

**Access English Centre**  
**Immigrant Centre Manitoba**  
*PRE-EMPLOYMENT: Personal Skills & Job Choices*  
**Warm-up: "Match Me Game" Activity Plan**  
**High Beginner Level**  
**15 minutes**

**Facilitator Note:** This warm-up activity requires the participants to think, work in small groups, and share their results with one another .

**Warm-up:**

Materials: Facilitator needs: Whiteboard and whiteboard markers  
 Job/Equipment(Tools)Cards  
 Timer

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| 5 min.  | <p><b><u>Procedure:</u> Introduction-</b></p> <p><i>Before you begin:</i></p> <ol style="list-style-type: none"> <li>1. On the whiteboard: write "Match Me Game".</li> <li>2. Introduce the warm-up activity by informing the participants that they will be playing a game called "Match Me Game". The object is to match the facilitator's response. The team who has the same response as the facilitator receives a point.</li> </ol>   |
| 10 min. | <ol style="list-style-type: none"> <li>3. Explain the activity.</li> <li>4. Divide the whole group into smaller groups of three. Participants can choose their own team members or the facilitator can arrange the whole group into five teams of 3.</li> <li>5. The facilitator will call out:<br/>I am a _____. What kind of equipment or tool do I need?</li> <li>6. Using the timer, give the teams only 15 seconds to respond to each question.</li> <li>7. Call on a member from each team to stand-up and say his/her answer.</li> <li>8. The facilitator then shows the equipment(tool) card answer.</li> <li>9. Assign 2 points to the team that matches the facilitator's answer. 1 point for an equivalent answer:<br/>(Facilitator's discretion Ex. I am a <u>teacher</u>. What kind of equipment/tool do I need? Answer: chalk=2 points, markers=1, chalkboard=1, or whiteboard=1, etc.</li> <li>10. Write the points on the whiteboard.</li> <li>11. The team with the most points wins!</li> </ol> <p>Ex.     <u>TEAM A   TEAM B   TEAM C   TEAM D   TEAM E</u></p> <p style="text-align: center;">8               7               6               5               4</p> |

	<p>12. In event of a tie, ask each team an occupation question (<b>any random question</b>).</p> <p>Ex. What should all workers do before they use any equipment?</p> <p>Answer: <i>Be trained first before using it.</i> (any reasonable answer-answers will vary)</p>
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**Access English Centre**  
**Immigrant Centre Manitoba**  
**Work-out Activity**  
**"A Good Employee" Activity Plan**  
**High Beginner Level**  
**60 minutes**

**Facilitator Note:** This work-out activity requires the participants to think, work in small groups, and share their results with one another.

**Work-out:**

Materials: Facilitator needs: Whiteboard and whiteboard markers  
Optional: Job Cards

