

**Module: Employment**

**Lesson Title: Transferable Skills**

**Standards**

Florida Adult Basic Education	Level Expectation
CP.ABE.02 Identify interests, skills and personal preferences that influence career and education choices	NRS Levels 1-6

**Interpreting the Standard**

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Identify interests, skills and personal preferences that influence career and education choices	Identify	Interests, skills and personal preferences	Print  Discussion	DOK 1  DOK1 DOK2	Mark items on a list  Read a story and respond to questions

## Objectives of the Lesson

Students will:

- Students will identify transferable skills they have done

## Materials

- Things I Have Done – Working with People **(Handout #1)**
- Things I Have Done - Working with Data **(Handout #2)**
- Things I Have Done - Working with Things **(Handout #3)**
- Story “Just a Housewife: Jesusita Novarro” **(Handout #4)**
- Reading Guide for the story “Just a Housewife: Jesusita Novarro” (Handout #5)

## Instructional Plan

### Overview

In this lesson, students will identify skills from the handout that they have done at work, home or the community that can be used in the workplace.

### Process

### Sample Debriefing Questions

- Have you ever done..... (Ask students if they have ever done each of the listed items)?
- Have you ever seen anyone else do this?
- Did you enjoy doing this? If so, Why?
- Did you dislike doing this? If so, Why?

### Modifications for Different Levels

#### Lower Levels

- Teacher reads the caption and asks the students to repeat the words

#### Higher Levels

- Teacher asks the students to think of other things they have done and share them with their partner or classmates
- Students read the story “Just a Housewife: Jesusita Novarro” **(Handout #4)**
- Students use the accompanying Reading Guide to respond to questions for the above story **(Handout #5)**

## **Assessments/Extensions**

### **Assessment**

- Teacher observes student discussion with their partners and classmates
- Teacher ask informal questions about the lessons to check for understanding

### **Extension**

- Ask the student to share with the class the category that they marked the most things that they have done.
- Ask students if there is one category that interests them more than the others
- Ask students to think of other skills they may have
- Students can use the computer to type their own story and transferable skills
- Students can use spell check, grammar check, change font type and size features to correct errors

## Things I Have Done Working with Things Handout #1

- Take care of plants, garden or farm
- Cooking
- Do housecleaning at home
- Flower arranging
- Care for animals
- Type, filling, office work for a business
- Use a computer
- Take photographs
- Operate stereo equipment
- Build furniture
- Use a cash register
- Repair equipment
- Build furniture
- Repair equipment, repair appliances
- Operate equipment (lawnmowers, saws, forklifts)
- Use tools
- Drive buses, vans, taxis
- Prepare meals for large groups
- Build things
- Cut down trees
- Give haircuts, or do hair styling
- Take care of cars
- Other \_\_\_\_\_

## Things I Have Done Working with People Handout #2

- Take care of a sick relative
- Give medicine to a child
- Care for child who is disabled
- Help at a school event
- Make phone calls
- Visit new places
- Take care of my children or other people's children
- Teach or coach a sport
- Organize parties for family or friends
- Teach at my place of worship
- Help children with their homework
- Participate in events in my community
- Volunteer at a library
- Work with other parents in the schools
- Go on field trips for teens and help out
- Play music or dance for others
- Other \_\_\_\_\_

### **Things I Have Done Working with Data Handout #3**

- Write checks and balance a checkbook
- Do a budget for my family
- Record money for a club or group
- Handle the money/finances for a small business
- Read a map
- Follow directions
- Read a flyer or poster
- Apply for a loan or credit
- Fill out forms and applications
- Make airline arrangements
- File papers
- Enter data onto a computer
- Select and price items to be purchased by a group
- Maintain sales records for a business
- Choose colors for sewing, crafts or decorating projects
- Other types of working with data

## Story

### “Just a Housewife: Jesusita Novarro”

#### Handout #4

I start my day at five o'clock when I get up and prepare all the children's clothes. If there are shoes to shine, I clean them in the morning. At about seven o'clock I bathe my children. I leave my baby with the babysitter, and then I volunteer at the settlement house. I work until twelve o'clock, although sometimes I'll work longer if I have to go to welfare and pick up a check for somebody. When I get back, I try to make hot food for the kids to eat. In the afternoon I scrub, clean, cook, and do whatever else I have to do in my house.

