



Going to Work: unlocking job readiness skills in your classroom

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Welcome!

Goals and Objectives

- ▶ Analyze your program's curriculum to identify job readiness activities and tools you are already using
- ▶ Identify job readiness activities and tools that could be used in your classroom
- ▶ Understand the value of integrating job readiness tools and activities into your classroom

Getting to know you (building a cohort)

- ▶ A little about me
- ▶ Things I like (1)
- ▶ Activity: share name, organization, role, and one thing from the “Things I like” sheet

About Bridges (job readiness programming)

- ▶ Focus, length, timing all vary based on pathway, training program, or profession
- ▶ Three overarching themes:
 - Focus on job readiness/soft skills
 - Focus on technical skills and job knowledge/exploration
 - Focus on reflection

Surveys (what do students need?)

- ▶ Documents 2-15
- ▶ You can use surveys as pre and post assessments
- ▶ Can be used to begin defining employer expectations
- ▶ Can be used for reflections and discussion
- ▶ Job Values Inventory

Contracts (setting expectations)

- ▶ Documents 16-19
- ▶ Explain goals, values, expectations of the program
- ▶ Use employer experiences and feedback as guide/examples
- ▶ Attendance: who's responsible? Student?, instructor?, paper?, computer?

General Job Readiness/Learning

- ▶ Documents 20-27
- ▶ Concepts and inspiration (Malleable Intelligence)
- ▶ Habit building
- ▶ Instructor observation and reflection
- ▶ Games (communication, teamwork, stress, critical thinking, initiative)
 - ▶ Silent lineup, mastermind, playdoughinary, peek-a-who, keypunch, padlock, order up, describe it-draw it

Conflict Management

- ▶ Documents 28-37
- ▶ Reading
- ▶ Role playing
- ▶ Discussion
- ▶ Examples from experience, “think like an employer”
- ▶ Is respect “earned” or “given”?
- ▶ How to report abuse

Time Management

- ▶ Documents 38-41
- ▶ Hard to manage others lives without getting into details
- ▶ Habits
- ▶ Tools, reminders, alarms
- ▶ Employer expectations (class expectations....what if the instructor was late? No call, no show?)

Stress Management

- ▶ Documents 42-55
- ▶ Healthy habits and activities
- ▶ Friends and family
- ▶ Work life balance?
- ▶ Work-home? Home-work?

Feedback and Employer interactions (interviews and resumes)

- ▶ Documents 56-64
- ▶ Delivering feedback
- ▶ Understanding job description and resume vocabulary
- ▶ Writing stories, practicing delivery (who am I?)

Technical skills and Job knowledge/exploration

- ▶ Documents 65-end
- ▶ Varies by Bridge (hands-on, Green Jobs)
- ▶ Kitchen reading
- ▶ Culinary math
- ▶ Notetaking
- ▶ Vocabulary



Thank you!

We want your feedback.
Insert evaluation link

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