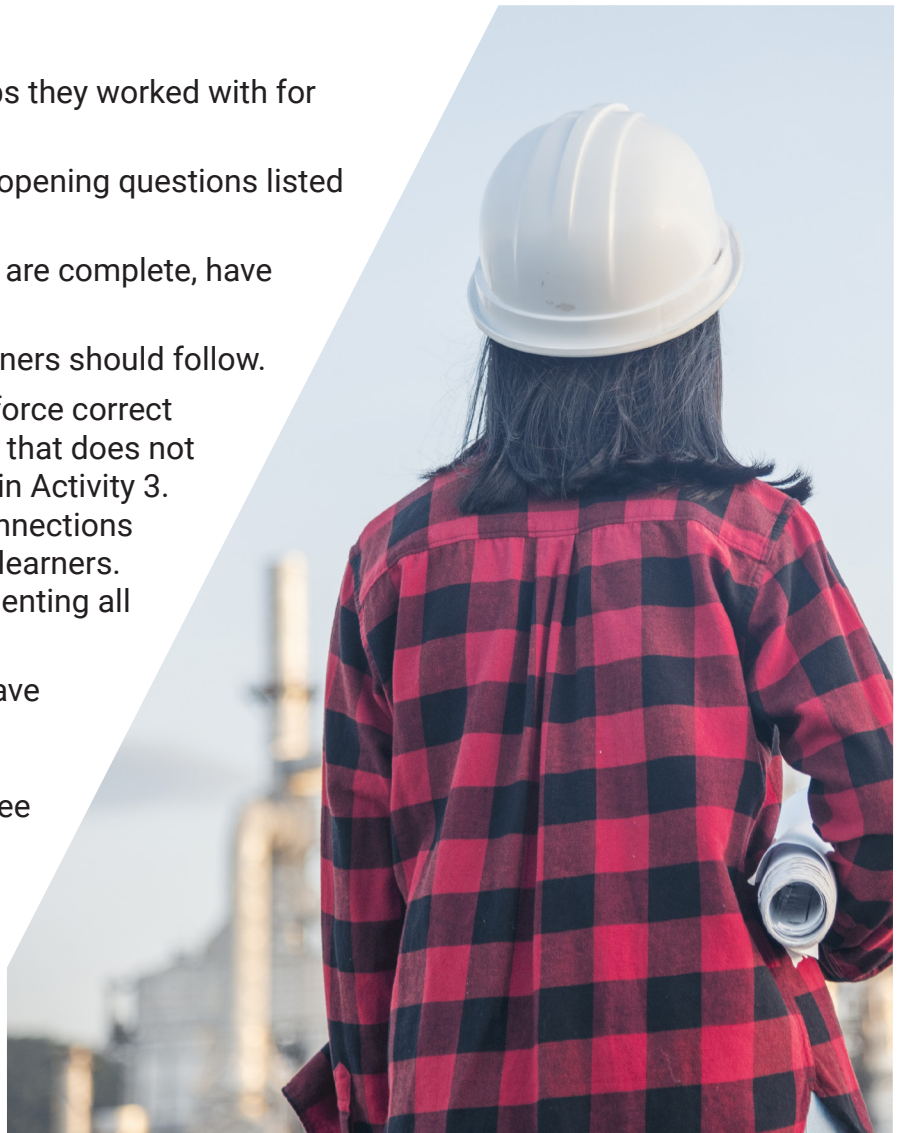
- What experience do you have in communicating difficult topics to employees?
 - What important information needs to be shared with the employee?
 - How do you communicate this information professionally?
-

Instructional Procedures:

1. Learners should still be in the groups they worked with for Activity 3.
2. Have each group discuss the three opening questions listed above.
3. Once their small-group discussions are complete, have learners share with the large group.
4. Create a list of important steps learners should follow.
5. As the instructor, make sure to reinforce correct responses and clarify any response that does not align with the information included in Activity 3. It is important to make relatable connections to the construction industry for the learners. Reinforce the importance of documenting all meetings.
6. Once the discussion is complete, have learners practice role-playing the proposed scenario. Have them take turns playing the role of the employee as well as that of the construction Project Manager.
7. Once learners have had an opportunity to role-play, have them make notes in Activity 4 that will provide assistance for them in the future if they encounter this scenario.

Learner Objective

Communicate using professional verbal skills.



Activity 4: Listening/Speaking

Now that you have written the warning, you should meet with the employee to discuss concerns and get them to sign the letter to acknowledge they received it. Use the space below to brainstorm what you will say to the employee.

A large rounded rectangular box with a purple border containing 18 horizontal dotted lines for writing.

Learner Resources and Assessment Tools

Assessment (Check Your Understanding)

Now that learners have reviewed how to address employee attendance concerns using both written and verbal communication, they will complete the unit by demonstrating their understanding of the content as it applies to the construction industry. Learners should complete the *Check Your Understanding* assessment at the end of this unit. This assessment is not intended to be graded, but to be used to identify areas of strength and weakness within the learner's knowledge related to *language arts* skills.