I used to feel I was getting something for doing nothing when I received my welfare check. However, I realize that mothers work hard also. My house is clean and the clothes are all washed and ironed. I'm home and I'm working. I am a working mother. As a working mother, my job is tedious, especially since I want to do it right. I'm a perfectionist. With the children, it's a constant game of picking up this, picking up that.

Some men work eight hours a day. Many mothers work eleven or twelve hours a day. Sometimes we have to get up during the night to tend to our children. When do we get a break? We don't. I don't understand why some people think welfare is like charity. We're working for our money and providing a good home for our children. I'm so busy all day that I don't have time to daydream.

I used to get in my house and close the door. I had no confidence, and I felt degraded. Now I speak up for my rights, and I walk with my head held high. If I want to wear big earrings, I do. If I'm overweight, I don't worry about it. I'm going to get off welfare very soon...that's my goal.

Recently I was at the hospital, and I went to pay my bill. A nurse came over and gave me a green card which shows I'm on welfare. She then gave it to the cashier and said, loud enough so I could hear, "I wish I could stay home and let the money fall in my lap". I felt so terrible and ashamed. Why can't we just get a check in the mail and not advertise the fact that we're on welfare? In her mind, that nurse thinks she represents the working people and welfare recipients represent the lazy folks.

How are people going to get off welfare if they're constantly being put down? It's a never-ending cycle, continuing from one generation to the next. I would like to break that cycle so my kids won't have to go on welfare when they are adults. Life is never easy.

The head of the settlement house would like me to take the social worker's job when I get back to work. I could visit homes, talk to mothers, and try to make them aware of their own potential. I would like to empower these women who usually have no self-confidence. That was me...not so long ago! We have to learn to help each other out when things become difficult. We can ask our friends for advice when we have obstacles in our way; they might help us find solutions.

I went to one woman's house and she was Spanish speaking. I was talking to her in English, but she wouldn't respond. I could see the fear in her eyes. Then I started speaking Spanish, and right away she invited me in for coffee and we were soon chatting. I would also like to help mothers to become aware of how they can help in the community.

I remember when the people from the settlement house began visiting me and other welfare mothers, trying to get us interested in cooking or sewing projects. At first when they knocked on my door I felt angry. It was just like I had drawn a curtain around myself. I didn't think I was good for anything, and I just wanted to keep my troubles to myself. However, these people continued to try and help me, and soon I accepted their help. Before long I became a volunteer.

I want to be a paid social worker one day. I want to help these women who are just like I was. I would be a good listener and try to keep a level head, even if things get emotional. I would try to be a good friend to them. Often these women think the social workers are spying on them and they feel threatened. I would be discreet and try to help them as much as possible.

I have promised myself that if I ever get a full time job, I'm going to get my own insurance. Then, if I have to go to the hospital again, I wouldn't feel embarrassed having to hand over a welfare card. I want my children to be successful adults when they grow up. I want to learn more; I'm hungry for knowledge. I want to do something that makes a difference in my life.

.....

*Adapted From Working People Talk About What They Do All Day and How They Feel About What They Do by Studs Terkel.*



**Story**  
**“Just a Housewife: Jesusita Novarro”**  
**Reading Guide**  
***Handout #5***

1. What is the first thing that Jesusita does in the morning?

---

2. What does she do in the afternoon?

---

3. One of Jesusita’s goals is to:

- a. lose weight
- b. wear fancy earrings
- c. get off welfare

4. The head of the settlement house wants Jesusita to:

- a. take a social worker’s job
- b. go to the hospital
- c. stay on welfare

5. Jesusita:

- a. has a paid job
- b. is a mother on welfare
- c. has a husband with a paid job

6. Describe some of the things that you do that you don’t get paid for.

---

---

---

7. Jesusita says, “I’m hungry for knowledge. I want to do something that makes a difference in my life.”

8. Finish these sentences with your own words:

I’m hungry for \_\_\_\_\_

I want to \_\_\_\_\_