

## Student Handout: Unit 4 Lesson 3



### Moving From School To Work

Suggested time: 1 Hour

#### What's important in this lesson:

Read a sample Incident Report based on a real life on-the-job dog attack, and write an original incident report based on a real-life shark attack.

Think about how communication skills are important when you are an employee.

Think about this question: How prepared are you to communicate on the job? Test your reading skills, using informal tests from “Test of Workplace Essential Skills” website.

Identify your communication strengths, and things you could improve on, in the Reflection Activity.

#### Complete these steps:

1. Read “Donnell Kennedy’s Story” Handout 1 and answer the question on the handout.
2. Read “Incident Reports” Handout 2. Highlight key information and make sure you understand incident reports—why they’re written and how they’re written.
3. Read “Test of Workplace Essential Skills (TOWES)” on the second page of Handout 2 and follow instructions.
4. Ask your teacher for the sample TOWES tests. Choose 1 to complete.
5. If you are having difficulty with the TOWES tests:
  - Try to problem-solve as done in Lesson 2 – look at words or phrases around the word you do not understand, and try to determine its meaning
  - Break down words into smaller words, and try to guess the meaning.
  - If you still have difficulty, ask your teacher for help. They may suggest that you do not complete the TOWES tests, which is fine: your mark will not be affected.
6. Complete “Bethany Hamilton Incident Report Assignment” Handout 3, and hand it in to your teacher for evaluation.
7. Choose ONE of the two reflection activities to complete “Reflection Activity: Reflecting on Donnell Kennedy or TOWES”.

## **Student Handout: Unit 4 Lesson 3**



**Hand-in the following to your teacher:**

1. Your TOWES test
2. ‘Bethany Hamilton Incident Report’ Assignment
3. “Reflection Activity: An Ideal Employee OR Reflecting on my TOWES Tests”

**Questions for the teacher:**

## Student Handout: Unit 4 Lesson 3



### Donnell Kennedy's Story

One of the most important transitions you will make in your life is the change from being a full time student, to being a full time employee. It is a normal part of becoming an adult. Sometimes, though, being on-the-job means you have to be able to think quickly, and communicate clearly what you know, or have seen or experienced.

Read the following incident report of a teenager who encountered a real-life problem while on-the-job.

This incident report is based on an actual event. You can read the actual event at

[http://abclocal.go.com/ktrk/news/10803\\_local\\_hero.html](http://abclocal.go.com/ktrk/news/10803_local_hero.html)

**Name:** Donnell Kennedy  
**Age:** 18 Years Old  
**Job:** Part-Time Lawn Care Worker  
**Employer's Name:** ABC Lawn Services

**Incident: Please describe what happened in as much detail as you can remember:**

I was mowing lawns in the front yard of one of the homes we normally look after. I heard the sound of a woman screaming, and some dogs barking. I looked up, and saw a local mail carrier being attacked by a dog. Since I worked regularly in this neighbourhood, I knew who owned the dog, and what yard it got out of. So, without thinking, I stood up, ran across the street to the home where the dog belonged, and called its name. The gate to the backyard had been left open. When the dog heard me call it, he ran back and went into its yard.

But then two other dogs came and attacked me. I ran to where my tools were, and picked up a hoe. They were trying to knock me down, but I somehow kept on my feet and kept hitting them with the handle of the hoe. I beat them until they let me go and ran off.

**Describe any injuries sustained in this incident:**

I had some cuts, scratches and a few puncture wounds from the bites. The postal lady has some cuts, too.

**Describe any medical treatment you have received for your injuries:**

The postal lady and I had to go to the hospital and get some stitches for the cuts. I was given some shots – tetanus and rabies vaccinations. Doctors have told me that I must be off work for a week, maybe more, to let the cuts heal.

# Student Handout: Unit 4 Lesson 3



List the ways in which Donnell had to use communication skills – oral and written – in this incident:

---

---

---

---

---

---

---



## INCIDENT REPORTS

Donnell Kennedy's story shows that, while working, teenagers have to:

- think quickly,
- solve some important difficulties, and
- communicate clearly.

After Donnell rescued the postal worker and sent the dogs away, he had to file an incident report – a written account of what happened to him, and why he was injured.

An incident report is used by:

- employers to correct safety problems on the job;
- insurance companies to guide them in deciding whether or not to provide money to an injured worker;
- authorities who may need to investigate the accident (if it was serious enough) and find out who was at fault.

Employers, fellow workers and families depend on the communication skills of employees to keep themselves – and sometimes the people around them – safe.

Being able to communicate clearly and accurately is an **ESSENTIAL SKILL** that you will need to be able to make the transition from student to employee.