Option 1 is designed for learners who need more assistance, and Option 2 is designed for learners who may have more familiarity and require less assistance.

Option 1

Have learners work individually or with a partner to complete the *Check Your Understanding* assessment. Once learners have completed the assessment, go over each question with the whole group. Make sure to clarify misunderstandings or answer questions students may have about the content.

Option 2

As an Exit Ticket to end the class, have learners complete the *Check Your Understanding* assessment within their workbooks individually. As the instructor, you should review each learner's answers prior to beginning the next class.

Reflect on what you learned in this scenario by answering the questions below.

Reflection

Have you ever had to have a difficult conversation with a boss or a coworker? What are some strategies you can use to make sure it goes well in the future?

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Why is it important to read your company's handbook or policies?

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You have now written several emails to different people in the workplace. Do you feel confident doing this at your job, and if not, what do you still need help with?

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Lesson Overview: Employee Conduct

As the instructor, you will facilitate activities to help learners develop a clear understanding of general construction knowledge and its importance in the workplace.

To begin the lesson, review with learners the importance of having basic language arts skills and the connections between basic language arts skills and the construction industry.

The activities in this lesson will continue to build the foundation they need to perform language arts-based job tasks in the workplace.

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Group Discussion

Use the following guiding questions to engage learners in a discussion to introduce this lesson, then proceed to Activity 1.

- Draw on prior knowledge from Scenario 3: The Hernandez Project, what types of issues might you face in a supervisory role?
- What concerns do you have about speaking with employees regarding workplace conduct, expectations, and violations?

AEL Standards

Reading & Writing

Reading Subarea I.1 a-d

Reading Subarea I.2 a-f

Writing Subarea I.3 a

Oral & Written Conventions

Oral & Written Subarea I.4 a-b

Research

Research Subarea I.5 a-c

Listening & Speaking

Listening & Speaking Subarea I.6 a-c

O*NET Elements

- Active Listening
- Cooperation
- Critical Thinking
- Oral Comprehension
- Speaking
- Writing



Student View

4. Employee Conduct



In any workplace, professionalism is important. In the construction industry, you will not only speak to coworkers and your boss, but you may also speak to customers, vendors, and other members of the public. If you or your employees fail to behave professionally, the consequences can be costly, because you may lose customers. If you are the one who treats someone poorly, you may even lose your job.

The activities in this scenario will guide you on what to do if one of your employees has been accused of speaking to a customer unprofessionally.

After completing this lesson, you will be able to:

- 1 - Read and write employee conduct files
- 2 - Communicate details of a situation to appropriate personnel
- 3 - Prepare and process emails and documents
- 4 - Coach employees on professionalism



Activity 1: Reading/Writing

Learners will continue working with the basic language arts skills used to communicate with employees regarding concerns in a general construction setting. As the instructor, you will facilitate the activities as the learners work to problem-solve the general construction scenario.

Learner Objective

Problem-solve to identify different steps used to address employee concerns.

To begin the lesson, use the following guiding questions to facilitate a brainstorming discussion to introduce the lesson. Then proceed to Activity 1.

- Now that you have practiced addressing attendance concerns with an employee, what questions do you have?
 - Are the steps identified in the last scenario applicable to addressing all employee concerns, or are modifications in the steps necessary?
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Instructional Procedures:

1. Review Scenario 4 with the learners.
2. Review Scenario 3 steps and discuss whether the list of steps should be the same or whether you need a new set of steps to address the employee concern.
3. Divide learners into groups and have each group discuss the steps needed. Then have the learners record the steps in Activity 1. Remind them to ask questions and share previous work experiences that are relevant to this scenario. Have learners add steps as necessary.
4. After the group has completed the list of necessary steps, have them read the employee file included in Activity 1.
5. Explain that each group needs to have a clear understanding of the company's attendance policy so they can make an informed decision about how to address the employee concern.
6. Once learners have had an opportunity to read the employee file, have each group move on to Activity 2.





You are a general contractor, so you are responsible for the day-to-day supervision of a construction site. This means creating and managing the construction schedule, organizing and managing the jobsite, hiring subcontractors, managing suppliers and vendors, renting equipment, and providing field management and labor.

You are acting as a foreman, so you are in charge of a crew. Your current project is the Williams Project. Mr. Williams has called to inform you that one of your crew members has spoken to him unprofessionally.



In this scenario, you will:

- determine steps to take to resolve the behavior problem
- have a conversation with the employee once you decide how to handle the situation
- have a conversation with the customer to assure them that the incident has been addressed

Activity 1: Reading/Writing

You are managing the Williams project, and Mr. Williams has called to tell you that one of your employees, Felix Bell, has spoken to him unprofessionally. Use the space below to list the steps you should take, given this limited information.

