

Career  
Life  
Work

# Job Success Strategies

## Instructional Resource

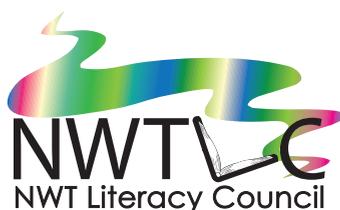
## Acknowledgements

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With thanks to Lisa Campbell for developing this resource for the NWT Literacy Council.

There are 10 manuals and workbooks in the *Career – Life – Work* series. You will find a list of them on the last page of this manual. You can find the whole series online at [www.nwt.literacy.ca](http://www.nwt.literacy.ca) under the adult resources section. If you would like print copies, please contact the NWT Literacy Council.



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### Introduction

Once you have the job, it is important to have skills to keep your job and even advance in your job. Some questions you might wonder about are: How do I maintain my job? What do I do in difficult situations? How can I deal with the change of having a new job? How do I manage all my responsibilities at home, in my community and at work?

This section will help learners understand all the demands of working full-time and give them strategies to deal with issues that might come up. It is hard to work full-time and take care of children and extended family members. Many people in small northern communities have many responsibilities towards their family members and their community. This section will provide learners with some tools to help them cope with all the demands of working full-time.

The topics for this section include:

1. **Work Ethics:** What are the characteristics of a good worker? What is ethical and unethical behaviour? How can I deal with difficult situations at work?
2. **Rights and Responsibilities:** What are my rights at work? How can I be safe on the job? What does it mean to be responsible at work?
3. **Dealing with Change:** How do I handle change? How can I get rid of bad habits? How can I make new positive habits?
4. **Stress Management:** What roles do we play in our lives? What stresses us out? How can I handle stress? How can I get work-life balance?
5. **Time Management:** How can I manage my time better?

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This is an instructional resource with handouts for learners to support the Career-Life -Work curriculum at the 120 level. There are a lot of activities in each section. You do not need to do them all. Choose the ones that would be best for your learners.

We have also developed two workbooks to go with this section.

1. *Goal Setting*
2. *Dealing with Stress*

The workbooks can be used with this section or as stand-alone units. The workbooks have many of the same activities as the manual. Look for them on the NWT Literacy Council's website at [www.nwt.literacy.ca](http://www.nwt.literacy.ca) if you do not have copies.



Shows instructor notes and activities for each topic



Shows learner handouts for each activity. Copy enough handouts before you start the activity.



### **Work Ethics** **Learning Activity 1**

6 Handouts

#### **1.1: What are Work Ethics? (handout)**

We talked a bit about ethics in the Personal Management Skills Manual. Learners developed their own personal code of ethics. They talked about what they valued and what was important to them. Their personal ethics may vary from what an employer values in an employee. Ask learners what they think work ethics are. Ask them to brainstorm a list of things that employers want from their employees. (For example being honest, coming to work on time, having a positive attitude, having respect for others, being accountable, etc.) These are considered work ethics.

The next question is where do we get our work ethics from? This is an important question, as work ethics are learned and come from within. Read the handout *Work Ethics – Where Did They Go?* with learners and discuss it. Ask learners the question at the end of the handout, “What would you say to this parent?” Work ethics are not as simple as we think. There are many reasons why workers are struggling in the workforce.

#### **1-2: Characteristics of an Ethical Worker (handout)**

There is a saying that says “80% of the job is showing up.” Ask learners what they think this means. Do they agree or disagree with this statement?

Next review the handout with learners on Characteristics of an Ethical Worker. Learners check off characteristics that reflect a worker with a good work ethic. Some of them may not be applicable. They check off n/a if they think the characteristic is neither a good work ethic or a bad work ethic. Then they list the top five characteristics they think an employer in the North wants from an

employee. Learners can work on their own or with a partner. Ask learners to share their top five characteristics with others.

### **1-3: Ethical or Unethical?** (handout)

So what is an ethical and unethical situation at work? Ask learners if they have ever had to deal with a difficult situation at work where their ethics were challenged. Give them this example:

Lisa was finished her work for the day but it was only 3 pm. She wasn't sure what to do next. She had to answer the phones but it was a slow day. She decided to go on Facebook and check her personal emails. She does this for 30 minutes.

Is this an ethical issue? Why or why not?

On the handout are different scenarios like the one above. Learners work with a partner and read each scenario and decide if it is ethical or unethical and then write out the issue. If there is some doubt, or the item is unclear, they can write "Depends," but they should give an explanation or state what additional information would be helpful to know. Go over the handout together. There may be some different opinions about the scenarios.

### **1-4: Evaluate Your Work Ethic** (handout)

So what is your work ethic like? Ask learners to rate their work ethic by filling out the questionnaire on the handout. They can keep their scores to themselves if they like.

### **1-5: Work Ethics Scenarios** (handout)

Learners can work in groups for this activity. Each group gets one scenario to read and discuss. Each group reads the scenario and then:

1. Identifies the ethical issue or problem.
2. Lists three choices the person could make (ethical or not ethical).

3. Decides which would be the best choice in the situation.

Each group shares their scenario and answers with others.

### **1-6: More Work Ethics Scenarios** (handout)

Here are more work place ethics scenarios that you can do with your learners. Many of these are very applicable to things that happen in the North and in small communities. Again, learners can work in pairs or groups to discuss the scenarios.



### Work Ethics

#### Learning Activity 1.1

### Work Ethics – Where Did They Go?<sup>1</sup>

Everywhere we go people are complaining about the lack of work ethics. We hear all kinds of stories. Employees don't show up on time, they aren't dressed appropriately and sometimes they don't even show up at all. One employee called in to tell his boss he was going to be late for work because there was a line up at Tim Horton's. At least he called in.

No one is teaching work ethics. You hear a lot about soft skills, but what we really need is work ethics. Parents aren't teaching their children. Maybe they are too busy or perhaps they didn't learn these skills when they were growing up. Schools aren't teaching work ethics. The schools are too busy making sure no child is left behind. But what happens to these young people when they get into the job market? If they don't have the skills to keep a job they often end up in the revolving door of entry level jobs. This is not the future we want for our youth.

For a moment put yourself in someone else's shoes. Imagine that you are a single parent and you love your children very much. You are struggling to create a good life for them. Unfortunately you never learned the skills to keep a job. Your parents mostly lived off the land and did not have paid work. You can get a job, but you either quit because you can't get along with your boss or you get fired for reasons you don't understand. Since you can't get ahead you are forced to live in public housing. You worry every day about your children. You want them to have a better life, but you don't know how to make that happen. Your children are growing up without a model for success.

**What would you say to this parent?**

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<sup>1</sup>[http://www.smartworkethics.com/blog/comments/work\\_ethics\\_-\\_where\\_did\\_they\\_go/](http://www.smartworkethics.com/blog/comments/work_ethics_-_where_did_they_go/)



### Work Ethics Learning Activity 1.2

#### Characteristics of an Ethical Worker

Check which of the following worker characteristics would reflect a worker with a good work ethic – some of them may not be applicable. Check off the n/a if you think the characteristic is neither a good work ethic or a bad work ethic.

Characteristic	√	n/a	Characteristic	√	n/a
Punctual			Sociable		
Respectful			Quiet		
Independent			Uncooperative		
Critical			Takes time off when ill		
Works when ill			Wants to improve their skills		
Wants training			Takes on extra work		
Not very interested			Loyal		
Helpful			Cheerful		
Funny			Moody		
Works late often			Complains a lot about the job		
Seems unhappy			Complains a lot about life in general		

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List what you think are the five most important characteristics of an employee.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

There is a saying that says “80% of the job is showing up.” What do you think this means?

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### Work Ethics

#### Learning Activity 1.3

### Ethical or Unethical?

Next to each item below, write the term ethical or unethical, indicating how each action should be viewed by workers. If there is some doubt, or the item is unclear, write "Depends," and state what additional information would be helpful to know.

1. \_\_\_\_\_ A cashier counts back the change for each person to make sure he is doing it correctly.
2. \_\_\_\_\_ The mechanic lets his brother use the garage bay for fixing his brakes after the shop has closed.
3. \_\_\_\_\_ The carpentry helper enters 5:00 pm on the time card after his co-worker urges him to do so, even though she is going home at 4:20 pm.
4. \_\_\_\_\_ A nurse aide works past the end of the shift to finish assigned work. The aide was asked to be certain to finish the work during the shift because there would be no overtime paid.
5. \_\_\_\_\_ A night cleaner finished early and goes home.
6. \_\_\_\_\_ A hunting guide drinks with his clients the night before a big hunt.
7. \_\_\_\_\_ A teller at a bank had a bad morning with her children and she is very moody with her customers.

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8. \_\_\_\_\_ A nurse is angry with her boss for not letting her have the day off. She keeps it to herself and does her job for the day.
9. \_\_\_\_\_ A receptionist calls in sick because her husband is sick and he wants her to stay home with him.
10. \_\_\_\_\_ A worker at the mine is very sick but goes to work anyway.