No matter what your job, **LOTS OF PEOPLE** will expect you to be able to:

- read and understand text
- write clearly and correctly
- explain ideas and information

**How Ready Are You To Be  
An Effective Communicator?**

**DO YOUR COMMUNICATION SKILLS “MEASURE UP?”**

## Student Handout: Unit 4 Lesson 3



### Test Of Workplace Essential Skills (TOWES)

#### Background Information:

- TOWES is a website that lets students measure their communication skills by using authentic texts – **documents that REAL employees really have to read and understand.**
- It is meant to give students a chance to check out how ready their communication skills are for the workplace by completing a series of informal tests on reading texts, using documents, and using numbers.
- The materials in this site have been created by Human Resources and Development Canada and by real employers. Like the incident report at the beginning of this lesson, they are based on real-life tasks and documents that employees will use from day to day to solve problems, make decisions and do their jobs.

#### Your Task:

- Your teacher has samples of the test, using text from a variety of different jobs: childcare workers, hotel front desk clerks, teaching assistants, bus drivers, and so on.

#### Complete:

- a minimum of 1 test at level 1-2

OR

- 1 test at Level 2 -3

If you feel really daring, you might try to complete a test at Level 3 -4 in addition to those listed above.

- Submit your answers to your teacher, who will score them, using the score sheet developed by employers.
- NOTE: YOU WILL NOT BE “MARKED” on these tests. Instead, use the tests to complete the REFLECTION ACTIVITY at the end of this unit.

## **Student Handout: Unit 4 Lesson 3**



### **Bethany Hamilton Incident Report Assignment**

Complete this short activity while you are waiting for your teacher to mark your TOWES Test.

#### **What you'll need:**

- a) The CNN News report on Bethany Hamilton, which you can retrieve online: [www.cnn.com/2003/US/West/11/02/shark.attack.ap/](http://www.cnn.com/2003/US/West/11/02/shark.attack.ap/)
- b) A pen to fill out incident report, which is on the next page of this handout

#### **What you'll do:**

- a) Read the real-life story about Bethany Hamilton, a teen who experienced an accident and had to overcome some real challenges.
- b) Assume you were the lifeguard on duty at the beach on the day that Bethany was injured. Complete the incident report on the next page. Use information and ideas from the news article. You may also need to put together facts from the article, plus any background knowledge you have about first aid or lifeguards to help you answer the question.



# Student Handout: Unit 4 Lesson 3



## Reflecting On Donnell Kennedy OR TOWES

### Option #1: An Ideal Employee

Donnell Kennedy showed that he has personal traits that make him a good employee. For example,

- Donnell Kennedy was available to help – he saw something that needed to be fixed, and did his best to help.
- Donnell was also a good problem-solver: when the other dogs went after him, he quickly found a solution and used a tool to save himself.
- Donnell also was a good communicator, who could explain things clearly in the incident report.

What personal traits do YOU have that would make you a good employee? Read the list below. Check off any items that describe you. For each item checked, provide some evidence that you have that quality – what have you said, done or achieved that shows you are like that?

- Trustworthy:** people can trust that I will be honest.

Evidence: \_\_\_\_\_

- Reliable:** I show up, and follow through on the work I am to do.

Evidence: \_\_\_\_\_

- Hardworking:** I work hard and do my best no matter what.

Evidence: \_\_\_\_\_

- Persistent:** Even if I am struggling, I keep going until I finish my task.

Evidence: \_\_\_\_\_

- A Good Communicator:** I can write and speak clearly so that people can get the information they may need from me.

Evidence: \_\_\_\_\_

- Other:** \_\_\_\_\_

Evidence: \_\_\_\_\_

# Student Handout: Unit 4 Lesson 3



## Option #2: Reflecting On My TOWES Tests

Instruction: Fill out the chart below.

	<b>Score: Record your mark as a percentage (e.g., 4/5 = 80%)</b>	<b>Skills I did well on this task: (Check the ones that apply)</b>
<b>Task #1</b>		<input type="checkbox"/> Finding information stated in the text <input type="checkbox"/> Explaining or giving a reason for a suggestion or solution to a problem <input type="checkbox"/> Describing a procedure <input type="checkbox"/> “Reading between the lines” – using information stated in the text, plus my own knowledge, to come up with an answer
<b>Task #2</b>		<input type="checkbox"/> Finding information stated in the text <input type="checkbox"/> Explaining or giving a reason for a suggestion or solution to a problem <input type="checkbox"/> Describing a procedure <input type="checkbox"/> “Reading between the lines” – using information stated in the text, plus my own knowledge, to come up with an answer <input type="checkbox"/>

**When you have finished the chart, go on to the happy face on the next page.**

# Student Handout: Unit 4 Lesson 3



## Option #2 Continued: Reflecting On My TOWES Tests

Based on the TOWES tests, I think my strongest communication skill is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I need to be a good communicator on the job because....

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An area of communication that I could improve in is

\_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_