A large rectangular area with a blue border, containing 20 horizontal dotted lines for writing.

Activity 1: Reading/Writing

You have contacted Human Resources (HR) to ask for Felix Bell's employee file. Review the partial *Comprehensive Personnel Record* below to determine if he has had previous warnings or write-ups.

ABC Construction | Comprehensive Personnel Record



Name: Felix Bell

Employee ID: 01334

Address: 14 Sky Rd.
Katy, TX 77494

Date of Birth: 11/07/1995

Job: Construction/General Labor

Supervisor: Salvador Estes

Phone: 832-123-4567

Email: fbell@abcconstruction.com

Wage: \$3,750

Emergency Contact: Kristina Bell

Relationship: Spouse

Benefits Enrollment

401(k): Yes

Life - Voluntary: Yes

Dental: Yes

Vision: No

Latest Evaluation

Description: Annual Evaluation

Date: 01/05/22

Total Score: 75/100

Documents

Annual_Eval_01-05-22.PDF

Benefits_Change_Form_06-05-22.PDF

Training_Completion_Safety_Fall_Protection_12-02-21.PDF

Training_Completion_Safety_OSHA_12-05-21.PDF

Verbal_Warning_Conduct_03-24-22.PDF

Workshop_Diversity_02-14-22.PDF

Did you find anything in the file? If so, what did you find?

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Activity 2a: Oral/Written Conventions

Now that learners have reviewed the employee's file, they will role-play to learn the proper communication skills necessary when speaking with employees of concern.

To begin the lesson, ask learners the following guiding questions:

- What challenges might you face when communicating concerns with an employee?
 - How will you address these concerns in a professional manner?
-

Learner Objective

Communicate using professional verbal skills.

Instructional Procedures:

1. Learners should still be in the groups they worked with for Activity 1.
2. Have each group discuss the two opening questions listed above.
3. Once their small-group discussions are complete, have learners share with the large group.
4. Create a list of important information learners should consider when communicating with employees of concern.
5. As the instructor, make sure to reinforce correct responses and clarify any response that does not align with the information included in Activity 1. It is important to make relatable connections to the construction industry for the learners. Reinforce the importance of documenting all meetings.
6. Once the discussion is complete, have learners practice role-playing the proposed scenario. Have them take turns playing the role of the employee as well as that of the construction supervisor.
7. Once learners have had an opportunity to role-play, have them make notes in Activity 2a that will provide assistance for them in the future if they encounter this scenario.



Activity 2b: Oral/Written Conventions

Now that learners have experienced a practice conversation with the employee of concern, they will draft an email to their supervisor, making them aware of the situation.

To begin the lesson, ask learners the following guiding questions:

- What do you need to consider when drafting an email to your supervisor regarding an employee of concern?
- How will you address these concerns in a professional manner?

Option 1 is designed for learners who need more assistance, and Option 2 is designed for learners who may have more familiarity and require less assistance.

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Instructional Procedures: Option 1

1. Discuss guiding questions and review professional email qualities. Make sure to discuss what should be included in the email to the supervisor.
2. Divide learners into groups and have each group compose a draft email in Activity 2b of the workbook.
3. Explain that the group must discuss employee concerns in a professional manner.
4. After each group has completed the draft, have them share it with the whole group. Provide feedback that supports learner progress and enhances the email draft. Have learners email the draft to the instructor for feedback.



Instructional Procedures: Option 2

1. Discuss guiding questions and review professional email qualities. Make sure to discuss what should be included in the email to the supervisor.
2. Have learners work individually to compose a draft email in Activity 2b of the workbook. Explain that the group must discuss employee concerns in a professional manner.
3. After all learners have completed the draft, have them share it with a partner. Encourage them to provide feedback that supports their partner's progress and enhances the email draft. Have learners email the draft to the instructor for feedback.

Learner Objective

Compose a professional email.

Activity 3a: Research

Now that learners have emailed their supervisor to inform them of the employee concern, learners will draft a verbal warning response before meeting with the employee to discuss disciplinary action.

Learner Objective

Communicate verbally in a professional manner.

To begin the lesson, ask learners the following guiding questions:

- What challenges might you face when communicating the verbal warning to the employee?
- How will you address these challenges in a professional manner?

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Instructional Procedures:

1. Learners should still be in the groups they worked with for Activity 2.
2. Have each group discuss the two opening questions listed above.
3. Once their small-group discussions are complete, have learners share with the large group.
4. Create a list of important information learners should consider when verbally communicating with the employee of concern.
5. Using the area provided in Activity 3a, have learners draft a script of what they should say in the meeting with the employee of concern regarding the disciplinary action.
6. As the instructor, make sure to reinforce correct responses and clarify any response that does not align with the information included in Activity 3a. It is important to make relatable connections to the construction industry for the learners. Reinforce the importance of documenting all meetings.
7. Once the discussion is complete, have learners practice role-playing the proposed verbal warning scenario. Have them take turns playing the role of the employee as well as that of the construction supervisor.
8. Once learners have had an opportunity to role-play, have them make notes in Activity 3a that will provide assistance for them in the future if they encounter this scenario.