### Work Ethics

#### Learning Activity 1.4

### Evaluate Your Work Ethic

Think about the job you are at right now or a job that you held in the past. Rate yourself on a scale of 0-5 on each of the following items using this scale:

**5** Yes

**4** Usually

**3** Most of the time

**2** Sometimes

**1** Almost never

**0** Never

1. \_\_\_\_\_ I attend every day, arrive on time, and only take scheduled breaks unless I have permission from my boss.
2. \_\_\_\_\_ I admit when I make a mistake and try to fix it.
3. \_\_\_\_\_ I dress appropriately for the job.
4. \_\_\_\_\_ I don't email friends or go on Facebook at work.
5. \_\_\_\_\_ I follow safety guidelines at work.
6. \_\_\_\_\_ I make sure I get enough rest so that I can do a good job at work.
7. \_\_\_\_\_ I am respectful to others at all times (I don't complain).
8. \_\_\_\_\_ I work well with others.
9. \_\_\_\_\_ I am enthusiastic and enjoy my work.
10. \_\_\_\_\_ I work hard.

### Your Score!

- |          |   |
|----------|---|
| 40-50    | What a worker!                              |
| 30-40    | Not bad, most employers would be happy.     |
| 20-30    | You could stand to improve your work ethic. |
| below 20 | You may soon be unemployed.                 |



### Work Ethics Learning Activity 1.5

#### Workplace Work Ethics Scenarios

Read the scenarios below.

1. Identify the ethical issue or problem.
2. List three choices the person could make (ethical or not ethical).
3. Decide which would be the best choice in the situation.

**Case 1:** Lorna is an administrative assistant in a small organization. Her good friend, Bill, is applying for a job with the company and she has agreed to serve as a reference for him. Bill approaches her for advice on preparing for the interview. Lorna has the actual interview questions and considers making him a copy of the list so he can adequately prepare.

**Ethical issue:** \_\_\_\_\_

**Three choices:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Best choice:** \_\_\_\_\_

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**Case 2:** Emily works for a large organization. Once a year, her supervisor gives away the refurbished computers to the local elementary schools. No specific records are kept of this type of transaction and Emily really needs a computer for her son who is in high school. Her supervisor asks her to deliver 12 computer systems to the different schools in town.

**Ethical issue:** \_\_\_\_\_

**Three choices:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Best choice:** \_\_\_\_\_

**Case 3:** Marvin is the bookkeeper for a small business. He has just received a new computer and wants to try it out. All his friends are on Facebook and he is curious about social networking, but he doesn't have a computer at home.

**Ethical issue:** \_\_\_\_\_

**Three choices:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Best choice:** \_\_\_\_\_

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**Case 4:** James works as a guide for a hunting camp. He often receives tips from the hunters at the end of their trip. He usually gets really big tips if the hunter has had a good week. Often hunters will ask James if he will claim an animal so that they can hunt more than their quotas.

**Ethical issue:** \_\_\_\_\_

**Three choices:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Best choice:** \_\_\_\_\_

**Case 5:** Mary and Linda work as sales associates in a store. They have become good friends and enjoy talking together about their personal lives. One morning when some shoppers enter the store, Mary finishes describing the movie she saw the previous night while the customers wait at the till for her to help them.

**Ethical issue:** \_\_\_\_\_

**Three choices:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Best choice:** \_\_\_\_\_



### Work Ethics

#### Learning Activity 1.6

### More on Work Ethics

Here are a few more scenarios to review about ethical and unethical behaviour. Work with a partner or group and read each scenario and answer the questions. Share your ideas with other groups.

1. Suppose you have a customer who knows nothing about the product she is buying. You sense she will buy any model you recommend. What should you do?
  - Sell her the most expensive model. Possible result of this decision:
  - Ask her questions and find out what she really wants and needs. Possible result of this decision:
2. Wanda recently started work at the Co-op Grocery Store in her community. She has been talking to you during breaks and lunch and seems very friendly. At first she talks very positively about her other co-workers, but lately Wanda has been gossiping and bad-mouthing some of her co-workers. She has also revealed some very personal information about some of her co-workers to you. What should you do?
  - Ignore the gossip, questions and comments. After all, it's not bothering you and you get to hear a lot of dirt! Possible result's of this decision:
  - Tell the boss what a jerk Wanda is. Possible result's of this decision:
  - Politely tell Wanda you are uncomfortable with gossip and personal issues at work. Distance yourself from her if she continues. Possible result's of this decision:

3. You discover that your supervisor is accepting kickbacks or stealing from the company. What should you do?
  - Ignore the issue. Possible results of this decision:
  - Tell him that you know what he is doing and he had better stop. Possible results of this decision:
  - Report him to the CEO. Possible results of this decision:
  
4. Amanda works as a records clerk at the hospital. She has access to patients' records and files. On Friday night, you see Amanda with her friends at a local bar. "Wait till you hear this!" she excitedly tells them. She then breathlessly relates the juiciest details of several patients, including their names. The group howls with laughter. What should you do?
  - Tell your boss on Monday morning. Possible results of this decision:
  - Join their table and tell a few stories of your own. Possible results of this decision:
  - Let Amanda know you overheard her and tell her she shouldn't do it again. Possible results of this decision:
  
5. Paul is the director of a local non-profit organization. Recently, an employee quit and he needs to replace him. He has a friend that he wants to hire. He decides to forego the hiring process and hire his friend for the job even though he doesn't really have the qualifications.
  - What are the possible consequences of Paul's actions?
  - Do you think Paul has acted in an unethical way? Why?



### **Rights and Responsibilities**

#### **Learning Activity 2**

6 Handouts

#### **2.1: What does responsibility mean?**

Ask learners what they think responsibility means. Ask them to write down words that they think relate to responsibility in their notebooks.

Tell them that responsibility is defined as the authority and ability to act independently and make decisions. Some words associated with responsibility include reliable, being on time, trustworthy, dependable, dutiful and obligation.

Next ask them why they think employers want their employees to be responsible.

#### **2.2: Circles of Responsibility (handout)**

Write the following category titles on flipchart paper: Self, Family, Work, School, Friends, Groups (or Organizations), Religious or Ethnic Community, Neighborhood, Humanity, Values. Post the chart paper around the room. Ask learners to review these category titles and write definitions for each category in their notebooks. Allow a few minutes for students to record definitions and to share their definitions with the class. Record a few definitions for each of these categories on the chart paper.

Ask learners to choose four categories that they feel they have the strongest sense of responsibility for. Ask them to rank the four categories from one to four. One is the category they feel most responsible for and four is the category they feel least responsible for.

Give out the handout *Circles of Responsibilities*. They should write the category that they feel the most sense of responsibility in the centre and then the second in the next circle and so on. Next ask learners to write down an example of their responsibility for each category. For example, if they have Self as number one,

then they could write down things like exercising daily, not smoking and eating healthy food in that section.

Ask learners how they manage all the responsibilities that they have.

### **2-3: Rights and Responsibilities on the Job**

When you accept a job, what does the employer owe you, and what do you owe the employer? Ask learners to write out a list for both. Compare lists.

What are your rights as an employee? Check out this website for more information on employees' rights. <http://www.workrights.ca/content.php?sec=1>

### **2.4: Responsibilities at Home Versus Responsibilities at Work or School**

Ask learners what their responsibilities are at home. Ask them to make a list.

Give them some examples:

- Take care of the children
- Clean the house
- Grocery shop
- Fix things that need fixing
- Plan for family
- Take care of children when they are sick
- Provide a place for family members to stay
- Take care of my parents
- Be available to family members when needed

Now ask learners to make a list of their responsibilities at work or school. Give them some examples:

- Do assignments
- Show up on time
- Call if I am going to be away
- Be respectful to instructors and other learners
- Try my best

What happens when there is a conflict between the responsibilities you have to your family and the responsibilities you have to school or work? Give learners this example:

Tim goes to school full-time. He is in the trades access program in Fort Smith. Tim has a wife and three children with him. Tim and his wife get a call from some family members. They are coming to Fort Smith for a visit. Tim wants to go to school during the visit but feels obligated to skip a couple of days of school so he can be with his extended family.

What is the conflict for Tim? Ask learners if they ever have conflict between their home and family responsibilities and their school or work responsibilities. How do they handle them?

### **2.5: What is the Outcome?** (handout)

Ask learners to read the scenarios and decide on what might happen for each person. For example:

Ben calls in sick when his parents come to town for a visit. His boss finds out that he is not sick. What do you think will happen to Ben at work because he lied about being sick?

### **2.6: Employer and Employee Safety Responsibilities at Work** (handout)

Health and safety is everyone's responsibility. What does this mean?

- Employers have responsibilities towards you.
- You have responsibilities towards your employer and your co-workers.

Learners read the handout about employers' and employees' responsibilities in keeping safe at work. Then they write out what they think the overall main responsibility is for each.

An employer's main responsibility is to make sure that the workplace is safe and that anyone working in or visiting the workplace is not exposed to hazards or harmed by the work.

An employee's responsibility, once you have been properly trained, is to look after your own health and safety and not put other workers at risk.

### **2.7: Health and Safety at Work** (handout)

Learners match the sentences about health and safety in the workplace.