15 min.	<p><b>Procedure: Introduction-</b></p> <p><i>Before you begin:</i>  <i>Pre-teach vocabulary on personality/character traits:</i></p> <p>1. Start by giving examples-<b>pose questions</b> to the participants:  <i>Ex. I. When someone tells the truth, you would say he/she is_____.</i>  <i>The participants: "honest or truthful"</i>  <i>II. When someone is always responsible(comes to work on time and lets the supervisor know if they are sick), you would say the person is:</i>  <i>The participants: "reliable or dependable"</i>  <i>III. When an employee is always on time (is never late for work). He /she is _____.</i>  <i>The participants: "punctual".</i>  <i>IV. When someone is kind and always greets his/her co-workers and supervisor.</i>  <i>he/ she is_____.</i>  <i>The participants: "friendly, pleasant, or nice"</i></p> <p>2. The facilitators will <u>now</u> ask for some negative personality / character traits.  <i>Ex. I. When someone tells lies or does not tell the truth, he/she is_____.</i>  <i>The participants: "dishonest, corrupt, deceiving, or bad"</i>  <i>II. When someone is not nice, mean, and unhelpful, he/she is_____.</i>  <i>The participants: "unfriendly or uncooperative"</i>  <i>III. When someone is always late and does not have good work attendance.</i>  <i>The participants: "undependable or not responsible"</i></p> <p>On the whiteboard: write "A Good Employee... I A Bad Employee....".</p> <p>3. Introduce the work-out activity by informing the participants that they will be working in small groups. The object is to brainstorm ideas of what</p>
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10 min.	<p>makes a good employee or bad employee.</p> <ol style="list-style-type: none"> <li>4. Explain the activity.</li> <li>5. Facilitator: "We just reviewed some examples of personality traits-some good and some bad. "</li> <li>6. Ask the participants to list the <i>top five traits</i> for a good employee and a bad employee.</li> </ol> <p><i>Ex. A good employee is...</i></p> <ul style="list-style-type: none"> <li>-<i>honest</i></li> <li>-<i>hard-working</i></li> <li>-<i>trustworthy, etc...</i></li> </ul> <p><i>Ex. A bad employee is...</i></p> <ul style="list-style-type: none"> <li>-<i>dishonest</i></li> <li>-<i>lazy</i></li> <li>-<i>undependable, etc.</i></li> </ul>
25 min.	<ol style="list-style-type: none"> <li>7. After the small group's discussion, the participants will then talk about which traits/qualities they have/possess. Choose one person from each team to be the "good employee" and the other team member as the "bad employee".</li> </ol> <p>*Optional: The following prompts can be written on the whiteboard:</p> <p><i>Ex. My team member <b>Aron</b> is a <u>hard-working, honest, kind, intelligent, and dependable</u> employee. I would hire him as my employee.</i></p> <p><i>My other team member <b>Marina</b>, however, is a bad employee. She is <u>dishonest, unkind, lazy, and unmotivated</u>. I would not hire her.</i></p>
10 min.	<ol style="list-style-type: none"> <li>8. Every small group will then present their team members to the whole group(whole class). One person from each team will present their fellow team members.</li> <li>9. After each team member's introductions, the other participants agree or disagree with their findings.</li> <li>10. The facilitator will pose the following questions between each team's introductions: <ul style="list-style-type: none"> <li>Ex. Do you have any comments with the groups' introductions? or Do you agree or disagree with what they said about their team members?</li> <li>Why, give a reason?</li> <li>The participants either say "Yes/No and give a reason."</li> <li>Ex. Sara says: Yes, I know, Aron would be a good employee because he is very nice. He works hard during our group work.</li> <li>Dawit: No, I disagree Marina is not a bad employee. She is a very</li> </ul> </li> </ol>

friendly person but sometimes, she comes in late for conversation class.

Extension Activity #1:

1. Modify the activity and discuss what makes a good supervisor/boss or bad supervisor/boss.
2. Divide the whole group (whole class) into 2 teams.  
For. Ex. TEAM A will think of and discuss good traits of a good supervisor/boss.  
EX. TEAM B will think of and discuss bad traits of a bad supervisor/boss.
3. Each member of each team will take turns sharing their ideas or reasons of a good or bad supervisor.
4. The facilitator can pose questions to the whole group/team about a good/bad supervisor:  
Ex. Have you ever worked for a good supervisor? or Did you work for a good supervisor?  
Ex. Did you ever work for a bad supervisor, before?  
Ex. How did the bad supervisor treat you as his /her employee? etc.

Extension Activity #2:

Using the Occupation Cards, display an occupation and ask the whole group what traits/ qualities each occupation would require the employee to have/possess.

**Access English Centre**  
**Immigrant Centre Manitoba**  
**Cool- Down: "Guess What Job I Do?" Game Activity Plan**  
**High Beginner Level**  
**15 minutes**

**Facilitator Note:** This cool-down activity requires the participants to interact with another by asking job questions.