Your supervisor has emailed back with the discipline procedures and verified that the next step is to give the employee a verbal warning. Use the space below to brainstorm what you will say to the employee when you give the verbal warning.

ABC Construction | Progressive Discipline Procedures



1. Verbal Warning
2. Second Verbal Warning
3. First Written Warning
4. Second Written Warning
5. Final Written Warning or Termination

Handwriting practice area with 15 horizontal dotted lines for brainstorming.

Activity 3b: Research

Now that learners have met with the employee to provide the verbal warning, they will complete a *Record of Counseling* form to document the meeting.

As the instructor, you will facilitate the activities as the learners work to complete the form.

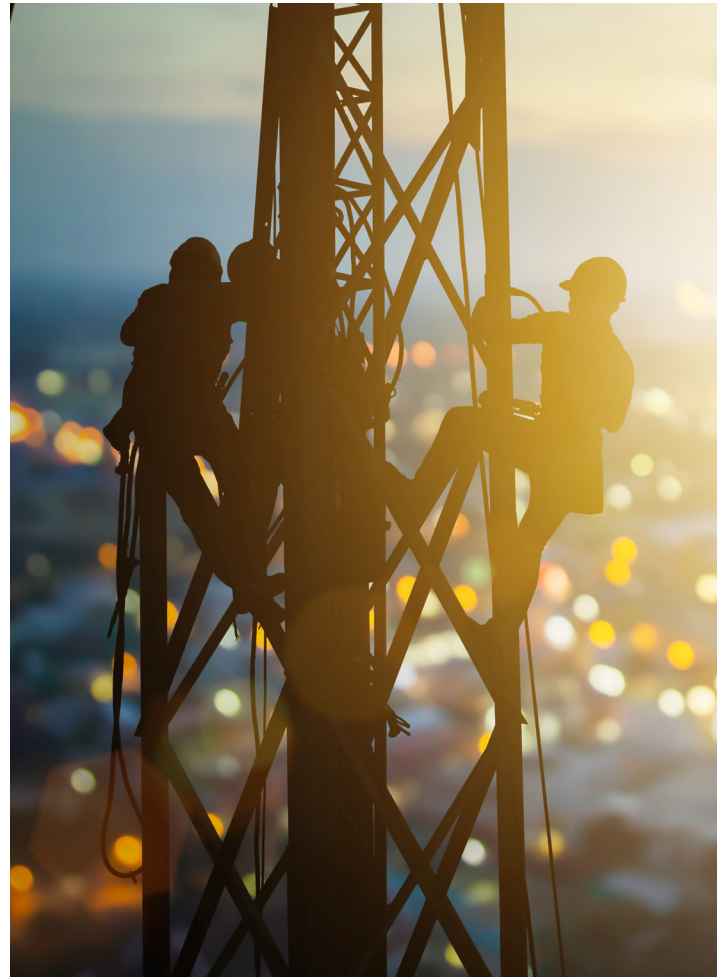
Learner Objective

Use professional language to complete the documentation of a verbal warning.

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Instructional Procedures:

1. Now that learners have met with the employee of concern to issue the verbal warning regarding the concerning behavior, they will complete a *Record of Counseling* form that provides documentation of the meeting.
2. As the instructor, make sure to discuss professional language and the importance of completing the form.
3. Using the form provided in Activity 3b, learners may work together in a small group or individually to review the form.
4. Once the form has been completed, review with learners what should be included, having them add or eliminate information as needed. As the instructor, review each learner's form and provide feedback to assist the learner.
5. Have learners proceed to the last activity in this scenario.



Activity 3b: Research

Your company uses a *Record of Counseling* form to document verbal warnings. Fill out the form below as the supervisor.

ABC Construction | Record of Counseling

Employee: _____ **Job Title:** _____

Date of Discussion: _____ **Supervisor:** _____

Nature of Discussion: To be completed by the supervisor. Briefly provide facts surrounding the situation; pertinent background information; a description of unacceptable performance, conduct, or behavior; dates; established performance expectations; specific improvements or changes required to meet expectations; action plans for achieving improvements, etc

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Employee Response: Provide the employee an opportunity to respond in writing.

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Employee Signature: My signature indicates that my supervisor discussed the above issue with me on this date.

..... (Date)

Supervisor Signature: On this date, I discussed the above issue with the employee.

..... (Date)

Activity 4: Listening/Speaking

Now that learners have met with the employee and completed all necessary documentation, they will brainstorm ways to follow up with the customer.