### **2.8: Being Safe on the Job** (handout)

Tell learners about falls on the job:

“Every year in the Northwest Territories and Nunavut, workers suffer serious injuries because of falls from heights. A serious or fatal injury could occur if a worker falls from a height of 3 metres or more. Falls are a particularly serious problem in the construction industry. The Workers' Safety Compensation Commission (WSCC) has zero tolerance for fall protection regulation violations. If the WSCC observes a violation at a worksite, it will shut the worksite down and could take further action. The courts can also levy fines under the NWT and NU Safety Acts. Employers could face a fine up to \$500,000, and workers could face a fine up to \$50,000.

Ask learners to read the scenarios on the handout and answer the questions.

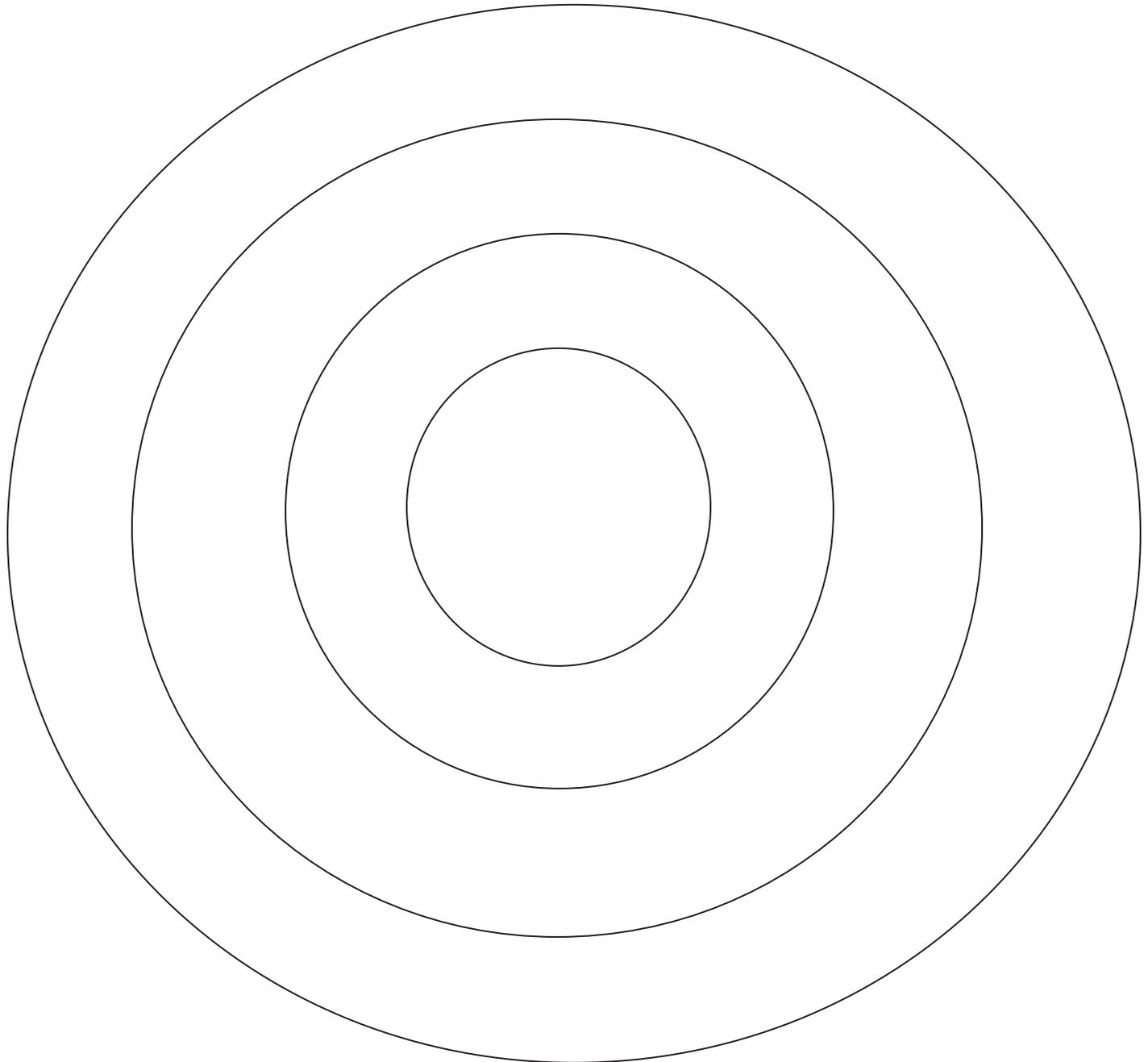
### **2.9: Safety on the Job Poster** (handout)

Learners follow the guidelines on the handout to create a series of four posters about safety on the job. They will need to do some research and can use the information that they already learned in this section.

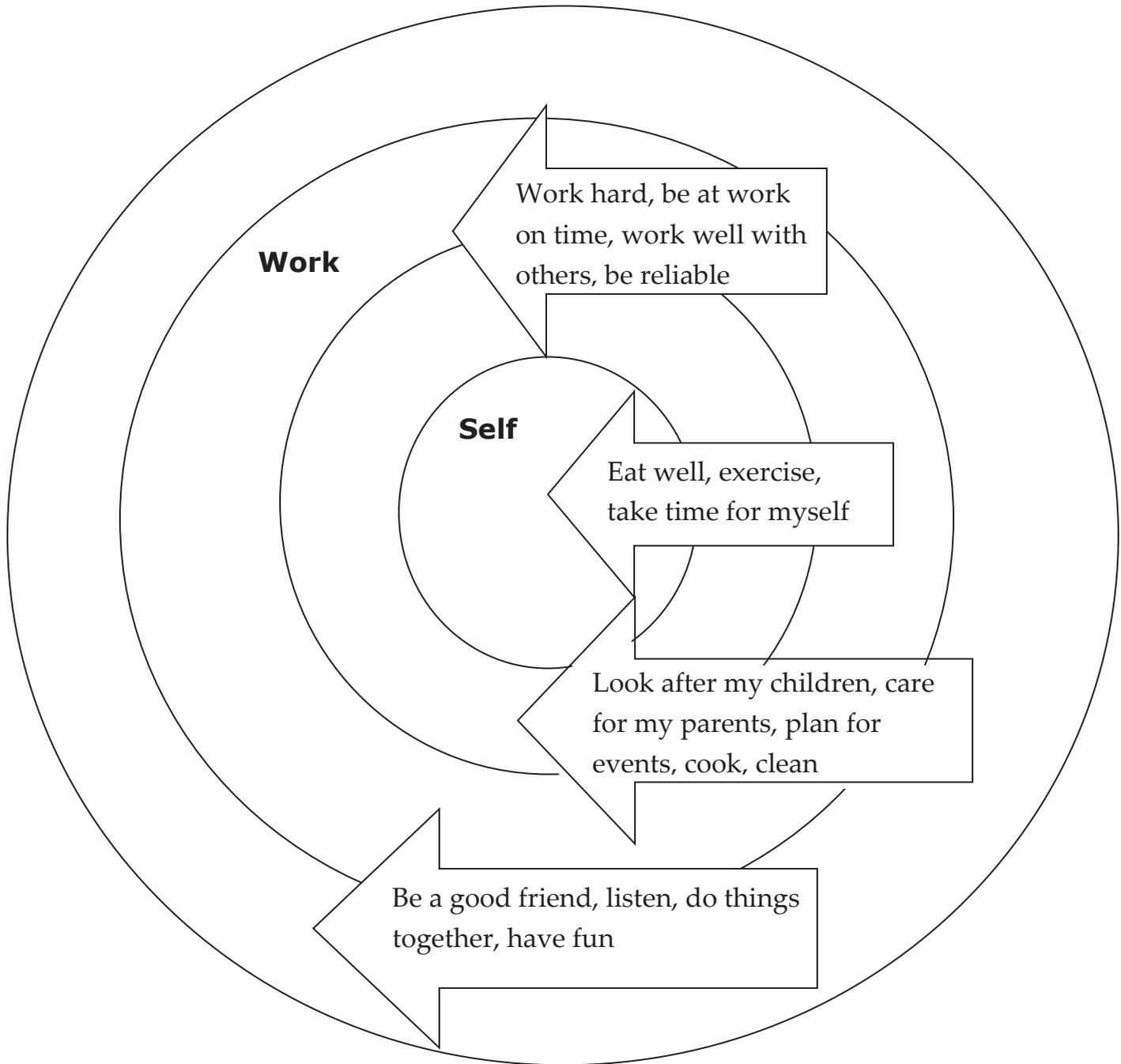


### Being Responsible Learning Activity 2.2

#### Circles of Responsibility



Circles of Responsibility





### Being Responsible Learning Activity 2.5

#### **What is the Outcome ?**

Read the following scenarios. What might be some of the outcomes for each person in the scenario?

Larry drives the water truck in his community. He has to be at work at 7 am each morning. Larry stayed up late last night playing cards with his friends. He gets to work just in time, but he falls asleep at break time.

**What might happen to Larry because he fell asleep at work?**

Susan's children are sick. She stays home with them, but does not call her boss to tell her that she won't be in that day.