**Cool-Down:**

Materials: Participants need: Job/Equipment Cards  
Facilitator needs: Whiteboard and whiteboard markers

5 min.	<p><u>Procedure:</u> Introduction-  <i>Before you begin:</i></p> <ol style="list-style-type: none"> <li>1. On the whiteboard: write " <b><i>Guess What Job I Do</i></b>" game.</li> <li>2. Introduce the cool-down activity by informing the participants that they will be playing a game called " <b><i>Guess What Job I Do</i></b>" game.</li> <li>3. Explain the activity.</li> <li>4. Brainstorm together on what kind of questions could be asked:  Ex. At my work, I wear an <u>apron</u>.</li> </ol> <p style="text-align: center;"><b><i>Guess What Job I Do?</i></b></p>
10 min.	<ol style="list-style-type: none"> <li>5. Divide the whole group into 2 teams. Pair each person from opposing teams. Give TEAM A the set of cards. Two cards are given each to TEAM A member. TEAM A members pose the question to the TEAM B partners:  Ex. At my work, I wear an <u>apron</u>.</li> </ol> <p style="text-align: center;"><b><i>Guess What Job I Do?</i></b></p> <ol style="list-style-type: none"> <li>6. The TEAM B members answer the posed questions.</li> <li>7. The facilitator will then ask each TEAM A member how many jobs were answered correctly.</li> <li>8. The facilitator writes the score on the whiteboard.</li> <li>9. The jobs/equipment cards are shuffled. Two cards are given to TEAM B members, now it is their turn to ask TEAM A questions:  Ex. At my work, I use <u>chalk</u>.</li> </ol> <p style="text-align: center;"><b><i>Guess What Job I Do?</i></b></p> <ol style="list-style-type: none"> <li>10. The facilitator will then ask each TEAM B member how many jobs were answered correctly.</li> <li>11. The team with the most correct pairs wins!</li> <li>12. The facilitator will announce the winning team.</li> <li>13. In the event of a tie, ask each team a job question (<b>any random question</b>).</li> </ol> <p>Ex. If you do not know how to use your job equipment, what should you do?  <b><i>Answer: Ask your supervisor for training.</i></b></p>

**JOBS/EQUIPMENT CARDS**

<b>TEACHER</b>	<b>CHALK</b>
<b>PAINTER</b>	<b>BRUSH</b>
<b>BUS DRIVER</b>	<b>BUS</b>
<b>TELEMARKETER</b>	<b>TELEPHONE</b>
<b>ACCOUNTANT</b>	<b>CALCULATOR</b>
<b>GARDENER</b>	<b>WATER HOSE</b>

<b>SONGWRITER</b>	<b>PIANO</b>
<b>DOCTOR</b>	<b>STETHOSCOPE</b>
<b>CASHIER</b>	<b>CASH REGISTER</b>
<b>SECURITY GUARD</b>	<b>WALKIE TALKIE (or FLASHLIGHT)</b>
<b>POLICE OFFICER (POLICEMAN)</b>	<b>POLICE CAR</b>
<b>DELIVERY PERSONNEL</b>	<b>DELIVERY TRUCK</b>



<b>HOUSEKEEPER</b>	<b>VACUUM</b>
<b>SANITATION WORKER ("GARBAGEMAN")</b>	<b>WASTE DISPOSAL TRUCK</b>
<b>HAIRSTYLIST</b>	<b>SCISSORS</b>
<b>MANAGER</b>	<b>COMPUTER</b>
<b>FIREFIGHTER</b>	<b>FIRE TRUCK</b>
<b>CAR SALES PERSONNEL ("Car Salesman")</b>	<b>CARS</b>

<b>SCIENTIST</b>	<b>MICROSCOPE</b>
<b>BAKER</b>	<b>MIXER</b>
<b>CHEF</b>	<b>APRON</b>
<b>SEWING MACHINE OPERATOR</b>	<b>SEWING MACHINE</b>
<b>NURSE</b>	<b>SYRINGE (NEEDLE)</b>
<b>POSTAL WORKER ("Mailman")</b>	<b>MAILBAG</b>

<b>CONSTRUCTION WORKER</b>	<b>HARD HAT</b>
<b>HEMOCARE WORKER</b>	<b>SPONGE/TOWEL</b>
<b>CARPENTER</b>	<b>HAMMER</b>
<b>CLEANER</b>	<b>GLOVES</b>
<b>SINGER</b>	<b>MICROPHONE(mike)</b>
<b>COOK</b>	<b>HAIR NET/KNIFE</b>