As the instructor, you will facilitate the activities as the learners work to draft a follow-up conversation with the customer.

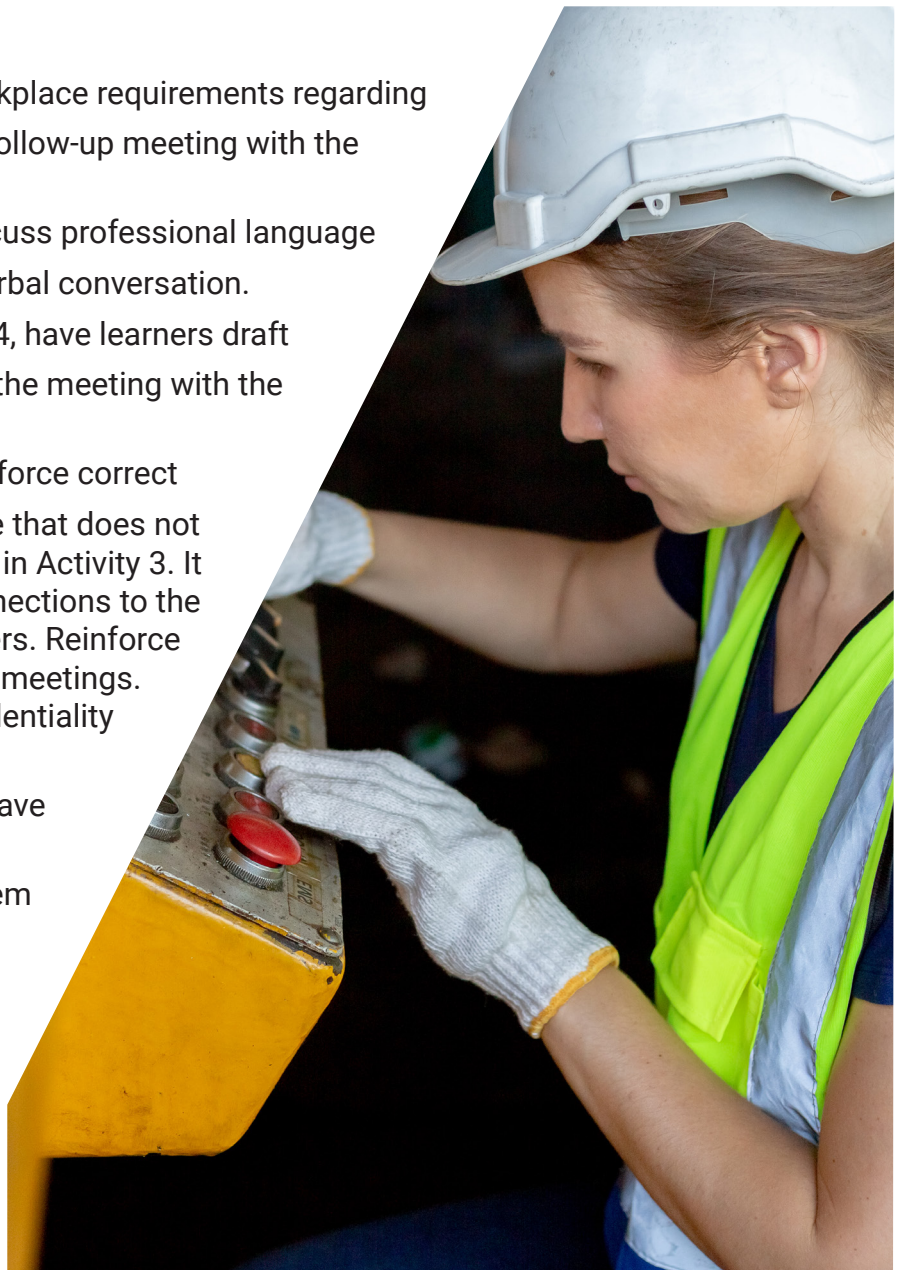
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Learner Objective

Verbally communicate professionally with a customer.

Instructional Procedures:

1. Now that learners have met all workplace requirements regarding the concern, they must conduct a follow-up meeting with the customer regarding the issue.
2. As the instructor, make sure to discuss professional language and the importance of holding a verbal conversation.
3. Using the area provided in Activity 4, have learners draft a script of what they should say in the meeting with the customer.
4. As the instructor, make sure to reinforce correct responses and clarify any response that does not align with the information included in Activity 3. It is important to make relatable connections to the construction industry for the learners. Reinforce the importance of documenting all meetings. It is also important to review confidentiality concerns with the learners.
5. Once the discussion is complete, have learners practice role-playing the proposed verbal scenario. Have them take turns playing the role of the customer as well as that of the construction supervisor.
6. Once learners have had an opportunity to role-play, have them make notes in Activity 4 that will provide assistance for them in the future if they encounter this scenario.