**What might happen to Susan because she didn't call in to work to let them know she wouldn't be coming in?**

Pat works as a carpenter's helper. His boss gave him clear instructions about what to do. Pat makes a mistake and then blames his other co-worker. The boss finds out.

**What might happen to Pat because he blamed someone else for his mistake?**

Betty is a receptionist for a company. She has committed to completing a mail-out for them by Wednesday. It is Wednesday at 4 pm and she is nowhere near finished. She gives the boss several excuses as to why she is not finished yet. But the boss knows that Betty took an hour and half lunch today.

**What might happen to Betty because she didn't complete her work on time because she took an extended lunch?**



### Being Responsible Learning Activity 2.6

#### Responsibilities of Employers and Employees

Here is a list of what an **employer** must do to keep everyone safe:

- Make sure that work areas, machinery and equipment are kept in a safe condition.
- Organize ways of working safely.
- Provide information, instruction, training and supervision of employees so they can work safely.
- Make sure that employees are aware of potential hazards.
- Provide protective clothing and equipment to staff and visitors.
- Consult and co-operate with the Worker's Safety and Compensation Commission.
- Inform employees about hazards in the workplace, and improve their understanding of safe work procedures.
- Provide new employees with specialized training to help them become familiar with their new work environment, procedures, equipment and materials so they can do their job safely.
- Consult with employees to identify any safety problems.
- Make sure equipment and materials are used, stored, transported and disposed of safely.

What is the overall responsibility of the employer to their employees and others?

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Here is a list of what **employees** must do to keep themselves and others safe:

- Follow the health and safety instructions provided by the employer.
- Correctly use personal protective equipment and clothing.
- Use equipment safely and for its intended purpose.
- Report hazards and potential problems without delay.
- Report all work-related injuries and incidents that could result in harm to health.
- Co-operate with the employer on health and safety matters.

What is the overall responsibility of the employee for health and safety?

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### Being Responsible Learning Activity 2.7

#### Health and Safety at Work

Match the correct ending to the beginning of each sentence.

1. You could put other people at risk by	making sure that the workplace is safe.
2. Employers have the primary responsibility for	ask for clarification, help or instructions.
3. Legal responsibilities for workplace health and safety are set out in	reducing the risks as effectively as they can.
4. If you're not sure about how to perform a task safely, you should	someone else getting hurt.
5. Where workplace risks can't be eliminated, employers are responsible for	looking after their own health and safety and taking care not to put other people at risk.
6. Employees are responsible for	listen carefully to safety information provided by the employer.
7. To help them work safely, employees must	the Workers' Safety and Compensation Commission Act.
8. Failing to report an unsafe situation at work could result in	not following agreed safe work practices.



### Being Responsible Learning Activity 2.8

#### Being Safe on the Job<sup>2</sup>

##### Scenario One: Lifting

A worker was carrying a 5-gallon gas can and began to feel pain in his back. The worker continued to work for the remainder of the shift and felt the pain grow progressively worse the next day.

The worker sought medical attention and was diagnosed with lower back strain. He missed six days of work due to the injury. The WSCC accepted a claim for medical treatment and compensation for time lost from work.

What do you think this worker should have done when he first started to feel the pain in his back?

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##### Safe Lifting Techniques

- Keep your back straight. Bend at your knees, not at your waist. This will help you keep your centre of balance and allow your leg muscles to do the lifting.
- Keep the load (weight) as close to your body as possible by grasping the load between your knees.

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<sup>2</sup> From WSCC website

- Lift smoothly and slowly.
- Avoid awkward work postures like bending, reaching, and twisting. Keep the load between your knees and shoulders, without twisting your body.
- Whenever possible, don't lift or carry heavy objects. Instead use an aid such as a cart, dolly, trolley, or hoist.
- Get help from others when you need it.

### Scenario Two: Using Ladders

While renovating an older building, two workers were putting drywall on a ceiling, working from stepladders. They stopped for a break. One worker came down to chat with other co-workers. The other worker, a carpenter for four years, decided to stay on his ladder, and moved to sit on the top rung.

While attempting to sit on the rung, the worker's ladder twisted and moved suddenly, causing him to fall four feet to the concrete floor below. The worker landed on his back and sustained a severe blow to both his upper and lower back.

As a result, the WSCC accepted a claim for medical treatment and compensation for time lost from work.

What do you think this worker should have done?

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### Using Ladders Safely

- Secure ladders at the top with tag lines, or have another worker hold the ladder so it doesn't move.
- Always face the ladder when climbing up and down.
- Maintain 3-point contact when climbing up or down ladders. This means two hands and one foot, or two feet and one hand, on the ladder at all times.
- Keep your centre of gravity between the side rails. Your belt buckle should never go past the side rails.
- Do not stand, sit or work from the top platform or top step of a ladder.



### Being Responsible Learning Activity 2.9

#### Health and Safety Poster

Design a set of four small posters to promote health and safety in workplaces to young workers OR create a PowerPoint presentation.

- The set of posters or PowerPoint presentation should be informative and should clearly show the main message of each poster or slide. You will need to undertake some research to complete this activity.
- Your presentation or posters could focus on:
  - Specific issues like falls, trips, using ladders, lifting, etc.
  - Using hazardous materials
  - Employers' and employees' responsibilities





### Dealing with Change

#### Learning Activity 3

5 Handouts

#### 3.1: Why Do We Have to Change?

Write the lyric by Elton John, "The change is going to do you good" on the board. Ask learners if they like change or dislike change? We know that change is good for us, but most of us fear change. Why?

Change is inevitable, things will change and nothing is fixed in place or time. While this is not news to most of us, many of us still cringe inwardly when changes occur in our lives, especially when we perceive the changes to be negative. The truth is that change is happening in every moment whether you are consciously creating the change or not and we can use that change to create a better life.

Tell learners, "When change happens, we have two choices. We can either embrace the change and move forward into a new life or situation or we can stay stuck in the past. Keeping things as they are or staying in the past is always okay if it's a conscious choice."

Ask learners if they have made a recent change lately, like quitting smoking, starting school, starting a new job, moving houses, etc. Did they embrace this change or did they stay stuck in the past? Read out the following two examples of students making changes.

**Susie** decides to go back to school. She really wants to make a change in her life. She is nervous about school and is not sure she is capable of doing the work. When she was a high school student, she really struggled in school and her teachers never encouraged her. Susie makes a plan for school and her success. She makes sure she is always on time for school and that she sets aside one hour a night for studying. She asks for help when she needs it and doesn't let negative thoughts get in her way.

**Joe** decides to go back to school. He too really wants to make a change in his life. He never really liked school, but doesn't know what else to do. He goes to the local community learning centre to sign up. But he continues to stay up late at night playing cards and hanging out – so he rarely gets to school on time. In his mind, he keeps hearing that old record play that says he's not smart enough. He wants to do better but just doesn't know how to.

### **3.2: Change Readiness Scale** (handout)

Ask learners if they want to change something? They may want to quit smoking, find a job, move to a different community, go to college, eat healthy, get more sleep, etc. Ask them to fill in the handout to see if they are ready to make that change.

### **3.3: Kaizen Method of Change** (handout)

The Kaizen method of change is about making slow changes each day to build up to the larger change. Talk to learners about the following:

The Kaizen method of small improvements each day isn't just a personal philosophy. It was embraced by industry giants such as Toyota and has enabled them to become world leaders in automotive innovation.

Often, people try to change their habits all at once, and are not able to maintain the change. For example, you might go on a massive run or to a very hard yoga class one day – and then do nothing for the next four days because your body feels sore. A few days later you feel the need for a hefty dose of exercise again – and that brings you back to the massive run or the yoga class. And so it goes on and on...

What if we kept our exercise routine going each day and very gradually increased the length or difficulty of training? What if we used this gentle but powerful way to effect all change in our life? This is the Kaizen method.

The brain often resists large changes; on the other hand, your brain is ok with having to make small changes. Small shifts in the routine are inevitable, they happen every day, and your brain is quite used to them. In fact, your brain would freak out and possibly assume you were dead, if it wasn't routinely facing small changes.

So when you read a new dietary book and decide, "I've got to abandon everything I'm regularly consuming and start eating in an entirely different way" ... or you buy a home gym and decide, "Instead of sitting on the couch I've got to work out five days a week" ... or inspired by J.K. Rowling's billion-dollar-plus net worth you decide, "I'm going to write a book series as successful as *Harry Potter*" ... your brain shouts back "No way, that's way too much to do, too much change, far too overwhelming. Just hand me the remote and let's see what's on TV."

And you put things off to tomorrow. And then to the day after that. And so on. The big projects and the big goals go unachieved.

After you have discussed the Kaizen method of change, go over the handout together.

### **3.4: You've Got 20 Minutes!** (handout)

This is a fun activity that learners can do in class or on their own. They have 20 minutes to write down anything that they would like to do or change. For example, they may write down several different careers they are interested in or trips they want to make. Essentially, this is a free writing activity for 20 minutes – write anything that comes into their heads. They should try and get 100 things on their list. When they complete this activity, they should put their paper aside for a couple of days. After a few days, ask them to reread their list. Does anything stand out to them? Have they written something several times? Ask them to choose a couple of items and make a plan for these things. They can use the *Goal Setting Workbook* (part of this series).

