

Unit Ten:
Student As A Learner

- 10.1 Task Organization
- 10.2 Time Management
- 10.3 Functional Relationships
- 10.4 Flexibility, Tenacity and Productivity
- 10.5 Job Safety

STUDENT AT A LEARNER

10.1 Task Organization

A	B	C
Task Organization	Task Organization	Task Organization
<ul style="list-style-type: none">• accompanies the group during task completion• collaborates in the completion of a portion of the task• sits at work station• reacts when called upon• executes a simple request " give me"• imitates simple movements• looks at what is being done• keeps the material in front of self• collaborates in storing the material	<ul style="list-style-type: none">• accomplishes a simple task• accomplishes a simple job at work station (folding cardboard boxes, sorting)• takes care of work station• repeats the same task several times• follows a simple procedure (left to right)• recognizes and identifies simple work articles (scissors, envelopes, pliers)• recognizes the function of a few work articles• retrieves the known articles from their place to begin the task• helps with the clean up of the work station	<ul style="list-style-type: none">• completes a two or three step task• executes a job request from an authority figure• consults an illustrated step by step poster to complete a task (fold the flyer, place in envelope, lick envelope)• memorizes and repeats a sequence• consults a list of equipment necessary for the task (gloves, goggles)• recognizes own equipment• brings personal items required for a specific activity (gym clothes for class, hair net for kitchen work)• puts away work items in their appropriate place• asks for help when needed

D	E	F
Task Organization	Task Organization	Task Organization
<ul style="list-style-type: none"> • accomplishes a multi step task • reacts to a group request • executes a few instructions at a time • follows the prescribed method for the task • recognizes and identifies the necessary items for different tasks (tools for woodworking, office equipment) • recognizes the various functions of work tools • places work tools within reach • takes care of work station • is careful with materials • accepts small changes (tasks, personnel, workstation) • recognizes and uses some strategies to solve minor problems (lack of materials) 	<ul style="list-style-type: none"> • recognizes and adapts work methods to the environment • completes all the details of a task before starting a new one • follows the established steps for completion of a task • asks questions to verify that the task has been understood • analyses a task to ensure proper execution • uses tools and material in an appropriate fashion • organizes the necessary equipment 	<ul style="list-style-type: none"> • accomplishes all the aspects of assigned task • finds methods and modifies the techniques to better accomplish a task • transfers the skills from one task to others

Student As A Learner 10.2 Time Management	A	B	C
	Time Management	Time Management	Time Management
	<ul style="list-style-type: none"> • associates a beginning element to an activity (go sticker, object) • follows the sequence of an activity 	<ul style="list-style-type: none"> • recognizes points of reference of time (clock, schedule) • recognizes the beginning and end of an activity • associates the different parts of a cycle with a time of day (morning, afternoon) 	<ul style="list-style-type: none"> • associates a specific hour with an activity • follows a pictorial schedule • starts task immediately • associates a specific day with an activity • goes on to the next activity when the first one is completed • takes a break when signaled

D	E	F
Time Management	Time Management	Time Management
<ul style="list-style-type: none"> • consults an agenda, a schedule, a chart • conforms to scheduled meal and break times • accepts an impromptu change in the schedule • notifies employer/teacher of absence • keeps track of hours of work 	<ul style="list-style-type: none"> • situates activities in a daily schedule • estimates the time required to complete a task • starts work on time • verifies hours of work with the time sheet • sets up a simple schedule • creates a personal schedule (organizes activities after work) • continues working until the prescribed hour • phones employer or teacher the morning of absence • recognizes valid reasons for missing work 	<ul style="list-style-type: none"> • recognizes the importance of keeping to a time schedule • accepts, occasionally, to stay late to complete a task • sets up appointments before or after work • demonstrates reliability

Student As A Learner 10.3 Functional relationships in personal environment (class, workshop, community)	A	B	C
	Work Relationships	Work Relationships	Work Relationships
	<ul style="list-style-type: none"> • accepts the presence of others in the work environment • accepts supportive physical contact (hand over hand) 	<ul style="list-style-type: none"> • works alongside colleagues and/or classmates 	<ul style="list-style-type: none"> • works in an assembly line • recognizes supervisor as an authority figure • knows who to ask for help

D	E	F
Work Relationships	Work Relationships	Work Relationships
<ul style="list-style-type: none"> • works effectively in a group • recognizes the role of each member in a group • recognizes the authority figures and conforms to rules • heeds the remarks or suggestions of a supervisor • accepts working with different people • interacts with others in a work setting • respects the space of others • treats materials with respect 	<ul style="list-style-type: none"> • works efficiently with colleagues at work • helps a colleague with a task • accepts some concessions for the good of the group • seeks advice from the appropriate personnel when in difficulty • uses acceptable language in a work setting 	<ul style="list-style-type: none"> • collaborates with other employees • controls emotions towards peers and colleagues • exchanges ideas with colleagues in work related areas

STUDENT AS A LEARNER

10.4 Flexibility, tenacity and productivity (class, workshop, community)

A	B	C
<p>Work Place Behaviour</p> <ul style="list-style-type: none">• collaborates with others on a job	<p>Work Place Behaviour</p> <ul style="list-style-type: none">• remains attentive until the job is completed	<p>Work Place Behaviour</p> <ul style="list-style-type: none">• demonstrates a good attitude towards a job (does not pout)• accepts adult supervision• accepts a variety work placements• concentrates on the task at hand• accepts repetitive tasks• completes or continues a started task• develops pride in a job well done• demonstrates job completion that is acceptable

D	E	F
Work Place Behaviour	Work Place Behaviour	Work Place Behaviour
<ul style="list-style-type: none"> • controls emotions when faced with less enjoyable tasks • completes a task during an allotted time frame • concentrates on tasks despite any environmental stimulus • perseveres with repetitive tasks • accepts redoing a poorly done task • shows pride in work • begins next step 	<ul style="list-style-type: none"> • adapts to new tasks • accepts both the pleasant and unpleasant aspects of a job • starts work with enthusiasm • is consistent with work on a task • follows the pace of work set out by the supervisor • identifies the majority of problems during the completion of a task • produces work that is consistent with the proposed norms • pays attention to the quality of work 	<ul style="list-style-type: none"> • generalises work skills to various tasks, areas, and places of work • is productive in spite of situational changes (shows flexibility) • accepts doing all the steps of a task without complaint • finds a solution to simple problems • makes necessary adjustments during a job • uses stress relieving techniques (exercise, speaking to someone about a problem) • tolerates pressure • perseveres in the completion of a job well done • completes the task according to the demands of the employer • notices what needs doing and does it • shows initiative to improve productivity • verifies that the task done meets the expectations • self evaluates in order to determine the need for improvement