Activity 4: Listening/Speaking

In this scenario, you need to follow up with Mr. Williams to assure him that the incident has been addressed and that no further issues will occur.

Brainstorm what you would say to the customer to reassure him without breaching any employee confidentiality policies. Use the space below to draft your conversation.

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Learner Resources and Assessment Tools

Assessment (Check Your Understanding)

Now that learners have reviewed how to address employee conduct concerns using both written and verbal communication, they will complete the unit by demonstrating their understanding of the content as it applies to the construction industry. Learners should complete the Check Your Understanding assessment at the end of this unit. This assessment is not intended to be graded, but to be used to identify areas of strength and weakness within the learner's knowledge related to language arts skills.

Option 1 is designed for learners who need more assistance, and Option 2 is designed for learners who may have more familiarity with Language Art skills knowledge and require less assistance.

Option 1

Have learners work individually or with a partner to complete the *Check Your Understanding* assessment. Once learners have completed the assessment, go over each question with the whole group. Make sure to clarify misunderstandings or answer questions learners may have about the content.

Option 2

As an Exit Ticket to end the class, have learners complete the *Check Your Understanding* assessment within their workbooks individually.

As the instructor, you should review each learner's answers prior to beginning the next class.

Reflect on what you learned in this scenario by answering the questions below.

Reflection

Why is important to document conduct issues in the workplace?

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How does language arts benefit you when you need to discipline an employee or discuss employee conduct accusations with a customer?

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You have now had various conversations with employees and customers in the workplace. Do you feel confident doing this at your job, and if not, what do you still need help with?

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Lesson Overview: Job Safety Analysis

As the instructor, you will facilitate activities to help learners develop a clear understanding of a Job Safety Analysis (JSA), its importance, and potential workplace hazards, with a focus on the electrical field.

To begin the lesson, review with learners the importance of having basic language arts skills and the connections between basic language arts skills and the construction industry. The activities in this lesson will continue to build the foundation they need to perform language arts-based job tasks in the workplace.

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Group Discussion

Use the following guiding questions to engage learners in a discussion to introduce this lesson, then proceed to Activity 1.

- What do you know about job safety and potential hazards?
- What types of safety-related training have you participated in?
- Do you have experience in completing Job Safety Analysis (JSA) reports or in conducting daily safety meetings?

AEL Standards

Reading & Writing

Reading Subarea I.1 a-d

Reading Subarea I.2 a-f

Writing Subarea I.3 a

Oral & Written Conventions

Oral & Written Subarea I.4 a-b

Research

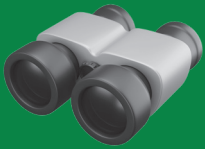
Research Subarea I.5 a-c

Listening & Speaking

Listening & Speaking Subarea I.6 a-c

O*NET Elements

- Active Listening
- Cooperation
- Critical Thinking
- Oral Comprehension
- Speaking
- Writing



Student View

5. Job Safety Analysis



Creating a safe workspace is important in any industry, but in construction, there are many potential hazards, so safety is a top priority. A Job Safety Analysis (JSA), also called a Job Hazard Analysis, is a process used to identify potential hazards on a project site. This process allows construction crews to break jobs down into tasks, identify potential hazards, assess the risks of those hazards, and hopefully eliminate or mitigate the hazards.

In this scenario, you will work with your crew to create a JSA and make sure everyone understands the importance of workplace safety.

After completing this lesson, you will be able to:

- 1 - Read, understand, and write Job Safety Analysis (JSA) documents
- 2 - Research workplace hazards
- 3 - Communicate job safety information, including the importance of workplace safety



Activity 1: Reading/Writing

Learners will be working with the basic language arts skills used to communicate with employees regarding job safety and potential hazards in an electrical construction setting.

As the instructor, you will facilitate the activities as the learners work to problem-solve the electrical safety construction scenario.

To begin the lesson, use the following guiding questions to facilitate a brainstorming discussion to introduce the lesson. Then proceed to Activity 1.

- Are you familiar with a Job Safety Analysis (JSA)? Do you have experience using one in your current position?
 - What factors should be considered when addressing safety concerns?
 - What is your experience with safety procedures in your current position?
-

Instructional Procedures:

1. Review Scenario 5 with the learners.
2. Divide learners into groups and have each group discuss the guiding questions above. Then, have learners create a list of possible ways to address electrical safety at a construction jobsite. Encourage learners to relate their current workplace experience to the proposed scenario. Remind them to ask questions and share previous work experiences that are relevant to this scenario.
3. After the group has completed the list, have learners read the Job Safety Analysis document in Activity 1.
4. Explain to the group what a Job Safety Analysis is and how it is used in the construction industry. Have learners complete Activity 1 as a group or individually.
5. Once learners have had an opportunity to review the Job Safety Analysis and complete the explanation for Activity 1, have each group move on to Activity 2.