### 3.5: Habits (handout)

What are habits? How are habits formed?

Most of life is habitual. You do the same things you did yesterday, the day before and every day for the last month. It's estimated that out of every 11,000 signals we receive from our senses, our brain only consciously processes 40.

1. **Brainstorm both good and bad habits.** We have good habits and bad habits. Ask learners to brainstorm both good habits and bad habits.
2. **Three-way rotation.** Now ask learners to brainstorm habits that make for a good life. Ask learners to form three groups. Each group brainstorms good habits for life. (Give these examples: eating healthy, having a routine, reading books, exercising, being positive, etc). When groups have at least ten things written down, ask them to pass their paper to another group. Now each group chooses their top five habits for a good life, then they pass the paper to the last group. Each group chooses their top three habits for a good life. Compare list and then read the Top Ten Habits for a Good Life on the handout.

### 3.6: The Bucket List (handout)

This is a fun activity for learners to do. Ask learners if they have ever seen the movie *The Bucket List* or heard the term before. Ask learners if they have ever thought of doing a bucket list for themselves. This is their opportunity. The handout provides an outline for a bucket list for one year. Explain to learners that their bucket list does not need to be outlandish and that they can put small goals on the lists like "learn to make healthy pancakes."

Show the movie *The Bucket List* before or after you do this activity.



### Dealing With Change Learning Activity 3.2

#### Change Readiness Scale

Are you ready for a change? Fill in the blanks below to decide if you are ready to make the change you want.

A change I would like to make is: \_\_\_\_\_

Right now I am at this stage (mark the stage):

Everything is fine the way it is.	I am thinking about doing something different.	I am ready to make a change.	I am making progress every day.	My life is different now.
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I put the mark there because...

I could move the mark a little further to the right if I...

The steps I could take to help me make this change are...

Something that could keep me from making this change is...



### Dealing With Change Learning Activity 3.3

#### **Kaizen Method for Change<sup>3</sup>**

Have you ever had problems establishing a new habit or making a change in your life? Maybe the question should be, have you ever not had problems establishing a new habit or making change? Whether it's getting up early, going for a daily run, losing weight, writing a journal, let's face it: most attempts to make a change in our lives end in failure!

The Kaizen method works by doing small changes each day until you reach your goal.

Let's see how this would work in our daily life. Let's imagine that you want to get up an hour earlier each morning to be more productive.

**Strategy No. 1:** You grit your teeth, set your clock an hour earlier, and struggle out of bed. This might work for a few days, or for longer if you're disciplined. But chances are that you'll be back in your old groove as soon as you begin to feel tired and stressed.

**Strategy No. 2:** You use the Kaizen method and get up one minute earlier each day. Two months later you would be getting out of bed one hour earlier, without even noticing the change!

**Other examples:** "Starting today we're going to stop eating Twinkies for our evening snack and instead we're going to eat some kind of fruit or vegetable, okay brain?"

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<sup>3</sup><http://zenhabits.net/how-to-establish-new-habits-the-no-sweat-way>

“Well I love Twinkies, but if it will help us feel better and live longer and you’re only stopping them in the evening, then okay we can do that.”

Want to improve a combative relationship? Instead of agreeing never to argue again, agree to make one day a week an “argument-free zone.” Then after a month agree to add another day to the zone, and so on.

How could you apply this method to the following:

- Running a marathon:
- Getting to school on time:
- Needing more sleep:
- Starting school:
- Starting a job:
- Reading to your children:
- Eating healthier food:
- Stopping drinking pop:

## Career Life Work

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What is a change that you would like to make (you can use the one from the previous exercise or use a new one): \_\_\_\_\_

Use the Kaizen Method of Change to make a plan for this change:

A large, empty rectangular box with a thin black border, intended for the user to write a plan using the Kaizen Method of Change.



### Dealing With Change Learning Activity 3.4

#### **You've Got 20 Minutes<sup>4</sup>**

You've got 20 minutes to change your life in 100 ways. Go.

Are you feeling stuck in your life? Do you want to make some changes but don't know what to do? Try this activity out and see what you come up with.

Here is how you can change your life in 20 minutes, step by step:

1. Clear all distractions. Turn off the phone, the TV, the computer. Lock your door, and go to a quiet place.
2. Sit down comfortably at a desk or table, with a blank piece of paper and a pen in front of you.
3. Set a timer for 20 minutes.
4. Go. Write down 100 things you want to do, or careers you want to have, or people you would like to meet. The sky is the limit.
5. Don't be realistic. Dream big. Write down the craziest things you can think of, as well as the things that you don't even think bear mentioning because they are so simple. Write them all down.
6. Work quickly. Twenty minutes isn't very long, and you have 100 items to get through, if you can. Don't think about whether or not to write down an idea,

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<sup>4</sup><http://www.wisebread.com/feeling-stuck-100-ways-to-change-your-life>

just write. Write everything that comes to mind, even if it doesn't make sense. Just keep on writing, and don't stop until that timer goes off.

Something happens after about 10 or 15 minutes if you employ the exercise to its full potential. You stop caring about what specifically the ideas are, and you start to release an inner creativity that may have been locked away for a while. In an effort to get through 100 things in 20 minutes, you start to write outlandish things down that you aren't even really sure you want, but that are ideas that came to you nonetheless.

Ding! The timer goes off. No matter where you are in the process, or how many items you have written down, stop. (OK, if you are really on a roll and have a few more to write down because the juices are flowing, keep going. I won't tell.)

Leave the list alone for a day. Try not to look at it, and certainly don't revise it in any way. The following day, sit down and look at your list. How many of the items on it are feasible? Can you see your way to accomplishing any of it? Did anything come out of the list that you hadn't actually really thought of until you wrote it down in a hurried attempt to get to 100 items in the time limit? Any surprises in there?

Choose a couple of things that really make you excited...



### Dealing With Change

#### Learning Activity 3.5

### Top Ten Habits For A Good Life

**1. Get on a good schedule**

We need structure and routine in our lives. Our bodies expect it. They perform best when on a regular schedule for sleeping, eating, exercise, etc.

**2. Eat a healthy diet**

Our brains need the right food to perform at their peak. Don't go to school or work on an empty stomach. Eating properly can help you avoid illness, and serious health problems.

**3. Exercise**

We need physical activity to stay healthy. Develop a good exercise routine like walking the dog, walking to school, riding your bike, playing hockey, etc.

**4. Practice gratitude**

It is easy to get in the bad habit of envying others. The grass often seems greener on the other side of the fence. It is really important to learn gratitude. It can change your life. Write down five things you are thankful for each night; it will change the way you think about your life.

**5. Manage your money wisely**

Make a budget and stick to it. Try and save a little money at a time, even if it is \$10 a month. Put it in a separate account and leave it. When you can, save more.

### **7. Respect the environment**

We are stewards of the environment. Develop habits that help the earth, like using a reusable coffee mug or drinking tap water from your own container. These things make a difference – and they make you feel better too!

### **8. Live the Golden Rule**

“Do unto others...” is a guideline we should all follow. Treat people well even if they don’t treat you well. You will find a lot more success in life if you follow this rule.

### **9. Ask for what you want**

Develop a habit of asking for what you want. How else are you going to get it? It will give you confidence and boost your self-esteem.

### **10. Be punctual**

Arrive on time. People always notice when you are late. People who are always running late are often disorganized and stressed out. People who are on time are usually calm and organized. Which do you want to be?

### **11. Tend to your spiritual needs**

Find out what works for you. You might want to meditate for five minutes a day or pray each night before bedtime. Find something that will fill your spiritual needs and make you more whole.



### Dealing With Change Learning Activity 3.6

#### The List

Make a big list of different things to do over the course of one year. Tape this list to your fridge and check it off when you have done what is on the list. What a great way to keep motivated! Try and put three items down for each section.

#### Health and Exercise:

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**Example:** Walk to work or school one day a week. ✓ **Done!**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Personal Organization:

---

**Example:** Keep my notes organized at school. **Working on it.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Career Life Work

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### Eating and Cooking:

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**Example:** Learn how to make healthy pancakes. ✓ **Done!**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Reading and Writing:

---

**Example:** Read two non-fiction books. ✓ **Done!**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Technology:

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**Example:** Set up a blog about our family. **Not completed yet.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Career Life Work

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### Family:

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**Example:** Make Friday night family night. ✓ **Done!**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Travel:

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**Example:** Go camping twice over the summer. ✓ **Done!**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Work and Career:

---

**Example:** Get a summer job. ✓ **Done!**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Career Life Work

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### Money and Finances:

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**Example:** Save \$50 a month. **Could only save \$25.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Organizing, Cleaning, and Uncluttering

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**Example:** Clean out junk drawers. ✓ **Done!**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





### **Stress Management** **Learning Activity 4**

8 Handouts

#### **4.1: Stress Bingo (handout)**

Ask learners to come up with 16 words related to stress. You can play bingo with the blank bingo card on the handout. Learners write down the words and phrases that they come up with on the bingo card in random order. Call the words randomly and the winner can get a small prize.

The subject of **stress** has become a common topic of conversation. We often hear friends, classmates, co-workers, and family members talk about the problems they have in managing the stresses of everyday living. We say we feel burned out, stressed out, overwhelmed, angry, irritable, depressed, anxious, and on the verge of losing it.

Stress is your body's way of responding to any kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength.

#### **4.2: What Is Stressful for You? (handout)**

Ask learners to think about what makes them stressed. Give an example of what makes you stressed out. We already know from previous work that public speaking is one of the most stressful situations that people face. Ask learners to fill in the handout on different stressors. They can share their thoughts and feelings with others or they can pass.

### 4.3: Did You Know? (handout)

Too much continued stress can seriously affect our physical and mental well-being. It can interfere with our normal daily activities, diminish our self-esteem, impair relationships, and decrease work and academic effectiveness. Stress can lead to self-blame, self-doubt, feeling burned out, or becoming clinically anxious or depressed. Read the alarming facts on the handout. Are people surprised by these facts? Ask them to write in their journal how stress affects them.

### 4.4: The Roles We Play

Ask learners to think of all the different roles they play in their lives. For example, mother, cook, nurse, student, chauffeur, teacher, friend, daughter, cousin, sister, etc. Ask them to write down all these roles and the expectations of them. For example:

**Mother:** I am expected to take care of my children 24/7, feed, clothe, love, nurture, educate, discipline, drive, take them to school, or daycare, etc.

**Student:** I am expected to arrive at school on time, do my assignments, be a role-model for my children and other family members, etc.

**Daughter:** I am expected to be a good daughter and take care of my parents, help them with appointments, cook for them, etc.

After they have done this, ask them to look at the list. Does it stress them out?

### 4.5: What Are Some of the Challenges You Face?

What are some of your challenges to be successful in school or at a job? Some examples are below:

- No vehicle
- Illness
- Disability
- Single parent
- Limited budget

- Expensive daycare

These kinds of challenges can be very stressful. How can you overcome these challenges?

### 4.6: Stress Test (handout)

Say this to learners:

Have you ever noticed that some people can feel quite stressed out about a particular event while others don't seem to be bothered by it at all? For instance, if three of your friends all get a poor grade on a test, you might notice some different reactions. One friend may seem mildly annoyed for an hour or so. Another friend doesn't seem to be bothered at all. The third friend, however, might become quite alarmed by this poor grade. She can't get it off her mind, she vows to study three times as hard next time, she can't concentrate on her other work, and she might even find it difficult to fall asleep that evening. She might become increasingly concerned about all the grades she'll make this semester, and wonder whether she will pass the course.

In a case such as this, a poor grade on a test *means* something different for each of your friends. The same situation has happened to all three, but each person feels more or less stressed about it because of what it means to him or her.

Ask learners to take the Stress Test on the handout and decide on what makes them stressed out.

### 4.7: What are Your Stress Signals (handout)

Now that learners have identified what stresses them out, they need to learn the warning signals so they can manage their stress before it gets out of hand.

There is a list of some of the stress signals that people might have at the onset of stress. Ask learners to check all of the symptoms they experience when they feel

stressed. Notice that symptoms of stress can affect us physically, behaviorally, emotionally, and cognitively. You can learn to recognize these symptoms or signals in yourself before stress gets too far out of hand. When you recognize your unique signals, it's time to take action... ideas for which are coming up!

### 4.8: Stress Journal

A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- What caused your stress (make a guess if you're unsure).
- How you felt, both physically and emotionally.
- How you acted in response.
- What you did to make yourself feel better.

Think about the ways you currently manage and cope with stress in your life. Your stress journal can help you identify them. Are your coping strategies healthy or unhealthy, helpful or unproductive? Unfortunately, many people cope with stress in ways that compound the problem.

### 4.9: Managing Your Stress (handout)

Ask learners: "What are the stressors that adult learners face?" Write their responses on the board or flipchart paper. Next ask "What if you had a list of strategies about how to reduce stress?" Tell them that this activity will help them develop their own Top Ten Stress Busters. By now learners will know about stress and how it affects their lives.

Tell the class, "We have been focusing on the source and symptoms of stress, but now let's look at solutions. Let start with what NOT to do. What are some unhealthy ways of dealing with stress?" Write their ideas on the board or flipchart paper. When they are out of ideas, you can show them the first handout

of this activity. Ask them if there are any ideas that were not included in their brainstorming.

Now it is time to brainstorm healthy stress reduction techniques. Write learners' ideas on the board or flipchart paper. Once the learners have completed this task, show them the enormous list on the second handout.

Next give learners a 3 x 5 card to write their Top Ten Stress Busters. Provide markers and stickers so they can decorate their card. Ask learners to decide on one place where they will post their top ten list as a reminder.

In a week's time, give learners an evaluation form to follow up on this exercise. Ask the following questions:

- What did you learn? What did you like or dislike? Where did you post your card? Did you look at your card? What impact did it have on your stress level?

#### **4.10: Stress Case Studies** (handout)

Learners work in pairs and read through the different case studies on the handout. They write down what the person might be stressed about, what coping strategies they are using (good or bad) and some suggestions for other coping strategies. Pairs can share their ideas with others in the class.

#### **4.11: Work-Life Balance** (handout)

Ask learners what they think work-life balance means. Ask them if they think they have a balance in their lives of work, family, friends, exercise, hobbies, etc. What can they do to improve this balance? They can fill out the handout.



### Stress Management Learning Activity 4.1

#### Stress Bingo




### Stress Management Learning Activity 4.2

#### What Is Stressful for You?

Many different situations are related to feeling stressed. Check all of the following that apply to you.

Stressor	✓	Stressor	✓
Work/job		Finances	
School		Mental health	
Relationship with partner		Relationship with family	
Relationship with friends		Career direction	
Childcare		Physical health	
Trauma		Legal matters	
Work or school/life balance		Attitudes and thoughts	
Appearance		Living situation	

What else stresses you out?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



### Stress Management Learning Activity 4.3

#### Did You Know?<sup>5</sup>

Too much continued stress can seriously affect our physical and mental well-being. It can interfere with our normal daily activities, diminish our self-esteem, impair relationships, and decrease work and academic effectiveness. Stress can lead to self-blame, self-doubt, feeling burned out, or becoming clinically anxious or depressed.

Here are some important facts about stress:

- 43% of adults experience adverse health effects from stress.
- People with high stress are twice as likely to develop colds as those with low stress.
- 75-90% of visits to a physician's office are for stress-related conditions and complaints.
- Stress has been linked to the six leading causes of death: heart disease, cancer, lung ailments, accidents, cirrhosis of the liver, and suicide.
- The United States National Institute of Occupational Safety and Health has declared stress a hazard of the workplace.
- In the workplace, stress may be related to lost hours due to absenteeism, reduced productivity, and claims for worker's compensation benefits.



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<sup>5</sup>Source: [The Stress Solution](#) by Lyle H. Miller, Ph.D., and Alma Dell Smith, Ph.D.



### Stress Management Learning Activity 4.6

#### Stress Test

Certain aspects of our habits, our lifestyles, and our environments can make each of us more or less vulnerable to the negative effects of stress. How vulnerable are YOU to stress? Read each statement and rate how it applies to you.

Give yourself

- 4 points for Almost Always
- 3 points for Usually
- 2 points for Sometimes
- 1 point for Almost Never
- 0 points for Never

	Almost Always	Usually	Sometimes	Almost Never	Never
1. I eat at least one hot, balanced meal a day.					
2. I get 7-8 hours of sleep, at least 4 nights a week.					
3. I give and receive affection regularly.					
4. I have at least one relative within 50km on whom I can rely.					

## Career Life Work

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	Almost Always	Usually	Sometimes	Almost Never	Never
5. I exercise to the point of perspiration at least twice a week.					
6. I smoke less than half a pack of cigarettes a day (non-smokers = almost always).					
7. I drink fewer than five alcoholic drinks a week (non-drinkers = almost always).					
8. I am the appropriate weight for my height.					
9. My income is adequate for my basic needs.					
10. I get strength from my religious/spiritual beliefs.					
11. I regularly attend club or social activities.					
12. I have a network of friends and acquaintances.					
13. I have at least one friend in whom I confide about personal matters.					
14. I am in good health (including eyesight, hearing, teeth, etc.).					

## Career Life Work

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	Almost Always	Usually	Sometimes	Almost Never	Never
15. I am able to speak openly about my feelings when angry or worried.					
16. I have regular conversations with my housemates/partner about domestic problems.					
17. I do something fun at least once a week.					
18. I am able to organize my time effectively.					
19. I drink fewer than three caffeinated drinks a day.					
20. I take quiet time for myself during the day.					
<b>Total</b>					

### What your score means:

60-80	Shows that you have excellent ways of dealing with the stressors of everyday life
50-60	Shows that you have a healthy way of dealing with the stressors of everyday life
40-50	Shows that you are struggling to deal with the stressors of everyday life
20-40	Shows that you are having a really hard time dealing with the stressors of everyday life
0-20	Shows that you are at high risk of having a break-down due to the stressors of everyday life



### Stress Management Learning Activity 4.7

#### Your Stress Signals

Here is a list of some, but not all, possible reactions to stress. Check all of the symptoms you experience when you feel stressed. Notice that symptoms of stress can affect us physically, behaviorally, emotionally, and cognitively. You can learn to recognize these symptoms or signals in yourself before stress gets too far out of hand. When you recognize your unique signals, it's time to take action. Ideas for this are coming up!