Learner Objectives

Read and review a JSA form, and create a list of safety concerns or possible hazards that might be associated with an electrical construction setting.





You are part of a construction crew that is responsible for completing the electrical work on the Stevens Project. You have been asked to create a Job Safety Analysis (JSA) for tasks you will complete on the site.



In this scenario, you will:

- create a JSA
- communicate with your team during a safety meeting
- ensure everyone on your team understands what JSAs are and why they are important

Activity 1: Reading/Writing

Read the sample Job Safety Analysis (JSA) form below.

ABC Construction | Job Safety Analysis - Task Specific

Date: _____

Workplace Task to be Analyzed:

Install and Repair Electrical
Devices/Equipment

Category:

Energy Hazard

Job Classification:

Install and Repair Electrical
Devices/Equipment

Hazard Type:

Electricity

Required Equipment and/or Personal Protective Equipment (PPE):

Safety glasses, safety footwear, lockout/tagout tags and lock, rubber gloves, test meter, ladder

Task/Sequence	Potential Hazard	Action/Hazard Containment
Access work site	Slip, trip, fall from height	Ladder safety training
Isolate electrical circuit	Electrical shock	Lockout/Tagout
Test electrical circuit with tester	Electrical shock	Wear safety gloves, test meter
Remove defective equipment		
Install new equipment		
Remove lock		
Re-energize circuit		

Activity 1: Reading/Writing

Use the space provided to write down why it is important to fill out a Job Safety Analysis (JSA) for tasks that will be performed on a construction site.

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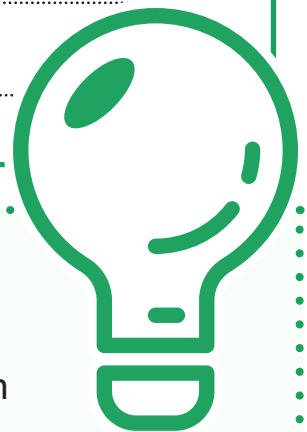
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Hint:

Some of the benefits of a Job Safety Analysis are **improved worker safety; improved communication** (the JSA opens a dialogue between crew members and management); **better training for employees** (especially for new hires who need to learn best practices); and **transparency** (the JSA plays a large role in incident investigation and lessons learned).

Activity 2: Oral/Written Conventions

Now that learners have read and reviewed an example of a Job Safety Analysis (JSA) form, they will brainstorm ways this form can be used in the electrical construction setting (considering additional items that could be added to the JSA).

Learner Objectives

Identify different safety concerns in an electrical construction setting and ways to address each concern.

To begin the lesson, use the following guiding questions to facilitate a brainstorming discussion to introduce the lesson. Then proceed to Activity 2.

- What potential safety hazards might be a concern when working in an electrical construction setting?
 - In what ways can using a JSA ensure that safety concerns are being addressed?
-

Instructional Procedures:

1. Learners should still be in the groups they worked with for Activity 1.
2. Have each group discuss the two guiding questions listed above.
3. Once their small-group discussions are complete, have learners share with the large group.
4. Create a list of important information learners should consider when creating a JSA for an electrical job task. Be sure to encourage learners to draw on prior experience with JSAs. Instruct learners to use the area provided in Activity 2 to record their responses.
5. As the instructor, make sure to reinforce correct responses and clarify any response that does not align with the information included in Activity 1. It is important to make relatable connections to the construction industry for the learners.
6. Once learners have had an opportunity to complete Activity 2, have them move on to Activity 3.



Activity 2: Oral/Written Conventions



Were you already aware of JSA forms? Discuss your experience with JSAs, including when and how they are used in your current workplace. If you do not know how they are used in your workplace, discuss how you think they might be used.

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Look back at the JSA example shown in Activity 1 (page 48). Is there anything you would add to the form?

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Activity 3: Research

Now that learners have read and reviewed an example of a Job Safety Analysis (JSA) form and brainstormed ways a JSA can be used in the electrical setting, learners will review electrical safety standards using the Occupational Safety and Health Administration (OSHA) website.

To begin the lesson, use the following guiding questions to facilitate a brainstorming discussion to introduce the lesson. Then proceed to Activity 3.

- Are you familiar with OSHA guidelines?
- In what ways do you use OSHA guidelines in your current workplace?
- Does your current workplace have a portion of the company website designated to safety?

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Instructional Procedures:

1. Learners should still be in the groups they worked with for Activity 2.
2. Have each group discuss the three guiding questions listed above.
3. Once their small-group discussions are complete, have learners share with the large group.
4. As a group, have learners review the OSHA website for electrical safety information. Encourage them to search their current company's website (if available) or other larger construction company sites to review how each addresses safety guidelines.
5. As the instructor, make sure to reinforce correct responses and clarify any response that does not align with the information included in Activity 3. It is important to make relatable connections to the construction industry for the learners.
6. Once learners have had an opportunity to review the various websites for safety information, have them create a new JSA for an electrical job task, using the area provided in Activity 3. Encourage learners to use the safety information they retrieved from the various websites they reviewed.