#### Physical Symptoms

- |   |  |
|---|--|
| <input type="checkbox"/> headaches        | <input type="checkbox"/> back pain             |
| <input type="checkbox"/> indigestion      | <input type="checkbox"/> tight neck, shoulders |
| <input type="checkbox"/> stomach aches    | <input type="checkbox"/> racing heart          |
| <input type="checkbox"/> sweaty palms     | <input type="checkbox"/> shallow breathing     |
| <input type="checkbox"/> cold hands, feet | <input type="checkbox"/> restlessness          |
| <input type="checkbox"/> dizziness        | <input type="checkbox"/> ringing in the ears   |
| <input type="checkbox"/> easily fatigued  | <input type="checkbox"/> constipation          |
| <input type="checkbox"/> muscle tension   | <input type="checkbox"/> diarrhea              |

### Behavioral Symptoms

- |  |  |
|--|--|
| <input type="checkbox"/> excess smoking                  | <input type="checkbox"/> driving too fast          |
| <input type="checkbox"/> bossiness                       | <input type="checkbox"/> grinding of teeth         |
| <input type="checkbox"/> eating too little or too much   | <input type="checkbox"/> overuse of alcohol        |
| <input type="checkbox"/> critical attitude of others     | <input type="checkbox"/> inability to finish tasks |
| <input type="checkbox"/> short-tempered                  | <input type="checkbox"/> nail biting               |
| <input type="checkbox"/> procrastination                 | <input type="checkbox"/> fidgety                   |
| <input type="checkbox"/> sleeping too much or too little |  |

### Emotional Symptoms

- |   |  |
|---|--|
| <input type="checkbox"/> bothered by unimportant things | <input type="checkbox"/> crying easily           |
| <input type="checkbox"/> nervousness or anxiety         | <input type="checkbox"/> overwhelming pressure   |
| <input type="checkbox"/> boredom                        | <input type="checkbox"/> anger                   |
| <input type="checkbox"/> edginess                       | <input type="checkbox"/> loneliness              |
| <input type="checkbox"/> irritability                   | <input type="checkbox"/> unhappiness, depression |
| <input type="checkbox"/> feeling burned out             | <input type="checkbox"/> moodiness               |
| <input type="checkbox"/> feeling powerless              | <input type="checkbox"/> feeling helpless        |

### Cognitive Symptoms

- |   |  |
|---|--|
| <input type="checkbox"/> trouble thinking clearly       | <input type="checkbox"/> inability to make decisions |
| <input type="checkbox"/> difficulty concentrating       | <input type="checkbox"/> constant worry              |
| <input type="checkbox"/> forgetfulness                  | <input type="checkbox"/> loss of humor               |
| <input type="checkbox"/> lack of creativity             | <input type="checkbox"/> being self-critical         |
| <input type="checkbox"/> expecting too much from others | <input type="checkbox"/> being pessimistic           |



### Stress Management Learning Activity 4.9

## Managing Your Stress

### Unhealthy Ways of Managing Stress

- Drinking
- Drugs
- Yelling
- Gossiping
- Arguing
- Hitting
- Fighting
- Smoking
- Watching TV
- Eating excessively
- Spending money
- Buying things
- Gambling
- Becoming a loner

### Healthy Ways of Managing Stress

#### 1. Choose New Behaviors

- Resolve incomplete tasks. Take care of them now!
- Keep your finances organized.
- Say no to unhealthy behaviours.
- Relax.
- Meditate or pray for ten minutes a day.
- Watch a funny movie.
- Take a long bath.
- Write in your journal.
- Read a good book.
- Breathe deeply.
- Go for a walk.
- Go out on the land.
- Go fishing.
- Exercise.
- Listen to uplifting music.
- Laugh.
- Call a friend.
- Work on a hobby (sewing, crafting, etc.).
- Eat healthy food.

### 2. Choose New Thoughts

- Visualize problems and troubles shrinking to a manageable size.
- Take a mental vacation.
- Challenge negative beliefs about yourself.
- Focus on the positive.
- Find the opportunity in the problem.
- Ask, “Will this matter one year from now?”
- Visualize a positive outcome.
- Detach.
- Reframe.
- Visualize success.
- Assume the best.
- Face the fear.
- Identify your hurt.
- Forgive.

What are your top ten stress busters from the list above or your brainstorming list?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



### Stress Management Learning Activity 4.10

#### Stress Case Studies

Read the case studies below and write down all the things that could be stressful for this person. Write down how they seem to be coping with the stress and give ideas for coping with the stress.

**Lorne** is a single father of three children all under the age of 10. He works full time as a water delivery driver. He and his ex-wife do not get along and she rarely sees the kids. He lives in his home community and has friends and family to help him out. He rarely has time for himself or the activities he likes. Some of his ways of coping are drinking once the kids have gone to bed and gambling online.

Stressors	Ways Lorne is Coping (good or bad)	Other Suggestions

## Career Life Work

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**Shawna** works full time and is in charge of running her household. Her husband rarely helps out at home with the housework and kids. He spends a lot of time gambling and drinking with friends. Shawna is tired most of the time and rarely has a minute for herself. Her daycare provider is often sick and so she has to find alternative care for her children. She often takes her frustrations out on her kids and then she feels really bad afterwards. She feels like she can't take it anymore.

Stressors	Ways Shauna is Coping (good or bad)	Other Suggestions

## Career Life Work

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**Tessa** cares for her mother at home and her children. Her husband works full-time and helps her out quite a bit. Her mother has dementia and is quite difficult to deal with at times. She forgets things and often leaves the house in the middle of winter without any warm clothing on. Tessa wants to care for her mother but is finding it really hard. She feels that she has no options in her community. Tessa tries to manage the stress by taking long walks in the evenings and talking to her friends about the issue.

Stressors	Ways Tessa is Coping (good or bad)	Other Suggestions

## Career Life Work

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**Barry** is in school full-time in Fort Smith. He left his family behind so that he could pursue his life-long dream of becoming a carpenter. Money is tight at home and he doesn't have a way of supporting his family until he finishes school. School is hard; it is much harder than he thought it would be. He is struggling to keep up and feels that he is not smart enough to continue. If he doesn't complete the course he has to pay back all the money he got from the government to go to school. He feels very stressed out. On occasion he has gone binge drinking to relieve the stress but realized that this wasn't helping him. He decided to talk to the pastor at the church and now when he gets stressed out he calls up the pastor and they go for coffee and talk about ways that Barry can handle his stress.

Stressors	Ways Barry is Coping (good or bad)	Other Suggestions



### Stress Management Learning Activity 4.11

#### Work-Life Balance



Here is a short quiz to see if you have Work-Life Balance in your life.

	Agree	Disagree
1. I regularly enjoy hobbies or interests.		
2. I make time for everything that I need to do.		
3. I work or go to school between 30 – 45 hours a week.		
4. I get worked up about school assignments or work issues.		
5. I usually have enough time to spend with my loved ones.		
6. When I am home I feel relaxed.		
7. I rarely lose my temper at home, at school or work.		

## Career Life Work

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8. I often feel exhausted by Wednesday and wonder how I can make it to the weekend.		
9. I rarely miss out on family events because of school or work.		
10. School or my work gets frustrating. I am often late or distracted.		
11. My family is often upset with me because I spend too much time studying or working.		
12. School or work is often on my mind when I am doing other things.		

Rate yourself the following way:

Give yourself 2 points if you agreed with:

- 1, 2, 3, 5, 6, 7, 9,

Give yourself 2 points if you disagreed with:

- 4, 8, 10, 11, 12

20-24 points – Excellent Work-Life Balance

14- 20 points – Good Work-Life Balance

Below 14 – You need to work on your Work-Life Balance

## Career Life Work

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So what are some things that you can do to make your work and life more balanced?

A large, empty rectangular box with a thin black border, intended for the user to write their responses to the question above.





### **Time Management** **Learning Activity 5**



5 Handouts

#### **5.1: What is time management?**

Tell learners: “Did you know that in an average lifetime of 70 years, you spend 25 years sleeping; 17 years at work; 1.5 years waiting and 5 years eating? Wow that’s a lot of time!” Ask learners what they spend their time doing. Ask them to write down how much time they spend in one week in the following areas:

- Eating
- Sleeping
- Watching TV
- Studying
- Work/School
- Reading
- Lounging
- Exercising

Tell learners that time management is really about managing ourselves and setting goals for ourselves. Taking control of your time means facing up to the fact that you are usually the problem, not someone else. Taking control of your own life requires that you change well-established habits. Consider how we refer to time in our daily life. Many of the words associated with time are linked to money. We speak of spending, making, saving time. More and more people are talking about being “time poor.” The link between time and money expresses the enormous value of time. As scientist, inventor and US president Benjamin Franklin said, "Time is money."

#### **5.2: Time Quiz (handout)**

Ask learners to take the Time Quiz on the handout. The quiz will tell them if they are good at time management or if they need to learn a few more skills and techniques for time management.

### 5.3: Benefits and Gains from Effective Time Management

In small groups, brainstorm the benefits and gains from effective time management. You will be working against the clock, and will have precisely two minutes to generate as many ideas as possible. Share your ideas with others. Make a master list that includes everyone's ideas.

Good time management can pay huge dividends. The time you save will give you more time to do what you want. You can also profit from time management in other ways. Good time management is likely to improve your productivity, efficiency and effectiveness, contribute to your high performance, improve your health and energy levels, make you feel more relaxed, reduce stress and frustration, give you a sense of achievement and create peace of mind. The main benefit of effective time management is that it can drastically improve the quality of your life.

### 5.4: Time Management and You (handout)

Ask learners to review the scenarios on the handout and identify which one is most like them. Then they need to state what the issue is and give some solutions.

### 5.5: How Well Do You Plan? (handout)

Planning and time management go hand-in-hand. To be effective at time management you need to be able to plan well. Ask learners fill out the Planning Quiz on the handout to find out about their planning skills.

### 5.6: Time Management Techniques

Learners may have established that they are either excellent managers of their time or they could use some improvement. So what are the solutions? Do a large group brainstorm on time management techniques. What are some ways to manage time? Some ideas are:

1. Set specific academic and personal goals.

2. Create a monthly calendar, recording major events.
3. Create a weekly schedule of your family's activities.
4. Decide on specific times to study or do extra work.
5. The night before or during breakfast, make a to-do list for each day.

### 5.7: Create a Weekly Time Table (handout)

Create a weekly time table with all your scheduled activities, deadlines, and the time required to do each task. Choose one goal for the week. It could be to start the baby book or finish the book you are reading. Schedule time in your weekly time table to complete your goal. Make sure you write down what you are going to have for each lunch and supper for the week. This will really help you plan your grocery list.

### 5.8: Goal Setting (handout)

Goal setting has a lot to do with time management. Often we set goals or have an idea of what we would like to accomplish but we never seem to have the time to do it. Here are six steps for goal setting:

1. Write your goal down.
2. Have the desire.
3. Identify obstacles.
4. Set deadlines.
5. Make a plan.
6. Make a picture.

Ask learners to follow the handout for goal setting. There is also a separate workbook called *Goal Setting* that you can use for this section.



### Time Management Learning Activity 5.2

#### Time Quiz

Fill in the quiz about your time management skills. Are you a good time manager or do you need some help? Find out!

**1 = (N) Never; 2 = (O) Occasionally; 3 = (F) Frequently; 4 = (A) Always**

Questions	N	O	F	A
1. I arrive on time to school/work.	1	2	3	4
2. I am prepared for school/work.	1	2	3	4
3. I have enough time in the morning to eat a healthy breakfast.	1	2	3	4
4. I prepare lunch for myself and children the night before.	1	2	3	4
5. I respond to my emails from friends and family in a timely manner (within 2 days).	1	2	3	4
6. I make time to prepare a healthy supper.	1	2	3	4
7. I do my homework each night.	1	2	3	4

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8. I get my children to school on time.	1	2	3	4
9. I hand in assignments on time.	1	2	3	4
10. I make a list of things to do each day.	1	2	3	4
Total				

### Your Results!

My score is (add all the numbers up) \_\_\_\_\_

**35-40** – You manage your time efficiently, applying time management tools with skill.

**25-35** – You have an effective time management approach in some areas, but will benefit from applying new skills and ideas for time management in other areas.

**Below 25** – Time management is an area of development for you. You will benefit from learning some new skills and techniques for time management.

What are three ways you can manage your time better?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### Time Management Learning Activity 5.4

#### Time Management and You

Read the following scenarios:

1. Identify which person is most like you.
2. Identify what the problem might be.
3. Give some ideas for solutions.

**Liz** is always swamped. She has a lot going on in her life with school, children and volunteer work. She discusses the possibility of getting help with her volunteer work but she confesses to her friend that if she wants to do things right she has to do them herself.



**Kate** often misses deadlines, and can't figure out why. She starts her assignments early but is always scrambling the night before to get them finished. She usually has to ask her teacher for an extension.



**Jacob** often finds himself working late and over weekends to complete homework and assignments. He often stays up really late so he can study and complete his assignments.



**Larry** volunteers for an important new project, even though he is already overloaded because it is too important for anyone else to take on.



## Career Life Work

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**Amanda** feels rushed, stretched and over extended, but thinks that that is how people need to work these days, just to stay ahead.



**Wayne** just can't seem to get to school on time. He also struggles getting his assignments in on time. He stays up too late at night hanging out with friends or watching TV. He knows he should go to bed early but rarely does.



Who is most like you? \_\_\_\_\_

What is the issue? \_\_\_\_\_

\_\_\_\_\_

What are some possible solutions?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Time Management Learning Activity 5.5

#### How Well Do You Plan?<sup>6</sup>

For each question, circle the number that best describes you.

	Never	Seldom	Some- times	Often	Always
How often do you plan to make sure everything runs smoothly?	1	2	3	4	5
Do you put daily plans on paper?	1	2	3	4	5
Do you allow flexibility in your plans?	1	2	3	4	5
How often do you accomplish all you plan for a given day?	1	2	3	4	5
How often do you plan time for what matters most to you?	1	2	3	4	5
How often is your daily plan ruined by other things that come up (good TV show on, etc.)?	5	4	3	2	1
Total					

<sup>6</sup><http://www.dartmouth.edu/~acskills/success/time.html>

### **Your Results!**

Your Score (add all the numbers up): \_\_\_\_\_

#### **6-10: Terrible Planner**

You should consider using new tools and processes to help you plan effectively. A great first step would be to take a time management course.

#### **11-15: Below average planner**

You may already have a planning system, but using it more effectively will help to reduce the stress and lack of control you feel in your life.

#### **16-20: Average planner**

Your planning system is working, but you can do better. You may need help focusing on priorities, dealing with urgent interruptions or writing your daily plan.

#### **21-25: Above-average planner**

Your planning system is working well. Keep up the good work, with periodic reviews to be sure you're planning around what matters most in your life.

#### **26-30: Excellent planner, or candidate for burnout**

You have mastered planning and should experience the calmness that comes from taking charge of your life. But make sure you're in control of your planning rather than letting it control you.



Time Management  
Learning Activity 5.7

Time Management

Week: \_\_\_\_\_

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning		Morning	Morning	Morning	Morning	Morning	Morning
Lunch		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Afternoon		Afternoon	Afternoon	Afternoon	Afternoon	Afternoon	Afternoon
Supper		Supper	Supper	Supper	Supper	Supper	Supper
Evening		Evening	Evening	Evening	Evening	Evening	Evening



### Time Management Learning Activity 5.8

#### Goal Setting

Go through these five steps for setting a goal. What is something you really want to do? Do you want to finish the baby book for your child? Do you want to start on a daily exercise routine? Do you want to make sure you get to work on time each day? Brainstorm a list of things you would like to accomplish and then choose one for this activity.

##### Step 1: Write it down!

My goal is to \_\_\_\_\_

##### Step 2: Do you have the desire?

Make a list of all the benefits of your goal.

### Step 3: Identify obstacles

What are some of the obstacles that might get in your way? How can you deal with these obstacles?

Obstacle	How you will deal with the obstacle	Knowledge or people who can help

### Step 4: Set deadlines

Break your goal down into manageable stages and then set a deadline for each stage. For example, if your goal is to complete a baby book for your child, your first stage might be to buy materials by the end of the month.

Stage 1: \_\_\_\_\_

Deadline: \_\_\_\_\_

Stage 2: \_\_\_\_\_

Deadline: \_\_\_\_\_

Stage 3: \_\_\_\_\_

Deadline: \_\_\_\_\_

### Step 5: Make a plan

We have already done a planning quiz. Are you a good planner or do you need some work in this area? Here is a chance to work on your planning skills. For each stage of your goal, write out a plan. For example, if you need to buy materials for the baby book by the end of the month, make a list of all the materials you need to buy and where you can get them.

**Goal:** \_\_\_\_\_

<b>Stage 1:</b>
<b>Activities:</b>
<b>Stage 2:</b>
<b>Activities</b>
<b>Stage 3:</b>
<b>Activities</b>

## Career Life Work

The *Career - Life - Work* series consists of the following:

- Personal Management Skills Manual
- Communication Skills Manual
- Career Development Manual
- Job Success Strategies Manual
- Dealing with Conflict Workbook
- Getting the Job Workbook
- Soft Skills for Work Workbook
- Planning Your Career Workbook
- Dealing with Stress Workbook
- Goal Setting Workbook

You can download these documents from [www.nwt.literacy.ca](http://www.nwt.literacy.ca)



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