Learner Objectives

Review current OSHA regulations regarding electrical safety requirements.



Activity 3: Research



Search the website of the Occupational Safety and Health Administration (OSHA) and other sites on the internet for electrical safety information. You can also look up other examples of JSA forms online.

Keep in mind that every company will have their own version of the forms, so the forms you locate online will not be exactly like the ones at your workplace.

Once you have located examples, create a new JSA form with an electrical task that might be performed on your job site. An example of an electrical task that could be found on a JSA is shown below.

Task: Sub panel conduit installation

Potential Hazard	Action/Hazard Containment
Running lift into people or products	Certified lift operators only
Dropping tools/materials	Use a ground guide
Falls	Clean work surface on lift
Pinch points	Material box on lift for parts
Sprains/strains	Set up work zone below with caution tape, cones, etc.

Activity 3: Research

Use the space below if you need to sketch or outline what your JSA will look like before creating the document in Microsoft Word.

Instructor Notes



A series of horizontal dotted lines for writing notes.

Activity 4: Listening/Speaking

Now that learners have created a Job Safety Analysis (JSA), they will conduct a mock safety meeting.

To begin the lesson, use the following guiding questions to facilitate a brainstorming discussion to introduce the lesson. Then proceed to Activity 4.

- What experience do you have with safety meetings?
- What information should be covered during a safety meeting?
- How often does your current workplace conduct safety meetings?



Instructional Procedures:

1. Learners should still be in the groups they worked with for Activity 3.
2. Have each group discuss the three opening questions listed above.
3. Once their small-group discussions are complete, have learners share with the large group.
4. As a group, have learners discuss how they think a safety meeting should be conducted. Discuss important information that should be included during a safety meeting, how often the meetings should occur, and who should attend the meetings.
5. Next, have the group use the JSA they created in Activity 3 to conduct a mock safety meeting. Have the groups combine so that each one has an opportunity to conduct the safety meeting with classmates from a different group.
6. As the instructor, make sure to reinforce correct responses and clarify any response that does not align with the information included in Activities 1–3. It is important to make relatable connections to the construction industry for the learners.
7. Once learners have had an opportunity to role-play, have them make notes in Activity 4 that will provide assistance for them in the future when addressing safety concerns.

Learner Objective

Conduct a mock safety meeting for an electrical job task.



Learner Resources and Assessment Tools

Assessment (Check Your Understanding) & End-of-Course Reflection

Now that learners have read and reviewed a Job Safety Analysis form, reviewed the OSHA guidelines for electrical job tasks, created a Job Safety Analysis document for an electrical task, and conducted a mock safety meeting, they will complete the unit by demonstrating their understanding of the content as it applies to the construction industry. Learners should complete the Check Your Understanding assessment at the end of this unit. This assessment is not intended to be graded, but to be used to identify areas of strength and weakness within the learner's knowledge related to language arts skills.

Option 1 is designed for learners who need more assistance, and Option 2 is designed for learners who may have more familiarity and require less assistance.

Option 1

Have learners work individually or with a partner to complete the *Check Your Understanding* assessment and *End-of-Course Reflection*.

Once learners have completed the assessment, go over each question with the whole group. Make sure to clarify any misunderstandings or questions students may have about the content.

Option 2

As an Exit Ticket to end the class, please have learners complete the *Check Your Understanding* assessment and the *End-of-Course Reflection* in their workbook individually. As the instructor, you should review each learner's answers prior to ending the course.

Reflect on what you learned in this scenario by answering the questions below.

Reflection

Why is it important to conduct a Job Safety Analysis (JSA)?

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Do you feel confident filling out a task-specific JSA? If not, what do you still need help with?

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Do you feel confident speaking at a safety meeting to help the crew identify safety hazards and how to prevent them? If not, what can you do to gain confidence?

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This course used real workplace scenarios to allow you to practice language arts skills. Use the space below to reflect on the language arts areas covered in the course.

Reflection

Why are reading and writing important in the construction industry? What types of documents will you need to read, and what will you need to write, especially as you advance in the field?

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Do you feel confident composing professional documents with good grammar and punctuation? What can you use to assist with those areas (*hint: spell-check*)?

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Why is it important to know how to locate and evaluate sources of information and compile information in order to present it to others? When might you do this in your job?

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What can you do to show coworkers and customers that you are actively listening when they speak? Do you feel confident speaking to customers about products and procedures? What could you do to practice your listening and speaking skills?

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Instructor Notes



A series of horizontal dotted lines for writing notes.



esc6
★★★★★
Dedicated to Serve